
EBP PHASE 2 SUMMARY REPORT

2017-2018

LESTER B PEARSON SCHOOL BOARD

**Note to reader: Modified version of report submitted by board. Financial information has been removed for sharing purposes.*

Project 1: Balanced Literacy à la carte: Individualized professional development and PLC's.

Goals and Activities

For many years, consultants have been offering workshops on Professional Days. A lot of work was put into preparing them and some were poorly attended. When the attendance was reasonable, it was always the same teachers attending the workshops. We were not building capacity within the schools.

Therefore, we decided to eliminate the one-shot workshops. Instead, we wanted the language consultants to visit each school and to build relationships with the teachers. They would offer some workshops, tailored to the school's needs, and follow-up with the teachers on its implementation. Since we only have two elementary language consultants and 37 schools, we decided to focus on 1 region per year. We would not wait for the teachers to come to our workshops, but go to the schools to offer our PD.

A survey was sent to each teacher, to assess their level of comfort for all 3 language competencies. Then each teacher was released for a 30 min. discussion with our consultants. Our consultants are invited to model, teach and co-teach balanced literacy competencies. With the implementation of balanced literacy, they encouraged the collaboration between French and English teachers (FACET), promote formative assessment and coach the teachers in collaborative inquiry.

Outcomes

- Two elementary language consultants are supporting all teachers in Region 2 (11 schools) in literacy, by providing individualized PD. Teachers' specific needs were established according to the results of the survey. The consultants visited each school bi-weekly, to offer PD or to model or co-teach.
- By combining other funds, we granted 10 days of release for each school. For a total of 110 days. During those times, they were able to work collaboratively with their peers or were offered PD in small groups.
- The collaboration between English and French teachers was greatly encouraged.
- We will create a post-survey for teachers.
- We also purchased pedagogical material for teachers according, to their needs and Deep Learning by Michael Fullan
- We also purchased pedagogical material for teachers according, to their needs.

Additional comments and observations

Overall, this professional development initiative has been very successful. The language consultants were feeling energized; they gave meaningful PD to teachers and were able to interact with them in an authentic way. The teachers enjoyed the experience and were able to address their specific concerns with the language consultants; there was a lot of incidental PD!

We also collected a lot of data: the survey gave us valuable information on the teachers' practices and concerns. This information is valuable in the development of future PD. We also collected and triangulated data for each school. We hope that this will be a starting point for schools to re-evaluate their assessment practices. It will complement the previous work done with school teams on formative assessment and Standards and Procedures.

As part of the improvement initiative, we looked at the data for each school. We looked at running records, Board and Ministry exam results and end of term report cards. We have found many discrepancies in results; ex low reading running record result but high marks in the report cards. As follow-up, we plan to visit each school next year and present the data to principals' and school teams. It is a great conversation starter on their evaluation practices.

We will continue this project, with another Region next year!

Project 2: Math project

Goals and Activities

Driving effective changes in practice to increase student learning of concepts and processes in the elementary mathematics so students are algebra-ready by the end of Cycle 3.

Working hypothesis:

There is are necessary conditions to ensure changes in teacher practice and implementing a PLC structure as described in Learning by Doing by Dufour & Dufour is likely to elicit those necessary conditions.

Outcomes

- In two elementary schools, we will establish functional and sustainable PLCs for each cycle for teachers who have a mathematics assignment.
- Teachers will share common formative assessment data to discover the best practices leading to student achievement of their school's learning target.
- Schools will tack student progress throughout the different grades in order to inform specialized interventions

Submitted by Marie Wahba, Director of Educational Services

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