
EBP PHASE 2 SUMMARY REPORT**2015-2016****(ENGLISH MONTREAL SCHOOL BOARD)**

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

Project 1 (Building Common Formative Assessment for Cohorts 1 & 2 EMSB teachers)
Goals and Activities

In an era of Partnership Agreements and school Management and Educational Success Agreements (MESA), school boards have been mandated to strategically plan out school improvement initiatives that focus on increasing student success rates. In doing so, specific research-based strategies have been identified as enhancing the quality of teaching and guiding improvements in student learning. As such, for the past 3 years, professional development for consultants, administrators and teachers has focused on the data team process of setting goals and targets for improvement as well as selecting instructional research-based strategies and monitoring tools.

At EMSB, for the past 3 years, we embarked on the journey of training our entire cohort 1 (2012-2013) & cohort 2 (2013-2014) school teams, all pedagogical consultants, directors and school administrators (2011-2012, 2012-2013, and 2013-2014) in the data team process. Three years into the process, the feedback from teachers through our consultants is that, most data at the school team's disposal has been standardized and summative in nature. Although, this data gives a general portrait on student achievement, consultants, administrators and teachers realize that standardized testing results do not allow for an ongoing monitoring of student progress. ¹Erkens (2009) has established that common formative assessments, allow school teams to pin point and determine where students are now, where we want them to go and how to begin addressing the gap.

School teams are now requesting from our consultants to help guide them in building common formative assessments that are of high quality and can serve as reliable checkpoints in between summative and/or standardized testing periods. In order to provide quality support to this growing need, assessment literacy has become a necessity for school data teams.

¹ Erkens, C. (2009). *Developing our Assessment Literacy*. In Guskey, T.R. (Ed.), *The Teacher as Assessment Leader* (pp. 11-30). Indiana: Solution Trees Press.

Classroom formative assessment is a research-based strategy that has been identified by many researchers (²Bloom, 1971; ³Black & Wiliam, 1998; ⁴Guskey, 2007; ⁵Hattie, 2009) as having a significant impact on student achievement. Traditionally, classroom assessments have been used to mark the end of instructional units and for reporting purposes. However, research suggests that the way results are used can have a significant positive effect on student success. When a formative assessment is designed and administered appropriately, its results can be used as a practical and efficient means to improve teaching practices and help all students learn a higher level.

Outcomes

In order to further develop a culture of common formative assessment in our schools, we propose a request for funding of a two day customized workshop with author and assessment expert Cassandra Erkens. The focus of the workshop is:

1. to gain a deeper understanding of how formative assessments can improve student learning;
2. to learn how school teams can work collaboratively to develop common formative assessments that are aligned with learning targets;
3. to learn how to establish a consistent way to effectively monitor student learning, implement informed practice and raise expectations.

School Data Team members will leave with a framework for working collaboratively:

- to create high-quality assessments;
- to collect meaningful instructional data that informs interventions and enrichment planning.

This is a two day customized workshop focusing on Common Assessments. Participants will work to unpack competencies in order to identify learning targets and to create common formative assessments for applicable use. Cassandra Erkens will work with EMSB to customize training to fit the needs of EMSB school data teams.

Learning Outcomes

- Understand the rationale for using common formative assessments
- Learn the common formative assessment process from beginning to end
- Focus on the keys to accurate design and effective use of assessments
- Gain supportive tools (i.e. planning templates and protocols)

² Bloom, B.S., Madaus, G.F., & Hastings, J.T. (1971). *Handbook on Formative and Summative Evaluation of Student Learning*. New York: McGraw-Hill.

³ Black, P., & Wiliam, D. (1998). *Inside the Black Box: Raising Standards through Classroom Assessments*. Phi Delta Kappan, 80 (2), 139-144.

⁴ Guskey, T.R. (2007). *Formative Classroom Assessment and Benjamin S. Bloom: Theory, research, and practice*. In J.H. McMillan (Ed.), *Formative Classroom Assessment: Theory into practice* (pp. 63-78). New York: Teachers College

⁵ Hattie, J. (2009). *Visible Learning: A Synthesis of over 800 Meta-Analyses Relating to Achievement*. New York: Routledge.

- Create a formative culture and balanced assessment system conducive to learning
- Identify the comprehensive and specific targets of rigorous and relevant learning expectations
- Design accurate assessments to generate evidence that will sufficiently reflect the expectations
- Deliver assessment in a safe and engaging environment
- Respond to results from assessments with corrective feedback and responsive instruction
- Engage students as instructional decision makers throughout the entire teaching and learning process

Cluster Consultants Support Model:

The model that EMSB has chosen to support our schools with the PLC/Data Team Process / Assessment Literacy is through our * cluster consultants. Pairs of consultants have been assigned 4 schools that they are responsible to support and accompany through the PLC journey. All of our consultant have attended all training with their assigned cluster schools and have been doing the follow-up support, consequently. This model of accompaniment and support has enabled our cluster consultants to develop a positive trusting relationship with their cluster schools, an important relationship that will make school teams more open to change and willing to take risks when trying out strategies for improvements.

***Cluster Consultants:**

Gil Abisdris, Elpi Argyrakopoulos, Chad Leblanc, Lisa Triestino, Anne Beamish, Marie-Claude Bergeron, Roxane Berube, Tom Booth, Tino Bordonaro, Marlene Boudreault, Anne-Marie De Silva, Sandy Farr, Yvan Germain, Kish Gue, Travis Hall, Sara Iatauro, Imma Ienaro, Paul Kettner, Melissa Ledo, Martine Legault-Ciccia, Anik Malenfant, Tracy Mangal, Franca Persechino, Terry Saba, Lina Zielinski.

Overall reflection/observation

Unfortunately, due to the teachers' pressure tactics that occurred this in the first part of this school year, we were not able to carry out our proposed project. We hope to reconduct our proposal and carry out our project in 2016-2017.

Submitted by Gil Abisdris

Date (June 30, 2016)