

## EBP PHASE 2 SUMMARY REPORT

2016-2017

### EASTERN SHORES SCHOOL BOARD

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

#### Project 1: Camp Collaboratif, 6e année

##### Goals and Activities

The “**Camp collaboratif 6e année--suivi Zenlive**” offered a formula based on the collaboration and sharing, but took place remotely using new technologies (Zenlive) that allow us to work without travelling. The main goal was to standardize the process and the making.

##### Outcomes

a)

Sessions for all Elementary Schools	Date	Number of Schools	Number of Teachers
<b>Session 1:</b> For new teachers	June 9, 2017 (AM)	3	3
<b>Session 2:</b> Workshop/Collaboration with all teachers	June 13, 2017	13	14
<b>Session 3:</b> Collaborative Group Marking	June 14, 2017	13	14

b) Based on participants’ evaluation of each session, the platform Zenlive worked great, the sessions offered were well organized, hands-on and were based on participants’ needs and real samples were used by presenters. In addition, tools created were amazing! The collaborative group marking was definitely a concept we need to keep. Participants were extremely pleased by the fact that they were not left alone with marking their students’ written production and were able to have another point of view to validate their marking. On a survey, 100% of participants said they would recommend an online group marking to another teacher. They also appreciated the “Help Centre” offered by the FSL Consultant and Julie Provencher that was available all day during their marking session. The downside was that some teachers had many students and others had only a few. However, both teachers in this situation had to mark all day. Some also mentioned that one day was not enough and that they would also like to make examens collaboratively for other levels.

Suggestions for a follow-up: With the new rubrics created being released in Fall 2017, the plan is to have a half-day session to present the new rubric and the guide produced by the DSCA. Then, teachers will use it in class (used as a formative tool). This addition will tie in our RTI framework in order to target and address specific needs. A half-day follow-up session will be set up to solve problems and answer questions. Afterwards, teachers will use the rubric to mark exams (full day--used as a summative tool) and a last session (half-day) will be set up to receive feedback, answer questions, present a revised version if applicable and plan next steps. All these sessions will be done online!

Money allocated was used to pay for substitution costs and minor travel and materials.

## Project 2: Camp Collaboratif, Sec V

### Goals and Activities

The “**Camp collaboratif sec 5--Pérennité**” offered a formula based on the collaboration and sharing, but took place remotely using new technologies (Zenlive) that allow us to work without travelling. The main goal was to ensure sustainability by offering the virtual version rather than the face-to-face option.

### Outcomes

a)

Sessions for all Secondary Schools	Date	Number of Schools	Number of Teachers
<b>Session 1:</b> For new teachers	April 7, 2017 (AM)	1	1
<b>Session 2:</b> Workshop/Collaboration with all teachers	May 5, 2017	9	9
<b>Session 3:</b> Collaborative Group Marking	June 12, 2017	9	9

b) Based on participants’ evaluation of each session, the platform Zenlive worked great, the sessions offered were well organized, hands-on and were based on participants’ needs and real samples were used by presenters. In addition, tools created were amazing! The collaborative group marking was definitely a concept we need to keep. Participants were extremely pleased by the fact that they were not left alone with marking their students’ written production and were able to have another point of view to validate their marking. On a survey, 100% of participants said they would recommend an online group marking to another teacher. They also appreciated the “Help Centre” offered by the FSL Consultant and Julie Provencher that was available all day during their marking session. The downside was that some teachers had many students and others had only a few. However, both teachers in this situation had to mark all day. Some also mentioned that one day was not enough and that they would also like to make examens collaboratively for other levels.

Suggestions for a follow-up: The next step is to target all FSL high school teachers. This only means an addition of five(5) participants who expressed the desire to have more training and able to enhance and align their practices to enable students to meet standards expected at the end of their high school. Online workshops will be offered online throughout the school year for each competency and will always have a “teaching” and “evaluation” component. The focus will be made on the “essentials” as suggested in the RTI framework and a PLC “horizontal team” will be created as most FSL teachers work in isolation. Then, a day will be reserved for marking (ESSB Common Exams and Uniform Exam Sec 5) targeting samples that need to be looked at by more than one teacher.

Money allocated was used to pay for substitution costs and minor travel and materials.

### Project 3: GB+

#### Goals and Activities

#### Outcomes

a)

Sessions for all Elementary Schools	Date	Number of Schools	Number of Teachers
<b>Session 1:</b> Explore GB+ Kit and send questions	Before session 2 (each teacher could choose their own date)	13	20
<b>Session 2:</b> Online Workshop	2 choices: -April 24, 2017 -May 4, 2017	13	20
GB+ Evaluation of students -1 Day: Evaluation of students for small schools (BCHS, BAS, EIS, Fermont, GIS, MBS, Riverview, SPDS, St-Pat's)  -2 Days: Evaluation of students for large schools (Flemming, GES, NCHS, NRHS)	May/June 2017	13	13

b) Based on participants' evaluation, they appreciated the time dedicated to GB+ exploration and evaluation. They also were either "extremely satisfied" or "satisfied" by the online workshop that was offered. They enjoyed the hands-on component, the presenter and all the tools and tricks that were shared. Many mentioned how they will be able to adjust their evaluation based on the new information they received. Finally, they also mentioned how they now feel more confident with using this tool. The downside was that some teachers had Internet/computer glitches and would have liked to have the PPT presentation ahead of time to print out.

Moreover, a change has been made in the levels evaluated to have a clear vision of our students' progress and to integrate RTI. Mandated GB+ evaluations are now for the end-of-cycle students (grade 2-4-6) and Tier 2 students (in the past we used to do only grades 1-2-3-4).

Also, GB+ tracking is now done on GPI which simplifies the process and enables us to view a student's progress throughout his/her elementary pathway.

Suggestions for a follow-up: The next step is to integrate the use of GB+ as a screening tool during the school year and to integrate the various teaching techniques and interventions that our students need to become better readers. Also, in order to ensure training sustainability with our staff turnover, a video similar to the workshop offered will be produced.

Money allocated was used to pay for substitution costs.

---

## Project 4: MESA Support to Schools and RTI workshop

### Goals and Activities

Ed. Services gave a one day workshop to all schools, with all teachers, principals and Ed. Techs attending. The four learning intentions were: By the end of the workshop, I will understand the basics of the RTI framework. I will have a list of students needing intervention. I will understand my MESA strategies in the context of RTI. I will develop my vision of Tier 1 instruction. The workshop evaluation focused on the learning intentions, asking to what extent each was achieved.

### Outcomes

a) Seven separate workshops were given to schools, either individually or in regional clumps. All workshops were on P.Ed days.

- Oct 21st: (EIS, NRHS, NCHS, SPDS) 42 teachers, 4 principals, 2 Ed. Techs.
- Nov 7th: (BAS, GES, GPS) 23 teachers, 2 principals, 1 Ed. Tech
- Nov 11th: (Evergreen, St.Pats) 10 teachers, 1 principal
- Nov 14th: (Fermont, QEHS, Flemming, Riverview) 30 teachers, 4 principals, 3 Ed. Techs
- Nov 17th: (BCHS) 8 teachers, 1 principal, 2 Ed. Techs
- Nov 18th: (MBS) 9 teachers, 1 principal
- April 25th (Grosse Isle) 9 teachers, 1 principal, 1 Ed. Tech

b) The workshops were well received. A summary of workshop evaluations is available upon request.

- Follow-up in 2016-17 included a 2 day RTI workshop from Lynn Senecal and a 2 day RTI Institute (Solution Tree) attended by principals and select teachers.
- Next steps are to help foster a PLC in each school to start RTI work.

All workshops were given on P.Ed days to reduce expenses. Money allocated was used to pay for participant's travel to workshops, and for workshop lunches. Some Ed. Services travel was also charged.

## Project 5: RTI follow-up workshop

### Goals and Activities

Lynn Senecal, of the Inclusive Schools Network gave two days of workshop. She presented a 3 step model for using RTI in a developmental framework and then explored four different learning profiles (dyslexia, non-verbal learning disability, ADHD and specific language impairment) and interventions for each.

### Outcomes

a) Day 1: twenty-four participants, including resource teachers from every school and several consultants

- Day 2: forty participants, including resource teachers and principals from every school and several consultants.

b) Resource teachers and consultants greatly appreciated the specific PD around the four common learning profiles - how to identify them and appropriate interventions for each. (Day 1)

- There was a lot of information and a lot of tools presented for different learning continuums (too much). Especially noted in the comments was appreciation for the 'learning profile' tool that can be passed from teacher to teacher to closely track a student's progress over many years.
- It would be wonderful to offer this same PD to all teachers.

Fifteen teachers were released for 2-3 days (depending on travel needs). Funds also used for teacher travel. Principals were already in town for an ESMC. Their supply and travel were covered by the ESMC.

## Project 6: Grade 6 ELA Anchor Paper Sessions

### Goals and Activities

The overall goal of this project was to support teachers in their understanding of the two end-of-cycle 3 tasks, and in particular the evaluation criteria. The exemplar session in September, served as a reference point for the two teachers. Participation in the provincial anchor session in May 2017 further consolidated their understanding of the two tasks and the evaluation criteria.

### Outcomes

- a) On September 27<sup>th</sup>, 28<sup>th</sup> and 29<sup>th</sup>, two teachers, one from Gaspé Elementary and one from Flemming Elementary, attended the grade 6 ELA provincial exemplar session. The funding for the release and travel expenses of the teachers was provided through this project.
- b) Both teachers appreciated the opportunity to work collaboratively with teachers from other school boards in the province. Their understanding of the evaluation criteria was improved, especially in terms of the response writing task.
  - Follow-up: On May 17<sup>th</sup> and 18<sup>th</sup>, the two teachers participated in the grade 6 provincial anchor paper session for the end-of-cycle evaluation, funding for release time and travel for both teachers was provided through this project.
  - Next steps: The teachers will share their learning and experiences with other teachers. They will provide support to other teachers, at their respective schools and at regional marking centers.

## Project 7: Principal PLC

### Goals and Activities

A principal PLC was created and coordinated with Natalie Knott of EBP. No funds from this phase 2 project were accessed.

## Project 8: BAS (Benchmark Assessment System)

### Goals and Activities

Three teachers, from Grosse Ile School, participated in the BAS training sessions. The learning intentions for the training sessions were: 1) To understand the need for assessment and how results inform instruction. 2) To administer, score and interpret results of the BAS. At the end of the project, teachers were asked to evaluate the BAS.

### Outcomes

- a) On January 6<sup>th</sup>, the preschool/Cycle 1 elementary teacher and the resource teacher at GIS, participated in a BAS Level 1 training session.  
On January 9<sup>th</sup>, the Cycle 2/3 elementary and Cycle 1 secondary teacher and the resource teacher at GIS, participated in a BAS Level 2 training session.
- b) The BAS was well received by the teachers. Their reviews indicate that, information gleaned from the BAS is comparable to the current assessment system, but the BAS is less time consuming. In future training sessions, more time should be allocated to teachers for consolidation of their training.

---

Follow-up: On May 26th and June 1st, the preschool/Cycle 1 teacher at GIS, participated in a BAS Level 1 followup session.

During the week of June 12th, the Cycle 2/3 and Cycle 1 secondary teacher, participated in BAS Level 2 followup sessions.

- Next steps: We plan to expand the pilot project to include three additional schools in the 2017-2018 school year. The schools involved will be Escuminac Intermediate School, Fermont Elementary School and Gaspé Elementary School.

Submitted by Ann Guilbeault, Math and Science Consultant

Date 30<sup>th</sup> June, 2017