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## **EBP PHASE 2 SUMMARY REPORT**

**2015-2016**

### **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 Promote PLC's around evaluation through the Standards & Procedures document**

##### **Goals and Activities**

In November 2015, we launched our 2015-2016 EBB initiative on formative assessment with our school principals. We offered Professional development to all school administrators on assessment, through the Standards and Procedures document. New principals needed to be familiarized with the Basic School Regulation. Principals were reminded of the importance of reviewing their Standards and Procedures document yearly. We recommend that valuation practices in each school should be reviewed annually by the School Success Teams (SST). SST have a leadership role to play in standardizing the evaluation process.

##### **Outcomes**

- We offered 3 PD sessions: one for the elementary principals, one for the high school principals and finally a session for all vice-principals.
- Everyone attended these sessions.
- Given the context of teacher negotiations and pressure tactics, administrators found it very useful, as teachers were refusing to evaluate or report on specific competencies. Understanding the teacher's role under the Basic School Regulation was key.
- Everyone agreed that we needed to address evaluation and to standardize procedures within each school.

#### **Project 2 Support and provide Professional Development to School Success Teams, on evaluation.**

##### **Goals and Activities**

The first meeting with School Success Teams in Elementary and Secondary for the 2015 school year, was designed to introduce the Standards and Procedures document, and to offer pedagogical development on formative assessment. We presented formative assessment as a key tool for teachers to adjust their teaching and to enhance learning. Formative assessment provides data and valuable information on student learning. We tied it to John Hattie's Visible Learning and the impact of feedback on student learning. Attendance was optional, yet 99% of the schools attended.

## Outcomes

- 38 out of our 39 elementary schools and 12 out of 13 secondary schools registered to attend the meeting in January. We released 3-5 teachers per school for a half day. (total of 59 days of release)
- During that session, we presented different ways of evaluating students, in a formative way. All the pedagogical consultants were present and offered a variety evaluation tools to teachers. Schools were provided with materials, such as whiteboards, checklists, rubrics, etc.
- Time was provided for the teams to work on their Evaluation Plans. The discussions within the school success teams was rich. Teachers felt the need to standardize their evaluation practices and responded well to more formative assessment, especially at the elementary level. At the secondary level, there was a little resistance; although teachers recognize the need for more formative assessment, they felt that students would not do their work unless it is graded. We offered different options such as: a marked work can also be used as a formative assessment tool, offering students to revisit their mistakes for extra marks, etc.
- For the elementary teachers, a copy of “Making Classroom Assessment Work” by Anne Davies was purchased. (one copy per school)
- For the secondary teachers, a copy of “Elements of Grading” by Douglas Reeves was purchased. (one copy per school)

## Project 3 How to evaluate our students with Special Needs?

### Goals and Activities

For this project, we focused primarily on the evaluation of students with Special Needs (SN). Consultants from the “Student Services Department” presented the Universal Design for Learning, a model that focuses on removing learning barriers for all students. An overview of what is an IEP with adaptation or modification was also presented. School Success Teams were presented with rubrics and different decision tools for evaluation of students with SN. A binder with progressions of learning, rubrics (elementary and secondary), resource procedures etc. were provided to each school. Then they were given time to look at their school data and outline a plan to review their school’s Evaluation Plan, especially in the areas of SN. Questions and concerns around the topic were also addressed individually.

### Outcomes

- 37 (out of the 38) elementary schools and 12 (out of the 13) high schools participated. 3-6 teachers per school were released for a half day (total 44 days). The High School session occurred during a Ped Day, so no release was necessary. Some High Schools invited as much as 6 teachers to the session.
- There was concerned expressed around the Work Oriented Training Pathways program (WOTP). The WOTP consultant organized through his “Communities of practice” a session on evaluation and data of students placed in this program (6 additional days were used).

- There appeared to be a great interest in the Universal design for Learning (UDL). Consultants were invited to offer additional PD to schools on UDL, in the following weeks.
- The book “Learning in the Fast Lane: 8 Ways to Put ALL Students on the Road to Academic Success” by Suzy Pepper Rollins, was purchased for each school.

### Overall reflection/observation

Because of the pressure tactics, we only started the EBPP phase 2 in January. Although there was some resistance from a few teachers at first, the sessions were well received. Teachers felt the need to focus on evaluation and ESD & SSD will continue to offer workshops on formative assessment next year. In the 2016-2017 calendar, we have selected a couple of Ped days as “Standards & Procedures Days”, where discussions around evaluation will continue and the document will be revisited. Overall, it was a successful year.

### Comments

We hope to continue receiving the EBPP funds in order to pursue the worthwhile work done with the School Success Teams in increasing awareness of the value of using data to support learning and teaching. Through SST, we hope to build capacity within our elementary and secondary schools.

Submitted by (insert name and title)

Date (insert)