

Achieving Excellence in Applied Courses (AEAC)

Who is involved?

All teachers of Grade 9 Applied come together, with teachers of Grade 8, Grade 10 Applied and Dept Heads from GDCI, FEMS, MDHS and SNSS only. Admin leads from the four target schools will attend. Any other admin can join if they wish but not released by project funds, and at some point, we may need to involve SERTs in the work. Jackie Campbell will support each of the target admin with ministry deliverables (reporting templates) and coaching between sessions.

Roles

Crystal

- Presenting as part of the central team (curriculum focus in Oct)
- Work with school teams between central days - landing on school learning need; facilitating colearn/coteach/debrief cycle; moderated marking; diagnostic development; individual support for teachers
- Support group 1 teachers in individualized learning
- Teacher liaison

Rick

- Presenting as part of central team (authentic embedded use of technology in mathematics class)
- Supporting school teams who wish to expand their use of technology in their math classrooms

Karen

- Presenting as part of central team (learning and strategies surrounding students with Learning Disabilities)
- Supporting school teams who wish to learn more about strategies to support students with Learning Disabilities in their classrooms

Jackie

- Coaching principals in supporting teachers and creating learning cultures in their buildings
- Supporting principals in navigating Reporting Tool
- At January Think Tank meeting shared sem one data, and asked for Jackie to really support the data collection tool

Principals

- Co-learning with teachers surrounding assessment for/as learning, responsive practice; determining school need; etc
- Supporting teachers in their work in between group sessions
- Creating a learning culture in their buildings
- Completing the AEAC Ministry reporting tool three times per semester

Ministry

- Providing resources to support teacher learning surrounding:
 - integrating assessment for/as learning into their teaching practice
 - Planning assessment and instruction founded on learning goals and success criteria based on curriculum in order to build student capacity to monitor their own learning
 - Connecting assessment for/as learning and student capacity to monitoring their own learning

Lynda (Jane)

- Resource for board team, principals, teachers in their learning surrounding learning goals, success criteria, assessment for/as learning, building student capacity for self-monitoring, understanding the goals and structure of the project, navigating the reporting tool etc.
- Liaise with other departments on this work (Student Success, Learning Services, IT, etc)
- Lead team consisting of Crystal, Rick and Karen and ensure that the messaging and activities in the work they do with teachers are consistent with the stated goals of the project
- Liaise with Ministry Team to ensure that activities undertake during the project meet stated goals of the project

RMS Think Tank to include Vince, April, Jodie, Paul, Peggy, Lynda, Wilma and Frank to support setting direction and monitoring progress (SIM team)

Semester 1:

Oct 27th is launch day, and we will review the RMS and CAPB deliverables, in relation to the BIPSAW

- knowing your learners and identifying area(s) of need
- applying responsive practice
- assessing impact

The whole group will be together three times.... October, February (reset for semester two) and May (wrap up and sharing). In between, they will be sorted as indicated below.

UPDATE from Jan 20th meeting... February cancelled and re-set to take place in schools (see notes below)

Group 1	Group 2 (GDCl and MDHS) CAP - B	Group 3 (FEMS and SNSS) - CAP-B
Dan Keys Nick Armstrong	Mark Moore (Roger Miltenberg - leave)	Matt Smith Laurie Raynard

<p>David Small Rob Simmons (VP) Bill Shore Carolyn Rastorfer Amy Scales Jessica Chateauvert Lisa Blight (LTO)</p>	<p>Andrew Mann Christina Vallee Tara Williamson Kendra Brohman(P) Emma Bannerman(P) Brenda Brodhagen Danielle West Kelly Caldwell Adam Agar</p>	<p>Paul Bartman Anne Guay Ainslie Martyn Ian Dekker Debbie Green (P) Matt Robinson(VP) Jason Burt(VP) Cynthia Stone Travis Johnson Andrew Wybrow Shane Restall/Alicia DeBackere Mark Monteith Tim Bickell</p>
<p>This group will be examining what works / effective practice. Using two days to examine rich tasks in the applied math classrooms, or they can join Group 2 or 3.</p> <p>SCSS</p> <ul style="list-style-type: none"> • Dan Keys - LD in math; descriptive feedback <p>SHDS</p> <ul style="list-style-type: none"> • Rob Simmons - Admin day on collaborative inquiry • Michael Vandepoele - meaningful use of Tech <p>DCVI</p> <ul style="list-style-type: none"> • Scott Shaddick - non-test assessment; LD in math • Sherry Logan - meaningful use of tech • Stephen Chateauvert - meaningful use of tech 	<p>November / December.</p> <p>Crystal will meet with school teams to help them articulate their school /student need.</p> <p>GDCI (RMS 2)</p> <ul style="list-style-type: none"> • Focus: Descriptive Feedback and how to use it to move students forward • Full classroom visit in Grade 9 applied with lesson co-planned and debriefed this semester • Two full days of learning with Lori from CAP-B on descriptive feedback and conferencing • Kendra Brohman - admin day on collaborative inquiry • Andrew Mann - non-test assessment; meaningful use of tech; LD in math; descriptive feedback • Tara Williamson - non-test assessment; 	<p>November / December.</p> <p>Crystal will meet with school teams to help them articulate their school need.</p> <p>SNSS (AEAC, RMS 2)</p> <ul style="list-style-type: none"> • Focus: spiraling, group work, numeracy skills (all teacher independent goals at this point moving towards a common focus of student motivation) • Partnered classroom lessons were planned and observed once with a second round planned for the next two weeks. Katz's Learning conversation protocol has been used to help refine the inquiry question for a couple teachers. • 1/2 day of PD on Cooperative Learning structures also occurred this semester.

LDSS

- Teresa Renecker - Non-Test assessment; LD in math
- Allan Baxter - descriptive feedback
- Amy Scales - descriptive feedback

Sem 1

- Amy Scales - Participated in one of the content sessions for elementary lead teachers with Marian Small;

CHSS (RMS2 - sem 2)

- developing common criteria for the overall expectations in Grade 9 (started with academic because the original thought was it would be easier)
- Using the criteria the teachers will establish multiple and varied ways to evaluate(assess for/as as well) the students understanding.
- Teachers attended 2 full days of PD on Assessment with Tom Schimmer
- Helena Finch - admin day on collaborative inquiry
- Bill Shore, - Non-test assessment
- Carolyn Rastofor - non-test assessment; meaningful use of tech

meaningful use of tech; descriptive feedback

Sem1

- will co-plan, co-teach as a department first round. Would be OK with MDHS attending. Then will collaborate with MDHS in co-plan, co-teach (semester two).
- First cycle Nov 17(am)/18
- Focus: descriptive feedback; embedding self assessment
- Used knowledgehook
- Would like to try another cycle in December (this turned into a full day of learning)
- Teachers are interested in learning about accommodations for students with LD as personal learning
- Meeting Dec 13 on Descriptive feedback and complete an assigned task to look at student strengths and needs from the IEP (Judy Campbell from Learning Services was the Knowledgeable other around instructional strategies as they relate the IEP)

MDHS (AEAC; RMS 2)

- Focus: Spiralling the curriculum in both Grade 8 and Grade 9

- Matt Robinson - admin day on collaborative inquiry; LD in Math
- Jason Burt - admin day on collaborative inquiry
- Leah Challenger - meaningful use of tech
- Cynthia Stone - descriptive feedback

Sem 1

- pre meeting Nov 15 (3pm)
- Teachers have decided what the strategy is that they want to try
- Volunteer teacher will pick own focus
- Meet Dec 20

FEMSS (RMS 2)

- Focus: Making connections in math through this criterion (this was the intention with talk around spiraling):
 1. Connecting context to math(vocab, knowledge, and skills)
 2. Connecting between representations
 3. Connecting across strands
- Classroom observations have occurred in every teacher's classroom this semester with

<ul style="list-style-type: none"> • Beth Pritchard - Learning Afternoon - Meaningful use of tech • Jennifer Ross-Holten - meaningful use of tech <p>Sem 1</p> <ul style="list-style-type: none"> • Carolyn Rastorfer - collaborative partnership • Investigating alternative forms of assessment • Initiated an additional group of teachers to come together to dissect the curriculum and establish assessments that are not unit tests. 	<p>applied with the result being a deeper understanding of concepts and retention.</p> <ul style="list-style-type: none"> • - This semester the Grade 8 teacher was separated from the Grade 9-12 teachers and individually working with me. Curriculum expectations across strands are themed into separate cycles based on deeper understanding over time. Department head and Principal have been provided questions to ask students in Grade 8 at random to assess their mathematical thinking based on the criterion. This will be shared with the teacher of Grade 8 and also used to help identify students early with gaps • Ed Havenga - meaningful use of tech <p>Sem 1</p> <ul style="list-style-type: none"> • has not yet identified their learning need. Meeting next week. • Admin must attend • Pre-meeting Nov 16 (pm) • Focus: spiraling both the grade 8 and grade 9 applied math curriculums. This is to have intentional focus on improving 	<p>evidence gathered around the criteria (Grade 8, Grade 9 applied (twice), Grade 10 applied (twice), Grade 9 academic (twice))</p> <ul style="list-style-type: none"> • Debbie Green - admin day on collaborative inquiry; LD in math • Ainslie Martyn - non-test assessment; LD in Math; descriptive feedback • Audry Bos - meaningful use of tech (presenter) • Paul Bartman - meaningful use of tech (presenter) • Tracy Gloor - LD in math <p>Sem 1</p> <ul style="list-style-type: none"> • Pre meeting Nov 21 • Dept goal - revisit specific task several time over semester and see how assessment will change • Would like to expand team for semester 2 to expand learning if possible • Meeting Dec 12 • Brought student samples to the table with accompanying video to look at specific students and learning needs. <p>Schools will engage in a mini-inquiry cycle around one lesson.</p> <p>Elements of focus will be</p>
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	<p>numeracy skills over time by revisiting the content repeatedly throughout the year.</p> <ul style="list-style-type: none"> • First Cycle Dec 14 will be a simple observation time with period 1 debriefing Crystal and Danielle on the expectations of classroom observations period 2. Observing 3 different classrooms then beginning the spiralling stage. <p>Cycle Overview... Schools will engage in a mini-inquiry cycle around one lesson.</p> <p>Elements of focus will be student/school need, assessment for and as learning. May also include authentic use of technology and responsive practice for students with Learning Disabilities.</p>	<p>student/school need, assessment for and as learning. May also include authentic use of technology and responsive practice for students with Learning Disabilities.</p>
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Crystal will be facilitating moderated marking in the Group 2 and 3 schools for EQAO this year, so set those dates, and will be working with each department in each part of the planning stage. Dates set are Jan 20 at CHSS, Jan 24 at MDHS and Jan 25 with Fe Madill

Semester 2 Planning

- Schools will participate in 2 mini-inquiry cycles (co-plan, coteach, debrief); goals must be student centered and strategies must be sustainable throughout the semester
- Our core planning team (Crystal, Karen, Vince,Rick) will offer 4 Learning Afternoons in March and April (topics to be determined by teachers)
- Also provided in school learning days upon request

- Teachers from the 5 schools will be invited to come to the learning afternoons and to observe and debrief with a school going through cycles
- Joanie and Grant to attend the in school inquiry cycles and support learning afternoons

May Sharing Day

What does this look like? What will team bring and take away from this?