

Brant Haldimand Norfolk Catholic District School Board: 2015 - 2016

Project Title	The Transforming Learning Project 2016: Shifting the Focus from Teaching to Learning
Description	<p>The round 5 21st Century Innovation Research Initiative focusses on assessment “for” learning through the math lens and how technology can be leveraged to empower educators in this work. The purpose of this project is to engage educators in a deep study of effective assessment “for” practices that are built upon a thorough understanding of content areas in mathematics and an awareness of digital tools that will enhance the assessment process. The criteria for success in this round of our project include:</p> <ul style="list-style-type: none"> • Educators are collecting evidence of current student understanding in mathematics through observations, conversations, and products • Educators are analyzing this evidence to understand the student mathematics learning need • The educator’s response results in furthering student learning and understanding in mathematics (this response might be, but is not limited to, feedback and teacher self-reflection to reteach or redesign the task) <p>Through a math lens, educators engaged in this work will be collecting and analyzing evidence, using tools, consulting resources, dialoguing with peers and students, identifying strengths and needs and engineering opportunities based on student data. Technology will play a role in the process as educators, administrators and system level support use devices and online tools to monitor the learning and work (e.g. recording student voice, capturing student thinking, gathering and giving feedback through online tools, self-assessment and reflection using online tools, archiving student learning through forms of electronic portfolios).</p> <p>Professional development focusses on the pedagogy (around assessment “for” and math content) and technology (around the new educator device being provided to staff, Windows 10, Office 365 and other productivity and collaborative technologies that will enable richer assessment “for” strategies) associated with our project.</p> <p>Continuing the work from our round 4 project, our school based ‘champions’ will come together for 3 days of collaboration and professional development. These educators will be a voice at the school level professional learning table to support the ongoing scaling of this project focus and to enable system level decision makers to ensure the voice of the educators is accurately and authentically represented.</p> <p>Every educator from kindergarten to grade 8 will receive one full day of release for collaboration and professional development in like grade groupings. Next year, this project will continue to scale at the school level as system student achievement teachers (assigned to networks of schools) further the conversations and learning around math based assessment “for” strategies.</p>

<p>Context</p>	<p><i>Number of students: 6,345</i></p> <p><i>Number of teachers: 372</i></p> <p><i>Number of schools: 29</i></p> <p><i>Grades/Program: K-8 Mathematics</i></p>
<p>Impact on Students</p>	<p>As a result of the work we have completed through rounds 1 to 4, we are seeing:</p> <ul style="list-style-type: none"> • A growing range of engaging learning activities enhanced by technology at the point of instruction. These activities are evolving from substitution-type activities to more modification and some reimaged (SAMR model). • New collaborative opportunities occurring in both our D2L and Office 365 environments. Examples include: <ul style="list-style-type: none"> ○ Students engaging in online forums ○ Students accessing calendars and each other to keep organized ○ Students working synchronously and asynchronously to collaborate ○ Students collaborating with teachers to further their learning <p>Due to various challenges, we are in the early stages of training and device deployment for the current year’s project. At the writing of this report, only our school-based champions have their devices.</p> <p>In the classrooms of our champion group, students are impacted in positive ways because their teachers are:</p> <ul style="list-style-type: none"> • Capturing learning in richer ways • Beginning to focus more on assessment <i>for</i> learning • Sharing evidence with students during the learning to drive their next steps as learners (e.g. showing the student a photo or video of themselves in action and then engaging in a conversation to identify next steps) • Sharing evidence of progress over time (e.g. share audio recordings of them reading from different weeks to hear the change)
<p>Impact on Instruction</p>	<p>The current year project is focused on teacher practice. We have continued to build the capacity of our school-based champions and to rely on their feedback to monitor and improve our implementation so we can maximize the conditions we create to promote success for all staff and students. They are using the device, software, infrastructure, and new learning to collect evidence of learning in a variety of formats, including text, audio, picture, and video. They report that these conditions have enabled them to:</p> <ul style="list-style-type: none"> • Capture learning in richer ways providing more context and greater insight • Collaborate more easily and more effectively with their colleagues • Provide richer and more timely feedback to students • Use evidence to more accurately identify where individual students are and what

	<p>is needed to push their learning forward</p> <ul style="list-style-type: none"> • Communicate more effectively with parents • See progress over time for individual students (e.g. audio recordings of students reading from different weeks to hear the change)
<p>Impact on System</p>	<p>The projects funded by the TLF support the Board’s strategic goals and improvement plans. System scaling includes:</p> <ul style="list-style-type: none"> • Engagement with our IBM partners to revisit our strategic priorities and how technology is being leveraged to support achievement of them across the entire district • Development of a plan to imbed the use of the new staff mobile device and related collaboration tools in all system professional learning activities • Development of a PD model to facilitate the necessary learning across the district during the 2016-2017 school year • The migration to Windows 10 across all devices to improve device management • The development of a Board Store within the Windows Store to provide access to “approved” learning apps • The introduction of a BYOD network for students, teachers, and guests (phasing in over 3 years, completed Phase 1) • Consultation to review the existing wireless infrastructure and develop a new plan to support the growing demand on this resource. • Increases in the amount of Internet bandwidth to all schools. <p>Changes to administrative procedures and policies related to responsibilities, security (both of the device and the data collected/stored/accessed via it), intended use, and support of devices</p> <p>The purpose this spring was to lay the foundation. A considerable amount of learning (e.g. local sessions, attendance as a team at assessment conference) has taken place at the system level to understand assessment for learning and to identify a set of standard software applications and processes that staff and students can use to support the assessment for learning processes while promoting the privacy of student information. The system-wide focus will be on using assessment for learning to drive improved outcomes for students in mathematics. All teachers will be participating in small scale collaborative inquiry learning projects and professional learning communities to support the success of the focus. All teachers will be participating in small scale collaborative inquiry learning projects and professional learning communities to support the success of the focus. Participants in these learning activities will use the device, processes, and tools introduced over the last 2 years to support the work. The focus will be on assessment for learning in the area of mathematics. The software, processes, and device will be the tools that staff and students use to carry out the work.</p>