

Conseil scolaire de district catholique des Aurores boréales: 2015 - 2016

Project Title	From Invisible to Visible: Collecting Evidence of Learning
Description	<p>In this next round of the project, we want to continue using technology to improve our students' language skills. Using technology, our teachers are better able to assess student progress and our students are able to assume more responsibility for their learning. It is easier for them to assess themselves and to see their progress in oral communication using video and audio recordings. Technology enables our teachers to really use assessment for learning to plan the next steps for their students, with far greater use of differentiation. Technology makes it easier to collect evidence of learning that more clearly documents student progress. This makes it easier for teachers to use technology to talk to students about their progress and, subsequently, to increase their sense of responsibility for their own learning. With feedback from the teacher, self-assessment, and peer assessments, students are better able to improve their work.</p>
Context	<p><i>Number of students: 275</i> <i>Number of teachers: 19</i> <i>Number of schools: 9</i> <i>Grades/Program: K-2</i></p>
Impact on Learning	<p>This project is for all students in Kindergarten to Grade 2 in all of our elementary schools. It involved more closely monitoring the progress of students who had been assessed at Level 3 and lower (using the French language acquisition toolkit, TACLEF), as well as students who spoke little or no French in JK or SK. We focused on teaching vocabulary using Marzano's six steps to improve oral communication in our ALF students, because this skill is necessary for developing three of the 21st Century skills: communication, critical thinking, and collaboration.</p> <p>The impact of oral communication of student achievement in reading became apparent when we reviewed the data at the end of the second project year. We analyzed the report card marks in reading of Grade 1 students in the project who had participated the previous year. We compared these data to the report card marks for Grade 1 students who had never participated in the project. We also compared the marks in reading for Grade 2 students participating in the project for the first time to their marks in reading the previous year, before their participation. We saw an improvement in the students' marks in reading following the use of technology to gather evidence of learning.</p> <p>We also noted the impact of our project on the students' work skills and work habits, specifically their ability to work independently and their motivation. We noted that the students persevered more and wanted to rework and improve</p>

	<p>their work, beyond what was expected of them, because they liked seeing themselves in videos, assessing themselves, and figuring out what they wanted to improve. This step also developed their critical thinking. Thanks to the technology, it was easier for them to see their progress. Some students who didn't normally like to talk now wanted to talk because they were being filmed and wanted to "perform" well. Thanks to the technology, oral communication situations were more authentic for the students. The teachers reported more than once that the students applied what they had learned to other subjects and other learning situations.</p>
<p>Impact on Instruction</p>	<p>The educators who took part in this initiative saw a transformation in the practices they used to assess in-depth learning of language skills in students from Kindergarten to Grade 2.</p> <p>The first change was in how they planned their teaching. They used a theory of action and took into account the methods and tools they would need to measure student progress. Using Skype and Office 365 Cloud, they planned learning situations in collaboration with their colleagues. In using these collaborative tools with their colleagues, they then became more comfortable planning situations involving collaboration with their students.</p> <p>Thanks to the iPad, all of the teachers were able to gather a wider variety of evidence of learning so that they could more accurately assess their students' progress in oral communication. The technology enabled the teachers to see their students in action, during authentic learning tasks with their peers. If necessary, they could intervene to provide support.</p> <p>All of the teachers worked in collaboration with their colleagues in a PLC for co-planning, sharing resources and ideas, and objectifying learning. Using tools like Skype, they were able to talk and work with colleagues in other schools. They were able to share resources using Web 2.0 and the Office 365 tools.</p> <p>With digital student profiles, primary division teachers now have access to evidence of learning at the beginning of the school year. This makes it easier for them to determine where their students are. It enables them to start with the needs of each student, planning differentiated instruction and supporting each student in his or her learning.</p>
<p>Impact on System</p>	<p>This project meets some of the priorities identified by our Board. The first priority is technological innovation for strategic planning, one of the objectives of which is more effective communication between students and teachers. Second is the need, identified in our Board improvement plan, to improve student achievement in reading through oral communication.</p> <p>We created to a committee to coordinate, plan, and monitor our progress and to ensure that implementation of 21st Century learning projects got the resources it</p>

needed. For example, tools such as the virtual learning environment and the Microsoft Office 365 environment were deployed across the Board to increase the sharing of resources and information and facilitate collaboration. For this project, we created a course on pedagogical differentiation.

To ensure that the number of educators and school and system leaders involved in our innovation projects continues to grow, we started with a small number of participants, supporting them and coaching them in their learning. They then became ambassadors for the technology and for their role in 21st Century learning. Because our strategic planning includes overall student success using pedagogical differentiation and technological innovation to coordinate the needs of 21st Century learners and because the infrastructure must support all of this, we will ensure that the transformation continues with coaching and a strategic, targeted cycle of monitoring.