

Peel District School Board – Project #1: 2015 - 2016

Project Title	Student Learning Notebook
Description	<p>The Student Learning Notebook is an assessment app that allows teachers to align their assessment practices from overarching learning goals (OLG) situated within a learning map, to learning goals and success criteria. This tool allows teachers to upload evidence of student learning in various forms (audio, video, pdf, link). This evidence is then tagged by OLG, learning goal, achievement chart category, type of assessment.</p> <p>This app will eventually sync to google classroom and integrate more fully with those features.</p>
Context	<p><i>Number of students: 420</i></p> <p><i>Number of teachers: 13</i></p> <p><i>Number of schools: 13</i></p> <p><i>Grades/Program: Gr.1-12</i></p>
Impact on Students	<p>Through the provision of clear feedback, students were able to determine next instructional steps and were beginning to engage in peer and self-assessment. Teachers and students were able to review learning goals, adjust learning goals and build learning maps that reflect not only the curriculum, but also learning profiles, supporting a more individualised invitation to learning</p>
Impact on Instruction	<p>Teacher relationships were forged between teachers and coaches, supporting capacity building and adding to coach social and pedagogical capital in the project. Collaborations continued between teachers and coaches beyond the initial collaboration.</p> <p>All the teachers and coaches involved in the project were continuing their work on learning goals and success criteria, with most also continuing to align assessment practices to overarching learning goals. Through active derivatization, teachers were showing, sharing, adjusting and reflecting on their assessment practices and moving toward a more student focused approach to assessment.</p>
Impact on System	<p>The SLN is a tool for aligning assessment practices and a supporting the board’s numeracy focus. As teachers deepen their understanding of curriculum, student learning needs and equitable assessment practices, they are supporting the implementation of the purposeful assessment planning framework.</p> <p>Professional learning for the use and implementation of the SLN will continue to take place, increasingly being supported by the teachers involved in the pilot.</p>

Peel District School Board – Project #2

Project Title	Science Collaborative Inquiry Opportunity
Description	Theory of Action: If we support teachers in collaborative inquiry, using iPads to engage students as scientists with an emphasis on cross-curricular numeracy, then students will develop their creative and critical thinking abilities, improve their communication skills, and collaborate in an inquiry-driven environment.
Context	<p><i>Number of students: 3,000</i></p> <p><i>Number of teachers: 100</i></p> <p><i>Number of schools: 33</i></p> <p><i>Grades/Program: Gr.9-12</i></p>
Impact on Students	<p>Evidence was collected by teacher participants during the collaborative inquiry process and shared as a large group during a consolidation day. Key learning shared on that day included:</p> <ul style="list-style-type: none"> • Inquiry and rich tasks provided opportunities for authentic triangulation of evidence, experiential learning, opportunities for reflection, connection to real-world, and opportunities to step outside of student and teacher comfort zones. When students knew that their work would be published, this provided accountability. • Collaboration seemed most effective in groups of 3. Accountable talk made thinking visible during the learning process. • Students were able to choose their own technology tools in some cases, and it was interesting to note that sometimes low-tech is also engaging.
Impact on Instruction	Peel DSB used a collaborative inquiry process, allowing time for teachers to explore and reflect on their own practice. Virtually every teacher noted benefits in student learning and would adopt inquiry/rich tasks in a collaborative environment going forward. As a group, these teachers were able to access each other and board-wide supports (such as Instructional Coaches, Instructional Technology Resource Teachers and Instructional Coordinators) that they may not have connected with prior to this study. Connections like these, once made, are long lasting.
Impact on System	A model of learning where teachers collaborate, guided by instructional leaders, has long lasting impact and supports positive change in pedagogy. All secondary schools in Peel DSB were invited to participate in this program and awareness of these supports is now broader, through science departments across the board.

Peel District School Board – Project #3

Project Title	STEP App
Description	<p>The Peel Board’s new web-based STEP App puts the Ministry of Education assessment for learning framework to support ELLS English language proficiency in the hands of all teachers in Peel. The app is easy to use and works a little bit like Facebook.</p> <p>Multiple teachers working with the same students can observe students during the learning through observable language behaviours (OBLs) and track when they observe the OBL during the learning. Teachers vote on the descriptors within various elements across the strands of Oral language, Reading and Writing.</p> <p>This app can be used in multiple learning contexts and across the curriculum. When teachers see what students can do, they are better able to adapt the curriculum for students in a way that is responsive during the learning. When teachers can see what descriptor students have not yet achieved they are better informed in providing students with learning goals, descriptive feedback and learning opportunities that are scaffolded for students within their zone of proximal development.</p> <p>The application’s user friendly program enables collaborative work between classroom and ESL/ELD teachers, uploads data to our Student Information system (SIS), allows educators to view data trends at a glance, collects evidence of student learning to support ESL/ESD programming and promotes paperless documentation of student progress. More importantly the STEP App supports school wide planning and programming for English language learners.</p> <p>Promotion of the App is now happening. A small pilot project is also in progress. The learning sessions are being promoted in a way that facilitates learning across collaborative school team. Instructional Resource teachers as well as Special Education Resource teachers have been invited to initial professional learning sessions. We feel the most beneficial feature of the app is its functionality which enables user to interact actively with dynamic collaborative features of this new tool.</p>
Context	<p><i>Number of students:</i> 47,000</p> <p><i>Number of teachers:</i></p> <p><i>Number of schools:</i> 250</p> <p><i>Grades/Program:</i> FDK-12</p>
Impact on Students	<p>We are still in the very early stages of implementation of this STEP app. The vision for the app is to bring the STEP framework closer to where the learning is happening. Since STEP can be used to support assessment as learning, it would be beneficial for us to highlight to teachers opportunities when students could</p>

	<p>conference about their own progress and learning goals as they relate to the STEP framework.</p> <p>According to our project manager, using the code that tracks when an employee views a student profile (it's there so we can check if there are unseen observations for a student), as of May 19, 359 employees had accessed a student profile and 1522 distinct students have had their profiles viewed. As of June 6th, 455 employees have viewed student details of one or more student, and 2763 students have had their details viewed. We are pleased at these numbers given we have only just recently begun showing the app at learning sessions we conduct in Peel.</p>
<p>Impact on Instruction</p>	<p>In February-early March our curriculum dept. conducted a small pilot project with the Step app to ensure it was functioning correctly and to gain initial understanding of its potential with elementary school teams. Three schools were involved (3 teachers per school- 2 classroom teachers and 1 ESL/ELD teacher). Each teacher was provided with an iPad and came to a half day professional learning session with the Step App project manager and an ESL resource teacher. They also had follow up visits with one of our central ESL resource teachers. These teachers provided feedback in written and verbal form. Some of them also attended our Step APP launch (2 evening sessions- approx. 80 to 100 educators per evening) and provided voices from the field.</p> <p>We also introduced the Step App to our 4 regional secondary ELD sites during part 3 and 4 of our ELD Collaborative Inquiry. We provided each site with at least 2 iPads for their work with students on other apps and felt this would also be a perfect opportunity for them to learn about then Step app and practice using it. The teams at each school were very keen to use the app in their schools with their students who have unique literacy/numeracy needs due to being ELLs with significant gaps in their prior schooling. This was our first time introducing the app and although the premise was very promising to them, the ESL leads at each site (ELL Monitor teacher) did not have the same access within the app as their elementary counterparts. So these initial opportunities to show them the app helped to inform our Step App implementation team as to what information will need to be communicated to future secondary sites when we roll out the app more widely. Further, through these types of trial opportunities we are finding out if any glitches or technical errors need attention. The secondary teachers at one site have been spending a lot of time on co-planning and co assessment. They loved how the app would now be able to reflect their ongoing observations of students.</p> <p>We were able to bring the Step App to 20 school teams (approx. 90 teachers) as part of the learning offered during a 2 part series. The sessions were focused on supporting Students from Syria and Beyond with ELD needs.</p>

<p>Impact on System</p>	<p>The Step App will be launched more fully across all elementary schools in the Fall 2016. Due to labour disruption in the last 10 months, we have been on pause in many respects to the work we do system wide to support professional learning. This year was really about exposure and helping those with a keen interest to begin with the app.</p> <p>We will use the ESL/ELD Teacher Fall Institute to provide information to every ESL/ELD teacher across 200 schools so they may begin conversations with their staff at school. We will also help secondary ELL monitor teachers to use the app in secondary schools as they gradually learn how the STEP framework will support. The goal is to use the STEP app system wide to implement step.</p> <p>We have already been approached by one board as it is interested in developing a similar app tour Peel Step App, so we are in the process of arranging a meeting between our project manager and their IT dept. and ESL coordinator.</p>
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