York Region District School Board – Project #1: 2015 - 2016

Project Title	Modern Learning Math Focus
Description	Leveraging new research from Stanford University, the DLRT and Math Teams created a collaborative inquiry based initiative working with 16 elementary schools (3 teachers plus one administrator from each). The structure of the learning was that staff were introduced to a "new" approach to teaching math (focused more on identifying patterns and leveraging students' natural curiosity), engaging in a version of the actual learning activity and then implementing it in a classroom. The purpose of this learning is to create learning communities where students are investigating and exploring mathematical concepts in real world contexts and providing teachers with strategies and purposeful instruction resources to help alleviate student anxiety associated with math. Participants are asked to reflect on their learning, and make explicit connections their previously held beliefs, regarding math instruction, and their new insights, as a result of participations in this course. The delivery method, provided by the DLRT and Math teams is blended in that course material is provided via online instruction, with opportunities for face-to-face investigation and application.
Context	*Number of students:* 240 *Number of teachers:* 48 *Number of schools:* 16 *Grades/Program:* K-8
Impact on Students	This learning experience was an opportunity to explore the new research ideas on mathematics learning and student mindsets that can transform students' experiences with math. • Students were impacted by the mathematical lessons, strategies and techniques learned from the Mathematical Mindsets Stanford online course. • Teachers were also asked to use portions of other activities with students. Teachers reported that these activities were engaging and purposeful.
Impact on Instruction	• Teachers engaged in peer-to-peer, on-demand learning that modelled effective strategies for online learning. • Teachers were engaged in real world solutions/scenarios which helped reinforce their learning. • Teachers visited classrooms, as part of teams, to implement what they had just learned.
Impact on System	• Teachers and school leaders reported that because of their excitement with the work, that the buildings, as a whole became engaged in adopting the best practices investigated.

	• Administrators reported that staff development and learning opportunities provided to staff were well received and implemented back in classrooms. • By working closely with school administrators, math teachers felt that they were able to identify that best ways to scale up the implementation across the schools.

York Region District School Board – Project #2

Project Title	Modern Learning Assessment Literacy Think Tank
Description	The Modern Learning Assessment Think Tank brought together 20 educators, from both panels, all divisions and a variety of subject areas to begin to examine and assess assessment methods and techniques that accurately reflect modern learning assessments that educators are using in their class. Each participant was encouraged to engage with others, across panels, divisions and subjects areas, to identify specific areas of focus, including leveraging technology to provide feedback more effectively, using technology to provide opportunities for Assessment as Learning and facilitating communication regarding assessment with all stakeholders. Each participant is asked to keep a running log of their observances, wonderings and new learning as well as document their journey through assessment artefacts that will be shared back with the larger group. The hope of this work is to identify best practices to support student learning, through the use of technology.
Context	*Number of students:* 600 *Number of teachers:* 20 *Number of schools:* 20 *Grades/Program:* K-12
Impact on Students	The impact on student learning was demonstrated through: • Having students participate actively in the assessment process, and build an environment where students are truly co-learners • Student voice, creating authentic tasks which allow students to be engaged and demonstrate their learning in real-world ways • Students receiving instant / timely feedback via Google Forms • Follow up with students using the Google Apps environment and supporting students where needed right away
Impact on Instruction	For this project the impact was reflected by: • Better understanding of digital tools to use for effective assessment practices • Collaboration between teachers across YRDSB co-planning assessment practices • Better understanding of the “observation” aspect of the assessment practice (triangulation of data - conversation, observation, product) • Promotion of self-reflection and metacognition within teachers, to foster refinement of teaching practices to support student achievement.

Impact on System	The feedback from this project indicated teachers: • Increased collaboration between teachers across the board • Developed recommendations to the system to support "modern" assessment practices which allow students to demonstrate inquiry learning, foster collaborative learning and engage in real world learning activities • Fostered discussion of assessment practices across divisions, panels and subject areas

York Region District School Board – Project #3

Project Title	Technology Enabled Assessment As Learning
Description	Modern learning is authentic, relevant, deep learning that enables learners to create, to connect, to communicate and to share their learning with the world and to be future-ready. Professional learning communities within and across schools will be formed to create a shared understanding of the definition and the elements of YRDSB's Modern Learning Frame, with specific attention to the role of Assessment AS Learning.
Context	*Number of students:* 660 *Number of teachers:* 33 *Number of schools:* 8 *Grades/Program:* K-12
Impact on Students	• Students were engaged by the inclusion of technology in support of assessment. For example, students were able to easily engage in peer assessment using the Comments feature in Google apps for education. • Students were further engaged by the access provided to assessment data collected by teachers and shared with students. By doing so, assessment data became transparent and a significant component of the learning cycle, rather than checkpoints along the way.
Impact on Instruction	Participants were asked to self-assess based on the following parameters: • Familiarity with assessment as learning • Frequency of use of assessment as learning strategies • Comfort level with integrating technology in support of assessment This same survey was used again at the project conclusion and the data demonstrates a significant increase for all three parameters.
Impact on System	This learning was shared back with the system through the collaborative development of criteria (look fors) that educators can use to recognize and support assessment as learning in the classroom.