

MEASURE 2: COLLABORATIVE TEAMS

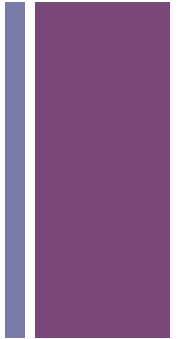
A COMPARATIVE LOOK BETWEEN 2013-2014 AND 2014-2015



Goal 1: To demonstrate continuous improvement in instruction and student achievement



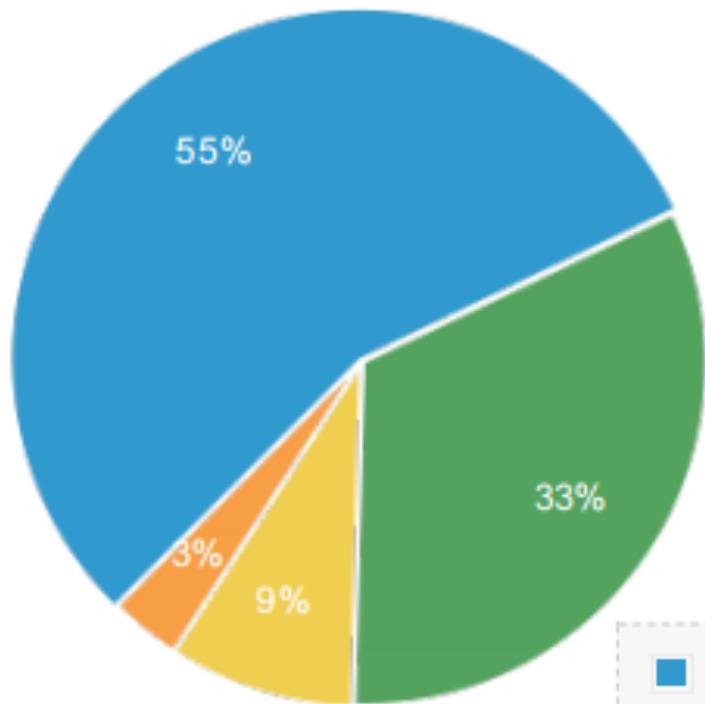
- **Measure 2:** South Shore Regional School Board (SSRSB) teachers will indicate a continuous improvement in their instructional practices as indicated through qualitative data from annual teacher surveys related to the effectiveness of their collaborative learning team.



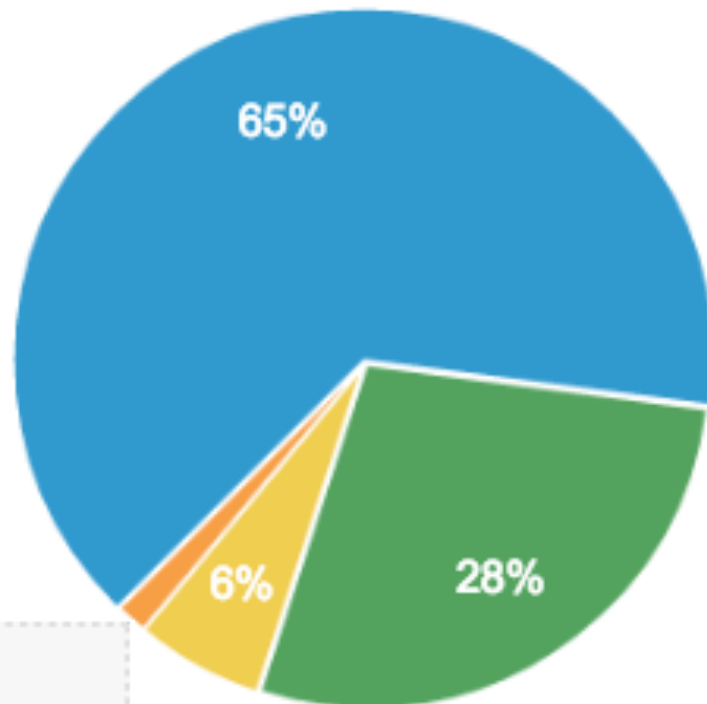
- ***Baseline Data Established:*** The first teacher survey, which included 250 teachers, indicated that 72% answered usually or always in the five questions related to improvement in their instructional strategies.
- ***Strategic Plan Year 2:*** The teacher survey, which included 347 teachers, indicated that 80% answered usually or always in the five questions related to improvement in their instructional strategies.

+ My school's embedded time is structured for me to engage in on-going professional learning to improve student engagement, learning and achievement.

2013-2014



2014-2015



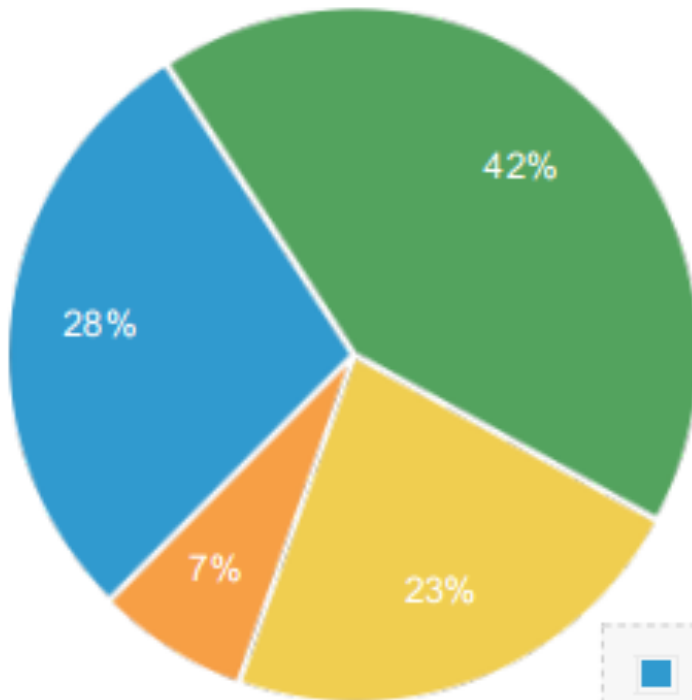
Always
Usually
Sometimes
Seldom



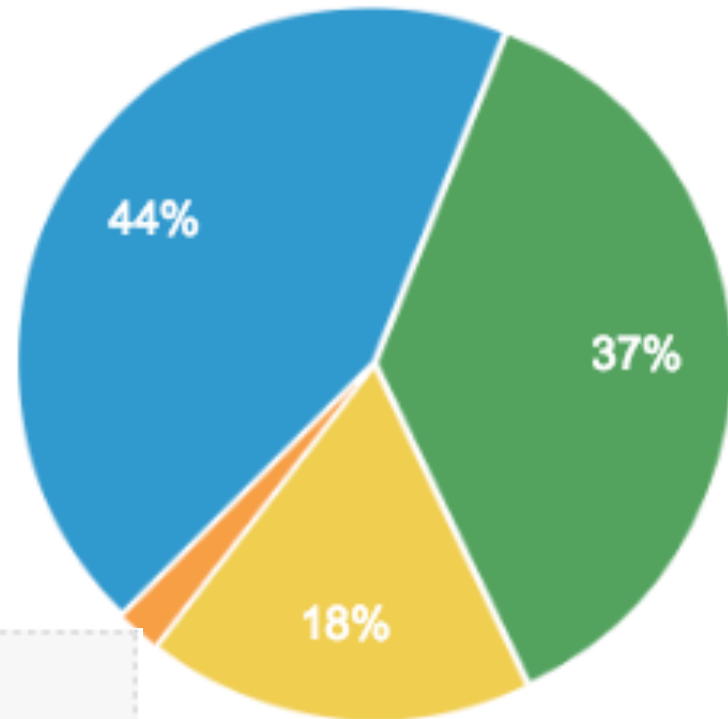
In my classroom, I use what I've learned from my collaborative learning team, to adjust and inform my teaching practices.



2013-2014



2014-2015



Always
Usually
Sometimes
Seldom

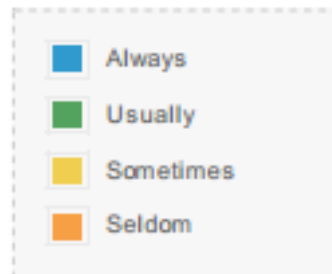
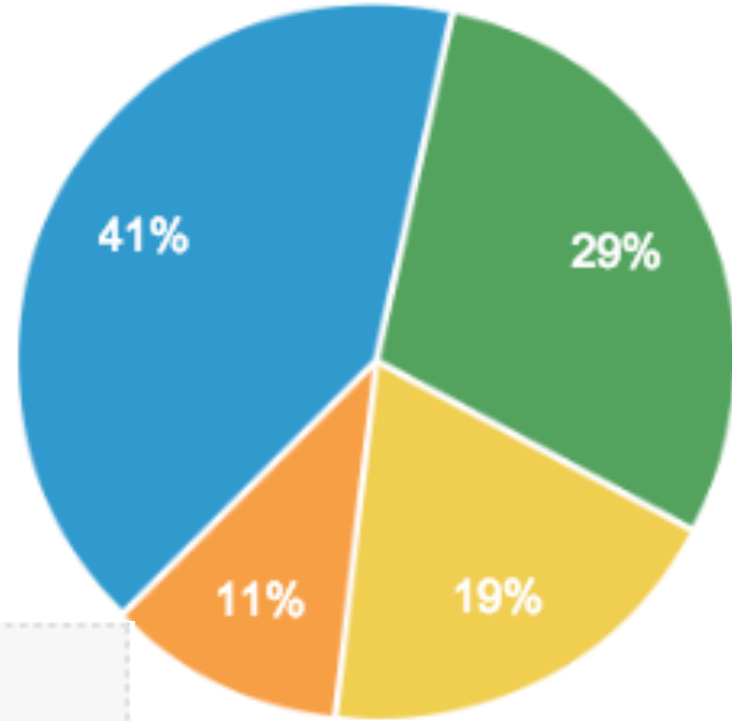
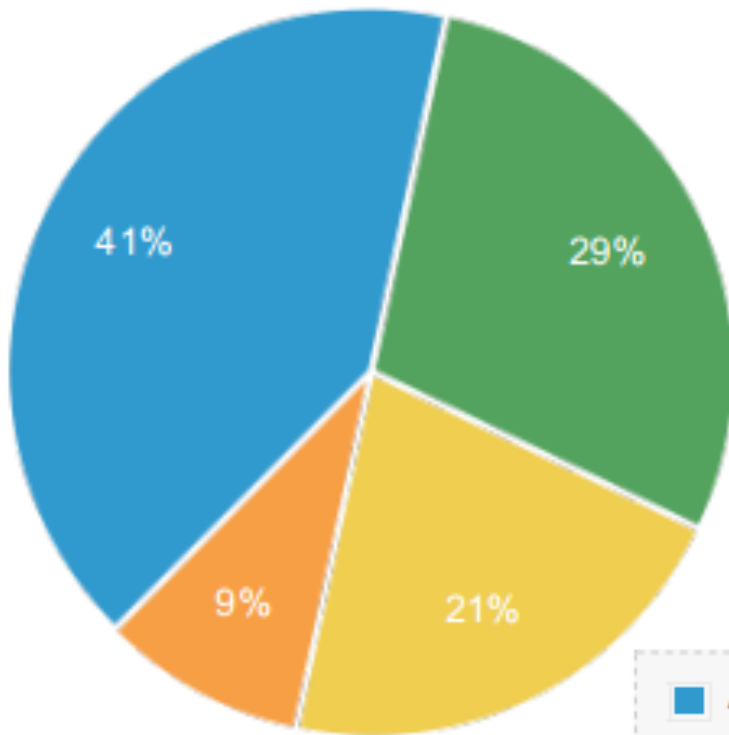


I have the opportunity to provide input on how my school's embedded collaborative learning time is used.



2013-2014

2014-2015



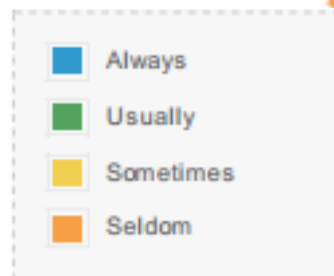
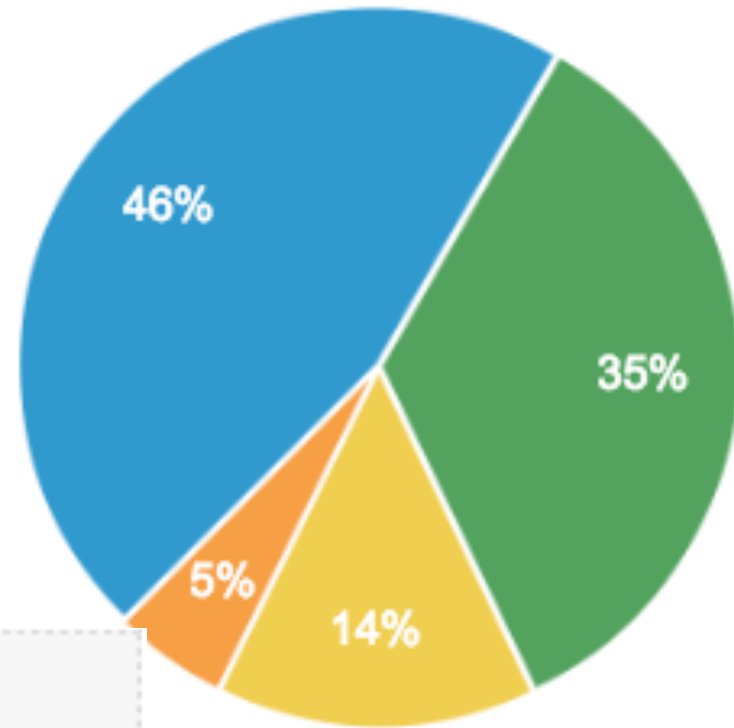
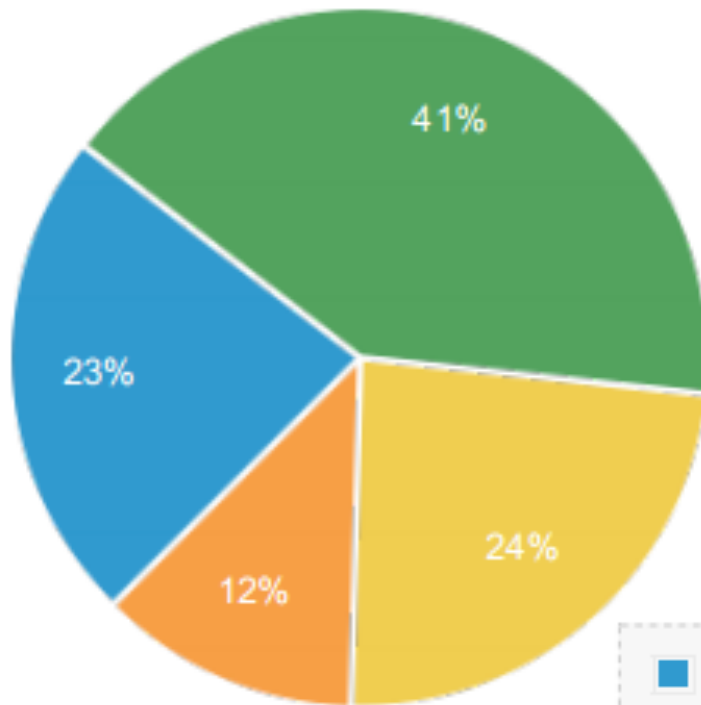


My collaborative learning team uses student engagement and achievement data to inform my professional learning.



2013-2014

2014-2015

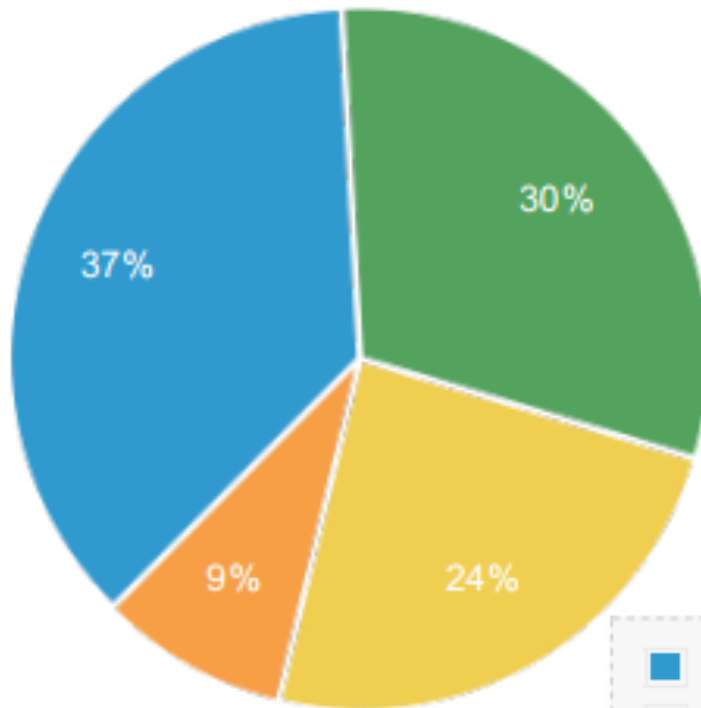




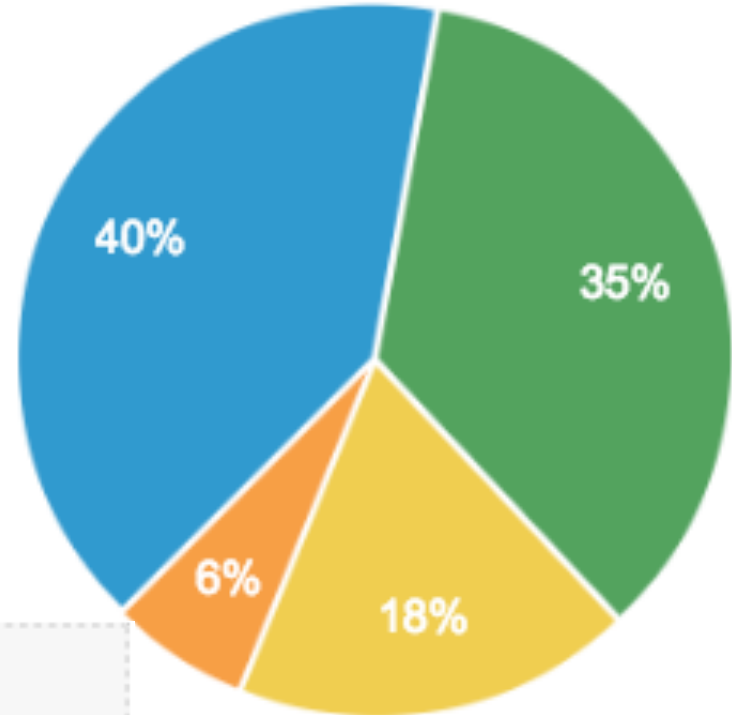
I find embedded collaborative learning team time valuable.



2013-2014



2014-2015



Always
Usually
Sometimes
Seldom

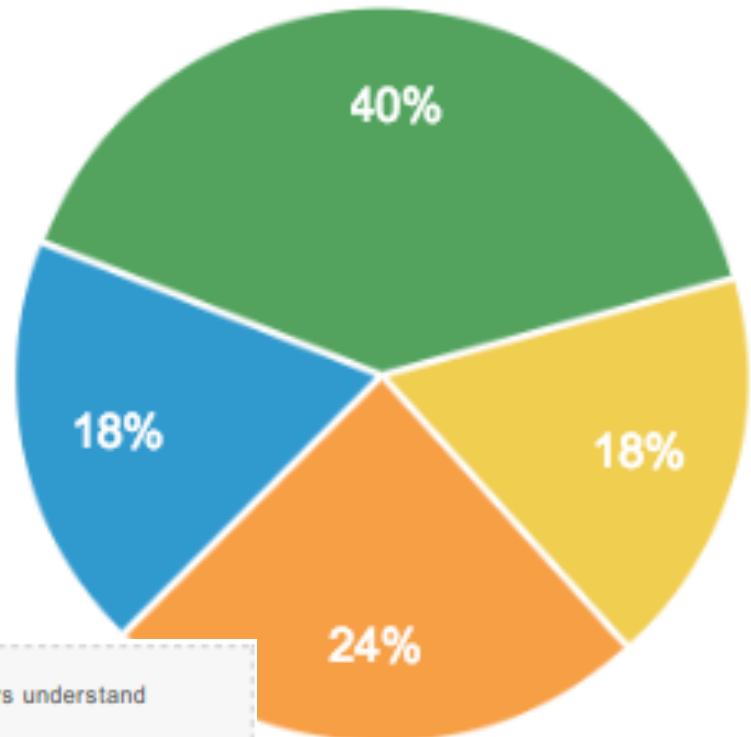
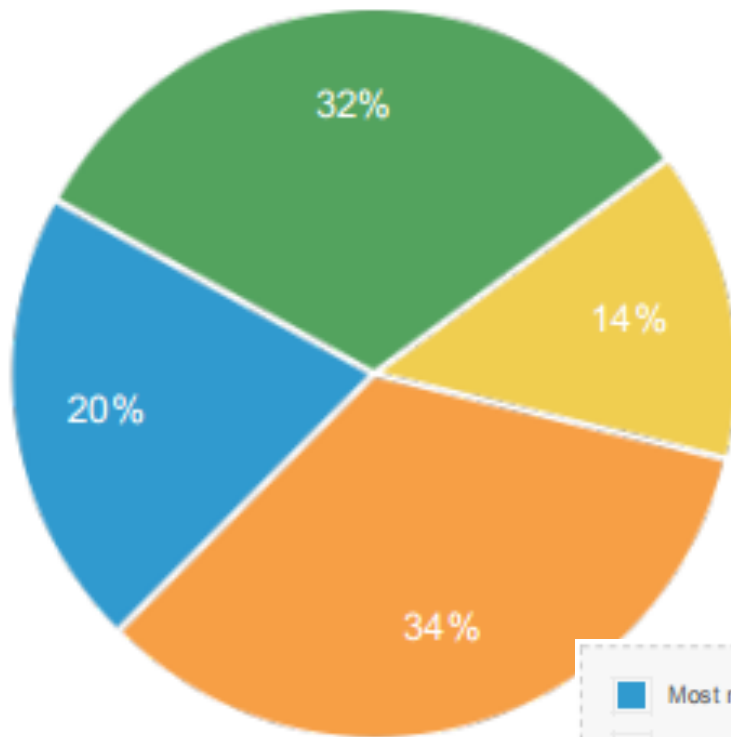


Members of my school community (i.e.: parents/guardians) understand the value of embedded collaborative learning time.



2013-2014

2014-2015



- Most members understand
- Some members understand
- Few members understand
- Not Sure

+ What is one area of your instructional practice that has improved as a result of your involvement with your collaborative learning team?



- The importance of student to student discussion for deeper understanding and mastery of knowledge/skills
- We use student assessment data to check if the students' understanding demonstrated in the writing strand of a particular concept supports their understanding shown in the reading strand.
- Use of technology in the classroom.
- Better understanding of students experiencing stress and trauma.
- Our groups focused on social skills and mental health education, rather than on instructional practices. I think this was a better use of our time, especially when I hear what other staffs are doing.
- Networking resources to help struggling learners achieve.
- Writing time and goal setting has improved in my classroom as a result of collaborating and sharing data between teachers/getting feedback.
- Strategies to improve student engagement.
- Comprehension in reading and specifically looking at the data from past years provincial results and focusing on areas such as inferring in reading.



What would you suggest, could be done, to make the embedded time initiative even more effective?



- Either allow teachers open choice of topics (not tied to data or goals because we know our students and we want to focus on their and our improvement) or allow teachers to utilize the time prepping and marking because that would make them less stressed and better teachers.
- I find the day really tight time wise. We crunch all four classes into the morning. Absenteeism is terrible on that day, and I usually end up reteaching much of the material so students can experience success. I would prefer having a longer period of time to meet, even if it is less frequently.
- I would enjoy more time used with one or two teachers rather than getting together as a whole group and talking about what we've done well and where we should go! I find there is too much talking and not enough doing!
- Stop focusing on data. Trust that we are professionals and will use the time wisely. I was in favor of PLCs now CLTs because I thought I would be able to meet with other teachers to discuss best practices. I feel too much time is now spent trying to figure out how to generate data instead of asking meaningful questions and sharing experiences.
- More support for small group collaboration



What we are doing to support schools



- **Regional mathematics PD with focus on assessment**
- **Mathematics coaches support (P to 12)**
- **Connect schools with other teachers regional or provincial staff to support their technology goals**



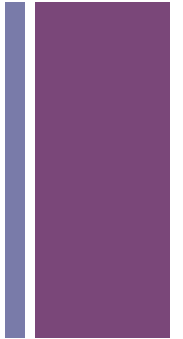
What we are doing to support schools



- Targeted ELA PD with a *From Assessment To Instruction* focus
 - Targeted to grades 2-3 and 7-9 teachers in 2014-2015
 - Targeted to grades 4-6 teachers in 2015-2016
- Clearer expectations for Embedded Time



What we are doing to support schools



- Supporting teachers and administrators in becoming more proficient in working with data
 - Digging deeper into provincial assessment data including cohort comparisons and item description analysis
 - Developing a culture of assessment in mathematics Primary to Grade 6 / with a focus on data conversation (closer look at current student work)
 - Expansion at the junior/senior high levels – working with data to inform next steps for instruction & assessment