**EDMS Collaborative Day Summary (October, 2014)**

**A**ll teachers were provided with the Café Menu book and were asked to look at the Ready Reference forms to assist them in identifying purposeful strategies.

**How do you know the collaborative days have made a difference for a particular student or group of students?**

**Qualitative Evidence:** desk side conversations with students – asking students about the book they are reading and listening to students read (teacher/student conferences: using some of the following prompts).

* An increase in students reading has been noticed. More students are selecting level appropriate books and reading them during Period 5.
* What does the title mean?
* What is happening in the part you are reading now?
* Tell me about a strategy you used and how it helped you understand what was happening, or how it helped you understand a word.
* Would you recommend this book?  To whom?  Why?
* What scene or image has stuck in your brain?  Why is that scene significant?
* What genre is this?  How do you know?
* Do you think this story could really happen?  Explain.
* Which character is most like you?  Why?  (Use traits.)
* Which character do you like the least?  Why?  (Use traits.)
* What part is your favorite?  Why?
* Did you find any interesting words?  What were they?

**What did you accomplish today that will impact instruction and learning towards our school goal?**

Grade 5:

* Discussion of literacy strategies that were implemented in the classroom (resources from Irene Heffel: Turn and Talk/Retell, Reflect, Relate/Pause and Summarize).
* Discussed essential outcomes in LA.
* Met with EAs and looked over IPPs.

Grade 6:

* Talked about how to implement new literacy strategies to improve student learning.
* Created some literacy lessons and rubrics (retell/reflect/relate) using the literacy strategies.
* Discussed what each teacher is doing in Period 5 reading time (Allignton’s 6 Elements of Reading)

Grade 7:

* Discussed and agreed on L.A. essential outcomes that will be assessed/reported.
* Worked on creating a grade level project for LA.

Grade 8:

* CTF team meeting
* Created project planning guide
* Grade level math planning
* Common assessment (math)

Band:

* Music Ed conference – tips and ideas to implement into band/jazz class.

French Immersion:

* Worked on lesson development for reading activity that will be implemented with OES.
* Divided tasks for FI reading buddies, worked on lessons through Google Drive.
* Prioritizing essential ELA outcomes.

**What did you learn from your discussions today?**

Grade 5:

* After discussing literacy we found that we have a lot of material that is easy to apply as classroom strategies but we just need to find the **time to practice these consistently.**

Grade 6:

* We still have a long way to go.
* Still amazed how much time it takes to complete lessons.
* Learned information (as observed by EAs) about students and other strategies that they suggested may help them.

Grade 7:

* The grade level discussed reporting methods and found that we were all in agreement over common essential outcomes.
* We have admin support.

Grade 8:

* Sharing ideas, frustrations, possible solutions to classroom activities.
* Improved procedures for math classes.
* It is not hard to incorporate Allington’s 6 – just need to explicitly create the habits!

Band:

* New strategies to implement to improve on quality of learning.

French Immersion:

* Blending LA outcomes with Science outcomes
* Grade level information sharing was very enlightening.
* The useful part of the reading outcome objective analysis was linking it to report card assessments.

**What would your practice and the experience of students look like as a result of your instructional improvement work?**

Grade 5:

* Should see an improvement of at least a grade level in fluency and comprehension.
* Improvement of ORF, comprehension and an “love of reading.”

Grade 6:

* Improved literacy/learning that would impact all subject areas

Grade 7:

* Clearer feedback
* Improvement in reading comprehension and fluency.
* Increase a “love of reading”
* More progress from all of my students in their reading comprehension by monitoring their accelerated reader reports.
* Students will remain focussed and on task.

Grade 8:

* Clearer focus of driving questions and purpose for academies
* More direct reflection of CTF outcomes with students
* Allington – turn and talk after completing reading log.

Band:

* More interaction with student/teacher learning in jazz.
* Trying out music assessment websites (theory tests, note names).

French Immersion:

* More student engagement
* Students participating and working with text and understanding with what they are doing and beginning to feel like they are making progress with their reading.
* Embed more cultural activities to the FLA and allow for collaboration amongst students and staff.

**What changes will you make, if any, to improve student learning?**

Grade 5:

* Ensure that reluctant readers are taking AR quiz with a supportive EA, teacher mentor).
* Implement some of the strategies.
* Use period 5 more effectively and check AR scores more often.

Grade 6:

* Incorporate useful reading strategies.
* Work on common assessments.

Grade 7:

* Incorporate more writing in my lessons to improve learning.
* Small pieces of teaching (guided practice, practice, revisit).
* Continue to work on projects to improve student learning on our next collaboration date.
* Have more discussions with my academy groups about the “big questions” and CTF discussions.
* Follow up on my A.R. quizzes and make sure students are taking the quizzes and reading the proper level of books.
* Continue to add more of Irene Heffel’s strategies (ie. 5 Finger Facts).

Grade 8:

* More frequent, reflective discussions (take advantage of teachable moments to draw attention to focus and learning).
* More of Allington’s 6 elements of reading.
* Maintain clear instruction and appropriate student work time with math assessment.

Band:

* Strive for a more “jazzy sound” – prepare for Jazz Fest.

French Immersion:

* Embed and discuss Allington’s 6 elements of reading.
* Read to each other at multi-grade levels
* More read aloud in the classroom.
* French reading passages.