

## 2012-2013 Proposal Application Form: Group Application

To be completed by Group Leader and sent to director of education/supervisory officer of school authority by **November 25, 2011**.

### Section 1: Group Application Information

Please attach a copy of the Group Leader's Certificate of Qualification and Registration (can be downloaded and printed from the Ontario College of Teachers' public register at [www.oct.ca/PublicRegister](http://www.oct.ca/PublicRegister)).

Name of Group Leader			
Last name <b>Teschow</b>	First name <b>Vera</b>	Middle Initial <b>C.</b>	
Work Telephone Number <b>905 277 - 9505</b>	Work Email Address <b>vera.teschow@peelsb.com</b>	Alternate Email Address <b>vera.teschow@utoronto.ca</b>	
Current Teaching Assignment <b>Grade 3 Homeroom</b>	Current Contract Type: (Select one) <input checked="" type="checkbox"/> Full-time <input type="checkbox"/> Part-time <input type="checkbox"/> Occasional	Total Years Teaching Experience <b>15</b>	
Name of Current School <b>Dixie P.S.</b>			
Name of School Board <b>Peel District School Board</b>			
Current School Address: Street number and name <b>1120 Flagship Drive</b>		City <b>Mississauga</b>	Province Postal Code <b>ON L4Y 2K1</b>

#### Additional Group Members' Information:

Name	Position (e.g., teacher, educational assistant, etc.)	Work Email Address
<b>Dale Trinder</b>	<b>Gr. 3 Teacher</b>	<b>dale.trinder@peelsb.com</b>

### Section 2: Project Proposal

#### 1) Name of Project:

**Bansho in "At Risk" Schools (high ELL, high Special Needs, low socio-economic areas)**

#### 2) Please provide a brief description of your project topic (Maximum of 150 words):

This project examines how textbook-reliant teachers can successfully integrate a high-yield strategy like Bansho into their math programs in a way that recognises the unique learning needs of at risk schools, in classrooms with high ELL populations and students who need extensive remediation of basic math skills.

Smart Board Technology is used as a tool to increase student engagement, and to meet the secondary goal of this project: Exposing students from low socio-economic backgrounds to 21-century learning and working tools.

**3) Please provide a rationale for pursuing this learning project (e.g., what needs do you have that the project would address?) (Maximum of 150 words):**

Teachers at our school currently rely heavily on the textbook to address the five strands of the math curriculum. As evidenced in our school's leading indicator data and informal day-to-day classroom observations, many students at all grade levels seem to be struggling with basic numeracy skills, and demonstrate difficulty decoding text-heavy /language based math problems. This leads us to the conclusion that exclusive use of the math textbook, despite the fact that it offers extensive practice questions, is ineffective.

Having been exposed to limited practical Professional Learning in the area of mathematical instruction, many teachers may -- like us -- feel overwhelmed at the prospect of changing their "comfortable" teaching methods. This project would allow two "real teachers in real classrooms" to pursue a proven method of mathematical instruction (Bansho), and tailor it to suit the needs of their (our) student population.

Becoming at least mechanical (and hopefully somewhat proficient) users of this modified Bansho, and reflecting on its effectiveness with our learners, also aligns with our Board's mandate of supporting students and teachers in Critical Inquiry in Learning Mathematics (CLIM).

**4) Describe how the outcomes of your project would contribute to increasing student learning and development (Maximum of 150 words):**

Bansho incorporates a number of PDSB's Transformational Practices, such the 3-Part Lesson Framework, Problem-Based Learning, Accountable Talk and Use of Manipulatives.

Its benefits are well documented, as are the advantages of integrating technology. By effectively combining these with other high-yield strategies such as explicit pre-teaching of vocabulary, remedial mini-lessons to strengthen fundamental and basic skills, we hope that students will improve in their ability to understand and solve the sorts of text-heavy problems they will encounter on EQAO and be faced with in real life situations.

Teaching in such a manner will allow us to more effectively differentiate our instruction (for example, as students work in small groups to solve open problems and parallel tasks). Further, it provides formative assessment data that allows us to more effectively match our subsequent instruction to the needs of our learners. One possible instructional implication could be the regular use of guided math groups to remediate basic math and/or reading skills.

**5) Briefly describe the background and experience each member of the group brings to this project (including any training or experience you have that would prepare you to work in an adult learning setting):**

VERA

- instructor for pre-service teacher ed courses (4 years)
- program resource teacher (5 years, 2003-2008)
- teaching in a variety of settings and grade levels K-8, including ESL and Spec Ed
- volunteer experience with newcomer Canadians
- Ministry trainer for Numeracy, ran summer workshops for 2 years
- writer and presenter with various Board and ETFO programs provincially
- Student Work Study Teacher (SWST) w/ Peel/LNS (Spring 2010)

DALE

- extensive experience teaching primary/junior grades in high needs socio-economic and ELL school populations
- 3 different school experiences across the Peel Board
- Grade level chair (4 years)
- TLCP Webcast teacher panelist
- network manager and technology champion at Dixie P.S. (3 years)
- lifelong learner (most recently evidenced by speedy adoption of "Daily Five" Literacy framework, after observation of colleague's use)

Both of us are trained in Instructional Intelligence (with Barrie Bennett), and have had some SmartBoard training.

## Section 3: Plan for Your Professional Learning

<b>Goals:</b> What are <u>your</u> professional learning goals for this project?	<b>Activities:</b> Describe the activities you and your group will undertake during this proposed project in order to achieve your professional learning goals (please include approximate timelines):	<b>Measurement:</b> What measures will you use to determine if you have met your professional learning goals for this project (e.g., surveys, reflective journals, portfolios)?	<b>Budget:</b> Indicate the budget for each activity and measurement (e.g., the amount of release time you will need, the board's rate to cover occasional teachers costs, the cost of resources and technical training).
<p>1. to begin pursuing proficiency of problem-based learning in Math in order to use it as the main vehicle to deliver the math curriculum (as opposed to the textbook)</p> <p>2. to effectively integrate remediation and consolidation of fundamental math skills into the problem based math approach to meet the growing needs of an "at risk" school community</p> <p>3. to incorporate the use of technology (SMART BOARD) to further enrich our teaching methodology in an "at risk school community."</p> <p>4. to become more familiar with various relevant board and ministry resources and adapt some of the strategies from the 6-12 Math Gains project into a K-5 school through the use of CILM</p> <p>5. to share our learning in a practical way with colleagues, especially those with similar student populations to ours</p>	<p>May/June 2012</p> <ul style="list-style-type: none"> <li>- co-reading and viewing of materials</li> <li>- meet w/ Math RT to get intro to Leaps and Bounds and/or Gap-Closing Strategies</li> <li>- observe exemplary classroom</li> <li>- debrief of above</li> <li>- co-plan baseline &amp; first lesson(s) for Sept</li> </ul> <p>Summer/Sept 2012</p> <ul style="list-style-type: none"> <li>- attend Smart Board Training</li> </ul> <p>September 2012</p> <ul style="list-style-type: none"> <li>- administer baseline: LID and/or Num Nets</li> <li>- teach co-planned lesson</li> <li>- debrief of above</li> </ul> <p>October 2012</p> <ul style="list-style-type: none"> <li>- co-reading and viewing of materials</li> <li>- SmartBoard Training</li> </ul> <p>November/Dec 2012</p> <ul style="list-style-type: none"> <li>- observation of exemplary classroom</li> <li>- debrief of above</li> <li>- co-plan additional lesson(s)</li> </ul> <p>January 2013</p> <ul style="list-style-type: none"> <li>- teach co-planned lesson(s), integrating SmartBoard technology</li> <li>- debrief above and co-plan next lesson(s)</li> </ul> <p>Feb/March 2012</p> <ul style="list-style-type: none"> <li>- teach co-planned lesson(s), debrief</li> </ul>	<p>TEACHERS (Vera &amp; Dale):</p> <ul style="list-style-type: none"> <li>- blog/website to document learning/ thinking process (Four Topics: Problem-Based Learning/Bansho, SmartBoard Tech., Board/Ministry Resources, Sharing the Learning)</li> <li>- short survey co-designed with a Math RT or other professional from the board that we administer to ourselves in June 2012, and then again at the completion of the project (i.e. level of comfort with different math instructional strategies, sense of student success, etc. could include a Likert scale)</li> </ul> <p>STUDENTS:</p> <ul style="list-style-type: none"> <li>- EQAO Leading Indicator Data and actual (or summative task, if needed earlier)</li> <li>-Teaching and Learning Critical Pathways (TLCP) in Problem Solving</li> </ul>	<p>RELEASE TIME:</p> <ul style="list-style-type: none"> <li>-PD dialogue opportunities: co-read relevant chapters from the texts listed below, review Peel's revised TPs &amp; relevant sections of the TLCP website, read 3-5 ministry monographs, watch at least 2 different LNS DVDs, explore, in-depth, the Marion Small Website, and discuss (8 x .5)</li> <li>-Meet with Math RT for a morning to get an overview of the Leaps and Bounds and/or Gap-Closing Strategies Resource, spend pm planning integration of same (2 x 1)</li> <li>-observation of 2-3 exemplary math classrooms in schools with similar student populations, and debrief with teachers afterwards (6 x .5 days)</li> <li>-Smart Board training, 2 x 1.5 days</li> <li>-co-planning of lessons, possibly with Board Resource personnel (2 x 2 days)</li> <li>-debrief dialogue for lessons (most of this will be done on our own time, however, we would like to build in a few dedicated longer chunks of time) (4 x .5 days)</li> </ul> <p>TOTAL = 18 days x 243.27 = \$4378.86</p> <p>RESOURCES AND MATERIALS:</p> <ul style="list-style-type: none"> <li>- SMART Boards, 2 (approx \$3500)</li> <li>- Leaps and Bounds Resource and/or Gap-Closing Strategies Resource, 2 copies (approx. \$400)</li> <li>- quad/square chart paper (\$50)</li> <li>- large butcher paper (\$50)</li> <li>- 4 colour markers, 20 packs (\$200)</li> <li>-SMART training = \$1000?</li> </ul>

## Section 4: Plan for Sharing

<b>Goals:</b> Who do you plan to share your learning with (e.g., teachers in your school, teachers or school teams in another school/board)?	<b>Activities:</b> Describe how your learning will be shared (e.g., written resource, teacher/school kit, working with other teachers in their classrooms, facilitating workshops, podcast, webcast, video conferencing, wikis)	<b>Measurement:</b> What measures will you use to determine the effectiveness of your plan for sharing (e.g., surveys, reflective journals, portfolios, focus groups)?	<b>Budget:</b> Indicate the budget for each activity and measurement (e.g., the amount of release time you will need, the board's rate to cover occasional teachers costs, the cost of resources and technical training).
1. "Immediate" Colleagues (within our school and/or our cluster of schools)  2. Provincial Colleagues (via the project)  3. Interested Teachers anywhere (via publicly accessible blog/website)	<ul style="list-style-type: none"> <li>- blog/website</li> <li>- coaching of interested colleagues</li> <li>- series of three "lunch and learns" within our school</li> <li>- possible video taping of our own classroom, subsequent sharing of same with anyone who wants it</li> <li>- facilitating workshops as requested</li> </ul>	<ul style="list-style-type: none"> <li>- ability for readers to comment on blog postings</li> <li>- surveymonkey survey emailed to participants after all learning sessions</li> <li>- email addresses included in video and invitation to dialogue, so that viewers may contact us with feedback if they wish</li> </ul>	Webhosting and domain name registration - \$200  Release time to plan lunch and learns - 2 x 3 x .5 - \$729.81  lunch for lunch and learn sessions - 3 x \$100 = \$300  Release time to meet with Board videographers to prep and debrief video sessions, edit final afterwards - 2 x .5 days before, 2 x 1.5 days afterwards = 4 days \$973.08  TOTAL = \$2 202.89

## Section 5: Budget for Section 3 + Budget for Section 4:

\$11 781.75

## Section 6: Declarations

**Applicants:** Should this proposal be successful, we declare that we will comply with the TLLP Program Guideline and will carry out the project as described. We will ensure that the activities and materials produced do not infringe on any third party intellectual property or copyright.

    	X	    
Applicant name (please print)	Signature	Date
    	X	    
Applicant name (please print)	Signature	Date
    	X	    
Applicant name (please print)	Signature	Date
    	X	    
Applicant name (please print)	Signature	Date

*\*In the event there are more than four applicants, attach a declaration for each additional applicant.*

**Principal\*:** I am aware of this proposal and that it will be submitted to the school board for consideration.

    	X	    
Principal name (please print)	Signature	Date

*\*If other schools are involved in this professional learning project proposal, attach an additional signed declaration from each school principal. For applicants who are daily occasional teachers, this declaration should be signed by the person they report to at the board.*