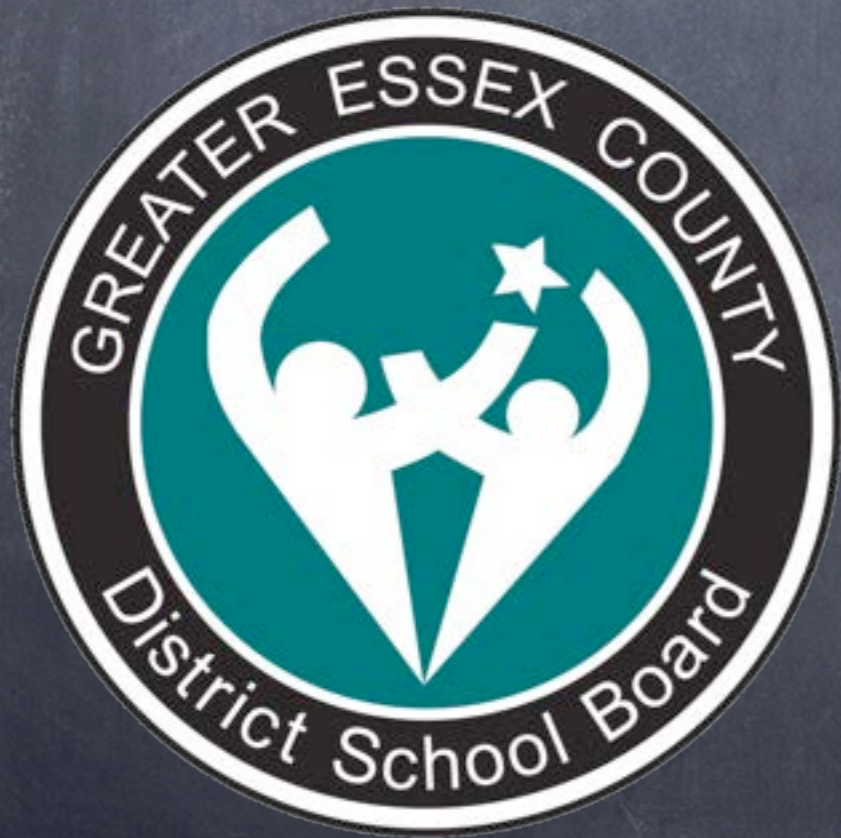


MYCI 2013-14

Middle Years Collaborative Inquiry



GOOD TEACHING
PRACTICES
+

TECHNOLOGY

= ENGAGEMENT

Open Presentation in GoodNotes



- Open PDF of Presentation in Safari:

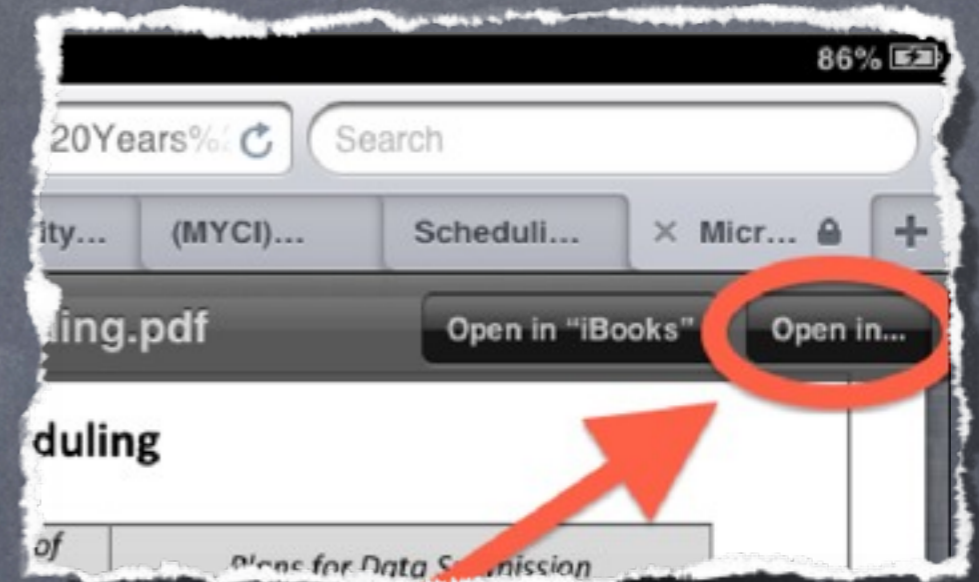
tapintoteenminds.com/myci



Open Presentation in GoodNotes

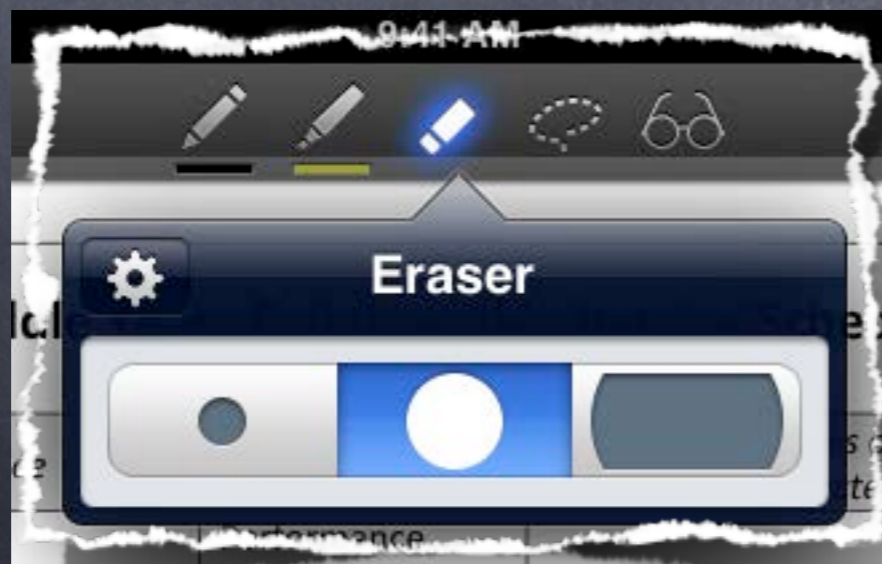
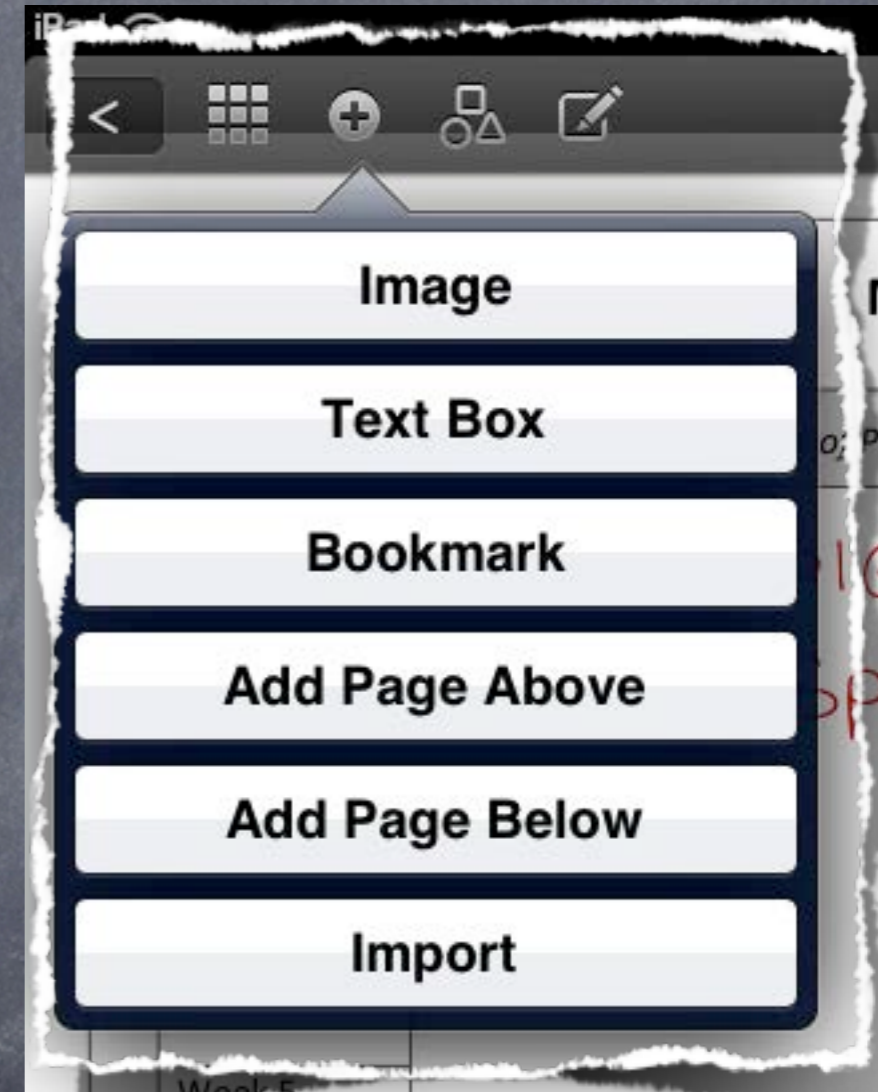


- “Tap” on screen, Open In... GoodNotes



- Select GoodNotes

Key Features



Zoom Window



Agenda

- 8:00 Sign-in
- 8:30 Welcome
- 8:45 2012-2013 Recap
- 8:50 Review Professional Learning Cycle
- 10:00 Break
- 10:15 Reflection and revising our inquiry projects
- 11:45 Lunch

Agenda

- 12:30 Data Collection and Submission
- 1:20 Team Time
- 2:15 Recap and Exit Survey
- 2:30 Good-byes

Learning Goals

- Revisit the focus of MYCI Project
- Review Professional Learning Cycle
- Explore effective uses of the iPad

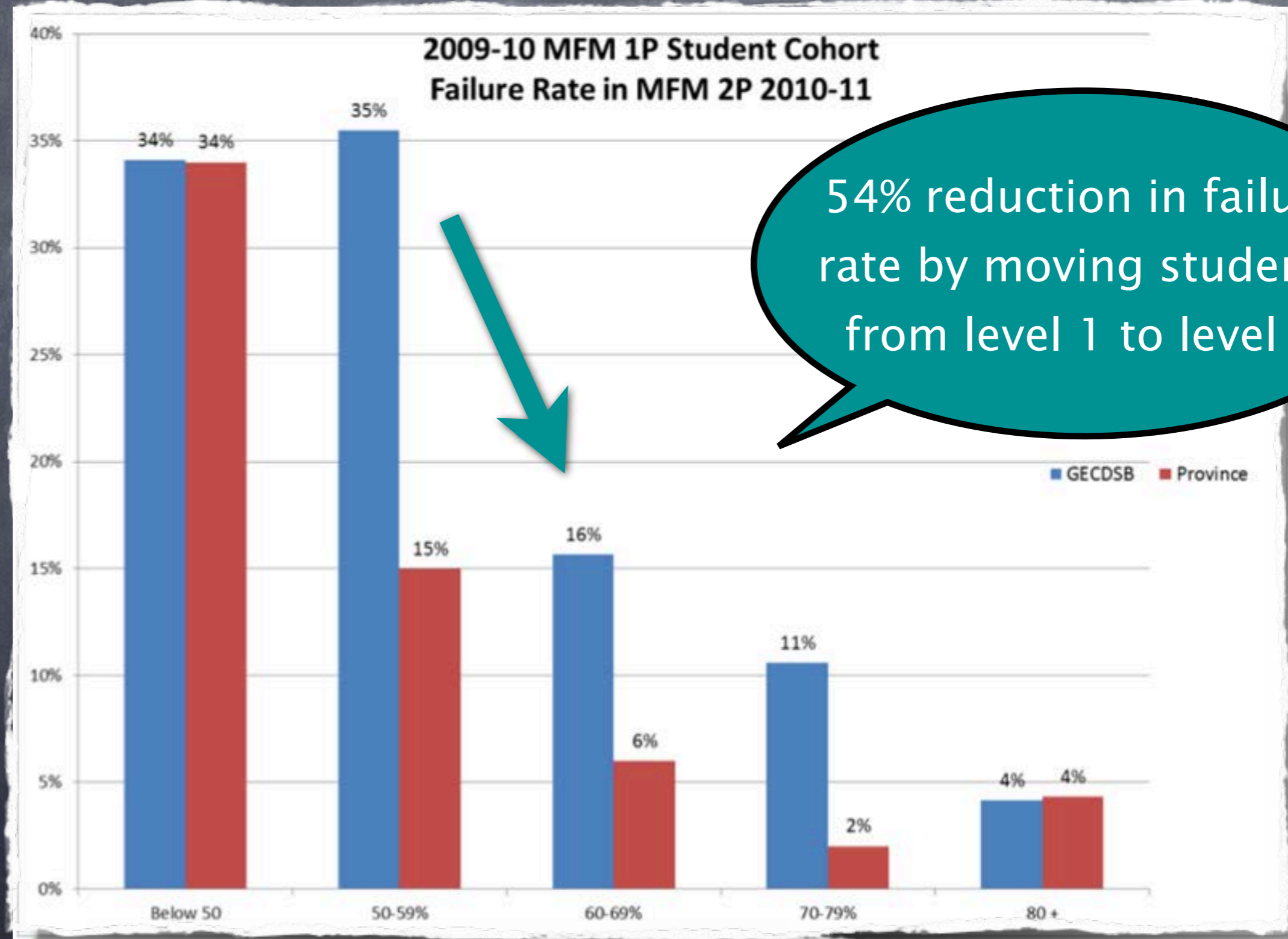




- Open Socrative Student app
- Enter our Room Number

2481632

Focus on Level 1...



2012-13 MYCI Recap



What you said...



Instructional Practices Used...

Instructional Practices Used...

- Using a Problem Solving Model
- Small Group Instruction
- Technology
- Real world / 3 act math
- HUDDLE

Instructional Practices Used...

- Three Part Lesson
- TIPS4RM
- Modelling
- Think Alouds
- Bansho

Instructional Practices Used...

- Math Minutes
- Answer Reflection
- Math Discussion / Math Talk
- Problem Solving Models
- Screencasting for Communication

Data/Evidence
Collected

Data/Evidence Collected

- Student Work Samples
- Student Surveys
- ONAP
- Anecdotal
- Observations

Data/Evidence Collected

- Triangulation of Data Collected Throughout the Year
- **Marker Students**
- Video Communication Using Educreations / Explain Everything

Student Outcomes of Interest

Student Outcomes of Interest

- Increased Engagement
- Increased Confidence
- Improved Communication
- Showed More of Their Thinking
- Perception of Math Increased

Student Outcomes of Interest

- Less Prompting Necessary
- Improvements in Marker Students
- Deeper Student Discussions
- Improved Oral Communication
- Level 1 Students Improved

Project Challenges

Project Challenges

- How do we measure impact...
- Maintaining consistency...
- Technology barriers...
- Motivating all students...
- Analyzing data / evidence

Project Challenges

- Access to more technology...
- Finding time to work with team...
- Delays / Interruptions
- Feeling confident we're "doing it right"

Project Challenges

Collaborating with the team



MYCI Dates

• Sandwich FOS

- Tecumseh Vista FOS
- Central PS



1/2 Day, In-School



1/2 Day, Adobe Connect



Full Day, Learning Fair



MYCI Dates

Walkerville FOS

- Essex FOS
- Harrow



1/2 Day, In-School



1/2 Day, Adobe Connect



Full Day, Learning Fair



MYCI Dates

• Massey FOS

• General Amherst FOS



1/2 Day, In-School



1/2 Day, Adobe Connect



Full Day, Learning Fair





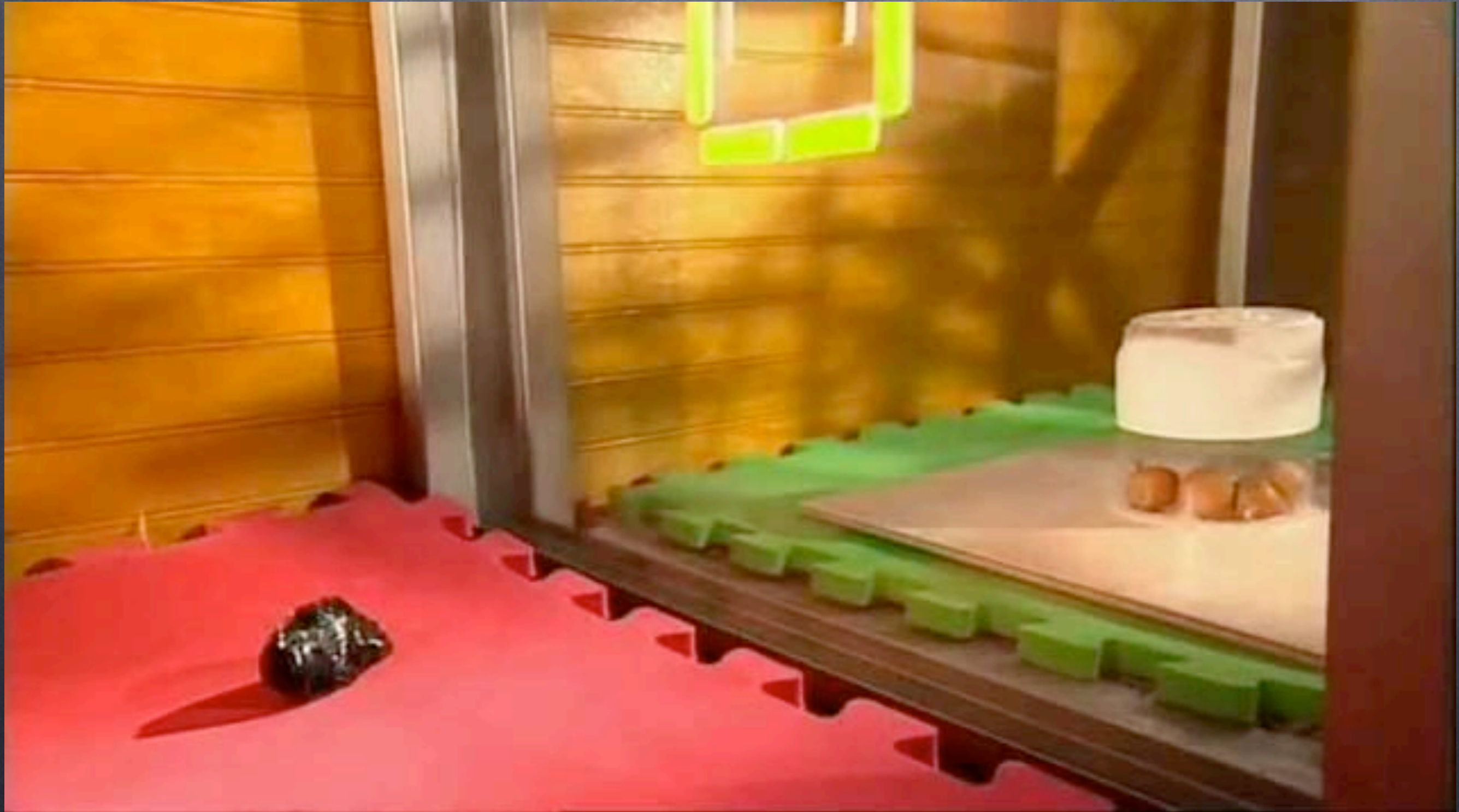
In Socrative, write:

- One (1) thing you/team gained...
- One (1) challenge...
- Your next step for 2013-14...

Room: 2481632



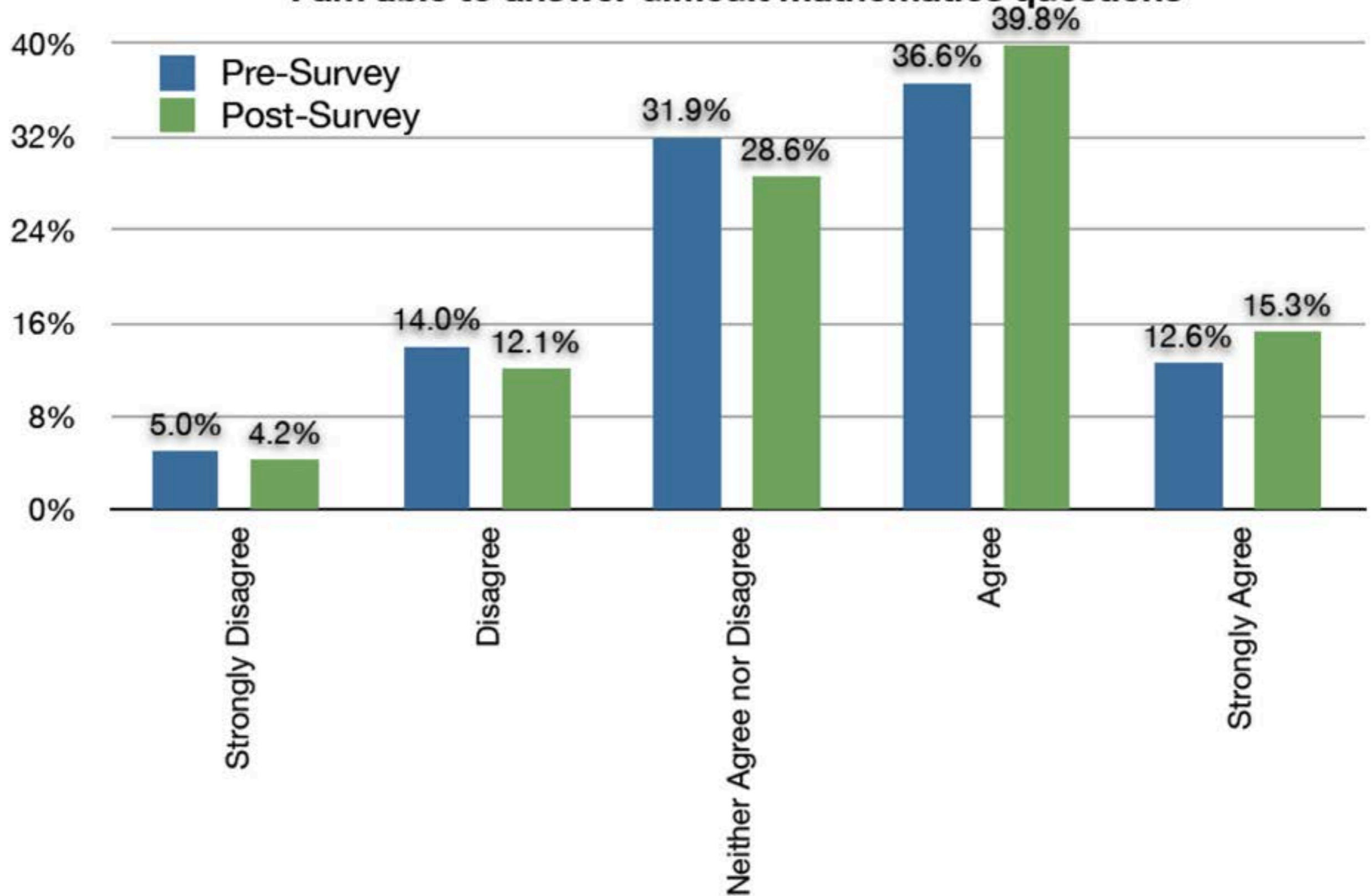
Collaboration



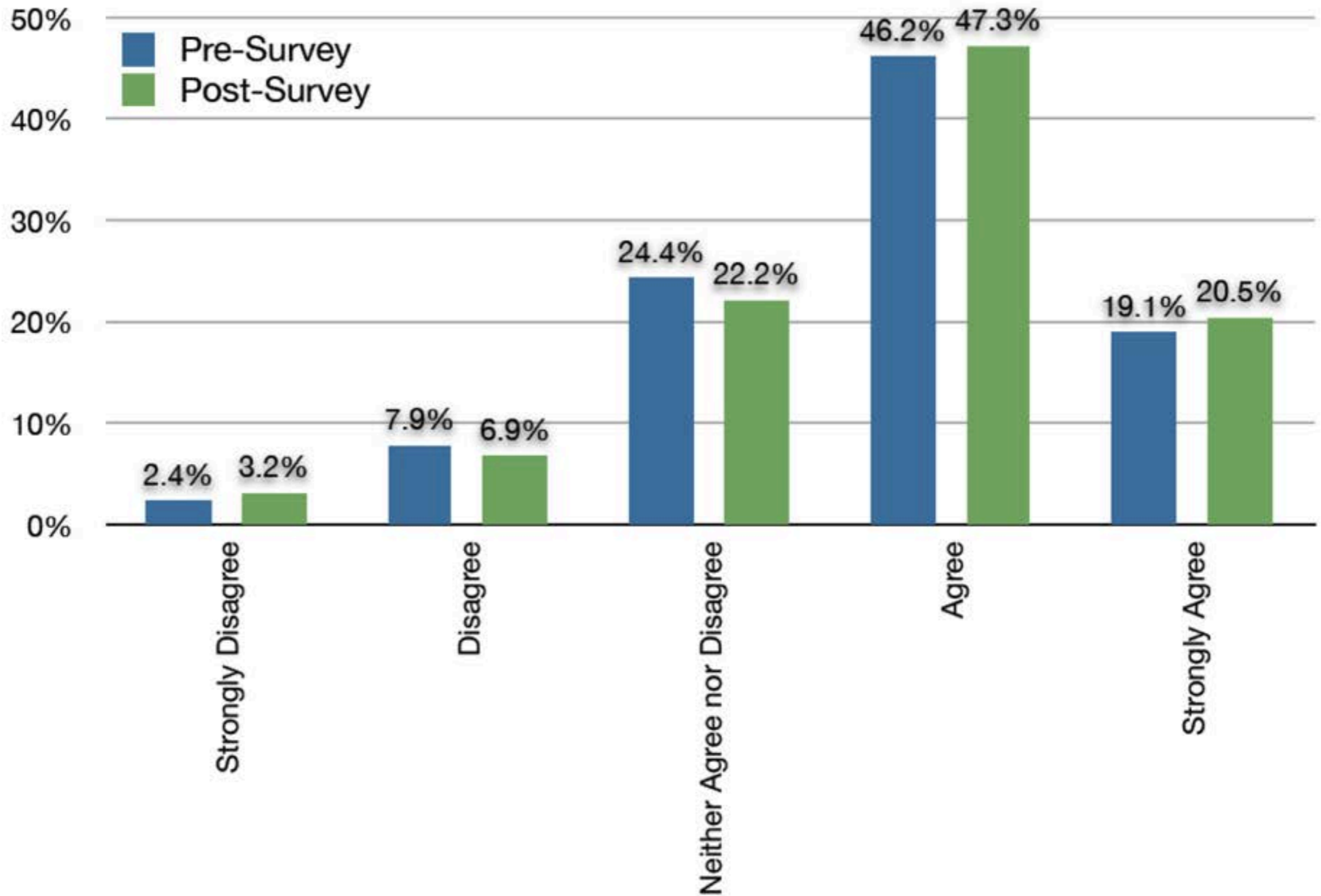


| | | | | |
|-------------------------|-----------|--|-----------|--|
| 3 Part Lesson | 62 | | 7 | |
| | 2 | | 8 | |
| Tech Integration | 28 | | 9 | |
| | 4 | | 10 | |
| | 5 | | 11 | |
| | 6 | | 12 | |

I am able to answer difficult mathematics questions



I am good at mathematics



3-Part Lesson + Integrating Technology

- 138 Intermediate Teachers and Administrators from 29 Schools
- 3-Part Lesson
- iPad, Projector and Apple TV



The SAMR Model

R

REDEFINITION
previously inconceivable task

M

MODIFICATION
significant task redesign

A

AUGMENTATION
functional improvement

S

SUBSTITUTION
no functional change

SUBSTITUTION

no functional change

- From paper to digital resources

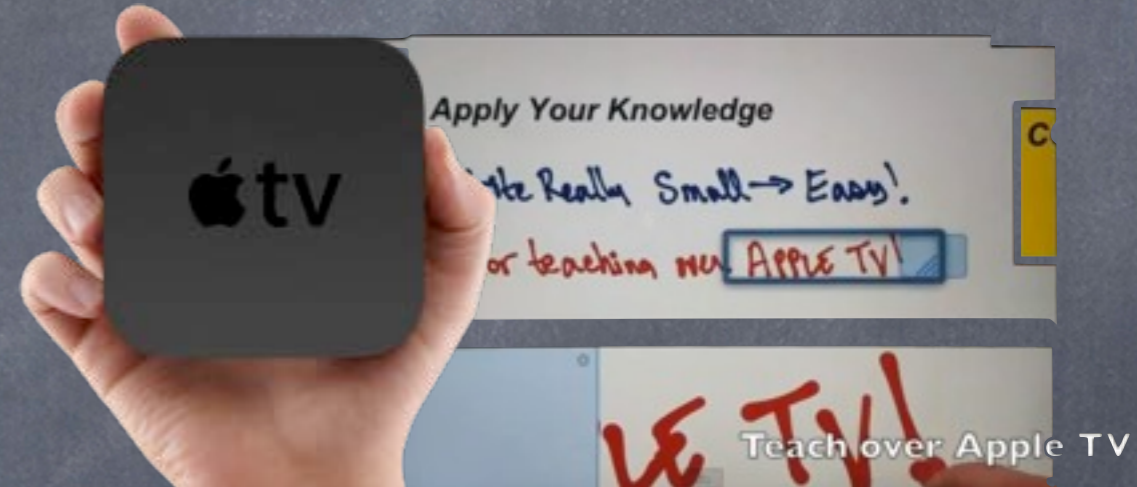
- Presenting static content on iPad



AUGMENTATION

functional improvement

- Sharing student content via Apple TV.



- iPad as document camera.



- Accessing graphing calculators, video resources.



MODIFICATION

significant task redesign

- Providing more options for differentiating instruction, varying assessment options and evaluating student work.

ADD DRAWINGS, SHAPES, TEXT, AND IMAGES AND MANIPULATE THEM ON THE SCREEN.



REDEFINITION

previously inconceivable task

- Student Blogs
- Blended Learning
- Real World Math Tasks
- Leveraging Student Owned Technology



BloggerTM

MATH BLOGS



You Tube

The SAMR Model

R

REDEFINITION
previously inconceivable task

M

MODIFICATION
significant task redesign

A

AUGMENTATION
functional improvement

S

SUBSTITUTION
no functional change

Professional Learning Cycle



PLC



- Plan, Act, Observe, Reflect
- 2013–14 MYCI Consists of:
 - Four (4) Cycles - Length of 5 Weeks

Cloud

calendar.google.com

PublicBoard.ca

Gmail

Delegates

October-2013

◀ Today ▶

| Sun 29 | Mon 30 | Tue 1 | Wed 2 | Thu 3 | Fri 4 | Sat 5 | |
|--------|----------|-------|-------|-------|-------|-------|----|
| | | | | | | | |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| 13 | CYCLE #1 | | | | | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 | |
| 27 | 28 | 29 | 30 | 31 | 1 | 2 | |

◀ October-2013 ▶

| Su | Mo | Tu | We | Th | Fr | Sa |
|----|----|----|----|----|----|----|
| 29 | 30 | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 31 | | |

- Cloud
- Calendar.google.com
- PublicBoard.ca
- Gmail
- Delegates

November-2013

Today

| | | | | | | |
|----|-----------------|----|----|----|----|----|
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | CYCLE #2 | | | | | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |

December-2013

| | | | | | | |
|--------------|-------|----------|--------------|-------|-------|-------|
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| NOV 4 | | - | DEC 6 | | | |
| Sun 1 | Mon 2 | Tue 3 | Wed 4 | Thu 5 | Fri 6 | Sat 7 |

October-2013

| | | | | | | |
|----|----|----|----|----|----|----|
| Su | Mo | Tu | We | Th | Fr | Sa |
| 29 | 30 | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |

Cloud

calendar.google.com

PublicBoard.ca

Gmail

Delegates

February-2014

◀ Today ▶

| | | | | | | |
|-----------------|----|----|----|----|----|----|
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| CYCLE #3 | | | | | | |
| 23 | 24 | 25 | 26 | 27 | 28 | 1 |

March-2014

| | | | | | | |
|------------------------|----|----|----|----|----|----|
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| FEB 17 - MAR 28 | | | | | | |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |

◀ October-2013 ▶

| | | | | | | |
|----|----|----|----|----|----|----|
| Su | Mo | Tu | We | Th | Fr | Sa |
| 29 | 30 | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |

iCloud

calendar.google.com

PublicBoard.ca

Gmail

Delegates

April-2014

◀ Today ▶

| Sun 30 | Mon 31 | Tue 1 | Wed 2 | Thu 3 | Fri 4 | Sat 5 |
|-----------------------|--------|-------|-------|-------|-------|-------|
| CYCLE #4 | | | | | | |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| MAR 31 - MAY 2 | | | | | | |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 1 | 2 | 3 |

◀ October-2013 ▶

| Su | Mo | Tu | We | Th | Fr | Sa |
|----|----|----|----|----|----|----|
| 29 | 30 | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 31 | 1 | 2 |

Middle Years Collaborative Inquiry Scheduling

| Supplementary Inquiry Question | Types of Data | Reflective Practices | Reporting Data |
|---|---|--|------------------------------|
| This box will contain a description of how the supplementary inquiry question work. Discuss how it is related to the bigger question but more specific. | Discuss each of the types of data here. Type about system process data, anecdotal data, the other data, the other one that really know what it means so on. | Talk about ways to reflect as a team and | Talk about ways to reporting |

Middle Years Collaborative Inquiry Scheduling

| Cycle 2 | Specific Change of Practice | Data to be Collected | Specific Examples of Data to be Collected | Plans for Data Submission |
|---------|-----------------------------|----------------------|---|---------------------------|
| Week 1 | | Performance | | |
| Week 2 | | Anecdotal | | |
| Week 3 | | System Process | | |
| Week 4 | | Performance | | |
| Week 5 | | Indicator | | |

Planning



Student Learning Need

Theory of Action

Something else from PowerPoint

Something else from PowerPoint

Open Planning Template in GoodNotes



• Open Template in Safari:

tapintoteenminds.com/myci

iPad 9:38 AM 89%

dl.dropboxusercontent.com/u/7108182/TVAMathletes/Middle%20Years%20Collaborative%20Inquiry%20Scheduling

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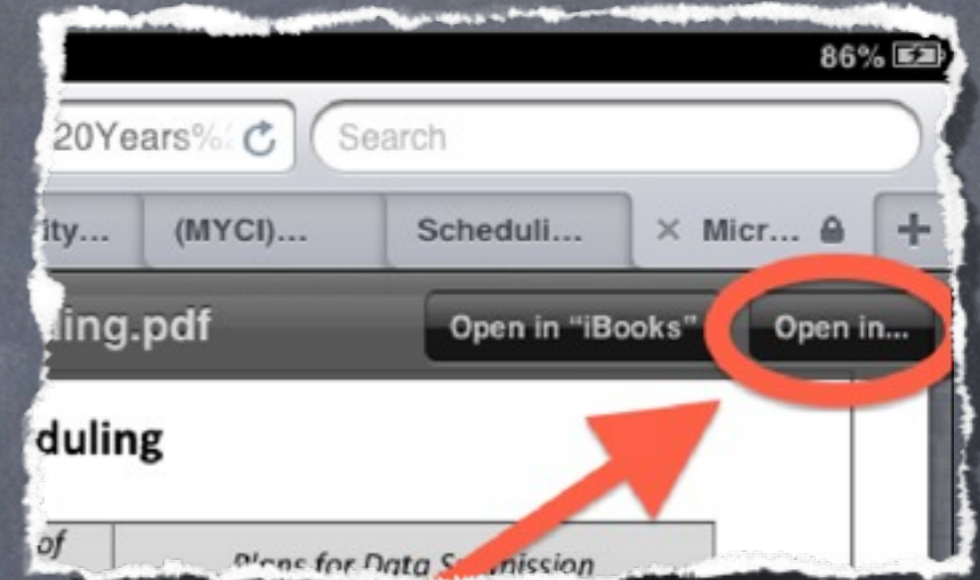
Middle Years Collaborative Inquiry Scheduling

| Cycle 1 | Specific Change of Practice | Data to be Collected | Specific Examples of Data to be Collected | Plans for Data Submission |
|---------|-----------------------------|----------------------|---|---------------------------|
| Week 1 | | Performance | | |
| Week 2 | | Anecdotal | | |

Open Planning Template

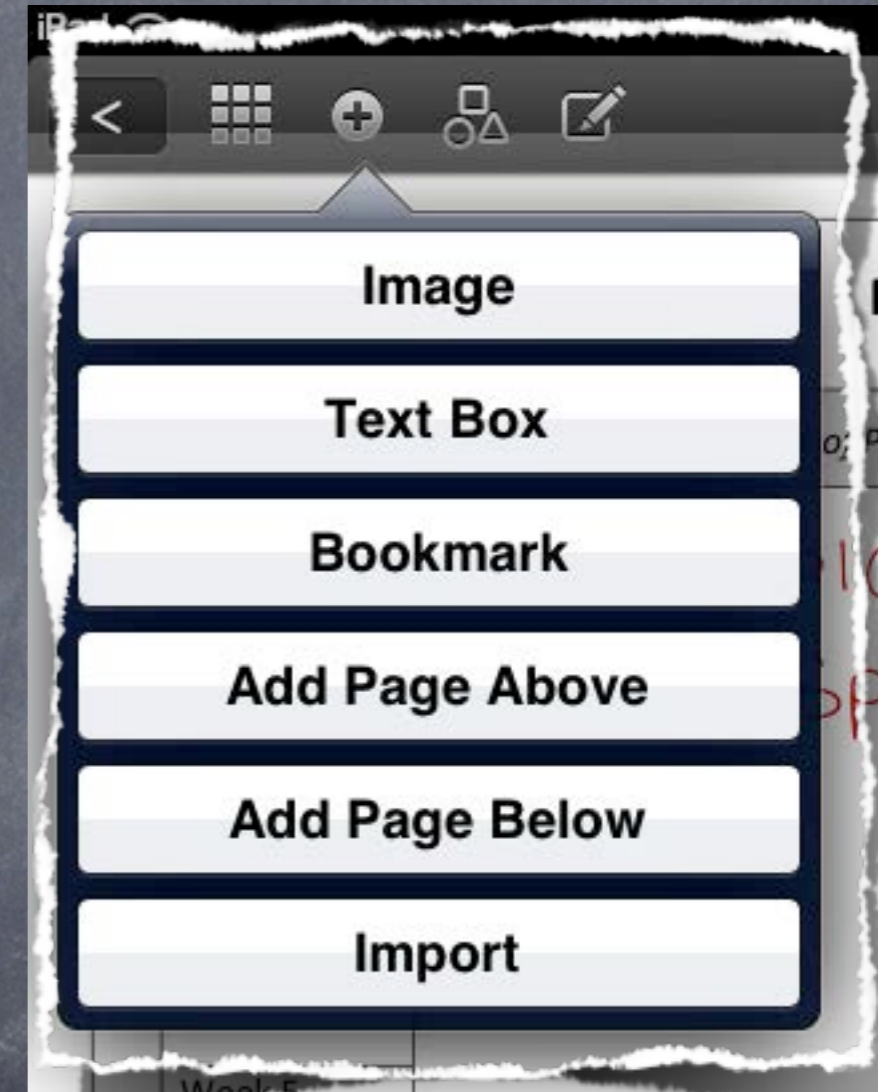
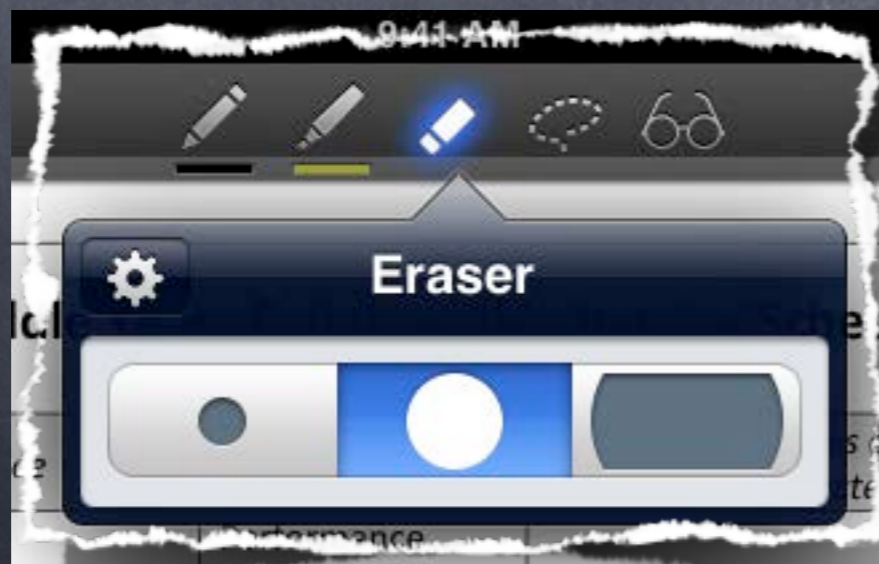


- “Tap” on screen,
Open In... GoodNotes



- Select GoodNotes

Key Features



Zoom Window



9:42 AM

Middle Years Collaborative Inquiry Scheduling

| Cycle 1 | Specific Change of Practice | Data to be Collected | Specific Examples of Data to be Collected | Plans for Data Submission |
|---------|-------------------------------|----------------------|---|---------------------------|
| Week 1 | WRITE BIG IN Small Spaces! | Performance | | |
| Week 2 | | Anecdota | | |
| Week 3 | | System Process | | |
| Week 4 | | Performance | | |
| Week 5 | | Indicator | | |

Cycle 2

| Specific Change of Practice | Data to be Collected | Specific Examples of Data to be Collected | Plans for Data Submission |
|-----------------------------|----------------------|---|---------------------------|
| Performance | | | |

W 1

Spaces!

Anecdotal

Plan



- Student Learning Need
- Inquiry Question
- Theory of Action

Consider:



- What do your students struggle with the most?
- What causes difficulty for many of your students?



Struggling Students



Influence:



- Pick three student learning needs you can influence in your classroom.
- Are they the same as last year or have they changed?



Narrow Down to One (1) Team Student Learning Need

Student Learning Need

Communicating understanding in
mathematics clearly and completely.





One team member write:

- the team student learning need focus for 2013-14

Room: 2481632



Plan



- Student Learning Need
- Inquiry Question
- Theory of Action

Consider:



- Technology available
- Instructional strategies
- Team strengths

Consider:



Does Your Inquiry Question Address Your Student Learning Need?

- Resume?
- Refine?
- Re-evaluate?



Ensure Your Inquiry Question:



- Uses neutral exploratory language
- Begins with "How" or "What"
- Specifies the focus of your inquiry





In Socrative, answer whether the sample inquiry questions are strong or weak.

Room: 2481632



Write Your Inquiry Question

Inquiry Question

What is the impact of teaching explicit strategies on students ability to communicate their understanding in math?





One team member write
your team inquiry question
for 2013-14

Room: 2481632



Plan



- Student Learning Need
- Inquiry Question
- Theory of Action

Consider:



- What will we do and what are the expected outcomes?
- Serves as a storyline
- If ... Then ... Statements



Hugh Beaton, 2012-13

Theory of Action

If we use technology as a method to explain thinking, then students will improve their communication.

If we utilize board supports for TIPS4RM resources, then we will have a better understanding of how best implement in our classrooms.

Hugh Beaton, 2012-13

If we implement the 3-part lesson and TIPS program, then students will improve their communication.

If we collect evidence from marker students, then we will be able to track achievement and make changes to teaching strategies.

Consider:



- What will we do and what are the expected outcomes?
- Serves as a storyline
- If ... Then ... Statements





socrative
AS EASY AS RAISING YOUR HAND

One team member write
your team theory of action
for 2013-14

Room: 2481632



Professional Learning Cycle



Act



- Target a specific change of practice related to your inquiry question
- Implement for your first learning cycle

| Cycle 1 | Specific Change of Practice |
|---------|---|
| Week 1 | For each summative task, students will communicate their understanding in a math journal. |
| Week 2 | |
| Week 3 | |
| Week 4 | |
| Week 5 | |

| Cycle 2 | Specific Change of Practice |
|---------|--|
| Week 1 | After each learning goal is covered, student conferencing will take place prior to writing in their math journals. |
| Week 2 | |
| Week 3 | |
| Week 4 | |
| Week 5 | |

Consider:



- What will be a specific change in practice you will implement during the first cycle?





EACH team member share a specific change in practice you will implement during cycle #1.

Room: 2481632



Professional Learning Cycle



Observe



- Observe students
- Collect data
- Share

Types of Data



Student Learning

- daily work, assessments, etc.

Demographic

- attendance, language proficiency, etc.

Perceptual

- surveys, interviews, etc.

School Process

- how things are done in your classroom

Expectations



- At the beginning of a cycle, record the working level of **each** student in your class (Level 1-4).
- At the end of a cycle, record the working level of **each** student in your class (Level 1-4).

Expectations



- Select a **minimum** of two (2) level 1 and two (2) level 2 students.
- Collect more detailed evidence/data to track their progress throughout each cycle.

What Evidence Will You Collect?

Specific Examples of Data to be Collected

- Marks of
marker students
(2x level 1,
2x level 2)


- Photos of student
work at beginning
and end of cycle
- Anecdotal evidence
- Sample work from
student journals.



Google Drive

👁️ Sign in or Create a New Account.

Sign in Close

 SIGN UP

Sign in Google

Email


Password

Sign in

[Can't access your account?](#)

© 2013 Google [Terms of Service](#) [Privacy Policy](#) [Help](#)

Sign in Close

 Sign in

Create a new Google Account

Name

First Last

Choose your username

@gmail.com

Create a password

Confirm your password

Birthday

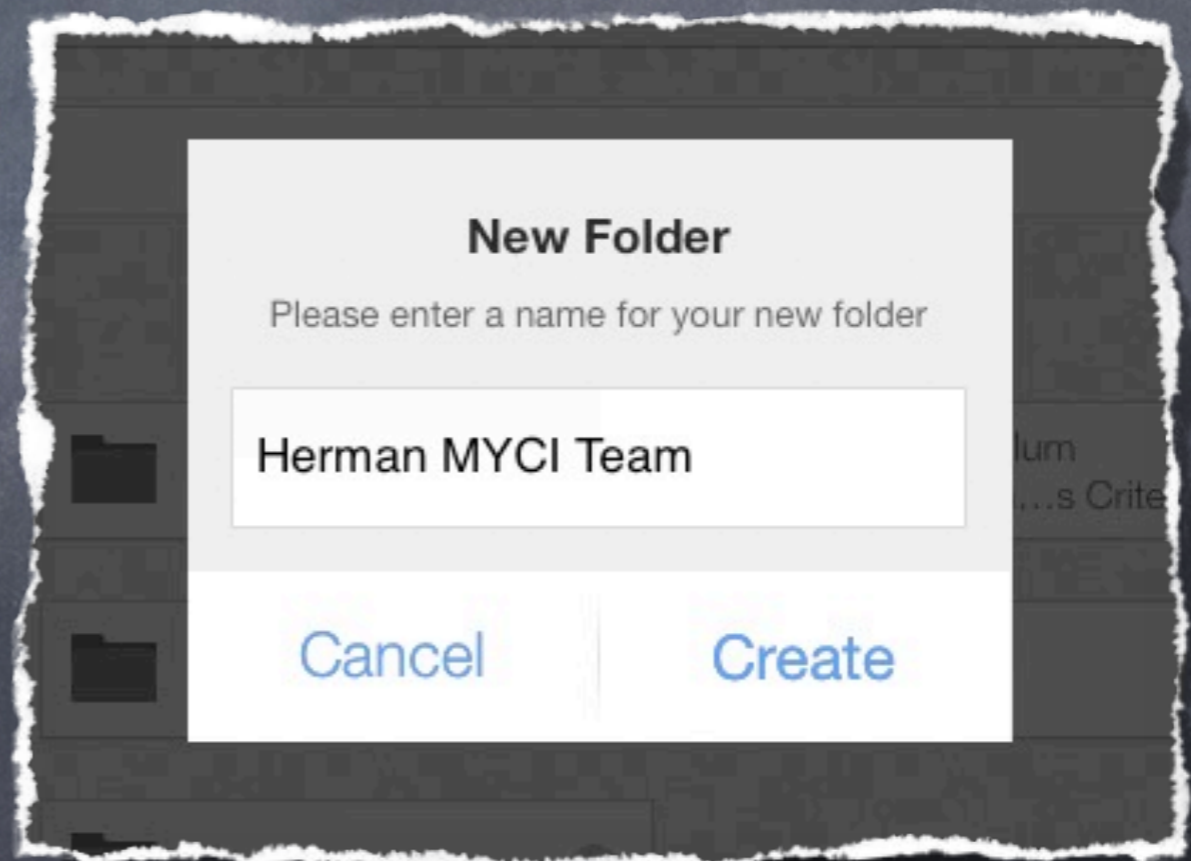
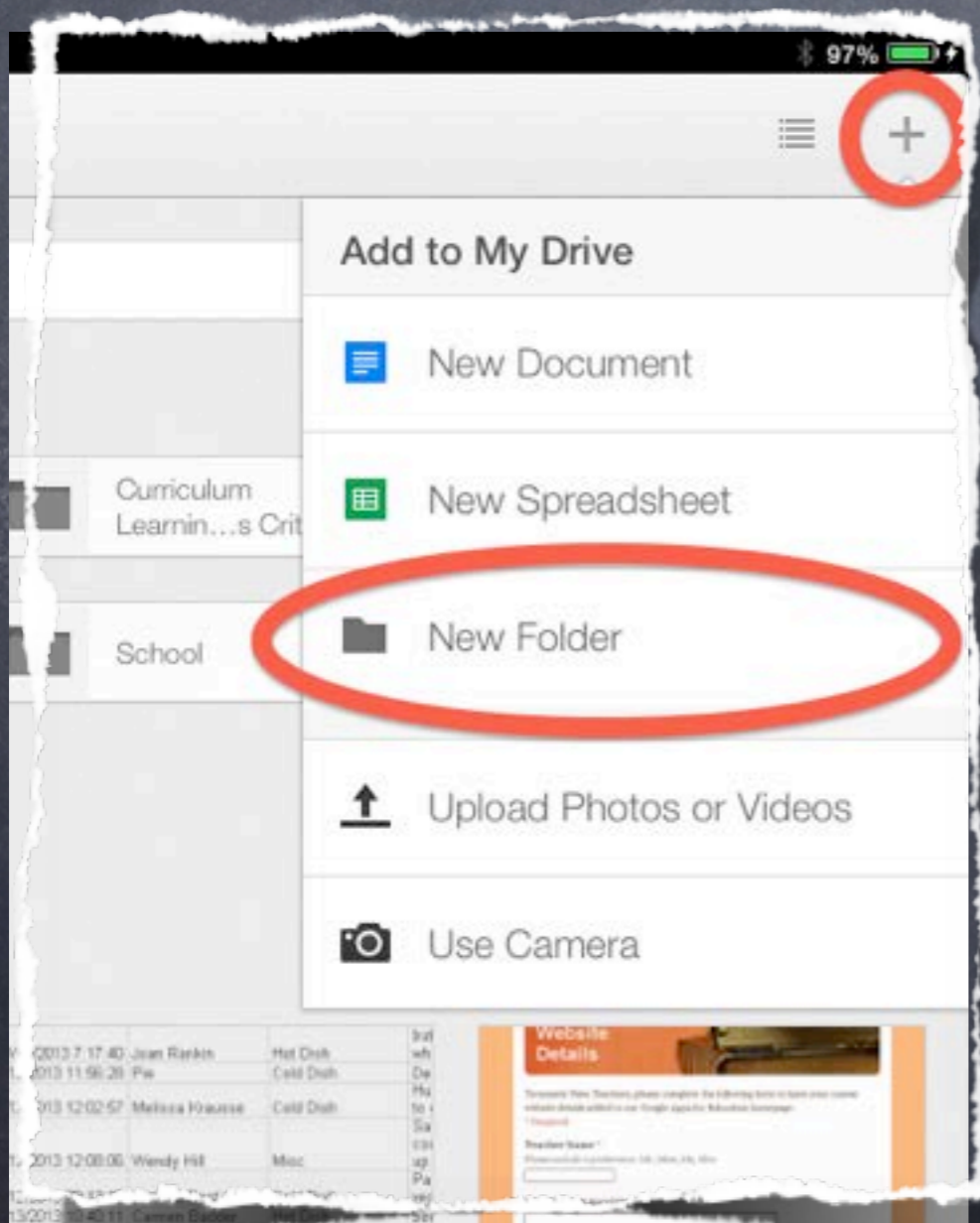
Month Day Year

Gender

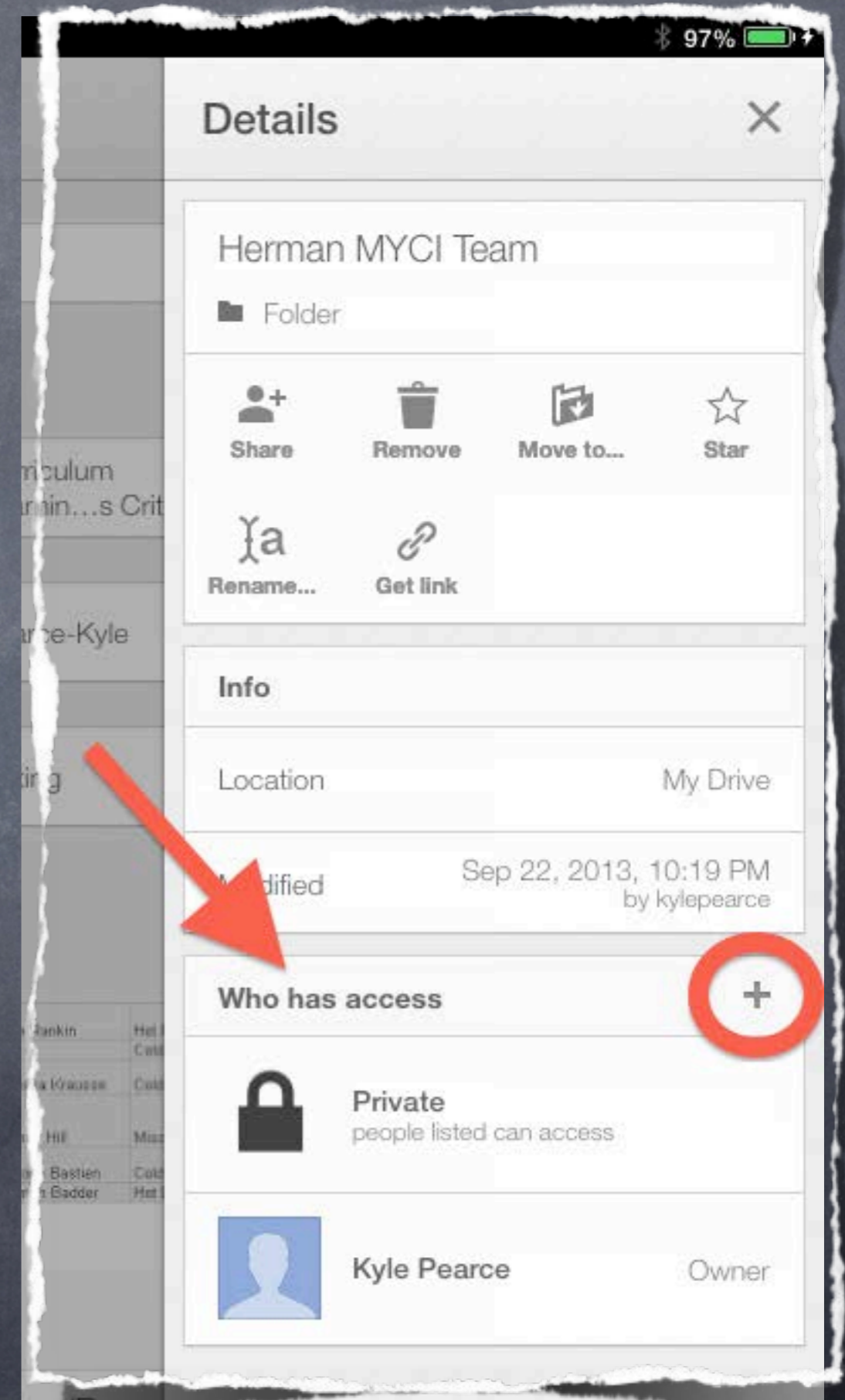
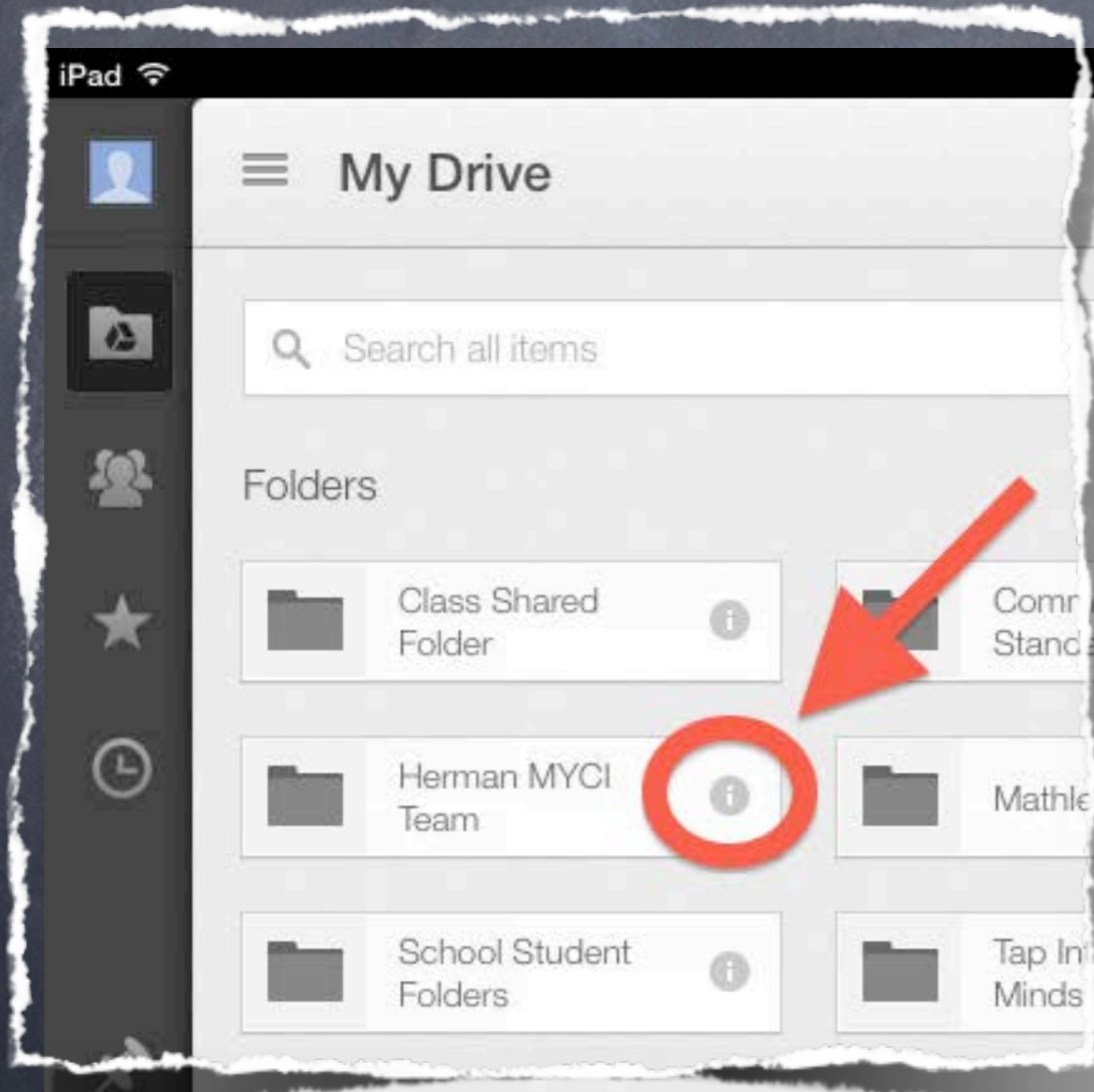
I am...

Create a Folder

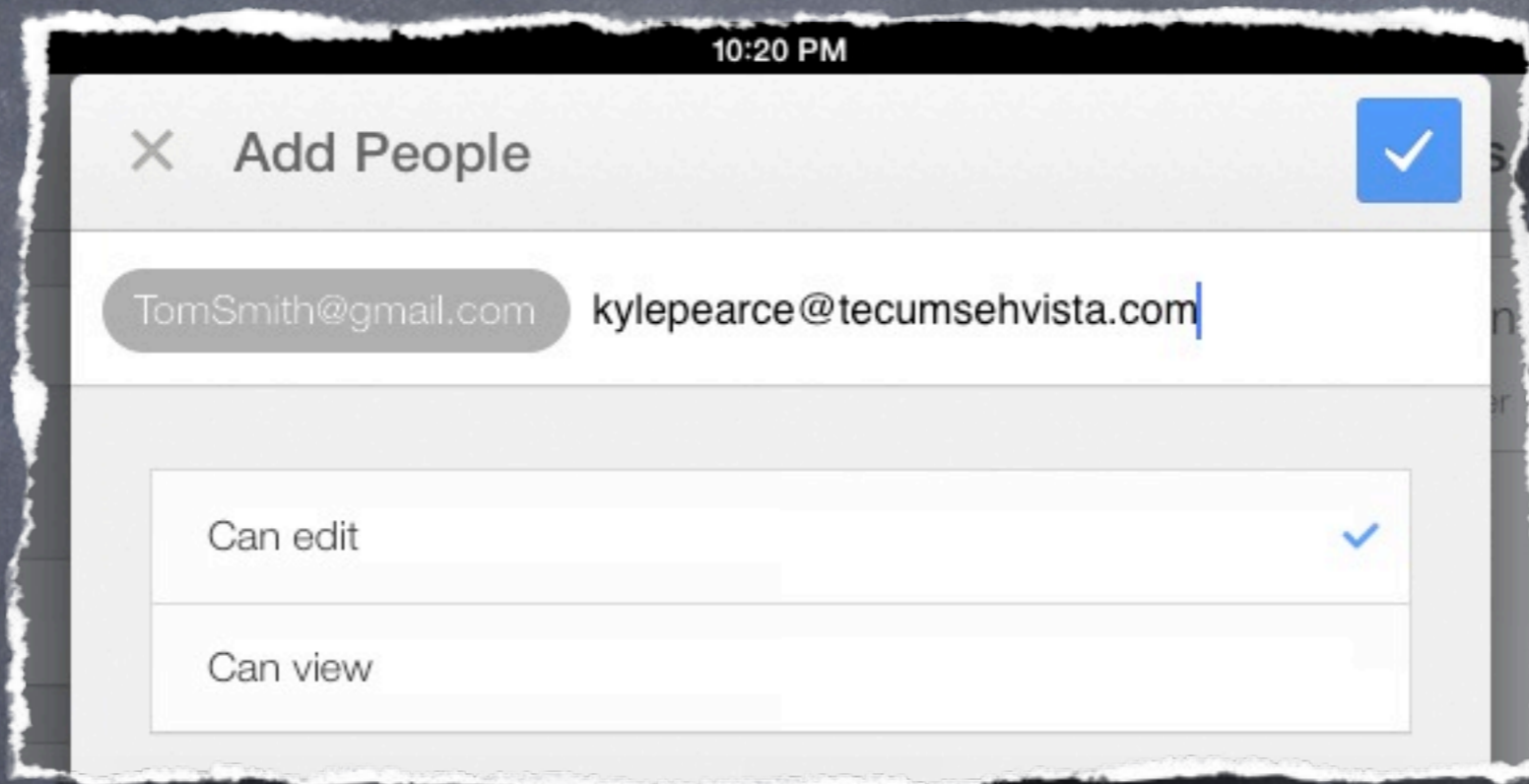
- Tap the "+" button at the top right and select New Folder.



Sharing Folders



Share With Team & MYCI Leads



kylepearce@tecumsehvista.com

levackjustin@gmail.com

Consider Using...



- Google Spreadsheets to record student data
- Google Documents to record anecdotal evidence and cycle reflections
- Store photos in Google Drive to keep track of evidence

Professional Learning Cycle



Reflect



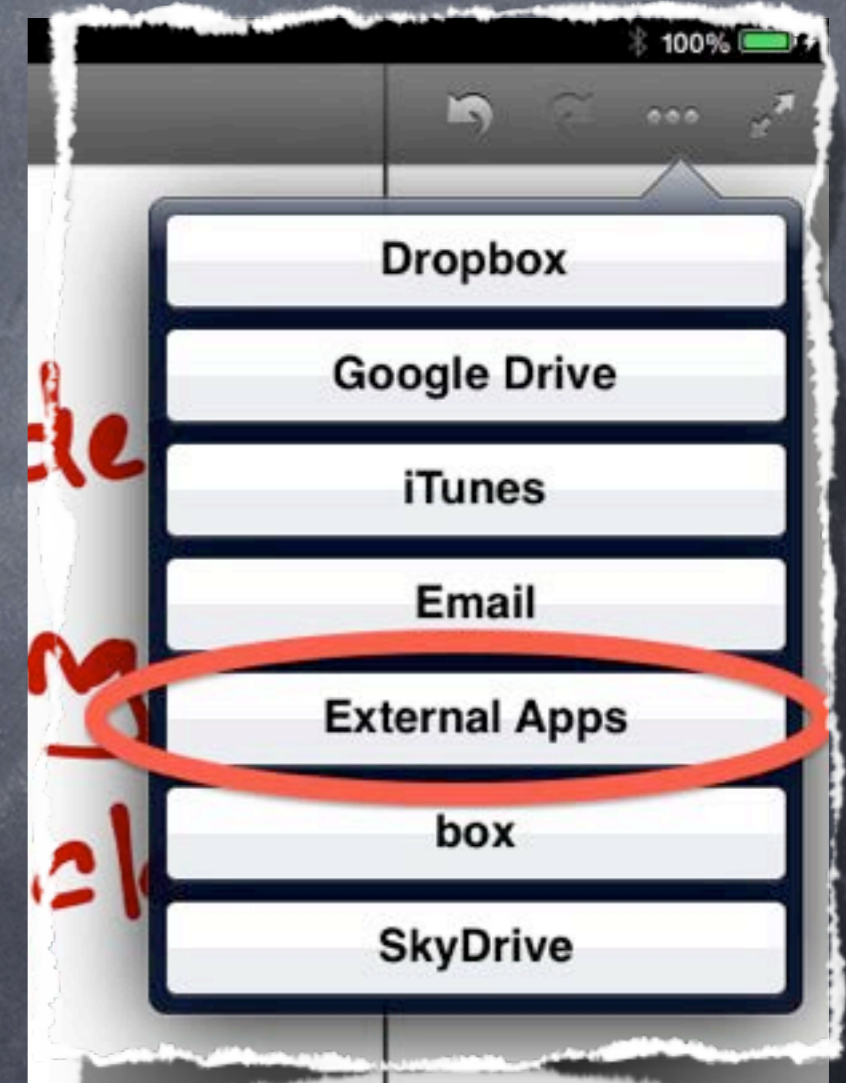
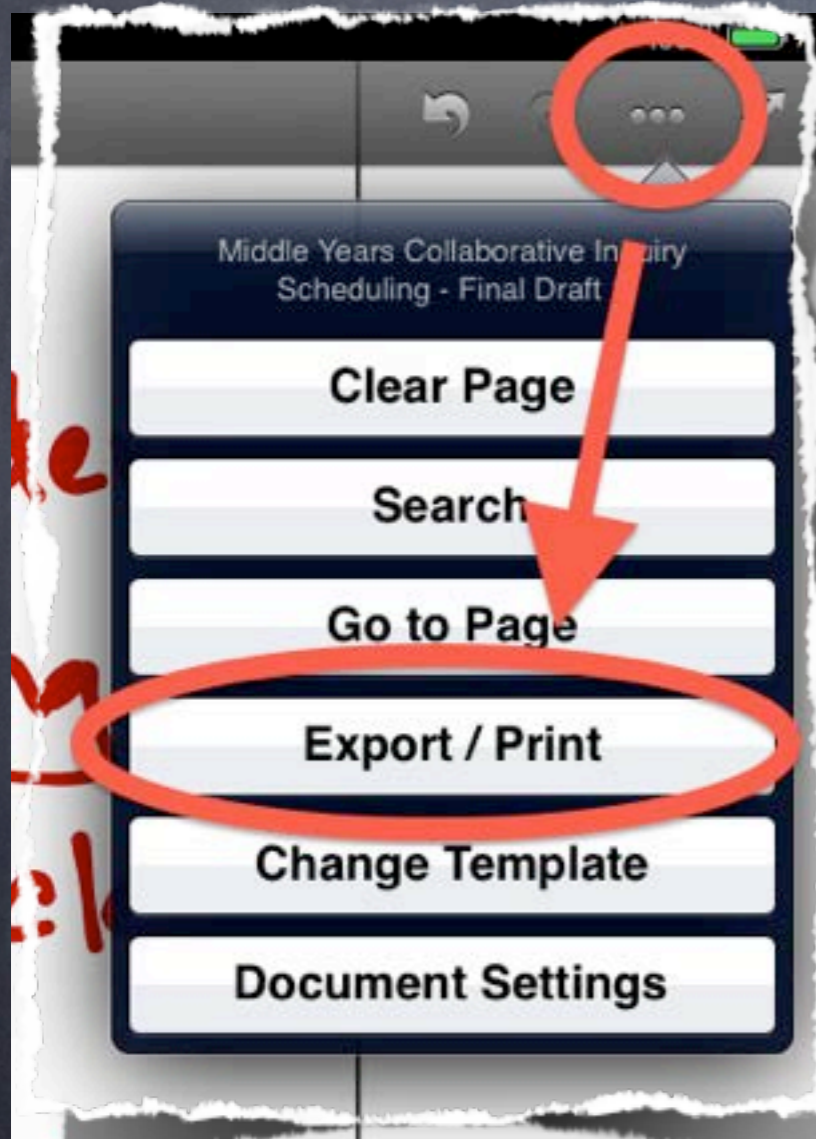
At the end of each cycle, analyze your evidence and record:

- What worked,
- What didn't,
- Next steps.



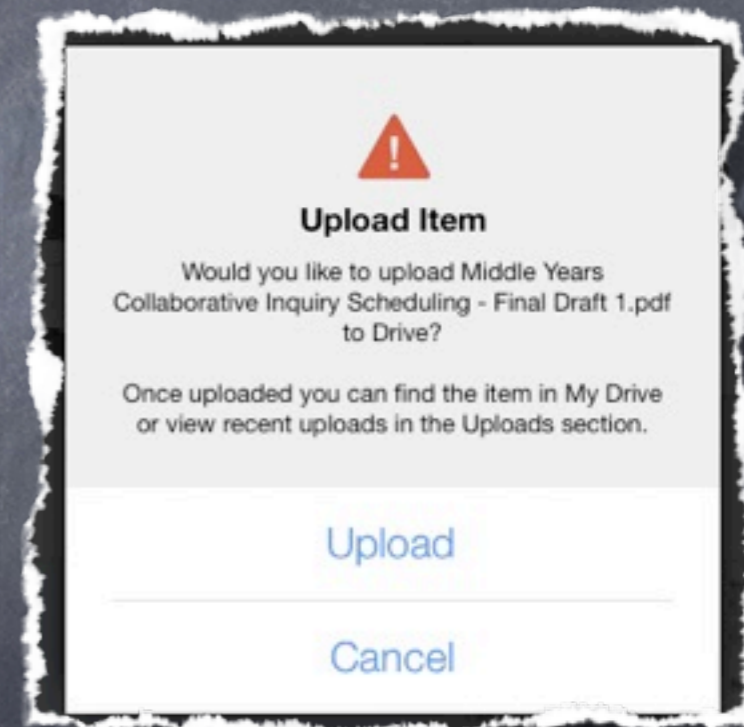


From GoodNotes to Google Drive





From GoodNotes to Google Drive

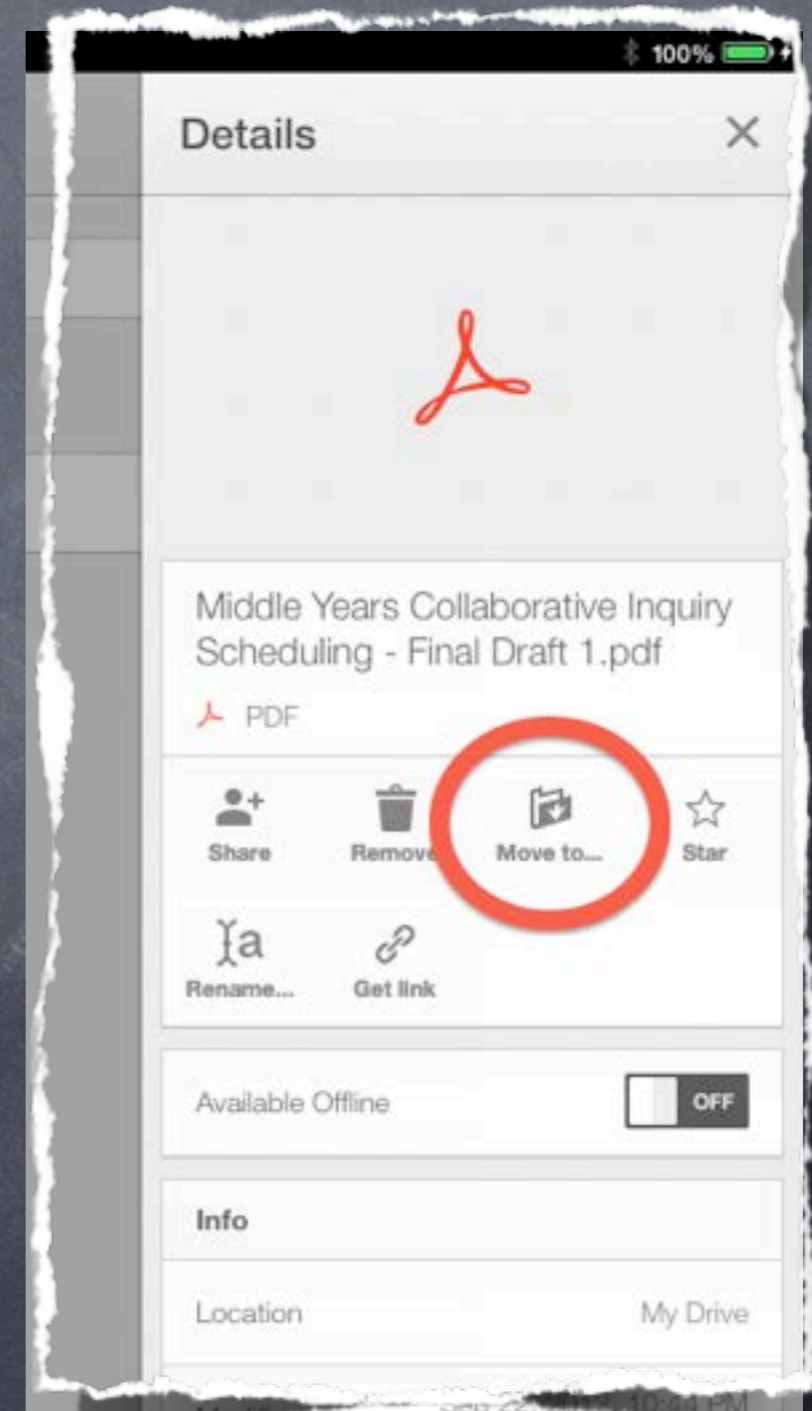




Move File to Your Shared Team Folder



- Be sure to tap on the Details button to move the file to your team shared folder.



Exit Survey



tapintoteenminds.com/myci

- ALL Team Members Should Complete the Exit Survey

Need Assistance?

Justin
Kyle



Justin Levack
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[@MathletePearce](https://www.instagram.com/MathletePearce)