MYCI 2013-14

Middle Years Collaborative Inquiry

Session #3

GREAT TEACHING PRACTICES + TECHNOLOGY = ENGAGEMENT

GREATER ESSEX COUNTY District School Board

Slides Available Online

http://tapintoteenminds.com/myci/session3/

Agenda

- Sign-in and Welcome
- Team Time: Consolidation of Cycle #2
- Team Time: Planning for Cycle #3
- Full Group: Google Drive for Data
- Full Group: Collecting and Analyzing Evidence
- Ticket Out The Door

MYCI Dates

Sandwich FOS

1/2 Day, as a Family of Schools

1/2 Day, In-School Adobe Connect

Full Day, Learning Fair

MYCI Dates

- Tecumseh Vista FOS
- Central PS

1/2 Day, as a Family of Schools

1/2 Day, In-School Adobe Connect

Full Day, Learning Fair

MYCI Dates

- Walkerville FOS

1/2 Day, as a Family of Schools

1/2 Day, In-School Adobe Connect

Full Day, Learning Fair

MYCI Dates

- Essex & Harrow FOS

1/2 Day, as a Family of Schools

1/2 Day, In-School Adobe Connect

Full Day, Learning Fair

MYCI Dates

- Massey FOS

1/2 Day, as a Family of Schools

1/2 Day, In-School Adobe Connect

Full Day, Learning Fair

MYCI Dates

- General Amherst FOS

1/2 Day, as a Family of Schools

1/2 Day, In-School Adobe Connect

Full Day, Learning Fair

Professional Learning Cycle

Plan

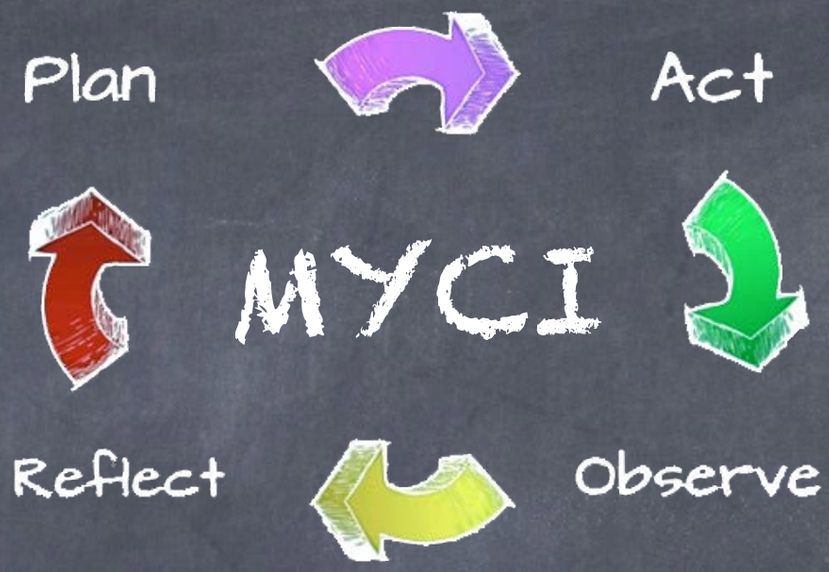
Act

MYCI

Reflect

Observe

PLC



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

Calendars + Day Week Month Year

Cloud
alendar.google.com
ublicBoard.ca
mail
Delegates

November-2013 ◄ Today ►

3	4	5	6	7	8	9
10	12	13	14			16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
Sun 1	Mon 2	Tue 3	Wed 4	Thu 5	Fri 6	Sat 7

CYCLE #2

NOV 4 - DEC 6

◄ 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

December-2013

Calendars + Day Week Month Year

Cloud
alendar.google.com
ublicBoard.ca
mail
Delegates

February-2014 ◄ Today ►

16 17 18 19 20 21 22

CYCLE #3

2 24 25 26 27 1

March-2014

2 3 4 5 6 7 8

FEB 17 - MAR 28

10 11 12 13 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

Calendar

Calendars + | Day | Week | Month | Year

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
		8	9			12
13	14	15	16	17	18	19
		22			25	26
27	28	29	30	1	2	3

CYCLE #4

MAR 31 - MAY 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	1	2

Cycle #3 Timeline

- **Week #1** - Working Levels Based on Rubrics
- **Week #2** - Collect Evidence From Marker Students and implement specific change in practice.
- **Week #3 & #4** - Continue with change in practice.
- **Week #5** - Working Levels Based on Rubrics
- **Week #6** - Collect Evidence From Marker Students and Data Analysis

Professional Learning Cycle

Plan

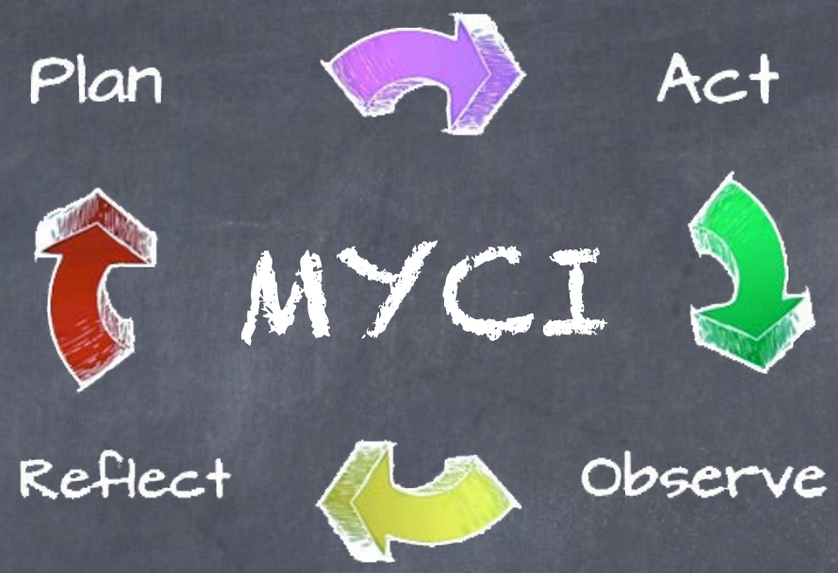
Act

MYCI

Reflect

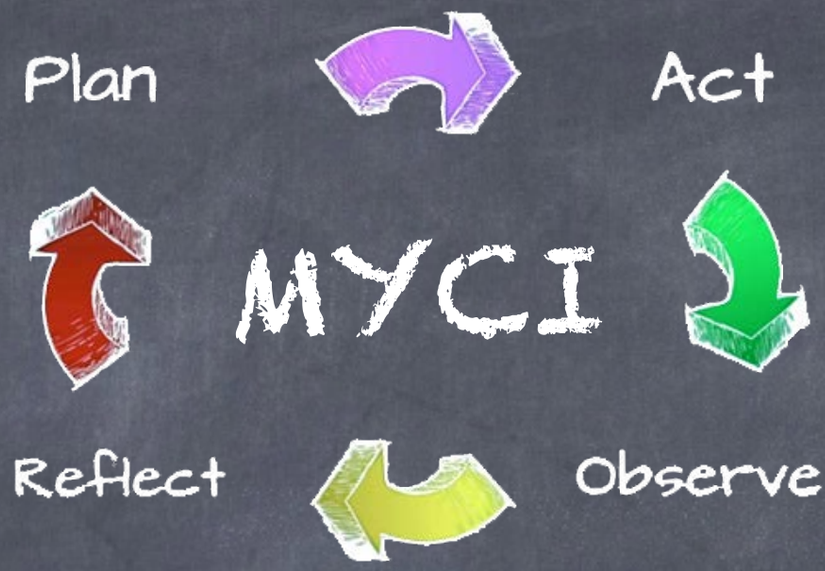
Observe

Act



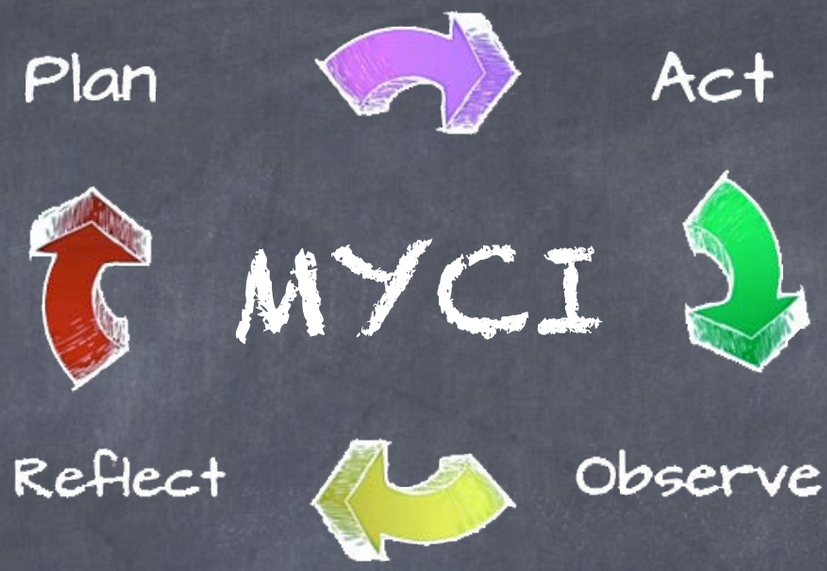
- Specific changes of practice related to your inquiry question for each cycle

Observe



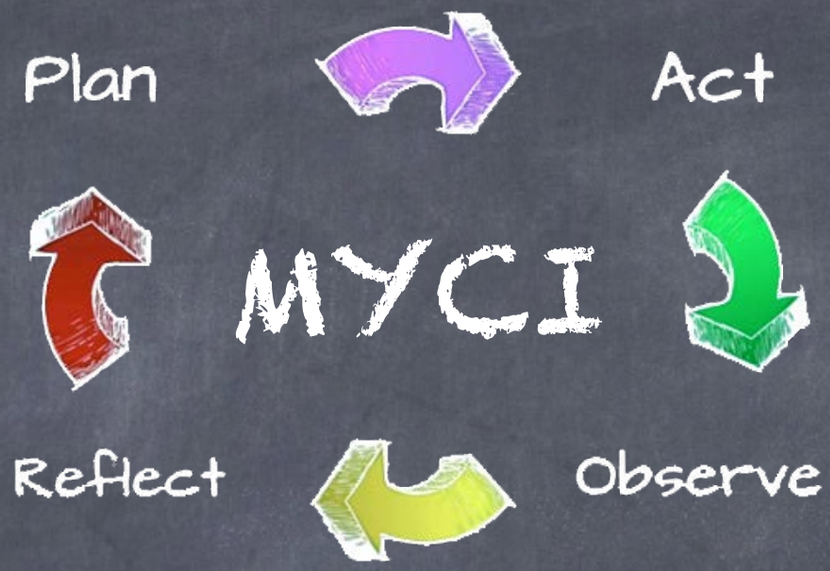
- Observe students
- Collect data
- Share

Evidence



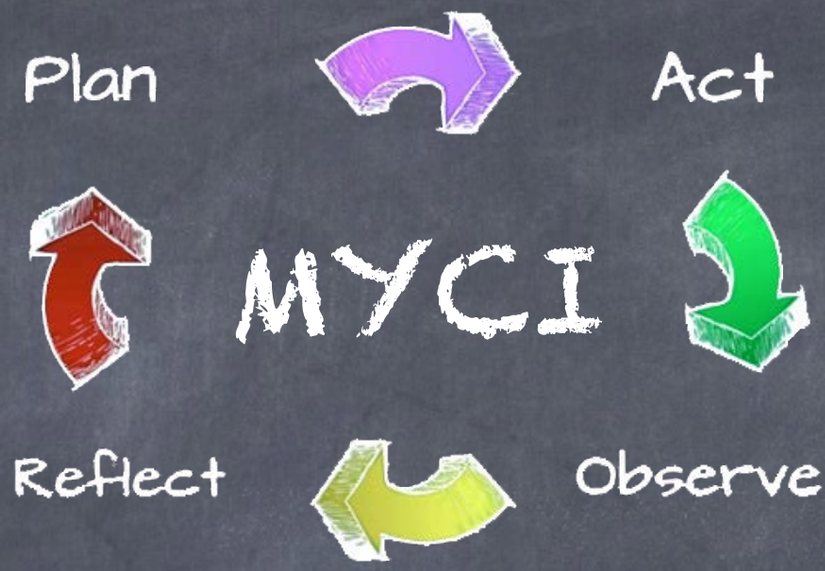
- At the beginning of a cycle, record the working level of **each** student in your class (Level 1-4).
- At the end of a cycle, record the working level of **each** student in your class (Level 1-4).

Evidence



- Working levels are with respect to the start and end of the cycle, not their overall math mark.
- Measuring working levels with respect to the **specific student learning need** (i.e.: communication)

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.

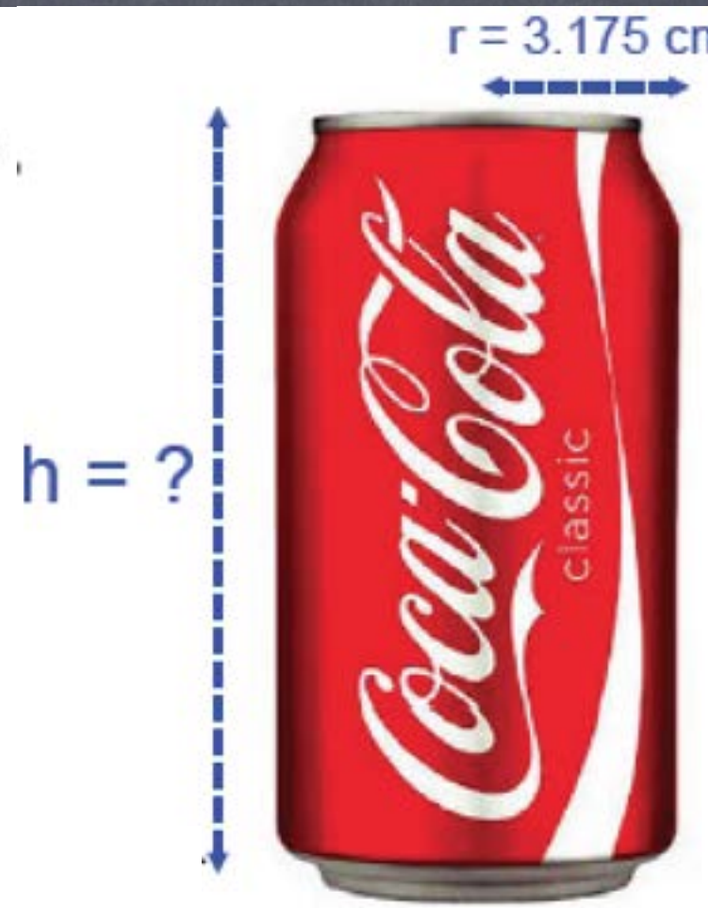
Exemplar: Beginning of Cycle

Some dimensions of a can Coca-Cola are given below. Use the formula for volume of a cylinder to determine the height.

Assume the can is a perfect cylinder.

$355 = \pi(3.175^2)h$

$355 = 31.6532\ldots h$



V = 355 ml

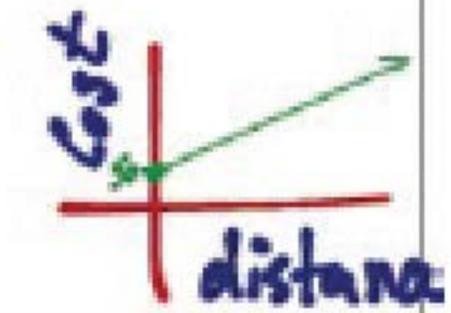
Recall 1 ml = 1 cm^3

only afford a bill of $100 total for the weekend?

Exemplar: Beginning of Cycle

1. Renting a car for the weekend costs $50 plus $0.16/km.

$C = 50 + 0.16d$



How far could you drive if you could only afford a bill of $100 total for the weekend?

$C = 50 + 0.16 km$

$100 = 50 + 0.16 km$

$100 - 50 = 50 - 50 + 0.16$

$\frac{50}{0.16} = \frac{0.16d}{0.16}$

$d = 312.5$

Reflect

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

- What worked?
- What didn't?
- What will you change next cycle?

Paul's Quilt

EQAO Winter Assessment Grade 9 Applied 2005-2006, Question 2b [Adapted]

Paul’s grandmother is sewing a quilt for him. A quilt consists of pieces of fabric of different shapes sewn together.

Paul’s grandmother asks him to cut red and white pieces. Every 5 pieces in the quilt consist of 2 red pieces and 3 white pieces.

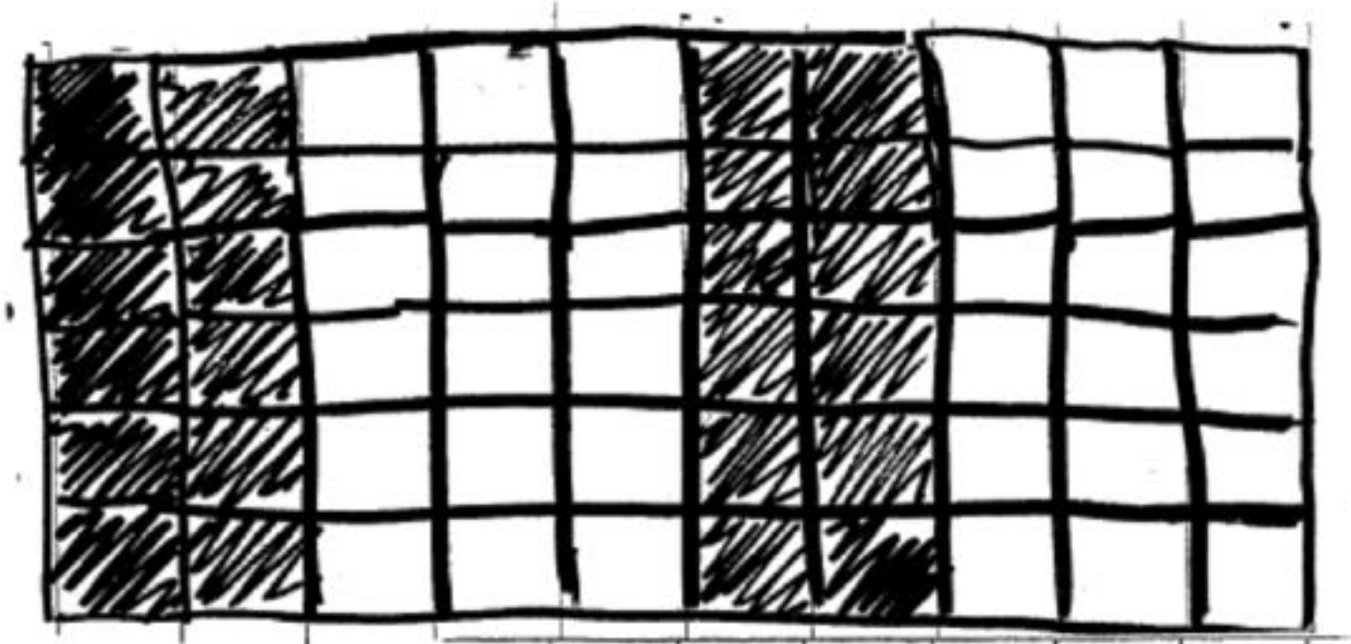
If the quilt has a total of **60** pieces, how many pieces are there of each colour?

Show your work.

Paul's Quilt

Sample 1

Solution



Red 24 : 36 White

By 2's 12 Groups

Red : White
2 : 3

Paul's Quilt

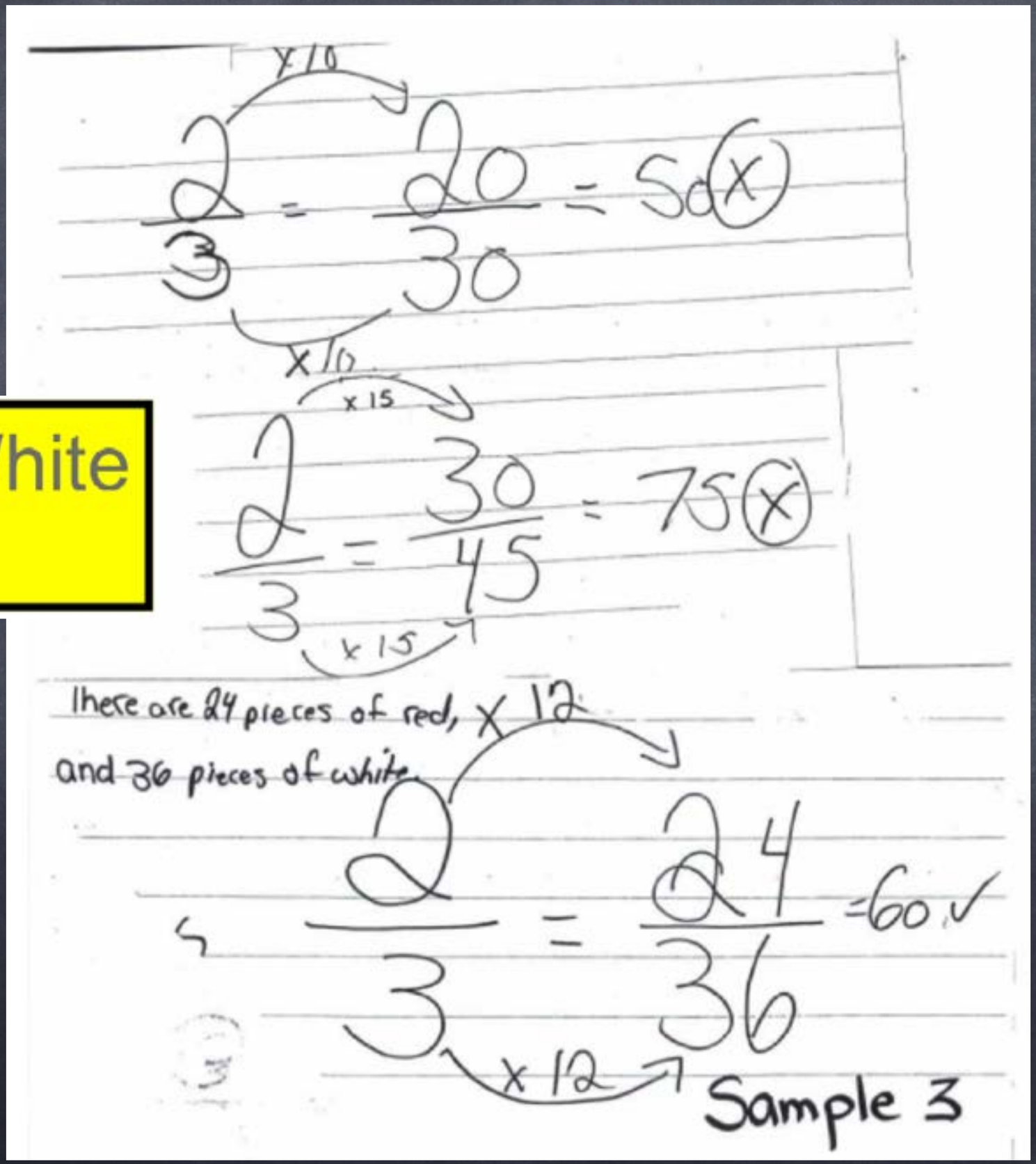
Red : White
2 : 3

for every 2 reds, there
3 whites, and it has to=6
2+3=5 & 5 x 12 = 60
so I x 2 by 12 = 24 red
& 3 by 12 = 36 then I added
24 + 36 = 60

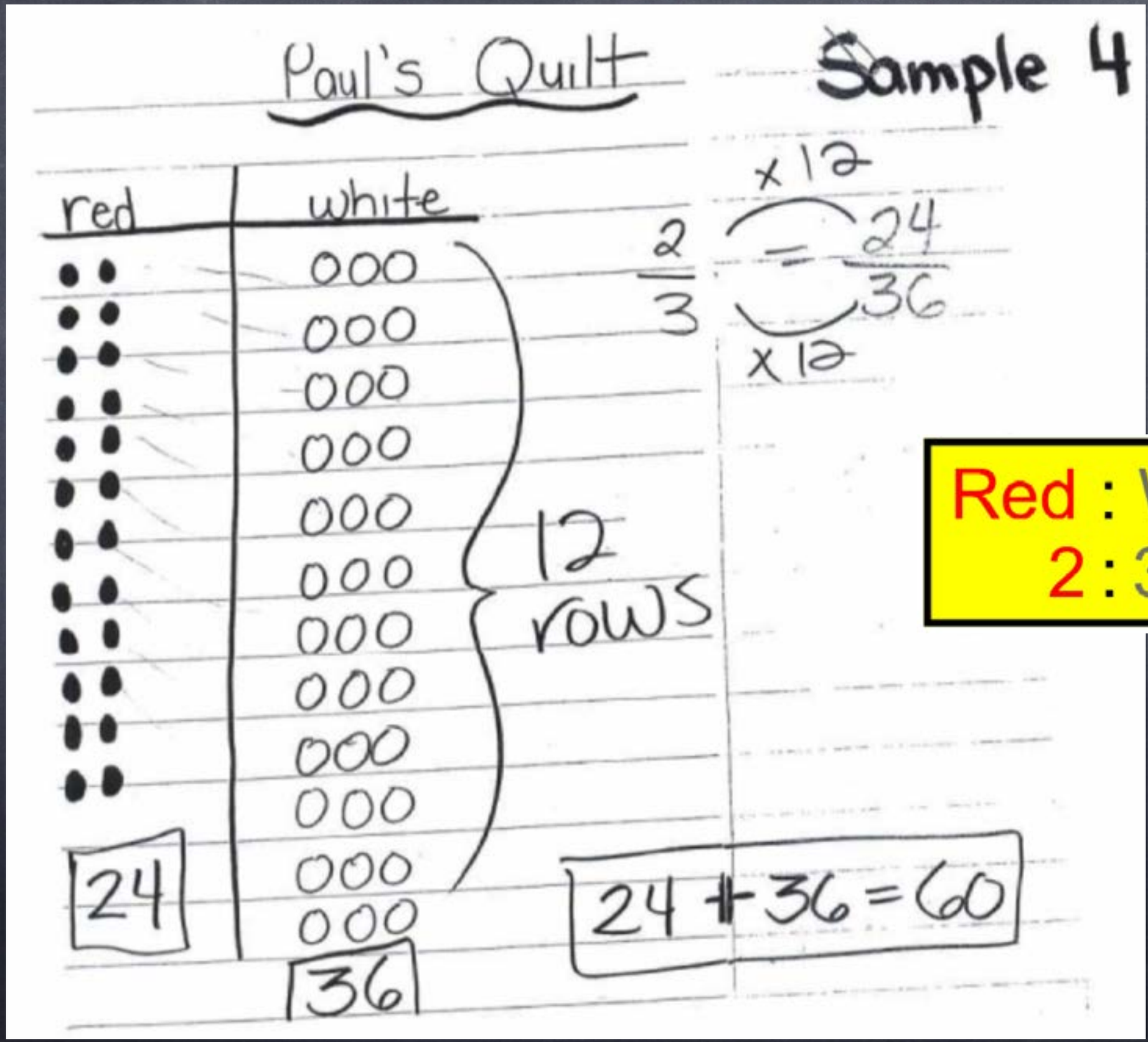
Sample 2

Paul's Quilt

Red : White
2 : 3



Paul's Quilt


Paul's Quilt
Sample 4
red
white
000
000
000
000
000
000
000
000
000
000
000
000
12 rows
24
36
2/3
x 12
= 24
36
x 12
Red : White
2 : 3
24 + 36 = 60

The Unknown Connections

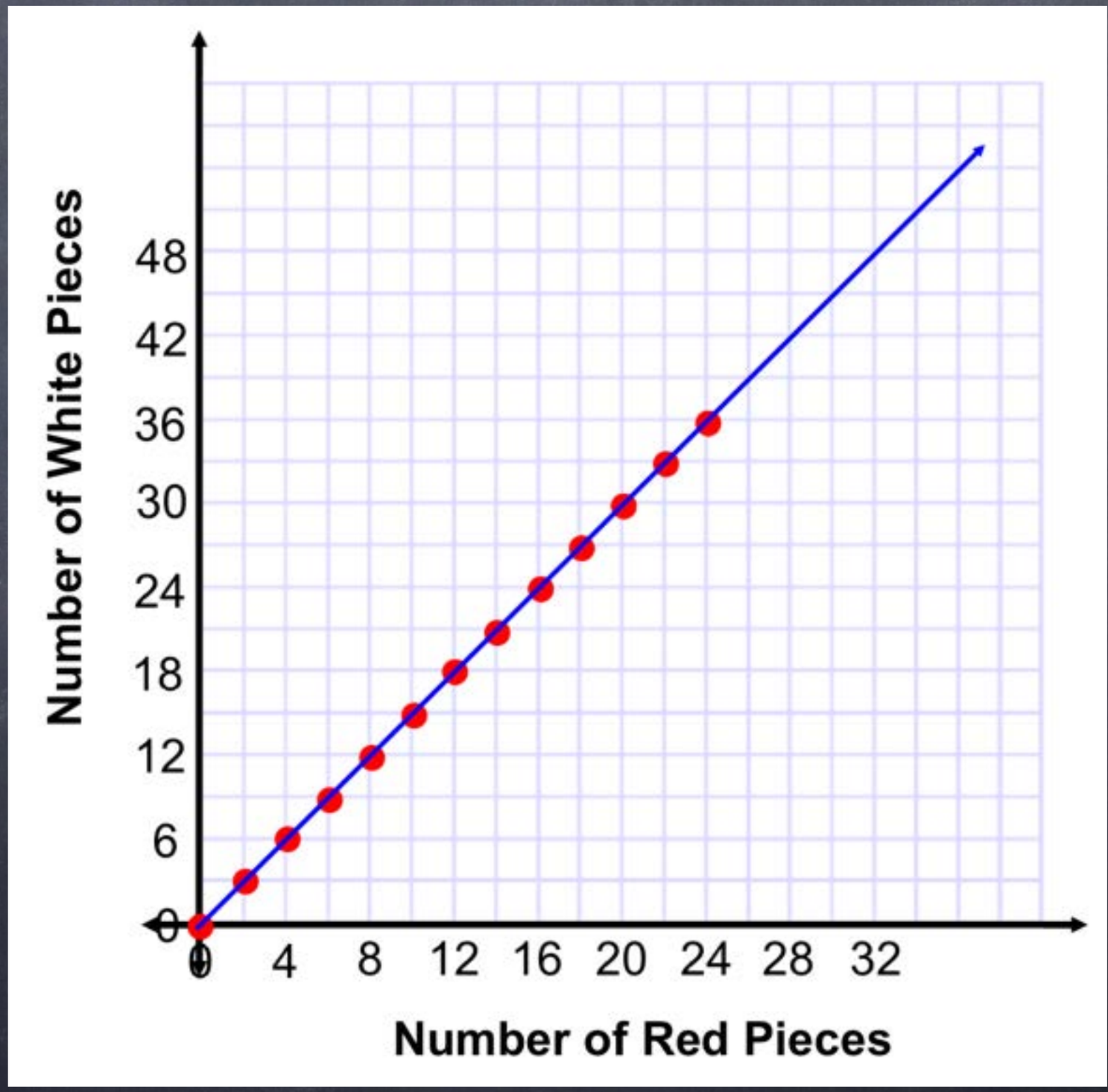
Red : White
2 : 3

Red	0	2	4	8	16	24
White	0	3	6	12	24	36
Total	0	5	10	20	40	60

The Unknown Connections

Red : White
2 : 3

Red	White
0	0
2	3
4	6
6	9
12	18
24	36



The Unknown Connections

Red	White
0	0
2	3
4	6
6	9
12	18
24	36

2 2 6 12

3 3 9 18

Red : White
2 : 3

The Unknown Connections

Red	White
0	0
2	
4	6
6	9
12	18
24	36

2
2
2
6
12

18

$$\frac{\text{White}}{\text{Red}} = \frac{18\ \text{White}}{12\ \text{Red}} = \frac{9\ \text{White}}{6\ \text{Red}} = \frac{3\ \text{White}}{2\ \text{Red}} = \frac{1.5\ \text{White}}{1\ \text{Red}}$$

Red : White
2 : 3

= Rate of **1.5** Change

The Unknown Connections

Rate of
1.5
Change

$$= \frac{1.5 \text{ White}}{1 \text{ Red}} = \frac{3 \text{ White}}{2 \text{ Red}}$$

$$= \frac{150 \text{ White}}{100 \text{ Red}}$$

$$= 150\%$$

"For every 1.5 white pieces, we need 1 red piece."

"For every 3 white pieces, we need 2 red pieces."

Exit Survey

http://tapintoteenminds.com/myci/session3/

- ALL Team Members Should Complete the Exit Survey

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