STEELERS SHOWCASE

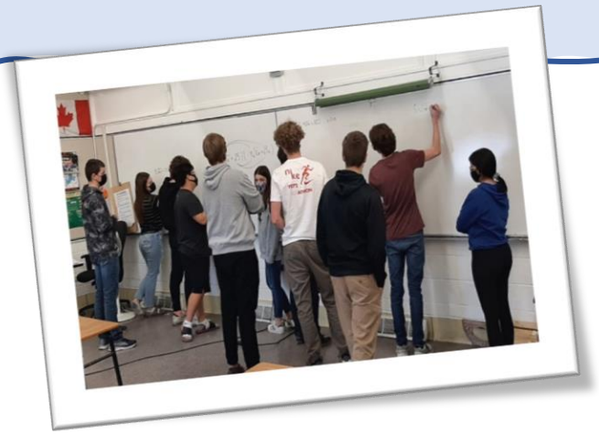
Our School Goal: "Each staff member will develop an individual goal connected to MPSC that will result in a positive impact on learning in Perdue School". Each staff member chose a place to attach their dot, or learning, for the year in areas such as: relationships, assessment, relevance, math, and engagement.

Welcome back to the Steeler's Showcase. In this monthly newsletter we share the stories of our staff and students learning journey. This month we will feature the work of Mr. Chilibeck and Mr. Smith.

Mr. Chilibeck – My goal this year was to be "Innovative" and build "Relationships" in my math class by implementing the "Thinking Classroom" into my math courses.

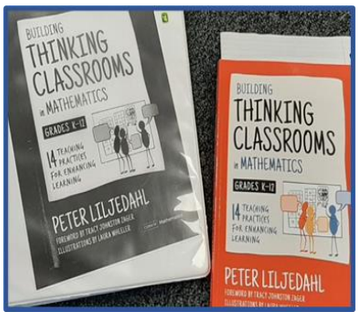
This goal came about after attending several professional development opportunities based on the research of Perter Liljedahl.

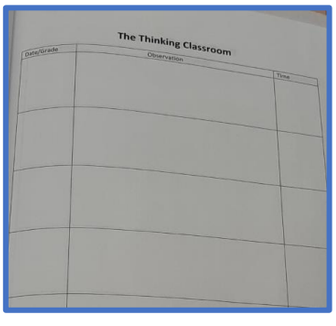
The main teaching of the "Thinking Classroom" is to have students up and active. They are out of their desk and actively collaborating with other students at the whiteboard...the goal is to minimize "mimicking" and encourage "thinking". Using this simple technique allows me to observe the students more readily, while hearing their conversations around solving the math task at hand. Conversations and observations are more meaningful, and I can see where students are struggling in a timely manner. During this process, I have noticed that students would sit and listen to a lecture, which often led to students' minds wondering and limited participation when working on textbook questions.



Thus far, I have done several things to ensure that I am learning and implementing the concepts of the Thinking Classroom. They include:

- Tracking that I am using techniques of the Thinking Classroom in my math courses on a data sheet.
- Professional Reading. I am currently reading a book Building Thinking Classroom in Mathematics by Peter Liljedahl.
- Implementing new techniques and strategies from the book in my classroom.
- Asking for a student voice on what is working and what we need to change.
- Completing a workbook based on the book by Peter Liljedahl, which allows me to reflect on the ideas presented in the book and on my classroom.

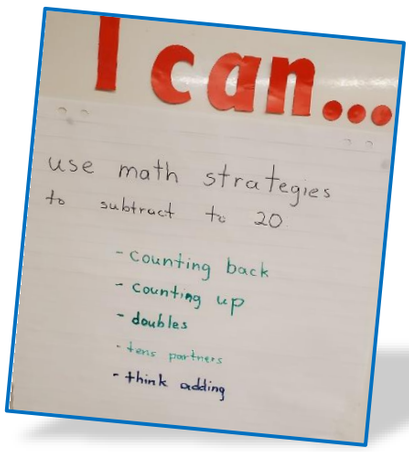


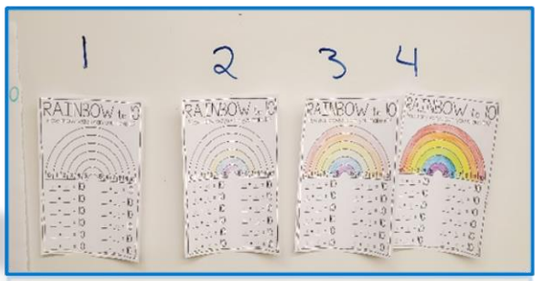


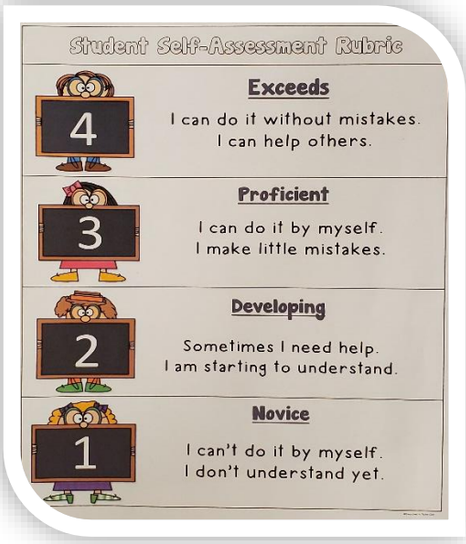
"It has been an amazing year of learning and implementing new ideas into my high school mathematics courses!" - Mr. C

Mr. Smith's Goal -To create a classroom of assessment capable learners so students can support their own learning and I can plan for future instruction for everyone to meet the outcomes in Grade 1 Math.

This goal allows for shared learning where teachers and students share assessment information and use it to direct next steps in teaching and learning. The first thing that I did with the students was discuss the "I Can..." statements and the importance of knowing what we are learning and what they should be able to do at the end of the lesson or unit. The "I Can.." statement for the unit is displayed in the classroom for students to see and review each day of what we have learned and what we will learn next. The "I Can.." statements are written in student friendly language. It gives the students the opportunity to self-assess what they already know, reflect on their learning and can they do what they learned.

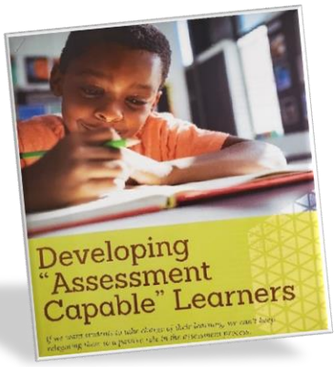






The Grade 1's are using a scale from 1 to 4 to assess their work very similar to the scale on the report card. We discuss and come up with examples for how our work should look for each of the numbers (1,2,3,4) on our scale. We did some practice orally with this for a couple of weeks and then developed a rubric with consistent language that would let them, and the teacher know where they are with their work and outcome. The rubric has a scale from 1 to 4. The students complete their work, I check it and then the students take the rubric and color in the number according to where they think they are on the rubric. They bring their work and the rubric to me and we have a discussion of why they think they are there and what are the next steps they can do or work on. We view mistakes and errors as opportunities so we can reflect on our learning and set goals to challenge ourselves. They know the path they are headed in with confidence

We now have portfolios where students keep their work and rubrics. It also has all the outcomes for Grade 1 Math that I can go to and check off what the students can do. Students and the teacher can go into the portfolio to see the progress made and it is a nice tool for the teacher to use when doing assessments for the report card.



As Assessment Capable Learners, the students are gaining many skills: 1. They understand what they are supposed to learn 2. They monitor their own progress 3. They can set goals 4. They reflect on their own learning.

Some of the learning I have done on this topic:
Webinar - Developing Assessment Capable Learners
Article - Developing "Assessment" Capable Learners by Nancy Frey, Douglas Fisher and John Hattie.

I look forward to continuing this learning journey with the Grade 1s in Math. Mr. Smith