

## **PDIG Final Report Requirements – 2018 Criteria Content to include**

### **1. Project Description**

**Describe/show to what degree the project was carried out as planned. Include what went well and what proved to be a challenge. Include a synthesis of your journal entries.**

The outline that was described in the PDIG application was carried out as planned. An adjustment was made to the baseline tool used to measure the impact of the project. We used a pre-project and post-project Google Form to measure the impact of the PDIG instead of using the Learning Continuum for the Teaching of Response.

According to the pre-project survey, teachers were confident that their classroom environments were trusting and conducive to sharing ideas. Due to the results of the pre-project survey, an adjustment was made and we did not spend time on this point. Another adjustment made to our PDIG was the use of the 'Implementing Strategies and Practices' worksheet by the teachers (see attached). Instead of planning lessons, the teachers filled in how they would implement each strategy.

Overall, the teachers worked collaboratively and carried out the strategies in their classrooms, as planned. They came prepared to share and learn from each teacher's experience. We spent time assessing reading response samples across the cycles. We practiced using each rubric and all teachers were made aware of the different expectations at each grade level. This was an unplanned goal.

As one of the challenges, one of the cycles had difficulty working collaboratively but still managed to carry out the strategies in their classroom. Another challenge came in January when the teachers were extremely busy and a meeting needed to be cancelled. Unfortunately, it was not rescheduled. Identifying and adopting research-based strategies remains a challenge for the teachers (according to the post-project survey).

Our meetings were conducted using a PLC format. The four following items were discussed, as described in the PDIG journal.

- Debrief with evidence
- Identify learning needs with evidence
- Explore research-based strategies and choose the strategy to be carried out
- Implement strategies and practices

### **2. Project Goals**

**Describe/show to what degree the goals of the approved project were met. If the goals were only partially met or not met at all, describe the reasons for this.**

The main goals outlined in this project were to clarify the talk competency, to explicitly teach the students to talk their way to deeper meaning, to discuss research-based talk strategies with colleagues, to ensure consistent marking of the talk competency on report cards, to use evidence to support pedagogical decisions and to use talk moves across the subjects. All goals were addressed and explored. More practice time and support will be necessary for the teachers to reach competence with regards to these goals.

### **3. Project Outcomes**

**Describe/show the gains that the participating teachers achieved through this project.**

Using the pre-project Google form and post-project google form (see links below), discussions with teachers and informal observations, here is a list of the gains:

- Teachers will need more time to practice and explore the talk moves. In fact, the survey states that they would like to learn more.
- The teachers expressed and demonstrated gains in leading discussions that deepen meaning, teaching effective talk strategies, using talk across the subjects and assigning valid report card marks for the talk competency. Collaboration, discussions based in pedagogy and the PLC process were also part of the gains of this project.

Pre-project survey link:

[https://docs.google.com/forms/d/1e\\_ha8-RPoCSVL2b0\\_Zn5EHL2Wq2z\\_Bt503LiFbDi7Sw/edit#responses](https://docs.google.com/forms/d/1e_ha8-RPoCSVL2b0_Zn5EHL2Wq2z_Bt503LiFbDi7Sw/edit#responses)

Post-project survey link:

<https://docs.google.com/forms/d/1CtGm6tkUXPxmCRIXcNKcBKhe2etxMmoBs-0ShFK539o/edit#responses>

### **4. Reinvestment**

**Clearly describe how the resources created and/or the learning achieved by the participants can be of benefit to the educational community at large. If applicable, comment on whether or not this project should be carried out by other teams and if so, how it could be improved.**

Genesis Elementary school has a complete team of elementary ELA teachers that have learned and practiced talk moves to deepen comprehension in ELA and also in other subjects. At the SWLSB, we are on our way to providing other schools with model classrooms for any elementary teacher to observe talk moves in action, across the subjects.

We now have a team of teachers at SWLSB that has asked some difficult questions regarding assigning marks on the reports card with regards to the talk competency. We have discussed a plan to assess talk. This was a courageous conversation to have on the part of the teachers as

many teachers are not sure how to assign a mark for the talk competency. This team now becomes a reference for other school teams. The consultant can help bring about the conversation and explain the process that Genesis went through. It is reassuring for a school team to know that others struggle with similar issues and that there are possible, concrete solutions.