

**Date: April 3, 2019**

**PDIG Final report** – “Shared formative assessment tools for institutional and home care assistance program” DVS 5858.

New Supervisor – Daryl Ness – dness@nfsb.qc.ca

**Project Description:**

We requested support to create formative tools for 3 competencies in the new program “Institutional and Home Care Assistance Program”. This is a new health care program that our school will start in the Fall of 2019. As we move to prepare for the upcoming program, we thought it would be helpful to develop some tools that would assist the teacher and student to check for learning so that teaching can be adapted to meet the students learning needs. This gave us an excellent opportunity to explore new and unique formative tools that weren’t already in our toolkit as teachers. It also gave us time to work together and bounce ideas off of each other as we created these tools.

**Project Goals**

Our goals were to develop strong formative assessment tools for the teachers to identify where the gaps in learning were for individual students. Initially our plan was to share making tools for 3 different competencies, but we realized as we progressed that some teachers were familiar with the subject matter but others weren’t. It made more sense, for 4 teachers to each work on assessment tools for one competency each. We found that this worked with our strengths and our specialities. We also plan to share these tools with our CEN sector colleagues so that all of the English boards would be able to benefit from our work. Debbi Templeton will share the tools at our May CEN meeting.

**Project Outcomes**

Through the leadership of our Ped Consultant, Jessica Boyd, we each developed a Macro Plan of our competency, by breaking down the competency into ½ day portions and determining the goals and plan for that portion of the competency. After developing the Macro Plan, we worked on “I Can” statements for students to complete as the competency progressed. Then each teacher worked on multiple tools using new formats or tweaking ones we used before to develop multiple tools that will guide us as we identify our students learning needs. I will attach one competencies tools to this report, to give you an idea of some of the tools we developed.

## Reinvestment

The resources we developed will be of assistance to each school board as we move forward in implementing the new Institutional and Home Care Assistance (IHCA) program in the Health Sector. One of the issues most teachers share is multi-level learning. In the adult sector we have students who read well and those with weak reading skills. We have students who flourish in hands-on demonstrations and those that struggle when being observed. Our tools allow us to use a variety of measures to evaluate student learning. You will see in the attachment some of the tools developed. As we share these tools with CEN, they can bring them back to their teachers to use them in their new competencies since all school boards must implement the new program in 2019-2020. We also believe that we learned the developing new assessment tools takes time and planning, but the benefits are tremendous. It's not as hard as one thinks. We can continue to do this in the future and develop more tools for other topics and other courses to determine the learning needs of our students. Formative evaluations help to guide our teaching.

Our biggest challenge was finding the time to meet and work together. Because we are a small department, it was hard to get hourly paid and contract teachers all free for the same day or partial day to complete the tasks we were working on. Eventually we found a way that it worked for us, but another time, I would plan a schedule prior to applying for a grant to ensure that everyone was available as needed.

Thank you for this opportunity to work on these tools collaboratively.



Deborah Templeton – CVCEC, New Frontiers School Board

Kim Tannahill

Janet Tolhurst

Bev Tannahill

Jessica Boyd



## “I Can” Statements

Student:	
Competency and Code:	Comp 6 - Preventing Infections and Contamination
Number of Hours	30 hours

I WILL BE SUCCESSFUL WHEN I CAN...			
CRITERIA	CHECK OFF	HOW DID I DEMONSTRATE THIS?	TEACHER INITIALS
<b>OVERALL UNDERSTANDING OF HEALTH/ILLNESS</b>			
I can identify components of health and illness			
<b>MANIFESTATIONS OF INFLAMMATION AND INFECTION</b>			
I can differentiate local and generalized signs and symptoms of infections and inflammation			
<b>CYCLE OF INFECTION</b>			
I can create a cycle of infection for an illness			
I understand the differences in microorganisms			
I can give examples of common reservoirs for infections			
I can explain the 5 methods of transmission of illnesses			
I can give examples of illnesses caused by the 5 different methods of spread			

**I WILL BE SUCCESSFUL WHEN I CAN...**

<b>BASIC PRACTICES FOR PREVENTING &amp; CONTROLLING INFECTIONS</b>			
I understand the principals and practices of standard precautions/routine practices.			
<b>ADDITIONAL PRECAUTIONS/ISOLATION</b>			
I understand the principals and practices of transmission-based precautions.			
I understand how to put on PPE's properly and can demonstrate the method.			
I understand how to prevent the spread of illness in a health care setting.			
<b>HANDLE AND CLEAN CONTAMINATED MATERIALS</b>			
I can handle contaminated material safely			
I can clean contaminated equipment and material appropriately			



<div data-bbox="279 1843 339 1986" style="border: 1px solid black; padding: 2px; display: inline-block;">Criteria</div> <div data-bbox="172 1556 323 1619" style="border: 1px solid black; padding: 2px; display: inline-block; margin-left: 100px;">Student</div>															
Understand how to prevent the spread of illness in a health care setting															
Handle contaminated material safely															
Clean contaminated equipment and material appropriately															

Name: \_\_\_\_\_

## **CYCLE OF INFECTION POSTER PROJECT**

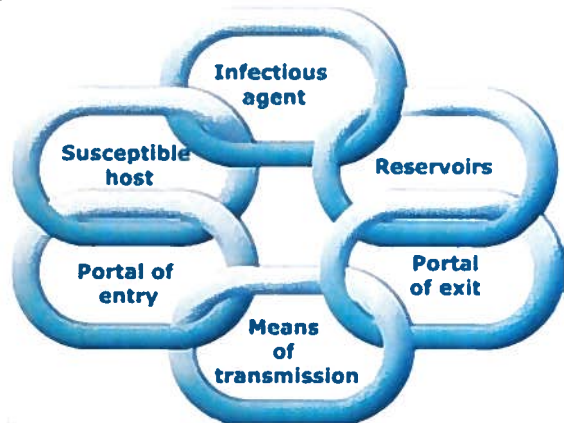
The cycle of infection poster project will allow you to demonstrate and understand how a microorganism is spread from person to person. You are to choose an illness or infection caused by a microorganism and draw the cycle of infection on a poster board.

### **For this assignment you will:**

- A- Create a cycle of infection drawing on a poster board.
- B- Present this information orally to the class.

### **Steps:**

1. Choose an illness and verify it with the teacher
2. Name the microorganism with the medical name, if possible. Make notes on the symptoms of the illness, to share during your presentation.
3. Create a cycle of infection and include the following:
  - Typical Host # 1 with the microorganism infection chosen (Infectious agent)
  - Indicate the reservoir for this infection
  - Indicate how the microorganism exits from the host
  - Describe the method of transmission
  - Indicate how the microorganism enters the new host
  - Indicate what persons may be susceptible hosts.



4. Make a few notes for your presentation; include how to break the cycle of infection for this illness.
5. Present your poster, signs & symptoms and how to break the cycle to your class in a 5 minute presentation.

Due date: \_\_\_\_\_

**Rubric**

<b>Concerns/ Areas that Need Work</b>	<b>Standards for This Criteria</b>	<b>Advanced/ Evidence of Exceeding Standards</b>
	Included all 6 topics in their cycle of infection, as recorded on their poster.	
	Neat, clear, legible poster, with round diagram of the cycle of infection.	
	Oral presentation: Included 2 or more signs and symptoms for their microorganism.	
	Oral presentation: Indicated at least 2 methods to break the method of infection.	