

## Final Report for PDIG regarding the Development of Number Sense in Elementary

**Project Name :** Development of Number Sense in Elementary

**Grant Type :** Professional Development

**Start date:** Thursday, September 26, 2019

**End date:** Friday, June 4, 2020

**Project Manager:** Reagan Niedan (teacher)

**School/center administrator's email:** Adam Lambert [alambert03@lbpsb.qc.ca](mailto:alambert03@lbpsb.qc.ca)

**School / Organisation:** Evergreen Elementary School, Lester B. Pearson School Board

### TEAM MEMBERS:

[niedan@lbpearson.ca](mailto:niedan@lbpearson.ca)

[mfurino02@lbpearson.ca](mailto:mfurino02@lbpearson.ca)

[ajenkins@lbpearson.ca](mailto:ajenkins@lbpearson.ca)

[lcregan@lbpearson.ca](mailto:lcregan@lbpearson.ca)

[mhay@lbpearson.ca](mailto:mhay@lbpearson.ca)

[sweir@lbpearson.ca](mailto:sweir@lbpearson.ca)

[kbourdaages02@lbpearson.ca](mailto:kbourdaages02@lbpearson.ca)

[kmccarthy04@lbpearson.ca](mailto:kmccarthy04@lbpearson.ca)

### How did your project go this year?

Prior to this year, we went through the math curriculum with a fine-tooth comb, created common units, identified learning targets for each unit, and created common formative assessments (CFA). Our end goal was to ensure that any teacher who joins our team, at any point in the year, can seamlessly jump right in and fully participate in our math revolution by offering a coordinated instruction of a guaranteed curriculum. To achieve our goal, we planned to complete the creation of the digital documents and materials necessary to support our math team, making it effortless to share among ourselves and with others. Moreover, we also intended to create a common summative assessment for each unit to help us gather data about our students' progress, which in turn would help inform our teaching practices.

Throughout the first term, we met after school in our cycle teams and discussed our common formative assessments and how we were using them with our students. We shared ideas and activities, and added to our digital files. As it turned out, our digital files were especially useful this year because six of our eight team members ended up teaching in a new grade level! We worked together, advised each other, and learned from each other.

In the second term, we experienced some major setbacks which had a negative impact on our PDIG plan:

- One of our team members who was away on sick leave ended up on a long-term leave.
- Our whole cycle one group, all five classes, were suddenly reorganized by the board.
- The math consultants were cut from two to one, and no longer had the time to train us as we had planned.
- The shortage of substitute teachers available to us made it challenging to find a common day we could use for release.

Our principal, who was new to Evergreen this year, recommended we rescind our PDIG because the circumstances had changed so unexpectedly. We were determined to continue, so we continued to meet after school in our cycle teams, and once a month as a whole math team. We watched videos related to best practices in teaching math, we discussed our own teaching practices and gave each other feedback, and we examined common errors our students were making and how we could address those misconceptions.

Our positive outlook paid off and good things started happening:

- The board suddenly increased the math consultancy position to two people again, and our first PDIG release day was scheduled for March 13th.
- We found enough substitute teachers to release everybody on March 13th.
- Our colleague on sick leave was cleared to return to work and rejoin our PLC.
- Dr. Osana, professor and research chair of Concordia's Department in Mathematical Cognition and Instruction, was all set to begin her latest study on common math misconceptions with our students on March 16th.

Then COVID-19 happened, and everything closed on March 13th.

We are disappointed, to say the least, and wish we could have used our grant more effectively. It seems there were too many new factors to consider, some foreseeable, much of them not, and in the end, we did not get to use any of the release time we were so generously given.

In conclusion, the Evergreen Math Team would like to thank LCEEQ for granting our PDIG request, and we regret that we were unable to take full advantage of our opportunity.

Respectfully,

Reagan Niedan  
Cycle 2 Teacher  
Evergreen Elementary School