Final Report

The original idea behind this idea was to help bridge the gap between what the students already knew coming into high school and what they actually needed to know while being here. Our resource department works hard on a daily basis to help prepare the students for their classes. They help prepare them for tests and exams. They help prepare them for exams. Our traditional model has always been to give academic support after the material was taught. To reinforce the ideas that were being taught in class.

The idea behind this PDIG was to change the mindset and change the model we were following. We decided that pre-teaching the material might be more beneficial in the long run, instead of reinforcing the concepts after the fact. Our initial focus was on math, as we find that at Mac, the students who are behind, seem to be the most behind in math concepts. 2 of the people who we originally had in mind to work on this PDIG no longer work at Mac, and so we had to shift our focus a bit in terms of what and how we were going to carry this out.

Melissa (one of our Spec Ed Techs) and I (math and resource teacher) did most of the work. The needs in our building this year were heavy, and so we did not use as many hours as we were allotted as a result. Or rather, we did not get covered for our classes as much as we could have been. Because I am a resource and math teacher, I had a more flexible schedule and often worked on the PDIG during my “spares”. I know that this isn’t necessarily ideal, but I found early on in the year that I couldn’t afford to miss too many of my math classes, even if it was for a good reason. So I prioritized the content for the PDIG during my spares and outside of the school day. When Melissa I met formally, we worked on planning the materials and figuring out what content needed to be created. We worked on the parts that needed to be done together, and then I would work on creating the content outside of those joint times.

We created content (activities, worksheets, instructional materials) for all of the math content for grade 7 and for grade 8. We purchased plastic bins which we labeled to hold all of the materials. We also created a “table of contents” for each chapter / bin, and the likely order to use the materials in. We laminated all of the materials that were created so that we would have them for years to come, and not just single use - so help prevent single usage and therefore use less paper in the long run.

I teach the weakest students in math in both grade 7 and 8 who are following a regular program, and so this “pre teach” model is being used with some of the students in both of my classes. I have noticed a significant difference in my grade 8’s this year, in terms

of their confidence level, achievement on tests and being active participants in class. The immediate impact is less significant in my grade 7 class, but then hope is that next year I will start to see the difference. I have the majority of my students in both grade 7 and 8, and so the difference I am seeing in my grade 8's I can compare to their achievements in grade 7, and so I am hopeful that the impact will be noticed in the years to come.

Our long term goal is to now start to slowly create materials for science, history, geography, English and French.