

ADIGECS CONGRÈS 2015 Québec

Implementation of the English-Montreal School Board's Professional Learning Communities in an era of Accountability

Implantation de CAP au sein de la commission scolaire english montreal dans une période de turbulence, de reddition de compte et de restriction budgétaires

The EMSB Team: Roma Medwid, ADG, Alessandra Furfaro, DES, Gil Abisdris, P.A. and M.E.S.A., Lina Zielinski, Evaluation, Tino Bordonaro, Social Studies

35 Écoles primaires

750 enseignant(e)s

11,112 élèves

17 Écoles secondaires

495 enseignant(e)s

8,013 élèves

9 Écoles innovatrices

39 enseignant(e)s

280 élèves

7 Écoles des affaires sociales

67enseignant(e)s

300 élèves

**12 Centres de formation
générale et professionnelle
des adultes**



Commission scolaire English-Montréal

English Montreal School Board

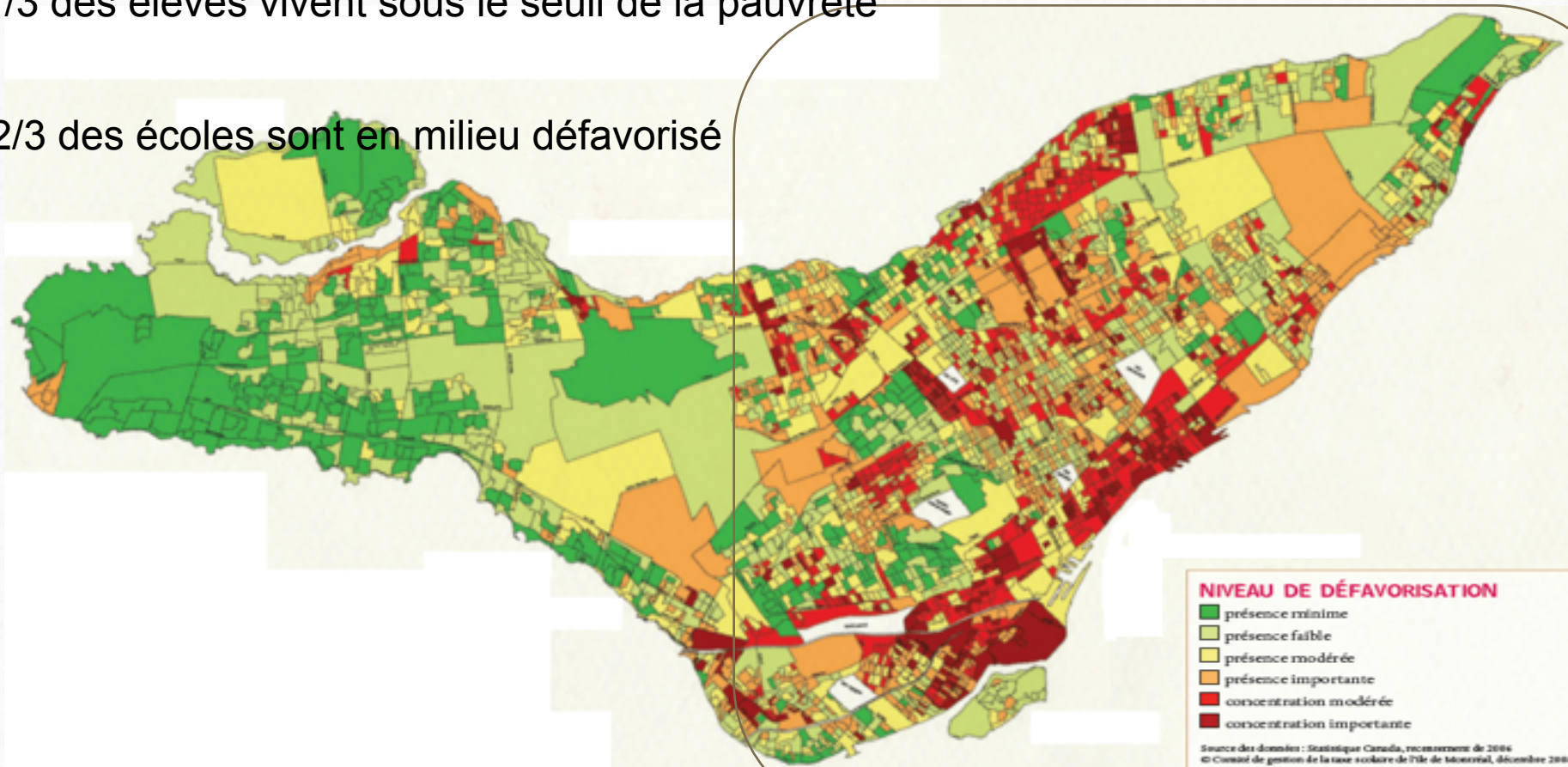


La diversité socio-économique dans le territoire de la CSEM

Le Territoire de la CSEM



- 1/3 des élèves vivent sous le seuil de la pauvreté
- 2/3 des écoles sont en milieu défavorisé



La diversité culturelle à la CSEM: (19,703 élèves)- plus de 50 groupes culturels sont représentés à la CSEM

Langue première:	%
<i>Anglais</i>	53.35
<i>Italien</i>	17.40
<i>Français</i>	8.13
<i>Grecque</i>	3.04
<i>Espagnol</i>	2.05
<i>Portugaise</i>	1.97
<i>Tamil</i>	1.95
<i>Bengali</i>	1.74
<i>Urdu</i>	1.34
<i>Arabique</i>	1.25
<i>Vietnamienne</i>	1.17
<i>Chinois</i>	1.14



THE
CONTEXT...
Le contexte...

2008: la loi 88 (gouvernance et réédition de comptes)/Bill 88
(governance & accountability)

2009: Convention de partenariat/ Partnership Agreement &
Strategic plan / plan strategique

2010: Convention de gestion et de réussite éducative/MESA

EMSB Mandate from MEESR:

Le mandat:

Increase graduation rate from **83%** (2009) to **88%** (2020)

Augmenter le taux de diplômation de **83%** (2009) à **88%** (2020)

Challenge/Défi:

To increase a high graduation rate to an even higher one

Augmenter un taux de diplômation déjà élevé à un niveau
encore plus élevé



Commission scolaire English-Montréal

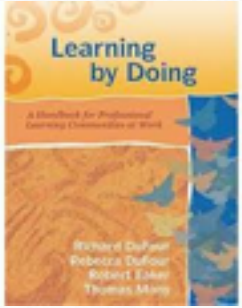
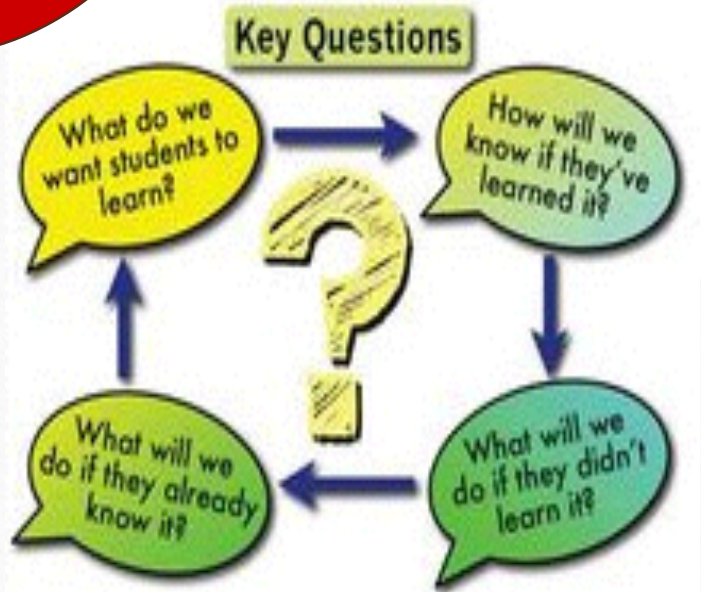
English Montreal School Board



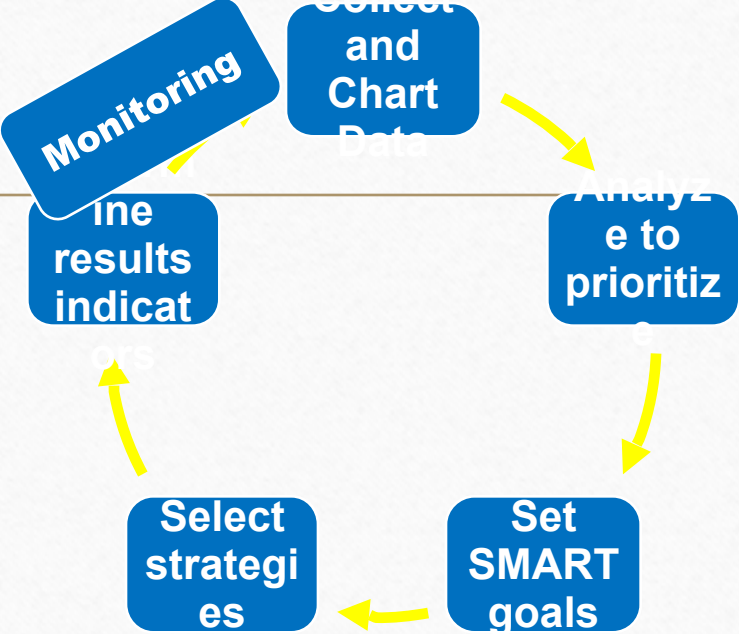
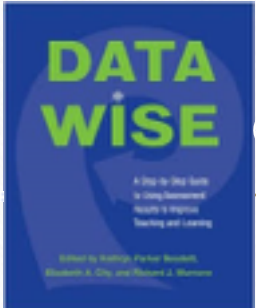
What do high performing school systems in low SES areas do to make them successful?

The Findings...
Les Résultats...

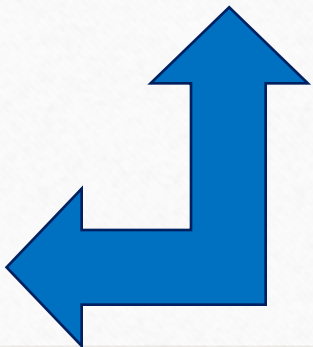
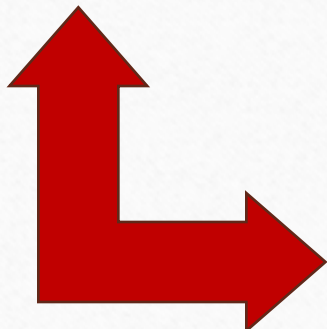
EMSB



EVIDENCE-BASED PRACTICE PROJECT



The EMSB's School Improvement Model



THE
VISION...
La vision...

Every school will improve student achievement by setting up Professional Learning Communities focused on student learning

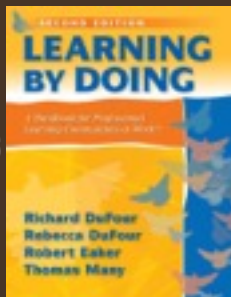


Chaque école augmentera le niveau de réussite des élèves en mettant en place des CAP ciblant l'apprentissages des élèves

THE 5 YR PLAN...
Le plan des 5 prochaines années...

Year 1
2012-2013

PLC 101
Introduction to PLCs
Data Team Training
(Cohort 1)

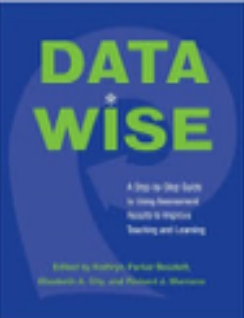


Year 2
2013-2014

PLC 202
Introduction to PLCs
Data Team Training
(Cohort 2)

Year 3
2014-2015

PLC 303
Visible Learning
(VL)



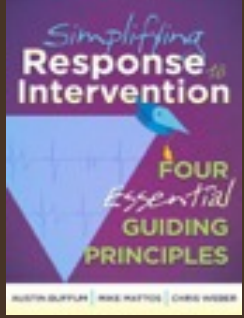
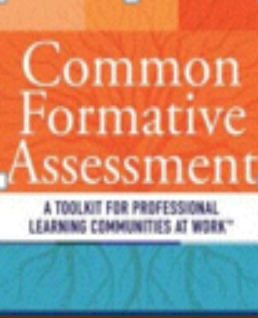
Year 4
2015-2016

PLC 404
Common
Assessment

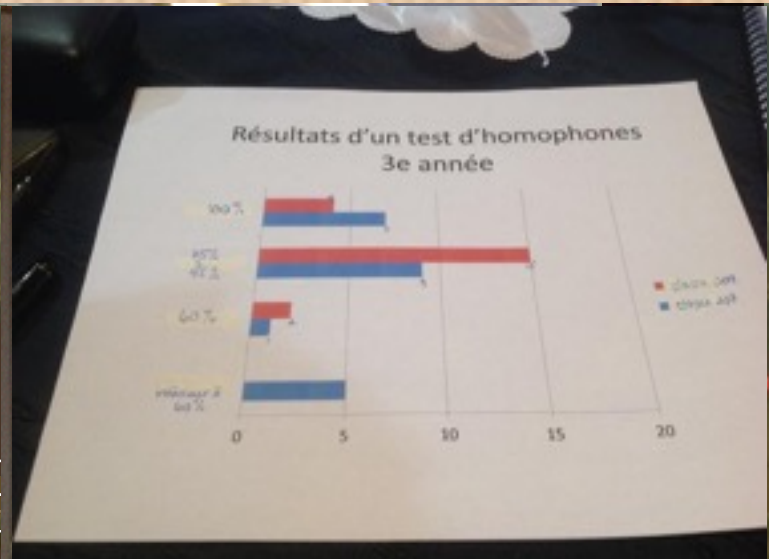
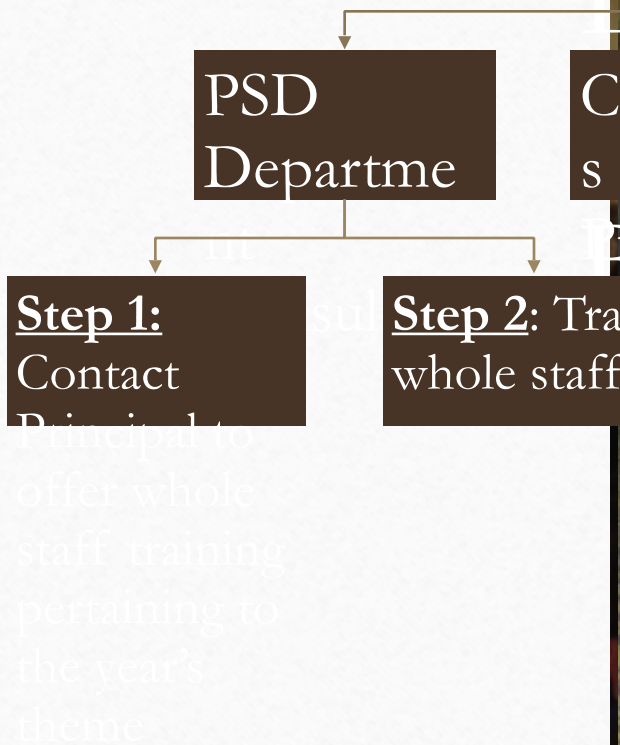


Year 5
2016-2017

PLC 505
Response to
Intervention
(RTI)



THE pd PLAN...
Le plan dp...



3 ESSENTIAL QUESTION ARISING

THE CONSULTANCY PROTOCOL

Step 1: Description of Challenge (20 minutes)

- Describe the Challenge
- Present Evidence in Appropriate Form
- Present the Essential Question Arising from the Problem of Practice

Step 2: Clarifying Questions (20 minutes)

- Thought Partners Ask Questions for Clarification/Purpose
- Questions that have Short, Factual Answers
- Presenter Responds with Brief, Factual Answers

Step 3: Discuss and Recommend (20 minutes)

- Thought Partners Take 10-15 min. to discuss the Problem of Practice, Presenting without Looking at the Presenter
- Potential Questions to Guide the Thought Partners' Discussion
 - What did you hear?
 - What did it make you think that we think might be relevant?
 - What questions remain to be answered?
 - What questions does the challenge raise for you?
 - What do you think about the challenge?
 - What might we do or try if faced with a similar challenge?
 - What would you recommend?
- Presenter Queen's Speak - Only Comments and Thank Notes

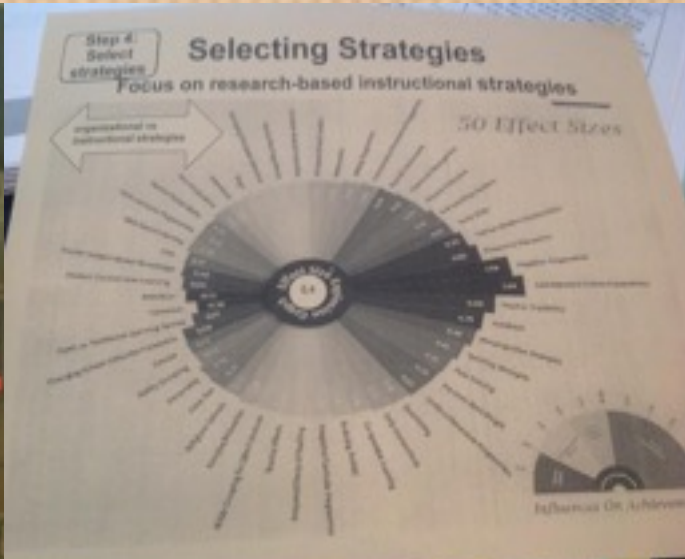
Step 4: Presenter Reflection (20 minutes)

- Presenter Reflects on What He or She Heard
- Presenter Shares What He or She is Now Thinking
- Presenter Highlights Specific Ideas, Comments that Resonated

Step 5: Presenter's Next Step (20 minutes)

- Presenter Shares his or her next step based on Thought Partners' Discussion

Facilitator: Adapted from The Power of Protocols: An Educator's Guide to Better Practice Second Ed. J.P. McDonald & ed. (2007)



Facilitator's Guide

COLLABORATIVE TEAMS
in Professional Learning Communities at Work

Learning by Doing

Richard DuFour
Rebecca DuFour
Robert Eaker
Thomas Many

THE CHALLENGES...
Les défis...

Building a Collaborative Culture

- Accessibility to Data (Big Data vs Disaggregated Data – Data Compilation Tools)
- Trust
- Data Literacy
- Delivering consistent message to all teachers
- Financial Resources
- Buy-in
- Time to meet (not an add-on)

Our Solutions

- Train Principals to:
 - Share data (transparency) & guide decision making (MESA)
 - Data is a flashlight not a hammer
 - Team Norms
- PLC 201: Focused on data analysis of summative results
- EMSB Lead Team prepared all workshop training kits (101, 201, 301) for schools, trained consultants to use them, & offered remediation session for those who were unsure & needed additional support
- EMSB Lead Team wrote grant proposals to LCEEQ, DEEN, MEESR/EBPP and received \$150K (teacher release, books, training manuals, hiring gurus, venues)
- Having teachers experience a positive impact as a result of trying out a research-based instructional strategy
- Time built in to daily schedule, half pedagogical days, compensation time

THE Testimonials...
Les témoignages...

School Administrators direction d'école



THE Testimonials...
Les témoignages...

Teachers

Les enseignants et les enseignantes



THE Next steps...
Les prochaines étapes...

2015-2016- Common Formative Assessment 2016-2017- Response to Intervention

Continuing to Build a Culture of Collaboration & Fostering Independence

- Give Schools specific tasks and a timeline for completion
- Schedule cluster school training sessions in the latter part of school year to give all school-based PLCs time to meet & carry out the required tasks
- Use the what was produced during the tasks as a foundation for the cluster school training sessions



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Sample Team Norms

Collective promises hold each other safe when the data hit the table:

We make decisions by consensus: When the will of the group emerges, we agree to abide by it, contribute to it, and gather data to make improvements or alternations as necessary.

We never sabotage it, passively or overtly. If we need to change a team decision, we take it to the group for review and approval.

We use data rather than opinion or personal experience to frame team decisions. If we don't have existing data, we commit to gather it.

We commit to share strategies, practices, tools, and resources to support the success of all members of the team. We make agreements about which materials we use and how we gather data regarding effectiveness of those materials.

We maintain confidentiality. Data are public, but what's said here remains private as we work through the complex issues and craft knowledge of teaching.

We never speak from the place of evaluation—positively or negatively—about our individual results; instead, we speak of which learning targets, which students, and which instructional strategies are required to support continued learning.

We speak about learners respectfully, supportively, and positively at all times—as if they are in our midst during our discussion.

We focus on their assets and capabilities as we strive to address gaps or concerns.

We never sandbag a colleague: We equally disperse the blessings and challenges amongst all of our classrooms, and we view all of our learners as our team responsibility.