GREATER ESSEX COUNTY DISTRICT SCHOOL BOARD
ADMINISTRATIVE OFFICE: 451 Park Street West, P.O. Box 210, Windsor, Ontario, N9A 6K1

MEETING OF THE
STANDING COMMITTEE ON EDUCATION
Tuesday, June 4th, 2019
Board Room, 451 Park Street West, Windsor, Ontario
7:00 p.m.

Pages

A. CALL TO ORDER
B. ATTENDANCE
C. APPROVAL OF AGENDA
D. DECLARATION OF CONFLICT OF INTEREST
E. APPROVAL OF MINUTES

1-26 E.1 Education Committee Minutes from 2019 05 07  Attached
F. BUSINESS ARISING FROM THE MINUTES

G. PRESENTATIONS
G.1 Awards, Superintendent V. Houston
G.2 School Nutrition Programs, Superintendent S. Pyke

H. DELEGATION

I. SPEAKER'S LIST

J. NEW BUSINESS

K. REPORTS TO BE RECEIVED

L. TRUSTEE QUESTION PERIOD

M. NOTICES OF MOTION

N. ANNOUNCEMENTS

O. ADJOURNMENT

P. CONVENE INTO OPERATIONS AND FINANCE COMMITTEE

Chairperson – A. Higgison
Vice-Chairperson – A. Omstead
Committee Liaison – C. Howitt
Administrative Assistant – A. Pavia
MINUTES OF THE EDUCATION COMMITTEE MEETING OF
THE GREATER ESSEX COUNTY DISTRICT SCHOOL BOARD
HELD ON TUESDAY, 2019 05 07 IN THE BOARD ROOM
451 PARK STREET WEST, WINDSOR, ONTARIO

PRESENT: TRUSTEES:
J. Burgess
S. Cipkar
C. Cooke
A. Halberstadt
G. Hatfield

A. Higgison, CHAIRPERSON
R. Leclair
A. Omstead, VICE-CHAIRPERSON
L. Qin
J. Sartori

ADMINISTRATION:
E. Kelly
P. Antaya
S. Armstrong
T. Awender
J. Hillman

V. Houston
C. Howitt
J. Howitt
S. Pyke
M. Wilcox

STUDENT TRUSTEES:
L. Bakaa
I. Berry

RECORDER: A. Pavia

* entered after the meeting commenced

Chairperson Higgison occupied the Chair.

A. CALL TO ORDER

Chairperson Higgison called the meeting to order at 7:03 PM.

B. ATTENDANCE

Chairperson Higgison noted that all Trustees were in attendance.

C. APPROVAL OF AGENDA

C.1 Approval of Agenda

Moved by Trustee SARTORI
Seconded by Trustee HATFIELD

THAT THE AGENDA OF THE EDUCATION COMMITTEE MEETING DATED 2019 05 07
BE APPROVED.
CARRIED

D. DECLARATION OF CONFLICT OF INTEREST

NIL

E. APPROVAL OF MINUTES

E.1 Approval of Minutes of the Education Committee Meeting of 2019 04 02
Moved by Trustee LECLAIR  
Seconded by Trustee SARTORI

THAT THE MINUTES OF THE EDUCATION COMMITTEE MEETING OF 2019 04 02 BE APPROVED.  

CARRIED

F. BUSINESS ARISING FROM THE MINUTES

NIL

G. PRESENTATIONS

G.1 Math Task Force 2.0, Superintendent Dr. C. Howitt made a presentation.  Please see attached.

H. DELEGATIONS

NIL

I. SPEAKER’S LIST

NIL

J. NEW BUSINESS

NIL

K. REPORTS TO BE RECEIVED

NIL

L. TRUSTEE QUESTION PERIOD

A Trustee inquired about plans for Education Week. Director E. Kelly shared that the week kicked off with Music Monday and that Staff Appreciation Week will also be highlighted.

A Trustee asked for clarification regarding EQAO exemption procedures for parents with concerns. Superintendent Dr. C. Howitt shared that parents can contact their school Principal with concerns. Parents should understand that if there is a concern, it is a concern that has been in place for a while and not just because the test has arrived. The Principal and staff work in collaboration to make good decisions for students. Principals are required under the Education Act to support EQAO in terms of administration. Decisions need to be ethical and not for political reasons or belief systems.

A Trustee inquired if Principals in schools with high ESL population solicit volunteers to help students with EQAO and would happen if there are not enough volunteers. Superintendent Dr. C. Howitt shared that scribes are provided across the system as required and not just to ELL students. Volunteers include teacher candidates from the University of Windsor. If needed, central office staff will support schools in scribing. It is our goal to do what is required to help students be successful while following procedures as outlined in EQAO.
M. NOTICES OF MOTION

NIL

N. ANNOUNCEMENTS


2. OSTA-AECO also launched an E-Learning Survey, a student consultation for students and boards across Ontario wishing to learn more about E-Learning, provincial changes and why OSTA-AECO is surveying students. More than 500 responses were received in 23 hours. Survey results will be shared with the Ministry of Education.

3. The 30th Anniversary of the Pluralist takes place on June 11th, 2019 from 6:00pm-7:00pm at the University of Windsor SoCa building. An invitation will follow.

4. GECDSB Showcase of the STARS takes place on June 5th, 2019 at 7:00pm at the St. Clair Centre for the Arts. An invitation will follow.

5. The 4th Annual FNMI POWWOW takes place on June 6th, 2019 at the St. Clair College Sportplex. Start time is 11:00am. Please mark your calendars!

O. ADJOURNMENT

There being no further business, the meeting was adjourned at 8:00 PM.

P. CONVENE INTO OPERATIONS AND FINANCE COMMITTEE
Welcome
The Work: Ambitious and Necessary

Enact the Vision

"The GECDSB provides mathematics education that engages and empowers students through collaboration, communication, inquiry, critical thinking, and problem-solving in order to support each student’s learning and nurture a positive attitude towards mathematics."

publicboard.ca/math

System Supported Math Learning 2016-2018

<table>
<thead>
<tr>
<th>Professional Development Opportunity</th>
<th>Number of Educators Directly Impacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrator Capacity Training – Principals &amp; Vice Principals (2016-2017)</td>
<td>110</td>
</tr>
<tr>
<td>Administrator Capacity Training – Principals (2017-2018)</td>
<td>55</td>
</tr>
<tr>
<td>Math Leads (2016-2017)</td>
<td>225</td>
</tr>
<tr>
<td>Kindergarten Professional Learning Day (September 2017)</td>
<td>355</td>
</tr>
<tr>
<td>Workshops, Not A Book Talks &amp; Moderating Mathematics – Math Leads (2017-2018)</td>
<td>225</td>
</tr>
<tr>
<td>Mathematics Learning Leadership Project (MLLP) – 12 participating schools</td>
<td>70</td>
</tr>
<tr>
<td>Summer Institutes (Summer 2018)</td>
<td>150</td>
</tr>
<tr>
<td>GAME Annual Conference (May 2018)</td>
<td>20</td>
</tr>
<tr>
<td>GAME Leadership Conference (November 2018)</td>
<td>50</td>
</tr>
<tr>
<td>Learning Beyond the Horizons Summer Conference (August 2018)</td>
<td>180</td>
</tr>
<tr>
<td>Kindergarten PD (December 2018)</td>
<td>54</td>
</tr>
<tr>
<td>K-5 Critical Transitions Team (2017-2018)</td>
<td>10</td>
</tr>
<tr>
<td>K-3 Action Group (December 2018)</td>
<td>16</td>
</tr>
<tr>
<td>RISE PD – Context for Learning (November 2018)</td>
<td>75</td>
</tr>
<tr>
<td>Focusing on the Fundamentals of Math (September 2018)</td>
<td>All Elementary Teachers</td>
</tr>
<tr>
<td>Summer Learning “Camp Wonder” (2018)</td>
<td>79</td>
</tr>
<tr>
<td>Math Coaches (September 2018-December 2018)</td>
<td>70</td>
</tr>
</tbody>
</table>

Educators Directly Impacted: 1,849*

*does not include system wide PD
Literature Review

1. UNDERSTANDING RECIPROCAL PARTNERSHIPS
2. UNDERSTANDING THE MATHEMATICS LEARNING ENVIRONMENT
3. UNDERSTANDING PROFESSIONAL DEVELOPMENT, CURRICULUM AND RESOURCES
4. UNDERSTANDING SYSTEM PRACTICES

The Pedagogical System

Worthwhile Mathematics Tasks
Tools and Representations
Non-Threatening Learning Environment
Classroom Discourse

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BUILDING TOMORROW TOGETHER. EVERY LEARNER, EVERY DAY.
Literature Review: MTF 2.0

- Establish mathematics goals to focus learning.
- Implement tasks that promote reasoning and problem solving.
- Use and connect mathematical representations.
- Facilitate meaningful mathematical discourse.
- Pose purposeful questions.
- Build procedural fluency from conceptual understanding.
- Support productive struggle in learning mathematics.
- Elicit and use evidence of student thinking.
Literature Review: MTF 2.0

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- Use and connect mathematical representations.
- Pose purposeful questions.
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Literature Review: MTF 2.0

If educators incorporate the 8 effective teaching practices throughout schools,
And administrators monitor and support the implementation of the 8 practices,
Then educators will be more skilled at teaching mathematics,
Successful mathematics learning for all students

Pockets of Excellence
Systemic Excellence

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MTF 2.0: Data Highlights

Student Voice

• 3,169 survey respondents (Grade 4-12)
• Survey data showed that 63% of students like math, 67% feel that they are good at math and 70% feel that they are successful.
• Increase in the use of technology, manipulatives and online classroom resources were noted.
• Some students indicated that they regularly receive descriptive feedback, talk about math, problem solve and collaborate.
• We saw positive change in all questions, with the exception of 2 (use of online homework help Mathify and math talk to support student learning).

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MTF 2.0: Data Highlights

Educator Voice

• 1,437 survey respondents
• The vast majority of educators feel that math is meaningful. They indicate a focus on conceptual understanding and believe that partnerships with parents are important. Overall, teachers feel confident and supported in the area of mathematics teaching and learning.
• The data suggests areas for growth include parent communication around mathematics, the use of technology and the development of student mental math skills.

GREATER ESSEX COUNTY DISTRICT SCHOOL BOARD
MTF 2.0: Data Highlights

Administrator Voice
- 91 Administrators
- The majority of administrators feel supported in leading math learning and feel ready to lead math teaching and learning in their school.
- There was a noticeable change in the consistent use of manipulatives, assessment for/as learning and students engaged in problem solving observed.
- Areas of growth highlighted by the survey data include creating opportunities for parents engagement and consolidation of math learning as part of an effective math block.

Parent/Guardian Voice
- 345 survey respondents
- Parents of children in grades K-12
- Representation from almost all schools
- The vast majority of parents indicate a positive attitude towards education and closely monitor their child’s progress.
- Areas of growth include consistent communication between parents and teachers and increased awareness of board and ministry provided online tools.
<table>
<thead>
<tr>
<th>Board</th>
<th>Grade 9 Applied Math Score (over 3 years)</th>
<th>Grade 9 Academic Math Score (over 3 years)</th>
<th>Grade 3 Math Scores (over 3 years)</th>
<th>Grade 8 Math Scores (over 3 years)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Greater Essex County District School Board</td>
<td>59%</td>
<td>47%</td>
<td>57%</td>
<td>67%</td>
</tr>
<tr>
<td>Thames Valley District School Board</td>
<td>44%</td>
<td>40%</td>
<td>40%</td>
<td>62%</td>
</tr>
<tr>
<td>Hamilton Wentworth District School Board</td>
<td>37%</td>
<td>37%</td>
<td>38%</td>
<td>60%</td>
</tr>
<tr>
<td>Lambton Kent District School Board</td>
<td>45%</td>
<td>45%</td>
<td>37%</td>
<td>60%</td>
</tr>
<tr>
<td>Toronto District School Board</td>
<td>52%</td>
<td>28%</td>
<td>26%</td>
<td>61%</td>
</tr>
</tbody>
</table>
MTF 2.0: Data Highlights

DSB of Niagara

Grade 3

Grade 6

Grade 9
Applied

Grade 9
Academic

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EQAO Data

Attitudinal Data
There have been no significant changes in student attitudinal data over the course of the past three years. On average, 52% of students indicate that they like mathematics most of the time. 54% indicate they are good at mathematics most of the time.

Gender Gap
There has been no significant difference between male and female students in terms of percentage of all grade 3 and 6 students at or above the provincial standard in the past three years. Since 2013, the gap between male and female achievement has improved by 2-3%.

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PRIME Data: 2018-2019

**Number Sense, Operations, and Measurement Tools**

- Administered in at least 2 classrooms across 27 schools (Pre and Post)
- Approximately 1,450 total students

79% demonstrated improvement (+1 or more)

Of the 78%, 37% moved across a Phase

8% remained status quo

13% regressed (-1 or more)

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PRIME Data: 2018-2019

**COACHING SCHOOLS**

**Number Sense, Operations, and Measurement Tools**

- Administered in at least 2 classrooms across 27 schools (Pre and Post)
- Approximately 1,450 total students

88% demonstrated improvement (+1 or more)

10% remained status quo

2% regressed (-1 or more)
Summer Learning Program

In 2018, the GECDSB Summer Learning Program provided rich summer learning opportunities.

- 784 children across a variety of programs and camps.
- 29 combined literacy and numeracy sites.
- 79 educators.

Educators with the GECDSB received professional development focused on early number sense - counting and quantity.

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Summer Learning Program

**TOOL: Leaps and Bounds**

**Mathematics Assessments (Measuring Impact on Student Achievement)**

- 70% of the students in the sample demonstrated improvement in counting;
- 75% of the students demonstrated improvement in addition;
- 90% of the students demonstrated improvement in subtraction.

**Percentage of Students Scoring 80% or higher on Leaps and Bounds Assessment**

<table>
<thead>
<tr>
<th></th>
<th>Counting</th>
<th>Addition</th>
<th>Subtraction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre</td>
<td>50%</td>
<td>Pre</td>
<td>Pre</td>
</tr>
<tr>
<td>Post</td>
<td>80%</td>
<td>Post</td>
<td>Post</td>
</tr>
<tr>
<td></td>
<td>65%</td>
<td></td>
<td>78%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>48%</td>
</tr>
</tbody>
</table>

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### Summer Learning Program

<table>
<thead>
<tr>
<th>AREA</th>
<th>SLP</th>
<th>System</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consistently Engage with Parents</td>
<td>53%</td>
<td>43%</td>
</tr>
<tr>
<td>Usually Use Technology</td>
<td>70%</td>
<td>54%</td>
</tr>
<tr>
<td>Three Part Lesson Structure</td>
<td>72%</td>
<td>57%</td>
</tr>
<tr>
<td>Access to Resources</td>
<td>74%</td>
<td>64%</td>
</tr>
<tr>
<td>Prompt for Metacognition</td>
<td>78%</td>
<td>73%</td>
</tr>
<tr>
<td>Confident Teaching Mental Math</td>
<td>80%</td>
<td>74%</td>
</tr>
<tr>
<td>Understand GECDSB Vision</td>
<td>82%</td>
<td>77%</td>
</tr>
<tr>
<td>Strong Productive Disposition towards math</td>
<td>85%</td>
<td>77%</td>
</tr>
<tr>
<td>Provide Opportunities for Inquiry</td>
<td>88%</td>
<td>84%</td>
</tr>
<tr>
<td>Consistent Parent Communication</td>
<td>88%</td>
<td>83%</td>
</tr>
<tr>
<td>Constant Use of Assessment of Learning</td>
<td>91%</td>
<td>85%</td>
</tr>
<tr>
<td>Foster Student Creativity</td>
<td>93%</td>
<td>84%</td>
</tr>
<tr>
<td>Consistently Flexible Groupings</td>
<td>94%</td>
<td>84%</td>
</tr>
<tr>
<td>Partnership with Parents</td>
<td>98%</td>
<td>92%</td>
</tr>
<tr>
<td>Consistently Use Manipulatives</td>
<td>98%</td>
<td>87%</td>
</tr>
</tbody>
</table>

### MTF 2.0: Research Briefs

![MTF 2.0 Report Cover](image)
MTF 2.0 Considerations

Consideration #1:

Continue with a district-wide, K-12, multi-year model for professional learning focused on deepening and increasing educator content knowledge, pedagogical knowledge, and pedagogical-content knowledge. The professional development model should focus on deepening the understanding of the five proficiencies, various tools, models, representations and the consolidation of learning. The goal of this model should be to improve math learning for every student in every classroom.

GECDSB Math Strategy

<table>
<thead>
<tr>
<th>2018-19</th>
<th>2019-20</th>
<th>2020-21</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 1</td>
<td>Grade 2</td>
<td>Grade 3</td>
</tr>
<tr>
<td>Grade 4</td>
<td>Grade 5</td>
<td>Grade 6</td>
</tr>
<tr>
<td>Grade 7</td>
<td>Grade 8</td>
<td>Grade 9</td>
</tr>
</tbody>
</table>

The PRIME Assessment is being used in select schools to support our system monitoring. We also encourage the use of the Knowledgehook Instructional Guidance System for monitoring and planning school based math learning.
MTF 2.0 Considerations

Consideration #2:
Continue with a formal leadership program to build capacity for school based administrators in pedagogical, content knowledge and pedagogical content knowledge. A focus on leadership actions to support mathematics teaching and learning is key. A learning plan for new administrators needs to be considered.

Eligible for Retirement in 3-5 Years (Projected)
- Elementary Principal – 14
- Elementary Vice-Principal – 5

MTF 2.0 Considerations

Consideration #3:
Use a critical focus on the consistent implementation of effective research based teaching practices that promote mathematical proficiency.

NEW
Consideration #4:

Revise the GECDSB Math Vision to include direct connections to the 21st Century competencies. The 21st Century competencies are to be reflected in the details of the comprehensive professional learning plan and monitoring plan.

Consideration #5:

Continue to include Student Led Learning Walks and Student Centred Learning Communities as part of the District Review Process. Consider the implementation of a process whereby student voice is gathered and considered to support math learning in every school.
Consideration #6:
Design professional development to focus on cross curricular connections and learning. Focus on STEAM designed learning.

Consideration #7:
Educator learning should continue to be supported through the provision of mathematics instructional coaches in both panels focused on the work in Considerations 1, 2, and 11.
Math coaches should be aligned to schools based on student learning needs.
Consideration #8:
Consider timetabling options to teachers who have engaged in capacity building around the teaching and learning of mathematics.

Consideration #9:
Continue specific supports provided for teachers in grade 7-9 focused on co-constructing understanding of effective instructional practices, assessment practices, and supporting transitions and course sections.
Consideration #10:

Continue to align homeroom and Special Education RISE and ESL classroom schedules to ensure consistency of math instruction and to allow for extended blocks of time for math instruction. Students returning from the RISE Room or ESL classroom must continue to receive high-quality math instruction with appropriate accommodations and modifications in place.

Consideration #11:

Implement PRIME system wide for early identification of students with math learning struggles. Use Leaps and Bounds to support educators in personalizing specific and timely interventions that support student learning.
Consideration #12:
Engage in culturally responsive training for staff to provide support for student populations with historic gaps in achievement. Learning should include developing an understanding of and a response to other learning barriers such as socio-economic status.

Consideration #13:
The model for monitoring system impact to leverage the system response to teaching and learning mathematics. The data collection and monitoring should be transparent and shared with all stakeholders and be used to drive system direction and practices in order to support teaching and learning. The Math Task Force should be a voice to support the monitoring.
MTF 2.0 Considerations

Consideration #14:
All departments continue to explore existing practices, supports, and department structures, in order to determine whether they are most effective in providing comprehensive and differentiated professional learning as outlines in Consideration 1.

Consideration #15:
Continue to develop resources that support families in promoting and facilitating math learning at home and should be connected to appropriate grade level expectations.
Consideration #16:

Develop a working committee with community stakeholders to leverage mathematics teaching and learning and to mobilize knowledge both locally and globally. This committee and partnerships should develop and promote models of reciprocity that support teaching and learning.

Consideration #17:

Develop a plan to review all teacher resources to support mathematics teaching and learning and develop additional teacher resources.
MTF 2.0 Considerations

AMBITIOUS, COMPLICATED,
YET ACHIEVABLE AND NECESSARY!

The work continues!

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