



Area of Focus: Literacy or Numeracy  
Overall Goal: To incorporate the concepts of the Renewed Math Strategies and 21<sup>st</sup> Century Skills into our course delivery model to ensure long term and sustained change.

**Needs Assessment / Where Are We Now??**

Complete this section with data that is driving your decision-making to establish your goal above and If/Then statement below for the first Cycle of Inquiry.

Currently, our main content delivery method is the use of books where some have become dated. According to the SAMR Model with the development of a math (MEL3E) and science (SVN3E) course, we would reside at the Substitution level. In addition, the current content delivery model does not encourage or support a deeper level of learning or higher engagement for students.

<b>PLAN</b>	<b>ACT</b>	<b>ASSESS</b>	<b>REFLECT</b>
<p><b>PLAN: Needs Assessment</b> <i>Where are we now?</i></p>	<p><b>ACT: Evidenced-Based Strategies/Action</b> <i>What are we going to do?</i></p>	<p><b>ASSESS: Monitor/Gather Data</b> <i>How are we doing? What evidence do you have?</i></p>	<p><b>REFLECT: Analyze/Reflect</b> <i>How did we do? Where to next?</i></p>
<p><b>1<sup>st</sup> CYCLE OF INQUIRY</b> <i>Starting June 29, 2017</i></p> <p>If we research videos, interactive activities, and how we can increase collaboration among students, then we can begin developing a course that further engages students and encourages greater collaboration between teachers and between students both within and between campuses.</p> <p><b>If/Then Statement: Posted by October 10, 2017</b></p>	<p><i>Actions will be outlined in the first three learning team meetings through the "SIPSA Monitoring Template" and summarized here at the end of the cycle – November 17<sup>th</sup>.</i></p> <ul style="list-style-type: none"> <li><i>Model presentation of collaborative, open-ended problem solving</i></li> <li><i>Review categories of achievement and begin making distinctions among categories. Assess what categories our current courses (MBF3C and MAP4C) favours</i></li> <li><i>Brainstorm, as a group, two items we would like to build into our next course and begin researching possibilities</i></li> <li><i>Choose the next online course we will be developing</i></li> </ul>	<p><i>Data Gathering will be outlined and collected in the first three learning team meetings through the "SIPSA Monitoring Template" and summarized here at the end of the cycle – November 17<sup>th</sup></i></p> <ul style="list-style-type: none"> <li><i>Practiced using collaboration tool (Padlet) during SIPSA meeting</i></li> <li><i>Classified all Key Questions in both MBF3C and MAP4C courses and discussed results. Found most questions leaned towards Knowledge/Understanding and Application categories and less questions were being asked in the Thinking/Inquire and Communication categories</i></li> <li><i>Used Padlet to brainstorm ideas about what we would like to incorporate when we develop our next course</i></li> </ul>	<p><i>Reflections of Learning Teams work for cycle one will be summarized here at the end of the cycle by November 17<sup>th</sup> and posted on Insite</i></p> <ul style="list-style-type: none"> <li><i>The team chose MBF3C course to be developed next</i></li> <li><i>The two items we would like to build into our next course is collaboration among students and integrating videos and online activities into the course. Each member signed up for one of the items to begin researching and bringing ideas to next meeting</i></li> </ul>
<p><b>2<sup>nd</sup> CYCLE OF INQUIRY</b> <i>Starting November 20, 2017</i></p> <p><i>Complete this section with any new data from your 1<sup>st</sup> Cycle of Inquiry.</i></p> <p><b>If/Then Statement: Posted by December 1, 2017</b></p> <p>Through collaboration and group work, if the SIPSA group targets course development towards specific areas of student resistance to online courses then students will be more successful completing online courses, both academically and show less resistance to completing course.</p>	<p><i>Actions will be outlined in the three learning team meetings through the "SIPSA Monitoring Template" and summarized here at the end of the cycle on March 9<sup>th</sup>, 2018</i></p> <ul style="list-style-type: none"> <li><i>Open dialogue about factors preventing success in online courses</i></li> <li><i>Brainstorming roadblocks to online courses</i></li> </ul>	<p><i>Data Gathering will be outlined and collected in the three learning team meetings through the "SIPSA Monitoring Template" and summarized here at the end of the cycle on March 9<sup>th</sup>, 2018</i></p> <ul style="list-style-type: none"> <li><i>Before working on building collaboration and more interactive activities into MBF3C, the SIPSA group chose to divide into two groups (one work on pre-assessments and one review course Activities and create 20 lesson format)</i></li> </ul>	<p><i>Reflections of Learning Teams work for cycle two will be summarized here at the end of the cycle on March 9<sup>th</sup>, 2018, and posted on Insite</i></p>

<p><b>3<sup>rd</sup> CYCLE OF INQUIRY</b> <b>Starting March 19, 2018</b> Complete this section with any new data from your 2nd Cycle of Inquiry</p> <p><b>If/Then Statement: Posted by March 30, 2018</b></p>	<p><i>Actions will be outlined in the three learning team meetings through the "SIPSA Monitoring Template" and summarized here at the end of the cycle by June 15<sup>th</sup>, 2018.</i></p>	<p><i>Data Gathering will be outlined and collected in the three learning team meetings through the "SIPSA Monitoring Template" and summarized here at the end of the cycle by June 15, 2018.</i></p>	<p><i>Reflections of Learning Teams work for cycle two will be summarized here at the end of the cycle by June 15<sup>th</sup>, 2018, and posted on Insite</i></p>
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