

2012-2013 Inquiry Case Study



NOII

School Name: Highland Secondary
District: #71 Comox Valley
Inquiry Team Members: Brenda MacPherson, Charity Monroe,
Christa Petch, Dan Kirk, Greg Moore

Question/Focus:

What level of improvement will the students have in note-taking and inferencing after working with strategies to improve these skills?

Scanning: Using the DART assessment for instructional purposes, the results indicated that the Grade 8 and 9 students needed to learn about note-taking as well as inferring in their work.

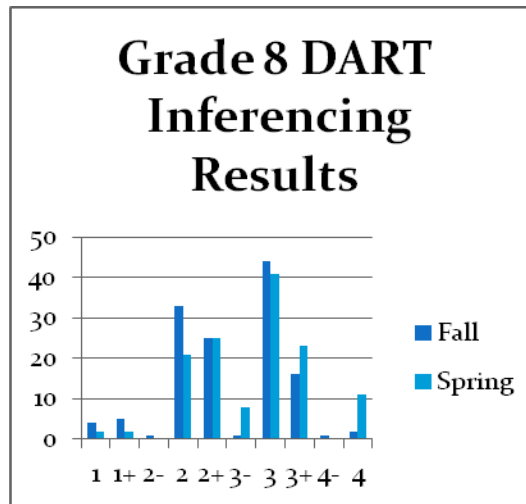
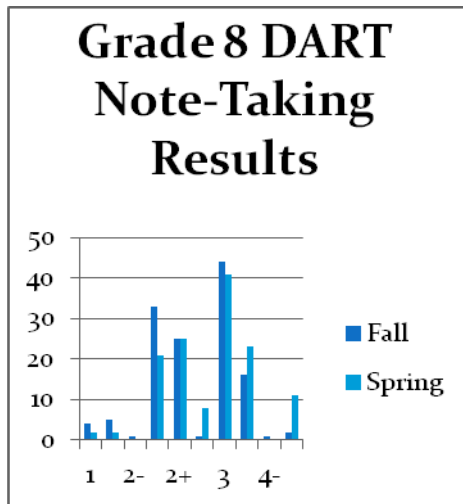
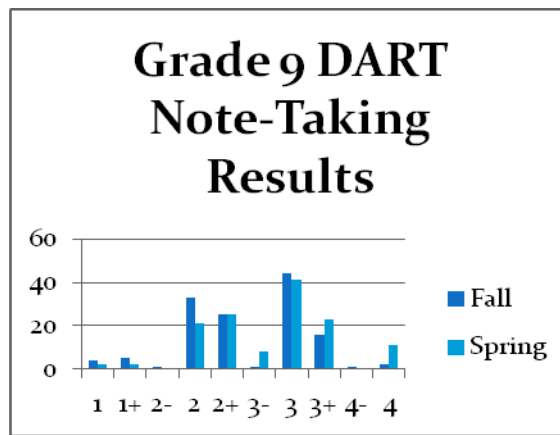
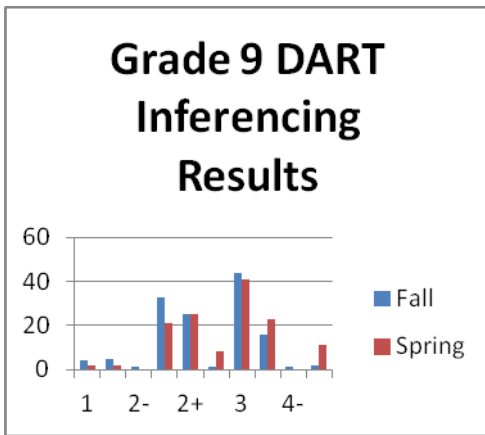
Focus: As a result of our findings it was determined that the students needed to learn to take notes using a variety of formats as well as infer in their reading. As we work towards inquiry question teaching, these skills will be needed so that the students can distinguish between essential and non-essential information, as well as putting information together so that it is in their own words.

Hunch: Over the years, it has been noticed that students are having difficulty sorting out essential and non-essential information, as well as providing categories, when answering questions in their own words. We provided several examples of note-taking templates/formats as well as modeling the process for inference.

New professional learning: Our team consisted of one new teacher, two experienced teachers, and two teachers new to the teaching of humanities as well as the note-taking and inferencing skills. It was found that through the sharing of information that both veteran and novice teachers had much to learn from each other. Although it was felt that the new teachers learned more from the veteran teachers it was a reciprocal process, reminding the veteran teachers of strategies used in previous years. Learning is a life-long process, with new learning being gained all the time.

Taking action: As a group we coded the DART and shared various strategies that each use to teach note-taking and inferencing skills. At the end of the year we administered the DART and as a group coded looking for improvements. It was found that the teachers when comparing the fall and spring results saw the improvement both in the quality as well as the quantity of information by the students.

Checking: Providing the examples of note-taking and inferencing skills, it is known that when the students move onto the next grade that they have been exposed to this knowledge, expecting that there will be a new focus for the new school year.



Reflections/Advice: We found when comparing both the fall and spring DART results of both grade and individual student that individual student progress was most powerful. Student comments also reflected the pride in the learning of these skills throughout the year. With a couple of the teachers leaving and the addition of a couple of new teachers it is already established that we will continue to administer the DART looking at the skills that our students will need to learn for teaching with a focus on developing an inquiry question.

EVERY learner crossing the stage with dignity, purpose and options.