

# Every Student, Every Concept, Every Success

## How can we as teacher leaders encourage math teachers to embed assessment for learning practices in their math lessons to address student diversity?

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- 1. Identify/discuss AFL strategies to work with and/or focus on*
  - *Student generated criteria*
  - *Clear learning intentions*
  - *Questioning/Discussion*
- 2. Review work from last year's team*
- 3. Examine new and current practices for differentiating math instruction.*
- 4. Meetings:*
  - Attend ILC sessions: Feb. 18<sup>th</sup>, May 6<sup>th</sup>*
  - ILC team meetings: Dec. 1st (afternoon), Feb. 3 (after school), April 20th (afternoon)*
  - Partnership Meetings: January 4th (afternoon), Mar. 7th (afternoon)*
  - ILC Showcase: May 6th*
  - Partnership Showcase: May 12<sup>th</sup>*
  - Any further meetings will be arranged as needed, after school hours.*
- 5. Adjust last year's teacher and student survey – administer to students and teachers in January, using survey monkey*
- 6. Collect pre-assessment data: Primary Math Assessment and DMA plus K-7 Problem Solving binder – Surrey pre and post*

7. *Anecdotal observation of student learning during model lessons that is used to help teachers identify at risk students and asks how AFL strategies are helping with addressing student diversity*
8. *Design and implement sample lessons that use the AFL strategies*
  - *Debrief and refine and possibly post on the web site lessons*
9. *Complete a lesson series January to March with second attitudinal survey and a summary of anecdotal observations- team teaching and using co-constructed criteria where possible*