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## EFFECTIVE PRACTICES IN ELEMENTARY MATHEMATICS EDUCATION

**School Board:** Durham District School Board

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**Name of Program/Initiative/Strategy:** iCLIPSS – Intensive Critical Learning Instructional Pathway for Student Success

**Hyperlinks to Documents or Website(s) Describing this Program/Initiative/Strategy**

### Description of Program/Initiative/Strategy

The focus is on exemplary mathematics practices that excite, engage and increase student confidence and achievement. In the brief description please provide answers to the following questions: Where the program/initiative/strategy is delivered (school/board locations)? Who is responsible for delivering and monitoring the program/initiative/strategy? Who is the target audience? Are there any community partnerships involved? Are there any staffing or budget implications? Are there any special resources required? What are your indicators of success, etc.?

**The Intensive Critical Learning Instructional Pathway for Student Success (iCLIPSS) is a junior math initiative that explores teaching through problem solving and analyzing student thinking in order to address the needs of all students in mathematics. This year, 23 schools from across the Board were involved in this exciting project. Working with coaches and facilitators from the Programs Department, school teams engaged in curriculum mapping, content building, designing rich tasks, moderating student work and planning precise interventions to address student misconceptions. Two teachers per school were provided with 12 days of flexible release time to support this job-embedded professional learning. iCLIPSS provides teachers with the opportunity to work collaboratively with colleagues by engaging in co-planning, co-teaching, co-moderating and co-debriefing pathways. As part of these pathways, teachers collect evidence of student learning through conversations, observations and products to help support instruction and guided practice.**

**What has been the impact on Student Learning?**

As part of this initiative, teachers and students were required to complete a pre and post attitudinal survey. Both teachers and students reported feeling more confident in mathematics as a result of their participation in iCLIPSS. Students further stated that they were more engaged and willing to participate in classroom activities. Teachers implemented a variety of assessment for learning tasks that provided them with specific information pertaining to students' strengths and areas for growth. Based on this evidence, teachers were able to implement targeted interventions in order to close learning gaps. As teachers refined their intervention strategies, students reported an increase in the amount of descriptive feedback they were receiving and that they were given more timely opportunities to apply this feedback to improve their learning in mathematics.

As a means of building capacity, ICLIPSS findings and key learnings have been shared with the entire system through the distribution of a research poster.