INTELLECTUAL DEVELOPMENT

NUMERACY INITIATIVES

Surrey Schools
LEADERSHIP IN LEARNING

Surrey Schools partners with teachers to explore evidence-based numeracy instruction and assessment practices. Teachers participated in district-led sessions to: (1) improve their articulation of math goals and competencies, (2) deepen student learning of provincial learning standards, (3) design proficiency scales to communicate growth and concepts, (4) gather evidence of student learning, and (5) broaden their understanding of what constitutes student learning in mathematics.

In Table 1 below, we provide an overview of select numeracy initiatives our district has implemented and evaluated this year.

Table 1. Surrey School District Numeracy Initiatives

NUMERACY INITIATIVE	DESCRIPTION
1. Building Thinking Classrooms in Mathematics	Through reading then discussing the professional learning resource, *Building Thinking Classrooms in Mathematics* at facilitated webinars, teachers learned about and attempted to implement fourteen research-based practices to engage students in deep mathematical thinking.
2. Assessment in Secondary Mathematics	In collaborative inquiry teams, teachers explored ways to change their assessment practices (e.g., creating new summative assessments together; designing standards-based grading systems, rubrics, and learning progressions; determining letter grades/percentages; portfolios; looking at sample student work and other evidence of learning; etc.) to better assess and evaluate what students know and can do within secondary mathematics.
3. Assessment in Elementary Mathematics	In collaborative inquiry teams, teachers implemented standards-based assessment practices (i.e., designing rubrics and learning progressions that communicate quality and growth with respect to learning standards; analyzing sample student work and other evidence of learning through the lens of these rubrics/progressions; etc.) to better assess and evaluate what students know and can do within elementary mathematics.

Classroom teachers were provided a survey with a series of teaching and assessment practices. Teachers were asked to read each statement and indicate whether they had observed the impact on students' numeracy development as described in the statements. Across all impact statements, at least 90% of the responses from classroom teachers indicated they had observed initiative impacts, with the exception to 1) constructing proficiency scales that communicate growth in their students' capacity to engage in curricular competencies and 2) support with centering assessment practices around gathering evidence of learning rather than gathering points on tasks. Figure 1 provides a breakdown of the impacts the numeracy initiatives had on their teaching and assessment practices.

Figure 1. Percentage of classroom teachers who observed impacts from the Surrey School District Numeracy Initiatives on their assessment and teaching practices, 2020/21