## PRISM Tri-Board Research Project

### School Boards
- Brant-Haldimand-Norfolk CDSB
- Halton CDSB
- Hamilton-Wentworth CDSB

### Lead Educators
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### Participants
- Brant-Haldimand-Norfolk CDSB, Halton CDSB, Hamilton-Wentworth CDSB
- 55 teachers, 1111 students

### Research Support
- Erica van Roosmalen  
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### Project Design
**Research Questions**
- Were remediation programs more effective for some students than others?
- Did the use of a developmental continuum improve student understanding for students at risk?
- Did instructional/assessment strategies change following exposure to a developmental continuum?
- Which influenced teaching practices more, the use of a developmental continuum or the use of a developmental continuum along with the establishment of professional learning communities through the use of LessonLab?

**Research Instruments**
1. **PRIME** Diagnostic Tools: Number and Operations (Tool D)
2. Teacher Attitude and Practices to Teaching Mathematics
3. Student Characteristics Survey

**Research Findings**
1. Our data did not allow us to identify the profile of the learner who would benefit most within the available time for this project.
2. There was a marginal increase in student diagnostic average raw scores for both Number and Operations groups.
3. Teacher evaluations and focus group results indicated that, in general, all teachers felt the in-service sessions they received were very useful and made a positive difference in the way they taught mathematics.

### Lessons Learned
- In order to affect a change in teaching practice to improve student learning, teachers require the time and support to work collectively and collaboratively.

### Further Recommendations
From the onset, it is important to assign a person whose primary responsibility is to ensure a structured approach for data collection and analysis.