**[Insert CoP Name]**

**CoP ANNUAL IMPLEMENTATION AND ANNUAL REPORT COMPONENTS**

**September 1, 2017 – August 31, 2018**

**PRINCPLES**

*How did the CoPs address the 3 principles of the MKN?*

**Addressing Teacher Identified Needs**

* Annual surveys of, and annual interviews with, teachers and school (CoP)
	+ Survey questions about identified needs
	+ Annual feedback from teachers involved
* Assess the extent to which CoP activities addressed teacher identified needs reported in the annual survey (CoP)
	+ Survey questions about the alignment of the teacher-identified needs to CoP activities
* Assess the extent to which teachers, both those in the CoP and beyond the CoP, were involved in CoP activities (CoP)
* Membership of the CoP to be specified
* Instances of annual collaboration and planning meetings will be reported

Implementation Plan

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| **Anticipated Outcomes** **(See Appendix A)** | **Activities****(e.g., events, resource development, meetings etc.)** | **Anticipated Outputs** **(if applicable)** | **Number and type of participants (if applicable)** | **Anticipated Timeline** | **Monitoring and Evaluation**(Required: Surveys and interviews for teachers, parents, etc.) |
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**Changing Attitudes in Mathematics**

* Show evidence that the work of the CoP has a mathematical focus that is conceptually rich for students and teachers – each CoP identifies such activities
* The design of student experiences creates opportunities for students to share their learning (especially in the form of mathematical surprises and conceptual insights) with family, friends, and the wider community
	+ Annual survey will also include data about the extent to which activities of the CoP engaged family and the wider community (CoP)
* Any instances of student-level impact will be reported (CoP)
	+ Survey questions about attitudes toward mathematics (drawn potentially from EQAO questions)
* Evidence of artifacts (actionable resources, case stories, etc.) that were shared on the MKN website that reflect the above criteria
	+ Data collected on number of artifacts created and shared

Implementation Plan

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**Fostering Inclusion**

* Annual surveys of, and annual interviews with, teachers and school (CoP), compiled annually (MKN). Survey diverse groups engaged in the activities (CoP)
* Report on how the design of student experiences foster differentiated learning
* Differentiation levels of artifacts and quantity of artifacts reported. Show evidence that the design of student experiences fosters differentiated learning: for example, student experiences have a low floor (allowing engagement with minimal prerequisite knowledge) and a high ceiling (offering connections to more complex relationships and more varied representations).

Implementation Plan

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**ACTIVITIES/OUTCOMES**

*What activities have the CoPs engaged in to achieve network outcomes through their work?*

CoPs will produce/report on the following annually:

**Resource Production**

1. Actionable evidence-informed, differentiated resources
* Lesson plans/supporting resources
* One case study/CoP
* One research mini/CoP
1. Research Syntheses
* One plain language summary/CoP

Implementation Plan

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**Capacity Building**

1. Networking and scaling up (meetings, conferences, additional funding, etc.)
* Number of first-time teacher participants
* Number of teacher participants who have participated in other provincial initiatives beyond CoPs
* Number of extended projects
* Number of potential leveraging grants
1. CoP-led workshops (4 annually)
* Number of teacher participants
* Number of math-teacher lead participants
* Number of administrator participants
* Number of participants outside of the CoP
* Overall number registered to attend

Implementation Plan

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**Knowledge Dissemination**

1. Arts-informed knowledge dissemination
* One story-based research mini
* Up to one research song
* Post-concert/activity surveys
1. TeachOntario
* CoPs utilize TeachOntario as a digital space for KM and collaboration – report on number of instances of collaboration
* CoPs make use of existing resources available on TeachOntaio – report on number of artifacts posted
1. Publications
* One article/CoP for each of the target audiences (practitioners, scholarly community)
1. Conferences
* One conference/CoP per year

Implementation Plan

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**ADDITIONAL INFORMATION**

1. List and attach copies of any other relevant final documents or other products including marketing and promotional materials; media coverage; developed resources; testimonials; participant feedback, surveys, analysis, and other performance measurement tools/mechanisms, and so forth, that demonstrate the success and achievements of the CoP.
2. List any adjustments to the annual knowledge mobilization plans.
3. Highlight some promising practices that have shown evidence of improving mathematics outcomes for students.
4. Provide any OTHER information that may be relevant to this report and/or demonstrate the success of the CoP.
5. Provide details of any challenges/barriers faced while implementing CoP activities or working towards achieving network outcomes. Include steps taken to address them. Highlight issues of continuing concerns and potential solutions to them.
6. Lessons Learned: Based on your experience in implementing CoP activities and working towards achieving network outcomes, provide details on what can or should be done differently and why.

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[Insert text]

**Appendix A**

**Anticipated Outcomes**

1. Increased awareness, understanding, use and sharing of evidence-informed practices for mathematics by engaging teachers in co-designing mathematical learning experiences for students that offer surprise and conceptual insight, and opportunities to share their learning with family, peers, and the wider community, changing mindsets around professional learning and attitudes towards mathematics;
2. Enhanced capacity of school districts, organizations and universities in Ontario to collaborate, to access existing, as well as generate new, evidence-based knowledge that can positively impact the teaching and learning of mathematics, and efficiently meet the goals and directions of Ontario curriculum and policy;
3. Increased collaboration, partnerships, and networking between and among the Ministry, organizations, communities, networks and associated communities of practice across the education sector;
4. Improved student engagement, and equity of outcomes and well-being for marginalized students by enhancing learning and participation opportunities;
5. Advanced mathematics learning for First Nations, Métis and Inuit students, built on ways that have been identified through traditional technologies and design, as well as expanding the lens of educators to deepen their understanding of the benefits of integrating Indigenous “ways of knowing” into their practice; and
6. Sustained growth, in breadth and depth, of networks that provide evidence-based knowledge sharing to inform mathematics program, policy, and practice, based on existing and other sources of funding.