

Essential Component

Student Learning and Achievement

Equity and excellence are foundational to a strong publicly funded education system. Equity of outcomes is about setting high expectations, addressing the instructional needs of all students and closing gaps in student achievement. In truly equitable systems, factors such as race, gender and socio-economic status do not limit students from achieving ambitious outcomes or truncate life chance. While boards support excellence and equity in the Ontario system, schools control the conditions for success.

“Successful schools do not give a second thought to decisive and immediate interventions, including changing schedules, providing double classes for literacy and math, requiring homework supervision, breaking down major projects into incremental steps and otherwise providing preventative assistance for students in need.” (Reeves, 2006)

Four **indicators** which describe the intended outcome of improved student learning and achievement are provided on the following pages. Some examples of **evidence** are suggested as relevant measures for the attainment of each indicator.

District school boards play a critical role in setting ambitious annual targets for all students. They set expectations for student achievement in both literacy and numeracy. Additionally, by disaggregating student achievement data for the system, they are able to a) identify gaps in achievement between specific clusters of students and b) set targets that focus the need for actions that will help close the gaps.

Boards build support and public confidence in education by sharing current information about student learning and achievement with their school communities in an ongoing and transparent manner.



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INDICATORS	SOME EXAMPLES OF EVIDENCE
<p>Indicator #1 There is a culture of high expectations that supports the belief that all students can learn.</p>	<p>At the school:</p> <ul style="list-style-type: none"> • Ambitious targets are set for: <ul style="list-style-type: none"> - Kindergarten, Primary Division, Junior Division, Intermediate Division • Gaps in achievement are identified for specific clusters of students through disaggregated data; targets are set to close achievement gaps. Groups may include: English language learners (ELL), Aboriginal students, children living in poverty, students with special education needs, boys. • A cyclical review of individual education plans (IEPs) provides parents with an opportunity to contribute to the refinement and revision of ambitious learning goals. • Targets and achievement results are communicated to the school community both to build public confidence and to enlist parental support. • Messaging to parents is consistent and timely and represents the cultural and linguistic diversity of the community (e.g., student learning and achievement are celebrated in newsletters, assemblies, phone calls, school websites and curriculum evenings). • Ongoing assessment identifies student needs and informs appropriate and timely interventions. • Teachers work collaboratively to plan (i.e., curriculum mapping), problem solve and generate solutions based on identified student needs (e.g., teachers share information and knowledge to increase student learning and success). • Student leadership positions are filled by a diverse group representative of the school population.
<p>Additional Examples</p>	

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INDICATORS	SOME EXAMPLES OF EVIDENCE
<p>Indicator #1 <i>(cont.)</i> There is a culture of high expectations that supports the belief that all students can learn.</p>	<p>In the classroom:</p> <ul style="list-style-type: none"> • A willingness and persistence to assume responsibility for the success of all students is demonstrated. • Ambitious goals are set for every student and are evident in individual classroom planning. • Based on explicit teacher feedback, students have multiple opportunities to produce and display their best work (e.g., portfolios, wall displays). • Groupings are flexible in order to meet ongoing instructional needs and to support high expectations. • Students are regularly engaged in higher-order thinking and the completion of meaningful open-ended tasks. • Students are provided with opportunities to talk about and elaborate on their learning goals so that they can articulate to parents what they have learned each day. • Students are provided with support in direct relation to their learning needs. <p>Students are able to:</p> <ul style="list-style-type: none"> • demonstrate confidence in their capacity to learn and succeed in reading, writing and mathematics (e.g., risk taking, willingness to try new tasks and share learning with others) • revise and improve work based on feedback • explain to family members what they are learning • demonstrate curiosity, perseverance and self-confidence in a respectful manner • elicit support in direct relation to learning needs
<p>Additional Examples</p>	

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INDICATORS	SOME EXAMPLES OF EVIDENCE
<p>Indicator #2 All students are engaged in intellectually demanding tasks which require higher-order thinking skills.</p>	<p>At the school:</p> <ul style="list-style-type: none"> • The learning environment: <ul style="list-style-type: none"> - is inclusive, enables students and staff to share multiple points of view and supports the development of a community of learners - is organized to optimize learning time and to facilitate inquiry-based learning - supports professional dialogue about the big ideas in the curriculum and how to implement instructional practices that lead students to deep conceptual understanding (examples of big ideas in the curriculum – audience and purpose determine text form; numbers can be expressed in many ways) <p>In the classroom:</p> <ul style="list-style-type: none"> • The learning environment is challenging, developmentally appropriate for all students and organized to optimize time on task. • Instruction enables all students to explore the big ideas – to go beyond discrete facts and skills – in order to develop deep conceptual understanding. • The learning environment enables students to engage confidently in inquiry in order to: <ul style="list-style-type: none"> - understand the challenge/task - make relevant connections to prior knowledge and experiences - select and apply strategies - represent thinking - communicate understanding - reflect, adapt and refine
<p>Additional Examples</p>	

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INDICATORS	SOME EXAMPLES OF EVIDENCE
<p>Indicator #2 <i>(cont.)</i> All students are engaged in intellectually demanding tasks which require higher-order thinking skills.</p>	<p>Students are able to:</p> <ul style="list-style-type: none">• demonstrate curiosity and a positive and productive disposition to learning• persevere to clarify their thinking by problem solving and questioning• engage in tasks that require them to take a stance on issues and consider the possible different interpretations of text• activate relevant prior knowledge and experiences• think aloud and represent their thinking in many ways in order to make explicit and share their own inner dialogue about what they are learning• make sense during the learning process by asking questions in order to clarify and deepen understanding• monitor their own thought processes by asking themselves questions such as “what if” (i.e., demonstrate skills of metacognition)• defend their ideas with examples, counter-examples and models• listen actively to other students and the teacher by asking questions, sharing ideas and strategies and adapting their communication as the discussion ensues• communicate so they can share, reflect upon and clarify their ideas (i.e., accountable talk)
<p>Additional Examples</p>	

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INDICATORS	SOME EXAMPLES OF EVIDENCE
<p>Indicator #3 Instruction takes into account the background and experiences of all students and meets their diverse interests, aptitudes and special needs.</p>	<p>At the school:</p> <ul style="list-style-type: none"> • Professional learning communities focus on meeting the diverse needs of students (e.g., PLCs focus on differentiating instruction). • Co-planning is based on assessment of student needs and is systematically undertaken by all staff (e.g., co-planning involves educational assistants and teachers of special education, English as a second language, French immersion, Native as a second language). • Resources used in the instructional process reflect diverse backgrounds, languages and cultures. <p>In the classroom:</p> <ul style="list-style-type: none"> • Instructional decisions are informed by student interest, prior learning and learning style as well as by culture/language background, gender, and special education needs. • Formative assessment of students is current and drives the planning for differentiating instruction. • Teaching-learning processes are organized so that there is a specific time set aside for activating prior knowledge, introducing new learning, reflecting on and consolidating what has been learned, followed by independent practice and application. • Topics are chosen that support authentic learning, both meeting the goals of lesson(s) and provoking student motivation for learning (e.g., planning a healthy menu, determining ways to reduce garbage at school). • Tasks are chosen which have range of entry points so that students who have different experiences and achievement levels can access the intended learning. • Teaching-learning strategies are chosen that activate prior knowledge and experiences so that students are prepared cognitively, socially and emotionally for new learning. • Based on the analysis of student data, a wide range of instructional strategies are incorporated in the classroom repertoire to meet the diverse learning needs of students.
<p>Additional Examples</p>	

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INDICATORS	SOME EXAMPLES OF EVIDENCE
<p>Indicator #3 <i>(cont.)</i> Instruction takes into account the background and experiences of all students and meets their diverse interests, aptitudes and special needs.</p>	<p>In the classroom (cont.):</p> <ul style="list-style-type: none"> • Instruction models: <ul style="list-style-type: none"> - how to verbalize thinking processes (e.g., think-alouds about making a plan, drawing conclusions and/or organizing thinking) - how to make connections (e.g., sharing personal learning experiences related to the concept or strategy being taught) - how to select appropriate thinking tools/strategies • Scaffolding is used to enable students to build on their prior knowledge and experiences in order to reach higher levels of thinking and learning. • Students are provided with time to reflect, make sense of their thinking and draw conclusions about how they can apply strategies in other contexts. • Flexible learning groups are used to provide time for shared discussion, further clarification and consolidation of learning. • Students whose first culture and/or language differs from the language of instruction are intentionally supported (e.g., given opportunities to develop ideas in their first language). • Early and appropriate intervention(s) scaffold learning when students do not demonstrate the expected progress.
<p>Additional Examples</p>	

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INDICATORS	SOME EXAMPLES OF EVIDENCE
<p>Indicator #3 <i>(cont.)</i> Instruction takes into account the background and experiences of all students and meets their diverse interests, aptitudes and special needs.</p>	<p>Students are able to:</p> <ul style="list-style-type: none"> • engage in tasks that address the learning goal(s) of the lesson but may vary in sophistication in order to accommodate their learning needs • negotiate topics of interest based on the expected learning goals, either individually and/or in groups • work in flexible groups with sufficient space for group work/recording (e.g., placemat the use of manipulatives and technology, use student chalkboards, sticky notes to capture thinking, graphic organizers, chart paper) • refer to classmates' ideas and solutions to explain and question their own thinking (e.g., accountable talk) • share their learning from the smaller working group(s) with the whole class and while doing so clarify and adjust their own thinking, make new connections and draw conclusions to summarize their thinking • independently select a range of thinking tools/strategies to group their ideas and organize their thoughts (e.g., graphic organizers, manipulatives, technology, predicting, draw a diagram, visualizing, inferring) • apply their learning in a variety of new contexts in response to instruction and additional interventions
<p>Additional Examples</p>	

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INDICATORS	SOME EXAMPLES OF EVIDENCE
<p>Indicator #4 There is a clear emphasis on literacy and numeracy achievement.</p>	<p>At the school:</p> <ul style="list-style-type: none"> • The focus on literacy and numeracy achievement is clearly communicated to the school community in a variety of ways and in languages relevant to the school community (e.g., newsletters, curriculum nights, websites, assemblies). • Events and activities (e.g., fund raisers, field trips, guest speakers) align with literacy and numeracy priorities. • Student achievement in literacy and numeracy is acknowledged, celebrated and demonstrated throughout the school (e.g., displays of student writing, posters, photographs celebrating learning, bansho and gallery walk). • Student learning is intentionally supported through the meaningful involvement of parents, members of the school council and community agencies as well as other partners (e.g., volunteer reading program, ongoing discussion of student achievement at school council meetings). • The budget reflects that literacy and numeracy are the priorities: <ul style="list-style-type: none"> - transparency of budget allocations - resources to support instruction • There is access to and ready use of curriculum and ministry support documents as well as board-developed and other kinds of resources focused on literacy and numeracy. • The master timetable reflects the school priorities (e.g., 100–120 minutes for literacy, 60 minutes for numeracy).
<p>Additional Examples</p>	

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Student Learning and Achievement

INDICATORS	SOME EXAMPLES OF EVIDENCE
<p>Indicator #4 <i>(cont.)</i> There is a clear emphasis on literacy and numeracy achievement.</p>	<p>In the classroom:</p> <ul style="list-style-type: none"> • Learning goals for student achievement in literacy and numeracy are posted and aligned with those in the school improvement plan. • Timetables prioritize daily uninterrupted blocks of time for numeracy and literacy. • Student learning is intentionally supported through meaningful involvement of parents, community agencies and partners. • Information about student achievement including how families can support learning is clearly communicated in a variety of ways and in language(s) relevant to parents whenever possible (e.g., classroom newsletters, phone calls, samples of student work sent home, portfolios, meetings with parents). • Achievement of all students is intentionally celebrated in many ways (e.g., through displays of work, positive feedback, awards, phone calls, etc.). <p>Students are able to:</p> <ul style="list-style-type: none"> • apply literacy and numeracy strategies across the curriculum (e.g., procedural writing in science, lyrics in music) • independently choose to read and write • actively engage in meaningful reading/writing/numeracy tasks throughout the day • talk about their thinking (accountable talk) and represent their ideas in a variety of ways (e.g., words, pictures, graphs, charts, concrete materials)
<p>Additional Examples</p>	

Essential Component Instructional Leadership

Instructional leadership is demonstrated when principals and staff focus their time on the teaching-learning process (not just administrative duties) and work together to bring about growth in student achievement. Their commitment is to learning and working with others – teachers, students, parents and community members – in order to improve the quality of instruction in their schools.

“Learning is not workshops and courses and strategic retreats. It is not school improvement plans or individual leadership development. These are inputs. Rather, learning is developing the organization, day after day, within the culture.”
(Fullan, 2008, p. 28)

Seven **indicators** which describe the intended outcome of supporting instructional leadership are provided on the following pages. Some examples of **evidence** are suggested as relevant measures for the attainment of each indicator.

District school boards play a critical role in supporting instructional leadership through board improvement planning. Using student achievement data, they create Board Improvement Plans (BIPs) which identify a small number of SMART goals for the system linking student needs with professional learning needs. In monitoring the implementation of both the BIP and individual School Improvement Plans (SIPs), board administrators provide mentoring and support for principals, help refine instructional practice and review student progress.

By collecting student achievement data at specific intervals throughout the year, boards are able to examine whether and/or to what degree targets for improved student learning are being met. They are also able to identify where funds should be directed to ensure meaningful, job-embedded professional learning.



Essential Component Instructional Leadership

INDICATORS	SOME EXAMPLES OF EVIDENCE
<p>Indicator #1 There are structures, processes and practices in place to guide decision making in the implementation and support of comprehensive literacy and numeracy programs for all students.</p>	<p>At the school:</p> <ul style="list-style-type: none"> • Large blocks of instructional time are protected, with minimal interruptions (e.g., 100- to 120-minute literacy blocks; minimum of 60-minute numeracy blocks). • The comprehensive literacy program reflects the needs of students and ensures the gradual release of responsibility. (See <i>Guides to Effective Instruction, Think Literacy</i>.) • The comprehensive numeracy program is based on 3-part problem-solving lessons. (See <i>Guides to Effective Instruction, Targeted Implementation and Planning Supports</i>.) • Assessments for learning (referred to as formative assessments) inform next steps for instruction. Practices include: <ul style="list-style-type: none"> - ongoing collection of formative information/data that verifies students' strengths and weaknesses and determines the next steps in instruction and/or additional interventions - explicit, ongoing feedback based on predetermined criteria stated in a rubric, which helps students identify next steps - rubrics, with accompanying exemplars, which identify the expected quality of learning so that students may adapt and refine their work as they work toward demonstrating the provincial standard - anchor charts, co-created by teachers and students, which explicitly represent processes and strategies students need to use independently - early identification of struggling students in order to plan required interventions through intentional communication and collaborative planning
<p>Additional Examples</p>	

Essential Component Instructional Leadership

INDICATORS	SOME EXAMPLES OF EVIDENCE
<p>Indicator #1 <i>(cont.)</i> There are structures, processes and practices in place to guide decision making in the implementation and support of comprehensive literacy and numeracy programs for all students.</p>	<p>At the school (cont):</p> <ul style="list-style-type: none"> • Assessments as learning (referred to as formative assessments) focus the professional learning of staff. Practices include: <ul style="list-style-type: none"> - using tracking mechanisms to represent the literacy and mathematics achievement of all students (based on common assessment tools) to provide a focus for professional discussion between and among staff - teacher moderation of student work to build reliability /consistency of assessment and to align understanding of performance levels across grades and divisions - student portfolios and/or connections to student work to determine next steps in instruction - tasks that vary by process, content and product to support a differentiated approach to learning - multiple guided opportunities for students to practise, apply and refine their work (to take place prior to summative assessments) • Assessments of learning (referred to as summative assessments) include processes for: <ul style="list-style-type: none"> - student portfolios representing student progress over a specific period of time - regular parental contact (e.g., phone calls, conferences, notes, newsletters) - Individual Education Plans (IEPs) to inform teaching/learning • Evaluations (referred to as summative assessments) include: <ul style="list-style-type: none"> - report cards which are used to summarize student work and communicate to both students and parents • Job-embedded professional learning in literacy and numeracy instruction is regularly scheduled in response to student learning needs, identified by a wide range of data and informed by ministry policy, resource documents and board guidelines.
<p>Additional Examples</p>	

Essential Component Instructional Leadership

INDICATORS	SOME EXAMPLES OF EVIDENCE
<p>Indicator #1 <i>(cont.)</i> There are structures, processes and practices in place to guide decision making in the implementation and support of comprehensive literacy and numeracy programs for all students.</p>	<p>At the school (cont):</p> <ul style="list-style-type: none"> • Instructional practices include: <ul style="list-style-type: none"> - a wide range of evidence-based instructional practices to enable students to acquire the intended skills and knowledge - strategies to bridge the gap between what students know, do and understand and what they need to know, do and understand, based on the student's zone of proximal development - explicit instruction in metacognitive processes to help students understand, articulate, reflect upon and apply their learning - differentiating instruction used with large and small groups and with individuals - accountable talk built into the teaching-learning process - authentic cross-curriculum application of literacy and numeracy expectations - alignment between grades and divisions as it pertains to the continuum of expected learning (e.g., curriculum mapping) • Resources integral to student achievement include: <ul style="list-style-type: none"> - a designated area/book room housing an extensive range of levelled reading materials as well as high-quality, diverse text materials available for and used in every classroom - a designated area/math room housing an extensive range of manipulatives available for and used in every classroom - a wide range of technologies that support meaningful learning and engagement • There is a range of current professional learning resources as well as school-level human resources strategically used to support students in greatest need.
<p>Additional Examples</p>	

Essential Component Instructional Leadership

INDICATORS	SOME EXAMPLES OF EVIDENCE
<p>Indicator #1 <i>(cont.)</i> There are structures, processes and practices in place to guide decision making in the implementation and support of comprehensive literacy and numeracy programs for all students.</p>	<p>In the classroom:</p> <ul style="list-style-type: none"> • Structures, processes and practices that have been collaboratively established at the school and community level are used to determine day-to-day decision making based on student need. • Assessment practices are in place which help students become increasingly proficient in using criteria to set goals to improve their own learning. • Evidence-based strategies extrapolated from professional learning are used to differentiate instruction to meet the needs of all students. <p>Students are able to:</p> <ul style="list-style-type: none"> • contribute to the building of a classroom and school community that respects the diversity of all learners • use criteria to set goals in order to continually improve their own learning • take ownership for actively engaging in the intended learning as individuals, in small groups and as a whole class
<p>Additional Examples</p>	

Essential Component Instructional Leadership

INDICATORS	SOME EXAMPLES OF EVIDENCE
<p>Indicator #2 There are structures in place to optimize the use of instructional learning time.</p>	<p>At the school:</p> <ul style="list-style-type: none">• Announcements are scheduled during the school day in a manner that does not interrupt the teaching-learning process.• Master timetables facilitate the scheduling of uninterrupted blocks of learning time.• Classroom timetables reflect the requirements for literacy and numeracy blocks. <p>In the classroom:</p> <ul style="list-style-type: none">• Physical organization supports the learning needs of all students (e.g., spaces for students to work together or individually; easy access to manipulatives and other resources).• Routines maximize student learning and independence and enable the teacher to work with small groups as well as individual students. <p>Students are able to:</p> <ul style="list-style-type: none">• independently access learning materials and use them in meaningful ways without interrupting the work of others• articulate the classroom norms and expectations and act on them to benefit their own learning and that of others
<p>Additional Examples</p>	

Essential Component Instructional Leadership

INDICATORS	SOME EXAMPLES OF EVIDENCE
<p>Indicator #3 Principals and staff work together to develop, implement and monitor a School Improvement Plan (SIP) focused on continuous improvement in student achievement.</p>	<p>At the school:</p> <ul style="list-style-type: none"> • School Improvement Planning for literacy and numeracy: <ul style="list-style-type: none"> - enables an ongoing process of distributive leadership (e.g., involves all staff in planning, implementing, monitoring and refining the SIP, based on the most current student achievement data) - uses information resulting from the School Effectiveness Framework (SEF) process to inform the development and/or refinement of the SIP - identifies areas requiring an instructional emphasis (e.g., through the development of a small number of SMART goals based on current student achievement data) - communicates progress in improving student achievement and meeting targets to the school community (e.g., newsletters, school council agendas) - identifies professional learning that aligns with the goals in the SIP - informs the school budget - is supported by school administration through regular visits to classrooms (e.g., facilitate the implementation of instructional strategies) - includes the review of student achievement data at specific times throughout the year to ensure that schools can demonstrate progress in meeting the targets and SMART goals in all classrooms and for every student
<p>Additional Examples</p>	

Essential Component Instructional Leadership

INDICATORS	SOME EXAMPLES OF EVIDENCE
<p>Indicator #3 <i>(cont.)</i> Principals and staff work together to develop, implement and monitor a School Improvement Plan (SIP) focused on continuous improvement in student achievement.</p>	<p>In the classroom:</p> <ul style="list-style-type: none"> • Planning, instruction and assessment for literacy and numeracy aligns with SMART goals identified in the SIP. • Student achievement data are used to identify and plan for instruction that continuously moves students from current levels of achievement to applying new knowledge and skills independently. <p>Students are able to:</p> <ul style="list-style-type: none"> • transition from assistance through teacher/peer/environmental supports to independently apply knowledge, skills and strategies in different contexts
<p>Additional Examples</p>	

Essential Component Instructional Leadership

INDICATORS	SOME EXAMPLES OF EVIDENCE
<p>Indicator #4 Job-embedded and inquiry-based professional learning is made available to staff, building capacity and informing practice at the school and classroom level.</p>	<p>At the school:</p> <ul style="list-style-type: none"> • Professional learning communities and networks focus on professional learning that is inquiry based and responsive to student assessment data (e.g., moderated marking, working with colleagues to develop a collective understanding of comprehension strategies). • Administrators are actively involved in the learning that occurs in PLCs and networks, etc. • Common planning time is scheduled, where feasible. • Administrators regularly visit all classrooms to participate in the ongoing inquiry into effective instructional practices and how to increase their impact on student learning. • Administrators support staff in gaining access to relevant professional learning and resources (e.g., curriculum documents, webcasts, monographs, podcasts, ministry websites, institutes, conferences, etc.). • Teachers share evidence of student learning (e.g., writing samples, mathematical representations of thinking, running records) as a catalyst for professional dialogue. • Common language and practices emerge from professional dialogue based on research literature and learning in the field.
<p>Additional Examples</p>	

Essential Component Instructional Leadership

INDICATORS	SOME EXAMPLES OF EVIDENCE
<p>Indicator #4 <i>(cont.)</i> Job-embedded and inquiry-based professional learning is made available to staff, building capacity and informing practice at the school and classroom level.</p>	<p>In the classroom:</p> <ul style="list-style-type: none"> • Knowledge and effective instructional practices are shared (e.g., through co-teaching, mentoring and coaching). • Risk taking is demonstrated by trying new instructional practices and strategies. • Common language and practices (e.g., the use of graphic organizers, bansho) are modelled across classrooms. <p>Students are able to:</p> <ul style="list-style-type: none"> • articulate how instructional practices support their learning (e.g., identify how working in small groups helps them extend their ideas and challenges their thinking) • apply knowledge, skills and strategies across content areas (e.g., interpreting charts, graphs and non-continuous text)
<p>Additional Examples</p>	

Essential Component Instructional Leadership

INDICATORS	SOME EXAMPLES OF EVIDENCE
<p>Indicator #5 There are shared and clearly understood mechanisms in place for monitoring and analyzing student data and for refining instructional practices to ensure progress.</p>	<p>At the school:</p> <ul style="list-style-type: none"> • Tracking mechanisms (e.g., data walls, class profiles) are current, available to all staff and used on an ongoing basis for discussions on refining instructional strategies for student learning. • Communication among staff and collaborative planning result in ongoing records of action that support students (e.g., involved in planning are the special education resource teacher [SERT], English as a Second language teacher, volunteers). <p>In the classroom:</p> <ul style="list-style-type: none"> • Records of student achievement (e.g., records of reading behaviour, writing samples, portfolios, samples of mathematical thinking, anecdotal records, student learning profiles) are current and can be accessed by those supporting student learning. • Trends and patterns in student data are used to identify and implement instructional practices that will enhance student learning. <p>Students are able to:</p> <ul style="list-style-type: none"> • access and use explicit teacher feedback from personal portfolios, representations of mathematical thinking, etc. in order to identify personal next steps in learning
<p>Additional Examples</p>	

Essential Component Instructional Leadership

INDICATORS	SOME EXAMPLES OF EVIDENCE
<p>Indicator #6 Character development is an integral part of the school culture.</p>	<p>At the school:</p> <ul style="list-style-type: none"> • Character attributes are clearly articulated for the school community and consistently modelled by all adults and students. • All interactions in the school are respectful and the dignity of all staff and students is honoured. • Processes are in place to welcome and support new students as they become part of the school community (e.g., student ambassadors welcome new students to the classroom/school). • Explicit, developmentally sound teaching of social skills that impact on achievement and relationship building is intentionally planned and implemented. <p>In the classroom:</p> <ul style="list-style-type: none"> • Character attributes are clearly articulated in every classroom, consistently modelled, reinforced at all times and integrated into the instructional process. • All interactions in the classroom are respectful and the dignity of all students is honoured. • Learning communities are created to support the diversity of learners in each classroom (e.g., students work together in small groups to achieve a specific learning goal). • Tasks are structured so that all members of the group need to contribute to knowledge building in order to complete the work successfully. <p>Students are able to:</p> <ul style="list-style-type: none"> • articulate what they need to do to show respect for and build upon the ideas of others • demonstrate appropriate social skills that enable them to work constructively with the group and/or classroom community (e.g., listen to one another; help and provide constructive criticism in a courteous manner and encourage others to express themselves, feel free to make mistakes and take risks in order to solve a problem)
<p>Additional Examples</p>	

Essential Component

Instructional Leadership

INDICATORS	SOME EXAMPLES OF EVIDENCE
<p>Indicator #7 Parents and other adults who represent the linguistic and cultural diversity of the school community are engaged in supporting student learning and achievement.</p>	<p>At the school:</p> <ul style="list-style-type: none"> • A number of strategies are used to engage parents in a mutually respectful partnership (e.g., informal discussions, school and/or class newsletters, websites, student agendas, surveys). (See <i>Many Roots, Many Voices</i>; <i>Supporting English Language Learners in Kindergarten</i>; <i>Ontario, First Nation, Métis and Inuit Education Policy Framework</i>.) • A variety of forums are hosted both at the school and in the community, including information sessions, workshops, simulations and guest speakers to deepen parents' understanding of literacy and numeracy and support learning at home. • Community events are supported (e.g., public library Read-a-thons). • Parents who are directly supporting student learning have opportunities to expand their own learning (e.g., school-based workshops on mathematical operations and/or reading interventions, class visitations to understand the classroom learning program). • School council assists the parent community to become familiar with current issues (e.g., the purpose, meaning, outcomes and implications of assessments, SIP and budget). <p>In the classroom:</p> <ul style="list-style-type: none"> • Parents and community members, based on a mutually respectful partnership, are invited to participate in classrooms (e.g, as reading mentors, mental math coaches, facilitate communication for ELLs, sharing of stories by Elders). • Parents have opportunities to expand their own learning (e.g., class visitations to understand the classroom program).
<p>Additional Examples</p>	

Essential Component Instructional Leadership

INDICATORS	SOME EXAMPLES OF EVIDENCE
<p>Indicator #7 <i>(cont.)</i> Parents and other adults who represent the linguistic and cultural diversity of the school community are engaged in supporting student learning and achievement.</p>	<p>Students are able to:</p> <ul style="list-style-type: none"> • engage in a meaningful academic and social interactions with other students in the school (e.g., reciprocal teaching, literacy buddies) • engage in meaningful academic, social and civic interactions with community partners (e.g., mentor programs, “big sister/big brother,” tutors in the classroom) • represent their own voice and the voice of others (e.g., student government, school council, organizing school events)
<p>Additional Examples</p>	

Essential Component Assessment and Evaluation

Assessment is a process that is integral to the teaching-learning process; it occurs at the outset of work, as work progresses and at the conclusion. Assessment begins and ends with the classroom teacher, leading to ongoing development of effective instruction, reassessment and creation of opportunities for achievement based on changing student needs. It is well documented in the research literature that without all three forms of assessment – for, as and of learning – in place, instruction cannot have its intended impact on student learning.

“When anyone is trying to learn, feedback about the effort has three elements: recognition of the desired goal, evidence about the present position and some understanding of a way to close the gap between the two ... if formative assessment is to be productive, pupils should be trained in self-assessment so that they can understand the main purposes of their learning and thereby grasp what they need to do to achieve.” (Black & Wiliam, 1998, p. 143)

Four **indicators** which describe the intended outcome of improved student learning and achievement are provided on the following pages. Some examples of **evidence** are suggested as relevant measures for the attainment of each indicator.

District school boards play a critical role in establishing fair and equitable assessment policies to guide decision making and actions at the school and classroom level. They are aware of the necessity of collecting and disaggregating student achievement data at several predetermined points throughout the year in order to a) ascertain progress toward the SMART goals stated in the Board Improvement Plan and b) determine the next set of actions to ensure continuing student achievement.

Collecting professional learning data throughout the year is also valuable for an accurate assessment of the impact of board-supported professional learning on instructional capacity and student learning.



Essential Component Assessment and Evaluation

INDICATORS	SOME EXAMPLES OF EVIDENCE
<p>Indicator #1 A variety of valid and reliable assessment data is collected, disaggregated and used to inform planning.</p>	<p>At the school:</p> <ul style="list-style-type: none"> • There is a fair and equitable assessment and evaluation policy in place that aligns with the expectations of the board and current Ontario policy and is clearly articulated and shared with staff, students and parents. • There is a range of formal and informal strategies in place to guide decision making in relation to supports and/or interventions that may be required where data indicate students are not demonstrating the intended learning expectations. For example staff members: <ul style="list-style-type: none"> - collaborate, consult and/or share information and knowledge to identify strategies that may increase the student's success - meet with colleagues (e.g., SERTs, ESL teachers, speech and language pathologists) to generate alternative learning strategies to be implemented during the regular classroom programming - problem solve alternative learning strategies (e.g., during grade/division meetings, through moderated marking sessions) - invite colleagues to observe student(s) in the classroom setting to collect additional information about gaps and strengths in learning to assist in identifying next steps in the teaching-learning process - take additional steps to move to a more formal identification process, modifications and accommodations in programming as deemed appropriate • Student achievement data are collected and disaggregated at several predetermined points throughout the year to ascertain progress in meeting school targets in order to determine next steps to assure continuous student achievement (e.g., observation, work samples, assessment tasks). • Teachers collaboratively discuss student work based on predetermined assessment criteria in order to determine next steps in instruction (i.e., teacher moderation). • Data about professional learning are collected on an ongoing basis throughout the year to ascertain impact on instructional capacity, student learning and professional learning needs (e.g., information is collected on professional learning supports provided to teachers, the number of teachers that have been supported through the strategy, the impact on classroom instructional practice and the resulting growth in student achievement).
<p>Additional Examples</p>	

Essential Component Assessment and Evaluation

INDICATORS	SOME EXAMPLES OF EVIDENCE
<p>Indicator #1 <i>(cont.)</i> A variety of valid and reliable assessment data is collected, disaggregated and used to inform planning.</p>	<p>In the classroom:</p> <ul style="list-style-type: none"> • A variety of assessment strategies that accommodate the learning needs of all students is used in order to gather information for planning (e.g., professional dialogue, demonstrations, projects, work samples, records of reading behaviours, assessments of learning). • Learning needs are identified by formative pre-assessment strategies (e.g., day-to-day observations and conversations, anecdotal comments about students' thinking and actions). • Program materials, content and pace in relation to student readiness are based on the pre-assessment. • Interviews or conferences with small groups, pairs and/or individual students are used to gain understanding of students' achievement of the lesson goals (e.g., curriculum expectations and processes) throughout the lesson and/or unit of study. • Individual student achievement records are collected and maintained in order to monitor student learning (e.g., observation, interview/conference, performance tasks, analysis of student work samples, portfolios, learning logs, student files). <p>Students are able to:</p> <ul style="list-style-type: none"> • participate in a meaningful ways in the collection and development of personal learning files (e.g., portfolios, learning logs, student files) that assist in informing the next steps in their learning processes • collect their own work so that they can revisit it and refine it based on new learning (e.g., turning a persuasive text into a letter to the editor of a newspaper; use mental math strategies while solving measurement problems)
<p>Additional Examples</p>	

Essential Component Assessment and Evaluation

INDICATORS	SOME EXAMPLES OF EVIDENCE
<p>Indicator #2 Common assessment tasks are collaboratively crafted and the resulting student work is analyzed to ensure consistency of standards within and across grade levels, with the goal of equity of outcomes for all students.</p>	<p>At the school:</p> <ul style="list-style-type: none"> • Collaborative planning processes enable teachers to craft meaningful assessment tasks that will: <ul style="list-style-type: none"> - activate students' knowledge and experiences - determine the depth of new learning in order to identify next steps in the teaching-learning process - build consistency and align understanding of performance levels across grades and divisions (e.g., teacher moderation) <p>In the classroom:</p> <ul style="list-style-type: none"> • Collaboratively created performance tasks inform the teaching-learning process. • Learning goals and criteria for success are transparent for students and parents (e.g., criteria charts, anchor charts, exemplars, rubrics). • Information/data from moderated marking is used to plan and adapt instruction to meet the needs of all students. <p>Students are able to:</p> <ul style="list-style-type: none"> • engage in meaningful tasks (e.g., an opinion piece on environmental issues) that enable them to demonstrate their learning • articulate the learning goals of the task and the criteria that will be used to assess their work
<p>Additional Examples</p>	

Essential Component Assessment and Evaluation

INDICATORS	SOME EXAMPLES OF EVIDENCE
Indicator #3 Assessment practices which allow teachers and student to share responsibility for learning are in place.	<p>At the school:</p> <ul style="list-style-type: none">• Anchor/criteria charts, rubrics with accompanying exemplars and teacher feedback are used to scaffold student learning and set high standards for all students. <p>In the classroom:</p> <ul style="list-style-type: none">• Curriculum expectations related to the identified learning goals inform the creation of anchor/criteria charts.• Students refer to anchor charts, whether teacher developed or co-created by teachers and students, to help them understand what quality work looks like.• Students use rubrics with accompanying exemplars, whether teacher developed or co-created by teachers and students, to identify next steps in their learning.• Students are given multiple opportunities to practise, apply the new learning and refine their work.• Ongoing feedback to students is timely, explicit, meaningful and constructive in order to assist them in moving their work forward.• All assessment tools are in student-friendly language (e.g., checklists, samples of student work, rubrics).• Goal setting is modelled (e.g., think-alouds, anchor charts).
Additional Examples	

Essential Component

Assessment and Evaluation

INDICATORS	SOME EXAMPLES OF EVIDENCE
<p>Indicator #3 <i>(cont.)</i> Assessment practices which allow teachers and student to share responsibility for learning are in place.</p>	<p>Students are able to:</p> <ul style="list-style-type: none"> • interpret the components of rubrics and apply them to their own work (e.g., make reasonable predictions about how well they did on a piece of written work or an assignment) • use rubrics as a basis for discussion with peers and/or teachers to reflect on their thinking/work and plan next steps • ask for feedback from peers and teacher and use it to improve their work • rethink their ideas and strategies based on feedback from peers and teachers (e.g., using alternative computation and problem-solving strategies in mathematics, revising writing to meet the needs of an audience) • provide constructive feedback to their classmates using assessment tools as the basis for discussion • identify and discuss their strengths and areas of need (e.g., student-led conference) • set and track learning goals based on identification of strengths and needs
<p>Additional Examples</p>	

Essential Component Assessment and Evaluation

INDICATORS	SOME EXAMPLES OF EVIDENCE
<p>Indicator #4 Communication practices are in place to ensure parents are informed in a timely and meaningful manner about student learning and progress.</p>	<p>At the school:</p> <ul style="list-style-type: none"> • There is clear communication to parents and students about the difference between assessing student work and evaluating student progress (e.g., curriculum nights where the information and/or differences among large-scale assessment, classroom assessments and report cards are clarified). • A range of strategies and tools (e.g., portfolios, report cards, phone calls, work samples) are used to inform parents and students about progress and next steps. • Parents and students are aware of student progress (e.g., no surprises at report card time). • Annual large-scale assessment information (e.g., EQAO results) is shared with parents. <p>In the classroom:</p> <ul style="list-style-type: none"> • Parents are informed in a timely and meaningful manner about student learning and progress. • A variety of assessment tools is used to gather information and shared with students and parents: <ul style="list-style-type: none"> - for learning (e.g., criteria charts, anchor charts, rubrics, exemplars, observational checklists, records of reading behaviour, common board assessments, EQAO, performance tasks) - as learning (e.g., criteria charts, anchor charts, rubrics with exemplars, records of reading behaviour) - of learning (e.g., performance tasks, EQAO, quizzes, assignments, report cards) • Regular sharing of individual student learning (e.g., portfolios, work folders, pieces of work in progress) demonstrates growth, confirms strengths and identifies areas for further improvement in student achievement. • Student achievement information is collected through common assessment tools identified by the board and/or school, then scored, analyzed and shared as part of the assessment for learning process.
<p>Additional Examples</p>	

Essential Component Assessment and Evaluation

INDICATORS	SOME EXAMPLES OF EVIDENCE
<p>Indicator #4 <i>(cont.)</i> Communication practices are in place to ensure parents are informed in a timely and meaningful manner about student learning and progress.</p>	<p>Students are able to:</p> <ul style="list-style-type: none"> • use the assessment information and teacher feedback to identify and communicate to their parents individual strengths and areas for further improvement: <ul style="list-style-type: none"> - for learning (e.g., criteria charts, anchor charts, rubrics with exemplars, conferring between student and teacher, bansho, discussion) - as learning (e.g., criteria charts, anchor charts, rubrics with exemplars, conferring between student and teacher, among students) - of learning (e.g., observation, quizzes, assignments, report cards) • use examples of their own work and/or group work (e.g., portfolios, work folders, pieces of work in progress) to describe growth, confirm strengths and identify areas for further improvement
<p>Additional Examples</p>	

Essential Component Curriculum and Instruction

Empirical research and “best practice” reports from jurisdictions around the world have identified a number of strategies which contribute to improved student learning. These powerful approaches to the teaching-learning process have a record of success at the classroom, school and board level. When used in conjunction with current assessment data and rich background information about students, these evidence-based strategies will increase student achievement.

“We should be searching for multiple perspectives of rightness, guided by the diverse needs of learners and sound instructional principles, practices and craft knowledge.” (Allington)

“Student understanding of the key ideas embedded in the content standards, then, should be the focus of any school improvement initiative.” (McTighe & Thomas, 2003, p. 52)

Six **indicators** which describe the intended outcome of using evidence-based strategies to improve instruction are provided on the following pages. Some examples of **evidence** are suggested as relevant measures for the attainment of each indicator.

District school boards play a critical role in establishing the beliefs and values of the organization, among them that it is the collective responsibility of staff to create conditions that will enable all students to demonstrate high levels of achievement. Boards ensure that differentiating instruction is provided to meet the diverse learning needs of students and that a wide range of instructional strategies is in place.

Boards reinforce the importance of the alignment between the teaching-learning process and Ontario curriculum. They establish the necessity of comprehensive literacy and mathematics programs to equip students for success in all the content areas. They promote the notion that the study of language and mathematics needs to be integrated with the study of other subjects.

Other support to schools includes a clearly articulated resource selection policy that reflects the need for learning resources to be current, culturally relevant and inclusive. Board policy also assigns appropriate funding for the acquisition of learning resources and job-embedded professional learning,



Essential Component Curriculum and Instruction

INDICATORS	SOME EXAMPLES OF EVIDENCE
<p>Indicator #1 Instruction is based on the expectations of the Ontario curriculum.</p>	<p>At the school:</p> <ul style="list-style-type: none"> • All teachers have access to and use the most current version of the Ontario curriculum and ministry support resources (e.g., <i>Guide(s) to Effective Instruction, Education for All, Supporting English Language Learners in Kindergarten</i>). <p>In the classroom:</p> <ul style="list-style-type: none"> • Specific curriculum expectations are clustered, drive instruction and are documented in the planning process. • Learning goals, based on curriculum expectations, are clearly articulated and shared with students and parents as part of the instructional process. • Student work exemplifies and can be clearly linked to the curriculum expectations. <p>Students are able to:</p> <ul style="list-style-type: none"> • demonstrate their understanding of the learning goals (e.g., using manipulatives, visual representations, words) • use the language of the learning goals identified and articulate what they are learning and what comes next
<p>Additional Examples</p>	

Essential Component Curriculum and Instruction

INDICATORS	SOME EXAMPLES OF EVIDENCE
<p>Indicator #2 There is intentional cross-curricular application of the knowledge and skills learned through literacy and numeracy programs.</p>	<p>At the school:</p> <ul style="list-style-type: none"> • The consistencies among curriculum documents are identified for the purpose of planning cross-curriculum learning opportunities. • Collaborative planning at each grade level/division enables the combining of expectations from a variety of content areas to design cross-curriculum learning opportunities (e.g., curriculum mapping includes explicit cross-curriculum connections). <p>In the classroom:</p> <ul style="list-style-type: none"> • The teaching-learning process enables students to practise, apply and see relevance in their learning across curriculum areas. <p>Students are able to:</p> <ul style="list-style-type: none"> • use oral communication, reading, writing and media literacy knowledge and skills to gain new learning in other content areas and to communicate their understanding • engage in tasks that enable them to demonstrate their knowledge and skills across curriculum areas (e.g., represent their understanding in the use of graphs in science, geography, etc.; procedural writing in mathematics, science).
<p>Additional Examples</p>	

Essential Component Curriculum and Instruction

INDICATORS	SOME EXAMPLES OF EVIDENCE
<p>Indicator #3 There are comparable learning experiences, a range of differentiated approaches to instruction and required interventions within grades, and a continuum of knowledge, skills and learning across grades.</p>	<p>At the school:</p> <ul style="list-style-type: none"> • Collaborative approaches to planning and instructional practice are facilitated across all grade levels and divisions to ensure a continuum of learning from Kindergarten to Grade 8 (e.g., curriculum mapping). • Common instructional language and vocabulary are developed and modelled across classrooms throughout the school. • Rubrics and anchor charts that represent the assessment trajectory are collaboratively developed and used across the grades. • Student profiles, work portfolios and learning and assessment data are shared in a confidential manner as students progress from Kindergarten to Grade 8 and/or between schools. • Early and appropriate layers of intervention to support students are delineated for staff. <p>In the classroom:</p> <ul style="list-style-type: none"> • Instruction and assessment are guided by the school's continuum of learning (e.g., curriculum map). • Differentiated instruction is designed and delivered in a manner that supports student achievement in an inclusive classroom setting. • A range of challenging learning choices that are differentiated in content, process and product (e.g., dramatization, oral or written product; investigating geometric relationships using dynamic geometry software) are provided. • Individual Education Plans (IEPs) are developed to describe the accommodations and curriculum modifications that are to be implemented as part of students' educational program. • The IEP is dynamic and is a fundamental tool used for planning, communicating and accountability.
<p>Additional Examples</p>	

Essential Component Curriculum and Instruction

INDICATORS	SOME EXAMPLES OF EVIDENCE
<p>Indicator #3 <i>(cont.)</i> There are comparable learning experiences, a range of differentiated approaches to instruction and required interventions within grades and a continuum of knowledge, skills and learning across grades.</p>	<p>Students are able to:</p> <ul style="list-style-type: none">• use consistent language to articulate their learning goals from classroom to classroom and from grade to grade• make explicit connections among content areas and between prior and current learning (e.g., independently activate and use relevant prior knowledge, skills and experiences)• enthusiastically and confidently engage in the learning process (e.g., use accountable talk, are on task, questioning, curious, have ownership for their learning/classroom, show pride in their work)
<p>Additional Examples</p>	

Essential Component Curriculum and Instruction

INDICATORS	SOME EXAMPLES OF EVIDENCE
<p>Indicator #4 Resources for students are relevant, current and inclusive.</p>	<p>At the school:</p> <ul style="list-style-type: none"> Resources support all areas of learning and are in adherence to the requirements of board policy (e.g., variety of genres and text forms, levelled books, dual language books, DVDs, magazines, advertisements, web-based materials, charts, maps, graphs, manipulatives, computers, calculators, video and audio-recording devices). <p>In the classroom:</p> <ul style="list-style-type: none"> There is a current collection of engaging, high-quality genres and text forms that reflect a multicultural, multimedia world and support the teaching-learning processes: <ul style="list-style-type: none"> Both fiction and non-fiction mentor texts are used. A wide range of student resources are available (e.g., guided reading texts, classroom libraries, home reading materials; bins of texts organized by genre, author, level etc.). Resources are displayed in a manner that stimulates wonder and promotes inquiry (e.g., student work, webcams, rocks and minerals, picture books, puppets, historical memorabilia). Supports for mathematical thinking and representation are available (e.g., manipulatives, calculators, computer software, sources of data, newspapers, textbooks, picture books). Assistive technologies are available that support students with special needs to view, listen to and process texts in order to engage actively in classroom learning. A process is built into the teaching-learning process to enable teachers and students to co-create dynamic and relevant word and strategy walls, anchor charts, rubrics and exemplars (e.g., processes for mental math, building vocabulary, samples of student-generated ideas).
<p>Additional Examples</p>	

Essential Component Curriculum and Instruction

INDICATORS	SOME EXAMPLES OF EVIDENCE
<p>Indicator #4 <i>(cont.)</i> Resources for students are relevant, current and inclusive.</p>	<p>Students are able to:</p> <ul style="list-style-type: none">• explore, make connections to the world and apply their learning by choosing from a wide selection of resources that reflect diverse backgrounds, languages and cultures• locate, create and communicate relevant information as a result of access to electronic, digital and technological tools• use work on display (e.g., on walls, portfolios, computer) that represents current and ongoing learning to celebrate the learning process and identify next steps
<p>Additional Examples</p>	

Essential Component Curriculum and Instruction

INDICATORS	SOME EXAMPLES OF EVIDENCE
<p>Indicator #5 Students develop literacy knowledge, skills and related technological skills to use language and images in rich and varied forms to read, write, listen, view, represent and think critically about ideas.</p>	<p>At the school:</p> <ul style="list-style-type: none"> • Sustained uninterrupted blocks of learning time are used daily for literacy (e.g., 100-120 minute literacy learning blocks Grades 1 to 8). • A comprehensive literacy program for all students supports the philosophy and content of the Ontario curriculum and associated resource documents. (see <i>Guide(s) to Effective Literacy Instruction, Think Literacy, etc.</i>). • Curriculum expectations from the four language strands are appropriately clustered and form the basis for instruction across the instructional year. • Cross-curriculum planning and programming enables students to practise and apply literacy skills in meaningful ways in all curriculum areas. • Literacy learning environments are inquiry based, challenging and developmentally appropriate for all students; they are organized to promote engagement and to foster curiosity, perseverance and self-confidence in students. • Programs develop student capacity to access, manage and evaluate information. • Critical literacy skills give students the tools they need to think more deeply about the texts they read and the texts they create. • The literacy program includes critical thinking and reasoning to solve problems and make decisions related to issues of fairness, equity and social justice. • Current student learning is represented and on display throughout the school.
<p>Additional Examples</p>	

Essential Component Curriculum and Instruction

INDICATORS	SOME EXAMPLES OF EVIDENCE
<p>Indicator #5 <i>(cont.)</i> Students develop literacy knowledge, skills and related technological skills to use language and images in rich and varied forms to read, write, listen, view, represent and think critically about ideas.</p>	<p>In the classroom:</p> <ul style="list-style-type: none"> • Sustained periods of time are provided for students to explore, make sense of and create texts of many types (e.g., students engage in accountable talk specific to the learning goal prior to reading and/or writing). • The knowledge and skills required for non-fiction reading and writing are developed, practised and applied in an inquiry-based literacy learning environment and across content areas. • The instructional approach ensures a gradual release of responsibility in which learning is scaffolded (e.g., modelled, shared, guided and independent teaching-learning processes) until students are able to confidently and independently demonstrate the intended learning. • Learning environments are challenging, developmentally appropriate for all students and organized to promote engagement and to foster curiosity, perseverance and self-confidence in students. • Intentional use of instructional strategies that includes opportunities for students to discuss, practise and apply their learning in meaningful contexts is an integral part of the teaching-learning process. • Modelling of metacognitive processes is strategically built into the instructional process. • Instruction is inclusive and differentiated for students through content, process and product (e.g., through oral, written, dramatic and artistic presentations) and/or assessment so that they are able to demonstrate and/or apply the intended learning in a variety of contexts. • The components of a comprehensive literacy program are dynamic, based on student learning needs and include language and word study, modelled, shared, guided and independent reading and writing.
<p>Additional Examples</p>	

Essential Component Curriculum and Instruction

INDICATORS	SOME EXAMPLES OF EVIDENCE
<p>Indicator #5 <i>(cont.)</i> Students develop literacy knowledge, skills and related technological skills to use language and images in rich and varied forms to read, write, listen, view, represent and think critically about ideas.</p>	<p>In the classroom (cont.):</p> <ul style="list-style-type: none"> • The instructional approach intentionally supports clear connections between and among reading, writing and talk. • Learning experiences help students understand, acquire and build on oral language. • Opportunities are provided to pose and answer questions, participate in discussions and sort and classify information in order to develop capacity for metacognition and to use higher-order thinking skills involved in critical thinking. • Time for purposeful talk and interaction between students is planned in order for students to clarify their thinking, test their hypotheses, respect and learn to build on the ideas of others and articulate their views and opinions constructively. • Writing instruction supports students in organizing their thoughts, reflecting on a widening range of perspectives and learning how to communicate effectively for specific purposes and audiences. • Reading instruction supports students in making meaning from a variety of text forms through an interactive problem-solving process. • Authentic, relevant and engaging reading and writing tasks enable all students to explore meaningful concepts (the “big ideas”) that go beyond discrete facts or skills and prepare them for the world of the future. • Student work reflects the thinking of individual and/or groups of students and what they are currently learning (e.g., persuasive writing, scientific observations).
<p>Additional Examples</p>	

Essential Component Curriculum and Instruction

INDICATORS	SOME EXAMPLES OF EVIDENCE
<p>Indicator #5 <i>(cont.)</i> Students develop literacy knowledge, skills and related technological skills to use language and images in rich and varied forms to read, write, listen, view, represent and think critically about ideas.</p>	<p>Students are able to:</p> <ul style="list-style-type: none"> • listen actively to others (e.g., students and teachers) by asking questions, sharing ideas and strategies and building on the ideas of others as the discussion ensues • share ideas, solutions and strategies, in order to obtain feedback and suggestions from classmates and teachers • think aloud to make explicit their own internal dialogue and thoughts • reflect on and monitor their thinking to help clarify their understanding • confer with their peers and/or teachers in order to determine next steps • spontaneously generate questions based on the instructional focus before, during and after learning • comprehend and produce a wide variety of texts for different purposes • ask questions during reading for different purposes, including clarifying meaning, locating specific facts, determining author’s intent • create interpretations while reading texts of many types (e.g., print, electronic and visual) to deepen their understanding • identify key ideas as they read • retell, summarize and synthesize in order to understand what they read
<p>Additional Examples</p>	

Essential Component Curriculum and Instruction

INDICATORS	SOME EXAMPLES OF EVIDENCE
<p>Indicator #5 <i>(cont.)</i> Students develop literacy knowledge, skills and related technological skills to use language and images in rich and varied forms to read, write, listen, view, represent and think critically about ideas.</p>	<p>Students are able to (cont.):</p> <ul style="list-style-type: none"> • carefully consider their audience to make decisions about content and style of their writing • identify the most important ideas to use in their writing • use oral language to express disagreement and defend their position with evidence from text and/or background knowledge • use oral language to show curiosity and seek information about topics of interest • sort and analyze information to better understand it (e.g., Internet, worldwide web, DVDs) • compare, classify, create metaphors and analogies; use non-linguistic representations (e.g., graphic organizers, pictures, pictographs, models); predict, build fluency and comprehension, make connections, interpret information represented in maps, graphs, graphic organizers, legends, diagrams
<p>Additional Examples</p>	

Essential Component Curriculum and Instruction

INDICATORS	SOME EXAMPLES OF EVIDENCE
<p>Indicator #6 Students develop mathematical understanding, problem-solving skills and related technological skills that can be applied in their daily lives and in the future workplace through mathematical tasks that are practical and relevant.</p>	<p>At the school:</p> <ul style="list-style-type: none"> • Sustained uninterrupted blocks of learning time are used daily for mathematics instruction (e.g., 60 minutes – Grades 1 to 8). • There is a comprehensive mathematics program for all students that supports the philosophy and content of the Ontario curriculum and associated resource documents (see <i>Guide(s) to Effective Instruction in Mathematics, Targeted Implementation and Planning Supports</i>, etc.) • All the curriculum expectations from the five mathematics strands are appropriately clustered and form the basis for instruction across the instructional year. • The mathematics learning environments are inquiry based, challenging and developmentally appropriate for all students. • Classrooms are organized to promote engagement and to foster curiosity, perseverance and self-confidence in students. • Current student mathematical learning is represented and on display throughout the school. <p>In the classroom:</p> <ul style="list-style-type: none"> • Sustained periods of time (within the mathematics block) are provided to support students’ thinking processes (e.g., grappling with problems, searching for strategies and solutions, learning to evaluate their own results). • Learning through problem solving supports students to connect mathematical ideas and to develop conceptual understanding.
<p>Additional Examples</p>	

Essential Component Curriculum and Instruction

INDICATORS	SOME EXAMPLES OF EVIDENCE
<p>Indicator #6 <i>(cont.)</i> Students develop mathematical understanding, problem-solving skills and related technological skills that can be applied in their daily lives and in the future workplace through mathematical tasks that are practical and relevant.</p>	<p>At the school:</p> <ul style="list-style-type: none"> • Planning processes enable students to be engaged in developing deep conceptual understanding and procedural fluency through tasks that require the use of the mathematical processes: <ul style="list-style-type: none"> - problem solving - reasoning and proving - reflecting - selecting tools and computational strategies - connecting - representing - communicating • Students are engaged in shared, guided and independent learning tasks. • A three-part problem-solving lesson is a foundational component of the mathematics instruction and includes the following: <ol style="list-style-type: none"> a. Getting started: <ul style="list-style-type: none"> - preparing students for new learning by having them make connections to their knowledge, skills and experiences - recording student ideas (e.g., criteria chart) on a black/white board and referring to student work to connect or introduce mathematical ideas/language/vocabulary/strategies - use oral language to show curiosity and seek information about the problem or situation b. Working on it: <ul style="list-style-type: none"> - actively engaging students in solving a problem, by expressing ideas, questioning, defending their position, recording their thinking and developing solutions - circulating among students to listen to discussions for mathematical ideas and language and watch their actions (e.g., manipulating concrete materials) and to see their representations of thinking
<p>Additional Examples</p>	

Essential Component Curriculum and Instruction

INDICATORS	SOME EXAMPLES OF EVIDENCE
<p>Indicator #6 <i>(cont.)</i> Students develop mathematical understanding, problem-solving skills and related technological skills that can be applied in their daily lives and in the future workplace through mathematical tasks that are practical and relevant.</p>	<p>c. Consolidation and practice:</p> <ul style="list-style-type: none"> - strategically co-ordinating student sharing of their solutions to make explicit mathematical vocabulary and notations and to build connections among mathematical ideas - prompting students to summarize, synthesize and generalize their observations and calculations - giving time for students to apply their new learning in different contexts - modelling and practising precise oral and written mathematical language <ul style="list-style-type: none"> • Planning ensures students are given opportunities to use oral language to express mathematical thinking and defend their position (e.g., identify a triangle with reference to its definition, explain the commutative property, sorting and classifying based on specific attributes). • Planning ensures students are given opportunities to pose and answer questions, participate in discussions, sort and classify information in order to develop capacity for metacognition and the ability to use higher-order thinking skills involved in critical thinking. • Instruction is inclusive and differentiated for students through content, process, product (e.g., manipulatives, oral, written, visual representation) and/or assessment so that they are able to demonstrate and/or apply the intended learning in a variety of authentic contexts. • Instruction intentionally models and promotes the use of visual organizers to represent ideas (e.g., arrays, grids, concrete graphs, 5 and 10 frame, number charts, number lines). • Student work is displayed that reflects the mathematics that students are currently learning (e.g., mathematical thinking, representation of ideas and mathematical concepts and procedures).
<p>Additional Examples</p>	

Essential Component Curriculum and Instruction

INDICATORS	SOME EXAMPLES OF EVIDENCE
<p>Indicator #6 <i>(cont.)</i> Students develop mathematical understanding, problem-solving skills and related technological skills that can be applied in their daily lives and in the future workplace through mathematical tasks that are practical and relevant.</p>	<p>Students are able to:</p> <ul style="list-style-type: none"> • demonstrate mathematical thinking in different ways (e.g., building, calculating, discussing, dramatizing, drawing, graphing, manipulating materials, questioning, sorting) • learn and apply mathematics collaboratively and independently (e.g., develop plan and solutions for a problem, explain and analyze solutions of other students, describe a mathematical idea) • listen actively to other students and the teacher by asking questions, sharing ideas, strategies and adapting their communication as the discussion ensues • select and use learning materials (e.g., calculators, computer software, Internet, manipulatives, newspapers, textbooks, picture books) available in the classroom as thinking tools and for representing mathematics • select and use different methods of calculation to identify relationships and to connect and apply their learning (e.g., using addition strategies while using a measurement problem) • take risks to share works in progress (ideas, solutions and strategies) in order to obtain feedback and suggestions from classmates and the teacher • develop and apply reasoning skills (e.g., making a rule for a pattern, classifying, naming counter-examples) to make and investigate conjectures and construct and defend arguments • create a variety of representations of mathematical ideas, making connections among them and applying them to solve problems (e.g., by using concrete materials, physical actions such as hopping or clapping, physical models, pictures, numbers, invented symbols, diagrams, graphs, onscreen dynamic representations)
<p>Additional Examples</p>	

Essential Component Curriculum and Instruction

INDICATORS	SOME EXAMPLES OF EVIDENCE
<p>Indicator #6 <i>(cont.)</i> Students develop mathematical understanding, problem-solving skills and related technological skills that can be applied in their daily lives and in the future workplace through mathematical tasks that are practical and relevant.</p>	<p>Students are able to (cont.):</p> <ul style="list-style-type: none"> • reflect on and monitor their thinking to help clarify their understanding (e.g., by comparing and adjusting strategies used, by explaining why they think their results are reasonable, by recording their thinking in a math journal) • connect their informal mathematics knowledge to problem situations in the classroom and use it to build new knowledge • connect knowledge and skills learned from other strands and subjects areas to make sense of and deepen understanding of the mathematics they are currently learning • communicate mathematical thinking orally, visually and in writing, using everyday language, grade-appropriate mathematical vocabulary and a variety of representations and conventions to share, reflect upon and clarify their ideas, solutions, strategies • monitor and reflect on their own thought processes (e.g., by asking questions such as “What if I change that dimension?”) • think aloud to make explicit their own internal dialogue during problem solving • persevere to solve mathematical problems (e.g., gathering and analyzing data, listening to explanations, reading text, justifying and defending a position in pairs or in small groups) • make sense of errors to clarify and deepen mathematical understanding
<p>Additional Examples</p>	