

The Literacy and Numeracy Secretariat Webcast Professional Learning Series

Viewer's Guide

Teaching-Learning Critical Pathways

Multi-media resource for professional learning



Curriculum Services
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reach every student

 Ontario

On this DVD you will find ...

The multi-media package *Teaching-Learning Critical Pathways* includes print and video resources for viewing and reproduction.

On this DVD you will find:

- Teaching-Learning Critical Pathways
 - Introduction
 - Moral Imperative
 - Power of Student Work
 - Power of Data Walls
 - T-LCP Stage 1: Getting Started
 - T-LCP Stage 2: PLC “Check-in”
 - T-LCP Stage 3: Reflection and Next Steps
 - Conclusion
- Print and Video Resources
 - Viewer’s Guide (PDF)
 - LNS Monograph, *Teaching-Learning Critical Pathways* (PDF)
 - LNS Monograph, *Professional Learning Communities* (PDF)
 - Basic Video Editing with Movie Maker (PDF)
 - Teaching-Learning Critical Pathways Video Files (WMV)

The DVD is formatted to work on your computer’s DVD drive. It will not work in the computer’s CD-ROM drive or in a regular DVD player.

For additional copies of this DVD, please contact ServiceOntario at 416-326-5300 or toll-free at 1-800-668-9938. The vignettes and other relevant resources are also accessible online at www.curriculum.org.

Table of Contents

Background	3
Teaching-Learning Critical Pathways	
Moral Imperative	4
Power of Student Work	5
Power of Data Walls	5
T-LCP Stage 1: Getting Started	5
T-LCP Stage 2: PLC “Check-in”	6
T-LCP Stage 3: Reflection and Next Steps	6
How to Access the Print and Video Resources	7
How to Access the Introductions to Key Themes	8
How to Insert Video Clips (WMV files) into a PowerPoint Presentation	8
How to Save the Video Files to Your Computer	9

Background

How can we as 21st century educators provide our students with the education they need?

The teaching-learning critical pathway (TLCP) is one model for learning and inquiry that holds a great deal of promise for improving student learning. In Ontario, it has been adapted and piloted with a number of Ontario Focused Intervention Partnership (OFIP) schools where many superintendents, principals and teachers credit improvements in student achievement to its use.

The TLCP is typically used as a way to structure the work of school or divisional professional learning communities. Inspired by a strategy presented by Michael Fullan, Peter Hill and Carmel Crévola in their book *Breakthrough*, the TLCP draws on a number of evidence-based practices, including:

- setting high expectations for students
- using assessment *for* learning to guide instruction
- providing frequent, useful and useable student feedback
- creating effective classroom discussions which elicit evidence of learning

Although the number of steps and meetings will vary, depending on the past work of the school, professional learning communities using the TLCP will typically proceed through the following stages:

First Stage – Setting Up the TLCP

1. Gather evidence about student learning.
2. Determine area of greatest need.
3. Build clusters of expectations related to the area of greatest need.
4. Review current practice.
5. Design classroom assessments.

Second Stage – TLCP Actions

1. Plan a four- to eight-week learning block and build collective understanding about how you are going to teach it.
2. Share evidence of student learning (PLC “check-ins”).
3. Have students complete the agreed-upon culminating task.

Third Stage – Outcomes of the TLCP

1. Conduct teacher moderation.
2. Engage in reflection.

We encourage readers to refer to the LNS Capacity Building Series monographs on this DVD, *Teaching-Learning Critical Pathways* and *Professional Learning Communities*. Readers will also be interested in the LNS webcasts on Critical Literacy (<http://www.curriculum.org/secretariat/november29.shtml>), Networked Learning Communities (http://www.curriculum.org/secretariat/january30_2008.shtml) and Teacher Moderation: Collaborative Assessment of Student Work (<http://www.curriculum.org/secretariat/september10.shtml>).

Teaching-Learning Critical Pathways

Moral Imperative

Dr. Allan Luke and Dr. Asa Hilliard speak about the moral imperative that makes every educator responsible for empowering all students to be successful in the 21st century. They share specific strategies for reaching every student, and improving their future life chances.

- What are your big picture goals for your students?
- What actions will you take to support your students in achieving those goals?
- What actions will you take to support all of your students in becoming citizens of the world?

Dr. Luke talks about the importance of critical literacy.

- How do you ensure that your students develop critical literacy in all subject areas?

Dr. Hilliard describes children as “learning machines” and he goes on to speak about the challenges that so many students face in spite of their potential.

- What strategies are in place in your school that set students up for success?
- What changes will you make in order to support teachers and students to reach their full potential?

Dr. Luke talks about the need for critical literacy skills.

- Why are critical literacy skills “a new basic”?
- How can you build critical literacy skills into every area of the curriculum?

Power of Student Work

Examining student work (evidence) offers teachers a powerful window into student learning. It allows teachers to check for understanding and determine next steps needed to move the learning forward. Focusing on student work also provides insight into whether teaching and intervention strategies are working. Action can be taken immediately to adjust approaches and resources based on current student needs. Examining student work collaboratively develops assessment literacy and provides rich opportunities for professional dialogue and growth.

- What benefits do you see in collaboratively looking at student work?
- How will you act upon the insights gained by looking at student work?

In this podcast, students of varying ability share their work and reflect on their learning. The students are able to articulate their thinking.

- What curriculum expectations did you see in the students' responses?
- What does this tell you as an educator?

Power of Data Walls

Data walls are a powerful tool for tracking student learning, determining next steps and monitoring improvement. Educators need to dig deep for information in order to provide support quickly and with precision.

- How do you keep a data wall current?
- What structures do you have in place to ensure appropriate and frequent use of the data wall?
- What is the difference that is making a difference for our children?
- How might data walls be used to celebrate student success?

T-LCP Stage 1: Getting Started

The first stage of the teaching-learning critical pathway involves determining the students' area of greatest need and designing instruction, interventions and monitoring systems that work effectively and quickly.

Think about the common assessments that are in place in your school.

- What will be your area of focus when you return to your classroom or workplace?
- What assessment practices will you continue?
- What assessment practices will you change?
- How will you know that what you are doing is working for your students?

T-LCP Stage 2: PLC “Check-in”

The second stage of the teaching-learning critical pathway involves zeroing-in on the Big Ideas and thinking about the strategies that will be used to support student learning. This is the implementation stage for the four- to eight-week learning block that will end in a culminating task for students.

Educators need to ask themselves constantly why they are teaching what they are teaching at a particular time. Big Ideas play an important role in setting teachers and students up for success. Big Ideas engage students.

- How will you determine the Big Ideas in your PLC?
- How will you share these Big Ideas with staff, students and community?
- How will what you are teaching make your students better human beings who will make the world a better place?

It is important to include all elements of a comprehensive literacy program during the four- to eight-week learning block.

T-LCP Stage 3: Reflection and Next Steps

The third stage of the teaching-learning critical pathway involves educators in the collaborative assessment of student work and the determination of next steps. In defining next steps for the pathway, teachers engage in teacher moderation sessions. These sessions allow participants to work together, refine their instructional practices and clarify their thinking around assessment. Collaborative assessment of student work has many benefits for teachers and students.

- How will you know that what you are doing is working for your students?
- What changes will you make as you plan your next Pathway?
- What will present the greatest challenges?
- What will you need to meet these challenges?

Dr. Allan Luke compares professional development sessions and teacher moderation.

- Do you agree or disagree with his views? Please explain your opinion.
- What aspects of the moderation process do you think are most valuable?

How to Access the Print and Video Resources

To access the **Print and Video Resources in Windows**, insert the DVD into the DVD drive of your computer:

- Click on the Start Menu.
- Select “My Computer.”
- Right-click your mouse on the DVD icon titled “T-LCP.”
- From the options list, click on “Open.”
- Double-click on the folder titled “Print and Video Resources” to access the teacher resources. Ignore the folders titled Audio_TS and Video_TS.
- Select the resources you wish to use directly from this folder, OR

Copy the files onto your Desktop and open them from the Desktop.

Alternatively, when the DVD is inserted and the options box opens:

- Select “Open folder to view files.”
- Click on the “Resources” folder.
- Select the resources you wish to use directly from this folder, OR

Copy the files onto the Desktop and open them from the Desktop.

To access the **Print and Video Resources in Mac OS X**, insert the DVD into the DVD drive of your computer:

- Exit from the DVD player (typically this opens automatically when a DVD is inserted in the drive).
- Click on the DVD icon titled “T-LCP.”
- Select the resources you wish to use directly from this folder, OR

Copy onto the desktop and open files from the desktop.

How to Access the Introductions to Key Themes

On the DVD, the introduction to a key theme opens automatically when you click on the theme title in the menu. The introductions are also accessible from the DVD menu by clicking on the “Play All” option within each theme area.

How to Insert Video Clips (WMV files) into a PowerPoint Presentation

On this DVD you will find WMV versions of all segments of the webcast.

To insert a clip into a PowerPoint presentation, follow the directions below:

1. Open PowerPoint.
2. Create a new PowerPoint presentation.

OR

Open an existing PowerPoint presentation and within it, open the slide on which you would like to add the video.

3. Insert a DVD into the DVD drive of your computer.
4. If a new window opens and asks you how you would like to view the files on the disk, choose “Open folder to view files.”

OR

If a new window does not open, open the My Computer window, which can be accessed from the Start menu. In the My Computer window, doubleclick on the icon shaped like a disk, which will likely be labelled D or E.

5. Save the video segment that you want to insert in a PowerPoint into the same folder that the PowerPoint presentation is saved in on your computer.

Video files that have been saved onto your computer can be cropped and edited into smaller segments using Movie Maker (free on PCs) or iMovie (free on Macintosh).

6. Open the PowerPoint slide on which you would like to insert the video and click on the Insert menu in the PowerPoint menu bar.
7. From the Insert menu, select Movies and Sounds and click on the Movie from File option.

8. A window opens, asking you to find the video file that you would like to add.
9. Find and select the video file that you saved earlier in step 5.
10. Once you choose the video file you need, another window will open and ask if you want your movie to play automatically when you enter the slide or to play only when it is clicked. Choose your preference. You will notice that the starting image of your movie is not displayed on the slide.


How to Save the Video Files to Your Computer

The video files can all be copied and saved to your computer using either of the following methods for copying and pasting files.

Method 1

1. Right-click your mouse on the file and choose “Copy.”
2. Right-click your mouse within any folder that you would like to save the file in and choose “Paste.”

Method 2

1. Left-click your mouse on the file you would like to save, to highlight the file.
2. Simultaneously press the “Ctrl” and “C” keys (for Macintosh users, the “Command” and “C” keys) to copy the file.
3. Left-click your mouse within any folder that you would like to save the file in and simultaneously press the “Ctrl” and “V” keys (for Macintosh users, the “Command” and “V” keys) to paste the file there.
 - For Macintosh users, the “Command” key is the one with the following symbol: 

Note to Viewers:

To insert video files into your PowerPoint presentation, you must save these files into the same folder that contains your PowerPoint file. If you save a PowerPoint presentation to another location (e.g., a memory stick, CD-ROM, etc.) you must also save the video file in the same location in order for the video to play. This means that if you transfer the PowerPoint presentation to another computer, you must also transfer the video files with it. Otherwise, the video will not link to the PowerPoint presentation.



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