The Literacy and Numeracy Secretariat
Webcast Professional Learning Series

Viewer's Guide
High-Yield Strategies to Improve Student Learning

Featuring Newly Released Podcasts

Curriculum Services Canada | Service des programmes d'études Canada

reach every student

Ontario

On this DVD you will find …

The multi-media package ***High-Yield Strategies to Improve Student Learning*** includes print and video resources for viewing and reproduction. On this DVD you will find:

- Literacy Segments
- Numeracy Segments
- Introduction: Ann Perron
- Conclusion: Ann Perron
- Print and Video Resources
    - Viewer's Guide (booklet)
    - Resources for Reproduction (Response Forms)
    - A compilation of high-yield strategy podcasts (Video and Audio Resources in WMV and MP3 formats)
    - Basic Video Editing with Movie Maker

The DVD is formatted to work on your computer's DVD drive or a standard DVD player. This DVD will not work in a CD-Rom drive. The video clips are also available in two formats on the DVD. The Windows Media files can be viewed with Windows Media Player or any compatible device. They can also be inserted into a PowerPoint presentation. The MP3 files can be listened to using most media players on a computer or personal multi-media device.

For additional copies of this DVD, please contact Curriculum Services Canada at 416-591-1576 or toll-free at 1-800-837-3048. The clips and other relevant resources are also accessible online at www.curriculum.org.

Table of Contents

Background Information

Teachers should be searching for multiple perspectives of rightness, guided by the diverse needs of learners and sound instructional principles, practices and craft knowledge.

Richard Allington

What are high-yield strategies?
These are strategies that have been proven through a combination of empirical research and "best practice" evidence to contribute to improved student learning. The high-yield strategies featured on this DVD have been validated by national and international research as well as by inquiry and experiences in classrooms, schools and boards across Ontario.

Why is a focus on high-yield strategies necessary?
Research and experience indicate that a deciding factor in improving student learning and achievement is the knowledge, skill and daily practice of classroom teachers. The mandate of The Literacy and Numeracy Secretariat, which is to ensure that all Ontario students achieve a high level of literacy and numeracy, therefore necessarily includes support for the ongoing professional learning of Ontario teachers.

Today's classrooms are filled with learners whose strengths are as diverse as their needs. In order to teach all students effectively – to build on strengths while zeroing in on areas that need more attention – teachers must have an extensive repertoire of strategies. Based on assessment data, research, experience and professional observations, The Literacy and Numeracy Secretariat has selected a sampling of high-yield strategies to illustrate effective classroom practices. It is our hope that teachers will share these strategies with one another to support student learning.

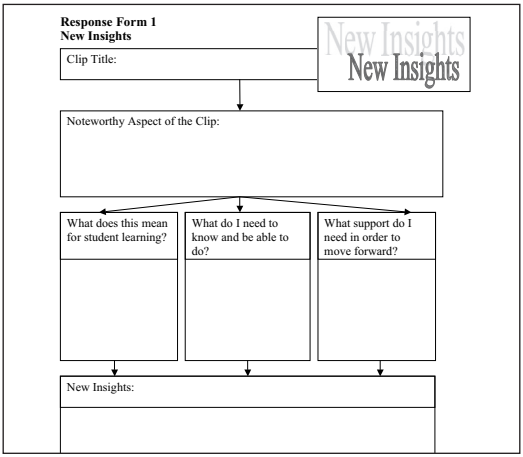
On the DVD, each high-yield strategy is introduced and accompanied by a short video clip that shows teachers and students engaged in the learning process.

What will we see featured in the clips?
When teachers learn with and from other teachers to improve practice, students benefit from new knowledge and understanding. The clips are current, feature Ontario teachers using a variety of high-yield strategies and include the voices of experts in the field of education. Full-length webcasts, the Comprehending in Action series and LNS print resources such as *What Works? Research into Practice* and *the Capacity Building Series* further support the areas addressed in the clips. All clips are available for viewing or downloading as podcasts at http://www.curriculum.org/secretariat/podcasts.shtml

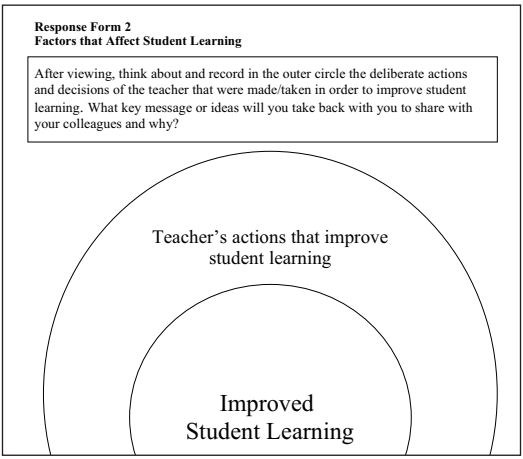
Resources for Reproduction

You may wish to begin by making yourself familiar with the Response Forms (in the folder entitled "Resources for Reprodution" on the DVD).

Response Form 1 New Insights



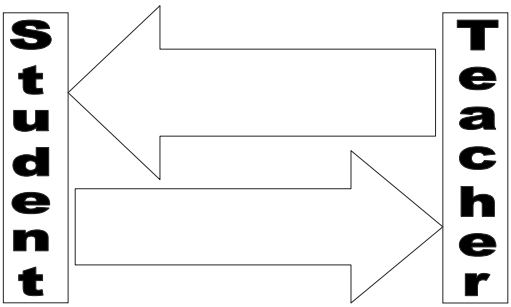
Response Form 2 Factors That Affect Student Learning



Response Form 3 Student and Teacher Roles

Response Form 3
Student and Teacher Roles

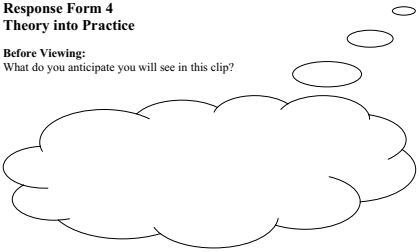
As you watch a clip, indicate on the arrows the specific role of the teacher and the student during the learning process.



Response Form 4 Theory into Practice

Response Form 4
Theory into Practice

Before Viewing:
What do you anticipate you will see in this clip?



During Viewing:
What key messages are highlighted in this clip?

After Viewing:
Select one message that resonates with you. How might this concept look, sound, and feel in a classroom?

How will you implement this idea?

Key message	Sounds like…	Looks like…	Feels like…	Next steps …

Response Form 5 Classroom Environments Conducive to Learning

Response Form 5
Classroom Environments Conducive to Learning

The learning environment created collaboratively by the students and teacher impacts on student learning. As you view each clip, record the title of the clip and what you notice about the environment that is highly effective. Which single environmental factor would you consider exploring further with your colleagues?

Clip Title	Environmental Factor	Impact on Student Learning	Action I will take to explore this factor further

Response Form 6 New Information Changes Thinking

Response Form 6
New Information Changes Thinking

Use the following organizer to record noteworthy new information as you watch this clip. Relate what you saw and heard to your prior knowledge. How has your thinking changed? When you return to your school, what will your next steps be?

Clip Title:	Before viewing: What I think I know about this topic:	During viewing: New information I gained during viewing:	After viewing: How does this new information change my thinking?

Literacy Segments

Ongoing Assessment and Feedback

The purpose of ongoing assessment is to inform students about their progress and what they can do in order to move their learning along. Ongoing assessment also indicates to the teacher how well his/her strategies are working and what next steps might be appropriate. Explicit, immediate feedback clarifies for the student their level of success and what needs further focus. Students need multiple opportunities to address the feedback. Ongoing assessment needs to occur throughout the learning process and students need to be involved in the process

Clip 1 Reading Conference: Critical Literacy

Clip 2 Student-Teacher Conference: Feedback

Clip 3 Ongoing Small Group Assessment

Clip 4 Peer and Self-Assessment

Clip 5 Assessment and Planning

To deepen understanding:

What do teachers need to do to ensure that students get the most out of feedback sessions?

What is the student's role during feedback sessions?

What questions should teachers ask of themselves throughout the assessment process to ensure that they are meeting the specific needs of every student?

In what ways might teachers monitor the effectiveness of their instructional choices based on their observations of students' learning?

John Hattie reviewed 7,827 studies on learning and instruction and found that "the most powerful single innovation that enhances achievement is feedback." What considerations are important to think about when providing students with feedback?

Some suggestions for further reading:

Black, P., & Wiliam, D. (1998). *Inside the black box: Raising standards through classroom assessment.* London, UK: Kings College School of Education.

Earl, L. M. (2003). *Assessment as learning: Using classroom assessment to maximize student learning.* Thousand Oaks, CA: Corwin.

Shepard, L. A. (2000). Role of assessment in a learning culture. *Educational Researcher*, 29(7), 4–14.

Teacher Moderation

Teacher moderation is a highly effective assessment strategy that involves educators coming together to look at student work based on pre-determined assessment criteria. Teachers develop their assessment literacy and increase their repertoire of instructional practices through the process. Assessment practices become more aligned throughout the grade levels and teachers gain confidence in their ability to assess student work accurately and fairly in order to improve student learning.

Clip 1 Teacher Moderation

To deepen understanding:

One of the major challenges of teacher moderation is finding the time to engage in deep conversations around student work. What options exist for building teacher moderation into the school day?

Trust among participants is essential and must be genuine in order for teacher moderation to work effectively. What actions should participants take to build this sort of culture?

Some suggestions for further reading:

California Learning Record. (1995). Connecting classroom and large scale assessment: The CLR Moderation Process. Retrieved July 9, 2007 http://www.cwrl.utexas.edu/~syverson/olr/moderations/95modreport.html.

Little, J. W. et al. (2003). Looking at student work for teacher learning, teacher community and school reform. *Phi Delta Kappan,* 85(3), 185–192.

Ministry of Education. (2006, May). *Consistency in classroom assessment: A resource document compiled by the Council of Ontario Directors of Education (CODE)*. Retrieved April 15, 2008 http://www.principals.on.ca/cms/documents/CODE-consistency.pdf

The Gradual Release of Responsibility Model

In this process, the teacher models the steps, provides support as students learn the steps and then gradually shifts responsibility to the students to apply the steps independently.

Clip 1 Shared Reading: Signal Words

Clip 2 Student-Teacher Conference: Feedback

Clip 3 Shared Reading: Loaded Language

Clip 4 Differentiated Writing Instruction

Clip 5 Accountable Talk

Clip 6 Collaborative Learning

Clip 7 Guided Reading

Clip 8 Guided Reading Debrief

Clip 9 Differentiated Instruction

To deepen understanding:

Given the diverse nature of learners found in every classroom, how would the teacher ensure that students are receiving just-right instruction, just-in-time, as they follow the gradual release of responsibility model?

Some suggestions for further reading:

Collins, A., Brown, J.S., & Holum, A. (1991, winter). Cognitive apprenticeship. Making thinking visible. *American Educator*, 6–46.

Morrow, L. M., Gambrell, L. B., & Pressley, M. (Eds.). (2003). *Best practices in literacy instruction* (2nd ed.). New York, NY: Guilford Press.

Wilhelm, J. (2001). *Improving comprehension with think-aloud strategies: Modeling what good readers do*. New York, NY: Scholastic Publishers

Teaching Non-Fiction Writing

Students who develop non-fiction writing skills improve their achievement in all areas of the curriculum. As they write in every subject area, they experiment with content specific vocabulary and text forms, writing techniques and media to find the most effective way to communicate their ideas. Students become proficient readers and writers and learn content while learning how to write effectively. These skills are lifelong and transferable.

Clip 1 Reading Conference: Text Structure

Clip 2 Inquiry Presentation

Clip 3 Think-Aloud

Clip 4 Media Deconstruction

Clip 5 Writing a Web Page

To deepen understanding:

Students read and write non-fiction in their daily lives outside of school. What can teachers do in order to capitalize on students' real-life knowledge and skills in order to enrich their learning within schools?

Some suggestions for further reading:

Bereiter, C. & Scardamalia, M. (1985). Helping students become better writers. *School Administrator*, 42(4), 16–26.

Duke, N. K., Martineau, J. P., Frank, K.A., & Bennett-Armistead, V. S. (2003). 33.6 minutes a day: What happens when we include more informational text in first grade classrooms. Unpublished manuscript, Michigan State University.

Using Texts of All Types

Living in the information age requires that students know how to communicate effectively, although the format of the information may be unfamiliar. Experimenting with a variety of structures and techniques helps students develop a sense of how language and words work in various modalities.

Clip 1 Student Engagement

Clip 2 Automobile Ad Deconstruction

Clip 3 Accountable Talk: Visual Literacy

Clip 4 Blog Deconstruction

Clip 5 Newspaper Article Deconstruction

To deepen understanding:

Through deconstruction and construction of media texts, students build a deep understanding of how language and text structures work. This understanding and the process of looking at texts can be applied to unfamiliar media.

Some suggestions for further reading:

Lankshear, C., & Knobel, M., (2003). *New literacies*: *Changing knowledge and classroom learning*. Buckingham, UK: Open University Press.

Jonassen, D.H., Howland, J., Moore, J., & Marra, R.M. (2003). *Learning to solve problems with technology: A constructive perspective*. Upper Saddle River, NJ: Merrill Prentice Hall.

Webber, C.F. (2003). New technologies and educative leadership. *Journal of Educational Administration*, 41(2), 119–124.

Critical Literacy

Students need to become competent consumers and users of information who can interpret, evaluate and use information intelligently and responsibly. Critical literacy helps students develop a lens through which to view information, the world and themselves. They learn to assume a critical stance and begin to understand that they have the power and responsibility to make a difference.

Clip 1 Creating a Mind Map

Clip 2 Using a Visual Organizer

Clip 3 Student Reflection

To deepen understanding:

Time for talk and interaction is essential in order to develop critical literacy skills. Students need to have many opportunities to talk in order to learn how to have deep conversations around texts of all types.

What structures are useful in involving students in accountable talk?

In what ways can a teacher assess an individual student after a collaborative learning experience?

What does the teacher need to do in order to raise the level of conversation around a piece of text?

Some suggestions for further reading:

Block, C. C., & Pressley, M. (Eds.) (2002). *Comprehension instruction: Researchbased best practices.* New York, NY: Guilford Press.

Hargreaves, A., Earl, L., Moore, S., & Manning, S. (2001). *Learning to change: Teaching beyond subjects and standards.* San Francisco, CA: Jossey-Bass.

Luke, A., & Freebody, P. (1999). A map of possible practices: Further notes on the four resources model. *Practically Primary,* 4 (2), 5–8.

Marzano, R. J., Pickering, D. J., & Pollock, J. E. (2001). *Classroom instruction that works. Research-based strategies for increasing student achievement*. Alexandria, VA: Association for Supervision and Curriculum Development.

Numeracy Segments

Ongoing Assessment and Feedback

The purpose of ongoing assessment is to inform students about their progress and what they can do in order to move their learning along. Ongoing assessment also indicates to the teacher how well his/her strategies are working and what next steps might be appropriate. Explicit, immediate feedback clarifies for the student their level of success and what needs further focus. Students need multiple opportunities to address the feedback. Ongoing assessment needs to occur throughout the learning process and students need to be involved in the process

Clip 1 Student Engagement

To deepen understanding:

What does being committed to inclusion mean in a mathematics program?

What do teachers do to demonstrate a commitment to inclusion?

What do these teachers do to make math accessible to all students?

Some suggestions for further reading:

Ministry of Education. (2006). *A guide to effective instruction in mathematics, Kindergarten to Grade 6 – Volume Four* (pp. 3–36). Toronto, ON: Queen's Printer for Ontario.

Stenmark, J.K. & Bush, W.S. (Eds.) (2001). *Mathematics assessment: A practical handbook*. Reston, VA: National Council of Teachers of Mathematics.

Teacher Moderation

Teacher moderation engages teachers in strategically organizing students' work samples and solutions for the purpose of understanding, connecting, or consolidating concepts, algorithms and strategies. Questions about similarity and differences in what teachers see in the written solutions prompt them to analyze the work of one student in relation to that of others. Teachers examine student work, and use it to make public the mathematical thinking. Once

the work is organized by strategy or mathematics used, it is displayed and annotated to make explicit the learning goals. Processes like "bansho" and "congress" can be used with students, so together the teacher and students make sense of a range of student thinking in terms of precision in their use of mathematics, strategies, representations, and solutions to problems.

Clip 1 Teacher Moderation

To deepen understanding:

Why does the teacher organize student work and display it?

What is the purpose of the discussion during a congress or a bansho?

What is the role of the teacher during this consolidation part of a math lesson?

Some suggestions for further reading:

Ministry of Education (2006). *A guide to effective instruction in mathematics, Kindergarten to Grade 6 – Volume Four* (pp. 3–36). Toronto, ON: Queen's Printer for Ontario.

Schoenfeld, A. (1992). Learning to think mathematically: Problem solving, metacognition, and sense making in mathematics. In D.A. Grouws (Ed.), *Handbook of research on mathematics teaching and learning* (pp. 334–379). New York, NY: Macmillan

Stiggins, R. J., (2001). *Student-involved classroom assessment.* Upper Saddle River, NJ: Prentice-Hall.

Three-Part Problem-Solving Lesson

Polya's five-stage problem-solving process starts with "understand the problem or problem definition". During this stage, is essential for students to clarify the details of the problem and that they discuss the conditions so they are all solving the same problem. The teacher asks probing questions to encourage the students to think deeply and make connections to prior and future learning.

Clip 1 Problem Definition

Clip 2 Problem Solving

Clip 3 Bansho

To deepen understanding:

How does the teacher make sure all students understand the problem and are ready to engage in solving it?

Some suggestions for further reading:

Literacy and Numeracy Secretariat. (2007). *Learning blocks for literacy and numeracy* (What Works? Research into Practice. Secretariat Special Edition #1). Toronto, ON: Queen's Printer for Ontario.

Van de Walle, J., & Lovin, L. (2006). *Teaching student-centred mathematics. Volume 2: Grades 3–5.* Toronto: ON: Pearson Education.

National Council of Teachers of Mathematics. (2004). *Navigating through problem solving and reasoning in Grade 3.* Reston, VA: National Council of Teachers of Mathematics.

Use of Learning Materials Appropriate to the Mathematics

Watch this video to see the teacher setting the context for problem solving. She reads the book *The Doorbell Rang* and has two students use cut-outs of children and cookies to model sharing of 12 cookies with 2, then 4, then 6, then 12 children. The materials make the context clear for these Grade 3 students who are working on their first lesson in dividing numbers like 12 and 5.

Clip 1 Setting the Context for Problem Solving

Clip 2 Mathematics Learning Environment

To deepen understanding:

What does the teacher do to activate students' prior knowledge?

How does the teacher keep the students engaged in thinking about the context of the mathematics they are studying?

What do you notice about they way these Grade 3 students respond to the teacher's questioning?

Some suggestions for further reading:

Ministry of Education (2006). *A guide to effective instruction in mathematics, Kindergarten to Grade 6 – Volume Three* (pp. 18–60). Toronto, ON: Queen's Publisher for Ontario.

Van de Walle, J., & Lovin, L. (2006). *Teaching student-centred mathematics. Volume 2: Grades 3–5* (pp. 6–8). Toronto: ON: Pearson Education.

Developing a Mathematics Learning Community

Listen to this podcast in order to learn about strategies and processes that make mathematics accessible to all students. The importance of planning for and setting up the environment, climate and culture for learning mathematics is presented. You are reminded of the importance of choosing developmentally-appropriate tasks and engaging students in three-part problem-solving lessons where they have a chance to activate their prior knowledge, engage in learning new ideas and consolidate their learning through practice and instruction. Student voice is essential. Instruction focuses on student thinking and learning. Through observation and the examination of students' words and work, assessment for learning allows the teacher to make good decisions about next steps for teaching.

Clip 1 Making Mathematics Accessible to All Students

Clip 2 Teachers Analyzing Student Work

Clip 3 Learning Mathematics Within Contexts

Effective instruction in mathematics is described under four categories:

1. learning environment
2. curriculum program
3. classroom instruction
4. assessment

To deepen understanding:

What is the most important thing to remember under each of the categories in order to make mathematics accessible to all students?

After viewing *High-Yield Strategies to Improve Student Achievement* consider the ideas and examples shared in this resource and determine which high-yield strategy resonates with you as the one you will share with your staff.

How will you support the staff in implementing the strategy? What staff might you draw in to the learning process and how will they be helpful?

How will you know if the strategy is fully implemented?

How will you know if the strategy has improved student learning?

Some suggestions for further reading:

Ministry of Education (2006). *A guide to effective instruction in mathematics, Kindergarten to Grade 6 – Volume Two* (pp.55–84). Toronto, ON: Queen's Printer for Ontario.

Vygotsky, L. (1980). *Mind in society: The development of high psychological processes.* Cambridge, MA: Harvard University Press.

Fosnot, C. T., & Dolk, M. (2001). *Young mathematicians at work: Constructing number sense, addition, and subtraction.* Portsmouth, NH: Heinemann

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 "HIGH_YIELD_STRATEGIES."
- 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).
- Select the DVD icon titled "HIGH_YIELD_STRATEGIES."
- Select the resources you wish to use directly from this folder, OR
- Copy onto the desktop and open files from the desktop.

How to Insert a Video Clip 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 follow the directions below:

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

   OR

   Open an existing PowerPoint presentation to which you wish to add video.
3. Insert a DVD into the DVD drive of your computer.
4. If a new window pops up and asks you how you would like to view the files on the disc, choose "Open folder to view files."

   OR

   If a new window does not open, go to My Computer which can be accessed from the Start menu. Once the My Computer window has opened, double-click on the icon shaped like a disc, that will likely be labeled D or E.
5. Save the video segment that you would like to insert into a PowerPoint into the same folder that the PowerPoint presentation is saved in on your comput

   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. On the slide that you would like to insert the video, click on Insert in the PowerPoint menu bar.
7. Under Insert, select Movies and Sounds.
8. Click on Movie from File.
9. A window will pop up which will ask you to find the video file that you would like to add.
10. Find and select the video file that you saved earlier in step 5.
11. Once you choose the video file you need, another window will pop up and ask if you want your movie to play automatically when you enter the slide or to play when it is clicked. Choose your preference.
12. 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.

Further Reading

Allington, R. (2000). *What really matters for struggling readers: Designing research-based programs*. Needham Heights, MA: Allyn & Bacon.

Bereiter, C. & Scardamalia, M. (1985). Helping students become better writers. *School Administrator*, 42(4), 16–26.

Black, P., & Wiliam, D. (1998). *Inside the black box: Raising standards through classroom assessment*. London, UK: Kings College School of Education.

Block, C. C., & Pressley, M. (Eds.) (2002). *Comprehension instruction: Researchbased best practices*. New York, NY: Guilford Press.

California Learning Record. (1995). Connecting classroom and large scale assessment: The CLR Moderation Process. Retrieved July 9, 2007 http://www.cwrl.utexas.edu/~syverson/olr/moderations/95modreport.html.

Collins, A., Brown, J.S., & Holum, A. (1991, winter). Cognitive apprenticeship. Making thinking visible. American Educator, 6–46.

Duke, N. K., Martineau, J. P., Frank, K.A., & Bennett-Armistead, V. S. (2003). 33.6 minutes a day: What happens when we include more informational text in first grade classrooms. Unpublished manuscript, Michigan State University.

Earl, L. M. (2003). *Assessment as learning: Using classroom assessment to maximize student learning*. Thousand Oaks, CA: Corwin.

Fosnot, C. T., & Dolk, M. (2001). *Young mathematicians at work: Constructing number sense, addition, and subtraction*. Portsmouth, NH: Heinemann

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Hattie, J. (1999, Aug. 2). Influences on student learning. Inaugural Lecture. University of Auckland.

Jonassen, D.H., Howland, J., Moore, J., & Marra, R.M. (2003). *Learning to solve problems with technology: A constructive perspective*. Upper Saddle River, NJ: Merrill Prentice Hall.

Lankshear, C., & Knobel, M., (2003). *New literacies: Changing knowledge and classroom learning*. Buckingham, UK: Open University Press.

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Little, J. W. et al. (2003). Looking at student work for teacher learning, teacher community and school reform. *Phi Delta Kappan,* 85(3), 185–192.

Luke, A., & Freebody, P. (1999). A map of possible practices: Further notes on the four resources model. *Practically Primary*, 4 (2), 5–8.

Marzano, R. J., Pickering, D. J., & Pollock, J. E. (2001). *Classroom instruction that works. Research-based strategies for increasing student achievement*. Alexandria, VA: Association for Supervision and Curriculum Development.

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Ministry of Education (2006). *A guide to effective instruction in mathematics, Kindergarten to Grade 6 – Volume Three* (pp. 18–60). Toronto, ON: Queen's Publisher for Ontario.

Ministry of Education (2006). *A guide to effective instruction in mathematics, Kindergarten to Grade 6 – Volume Four* (pp.3 – 36). Toronto, ON: Queen's Printer for Ontario.

Morrow, L. M., Gambrell, L. B., & Pressley, M. (Eds.). (2003). *Best practices in literacy instruction* (2nd ed.). New York, NY: Guilford Press.

National Council of Teachers of Mathematics. (2004). *Navigating through problem solving and reasoning in Grade 3*. Reston, VA: National Council of Teachers of Mathematics.

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Shepard, L. A. (2000). Role of assessment in a learning culture. *Educational Researcher*, 29(7): 4–14.

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Stiggins, R. J., (2001). *Student-involved classroom assessment*. Upper Saddle River, NJ: Prentice-Hall.

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Printed on recycled paper
ISBN 978-1-4249-6711-7 (KIT)