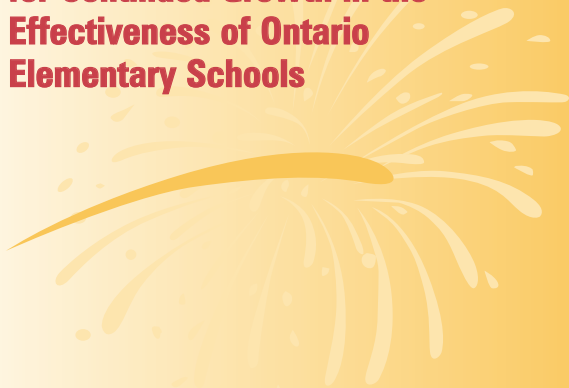




The Literacy and Numeracy Secretariat  
Le Secrétariat de la littératie et de la numératie

## The Literacy and Numeracy Secretariat Webcast Professional Learning Series

# The School Effectiveness Framework: A Collegial Process for Continued Growth in the Effectiveness of Ontario Elementary Schools



**Multi-media resource  
for professional learning**



Curriculum  
Services  
Canada

Service des  
programmes  
d'études Canada



**Ontario**

## On this DVD you will find ...

The multi-media package *The School Effectiveness Framework: A Collegial Process for Continued Growth in the Effectiveness of Ontario Elementary Schools* includes print, video and PowerPoint resources. On this DVD you will find these resources in the following folders:

- Viewer's Guide (booklet)
- *The School Effectiveness Framework: A Collegial Process for Continued Growth in the Effectiveness of Ontario Elementary Schools*
- Featured Webcast
- Additional Viewing Options
- PowerPoint Presentation
- Video Clip Index
- Indicators and Evidence Chart (Word document)
- Indicators (blank Word document)

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

The webcast is provided in a WMV format to enable you to use video segments in other presentations. Instructions on how to insert a video clip into a PowerPoint presentation are included in this guide (see pages 20 and 21).

**To access the multi-media resources in Windows** insert DVD into the DVD drive of your computer. An options box will open; select "Open folder to view files." Folders can be opened from the DVD or copied to your desktop and opened from there.

**To access the multi-media resources in Mac OS X** insert DVD into the DVD drive of your computer. Then exit from the DVD player (typically the player opens automatically when a DVD is inserted into the drive). Select the DVD icon. Folders can be opened from the DVD or copied to the desktop and opened from there.

For additional copies, contact Curriculum Services Canada at 416-591-1576. The webcast and other relevant resources are also accessible online at [www.curriculum.org](http://www.curriculum.org).

## Overview

The featured webcast, PowerPoint presentation, Video Clip Index and Indicators and Evidence Chart are complementary resources. The PowerPoint with presenter's notes is designed to support facilitators of professional learning sessions on the framework. The webcast is designed to promote a more intense exploration of the four essential components of the framework. The indicator chart is designed to assist viewers in locating video clips that demonstrate what the indicators of school effectiveness look like in practice.

## Note to Viewers

The goal of this guide is to provide an overview of the components of the multi-media resource *The School Effectiveness Framework: A Collegial Process for Continued Growth in the Effectiveness of Ontario Elementary Schools* (referred to as *The School Effectiveness Framework* in the pages that follow). The intent of the guide is to promote dialogue and reflection on the framework.

*We encourage you to ask some orientation questions before you begin:*

- Are we ready for self-assessment?
- How do we know?
- What are we curious about?
- What do we want to learn?

*Next, we encourage you to ask some reflective questions about assessment:*

- Are our students learning to their full potential?
- What information do we need to answer this question?
- How will we assess the information?
- How will we deal with the results of our inquiry and our preliminary conclusions?

*Some helpful follow-up and action questions to guide reflective practice include:*

- What decisions will we make based on the evidence?
- What actions will we take to address the areas of weakness?
- How will we ensure that the areas of weakness are addressed in our school improvement plan (SIP)?
- How will we revise our SIP?
- How will we recognize, build upon and celebrate our successes?

# The School Effectiveness Framework in Brief

The Literacy and Numeracy Secretariat developed *The School Effectiveness Framework* to assist boards and schools in creating and sustaining a culture of continuous improvement. Some of the key purposes are to:

- build school and board capacity to identify strengths, areas which require attention and next steps
- foster reflection, analysis and deeper understanding of school improvement needs
- lead to better improvement planning with precision and intentionality
- determine the monitoring and feedback strategies necessary for improvement and accountability

The framework, developed with input from teachers' federations, principals' councils, supervisory officers' associations and faculties of education, is being introduced to the Ontario elementary school system as an implementation pilot in 2007–08.

*The School Effectiveness Framework* is intended to provide indicators for critical analysis of nine components of school effectiveness. Based on the school effectiveness literature, these nine factors have been found to have an impact on student achievement. Schools and boards may wish to add a tenth component to reflect a local priority. While all components of the framework are important, and in keeping with the Secretariat's belief that one size does not fit all, these components have been divided into two categories: the essential components and the locally selected components. (See figure on page 3.)

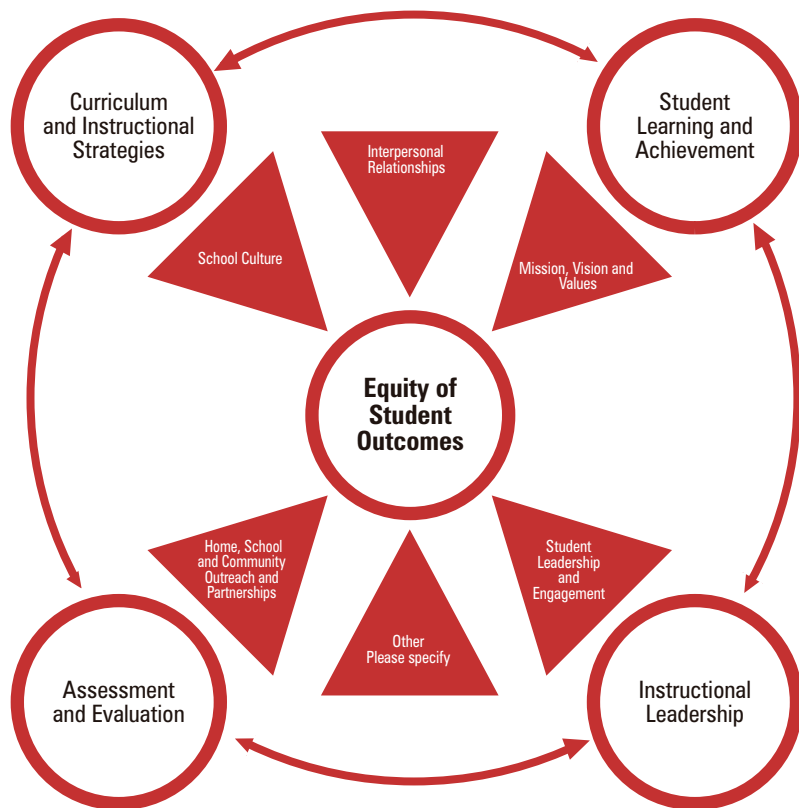
## The Essential Components

- Student Learning and Achievement
- Instructional Leadership
- Assessment and Evaluation
- Curriculum and Instructional Strategies

## The Components for Local Selection

- Mission, Vision and Values
- School Culture
- Interpersonal Relationships
- Home, School and Community Outreach and Partnerships
- Student Leadership and Engagement
- Other (based on locally identified priority)

## The School Effectiveness Framework: A Collegial Process for Continued Growth in the Effectiveness of Ontario Elementary Schools



The overarching purpose of this process is to achieve equity of student outcomes for all students. *The School Effectiveness Framework* is included on the DVD in PDF format.

## The School Self-Assessment Process

*The School Effectiveness Framework* is designed with two key uses in mind:

- The School Self-Assessment Process
- The District Review Process

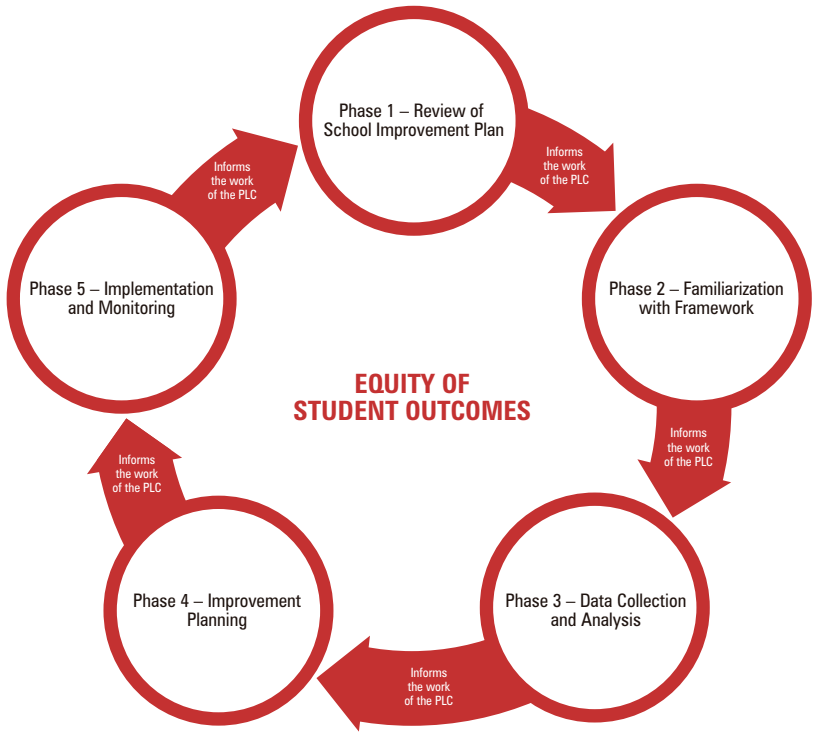
Self-assessment is about how we get to know ourselves better and identify the strategies that will leverage change and improvement. Research shows that schools have to go through several phases when they want to conduct self-assessment – beginning with an orientation, progressing through a self-assessment stage and finishing with a follow-up plan for action.

The essential components identified in the framework form the basis for the school self-assessment process. This review culminates in a summary of strengths and areas requiring further development. The process requires rigour in the analysis of the evidence and decision making around strengths and areas that require attention. Staff members should assume the role of critical friend as they engage in the process of creating a preferred future for the school.

The school self-assessment process should be completed within three months. It involves all staff and is focused on improving student achievement, teacher practice, leadership, improvement planning and implementation. The success of school self-assessment depends on clear communication, personal and professional support, shared leadership and collaboration. On-going, job-embedded capacity building and further development of the school as a professional learning community are integral parts of the process. (See figure on page 5.)

The overarching purpose of this process is to facilitate school effectiveness and achieve equity of student outcomes. It is essential that the process culminate in changed practices, where necessary.

## The School Self-Assessment Process



The responsibility of this process rests with the principal and the school improvement team in collaboration with the entire staff.

## The District Review Process

Using the indicators in the framework, the district review team will work with each school to determine the scope of the review and collect evidence to guide improvement planning and implementation. The district review process should be completed within four weeks. This will allow for several reviews each year. The board will provide a summary.

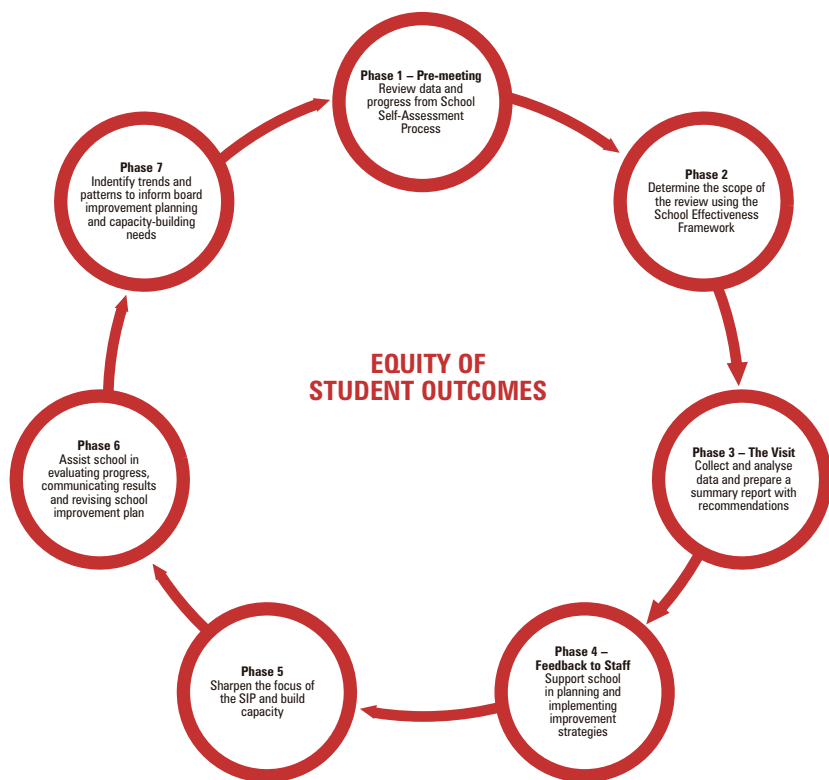
Because the needs of school boards vary, local decision making is built into the district review process. Local decisions include the following:

- the number of schools reviewed each year
- the composition of the review team
- the training and orientation of review team members
- the reporting and monitoring process
- how the findings will affect future decisions, including internal capacity building
- resource allocation

Districts and schools are being asked to review all the essential components in a given cycle of the review process. They may select additional components from the list of locally selected components.

The board will provide a summary report to each school to assist the school in sharpening its focus and building the capacity of their professional learning community. Feedback sessions about the board report should provide an opportunity for discussion in order to delve deeper into current practice and to determine next steps. All feedback should respect the professionalism of those who work in schools and should be presented in a way that fosters the will to experiment, innovate and take professional risks. (See figure on page 7.)

## The District Review Process



This process provides support for the school in identifying strengths and areas for further development that will result in continuous improvement in student learning.

## Featured Webcast

*The School Effectiveness Framework* is introduced by members of the Senior Executive of the Literacy and Numeracy Secretariat in the following web segments.

### Introduction

Dr. Avis Glaze  
(Length: 4 minutes)

### The School Self-Assessment Process

Marjatta Longston  
(Length: 3 minutes)

### The District Review Process

Ruth Mattingley  
(Length: 2 minutes)

### The Essential Components

Judy Speirs  
(Length: 29 minutes)

### Student Learning and Achievement

(Length: 29 minutes)

Student achievement must be the primary outcome of schooling. Equity of outcomes is all about students achieving to their fullest potential. Schools control the conditions for success.

### Instructional Leadership

(Length: 29 minutes)

Instructional leadership is demonstrated when the bulk of a principal's and teacher's time, energy and talents are devoted to improving the quality of teaching and learning.

## **Assessment and Evaluation**

(Length: 29 minutes)

It is essential that teachers and students become partners in the assessment process and work together to identify learning needs and plan for growth. Clear assessment goals help students understand where they are now, where they need to be and how they can get there.

## **Curriculum and Instructional Strategies**

(Length: 49 minutes)

Curriculum needs to be taught in a way that makes it relevant and engaging to students. Teachers use high-yield, research-based strategies to ensure improved student achievement.

The Video Clip Index provided on the DVD and in this guide (pages 11 to 19) will help you to locate the indicators and related video clips for the essential components.

## **Conclusion**

Dr. Avis Glaze

(Length: 1 minute)

A great deal of expertise and commitment exists in the Ontario school system. We must continue to work collaboratively to build knowledge and understanding of what is necessary and what is possible to make all of our schools as effective as they can be. Ontario is already proving to the world that as we raise the bar, we are also closing the gap so that we can provide all of our students with a bright future.

## Additional Viewing Options

Three internationally renowned experts in the field of education share their views regarding school effectiveness.

**Dr. Richard Elmore** (52 minutes)

**Dr. Michael Fullan** (24 minutes)

**Dr. Douglas Reeves** (50 minutes)

## PowerPoint Presentation

The 30 to 60 minute PowerPoint presentation provides a professional learning resource for facilitators of small or large groups of teachers who want to learn more about the School Effectiveness Framework. The PowerPoint slides include speaker notes. Equipment required includes a laptop with DVD capabilities, an LCD projector, speakers and a screen.

## Video Clip Index

This index is designed to facilitate access to specific video clips that illustrate the indicators. The media source for each video clip is listed, should the user require further details.

## Indicators and Evidence Chart

This chart lists all of the indicators in *The School Effectiveness Framework* along with samples of evidence one might find in their school or board, to demonstrate that the indicator has been addressed.

## Indicator (blank Word document)

This chart is provided to facilitate the self-assessment process. Each indicator is listed and a space is provided in which to record evidence that exists and relates specifically to the indicator.

## Video Clip Index

### Student Learning and Achievement

Binder Page #	Indicator	Video Clip Time Code	Video Clip Source
29	<p>There is a culture of high expectations for students from all backgrounds and experiences as manifested in:</p> <ul style="list-style-type: none"> <li>• a belief that all children can learn,</li> <li>• multiple opportunities for students to produce and display their best work,</li> <li>• student belief and confidence in their ability to succeed,</li> <li>• student career aspirations and expectations, and</li> <li>• planning.</li> </ul>	02:31 – 06:42	<p>Making Mathematics Accessible to All Students</p> <p>All Children Can Achieve</p>
29	Ambitious targets have been established for student achievement.	06:43 – 08:44	Leadership for Ontario Schools
29	Achievement results are communicated to the school community to build public confidence.		
29	Ongoing analysis of student achievement is integral to the work of the professional learning community and informs instructional decisions.	08:45 – 09:46	Leadership for Ontario Schools
29	Teacher moderation of student work ensures consistency in assessment and evaluation practices.	09:47 – 12:20	Teacher Moderation
30	Student groups that make up the school population can see themselves reflected in the culture, curriculum and ethos of the school (specifically in programs, policies and practices, extra-curricular activities, awards, graduation, student leadership, clubs, etc.).	12:21 – 15:42	<p>All Children Can Achieve</p> <p>On Common Ground</p>
30	<p>There is:</p> <ul style="list-style-type: none"> <li>• early and focused interventions for struggling students,</li> <li>• clear and consistent documentation of progress, and</li> <li>• tracking and celebration of student achievement.</li> </ul>	15:43 – 17:50	Leadership for Ontario Schools
30	Students are engaged in self-assessment and setting goals for the next steps in their learning.	17:51 – 19:26	Teacher Moderation

Binder Page #	Indicator	Video Clip Time Code	Video Clip Source
30	Support for learning and student achievement comes from the meaningful involvement of: <ul style="list-style-type: none"> <li>• parents representing the diversity of the school community,</li> <li>• school council,</li> <li>• students, and</li> <li>• community partners.</li> </ul>	23:33 – 28:45	Leadership for Ontario Schools
30	There is a clear emphasis on literacy learning in the school.	20:50 – 21:33	Differentiated Instruction
30	There is a clear emphasis on mathematics learning in the school.	01:39 – 02:30	Making Mathematics Accessible to All Students
30	Effective mathematics learning environments are challenging, developmentally appropriate for all students and strategically organized.	19:27 – 21:33	Making Mathematics Accessible to All Students Differentiated Instruction
31	Student learning stems from student access and engagement in solving open-ended problems at their own level of readiness.	21:34 – 23:32	Making Mathematics Accessible to All Students
31	Effective mathematics learning environments foster students' and teachers' curiosity, perseverance and self-confidence in learning mathematics.	21:42 – 23:32	Making Mathematics Accessible to All Students
31	The collaboratively developed character attributes are clearly articulated, modeled, taught and expected throughout the instructional day.	14:21 – 15:42	On Common Ground

## Video Clip Index

### Instructional Leadership

Binder Page #	Indicator	Video Clip Time Code	Video Clip Source
32	The Ontario Curriculum documents form the basis of instruction.		
32	Instructional time is protected (e.g., time on task and minimal interruptions).		Making Sense of Reading Instruction
32	<p>Non-negotiables for classroom practice have been established.</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• common assessment tool(s)</li> <li>• differentiated instruction</li> <li>• assessment drives instruction</li> <li>• co-operative learning</li> <li>• early interventions for struggling students</li> <li>• comprehensive/balanced literacy program</li> <li>• use of manipulatives in mathematics instruction</li> <li>• classrooms have uninterrupted blocks of time for literacy and numeracy (100–120 minutes for literacy and 60 minutes for numeracy are recommended)</li> <li>• other (please specify)</li> </ul>	02:53 – 09:44	Teacher Moderation
33	Principals and teachers work together to align curriculum and classroom practice with the goals in their school improvement plan.	09:45 – 11:08	Leadership for Ontario Schools
33	There is a process in place for monitoring progress in meeting goals specified in the school improvement plan.	11:09 – 13:05	Leadership for Ontario Schools
33	The school collects and analyses data to determine priorities and next steps.	11:17 – 13:05	Leadership for Ontario Schools
33	There is job-embedded professional learning for all staff and teachers systematically share successful practices, challenges and expertise.	13:06 – 16:10	Leadership for Ontario Schools
33	The school has a transparent mechanism in place for tracking, monitoring and discussing student achievement on an ongoing basis.	11:23 – 13:05	Leadership for Ontario Schools
33	There is a comparable learning experience across like grades and a continuum of knowledge and skills between grades.	16:11 – 20:28	Shared Reading

Binder Page #	Indicator	Video Clip Time Code	Video Clip Source
33	School organization decisions are designed to support the needs of all students.	20:29 – 21:00	Making Sense of Reading Instruction
33	Character development is integrated and permeates school and classroom activities.	21:01 – 26:35	On Common Ground Making Sense of Reading Instruction
33	The school improvement team is integral to the instructional leadership of the school.	26:36 – 27:28	Differentiated Instruction
34	School administrators facilitate and are actively involved in supporting a culture of learning that promotes capacity building at the classroom, division and whole-school levels.	27:29 – 31:34	Making Sense of Reading Instruction Differentiated Instruction
34	The school budget reflects the school's goals and board's goals for improving student achievement.	27:41 – 31:34	Making Sense of Reading Instruction Differentiated Instruction

## Video Clip Index

### Assessment and Evaluation

Binder Page #	Indicator	Video Clip Time Code	Video Clip Source
35	<p>The school follows the policy and/or procedures of the board's assessment and evaluation policy. The policy:</p> <ul style="list-style-type: none"> <li>• is clearly articulated and communicated to students, parents and caregivers;</li> <li>• identifies how and when students' learning will be assessed and evaluated;</li> <li>• includes modifications and accommodations to promote student learning; and</li> <li>• ensures that parents are aware of student progress in a timely manner.</li> </ul>	01:59 – 04:33	Leadership for Ontario Schools
35	Students are involved in assessing, tracking and setting goals for their own learning (assessment as learning).	04:34 – 07:06	Effective Instruction in Reading Comprehension
36	Assessment is used to inform classroom instruction.	07:07 – 09:25	Teaching and Learning in Multilingual Ontario
36	There is a mechanism in place to track student achievement and update it regularly within grades and across divisions.	09:26 – 11:31	Shared Reading
36	Students are given time and opportunity to act upon the feedback they receive in order to revise and upgrade their work and track and set goals for their own learning. Feedback should be ongoing, timely, explicit, meaningful and constructive.	11:32 – 13:47	Shared Reading
36	Students have access to examples of work at different levels of achievement to assist them in a self-assessment of their own work.	13:48 – 16:00	Making Mathematics Accessible to All Students
36	Data are disaggregated to identify and address the instructional needs of identified groups of students.	16:01 – 20:06	All Children Can Achieve Leadership for Ontario Schools
36	Teachers collaborate to develop and evaluate common assessment tools and practices to ensure consistency of standards across grade levels.	20:07 – 22:26	Teacher Moderation

Binder Page #	Indicator	Video Clip Time Code	Video Clip Source
36	Teachers know their students' interests, talents, backgrounds and present performance level.	22:27 – 24:14	Teacher Moderation
37	<p>Student progress is tracked and monitored at regular, short intervals to determine interventions that are necessary as well as appropriate pacing of instruction. Interventions should be:</p> <ul style="list-style-type: none"> <li>• based on current data;</li> <li>• age-appropriate and engaging;</li> <li>• offered daily when no new teaching is happening; and</li> <li>• collaboratively designed and monitored as to their effectiveness.</li> </ul>	24:15 – 27:40	Teacher Moderation Effective Instruction in Reading Comprehension
37	Students are supported and prepared to participate in student-led conferences.	25:40 – 28:23	Effective Instruction in Reading Comprehension

## Video Clip Index

### Curriculum and Instructional Strategies

Binder Page #	Indicator	Video Clip Time Code	Video Clip Source
38	All students are engaged in intellectually demanding tasks that require higher order and critical thinking.	00:26 – 04:49	Effective Instruction in Reading Comprehension Teaching and Learning in Multilingual Ontario
38	Curriculum and instruction require students to explore substantive and meaningful topics that connect to their diverse interests, aptitudes and backgrounds.	04:50 – 07:43	Making Sense of Reading Instruction
38	Resources for students are suitable, relevant, current and inclusive. Texts of all types and genres are used in instruction (e.g., books, video, posters, magazines, advertisements, web logs, multimedia, charts, maps, graphs, movies).	07:44 – 12:16	Making Sense of Reading Instruction Unlocking the Potential of Aboriginal Students
38	A wide variety of remedial and extended opportunities are available for students (e.g., more time, re-teaching using different strategies, assessment modifications, self-help checklists, graphic/visual organizers, peer tutoring, buddy programs, study skill strategies).	17:36 – 18:52	Making Mathematics Accessible to All Students Shared Reading
38	Technology is integrated in a meaningful way across the curriculum in order to enrich student learning and to address a range of learning styles.	18:53 – 20:30	Making Sense of Reading Instruction All Children Can Achieve
38	The Individual Education Plan (IEP) is used as a planning, communication and accountability tool.		
38	IEPs describe the accommodations and curriculum modifications that are to be implemented as part of the student's educational program.		
39	Differentiated instruction is designed and delivered in a manner that helps to reduce the need for accommodations and curriculum modifications.	20:31 – 21:06	Shared Reading

Binder Page #	Indicator	Video Clip Time Code	Video Clip Source
39	A wide range of instructional strategies are in use (e.g., co-operative learning, discovery learning, hands-on problem solving, individual, small-group and whole-class instruction, etc.) that facilitate intended learning.	21:07 – 28:53	Effective Instruction in Reading Comprehension Shared Reading
39	A comprehensive/balanced literacy program is in place. Approaches include: language and word study, read-aloud, modeled writing, shared reading and writing, guided reading and writing, independent reading and writing.	28:54 – 32:31	Differentiated Instruction Teacher Moderation
39	Authentic reading and writing are evident in classrooms and non-fiction writing is used in every subject area to ensure students write in a clear, accurate and persuasive manner.	32:32 – 36:41	Making Mathematics Accessible to all Students Making Sense of Reading Instruction
39	Practice and application of literacy skills are embedded in all curricular areas.	34:22 – 36:41	Shared Reading
39	Time for purposeful talk and interaction is necessary for real learning to occur. Instructional practice values time for accountable talk and interaction in order for students to clarify their thinking, learn to respect and build upon the ideas of others and articulate their views effectively.	37:55 – 40:51	Shared Reading
40	Powerful instructional strategies are used. For example: <ul style="list-style-type: none"> <li>identifying similarities and differences (comparing, classifying, creating metaphors and creating analogies),</li> <li>summarizing and note taking (analyzing information in depth and synthesizing information),</li> <li>reinforcing effort and providing recognition,</li> <li>homework and practice,</li> <li>non-linguistic representations (graphic organizers, pictures, pictographs, concrete representations and kinesthetic activity),</li> <li>co-operative learning,</li> <li>setting goals and providing feedback,</li> <li>generating and testing hypotheses, and</li> <li>activating prior knowledge.</li> </ul> (Marzano, 2007)	45:42 – 48:41	Effective Instruction in Reading Comprehension Making Sense of Reading Instruction Teacher Moderation

Binder Page #	Indicator	Video Clip Time Code	Video Clip Source
40	A comprehensive mathematics program engages all students in developing grade-appropriate conceptual understanding and procedural fluency through the use of mathematical processes.	12:17 – 17:35	Making Mathematics Accessible to all Students
40	Teachers make explicit the mathematical concepts, strategies and skills during lessons.	44:31 – 45:41	Making Mathematics Accessible to all Students
40	Teachers and students make sense of each other's mathematical ideas, strategies and solutions to develop mathematical understanding.	44:12 – 45:41	Making Mathematics Accessible to all Students
40	Teachers plan and implement three-part mathematics lessons daily during the numeracy block.	36:42 – 37:54	Making Mathematics Accessible to all Students
41	Teachers and students communicate ideas, solutions and strategies using oral and written mathematical language (e.g., numbers, pictures, symbols, terms and models).	44:22 – 45:41	Making Mathematics Accessible to all Students
41	Teachers choose teaching/learning strategies that activate students' prior knowledge and experience so students are prepared cognitively, socially and emotionally for new learning.	40:52 – 42:54	Making Mathematics Accessible to all Students
41	Students learn mathematics through lessons based in problem-solving.	42:55 – 44:11	Making Mathematics Accessible to all Students
41	Mathematics learning environments are challenging, developmentally appropriate for all students and strategically organized. They are engaging and foster curiosity, perseverance and self-confidence in students.	13:00 – 17:30	Making Mathematics Accessible to all Students

## 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 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. 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 on the file and choose Copy.
2. Right-click within any folder that you would like to save it in, and choose Paste.

### Method 2

1. Left-click on the file you would like to save, so that the file is highlighted.
2. Simultaneously press Ctrl and C (for Macintosh users, Command + C) to copy the file.
3. Left-click within any folder that you would like to save the file in, and simultaneously press “Ctrl” and “V” (for Macintosh users “Command” and “V”) to paste the file there.

For Macintosh users, the “Command” key is the one with the following symbols:  

#### NOTE:

All video files you would like to insert into your PowerPoint presentation must be saved in the folder containing the PowerPoint file.

If you save a PowerPoint presentation to another location (i.e., a memory stick, CD, etc.) you must also save the video in the same location in order for the video to play. This means that if you transfer the presentation to another computer, you must transfer the video files with it. Otherwise the video will not link to the PowerPoint presentation.

*Note to viewers:* If you wish to reproduce these instructions, please go to the Teacher Resources on the DVD.



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