A *Thumbnail* Sketch for SECONDARY ADMINISTRATORS
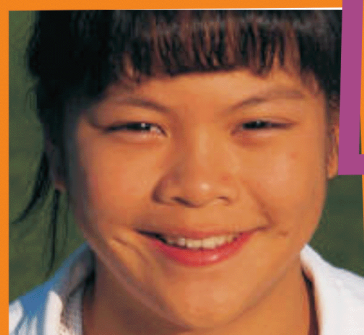
2011-2012

GREATER ESSEX COUNTY District School Board

GREATER ESSEX COUNTY

Core Beliefs & Understandings

All students can achieve high standards given sufficient time and support.

All teachers can teach to high standards given the right conditions and assistance.

High expectations and early intervention are essential.

Teachers *need to learn all the time* and they need to be able to articulate both what they do and why they do it.

Source: Breakthrough -
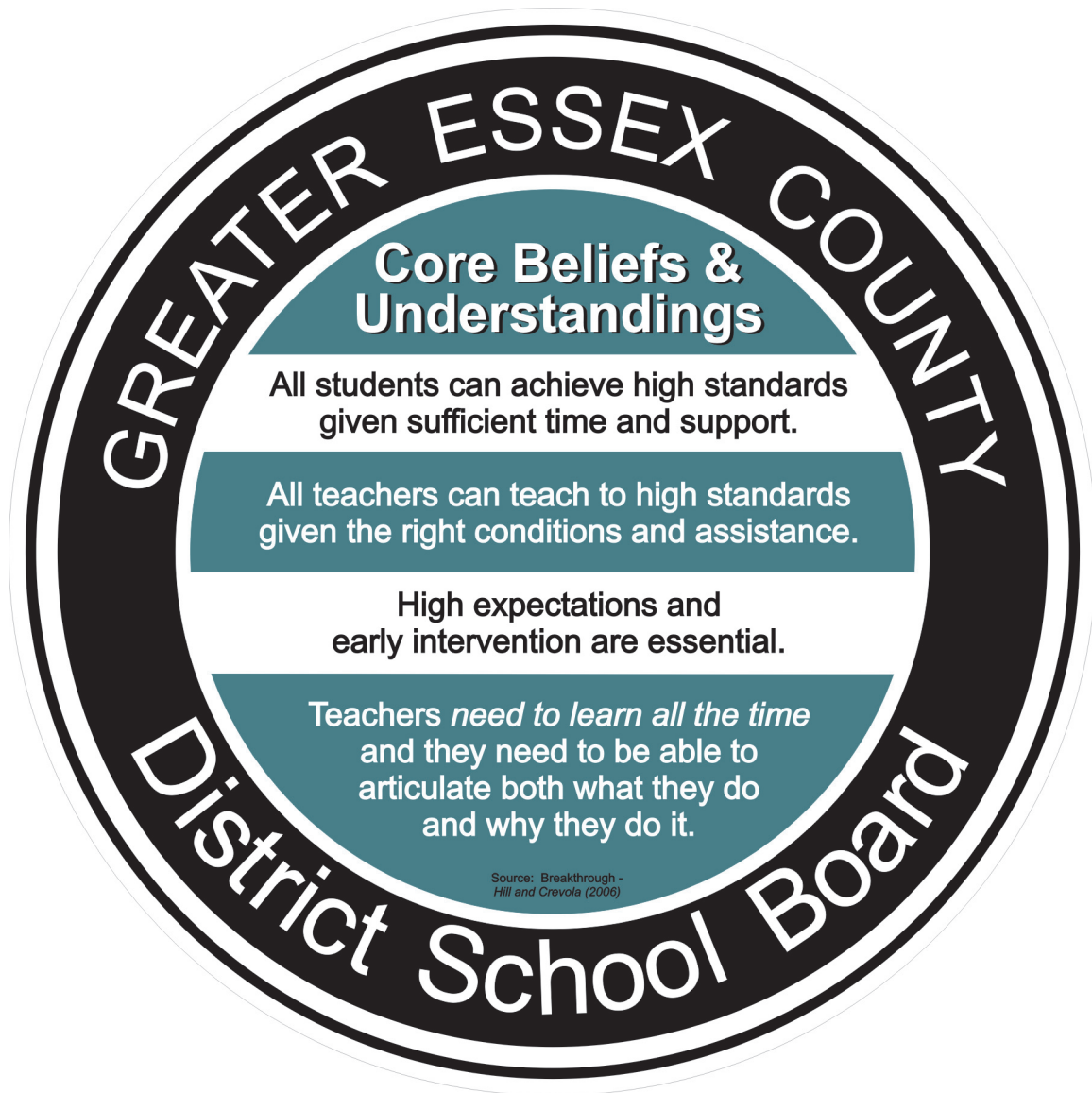*Hill and Crevola (2006)*

District School Board

Thumbnail Sketch for Secondary Administrators

Focus	"Look For"	Reference/Notes

STUDENT LEARNING	☐ Students:
	   ☐ learn by doing
	   ☐ make choices
	   ☐ learn in pairs, groups, independently
	   ☐ access a variety of resources independently
	   ☐ take responsibility for their own learning	

Classroom Climate and Learning Environment	☐ Mutual respect is fostered. ☐ Cooperative rules, procedures/routines and consequences are established. ☐ Discipline is administered consistently and appropriately. ☐ Participation of all students is encouraged. ☐ Differentiated learning styles and individual interests are addressed. ☐ Physical environment facilitates learning. ☐ Student work is displayed. ☐ Connections between home and school are established and recorded/documented.	

TEACHING	☐ Instruction is scaffolded by:
	   ☐ modelling
	   ☐ displaying exemplary work
	   ☐ facilitated and guided practice
	   ☐ providing explicit communication
	   ☐ providing feedback which honours student error and celebrates success	

Program Planning and Instructional Time	☐ Differentiated instruction and assessment are evident. ☐ Program lessons are effectively organized so that important ideas are highlighted. ☐ Connections are made to other strands and disciplines. ☐ Data is driving student instruction. ☐ Long range plans are in place and reflect the expectations in The Ontario Curriculum. ☐ Units are planned collaboratively with same course colleagues and utilize other learning specialists (e.g., Teacher Librarians, LSTs, Instructional Coaches) when appropriate. ☐ Ministry of Education and Training (**MOET**) and Greater Essex County District School Board (**GECDSB**) guidelines are followed.	

Picture!

Focus	"Look For"	Reference/Notes

ONGOING ASSESSMENT AND EVALUATION	☐ Students understand the criteria for success.
	 ☐ Assessment is ongoing, varied in nature, and administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning including:
	   ☐ focused observation (observations are noted/recorded)
	   ☐ teacher/student conferences
	   ☐ self-assessments
	   ☐ student files/collections of student work
	   ☐ records of diagnostic, formative and summative assessments
	   ☐ rubrics are provided
	 ☐ Teachers provide ongoing descriptive feedback that is clear, specific, meaningful and timely to support improved learning and achievement.
	 ☐ Assessment relates to the curriculum expectations and learning goals and, as much as possible, to the interests, learning styles, preferences, needs and experiences of the students.
	 ☐ Communication of student progress and achievement is ongoing and includes:
	   ☐ dialogue with both students and parents
	   ☐ formal and informal communication are recorded/documented
		For further and more specific information on **Assessment and Evaluation,** see the **Focus on Assessment, Evaluation and Reporting (AER)** section
		
		 Growing Success: Assessment, Evaluation and Reporting in Ontario Schools, First Edition, Grades 1-12 (2010)
		
		 EQAO **www.eqao.com**

HOMEWORK	☐ Focuses on:
	   ☐ refinement, application and the development of learning skills
	   ☐ practice and reinforcement
	   ☐ preparation for an upcoming activity
	 ☐ Must be assigned as appropriate to grade and developmental level.
	 ☐ Homework is **never** assigned as punishment.
	 ☐ Homework is **never** assessed.
		AD-AP Administrative Procedures (14)
		
		 AD Policy Regulations (15)

RESOURCES	☐ Resources are grade appropriate and Board approved. ☐ **GECDSB** core resources are being used (e.g., Medianet, Math and literature kits). ☐ **GECDSB** support resources are being used. ☐ **Eco**schools resources are being used. ☐ School Effectiveness Framework (2010)	

Introduction

The Greater Essex County District School Board is initiating a Thumbnail Sketch document for the secondary panel. The aim of the **Thumbnail Sketch for Secondary Administrators** is to ease the entry for new Administrators and highlight key aspects of the current school experience for seasoned Administrators. This document articulates Ministry and Board beliefs, with clear and concise expectations and guidelines.

The **Thumbnail Sketch for Secondary Administrators** is a reference tool meant to assist administrators with a structured walk-through approach when observing teacher instruction, organization, and the classroom climate and learning environment. This document emphasizes expectations of the teaching and learning settings by subject area.

The **Thumbnail Sketch for Secondary Administrators** describes and identifies observable characteristics in a quality academic program. It also identifies the resources and support systems available in our system. Connections to Ministry documents and initiatives are referenced and noted throughout.

This resource is intended as an overview to give administrators the opportunity to grasp the essence of the programs for which they are observing.

Focus	"Look For"	Reference/Notes
STUDENT LEARNING	☐ In the **African Studies** classroom, students will be learning about the history of African peoples from ancient times to present, tracing their influence throughout the Diaspora, with a special focus on Canada, the Caribbean, and the United States. ☐ The expectations in the **African Studies** courses are grouped in five distinct but related strands: 　☐ Communities: Characteristics, Development and Interaction 　☐ Change and Continuity 　☐ Citizenship and Heritage 　☐ Social, Economic and Political Structures 　☐ Methods of Historical Inquiry	Locally Developed Curriculum, CAS 331: History of Africa and Peoples of African Descent (2009)
Classroom Climate and Learning Environment	☐ Students will experience a combination of collaborative, cooperative, and independent activities in the classroom. ☐ An active learning environment including field trips, guest speakers, involvement in school and community events, arts and crafts. ☐ On display: 　☐ word wall and/or charts with vocabulary and symbols 　☐ daily agenda 　☐ materials posted reflect non-stereotypical representations of peoples of African descent 　☐ multiple examples of student work 　☐ learning goals and success criteria ☐ Integration of a computer lab and data projector with a traditional classroom would benefit all students. ☐ Resources for students are relevant, current, accessible, inclusive, and racially, visually and linguistically sensitive.	

African Studies

Focus	"Look For"	Reference/Notes
TEACHING AND LEARNING	☐ Given the cultural topics and sensitive issues explored in the **African Studies** curriculum, teachers will find it necessary to reach beyond the usual sources in preparation for instruction. Important resources include local Black organizations (books, videos, guest speakers, entertainers, artifacts, etc.) and electronic media. ☐ Teaching and learning incorporates 21st century content, language and terminology, global perspectives, learning skills, resources and technologies. ☐ Learning is deepened through authentic, relevant and meaningful student inquiry. ☐ Instruction and assessment are differentiated in response to student strengths, needs and prior learning.	K-12 School Effectiveness Framework Differentiated Instruction Ministry Resources
Program Planning and Teaching Approaches	☐ The diversity of materials devised to support the curriculum enables teachers to adopt a variety of teaching approaches, including direct instruction, demonstration, and activity-based learning. ☐ Classroom activities include, but are not limited to the following: 　☐ hands-on, practical activities 　☐ oral discussions 　☐ debates 　☐ research and analysis 　☐ reflections 　☐ artistic expressions	Ontario Curriculum Growing Success K-12 School Effectiveness Framework
RESOURCES	☐ A variety of resources will be used throughout the course. The primary textbooks are: 　☐ *Black History: Africa, the Caribbean, and the Americas* 　(The first textbook of its kind in Canada, it explores the compelling story of Africa and its people. Developed for the grade 11 course in Black History and an excellent supplement for any Canadian and World Studies or Social Studies course, this text spans the broad sweep of African history, from early civilizations to the 21st century.) 　☐ GECDSB's **African Canadian Roads to Freedom**	

Focus	"Look For"	Reference/Notes
STUDENT LEARNING	☐ Effective learning in **The Arts** is based on two artistic processes: 1. Creative Process 2. Critical Analysis Process ☐ These processes are: ☐ interconnected ☐ embedded in every aspect of every **Arts** discipline ☐ the vehicle for students to acquire and apply artistic knowledge and skills ☐ Students: ☐ **should not learn about the concepts of the various Arts in isolation,** but through meaningful, creative activities ☐ are **actively engaged (aesthetically, kinesthetically and cognitively)** in applying skills, problem-solving, practicing/refining, sharing performances/products, and analyzing their own work and the work of others ☐ routinely use vocabulary appropriate to the **Arts** discipline ☐ use manipulatives, technology and tools/instruments specific to the **Art** form	For teacher/student guidelines or "look fors" on the Creative and Critical Analysis Process, go to the Ontario Curriculum, The Arts, Grades 9-10 (2010), pp.14-20 or the Ontario Curriculum, The Arts, Grades 11-12 (2010), pp.15-22
Classroom Climate and Learning Environment	☐ Displays may include: ☐ **word wall** containing commonly used vocabulary which reinforce the **Fundamental Concepts** outlined for each grade level in the curriculum document ☐ **performers** - pictures of various types of dancers (e.g., ballet, modern, jazz, Cirque du Soleil), actors (mines, clowns, children actors, adult actors), musicians and artists (Teachers can access videos through Medianet) ☐ **instruments** - families of instruments, period instruments ☐ **composers** ☐ **good quality print** ☐ **fingering charts** - recorder, flute, clarinet, alto sax, tenor sax, trumpet, trombone, baritone, tuba ☐ Readily available manipulatives (students use set procedures to safely and efficiently access equipment/ resources) and technology ☐ Access to (facility requirements): ☐ desks, tables and chairs (preferably stackable) ☐ water ☐ open area or an area that can be cleared and restored quickly ☐ storage space ☐ good quality CD player/sound system, video camera ☐ computers and SMARTBoard, where applicable	For additional information and resources, consult the "Resource" section of the following websites: CODE (Council of Ontario Drama and Dance Educators) **http://code.on.ca** OMEA (Ontario Music Educators Association) **http://www.omea.on.ca** OSEA (Ontario Society for Education Through Art) **http://www.osea.on.ca**

The Arts
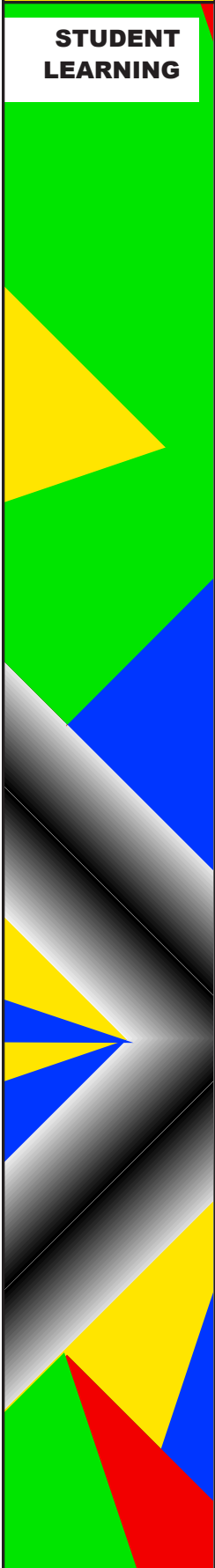
Focus	"Look For"	Reference/Notes

TEACHING
 	
Program Planning
	☐ The fundamental concepts are the basis for skill and concept development in each grade.
	☐ A variety of developmentally appropriate instructional strategies for
	    ☐ whole group
	    ☐ small group
	    ☐ independent
	☐ Teacher selected activities that are based on an assessment of students' individual needs, proven learning theory and best practices.
	☐ Teacher providing ongoing feedback to students and frequent opportunities for students to rehearse, practice and apply skills and strategies.
	☐ Students engaged in classroom inquiry around fundamental **Art** concepts.
	
	☐ Three-part lesson format:
		Ontario Curriculum, The Arts, Grades 9-10 (2010), Grades 11-12 (2010)
		
		"Learning Through The Arts" video series, Ministry of Education

DRAMA, DANCE AND VISUAL ARTS
1. **warm-up/review/set up** consisting of distributing materials, games, stretches and warm-up movements, skill modelling and practice
2. **focus on concept or skill** consisting of teaching a new concept/skill, application of skill in familiar and in new contexts, student exploration and creating, rehearsing/refining
3. **summary** consisting of working on the reinforcement/development of a variety of skills within familiar contexts/repertoire, sharing performances/products and clean up

MUSIC	
VOCAL	**INSTRUMENTAL**

1. **warm-up/review** consisting of familiar songs and/or vocal exercises (e.g., breathing, tone production, extending vocal range, pitch - matching, step versus leaps) and/or reading exercises (e.g., rhythm notation)
2. **focus on concept or skill** consisting of teaching a new concept/skill, student exploration, application of skill in familiar and in new contexts
3. **summary** consisting of working on the reinforcement/development of a variety of skills within familiar pieces
	1. **set-up and warm-up**
	  ▶ students follow procedures to access the necessary resources, sanitize mouthpieces, take their seats
	  ▶ teacher or student-led warm-up exercises (breathing, tone production, extending range, articulation, etc.)
	  ▶ reading skills exercises (rhythms, pitches and fingerings)
	2. **focus on concept or skill** consisting of teaching a new concept/skill, review, exploration/guided practice, application of skill in familiar and in new contexts
	3. **summary**
	  ▶ working on the reinforcement/ development of a variety of skills within familiar pieces (pitch, notation reading, dynamics, breathing technique, intonation, articulation, phrasing)

| **RESOURCES** | ☐ Ontario Curriculum, The Arts, Grades 9-10 (2010), Grades 11-12 (2010)
☐ "Learning Through The Arts" video series, Ministry of Education
☐ **http://CODE.on.ca**
☐ **http://OMEA.on.ca**
☐ **http://OSEA.on.ca** | |

Focus	"Look For"	Reference/Notes
ASSESSMENT PRINCIPLES	☐ Assessment practices are fair, transparent and equitable for all students. ☐ Assessment relates to the curriculum expectations and learning goals and, as much as possible, to the interests, learning styles and preferences, and needs and experiences of the students. ☐ Assessment supports all students, including those with special education needs and those who are learning the language of instruction (ELLs).	Growing Success: Assessment, Evaluation and Reporting, Grades 1-12 (2010) - Chapter One

STUDENT	☐ Students:
	  ☐ are involved in the process of assessment
	  ☐ understand why, when and how they are being assessed (performance standards)
	  ☐ understand what they are expected to know and be able to do (content standards/curriculum expectations)
	  ☐ use descriptive feedback that is connected to the learning goal(s) and success criteria to monitor their progress to the learning goal(s), make adjustments in their learning approaches, reflect on their learning, and set individual goals for learning
	  ☐ engage in self-reflection, peer and self-assessment
		Growing Success: Assessment, Evaluation and Reporting, Grades 1-12 (2010)
		- Chapter Four

TEACHER	☐ Teachers:
	  ☐ integrate assessment seamlessly with instruction
	  ☐ use a backwards design/design down method of planning
	  ☐ scaffold learning for students using a model of gradual release of responsibility for learning as follows:
	    ✓ demonstrates the skills during instruction
	    ✓ moves to guided instruction and support
	    ✓ has students share in the responsibility for assessing their own work
	    ✓ gradually provides opportunities for students to assess their own learning independently
	  ☐ share learning goals and success criteria with students at the outset of learning
	  ☐ display learning goals, co-construct success criteria with students, and share samples of student work and/or exemplars to clarify students' understanding
	  ☐ gather information about student learning before, during and at or near the end of a period of instruction using a variety of assessment strategies and tools
	  ☐ provide multiple opportunities for students to practise and demonstrate the full range of their learning
	  ☐ provide descriptive and timely feedback to the students in order to improve achievement
	  ☐ plan additional time and opportunities for students to act upon feedback
	  ☐ use assessment to inform instruction, guide next steps, and help students monitor their progress towards achieving their learning goals
		Growing Success: Assessment, Evaluation and Reporting, Grades 1-12 (2010)
		- Chapter Four

Evaluation and Reporting (AER)

Focus	"Look For"	Reference/Notes
TEACHER cont'd	☐ help students develop skills of peer and self-assessment ☐ communicate about assessment to students and parents in a clear, meaningful and ongoing manner ☐ maintain a system for selection, collection and storage of student work ☐ maintain up-to-date assessment records	
EVALUATION	☐ Student achievement of the overall expectations is evaluated on the basis of his or her achievement of related specific expectations. ☐ For students with special education needs and English language learners who may require accommodations but who do not require modified expectations, evaluation of achievement is based on the appropriate subject/grade/course curriculum expectations and the achievement levels. ☐ For students who require modified or alternative expectations, evaluation of achievement is based on the modified or alternative expectations rather than the regular subject/grade/course curriculum expectations. ☐ Evidence of student achievement for evaluation is collected over time from three different sources (observations, conversations and student products). ☐ "Student products" may be in the form of tests or exams and/or assignments for evaluation. ☐ Assignments for evaluation (summative) may include rich performance tasks, demonstrations, projects and/or essays. ☐ Assignments for evaluation and tests or exams are completed, whenever possible, under the supervision of a teacher. ☐ Assignments for evaluation do not include ongoing homework that students do in order to consolidate their knowledge and skills or to prepare for the next class. ☐ For assignments for evaluation that involve group projects, each student's work within the group project is evaluated independently and assigned an individual mark, as opposed to a common group mark.	Growing Success: Assessment, Evaluation and Reporting, Grades 1-12 (2010) - Chapter Five
RESOURCES	☐ Growing Success: Assessment, Evaluation and Reporting in Ontario Schools, First Edition, Ministry of Education (2010) ☐ Reporting Student Learning: Guidelines for Effective Teacher-Parent-Student Communication, Ministry of Education, (2010) ☐ Comment Framework: Progress Reports and Report Cards, London Region MISA AE Sub-committee, (2011) ☐ Video supports for understanding the framework, clarifying learning skills and work habits, and for building report card comments: **http://ae.misalondon.ca/** ☐ First Class Conference: AER Updates	

Focus	"Look For"	Reference/Notes

STUDENT LEARNING	☐ Effective learning in **Business Studies** focuses on many components specific within each course but generally the following are present:
	  ☐ collaboration with peers and those in the business world
	  ☐ understanding and using applicable skills in business software
	  ☐ hands-on business activities and events (e.g., organizing community events, school functions, fundraising activities)
	
	☐ These processes are embedded in every aspect of the **Business Studies** program and include topic-specific strands for the course being taught, whether it has an organizational focus such as **BBI1O** (e.g., the role and impact of business), or whether it has a computer-based focus such as **BBI2O** (e.g., information management, software applications, electronic communication, electronic research and ethical issues, career opportunities). These processes are even more specific in graduate level courses.
	
	☐ Students:
	  ☐ should have the opportunity to be involved in real world business activities
	  ☐ should be engaged in practical, hands-on assignments as the main premise of any business class
	  ☐ learn by trial and error rather than theory
	  ☐ need focused opportunity and exposure to numerous types of data management programs and business applications as they develop confidence and transferable skills in the use and adoption of technology
	  ☐ should monitor and reflect upon their own progress as it pertains to posted learning goals and co-constructed success criteria
	  ☐ are teamed with a mentor (mentorship) or given the chance to spend time in a business environment (co-op) to provide real experience from those within the surrounding community (this benefits not only students but also local businesses)
		Ontario Curriculum
		
		K-12 School Effectiveness Framework
		
		Growing Success

Business Studies

Focus	"Look For"	Reference/Notes
Classroom Climate and Learning Environment	☐ The classroom should be organized in a way that allows for group discussions and collaboration. ☐ Learning goals and co-constructed success criteria should be posted and evident in all classrooms. ☐ White boards surrounding the classroom are useful to help in group planning, organizing and other group activities. ☐ A data projector is available. ☐ Access to technology, including current word processing and business applications is very important. ☐ Telephone and messaging is used when students create their own business or venture plans, or student organized events. ☐ Students require calculators and materials for creating (e.g., coloured pencils, scissors, glue). ☐ When required in the curriculum, each student should have access to their own email account for interaction between their peers and community contacts.	

TEACHING AND LEARNING
 	
Program Planning and Instructional Time
	☐ Incorporates a variety of 21st century content and technologies.
	☐ Uses flexible groupings based on the needs, interests or work of the students.
	☐ Uses a variety of instructional strategies.
	☐ Explicit instruction is used to scaffold skill acquisition.
	☐ Incorporates opportunity for students to acquire, practice and apply skills and theories, both in the classroom and in real-life business contexts.
	
	☐ Teachers use a variety of materials to support the curriculum, adopting a variety of teaching approaches including:
	  ☐ modelling/scaffolding learning
	  ☐ hands-on/practical activities
	  ☐ discussions and debates
	  ☐ research and analysis
	  ☐ reflecting on theories and practices
	☐ Teachers and students co-create success criteria derived from curriculum-based learning goals; teachers provide timely, descriptive feedback to students based on their attainment of these success criteria.
		Ontario Curriculum
		
		K-12 School Effectiveness Framework
		
		Growing Success
		
		Think Literacy

Focus	"Look For"	Reference/Notes

STUDENT LEARNING	☐ The **Canadian and World Studies** program encompasses five subjects:
	    ☐ Economics ☐ Law
	    ☐ Geography ☐ Politics
	    ☐ History
	☐ Student learning in the various courses in this discipline will contribute significantly to their understanding of Canada's heritage and its physical, social, cultural, governmental, legal, and economic structures and relationships. It will also help them to perceive Canada in a global context and to understand its place and role in the world community.
	☐ The main goals of the **Canadian and World Studies** program are to help students to:
	    ☐ gain an understanding of the basic concepts of the subjects for further studies in the discipline
	    ☐ develop the knowledge and values they need to become responsible, active, and informed Canadian citizens in the 21st century
	    ☐ develop practical skills (such as critical-thinking, research and communication skills), some of which are particular to a given subject in **Canadian and World Studies** and some of which are common to all the subjects in the discipline
	    ☐ apply the knowledge and skills they acquire in **Canadian and World Studies** courses to better understand their interactions with the natural environment; the political, economic and cultural interactions among groups of people; the relationship between technology and society; and the factors contributing to society's continual evolution
	☐ The curriculum in **Canadian and World Studies** is built around a set of fundamental concepts:
	    ☐ systems and structures
	    ☐ interactions and interdependence
	    ☐ environment
	    ☐ change and continuity
	    ☐ culture
	    ☐ power and governance
	☐ Economics, geography, history, law and politics offer different perspectives on these concepts.
		Ontario Curriculum, Grades 9-12: Canadian and World Studies

Classroom Climate and Learning Environment	☐ On display:
	    ☐ multiple examples of student work
	    ☐ student and teacher developed anchor charts, learning goals and success criteria
	    ☐ maps, word walls and charts
	☐ Technology is available.
	☐ Resources for students are relevant, current, accessible and inclusive.
	☐ A positive, supportive classroom community has been developed and is evident.
		Growing Success

AND *World Studies*

Focus	"Look For"	Reference/Notes
TEACHING AND LEARNING	☐ Teaching and learning incorporates 21st century content, global perspectives, learning skills, resources and technologies. ☐ Learning is deepened through authentic, relevant and meaningful student inquiry. ☐ Instruction and assessment are differentiated in response to student strengths, needs and prior learning. ☐ Three part lesson format (before, during and after).	K-12 School Effectiveness Framework Differentiated Instruction Ministry Resources

Program Planning and Teaching Approaches	☐ Students learn best when they are engaged in a variety of ways of learning. **Canadian and World Studies** courses lend themselves to a wide range of approaches in that they require students to research, think critically, work cooperatively, discuss relevant issues, and make decisions about significant human concerns. A mix of collaborative, cooperative and independent activities should occur in the classroom.
	☐ Some of the teaching and learning strategies that are suitable to material taught in **Canadian and World Studies** are:
	   ☐ fieldwork (including data collection)
	   ☐ cooperative small-group learning
	   ☐ role playing
	   ☐ simulations
	   ☐ brainstorming
	   ☐ mind mapping
	   ☐ creating scenarios for decision making
	   ☐ independent research
	   ☐ personal reflections
	   ☐ seminar presentations
	   ☐ Socratic lessons
	   ☐ constructive or creative dialogue
		Ontario Curriculum, Grades 9-12: Canadian and World Studies
		
		Growing Success
		
		K-12 School Effectiveness Framework
		
		Think Literacy Cross-Curricular Approaches, Grades 7-12, Subject Specific
		
		Examples:
		• Geography, Grades 7-9
		• CGW4U Canadian and World Issues: A Geographic Analysis
		• Canadian History Since World War One and Grade 10 Civics
		• Library Research

The Study of Current Events	☐ Discussion of current events not only stimulates student interest and curiosity, but also helps students to connect what they are learning in class with past and present-day world events or situations.	
Literacy, Numeracy and Inquiry/ Research Skills	☐ Success in **Canadian and World Studies** courses depends in large part on strong literacy skills. ☐ Units are planned collaboratively with same course colleagues and utilize other learning specialists (e.g., teacher librarian, LST and/or instructional coach) when appropriate. ☐ The **Canadian and World Studies** curriculum also builds on and reinforces certain aspects of the mathematics curriculum. For example, clear, concise communication may involve the use of various diagrams, charts, tables and graphs to organize, interpret, and present information. ☐ Students will learn how to locate relevant information from a variety of sources, such as books, newspapers, field studies and interviews, climate maps, aerial photographs and satellite images, diagrams and charts, and electronic sources.	

Focus	"Look For"	Reference/Notes

STUDENT PROFILE	☐ Students:
	   ☐ are motivated; yet not achieving their potential
	   ☐ are a visible minority
	   ☐ have academic issues
	   ☐ have attendance issues
	   ☐ have behavioural/social issues
	
	(Students that are already succeeding academically who are interested in group participation are also accepted.)	

REFERRAL PROCESS	☐ The referral process involves the following steps:
	   ☐ a determination by the *Change Your Future* (**CYF**) counsellor and vice-principal
	   ☐ a referral by the school staff (vice-principal, teacher, Guidance counsellor and **CYF counsellor**)
	   ☐ a self referral
	   ☐ a peer referral
	   ☐ completion of the referral form
	   ☐ an initial assessment interview
	   ☐ completion of the consent form	

PROGRAM STRATEGIES
 	
Individual Consultation
 	
Weekly Tracking Forms
 	
Monthly Meetings
	☐ Program strategies focus on student accountability and self improvement to ensure success in high school and beyond.
	
	☐ Individual consultation sessions include:
	   ☐ regular progress sessions
	   ☐ a record of sessions
	   ☐ goal setting
	   ☐ monitoring of goals
	   ☐ self improvement planning
	
	☐ Weekly tracking forms are readily available for students to complete and are required to:
	   ☐ increase student accountability
	   ☐ encourage student/teacher engagement
	   ☐ accumulate points towards the student incentive program
	
	☐ Meetings are held every month to:
	   ☐ address cultural/social issues relevant to **CYF** students
	   ☐ discuss self improvement strategies
	   ☐ encourage interaction and engagement
	   ☐ discuss a structured program delivery
	
	(Meeting refreshments are designed to reflect the diversity of the students.)	

Change Your Future

Focus	"Look For"	Reference/Notes

PROGRAM STRATEGIES cont'd
 	
Incentive Program
	☐ The purpose of the Incentive Program is to:
	  ☐ focus on improvements in academics, attendance and behaviour
	  ☐ award points for positive progress
	  ☐ deduct points for non-beneficial behaviours/actions
	  ☐ act as a visually tracking aid which is displayed in the **CYF** room
	  ☐ determine end-of-the-year awards for overall improvements	

Field Trips	☐ Field trips should be:
	  ☐ culturally relevant and appropriate
	  ☐ socially relevant and appropriate
	  ☐ academically relevant and appropriate
	
	(Field trips qualify for financial assistance and student safety is ensured.)	

Academic Progress	☐ Monitor student academic progress through:
	  ☐ regular contact with the **CYF** students' teachers regarding course work and classroom behaviour
	  ☐ weekly tracking forms
	  ☐ attendance schedules
	  ☐ progress reports, mid-term reports, and end of the semester marks	

CYF ROOM CLIMATE
 	
Stationery and Supplies
 	
Displays
 	
Reading Corners
 	
Student Records
 	
Snack Cupboard
	☐ The climate of the **CYF** room is a safe and inviting environment where all students feel comfortable.
	
	☐ Stationery and supplies should be readily available for use.
	
	☐ Student work should be attractively displayed and reflect:
	  ☐ positive images of racially diverse people
	  ☐ cultural and diverse literature
	
	☐ Reading Corners should:
	  ☐ include culturally relevant and appropriate materials
	  ☐ include racially relevant and appropriate materials
	  ☐ include interesting and engaging topics and themes
	  ☐ be attractively displayed
	  ☐ be easily accessible
	  ☐ include a record of checking in and out
	  ☐ include a reading list
	
	☐ Student records must be well organized and safely stored.
	
	☐ The snack cupboard contains nutritional snacks available during appropriate times.	

Focus	"Look For"	Reference/Notes

STUDENT LEARNING	☐ The fundamental purpose of the **Computer Studies** program is to provide students with knowledge, skills, and attitudes that will enable them to achieve success in secondary school, the workplace, post secondary education or training, and in their daily life.
	
	☐ The goals of the **Computer Studies** curriculum is to enable students to:
	  ☐ gain an understanding of **Computer Studies** concepts
	  ☐ develop the skills, including critical thinking skills, and the knowledge of strategies required to do research, conduct inquiries, and communicate findings accurately, ethically and effectively
	  ☐ apply the knowledge, skills and attitudes acquired through the study of computers to a variety of learning tasks and relate them to computer phenomena on the local, national and global levels
	  ☐ develop lifelong learning habits that will help them adapt to computer advances in the changing workplace and world
	  ☐ make connections that will help them take advantage of potential post secondary educational and work opportunities
		Ontario Curriculum
		
		K-12 School Effectiveness Framework
		
		Growing Success

Classroom Climate and Learning Environment	☐ The classroom should be organized in a way that allows for group discussions and collaboration. ☐ Learning goals and co-constructed success criteria should be posted and evident in all classrooms. ☐ White boards surrounding the classroom are useful to help in group planning, organizing and other group activities. ☐ A data projector is available. ☐ Access to any and all technology and software needed to effectively deliver the curriculum is given. ☐ The classroom is a safe environment for learning, both in terms of the collegial atmosphere and the use of electrical equipment in line with current health and safety policy.	

Computer Studies

Focus	"Look For"	Reference/Notes
TEACHING AND LEARNING	☐ Using a variety of instructional, assessment and evaluation strategies, teachers provide numerous opportunities for students to develop a range of skills and knowledge, including knowledge of **Computer Studies** concepts, structures and processes, that will allow them to participate more effectively in their communities as responsible and active citizens. ☐ Uses flexible groupings based on the needs, interests or work of the students. ☐ Explicit instruction is used to scaffold skill acquisition. ☐ Curriculum-based learning goals are shared with the students and success criteria to meet the goals are co-constructed with the class.	Ontario Curriculum K-12 School Effectiveness Framework Growing Success Think Literacy

Program Planning and Instructional Time	☐ Teachers use a variety of materials to support the curriculum, adopting a variety of teaching approaches including:
	  ☐ modelling/scaffolding learning
	  ☐ hands-on/practical activities
	  ☐ research and analysis
	  ☐ reflecting on theories and practices
	  ☐ solving problems in real-life contexts
	  ☐ learning based in inquiry
	
	☐ Teachers and students co-create success criteria derived from curriculum-based learning goals; teachers provide timely, descriptive feedback to students based on their attainment of these success criteria.	

Focus	"Look For"	Reference/Notes

STUDENT LEARNING
 	
Counselling and Interviewing
	☐ Students:
	  ☐ apply for **Cooperative (Co-op) Education** during the course selection process
	  ☐ participate in an application process that includes an interview, consent of a parent/guardian (if under 18 years), recommendations from Guidance and/or the subject teacher
	  ☐ agree to abide by the conditions in the Statement of Understanding
		Cooperative Education and Other Forms of Experiential Learning, 2000 (The Ontario Curriculum)
		
		Cooperative Education and Other Forms of Experiential Learning 2010 (GECDSB)

Classroom Component (Pre-Placement)	☐ Students:
	  ☐ review and apply knowledge and skills acquired in the *Exploration of Opportunities* strand in **GLC2OH**
	  ☐ demonstrate self-assessment skills, job readiness skills, and an understanding of school and placement expectations, health and safety, issues of confidentiality and privacy, work ethics, individual's rights, relevant sections of Employment Standards Act and Human Rights Act, role of unions, methods of dealing with and reporting concerns at the workplace
	  ☐ participate in an initial student-teacher conference regarding the content of the student's PLPP	

Integration	☐ Students:
	  ☐ analyze and compare placement experiences
	  ☐ reflect on personal placement experiences and set long and short term goals
	  ☐ share experiences and use group problem-solving techniques	

Placement Component	☐ Students:
	  ☐ complete daily log sheets and submit them to their teacher weekly
	  ☐ complete reflective journals
	  ☐ must report any injury, however minor, to their teacher and supervisor with full details including when, where and how the injury occurred
	  ☐ are expected to be punctual and attend their work placements according to the dates indicated on the Work Education Agreement
	  ☐ must contact the **Co-op teacher** and placement supervisor prior to the start of the work day if they are going to be absent	

Classroom Climate and Learning Environment	The classroom component includes:
	  ☐ pre-placement orientation (15-20 hours at the beginning of the course) – includes Job Readiness, Health and Safety, Rights and Responsibilities, Workplace Opportunities and Challenges
	  ☐ integration (7 hours per 110 hour credit) – reflective learning requires an atmosphere of support, sharing and confidentiality	

TEACHING
 	
Counselling and Interview
	☐ Teachers:
	  ☐ promote **Cooperative Education** to students, parents, staff and potential employers
	  ☐ review **Co-op** application packages and work with a team (which may include Guidance, administration, LST, etc.) to select students who meet the criteria for **Co-op** and who would benefit from participation in the program
	  ☐ interview students who have applied for **Co-op** to determine if the student's expectations and commitment to **Co-op** are realistic, to provide the student with more detailed information regarding his/her responsibilities, and to determine whether the student has the necessary educational background for the placement in which s/he is interested
		Cooperative Education and Other Forms of Experiential Learning 2000 (The Ontario Curriculum)
		
		Cooperative Education and Other Forms of Experiential Learning 2010 (GECDSB)

Cooperative Education

Focus	"Look For"	Reference/Notes
TEACHING Counselling and Interview cont'd	☐ Teachers: 　☐ provide successful applicants with a Statement of Understanding which must be signed by a parent/guardian if the student is under 18 years 　☐ establish a student file for each successful applicant 　☐ find appropriate placements for students	
Classroom Component (Pre-Placement)	☐ Teachers: 　☐ schedule a minimum of 15-20 hours of pre-placement orientation prior to students starting their placements 　☐ meet with each student regarding the content of his/her PPLP 　☐ meet with employers and complete a Placement Assessment Checklist and Work Education Agreement form (to be kept on file) 　☐ facilitate student learning in the areas of Job Readiness, Health and Safety, Rights and Responsibilities, Workplace Opportunities and Challenges 　☐ have students read and sign the Confidentiality, Emergency Contact, Statement of Understanding and Work Education Agreement forms (to be kept on file) 　☐ review with students the resume and cover letter, proper attendance reporting procedures, "Before I Go Work" document, Accident Reporting Procedures and interview feedback 　☐ review with employers the Accident Reporting Procedures, the semester calendar including integration days, exam days, PD days, etc.	
Integration	☐ Teachers: 　☐ allocate seven hours to integration sessions for every 110 hour course 　☐ deliver the classroom component expectations that were not delivered in pre-placement 　☐ help create an atmosphere of support, sharing and confidentiality so that students can share placement experiences and problem-solve as a group	
Placement Component	☐ Teachers: 　☐ develop a Personalized Placement Learning Plan (PPLP) for each student within the first three weeks of the placement (This is an ongoing process involving the **Co-op teacher**, the placement supervisor, the student and the teacher of the related course.) 　☐ assess student learning at the placement a minimum of three times per credit, with at least two of the three through personal contact 　☐ maintain records for each student including 　　✓ Placement Assessment Checklist 　　✓ Work Education Agreement 　　✓ PPLP 　　✓ dated, anecdotal records of placement learning assessments 　　✓ weekly logs 　　✓ Confidentiality form 　　✓ Emergency Contact form 　　✓ Statement of Understanding form	
Program Planning and Instructional Time	☐ The cooperative education course must be based on a related course (or courses) from an Ontario curriculum document or a Ministry-approved locally developed course. ☐ Technology and resources must be available for **Co-op teachers** to deliver the 15-20 hour pre-placement orientation. ☐ During pre-placement, consideration should be given to avoid assigning supplementary school duties to the **Co-op teacher.**	Cooperative Education and Other Forms of Experiential Learning 2000 (The Ontario Curriculum)

Focus	"Look For"	Reference/Notes

STUDENT LEARNING	☐ Oral language is the basis for all literacy.
	☐ Students:
	   ☐ read, write, listen and speak daily for a variety of purposes
	   ☐ monitor their own progress
	   ☐ consider increasingly abstract concepts
	   ☐ use vocabulary that is increasingly complex and specialized
	   ☐ apply a range of comprehension strategies for reading
	   ☐ have access to and study a wide variety of texts both print and digital
	   ☐ use critical literacy skills
	   ☐ apply strategies for writing effectively and correctly
	   ☐ use the writing process
	   ☐ critically interpret messages from a variety of media forms
	   ☐ use technology as a communication tool
	   ☐ look beyond the literal meaning of texts and think about fairness, equity, social justice and citizenship
	   ☐ ask increasingly sophisticated questions, locate relevant information from a variety of sources, evaluate validity and relevance of said sources, and use information in appropriate ways
	   ☐ practice academic honesty by citing work
	   ☐ are involved in discussing and clarifying criteria for learning
		Ontario Curriculum, Grades 9 and 10: English
		
		Ontario Curriculum, Grades 11 and 12: English
		
		Growing Success
		
		SEF Framework K-12

Classroom Climate and Learning Environment	☐ On display:
	   ☐ word walls and/or charts
	   ☐ student and teacher developed anchor charts, learning goals and success criteria
	   ☐ reference charts as space and room circumstances allow
	☐ Technology is available.
	☐ Multiple examples of student work are available.
	☐ Access to classroom/school library for self-selected reading materials.
	☐ A positive, supportive classroom community has been developed and is evident.
		Me Read? And How! Ontario Teachers Report On How To Improve Boys' Literacy Skills (2009)
		
		Me Read? No Way! A Practical Guide to Improving Literacy Skills for Boys (2004)

English

Focus	"Look For"	Reference/Notes
TEACHING AND LEARNING	☐ Twenty-first century content and technology is incorporated. ☐ Flexible groupings based on the needs or interests of the students is used. ☐ A variety of instructional strategies (read-alouds, shared reading/writing, guided reading/writing and independent reading/writing) are used, as needed. ☐ Explicit instruction to scaffold skill acquisition is used. ☐ Opportunities for students to rehearse, practice and apply skills is incorporated. ☐ A three-part lesson format (before, during and after) is used.	Think Literacy Cross-Curricular Approaches, Grades 7-12, Subject Specific Examples: Language/English, Grades 7-9 English, Grades 10-12
Program Planning and Instructional Time	☐ Text selections are relevant, current, accessible and reflect the diversity of the students in the classroom. ☐ Literacy skills and literary content are integrated. ☐ A variety of literacy strategies are used to support student learning. ☐ Instruction is integrated and balanced between the strands of oral communication, reading and literature studies, writing and media studies. ☐ Opportunities for student choice in texts, processes and products are planned. ☐ Opportunities for inquiry-based learning are provided. ☐ The **English** program builds upon, reinforces and enhances other curriculum content areas (e.g., interpreting and using graphic texts to support math, geography and other areas). ☐ Learning activities in the optional **English** courses are reflective of their theme or focus. ☐ Units are planned collaboratively with same course colleagues and utilize other learning specialists (e.g., teacher librarian, LST and/or instructional coach) when appropriate.	Relevant Novels GECDSB Media Centre (literature kits, video, streaming video)

FOCUS ON *ESL/ELD Programs*

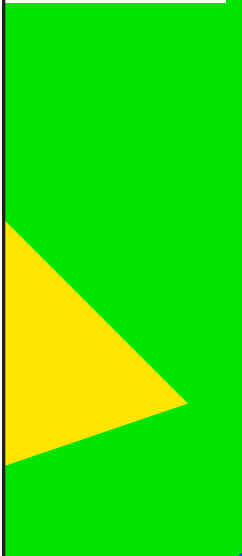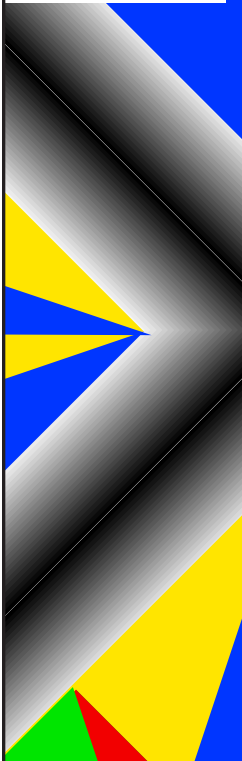| Focus	"Look For"	Reference/Notes

STUDENT LEARNING	☐ In the **ESL** and **ELD** programs, students learn English proficiency skills through a communicative approach.
	☐ Students:
	  ☐ are actively involved in hands-on activities
	  ☐ talk often and interact with peers (Turn To Your Partner, Think Pair Share, Small Groups)
	  ☐ participate in cooperative learning tasks that actively involve authentic communication between students of varying language proficiencies
	  ☐ use graphic organizers to take notes and record information
	  ☐ access information from a variety of sources – not just from a single textbook
	  ☐ are able to show or explain how what they are doing relates to the big ideas of instruction
	  ☐ show their understanding of the concepts through demonstration, speech, drawing and the written word
	  ☐ use media and technology to support their learning
	  ☐ are able to use their native language to make sense of the instruction	

Classroom Climate and Learning Environment	☐ There is a common respect and understanding between cultures, languages, backgrounds and experiences. ☐ It is apparent what students are learning from what's on the walls and student work is evident. ☐ Questions and statements are used to label the room and the work displayed, and to invite interaction. ☐ Content and language objectives are posted. ☐ The entire classroom is a resource for students in their independent work. ☐ Materials that acknowledge students' cultures are visible on the walls and in the reading materials. ☐ Visual images/gestures are visibly connected to the big ideas in all content areas. ☐ Materials are available on every topic at a range of reading levels and complexity. ☐ Language experience texts have been developed with input from the learners regarding content. ☐ There are obvious connections between the big ideas from the content areas and what students are reading and writing. ☐ Parents and community members are in the room or it is evident that they are welcomed there.	

AND *English Language Learners*

Focus	"Look For"	Reference/Notes
TEACHING	☐ In an effective teaching practice, teachers: 　☐ welcome English language learners in their classroom and differentiate according to the needs of their language acquisition and proficiency 　☐ use a variety of strategies and modalities to teach, focusing on the big ideas of instruction 　☐ assign peers, mentors and buddies to allow for maximum student participation 　☐ group and regroup students during the day or class period 　☐ use pictures, models, graphs, diagrams, charts, graphic organizers, etc. to organize information and to elicit student talk 　☐ talk about what is on the walls and show students how to make use of the information 　☐ elicit students' background knowledge about the topic 　☐ help students connect what they know in one language to their learning in the other 　☐ give second language learners time to work on aspects of academic language both orally and in writing 　☐ value students' ability to use two languages 　☐ place more emphasis on students' understanding of the big ideas from content area instruction and less on how they express that knowledge 　☐ model language for students and allow them to practice expressing academic concepts in English	
Program Planning and Instructional Time	☐ There is a system in place to document students' developing proficiency in listening, speaking, reading, writing and understanding of content. ☐ Different assessments are used to measure language proficiency and academic knowledge. ☐ Assessments allow students to demonstrate their understanding of the content through a variety of modalities beyond paper and pencil tests. ☐ Rubrics are posted with examples of students' work. ☐ Teachers observe students interacting informally across different settings and in both languages, if possible.	
RESOURCES	☐ English Language Learner, ESL and ELD Programs and Services ☐ The Ontario Curriculum, Grades 9-12, ESL and ELD ☐ Many Roots, Many Voices ☐ Supporting English Language Learners with Limited Prior Schooling ☐ **http://www.edu.gov.on.ca/eng/document/esleldprograms/index.html** ☐ **http://www.edu.gov.on.ca/eng/document/esleldprograms/guide.html** ☐ **http://www.edu.gov.on.ca/eng/document/manyroots/ELL_LPS.pdf**	

FOCUS ON *French* AS A *Second Language:*

Focus	"Look For"	Reference/Notes

STUDENT LEARNING	☐ In the **French As A Second Language (FSL)** classroom, students will be learning **French** through a communicative approach. Learning **French** includes:
	  ☐ collaborative and independent work to improve language proficiency
	  ☐ authentic tasks where students can make connections to personal experiences and interests
	  ☐ interviews, oral presentations and interactions, role playing in dramatizations and simulations, and dialogues and cooperative games where students can use the language for a meaningful purpose
	  ☐ an appropriate balance of all three strands (oral communication, reading and writing) with a focus on speaking so that students can develop and strengthen their communicative competencies
	  ☐ oral and aural communication for different socio-linguistic audiences and purposes
	  ☐ a balance between spoken production and spoken interaction tasks and activities
	  ☐ literacy development in **French** including reading and writing a variety of texts intended for different audiences (personal, public, educational and work related)
	  ☐ exploration of career opportunities and cultural experiences linked to **French** in Canada and around the world	

Classroom Climate and Learning Environment	☐ The **FSL** classroom is a place where students can embrace and appreciate the French language, literature and culture. **FSL** classrooms should take into consideration the following principles:
	  ☐ **French** is the language of instruction and communication in the classroom. Students and teachers in all programs are required to communicate in **French**.
	  ☐ Videos, sound recordings, music, language labs and interactive forms of technology are encouraged to engage all learners, especially auditory and kinesthetic learners in interactive communication.
	  ☐ Several visual displays including art, cultural and writing materials should be discussed and displayed in the hallway and classroom.
	  ☐ Field trips, a **French** club and festivals are an appropriate addition to the learning environment as these opportunities expand learning beyond the classroom and allow students to further their appreciation for the **French** language, literature, culture and people.
	  ☐ **French** culture, such as *O Canada* in **French**, *la semaine de la francophonie* and *Carnaval*, can be incorporated periodically into the school climate.
	  ☐ Parents and community members are in the room or it is evident that they are welcome to attend.	

Core French, Extended French AND French Immersion

Focus	"Look For"	Reference/Notes
TEACHING	☐ Students learn language best in a supportive environment where second-language skills are gradually introduced, continuously practiced and consolidated. ☐ A variety of instructional methods, such as a communicative approach, literature circles and activity centres, will best foster the learning described in the expectations. ☐ Effective programming recognizes the needs of the students, the resources available, and the recognition that teaching practices should build strong personal values and positive attitudes both towards French and towards learning in general. ☐ Learning activities that are based on students' interests, needs and a desire to communicate will achieve the best results in a **Core French** classroom. ☐ A range of tools for assessing student achievement is necessary, particularly in the area of oral communication. Performance assessment is a powerful tool for improving student learning and measuring the effectiveness of their teaching practices.	

Program Planning and Instructional Time	☐ Effective programming includes the following:
	   ☐ lessons and assessment strategies include an appropriate balance of oral, aural, reading and writing skills
	   ☐ instructional methods are based on students' needs and learning modalities
	   ☐ strong personal values and positive attitudes towards **French** are developed
	   ☐ activities are designed to develop a desire to communicate
	   ☐ activities are interesting, relevant and meaningful
	   ☐ **French** is used as the language of communication
	   ☐ elements from other program areas are integrated
	   ☐ numerous opportunities exist for students to interact in small and large groups
	   ☐ students are made aware of the importance of second language skills in many careers
	
	 ☐ In the **French Immersion** classroom, effective programming also includes the following:
	   ☐ communication in the classroom is only in **French**
	   ☐ courses that are offered in **French** (Geography, History, Physical Education, etc.) should all be conducted in **French**; modified language expectations in these courses are expected to accommodate the language proficiency levels of the students
	   ☐ instructional time should include many opportunities for students to discuss, develop and share their ideas in **French** on a regular basis	

RESOURCES	☐ The Ontario Curriculum, Grades 9 and 10 Core, Extended and Immersion ☐ The Ontario Curriculum, Grades 11 and 12 Core, Extended and Immersion	

Focus	"Look For"
OVERVIEW	The Guidance and Career Education program delivery consists of structured developmental lessons, workshops and seminars designed to assist students in achieving required competencies. It is presented systematically through classroom and group activities, K to 12. The purpose of the Guidance and Career Education program is to provide all students with the knowledge and skills appropriate to their developmental level. The program is organized to help students acquire, develop and demonstrate competencies within: personal development, career development and interpersonal development. The Guidance and Career education curriculum consists of the following 7 courses: GLS/GLE – Learning Strategies; GLD2O – Discovering the Workplace; GLC2O – Career Studies; GWL3O – Designing Your Future; GPP3O – Leadership and Peer Support; and, GLN4O – Navigating the Workplace. It is recommended that the Guidance and Career Education Department oversee the planning, implementation and delivery of each of these courses.

STUDENT LEARNING	**Guidance and Student Services**
	☐ Effective communication with students includes:
	   ☐ options in terms of the four pathways for success
	      1. Workplace
	      2. University
	      3. Apprenticeship
	      4. College
	   ☐ year-to-year course options
	   ☐ availability of programs and services, including presentations, scholarship/award opportunities and volunteer opportunities, etc.
	☐ Students:
	   ☐ meet at least twice a year with a **Guidance Counsellor** regarding such topics as course options, pathways, progress towards OSSD, career planning and development, personal development and interpersonal development
	   ☐ who are at-risk are identified and supports put into place to ensure their continued success at the secondary level
	   ☐ have the opportunity to attend presentations related to post secondary opportunities (e.g., university and college presentations, OYAP and apprenticeships)
	   ☐ are informed of Career Cruising resources and timelines for submitting course selections
	   ☐ who are graduating are informed about college and university application deadlines and scholarship opportunities and deadlines
	   ☐ are encouraged to complete their volunteer hours and are provided with information regarding volunteer opportunities
	
	Guidance and Career Education
	☐ Students:
	   ☐ explore and assess their strengths, needs and interests
	   ☐ develop skills through experiential learning opportunities
	   ☐ have an opportunity to hear speakers that bring real world experiences to the classroom
	   ☐ have access to relevant articles and data that is current for the job market
	   ☐ explore careers and the pathways that lead to them
	   ☐ learn how to work independently and with others as they acquire essential skills and work habits
	   ☐ learn how to make decisions about future learning and work

Classroom Climate and Learning Environment	**Guidance and Student Services** ☐ Visible posters and information reflect the four pathways (workplace, university, apprenticeship and college). ☐ Applications and/or templates are made available (e.g., Night School, eLearning, Summer School, awards/scholarships, Community Involvement Activity Log). ☐ Storage for files, course selection sheets, add/drop forms, OSRs, etc. ☐ Copies of all curriculum documents. ☐ Workspace and computers. ☐ Inviting atmosphere with opportunity for privacy, if needed.

AND *Career Education*

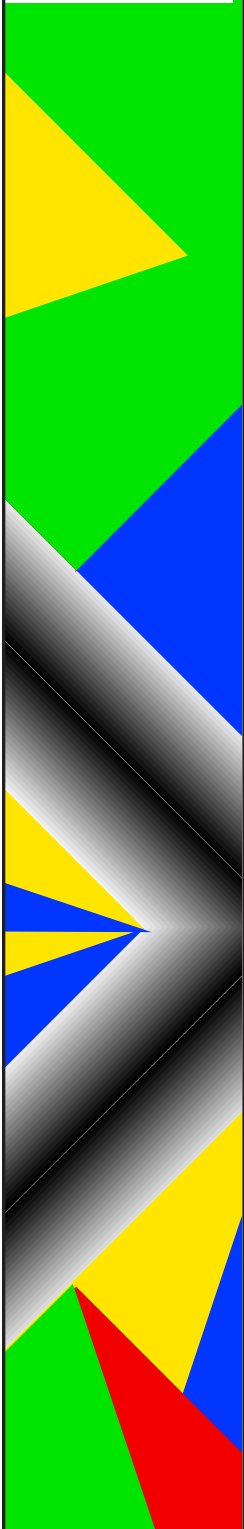| Focus	"Look For"
Classroom Climate and Learning Environment cont'd	**Guidance and Career Education** ☐ Curriculum expectations incorporate a broad range of experiential learning opportunities (e.g., information interviews, worksite visits, job shadowing, community involvement, work experience, and virtual or simulated work experience) ☐ Learning goals and success criteria are posted in the classroom. ☐ Students' personal, interpersonal and learning development can be enhanced and supported through connections with community service agencies, post secondary institutions and the broader community.

TEACHING	☐ Teaching and learning strategies that are appropriate for **Guidance** and **Career Education** curriculum include:
	  ☐ cooperative small group learning ☐ guided learning
	  ☐ personal reflection ☐ role playing
	  ☐ simulations ☐ case study
	  ☐ analysis ☐ presentations
	  ☐ tasks involving real workplace materials
	  ☐ experiential learning ☐ research
	☐ Teachers provide students with opportunities to develop self-knowledge and make connections with the world around them.
	☐ Students are engaged in a variety of ways of learning.
	☐ Teachers are aware of the purpose and benefits of the Ontario Skills Passport (OSP), which enhances the relevancy of classroom learning for students and strengthens school-work connections.

Program Planning and Instructional Time	**Guidance and Student Services**
	☐ Effective communication in the **Guidance** program focuses on:
	  ☐ communicating with parents (e.g., ensuring that parents are involved in the consultation process and that student choices are parent approved)
	  ☐ communicating with administration (e.g., ongoing deadlines, Student Success Team initiatives, student concerns)
	  ☐ communicating with teachers (e.g., ongoing deadlines, SST initiatives, involving teachers in the consultative process with regard to student success)
	☐ Transition programs include:
	  ☐ Grade 8 to 9 (transition and orientation to secondary school)
	  ☐ Grade 10 to 11 (transition to destination courses)
	  ☐ Grade 12 to all pathways
	  ☐ school to school transition
	  ☐ student re-entry (ELL, suspension/expulsion, extended absence)
	☐ Responsive/counselling services include:
	  ☐ individual and small group counselling
	  ☐ crisis counselling
	  ☐ referral system

ONGOING ASSESSMENT AND EVALUATION	☐ Data on student achievement are collected and disaggregated. ☐ Guidance counsellors use data to recommend changes to school and/or student programming.
RESOURCES	☐ Choices Into Action (1999) ☐ **Creating Successful Futures: OSCA's Guidance and Career Education Model** ☐ **Career Cruising** **www.careercruising.com** ☐ 8-2-9 Transition Guide for Grade 8 Students and Parents (GECDSB) ☐ Exit Strategies: Transition to College and University (GECDSB) ☐ The Road to Apprenticeship: Transition to the Trades (GECDSB) ☐ Pathways flyers (GECDSB)

Focus	"Look For"	Reference/Notes

STUDENT LEARNING	☐ Students (in the **physical activity** environment):
	  ☐ are active
	  ☐ dress appropriately to participate in games, sports and other physical activities
	  ☐ are engaged in movement competence and active living skills
	  ☐ display awareness of space and the safety of others
	  ☐ demonstrate a willingness to participate
	  ☐ demonstrate respect for environment, peers, self and teachers
	  ☐ work in pairs, groups and independently
	  ☐ engage in at least 20 minutes of sustained moderate to vigorous activity during **HPE** class
	  ☐ have access to and safely use the equipment
	  ☐ engage in peer and self-assessment
	  ☐ actively participate in a variety of traditional and non-traditional activities
	  ☐ are involved in discussing and clarifying criteria for learning
	  ☐ are developing physical literacy skills
	  ☐ follow safety rules
	
	☐ Students (in the **health** classroom):
	  ☐ are actively engaged in grade appropriate activities and assignments
	  ☐ are involved in inquiry-based learning where appropriate
	  ☐ work in pairs, small groups and independently
	  ☐ are developing health literacy skills
	  ☐ use concrete materials and/or technology
	  ☐ are involved in discussing and clarifying criteria for learning
		Ontario Curriculum, Grades 9 and 10: Health and Physical Education
		
		Ontario Curriculum, Grades 11 and 12: Health and Physical Education
		
		OPHEA Curriculum Support Binders: Grade 9 and 10 (available on Staff Intranet > Staff Resources > Physical Education

Classroom Climate and Learning Environment	☐ On display (in both the **physical activity** environment and **health** classroom) are:
	  ☐ current safety considerations
	  ☐ signs above all activity areas prohibiting entry unless accompanied by a staff member
	  ☐ student/teacher developed anchor/reference charts
	  ☐ examples of student work
	☐ Procedures are in place for:
	  ☐ safe and efficient exit, entrance and movement of students
	  ☐ appropriate apparel for safety and hygiene purposes
	  ☐ safe and efficient access to equipment and other resources
	  ☐ same-sex classes are inclusive and provide opportunities for both males and females to assume leadership roles and be active
		OPHEA Safety Guidelines
		http://safetyophea.net
		User Name: **Greater Essex County DSB**
		Password: **safenr4**

AND *Physical Education*

Focus	"Look For"	Reference/Notes
TEACHING AND LEARNING	☐ Safe and current instructional practices are evident and modelled. ☐ Logical teaching progressions are evident. ☐ A variety of groupings is used. ☐ A variety of appropriate, effective instructional strategies is used. ☐ Explicit instruction is employed. ☐ A balance of traditional and non-traditional sports and activities are used to promote active living and movement competence.	Think Literacy Cross-Curricular Approaches Grades 7-12 Subject Specific Examples: Health and Physical Education Grades 7-9 Healthy Active Living Grades 11-12 and Recreation and Fitness Grade 12 GECDSB Media Centre Learn 360° Video Contact Sharon Seslija for special equipment: Earthball Speed Stack Kit Tug of War Rope

Program Planning and Instructional Time	☐ Safety guidelines are reviewed before each unit of instruction.
	☐ A broad selection of activities are planned.
	☐ Maximum participation in all activities occurs in a variety of contexts by using all available resources and facilities (e.g., gymnasium, outdoors, classroom, pool, multi-purpose rooms).
	☐ Community organizations, facilities and programs are utilized.
	☐ Fitness assessment occurs at regular intervals so that feedback may be given and students can set goals for improvement or maintenance.
	☐ Skills and knowledge are based on curriculum expectations.
	☐ Games and activities are organized around the following categories:
	   ☐ invasion/territory
	   ☐ net/wall
	   ☐ striking/fielding
	   ☐ target
	☐ Focus courses are planned; course expectations reflect focus course content and each focus course is multi-sport.
	☐ Program is inclusive and preserves the dignity and self-respect of all students.
	☐ Opportunities to relate knowledge and skills in **health** and **physical education** learning motivate students to adopt and promote healthy lifestyles.
	☐ Subject specific literacy and numeracy skills are integrated into the **HPE** curriculum.	

Focus	"Look For"	Reference/Notes
OVERVIEW	☐ The Greater Essex County District School Board believes that the key to improving student learning and increasing student achievement lies in improving the quality of classroom instruction, and in particular, supporting teachers in the purposeful selection and effective implementation of high-leverage strategies. ☐ A major goal in education is to develop self-regulated, independent learners who have the ability to transfer and apply previously learned concepts to achieve new understandings across different contexts. ☐ Teacher effectiveness in the delivery of strategy instruction is a key component in students' ability to generalize strategies and therefore, the GECDSB is committed to focusing its efforts on improving the quality of instruction in secondary school classrooms.	What Works in Schools: Translating Research into Action, Marzano, R. (2003) Classroom Instruction That Works: Research Based Strategies for Increasing Student Achievement, Marzano, R., Pickering, D., & Pollock, J. (2001)
BACKGROUND	☐ **Instructional Coaches** were established during the 2008-2009 school year in our secondary schools, pairing learning partners who are well versed in strategy instruction with content area teachers in order to facilitate school-based professional learning.	
ROLE OF THE INSTRUCTIONAL COACH	☐ The role of the **Instructional Coach** is to: 　☐ collaborate with content area teachers, co-planning, co-delivering and debriefing lessons, and to assist teachers in selecting and implementing research-based strategies consistently across the curriculum 　☐ assist colleagues in developing and delivering units and lessons based on the gradual release of responsibility framework ☐ Classroom teachers are encouraged to focus on strategies that promote assessment as learning such as explicit instruction, goal-setting and self-assessment. ☐ Employing self-regulatory strategies, in conjunction with task-specific strategies in an effort to enhance maintenance and transfer, will continue to be the focus for the 2011-2012 school year.	Better Learning Through Structured Teaching – A Framework for the Gradual Release of Responsibility, Fisher, D., and Frey, N. (2008) Instructional Coaching: A Partnership Approach to Improving Instruction, Knight, J. (2007)

Instructional Coaches

Focus	"Look For"	Reference/Notes

PURPOSE OF THE INSTRUCTIONAL COACHING PROGRAM	☐ The purpose of the **Instructional Coach** is to improve student learning and increase student achievement by:
	  ☐ building professional learning communities in which teachers make their practice public and collaborate to address the barriers related to content-area literacy
	  ☐ assisting teachers in identifying, selecting, and applying the strategies using the gradual release of responsibility framework
	  ☐ engaging teachers in evaluating the effectiveness of particular strategies in regard to subject-specific disciplines
	  ☐ assisting teachers in understanding the thinking processes that support students' attempts to learn and in turn, help all students to become actively engaged in learning by increasing their awareness of their own cognition
	  ☐ equipping teachers with the knowledge, skills, attitudes and aspirations that are necessary to effectively integrate strategies independently
		Supporting Student Success in Literacy Grades 7-12: Effective Practices of Ontario School Boards, Ministry of Education (2004)
		
		Think Literacy: Cross-Curricular Approaches, Grades 7-12, Ministry of Education (2003)
		
		Think Literacy Success, Grades 7-12: The Report of the Expert Panel on Students at Risk in Ontario, Ministry of Education (2003)

GAINS
Growing Accessible Interactive Networked Supports in Literacy Education

A Framework for Literacy Coaches

Professional development, delivered as sustained, job-embedded coaching, maximizes the likelihood that teachers will translate newly learned skills and strategies into practice.

Joyce and Showers, Neufeld and Roper as quoted in *Standards for Middle and High School Literacy Coaches*, 2006

A Framework for Literacy Coaches

There is a growing body of professional knowledge on the impact coaching has on professional growth. Coaching supports job-embedded professional learning. When professional learning is embedded, it builds classroom practice and a school culture that improves student achievement. Sturevant & Linek (2007) found that teachers became more metacognitive and reported using literacy strategies in the classroom on a regular basis, as a result of being involved in the coaching process.
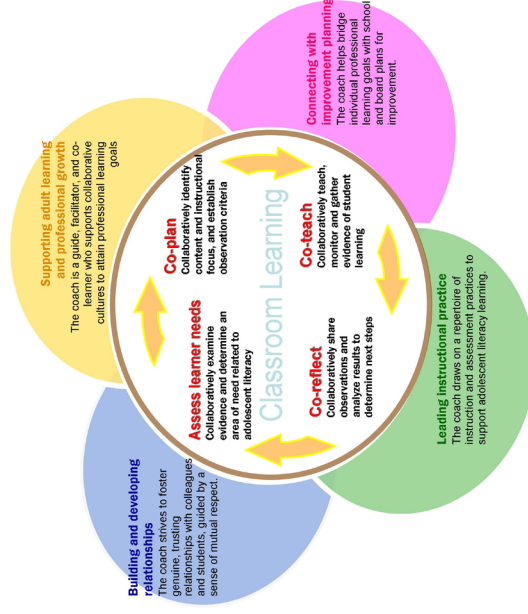
One of the most important ways in which instructional coaches can lead is by shaping the kinds of conversations that take place in schools.
Knight, 2007

The Literacy GAINS Framework for Literacy Coaches describes the practices, skills, knowledge and attitudes of coaches. This coaching framework represents an ideal, and recognizes that coaches with various experiences will be involved in on-going learning as they are developing these competencies as coaches.

A Literacy Coaching Cycle

The literacy coaching cycle is a process of assessing learner needs, co-planning, co-teaching, and co-reflecting, and this work is supported by coaching practices and competencies.

Through the coaching cycle, teachers deepen their professional knowledge and practice, thereby improving the achievement and learning of the students in their class.

Supporting adult learning and professional growth
The coach is a guide, facilitator, and co-learner who supports collaborative cultures to attain professional learning goals

Classroom Learning

Co-plan
Collaboratively identify content and instructional focus, and establish observation criteria

Co-teach
Collaboratively teach, monitor and gather evidence of student learning

Assess learner needs
Collaboratively examine evidence and determine an area of need related to adolescent literacy

Co-reflect
Collaboratively share observations and analyze results to determine next steps

Building and developing relationships
The coach strives to foster genuine, trusting relationships with colleagues and students, guided by a sense of mutual respect.

Leading instructional practice
The coach draws on a repertoire of instruction and assessment practices to support adolescent literacy learning.

Connecting with improvement planning
The coach helps bridge individual professional learning goals with school and board plans for improvement.

Resources

Drago-Severson, Eleanor. (2009) *Leading adult learning: supporting adult development in our schools.* Thousand Oaks, CA: Corwin & NSDC.

Hall, Pete & Simeral, Alisa. (2008) *Building teachers' capacity for success.* Alexandria: ASCD.

Hord, Shirley M., Roussin, James L., & Sommers, William A. (2010) *Guiding professional learning communities: inspiration, challenge, surprise, and meaning.* Thousand Oaks, CA: Corwin Press.

International Reading Association. (2006). *Standards for middle and high school literacy coaches.* Newark, DE: Author.

Knight, Jim (editor). (2009) *Coaching: approaches and perspectives.* Thousand Oaks, CA: Corwin Press.

Knight, Jim. (2007) *Instructional coaching: a partnership approach to improving instruction.* Thousand Oaks, CA: Corwin Press.

Toll, Cathy A. (2006) *The literacy coach's desk reference.* Urbana, IL: NCTE.

GAINS

A Framework for Literacy Coaches

Assumptions about coaching

- There is a growing body of professional knowledge about coaching and the impact it has on professional growth and student learning.
- Coaching is based on relationships of trust; these relationships are encouraged and invitational rather than forced and mandated.
- Coaching supports job-embedded professional learning which research shows is an effective form of professional development.
- The professional learning of coaches and teachers is on-going, and is most successful when it is pursued in collaboration with colleagues.
- Coaching is most effective when it is authentic and takes into account situation and context.

Building

Building and Developing Relationships

The coach strives to foster genuine, trusting relationships with colleagues and students, guided by a sense of mutual respect.

Practices

The coach

- establishes and maintains non-evaluative, non-judgemental working relationships with colleagues
- promotes fair, respectful, and productive relationships among colleagues/teams
- encourages colleagues to take intellectual risks in a safe learning environment
- supports individuals through the change process
- acknowledges and celebrates the achievements of individuals and teams
- promotes networking among colleagues
- leads by example
- maintains high visibility and is accessible to colleagues

Competencies

Skills

The coach is able to

- listen actively and respond appropriately according to learning needs, situations, and contexts
- communicate effectively
- manage conflict effectively, respectfully, sensitively

Knowledge

The coach has knowledge and understanding of

- issues of confidentiality and professionalism
- the significance of interpersonal relationships
- impact of change on individuals and systems
- the relationships, organization, and materials management involved in maintaining a positive classroom environment

Attitudes

The coach demonstrates

- commitment to positive relationships
- commitment to shared leadership and effective teamwork
- confidence, optimism, empathy and integrity
- belief in the power of collective capacity to accomplish extraordinary things

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Supporting

Supporting Adult Learning and Professional Growth

The coach is a guide, facilitator, and co-learner who supports collaborative cultures to attain professional learning goals.

Practices

The coach

- ensures the coaching partnership is clearly articulated and understood
- challenges thinking and learning of colleagues to further professional growth
- uses questioning for a variety of purposes to evoke and expose thinking and promote reflection
- engages colleagues in a coaching cycle (e.g., co-planning, co-teaching, co-reflecting)
- sets learning goals and identifies success criteria
- supports professional learning through inquiry (e.g., lesson study, collaborative inquiry, professional learning communities)
- promotes shared knowledge and builds a collaborative learning culture
- supports access to resources
- uses diverse models for learning (e.g., one-on-one; one-on-some) based on situations and needs
- models learning and teaching

Competencies

Skills

The coach is able to

- motivate, develop and empower adult learners
- differentiate based on learning preferences and needs
- build collaborative teams
- build collective capacity
- assess the readiness of adult learners
- develop individualized learning goals, co-construct success criteria and plans of action with adult learners
- use descriptive feedback to promote learning

Knowledge

The coach has knowledge and understanding of

- adult learning and models of professional learning (e.g., collaborative inquiry process, coaching cycles)
- different learning preferences
- group norms and protocols which promote communication, sharing and collaboration
- the change process and how change challenges the learner's beliefs

Attitudes

The coach demonstrates

- ethical behaviour
- commitment to setting goals that are not only ambitious and challenging, but also realistic and achievable
- that professional learning is embedded in daily practice
- commitment to personal self-reflection

Connecting

Connecting with Improvement Planning

The coach helps bridge individual professional learning goals with school and board plans for improvement.

Practices

The coach

- develops professional learning communities to support school improvement based on student learning needs
- connects with various plans for improvement (e.g., Annual Learning Plans, School Effectiveness Framework, School Improvement Plan)
- collaborates with other school leaders to determine a focus that aligns with school and board improvement goals
- supports data-driven decision making to improve learning
- supports implementation over time and integrates Ministry and board initiatives (e.g., Growing Success, Learning for All, Differentiated Instruction, curriculum policy documents)

Competencies

Skills

The coach is able to

- collaborate and network with principals, teachers, and coaches
- foster a culture of co-learning
- foster a culture of change
- access and use a variety of data sources to identify strengths and areas of focus for learning
- align research affirmed instructional approaches with improvement plans
- monitor effectiveness of plans

Knowledge

The coach has knowledge and understanding of

- the impact and process of changing school culture
- the relationship between student, teacher and curriculum and how this aligns with school, board, and Ministry initiatives
- a variety of assessment tools and information for data analysis

Attitudes

The coach demonstrates

- commitment to individual, team, and whole-school growth
- commitment to long term planning and continuous improvement

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Leading

Leading Instructional Practice

The coach draws on a repertoire of instruction and assessment practices to support adolescent literacy learning.

Practices

The coach

- supports the adolescent learner by staying current with research affirmed literacy practices
- interprets assessment data and evidence of student learning to guide instruction and learning
- assists teachers in all subject areas in selecting and implementing appropriate instructional and assessment strategies
- assists in identifying and addressing learning goals and success criteria; and in creating quality tasks
- identifies rationale for and purpose of instructional and assessment strategies
- models instructional strategies and guides the use of scaffolding for gradual release
- guides metacognitive thinking
- incorporates student experience, prior knowledge and student voice in learning

Competencies

Skills

The coach is able to

- use assessment data to inform instructional decisions
- identify key components of content area literacy
- demonstrate implementation of research-based strategies
- use assessment for and as learning to guide instruction and promote independent learning
- model the use of descriptive feedback to improve student learning
- model authentic uses of technologies

Knowledge

The coach has knowledge and understanding of

- research-affirmed instructional practices
- adolescent literacy emphases: critical literacy, metacognition, questioning, strategies, structures, student voice
- the organization, relationships, and materials management involved in maintaining positive classroom dynamics
- resources which support literacy for learning, including Literacy GAINS resources
- the importance of emerging technologies and their relevance to adolescents
- in- and out-of-school literacy practices of adolescents

Attitudes

The coach demonstrates

- a belief that all students and teachers can learn
- commitment to lifelong learning
- a belief that literacy competence influences student engagement, motivation, and success

FOCUS ON *Learning Commons*

Focus	"Look For"	Reference/Notes
STUDENT LEARNING (Reading Engagement, Multiple Literacies, Critical and Creative Thinking, Discovery and Inquiry, Learning to Learn)	☐ Students: ☐ are connected to 'just the right' book and are offered titles and genres to meet individual needs and interests ☐ have access to and utilize a wide and varied collection of media, print, electronic and human resources ☐ have opportunities to participate in reading programs (e.g., Forest of Reading) ☐ see themselves reflected in the collection of resources ☐ utilize appropriate technologies to learn and communicate collaboratively ☐ demonstrate respect for intellectual property and practice academic honesty ☐ assess the reliability and relevance of both print and digital resources ☐ develop evaluative criteria for selecting and interpreting texts for personal and academic purposes ☐ construct meaning, apply critical thinking skills, refine questioning, solve problems, and create understanding ☐ develop information literacy skills (e.g., analyze conflicting data and ideas through the inquiry process) ☐ engage in the four-stages of inquiry: explore, investigate, process and create ☐ make connections to new information and understandings to prior knowledge ☐ reflect and discuss their learning with others ☐ set goals for improvement and next steps	Together For Learning **http://www. accessola.com/data/6/ rec_docs/ 677_OLATogether forLearning.pdf** GECDSB Learning Commons wiki **http:// gecdsblearning commons.pbworks. com** GECDSB Teacher Librarian Resource wiki **http:// gecdsbtlresources. pbworks.com**
Classroom Climate and Learning Environment	☐ The physical space: ☐ has dedicated areas within the learning commons to support specialized hardware and software (e.g., speech input software, adaptive keyboards, screen magnification, amplification devices) ☐ has areas to display real world examples of products (exemplars and realia) ☐ has multiple spaces for individual, small group and whole class learning ☐ has moveable shelves and furniture for a variety of space configurations ☐ is accessible before and after school and throughout the day ☐ houses school learning specialists (teacher librarian, instructional coach, LST and other itinerant specialists) if space is available ☐ The virtual space: ☐ is available 24/7 for study, support and relaxation ☐ has homework help available ☐ provides space for virtual displays of student work ☐ has online spaces for learning that utilize social media ☐ has access to centrally purchased and freely available resources provided by OSAPAC	

/School Libraries

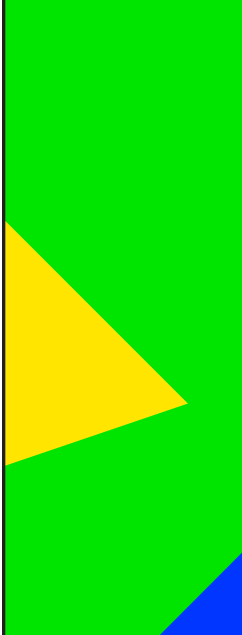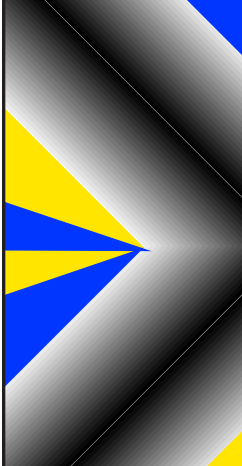| Focus	"Look For"	Reference/Notes
TEACHING AND LEARNING	☐ Learning is supported and scaffolded (e.g., pathfinders, graphic organizers, checklists, learning tools, bookmarking web technology). ☐ Explicit skill instruction is employed. ☐ Just-in-time intervention is employed. ☐ Effective search strategies are taught that enable independent and relevant learning. ☐ Appropriate assistive technology is used. ☐ Metacognition of the skills and knowledge being learned is fostered. ☐ A wide variety of reading materials through book talks, readers' choice displays, book blogs, etc. is provided. ☐ Collaborative virtual spaces are used for class projects. ☐ Web 2.0 applications (Twitter, wikis, blogs, etc.), online databases (eLibrary, Knowledge Ontario, Learn 360) and other relevant software are explored for their potential to engage students and is based on student needs. ☐ Tools such as interactive whiteboards, document cameras, cell phones and other technology are used. ☐ Inquiry projects are framed around the four stage inquiry process. ☐ Specific lessons are targeted to each stage of the inquiry process. ☐ Student reflective logs and journals (either print or digital) document learning. ☐ Student conferences take place at significant stages of the inquiry process.	Research Success @ your Library (available on the Teacher Librarian conference on First Class) Just Research **http://www.gecdsb. on.ca/Schools/elem/ benson/Library%20 Research%20Page/ indexhomepage.htm** Think Literacy: Teacher Librarians **http://www.edu.gov. on.ca/eng/student success/thinkliteracy/ files/ThinkLit TeacherLibrarians. pdf**
Program Planning and Instruction	☐ A professionally selected resource collection is used to support diverse learning styles, abilities, reading levels and interests with specialized resources for all learners and students with identified learning needs. ☐ Collaborative planning and co-teaching is evident. ☐ Assessment and evaluation is the responsibility of all teaching partners. ☐ Assessment *for*, *as* and *of* learning is planned at critical inquiry points. ☐ Learning goals are posted and shared with students, as appropriate. ☐ Success criteria are co-constructed with students, as appropriate. ☐ Reading is celebrated through special events (Canada Book Day, Freedom to Read Week, etc.). ☐ The School Improvement Plan for student achievement is reflected and supported in the learning commons. ☐ Data is collected to provide evidence of learning and program success (physical and digital portfolios, checklists and rubrics, surveys, project exemplars, conference notes, etc.).	Library Research 7-12 **http://www.edu. gov.on.ca/eng/ studentsuccess/ thinkliteracy/files/ ThinkLitLibrary.pdf**

Focus	"Look For"
OVERVIEW	The **Secondary Learning Support Teacher (LST)** is the major service provider for students identified through the Identification, Placement and Review Committee (IPRC) process. The expectation is that the student will be able to function satisfactorily in the regular classroom with direct or indirect assistance provided by the **LST**. The **LST** works in the Student Services Department under the supervision of the school administration.
STUDENT SUPPORT	☐ Program support the **LST** may provide to students: ☐ educate students to understand their learning strengths, needs and styles ☐ act as an advocate and help to develop self advocacy skills in students ☐ in the development of the Individual Education Plan (IEP), set goals with students ☐ act as a learning strategist to provide recommendations during consultations and Professional Learning Communities (PLCs) ☐ accommodations and consultation within the regular classroom or **LST** room ☐ assist students in completing assignments, developing organizational skills, etc. ☐ monitor student progress ☐ facilitate and monitor assistive technology progress ☐ support appropriate course selection ☐ Assessment and evaluation support the **LST** may provide to students: ☐ administer individual academic assessments (e.g., Canadian Achievement Test III or CAT-3) ☐ assist in the interpretation of student data ☐ facilitate accommodations for provincial assessments ☐ coordinate accommodation support for exams and tests including assistive technology
SERVICE COORDINATION AND TRACKING **The LST and/ or Head of Guidance is the service coordinator for Special Education Services within the school.**	☐ The **LST** and/or Head of Guidance is responsible for facilitating and maintaining the following records: ☐ the **LST** caseload and services ☐ Student Services caseloads (e.g., Social Work, Psychology) ☐ attendance, course completion and progress ☐ assessment data and reports ☐ individual assessments to guide instruction (Canadian Achievement Test III, educational assessments, etc.) with the Special Education Coordinator ☐ completion of the IEP which is shared with administration, guidance, support staff and teachers ☐ EQAO accommodations ☐ school-based team meetings (STM) as required (appropriate personnel should be invited) and in conjunction with the Student Success Teacher (SST) regarding *at risk* students ☐ STM recommendations, meeting dates and review dates ☐ annual IPRC process (initial) and reviews ☐ IPRC waiver documentation ☐ transition meetings as per PPM 140 ☐ referral and consultation with Student Services (Special Education Coordinator, Psychological Services, Social Worker Services, Speech and Language Services, Itinerant Teachers: Blind and Low Vision, Deaf and Hard of Hearing) ☐ referral and liaise with community agencies/supports (Help Link, CCAC, WRCC, Maryvale, etc.) ☐ any other Special Education duties assigned by the principal (for example, IPRC forms, signed copies of documents, completion of conference notes, and invitation of appropriate personnel for meetings) **Note: The tracking method will be determined by the Principal, Head of Guidance and/or LST in consultation with the Special Education Coordinator. Tracking may be completed by means of a binder using the sample tracking sheets in the Elementary Resource document or through an electronic database. Updated tracking lists should be available to the Principal, Vice-principal and Special Education Services staff.**

Learning Support Teacher (LST)

Focus	"Look For"

CONSULTATION The LST is a learning strategist within the school and is expected to collaborate and consult with teachers, administration, parents and Special Education Services staff.	☐ Consultation with **teachers** includes:
	  ☐ review OSRs
	  ☐ review assessment data
	  ☐ provide resources for program support
	  ☐ assist in understanding students' learning profiles
	  ☐ provide consultation for differentiated instruction, accommodations and teaching/learning strategies
	  ☐ coordinate and support the school team in development of the IEP
	  ☐ provide recommendations for IEP implementation
	  ☐ provide program recommendations for the modified and alternative curriculum at Century and Western
	  ☐ coordinate documentation required for the referral process
	  ☐ provide assistive technology support
	☐ Consultation with **administration** includes:
	  ☐ initiate discussions about service coordination within the school
	  ☐ review student achievement data
	  ☐ review the EQAO Grade 9 Math and OSSLT data
	  ☐ assist the administration in disseminating information regarding Special Education initiatives and practice
	☐ Consultation with **parents** includes:
	  ☐ facilitate clarification of a student's profile and program interventions
	  ☐ meet with parents as part of the STM
	  ☐ collaborate in the development of the IEP
	  ☐ provide regular communication with parents
	☐ Consultation with **Special Education Services** includes:
	  ☐ schedule meetings
	  ☐ update Special Education class lists
	  ☐ initiate the referral process for Tier 3 students in conjunction with the Guidance Head
	  ☐ complete and track consent forms for Tier 3 students in conjunction with the Guidance Head
	  ☐ document feedback meetings and conference notes
	  ☐ collect and coordinate data for SEA claims
	  ☐ track SEA equipment
	  ☐ discuss HNA students and support
	  ☐ transition planning for high needs students (e.g., Grade 8 students, Maryvale)
	  ☐ Education Support Staff (ESS)

TRANSITION PLANNING TO SECONDARY SCHOOL The LST plays a pivotal role in transitioning students from elementary school to secondary school.	☐ For admissions to Century Secondary School and Western Secondary School, the regular high school **LST** will assist to:
	  ☐ collaborate with administration, Head of Guidance and parents to set up tour dates
	  ☐ receive student application packages and complete them for proposed candidates
	  ☐ ensure student application and registration packages are collected and sent to the school within the allotted timelines
	  ☐ invite the Head of Guidance or designate from Century or Western to IPRC meetings
	☐ For high school placements, the **LST** will:
	  ☐ attend IPRC and transitions meetings for Grade 8 *identified* students of feeder schools and Century or Western students at a transfer school
	  ☐ support transition meetings with Grade 8 teachers and secondary personnel (e.g., Guidance, Student Success and/or LST)
	  ☐ review transition information for *identified*, *at risk* and *regular* Grade 8 students

TRANSITION PLANNING FROM SECONDARY SCHOOL	☐ The **LST** and Guidance Department:
	  ☐ play a pivotal role in transitioning students from secondary school to apprenticeship, college, university or the workplace
	  ☐ assist students and parents in obtaining the documentation needed to receive accommodations beyond high school
	  ☐ assist students and parents in obtaining information about future plans
	  ☐ ensure transition plans are complete on the IEPs
	  ☐ attend and register students and parents for the College and University Success Program (CUSP)
	  ☐ provide students with information about scholarships and bursaries for students with disabilities

FOCUS ON *Locally Developed*

Focus	"Look For"	Reference/Notes
STUDENT LEARNING	☐ Interconnect learning expectations and skills in subject area learning and literacy and math literacy (e.g., opportunities embedded within various subjects to develop skills in literacy and math literacy skills, where possible). ☐ Incorporate learning expectations that challenge students to examine conceptual understandings, develop and enhance their critical thinking skills, and engage in meaningful dialogue. ☐ Ensure students see themselves reflected in collection of resources. ☐ Construct meaning, apply critical thinking skills, refine questioning, solve problems, and create understanding. ☐ Develop information literacy skills (e.g., analyze conflicting data and ideas through the inquiry process). ☐ Engage in the four-stages of inquiry: explore, investigate, process and create. ☐ Make connections to new information and understandings to prior knowledge and experiences. ☐ Reflect and discuss their learning with others. ☐ Set goals for improvement and next steps. ☐ Engage in active inquiry to develop and/or enhance metacognitive skills and facilitate independent learning.	Special Education in Ontario, K-12 (2011) Education For All: The Report of the Expert Panel on Literacy and Numeracy Instruction for Students with Special Needs, K-6 (2006) **http://www.edu.gov. on.ca/eng/document/ reports/speced/panel/ speced.pdf** Learning for All, K-12 (2009) **http://www.ontario directors.ca/L4All/ L4A_en_downloads/ LearningforAll%20 K-12%20draft%20J.pdf**
Classroom Climate and Learning Environment	☐ Use technology as a learning tool throughout the course. ☐ Group students for the purpose of instruction and support. ☐ Provide opportunities for short breaks/flexible scheduling. ☐ Post daily schedule, timelines and due dates. ☐ Use of lists, advance organizers, graphic organizers and personal planners/agendas to facilitate organization. ☐ Implement multimodal strategies to address visual, auditory and kinesthetic processing. ☐ Create an environment of acceptance, flexibility and openness with rich and varied opportunities, learner centredness and varied groupings. ☐ Develop clear expectations for a positive work ethic. ☐ Provide multiple models available for reference (e.g., sample binder for students to check). ☐ Use structured teaching methods where students know What work? How much work? How do I know when I'm finished? and What do I do when I'm done? - leading to a greater student independence. ☐ Develop and maintain consistent daily routines.	Ontario Skills Passport **http://skills.edu.gov. on.ca/OSPWeb/jsp/ login.jsp** Curriculum Achievement Charts **http://www.edu.gov. on.ca/eng/document/ policy/achievement/ charts1to12.pdf** Better Learning Through Structured Teaching – A Framework for the Gradual Release of Responsibility (D. Fisher, N. Frey, 2008)
TEACHING AND LEARNING	☐ Support and scaffold learning (e.g., modeling, concept maps, webs, real-world connections, varied products and assessments, think-alouds, shared and guided practice and collaborative learning). ☐ Use of differentiated resources such as varied reading levels, learning styles, video/audio tapes and learning resources that provide direct experiences of seeing, hearing and touching. ☐ Extend time for learning and completion of activities. ☐ Use adaptive and assistive technologies to support students (e.g., computer assisted learning).	Start Where They Are: Differentiating for Success with the Young Adolescent (K. Hume, 2008)

Credit Courses (LDCC)

Focus	"Look For"	Reference/Notes
TEACHING AND LEARNING cont'd	☐ Use differentiated assessment strategies. ☐ Develop and model the setting of learning goals and success criteria and provide descriptive feedback to further develop student independence. ☐ Provide regular and frequent assessments with descriptive feedback (e.g., teacher feedback, success criteria checklists). ☐ Develop activities based on prior learning, personal background and experiences (e.g., make real-life connections between the classroom and the world, especially the world of work). ☐ Use of a variety of assessment tools and methods other than paper and pencil (e.g., performance-based, authentic assessment, performing for "real" reasons). ☐ Embed organizational strategies and timelines to foster greater student independence and responsibility. ☐ De-emphasize the "mark" as a motivator and emphasize other intrinsic and extrinsic rewards (e.g., parent phone call with good news, certificates, class/school recognition, formal and informal celebrations). ☐ Use *before* learning, *during* learning and *after* learning tasks. ☐ Use varied learning strategies (visual, listening, talking, reading, viewing and writing) to understand concepts, organize ideas, and communicate reasoning. ☐ Lump together assignment components and require each part to be submitted at assigned times. ☐ Pre-teach critical prerequisite vocabulary and concepts using modeling and concrete materials. ☐ Provide opportunities for exploring possible consequences of various solutions to the same problem.	Integrating Differentiated Instruction plus Understanding by Design, C. Tomlinson, J. McTighe (2006) Curriculum.org **http://www.curriculum.org/csc/projects.shtml#EDU** National Center on Universal Design for Learning at CAST (Center for Applied Special Technology) **http://cast.org/udl/index.html** Growing Success (2010) **http://www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf**
PROGRAM PLANNING	☐ Understand individual learner profiles to address gaps in knowledge and skills in literacy and numeracy in order to access all curriculum areas. ☐ Use proven and research-based strategies that help students read and write in the language of their subject discipline. ☐ Develop instruction and assessment activities which take into account strengths, needs, learning expectations and accommodations as identified in the Individual Education Plan (IEP), if applicable. ☐ Provide multiple and varied opportunities and approaches to thoroughly address learning expectations. ☐ Differentiate planning according to factors such as physical, intellectual, educational, cultural, emotional and social domains. ☐ Differentiate content, process and product to address the learner profile. ☐ Focus on big ideas, critical features and relationships between what is important and what is not.	

Focus	"Look For"	Reference/Notes

STUDENT LEARNING	☐ To achieve the goals of the **Mathematics** program it is essential that students:
	  ☐ are actively engaged in doing **Mathematics**
	  ☐ learn **Mathematics** through the inquiry method when appropriate
	  ☐ are actively engaged in talking about **Mathematics**
	  ☐ use concrete materials and technology
	  ☐ have a positive attitude in learning **Mathematics**
	  ☐ interact with each other to solve problems and discuss solutions
	  ☐ work in pairs, groups, independently
	  ☐ reflect on their learning experience
		Ontario Curriculum, Grades 9 and 10: Mathematics
		
		Ontario Curriculum, Grades 11 and 12: Mathematics

Classroom Climate and Learning Environment	☐ Teacher displays a positive attitude and engages all students in discussions and activities.
	☐ Teacher provides a mix of collaborative, cooperative and independent activities in the classroom through the gradual release of responsibility.
	☐ On display:
	  ☐ multiple examples of student work showing strategies
	  ☐ learning goals and success criteria
	  ☐ problem-solving models and strategies
	  ☐ student/teacher developed anchor charts/reference charts, **Math** word walls and rubrics
	☐ Manipulatives are labelled and readily available to students.
	☐ Technology is accessible to students (SMARTboard, computers, overheads, tablet technology, etc.).
	☐ Resources for students are relevant, current, accessible and inclusive.	

TEACHING AND LEARNING	☐ Learning is deepened through authentic, relevant and meaningful student inquiry.
	☐ Teaching and learning incorporates 21st century content, global perspectives, learning skills, resources and technologies.
	☐ Instruction and assessment are differentiated in response to student strengths, needs and prior learning.
	☐ Three part lesson format is used
	  ☐ Minds On
	  ☐ Action
	  ☐ Consolidation
	☐ A balance of instructional practices is evident.
	☐ Teachers support students in developing the reading, writing, and oral communication skills needed for success in their **Mathematics** courses.
		Think Literacy Cross-Curricular Approaches, Grades 7-12, Subject Specific Examples:
		
		Mathematics, Grades 7-9
		
		Mathematics, Grades 10-12

Mathematics

Focus	"Look For"	Reference/Notes

Program Planning and Instructional Time	☐ The seven mathematical processes that support effective learning in **Mathematics** are as follows:
	  ☐ problem solving
	  ☐ reasoning and proving
	  ☐ reflecting
	  ☐ selecting tools and computational strategies
	  ☐ connecting
	  ☐ representing
	  ☐ communicating
	☐ Lessons are effectively organized to highlight **Mathematical** ideas.
	☐ New learning is built on prior knowledge and experience.
	☐ Activities encourage higher order thinking with an emphasis on problem solving.
	☐ Activities should encourage connections among **Math** concepts throughout the course and also to relate and apply them to relevant societal, environmental, and economic contexts.
	☐ Purposeful practice is planned to reinforce learning.
	☐ All learning, especially new learning, should be embedded in well-chosen contexts for learning.
	☐ GECDSB core resources and Ministry initiatives factor predominantly in the classroom.
		GECDSB Media Centre: literature kits, video, streaming video
		
		Growing Success
		
		K-12 School Effectiveness Framework
		
		Targeted Implementation and Planning Supports (TIPS)

Literacy, Numeracy, and Inquiry/ Research Skills	☐ Success in all subjects, including **Math**, is dependent upon the literacy and investigation skills. Helpful advice for integrating literacy instruction may be found in the Think Literacy documents. ☐ Teachers are encouraged to partner with the instructional coach.	

Focus	"Look For"	Reference/Notes

STUDENT LEARNING	☐ **Native Studies** provides students in Ontario schools with a broad range of knowledge related to Aboriginal peoples to help them better understand Aboriginal issues of public interest discussed at the local, regional and national levels.
	 ☐ The expectations in the **Native Studies** courses are grouped in four distinct but related strands:
	    ☐ Identity
	    ☐ Relationships
	    ☐ Sovereignty
	    ☐ Challenges
	 ☐ The Grades 9 and 10 course entitled *Aboriginal Peoples in Canada* has an additional strand:
	    ☐ Methods of Historical Inquiry.
		Ontario Curriculum, Grades 9 and 10: Native Studies (1999)
		
		 Ontario Curriculum, Grades 11 and 12: Native Studies (2000)

Classroom Climate and Learning Environment	☐ A mix of collaborative, cooperative and independent activities in the classroom.
	 ☐ An active learning environment including field trips, guest speakers, arts and crafts.
	 ☐ On display:
	    ☐ word wall and/charts with vocabulary and symbols
	    ☐ materials posted reflect non-stereotypical representations of Aboriginal peoples
	    ☐ multiple examples of student work
	    ☐ learning goals and success criteria
	 ☐ Integration of a computer lab with a traditional classroom would benefit all students.
	 ☐ Resources for students are relevant, current, accessible and inclusive.	

Native Studies
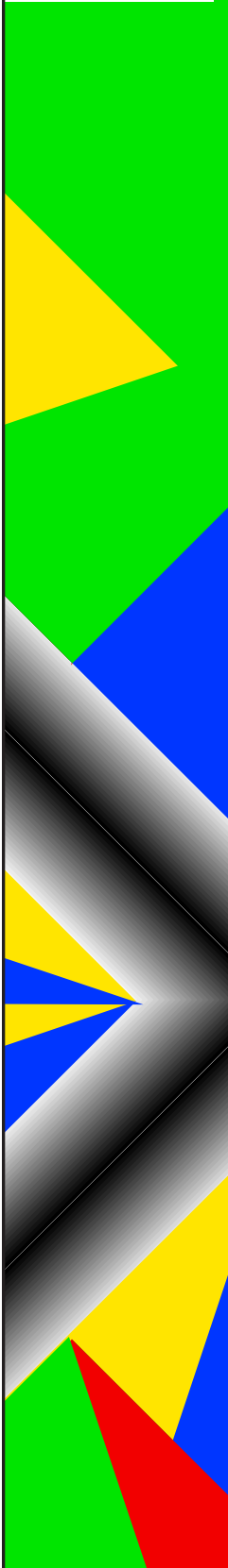
Focus	"Look For"	Reference/Notes
TEACHING AND LEARNING	☐ Given the cultural topics and contemporary issues explored in the **Native Studies** curriculum, teachers will find it necessary to reach beyond the usual sources in preparation for instruction. Important resources include First Nation community-based resources, Aboriginal elders, and electronic media. ☐ Teaching and learning incorporates 21st century content, global perspectives, learning skills, resources and technologies. ☐ Learning is deepened through authentic, relevant and meaningful student inquiry. ☐ Instruction and assessment are differentiated in response to student strengths, needs and prior learning.	K-12 School Effectiveness Framework Differentiated Instruction Ministry Resources

Program Planning	☐ The diversity of materials devised to support the curriculum enables teachers to adopt a variety of teaching approaches, including direct instruction, demonstration, and activity-based learning:
	   ☐ hands-on, practical activities
	   ☐ oral discussions
	   ☐ debates
	   ☐ research and analysis
	   ☐ reflections
		The Ontario Curriculum
		
		Growing Success
		
		K-12 School Effectiveness Framework

Focus	"Look For"	Reference/Notes

STUDENT LEARNING	☐ To achieve the goals of the **Science** program it is essential that students:
	  ☐ are actively engaged in doing **Science**
	  ☐ learn **Science** through the inquiry method when appropriate
	  ☐ are actively engaged in talking about **Science**
	  ☐ use concrete materials (including models and manipulatives) and technology (including access to animations and simulations)
	  ☐ have a positive attitude in learning **Science**
	  ☐ interact with each other to solve problems and discuss solutions
	  ☐ work in pairs, groups, independently
	  ☐ reflect on their learning experience
		Ontario Curriculum, Grades 9 and 10 (2008)
		
		Ontario Curriculum, Grades 11 and 12 (2008)

Classroom Climate and Learning Environment	☐ Teacher displays a positive attitude and engages all students in discussions and activities.
	☐ Teacher provides a mix of collaborative, cooperative and independent activities in the classroom through the gradual release of responsibility.
	☐ On display:
	  ☐ multiple examples of student work
	  ☐ learning goals and success criteria
	  ☐ ongoing **Science** investigations
	  ☐ problem-solving models and strategies
	  ☐ student/teacher developed anchor charts/reference charts, math word walls
	☐ A Smartboard or data projector is recommended.
	☐ Technology is accessible to students (SMARTboard, computers, overheads, tablet technology, etc.).
	☐ Resources for students are relevant, current, accessible and inclusive.	

TEACHING AND LEARNING	☐ Learning is deepened through authentic, relevant and meaningful student inquiry.
	☐ Experiments include a balance of teacher-led and student-led investigations.
	☐ Teaching and learning incorporates 21st century content, global perspectives, learning skills, resources and technologies.
	☐ Instruction and assessment are differentiated in response to student strengths, needs and prior learning
	☐ Three-part lesson format is used:
	  ☐ Minds On
	  ☐ Action
	  ☐ Consolidation
	☐ Teachers support students in developing the reading, writing, and oral communication skills needed for success in their mathematics courses
		K-12 School Effectiveness Framework
		
		Differentiated Instruction Ministry Resources

Science

Focus	"Look For"	Reference/Notes
TEACHING AND LEARNING cont'd **Program Planning**	☐ Every course in the secondary **Science** program focuses on the following three goals: 　☐ To relate **Science** to technology, society, and the environment. 　☐ To develop the skills, strategies, and habits of mind required for scientific inquiry. 　☐ To understand the basic concepts of **Science**. ☐ Safety is always ensured and the Safe ON Science document consulted when planning laboratories and activities. ☐ The **Science** curriculum builds on and reinforces aspects of mathematics curricula and makes "real world" connections. ☐ Units are planned collaboratively with same course colleagues and use other learning specialists (e.g., instructional coach, LST, SST) when appropriate. ☐ Common assessments are developed with same course colleagues.	Ontario Curriculum, Grades 9 and 10 (2008) Ontario Curriculum, Grades 11 and 12 (2008) Safe ON Science (2011) Growing Success K-12 School Effectiveness Framework Think Literacy: Subject Specific
Skills of Scientific Investigation (Inquiry and Research)	☐ The goal of **Science** education is more than just providing students with the knowledge of facts. Students must be given opportunity to learn through investigation by applying skills in four broad areas: 　☐ *Initiating and Planning Skills* (formulating questions or hypothesis; planning investigations). 　☐ *Performing and Recording Skills* (conducting research and inquiries) 　☐ *Analyzing and Interpreting Skills* (evaluating data or information; drawing and justifying conclusions) 　☐ *Communication Skills* (appropriate linguistic, numeric, symbolic, graphic representations to communicate ideas, procedures and results)	
Literacy, Numeracy, and Inquiry/Research Skills	☐ Success in all subjects, including **Science**, is dependent upon the literacy, mathematical and investigation skills. Helpful advice for integrating literacy instruction may be found in the Think Literacy documents. ☐ Critical literacy skills are evident where students are asked to read or view reports from a variety of sources on a common issue. ☐ Teachers are encouraged to partner with the instructional coach.	

FOCUS ON *Social Sciences*

Focus	"Look For"	Reference/Notes
STUDENT LEARNING	☐ The secondary school **Social Sciences and Humanities** program is comprised of four subject areas: 　☐ general **Social Science** 　☐ **Family Studies** 　☐ **Philosophy** 　☐ **World Religions** ☐ All of the subject areas are concerned with how student view themselves, their families, their communities, and society as they seek to find meaning in the world around them. 　☐ The Grade 9 and 10 courses in **Social Sciences and Humanities** center on **Family Studies** and introduce students to topics relating to individual development and family life, such as food and nutrition, resource management, and conflict resolution. They also provide students with a foundation in **Social Science** research skills. 　☐ In Grades 11 and 12, in addition to more advanced courses in food and nutrition and individual and family living, courses are offered in specialized areas of **Family Studies**, from parenting and resource management to fashion design and living spaces and shelter, giving students an opportunity to develop a range of hands-on, practical skills and to refine their research skills in a variety of areas such as philosophy, world religions and anthropology. ☐ In every course the overall and specific expectations are organized in distinct but related strands. The common strands used in the Grade 9 and 10 **Family Studies** courses are as follows: 　☐ Self and Others 　☐ Personal and Social Responsibilities 　☐ Social Challenges 　☐ Social Structures 　☐ Diversity, Interdependence, and Global Connections (also appear in the Grade 11 and 12 **Family Studies** courses) ☐ In other courses in the discipline, subject-specific strands are introduced. All courses include the Research and Inquiry Skills strand which gives students the opportunity to examine the models of research, problem solving, analysis and communication particular to the course subject and apply them as part of their learning throughout the course. ☐ Students: 　☐ read, write, listen and speak daily for a variety of purposes 　☐ participate in a variety of hands-on activities where appropriate 　☐ follow health and safety procedures 　☐ consider increasingly abstract concepts 　☐ use **Social Science** related vocabulary that is increasingly complex and specialized 　☐ have access to and study a wide variety of texts both print and digital	Ontario Curriculum, Grades 9 and 10: Social Sciences and Humanities (1999) Ontario Curriculum, Grades 11 and 12: Social Sciences and Humanities (2000) Growing Success K-12 School Effectiveness Framework Think Literacy Cross-Curricular Approaches, Grades 7-12, Subject Specific Examples: Family Studies Grades 9 and 10 Family Studies: Parenting, Grade 11 Managing Personal Resources Grade 11

AND *Humanities*

Focus	"Look For"	Reference/Notes
STUDENT LEARNING con'd	- monitor their own progress - use critical and logical thinking skills - apply strategies for writing effectively and correctly - use technology as a research and communication tool - refine their **Social Science** research and inquiry skills - ask increasingly sophisticated questions, locate relevant information from a variety of sources, evaluate validity and relevance of said sources and use information in appropriate ways - practice academic honesty by citing work	
Classroom Climate and Learning Environment	- On display:: - multiple examples of student work - learning goals and success criteria - word walls and/or charts - student and teacher developed anchor charts, learning goals and success criteria, reference charts as space and room circumstances allow - Technology is available/accessible. - Resources for students are relevant, current, accessible and inclusive. - Access to classroom/school library for self-selected reading and research materials. - A positive, supportive classroom community has been developed and is evident.	
TEACHING AND LEARNING	- Teaching and learning incorporates 21st century content, global perspectives, learning skills, resources and technologies. - Learning is deepened through authentic, relevant and meaningful student inquiry. - Instruction and assessment are differentiated in response to student strengths, needs and prior learning. - A variety of teaching approaches are used including explicit instruction, demonstration, and activity-based learning such as: - hands-on, practical activities - discussions - debates - research and analysis - reflections - A variety of flexible groupings is used. - A mix of collaborative, cooperative and independent activities are used.	
Program Planning	- Instruction is integrated and balanced between the various strands of each **Social Science** course. - Opportunities for student choice in texts, processes and products are planned. - Opportunities for inquiry-based learning are provided. - Units are planned collaboratively with same course colleagues and utilize other learning specialists (e.g., teacher librarian, LST and/or instructional coach) when appropriate. - Subject specific literacy and numeracy skills are integrated into the **Social Sciences and Humanities** curriculum.	

The Greater Essex County District School Board offers a range of special education programs and services for students with special needs. Provision of programs, services and procedures for the identification and placement of students with special needs rests within the legal framework of **Regulation 181/98: Education Act**.

Education For All, JK-6 (2005) and **Learning for All (2011, Draft)**, Ministry of Education documents, are key resources for all staff and guide our practice with respect to interventions and supports to enhance learning outcomes for all students. These documents reinforce our belief that differentiated instruction, assistive technology, and universal design for learning are necessary components for all classroom planning and program delivery. The tiered approach for interventions and strategies in the regular classroom is based on current research in the areas of early identification and early intervention. All aspects of successful practice in special education rest heavily upon our belief that collaborative, supportive and trans-disciplinary professional learning teams create positive outcomes for all involved.

Recent transformations in special education programs, supports and delivery of service include the following components:

✔ Placement of a student in a regular class setting is the first option in the range of programs considered by the **Identification, Placement and Review Committee (IPRC)** when it meets the needs of the student and is in accordance with parental wishes. Most students with special needs will be encouraged to succeed in the regular classroom with appropriate supports, accommodations, and modifications.

✔ An **Individual Education Plan (IEP)** must be developed for each student with special needs using assessments and recommendations from the IPRC, parents and school staff. Curriculum for most exceptional students is based on the Ontario Curriculum, with accommodations and modifications, as necessary. It is also important to note that an IEP may be developed, in consultation with the Educational Coordinator, for a student where documentation and assessment data indicate that the student is in need of accommodations and modifications in order to access the curriculum. Ministry of Education **Standards for the IEP (2005)** must be followed when developing an IEP. (See **Special Education Companion** and **Focus on the LST** section in this document on pages 37-38, as well as the Ministry of Education **Standards for the IEP**.)

✔ The education of students with special needs is the shared responsibility of the administration, regular and special education teachers, educational support staff, special education services staff, the parent and the student. Success is facilitated when ongoing communication and cooperation exists among all partners.

THE SUPPORTIVE / INCLUSIVE CLASSROOM

The classroom teacher plays an important role in the success of the student with special needs within the inclusive classroom. Teachers have successfully integrated students with a range of challenges. By knowing the student's learning profile, literacy levels, strengths and needs, the teacher sets the stage for success. Teachers should draw on the expertise and assistance from their PLCs, Special Education staff and community agencies to delineate interventions that can be delivered in the regular classroom. School-based team meetings serve as a critical step in determining necessary interventions for students with special needs. The team approach is a supportive model designed to assist the classroom teacher in determining strategies and interventions appropriate for each student.

There is a range of services provided within the school, the board and our community. At the school level, principal/vice-principal, learning support teacher and special education teacher are available to assist with interventions. If assigned to the school, educational support staff such as the Educational Assistant (EA), Child and Youth Worker (CYW), Developmental Services Worker (DSW), and Support Worker for the Hearing Impaired (SWHI) can support programs for students with special education needs. Special Education Services located at the Board office range from Special Education Coordinators, Psychological Services, Social Work/Attendance Counsellors, Speech and Language Services, Behaviour Teams, and Itinerant Teachers – Deaf and Hard of Hearing, Blind/Low Vision. The community agencies are multifaceted. Contact your school LST for more details on community supports. (See **Focus on the LST** section in this document.)

Special Education

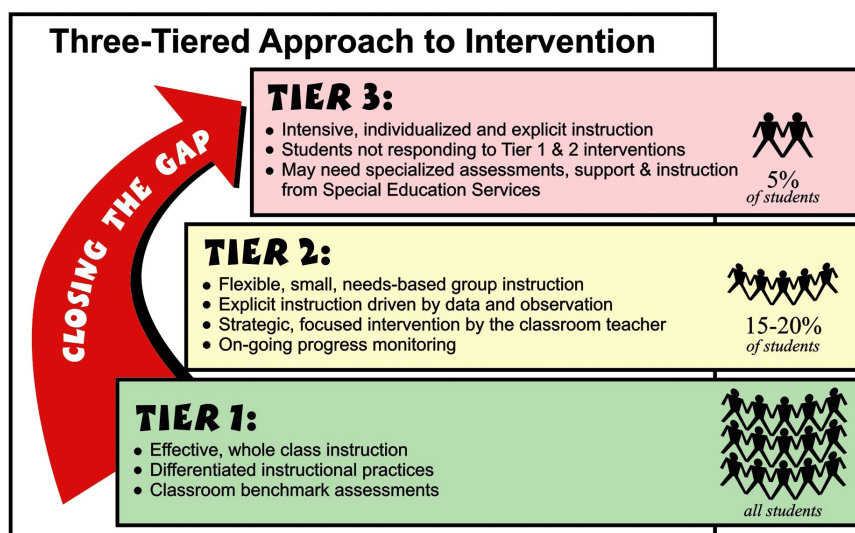Successful integration of a student with special education needs in your class begins:

✔ by providing an encouraging, supportive classroom where all students have a valued member of the classroom community in which diversity is celebrated.

✔ by providing opportunities for all students to contribute, participate, make choices, cooperate, make friends, be successful and take risks, and by promoting feelings of belonging, respect, value, usefulness, happiness, freedom and confidence. Ensure that all students feel safe and supported while moving through the school. As members of the school community, students with special needs must understand their associated rights/responsibilities and be expected to participate in routines/responsibilities to the best of their ability.

✔ by providing a plan which involves ongoing communication/collaboration among teachers, parents/guardians, special education services, education support staff, students and community agencies, where appropriate. Plan transitions or placements in collaboration with the team. Be aware of the student's strengths/needs including management of health/social/communication needs and instructional strategies. Identify learning expectations that are observable and/or measurable and collaboratively develop the IEP with the special education teacher and LST. **The IPRC is a legal process hence the classroom teacher(s) have a responsibility to implement the IEP.**

✔ by providing ongoing assessment/evaluation as a reflective part of the IEP.

✔ by transition planning for next year's classroom, especially for students from elementary to secondary school. These meetings facilitate a seamless transition for students with special needs as elementary/secondary staff, community agencies and parents meet to discuss strengths/needs and determine pathways for the student's success.

✔ by providing transition planning for students with autism.

✔ by providing support for students with autism who are transitioning from intensive behavioural intervention (IBI) services delivered through the Autism Intervention Program to applied behaviour analysis (ABA) instructional methods in school.

✔ by helping educators use good teaching strategies to help students be more successful in school. It also helps to make the relationship stronger between school, home and the student's community.

STUDENTS WHO ARE STRUGGLING OR AT-RISK

When a student in your class is struggling academically, the following procedures briefly outline the steps taken to identify difficulties and gain assistance. Generally, Tier 1 and Tier 2 interventions/supports are provided by the classroom teacher. A three-tiered approach:

✔ promotes early intervention for those at risk
✔ sequentially increases the intensity of instructional interventions
✔ reduces the number of students in later grades identified with special needs

Refer to the **Learning for All** and **Reaching Every Student** handouts (**Teacher's Essentials CD**), **Literacy for Learning Framework, K-8**, **Education for All** for further explanations on cognitive processes that affect learning and strategies to support these processes.

Three-Tiered Approach to Intervention

CLOSING THE GAP

TIER 3:
- Intensive, individualized and explicit instruction
- Students not responding to Tier 1 & 2 interventions
- May need specialized assessments, support & instruction from Special Education Services

5%
of students

TIER 2:
- Flexible, small, needs-based group instruction
- Explicit instruction driven by data and observation
- Strategic, focused intervention by the classroom teacher
- On-going progress monitoring

15-20%
of students

TIER 1:
- Effective, whole class instruction
- Differentiated instructional practices
- Classroom benchmark assessments

all students

ACCOMMODATIONS, MODIFICATIONS AND ALTERNATIVE PROGRAMS

According to the Ministry of Education, the terms **accommodations, modifications** and **alternative programs** have different meanings and are not used interchangeably. These methods, used for individualizing a program, are written in the IEP and are connected to the report card comments/format. (See **Focus on the LST** section in this document.)

1. ACCOMMODATIONS
Accommodations refer to supports and/or services that are required to "level the playing field" so the student can access the curriculum and demonstrate learning. Accommodations do not alter the provincial learning expectations for the grade level. (For general accommodations, see **Special Education Companion** and **Education for All**. Refer to the **Teachers' Essentials CD-ROM** for pdf's of these documents.)

Examples of Accommodations:
- ✔ To process: taped books, reading buddy, mathematics grid, assisted technology.
- ✔ To product: oral report, illustrated project, demonstration.
- ✔ To assessment/evaluation: additional time, oral test, scribing.

2. MODIFICATIONS FOR THE STUDENT WITH SPECIAL NEEDS
For modifications for the student with special needs, refer to changes made to current grade level curriculum expectations (e.g., fewer or less complex expectations). Modifications can also refer to lower grade level expectations. Modifications are necessary when the regular curriculum is not meeting the needs of the student identified through the IPRC. For students identified as gifted through the IPRC process, more complex curriculum expectations can also be provided to meet their needs.

Modifications are outlined in the IEP which includes learning expectations in a particular subject at a specific grade level, specific teaching strategies, and methods for assessment/evaluation. (See **Focus on the LST** section in this document.)

Examples of Modifications:
- ✔ To expectations: significantly below current grade level or fewer/less complex current grade level expectations.
- ✔ To the focus of instruction: functional academics or essential skills, differentiated/enriched.
- ✔ To degree: consider frequency, intensity or duration.

3. ALTERNATIVE PROGRAMS
Alternative programs refers to a curriculum that has been specifically created to meet the learning or behavioural needs of students whose needs are extremely severe. The curriculum expectations have been modified to such a degree that they are not drawn from the Ontario Curriculum. Generally, these programs would address daily living skills, self-help skills, alternative communication skills, orientation and mobility, social skills, behaviour management, anger management, etc.

Special Education cont'd

INTERVENTION AND SUPPORT FRAMEWORK FOR THE DELIVERY OF SPECIAL EDUCATION SUPPORTS AND SERVICES IN SUPPORT OF "EDUCATION FOR ALL" AND THE GECDSB HOME SCHOOL MODEL

TIER 1 →

Classroom teacher responsible for instruction, assessment and data collection/ analysis of all students
→
- **Flexible grouping by the classroom teacher; differentiated/explicit instruction; intervention for red-flagged students**
- **PLC discussion**
- **LST may participate in Block Literacy as part of the literacy team**

→ **Student demonstrates progress; if not, proceed to Tier 2**

Student does not respond to Tier 1 instruction
↓

TIER 2 →

Consultation with PLC or informally with Student Services to determine early intervention strategies
→
- **Needs-based explicit instruction using interventions determined by the PLC or informal consultation**
- **Frequent progress monitoring to determine intervention effectiveness**
- **LST may see red-flagged students for a brief period of time (e.g., explicit instruction)**

→ **Student demonstrates progress**

If student requires regularly scheduled LST assistance for two terms, proceed to Tier 3 STM

Student does not respond to Tier 2 interventions; LST paperwork begins
↓

TIER 3 →

Referral to school-based team meeting (STM) (e.g., completion of Form 1 for STM referral and Form 2 for recommendations)
→
- **Student continues to receive direct service from the LST but does not demonstrate satisfactory progress**
- **Student progresses and remains at the STM level until the STM determines otherwise**
- **Referral to Social Work or Psychological Services for socio-emotional/ behavioural concerns**
- **Referral to Speech and Language Services**

Referral to Special Education Coordinator
↓
Referral to Psychological Services pending educational assessment results; Special Education Coordinator must approve any IEPs for non-exceptional students
→
Develop IEP as per criteria listed in the IEP Resource Guide
↓
Formal identification through IPRC

FOCUS ON *Special Education* *cont'd*

SPECIAL EDUCATION RESOURCES

Please refer to the **Resources** *folder* on our **Special Education** *conference* for a listing of resources available for:
- ✔ Learning Support Teacher
- ✔ Special Education Resource Rooms (Primary, Junior, Intermediate)
- ✔ Gifted: Toolbox for Gifted Education
- ✔ Developmental Disabilities Resource Kits
- ✔ Behaviour
- ✔ Assistive Technology
- ✔ Home School Kit
- ✔ Autism Kit

ABBREVIATIONS/ACRONYMS AND WHAT THEY MEAN

AAC	Augmentative and Alternative Communications		MID	Mild Intellectual Disability
ABA	Applied Behaviour Analysis		OCD	Obsessive Compulsive Disorder
ABAS	Adaptive Behaviour Assessment Scale		ODD	Oppositional Defiant Disorder
ADHD	Attention Deficit/Hyperactivity Disorder		OSR	Ontario Student Record
AIP	Autism Intervention Program		OT	Occupational Therapist
ASD	Autism Spectrum Disorder		PDD	Pervasive Developmental Disorder
BASC	Behaviour Assessment Scale for Children		PECS	Picture Exchange Communication System
BMST	Behaviour Management Systems Training		PIAT	Peabody Individual Achievement Test
BE	Behaviour Exceptionality		PPVT	Peabody Picture Vocabulary Test
CAP	Central Auditory Processing		PT	Physiotherapist
CAT	Canadian Achievement Test		RTI	Response to Intervention
CCAC	Community Care Access Centre		SEA	Specialized Equipment Amount
CD	Conduct Disorder		SEAC	Special Education Advisory Committee
CDA	Communicative Disorders Assistant		SHSSP	School Health Support Services Program
CEC	Council of Exceptional Children		SIP	Special Incident Portion
CELF	Clinical Evaluation of Language Fundamentals		SLP	Speech and Language Pathologist
CTCS	Canadian Test of Cognitive Skills		STEPS	Skills to Enhance Personal Success
CYW	Child and Youth Worker		STM	School-based Team Meeting
DD	Developmental Disability		SWHI	Support Worker for the Hearing Impaired
DI	Differential Instruction		TVCC	Thames Valley Children's Centre
DSW	Developmental Services Worker		VABS	Vineland Adaptive Behaviour Scales
EA	Educational Assistant		WIAT	Wechsler Individual Achievement Test
GAINS	Giving Attention to Individual Needs (Elementary Program)		WISC-IV	Wechsler Intelligence Scale for Children, 4th ed
IEP	Individual Education Plan		WPPSI-R	Wechsler Preschool and Primary Scales of Intelligence (revised)
IPRC	Identification, Placement and Review Committee		WRAT	Wide Range Achievement Test
JMCC	John McGivney Children's Centre		WRCC	Windsor Regional Children's Centre
LD	Learning Disability			

STEPS IN REFERRAL OF STUDENTS AT-RISK

Student who received SLP service before entering JK:
- ✔ School receives SLP report from agency.
- ✔ School SLP receives SLP report from agency.
- ✔ School SLP requests STM forms (if any) s/he needs through LST.

Student who has not received SLP service before entering JK:
- ✔ If concerns appear to be speech-language only, parent contacts Talk 2 Me – Essex Preschool Speech-Language Services at 252-0636. If there are multiple concerns, teacher consults with principal, LST and special education coordinator. SLP Children First can be contacted by parent of child with multiple needs (e.g. language/behaviour).

	STEP 1	STEP 2	STEP 3	STEP 4
Speech/Language Pathology JK Age				
Speech/Language Pathology SK Age and Older	✔ teacher meets/contacts parent to express concerns ✔ discuss needs with PLC	✔ classroom teacher completes STM Referral Form 1 ✔ school-based team meeting convenes to delineate needs and recommendations ✔ STM Form 2 is completed	✔ Form 3 Part A is completed for consultation with SLP ✔ school SLP consults with teacher(s), accesses OSR and completes Form 3 Part B with recommendations (this may include assessment)	✔ if SLP deems Form 4 appropriate SLP calls parent (informed consent) ✔ SLP completes Form 4 and it is signed by parent ✔ SLP determines next steps for Speech/Language Services
Hearing/Vision	✔ teacher meets with parent to ask if child has had hearing or vision checked unless OSR contains the report(s) ✔ teacher informs principal/LST	✔ once audiological or vision report is sent to school, Form 3 Part A is completed for consultation with itinerant services teacher ✔ audiological or vision report must show loss/impairment	✔ principal/special education coordinator/LST contacts itinerant teacher for DHH or Blind and Low Vision to review documentation and consult with staff ✔ for vision, itinerant teacher faxes Vision Services form to be signed by parent	✔ itinerant teacher makes recommendations on Form 3 Part B and may observe child, contact home, and consult with school after reading the audiological or vision report
Academic: Special Education Coordinator/ Psychological Services	✔ teacher meets with parent to express concerns, accommodations and strategies discussed with PLC	✔ classroom teacher completes STM Referral Form 1 ✔ school-based team meeting is convened to delineate needs and recommendations ✔ STM Form 2 is completed ✔ when deemed necessary, Form 3 Part A is completed for consultation with special education coordinator	✔ Form 3 Part B is completed by special education coordinator recommending next steps ✔ if recommended, Form 4 is prepared by the special education coordinator and an educational assessment is completed by the LST ✔ based on the results of the educational assessment, consultation with Psychological Services may be recommended (Form 3 Part A is completed)	✔ Form 3 Part B is completed by Psychological Services recommending next steps ✔ if recommended, Form 4 is completed by Psychological Services for direct service (this may include observation, consultation, assessment, etc.) Psychological Services assesses and determines next steps
Behavioural/ Socio-Emotional: Social Work/ Psychological Services	✔ teacher meets with parent to express concerns, accommodations and strategies discussed with PLC	✔ classroom teacher completes STM Referral Form 1 ✔ school-based team meeting convenes to delineate needs and recommendations ✔ STM Form 2 is completed recommending consultation regarding behavioural needs	✔ Form 3 Part A is completed for consultation with Social Work/Psychological Services ✔ Form 3 Part B is completed by Social Work/Psychological Services recommending next steps	✔ if recommended on Form 3 Part B, Form 4 is signed by parent for formal involvement with Social Work or Psychological Services
Occupational Therapist/ Physiotherapist	✔ teacher meets with parent ✔ teacher meets with PLC/principal/LST to express concerns ✔ indicate accommodations used	✔ complete referral to CCAC (School Health Support Services) ✔ LST/principal to fax form to CCAC ✔ teacher informs parent of contact with CCAC	✔ CCAC case manager visits school to speak with parent and observe child ✔ case manager determines if assessment is appropriate	✔ occupational therapist/SLP/physio-therapist visits school to assess student and determines next steps

Focus	"Look For"	Reference/Notes
OVERVIEW	☐ **Specialist High Skills Major (SHSM)** programs are Ministry-approved programs that allow students to focus their learning on a specific economic sector while meeting the requirements to graduate from secondary school. It also assists with their transition after graduation to apprenticeship training, college, university or the workplace. **SHSM** programs provide students with more opportunities to customize their high school experience and build on their strengths and interests through a variety of new and enhanced learning options.	**www.ontario.ca/ studentsuccess** SHSM Policy and Implementation Guide, Ontario Ministry of Education (2010)

☐ In the 2011–12 school year, **SHSM**s are available in the following sectors, at the following locations:

Agriculture	Kingsville DHS
Arts and Culture	Essex DHS, General Amherst HS, Walkerville CI
Business	Belle River HS, General Amherst HS, Kingsville DHS, Massey SS, Riverside SS
Construction	Kingsville DHS, Leamington DSS, PASS, Sandwich SS
Energy	Herman SS, Kingsville DHS
Environment	Belle River HS, Harrow DHS, Kingsville DHS, Riverside SS
Health and Wellness	Belle River HS, Essex DHS, Forster SS, Harrow DHS, Herman SS, Kingsville DHS, Massey SS, Riverside SS, Western SS
Hospitality and Tourism	Century SS, Leamington DSS
Information & Communications Technology	Belle River HS, Essex DHS
Manufacturing	General Amherst HS, Herman SS, Sandwich SS
Transportation	Belle River HS, Leamington DSS, Western SS

KEY BENEFITS OF A SHSM PROGRAM

☐ Pursuing an **SHSM** enables students to:
  - ☐ customize their secondary school education to suit their interests and talents
  - ☐ develop specialized knowledge and skills
  - ☐ earn credits that post secondary educational institutions and the sector recognize
  - ☐ gain sector-recognized certification and career-relevant training
  - ☐ develop essential skills and work habits documented through the Ontario Skills Passport
  - ☐ identify, explore and refine career goals and make informed decisions about their future
  - ☐ remain flexible (with the option to shift between pathways) should their goals and plans change

☐ Students who successfully complete an **SHSM** receive:
  - ☐ an Ontario Secondary School Diploma with an embossed red seal
  - ☐ an **SHSM** Record documenting achievement
  - ☐ formal recognition on the Ontario Student Transcript

Skills Major *(SHSM)*

Focus	"Look For"	Reference/Notes
FIVE COMPONENTS OF A SHSM	☐ Each **SHSM** consists of five required components: 1. Bundled Credits: a defined bundle of credits consisting of eight to ten Grade 11 and 12 credits, including Cooperative Education 2. Certification and Training: sector-recognized certifications and training courses and programs 3. Experiential Learning and Career Exploration Activities: exploration activities within a sector 4. Reach Ahead Experiences: learning experiences connected with the student's post secondary plan 5. Essential Skills and Work Habits: development of essential skills and work habits required in the sector, recorded using the tools in the Ontario Skills Passport (OSP) ☐ The requirements of each **SHSM** are unique and geared to a specific sector. The design of all **SHSM** follows this model and includes five components. The specific requirements of each **SHSM** are detailed in the *SHSM Policy and Implementation Guide*, Section A3 (2010).	
PROFILE OF THE SHSM STUDENT	☐ **SHSM** programs are designed to meet the individual needs of Grade 11 and 12 students in all four pathways: ☐ Workplace ☐ Apprenticeship ☐ College ☐ University	
ROLE OF THE SHSM LEAD TEACHER	☐ The **SHSM** Lead is a key facilitator and is responsible for: ☐ promoting all four **SHSM** pathways ☐ understanding the five required components of the **SHSM** program ☐ encouraging students and collaborating with the **SHSM** teachers in implementing the **SHSM** programs ☐ enrolling students and monitoring them throughout the **SHSM** program ☐ student tracking and providing data to the **SHSM** board lead ☐ facilitating professional learning associated with identification, monitoring, data entry and promotion of the **SHSM** program	
ROLE OF BOARD OR SCHOOL SHSM ADVISORY COMMITTEE	☐ The board/school **SHSM** advisory committees support the **SHSM** initiative and provide direction to the school **SHSM** team: ☐ The **SHSM** advisory committee includes members of the community representing the **SHSM** sector(s). ☐ The **SHSM** advisory committee includes representatives from colleges and universities and/or training centres. ☐ The **SHSM** advisory committee includes some members of the school **SHSM** team (e.g., major credit teachers, other required credit teachers, Cooperative Education teacher, Guidance counsellor, Special Education teacher, member of the Student Success team and administration).	

Focus	"Look For"	Reference/Notes

STUDENT LEARNING
 	
Classroom Climate and Learning Environment
	☐ Students:
	   ☐ learn by doing/hands on learning
	   ☐ interact with their schedules independently
	   ☐ use a variety of methods to communicate (AAC devices, PECS, Spoken Word)
	   ☐ have regular access to a variety of learning opportunities (art, music, cooking, physical education) as appropriate to their level of need
	   ☐ are routine oriented
	
	☐ On display are:
	   ☐ visual schedules
	   ☐ work systems
	   ☐ visual timers
	   ☐ task boxes
	   ☐ step by step instructions
	
	☐ The classroom climate is highly structured and predictable.
	☐ The physical environment facilitates learning and provides direction for students.
	☐ Students' individual interests are taken into consideration.
	☐ Activities and tasks are structured to match student abilities.
	☐ Instructional prompts are used effectively and at the lowest intensity necessary.
	☐ Behaviour and safety plans are used, when necessary.
	☐ Communication is encouraged between the classroom team.
	☐ Transitions are structured and planned for.
	☐ Life skills and communication are incorporated into learning opportunities.
	☐ Students are given real world experiences where applicable (e.g., delivering attendance, working in the cafeteria)
	☐ Field trips are utilized where appropriate to programming.	
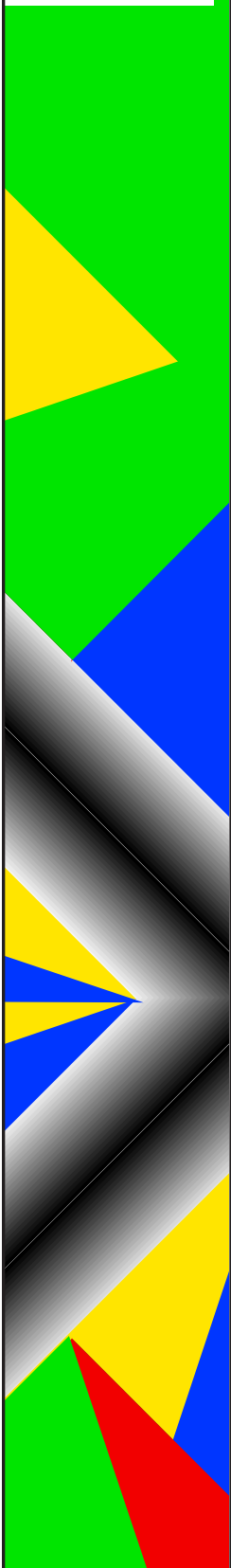
STEPS

Focus	"Look For"	Reference/Notes
TEACHING	☐ Instructions and materials are presented in a concrete manner. ☐ Technology is embedded in learning activities. ☐ Data is collected to provide a complete picture of student progress. ☐ Teaching is based on the K course. ☐ Safe instruction practices are evident. ☐ Visual supports are used to make requests, give directions, and provide instruction. ☐ Choices are frequently offered. ☐ Instruction is provided in a variety of formats (e.g., one-to-one, small group).	
Program Planning and Instructional Time	☐ Program lessons are effectively structured and organized so that students understand the "Four Questions" 　☐ What work?　　☐ When am I done? 　☐ How much work?　　☐ What do I do next? ☐ Generalizations are made across classrooms and curriculum. ☐ Programs are based on the student's IEP with measurable and observable goals. ☐ Resources within the school are utilized (e.g., Co-op placements, leadership classes, peer mentors).	
RESOURCES	☐ Task Galore: Task Galore, Making Groups Meaningful, Steps to Social Engagement, For the Real World ☐ TVCC Resources ☐ K Course Binder ☐ Work Jobs: Activity Center Learning ☐ Universal Supports Planning Guide ☐ Secondary School Transition Planning Workbook ☐ The Functional Independence Skills Handbook (FISH) ☐ Hawaii Early Learning Profile (HELP) ☐ Math for Non Readers ☐ Hands on Reading ☐ Step up to Math	

Focus	"Look For"	Reference/Notes
OVERVIEW	☐ In 2003, the Ministry of Education launched the **Student Success Initiative** in response to the needs of secondary students who are experiencing difficulty in achieving the expectations of the Ontario Secondary School Diploma. These students are considered to be *in risk* or *at risk* of not graduating.	Provincial Expert Panel Reports: ☐ Building Pathways to Success ☐ Think Literacy Success ☐ Leading Math Success

PROFILE OF THE GECDSB STUDENT SUCCESS STUDENT	☐ There is no simple one-dimensional causal relationship between being *in risk* or *at risk* and the following factors:
	1. *In risk* refers to temporary social, emotional and/or academic reasons that prevent a student from meeting with success.
	2. *At risk* of not reaching their potential in school and in life.
	3. *At risk* of leaving grade 8 or high school without the prerequisite skills to continue learning and planning for their future.
	4. Disengaged for a variety of reasons, such as
	  ☐ inconsistent attendance
	  ☐ lack of motivation to learn
	  ☐ learning style not recognized or accommodated
	  ☐ communication difficulties
	  ☐ cycle of not being successful
	  ☐ peer activity/bullying
	  ☐ family or social issues
	  ☐ difficulty with transitions
		GECDSB Student Success **Reference** binder

ROLE OF THE STUDENT SUCCESS TEACHER	☐ The **Student Success teacher** reports directly to the principal.
	☐ The **Student Success teacher**, on behalf of students *in risk/at risk*, is a key facilitator and provider for:
	  ☐ direct student advocacy, mentoring and building resiliency
	  ☐ student monitoring (identifying, tracking, supporting)
	  ☐ school-wide professional learning focused on students
	  ☐ student instruction (e.g., credit recovery and other forms of intervention)
		Student Success Commission Report on Student Success Teachers (June 30, 2006)
		
		GECDSB Student Success **Reference** binder

STUDENT SUCCESS TEAM	☐ The **Student Success teacher**, as a member of the school **Student Success Team**, provides a critical leadership role in supporting and advocating for students *in risk/at risk* and contributing to the achievement of a systemic reshaping of education.
	☐ The **Student Success Team**, comprised of the principal or designate, the **Student Success teacher**, the Guidance department head or designate, the Special Education Department, and other staff members selected by the principal, plays a critical role in furthering the support mechanisms for *in risk/at risk* students. The **Student Success Team** is responsible for three primary functions:
	  ☐ To develop school procedures and models for the effective delivery of all **Student Success** initiatives.
	  ☐ To track, coordinate and assume responsibility for *in risk/at risk* students through the **Student Success teacher**.
		Student Success Commission Report on Student Success Teachers (June 30, 2006)
		
		http://www.gecdsb. on.ca/Programs/ StudentSuccess/ index.html
		GECDSB Credit

Student Success

Focus	"Look For"	Reference/Notes
	☐ To contribute to the development, implementation and monitoring of the School Improvement Plan (SIP) in the identification of *in risk/at risk* students and associated strategies for success.	
REFERRAL AND TRACKING OF STUDENT SUCCESS STUDENTS	☐ In regards to communication and reporting, **Student Success teachers**: ☐ work collaboratively with staff members to identify **Student Success** students ☐ collect and analyze relevant data on **Student Success** students ☐ monitor progress of **Student Success** students and revise plans as required ☐ facilitate opportunities for students *at risk* of losing credits to participate in Credit Rescue ☐ work collaboratively with Guidance to identify students who may benefit from Credit Recovery (The Credit Recovery Team, as a sub-set of the School **Student Success Team**, will convene periodically, as required, to determine the Credit Recovery placement of a student who has failed a course.) ☐ assist with implementation of Ministry/Board initiatives; complete and submit Board and/or Ministry reports, as required ☐ use Compass for Success (C4S) to assist with the tracking and trends associated with *at risk* students, credit accumulation and the impact on the School Improvement Plan	Recovery Program Guidelines (February 2010)
TRANSITIONS	☐ In order to facilitate a smooth transition for students entering secondary school, **Student Success teachers**: ☐ visit every grade 7 and 8 classroom in all elementary schools in the family of schools at various times throughout the year ☐ work collaboratively with Guidance counsellors, Learning Support Teachers, and other members of the Student Success Team to facilitate grade 8 Transitions meetings ☐ compile data from grade 8 Transition planning worksheets and help to facilitate the creation of individualized timetables for incoming *in risk/at risk* grade 9 students ☐ deliver Board and Ministry resources to grade 7 and 8 teachers and students, including activities to engage students and instruct students and teachers on use of resources ☐ initiate and help to facilitate transitions activities each year	GECDSB 8-2-9 Transitions Resource binder

Focus	"Look For"	Reference/Notes

STUDENT LEARNING	☐ The **Technological Education** curriculum in Grades 9–12 encompasses ten subject areas as follows:
	    ☐ **Communications Technology**
	    ☐ **Computer Technology**
	    ☐ **Construction Technology**
	    ☐ **Green Industries**
	    ☐ **Hairstyling and Aesthetics**
	    ☐ **Health Care**
	    ☐ **Hospitality and Tourism**
	    ☐ **Manufacturing Technology**
	    ☐ **Technological Design**
	    ☐ **Transportation Technology**
	
	 ☐ Open courses are designed to broaden students' knowledge and skills in subjects that reflect their interests and prepare them for active and rewarding participation in society.
	
	 ☐ The underlying assumption in broad-based **Technological Education** is that *students learn best by doing*. Student work will be:
	    ☐ activity-based, hands-on
	    ☐ project-driven
	    ☐ integrated with technology
	    ☐ skill-based
	
	 ☐ Students:
	    ☐ develop a creative and flexible approach to problem solving
	    ☐ use correct terminology to describe materials, tools, equipment and processes
	    ☐ understand safe handling and correct use of tools, equipment and techniques
	    ☐ understand the impact of technology on the environment
	    ☐ develop the skills, including critical thinking skills, and the knowledge of strategies required to do research, conduct inquiries and communicate findings accurately, ethically and effectively
	    ☐ develop lifelong learning habits that will help them adapt to technological advances in the changing workplace and world
	    ☐ make connections that will help them take advantage of potential post secondary educational and work opportunities	

Technical Education

Focus	"Look For"	Reference/Notes

Classroom Climate and Learning Environment	☐ Classroom processes include:
	  ☐ overlapping expectations for continuous health and safety procedures; proper use of terminology and technological fundamentals
	  ☐ awareness of career opportunities
	  ☐ development and application of research skills which fosters creativity, critical thinking and problem solving
	
	☐ On display:
	  ☐ word walls and/or charts
	  ☐ student and teacher developed anchor charts, learning goals and success criteria
	  ☐ health and safety training reference charts
	  ☐ Co-op placement and future career job information
	
	☐ Classroom materials:
	  ☐ machinery/tools labelled
	  ☐ proper equipment storage
	  ☐ materials should be readily available and displayed in the classrooms
	  ☐ green environment demonstrated in the classroom on a smaller scale	

TEACHING
 	
Program Planning and Instructional Time
	☐ **Technological Education** involves knowing and doing, and teaching and learning approaches should address both areas. Students learn best when they are engaged in learning in a variety of ways. Some of the teaching and learning strategies that are suitable to material taught in **Technological Education** employ:
	  ☐ scaffolding
	  ☐ role playing
	  ☐ kinaesthetic learning/physical activity
	  ☐ collaborative group activities
	  ☐ study of current events/emerging technologies	

RESOURCES	☐ The Ontario Curriculum Grades 9 and 10 Technological Education (2009) ☐ The Ontario Curriculum Grades 11 and 12 Technological Education (2009) ☐ Think Literacy cross-Curricular Approaches, Grades 7-12 (2003) ☐ Growing Success	

PROCEDURES FOR

Resource	Procedure
BOOKING LOAN KIT AND VIDEO RESOURCES Kits	To book any kit or video resource, simply log onto **www.mediacentre.ca** and click the **Medianet** icon. If you need an account, simply click the **Order Form** menu and then the **Need an Account** menu. We will have you set up within one day. For more information on how to book, check out the **Media/Kit Conference** on **FirstClass**. The system is easy to use, but if you need extra assistance, please don't hesitate to contact the Media Centre at 519-776-5610 x298. Booking instructions are also included document. As with the **LEAD Library**, you can use any word to search for titles, but there is a list of anchor words which can be found on the **Media/Kit Conference** to assist new users. Kits are available to be ordered through Medianet to support the various strands. Teachers are encouraged to plan their year and order their kits for the entire school year so that the kits arrive at the school without interruption. Kits are borrowed for a six-week period and are then returned to the Learning Resource Centre (LRC) where they are checked and replenished. **It is essential that kits are returned on time so that the next teacher receives the kit at their scheduled time.**
DIGITAL MEDIA HAS ARRIVED: LEARN 360	We have recently added digitized media to our resource collection. It can be accessed via **Medianet**, the same way you search for other media types. The streamed resources (Digital Video - DX, Digital Images - DI and Digital Audio - DA) are best viewed in a classroom using a data projector, speakers and a computer connected to the network. Streamed media can also be downloaded and used in your custom presentations. Check out the **Help Centre** section in the **Learn 360** menu once you are logged in. The **Help Centre** is a great place to get started and learn about using digital media. Streamed media can easily be found in the **format** and **multi-media** menus on **Medianet.** Simply select your format, enter a keyword and press submit. Double-click the **L360** icon to access the clip.
MEDIA CENTRE: TEACHER WORKSHOP AREA	Located in the Essex Civic Centre, the **Media Centre** has lots of room and many large tables for teachers to create items for their classrooms. Our new heavy duty lamination is proving to be very popular with teachers. We also stock bristol board, bulletin board paper, badges and have a large selection of die-cuts. There is always staff on hand to assist you if you are not familiar with the centre or how to use the equipment. There is also a **Teacher Centre** located at the Catholic Education Centre. Check out **www.mediacentre**.ca for more information regarding hours and directions.

Accessing Resources

Resource	Procedure
PROFESSIONAL DEVELOPMENT	Numerous activities for professional growth are offered through the GECDSB. Ministry initiatives, in-service workshops and institutes are listed on the online professional development registration **BookIt** system. Principals also have access to review their staff professional development participation on the **BookIt** system.
PROFESSIONAL LIBRARY **Virtual Library**	The **Leadership, Education and Development (LEAD) Library** is located at the Learning Resource Centre (LRC). This library contains books, CDs and videos that cover all areas of professional development. The LEAD Library can be accessed through **Medianet** via **www.mediacentre.ca**. Once on the Media Centre's webpage, click the **LEAD Library** icon to view the list of resources, or search by any key word you can think of. **http://www.gecdsb.on.ca/d&g/portal/subscriptions.htm** Includes online access to peer-reviewed periodicals, magazines, video, transcripts, images, reference and vetted webpages. Specilized databases and ebooks for subjects including culinary arts, auto tech, health and wellness, religion, philosophy, science, hospitality, tourism, media and entertainment. Other resources available such as Career Cruising, eStat, Canadian Encyclopedia and Encyclopedia Universalis.
TEACHER'S PROFESSIONAL BOOKSTORE	The **Teachers' Professional Bookstore** is located on the GECDSB website (**www.gecdsb.on.ca**). Professional books are available for purchase by any staff member and are priced at 50% off the publishers' prices.

web BOOKING *Medianet*

THE EDUCATIONAL MEDIA CENTRE
www.mediacentre.ca

1 Log into any Internet browser (home or school) and key in the following address: **mediacentre.ca** and click on the **MEDIANET icon**.

2 Select **Search Full Catalogue.**

3 Browse the online catalogue! You can experiment with subject, key word and media types. There is an excellent help section. Use **Format** and select an option to narrow your search by **Media Type** (digitized video, DVD, science kit, big book, junior kit, etc.). Click the **Submit button** (a new page with a list of these specific resources will appear). You may now click on any title for description, length, age group, etc.

4 Click on **Order Form.**

5 When you are ready to order, **enter the number 30 in front of your 5-digit employee number** in the **Client Number Box** (e.g., **30**12345). Call Human Resources if you do not know your employee number.

6 Enter **Password** (your school's 7-digit phone number (e.g., 2551234) is set temporarily for your very first booking. You will be prompted to change it immediately upon typing this number.

7 Pick a **Show Date** (first available date or your own date). **MEDIANET** automatically knows your school's courier delivery dates! Click **Test Availability** button to see if your request is available. Click green **Submit button** to submit order.
Note: **To check on your own past, current, future and overdue bookings, click the MEDIANET Options button.**

8 To finish, click the **Logout User button.**

If you are a new teacher or have recently changed schools, please call the Media Centre (519-776-5610 x298) before booking so we can enter your new location.

Learning resources must be placed out for the courier anytime the day before the due date on the shipping label.

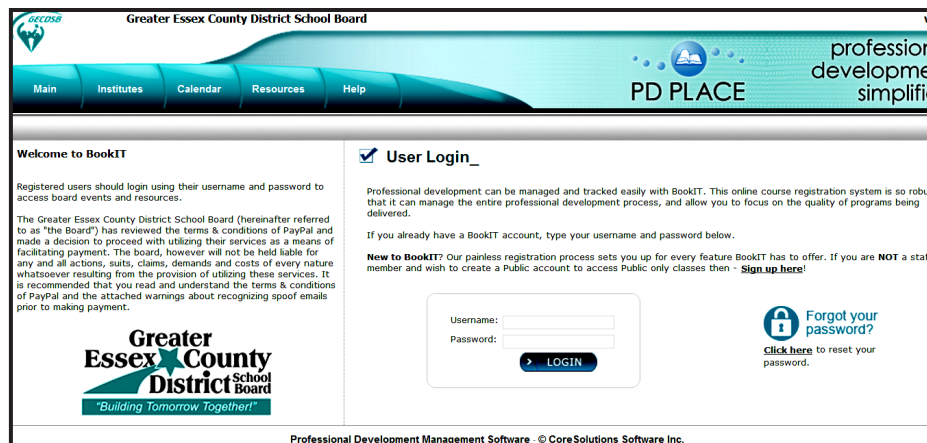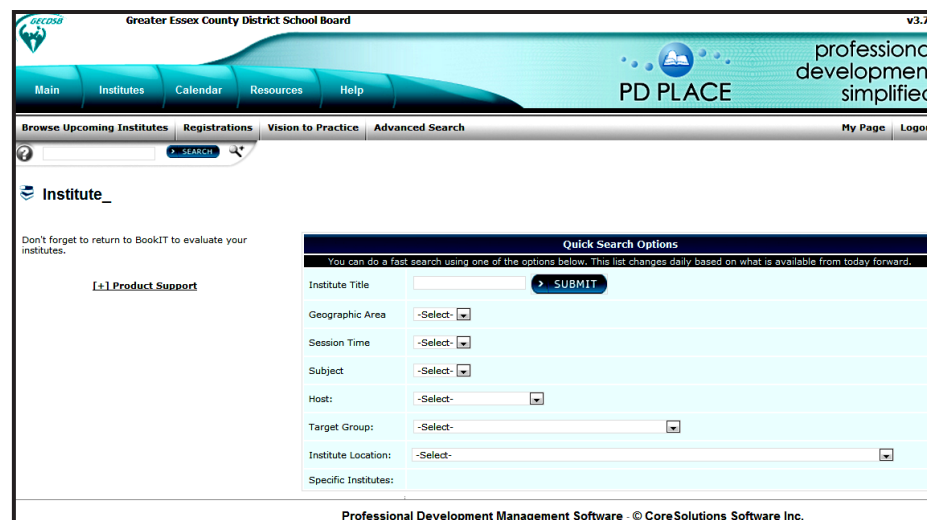If you have any questions about MEDIANET, please call 519-776-5610.

Digital resources have arrived! For more information, check out the Media/Kit Conference which can be found under Public Conferences on First Class.

Managing your professional development activities just got a whole lot easier. Using your computer and a web browser, you are now in complete control of registering, de-registering, and evaluating the institute sessions that you attend.

QUICK START GUIDE *for* Book IT ★

1 **Start Internet Explorer or Safari.**

2 From the Greater Essex County District School Board homepage (**http://www.gecdsb.on.ca**) or the teachers' area on the Student Reference Portal (**http://www.gecdsb.on.ca/d&g/portal/teachers.htm**), click on the **BookIT** link.

3 You will be asked to log into **BookIT**. Use your Username and Password.

4 Once you have logged in, you will be able to review and select the institutes that you will attend. "My Page" keeps track of your entire Professional Development history. The quickest way to find a PD event is to click on the teal "Institutes" button and then "**Browse Upcoming Institutes**." There is also an Advanced Search option to help you quickly identify upcoming institutes that meet your criteria.

5 Find the institute that you wish to attend and click on the **Register** button. You're registered!

6 When you have finished registering, click on the **Logout** link at the top of the screen and the system is ready for the next person. After you attend the institute, make sure that you log back into **BookIT** and complete the evaluation. Once that has been done, you can create your own Certificate of Participation for your professional portfolio.

COMPUTER SOFTWARE

- [ ] **Acad convertor Program**
- [ ] Adobe Creative Suite 4
- [ ] Adobe Media Encoder
- [ ] Adobe Photoshop Elements 8
- [ ] Alice
- [ ] Arcview GIS
- [ ] Audacity/LAME
- [ ] Auto Sketch
- [ ] Autocad 2007 LT
- [ ] Band in a Box
- [ ] Bitstrips for Schools (WEB)
- [ ] Blender
- [ ] Cad Key
- [ ] Canadian Clip Art
- [ ] **Canadian Community Health**
- [ ] Canadian Geopgraphic Explorer
- [ ] **Chemsketch**
- [ ] Clicker 5
- [ ] Comic Life
- [ ] CPS software
- [ ] Cute PDF
- [ ] Earth Quest
- [ ] Eclipse SDK
- [ ] Edison and Tina Pro
- [ ] **Examview Pro**
- [ ] Fathom
- [ ] File Maker Pro
- [ ] Finale
- [ ] First Class
- [ ] Flash
- [ ] **FrogGuts**
- [ ] Gamemaker
- [ ] **Geometer Sketchpad**
- [ ] Google Earth
- [ ] Google Sketchup
- [ ] iMovie
- [ ] Interactive Physics
- [ ] Java
- [ ] Jcreator
- [ ] **Jeapordy Builder**
- [ ] LanDesk
- [ ] **Logisms**
- [ ] Macromedia
- [ ] **MarkBook**
- [ ] **MasterCam**
- [ ] Microsoft Office XP
- [ ] Microsoft Publisher 2002
- [ ] MsOffice file converter
- [ ] Multi-Media Logic
- [ ] NetBeans
- [ ] Nod 32
- [ ] NoteBook 10 (Smart Board software)
- [ ] NotePad
- [ ] NotePad ++
- [ ] Open Office
- [ ] PageMaker
- [ ] Picasa 3
- [ ] Poetry in a Nutshell
- [ ] Power Point Viewer
- [ ] Premier Suite
- [ ] Professional Browser
- [ ] Python and related software (Pygame, PyScripter)
- [ ] Quick Books
- [ ] Quick Time
- [ ] **Reading and Writing Achievement**
- [ ] Ready to Program Java
- [ ] **Reality Check**
- [ ] **Scratch**
- [ ] Simply Accounting Premium
- [ ] **SkiQuations**
- [ ] Smart Ideas
- [ ] Starry Night Pro
- [ ] **Turing**
- [ ] Ultry Key
- [ ] VLC - DVD software
- [ ] Windows Media Player
- [ ] Write Out Loud

SPECIAL EDUCATION AND STEPS

- [ ] A to Zap
- [ ] ABC Circus
- [ ] Baileys Book House
- [ ] Board Maker
- [ ] Easy Book Deluxe
- [ ] Essential Skills
- [ ] KidPix
- [ ] Kurzweil 3000
- [ ] Math Circus 1 -> 4
- [ ] Math Trek 4,5,6
- [ ] Mathville Middle School
- [ ] Millie's Math House
- [ ] Premier Suite
- [ ] Plumbo at the Zoo
- [ ] Sammy Science House
- [ ] Spellway
- [ ] Storybook Weaver
- [ ] Ultra Key
- [ ] Wordway
- [ ] Write with Symbols
- [ ] Write Way

UTILITIES

- [ ] Adobe Acrobat Reader
- [ ] DirectX
- [ ] DVD player
- [ ] Flash
- [ ] IBM DVD software (Intervideo)
- [ ] Java
- [ ] Media Player
- [ ] Mon D player
- [ ] Movie Maker
- [ ] Shockwave

THE DIFFERENTIATED CLASSROOM OBSERVATION CHECKLIST

PHYSICAL ENVIRONMENT

☐ Presents an inviting, relaxed environment for learning where students feel comfortable taking risks

☐ Provides comfortable desks and work areas

☐ Contains individual, designated personal spaces for extra texts and other items

☐ Is designed for quick and easy groupings of tables and chairs

☐ Is arranged for teacher and student movement during work sessions

☐ Provides work areas for individual needs, including knowledge/ability levels

☐ Reflects current context or skills through student displays and artifacts

TEACHER BEHAVIOURS

☐ Works with whole group, individuals, and small groups

☐ Monitors individuals and small groups

☐ Uses a variety of ongoing assessment tools such as checklists and surveys

☐ Applies assessment information to guide instruction

☐ Addresses the academic, emotional, social and physical needs of students

☐ Provides time for students to actively process information

☐ Gives specific feedback to individuals and/or small groups

☐ Uses a variety of assessment tools before, during and after learning

☐ Develops class profiles to determine specific student learning needs

STUDENT ENGAGEMENT

☐ Exhibits on-task behaviour while working alone

☐ Works effectively in small groups

☐ Works on their individual knowledge or ability levels

☐ Uses materials/resources at the student's own level of success

☐ Feels respected and emotionally safe

☐ Uses self-discipline

MATERIALS/RESOURCES

☐ Include a variety of reading levels related to the subject or topic

☐ Are accessible to students

☐ Support the standards and topic

☐ Are age-appropriate

☐ Are up-to-date

☐ Are available in an adequate number for the class size

☐ Include appropriate reference sources and materials

INSTRUCTIONAL STRATEGIES

☐ Meets the diverse needs of learners' interests, learning styles, readiness

☐ Engages students in various flexible grouping designs

☐ Uses centres and/or stations for individual and small group instruction

☐ Engages students with projects and/or problem-solving activities

☐ Presents students with choices in learning activities

PROGRAM DEPARTMENT STAFF

Numerous activities for professional growth are offered through the Greater Essex County District School Board's in-service workshops and summer institutes. Please check your **BookIt** online system to choose and register for the professional development opportunities which meet your needs. For specific needs, you can go to the **FirstClass Conference** or contact the following Teacher Consultants by email or phone:

| Clara Howitt	Superintendent of Program	519-255-3200 x10255
TEACHER CONSULTANTS		
Sue Chanko	Early Years, Child Care, Parent & Family Literacy Centres	519-255-3200 x10334
Lisa Cranston	Early Years and Primary Programs	519-255-3200 x10349
Jana Rohrer-Cabana for Tina DeCastro ML Dec. 2011	Literacy/Numeracy/Pathways (Grades 4-10) Social Sciences & Humanities Programs (Grades 9-12)	519-255-3200 x10235
Jenni Donohoo	Literacy/Numeracy/Pathways - Evaluation Researcher	519-255-3200 x10329
Shelly Duben	Pathways - Experiential Learning & Guidance Character Development	519-255-3200 x10236
Beth Hanes	Science Programs (Grades K-12) Math Programs (Grades 9-12)	519-255-3200 x10244
David Joseph	French and English As A Second Language (K-12) Modern Languages	519-255-3200 x10218
Chris Knight	Literacy/Numeracy/Pathways - Computer Technology, eLearning & Business Studies	519-255-3200 x10354
Michael Lilley	The Arts (Grades K-12)	519-255-3200 x10345
Doug Plumb	Youth Apprenticeship Programs Specialist High Skills Major	519-255-3200 x10333
Debbie Price	Assessment & Evaluation, EQAO	519-255-3200 x10217
Dario Rossit (tba Feb. 2012)	Technological, O.Y.A.P. Programs & Family Studies	519-255-3200 x10318
Sharon Seslija	English Programs (Grades 9-12), School Libraries, Health & Physical Education Programs (Grades K-12)	519-255-3200 x10355
Beverlie Stewart	Literacy/Numeracy/Pathways - Student Success Canadian & World Studies Programs (Grades 9-12)	519-255-3200 x10226
Brenda DelDuca for Kelly Winney ML Feb. 2012	Literacy & Numeracy (Gr. 1-6) Instructional Coach Lead	519-255-3200 x10347
ESL		
Ina Berard	Special Assignment Teacher (Newcomer Reception Centre)	519-985-6333
Jan Foy	Special Assignment Teacher (Newcomer Reception Centre)	519-985-6333
Amy Archibald	Instructional Support Teacher	519-985-6333
PROGRAM SUPPORT STAFF		
Kim Allen	Desktop Publishing & Bookstore	519-255-3200 x10325
Ingrid Crawford	Purchasing, Room Bookings & Catering	519-255-3200 x10220
Carol Edmondson	BookIt & System Calendar	519-255-3200 x10230
Chad Findlay	Kits & Online Surveys	519-255-3200 x10356
Liz Geier	WERLnet	519-255-3200 x10273

System Speed Dial & Direct Dial Extensions

Code	SCHOOL	PR	VP #1	VP #2		Code	SCHOOL	PR	VP #1	VP #2	
000	AV Graham PS	20202	20203		20200	053	Roseland PS	25502	25503		25500
001	Amherstburg PS	20002	20003		20000	054	Roseville PS	25602	25603		25600
002	Anderdon PS	20102	20103		20100	055	Ruthven PS				
003	Beaton PS	20302	20303		20300	056	Sandwich West PS	25802	25803		25800
004	Begley PS					057	Southwood PS	25902	25903		25900
005	Belle River PS					058	Talbot Trail PS				
006	Bellewood PS	20602	20603		20600	059	Taylor PS	26102	26103		26100
007	Benson PS						Tecumseh Vista				31600
008	Brock PS					060	Victoria PS (Tec)	26202			26200
009	Campbell PS	20902	20903		20900	061	Belle River DHS	30002	30003		30000
010	Centennial Central					062	Century SS	30102	30103	30104	30100
011	Central PS	21102	21103		21100	063	Essex DHS	30202	30203		30200
012	Colchester North PS					064	Forster SS	30302	30303		30300
013	Dr. David Suzuki	25102	25103		25100	065	General Amherst HS	30402	30403		30400
014	Coronation PS	21402	21403		21400	066	Harrow DHS	30502	30503		30500
015	Davis PS	21502	21503		21500	067	Herman SS	30602	30603	30604	30600
016	DM Eagle PS	21602			21600	068	Kennedy CI	30702	30703		30700
017	Dougall PS					069	Kingsville DHS	30802	30803		30800
018	East Mersea PS					070	Leamington SS				
019	Eastwood PS	21802	21803		21800	071	Massey SS	31002	31003	31004	31000
020	Essex PS	22005	22006		22000	072	Riverside SS	31102	31103	31104	31100
021	Forest Glade PS	22102	22103		22100	073	Sandwich SS	31202	31203		31200
022	Glenwood PS	22302	22303		22300		Tecumseh Vista				31700
023	Gore Hill PS					074	Walkerville CI	31402	31403		31400
024	Gosfield North PS					075	Western SS	31502	31503	31504	31500
025	Harrow Junior PS	22602			22600	076	ALC – Mason				
026	Harrow Senior PS	22702	22703		22700	077	ALC – Leamington				
027	Hetherington PS	22802	22803		22800		Leamington Invest	11110			11200
028	Jack Miner PS	22902	22903		22900	078	Directions (IAP)				
029	King Edward PS					079	ESL				
030	Kingsville PS	23102	23103		23100	080	Facility Services				
031	Lakeshore Discovery					081	Grants Officer				
032	LaSalle PS	23302	23303		23300	082	Maryvale				
033	Maidstone Central					083	Media Centre – Essex				
034	Malden Central PS	23502			23500	084	PASS – Amherstburg				
035	MD Bennie PS					085	PASS – East Windsor				
036	Marlborough PS	23602	23603		23600	086	PASS – Leamington				
037	Maxwell PS	23802	23803		23800	087	PASS – Mason	11002	11003	11004	11012
038	McCallum PS	23902	23903		23900						
039	McGregor PS	24002	24003		24000	088	Transportation				
040	McWilliam PS	24102	24103		24100	089	Turning Point – Essex				
041	Mill Street PS					090	Turning Point–Mason				
042	Mnt Carmel-Blythes					091	Lambton Kent DSB				
043	Northwood PS	24502	24503		24501	092	Ministry of Education				
044	Oakwood PS	24602			24600	093	Windsor Catholic DSB				
045	Parkview PS	24702				096	CAC				
046	Pelee Island					097	HRDC – Leamington				
047	Prince Andrew PS	24902	24903		24900	098	HRDC – Windsor				
048	Prince Edward PS	25002	25003		25000	099	Kits – Eugenie				
050	Princess Elizabeth	25202			25200	100	New Beginnings				
051	Queen Elizabeth PS					101	RCC				
052	Queen Victoria PS	25402	25403		25400	102	Renaissance Place				
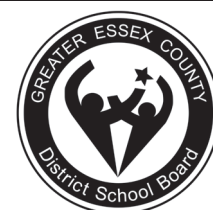
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GREATER ESSEX COUNTY DISTRICT SCHOOL BOARD