Essential Practices K – 12

Teaching, Learning and Assessment shall be founded in the following documents: Ontario Ministry Curriculum Policy Documents, Ontario Schools Kindergarten to Grade 12: Policy and Program Requirements, Growing Success: Assessment, Evaluation and Reporting in Ontario Schools Policy Document, School Effectiveness Framework: A support for school improvement and student success, Student Voice/Student Leadership, Learning For All, The Ontario First Nation Métis and Inuit Education Policy Framework

**SCHOOL**

**Aligned School Operations**
- Use of the School Improvement Planning Tool to inform development of the SIPSA-WB.
- Share BIPSA-WB and SIPSA-WB with the School Council/School Community
- School Budget aligned with SIPSA-WB
- Management of the SIPSA-WBs planning cycle

**Goal Setting and Monitoring**
- Setting high expectations based on the belief that all students can learn
- Completion of the SEF Self-assessment
- Engagement of staff in a Professional Learning Cycle K-12 with a focus on evidence of student need
- Creation and implementation of SIPSA-WB
- Use of Data Tools: Student Success Data Warehouse, Compass for Success, My Classroom Data
- Conducting and Reporting on System Assessments
- Monitoring of IEPs & Safety Plans to meet individual student needs

**Community Culture and Caring**
- Equity and Inclusion Practices
- Commit to Character
- Digital Citizenship
- Implementation of Foundations for a Healthy School
- Communicating with parents through a variety of media

**Teaching and Learning**
- Explicit literacy instruction in all curriculum areas
- 100 minutes of daily Comprehensive Literacy instruction in elementary panel
- Integration of math processes in all subject areas
- Minimum of 60 minutes of daily numeracy instruction based on Mathematics Course of Study in elementary panel

**Programs and Pathways**
- Implementing timely, tiered and targeted interventions delivered in a team approach
- Education and Career Planning K-12

**CLASSROOM**

**Teaching Processes**
- Development of class and learner profiles
- Purposeful planning to address student need through differentiation
- Clustering of curriculum expectations
- Implementation and Monitoring of IEPs
- Comprehensive Literacy (modeled, guided, shared, independent)
- 3 part lessons (Minds On, Action, Consolidation)
- Teaching/learning through mathematical processes
- Teaching learning skills and work habits

**Learning Processes**
- Setting the stage for learning (e.g. The First Twenty Days)
- Literacy rich environment (e.g., word wall, anchor charts, vocabulary lists)
- Learning Goals and Success Criteria
- Bloom’s Taxonomy of Higher Order Questions
- Accountable Talk
- Gradual Release of Responsibility
- Open and Parallel Tasks
- Technology enabled learning environment

**Assessment Processes**
- Assessment for, as and of Learning
- Descriptive feedback
- Peer and self-assessment
- Moderation of student work
- Student conferencing
- Exemplars of student work
### Aligned School Operations

<table>
<thead>
<tr>
<th>Essential Practice</th>
<th>Use of the School Improvement Planning Tool to inform development of the SIPSA-WB.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Explanation</strong></td>
<td>The School Improvement Planning Tool is a report which can be run to identify areas of student need.</td>
</tr>
<tr>
<td><strong>Supporting Resources</strong></td>
<td></td>
</tr>
<tr>
<td>▪ The tool can be found on the Staff Website under: →Board →Student Reporting →Student Achievement Data Warehouse →School Improvement Planning or click <a href="#">here</a>.</td>
<td></td>
</tr>
<tr>
<td>▪ <a href="#">SIP Tool Instructions</a></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Essential Practice</th>
<th>Share BIPSA-WB and SIPSA-WB with the School Council/School Community</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Explanation</strong></td>
<td>The BIPSA-WB and SIPSA-WB must be shared with School Council and the wider school community. This can be done through regular meetings, special events, newsletters or school websites.</td>
</tr>
<tr>
<td><strong>Supporting Resources</strong></td>
<td></td>
</tr>
<tr>
<td>▪ You can learn more about the role of School Councils by reading Section 4. Roles and Responsibilities of the School Councils in <a href="#">SCDSB Policy 4310</a>.</td>
<td></td>
</tr>
<tr>
<td>▪ Click <a href="#">here</a> for a link to the Ministry website showing where school councils advise on programs/strategies to improve school performance.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Essential Practice</th>
<th>School Budget aligned with SIPSA-WB</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Explanation</strong></td>
<td>Resources purchased with school budget must directly align to the priorities set out in the SIPSA-WB.</td>
</tr>
<tr>
<td><strong>Supporting Resources</strong></td>
<td></td>
</tr>
<tr>
<td>▪ Link to budget code descriptors for elementary and secondary and easy reference to sub-ledger (Department) numbers. <a href="https://www1.scdsb.on.ca/portal/page/portal/STAFF/SW_BOARD/SW_BOARD_DEPT_IBUDGET">https://www1.scdsb.on.ca/portal/page/portal/STAFF/SW_BOARD/SW_BOARD_DEPT_IBUDGET</a></td>
<td></td>
</tr>
</tbody>
</table>

[Back to Essential Practices Document](#)
### Essential Practice: Management of the SIPSA-WB’s planning cycle

**Explanation:**
The SIPSA-WB is a living document. The School Improvement Team should meet regularly to maintain the SIPSA-WB. The SIPSA-WB is due to Superintendents on October 1 with revised versions on February 1 and May 1.

**Supporting Resources:**
- SIPSA-WB Template
- SIPSA-WB Template – Explanation
- PLAN SIPSA-WB Placemat
- PLC Cycle - ACT - OBSERVE SIPSA placemat instructions
- ACT - OBSERVE SIPSA placemat
- PLAN SIPSA placemat instructions
- PLAN SIPSA placemat
- REFLECT SIPSA placemat

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### Shared Instructional Leadership

**Essential Practice: Monitoring of SIPSA-WB through classroom visits**

**Explanation:**
Monitor priorities set out in the SIPSA-WB through focused classroom visits. Focus on student learning and thinking.

**Supporting Resources:**
- Instructional Rounds in Education Q and A
- Look fors when monitoring implementation in FDEL-K and traditional K classes [The Six Cs of Kindergarten](http://www.edugains.ca/resources/LeadingChange/KeyDirectionsandFrameworks/AdminLook-Fors.pdf)

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**Essential Practice: Monitor implementation of Ontario Curriculum through Classroom Visits**

**Explanation:**
Monitor the implementation of the Ontario Curriculum through focused classroom visits. Focus on student learning and thinking and learning supports available to students.

**Supporting Resources:**
- Instructional Rounds in Education Q and A.pdf
- EduGAINS Classroom Dynamics Checklist: [http://www.edugains.ca/resources/ClassroomDynamics/ClassDynamicsChecklists.doc](http://www.edugains.ca/resources/ClassroomDynamics/ClassDynamicsChecklists.doc)
<table>
<thead>
<tr>
<th>Essential Practice</th>
<th>Engagement of School Improvement Team in development and implementation of SIPSA-WB</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Explanation</strong></td>
<td>School Improvement Team may be comprised of Division Leads, Coaches, SERTs, RCTs.</td>
</tr>
<tr>
<td><strong>Supporting Resources</strong></td>
<td></td>
</tr>
</tbody>
</table>
| ▪ Student Success School Support Initiative – Support for Planning  
| ▪ SMART goal - Cohort v Targeted  
| ▪ Rubric for Strategic Targeted SMART Goal  
| ▪ http://www.edugains.ca/newsite/di2/diprolearningcyclevideo.html |

<table>
<thead>
<tr>
<th>Essential Practice</th>
<th>Development of School Professional Learning norms</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Explanation</strong></td>
<td>Professional Learning Teams work more effectively when there are a clear set of guidelines for their operation.</td>
</tr>
<tr>
<td><strong>Supporting Resources</strong></td>
<td></td>
</tr>
</tbody>
</table>
| ▪ Collaborative Inquiry Continuum  
| ▪ Diagnostic Checklist  
| ▪ Components of a Professional Learning Team  
| ▪ Forming, Storming, Norming and Performing  
| ▪ Instructional Core  
| ▪ PLC – For Collaborative Inquiry - Role of PLT  
| ▪ For Collaborative Inquiry - Role of Principal  
| ▪ Professional Learning Team Checklist - Operational Elements  
| ▪ The work of the Professional Learning Team - Flowchart.2 |

### Goal Setting and Monitoring

<table>
<thead>
<tr>
<th>Essential Practice</th>
<th>Setting high expectations based on the belief that all students can learn</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Explanation</strong></td>
<td>Our provincial standards specify the level of content and process learning expected of our students. Through high expectations, teachers demonstrate their belief that all students can reach the provincial standard by creating challenging tasks and scaffolding supports required for each student to be successful.</td>
</tr>
<tr>
<td><strong>Supporting Resources</strong></td>
<td></td>
</tr>
<tr>
<td>▪ The new Learning for All document can be found by clicking <a href="#">here</a>.</td>
<td></td>
</tr>
<tr>
<td>Essential Practice</td>
<td><strong>Completion of the SEF Self-assessment</strong></td>
</tr>
<tr>
<td>--------------------</td>
<td>------------------------------------------</td>
</tr>
<tr>
<td><strong>Explanation</strong></td>
<td>The SEF Self-Assessment is a mandatory data source for each school in developing the SIPSA-WB. A formal SEF Self-Assessment report does not need to be generated and submitted to your SOE. Please complete in either June 2012 or September 2012.</td>
</tr>
<tr>
<td><strong>Supporting Resources</strong></td>
<td>▪ Templates for the SEF Self-Assessment can be found on the staff website under →Board →Manuals and Directories →Principal Manuals →SEF or by clicking <a href="#">here</a>.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Essential Practice</th>
<th><strong>Engagement of staff in a Professional Learning Cycle K-12 with a focus on evidence of student need</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Explanation</strong></td>
<td>The Professional Learning Cycle, plan, act, observe, reflect - is a process that is used by teams of educators for professional learning. Learning occurs during and between team meetings when educators share practice, examine student work and/or access opportunities to build their instructional skills and knowledge-base.</td>
</tr>
</tbody>
</table>
| **Supporting Resources** | ▪ [Collaborative Inquiry Template](http://www.edugains.ca/newsite/di2/diprolearningcyclevideo.html)  
  ▪ [Collaborative Inquiry Template - Explanation](http://www.edugains.ca/newsite/di2/diprolearningcyclevideo.html)  

<table>
<thead>
<tr>
<th>Essential Practice</th>
<th><strong>Creation and implementation of SIPSA-WB</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Explanation</strong></td>
<td>School improvement planning is a process through which schools set goals for improvement, and make decisions about how and when these goals will be achieved. The ultimate objective of the process is to improve student achievement levels by enhancing the way curriculum is delivered, by creating a positive environment for learning, and by increasing the degree to which parents are involved in their children’s learning at school and in the home.(p. 6 School Improvement Handbook).</td>
</tr>
</tbody>
</table>
| **Supporting Resources** | ▪ SIPSA-WB Template 2012-2013.doc  
<table>
<thead>
<tr>
<th>Essential Practice</th>
<th>Use of Data Tools: Student Success Data Warehouse, Compass for Success, My Classroom Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explanation</td>
<td>Our school board warehouse has a large array of data available for administrators and schools teams to analyse, ask questions about, and support the setting of school goals toward improved student achievement</td>
</tr>
<tr>
<td>Supporting Resources</td>
<td>- Link to MISA info: <a href="https://www1.scdsb.on.ca/portal/page/portal/STAFF/SW_BOARD/SW_BOARD_APPS_INTRO/SW_BOARD_APPS_MISA/SCDSB%20Data%20Links">https://www1.scdsb.on.ca/portal/page/portal/STAFF/SW_BOARD/SW_BOARD_APPS_INTRO/SW_BOARD_APPS_MISA/SCDSB%20Data%20Links</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Essential Practice</th>
<th>Conducting and Reporting on System Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explanation</td>
<td>A variety of assessments (e.g., PM reading, CASI reading, PRIME math, etc.) that provide the teacher with information to inform teaching and learning decisions. The data is used to identify system-level learning trends and to support school improvement planning.</td>
</tr>
<tr>
<td>Supporting Resources</td>
<td>- SCDSB System Assessments Table</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Essential Practice</th>
<th>Monitoring of IEPs &amp; Safety Plans to meet individual student needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explanation</td>
<td>Individual Education Plans are working documents that are developed and implemented collaboratively by the team that supports the student. Progress towards achievement of smart goals on the IEP should be monitored and reviewed regularly and goals updated as required. This review must be discussed and documented in Strength and Needs Committee meetings. When a student presents with behaviour that could present a risk of injury to self and/or others, a safety plan should also be in place. The safety plan documents the preventative and management strategies for the behaviour(s) but the IEP should include a program page that focuses on reducing or replacing the behaviour(s). Safety plans must be reviewed twice a year at minimum or after every incident, as outlined in APM 1435.</td>
</tr>
<tr>
<td>Supporting Resources</td>
<td>- APM 1435</td>
</tr>
<tr>
<td>Essential Practice</td>
<td>Equity and Inclusion Practices</td>
</tr>
<tr>
<td>--------------------</td>
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</tr>
<tr>
<td><strong>Explanation</strong></td>
<td>SCDSB is committed to the elimination of all types of discrimination as outlined in Ontario’s Equity and Inclusive Education Strategy. The Board upholds the principles of respect for human rights and fundamental freedoms enshrined in the Canadian Charter of Rights and Freedoms, the Constitution Act, 1982 and confirmed in the Ontario Human Rights Code.</td>
</tr>
<tr>
<td><strong>Supporting Resources</strong></td>
<td>▪ You can click <a href="#">here</a> for SCDSB Policy 3130.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Essential Practice</th>
<th>Commit to Character</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Explanation</strong></td>
<td>Character Development in SCDSB is a grassroots initiative where schools use our ten character traits in a way that reflects best serves their school community.</td>
</tr>
</tbody>
</table>
| **Supporting Resources** | ▪ You can find resources to support a whole school approach to character development under [Teaching → Safe and Caring Schools → Commit to Character](#) or click [here](#).  
▪ [Finding Common Ground: Character Development in Ontario Schools K-12](#) |

<table>
<thead>
<tr>
<th>Essential Practice</th>
<th>Digital Citizenship</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Explanation</strong></td>
<td>Digital citizenship can be defined as the norms of appropriate, responsible behavior with regard to technology use. The Nine Themes of Digital Citizenship are: Digital Access, Digital Commerce, Digital Communication, Digital Literacy, Digital Etiquette, Digital Law, Digital Rights &amp; Responsibilities, Digital Health &amp; Wellness and Digital Security.</td>
</tr>
<tr>
<td><strong>Supporting Resources</strong></td>
<td>▪ You can find resources to support digital citizenship under <a href="#">Teaching → IT Resources → Digital Citizenship</a> or click <a href="#">here</a>.</td>
</tr>
<tr>
<td>Essential Practice</td>
<td>Implementation of Foundations for a Healthy School</td>
</tr>
<tr>
<td>--------------------</td>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td>Explanation</td>
<td>Creating healthy schools and communities is a shared responsibility. Educators, students, families and community partners (including public health, sport and recreation providers and others) all have a role to play in creating healthy active environments for our students.</td>
</tr>
</tbody>
</table>
| Supporting Resources| - Click [here](#) for the Simcoe Muskoka District Health Unit’s Healthy Schools Program.  
- Click [here](#) for OPHEA’s Healthy Schools Program. |

<table>
<thead>
<tr>
<th>Essential Practice</th>
<th>Communicating with parents through a variety of media</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explanation</td>
<td>Communicating information, school data and events through student agendas, newsletters, email, websites, etc. is an essential component of engaging parents and the greater school community.</td>
</tr>
<tr>
<td>Supporting Resources</td>
<td>- Link to our communication tips page: <a href="#">https://www1.scdsb.on.ca/portal/page/portal/STAFF/SW_BOARD/SW_BOARD_DEPT_INTRO/SW_BOARD_DEPT_COMMUNICATIONS/SW_BOARD_DEPT_COMM_RESOURCES</a></td>
</tr>
</tbody>
</table>

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**Teaching and Learning**

<table>
<thead>
<tr>
<th>Essential Practice</th>
<th>Explicit literacy instruction in all curriculum areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explanation</td>
<td>Literacy skills are embedded throughout all subject areas. Students require continual practise and application of literacy skills in order to develop the ability to be independent thinkers, readers, writers and communicators. Intentional integration of literacy throughout the day helps students to internalize and apply their learning in a variety of authentic contexts.</td>
</tr>
</tbody>
</table>
- A Guide to Effective Instruction in Reading, Kindergarten to Grade 3  
- A Guide to Effective Instruction in Writing, Kindergarten to Grade 3  
- A Guide to Effective Literacy Instruction, Grades 4 to 6, Vol 1-7  
- Think Literacy |
<table>
<thead>
<tr>
<th>Essential Practice</th>
<th>100 minutes of daily Comprehensive Literacy instruction in elementary panel</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Explanation</strong></td>
<td>Current research supports the need for students to engage in learning for long periods of uninterrupted time. A minimum of 100 minutes are dedicated to daily comprehensive literacy instruction which allows teachers to optimize instruction.</td>
</tr>
<tr>
<td><strong>Supporting Resources</strong></td>
<td>▪ Learning Blocks for Literacy and Numeracy</td>
</tr>
<tr>
<td></td>
<td><a href="http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/LearningBlocks.pdf">http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/LearningBlocks.pdf</a></td>
</tr>
<tr>
<td></td>
<td>▪ LNS Monograph - Learning Blocks for Literacy and Numeracy (Building Capacity Series)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Essential Practice</th>
<th>Integration of math processes in all subject areas</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Explanation</strong></td>
<td>It takes ongoing, intentional work to create and sustain a school culture that recognizes, emphasizes and reinforces a cross-curricular approach to numeracy. While mathematics teachers have the primary responsibility for developing students’ mathematical understanding, all teachers can work together to address the mathematical learning across the disciplines and across the day.</td>
</tr>
<tr>
<td></td>
<td>▪ Generic Rubric for Mathematical Processes (direct mapping of each mathematical process (with examples) to a generic Achievement Chart):</td>
</tr>
<tr>
<td></td>
<td>▪ Assessment for and as Learning with Mathematical Processes (Sample questions and feedback that illustrate the math processes in action, not necessarily always specific to math):</td>
</tr>
<tr>
<td></td>
<td>▪ Capacity Building Series Special Edition #22: Maximizing Student Mathematical Learning in the Early Years (p. 5 near the top, point 3 – connect math to real world and other disciplines) and (p. 7 bottom, point 5 – integrate math activities in other subjects):</td>
</tr>
<tr>
<td></td>
<td>▪ The Ontario Curriculum Grades 1-8 Mathematics, 2005 (p. 26 under Cross-Curricular and Integrated Learning):</td>
</tr>
</tbody>
</table>
## Essential Practice

**Minimum of 60 minutes of daily numeracy instruction based on Mathematics Course of Study in elementary panel**

### Explanation

The provision of sufficient blocks of time for mathematics, along with the threading of mathematics instruction throughout the day, plays a vital role in student learning. Time is a valuable resource, and how a teacher structures the time spent on mathematics in a classroom is important. In the primary and junior grades, there should be focused time for mathematics every day. Mathematics should also be integrated into other subject areas as appropriate. Math concepts arise naturally throughout the day, and teachers should capitalize on these teachable “mathematical moments”.

### Supporting Resources

- Source: 'Leading Math Success, Mathematical Literacy Grades 7-12: The Report of the Expert Panel on Student Success in Ontario' (p. 53, particularly the first point under 'Starting Points for Teachers'):

## Programs and Pathways

### Essential Practice

**Implementing timely, tiered and targeted interventions delivered in a team approach**

A proactive team approach to supporting students who need additional supports by choosing appropriate interventions early when issues arise.

**School Effectiveness Framework**


**Indicator 4.7**

Timely and tiered interventions, supported by a team approach, respond to individual student learning needs.

In the classroom:

- Student learning profiles are current and are used to support student learning.
- Trends and patterns in student data are used to identify and implement interventions to support student learning (e.g. access to School/Student Success team, credit rescue, credit recovery).
- Responsibility for the success of all students is demonstrated.
- Individual Education Plans (IEPs) are developed to describe the programs and services that are to be implemented as part of students’ educational program.

### Supporting Resources

- SCDSB’s Applied Behaviour Analysis page
- Pyramid of Interventions: Working Document
<table>
<thead>
<tr>
<th>Essential Practice</th>
<th>Education and Career Planning K-12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Explanation</strong></td>
<td>Choices Into Action: Guidance and Career Education Program Policy for Ontario Elementary and Secondary Schools, 1999 remain in effect, including the requirement for the Individual Pathways Plan (IPP), formerly Annual Education Plan (AEP), in Grades 7 through 12. As indicated in PPM No. 137, strong student-teacher relationships, improved student engagement, and effective career-education programs continue to be of critical importance, especially for students at risk. SCDSB has made myBlueprint available for all students in Grades 7-12 to meet these requirements.</td>
</tr>
<tr>
<td><strong>Supporting Resources</strong></td>
<td>• SCDSB’s Education and Career Planning page</td>
</tr>
</tbody>
</table>
## Bloom's Taxonomy of Higher Order Questions

### Definition of This Practice

Bloom's taxonomy divides the way people learn into three domains. One of these is the cognitive domain, which emphasizes intellectual outcomes. This domain further divides into categories that are arranged progressively from the lowest level of thinking, simple recall, to the highest, creating new ideas.


The categories include: Remembering, Understanding, Applying, Analyzing, Evaluating, Creating. Teachers and students should consider the categories when developing questions that support higher order thinking.

### Classroom Structures That Support This Practice

- Flexible groupings that allow students to collaborate (whole group/small group)
- Independent work areas to support reflection (metacognition)
- Accountable Talk structures to allow for collaboration and inquiry
- Feedback structures to allow for teacher/peer/self-assessment for and as learning
- Explicit instruction in developing and responding to a variety of questions
- Intentional questioning in ALL subject areas to promote teacher and student inquiry

### Tools That Support This Practice

- Curriculum policy documents: Examples from the specific expectation (e.g. grade 4 Oral Language: "What strategies do you use to monitor your listening to be sure that you are understanding the speaker?")
- Anchor charts that identify examples of different levels of thinking/questions
- Interactive Q-Chart (Question Matrix) used by teacher and students
- “Quick Flip Questions” resource (Edupress)
- Graphic organizers (e.g. Venn Diagram, Double Entry journal, Cause/Effect, etc.)
- RAFTS (Role, Audience, Format, Topic, Strong Verb) writing strategy

- Parking Lot for questions
- Exit Tickets focusing on wonderings
- Sample EQAO questions
## LEARNING GOALS

### DEFINITION

Learning goals clearly identify what students are expected to know and be able to do, in language that students can readily understand. Teachers develop learning goals based on curriculum expectations and share them with students at or near the beginning of a cycle of learning.


### CLASSROOM STRUCTURES THAT SUPPORT THIS PRACTICE

- Learning goals are visible to teacher and students throughout the cycle of learning (e.g. wall, desk, notebook, etc.)
- Explicit references and discussions related to the learning goal throughout the cycle of learning (where appropriate)
- Planning with the end in mind. Edugains – [www.edugains.ca](http://www.edugains.ca) → AER GAINS → Video Resources → Planning Assessment with Instruction → Segment 1: Planning Instruction, Planning Assessment)

### TOOLS THAT SUPPORT THIS PRACTICE

- Curriculum policy documents
- Anchor charts with learning goals visible and used throughout the lesson
- Learning goal printed on task cards, resource materials, assignments, etc.
- Edugains – [www.edugains.ca](http://www.edugains.ca) (AER Gains → Video Resources → Learning Goals and Success Criteria)
- VIDEO - [http://www.edugains.ca/newsite/aer2/aervideo/learninggoals.html](http://www.edugains.ca/newsite/aer2/aervideo/learninggoals.html)
**ESSENTIAL CLASSROOM PRACTICE**

**DESCRIPTIVE FEEDBACK**

**DEFINITION OF THIS PRACTICE**
Feedback provides students with a description of their learning. The purpose of providing feedback is to reduce the gap between a student’s current level of knowledge and skills and the learning goals. Descriptive (and timely) feedback helps students learn by providing them with precise information about what they are doing well, what needs improvement, and what specific steps they can take to improve. *Ongoing descriptive feedback linked specifically to the learning goals and success criteria is a powerful tool for supporting student learning and is fundamental to building a culture of learning within the classroom.*


**CLASSROOM STRUCTURES THAT SUPPORT THIS PRACTICE**
- Conference time built into lessons
- Conference spaces for students
- Display of student work with descriptive feedback related to success criteria
- Author’s Chair

**TOOLS THAT SUPPORT THIS PRACTICE**
- Post It notes
- Anchor charts with success criteria
- Feedback logs
- Journals
- Anchor charts with feedback prompts (e.g. I like how you..., Have you considered...?)
- Stars and Wishes
- Exit tickets
- Portfolios
- Edugains – [www.edugains.ca](http://www.edugains.ca) (AER Gains → Video Resources → Descriptive Feedback)
- Technology – hardware (e.g. document camera, projector, SMART Board, etc.)
- Technology – software (e.g. VoiceThread, Audacity, etc.)
- CSC Snapshots of Effective Practice: Teachers Demonstrate Effective Feedback: [http://resources.curriculum.org/secretariat/snapshots/primaryliteracy.html](http://resources.curriculum.org/secretariat/snapshots/primaryliteracy.html)

**VIDEO** - [http://resources.curriculum.org/secretariat/inquiring/feedback.shtml](http://resources.curriculum.org/secretariat/inquiring/feedback.shtml)
### ESSENTIAL CLASSROOM PRACTICE

#### SUCCESS CRITERIA

#### DEFINITION OF THIS PRACTICE
Standards or specific descriptions of successful attainment of learning goals developed by teachers on the basis of criteria in the achievement chart, and discussed and agreed upon in collaboration with students. Criteria describe what success “looks like”, and allow the teacher and students to gather information about the quality of student learning. Success criteria are revised and revisited throughout the cycle of learning, as students progress toward achieving the learning goals.


#### CLASSROOM STRUCTURES THAT SUPPORT THIS PRACTICE

- Success criteria are visible to teacher and students throughout the cycle of learning (e.g. wall, desk, notebook, etc.)
- Student groupings that allow for the co-construction of success criteria
- Feedback structures to allow for teacher/peer/self assessment for and as learning
- Explicit references to the success criteria throughout the period of learning to assist students to monitor their own learning

#### TOOLS THAT SUPPORT THIS PRACTICE

- Anchor charts with success criteria
- Success criteria assessment cards (peer, self and teacher)
- Bookmarks with success criteria
- Student work samples
- Edugains – [www.edugains.ca](http://www.edugains.ca) (AER Gains - Video Resources - Learning Goals and Success Criteria)
- Technology – hardware (e.g. document camera, projector, SMART Board, etc.)
- Technology – software (e.g. VoiceThread, Audacity, etc.)
### Essential Classroom Practice

**Accountable Talk**

**Definition of This Practice**

Talk that is meaningful, respectful and mutually beneficial to both speaker and listener. There is a topic and purpose to focus the conversation. Accountable talk requires students to respond to and build on the input of others in order to stimulate higher-order thinking.

**Classroom Structures That Support This Practice**

- Established norms that promote a culture of respectful listening and speaking
- Flexible student groupings
- Intentional opportunities for students to share their thinking throughout teaching/learning
- Think-Pair-Share, Inside-Out Circle, Four Corners, Book Talks, Bansho, Congress, Jigsaw, Community Circle, Debates, etc.

**Tools That Support This Practice**

- Anchor chart with Speaking/Listening criteria
- Conversation prompts (e.g. I wonder about, I agree with, I respectfully disagree, etc.)
- Talking stick
- Q-Chart to help students generate questions to support dialogue
- Audio/Video recorders for group work
- Ministry Documents
  - A Guide to Effective Literacy Instruction. Volume Four: Oral Language
  - A Guide to Effective Literacy Instruction. Volume One: Foundations
  - ELL Voices in the Classroom. (Capacity Building Series) [http://www.edugains.ca/resourcesELL/Monographs/ELL_VoicesintheClassroom.pdf](http://www.edugains.ca/resourcesELL/Monographs/ELL_VoicesintheClassroom.pdf)

**Video** - Accountable talk - [http://resources.curriculum.org/secretariat/leaders/lucy.html](http://resources.curriculum.org/secretariat/leaders/lucy.html)
**ESSENTIAL CLASSROOM PRACTICE**

**PEER AND SELF ASSESSMENT**

**DEFINITION OF THIS PRACTICE**

The emphasis on student self-assessment represents a fundamental shift in the teacher-student relationship, placing the primary responsibility for learning with the student. Once students, with the ongoing support of the teacher, have learned to recognize, describe, and apply success criteria related to particular learning goals, they can use this information to assess their own and others’ learning. Teachers help students develop their self-assessment skills by modelling the application of success criteria and the provision of descriptive feedback, by planning multiple opportunities for peer assessment and self-assessment, and by providing descriptive feedback to students about the quality of their feedback to peers.

Group work provides students with opportunities to develop and practise skills in peer and self-assessment and gives teachers opportunities to model and provide instruction related to applying success criteria, providing descriptive feedback, and developing collaborative learning skills. Teachers and students can use assessment information obtained in group situations to monitor progress towards learning goals and to adjust the focus of instruction and learning.


**CLASSROOM STRUCTURES THAT SUPPORT THIS PRACTICE**

- Established norms that promote a culture of respect
- Flexible student groupings to allow for conferencing and group work
- Structured time throughout the lesson to allow for self/peer assessment

**TOOLS THAT SUPPORT THIS PRACTICE**

- Accessible success criteria for reference (e.g. posted on wall, in journal, recorded on paper or computers, etc.)
- Anchor charts with feedback prompts (e.g. I liked how you, Have you considered?, etc.)
- Feedback/Feedforward forms or journals
- Post-It notes
- Technology – hardware (e.g. document camera, projector, SMART Board, etc.)
- Technology – software (e.g. VoiceThread, Audacity, etc.)
- Edugains – [www.edugains.ca](http://www.edugains.ca) (AER Gains → Video Resources → Self Assessment)


**VIDEO** - [http://www.youtube.com/watch?v=Y5Hg9iSWV9Q&feature=relmfu](http://www.youtube.com/watch?v=Y5Hg9iSWV9Q&feature=relmfu)
**TEACHER MODERATION OF STUDENT WORK**

**DEFINITION OF THIS PRACTICE**

Teacher moderation involves educators in a collaborative discussion of student work based on predetermined assessment criteria. Teachers gather to review and assess student work to inform their teaching practice and to collaboratively form effective strategies and next steps for instruction.


**STRUCTURES THAT SUPPORT THIS PRACTICE**

- Established norms that promote a safe and collegial environment
- A quiet workspace
- Clear agenda outlining moderation process
  - Teacher Moderation. (Capacity Building Series)
  
- Established facilitator to ensure that the moderation process is followed

**TOOLS THAT SUPPORT THIS PRACTICE**

- Predetermined criteria
- Multiple copies of student work samples or document camera to display work
- Curriculum policy documents (expectations and achievement charts for reference)

VIDEO - [http://resources.curriculum.org/secretariat/september10_reeves.shtml](http://resources.curriculum.org/secretariat/september10_reeves.shtml)

VIDEO - [http://resources.curriculum.org/secretariat/may2_conference.shtml](http://resources.curriculum.org/secretariat/may2_conference.shtml)
### ESSENTIAL CLASSROOM PRACTICE

#### TEACHING LEARNING SKILLS AND WORK HABITS

**DEFINITION OF THIS PRACTICE**

The skills and habits that can be demonstrated by a student across all subjects, courses, and grades and in other behaviour at school. These learning skills and work habits promote student achievement of the curriculum expectations. The six skills and habits are: responsibility, organization, independent work, collaboration, initiative, and self-regulation.


**CLASSROOM STRUCTURES THAT SUPPORT THIS PRACTICE**

- Students working in flexible groupings (independent work, collaboration)
- Learning skills and work habits visible in the school (e.g. Success Criteria, norms, routines)
- “First 20 Days of Independent Reading” (responsibility, organization, etc.)
- Explicitly modelled lessons for each of the six skills and habits
- Consistent messages throughout school (and community) related to skills and habits
- Opportunities for students to demonstrate initiative (class blog, announcements, teams, etc.)
- Community circles

**TOOLS THAT SUPPORT THIS PRACTICE**

- Anchor charts with co-created success criteria for each of the six skills and habits
- Agendas / Communication books (organization, collaboration, etc.)
- Online collaboration tools (blogs, wikis, etc.)
- Social stories posted for student reference
- Visual schedules
- Manipulatives stored in an organized way
ESSENTIAL CLASSROOM PRACTICE

GRADUAL RELEASE OF RESPONSIBILITY

DEFINITION OF THIS PRACTICE
A high-yield instructional strategy that involves scaffolding instruction and providing appropriate amounts of support to students based on their needs. For example, the teacher first models a new strategy, then explicitly teaches and works with students. After that, the teacher coaches students as they attempt to complete tasks on their own. Finally, students work independently, with feedback from the teacher. (Modeled, Shared, Guided, Independent)


CLASSROOM STRUCTURES THAT SUPPORT THIS PRACTICE
- Flexible groupings to allow for modelled/shared/guided/independent instruction and practice
- Gathering area (table, carpet, etc.) for small groups of students to collaborate during guided instruction
- Accountable Talk structures to allow for students to share their thinking
- Feedback structures that allow students to reflect as they progress through their learning (e.g. reflection journals, conferences, student work display boards, feedback log, etc.)

TOOLS THAT SUPPORT THIS PRACTICE
- Chart stand, projector, poster, document camera, etc. for modelling/sharing
- White boards, hand-held electronic devices
- Exemplars of student work for reference
- Developmentally appropriate reading material
- Anchor charts reflecting criteria for modeled, shared, guided and independent practice
# ESSENTIAL CLASSROOM PRACTICE

## TEACHING/LEARNING THROUGH THE MATHEMATICAL PROCESSES

### DEFINITION OF THIS PRACTICE

The seven mathematical process expectations describe the actions of doing mathematics. They support the acquisition and the use of mathematical knowledge and skills. They can be mapped to three of the categories of the Achievement Chart – Thinking, Communication, and Application. The fourth category, Knowledge and Understanding, connects to the content of each course/program. Students apply the mathematical processes as they learn the content for each course/program.


The mathematical processes that support lifelong learning in mathematics are as follows: Problem solving, reasoning and proving, reflecting, selecting tools and computational strategies, connecting, representing, and communicating. Students engage in all of the mathematical processes as they develop the knowledge, the understanding of concepts, and the skills required in all the strands in every grade.


### CLASSROOM STRUCTURES THAT SUPPORT THIS PRACTICE

- 3 part Math lesson structure (Minds On, Action, Consolidation)
- Flexible groupings to allow for students to collaborate in small/large groups, as well as work independently
- Accessible space for math manipulatives
- Accountable Talk structures (e.g. Think-Pair-Share, etc.) to allow for students to share their thinking
- Feedback structures that allow students to reflect as they progress through their learning (e.g. reflection journals, conferences, etc.)

### TOOLS THAT SUPPORT THIS PRACTICE

- Curriculum policy documents
- Variety of manipulatives (base 10 blocks, Cuisinaire rods, calculators, etc.)
- Edugains Math (http://www.edugains.ca/newsite/math2/index.html)
  - Learning Materials - Math Processes

**VIDEO**

http://www.edugains.ca/resources/MathVideoClips/MathProcessesSeries/ProcessVideo/index.html?movieID=1
## OPEN AND PARALLEL TASKS

### DEFINITION OF THIS PRACTICE

**Open questions** encourage the engagement of **ALL** students as they use different processes or strategies at their stages of mathematical development. An open question is framed so that a variety of responses or approaches are possible.

**Parallel Tasks** are sets of tasks, usually two or three, that are designed to meet the needs of students at different developmental levels, but that get at the same big idea and are close enough in context that they can be discussed simultaneously.


### CLASSROOM STRUCTURES THAT SUPPORT THIS PRACTICE

- 3 part lesson structure (Minds On, Action, Consolidation)
- Flexible groupings to allow for students to collaborate in small/large groups, as well as work independently
- Accessible space for a variety of math manipulatives
- Accountable Talk structures to allow for collaboration and inquiry
- Feedback structures to allow for teacher/peer/self assessment for and as learning
- Established norms for accountable talk, collaboration, problem solving

### TOOLS THAT SUPPORT THIS PRACTICE

- Anchor charts with posted learning goals and success criteria
- Self/Peer assessment forms
- Variety of manipulatives (base 10 blocks, Cuisinaire rods, calculators, etc.)
- Technology – hardware (e.g. document camera, projector, SMART Board, etc.)
- Technology – software (e.g. VoiceThread, Audacity, etc.)
- Whiteboards
  - Capacity Building Series - Differentiating Math Instruction
## DEVELOPMENT OF CLASS AND LEARNER PROFILES

### DEFINITION OF THIS PRACTICE

The class profile provides a snapshot of the strengths and needs, interests, and readiness of the students in the class. It is a resource for planning that conveys a great deal of critical information at a glance, serving as an inventory of accumulated data. A class profile provides a snapshot of the strengths and needs, interests, and readiness of the students in the class. It is a resource for planning that conveys a great deal of critical information at a glance, serving as an inventory of accumulated data.


The student profile gives detailed, in-depth information about the learning strengths and needs of the individual student. It supplements the class profile as a tool for planning precise and personalized assessment and instruction for students who need extra attention and support in particular areas of learning.


### CLASSROOM STRUCTURES THAT SUPPORT THIS PRACTICE

- Providing flexible learning groups based on readiness, interest, learning preferences or environmental or social sensitivities
- Providing choice (task, context, product, learning group size and structure)
- Providing respectful tasks
- Shared responsibility for learning

### TOOLS THAT SUPPORT THIS PRACTICE

- *Learning For All*, Chapter 4, *Planning Assessment and Instruction.*
- Interest inventory
- Multiple Intelligences survey
- Student Success Database
- DI – 2010 Educator’s Package:
- MathGAINS Classroom Dynamics:
  http://www.edugains.ca/newsite/math2/classroomdynamics.html
ESSENTIAL CLASSROOM PRACTICE

PURPOSEFUL PLANNING TO ADDRESS STUDENT NEED THROUGH DIFFERENTIATION

DEFINITION OF THIS PRACTICE
Once educators have developed class and learner profiles, they respond by using a broad repertoire of effective instructional and assessment strategies that honour students’ levels of readiness, interests and learning styles. These strategies are intentionally planned to address content, process, product and/or learning environment.

CLASSROOM STRUCTURES THAT SUPPORT THIS PRACTICE
- Providing flexible learning groups based on readiness, interest, learning preferences or environmental or social sensitivities
- Providing choice (task, context, product, learning group size and structure)
- Providing respectful tasks
- Use of various instructional structures (e.g., choice boards, cubing, learning centres or stations, learning contracts, RAFT, tiering)
- Shared responsibility for learning

TOOLS THAT SUPPORT THIS PRACTICE
- TIPS4RM: [http://www.edugains.ca/newsite/math2/tips4rm.html](http://www.edugains.ca/newsite/math2/tips4rm.html)
- CLIPS: [http://www.edugains.ca/newsite/math2/clips.html](http://www.edugains.ca/newsite/math2/clips.html)
- Closing the Gap: [http://www.edugains.ca/newsite/math2/gapclosingmain.html](http://www.edugains.ca/newsite/math2/gapclosingmain.html)
- The Super Source
- Manipulatives (e.g. graphic organizers)
**ESSENTIAL CLASSROOM PRACTICE**

### CLUSTERING OF CURRICULUM EXPECTATIONS

#### DEFINITION OF THIS PRACTICE

When planning instruction and assessment, educators consider grouping curriculum expectations that will address the specific knowledge and skills a student is expected to learn by the end of a cycle of learning. Once this cluster of expectations is identified, educators use the backwards design framework for planning instruction and assessment. These expectations may be clustered within a subject area (e.g. Geography) or across subject areas (e.g. Language and Science).

#### STRUCTURES THAT SUPPORT THIS PRACTICE

- Meeting during Teaching-Learning Critical Pathways (TLCPs) or Professional Learning Cycles (PLCs)
- 3 part lesson structure (Minds On, Action, Consolidation)

#### TOOLS THAT SUPPORT THIS PRACTICE

- Curriculum policy documents (expectations and achievement charts)
- SCDSB Mathematics Course of Study … Teaching → Numeracy → Instruction
- TIPS4RM: [http://www.edugains.ca/newsite/math2/tips4rm.html](http://www.edugains.ca/newsite/math2/tips4rm.html)
- CLIPS: [http://www.edugains.ca/newsite/math2/clips.html](http://www.edugains.ca/newsite/math2/clips.html)

#### VIDEO

- Snapshots of Effective Practice [http://resources.curriculum.org/secretariat/snapshots/criticalliteracy.html](http://resources.curriculum.org/secretariat/snapshots/criticalliteracy.html)
# Essential Classroom Practice

## Implementation and Monitoring of IEPs

### Definition of This Practice

### Classroom Structures That Support This Practice
- Differentiated learning groups to provide intentional, focused support
- Open questions and parallel tasks

### Tools That Support This Practice
- The Ontario Curriculum: sections entitled Planning Programs for Exceptional Students
- Guides to Effective Instruction in Mathematics: [http://www.edugains.ca/newsite/lns/guidetoinstructioninmathkto6numsense4to6.html](http://www.edugains.ca/newsite/lns/guidetoinstructioninmathkto6numsense4to6.html)
- Closing the Gap: [http://www.edugains.ca/newsite/math2/gapclosingmain.html](http://www.edugains.ca/newsite/math2/gapclosingmain.html)
- PRIME
- Ontario Numeracy Assessment Package (ONAP)
- CASI Reading Assessment, PM Benchmarks, Running Records, etc.
## COMPREHENSIVE LITERACY

### DEFINITION OF THIS PRACTICE

Components of a comprehensive literacy programme include:

- Instruction that is scaffolded (e.g. the gradual release of responsibility – modelled, shared and guided teaching-learning processes) to enable students to confidently and independently demonstrate the intended learning.
- Instruction that is designed to support students in developing capacity for metacognition.
- The teaching-learning process that enables students to practise, apply and see relevance in their learning across curriculum areas.
- Instruction that supports clear connections among reading, writing, oral communication and media literacy.
- Instruction in every subject area that supports students in organizing and expressing their thoughts, reflecting on a widening range of perspectives and learning how to communicate effectively for specific purposes and audiences.
- Instructional practices that are strategically used to meet the diverse learning needs of students.


### CLASSROOM STRUCTURES THAT SUPPORT THIS PRACTICE

- Learning Goals and Success criteria are visible and used throughout the learning
- One hundred minute literacy blocks (1 to 8)
- Intentional literacy experiences planned throughout the kindergarten day (explicit instruction and play-based learning)
- Opportunities to read and reflect daily, in all subject areas
- Opportunities to produce a wide variety of texts for different purposes
- Opportunities to critically analyze and evaluate texts, ask and answer higher-order questions, and to participate in inquiry

### TOOLS THAT SUPPORT THIS PRACTICE

- Ministry Documents:
  - Curriculum policy documents (e.g. specific expectations addressing literacy skills in all subject areas)
  - A Guide to Effective Literacy Instruction. Volume One: Foundations
  - School Effectiveness Framework
- Diverse classroom library, including literary, informational and graphic texts
- Technology (e.g. document cameras, computers, LCD projectors, etc.)
- Relevant, engaging information found in multimodal texts (e.g. print, electronic, radio, etc.)
VIDEO

- Critical Literacy  
  [http://resources.curriculum.org/secretariat/november29.shtml](http://resources.curriculum.org/secretariat/november29.shtml)
- Engaging Boys: Powerful Possibilities for all learners  
- Primary Reading Discussion Paper  
  [http://resources.curriculum.org/secretariat/primary/](http://resources.curriculum.org/secretariat/primary/)
- Learning-Focused Conversations and Shared Reading in Grade 12 History  
  [http://www.edugains.ca/resourcesLIT/LiteracyVideo/index.html?movieID=2](http://www.edugains.ca/resourcesLIT/LiteracyVideo/index.html?movieID=2)
**ESSENTIAL CLASSROOM PRACTICE**

**SETTING THE STAGE FOR LEARNING**

**DEFINITION OF THIS PRACTICE**
Creating a positive classroom environment sets the stage for effective instruction. A classroom culture that is welcoming, engaging, and risk-free supports students as they work toward becoming a community of learners. In order to develop this culture, it is important to establish consistent routines and classroom norms or agreements that are universally understood by all students. Students respect the fact that their voices are being heard as you engage them in this process.


**CLASSROOM STRUCTURES THAT SUPPORT THIS PRACTICE**
- Co-constructing group norms related to classroom behaviours (e.g. entry/exit procedures, use of manipulatives, collaboration, etc.)
- Co-constructing group norms related to academic behaviours (e.g. participating in book talks, using success criteria for self-assessment, goal setting, etc.)

**TOOLS THAT SUPPORT THIS PRACTICE**
- SCDSB Launching Your Mathematics Instruction: ... Teaching → Numeracy → Instruction
# Essential Classroom Practice

## Literacy Rich Environment

### Definition of This Practice

Literacy skills are at the heart of learning. Successful students are able to read for meaning, to write with clarity and purpose, and to participate productively in classroom discussions. (Think Literacy. p. 1) Educators create literacy rich environments by intentionally selecting a diverse range of materials to support critical thinking.

### Classroom Structures that Support This Practice

- Gradual release of responsibility (model, share, guide, independent)
- 3 part lessons
- 100 minute literacy block (grades 1-8)

### Tools That Support This Practice

- Curriculum policy documents
- Multi-modal resources available to all students (e.g. print, images, media, etc.)
- Think Literacy
- Guides to Effective Literacy Instruction
- Word wall (including print, images, numbers, etc.)
- Anchor Charts (e.g. writing processes, science lab writing procedures, guidelines for collaboration, etc.)
- [http://www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/gallery.html](http://www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/gallery.html) (gallery of examples)
**ESSENTIAL CLASSROOM PRACTICE**

**TECHNOLOGY ENABLED LEARNING ENVIRONMENT**

**DEFINITION OF THIS PRACTICE**

A Technology Enabled Learning Environment is an environment where a variety of technological tools are used to support the teaching and learning of curriculum expectations using effective instructional practices. Emphasis should be placed on learning goals with technology being used to engage students in developed goals in a meaningful way.

**CLASSROOM STRUCTURES THAT SUPPORT THIS PRACTICE**

- Understanding class/student profiles
- Flexible groupings (whole group, small group, individual, virtual)
- Protocols for use of personal devices
- SCDSB Acceptable Use (APM # ?)
- Privacy and Information Management
- eLearning
- Blended Learning

**TOOLS THAT SUPPORT THIS PRACTICE**

- Curriculum policy documents
- ISTE NETS
- Creative Commons
- OSAPAC Software
- Ontario Education Resource Bank
- Homework Help
- Teaching Notebooks
- Laptop/Desktop Computers
- Personal devices (e.g. laptop, tablet, cell phone, etc.)
- Web 2.0 tools
- Learning Management Systems (Ministry LMS, Moodle)
- Document camera, Recording devices (digital/video camera)
- LCD projectors
- Interactive White Boards
- Graphing calculators (TI-83/84+, TI-Nspire CAS) and data probes (e.g., CBR motion sensors)
- Student Response Systems
- Livescribe Pens
- Assistive Technologies (Kurzweil, Dragon Naturally Speaking, Word Q)
- Blogs, Wikis, webpages
- Instructional software (e.g., The Geometer’s Sketchpad, TI-Nspire CAS Teacher Edition, Fathom, Tinkerplots, TABS+)
- CLIPS: [http://www.edugains.ca/newsite/math2/clips.html](http://www.edugains.ca/newsite/math2/clips.html)
ESSENTIAL CLASSROOM PRACTICE

ASSESSMENT FOR, AS AND OF LEARNING

DEFINITION OF THIS PRACTICE

Assessment plays a critical role in teaching and learning and should have as its goal the development of students as independent and autonomous learners. As an integral part of teaching and learning, assessment should be planned concurrently with instruction and integrated seamlessly into the learning cycle to inform instruction, guide next steps, and help teachers and students monitor students’ progress towards achieving the learning goals. (p. 29)

Assessment for learning. The ongoing process of gathering and interpreting evidence about student learning for the purpose of determining where students are in their learning, where they need to go, and how best to get there. The information gathered is used by teachers to provide feedback and adjust instruction and by students to focus their learning. (p. 144)

Assessment as learning. The process of developing and supporting student metacognition. Students are actively engaged in this assessment process: that is, they monitor their own learning; use assessment feedback from teacher, self, and peers to determine next steps; and set individual learning goals. Assessment as learning focuses on the role of the student as the critical connector between assessment and learning. (pp. 143-144)

Assessment of learning. The process of collecting and interpreting evidence for the purpose of summarizing learning at a given point in time, to make judgements about the quality of student learning on the basis of established criteria, and to assign a value to represent that quality. It occurs at or near the end of a cycle of learning. (p. 144)


CLASSROOM STRUCTURES THAT SUPPORT THIS PRACTICE

- Making student thinking visible can facilitate accountable talk.
- Flexible groupings that allow students to collaborate (whole group/small group)
- Feedback structures to allow for teacher/peer/self assessment for and as learning

TOOLS THAT SUPPORT THIS PRACTICE

- Anchor charts with posted learning goals and success criteria
- Document Camera
- Closing the Gap: [http://www.edugains.ca/newsite/math2/gapclosingmain.html](http://www.edugains.ca/newsite/math2/gapclosingmain.html)
- PRIME, ONAP
- CASI Reading Assessment, PM Benchmarks, Running Records, etc.

### ESSENTIAL CLASSROOM PRACTICE

#### STUDENT CONFERENCING

#### DEFINITION OF THIS PRACTICE
A teacher’s planned dialogue with an individual student about the student’s learning. Conferences offer teachers opportunities to get to know their student’s strengths and the challenges they face in relation to specific learning strands or expectations, to monitor their progress, and to plan future instruction based on identified needs and interests.  

#### CLASSROOM STRUCTURES THAT SUPPORT THIS PRACTICE
- Intentional conference times during instruction
- Feedback structures to allow for teacher/peer/self assessment for and as learning
- Conference spaces for students
- Display of student work with descriptive feedback related to success criteria

#### TOOLS THAT SUPPORT THIS PRACTICE
- Portfolios highlighting student work
- Feedback form (e.g. student goal-setting form)
- [http://resources.curriculum.org/secretariat/may2.shtml](http://resources.curriculum.org/secretariat/may2.shtml) (Student Teacher Conference, segment 3)
- [www.edugains.ca](http://www.edugains.ca)
- Anchor charts with posted learning goals and success criteria
- Document Camera
- Anchor charts with feedback prompts
- Self/Peer assessment forms
- Snapshots of Effective Practice: Writing Conference: [http://resources.curriculum.org/secretariat/snapshots/primaryliteracy.html](http://resources.curriculum.org/secretariat/snapshots/primaryliteracy.html)

**VIDEO -** [http://resources.curriculum.org/secretariat/may2_feedback.shtml](http://resources.curriculum.org/secretariat/may2_feedback.shtml)
**DEFINITION OF THIS PRACTICE**

Exemplars are samples of student work that can be used in a variety of ways to support learning, such as:

- highlighting specific teaching points,
- co-constructing success criteria with students,
- a self-assessment tool to which students can compare their own work,
- to develop specific next steps that will guide their learning

**CLASSROOM STRUCTURES THAT SUPPORT THIS PRACTICE**

- Strategies for making student thinking visible (e.g., Gallery Walk, Congress, Bansho)
- Bump It Up display walls

**TOOLS THAT SUPPORT THIS PRACTICE**

- Document Camera
- Teaching Notebook Camera
- On-line collaboration tools (e.g., Moodle, Google Docs, etc.)
- Success Criteria and Exemplars:
  [http://resources.curriculum.org/secretariat/snapshots/primaryliteracy.html](http://resources.curriculum.org/secretariat/snapshots/primaryliteracy.html)

**VIDEO** - [http://www.youtube.com/watch?v=liTsPPSsqZfQ](http://www.youtube.com/watch?v=liTsPPSsqZfQ)
### Definition of this Practice

The 3 part lesson is designed to optimize learning for all students. Each part of the lesson serves a specific function. These include:

**Minds On**
- Establishing a positive learning environment
- Connecting to prior learning and/or experiences
- Setting the context for learning

**Action**
- Introducing new learning or extending/reinforcing prior learning
- Providing opportunities for practice and application of learning (guided to independent)

**Consolidation**
- Helping students demonstrate what they learned
- Providing opportunities for consolidation and reflection

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### Classroom Structures that Support this Practice

- 3 part lesson structure (Minds On, Action, Consolidation)
- Planning with the end in mind
- Teaching through the mathematical processes

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### Tools that Support this Practice

- SCDSB Mathematics Course of Study ... Teaching → Numeracy → Instruction
- TIPS4RM: [http://www.edugains.ca/newsite/math2/tips4rm.html](http://www.edugains.ca/newsite/math2/tips4rm.html)
- The Super Source

**Video:** [http://resources.curriculum.org/secretariat/coplanning/index.shtml](http://resources.curriculum.org/secretariat/coplanning/index.shtml)
## Differentiated Instruction and Assessment

### Definition of This Practice
An approach to instruction designed to maximize growth by considering the needs of each student at his or her current stage of development and offering that student a learning experience that responds to his or her individual needs. Differentiated instruction recognizes that equity of opportunity is not achieved through equal treatment and takes into account factors such as the student’s readiness, interest, and learning preferences.


### Classroom Structures That Support This Practice
- Flexible student groupings
- Consideration of a variety of learning environments (e.g. classroom, gym, outdoors, etc.)
- Student choice (e.g. tools for learning, assessment tasks, etc.)
- Open questions to allow an entry point for all students to participate
- Parallel tasks / tiering
- Variety of instructional approaches (modeled, shared, guided, independent)

### Tools That Support This Practice
- Learner Profiles
- Selection of graphic organizers
- Manipulatives
- Interest/Learning Styles inventories
- Interest surveys
- Choice boards, cubing, learning centres, learning contracts, RAFTS, etc.
- Technology – hardware (e.g. document camera, projector, SMART Board, etc.)
- Technology – software (e.g. VoiceThread, Audacity, Kurzweil, Dragon Naturally Speaking, etc.)