

BOARD ADMINISTRATIVE PROCEDURE

ADMINISTRATIVE PROCEDURE

**EFFECTIVE
INSTRUCTIONAL
PRACTICE**

ADMINISTRATIVE PROCEDURE
NUMBER

**AP- 301 New
AP- 825-003 (old)**

Directional Policy

Student Achievement and Well-Being - 300

TITLE OF ADMINISTRATIVE PROCEDURE.

Effective Instructional Practice

DATE APPROVED:

January 25, 2016

PROJECTED REVIEW DATE:

Bi-Annually, commencing January 2018

DIRECTIONAL POLICY ALIGNMENT:

Student Achievement and Well-Being

ALIGNMENT WITH MULTI-YEAR STRATEGIC PLAN:

The Effective Instructional Practice Administrative Procedures support our vision for achieving excellence in Catholic education through an unwavering focus on learning, leadership and service. This vision calls the Board to these Strategic Priorities:



Strategic Priorities 2017-2020

Vision

Achieving Excellence in Catholic Education
LEARN • LEAD • SERVE

Mission

To educate students in faith-filled, safe, inclusive Catholic learning communities by nurturing the mind, body and spirit of all.

LEARN

Achieve excellence in instruction and assessment to enable all students to become reflective, self-directed, lifelong learners.

LEAD

Foster critical thinking, creativity, collaboration, and communication, to enable all students to realize their God-given potential.

SERVE

Inspire engagement and commitment to stewardship for creation to enable all students to become caring and responsible citizens.

The Ontario Catholic School Graduate is expected to be:

- a discerning believer formed in the Catholic faith community who celebrates the signs and sacred mystery of God's presence through word, sacrament, prayer, forgiveness, reflection, and moral living;
- an effective communicator who speaks, writes, and listens honestly and sensitively, responding critically in light of gospel values;
- a reflective, creative, and holistic thinker who solves problems and makes responsible decisions with an informed moral conscience for the common good;
- a self-directed, responsible, lifelong learner who develops and demonstrates God-given potential;
- a collaborative contributor who finds meaning, dignity, and vocation in work that respects the rights of all and contributes to the common good;
- a caring family member who attends to family, school, parish, and the community; and
- a responsible citizen who gives witness to Catholic social teaching by promoting peace, justice, and the sacredness of human life.

ACTION REQUIRED/GUIDELINES:**GUIDELINES:**

Peterborough Victoria Northumberland and Clarington Catholic District School Board's commitment to ensuring the most effective, evidence-based instructional and assessment practices to support all students in meeting the Ontario Catholic School Graduate Expectations will be better supported by the implementation of Administrative Procedures for Effective Instructional Practice.

Educational research indicates that a coherent instructional guidance system is an important characteristic shared by strong school districts that have a proven track record in improving student achievement and well-being. In addition, the provincial leadership frameworks clearly state the need for school and system leaders to have knowledge of effective school and classroom practices that directly affect students. Furthermore the Ontario English Catholic Teachers' Association Collective Agreement refers to the importance of professional judgment of teachers. The Administrative Procedure for Effective Instructional Practice that support the board's policy for Student Achievement and Well-being will provide clarity and precision to our PVNC community. Through a commitment to shared leadership, continuous

professional learning and collaborative inquiry, educators at all levels will work together to increase their understanding and implementation of the most effective, evidence-based instructional and assessment practices, and learning conditions required to meet the diverse needs of all students.

The following principles and practices are identified as foundational to enhancing student achievement and well-being. They are based on Ontario Ministry of Education Policy documents and educational research models. They also form the basis of the Catholic Board Improvement Plan for Student Achievement and Well-Being. This procedure is intended to provide a reference model for professional learning and instructional design. A select number of evidence-based practices and learning conditions are identified herein, with the intention that they should be promoted in classrooms across the district.

Learning for All K-12:

Implement evidence-based instructional approaches including, but not limited to, the following practices identified in Learning for All K-12:

- recognize and embrace the guiding principles outlined in Learning for All;
- Plan instruction and design learning environments to reflect the principles of Universal Design for Learning (UDL);
- develop class and student profiles to facilitate early identification of students at risk and/or in need of greater challenges;
- ensure appropriate and timely intervention to address students' needs;
- utilize a tiered approach to intervention and prevention strategies considering what may be needed for all, some and few students;
- promote the conditions that support a differentiated approach to instruction;
- personalize instruction to suit individual student strengths, interests, learning styles, and readiness to learn
- by adapting the content, process, products and the affect/environment of learning; and
- promote common classroom strategies that support Universal Design for Learning and Differentiated Instruction, e.g., cooperative learning, project-based approach, problem-based approach, and explicit instruction.

School Effectiveness Framework (SEF) 2013:

Implement evidence-based instructional approaches including, but not limited to, the following practices identified in the SEF, rooted in Ontario Curricula, and reflected in the Catholic Board Improvement Plan for Student Well- Being and Achievement:

- analyze evidence to inform instruction (e.g. student voice, Individual Education Plans, diagnostic assessment, learner profile) and to apply timely and tiered supports and interventions;
- establish learning environments designed to ensure there is space for collaborative work with equitable access to a variety of tools, learning resources, technology and manipulatives;
- co-create ambitious and realistic learning goals, based on the Ontario Curriculum expectations and immediate learning needs, and regularly review with students;
- co-create success criteria with students, in order to help achieve expectations;
- provide multiple and varied opportunities for students to demonstrate learning (triangulation of evidence through observations, conversations and products);
- provide descriptive feedback, in a timely manner to help students achieve success;
- seek feedback from learners and adapt teaching as a result of this feedback;
- provide opportunities for self and peer assessment to establish a culture of inquiry;
- explicitly teach concepts, processes and skills within inquiry to support students' learning;
- ensure critical thinking skills are taught, modelled, practiced and developed;
- foster independent demonstration and application of intended learning through a gradual release of
- responsibility model (whole group, small group, and independent practice);
- design tasks and assessments that require students to apply knowledge, think critically, and analyze and synthesize in new situations and contexts;
- use effective questioning to cultivate an environment of problem solving and inquiry-based teaching and learning;

- engage students in experiential learning and in exploring real-world situations/issues and solving authentic problems;
- provide students with regular opportunities for planned, purposeful, accountable talk;
- create the conditions to support three part learning where students activate prior knowledge, develop thinking, and consolidate learning; and
- develop Deep Learning Competencies: Catholic Character, Citizenship, Collaboration, Communication, Creativity, and Critical Thinking (New Pedagogies for Deep Learning) as reflected in the Ontario Catholic School Graduate Expectations.

Learning Conditions Which Support Instructional Practices:

Develop understanding of the emerging research models which identify optimal conditions to support learning, including but not limited to the research of Fullan & Langworthy (2014) which outlines four specific learning conditions (learning environments, learning partnerships, instructional practices, and leveraging technology - three of the four conditions outlined below), and the Mehrit Centre Ltd. (2015) research that supports the development of self-regulation and social-emotional learning in classrooms:

Learning Environments:

Create learning environments that foster interaction in trusting environments where students take shared ownership for their learning:

- ensure a safe and caring environment that nurtures trust and allows students to take risks;
- create a learning environment that is interactive and student centered
- use a range of tools and processes to assess student interests, talents and academic needs;
- build a climate and culture for learning anytime/anywhere with any learner;
- promote collaborative work processes and social skills;
- use student voice as a driver for learning design and improvement; and
- use strategies to engage and motivate students to accelerate and deepen learning.

Learning Partnerships:

Develop learning partnerships to cultivate learning between and among, students, teacher, families and the wider community:

- engage in the role of “activator” of learning, which means involving others in the learning process by
- allowing them to contribute, discuss, question, and experience;
- create transparent learning goals and expectations in partnership with students and communicate these goals and expectations to families;
- use collaborative processes and measures to engage families with student learning and communicate progress; and
- extend learning beyond the classroom to engage community partners.

Leveraging Innovative Technology:

Use innovative technology as a tool to accelerate access to knowledge beyond the classroom and cultivate student driven learning:

- promote student use of innovative technology to deepen learning and create knowledge;
- use innovative technology to increase engagement and motivation;
- scaffold learning processes using innovative technology;
- enable connecting and collaborating locally and globally;
- develop authentic and rich contexts for learning; and
- foster student access to innovative technology that enables timely and accurate feedback for learning.

Self-Regulation and Social Emotional Learning:

Develop understanding of neuroscience based research models that support our students’ ability to self-regulate and develop social-emotional learning skills. These skills are necessary for our students to access learning. Evidence-based practices including but not limited to the research definitions and strategies listed below support the development of self-regulation and social emotional learning. (It is important to note that this research definition is not synonymous with the defined look-fors in the

Learning Skills and Work Habits section for Self- Regulation on the Ontario Report Card, 1-12.)

Self-Regulation is the ability to manage stress and refers to the neural processes that control the energy expended to deal with a stressor and then recover. When an individual's physiological arousal levels are too high, various systems for thinking and metabolic recovery are compromised. The signs of dysregulation show up in behaviour, mood, attention, and physical well-being. Self-regulation is a critical factor for student achievement and well-being. (MEHRIT Centre Ltd., 2015) The following strategies promote self-regulation:

- implement the Five Step Self-Regulation Framework (MEHRIT Centre Ltd.); Reframe, Recognize the Stressors, Reduce the Stress, Reflect, and Respond; and
- utilize the Five Domain Model of Self-Regulation (MEHRIT Centre Ltd.); Biological, Emotional, Cognitive, Social, and Pro-Social.

Social-Emotional Learning (SEL) is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. (CASEL) Student self-regulation capacity and social-emotional learning skills are best developed when teachers:

- use explicit evidence-based programming and instructional strategies within Assessment for Learning and
- Learning for All frameworks to develop students' social and emotional learning skills;
- design the learning environment with intention and in reference to the Whole Class Bio Domain Checklist (MEHRIT Centre Ltd.) to support student self-regulation capacity;
- assist individual students in identifying the self-regulatory skills that help them manage emotions in order to better access learning;
- integrate skill development across all academic curriculum areas; and
- cultivate a strong partnerships between home, school and parish.

Implementation of the evidence-based practices and learning conditions identified in this Administrative Procedure are best supported in a system that:

- responds to local needs and diversities;
- promotes a sense of collective responsibility for the success of all students (in and between classrooms, in and between schools);
- exercises initiative rather than implementing other people's initiatives
- integrates school based efforts with broad system priorities; and
- establishes transparency of participation and results.

RESPONSIBILITIES:

The Board of Trustees is responsible for:

- supporting an integrated, multi-disciplinary learning support structure, which fosters collaboration among services to support the Student Achievement and Well-Being Policy for inclusive curriculum, instruction and assessment.

The Director of Education is responsible for:

- establishing and implementing a multi-year strategic plan (vision and goals).
- ensuring a coherent instructional guidance system exists at the system level.
- overseeing implementation of the Effective Instructional Practice Administrative Procedures; and
- modelling and promoting growth mindset at the system level, in order to support a culture of high expectations.

Superintendents are responsible for:

- supporting implementation of the Effective Instructional Practice Administrative Procedures;
- providing leadership and job-embedded professional development opportunities;
- building capacity to ensure the use of effective, evidence-based strategies;
- using school and system data to inform directions in professional learning and Catholic board improvement planning; and

- modelling and promoting growth mindset at the system and school level, in order to support a culture of high expectations.

Principals and Vice-Principals are responsible for:

- supporting implementation of the Effective Instructional Practices Administrative Procedures;
- providing leadership and professional development opportunities to ensure the use of effective, evidence-based instructional practice;
- supporting school staff in the use of effective, evidence-based instructional practice;
- using data, including information from the Catholic Board Improvement Plan for Student Achievement and Well-Being (CBIPSAW), to inform the Catholic School Improvement Plan for Student Achievement and Well-Being (CSIPSAW);
- ensuring consistent use of effective, evidence-based instructional practice;
- modelling and promoting growth mindset in the school and in the classrooms, in order to support a culture of high expectations; and
- supporting a school climate that maximizes students' ability to be calm, alert and ready for learning.

Teachers are responsible for:

- implementing effective evidence-based instructional practice in accordance with Ministry and Board guidelines, policy and procedures;
- engaging in professional learning in order to support student achievement and well-being;
- exercising professional judgement in adapting and refining instructional practice, based on relevant assessment data and the needs of their students;
- fulfilling their critical role in supporting students on an Individual Education Plan (IEP) as outlined in the
- Ontario Ministry of Education IEP Guidelines (2004);
- encouraging and honouring student voice in the development of authentic and relevant learning experiences;

- modelling and promoting growth mindset in the classrooms, in order to support a culture of high
- expectations; and
- supporting a classroom climate that maximizes students' ability to be calm, alert and ready for learning.

Students are responsible for:

- engaging in all learning experiences;
- articulating what they are expected to learn and be able to do;
- monitoring and assessing their learning;
- setting specific improvement goals, based on peer and teacher feedback;
- demonstrating achievement of curriculum expectations; and
- developing learning skills and work habits that support lifelong learning.

Parents are responsible for:

- engaging with teachers, their children, and school administration to support improved student achievement and promote well-being.

PROGRESS INDICATORS:

- staff are able to articulate an understanding of evidence-based instructional practice (e.g., through professional learning feedback, school based SEF survey data, collaborative inquiry cycles, etc.);
- evidenced-based instructional practices are routinely in evidence in the classrooms (e.g., as noted through classroom walkthroughs, and classroom visits);
- multiple sources of data indicate student achievement is improving (e.g., classroom assessments, student voice, report card data, EQAO data, collaborative inquiry observations and reflections, etc.);
- multiple sources of data are collected and triangulated (e.g., products, observations and conversations assessed to demonstrate student learning);
- school climate surveys indicate increased student engagement, and increasing positive feedback on school experience;

- CSIPSAW monitoring by school improvement teams, the principal, and the superintendents, indicate progress toward student learning goals;
- teacher feedback is collected regularly through collaborative inquiry cycles in order to celebrate successes and determine future learning needs and supports;
- learning partnerships with parents are growing and reflect a student learning focus; and
- students are treated equitably in all classrooms.

DEFINITIONS:

See Reference Links

REFERENCES:

Achieving Excellence: A Renewed Vision for Education in Ontario, April 2014

<http://www.edu.gov.on.ca/eng/about/renewedvision.pdf>

Adolescent Literacy Guide: A Professional Learning Resource for Literacy, Grades 7 to 12

http://www.edugains.ca/resourcesLIT/AdolescentLiteracy/Vision/AdolescentLiteracyGuide_Interactive.pdf

[Catholic Board Improvement Plan for Student Well-Being and Achievement](#)

Council of Ontario Directors of Education (CODE) Special Education Project: Leading for All (Hargreaves & Braun)

http://www.ontariodirectors.ca/downloads/Essential_FullReport_Final.pdf

Growing Success: Assessment, Evaluation and Reporting in Ontario Schools, 2010

<http://www.edu.gov.on.ca/eng/policyfunding/growsuccess.pdf>

Learning for All K-12, 2013

<http://www.edu.gov.on.ca/eng/general/elemsec/speced/LearningforAll2013.pdf>

New Pedagogies for Deep Learning Global Partnership web site:

<http://npdl.global/>

Ontario Catholic Leadership Framework, September 2013 [http://www.education-](http://www.education-leadership-ontario.ca/storage/6/1380680840/OLF_User_Guide_FINAL.pdf)

[leadership-ontario.ca/storage/6/1380680840/OLF_User_Guide_FINAL.pdf](http://www.education-leadership-ontario.ca/storage/6/1380680840/OLF_User_Guide_FINAL.pdf)

Ontario Catholic School Graduate Expectations
<http://www.pvnccdsb.on.ca/en/ourboard/catholicGraduate.asp>

Ontario Curriculum Documents <http://www.edu.gov.on.ca/eng/curriculum/>

Ontario Early Years Policy Framework, 2013,
<https://www.edu.gov.on.ca/childcare/OntarioEarlyYear.pdf>

Ontario's Equity and Inclusive Education Strategy, 2009,
<https://www.edu.gov.on.ca/eng/policyfunding/equity.pdf>

Ontario Individual Education Plan (IEP): A Resource Guide, 2004,
<https://www.edu.gov.on.ca/eng/general/elemsec/speced/guide/resource/iepresguid.pdf>

Ontario School Kindergarten to Grade 12, Policy and Program Requirements, 2011
<http://edu.gov.on.ca/eng/document/policy/os/ONSchools.pdf>

Policy and Program Memorandum 119: Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools, April 22, 2013
<http://www.edu.gov.on.ca/extra/eng/ppm/119.pdf>

PVNCCDSB Catholic Board Improvement Plan for Student Achievement
<http://www.pvnccdsb.on.ca/en/programsservices/resources/lss-cbipsaw2014-2015-final.pdf>

PVNCCDSB Mental Health and Well-Being Strategic Plan
<http://tinyurl.com/p9jaq76>

School Effectiveness Framework, 2013
<http://www.edu.gov.on.ca/eng/literacynumeracy/SEF2013.pdf>

[Standards of Practice for the Teaching Profession](#)

Supporting Minds: A Teacher's Guide to Promoting Student's Mental Health and Well-Being, 2013
<http://www.edu.gov.on.ca/eng/document/reports/SupportingMinds.pdf>

What is Social and Emotional Learning? by the Collaborative for Academic, Social, and Emotional Learning <http://www.casel.org/social-and-emotional-learning/>

Whole Class Bio Domain Checklist, The MEHRIT Centre, Ltd., 2015

Social-Emotional Learning: Systemic Innovation for Improved Outcomes, Weissberg, R.P., Cruz, P., Rave, S., Duffell, J. (2015) An Education Week Webinar www.edweek.org/go/webinars

RESOURCE:

Strategic Plan 2014-2017

NOTES: