

BOARD ADMINISTRATIVE PROCEDURE	
Administrative Procedure Effective Instructional Practice	Administrative Procedure Number 301
Directional Policy Student Achievement and Well-Being	

Title of Administrative Procedure:

Effective Instructional Practice

Date Approved:

April 18, 2023

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2028

Directional Policy Alignment:

Student Achievement and Well-Being

Alignment with Multi-Year Strategic Plan:

This Administrative Procedure informs priorities under the [2021-2025 Strategic Plan, Vision and Mission: *Building a Community That Accompanies*](#), particularly the goals of Inspiring Faith, Providing Excellence in Teaching and Learning, Nurturing Mental Health & Well-Being, and Valuing Relationships.

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:**

Peterborough Victoria Northumberland and Clarington Catholic District School Board's commitment to ensuring the most effective, inclusive, evidence- based instructional 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.

Effective instruction must be supported by an inclusive, positive, and safe learning environment, where individuals feel valued and engaged. Effective instruction is predicated upon the creation of healthy, trusting relationships rooted in accompaniment and active listening. These are the foundation for all successful learning experiences.

Effective instruction in all subjects requires that educators know their students, including their strengths and needs, their backgrounds and circumstances, and their social and personal identities. Teachers also need to be aware of their own "social location" – that is, who they are in terms of gender, race or ethnicity, socioeconomic status, age, ability, religion, sexual orientation, and geographic location – and how this affects their ability to connect with their students. Educators' awareness of social location is important in teaching and learning because it acknowledges that all people do not think alike or experience reality in the same way – our perceptions are shaped by social factors. This awareness is essential to providing culturally responsive and relevant programs, and to enhancing students' overall sense of well-being and identity, and their ability to learn.

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 student achievement and well-being. The Administrative Procedure for Effective Instructional Practice that supports the board's policy for Student Achievement and Well-being will provide clarity and precision to our PVNCCDSB community. Through a commitment to shared leadership and professional learning, educators in all roles will work together to increase their understanding and implementation of the most effective, evidence-based instructional 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.

Inclusive Instructional Practices:

PVNC Catholic will implement evidence-based instructional approaches including, but not limited to, the following practices identified in [Learning for All K- 12:](#)

- 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;
- utilize a tiered approach to intervention and prevention strategies considering what may be needed for all, some and few students;
- personalize instruction to suit individual student strengths, interests, learning styles, and readiness to learn;
- adapt the content, process, products and the affect/environment of learning to support Differentiated Instruction (DI) and Universal Design for Learning (UDL);

- develop an awareness of socio-cultural structures impact individual experiences and opportunities;
- integrate students' background knowledge and prior home and community experiences into the curriculum and the teaching and learning experiences within the classroom environment;
- 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);
- promote research-based classroom strategies that support Universal Design for Learning and Differentiated Instruction, e.g., cooperative learning, project- based approach, problem- based approach, and explicit instruction;
- 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 and staff 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 as reflected in the Ontario Catholic School Graduate Expectations.

PVNC Catholic will implement evidence- based instructional approaches including, but not limited to, the following practices identified in the [School Effectiveness Framework \(SEF\) 2013](#):

- 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 student-friendly language, 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; and
- provide opportunities for self and peer assessment to establish a culture of students as resources for their own and others' learning.

PVNC Catholic will implement evidence- based instructional approaches including, but not limited to, the following practices as outlined in [Early Literacy Instruction 2022](#):

- **Oral Language Development:** students need numerous opportunities to listen and to talk about a range of subjects
- **Systematically teach Foundation Word Skills:** educators should use evidence-based resources that map out a carefully planned scope and sequence of skills and associated phonological and strategy-based instruction to guide their planning and instruction of early reading. A scope and sequence starts with basic concepts and progresses to more complex concepts broken down into small, manageable sections.
- **Explicitly Teach Foundation Word Skills:** educators should use evidence-based resources and use them to teach in a clear, direct and purposeful manner
- **Instruction in Foundation Word Skills:** Explicit and Systematic Instruction in the Foundation Word Skills - Phonological Awareness, Phonemic Awareness, Alphabetic Knowledge, Phonics, Word Study
- **Vocabulary:** All instruction should be in a language rich environment. Specific vocabulary instruction activities include teaching morphology, classroom conversation, reading aloud, wide independent reading, word-learning strategies and word play.
- **Listening and Reading Comprehension:** Instruction addresses many contributors to language comprehension including background knowledge, vocabulary, syntax, semantics, verbal reasoning, sentence processing, knowledge of literacy structures and conventions, and skills and strategies for close reading of text.
- **Fluency:** Reading fluency is the ability to read words quickly enough and with accurate phrasing to retain the meaning. Techniques such as repeated readings and fluency drills can help improve reading rate and prosody, and subsequently comprehension.

- **Written Expression:** Written expression instruction includes the mechanics and conventions of writing, composition (handwriting, spelling, punctuation, syntax), semantics, a variety of writing structures, the importance of determining a purpose for writing, as well as the phases of the writing process (composition, revision, and editing).

Frames for Inclusive Learning: Culturally Relevant and Responsive Pedagogy, Deep Learning and Universal Design for Learning

Culturally Relevant and Responsive Pedagogy

PVNC Catholic will implement evidence- based instructional approaches including, but not limited to, the following dispositions and practices:

- **Socio-cultural consciousness:** culturally responsive educators have an awareness of how socio-cultural structures impact individual experiences and opportunities.
- **High expectations:** culturally responsive educators hold positive and affirming views of their students and their ability to learn and achieve academic success. They demonstrate genuine respect for students and their families as well as a strong belief in their potential. They consider the social identities of students as assets rather than as deficits or limitations.
- **Desire to make a difference:** culturally responsive educators are committed to being agents of social change, ultimately working to remove barriers and creating conditions for learning that are beneficial for all students.
- **Constructivist approach:** culturally responsive educators build upon the varied lived experiences of all students in order to bring the curriculum to life. Through this approach, they integrate locally situated learning into daily instruction and learning processes.
- **Deep knowledge of students:** culturally responsive educators value deep knowledge, not just of content, but of students as individual learners. Drawing on students' experiences provides teachers with the opportunity to represent their knowledge in the curriculum so it is meaningful and students see themselves reflected in the learning that takes place in the classroom.
- **Culturally responsive teaching practices:** culturally responsive educators design and build instruction on students' prior knowledge and experiences in order to stretch students in their thinking and learning.

Deep Learning Conditions to Support Pedagogical Practices

Learning Environments:

Create trusting learning 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 Indigenous land-based learning which positions the land as teacher;
- promote collaborative work processes and social skills allowing for individual student strengths and needs;
- 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 all to contribute, discuss, question, and experience;
- create transparent learning goals and success criteria in student-friendly language in partnership with students and communicate these goals and success criteria 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 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.

Universal Design for Learning

[The UDL Guidelines](#) (CAST) are a tool used in the implementation of Universal Design for Learning. These guidelines offer a set of concrete suggestions that can be applied to any discipline or domain to ensure that all learners can access and participate in meaningful, challenging learning opportunities.

Engagement:

Engagement appeals to the affective networks in the brain and includes, but is not limited to, the following practices:

- stimulate interest and motivation for learning by providing multiple options for engagement;
- optimize individual choice, autonomy, relevance and authenticity;
- create a safe space for learners by reducing potential threats and distractions in the learning environment;
- engage learners in assessment discussions of what constitutes excellence and generate relevant examples that connect to their cultural background and interests;
- provide timely, specific feedback rooted in success criteria that encourages perseverance, focuses on development of efficacy and self-awareness, and encourages the use of specific supports and strategies in the face of challenge.
- provide differentiated models, scaffolds and feedback for managing frustration, seeking external emotional support, and developing internal controls and coping skills.

Representation:

Representation appeals to the recognition networks in the brain and includes, but is not limited to, the following practices:

- use multiple representations to present information and content in different ways because they allow students to make connections within, as well as between, concepts;
- display information in a flexible format considering alternatives for auditory and visual formats;
- pre-teach vocabulary and symbols, especially in ways that promote connection to the learners' experience and prior knowledge;
- provide graphic symbols with alternative text descriptions;
- support decoding of text, mathematical notation and symbols using assistive technology;
- anchor instruction by linking to and activating relevant prior knowledge (e.g., using visual imagery, concept anchoring, or concept mastery routines);
- maintain and refer to evidence of prior learning in order for students to use this to activate and make connections to new learning.

Action & Expression:

Action and Expression appeal to the strategic networks in the brain and include, but are not limited to, the following practices:

- create strategic, goal-directed learners by differentiating the ways that students can express what they know;
- ensure that instructional technologies and curricula do not impose inadvertent barriers to the use of these assistive technologies;
- use multiple media for communication such as text, speech, drawing, illustration, comics, storyboards, design, film, music, dance/movement, visual art, sculpture, or video;
- use tools that are an optimal match between their abilities and the demands of the task;
- supports learners to plan strategies, including tools they will use, to reach their goals;
- provide formative feedback that is explicit, timely, informative, and accessible and that allows learners to monitor their own progress effectively and to use that information to guide their own effort and practice, with staff support as needed.

Skills for Effective Learning:

Educators are to develop an understanding of the complexities of well-being and academic learning and their interactions to foster effective learning. Continuing to build

and foster an understanding of skills such as self-regulation, co-regulation and social emotional development are essential to positive student learning, in order to adapt learning environments to meet students' needs.

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. Co-regulation happens when a caregiver regulates a child's behaviour and feelings through interactive, bi-directional signals: adjusting their tone of voice, facial expressions, body language, and gestures; in short, modelling and reflecting calm to the student. Social Emotional development is one's ability to understand who they are, what they are feeling and what to expect when interacting with others. Together, such skills foster the development of metacognitive skills for directing one's learning, taking in feedback and evaluating progress. 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 to support student self- regulation capacity and social emotional development;
- assist individual students in identifying the self- regulatory skills that help them manage emotions in order to better access learning stances;
- integrate skill development across all academic curriculum areas; and
- cultivate a strong partnership 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;
- empowers educators to contribute their gifts of being creative, being well and being community;

- integrates school based efforts with broad system priorities; and
- establishes transparency of participation and results.

Responsibilities:**The Board of Trustees is responsible for:**

- reviewing this Administrative Procedure to ensure its alignment with the Student Achievement and Well-Being Directional Policy 300.

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 Procedure; and
- modelling and promoting a growth mindset at the system level, in order to enable each staff and student to learn and grow to their full potential within a culture of high expectations.

Superintendents of Schools and System Portfolios are responsible for:

- supporting implementation of the Effective Instructional Practice Administrative Procedure;
- modelling and promoting inclusive, positive, and safe learning environments, and creating healthy, trusting relationships rooted in accompaniment and active listening for administrators and system staff;
- 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 a growth mindset at the system and school level, in order to enable each staff and student to learn and grow to their full potential within a culture of high expectations.

Principals and Vice-Principals are responsible for:

- supporting implementation of the Effective Instructional Practice Administrative Procedure;
- modelling and promoting inclusive, positive, and safe learning environments, and creating healthy, trusting relationships rooted in accompaniment and active listening for school staff;
- 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 a growth mindset in the school and in classrooms, in order to enable each student to learn and grow to their full potential within a culture of high expectations; and
- supporting a school climate that maximizes students' ability to be calm, alert and ready for learning.

Educators are responsible for:

- implementing effective evidence- based instructional practice in accordance with Ministry and Board guidelines, policy and procedures;
- engaging in professional learning opportunities provided both within the school and centrally in order to support student achievement and well- being;
- creating inclusive, positive, and safe learning environments, and healthy, trusting relationships rooted in accompaniment and active listening with students;
- 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 a growth mindset in the school and in classrooms, in order to enable each student to learn and grow to their full potential within 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:

- developing a growth mindset and engaging in all learning experiences;
- articulating what they are expected to learn and be able to do, with educator assistance as needed;
- monitoring and assessing their learning with educator guidance;
- setting specific improvement goals, based on peer and educator feedback;
- demonstrating evidence of learning toward 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:

- educators are able to articulate an understanding of evidence-based instructional practice (e.g., through professional learning feedback, survey data, collaborative inquiry cycles, professional learning communities of practice etc.);
- evidence-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 and professional learning communities of practice 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:

Accompaniment: accompaniment is the simple act of being present to someone, forming a relationship in order to walk with him or her towards an understanding of Christ's will.

Assessment for and as Learning: assessment for the purpose of improving student learning is seen as both "assessment *for* learning" and "assessment *as* learning". As part of assessment *for* learning, teachers co-construct learning goals and success criteria, provide students with descriptive feedback and coaching for improvement. Teachers engage in assessment *as* learning by helping all students develop their capacity to be independent, autonomous learners who are able to set individual goals, monitor their own progress, engage in self-and peer assessment, determine next steps, and reflect on their thinking and learning.

Culturally Relevant Teaching: teaching that integrates a student's background knowledge and prior home and community experiences into the curriculum and the teaching and learning experiences that take place in the classroom. There are three central tenets underpinning this pedagogy: (1) maximizing the potential of, and holding high expectations for, all students, (2) assisting students in the development of cultural competence and (3) guiding students to develop a critical cultural consciousness. In this student-centred framework, the uniqueness of each student is not just acknowledged, but nurtured.

Differentiated Instruction: is effective instruction that is responsive to students' readiness, interests and learning preferences.

Equity: a condition or state of fair, inclusive, and respectful treatment of all people. Equity does not mean treating people the same without regard for individual differences.

Inclusive Education: education that is based on the principles of acceptance and inclusion of all students. Students see themselves reflected in their curriculum, their physical surroundings, and the broader environment, in which diversity is honoured and all individuals are respected.

Structured Literacy: is a comprehensive approach to literacy instruction that research has shown is effective for all students and essential for students with dyslexia. Structured Literacy instruction addresses all of the foundational elements that are critical for reading comprehension, as outlined in the Simple View of Reading and the Scarborough Reading Rope model, including both word recognition/decoding and oral language skills.

Universal Design for Learning: Universal Design for Learning (UDL) is a framework to improve and optimize teaching and learning for all people based on scientific insights into how humans learn.

References:

- [Capacity Building Series Monograph - Culturally Responsive Pedagogy](#)
- [Council of Ontario Directors of Education \(CODE\) Special Education Project: Leading for All \(Hargreaves & Braun\)](#)
- [Effective Early Reading Instruction: A Guide for Teachers](#)
- [Faith and Equity Continuum](#)
- [Growing Success: Assessment, Evaluation and Reporting in Ontario Schools](#)
- [High-Impact Instructional Practices in Mathematics](#)
- [Learning for All K-12](#)
- [New Pedagogies for Deep Learning Global Partnership website:](#)

- [International Dyslexia Association of Ontario: Structured Literacy Instruction](#)
- [Ontario Catholic Leadership Framework](#)
- [Ontario Catholic School Graduate Expectations](#)
- [Ontario Curriculum Documents and Resources](#)
- [Ontario Early Years Policy Framework](#)
- [Ontario's Equity and Inclusive Education Strategy](#)
- [Ontario Human Rights Commission: The Right to Read Inquiry Report](#)
- [Ontario Individual Education Plan \(IEP\)](#)
- [Ontario Kindergarten Program](#)
- [Ontario School Kindergarten to Grade 12, Policy and Program Requirements](#)
- [Policy and Program Memorandum 119: Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools](#)
- [PVNCCDSB Mental Health and Well-Being Strategic Plan, 2021-2025](#)
- [PVNCCDSB Strategic Plan 2021-2025](#)
- [School Effectiveness Framework, 2013](#)
- [School Mental Health Ontario's Educators Resource Guide](#)
- [Standards of Practice for the Teaching Profession](#)
- [Structured Literacy Instruction](#)
- [Supporting English Language Learners, Grades 1-8](#)