



District Reviews: 2011-2012

The School Effectiveness Framework

Our Learning Together

As we continue our work to enhance life opportunities for all of our students, we look to both research and practice to inform our thinking. The K-12 School Effectiveness Framework – A Support for School Improvement and Student Success (SEF) is based upon research about effective elementary and secondary schools, and examples of existing K-12 practices from across the province.

The K-12 SEF identifies evidence-based indicators of successful practice in a number of components of effective schools. The indicators, with sources of evidence, assist educators in building coherence and aligning practices across an entire school. The SEF is a key resource to assist in precise and intentional school improvement planning focused on the achievement of all students. It is also an opportunity for schools to closely examine their practices to determine areas of strength and areas that would benefit from refinements. The K-12 SEF is not a checklist; it is instead a tool and an opportunity to engage staff in deep and purposeful dialogue about their school and students. The process of school self-assessment provides a rich foundation for collaborative action for the sake of all of our students. The results of School Self-Assessments assist in strategic planning, allocation of resources and board improvement planning for student achievement.

Schools also benefit from the District Review process, whereby educators from outside the school join with the school team to look for evidence of student learning and implementation of the school improvement plan. This is a process that is to be carried out with integrity and transparency for the purpose of promoting reflection, collaborative inquiry and ultimately improved student learning. As professionals, we welcome the opportunity to reflect upon and improve our practice in the light of emerging professional knowledge, and recent evidence about our students learning.

SEF 2010 Ministry of Education

Plan for District Review Process: K – 12 Secondary and Elementary

Audience	Action	Date
SOC	Curriculum Services brings a draft plan for district reviews to SOC for approval.	September 23
SOI Team Selection	Superintendents of Instruction will receive a hard copy document that asks them to identify Principals and Vice-Principals for the District Review Teams in their areas. SOIs are asked to complete these recommendations by Wednesday September 28 th at which time participants will be invited to the training session.	September 23
Scheduling	Jeff Frith and Mark Lafleur, District Review leads for Elementary and Secondary, will approach the Administrative Assistants for SOIs to arrange the scheduling of phase one and two district review visits. A template will be available for the process and it will serve as a master schedule for the balance of the year to accommodate required changes.	September and October
Information Session: School and Federation K-12	<p>Curriculum Services will convene a meeting involving school leadership teams and federation representation to review the process and intention of district reviews. Our goal is enhanced student learning and our process of appreciative inquiry is our focus.</p> <p>As part of the training session, a resource document, including components of this document, will be shared with school teams. The document will be augmented by the posting of resources on the Q drive accessible to all Principals. The resources will include Curriculum Services documents developed to assist schools in the District Review process and ministry documents as well.</p>	Thursday October 20th, 2011
District Review Teams Training Session K-12	A K-12 meeting will be convened to assist District Review teams, particularly team members who are serving on a team for the first time	Friday October 28th, 2011 9:00 to 10:30 a.m. Board Office

K-12 District Review Schedules for 2011-2012

Elementary Schedule

School	Principal	Superintendent	Student/ Staff	Phase One: Half Day Visit	Phase Two: Full Day Visit
Bells Corners	Kathy Giles	Jill Bennett			
D. Aubrey Moodie	Paul Parmalee	Jill Bennett			
A. Lorne Cassidy	Paddy McCavour	Peter Gamwell			
North Gower Marlborough	Rick Haggar	Peter Gamwell			
Queen Elizabeth	Kateri Deschenes	Susan MacDonald			
York Street	Laurel Tye	Susan MacDonald			
Alta Vista	Vivian Bright	Stephen Sliwa			
Featherston	Lori Lovett	Stephen Sliwa			
D. Roy Kennedy	Randy Little	Frank Wiley			
J. H. Putman	Brent Smith	Frank Wiley			
Henry Larsen	Marianne Wouters	Neil Yorke-Slader			
Orleans Wood	Carmen Wood	Neil Yorke-Slader			

Secondary Schedule

School	Principal	Superintendent	Students	Phase One: Half Day Visit	Phase Two: Full Day Visit
Longfields	Patsy Agard	Peter Gamwell	811		
Cairine Wilson	Kevin Gilmore	Neil Yorke-Slader	758		
Colonel By	Mary Bada	Neil Yorke-Slader	1117		
Bell	Bruce Whitehead	Jill Bennett	1114		
Woodroffe	Renald Cousineau	Frank Wiley	875		
Rideau	Geordie Walker	Susan MacDonald	608		
Ridgemont	Richard King	Stephen Sliwa	757		

Overview of District Review Process

Your school's participation in the District Review Process this year will provide a great opportunity to celebrate your strengths and sharpen the focus on areas for future growth. The four components of the School Effectiveness Framework that will provide focus for the District Review Process in every OCDSB school this year are:

1. **Assessment *For, As and Of* Learning**
2. **School and Classroom Leadership**
3. **Curriculum, Teaching and Learning**
4. **Home, School and Community Partnerships**

In addition to the four identified components, staff may elect to request that the District Review Team also focus on collecting evidence of effectiveness in relation to the components **Student Voice** and / or **Programs and Pathways**. During phase one, the half day visit, schools may arrange to focus the attention of the District Review team in these areas by providing evidence in the form of artefacts or people, including students who would speak with the team.

Phase One: Half Day Visit

We start the process with a half day visit of the District Review Team to your school. During this half day we try to understand the context of your school through conversations with your School Improvement Team and a review of artefacts provided by the school. When we meet with the School Improvement Team the following questions may guide, but not limit our discussion.

1. What do you celebrate in your school?
1. Tell us about your School Improvement Planning Process. What questions are you asking as a result of your process?
2. What common assessments are routinely used to inform instructional practice in the school? How does the staff track and use assessment data?
3. Tell us how you determine the focus for professional learning at your school?
4. Tell us about your model of allocating Learning and ELL support for students. Does it work and how do you know?
5. Describe your process for setting budget priorities and allocating your school budget?
6. The District Review Team will provide feedback on identified foci in your school. Please tell us what you would like us to focus on so we can be certain to gather observations on these focal points.

If there is any information that you feel would help us to understand your school, please feel free to share it during this meeting.

In the second part of our half day visit the district team will review the following artefacts:

1. School Improvement Plan for Student Achievement (SIPSA)
2. Samples of rich tasks that provide opportunities for higher order, creative and innovative thinking
3. Samples of assessment strategies that provide on-going feedback in support of student learning
4. Samples of Individual Education Plans
5. Samples of Report Cards
6. Samples of the school's communication with their community
7. Samples of school council minutes
8. Other evidence of effective practice that your school team would like to share.

Phase Two: Full Day Visit

There are two steps to the full day school visit. In the morning the District Review Team will divide into teams of two or three to visit classrooms. Your colleagues on the team will be looking for evidence of effective practice and student learning through observations of:

- Student work on display in hallways, and classrooms (e.g. bulletin board displays, notebooks, portfolios, baskets of student work etc.)
- High-yield strategies being implemented
- Rich, relevant and engaging learning tasks
- Cueing visuals such as anchor charts, rubrics, exemplars
- Level of engagement of the students
- Balance between teacher and student talk
- Learning and assessment tools being used
- Alignment of resources to student needs and tasks
- Critical thinking skills
- Direct instruction of meta-cognitive processes
- The reading writing connection
- The gradual release of responsibility

Team members will look forward to speaking with students in the classroom. Staff should encourage students to feel free to share their thinking and their learning. Team members may ask students the following questions:

- What are you thinking about?
- What are you learning today?
- Why are you learning about ____?
- What strategies have you learned to use when you are stuck?
- How do you use the resources to support your learning?

In the afternoon of the full day visit the District Review Team will meet to discuss and consolidate observations in order to provide feedback to staff.

Throughout the entire process all observations made by the District Review Team will be recorded on “sticky” notes. These sticky notes will be sorted on charts that list the identified indicators of effectiveness from the *School Effectiveness Framework*. The District Review Team will analyze the evidence in order to provide feedback to staff. Staff members will be able to see every observation of effective practice that was recorded during the District Review Process as part of the feedback loop. All the evidence on “stickies” focuses on specific practices, but it never identifies specific people or locations.

There will be two forms of feedback for staff. Staff will be invited to attend an end of day meeting with the District Review Team. Within a week of the visit, the District Review Team will forward a written report to the Principal. The report concludes with questions the team shares to support the staff in their thinking together as they move forward.

Phase Three: Post Visits

During the third phase of the process, the school team will gather to review the DR Team report. Release time funding is made available to the school to facilitate this work. The school team should seek to deconstruct the questions and feedback and interpret how the information may be used to:

- positively impact student achievement
- support targeted groups
- create collaborative inquiry questions
- refine SIPSA goals
- facilitate future SIPSA development
- align school initiatives with the Board's Strategic Plan and the Board Improvement Plan
- reinforce alignment with the School Effective Framework
- provide equity in learning opportunities

Preparing for the Review at Your School

Discuss the process beforehand so that all staff understands that **this is not an evaluative process**. A district review is a conversation amongst professionals that seeks to enhance student achievement by building on our understanding of the School Effectiveness Framework, and by building on our strengths. Share the importance of allowing the District Review Team to see what really happens in everyday life at your school. If the feedback from this process is to be useful, then it has to be based on real practice.

Phase One: Half Day Visit

1. Collect the evidence requested, and any additional evidence you would like to share, and consider the questions that will be discussed.
2. Collect School Council input on the Home, School and Community Partnerships Chart.
3. Release members of the School Improvement Team for the half day in which the phase one meeting is scheduled. They will need this time to meet with your Superintendent and members of the District Review Team. Release time for your School Improvement Team will be provided through Curriculum Services.

Phase Two: Full Day Visit

1. Provide each District Review Team member with:
 - a map of the school identifying the grade level of each classroom (at elementary, and the subject timetable at secondary)
 - a school timetable (indicating all breaks)
 - in an elementary school, the grade level of each classroom
 - in a secondary school, the Trillium, course, room, teacher grid to assist the team in attending as many classes as possible
 - a copy of the current School Improvement Plan
2. Provide a room in which the District Review Team can meet for the day. The team will convene and prepare for observations in the morning, have lunch (arranged by Curriculum Services) and develop a report in the afternoon to share with staff at the end of the day.
3. Ask all staff members to wear name tags on the day of the District Review

4. It is helpful if teachers place a sheet on each classroom door indicating a brief description of the learning goals for the lessons that will be taught during the morning.
5. Arrange for light refreshments for your staff at the end of the day. Staff will be invited to a debriefing session at the end of the instructional day. This conversation will be an opportunity to review the charts, and celebrate the achievements of your staff. Receipts for these refreshments are to be submitted to Jeff Frith or Mark Lafleur for reimbursement.

Phase Three: Post Visits

1. Collaborate to reflect on the strengths identified, and questions posed through the District Review Process. How will staff build on their strengths to respond to the questions? How will staff make use of the feedback provided through the District Review process to target areas for action and capacity building when refining School Improvement Plans?

If you have any questions regarding any aspect of the District Review Process please contact Jeff Frith (Elementary) or Mark Lafleur (Secondary).

District Review Process K-12

Phase One: Half Day Meeting for Data Collection and Review of Artefacts

Below you will find a list of artefacts you can collect for the review team. The list is not meant to be exclusive and the team will be pleased to look at submissions determined by the school.

School and Classroom Timetables

School and classroom timetables indicate dedicated blocks of uninterrupted time for literacy and numeracy (Literacy 120 minutes in primary and 100 minutes in Junior and Intermediate per day, Numeracy 60 minutes per day)

1. Timetables reflect opportunities for shared planning, dialogue with colleagues, classroom observation and peer mentoring.
2. Inclusionary Learning Support and E.L.L. support is evident

IEP's/ SIP's

1. A review of IEP's and the SIP indicate that ambitious short term smart goals have been set for all students.
2. A cyclical process for reviewing IEP's and the SIP is in place.
3. IEP's describe the accommodations and curriculum modifications that are to be implemented as part of the student's educational program both inside and outside of the classroom.

Report Cards and Progress Reports

1. Report Cards confirm and support ongoing student progress, identifying meaningful next steps.

Samples of Long, Short Term Plans

1. Based on the most current data verifying student needs, instruction is differentiated in content, process and product.
2. A wide variety of extended opportunities are available for students (e.g., more time, re-teaching using different strategies, assessment modifications, self-help checklists, graphic/visual organizers, peer tutoring etc).
3. There is evidence of collaborative planning with specialty teachers.
4. Assessment is used to inform teaching decisions.
5. Students are grouped for instruction based on data.
6. Instruction, aligned with the curriculum, requires students to explore substantive and meaningful topics that connect their diverse interests, aptitudes and backgrounds and prior learning.
7. Cross-curricular links are apparent.
8. Learning materials of all types and genres are used in instruction (e.g., books video, posters, magazines, advertisements, web logs, charts, maps, graphs etc).

9. Technology is used in a meaningful way across the curriculum.
10. A wide range of powerful instructional strategies are in use (e.g. co-operative learning, hands-on problem solving, summarizing and note-taking, activating prior knowledge, generating and testing hypotheses, individual, small group and whole group instruction, etc).
11. Teachers balance explicit teaching of required skills and content with:
 - Planned, multiple opportunities for student talk
 - Practice, and
 - Application of learning
12. All students are engaged in a comprehensive balanced literacy program.
13. Teachers explicitly teach metacognitive processes (e.g., monitor comprehension by confirming predictions, self questioning, visualizing, making connections and determining important ideas etc).

Samples of How Assessment Data is Collected at the Classroom and School level

1. Active use and ongoing revision of the data wall (or other tracking mechanisms).
2. Teachers collect a wide range of formal and informal assessment data, which they update continuously, to inform short and long range planning and drive daily instruction.
3. Common Assessments have been identified for each division and grade.

School newsletters, the school website, and School Council Meeting minutes:

1. A focus on learning, student achievement and teaching is evident.

This first visit is your chance to share your best practices. The list above provides suggestions, but you should feel comfortable in providing artefacts or demonstrations that are not listed above. It is your show; we want to know what you would share about your school.

The District Review Process uses the indicators of effectiveness from the School Effectiveness Framework. Samples of our district’s charts for data collection are shared below. The selected indicators represent the areas of focus for our district. These charts, in a much larger form, will be the means for sharing collected evidence of effective practice on the “stickies”.

District Review Process – School / Classroom Observation Guide		
Essential Components and Observable Evidence		
Assessment <i>For, As and Of</i> Learning		
Indicators	Some Samples of Evidence	Notes
<p>Students and teachers share a common understanding of the learning goals and the success criteria.</p> <p>During learning, students receive ongoing descriptive feedback based on the success criteria from the teacher and from peers.</p> <p>Students are taught and regularly use self-assessment skills to monitor their progress toward achieving learning goals, and to set their own learning goals within the context of the Ontario curriculum and / or I.E.P.</p> <p>Assessment tasks are aligned with the curriculum, collaboratively developed by teachers and the resulting student</p>	<p>At the School:</p> <p>Common instruction and assessment language is used across classrooms.</p> <p>Communication is provided to parents and students about the different purposes of assessment and evaluation.</p> <p>Collaborative processes are in place to guide problem-solving and decision making in relation to prevention and interventions that may be required where data indicate students are not demonstrating the intended learning expectations.</p> <p>Processes and practices are in place to recognize and celebrate student progress.</p> <p>In The Classroom:</p> <p>Success criteria and/ or qualitative rubrics, learning goals and exemplars, aligned to Ontario curriculum expectations, are visible and are regularly referenced by students and teachers.</p> <p>Learning goals and success criteria are expressed in language that is meaningful to students.</p> <p>Ongoing feedback to students, individually, in pairs or small groups, is timely,</p>	

<p>work is assessed using the success criteria.</p> <p>A variety of valid and reliable assessment data is used by students and teachers to continuously monitor learning, to inform instruction and to determine next steps.</p>  <p>OTTAWA-CARLETON DISTRICT SCHOOL BOARD</p>	<p>explicit, constructive and linked to success criteria to improve their learning.</p> <p>Feedback (oral and/or written) is descriptive rather than evaluative.</p> <p>Evidence of a variety of assessment strategies and tools being used (e.g. demonstrations and presentations, projects, work samples, observations, conversations, portfolios of student work).</p> <p>A system is in place that allows teachers, students and parents to continuously monitor student progress (e.g. student agenda, classroom website, moodle, blog etc.).</p> <p>Students:</p> <p>Articulate the learning goals and the success criteria that will be used to assess their learning.</p> <p>Engage in authentic, rich and engaging performance tasks that enable them to demonstrate their learning.</p> <p>Use assessment data to refine their work, plan next steps and monitor their own progress.</p> <p>Self and peer assessment opportunities are used to establish a culture of inquiry.</p>	
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School and Classroom Leadership		
Indicators	Some Samples of Evidence	Notes
<p>Collaborative instructional leadership builds capacity to strengthen and enhance teaching and learning.</p> <p>Processes and practices are in place to deepen content knowledge and refine instruction to support student learning and achievement.</p> <p>Organizational structures are coherent, flexible and respond to the needs of students.</p> <p>Job-embedded and inquiry based professional learning builds capacity, informs instructional practice and contributes to a culture of learning.</p> <p>Staff, students and school community promote and sustain student well-being and positive student behaviour in a safe and healthy learning environment.</p>	<p>At the School:</p> <p>A school improvement planning process is in place, and documented through the SIP log, that involves all staff in planning , implementation, monitoring and refining the SIP based on the most current achievement data.</p> <p>Professional learning priorities are inquiry-based and are responsive to the needs that emerge from the analysis of student work, and are aligned to the SIP.</p> <p>Structures are in place to ensure that school leaders actively co-learn with their staff.</p> <p>Timetabling is strategic and facilitates learning for all students. (aligned to TAM at elementary).</p> <p>In the Classroom:</p> <p>The learning environment is challenging, developmentally appropriate for all students and organized to optimize teaching/learning time and time on task.</p> <p>Students work in flexible and varied groupings according to the learning task and student need.</p> <p>Character attributes are clearly articulated consistently modeled, reinforced at all times and integrated into the instructional process.</p> <p>Ongoing communications regarding prevention and interventions supports student success.</p> <p>Risk-taking is demonstrated by trying new instructional practices and</p>	

 <p>OTTAWA-CARLETON DISTRICT SCHOOL BOARD</p>	<p>strategies.</p> <p>Students:</p> <p>Confidently engage in the learning process (e.g. accountable talk, are on-task, self-advocate, demonstrate curiosity, persevere, have ownership of their learning / classroom).</p> <p>Contribute to the building of classroom and school community that respects the diversity of all learners.</p> <p>Articulate how instructional practices support their learning (e.g., how the use of technology helps them to extend their ideas and challenges their thinking).</p> <p>Have access to multiple learning opportunities.</p> <p>Contribute to problem-solving in respectful and responsible ways.</p>	
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Curriculum, Teaching and Learning		
Indicators	Some Samples of Evidence	Notes
<p>A culture of high expectations supports the belief that all students can learn, progress and achieve.</p> <p>A clear emphasis on high levels of achievement in literacy and numeracy is evident throughout the school.</p> <p>Teaching and learning incorporates 21st century content, global perspectives, learning skills, resources and technologies.</p> <p>Learning is deepened through authentic, relevant and meaningful student inquiry.</p> <p>Instruction and assessment are differentiated in response to student strengths, needs and</p>	<p>At the School:</p> <p>Cross-curricular planning and programming enables students to practice and apply knowledge and skills in meaningful ways.</p> <p>Students are connected and challenged beyond the world of the school using learning technologies.</p> <p>Critical and creative thinking, problem-solving, communication and collaboration are emphasized in all subject areas.</p> <p>Inquiry-based teaching strategies support student inquiry.</p> <p>Assistive technologies are available to support students with special needs to view, listen to and process texts in order to engage actively in classroom learning.</p> <p>School/ Student Success Teams meet on an ongoing basis to review student progress.</p> <p>In the Classroom:</p> <p>Instruction is scaffolded (e.g. the gradual release of responsibility – modeled shared and guided teaching-learning processes) to enable students to confidently and independently demonstrate intended learning.</p> <p>Metacognition is modeled throughout the instructional process.</p> <p>Instruction enables all students to explore the big ideas – to go beyond discrete facts and skills – in order to develop deep conceptual understanding.</p>	

<p>prior learning.</p> <p>Resources for students are relevant, current, accessible and inclusive.</p> <p>Timely and tiered interventions, supported by a team approach, respond to individual student learning needs.</p>  <p>OTTAWA-CARLETON DISTRICT SCHOOL BOARD</p>	<p>Students whose first culture and/or language differs from the language of instruction are intentionally supported (e.g., given the opportunity to develop ideas in their first language)</p> <p>Students:</p> <p>Identify authentic problems and pose significant questions across all curriculum areas.</p> <p>Take risks to share works in progress (ideas, solutions, strategies) in order to obtain feedback and suggestions from peers and teachers.</p> <p>Work comfortably in groups and follow collaborative group norms.</p> <p>Have opportunities to identify preferred learning styles and/or environment (e.g. individually, in a quiet location away from others, in an active room, as part of a group).</p> <p>Demonstrate skills of metacognition (e.g. monitor their own learning and thought processes by asking themselves questions such as “what if”).</p>	
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School Council Input

Home, School and Community Partnerships

Indicators	Some Samples of Evidence	Notes
<p>The School Council has a meaningful role in supporting learning and achievement for all students.</p> <p>Students, parents and community members are engaged and welcomed, as respected and valued partners.</p> <p>The school and community build partnerships to enhance learning and opportunities for students.</p> <p>Learning opportunities, resources and supports are provided to help parents support student learning, and have productive parent-teacher conversations.</p>	<p>At the School:</p> <p>The School Council partners with staff to support the implementation of the School Improvement Plan.</p> <p>There is a focus on increasing parental involvement to reflect the diversity of the school community and to support student achievement.</p> <p>Various strategies are used to communicate and engage parents (e.g., informal discussions, school and/or classroom newsletters, websites, student agendas, surveys etc).</p> <p>A variety of forums and supports are available both at the school and in the community (e.g. curriculum evenings, workshops and guest speakers) to deepen parents' understanding.</p> <p>In the Classroom:</p> <p>Parents and community members are invited to participate in various activities and learning opportunities (e.g. guest speakers, reading mentors, math coaches, story tellers)</p> <p>Information about courses/ units of study are shared with parents (e.g. learning goals, success criteria)</p> <p>Parents are enabled to participate fully in parent /teacher conferences (e.g. babysitting, translators, scheduling).</p> <p>A variety of methods are used to engage parents' support for student learning (e.g. class website, conferences, newsletters).</p>	

Students:

Interact positively with peers, parents and community members.

Participate in and learn from interactions with community partners both in school and in community settings (e.g. 40 hours of community service, volunteerism).

Share positive attitudes with their parents about school and academic achievement.

Benefit from role models in the community.

Recognize and value the contribution of parents and community members.

