

Resources to Activate the School Effectiveness Framework



13 Parameters: A Literacy Leadership Toolkit complements the implementation of the School Effectiveness Framework, providing the resources and facilitation tools to enhance and deeply explore the Essential Components identified by the Literacy and Numeracy Secretariat.

4 Essential Components of the School Effectiveness Framework:

- Student Learning and Achievement
- Assessment and Evaluation
- Instructional Leadership
- Curriculum and Instructional Strategies

The following document provides connections between the Essential Components and the 13 Parameters.



The Essential Components of the School Effectiveness Framework

A. STUDENT LEARNING AND ACHIEVEMENT

SEF (K-6) Indicators

There is a **culture of high expectations** for students from all backgrounds and experiences as manifested in:

- A belief that all children can learn;
- Multiple opportunities for students to produce and display their best work;
- Student belief and confidence in their ability to succeed;
- Students' career aspirations and expectations;
- Planning

Ambitious targets have been established for student achievement.

Achievement results are communicated to the school community to build public confidence.

Support for learning and student achievement comes from the meaningful involvement of:

- parents representing the diversity
- of the school community;
- school council;
- students;
- community partners

13 Parameters (K-12)

Parameter 1: Shared Beliefs and Understandings:

- a) All students can achieve high standards given the right time and support;
- b) All teachers can teach to high standards given the right assistance;
- c) High expectations and early and on-going intervention are essential;
- d) Teachers need to be able to articulate what they do and why they teach the way they do.

Parameter 12: Parent/Guardian Involvement in Supporting Literacy:

- a) establishment of strong community-home-school relationships;
- b) schools understand and appreciate parents-guardians communities as a valuable resource in increasing students' literacy achievement.

Ongoing analysis of student

achievement is integral to the work of the professional learning community and informs instructional decisions.

Teacher moderation of student work ensures consistency in assessment and evaluation practices.

Students are engaged in self-assessment and setting goals for the next steps in their learning.

There is:

- clear and consistent documentation of progress;
- early and focused intervention for struggling students;
- tracking and celebration of student achievement.

Student groups that make up the school population can see themselves reflected in the culture, programs and ethos of the school (specifically in programs, policies and practices, extra-curricular programs, awards, graduation, student leadership, clubs).

The developed character attributes are clearly articulated, modelled, taught and expected throughout the instructional day.

Parameter 6: A Case Management Approach to Monitoring Student Progress:

- a) Put individual faces on the data to make informed instructional decisions;
- b) Teachers share collective responsibility for ALL students;
- c) Data analysed inform next steps for students' instruction and for system PD.

Parameter 5: Early and On-going Intervention:

- a) social , emotional and academic assessment tools constitute the wide variety of tools used to assess student need;
- b) teachers have a vast repertoire of instructional strategies that meet all students needs, as indentified by data collection referenced above.

There is a clear emphasis on literacy learning in the school.

Parameter 4: Principal as Literacy Leader:

- a) has a deep, structured understanding of literacy learning;
- b) attends and participates in the learning as critical team member.

Parameter 3: Daily, Sustained, Focused Literacy Instruction:

- a) Literacy Blocks of focused instructional time dedicated to Balanced Literacy focus and gradual release of responsibility model.

There is a clear emphasis on mathematics learning in the school.

Effective mathematics learning environments are challenging, developmentally appropriate for all students, and strategically organized

Effective mathematics learning environments foster students' and teachers' curiosity, perseverance and self confidence in learning mathematics.

Parameter 13: Appropriate Literacy Instruction in All Areas of the Curriculum:

- a) the language of each subject area is intentionally taught;
- b) textbooks are deconstructed and assessed for readability;
- c) Balanced Literacy is evident in all grades and all courses.

B. INSTRUCTIONAL LEADERSHIP

SEF: (K-6) Indicators

The Ontario Curriculum documents form the basis of instruction.

School administrators facilitate and are actively involved in supporting a culture of learning that promotes capacity building at the classroom, division and whole school level.

There is a comparable learning experience across like grades and a continuum of knowledge and skills between grades.

Instructional time is protected (e.g., time on task and minimal interruptions).

Non-negotiables for classroom practice have been established.

Examples:

- common assessment tool
- differentiated instruction
- assessment drives instruction
- co-operative learning
- early interventions for struggling students
- comprehensive/balanced literacy program
- use of manipulatives in mathematics instruction
- classrooms have uninterrupted blocks of time for literacy and numeracy (100-120 minutes for literacy and 60 minutes for numeracy are recommended).

Principals and teachers work together to align curriculum and classroom

13 PARAMETERS (K-12)

Parameter 13: Appropriate Literacy Instruction in all Areas of the Ontario Curriculum

Parameter 9: Shared Literacy Resources Located in a Designated Area of the School:

- a) resources are organized centrally and levelled to support all learners' needs and interests and progress;
- b) easy for all teachers to share and discuss use.

Parameter 3: Daily, Sustained, Focused Literacy Instruction

Parameter 5: Early and On-going Intervention

Parameter 4: Principal as Literacy Leader:

practice with the goals in their School Improvement Plan.

There is a process in place for monitoring progress in meeting goals specified in the School Improvement Plan.

School organization decisions are designed to meet the needs of all students.

The school collects and analyses data to determine priorities and next steps.

There is job-embedded professional

learning for all staff, and teachers systematically share successful practices, challenges and expertise.

The School Improvement Team is integral to the instructional leadership of the school.

The school has a transparent mechanism in place for tracking, monitoring and discussing student achievement on an ongoing basis.

The school budget reflects the school's goals and the board's goals for improving student achievement.

- a) has a deep, structured understanding of literacy learning;
- b) attends and participates in the learning as critical team member.

Parameter 3: Daily, Sustained, Focused Literacy Instruction:

- a) Literacy Blocks of focused instructional time dedicated to Balanced Literacy focus and gradual release of responsibility model.

Parameter 2: Designated Staff Member for Literacy:

- a) carefully selected Literacy teacher who understands change management, capacity-building, implementation and has credibility as Lead Literacy Teacher across divisions/grades;
- b) works closely with administration and literacy leadership team to provide PD and suggestions for moving the whole staff forward.

Parameter 6: A Case Management Approach to Monitoring Student Progress

Parameter 10: Commitment of School Budget to Acquiring Literacy Resources:

- a) human and material resources support students' learning needs and interests in ensuring literacy acquisition and improvement.

School administrators facilitate

and are actively involved in supporting a culture of learning that promotes capacity building at the classroom, division and whole school level.

Parameter 11: Action Research is an Example of Whole Staff to Learning and PD:

- a) collaborative inquiry using data to develop a question to research and learn about during school year
- a) written report on results at year's end and celebrate findings among schools.

C. ASSESSMENT AND EVALUATION

SEF (K-6) Indicators

The school follows the policy and/or procedures of the board's assessment and evaluation policy.

The policy:

- is clearly articulated and communicated to students, parents and caregivers;
- identifies how and when students' learning will be assessed and evaluated;
- includes modifications and accommodations to promote student learning;
- ensures that parents are aware of student progress in a timely manner.

Students are involved in assessing, tracking and setting goals for their own learning (assessment as learning).

Assessment is used to inform classroom instruction.

There is a mechanism in place to track student achievement and update it regularly within grades and across divisions.

Students are given time and opportunity to act upon the feedback they receive in order to revise and upgrade their work and track and set goals for their own learning. Feedback should be ongoing, timely, explicit, meaningful and constructive.

Students have access to examples of work at different levels of achievement to assist them in a self-assessment of

13 PARAMETERS (K-12)

Parameter 1: Shared Beliefs and Understandings Among All Staff

Parameter 2: Designated Staff Member for Literacy

Parameter 3: Daily Sustained, Focused Literacy Instruction

Parameter 5: Early and On-going Intervention

Parameter 6: A Case Management Approach to Monitoring Student Progress

Parameter 7: Job-Embedded Literacy Professional Development:

- a) designated literacy teachers work alongside classroom teacher to weave assessment and instruction through the lens of literacy
- b) part-time staffing allocated to do this role, during the school day... preferably during Literacy Block.

Parameter 8: In-School Grade-Subject-Program Meetings:

- c) meetings focus on student work and teacher moderation in collectively coming to consensus on grading of individual pieces of work;
- d) promotion of fair, consistent assessment practices for all students

Parameter 9: Shared Literacy Resources Located in a designated Area of the School

their own work.

Data are disaggregated to identify and address the instructional needs of identified groups of students.

Teachers collaborate to develop and evaluate common assessment tools and practices to ensure consistency of standards across grade levels.

Teachers know their students' interests, talents, backgrounds and present performance level.

Students are supported and prepared to participate in student-led conferences.

Student progress is tracked and monitored at regular short intervals to determine both interventions that are necessary as well as appropriate pacing of instruction.

Interventions should be:

- based on current data;
- age-appropriate and engaging;
- offered daily when no new teaching is happening;
- collaboratively designed and monitored as to their effectiveness

D. CURRICULUM AND INSTRUCTIONAL STRATEGIES

SEF (K-6) Indicators

All students are engaged in intellectually demanding tasks that require higher order and critical thinking.

Curriculum and instruction require students to explore substantive and meaningful topics that connect to their diverse interests, aptitudes and backgrounds.

Resources for students are suitable, relevant, current and inclusive. Texts of all types and genres are used in instruction (e.g., books, videos, posters, magazines, advertisements, web logs, hand-held messaging devices, charts, maps, graphs, movies).

A wide variety of remedial and 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, buddy programs, study skill strategies).

13 PARAMETERS (K-12)

Parameter 1: Shared Beliefs and Understandings Among All Staff

Parameter 9: Shared Literacy Resources Located in a designated Area of the School

Parameter 6: A Case Management Approach to Monitoring Student progress

Parameter 8: In-school-Grade-Subject-Program Team Meetings

Technology is integrated in a meaningful way across the curriculum in order to enrich student learning and to address a range of learning styles.

The Individual Education Plan (IEP) is being used as a planning communication and accountability tool.

IEPs describe the accommodations and curriculum modifications that are to be implemented as part of the student's educational program.

Differentiated instruction is designed and delivered in a manner that helps to reduce the need for accommodations and curriculum modifications.

A wide range of instructional strategies are in use (e.g., co-operative learning, discovery learning, hands-on problem solving, individual, small-group and whole-class instruction, etc.) that facilitate intended learning.

A comprehensive/balanced literacy program is in place. Approaches include: language and word study, read-aloud, modeled writing, shared reading and writing, guided reading and writing, independent reading and writing.

Authentic reading and writing are evident in classrooms and non-fiction writing is used in every subject area to ensure students write in a clear, accurate and persuasive manner. Practice and application of literacy skills are embedded in all curricular areas.

Time for purposeful talk and interaction is necessary for real learning to occur.

Parameter 3: Daily, Sustained, Focused Literacy Instruction

Parameter 6: A Case Management Approach to Monitoring and Student Progress

Parameter 8: In-school Grade-subject-program Team Meetings

Instructional practice values time for accountable talk and interaction in order for students to clarify their thinking, learn to respect and build upon the ideas of others and articulate their views effectively.

Powerful instructional strategies are used.

A comprehensive mathematics program engages all students in developing grade-appropriate conceptual understanding and procedural fluency through the use of mathematical processes.

Teachers make explicit the mathematical concepts, strategies and skills during lessons.

Teachers and students make sense of each other's mathematical ideas, strategies and solutions to develop mathematical understanding.

Teachers plan and implement three-part mathematics lessons daily during the numeracy block.

Teachers and students communicate ideas, solutions, and strategies using oral and written mathematical language (e.g., numbers, pictures, symbols, terms and models).

Teachers choose teaching/learning strategies that activate students' prior knowledge and experience so students are prepared cognitively, socially, and emotionally for new learning.

Students learn mathematics through

Parameter 13: Appropriate Literacy Instruction in All Areas of the Curriculum

problem-solving based lessons.

Mathematics learning environments are challenging, developmentally appropriate for all students and strategically organized. They are engaging and fostering curiosity, perseverance and self-confidence in students.