**2018-2019 DRAFT**

**New Brunswick School Improvement Indicators**

**With Explanatory Notes**

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# The Vision

*New Brunswick school communities, districts, and EECD share a common understanding of practices leading to school effectiveness and these are in place in every school.*



This document is intended as a formative tool for fostering individual and collective professional growth.  It will continue to evolve as new research becomes available and as we hear from you.  It is a vehicle for introducing new concepts and initiating dialogue at planning tables, within professional communities and with school partners.

This document is meant to challenge: to ensure every school is an inclusive environment where the diverse needs of 21st century learners are met.

This document presents a synthesis of current research on school effectiveness. It is meant to be the core of the school improvement process - with your relevant performance data pulled into the discussion constantly.

# The 10-year Education Plan

The desire for a consistent improvement planning framework for schools was identified by means of two major consultations. The first was a consultation which focused on the 10-year Education Plan implementation. The 10-year Education Plan Implementation Committee, which consisted of early childhood educators, representatives from the New Brunswick Teachers’ Association, First Nation educators, families, principals, classroom teachers, and education system leaders, led consultations with over 4800 participants. When the team submitted their recommendations, the overarching request from the system was to establish clear expectations for implementing the 10-year Education Plan.

The second consultation was system-wide and occurred between November 24th and December 1st, 2017. This took into consideration the views of educators working on the front lines and included 2497 individual and school submissions. Ongoing consultations, including focus groups and individual dialogues have occurred regularly following the larger consultations. From these consultations the desire for a consistent improvement framework to be used provincially throughout the four Anglophone School Districts was identified. Suggestions for content to be included in the Improvement Framework were also gathered from these systemic consultations.

# Using This Document

This document may be used to assist schools in completing a school-based self-assessment of their processes and practices. Schools may choose to use this tool to assist them in the development of their Improvement Plans (e.g., School Improvement Plan (SIP) and Positive Learning and Work Environment Plan (PLWEP)) by guiding them through the process of identifying areas of focus and potential strategies.

There are several approaches that schools and districts could take when using the indicator document. They could choose to have an external team come into the school and evaluate school performance based on the indicators. School personnel could perform a self-assessment using the indicators. Finally, schools and districts could adopt a blended model, whereby schools self-assess and seek support from other district personnel who work outside of, but in collaboration with, the school. These individuals are termed school liaisons or critical friends in the School Improvement Framework. School liaisons can either act as a critical friend who provides direct support or link schools to others (district personnel, like-sized and configured schools, principal or teacher mentors/supports) who provide direct support. It is recommended that this document be used primarily as a tool to assist schools to self-assess during their annual self-evaluations. Itcan also be used on an ongoing basis for self-reflection and to promote continued growth.

**Recommended** **Process for Self-Evaluation:**

School Improvement Teams can use the guiding questions at the beginning of each domain, in conjunction with school-based data (Teacher Perception Survey Data, Our School, meeting minutes, the existing SIP and PLWEP data monitoring), and other school, district and provincial data to determine initial areas of focus.

Once the initial areas of focus are identified based on data and evidence, school teams are encouraged to drill down through the identified subdomains, indicators and sub-indicators, using explanatory notes and Inclusion Look-fors to support the rating of indicators. It is suggested that schools triangulate collected evidence to increase the reliability of the self-assessment. This should include teacher self-reflection, classroom observations, and objective analysis of both the structured and unstructured school day. Having targeted conversations with diverse members of the school community (teachers, admin staff, support staff, students, parents and other stakeholders as available) while viewing products (student work, lesson plans, meeting minutes, etc.) and formal processes would provide effective triangulation of data.

# Rating Descriptors

**When discussing indicator ratings, school teams are urged to be mindful of the purpose of this document as a vehicle for formative dialogue. The value of the discussion lies in coming to agreement on the current situation, and establishing priorities for focused action, not the rating.**

The labels for the ratings are: **Very *Evident (VE), Mostly Evident (ME), Somewhat Evident (SE) and Not Evident (NE)*.**

**VE:** You’ve nailed it – keep maintaining the processes and knowledge needed to preserve this practice (embedded and consistent practice)

**ME:** You have processes and procedures in place and are partway there – don’t slow down

**SE:** You have a plan and a step or two – decide whether it’s a priority because it will take some dedication to implement

**NE:** You haven’t considered it because you didn’t think it was important, or don’t know how to begin – you need some help to get started (**if** it’s a priority)

The following is proposed as a guide for determining ratings. Only ***Very Evident*** is defined. This approach was chosen in order to avoid inflexible rubrics while providing sufficient guidance to support uniform rating decisions.

**Very Evident**

***The evidence indicates that this look-for is consistently demonstrated, well-established, and sustainable (processes,***

***knowledge, skills, data, and ongoing monitoring and adjustment are required for this to be in place).***

**Questions to consider when using a rating of Very Evident:**

* Is this part of the way we do business (pervasive, routine, part of the school culture)?
* Would this survive if the leadership changed?
* Is there a process for induction of new staff members?
* Is this a school-wide approach?
* Is it consistently demonstrated by staff – or just pockets of staff, or certain groups of staff?
* Is it documented with data/evidence or artifacts?
* Would your staff be able to explain/speak to this practice?
* Are staff members willing to share this practice with others or have others come to your school or class to observe?

**Note:** Indicators are rated by triangulating evidence from a variety of sources including observations, conversations and products.

I. Systemic School Planning

* What values and expectations drive the plans and actions of the school?
* What data/evidence are used to determine the focus of the SIP?
* Have we adequately defined the problems we are trying to solve with our SIP action plan?
* What collaborative processes are in place to develop, implement, monitor and adjust our SIP? How might we consider the needs of staff, students and community in determining the focus of our SIP?
* How can we ensure we have captured student voice in determining the foci of our SIP and PLEWP?
* How do we identify, collect, analyze and use data/evidence in our school?
* What processes are in place to ensure our school is inclusive? Do educators work intentionally and proactively to support all individuals and groups who may be marginalized?
* Is a personalization mindset evident (i.e., engagement is achieved through planning and actions that create autonomy, competence, relatedness and relevance for students and staff)?
* Are the [NB Global Competencies](file://P:\Ed%20Plan%20and%20LTP\10-year%20Ed%20Plan\Provincial%20Framework%20Team\Framework,%20Indicators%20and%20Look-fors\School%20Review%20Indicators%20with%20Explanatory%20Notes\Educators%20work%20intentionally%20and%20proactively%20to%20support%20all%20individuals%20and%20groups%20who%20experience%20marginalization%20within%20and%20beyond%20the%20learning%20environment.%20School-based%20staff%20members%20create%20and%20maintain%20a%20learning%20environment%20that%20celebrates%20diversity,%20is%20focused%20on%20equity,%20and%20is%20vigilant%20in%20addressing%20factors%20that%20marginalize%20others.) sufficiently understood by staff and students to facilitate planning, learning and assessment activities to achieve positive student outcomes (critical thinking and problem solving; innovation, creativity, and entrepreneurship; learning to learn/self-aware and self-directed; collaboration; communication; global citizenship and sustainability)?

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| School Improvement Planning | | Evidence: | Rating: |
| **Indicator 1**  **The school engages in effective continuous improvement processes designed to achieve positive student outcomes.**  All objectives as appropriate/prioritized | **EXPLANATION:**  School leadership teams consult a range of data/evidence to identify a limited number of school goals/areas of focus (i.e. not exceeding five) for improvement. Continuous improvement planning includes and supports the social-emotional, physical, cultural, and academic inclusion and growth of all learners. Teacher teams further analyze evidence of learning to identify the root causes of achievement gaps, develop one to two learning targets (i.e. SMART goals), design actions, and implement interventions. Leadership teams monitor team progress towards their targets as well as collective growth towards the global priorities. Strategic school initiatives, including responsive professional learning, are implemented to support continuous improvement.  SMART refers to goals that are: Strategic, Measurable, Action-oriented, Realistic and Time-bound. Although there are multiple versions of the SMART acronym including the original definition by George T. Doran (1981), this version most easily lends itself to School Improvement Planning. All goals should be action oriented and strategies should lead to progress towards addressing identified learning targets. For schools who may find the SMART goal approach challenging, please work to address two priorities when establishing data: 1. Present Level of Performance (PLOP), and 2. ongoing monitoring to ensure progress towards identified goals.  Teams use PLOP to identify an area of focus/school goal. Through data analysis, a learning target(s) is created. (e.g., By December 15th, 18 of 22 of our grade 3 students will begin sentences in different ways and write different sentence lengths.) Only 2-3 actions should be identified, each of which are expected to impact the measure (e.g., sentence structure “Write Trait”).  Effective goals contain measures (i.e. what the students have learned). Provincial assessment scores and term-based report card ratings are not reasonable measures. Appropriate measures are based upon a combination of varied sources of evidence of student learning. For example, the measure in the above-mentioned learning target is different sentence beginnings and lengths.  Effective goals also allow teams to plan and implement actions strategically. They also promote the importance of monitoring to ensure teams are moving in the right direction to be successful in achieving the desired results.  Effective goals are based upon short time frames (e.g., four to six weeks) that create a practical sense of urgency between the current reality and the preferred future. Teams regularly review the learning target(s), relevant data and identify which students are progressing toward and/or meeting the goal(s), and plan interventions for students who are not developing the required skills (e.g., EST-R provided tier 2 in-class academic interventions).  **EXAMPLES:**   * By November 1, 20XX our high school attendance rate for Friday afternoon classes will be at least 90% * The number of family and community volunteers in our school will increase by 20% by February 1, 20XX    [School Improvement Planning Process Guide](https://collabe.nbed.nb.ca/admin/_layouts/15/WopiFrame.aspx?sourcedoc=/admin/SIPDocs/School%20Improvement%20FINAL%20with%20Template%20Jan%203%202014.pptx&action=default)     See the PDCA Template (Appendix D in the Framework document)  **REFERENCES:**  Doran, G. T. (1981). There's a S.M.A.R.T. way to write management's goals and objectives. *Management Review*, Volume 70, Issue 11(AMA FORUM), pp. 35–36. 🙫 |  |  |
| *1.1 The School Improvement Plan is developed based on the review of a variety of evidence/data. Sources include evidence/data and information pertaining to student engagement, achievement, behaviour, and social-emotional development.* | **EXAMPLES:**  ***Types of data*** commonly used in developing and monitoring the SIP include, among others:   * School Improvement Review data * Perception surveys * *Our School* * School–based common assessment results in literacy, math (AIMSWeb) * Classroom assessment results * Running records * Writing samples * Attendance records * Student participation records * Behaviour tracking data * Education Support Services Team data 🙫 |  |  |
| *1.2. Staff members know their roles and work toward the realization of the school vision, mission and goals.* | **EXPLANATION:**  **Vision statements** outline the preferred future of a school and are an inspirational call to action.  Example: The vision of New Brunswick Middle School is to become a community of diverse learners who are critical thinkers, creative problem solvers, effective communicators and global citizens.  **Mission statements** express the school’s purpose, why it exists, and what it hopes to achieve.  Example: New Brunswick Elementary School is a family of 21st century learners, committed to excellence, nurturing maximum individual growth in an atmosphere of fun and respect in an ever-changing world.  The **NB Global Competencies** listed below should be considered when identifying school goals:   * Critical Thinking and Problem Solving * Innovation, Creativity, and Entrepreneurship * Learning to Learn / Self-aware & Self-directed * Collaboration * Communication * Global Citizenship and Sustainability    [NB Global Competencies](https://collabe.nbed.nb.ca/res/sa/gr/gendocs/New%20Brunswick%20Global%20Competencies%20Approved,%20Feb%202018.pdf)  **EXAMPLES:**   * Staff members participate in creating the SIP goals, actions and strategies and work toward achieving these goals * Teacher professional growth goals and/or team goals are linked to the SIP goals * Teachers participate in SIP monitoring on a regular basis as noted in meeting minutes 🙫 |  |  |
| *1.3 The school vision, mission, and school improvement goals are shared with students, staff, families, the PSSC, and the community to ensure continuity and ownership.* | **EXPLANATION:**  The acronym PSSC stands for the Parent School Support Committee. SIP strategies are collaboratively established and adjusted based on input from diverse stakeholders. Data/evidence include a Present Level of Performance (PLOP), timeframes for monitoring and ongoing analysis and adjustment as needed. It is recommended schools limit their goals to a manageable number. Research indicates that it is beneficial to establish a maximum of five school-wide goals in each improvement plan with three being the preferred number (Duke; Carr; Sterrett, and Wooleyhand, 2014, p.71).  **REFERENCES:**  Duke, D. L., Carr, M., Sterrett, W., & Wooleyhand, C. (2014). The School Improvement Planning Handbook: Getting Focused for Turnaround and Transition. *Principal, 93,* 4, 42. 🙫 |  |  |
| *1.4 There is a logical connection between the SIP goals, the targeted strategies chosen to accomplish the goals, and the associated measures that will indicate whether the strategies are successful.* | Measures should be established to identify the Present Levels of Performance and ongoing monitoring should occur to determine whether associated strategies and actions are helping school personnel and students reach identified goals. |  |  |
| *1.5 The School Improvement Plan is monitored routinely to gauge progress and adjust strategies based on the review of data/evidence.* | **EXPLANATION*:***  The school improvement plan is formally reviewed in September, January (Annual School Progress Report) and June. It is imperative that the strategies and actions are monitored on a regular basis. It is suggested that minor interventions are monitored every 2-4 weeks and major interventions every 4-8 weeks to gauge their effectiveness and progress toward school goals. 🙫 |  |  |
| **Indicator 2**  **Staff members are engaged in continuous, job-embedded professional learning focused on advancing positive student outcomes.**  Objectives 1, 7 and 9 | **EXPLANATION:**  Job-embedded professional learning occurs while teachers and administrators engage in their daily work. Teachers learn by doing and reflecting on their teaching experiences and then generating and sharing new insights and learning collaboratively.  **EXAMPLES:**   * Reflection: (Ongoing teacher planning, instruction, and reflection)is a process which supports self-directed personalized learning. Lesson plans which include an area for post-lesson reflection can be a helpful tool to promote ongoing refinement of pedagogical practices * Action Research:Professional Learning Communities (PLC) house groups of teachers who answer questions tied to instructional practices, through action research. PLC binders store identified targets, agendas, and meeting minutes. Meeting minutes should demonstrate that teachers are learning about new practices and/or refining existing practices to close achievement gaps and meet their identified goals.   **Some additional collaborative opportunities for job-embedded professional learning include:**   * CPT (common planning time) * Grade-level team meetings * Departmental meetings * Co-planning and co-teaching * Observation and formative feedback- school leaders * Small group: focus hours, lunch and learns, article/book studies * Whole group: school-based professional learning days, school-based teacher PL blogs or teacher sharing sites * Action research 🙫 |  |  |
| *2.1 Staff members design, share, and work toward their professional growth plans which are aligned with their assignments and the School Improvement Plan.* | **EXPLANATION:**  Staff members regularly share their progress on their collaborative professional growth goals and/or team goals which are aligned with the SIP. This includes conferencing with peers and school leaders. Dialogue between staff members, teams and school leaders routinely focuses on sharing promising practices to advance professional growth.  🙫 |  |  |

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| *2.2 Processes are in place for monitoring the impact of professional learning opportunities for professional and paraprofessional staff members.* | **EXPLANATION:**  In order to understand the impact of professional learning on student achievement, schools should consider how professional learning will be evaluated. One approach is Guskey’s model of evaluation. We tend to evaluate only the first two levels; it is recommended that the remaining areas be considered with a specific focus on the impact on students.  **LEVEL 1: Participant Reaction**: Did they like it? Was their time well spent? Did the materials make sense? Was it useful?  **LEVEL 2: Participant Learning:** Did participants acquire the intended knowledge and skills?  **LEVEL 3: Organization Support & Change:** What was the impact on the organization? Was implementation advocated, facilitated and supported? Were problems addressed quickly? Were sufficient resources made available?  **LEVEL 4: Participants’ Use of New Knowledge and Skill:** Were new knowledge and skills effectively applied? What evidence?  **LEVEL 5: Student Learning Outcome: What was the impact on students?** Did it affect student achievement? Is student attendance changing? Are dropouts decreasing? Are students more confident learners?  **EXAMPLES:**   * School team members discuss which strategies they have implemented from a science instructional resource which was introduced by district personnel one month ago * Principal gathers observational feedback on teacher use of school-selected Before Reading strategies that were modelled during a school-based PL day * A literacy coordinator is invited to debrief with teachers on the successes and challenges of a new initiative, program, resource, etc. * The school leadership team analyzes recent results from a Balanced Literacy Needs Assessment (BLNA) to determine professional learning plan adjustments   **REFERENCES:**  Guskey, T. R. (2003). Evaluating professional development. Thousand Oaks [u.a.: Corwin Press]. 🙫 |  |  |

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| Evidence-Informed Decision-Making | | Evidence: | Rating: |
| **Indicator 3**  **Data/evidence are routinely gathered and analyzed to inform and monitor the goals of the continuous improvement processes in place in the school.**  Objectives 3, 4, 5, 7 and 8 | **EXPLANATION:**  Student achievement data refers to school-based assessments, district assessments and large scale provincial assessments. Schools should gather and monitor assessment data frequently to provide support for teaching and learning.  Staff members and teams are encouraged to drill down into the data to identify the root causes of issues or challenges.  **EXAMPLES:**  Some examples of routine gathering and monitoring data include:   * District and school-based benchmarking (running records, common assessments, AIMSweb) * Monitoring (Data Walls, PLC/Team meeting minutes, Education Support Services Team meeting, SIP Monitoring Template)   Provincial data should be closely monitored by staff to determine longitudinal trends of cohorts of students. Staff should use this data to compare to district and provincial trends.  Teachers should be aware of weighting and other test characteristics of provincial assessments which are described in testing specification documents, typically found in the appendix of the assessment. Awareness of this information will help schools to plan and support school-wide interventions.   See the PDCA Template (Appendix D in the Framework document) 🙫 |  |  |
| *3.1 Student development data (e.g., stretch learning, personal development, behaviour, and student engagement) are gathered and monitored to support school goals and priorities.* | **EXPLANATION:**  The intent of this indicator is to ensure data use for the monitoring of important school goals, where the direct outcome is something other than an increase in assessment results (e.g., social-emotional, physical, and cultural growth).  For example, Our School data and informal discussions with at-risk students suggest that increased social engagement could improve attendance and eventually achievement of a group of marginalized students. Question schools could consider:   * What is the behaviour you wish to impact directly? * How will you be able to tell? What data will be collected? * What is your baseline (Present Level of Performance)?   Observations and anecdotal information need to be turned into “trackable” data.  Data sources could include:   * Our School data * School-generated student/family/staff survey data * Observable strategies * Powerschool data * Participation in student-driven initiatives (e.g., student-led fundraising, working with senior citizens, co-op opportunities, volunteering, Student Representative Council (SRC) and other co-curricular activities)   **Stretch Learning is defined** as the demonstration of rigorous and relevant learning beyond minimum requirements.… for educators stretch learning means providing active rigorous and relevant learning conditions for students “within the content area” … For students stretch learning provides frequent opportunities in every school setting to go beyond the basic requirements and access the resources and technology to demonstrate that learning (Stretch Learning, International Center for Leadership, p.1).  Stretch learning opportunities are focused on advancing learning opportunities within the content area as opposed to enrichment which is broader in that it is not limited to the topic or area of study.  **Some of the most effective ways to offer stretch learning opportunities for advanced students are:**   * Increased student choice * Peer learning opportunities * Project-based learning * Problem-based learning * High interest/experiential learning * Bloom’s Taxonomy/higher order questioning techniques * Tiered activities   **EXAMPLE:**  Analysis of *Our School* (playground info and change) student perception survey data may lead a team to identify student social engagement as an area of focus in their School Improvement Plan.  During the delivery of varied opportunities to support personal and leadership skill development (e.g., Peer Helpers, sports programming, Student Leadership Council), Alpha Stars students could complete surveys which allow the team to measure their impact on student development of these skills.  **REFERENCES:**  Kuzmich, L., & International Center for Leadership in Education. (2012). Stretch learning: Practical strategies aligned to common core state standards: a handbook for teachers.  |  |  |
| *3.2 Classroom and school-wide observation data are collected by school leaders, teachers, and/or other personnel, analyzed, and shared to inform and monitor targeted or school-wide practices.* | **EXPLANATION:**  ***Classroom observation data*** are gathered by school leaders and/or teachers over time as they observe a variety of classrooms in the school. This practice presents an opportunity to discuss trends, patterns, similarities, and differences in pedagogy with the entire staff. Subsequently these observations should inform school-wide decision-making and improvement planning.  Environments which are data rich, but information poor continue to be a systemic challenge (DuFour et al, 2005 and Reeves, 2009). Feedback indicates a need for targeted training in how specific data from evidence of learning can be extrapolated and used to develop useful spreadsheets, graphs, charts, etc. which inform initiatives and monitor growth.  **EXAMPLES:**   * Administrators wish to increase higher-order questioning throughout the school. Through walkthroughs, the administrators gather classroom observation data to determine the Present Level of Performance and identify in-house experts. From this data collection the administrators identify that higher-order questioning skills are more prevalent in Language Arts and content-area subject classes, and that the mathematics teachers need to improve this skill set. The administrators support mathematics teachers by facilitating partnership learning and providing on-going feedback * Grade 4-5 school team noted through Our School data analysis that student engagement was lower than expected. The team co-constructed engagement criteria in order to gather further data on engagement; teachers collected data and monitored engagement using these criteria in their classrooms. At the next team meeting they decided to set strategies and targets to increase engagement over the next month   **REFERENCES:**  DuFour, R., Eaker, R. E., & DuFour, R. B. (2005). *On common ground: The power of professional learning communities.* Bloomington, Ind: National Educational Service.  Reeves, D. B. (2009). *Assessing educational leaders: Evaluating performance for improved individual and organizational results*. Thousand Oaks, Calif: Corwin Press. 🙫 |  |  |
| *3.3 Pre-school, within-school, and school-to-school transitions are planned based on data and supporting structures are in place.* | **EXPLANATION:**  At all levels, transition planning should be observable and supported by documentation. Collaboration between school personnel, families, external agencies (Child and Youth, Stepping Stones, etc.) and potential employers and/or post-secondary institutions should occur and be referenced in transition planning documents.  **EXAMPLES:**   * School-based teams and subject teachers meet at year-end to support transitions from grade-to-grade * Teachers and Education Support Services (ESS) Teams participate in transition meetings to support transitions between schools * ESS Teams participate in transition meetings and planning to support transitions for diverse learners * Education Support Teacher-Resource (EST-R) could organize a PATH meeting for students requiring additional supports * School personnel are aware of the implications of Personalized Learning Plan (PLP) types on post-secondary access * At the high school level, school to post-secondary (list of Post-Secondary entrance requirements), school to work (Co-op programs), and school to life (NBACL) transition planning occurs   **For elaboration, see the** [Inclusion Look-fors](https://collabe.nbed.nb.ca/admin/sis/_layouts/15/WopiFrame.aspx?sourcedoc=/admin/sis/SISDocuments/Inclusion%20Look-Fors%20Dec%2010%202013%20Final%20Version.doc&action=default) 🙫 |  |  |
| **Indicator 4**  **Schools use evidence-informed Response to Intervention (RTI) strategies to support students academically.**  Objectives 1, 3, 4, 5, 7 and 8 | **EXPLANATION:**  To ensure that academic interventions are school-wide and systematic in scope, design and practice, effective schools establish specific structures such as Pyramids of Intervention, Response to Intervention (RTI) frameworks and/or explicit policies and procedures.  A school’s Academic Pyramid of Interventions is a unique, living document, focused on meeting the needs of the students it serves.  There is a recognised process for referral to provide students with access to services (district, Child and Youth, etc.). District has a systemic response to ensure access to support services and other resources.  Teams frequently refer to the pyramid during the identification of interventions to support learners (e.g., team meetings, ESS meetings, PLCs). Interventions proven to be ineffective over time, based on data/evidence, are removed. Teams continually learn about and apply new interventions, and monitor their effectiveness. High-impact, school-based interventions are added to the pyramid. Schools use metrics (data driven decision making, White, 2011) to monitor the number of students receiving Tier 2 and 3 interventions on a regular basis. Staff should monitor the movement of students in and between tiers on a regular basis.  Pyramid users recognize that students may receive a combination of intervention supports (i.e., tier 1 and 2) at any given point in time. Students should not be labelled tier “X” students or remain in a tier without on-going assessment. Through frequent intervention and assessment, the primary goal is to support the student through core instruction (tier 1 interventions).  **REFERENCES:**  White, S. H. (2011). *Beyond the numbers: Making data work for teachers and school leaders*. Englewood, Colo: Lead + Learn Press. 🙫 |  |  |
| *4.1 School-wide responses with varied strategies for academic intervention are systematically employed.* | **EXPLANATION:**  To ensure that academic interventions are school-wide and systematic in scope, design and practice, effective schools establish specific structures such as Pyramids of Intervention, Response to Intervention (RTI) frameworks and/or explicit policies and procedures.  [Intervention Process Map](https://collabe.nbed.nb.ca/res/sa/gr/gendocs/Intervention%20Process%20Map%20print%20version.pdf) 🙫 |  |  |
| *4.2 The school has an effective process in place for identifying students who require accommodations, adjusted curricular outcomes (modifications) and individualised programming.* | **EXPLANATION:**  **The teachers and ESTs have a collaborative process for identifying students who may require or benefit from accommodations.  For example, teachers use an accommodation checklist to track and monitor the use of universal accommodations.  Frequent intervention and assessment provide data needed to inform decision-making.  Prior to creating a PLP-A, there is a referral process and a collaborative dialogue with the ESS Team.**  **DEFINITION:**  **A Personalized Learning Plan (PLP): a plan for a student who requires specific and individual identification of practical strategies, goals, outcomes, targets and educational supports that ensure the student experiences success in learning that is meaningful and appropriate, considering the student’s individual needs.**  **Accommodation – an accommodation is intended to help the student to fully access and participate in the prescribed curriculum without changing the instructional content (Skinner, Pappas, & Davis, 2005).  An accommodation is intended to remove barriers to learning while still expecting that students will master the same instructional content as their typical peers.**  **Universal accommodations** – are strategies, technologies or adjustments that enable a student to reach prescribed outcomes and can be used as needed.  Universal accommodations do not necessitate a PLP or prior approval for provincial assessments.  School personnel know that **universal accommodations** are intended to help students to fully access and participate in the **prescribed** curriculum without changing the instructional content. Students master the same content as their peers. This includes accommodated:   * + presentation/delivery of curricular outcomes   + product /means by which students demonstrate learning   + process/environment   **Justified accommodations** – are documented strategies, technologies or adjustments without which the student **would not** be able to access the curriculum and/or demonstrate their knowledge. These accommodations are documented within a PLP and require prior approval to be accessed during provincial assessments.   * A **scribe** would be a justified accommodation if the child would not be able to succeed without the accommodation * **Extended time** would be a justified accommodation if it were more than double the time   **Adjusted Curriculum (Modified) –**for students who require adjustments to the curriculum to be successful.  The general intent of the curriculum is maintained but the depth of treatment of the outcomes is altered or deleted.  **Individualization** – plans for students who need personalized planning that is outside of the prescribed curriculum.  **Policy 322**   * 6.3.2 (1) have PLPs that are developed by a planning team consisting of the school administration, teacher(s), relevant members of the education support services (ESS)team, as well as parents, the student, and educational assistants as appropriate, and support people from community organizations as required * 6.3.2 (5) ensure the PLP includes transition strategies developed in collaboration with the student, his or her parents and any representatives from community agencies that will be involved in the student’s life following high school * 6.3.3 (2) develop, implement and update the PLP (whenever significant modifications are required) in collaboration with parents, the student, teachers, ESS team members, including relevant educational assistants, professionals and representatives from community agencies as required * 6.3.4 (2) when a student requires learning outcomes other than those of the provincial curriculum, his or her parents are fully informed of, and have consented to, the anticipated effects on the education of the student   **LOOK FOR:**  ***Products:***   * There is evidence of the use of justified accommodations in lesson plans * There is a referral form/process in place for teacher to request support * There is a tracking system for students who are receiving accommodations that ensure accommodations follow students from class to class and year to year   ***Conversations:***   * Educators can explain why universal accommodations are used and how they are different from justified accommodations * Students and teachers can explain the accommodations to which they have access and use   ***Observations:***   * Evidence of discussion at ESS Team meetings * All persons involved are aware of the accommodations    [Accommodations for Instruction and Assessment](http://www2.gnb.ca/content/dam/gnb/Departments/ed/pdf/K12/AccommodationsForInstructionAndAssessment.pdf)  **REFERENCES:**  Skinner, C. H., Pappas, D. N., & Davis, K. A. (2005). Enhancing Academic Engagement: Providing Opportunities for Responding and Influencing Students to Choose to Respond. *Psychology in the Schools, 42,*4, 389-403.   |  |  |
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| **Indicator 5**  **Schools use evidence-informed Response to Intervention (RTI) strategies to support students behaviourally.**  Objectives 1, 6, 7 and 9 | **EXPLANATION:**  **A school’s Behavioral Pyramid of Interventions is a unique, living document, focused on meeting the needs of the students it serves.**  Teams frequently refer to the pyramid during the identification of interventions to support learners (e.g., team meetings, ESS meetings, PLCs). Interventions proven to be ineffective over time, based on data, are removed. Teams continually learn about and apply new interventions, and monitor their effectiveness. High-impact, school-based interventions are added to the pyramid. Schools use metrics to monitor the number of students receiving tier 2 and 3 interventions on a regular basis. Staff should monitor the movement of students in and between Tiers on a regular basis.  Pyramid users recognize that students may receive a combination of intervention supports (i.e., tier 1 and 2) at any given point in time. Students should not be labelled tier “X” students or remain in a tier without on-going assessment. Through frequent intervention and assessment, the primary goal is to support the student through core instruction (tier 1 interventions).  Behaviour tracking is accessible to all appropriate staff. There is a process for office referral and teacher follow-up. Attendance is monitored and underlying causal factors examined for absenteeism. School personnel have a process for follow-up, including the identification of interventions and support. 🙫 |  |  |
| *5.1 School-wide responses with varied strategies for positive reinforcement and behavioural intervention are systematically employed.* | **EXPLANATION:**  To ensure that behaviour interventions are school-wide and systematic in scope, design and practice, effective schools establish specific structures such as Pyramids of Intervention, Positive Behavioural Intervention and Support (PBIS) and explicit policies and procedures. School-wide responses should be evidence-based, and the use of functional behavioural assessments should be considered. When interventions include a student being removed from the common learning environment for behavioral reasons, the steps delineated in *Policy 322 –Inclusive Education* must be followed. A plan that includes establishing acceptable timelines and a delineated process for reintegration should be established. 🙫 |  |  |
| *5.2 The school has a proactive, systematic strategy for dealing with bullying.* | **EXPLANATION:**   * Bullying is defined clearly and students, staff and families can distinguish between bullying and other unwanted behaviours * Bullying/abuse of students based on particular characteristics is recognized and addressed specifically (e.g., exceptionalities, sexual minority, gender independent, cultural, linguistic and religious minorities, students at risk for behavioural issues and/or students lacking pro-social skills) * School personnel, students and families have received information about the typical causes of bullying and dynamics of bullies and bullying * School personnel have received professional learning to equip them to proactively prevent/reduce bullying, to address it effectively when it happens, seek assistance from resource personnel when needed, and follow-up to ensure the situation continues to be under control * Students and families have been informed of effective ways of preventing and responding to bullying and they understand the school’s rules, approaches and values, and know how to report and request assistance * Evidence is used to identify trends to ensure that common behavioural occurrences are identified immediately and interventions are effective * A school-wide intervention plan with strategies is developed and monitored based on evidence 🙫 |  |  |
| *5.3 Processes are in place, and staff members apply interventions, to support students with their attendance.* | **EXPLANATION:**  There is a collaborative process in place for identifying students with attendance issues. School ESS regularly identifies students with specific concern and implements strategies. In complex cases school personnel collaborate with district, Department of Social Development, and Child and Youth Advocate.  Schools have made progress in identifying specific strategies which support improved attendance of specific student cohorts. For example, the strategies that may support five-ten-day non-attenders may not necessarily work for 20 plus day non-attenders.  **LOOK FOR:**  ***Products:***   * Attendance policy that supports regular attendance and meets the needs of the student * Evidence of different intervention strategies and supports established and applied for different cohorts of non-attenders * Meeting minute notes indicate discussion of attendance issues * Evidence of roles assigned to individuals to support monitoring attendance of students   ***Conversations:***   * Staff members are aware of individual students who need support * Teachers make home contacts to discuss attendance   ***Observations:***   * Students are engaged in their learning * Students have opportunities for choice and influence * There is a process for all staff to be involved in reviewing attendance data and planning responses to trends * Interventions are implemented and monitored   **Policy 322: Inclusive Education**  Section 6.7.1 - 6.7.4 specifies the conditions of grade retention. New Brunswick public schools must not use grade retention as a standard educational practice. While grade retention is not a standard practice, if the school and/or families consider it appropriate in an individual case, the superintendent must:   * Ensure teachers that are familiar with the student’s progress and instructional needs complete an instructional assessment * Explore alternatives with the ESS Team and the family * Inform the families of research and data regarding the impacts of grade retention * Arrive at a decision, in collaboration with the student’s family, if possible * Sign and maintain a record of the decision and supporting documentation   When grade retention is supported, the principal must ensure a PLP is created, indicating how the teaching strategies, approaches and supports will be different in the upcoming school year than in the past to address the student’s learning needs. The superintendent must monitor and review grade retention records to ensure grade retention is not used inappropriately, and inform families of their right to appeal the decision if they are not in agreement. 🙫 |  |  |
| *5.4* *The school has a proactive and systematic strategy for promoting student and staff mental fitness and resilience.* | **EXPLANATION:**  “Change can be effected when learners are empowered to become agents of their learning. When learners take initiative and responsibility, they develop a disposition that supports perseverance and resilience, and they are in a better position to make informed decisions that support their overall health and well-being. This includes every aspect of their life: physical, emotional, spiritual and intellectual.  Fostering health and well-being in our learners will be achieved by creating a model that supports the value of healthy minds and bodies as critical factors for learning and overall success in life. Targeted strategies and supports focused on social-emotional skills will be essential for accomplishing this objective.”  [10-year Education Plan](http://www2.gnb.ca/content/dam/gnb/Departments/ed/pdf/K12/EveryoneAtTheirBest.pdf)  **REFERENCES:**  New Brunswick 10-year Education Plan – Everyone at Their Best, Objective 7 p. 14. 🙫 |  |  |

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| Inclusion | | Evidence: | Rating: |
| **Indicator 6**  **The school culture encourages the engagement, active involvement, and inclusion of every student.**  Objectives 1, 3, 4, 5, 6, 7, 8 and 9 | **EXPLANATION:**  The inclusion of every student includes the establishment of inclusive learning environments for all students including the following individuals and groups:   * First Nations * Ability/Disability * LGBTQ2S+ * Newcomers/English Language Learners (ELLs)   Families and community members are actively involved in ensuring that school-organized social, academic and cultural opportunities are available to all students within and beyond the school.  See the New Brunswick 10-year Ed Plan:   * p. 3 Diversity and Respect * p.6 Inclusive learning environments * p. 8 Environments are physically, socially and culturally inclusive   [New Brunswick LGBTQ2S+ Inclusive Education Resource](http://www2.gnb.ca/content/gnb/en/departments/education/k12/content/lgbtq.html)  [10-year Education Plan](http://www2.gnb.ca/content/dam/gnb/Departments/ed/pdf/K12/EveryoneAtTheirBest.pdf)  [Inclusion Look-fors](https://collabe.nbed.nb.ca/admin/sis/_layouts/15/WopiFrame.aspx?sourcedoc=/admin/sis/SISDocuments/Inclusion%20Look-Fors%20Dec%2010%202013%20Final%20Version.doc&action=default) 🙫 |  |  |
| *6.1 School leaders are actively involved in creating and furthering an inclusive school culture.* | **EXPLANATION:** In schools with a strong culture of inclusion leaders actively promote a cultural shift; planning and actions are centered on the best interests of the student.  **EXAMPLES:**  **Administrators …**   * Are active members of the ESS Team * Ensure PLPs and Individualized Behaviour Support Plans (IBSPs) are developed, monitored and adjusted appropriately * Provide support to staff and students dealing with issues between school and community * Ensure appropriate professional learning is provided to assist in furthering an inclusive school culture * Advocate on behalf of the school to obtain the supports necessary to support students * Ensure that student placement is inclusive * Ensure transportation issues are addressed such that students receive their full hours of instruction and that no student is left out for logistical reasons * Ensure that all sports teams, clubs and school organizations are equitable – resources, funding, time etc.   **Examples from, Creating an Inclusive School Culture, NBACL, 2011:**   * Diverse experiences, perspectives and knowledge are reflected, respected, and honoured * The leadership team has a vision for inclusion that is articulated, documented, and shared by staff * This vision is mindful of particular perspectives stemming from diverse abilities, culture, First Nations heritage, race, religion/spirituality, socio-economic status, sexual orientation, gender, age, and newness to the community * There are many opportunities in school life (classroom, extracurricular, special events, library collections, etc.) for expressing and learning about diverse perspectives * The administration provides opportunities for learning and discussion about the duty to accommodate * Accommodations for students are routinely made and recorded   **LOOK FOR:**  **Products:**   * Contribution of administrators noted in ESS Team minutes * Graduation program is alphabetical   **Conversations:**   * The administrative team has a vision for inclusion that is articulated, documented, and shared by staff * The administrative team is aware of students who are working towards re-entry into the common learning environment and administrators are working to support the success of the student’s plan * Students indicate there are opportunities for students to voice their views (e.g., Gender and Sexuality Alliance, SRC, Best Buddies, student forums)   **Observations:**   * Administrators are visibly present and actively engaged with students * There are no stand-alone classes for students who have a PLP   [Inclusion Look-fors](https://collabe.nbed.nb.ca/admin/sis/_layouts/15/WopiFrame.aspx?sourcedoc=/admin/sis/SISDocuments/Inclusion%20Look-Fors%20Dec%2010%202013%20Final%20Version.doc&action=default) 🙫 |  |  |
| *6.2 Staff members are actively involved in creating and furthering an inclusive school culture.* | **EXPLANATION:**  Staffs are actively involved in promoting inclusion in their school. Active involvement extends beyond occasional events and is evident within daily conversations, lessons and routines (e.g., discussing family structures, cultural identities).  **EXAMPLES:**  **Staff members …**   * Support the involvement of all students within the learning environment * Recognize the accomplishments and contributions of diverse populations within their daily lessons (e.g., when providing background information about a prominent author include mention of a same-sex relationship, their cultural background, disabilities, etc.) * Create learning environments that are welcoming and affirming for all youth and families by using respect/strength-based approaches * Establish programs for peer and buddy support (new and existing students, in and between grades) * Are proactive in helping students and stakeholders to challenge stereotypes, sexist views, and other biases * Advocate on behalf of their students to assist them to overcome barriers to their learning and development * Ensure that targeted academic supports are accessible and implemented to support student learning * Co-construct the behavioral expectations for their school * Ensure that appropriate behaviours are defined, taught, modeled (adult to student, and adult to adult) and reinforced with students at all levels * Are engaged and building positive relationships with students during structured and unstructured time * Are involved in awareness activities (e.g., inclusion committee, Gender and Sexuality Alliance) * “Own” all students, not only those on their class list * Reflect on their current state of inclusive practice (e.g., use EECD Inclusion Look-Fors or NBACL Look-Fors)   **LOOK FOR:**  ***Products:***   * PLWEP Plan; Code of Conduct   ***Conversations:***   * Teachers are engaged in conversations with students outside of the classroom * Students indicate that they can speak with their teachers about issues and concerns   ***Observations:***   * Staff members participate in clubs, teams and activities in school * Families of all backgrounds are actively involved in the school   [A Resource Guide for Educators: Anti-Homophobia and Anti-Heterosexism](http://www.nbta.ca/resources/documents/policy-598.3.pdf)  [Inclusion Look-fors](https://collabe.nbed.nb.ca/admin/sis/_layouts/15/WopiFrame.aspx?sourcedoc=/admin/sis/SISDocuments/Inclusion%20Look-Fors%20Dec%2010%202013%20Final%20Version.doc&action=default) 🙫 |  |  |
| *6.3 Students are actively involved in creating and furthering an inclusive school culture.* | **EXAMPLES:**  **Students…**   * Promote inclusion in their school (e.g., awareness activities, inclusion committee, Gender and Sexuality Alliance (GSA)) * Are involved in co-constructing behavioral expectations with staff * Understand the behavioral expectations in the school and teach, model and reinforce these behaviours with their peers * Have developed a leadership group or positive support group * Are involved in regular student forums with staff and administrators to improve student/staff communication, trust and support * Take initiative and are proactive in demonstrating positive values * Look out for all peers, express support for others, and recognize others’ needs * Celebrate positive events/successes of other students and provide support during times of crisis   **Student Representative Council (SRC)…**   * Is actively involved in promoting and leading inclusive activities and events * Members demonstrate a welcoming environment * Is engaged in peer mentoring/helping in and between grades * Support formal processes by independently buddying up with new students * Members participate on the PSSC   **LOOK FOR:**  ***Products:***   * Buddy programs, Circle of Friends * Student perception survey and behaviour data * Student-created posters, songs, videos, plays that show understanding and involvement in creating an inclusive school culture * Announcements by students about special celebrations/memorials/achievements   ***Conversations:***   * Students indicate “this is the way we are…we are open; we celebrate differences rather than pretending everyone is the same” * Students indicate they feel comfortable speaking to everyone in the school and, if troubled, there are people they can approach (staff, fellow classmate, etc.) * Students are not labelled (e.g., staff and others do not use terms such as: SEP kids; Tier 2 students) * Students with visible and invisible differences feel they have opportunities to talk to peers and staff members about their unique abilities, traits and interests   ***Observations:***   * Students are in groups, absence of cliques * New students are welcomed and assisted by peers * The composition of teams and clubs reflects the school population * All students are invited and encouraged to participate * Hallway, playground and bus interactions are friendly; students who need to be accompanied are accompanied by peers   [Inclusion Look-fors](https://collabe.nbed.nb.ca/admin/sis/_layouts/15/WopiFrame.aspx?sourcedoc=/admin/sis/SISDocuments/Inclusion%20Look-Fors%20Dec%2010%202013%20Final%20Version.doc&action=default) 🙫 |  |  |
| **Indicator 7**  **School-based staff members create and maintain a learning environment that celebrates diversity, is focused on equity, and is vigilant in addressing factors that marginalize others.**  Objectives 1,5, 6, 7, 8 and 9 | **EXPLANATION:**  Educators should focus on groups who may be marginalized within and beyond the learning environment. These groups include, but are not limited to, First Nations populations, culturally and linguistically diverse students, newcomers, English Language Learners (ELLs), LGBTQ2S+ students and their supporters (Tranter, Carson and Boland, 2018, p. 128).  “Anti-Oppressive education makes explicit the idea that education, like all social institutions, can perpetuate the oppression of some students based on their background and social status, and seeks to remove oppressive practices wherever possible” (Tranter, Carson and Boland, 2018, p. 128).  “Anti- oppressive practice in an educational context seeks to identify oppressive practices in classrooms, schools, and educational policies in order to make education more socially just, as well as to make society more just” (Tranter, Carson and Boland, 2018, p. 128).  General strategies are as follows:   * Ensuring that teaching materials represent all groups equally * Directly challenging the misrepresentation of groups or the one-sided nature of information, if/when found in teaching materials * Rethinking class activities and assignments to relocate marginalized students to a higher status * Encouraging assignments that challenge mainstream thinking and traditional narratives about social and cultural ideals * Ensuring that all students are fully integrated and are full participants in the classroom (Tranter, Carson and Boland, 2018, p. 128)   Educators and students show that they genuinely value diversity, in all its forms:   * + They are culturally aware, sensitive and inclusive   + They are aware that we all hold internal, and often unconscious, biases (self-awareness) that may need to be examined   + They know the students   + They work to bridge differences among students   + They intentionally include all students   + They connect with families and the community (Tranter, Carson and Boland, 2018, pp. 129-131)   Please see the [Inclusion Look-fors](https://collabe.nbed.nb.ca/admin/sis/_layouts/15/WopiFrame.aspx?sourcedoc=/admin/sis/SISDocuments/Inclusion%20Look-Fors%20Dec%2010%202013%20Final%20Version.doc&action=default) for an elaboration of practices to support anti-oppressive education.  Utilization of the NB Global Competencies (PISA Global Competencies) provides an effective avenue for anti-oppressive educational practices:   * + Critical Thinking and Problem Solving   + Innovation, Creativity, and Entrepreneurship   + Learning to Learn/Self-aware & Self-directed   + Collaboration   + Communication   + Global Citizenship and Sustainability   [United Nations - a guide for ensuring inclusion and equity in education](http://unesdoc.unesco.org/images/0024/002482/248254e.pdf)  [Truth and Reconciliation Commission Calls to Action](http://www.trc.ca/websites/trcinstitution/File/2015/Findings/Calls_to_Action_English2.pdf)  [NB Global Competencies](https://collabe.nbed.nb.ca/res/sa/gr/gendocs/New%20Brunswick%20Global%20Competencies%20Approved,%20Feb%202018.pdf)  **REFERENCES:**  Tranter, D., Carson, L., &Boland, T. (2018). The Third Path: A Relationship-based Approach to Student Well-being and Achievement. Nelson: Toronto, Ontario.  Domenech, D. A., Sherman, M., & Brown, J. L. (2016). Personalizing 21st century education: A framework for student success. Jossey-Bass: San Francisco, California. 🙫 |  |  |
| *7.1 The school environment encourages and supports the engagement, active involvement, and inclusion of every student* ***physically****.* | **DEFINITION:**  ***Common learning environment:***an inclusive environment where instruction is designed to be delivered to students of mixed ability and of the same age in their neighborhood school, while being responsive to their individual needs as a learner, and used for the majority of the students’ regular instruction hours. *Policy 322 – Inclusive Education*  **EXPLANATION:**  Physical inclusion includes:   * Alternate placement is planned for as a temporary situation and monitored on an ongoing basis, as indicated in Policy 322. Maximum integration (in the best interests of the child) in the regular learning environment is preferred * Use of assistive technology to maximize student integration into the common learning environment * Physical accessibility to all areas used by students, including ensuring wheelchair access for students and/or adults * Planning in advance to accommodate upcoming needs * Maximum integration and engagement of students in the common learning/classroom environment; students should not be consistently in the back or periphery of classes unless there is a justifiable reason or a student preference * All decisions and placements should be in the best interests of the student(s) * When a student is removed from the common learning environment for intervention, either academic or behavioral, there is an established plan for reintegration. See policy 322   **LOOK FOR:**  ***Products:***   * There is a contingency plan for students with physical challenges for access and safety in all situations (e.g., evacuation protocol) * Field trip plan for all students is collaboratively developed to ensure equal opportunities for all students   ***Conversations:***   * Students with disabilities indicating they have access to the same things as other students   ***Observations:***   * All necessary physical structures are in place within and outside the school to provide access * No permanent separate classrooms for students based on ability * All students are participating in physical education class * Students eat together (no exclusion due to allergies, etc.)    [Policy 322 – Inclusive Education](http://www2.gnb.ca/content/dam/gnb/Departments/ed/pdf/K12/policies-politiques/e/322A.pdf)   [APSEA Position Paper on Timeouts](http://aie.apsea.ca/assets/files/info-papers/current-research-time-out-v02.pdf)  [Inclusion Look-fors](https://collabe.nbed.nb.ca/admin/sis/_layouts/15/WopiFrame.aspx?sourcedoc=/admin/sis/SISDocuments/Inclusion%20Look-Fors%20Dec%2010%202013%20Final%20Version.doc&action=default)  ADD LINK FOR EECD TIME OUT AND SECLUSION GUIDELINES   [Policy 322: Inclusive Education – From Policy to Practice Series](https://collabe.nbed.nb.ca/res/ess/ESS%20Documents/INCLUSION%20series%20-%20issue%201.pdf) 🙫 |  |  |
| *7.2 The school environment encourages and supports the engagement, active involvement, and inclusion of every student* ***academically****.* | **EXAMPLES:**  ***Products:***   * Lesson planning indicates planning for inclusion of all students within the common learning environment (differentiation, Universal Design for Learning (UDL), learning styles) * Assessments are varied to meet the academic needs of all students * Students have choices when demonstrating their understanding and achievement of a learning outcome * Rubrics are designed to include all levels of student performance   ***Conversations:***   * Teachers can describe how the academic pyramid of interventions is applied within the classroom * Teachers and educational support staff can speak to the goals of all students * Students can identify their individual learning goals   ***Observations:***   * Students participate in learning activities, working on academic goals with their peers * EAs typically work with all students * All students in the class have the opportunity to have their work showcased to illustrate elements of what was to be learned (aligns with the rubric)   **Assistive Technology**  Students with diverse needs have the supports and assistive technology needed to participate fully in the common learning environment.  Assistive technology is used primarily for individual students requiring devices, media and services used by students with physical, cognitive, sensory, speech, learning or behavioural difficulties. These devices/supports allow students to actively engage in improving or maintaining their ability to meet learning outcomes and maximize their learning success. In most cases, the assistive technology required will be needed by these students throughout their school careers and should travel with them from class to class, grade to grade and school to school.  Assistive technology is acquired through application to EECD through the *Assistive Technology for Learning Program* (ATL).  Assistive technology may include:   * Specialized computer software (e.g., Kurzweil, Dragon Naturally Speaking) * Generic computer software (e.g., Word, Excel) * Technology devices (e.g., AlphaSmart, calculator, Fusion) * Non ICT resources (e.g., weighted vests, sensory balls, stability balls)   [Inclusion Look-fors](https://collabe.nbed.nb.ca/admin/sis/_layouts/15/WopiFrame.aspx?sourcedoc=/admin/sis/SISDocuments/Inclusion%20Look-Fors%20Dec%2010%202013%20Final%20Version.doc&action=default) 🙫 |  |  |
| *7.3 The school environment encourages and supports the engagement, active involvement, and inclusion of every student* ***socially and emotionally****.* | **EXPLANATION:**  NB Health Council focuses on mental fitness and defines it as, “our personal sense of psychological wellness (positive thoughts and feelings). We are more likely to improve our mental fitness when our needs for recognition (competence), choices (autonomy), and belonging (relatedness) are met. It means having a positive sense of how we feel, think and act which improves our ability to enjoy life. It also implies the ability to efficiently respond to life’s challenges, and to effectively restore and sustain a state of balance.”   [New Brunswick Health Council](https://www.nbhc.ca/)  [Inclusion Look-fors](https://collabe.nbed.nb.ca/admin/sis/_layouts/15/WopiFrame.aspx?sourcedoc=/admin/sis/SISDocuments/Inclusion%20Look-Fors%20Dec%2010%202013%20Final%20Version.doc&action=default) 🙫 |  |  |
| *7.4 The school environment encourages and supports the engagement, active involvement and inclusion of every student* ***culturally.*** | **EXPLANATION:**  **Cultural Inclusion**:  Personnel intentionally communicate information about many cultures. While this is expected in all schools, it is particularly important when there is representation of particular ethnic backgrounds among the students and staff at the school. There is a process for searching out and including relevant content. Effort is made to highlight accomplishments. Current events involving particular cultural groups are presented and discussed in a neutral and respectful manner. Students are encouraged to reflect on the reasons for differences. Care is taken not to associate particular ethnic groups as one-dimensional (e.g., always as victims or aggressors).  **Products:**   * Art work, murals, and projects by students reflecting interest, awareness and sensitivity to cultural diversity are displayed * Flags, posters, display cases with traditional crafts, images of traditional activities, famous figures, current leaders, and symbols of cultural groups present in the school are displayed   **Conversations:**   * Conversation has occurred so that students feel comfortable with the recognition they receive about their cultural heritage   **Observations:**   * First Nations languages, American Sign Language and others are incorporated in the school environment (e.g., morning announcements, signage around the school, O Canada, school website, letters to home, some words are taught in school to all (welcome, hello, thank you)) * Presentations, access to FN and other books, articles, websites, organizations, music, Elders and others integrated into school activities * School leaders and staff members collaborate with, and meet with, leaders of ethnic groups represented in their community on a regular basis, when such organizations exist in the community * Attendance at family events is reflective of school community composition. Efforts are made for outreach and support * Sexual minority, gender independent and their allies participate in the GSA and other clubs and teams   [Inclusion Look-fors](https://collabe.nbed.nb.ca/admin/sis/_layouts/15/WopiFrame.aspx?sourcedoc=/admin/sis/SISDocuments/Inclusion%20Look-Fors%20Dec%2010%202013%20Final%20Version.doc&action=default) 🙫 |  |  |
| **Indicator 8**  **School-based staff members work to maximize collaboration with partners and stakeholder groups to support individuals and groups who may be marginalized.**  Objectives 1, 2, 3, 4, 5, 6, 7, 8 and 9 | **EXPLANATION:**  “Those who may be marginalized”refers to individuals and groups whose characteristics are associated with systemic or chronic risk factors (e.g., low SES, non-attendance, high family mobility, sexual minority and gender independent (LGBTQ2S+) youth, students/family members with mental health concerns). When applied to students the term “marginalized populations” (formerly identified as at-risk populations),includes those who have a strong potential for school drop out, self-harm, or failure to thrive.  The school has processes in place for identifying these students and families, intentionally building connections and supports, and ensuring advocacy. This includes gathering data about the composition of the student body and school community to plan for internal and external supports. It also includes assigning staff and students to make daily, informal contact with those who are vulnerable.  Identified students require added supports to be able to access education on an equal basis with others. In complex cases school personnel collaborate with district, Department of Social Development, and Child and Youth.   [New Brunswick Family Plan: Reducing Poverty (May 2017)](http://www2.gnb.ca/content/dam/gnb/Departments/eco-bce/Promo/family_plan/reducing_poverty.pdf)  [Inclusion Look-fors](https://collabe.nbed.nb.ca/admin/sis/_layouts/15/WopiFrame.aspx?sourcedoc=/admin/sis/SISDocuments/Inclusion%20Look-Fors%20Dec%2010%202013%20Final%20Version.doc&action=default) 🙫 |  |  |
| **Indicator 9**  **Processes are in place to ensure the school community is invitational, accessible, and affirming for families.**  Objectives 1, 2, 7, 8 and 9 | **EXPLANATION:**  In effective schools, personnel intentionally take note of the composition of the community served by the school and the characteristics of the families, honouring diverse family compositions and a variety of family traditions. Once resources and needs among families are identified, processes are established to engage families, taking diverse values, composition, and needs into account. This includes families who may have economic, social and/or cultural challenges, or characteristics that impact their experiences in the school community. For example, in many New Brunswick schools EAL (English as an Additional Language) programs have been organized for families who have emigrated from various regions of the world (newcomers). Some schools have made progress in recognizing and welcoming families with members who have non-traditional gender identities and/or sexual orientation. This also includes honouring the desired involvement and contributions of extended, blended and separated families that wish to support their children.  **EXAMPLES:**   * Information sent home is brief, clear and easy to understand * Copies of student report cards and other important information is provided to both families when they are separated (custody order permitting) * Information is made accessible in many ways, including up-to-date web pages * School personnel who answer the phone and receive families arriving at the school have a service orientation and understand the impact they make on relationships with the school * Volunteers are recruited who can help to translate, provide testimony of service and support new families whose children have diverse needs   [Inclusion Look-fors](https://collabe.nbed.nb.ca/admin/sis/_layouts/15/WopiFrame.aspx?sourcedoc=/admin/sis/SISDocuments/Inclusion%20Look-Fors%20Dec%2010%202013%20Final%20Version.doc&action=default) 🙫 |  |  |
| *9.1 Families feel they are heard and treated with respect and that staff members are approachable and open.* | **EVIDENCE:**   * Our School Survey * Forums * Teacher perception survey data * Observations 🙫 |  |  |

# II. Leadership & Teaming

* How are teams organized to contribute to the SIP, and collectively carry out the established actions?
* How do school leaders support team personnel’s professional growth and achievement of goals?
* What processes do we have in place to provide feedback and support and promote ongoing professional growth (administrator-teacher, teacher-administrator, teacher-teacher, administrator-support personnel)?
* How are we collaborating to close achievement gaps?
* How does the school support leadership at all levels, including student leadership?
* How will educators engage students in collaborative leadership opportunities?
* How does the school engage stakeholders to support SIP goals?
* Are there processes to ensure effective communications occur within and between teams?

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| Leadership | | Evidence: | Rating: |
| **Indicator 10**  The school has effective distributive leadership structures in place to facilitate continuous improvement.  Objectives 1, 7 and 9 | **EXPLANATION:**  The ***Core Leadership Team*** (CLT) is composed of the Principal, Vice-Principal and a selection of key teacher leaders. This should include Education Support Teacher-Guidance (EST-G) and Education Support Teacher - Resource (EST-R) representation. Like all learning teams in the school, this team should be organized in a very structured manner. Team time should be regularly scheduled; norms should be established; agendas should be created; minutes should be kept and goals and follow-up actions should be developed and monitored. Since the key objective of the CLT is to help facilitate continuous improvement, change and growth, reporting to the entire staff, soliciting feedback, monitoring school-based teams and monitoring the Improvement Plan on a routine basis are critical responsibilities of this team.    **Definition:**  ***Distributed or distributive leadership***, involves a greater degree of distributing power, information and decision-making authority to individuals within the system. This includes “the free-flowing form of ongoing engagement by stakeholders… it…honors the input and capabilities of all who have a stake in the affairs of the school” (Daresh, 2007, p. 123).Current literature includes a number of terms for this concept (e.g., Guiding Coalition, Core Leadership Team and School Management Team). Which model a school chooses to implement will depend upon its size, configuration and school goals.  ****[Distributive Leadership](https://collabe.nbed.nb.ca/admin/sis/_layouts/15/WopiFrame2.aspx?sourcedoc=/admin/sis/SISDocuments/Distributive%20Leadership%20Presentation%20June%202014.pptx&action=default) PowerPoint.  Link to the Framework Document – Five Options for Improvement Planning Teams P.1) 🙫 |  |  |
| *10.1 Shared decision-making is an established practice.* | **EXPLANATION:**  ***Shared decision-making*** refers to making decisions collaboratively, calling upon the assistance of, and feedback from, staff and team members, either collectively or in part depending on the nature of the situation. The key to successful shared decision-making practices is to ensure all staff members clearly understand their roles and responsibilities as well as understanding and respecting that not all decisions can be made in a “shared” manner. In some instances, the school leader must make decisions independently based on evidence.  One characteristic of shared decision-making is evidence of effective two-way communication between school administrators and staff members. 🙫 |  |  |
| *10.2 The principal encourages, welcomes and employs feedback from staff members, students and families.* | **EXAMPLES:**  Conversations/forums with family, students and staff indicate whether administrators are receptive to, and act on, feedback.  Teacher Perception Survey results could also be consulted. 🙫 |  |  |
| *10.3 Administrators facilitate and support engagement in professional learning and leadership activities for and by staff members.* | **EXAMPLES:**   * Professional Learning (PL) opportunities which support SIP goals are established in a professional learning plan or are embedded in the SIP * Conversations with staff indicate that teacher professional growth goals are established, include conferencing and PL/support is provided * Administrators provide staff members with opportunities to act in their stead when they are absent * Access to leadership opportunities is supported and encouraged * Distributive leadership structures are established and there is a transparent, formal process, with established criteria, for staff to participate * School leaders support engagement in professional learning through promotion of self-directed and peer-based learning * Administrators provide opportunities for staff to lead professional learning, and encouraging innovation, the sharing of ideas and the application of research-based strategies 🙫 |  |  |
| **Indicator 11**  **School leaders support and monitor the effectiveness of staff and team practices, and their impact on student learning, social-emotional development, and behaviour.**  Objectives 1, 7 & 9 | **EXPLANATION:**  School leaders (e.g., administrators, SPRs, department heads, ESTs, etc.) know whether students are progressing towards identified learning or behaviour targets and interventions are in place to support them. School leaders detect ineffective team practices and respond accordingly.  *Helpful questions: Attend meeting and/or respond to information emanating from meetings (e.g., minutes, plans)*   * Does this teaming structure have a clear purpose? Is the purpose being met? * Are previously identified action items reviewed? Were they acted upon? * Are minutes taken during meetings? Are ‘actions items’ clearly identified? * Is data being used to monitor student progress toward the SMART targets? Is the SIP monitored regularly? * Are the individuals responsible for leading and monitoring initiatives clearly identified? * Is there a balance of voices and shared decision-making? * Are academic/behavioural interventions being collaboratively identified and implemented? Is frequent assessment being used to monitor interventions?   School leaders participate in team monitoring of SIP goals. During formalized meeting time, PLC team members:   * Review the identified goals * Review relevant data * Identify which students are progressing and/or have met the goals * Plan interventions for students who are not developing the required behavior and skills (e.g., EST-R-provided tier 2 in-class academic or behavioural interventions)   When school leaders are unable to participate in team meetings, they could:   * Initiate a follow-up conversation with a team member, by asking, “Are students learning what we need them to learn?” or “Are we going to reach or exceed our March behavior target for student X?” * View the contents of the team’s PLC binder, which should include: targeted goals, relevant data, the individuals responsible for leading and monitoring initiatives, planning for core instruction and interventions, SIP monitoring template (evidence of success). 🙫 |  |  |
| *11.1 School leaders prioritize tasks, create structures and manage time to support effective team practices, professional learning and innovation.* | **EXPLANATION:**  The school day, including scheduling decisions, are managed in a manner that maximizes time for learning while providing opportunities for effective teaming to occur.  Professional development needs are identified collaboratively with individuals and teams and are prioritized based on the needs of students.  Shared leadership is an established practice and school administrators work to effectively delegate leadership opportunities based on skills of individual staff members and their willingness to participate in leadership opportunities.  **REFERENCES:**  Fullan, M. (2011). *Change leader: Learning to do what matters most*. San Francisco: Jossey-Bass/Wiley. 🙫 |  |  |
| *11.2 School leaders provide staff members and students with thanks and other recognition for contributions and accomplishments.* | **EXPLANATION:**  This indicator refers to feedback and recognition of staff members regarding their contributions and accomplishments such as participation in school events, activities, coaching, presentations, etc. This is not part of feedback on performance. 🙫 |  |  |
| *11.3 School administrators are visible throughout the school community and model quality interactions with staff members and students.* | **EXAMPLES:**  Administrators:   * Greet students coming off the bus * Know students’ names * Are involved in co- and extra-curricular events * Treat colleagues with respect * Attend team meetings * Support colleagues 🙫 |  |  |
| *11.4 The principal ensures structures are in place to observe and provide ongoing feedback for teachers using NB curriculum documents, available look-fors and standards.* | **EXPLANATION:**  The principal ensures a mechanism in place for teachers to receive ongoing feedback. This does not mean the principal alone must provide all of the feedback. Feedback may be provided by a designate (for example, VP, SPR, or Department Head). This indicator does not include formal, evaluative feedback (see Indicator 11.5).  During the pre-observation conference/discussion, teachers self-identify an area for which they want formative feedback. Specific feedback is then provided to the teacher, post-observation.   |  |  | | --- | --- | | **Part of Formal Teacher Evaluation** | **Not Part of Formal Teacher Evaluation** | | * Principal-provided Walkthroughs (as part of the formal performance evaluation | * Collegial Walkthroughs | | * Peer Visitation | | * EST-provided observations/feedback | | * Administrator/SPR –provided observations/walkthroughs |   Feedback includes comments on what was observed, highlighted practices and areas for further reflection and growth. Feedback is based on NB Curriculum documents, Look-fors and/or standards and can be written or orally communicated. Schools collectively identify an area for growth and develop a formative assessment observation model.  **EXAMPLE:**  By looking at data from *Our School* the school determined that student engagement was lower than expected. The staff co-constructed criteria for what student engagement would look like in all classes and developed a short look-for. Over the next three weeks SPR’s, Vice Principals and Resource teachers will complete walkthroughs throughout the school to gather data on established criteria. Staff will then review summary results to determine next steps. 🙫 |  |  |
| *11.5 All teachers receive a formal performance evaluation on a predetermined cycle. This includes observations and conferencing using a structured format.* | **EXPLANATION:**  Effective school leaders establish structures for providing ***formal feedback*** to all teachers (new, mid-career and veteran) on a regularly scheduled basis. Tools such as Danielson’s ***Framework for******Enhancing Professional Practice*** may be used to accomplish this task. Feedback is documented and includes regularly scheduled observations and conferences.  **Suggested Time Frame**  Long- term supply teachers, new schedule D teachers and new B contract teachers should have an annual formal performance evaluation. **All other teachers should receive formal feedback every five years as a minimum standard.** Formal evaluations could be scheduled by individual (e.g., every teacher is evaluated every three to five), or based on a percentage of the teaching staff annually (e.g., 1/3 of teaching staff each year). High achieving schools generally establish cycles which meet or exceed the minimal requirements set by Districts and/or EECD.  Each district has prescribed standards for formal teacher evaluation.  All teachers should receive regular informal feedback in the way of walkthroughs, observations, and professional growth goal conferencing (see Indicator 11.4). Pre- and post-conferencing should occur. **Whenever possible, a face-to-face collaborative dialogue between the teacher and administrator should occur, post-observation.** Feedback includes comments on what was observed, highlighted practices and areas for further reflection and growth. 🙫 |  |  |
| **Indicator 12**  **The school fosters the development of student leadership skills and the modeling of appropriate behaviours by peers.**  Objectives 1, 9 and Condition for Success 5 | **EXPLANATION:**  Student leadership opportunities should include a focus on improving students’ proficiency relevant to the New Brunswick Global Competencies.  **NB Global Competencies:**   * Critical Thinking and Problem Solving * Innovation, Creativity, and Entrepreneurship * Learning to Learn/Self-Aware and Self- directed * Collaboration * Communication * Global Citizenship and Sustainability   **EXAMPLES:**  Supporting the modeling of appropriate behaviours by peers can be promoted by:   * Identifying respectful and compassionate behaviours within subject matter and positive interactions in the learning environment * Focusing on the feelings that arise in the person exhibiting the positive behaviour and the recipient * Modeling compassion and respect toward students and recognizing students who behave in this manner * Entrenching positive values in the school code of conduct and public messaging * Selecting celebrities respected by students whose personal values are consistent with the school values as the focus for projects, etc. * Ensuring students understand the behavioral expectations in the school and are encouraged to teach, model and reinforce these behaviours with their peers * Encouraging students to look out for all peers, express support for others, and recognize others’ needs   Leadership opportunities could include:   * Elementary: peer helpers, Playground Pals, Peacemakers, student-led intramurals * Middle: peer mediators, peer tutors, class representatives * High School: SRC representatives, class representatives, PSSC student representatives, tutoring, student-led assemblies    [NB Global Competencies](https://collabe.nbed.nb.ca/res/sa/gr/gendocs/New%20Brunswick%20Global%20Competencies%20Approved,%20Feb%202018.pdf) 🙫 |  |  |
| **Indicator 13**  **Students have opportunities to be heard and to influence decisions made in the school.**  Objectives 1, 7 and 9 | **EXPLANATION:**  In effective schools, students are routinely given opportunities to be actively engaged and involved in decision-making within the school.  **EXAMPLES** of processes that allow students to be heard and be involved in decision-making include:   * The principal meets with groups of students selected at random on a regular (perhaps monthly) basis to solicit feedback and opinions regarding relevant issues * Classroom teachers and students co-construct and establish behaviour expectations (i.e., “the rules”) * Classroom teachers allow students to have choice in what they learn, how they learn and how they demonstrate their learning (as relevant to the learning outcome) * Formal provision of opportunities for student councils and other student committees with opportunities to influence decisions * School-based student perception surveys which are used to inform decisions and improvement planning * Students have ongoing input into what they find motivating when the school is selecting behaviour reinforcement options 🙫 |  |  |

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| Teaming | | Evidence: | Rating: |
| **Indicator 14**  **Teams meet regularly as learning communities and work to build collective efficacy.**  Objectives 3, 4, 5, 7, 8 and 9 | **EXPLANATION:**  Collective efficacy is defined as “a group's shared belief in its conjoint capabilities to organize and execute the courses of action required to produce given levels of attainments” (Bandura, 1997, p. 477). Effective teams operate as a professional learning community. This community is a collaboration of educators who work together to establish essential learning outcomes, seek out research-based best practices, test them out in the classroom, and then continuously improve the process based on results (Dufour, Dufour, Eaker, Many, and Mattos, 2016).  *Please note: Some team responsibilities are legislated and delineated in policy. For example, the school-based ESS Team must meet on a regular basis, preferably once a week, but at least every 10 school days. (*Policy 322 for school-based ESS Teams; s.6.10.3)  **REFERENCES:**  Bandura, A. (1997). *Self-efficacy: The exercise of control*. New York: Freeman.  DuFour, R., DuFour, R., Eaker, R., Many, T. W., & Mattos, M. (2016). *Learning by doing: A handbook for professional learning communities at work*. Bloomington, Indiana: Solution Tree. 🙫 |  |  |
| *14.1 Common language, understanding, and practices emerge from ongoing study, learning in the field, and professional dialogue based on current research.* | **EXAMPLES:**   * Balanced Assessment * Response to Intervention (RTI) * Inclusive Practice * Positive Behavioural Intervention and Support (PBIS) * Universal Design for Learning (UDL)   For processes to achieve this, see the Explanatory Note for Indicator 18. 🙫 |  |  |
| *14.2 Supports are in place for staff members who are new to the profession, new to a subject area or assignment, or are struggling.* | **EXAMPLES:**  ***Effective school leaders provide supports to staff members*** in a number of ways including*:*   * Providing constructive feedback * Providing ongoing and relevant communication and information * Assisting struggling staff members in a professional and caring manner * Ensuring staff members are equipped with appropriate resources to fulfill their duties and responsibilities * Encouraging staff members to continue to grow and improve professionally   Includes access and links to:   * Professional counseling services * Wellness articles * Wellness websites * Words of wellness newsletters * Wellness books and resources   [NBTA Staff Wellness site](https://www.teacherwellness.ca/) 🙫 |  |  |
| *14.3 Educational staff members participate in observation, coaching, and structured feedback opportunities with peers.* | Partnership learning is an effective job-embedded professional learning structure. Partnership learning includes coaching. The goal of coaching is to support teachers in making more effective instructional decisions based on peer modeling, feedback and support.  [NB Instructional Coaching Model](https://collabe.nbed.nb.ca/admin/sis/resources6/_layouts/15/WopiFrame.aspx?sourcedoc=%2Fadmin%2Fsis%2Fresources6%2FDocuments%2FNB%20Instructional%20Coaching%20Guidelines%20Sept%20%202015%2Edocx&action=view&source=https%3A%2F%2Fcollabe%2Enbed%2Enb%2Eca%2Fadmin%2Fsis%2Fresources6%2FPages%2Fdefault%2Easpx) 🙫 |  |  |
| **Indicator 15**  **Teams meet regularly to discuss planning, instruction, intervention and innovation using student data.**  Objectives 3, 4, 5, 6, 8 and 9 | **EXPLANATION:**  It is suggested that the efficacy of minor strategies of are monitored every 2-4 weeks and major strategies every 4-8 weeks to gauge their effectiveness and progression toward school goals. Interventions can be maintained, adjusted, replaced or eliminated as required. Meeting frequency depends on the type and size of the teams involved and can occur on an as needed basis when circumstances necessitate.  All staff working with a student are involved in gathering data, developing appropriate strategies and providing feedback. For example, evidence should indicate that the contributions of Educational Assistants (EAs) are welcomed and encouraged.  **EXAMPLES:**   * Class profiles * Report card marks * Formative assessment results * Attendance * Interventions * WinSchool and PowerSchool Data   Evidence could be observed in PLC, ESS Team, Problem-Solving and Case Conference meeting minutes. 🙫 |  |  |
| *15.1 Effective common assessment practices are in place (benchmarking/ screening).* | **EXPLANATION:**  **School-based common assessments** are designed by teachers to provide formative feedback to improve teaching and learning. These are developed to ensure consistency of standards among teachers. Common assessments are used at various points in the year (end of unit, term/semester, and end of year) and are not necessarily lengthy. Common assessments are given by two or more instructors with the intention of collaboratively examining the results for:   * Shared learning * Instructional planning for individual students * As a team, identify which targets from the assessment require more attention? * As a team, identify which students did not master which targets? * As a team, identify which classrooms require additional support? * As an individual teacher, determine which area was my lowest, and how can I improve in that area?   **EXAMPLES:**   * Grade 3 teachers create and administer common assessments every two weeks to **monitor** student learning and provide next steps for instruction * High School teachers may create a common end of unit assessment to **verify** student learning   Benchmark assessments are given periodically throughout the school year at specified times. The assessments evaluate students’ knowledge and skills relative to an explicit set of longer-term goals, usually curriculum outcomes. The design and choice of benchmark assessment is driven by purpose and intended users, and informs decision-making at the student, classroom, school and/or district level. There should be a balance between school and district developed benchmarks.  [Balanced Assessment](https://portal.nbed.nb.ca/tr/AaE/Documents/FINAL%20Balanced%20Assessment%20Doc%20April%208%202014.pdf)   [Formative Assessment](https://collabe.nbed.nb.ca/res/sa/ela/docs/Formative%20Assessment.pdf) |  |  |
| *15.2 Student achievement data are routinely gathered and monitored.* | **EXPLANATION:**  Student achievement data refers to school-based assessments, district assessments and large-scale provincial, national and international assessments. Schools should gather and monitor assessment data frequently to provide support for teaching and learning.  **EXAMPLES:**  Some examples of routine gathering and monitoring data include:   * District and school-based benchmarking (running records, common assessments, AIMSweb) * Monitoring (Data Walls, dashboards, PLC Team Meetings meeting minutes, ESS Team Meeting, SIP Monitoring Template)   Provincial data should be closely monitored by staff to determine longitudinal trends associated with cohorts of students. Staff should use this data to compare to district and provincial trends.  Teachers should be aware of weighting and other test characteristics of provincial assessments which are described in testing specification documents. These are typically found in the appendix of the assessment. Awareness of this information will help schools to plan and support effective school-wide interventions.   See the PDCA Template (Appendix D in the Framework document) 🙫 |  |  |
| *15.3 Class and Individual student profiles are developed and shared among teachers in order to monitor and promote learning.* | **EXPLANATION:**  Profiles can take many forms and include class and individual learner profiles.  **DEFINITION:**  ***Class Profiles*** establish a collective record which provides information about academic and/or social/emotional outcomes (e.g., participation in co – and extra-curricular activities) and is used to plan for appropriate instruction/interventions, such as responsive flexible groupings.  ***Individual Learner Profiles*** include checklists or records of academic outcomes, accommodations and interests/considerations for each student.  **EXAMPLES – Individual Learner Profile:**  A general learning checklist could include indicators about:   * Academic checklists * “Write Traits” * Instructional reading levels * Interests * Special skills * Preferred intelligences * Learning styles * Work ethic * Attendance * Social considerations * Behavior * Seating considerations   An example of an academic checklist could be one that outlines the outcomes expected for a subject area:  **Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Unit: Grade 6 English Language Arts - Writing & Representing**   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | Evidence: |  |  |  | Comments | Summary | | Date: |  |  |  | | 8a) use a range of strategies in writing and other ways of representing to - frame questions and design investigations to answer their questions |  |  |  |  |  | | 8b) find topics of personal importance |  |  |  |  |  | | 8c) record, develop, and reflect on ideas |  |  |  |  |  | | 8d) compare their own thoughts and beliefs to those of others |  |  |  |  |  |   ***Learning Styles*** can be defined as the usual or characteristic way in which a learner goes about the task of learning. People perceive and learn in different ways. It is believed that most people favour some particular method of interacting with, taking in and processing stimuli and information. It has been proposed that teachers should assess the learning styles of their students and provide opportunities for students to learn in a variety of ways. 🙫 |  |  |
| *15.4 School leaders work with teachers and teams in gathering and interpreting data on student performance to inform decisions, including setting targets to close achievement gaps.* | **EXAMPLES:**  Administrators or designates attend team meetings and provide feedback and support. If attendance is not direct, then meeting minutes are shared and feedback provided as needed.  School leaders ensure that standardized recording practices are used (e.g., norms and meeting minutes) by teams. Team meeting minutes include identified action items and follow-up.  School-based data collection templates and data are housed in a location that is accessible to all teachers (e.g., shared drive, data wall).  Administrators or designates work with teachers and teams to build capacity in the analysis and use of data. 🙫 |  |  |
| **Indicator 16**  **The school collaborates with a diverse network of partners to support the goals of the school improvement plan in order to extend opportunities for students.**  Objectives 1, 2, 3, 4, 5, 6, 7, 8 and 9 | **EXPLANATION:**  In effective schools,partnerships are established to support the NB Global Competencies. Partnerships and activities are always in support of curricular outcomes and loss of instructional time for peripheral or non-related purposes is avoided.  **EXAMPLES:**   * Non-governmental Organizations (NGOs) and non-profits * Vocational training centers * Family resource centers * Harvest House * Jobs Unlimited * Arthritis Society * Diabetic Association * Food Kitchen * Newcomer support organizations (See the Inclusion Look-fors for further detail)   The resources that partnerships provide could be classified as supporting:   * **Students:** breakfast program, lunch, food, school supplies * **School Goals:** adult mentors to support student engagement * **Curricular Outcomes:** funding to support co-curricular field trip to the Atlantic Salmon Federation (Grade 6 Science Curriculum Connection: Variety of Life Unit)   [Inclusion Look-fors](https://collabe.nbed.nb.ca/admin/sis/_layouts/15/WopiFrame.aspx?sourcedoc=/admin/sis/SISDocuments/Inclusion%20Look-Fors%20Dec%2010%202013%20Final%20Version.doc&action=default) 🙫 |  |  |
| *16.1 A variety of opportunities are initiated by the school to enable families to assist their children’s learning.* | **EXAMPLES:**  Suggested strategies for organizing workshops and providing learning opportunities for familiesto learn about curriculum expectations and outcomes include:   * Holding workshops in community venues (i.e., community centers) rather than the school in order to encourage strong attendance levels * Using established/existing events (i.e., Family-Teacher Interviews, Meet the Teacher Night, etc.) to provide learning opportunities * Having the PSSC organize and sponsor learning workshops * Creating documents in family-friendly language and providing electronic access   [Inclusion Look-fors](https://collabe.nbed.nb.ca/admin/sis/_layouts/15/WopiFrame.aspx?sourcedoc=/admin/sis/SISDocuments/Inclusion%20Look-Fors%20Dec%2010%202013%20Final%20Version.doc&action=default) 🙫 |  |  |
| *16.2 A variety of opportunities are initiated by the school to enable families to assist their children’s social-emotional development.* | **ExPLANATION:**  In complex cases school personnel collaborate with district, Department of Social Development, and Child and Youth Advocate personnel. For example, school personnel and the family collaboratively elicit supports from Child and Youth support workers, including: cognitive behavioural therapy, psycho-educational assessment, etc.  **Policy 322**   * 6.3.2 (1) have PLPs that are developed by a planning team consisting of the school administration, teacher(s), relevant members of the education support services (ESS)team, as well as parents, the student, and educational assistants as appropriate, and support people from community organizations as required. * 6.3.2 (5) ensure the PLP includes transition strategies developed in collaboration with the student, his or her parents and any representatives from community agencies that will be involved in the student’s life following high school. * 6.3.3 (2) develop, implement and update the PLP (whenever significant modifications are required) in collaboration with parents, the student, teachers, ESS team members, including relevant educational assistants, professionals and representatives from community agencies as required. * 6.3.4 (2) when a student requires learning outcomes other than those of the provincial curriculum, his or her parents are fully informed of, and have consented to, the anticipated effects on the education of the student   [Inclusion Look-fors](https://collabe.nbed.nb.ca/admin/sis/_layouts/15/WopiFrame.aspx?sourcedoc=/admin/sis/SISDocuments/Inclusion%20Look-Fors%20Dec%2010%202013%20Final%20Version.doc&action=default) 🙫 |  |  |
| *16.3 Families and community members are actively involved in the school.* | **EXPLANATION:**  Effective schools build partnerships with families. These partnerships assist the school to accomplish strategic goals. They also foster community connections, family support for the work of teachers, effective problem-solving regarding behavioural issues and other areas affecting the student body.  **EXAMPLES:**  These partnerships can be classified as:  **Family Involvement:** hot lunch, library, and Home and School volunteers  **Family Curricular Engagement:** Encouraging families to support learning by asking students higher order questions during and after reading at home  [Inclusion Look-fors](https://collabe.nbed.nb.ca/admin/sis/_layouts/15/WopiFrame.aspx?sourcedoc=/admin/sis/SISDocuments/Inclusion%20Look-Fors%20Dec%2010%202013%20Final%20Version.doc&action=default) 🙫 |  |  |

# III. Learning Environments

* What are our learning and behavioural expectations and how have we established and communicated them?
* How do we engage in continuous improvement?
* What strategies do we use to support mental fitness, resiliency and appropriate behaviour for our students and staff?
* How do we monitor and intentionally design environments to foster the mental fitness and resiliency of our students?
* How do we foster the social/emotional competencies of self-awareness, self-management, responsible decision-making, social awareness and relationship skills?
* How do we engage student voice to inform continuous improvement?

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| High Expectations | | Evidence: | Rating: |
| **Indicator 17**  **High academic and behavioural expectations are held for each student. Students and families know these expectations.**  Objectives 1, 3, 4, 5, 6, 7, 8 and 9 | **EXPLANATION**:  School leaders, teachers, support staff, students and families collaborate to establish and maintain an atmosphere of high expectations for all learners. Respecting Vygotsky’s Zone of Proximal Development (ZPD), instruction is personalized with scaffolding being used to ensure that lessons challenge students at their level while ensuring that student potential for academic, behavioral, and social-emotional growth is maximized.  In order to ensure high expectations, the fundamentals of personalization should be applied. Bryk identifies “The Six Core Principles of Improvement” which may facilitate improved personalized learning:  1. Make the work problem-specific and user-centered.  2. Variation in performance is the core problem to address.  3. See the system that produces the current outcomes.  4. We cannot improve at scale what we cannot measure.  5. Anchor practice improvement in disciplined inquiry (Engage in rapid cycles of Plan, Do, Study, Act).  6. Accelerate improvements through networked communities. 🙫 |  |  |
| *17.1 School leaders create an atmosphere of high expectations collaboratively with teachers, staff, families and students.* | **EXAMPLES:**  ***Leaders create an atmosphere of high expectations in a variety of ways, such as****:*   * Ensuring curriculum outcomes and standards are communicated, understood and adhered to * Ensuring academic and behavioural expectations are understood, communicated and monitored * Modeling professionalism * Modeling effective teaching and learning processes * Engaging in professional dialogue on a routine basis * Being data-driven and results-oriented * Facilitating and fostering ongoing professional growth * Engaging with peers and teachers in career-long learning to improve student achievement * Incorporating measures of accountability that direct attention to valued learning outcomes e.g., walkthroughs * Peer walkthroughs * Collaborating with colleagues to achieve organizational goals * Teaching and paraprofessional assignment and scheduling decisions are based on student needs, considering teacher and paraprofessional competencies   ***Teachers create an atmosphere of high expectations in a variety of ways, such as****:*   * Ensuring curriculum outcomes and standards are communicated, understood and adhered to * Ensuring academic and behavioural expectations are understood, communicated and monitored * Modelling life-long learning and strong academic practices for students * Using data and assessments to identify achievement levels and inform instruction * Developing and implementing effective lesson plans * Providing differentiated instruction which ensures scaffolding for a diversity of learners   **LOOK-FORS:**  ***Observations:***   * A high level of student engagement * Student choice in content, process and product * Teacher, student and peer evaluation * Self-directed learning * Intentional grouping and regrouping * Self-directed project and problem-based learning and stretch learning opportunities * Ongoing assessment to inform instruction * Ongoing communication with students and families    [**Zone of Proximal Development**](http://www.simplypsychology.org/Zone-of-Proximal-Development.html)🙫  **REFERENCES:**  Bryk, A. S., Gomez, L. M., Grunow, A., & LeMahieu, P. G. (2015). *Learning to improve: How America's schools can get better at getting better*. Harvard Education Press: Cambridge, Massachusetts. |  |  |
| *17.2 The school day is designed to achieve effective learning opportunities and interventions.* | **EXPLANATION:**  This indicator refers to intentional planning of school processes to reduce loss of instructional time, school-wide and for individual students. Areas to examine for efficiency include:   * The school schedule (length of instructional blocks/periods, placement of breaks during the day, turn-around days, bus schedules, finding effective and efficient solutions for providing physical activity and physical education when off-site activities are considered (e.g., swimming pools and skating rinks at a reasonable distance from the school) * Ensuring use of the maximum allowable instructional minutes * Breakfast program prior to the beginning of the instructional day * Logistics involved in collecting money (e.g., milk and hot lunch programs) * Creative scheduling to provide time for staff walkthroughs, meetings and mentoring * Management of transition times * The use of assemblies, student concerts, performances and exhibitions and other school-wide or grade level presentations * Limiting interruptions due to announcements * Scheduling of student pull-outs (e.g., interventions, mentoring, health services) * Use of instructional time for recreational outings and celebrations 🙫 |  |  |
| **Indicator 18**  **There is a culture of reflection, evidence-informed inquiry, and innovation, to achieve positive student outcomes.**  Objectives 1, 3, 4, 5 and 6 | **EXPLANATION:**  In this indicator, ***innovation*** refers to experimenting with new pedagogical practices or processes in response to professional learning and/or information gathering/data analysis. Controlled risk-taking in conjunction with ***action research*** (Lewin & Weiss Lewin, 1946) can help educators to discover/adjust practices in an efficient, strategic manner.  In order to improve student learning, teachers are part of a culture of continuous improvement and are willing to experiment with new methods, strategies, and a variety of approaches in their teaching. They also encourage, plan for, and foster, risk-taking learning opportunities and activities for their students.  **EXAMPLES:**   * Student-led instruction * Peer assisted learning strategies * Online learning opportunities * Flipped classrooms * Action research   **REFERENCES:**  Ferrance, E., & Northeast and Islands Regional Educational Laboratory at Brown University. (2000). *Action research*. Providence, RI: LAB, Northeast and Island Regional Education Laboratory at Brown University. (Link [Bottom of FormAction Research Guide](https://collabe.nbed.nb.ca/res/pl/nbela/Document%20Library/Themes%20in%20Education%20-%20Action%20Research%20by%20Eileen%20Ferrance%20of%20Brown%20University.pdf) by Eileen Ferrance)  Lewin, Kurt, and Gertrud Weiss Lewin. (1948). *Resolving social conflicts: selected papers on group dynamics*. New York: Harper.  Sagor, R. (2000). *Guiding school improvement with action research*. Alexandria, Va: Association for Supervision and Curriculum Development.  Sagor, Richard. 2010. *Collaborative action research for professional learning communities*. Bloomington, IN: Solution Tree Press. 🙫 |  |  |
| *18.1 Staff members engage in ongoing professional learning and research to improve their understanding of current pedagogy and methods.* | **EXAMPLES:**   * Staff members model professionalism and lifelong-learning * Reading current educational research * Participating in local and provincial professional learning opportunities * Sharing and implementing new learning and promising practices (e.g., peer observation and feedback) * Knowing and using current district and departmental best practice frameworks and initiatives (e.g., PBIS, inclusion, balanced assessment, UDL, School Improvement Planning)   **NOTES:**  **Duties of principals**  28(2) The duties of a principal include:  (e) encouraging and facilitating the professional development of teachers and other school personnel employed at the school 🙫 |  |  |
| **Indicator 19**  **Varied means of communication are in place to ensure families and partners are well-informed.**  Objectives 1,6, 7, 8 and 9 | **EXPLANATION:**  In effective schools, personnel take intentional steps to ensure that communication is effective and that it reaches the intended audiences: families, stakeholders, partners  **EXAMPLES:**  Varied means of communication could include:   * Websites are active, teacher links are live, pages are updated, accurate and effective (students may be provided with leadership opportunities to develop and update web sites) * Information is made accessible in a number of ways, including up-to-date web pages * Phone, email, and other electronic modes of communication are used to promote effective communication as deemed appropriate * Written communication is kept to elementary school reading comprehension level * Information sent home is brief, clear and easy to understand * Communication of events occurs well ahead of time (at least two weeks), given that many families have numerous evening commitments * Community groups which serve the students are included in newsletters and periodic updates to foster alignment * Copies of student report cards and other important information are provided to families when they are separated (custody order permitting) * School personnel who answer the phone and receive families arriving at the school have a service orientation and understand the impact they make on relationships with the school * Volunteers are recruited who can help to translate, provide testimony of service and support the diverse needs of “new” families * Family engagement and feedback are sought as needed   [Inclusion Look-fors](https://collabe.nbed.nb.ca/admin/sis/_layouts/15/WopiFrame.aspx?sourcedoc=/admin/sis/SISDocuments/Inclusion%20Look-Fors%20Dec%2010%202013%20Final%20Version.doc&action=default) 🙫 |  |  |
| *19.1 Teachers ensure ongoing and timely communication with families about expectations for and progress of their child.* | **EXPLANATION:**  In addition to scheduled home reporting periods, teachers implement processes to support frequent sharing of what students will learn (e.g., weekly newsletters), student progress towards the learning objectives (e.g., phone calls, notes, emails), and how families can support and strengthen learning opportunities at home (e.g., web-site featuring links to games).  **EXAMPLES:**   * Portfolios * Assessment results * Communication logs * Behaviour tracking * Report cards * Work samples * Online communication options 🙫 |  |  |
| *19.2 Protocols and processes are in place for resolution of conflict involving students and/or adults within the school community.* | **EXPLANATION:**  Protocols and procedures for the resolution of conflicts involving adultsin the learning community are contained in provincial, district and union policies.  The following should be in place when dealing with conflict between students and/or adults in the learning environment:   * All parties (families, students, and school personnel) receive support, guidance, and information about their rights and available options * Decisions, reasons for decisions, and information on the dispute resolution process are provided to the concerned parties in a timely manner, and are effectively communicated (e.g., plain language) * The dispute resolution process is conducted in an open, collaborative and respectful manner * All attempts to resolve disputes happen in accordance with established policies and occur first at the school level before assistance from individuals and groups beyond the school-level is sought * The outcomes of the dispute resolution process are consistent with the principles and practices of inclusive education   **EXAMPLES:**  Processes and programs commonly used for the resolution of student conflict in schools include: Peer Helpers, Peer Mediators, Playground Pals, Peacemakers, Circles and Restorative Practices.   [Teacher Code of Professional Conduct](http://www.nbta.ca/resources/code_of_ethics/Code_of_Professional_Conduct.pdf)   [When Conflict Arises](http://www.nbta.ca/profession/nbta_forms/school_disipline1.pdf) 🙫 |  |  |

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| Positive Behavioral, Interventions and Supports | | Evidence: | Rating: |
| **Indicator 20**  **School staff members ensure that the learning environment is welcoming, orderly, healthy and safe.**  Objectives 1, 7 and 9 | **EXPLANATION:**  The school’s Code of Conduct and the consequences of misbehavior are universally understood are universally understood and applied with consideration and respect for individual differences. Students have ongoing opportunities to observe and practice positive behaviors and receive direct and immediate feedback on their behaviors. There are ongoing opportunities to reinforce, reward and celebrate positive behaviors.  **LOOK FOR:**  ***Products:***   * Behavior Matrix * Cyber Safety posters * School Internet and Electronic Device Use Policies * Pyramids of Intervention * Our School data * Use of restorative practices   ***Conversations:***   * Public safety is contacted when online expression has the intent to threaten or harm or creates a material disruption to the learning environment   ***Observations:***   * Guest speakers * School rules posted, understood and adhered to * Students are not visibly excluded or isolated * Students attempt to involve peers in all aspects of school life 🙫 |  |  |
| *20.1 Boundaries and expectations are co-constructed, explicitly taught, modeled, regularly reviewed with students, and positively reinforced. Students and families know these expectations.* | **EXAMPLES:**   * The Code of Conduct is co-constructed, modeled, taught and is posted on the school’s website. The agreement is signed-off by students and families * Teachers formally observe the function of behaviour and use student data to make decisions about feedback and reinforcement (e.g., Classroom observations, Our School data) * Teachers are conscious of concerns and preferences when developing reinforcements (e.g., praise, non-tangible activities, and tangible items) and ensure these effectively reinforce the desired behaviour. Schools continue to build the capacity of adults to help students learn strategies for consciously regulating their actions   <https://www.rti4success.org/>  <http://www.pbisworld.com/> 🙫 |  |  |
| *20.2 Staff members use a restorative practice approach to respond to inappropriate behaviours, help students learn appropriate behaviours, and repair relationships that have been damaged.* | **EXPLANATION:**  Relationships can include student-student, teacher-student, school-familial relations and relationships with stakeholders and partners. Restorative practices are based on the principals of restorative justice. They work to build a sense of belonging, safety and social responsibility within the learning environment and include targeted strategies for use by the school community for resolving conflict. This approach can include more intensive interventions for individuals who may have been involved in serious behavioural incidents.  In a practical manner, members of the school community work to:   * Develop positive relationships * Ensure that everyone has a voice * Recognize their role in establishing and maintaining a positive learning environment * Understand the influence their actions have on individuals and the overall school community * Take responsibility for their actions * Work intentionally to repair relationships which have been damaged |  |  |
| *20.3 The school has a systematic, evidence-informed strategy for dealing with disruptive behaviour including online behaviour that negatively influences the learning environment.* | **SYSTEMATIC EXPLANATION:**  Common behavioural expectations are built through the co-constructing of the Code of Conduct with school leaders, teachers, educational support staff, students, and families. Staff members develop behavioral protocols such as: communication of rules to students, response to inappropriate behaviour, and reporting of inappropriate behaviour.  Once behavioural expectations are established and communicated, all personnel are responsible for responding to inappropriate behaviour in a uniform manner (i.e., not ignoring it). All personnel must respond consistently (i.e., rules and equitable responses are applied throughout the learning environment).  **EXAMPLES:**  Rule: cell phones must be off in every class until the teacher requests/permits their use for educational purposes.  Consequence for infraction: cell phone is left with the teacher until the end of the class.  **Supporting Behavioural Growth**  The application does not, however, mean inflexible, one-size-fits-all consequences. Although consistency and uniformity are important, students must also understand the primary intent of consequences is to eliminate undesirable behaviour and foster positive behaviour. It is learning, not punishment. Therefore, the consequence must be student-centered and situation-appropriate. Staff must consistently respond to behaviour of students who have IBSPs according to the strategies outlined in the plan. Restorative practises are prioritized in the plan. See the explanatory note for indicator 20.2 for further detail on restorative practices. 🙫  **DISRUPTIVE BEHAVIOUR EXPLANATION:**  Disruptive behaviours are clearly defined. Schools develop intentional processes which support effective response to threats or safety issues/concerns (e.g., school-based behavior protocols). School personnel have received the appropriate training needed to follow the components of the established protocols. Communication with families and/or service providers is timely. Proactive planning may involve: reviewing or renewing plans, post intervention strategies, restorative circles, etc.  Bullying is defined clearly; students, staff and families can distinguish between bullying and other unwanted behaviours – most students can explain the difference between bullying and conflict. Bullying/abuse of students based on particular characteristics is recognized and addressed specifically (e.g., exceptionalities, sexual minority, gender independent, cultural, linguistic and religious minorities, students at risk for behavioural issues, and/or students lacking pro-social skills)  **LOOK-FORS:**  ***Conversations***   * School personnel, students and families have received information about the typical causes of bullying and dynamics of bullies and bullying * School personnel have received professional learning to equip them to proactively prevent/reduce bullying, to address it effectively when it happens, seek assistance from resource personnel when needed, and follow-up to ensure the situation continues to be under control * Students and families have been informed of effective ways of preventing and responding to bullying. They understand the school’s rules, approaches and values, and know how to report and request assistance   ***Observations:***   * Public safety is contacted when online expression has the intent to threaten or harm or creates a material disruption to the learning environment.   **P*roducts***:   * A school-wide intervention plan with strategies is developed and monitored based on evidence. Public safety is contacted when online expression has the intent to threaten or harm, or creates a material disruption to the learning environment * Evidence is used to identify trends to ensure that common behavioural occurrences are identified immediately and interventions are effective 🙫 |  |  |
| *20.4 Recognition of academic and pro-social/behavioural success occurs regularly and in a personalized way that reinforces intrinsic motivation.* | **EXPLANATION:**  Encouragement and recognitions should occur in the classroom and whole-school settings and include recognition for ongoing academic or behavioral improvements and excellence. Recognition should be individualized and designed to ensure the student will experience the planned recognition as affirming and pleasing. Schools could consider student personal preferences when recognizing students and their contributions (e.g., some students prefer individual rather than school-wide approaches). 🙫 |  |  |
| *20.5 Staff members are present and visible during unstructured time within the school day.* | **EXPLANATION:**  New Brunswick (Our School) data indicates that the majority of bullying issues occur during transitional and unstructured times. It is important that staff members are present and visible during these times. It is also important that teachers are present during structured times (e.g., assigned supervisions, home room, study hall, etc.). 🙫 |  |  |

# IV. Classroom Practice

* How are the practices in the *Evidence-Informed Decision-Making* section (Domain I, Indicators 3.0 - 5.4 inclusive) implemented in classrooms?
* What systems are in place to ensure we know and respond to our students’ needs and strengths?
* How do our students show they value what they are learning?
* What guides our lesson planning?
* How do we use balanced assessment to monitor student progress?
* Which interventions from the pyramids are teachers currently accessing?
* How are Education Support Services (ESS) supporting teachers and students?
* How are we supporting self-directed learners?
* What systems are in place to ensure we know and respond to our students’ academic and social/emotional needs and strengths?
* Are interventions systematically applied? If so, how? (See Teaching Process Map and Intervention Process Map)
* How are we engaging in the development of Assessment Capable Learners?
* What are we doing to assist students in acquiring the New Brunswick Global Competencies?

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| Instructional Planning | | Evidence: | Rating: |
| **Indicator 21**  **New Brunswick global competencies, curriculum outcomes, achievement standards/indicators and available look-fors are the foundation for teacher planning (daily and long-term).**  Objective 3, 4, 5 and 9 | **EXPLANATION:**  **NB Global Competencies:**   * Critical Thinking and Problem Solving * Innovation, Creativity, and Entrepreneurship * Learning to Learn / Self-Aware & Self- Directed * Collaboration * Communication * Global Citizenship and Sustainability    [NB Global Competencies](https://collabe.nbed.nb.ca/res/sa/gr/gendocs/New%20Brunswick%20Global%20Competencies%20Approved,%20Feb%202018.pdf)   [Lesson Planning Bulletin](https://collabe.nbed.nb.ca/admin/sis/_layouts/15/WopiFrame2.aspx?sourcedoc=/admin/sis/SISDocuments/Lesson%20Plan%20Information%20Bulletin%20June%2010%202014.docx&action=default) 🙫 |  |  |
| **Indicator 22**  **Teachers create and use daily and long-term plans designed to assess and address the diverse needs of learners.**  Objectives 1, 3, 4, 5, 6, 7, 8 and 9 | **EXPLANATION:**  Effective planning begins with the end in mind. Teachers identify checkpoints to monitor student progress toward identified learning outcomes. Lesson plan content, process, and products, including assessment strategies, are personalized to ensure high expectations for all learners.  The Lesson Planning Bulletin suggested format includes:   * Plan for exceptional learners * Reference to curricular outcomes * Evidence of differentiation by: content, and/or process, and/or product * Planning for formative and summative assessment(s) * Use of formative assessment information to inform the need to compact curriculum, re-teach, group and re-group   [Lesson Planning Bulletin](https://collabe.nbed.nb.ca/admin/sis/_layouts/15/WopiFrame2.aspx?sourcedoc=/admin/sis/SISDocuments/Lesson%20Plan%20Information%20Bulletin%20June%2010%202014.docx&action=default)  [Zone of Proximal Development](https://www.simplypsychology.org/Zone-of-Proximal-Development.html) 🙫 |  |  |
| *22.1* *Teachers personalize learning experiences and foster engagement by promoting autonomy, competence, relatedness, and relevance in their instructional planning.* | **EXPLANATION:**  With this approach, staff members work intentionally to foster learner engagement by personalizing learning. Personalization involves developing learner agency by promoting autonomy, competence, relatedness, and relevance.  Rooted in Deci and Ryan’s work on self-determination and motivation, Morrison and Peterson’s work on mental fitness, and Marzano, Pickering, and Heflebower’s work on engagement, the learning through personalization (engagement) mindset means fostering learner:   * Autonomy – Learner voice and choice about what, when, how, and where they learn and work * Competence – Learners have the necessary skills and knowledge to complete work successfully (readiness), work within their zone of proximal development where rigorous learning happens with scaffolding, and work from strengths * Relatedness – Learners feel connected with others and a sense of belonging * Relevance – Learners see their work connected to their interests, passions, culture, background, current needs, and future * Effectively fostering these four components of personalization will cultivate engagement which will lead to deeper learning while also improving learner agency and resiliency   **REFERENCES:**  Ferlazzo, L. (2017). Student Engagement. *Educational Leadership*, 74(6), 28-33.  Ferlazzo, L. (2017). Student Engagement: Key to Personalized Learning. *Educational Leadership*, 74, 6, 28-33.  Marzano, R. J., Pickering, D., & Heflebower, T. (2011). *The highly engaged classroom*. Bloomington, IN: Marzano Research.  Morrison, W., Kirby, P., & Joint Consortium for School Health (Canada). (2011). *Schools as a setting for promoting positive mental health: Better practices and perspectives*. Summerside, P.E.I: Joint Consortium for School Health.  Ryan, R. M., & Deci, E. L. (2000). *Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being*. American psychologist, 55(1), 68. |  |  |
| *22.2 In order to ensure that learning opportunities are accessible to all students, teachers:*   * *plan and present information in multiple ways, taking cultural, socio-economic status, and other diversities into account;* * *provide students with opportunities to demonstrate knowledge and skills in a variety of ways and provide students with multiple opportunities for engagement.* | **EXPLANATION:**  ***Universal Design for Learning*** (UDL) is the process of designing and delivering curricula, materials, and environments in a manner that makes them accessible and usable to all students. When teachers use the principles associated with UDL, they remove barriers, which traditionally have marginalized specific student populations.  UDL and differentiated instruction are different. UDL is a framework that impacts teacher decision making **early** in the school year or during larger unit planning. Teachers apply UDL principles during the onset, whereas they use Differentiated Instruction practices during daily lesson planning.  **EXAMPLES:**   * How teachers design and organize their classroom space * Varied selection of instructional resources during the unit planning stage * Storage of assessment tools to support student self-access (e.g., checklists, rubrics)   A teacher may make a variety of graphic organizers available for students to select and use before and during the writing process.  All students know where in the classroom they can access these scaffolds.  Not all students will need them, but for some, they are critical organizational tools.  **1. Ideas and information are represented in multiple ways?**   * Your course syllabus clearly describes the content and your expectations of the students * You begin each class with an outline of what will be covered * You post electronic equivalents of paper handouts and required reading assignments in alternative formats such as audio and video   **2. Students can express their comprehension in multiple ways?**   * You encourage students to demonstrate knowledge and skills in ways other than traditional tests and exams (e.g., written essays, projects, portfolios, journals) * Your assessments measure students’ achievement of the learning objectives, as they are stated on the syllabus   **3. Students have multiple opportunities for engagement?**   * You express enthusiasm for each topic you teach, and explain its real-world significance * You challenge students with meaningful assignments * You supplement lecture and reading assignments with visual aids (e.g., photographs, videos, diagrams, interactive simulations)   [Universal Design for Learning](https://portal.nbed.nb.ca/pd/Reading/UDL_PD/UDL%20Docs/October%20PD%20Day/Oct%2010%20Intro/Oct10_Intro%20output/story_content/external_files/guidelines%201.0.pdf)🙫 |  |  |
| *22.3 Teachers design lessons and use instructional time to maximize learning and intervention opportunities.* | **EXPLANATION:**  This indicator refers to efficient use of time within classrooms. Areas to examine for efficiency include:   * Transitions into, during and from class (e.g., roll call, collecting: homework/assignments, money, permission slips, etc.) * Classroom routines (e.g., ensuring students have clear expectations for beginning work independently, setting-up materials, computers, etc.) * Project and other collaborative work * Managing disruptive behaviour proactively * Ensuring time is planned such that every student always has an assigned task, or selection of activities, in which to be engaged * Ensuring time is planned such that every student is actively learning rather than waiting for a turn, materials, etc. 🙫   [Lesson Planning Bulletin](https://collabe.nbed.nb.ca/admin/sis/_layouts/15/WopiFrame2.aspx?sourcedoc=/admin/sis/SISDocuments/Lesson%20Plan%20Information%20Bulletin%20June%2010%202014.docx&action=default)   [Formative Assessment](https://portal.nbed.nb.ca/pd/Reading/Document%20Library/Formative%20Assessment/story.html)  🙫   [Balanced Assessment](https://portal.nbed.nb.ca/tr/AaE/Documents/FINAL%20Balanced%20Assessment%20Doc%20April%208%202014.pdf) 🙫 |  |  |
| *22.4 Instruction of curricular outcomes is differentiated to meet learners’ needs. Opportunities for enrichment and stretch learning are provided for students of all abilities.*  *Note: see Stretch Learning as defined in indicator 3.1* | **EXPLANATION:**  **Differentiated instruction** is an approach to instruction that maximizes each student’s growth by creating multiple paths so that students of different abilities, interests, or learning needs experience equally appropriate ways to absorb, use and present concepts.  In a **differentiated classroom**, teachers differentiate **content**, **process,** and **product** according to students’ **readiness**, **interests** and **learning profiles**.     |  |  | | --- | --- | | **Content** | * what the teacher wants the student to learn and the materials or resources through which that is accomplished | | **Process** | * activities designed to ensure that students use key skills to make sense out of essential ideas and information | | **Products** | * vehicles through which students demonstrate and extend what they have learned | | **Readiness** | * a student's entry point relative to a particular understanding or skill | | **Learner Profile** | * how an individual student learns |   **EXAMPLES:**   * Differentiate content by **readiness**: A lower-leveled text selected for instruction during guided reading as appropriate * Differentiate content by **interests**: All students learn about the impact of natural disasters (learning outcome), but, they do this through studying self-identified occurrences (e.g., earthquakes, tsunamis, volcanic eruptions) 🙫 |  |  |
| *22.5 Personalized Learning Plans are collaboratively developed with the Education Support Services team, families, students, and partners, and used by classroom teachers for (daily) lesson planning.* | **EXPLANATION:**  The reason for this collaboration is so that each person involved in fostering the learning and development of a student can contribute their knowledge and expertise to achieve the best results for the student. Students are included to the full extent possible, and using language that is understood by the student.  ***See the definition for Personalized Learning Plans (PLP) in the explanatory note for indicator 4.2.***  Arriving at the decision that a PLP is needed is not a clinical process (e.g., does not require a psycho-educational assessment), though it can include clinically-based information, depending on the student. The choice to enact a PLP for a student will continue to be determined by the school ESS Team in consultation with the classroom teacher(s), families, other professionals as required and the student as appropriate.  ***Policy 322 – Inclusive Education***  **6.3 Personalized Learning Plan (PLP)**  6.3.1 Students must receive a Personalized Learning Plan when one or more of the following conditions exist:  1) Strategies beyond robust instruction are required.  2) Behavioural supports, as outlined in section 6.6 of *Policy 703 – Positive Learning and Working Environment*, are required.  3) The common learning environment is to be varied in accordance with section 6.4 of this policy.  6.3.2 A principal must ensure:  1) A PLP is developed by a planning team consisting of the school administration, teacher(s), relevant members of the Education Support Services (ESS) Team, as well as families, the student, and educational assistants as appropriate, and support people from community organizations as required.  6.3.3 Classroom teachers must:  4) Ensure lesson plans and instructional strategies reflect the requirements of the PLP.  **LOOK FOR:**  ***Products:***   * A section is included in the lesson plan with guiding questions or notes that assist the teacher to differentiate on an ongoing basis in relation to the PLPs of students in the class. This could also be accomplished by using a folder with lesson plans/components for students who have a PLP * Collaboration is indicated in the PLP by the presence of signatures, successive meeting dates, etc.   ***Conversations:***   * In in keeping with their age and abilities, students have input into their PLP and can speak to the content * Families indicate they have been involved in the planning of the PLP and understand the PLP goals   ***Observations:***   * PLPs/PLP goals are consulted daily by the subject teacher and EA(s) as applicable * Subject teachers and EST-R meet to discuss student progress and ways to adjust lesson plans to better address students needs * Educational Assistants are never the primary instructors of any student, nor are they primarily responsible for developing lesson plans for any student (*Creating an Inclusive School Culture*, NBACL, 2011, page 56). 🙫   Please note a change in the accepted terminology: Adjusted Curricular Outcomes and goals were formerly known as a Modified PLPs. |  |  |
| *22.6 Learning opportunities are designed to maximize relevance, make real-world connections, recognize and encourage learning beyond the school.* | **EXPLANATION:**  Educators work intentionally to ensure that opportunities to link instruction to real-world examples and addressing real-world problems are maximized. This includes linking learning opportunities to issues that are more meaningful to students (*personalization through student choice*), which helps promote student engagement.  **EXAMPLES:**   * Using current events and news stories * Inviting guest speakers * Simulation of real-life experiences * Cooperative education opportunities and work-related experiences * Volunteer experiences * Leadership opportunities – individual and group * Field trips * Financial and other practical Math experiences (e.g., making change; mortgage payment calculations) |  |  |
| *22.7 Teachers design lessons and use instructional time to provide cross-curricular opportunities for students.* | **EXPLANATION:**  Promoting active, mindful reading and teaching students to use effective learning strategies is the responsibility of all teachers (Rhoder, 2002).  **LOOK-FOR:**  ***Observation:***   * All grades 6-12 teachers apply Stepping Out strategies * Teachers help students make links between diverse curricular content (e.g., examining the social and financial effects of environmental degradation and climate change)   [Cross-Curricular Look-fors](https://portal.nbed.nb.ca/tr/lr/Curriculum%20Support%20Resources/CCLF%20Portal%20Version%20Links.pdf)  [Cross-Curricular Reading Tools](https://collabe.nbed.nb.ca/admin/sis/resources3/Documents/Cross%20Curricular%20Reading%20Tools.pdf) **🙫**  Rhoder, C. (2002). Mindful Reading: Strategy Training That Facilitates Transfer. *Journal of Adolescent & Adult Literacy, 45,* 6, 498-512. |  |  |

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| **Instructional Strategies** | | **Evidence:** | **Rating:** |
| **Indicator 23**  **Students can articulate, play a role in setting, and are working toward their learning targets.**  Objectives 1, 3, 4, 5, 6, 7, 8 and 9 | **EXPLANATION:**  Learning outcomes are shared in student friendly language, are appropriate, visible within the environment, and students can speak to the targets.  **EXAMPLES:** Learning outcomes in language appropriate to the learner should be visible for ease of student access.   * This could include generating a tracking chart that is adjusted as outcomes change to reflect what the learning outcomes are for each subject or class taught * The use of “I can” **or** “the learner will be able to” statements 🙫 |  |  |
| *23.1 Teachers model expectations for, and provide examples of, quality work reflecting provincial standards (where available).* | **EXPLANATION:**  Teachers post and regularly refer to exemplars which highlight specific performance criteria. Teachers can also model what quality work looks like and co-construct rubrics with students, so students understand the learning target. |  |  |
| *23.2 Teachers create a common understanding of quality work with students through the use of rubrics, indicators, exemplars and performance levels (co-constructed or student-friendly).* | **EXPLANATION:**  Curriculum documents provide learning expectations for each grade level and course. Available standards provide achievement expectations. Often these expectations are written in teacher friendly language and are not comprehensible to students. **Students will be more successful if they know what is expected of them and are involved in setting learning targets.** Teachers build a common understanding of what is expected with their students and collaborate on establishing short- and long-term goals.  **EXAMPLES:**   * Co-constructed rubrics * Peer and self-assessment * Outcomes posted in student-friendly language * Student work provided as examples of performance levels * Shared samples illustrating a variety of ways to represent ideas * Teacher modelling    [NB Global Competencies](https://collabe.nbed.nb.ca/res/sa/gr/gendocs/New%20Brunswick%20Global%20Competencies%20Approved,%20Feb%202018.pdf)  **REFERENCES:**  Davies, A., Herbst, S., Reynolds, B. P., & Davies, A. (2011). *Leading the way to assessment for learning: A practical guide*. Bloomington, IN: Solution Tree Press.  Davies, A., Busick, K., Herbst, S., & Sherman, A. (2014). System leaders using assessment for learning as both the change and the change process: developing theory from practice. *Curriculum Journal, 25,* 4, 567-592. 🙫 |  |  |
| **Indicator 24**  **Teachers use high yield instructional strategies to ensure active learning and learner engagement.**  Objectives 3, 4, 5, 7, 8 and 9 | **EXPLANATION:**  Teachers achieve their personal best when they use effective instructional practices, which support higher-order thinking.  **EXAMPLES:**  Dean and Marzano’s (2012) top nine high-yield teaching strategies:   * Identifying similarities and differences * Summarizing and note taking * Reinforcing effort and providing recognition * Homework and practice * Non-linguistic representations * Cooperative learning * Setting objectives and providing feedback * Generating and testing hypothesis * Questions, cues, and advance organizers   According to John Hattie (2009), high-impact, evidence-based teaching strategies include:   * Direct instruction * Note taking and other study skills * Spaced practice * Feedback * Teaching metacognitive skills * Teaching problem solving skills * Reciprocal teaching * Mastery learning * Concept mapping * Worked examples   **NB Curricula** support critical literacy skills. Students must demonstrate proficiency in inferential and personal/critical comprehension tasks in response to viewed/read texts (e.g., newspaper articles, magazine advertisements, poetry). Students require opportunities to participate in higher-order thinking skills (e.g., note-making) while reading, evaluating, and synthesizing text.  **Bloom’s Taxonomy** provides an important framework for teachers to use to focus on higher-order thinking. By providing a hierarchy of levels, this taxonomy can assist teachers in designing performance tasks, crafting questions for conferring with students, and providing feedback on student work.  The taxonomy identifies six levels of **Critical Thinking which** can be used in the classroom to help develop all levels of thinking within the cognitive domain. The results will be improved attention to detail, increased comprehension and expanded problem-solving skills. The six levels are:   * Knowledge * Comprehension * Application * Analysis * Synthesis * Evaluation    [Bloom’s Taxonomy](http://www.bloomstaxonomy.org/Blooms%20Taxonomy%20questions.pdf)   [Hattie’s High Impact Strategies for Teachers](http://www.evidencebasedteaching.org.au/hattie-his-high-impact-strategies/)  **REFERENCES:**  Dean, C. B., & Marzano, R. J. (2012*). Classroom instruction that works: Research-based strategies for increasing student achievemen*t. Alexandria, Va: ASCD.  Hattie, J. (2009). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement*. New York: Routledge. 🙫 |  |  |
| *24.1 Teachers focus on learner-centred strategies that promote engagement, active processing, the construction of subject-specific knowledge, and the development of the global competencies.* | **EXPLANATION:**  Active student involvement in planning learning and assessment opportunities leads to increased student engagement.  Some strategies to promote student engagement could include:   * Student goal-setting * Student choice (Content, Process and Product) * Self-directed study * Project-based Learning * Problem-based Learning * Promoting peer and cooperative learning opportunities * Supporting active citizenry through volunteer and real-world experiential learning opportunities * Entrepreneurial activities * Co-constructing assessments (e.g.., evaluation criteria, rubrics) |  |  |
| *24.2 Teachers personalize learning experiences and foster engagement by promoting autonomy, competence, relatedness, and relevance throughout their instruction.* | **EXPLANATION:**  **This approach would include staff members working intentionally to foster an environment which includes Personalization of Learning.** Personalization involves promoting self-directed learning (student agency, autonomy, voice and choice) while working to achieve the New Brunswick Global Competencies.  Utilizing Deci and Ryan’s approach, staff members adopt a mindset focused on engaging students and peers in the process of learning. This would include a focus on:  Competence – using Vygotsky’s Zone of Proximal Development (ZPD), the pedagogical environment focuses on scaffolding, mastery learning, readiness, and strength-based approaches  Autonomy – promoting student voice, choice, and agency  Relatedness – includes identifying student interests, linking to prior knowledge, and using student choice to facilitate student engagement  Relevance – includes promoting topics of interest to the students which also have relevance to the real world. Authentic learning, identifying real world application, and helping students identify social and cultural significance  Effectively working toward these four components of personalized learning will help build student capacity, which in turn helps cultivate resilience and self-determination in learners.  **EXAMPLES:**  In order to foster connectedness adults in the school intentionally take an interest in each student’s academic work, behaviour and sense of belonging.  Students feel that teachers and staff assist them when they need help. School personnel foster a caring atmosphere, which is used to promote connectedness. Building student resilience is one of the core school principles. This could include the use of a***dvisory/advocacy programs:*  a**rrangements whereby adults and small groups of students have the opportunity to interact on a regularly scheduled basis in order to foster a caring environment which focuses on guidance and support as well as providing a forum for student voice.    Fostering connectedness could also include the *Relational Management Approach* outlined in “*From* *Silo’s to Systems”* whereby:   * Teachers know student’s names and take time to chat with them outside of classrooms * Teachers know something about students in classes and check in with them about recent events in their lives * Teachers convey confidence in a student’s future * Teacher show concern when students are absent (Kilgore and Reynolds, 2012, pg. 98)   **REFERENCES:**  Deci, E. L., & Ryan, R. M. (2002). *Handbook of self-determination research*. University Rochester Press.  Gagné, M., & Deci, E. L. (2005). Self? determination theory and work motivation. *Journal of Organizational behavior*, *26*(4), 331-362.  Kilgore, S., & Reynolds, K. J. (2011). *From silos to systems: Reframing schools for success.* Thousand Oaks, CA: Corwin Press.  Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American psychologist*, *55*(1), 68. 🙫 |  |  |
| *24.3 Teachers use a variety of questioning techniques (e.g., use of open-ended and probing questions) to engage student thinking.* | **EXPLANATION:**  Teachers consider the kind of learning (e.g., mechanical learning, metaphorical learning) when choosing which type of question to ask (e.g., right or wrong, opinion, open- and closed-ended).  In order to personalize questioning techniques Bloom’s taxonomy is used to assist teachers and students to compose questions on different levels of thinking. Bloom’s taxonomy ranges from lower to higher levels of cognitive thinking. The levels are as follows:   * Knowledge * Comprehension * Application * Analysis * Synthesis * Evaluation   For information on Bloom’s Taxonomy see [Bloom’s Taxonomy And The Different Levels Of Questions](http://www.mandela.ac.za/cyberhunts/bloom.htm)  For more information on questioning techniques, see Jim Knight’s [Effective Questioning resource](http://moodle.lfalls.k12.mn.us/pluginfile.php/16653/mod_resource/content/1/EffectiveQuestions.3.0.pdf) 🙫 |  |  |
| *24.4 Students use metacognitive strategies to self-regulate their learning, emotions, and behaviours.* | **DEFINITION:**  **Metacognition**is the process of thinking about one’s own thought processes. Pressley, M. (2003) defines metacognition as *knowledge of the thinking processes.*  It is “knowing about knowing” or “thinking about thinking. “It is that ‘inner voice’ that helps one solves problems, strategize, and self-evaluate performance. Metacognition occurs in the here and now as students decide on how to solve problems or complete tasks. Students have developed metacognitive skills when they are able to answer the question, **“How has your thinking changed?”**  Metacognitive skills enable the monitoring of one’s own learning. Self-regulation of learning involves the learner being aware when they are and are not comprehending text or the task at hand and strategizing how to respond to this awareness.  **EXAMPLES:**   * **Reciprocal Teaching**is a strategy of metacognitive skill teaching, where the teacher models application of a reading strategy (predicting, questioning, summarizing, and clarifying) through their own think-aloud of why and how they apply the strategy. Students are then expected to begin to go through the process themselves. * Questions that are designed to guide student thinking when they are thinking about **Parts of a Whole**:   1. What are the smaller parts that make up the whole?  2. What would happen if each part was missing?  3. What is the function of each part?  4. How do the parts work together to make the whole do what it does?   * Prompting students to use **Skillful Decision-Making** serves to shift the center of gravity in the classroom away from a teacher-centered model to an active student-centered model. One could (1) break the students into “collaborative thinking groups” each with specific thinking tasks that contribute to the overall process, (2) provide them with various graphics that serve as reflection and recording devices for their thinking, and (3) provide oral guidance for them as they work through the thinking map for skillful decision making. This example takes students to a different thinking level than “what choice is best” and “why” questions. Questions to support Skillful Decision-Making include:  1. What makes a decision necessary? 2. What are my options? 3. What are the likely consequences of these options? 4. How important are these consequences? 5. What’s the best option in light of the consequences?  * **Articulating Strategy Selection and Use** in any curricular area is an example of a metacognitive process It is important to get students to stand back from content-related thinking to engage in various types of metacognition. One could start with the students identifying the kind of thinking they just engaged in, then describing how they did it, and then asking, “Was this a good way to do this kind of thinking?” or “Does the procedure need modification. If so, how, and then, how can this be turned into an explicit plan for doing the same sort of thinking again?”   **REFERENCES:**  Pressley, M. (2003). *Metacognition in Literacy Learning: Then, Now, and in the Future*. 🙫 |  |  |
| *24.5 Students use non-linguistic representations in their learning.* | **EXAMPLES:**   * Graphic organizers * Pictures * Pictographs * Graphs * Concrete representations * Kinesthetic activities    [Curriculum Documents](https://collabe.nbed.nb.ca/res/curriculum/Pages/default.aspx)   [Cross-Curricular Reading Tools](https://portal.nbed.nb.ca/tr/lr/Curriculum%20Support%20Resources/Cross-Curricular%20Reading%20Tools.pdf) 🙫 |  |  |
| *24.6 Learning experiences promote inquiry and include problem- and project-based opportunities.* | **EXPLANATION:**  Teachers use a variety of classroom structures to support student learning (e.g., Writer’s Workshop Model, Book Studies, Project-Based Learning).  As Wilhelm (2007) explains both Problem- and Project-based Learning structures can be used as the method of learning during a large one-month unit (e.g., What makes a good relationship?) or as part of a teacher’s pedagogy during a lesson.  **Problem-based Learning (PBL)** is a student-centered pedagogy in which students learn about a subject in the context of complex, multifaceted and realistic problems. Working in groups, students identify what they already know, what they need to know, and how and where to access new information that may lead to resolution of the problem. The role of the instructor is that of facilitator of learning who provides appropriate scaffolding of that process by:  asking probing questions, providing appropriate resources, and leading class discussions, as well as designing student assessments.  The six core characteristics of Problem-based learning:   * Consists of student-centered learning * Learning occurs in small groups * Teachers act as facilitators or guides * A problem forms the basis for organized focus and stimulus for learning * Problems stimulate the development and use of problem solving skills * New knowledge is obtained through means of self-directed learning   The Seven C’s of Project Based Learning:   * **Curriculum**: the starting point for PBL development is always learning outcomes from official provincial curriculum. * **Competencies**: along with meeting knowledge content outcomes, competencies are also instructed and assessed. * **Collaboration**: the final product, presentation, and/or exhibition is deliberately designed to be a task, or group of tasks, that cannot be completed by one individual but requires meaningful participation from all members of a high-performing team. Thus, a genuine need for collaboration is presented to students. * **Current**: the driving question frames the learning by presenting a current, real-world problem to be solved - one that is taken seriously by adults engaged in similar work. * **Community**: where possible, to provide utmost relevance for students, expert assistance for teachers, and authentic assessment opportunity, the issue or problem should be based in the local community. * **Connected Students**: should be able to connect to the question to be answered; they should see the value in their work beyond just getting a final mark. * **Cool!** A great PBL engages students right from the beginning with a launch activity (the “grabber”) designed to capture their interest followed by the introduction of a PBL “briefcase” which includes rubrics for assessment, a list of resources, project milestones, final presentation schedules, etc. so that there is clarity of expectations, and thus a sense of “do-ability” and accomplishment for the student.   [Project-based Learning (PBL) The Seven C’s](https://collabe.nbed.nb.ca/admin/sis/resources3/_layouts/15/WopiFrame.aspx?sourcedoc=%2Fadmin%2Fsis%2Fresources3%2FDocuments%2FThe%20Seven%20Cs%20for%20Project%2Edocx&action=view&source=https%3A%2F%2Fcollabe%2Enbed%2Enb%2Eca%2Fadmin%2Fsis%2Fresources3%2FPages%2Fdefault%2Easpx)  **REFERENCES:**  Wilhelm, J. (2007). *Engaging readers & writers with inquiry: Promoting deep understandings in language arts and the content areas with guiding questions.* New York: Scholastic. 🙫 |  |  |
| *24.7 Teachers provide opportunities for students to work collaboratively and co-operatively.* | **EXPLANATION:**  Students are provided time within the classroom to discuss concepts and topics with their peers in order to deepen their understanding. Opportunities to discuss can be formal or informal.  **EXAMPLES:**  **Formal opportunities are those that are purposefully planned by the teacher to allow time for students to discuss their learning. This could include:**   * Teacher-assigned groups * Elbow partners * Groups with assigned roles * Think-Pair-Share * Jig-sawing   **Informal opportunities are those that happen in the moment.**   * Student partnering during work time * Transition times between subjects/classes * Providing unstructured open discussion times * Unplanned/teachable moments 🙫 |  |  |
| *24.8 Students have opportunities to engage in purposeful discussion to gain a deeper understanding of their learning and themselves.* | **EXPLANATION:**  Students should work collaboratively towards one common goal, in both formalized teacher-created intentional groupings and with self-selected peers. The learning in the group is **interdependent, with each member of the group contributing and comprehending** (e.g., book studies, reciprocal teaching, Project-based Learning). After students receive high-impact instruction, they spend time practicing the skills, both independently and collaboratively.In-class observations should note a ratio of 20% teacher voice and 80% student voice. Students are also provided with frequent, less formal, opportunities to collaborate (e.g., peer conferencing, turn-and-talk).  Essential information for students to collaborate and cooperate effectively includes:   * Outlining team roles * Discussing norms/rules * Modeling/monitoring team functions * Fair and equitable assessment (peer, self and teacher assessment)   **EXAMPLES:**   * Think, Pair, Share * Grouping and re-grouping * Pairings (elbow partners) * Small groups * Whole class * Talking circles 🙫 |  |  |
| **Indicator 25:**  **Technology is used effectively to promote student engagement and enhance learning.**  Objective 1, 3, 4, 5, 6, 7, 8 and 9 | **EXPLANATION:**  In high performing schools, teachers use available technology *in meaningful ways* to engage students in their learning. This indicator *is not* referring to the amount of technology that is available (i.e., all classrooms being equipped with SMARTBoards or the school having several computer labs in operation) *nor is it* referring to the frequency of integrating technology in instruction. Rather, the emphasis here is on how technology is being effectively used by teachers to promote student learning.  **Questions to consider:**   * Is the teacher using the SMARTBoard as a traditional blackboard or projector or as a means of providing students with relevant, interactive learning experiences? * Are computers being used as a means for student self-directed learning opportunities (e.g., Web-Quests, Blogs)? * How does using the technology enhance learning experiences for students? 🙫 |  |  |
| *25.1 Online learning opportunities are in place to help address the needs of students.* | **EXAMPLES:**  **Elementary:** *RAZ Kids* (online reading texts, comprehension quizzes), *Skype*, Learning Games, On-Line Enrichment Activities  **Middle:** Web-Quests, BLOGS, Learning Games, On-Line Enrichment Activities, *All the Write Type*, *Missing* (web-based internet safety)  **High:** Online courses or challenge for credit, IXL (mathematics), entrepreneurship activities, Co-op job searches and job trend analysis 🙫 |  |  |
| **Indicator 26:**  **A variety of programs, courses and other learning opportunities are provided to expose and engage students in school to post-secondary learning, school to work, and school to life transitions.**  Objectives 1, 3, 4, 5, 6, 7, 8 and 9 | **EXPLANATION:**  **Elementary:**   * ***Curriculum***: Personal Development and Career Planning (PDCP) curriculum is facilitated by classroom teachers and is supported by guidance teachers/counselors. Guidance personnel allocate **35-45%** of their time to the organization and implementation of the PDCP curriculum. This may include direct instruction, team teaching, and/or acting as a resource for the program * ***Programs:*** e.g., PAWS in Jobland * ***Strategies*:** Schools provide school-wide activities for Canada’s Career Week that engage students, families and community members * ***Guest Speakers***: are used to provide real world examples, engage students and expand teacher and student knowledge   **Middle:**   * ***Curriculum:*** Personal Development and Career Planning (PDCP) curriculum is facilitated by classroom teachers and is supported by EST-G, EST-R and/or counselors as appropriate. Guidance personnel allocate **25-35%** of their time to the organization and implementation of the PDCP curriculum. This could include direct instruction, team teaching, and/or acting as a resource for the program * ***Programs***: e.g., myBlueprint (Students have e-portfolios that they contribute to regularly. Families are aware of the program and encourage its use.) * ***Strategies***: Schools provide school-wide activities for Canada’s Career Week that engage students, families and community members * ***Career Research*** is promoted and encouraged. Time is provided for students to complete interest and skills surveys and conduct job market and educational searches * ***Enrichment*** opportunities are used to fortify student self-awareness and help inform long-term educational and career related student choices   **High:**   * ***Curriculum:*** Personal Development and Career Planning (PDCP) curriculum is facilitated by classroom teachers and is supported by EST-G, EST-R and/or counselors as appropriate. Guidance personnel allocate **15-25%** of their time to the organization and implementation of the PDCP curriculum. This may include direct instruction, team teaching, and/or acting as a resource for the program * Courses such as Cooperative Education 120 and Career Exploration 110 are offered yearly to allow students the opportunity to engage in experiential workplace learning. As well, the Grade 9 or 10 BBT course should be offering a module where students can use myBlueprint * ***Programs:*** e.g., myBlueprint - Students have e-portfolios that they contribute to regularly. Families are aware of the program and encourage its use. Take your kids to work. AP and IB Programs * ***Strategies:*** School-wide activities during Canada’s Career Week engage students, families and community members. These events may include: Career Days, Post-Secondary Expos, Take Our Kids to Work, etc. * EST-G, EST-R and/or counselors support individual planning to assist students in the management of their personal and career development   [School-Based Education Support Services Teams to Support Inclusive Education](http://tmyles.weebly.com/uploads/2/6/2/6/26261249/role_of_the_esst_.pdf) (September 2014, p.38)  [Inclusion Look-fors](https://collabe.nbed.nb.ca/admin/sis/_layouts/15/WopiFrame.aspx?sourcedoc=/admin/sis/SISDocuments/Inclusion%20Look-Fors%20Dec%2010%202013%20Final%20Version.doc&action=default) 🙫 |  |  |
| **Indicator 27:**  **Teachers use strategies in their subject area to strengthen literacy development.**  Objectives 1, 3, 6, 7 and 8 | **EXPLANATION:**  Literacy remains one of the most important aspects of education and is a strong predictor of student success as adults. As Moore (1999) states, “Adolescents entering the adult world in the 21st century will read and write more than at any other time in human history. They will need advanced levels of literacy to perform their jobs, run their households, act as citizens, and conduct their personal lives. They will need literacy to cope with the flood of information they will find everywhere they turn” (p.3).  The N.B Look-for document notes four critical aspects of effective literacy instruction and supporting elements:  **Classroom Environment**   * Cross-curricular literacy * Literacy materials * Community atmosphere * Print rich environment * Classroom arrangement     **Student Activities**   * Ownership and personal engagement * Speaking, listening, and language * Daily opportunities for reading/viewing * Daily opportunities for writing/representing   **Teacher Activities**   * Assessment informs instruction * Planning and preparation * Differentiated instructional practice   **Balanced Components**   * Word work * Oral language * Modeled writing * Shared writing * Independent writing * Read aloud * Shared reading * Guided reading * Independent reading   “Observations should evidence planning and instruction featuring seamless and meaningful connections between components (Moore, 1999, p.3).  **EXAMPLES:**  See the Cross-curricular reading tools for examples of effective literacy tools  <https://collabe.nbed.nb.ca/admin/sis/resources3/Documents/Cross%20Curricular%20Reading%20Tools.pdf>  See also the literacy Look-for document <https://collabe.nbed.nb.ca/res/sa/ela/_layouts/15/WopiFrame.aspx?sourcedoc=/res/sa/ela/DocumentSets/Literacy%20Look%20Fors/Look%20For%20Conference%20Sheet.doc&action=default>  **REFERENCES:**  Moore, David et al. (1999). “Adolescent Literacy: A Position Statement.” The Commission on Adolescent Literacy of the International Reading Association. <http://www.reading.org/downloads/positions/ps1036_adolescent.pdf> |  |  |
| **Indicator 28:**  **The learning of additional languages (plurilingualism)is valued and promoted.** | **EXPLANATION:**  Quality curricula and instruction, and authentic experiences are used to promote the acquisition and appreciation of additional languages.  ***Multiculturalism*** can be defined, in the Canadian context, as the recognition, accommodation and celebration of difference, with the goal of unity and belonging for all. Plurilingualism is the celebration of the ability of a person who has competence in more than one language, to be able to draw on whichever language fits the situation best. It is different than multilingualism, which could be explained as having multiple languages, that sit side-by-side (not intertwined) and are used for separate purposes. ***Plurilingualism***, on the other hand, recognizes that an individual may switch from language to language according to the situation. In fact, plurilinguals use one language or another interchangeably, according to the situation, because the languages we learn are all mixed together in our development, not in neat boxes separate from the others. A plurilingual is afforded a way of understanding the world and its many cultures through languages; the gap between people and cultures is minimized.  Plurilingualism is tied to pluricultural competence, which is tied, in some ways, to the Canadian understanding of multiculturalism. Pluricultural competence is the recognition (personally and individually) that exchange and meditation between cultures and through languages is what brings about true multiculturalism.  For further information please see the following:   * video <https://www.youtube.com/watch?v=9EfvwZ_bOcY> (Angelica Galante) * website [www.breakingtheinvisiblewall.com](http://www.breakingtheinvisiblewall.com) * Angelica Galante noted, “When teachers offer opportunities for students to learn more about other languages and cultures, the 'invisible walls' that are socially constructed between them can disappear.”   See also, <https://www.caslt.org/files/media/news/Lit-review-Impact-L2-Learning.pdf> for an executive summary at the start of the literature review that provides a strong overview of the associated content. |  |  |
| *28.1 Communication in additional language classes are in the target language.* | **EXPLANATION:**  “Communication” in French and additional language classes refers to the instruction, dialogue and conversation that occurs during class time. The use of French should be observed on the part of teachers and students.  **EXAMPLE:**  During French and additional language classes, students should converse in the language during formal and informal sharing opportunities and during general dialogue with others (e.g., when asking to borrow an eraser from a peer).  **EXCEPTION:**  In English as an Additional Language (EAL), students, at times, will need to converse in a shared home language (if available) to ensure they understand the content and next steps. Additionally, research shows that it is important when working with newcomer populations who are asked to function in English all day, to show a valuing of the home language and culture when possible. Therefore, at times, students in EAL class may be asked to share with the class “how to say this word” in their home language, or what “x concept” means in their culture. This valuing of plurilingualism adds to students’ sense of safety and belonging in the classroom, which will in turn boost their achievement in the learning of the additional language.   [Intensive French Look-fors](https://collabe.nbed.nb.ca/res/sa/if/Subject/Grade%205%20IF%20Guide%20May%202016.docx) (Appendix J)   [Link to Post Intensive French Look-fors](https://collabe.nbed.nb.ca/res/sa/if/Subject/Post-Intensive%20French%20Middle%20School%20Curriculum%20July%202015.docx) (Appendix J) 🙫 |  |  |
| *28.2 Learners of additional languages are encouraged to apply language skills in authentic contexts in and out of the classroom.* | **EXAMPLES:**  Applying French and additional languages in an authentic context could include:   * French plays/theatre * Cultural events * Field trips * On-line learning which could include pen pals and video-conferencing   A tracking sheet could be used to monitor students’ use of French and additional languages outside the classroom environment and within the community. This could include:   * Encouraging French or additional language conversations within the school, but outside the regular classroom environment * French language club involvement * Ordering food at a restaurant * Sharing stories with parents/guardians at home * Viewing television programs * Listening to radio shows * Accessing internet content and/or using the closed captioning to promote use and greater comprehension    [Intensive French Look-fors](https://collabe.nbed.nb.ca/res/sa/if/Subject/Grade%205%20IF%20Guide%20May%202016.docx) (Appendix J)   [Link to Post Intensive French Look-fors](https://collabe.nbed.nb.ca/res/sa/if/Subject/Post-Intensive%20French%20Middle%20School%20Curriculum%20July%202015.docx) (Appendix J) 🙫 |  |  |
| **Indicator 29:**  **Teachers use strategies in their subject area to strengthen numeracy development.**  Objectives 1, 4, 6 and 7 | **EXPLANATION:**  **There are seven key processes which are the foundation of our Mathematics curriculum:**   * Encourage students to estimate prior to calculations to predict solutions and afterwards determine if their solution is reasonable * Communication * Connections * Problem-solving * Reasoning * Mental math and estimation * Technology and visualization   **EXAMPLES:**  **To support numeracy development, teachers across the curriculum can:**   * Explore and encourage discussions regarding patterns which can be found in all subject areas (e.g., music rhythm, data from science investigations, poetry, art design, statistics in social studies, etc.) * Encourage students to solve problems with calculations in a variety of ways depending on the numbers involved (e.g., mental math, paper/pencil, calculators) * Use the same conventions for reading and writing numbers as done in mathematics classes (e.g., 6145.38 does not include a comma to separate the thousands and hundreds places and it is read as six thousand, one hundred, forty-five and thirty-eight hundredths * Use measurement skills and units that are grade appropriate according to the mathematics curriculum (e.g., centimetre, metre, kilometre, gram, kilogram, millilitre, litre) * Use and discuss a variety of data displays and have students create their own based on what is grade-appropriate. Students need to be able to read and interpret a variety of charts, graphs, and other displays * Encourage students to estimate prior to calculations to predict solutions and after to determine if their solution is reasonable * Demonstrate that they believe all students can learn math and the teacher models a positive attitude toward learning   **Many connections to math in other subject areas can be made, including the following:**   * Numbers: reading and writing numbers appropriately (34 650 is written without a comma and is read as thirty-four thousand six hundred fifty; 7.09 is read as seven and nine thousandths) * Calculations: encourage the use of mental math and estimation * Patterns (stories, poetry, results of investigations, art designs, music, etc.) * Measurement (units of measurement, distances, mass, area, volume, time, rate, speed, etc.) * Geometry (names of polygons and 3-D objects, symmetry, grids, tiling/tessellations, etc.) * Graphing: collecting, organizing, displaying, and interpreting data * Mapping: grids, ratios, location * Proportion * Math terminology in other subject areas (heart rate, metre, pentagon, etc.)    [Cross-Curricular Look-fors](https://portal.nbed.nb.ca/tr/lr/Curriculum%20Support%20Resources/CCLF%20Portal%20Version%20Links.pdf) 🙫 |  |  |
| *29.1 Numeracy and science concepts are taught using a variety of appropriate representations and models to deepen understanding.* | **EXPLANATION:**  Appropriate means:   * Representations and models are designed to match students’ age, developmental level, and the concept being learned * Representations and models can range from concrete to symbolic, and can include pictorial, etc. * At all grade levels, a variety of representations are used to help students explore, think about, and understand concepts * Representations can be used individually or in combination to further comprehension   **EXAMPLES:**   * Ten frames to compare and explore number relationships * Using manipulatives to represent fractions (fraction pieces to represent halves) * Electricity as water to ensure student understanding of electrical current flow * Algebra tiles to visualize completion of squares 🙫 |  |  |

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| Evidence of Learning | | Evidence: | Rating: |
| **Indicator 30:**  **There is a balanced use of formative and summative assessment (for learning/of learning/as learning) to guide instructional practices.**  Objectives 1, 3, 4, 5, 6, 7, 8 and 9 | **EXPLANATION:**  Assessments are purpose-driven. Teachers understand the purpose of the assessment. In order to decide the appropriate type of assessment, they first determine whether they are: planning learning, supporting learning, monitoring learning or verifying learning. They subsequently choose the appropriate assessment for the purpose and determine next steps in instruction.  Schools should have a well-defined process to collect and examine evidence, including formative and summative assessments, which inform progress toward identified school goals, identify needs, planning and goal development, to assist schools to effectively allocate resources and plan based on PL needs.  **DEFINITION:**  **Formative assessment** practices include **frequent**, interactive assessments of student progress and comprehension. Often defined as assessment for learning, formative assessment is an ongoing, dynamic process. Formative assessment takes place during the learning process when both the teacher and the student can make decisions towards promoting further learning.  **Summative assessment** is used **periodically** as a means to determine a student’s mastery and understanding of information, skills, concepts, or processes and serves as a summary of performance. Often defined as assessment of learning, summative assessment is used to make a judgment, such as what grade a student will receive, or to determine whether a particular program was effective.   [Balanced Assessment](https://portal.nbed.nb.ca/tr/AaE/Documents/FINAL%20Balanced%20Assessment%20Doc%20April%208%202014.pdf)  For further information, see the article entitled, [But... Thou Shall NOT… Use Formative Assessments...... as Part of the Summative Grade](http://anne-davies.blogspot.ca/2014/03/but-thou-shall-not-use-formative.html) by Anne Davies and Sandra Herbst.🙫 |  |  |
| *30.1 Teacher practices promote the development of assessment capable learners.* | **EXPLANATION:**  Assessment capable learners are students who:   * know the learning target * can describe where they are in relation to the target * use this information to select learning strategies to improve their work   Moss and Brookhart (2012) describe learning targets as the key to developing assessment-capable learners. To develop this skillthe authors state that students need to learn to answer the following three questions as they work:   * Where am I now? * Where am I going? * How can I close the gap between where I am now and where I want to go?   This will assist them in regulating and taking personal responsibility for their learning.  **REFERENCES:**  Moss, C. M., & Brookhart, S. M. (2012). *Learning targets: Helping students aim for understanding in today's lesson*. Alexandria, VA: ASCD. 🙫 |  |  |
| *30.2 Short-term planning and instruction are based on ongoing, formative assessment.* | **EXPLANATION:**  Educators use ongoing formative assessment to adjust instructional strategies to support diverse learners. This would include ongoing analysis using: formal and informal observations, conversations with students (e.g., conferencing as well as informal dialogue), and the assessment of products to ensure that lessons are diversified (content, process and product) to address the diverse needs of students. Adjustments should be observable in daily/weekly planning.     [Formative Assessment](https://portal.nbed.nb.ca/pd/Reading/Document%20Library/Formative%20Assessment/story.html)  🙫 |  |  |
| *30.3 Students are given descriptive feedback that is ongoing, timely, explicit, meaningful, constructive, and empowering.* | **EXPLANATION:** The key to **effective learning feedback** is that it is both timely and meaningful. In order to ensure students have the opportunity to establish effective learning goals and priorities, they need to receive feedback that is targeted on specific strengths and challenges. This feedback needs to be shared in a timely manner. For example, brief (three-minute) teacher/student writing conferences could hone-in on one thing that is working for the student and one thing that needs attention. Feedback can be written or oral. The student should be able to identify her or his next steps, based on the feedback provided.  **DEFINITION:**  **Goal-Referenced Feedback**  Students need reminders about goals and the criteria by which they should self-assess. For example, a teacher might say, “The point of this writing task is to make the reader laugh. So, when rereading your draft, or getting feedback from peers, ask, “How funny is this? Where might it be funnier?” (Wiggins, 2012).  **EXAMPLES:**   * Modelling peer assessment strategies so that students provide ongoing feedback to each other about their work * Inviting other teachers/students/people from the field to come visit the classroom and provide students feedback on their work * Giving written feedback about strengths/needs when assessing student work (doesn’t always have to be a grade) * Modeling or explaining next steps for improving student work * Achievement (e.g., writing) continuums could be used for student to self-asses and set personal learning targets    [Effective Feedback](http://www.ascd.org/publications/educational-leadership/sept12/vol70/num01/Seven-Keys-to-Effective-Feedback.aspx)  **REFERENCES:**  Wiggins, G. (2012). Seven keys to effective feedback*. Educational Leadership*, 70(1), 10-16. 🙫 |  |  |
| *30.4 Students are taught to consolidate their learning through self-and peer-assessment.* | **EXPLANATION:**  Dedicated time for student reflection should be observable in lesson planning and practice.  Students should have ongoing formal and informal opportunities to share what they have learned and how their thinking has changed.  Ongoing opportunities for consolidation of learning include:   * Response journaling * Learning logs * Exit slips * Double-entry diaries * Student-led portfolios: collection and reflection of how selected products represent their learning   When using **Workshop Model**, the lesson ends with dedicated time for a diversity of reflection, introspection, sharing and metacognitive self-analysis.  These opportunities can occur on a whole class, small group, partner, or an individual basis.  Teacher observation can be used to gauge comprehension and determine whether there is a necessity to adjust the instruction, re-teach in small group or whole class, or accelerate the rate and pace of learning.  Self-assessment and peer-assessment provides time for students to process and learn. When teachers engage students in this, they give students time to:   * Process and learn * Share ideas with others * Self-reflect on their learning * Provide others with constructive feedback   **EXAMPLES:**   * Teacher and co-constructed rubrics * Student response to reading journals * Portfolio review sheets * “How’d I Do?” goal reflections 🙫 |  |  |
| *30.5 Learning outcomes of students with Personalized Learning Plans (PLPs) are assessed appropriately.* | **EXPLANATION:**  Teachers should be able to describe the student’s outcomes in general terms and use the student’s goals and outcomes for daily planning. Teachers provide information in the PLP that demonstrates that students are meeting identified outcomes. Lesson plans should include a diversity of ongoing assessment using data/evidence to inform instruction. Outcomes should be progressive in nature, taking incremental steps towards a larger goal.  The following questions can be used to determine whether PLPs are operating as living documents and assessments are being used to inform intervention strategies:   * Can we observe a plan at the classroom level or can teachers speak to the basic outcomes? * If no – what is the process? * Are assessments being used to establish a present level of performance (PLOP) and are these baselines recorded? * Are outcomes being met? * When outcomes are met are they updated/revised and are progressive outcomes being set? * If outcomes are not being met, are they examined for adjustment, effective implementation, revision or removal?   **LOOK FOR:**  ***Products:***   * Pre- and post-assessments for all students * PLPs indicate that students are meeting identified outcomes * Updated teacher comments on PLPs (specific focus during, or near, reporting periods)   ***Conversations:***   * Students with PLPs are able to articulate the outcomes they have achieved * Teachers can speak directly to the basic outcomes delineated in the PLP   ***Observations:***   * PLP are present for review during family interviews. * PLP is visible/referenced during student conferencing 🙫 |  |  |

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| **Classroom Intervention** | | **Evidence:** | **Rating:** |
| **Indicator 31:**  **Evidence-based interventions to support curriculum outcomes are applied in classrooms.**  Objectives 1, 3, 4, 5, 6, 7, 8 and 9 | **EXPLANATION:**  Decisions regarding the intensity (or tier) of interventions are based on data/evidence outlining student needs and/or progress. Assessments should include a variety of formats and occur on a daily basis.  Assessment strategies could include, but are not limited to:   |  |  | | --- | --- | | **Pre-instruction** | * discussions, observations, pre-tests and KWL charts | | **During instruction** | * observations, portfolios, journaling, and conferencing | | **Post-instruction** | * exit activities, portfolios, projects, tests and exit slips |   Winschool/PowerSchool behaviour tracking data regarding frequency of behaviour challenge are available.   |  | | --- | | **Tier one -** are generally applied in the classroom, the common learning environment, or whole school.  **Tier two -** small group, can be administered inside or outside the classroom. These interventions are generally more intensive and can occur in whole class, small group, or on an individual basis. These are targeted interventions for students who have common challenges and who are at-risk of more significant difficulty.  **Tier three -** these are more intensive interventions and often occur on a one-on-one (support) basis. These may be administered external to the common learning environment and/or regular classroom, and may require supports and/or consultation with external agencies and diverse specialists.  [School-Based Education Support Services Teams to Support Inclusive Education](http://tmyles.weebly.com/uploads/2/6/2/6/26261249/role_of_the_esst_.pdf) 🙫 | |  |  |
| *31.1 Flexible groupings are routinely used for intervention and classroom instruction. They are short-term, varied, inclusive, data-informed and appropriate for learning.* | **EXPLANATION:**  ***Flexible instructional grouping*** is an instructional strategy whereby teachers use evidence of learning to group and regroup students within the common learning environment. These groupings can occur within the common learning environment, within classrooms, and between classrooms, and are adjusted regularly based on data/evidence and student need*.* 🙫 |  |  |
| **Indicator 32:**  **Classroom teachers take primary responsibility for teaching students with diverse learning needs and ensuring that appropriate accommodations, modifications, interventions and supports are in place.**  **Objectives 1, 3, 4, 5, 6, 7 and 8** | **EXPLANATION:**  Although teachers take primary responsibility for teaching students with diverse learning needs, they are supported by members of the ESS Team and other professionals. The classroom teacher works in collaboration with team members in the development and implementation of interventions for students.  **EXAMPLES:**   * Teachers know and use PLP goals and outcomes in daily planning * A dedicated section embedded in lesson plans is used to address the needs of diverse learners and communicate actions and strategies to support personnel * Ongoing classroom formative assessments should be used to determine the Present Level of Performance and learning needs. Students should be included as much as possible in ongoing planning * Examination of PLPs should indicate teachers are actively involved in updating the PLP to ensure that it is a living document.  This should include providing notes on progress, updating and adjusting the outcomes, providing justifications for accommodations, and adjusting strategies as needed * Teachers should be able to identify the type of accommodations that their students receive and what modifications are made to the curriculum. * Teachers have been part of the process of identifying which students are receiving tiered interventions * Teachers provide Educational Support Staff with plans to provide direction and support for learners in the classroom 🙫 |  |  |
| *32.1 Personalized Learning Plans for academic and behavioural needs are reviewed and updated by teachers on an ongoing basis to ensure progress in meeting identified goals and outcomes.* | **Definition:**  *See Personalized Learning Plan (PLP) definition found in indicator 4.2*  ***Policy 322 – Inclusive Education***indicates whenformal assessments of progress must occur.  6.3.3 Classroom teachers must:  2) Develop, implement and **update the PLP (whenever significant modifications are required)** in collaboration with families, the student, teachers, ESS Team members, including relevant educational assistants, professionals and representatives from community agencies as required  3) Receive, review and **update the PLP when a student transitions from another grade and/or school**, in consultation with family members, the student, members of the ESS Team, including relevant educational assistants and other professionals as required  5) **Monitor and evaluate, on an on-going basis, the effectiveness of the instructional strategies identified in the PLP, as well as the appropriateness of the identified goals and outcomes**  6) **Provide formal progress reports for students with a PLP on the same document (report card) and at the same time as this is done for all other students, as well as providing documentation of progress on the PLP to family members or independent students.**  **Explanation:**  ***Ongoing Review***  For this indicator, “ongoing review” means the frequency of review is appropriate for the learning outcomes. More frequent review may be needed when working on outcomes for which the student’s speed of progress is difficult to predict. This may also be the case when there are unforeseen changes to the learning environment or the learner’s situation (e.g., Outcome: student is working on applying co-developed strategies for self-regulating aggressive verbal responses – Situation: student’s home situation changes when she is placed in a foster home).  The frequency of availability of the data/evidence required to assess progress also impacts the ability to review goals and outcomes. Reviewing the PLP requires the teacher’s time. When planning the goal/outcome, and its corresponding evidence of learning, choose the most meaningful evidence and reflect on the least labour-intensive manner in which it can be obtained.  **LOOK FOR:**  ***Products:***   * Individualized Behaviour Support Plans (IBSPs) are in place and up to date * Meeting minutes of the ESS Team reflect ongoing review and adjustment * PLPs are up to date and goals are current. * PLP strategy dates are changed frequently (more than just report card time) * ESS Team meeting minutes indicate a follow up schedule.   ***Conversations:***   * Teachers articulate students’ current goals.   ***Observations:***  - Teachers meet with EST-R, EST-G, administrators and other specialists as needed to discuss progress and update student plans 🙫 |  |  |
| *32.2 Educational Support Services team members collaborate with classroom teachers and other professionals to determine methodologies that meet the needs of all students.* | **DEFINITION:**  The ***Education Support Teacher-Resource (EST-Resource), New Brunswick Knowledge and Skills Document* (2010)** identifies expectations for collaboration as follows:   * Uses models and strategies of consultation and collaboration * Consults and collaborates in administrative and instructional decisions at the school * Understands the roles of individuals with exceptional learning needs, families, and school and community personnel in planning of personalized programs * Fosters respectful and beneficial relationships between families and professionals   ASD-East mock [ESS Team meeting](http://stream.nbed.nb.ca/video/Portal/Mock%20ESS%20Team%20Meeting.wmv)   **Policy 322 and Allocation of Time:**  Resource Education Support Teachers must direct a minimum of 60% of available time (FTE) over the course of the school year, directly supporting and collaborating with classroom teachers. (Policy 322) Supports include:   * Classroom observation and feedback (teacher self-identified support) \* * Co-planning of instruction * Co-teaching\* * Initiation and supporting instructional strategies * Problem solving * Modeling\*   \*Essential to each of these types of supports, are intentional pre- and post-support conversations. For example, before an EST models a specific pedagogical approach, the EST and teacher should decide upon the lesson “look fors.” After modeling, the EST and teacher should discuss what the teacher learned, and how the teacher will apply the learning to lesson planning, instruction and assessment practices.  Resource Education Support Teachers may direct a maximum of 25% of time on direct instruction or intervention with small groups of children, and occasionally, with individual students, but in all cases with specific entry and exit criteria, and documentation of outcomes achieved. (Policy 322) Essential **to this student support, is EST and teacher collaborative planning and monitoring of student skill development.** 🙫 |  |  |
| *32.3 Teachers consult with experts such as subject area coordinators and ESTs to help determine methodologies that best suit student skills and needs.* | **EXPLANATION:**  In high performing schools, leaders, staff members and teams seek the guidance and support of available subject-area coordinators, leads, and specialists on a routine basis in order to foster expertise in instructional practices and pedagogy.  Teams collaboratively identify EST/subject-area coordinator support as a resource to support the identified achievement goals. Action items in meeting minutes reflect EST/subject-area coordinator involvement, follow-up, PL or support.  **EXAMPLES:**  Support for targeted, job-embedded professional learning includes:   * In-class instructional coaching (e.g., modeling of specific, pre-identified pedagogy) * Common planning time (CPT), PLC, grade-level team meetings (e.g., data analysis) * ESS Team meetings * Staff-wide professional learning opportunities (e.g., portion of each monthly staff meeting, school-based PL day session) * Teacher/EST/subject-area coordinator emails, phone calls, and hallway conversations * ESTs and subject area coordinators are aware of school achievement trends, existing instructional practices, and next professional learning steps 🙫 |  |  |