Essential Practices K – 12

Teaching, Learning and Assessment shall be founded in the following documents: Ontario Ministry Curriculum Policy Documents, Ontario Schools Kindergarten to Grade 12: Policy and Program Requirements, Growing Success: Assessment, Evaluation and Reporting in Ontario Schools Policy Document, School Effectiveness Framework: A support for school improvement and student success, Student Voice/Student Leadership, Learning For All, The Ontario First Nation Métis and Inuit Education Policy Framework

SCHOOL

Aligned School Operations
- Use of the School Improvement Planning Tool to inform development of the SIPSA-WB.
- Share BIPSA-WB and SIPSA-WB with the School Council/School Community
- School Budget aligned with SIPSA-WB
- Management of the SIPSA-WBs planning cycle

Shared Instructional Leadership
- Monitoring of SIPSA-WB through classroom visits
- Monitor implementation of Ontario Curriculum through Classroom Visits
- Engagement of School Improvement Team in development and implementation of SIPSA-WB
- Development of School Professional Learning norms

Goal Setting and Monitoring
- Setting high expectations based on the belief that all students can learn
- Completion of the SEF Self-assessment
- Engagement of staff in a Professional Learning Cycle K-12 with a focus on evidence of student need
- Creation and implementation of SIPSA-WB
- Use of Data Tools: Student Success Data Warehouse, Compass for Success, My Classroom Data
- Conducting and Reporting on System Assessments
- Monitoring of IEPs & Safety Plans to meet individual student needs

CLASSROOM

Community Culture and Caring
- Equity and Inclusion Practices
- Commit to Character
- Digital Citizenship
- Implementation of Foundations for a Healthy School
- Communicating with parents through a variety of media

Teaching and Learning
- Explicit literacy instruction in all curriculum areas
- 100 minutes of daily Comprehensive Literacy instruction in elementary panel
- Integration of math processes in all subject areas
- Minimum of 60 minutes of daily numeracy instruction based on Mathematics Course of Study in elementary panel

Teaching Processes
- Development of class and learner profiles
- Purposeful planning to address student need through differentiation
- Clustering of curriculum expectations
- Implementation and Monitoring of IEPs
- Comprehensive Literacy (modeled, guided, shared, independent)
- 3 part lessons (Minds On, Action, Consolidation)
- Teaching/learning through mathematical processes
- Teaching learning skills and work habits

Learning Processes
- Setting the stage for learning (e.g. The First Twenty Days)
- Literacy rich environment (e.g., word wall, anchor charts, vocabulary lists)
- Learning Goals and Success Criteria
- Bloom’s Taxonomy of Higher Order Questions
- Accountable Talk
- Gradual Release of Responsibility
- Open and Parallel Tasks
- Technology enabled learning environment

Assessment Processes
- Assessment for, as and of Learning
- Descriptive feedback
- Peer and self-assessment
- Moderation of student work
- Student conferencing
- Exemplars of student work

Programs and Pathways
- Implementing timely, tiered and targeted interventions delivered in a team approach
- Education and Career Planning K-12