Implementing STEPs in AMDSB

Board Improvement Plan

Growing Success

School Effectiveness Framework K - 12

STEPs is a key element in the work our board must do to fulfill its mission to provide an equitable and excellent education for all students

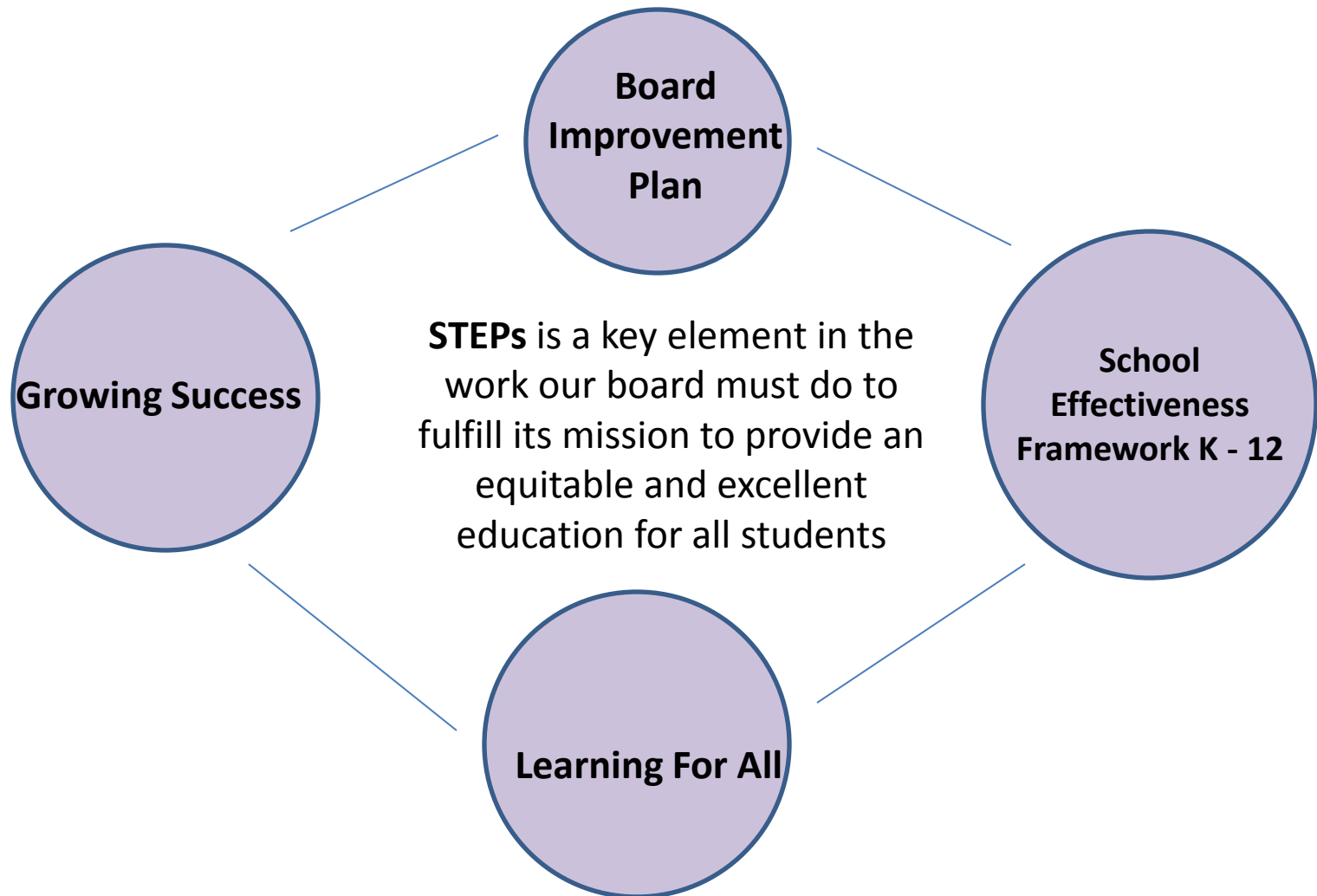**Learning For All**

School Effectiveness Framework K - 12

- Assessment for, as and of learning
- School and classroom leadership
- Student voice
- Curriculum teaching and learning
- Programs and pathways
- Home, school and community partnerships

Board Improvement Plan

2.1.1. As part of the Board Improvement Plan and the Student Success/Learning to 18 Action Plan, all boards will include a section that addresses the needs of ELLs

ELL Policy Document 2007

"All AMDSB ELLs will progress by one step in 2 language elements in 2011-2012"

Learning For All (Differentiated Instruction)

Instruction that both responds to the various needs of a diverse group of students and is precisely tailored to the unique needs of each student can be achieved on the basis of the principles and guidelines of three instruction approaches; Universal Design for Learning (UDL), differentiated instruction, and the tiered approach to prevention and intervention.

Learning For All 2009

Assessment

Growing Success

Purpose of Assessment

- For learning
  - The process of seeking and interpreting evidence to determine where a student is, where they need to go and how to get there
- As learning
  - Focuses on the explicit fostering of students' capacity to self assess
- Of learning
  - Is used to confirm what students know and can do

Nature of Assessment

- Diagnostic
- Formative
- Summative

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Accommodations and Modifications

Accommodations

– Refer to the special teaching and assessing strategies, human supports, and or individualized equipment required to enable a student to learn and to demonstrate learning. Accommodations do not alter the provincial curriculum expectations

Accommodations and Modifications

Modifications

– Are changes made in the age-appropriate grade-level expectations for a subject or course in order to meet a student's learning needs. These changes may involve expectations that reflect knowledge or skills required in the curriculum for a different grade level and/or decreasing the number and/or complexity of the regular grade level curriculum expectation.

Ongoing Classroom Assessment Continua

Three components ESL/ELD

- Pupil profiles

- Observable Language Behaviours

- Examples of Evidence

Observable Language Behaviour Continua

Element

Names and describes the language concept or skill that makes the connection to Ontario curriculum

Observable Language Behaviour

Descriptors that capture distinct language behaviour that can be observed across curriculum through daily instructional activities

Writing Grades 7 -8
Step 4

Element	Observable Language Behaviour
Developing and Organizing Content Organizes ideas and Information	Organize ideas, using a variety of resources and self-generated graphic organizers (e.g. word list and concept web)

Examples of Evidence Continua

Element

Names and describes the language concept or skills that make a connection to Ontario curriculum

Curriculum connection

Statement of observable behaviour that reflect language acquisition and literacy development for the Element. Statements are the same for all grade levels

Examples of Evidence

Examples of evidence that ELLs can demonstrate by the end of a particular Step. Many are curriculum specific

Writing Grades 7 - 8 Step 4

Element	Curriculum Connection	Example of Evidence
Developing and Organizing content Uses a process for writing to convey ideas and information	Organizes ideas and information	Organizes information about substance abuse into paragraphs, using teacher-provided frame

Roles and Responsibilities

Everyone has a role to play

- Superintendents

- Administrators

- Classroom/subject teachers

- ESL/ELD teachers

- Students

- Parents

"Differentiation is making sure that the right students get the right learning tasks at the right time. Once you have a sense of what each student holds as given or known and what he or she needs in order to learn, differentiation is no longer an option . It is an obvious response"

Lorna Earl 2003