

C.B.C.

2009 - 2010

COLLECTIVE BARGAINING COMMITTEE



FLYER

******PLEASE READ******

~ CREATING INSTRUCTIONAL PATHWAYS
PROCESS ~
GRADES 1 - 8: FREQUENT QUESTIONS

FEBRUARY 26, 2010

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"OECTA C.B.C. REPS." TO ALL TEACHERS

Creating Instructional Pathways Process

Grades 1-8

Frequently Asked Questions

1. What is the HCDSB Creating Instructional Pathway Process?

HCDSB's Creating Instructional Pathways Process is an evidenced based planning **process** that uses the data (RESULTS) from the Board Benchmark Assessments to create a class profile (EVIDENCE) which is analyzed to determine the focus for instruction, the instructional strategies and approaches, and the resources necessary to support (ACTION) student achievement of Ministry curriculum expectations.

2. Is this the same as the Ministry's Teaching-Learning Critical Pathway or TLCP?

No. The TLCP as described in The Literacy and Numeracy Secretariat's Capacity Building Series Special Edition #6 monograph are different for a number of reasons. HCDSB's Instructional Pathways **do not** require:

- Assessment FOR Learning or pre-assessment task in addition to Board Benchmark Assessments (ORR, DRA, QCA, OCA and OWA)
- Setting targets for individual student achievement as per the TLCP process
- a continuous cyclical 6 week timeline

3. How does the Creating Instructional Pathways Process support teachers to provide Quality Teaching?

The Creating Instructional Pathways Process supports teachers in providing intentional and strategic instruction that involves making the right decision at just the right time to improve students' learning based on on-going assessment data using a repertoire of strategies from which to draw on to meet the diverse needs of all students. When analyzing the Class Profile of results after administering a Board Benchmark Assessment, teachers will determine the Instructional Focus and next steps for their whole class, small group and individual students. Consequently, this may result in grade colleagues having different Instructional Foci and will likely never result in a whole school area of focus.

4. How many Instructional Pathways are mandated by the Board?

In 2009-2010 classroom teachers are mandated to complete two Instructional Pathways for Reading which would occur over the course of Term 1 and Term 2. Instructional Pathways for Writing are to be completed in Term 1, Term 2 and Term 3. This would result in five Instructional Pathways over the course of the school year for all divisions. Adjustments will be made to accommodate the new reporting schedule for 2010-2011.

5. How do I continue to plan between the mandated Instructional Pathways?

Teachers are expected to purposely plan for their students using all the information available to them including ORR's and other classroom assessments in order to provide intentional Quality Teaching throughout the school year.

6. Which subjects are mandated for the Creating Instructional Pathways Process?

HCDSB's CIP Process is **only** mandated for Reading and Writing. Since the 2009-2010 school year is the first year of implementation, teachers are encouraged to plan 2 separate pathways; one for Reading and another one for Writing. In subsequent years as teachers build capacity around the CIP Process, and if the nature of the instructional foci is complementary, teachers may choose to do a joint Reading and Writing Instructional Pathway to reflect the reciprocal nature of reading and writing.

7. Should I engage in the CIP Process for Math?

No. Numeracy Pathways do not exist in HCDSB. Teachers are encouraged to purposely plan developmentally appropriate lessons and tasks for their students using the Core math resources provided by the Board in collaboration with their colleagues and Itinerant Literacy and Numeracy teacher.

- 8. Is there a prescribed period of time to execute the CIP Process?**
An Instructional Pathway should be of sufficient duration to allow for thorough precision teaching of a cluster of expectations to occur accompanied with enough time for students to repeatedly practice and apply descriptive feedback. Since the CIP Process is unique to the needs of the students, the duration is flexible.
- 9. Can an Instructional Pathway center on a “Big Idea”?**
The Focus on Faith Themes and Essential Questions are ideal “Big Ideas” to center an Instructional Pathway around.
- 10. Do I need a pre-assessment in addition to a Board Benchmark Assessment?**
No. Board Benchmark Assessments are meant to provide sufficient data for a teacher to determine an instructional focus for the next planning cycle in Reading and Writing.
- 11. Can I refer to other sources of data to inform the Creating Instructional Pathway Process?**
You may want to use information from a variety of sources when making choices during the process. In addition to Board Benchmark Assessments (ORR, DRA, QCA, OCA & OWA), other classroom assessment tools and strategies, EQAO data and suggestions for next steps for individual students stemming from Teacher Moderation sessions can be used to inform the CIP process.
- 12. Is an Assessment OF Learning (post assessment) task that mirrors the Board Benchmark Assessment mandated in the CIP Process?**
No. The CIP Process does not mandate an Assessment OF Learning task that mirrors the Board Benchmark Assessment.
- 13. What can I use to gather Assessment OF Learning data?**
Assessment OF Learning tools can include: observations, checklists and more (See “*Assessment FOR/AS/OF Learning Tools and Strategies, Language 1-8 2009*” binder specific to your division available in your school’s library). Many Core Board Resources have components that can support Assessment OF Learning as well.
- 14. When should I gather Assessment OF Learning data?**
For Reading and Writing, Assessment OF Learning data should be gathered close to the end of a reporting period to determine “most recent and most consistent” demonstrations of achievement of the Overall Expectations.
- 15. Can Board Benchmark Assessments ever be used for Assessment OF Learning?**
Board Benchmark Assessments are Assessment FOR Learning tools, however, the final OWA task can be used at the end of Term 3 as an Assessment OF Learning. This is provided it follows a comprehensive unit of study using the Gradual Release of Responsibility that addresses the expectations related to the specific OWA task.
- 16. Is Target setting for each individual student part of the CIP Process?**
Setting targets as described in the “Teaching Learning Critical Pathways” monograph (June 2008) is **not part** of HCDSB’s CIP Process. Board Benchmarks identified for each Benchmark Assessment are the common standards established to define the levels to which students should progress.
- 17. Are there resources to help me in the Creating Instructional Pathway Process?**
Yes. Teachers can use a variety of resources developed by the HCDSB including:
- the Benchmark folders, CIP Planners and other support documents for each of the Board Benchmark Assessments, available in the Instructional Strategies section of StudentsAchieve
 - “*Creating Instructional Pathways for Quality Teaching...*” DVD which models the planning process
 - “*Assessment FOR/AS/OF Learning Tools and Strategies, Language 1-8, 2009*” binder Staff Support resources include:

- the Itinerant Literacy and Numeracy Teacher
- SIP Curriculum Consultant for your school
- the Curriculum Consultant for Language

18. What kinds of Assessment FOR/AS Learning should be part of my Instructional Pathway so I can “check in” with my students along the way?

A variety of assessment tools and strategies can be used strategically to continuously gauge students’ progress and provide descriptive feedback for students during the teaching cycle. For a comprehensive collection of tools and strategies see the HCDSB “*Assessment FOR/AS/OF Learning Tools and Strategies, Language 1-8, 2009*” binder specific to your division available in your school’s library.

19. How can I engage my students in my Assessment FOR/AS Learning practices?

An optimum, efficient and effective way to engage your students in Assessment FOR/AS Learning is using Peer and Self Assessment. Be sure to embed in your Instructional Pathway the use of the Gradual Release of Responsibility to explicitly and repeatedly teach and practice how to use Peer and Self assessment. Students will learn how to monitor and adjust what they are doing to improve the quality of their work as they participate in the learning.

Be sure to plan opportunities for students to:

- develop a clear vision of what quality work looks like by analyzing exemplars and using students’ ideas to co-create and establish criteria
- participate in Peer assessment to increase the number of sources of specific, descriptive feedback and to provide opportunities for students to collect, reflect, organize and present evidence of learning to others to build motivation and accountability
- participate in Self assessment to provide opportunities for students to self-monitor, process, set goals and consolidate their learning from all sources of descriptive feedback

For further information see: The Literacy and Numeracy Secretariat’s Capacity Building Series Monograph Special Edition #4 – Student Self-Assessment

20. How can Creating Instructional Pathways Process contribute to a teacher’s Professional Development?

Determining an Instructional Focus can lead a teacher , grade partners, a division or a school to determine professional learning goals matching students needs with teachers’ professional development needs. Working with others in Catholic Learning Communities means collectively moving towards “*coherence to ensure that our individual efforts have the collective impact that will best serve our students and our colleagues.*” *Mike Pautler, Director of Education HCDSB*