

Making Evaluative Thinking Relevant:

Connecting the Dots Through Team Relationships

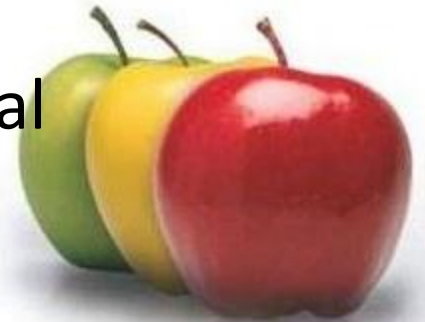
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Student Achievement Division, Ministry of Education

- Context
- Overview of the Differentiated Instruction Professional Learning Strategy (DI PLS)
- Evaluation Activities: internal and external
- Challenges and Successes



Instructional Focus

HOW

Professional Learning Cycle

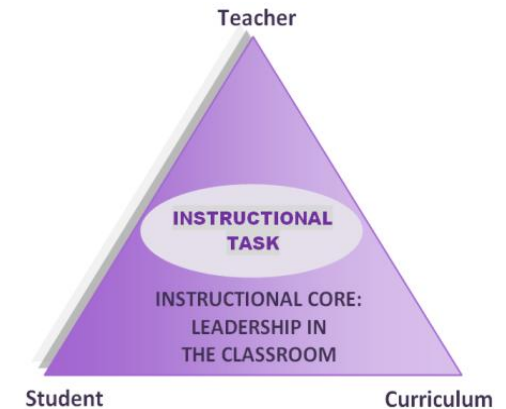
- Changes in practice as a result of educator learning focused on student learning or engagement needs



WHAT

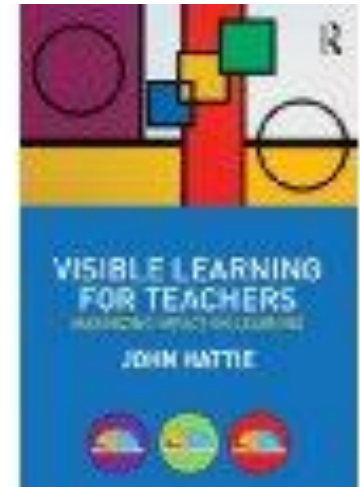
Differentiated Instruction

- Instruction that meets the differing needs (i.e., interests, preferences, readiness) of students



Checking for Impact

“The remarkable feature of the evidence is that the greatest effects on student learning occur when teachers become learners of their own teaching, and when students become their own teachers.”



John Hattie (2011) *Visible Learning for Teachers*, p.14

Context

Since 2003, the Student Success/Learning to 18 (SSL18) Strategy has focused on these main areas:

- **keeping more young people learning** to age 18 or graduation;
- **reducing the number of students dropping out** of secondary school;
- **improving student achievement** and graduation rates;
- **re-engaging youth** who have left school without graduating; and
- **providing effective programs** to prepare students for their post-secondary pathway.

DI PLS started in 2007, is a major initiative of the SSL18 Strategy.

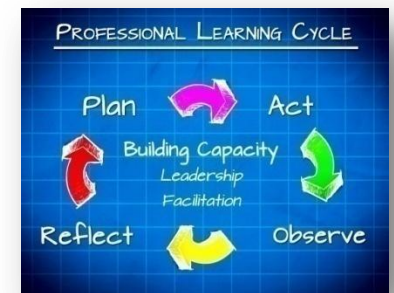


Professional Learning Cycle

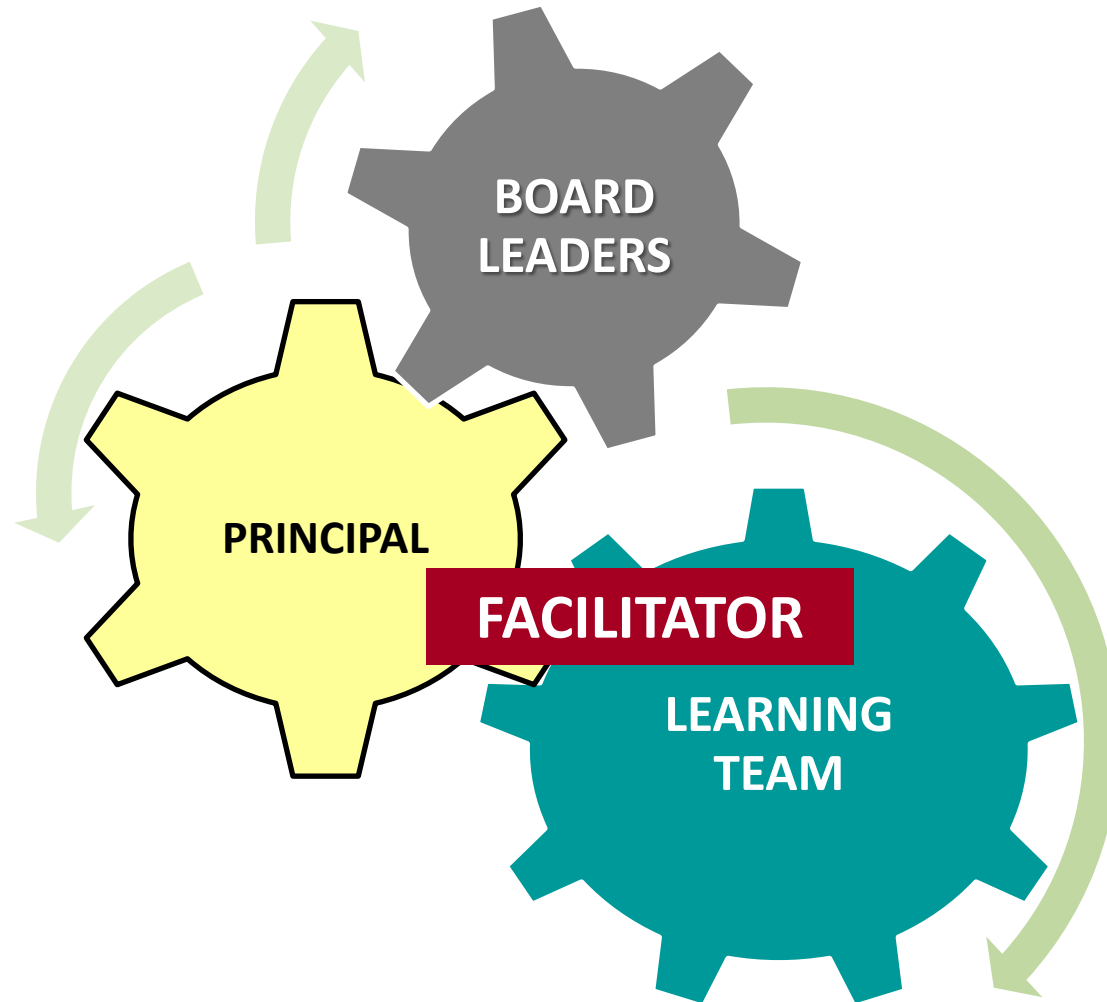
GOAL:

Increase the instructional capacity of learning teams to:

- identify and address student learning and engagement needs
- link professional learning needs to student learning needs
- focus on assessing for learning and checking for impact



Supported and Aligned Implementation



So...

The overall intent of the DI PLS is to **foster** instructional, assessment and evaluation **practices** that **support** student engagement, learning and academic achievement . . .
for ***every*** student



Student Success
Differentiated Instruction



Evaluation Activities: internal

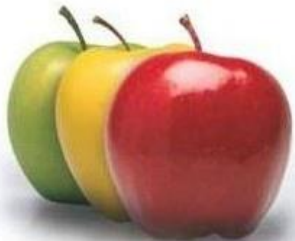
Data and information include,

- collaborative inquiry reports - classroom and school level with a **focus on student learning**;
- self-perception data from educators concerning their **practice of DI**;
- board-level DI **implementation** plans;
- **participation** data for DI professional learning sessions - provincial, regional and board levels.



RAFT Report Back

- Depth of Implementation
- Breadth of Implementation
- Leadership and Support



Board Plan and Report for Differentiated Instruction Professional Learning, 2010-11

Name of Board: _____ D.S. No. _____ SSL: _____
 Plan developed by: _____ (key contact) E-mail address: _____ Tel #: _____

RAFT Plan DUE: Friday, Oct. 29, 2010 **RAFT Report DUE: Friday, June 29, 2011**

The criteria for the plan include:

ROLE:
 -the facilitator of the professional learning (e.g., a team, school principal, division leader, board consultant)

AUDIENCE:
 -educators (grades 7-12) teachers with inclusion of other staff as appropriate (e.g., district or system teacher, administrators and board members)

FORMAT:
 -the way (e.g., workshop, team coaching, co-teaching, co-teaching, book study, etc.)
 -the learning will take place
 -the resources you will use

TOPIC:
 -learning goal (content)
 -the evidence that will demonstrate learning has taken place
 -the evidence of developing instructional proficiency, grades 7-12

	Role who are the leaders and facilitators?	Audience what groups of educators will experience this professional learning?	Format what model of professional learning will be used? (e.g., collaborative inquiry, co-teaching, professional learning cycle, etc.) knowledgeable facilitator, peer coaching, book study, lesson study	What resources will be used? (e.g., DI Teaching Learning Examples for a particular subject, 2010 DI Educator's Package)	Learning Goals: What is the intended learning? What will participants know and be able to do at the end of the learning session/period?	Evidence: What will be the evidence of educator learning? (e.g., differentiated assignments with a common rubric, DI key feature book, etc.) Have educators moved from knowing to doing? What will be the evidence of student learning (e.g., work samples, achievement data, learning skills data)?	June 2011 Report represented as planned?	Completed as described below?
DI Plan								
2010-2011 June 2011	SSL							

■ Completion of DI in Action on the zone by all educator participants in DI professional learning in the board, 2010-11.
 ■ If the Link forwarded to SSL in mid May, 2011 for distribution to DI professional learning participants in board.



Evaluation Activities: internal

Developmental evaluation activities are **built into** internal DI PLS practices and processes to:

- **guide** improvements of design
- **assess** impact
- **inform** direction
- **communicate** results



Learning as we go:

Focusing Questions for School Boards/ Schools

- To what extent is effective and differentiated instruction implemented in and across classrooms?
- What are some challenges to implementation of collaborative inquiry – the professional learning cycle?
- What effective practices exist that can be shared and built upon?



DI PLS Logic Model

Roles and Responsibilities

- **Ministry:** Provides funding, DI resources and support to boards and teachers. Includes dedicated Staffing, Event Planning & Coordination.
- **Boards/Schools:** attend ministry professional learning events; transmit the ministry's DI resources to teachers; support and customize implementation of DI at the local level
- **Teachers:** regularly integrate DI into their instructional practice

Strategy Goals:

- increase the instructional knowledge and skills of educators of grades 7-12 so that they can meet the diverse needs of all students;
- build awareness of Differentiated Instruction as a framework for planning and implementing effective instruction, assessment and evaluation practices as outlined in the Ontario curriculum; and
- to facilitate and support job-embedded professional learning opportunities through collaborative inquiry.

Stakeholders / Target Groups

Primary Target Groups:

- Classroom teachers (Grades 7-12)
- Intermediate and Secondary Principals
- Student Success Leaders, Board leaders, especially SO's with Curriculum or Program Responsibilities and SO's with elementary responsibilities
- DI-knowledgeable Facilitators

Secondary Target Groups:

- SO's and Directors of Education

Strategy Components: Planning, Resources, Professional Learning

Inputs

- Ministry funding to develop:
 - ministry DI resources (e.g. guides, DVD, instructional samples, planning tools, self-assessment tools, training modules);
- Ministry funding to support:
 - board team planning
 - job-embedded professional learning;
 - regional project sites;
 - board DI knowledgeable facilitator
 - Ministry staffing
 - board-run summer programs for educators;
- Other:
 - advisory groups (Working Table sub-group, Inter-branch, Federation Advisory Group, Student Success Leaders)

Activities

- Implementation activities:
 - Regional Sessions for sharing DI resources
 - Provincial symposia for board level leaders across the province
 - Principals' sessions for sharing DI resources and planning objectives;
 - Ministry presentations to school stakeholder associations;
 - board team planning sessions;
 - Teacher Writing Teams for DI instructional resources
 - Board-led DI summer programs for educators
 - Ministry-led data collection, analysis and reporting
 - Regional Project site-led research;
 - DI coaching for project teams (Karen Hume)
 - Consultation and reporting to advisory groups

Outputs

- Ministry professional learning materials, modules and resources for planning and implementation at the board and instructional levels
- Board implementation plans (RAFT)
- Instructional samples (DI TLX)
- Ministry produced summaries, reports, presentations on data collected
- Regional project site products (lesson plans, instructional activities, samples of DI structures, assessment strategies, and student work);
- Project Teams Planning and Sharing Tool
- Karen Hume – DI Projects Report

Immediate Outcomes

- Increase educators' awareness and understanding of DI and its importance and relevance to student learning needs,
- As part of their professional learning strategy, boards use funding and resources to promote differentiated instruction and support educators in differentiating their instruction.
- Some educators are experiencing collaborative professional learning opportunities
- Some educators are differentiating their instruction
- Ministry provides feedback to boards on their implementation of DI

Intermediate Outcomes

- Increase educators' instructional knowledge of and skills in DI to meet the learning needs of students.
- As part of their professional learning strategy, boards use funding and resources to promote DI to more educators and support the early adopters to continue to build capacity in their implementation of DI.
- Many educators experience collaborative, job-embedded professional learning opportunities
- Many educators implement DI
- Ministry provides feedback to boards on their implementation of DI

Long-Term Outcomes

- The learning needs of most students are met
- Improved outcomes for grade 7-12 students - increased student achievement and reduced gaps in student achievement
- Many educators implement DI through a collaborative inquiry process (e.g. professional learning cycle) that focuses on student learning needs
- Job-embedded learning opportunities for differentiated instruction integrate current and related Ministry initiatives and policies



External Evaluation

(University of Ottawa)

DI Professional Learning Strategy

3 Strands:

1. Concept Mapping
2. Province-wide *DI in Action Survey*
3. Multiple Case Study



External Evaluation

(University of Ottawa)

Evaluation questions concerning:

- the **state** of implementation of DI
- the **impact** of the DI PLS on instructional practice
- the **effectiveness** of the Ministry's implementation of the DI PLS



Successes and Challenges

- Establishing **processes**
- Managing **expectations**
- Cultivating **potential**



Questions? Comments?

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