

EVALUATION REPORT

## The Impact of the Literacy and Numeracy Secretariat:

# Changes in Ontario's Education System

Spring 2009

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sur le langage et l'alphabétisation

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CANADIAN LANGUAGE &  
LITERACY RESEARCH NETWORK

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## Executive Summary

## EXECUTIVE SUMMARY

Since coming to power in 2003, Ontario Premier Dalton McGuinty has made fostering student growth through the public education system a priority. The Ontario Ministry of Education's Literacy and Numeracy Strategy, introduced in 2004, supports this vision by working to improve students' reading, writing, and mathematics skills.

A central pillar of the Strategy has been creation of a Literacy and Numeracy Secretariat (LNS). The LNS aims to improve student achievement by building instructional and leadership capacity at all levels of Ontario's education system. Over the last four years, the LNS has undertaken many initiatives in this regard. This report summarizes results of a review of LNS activities, undertaken between February 2007 and October 2008.

The objectives of this review were:

1. to identify and evaluate the LNS initiatives;
2. to determine whether and in what ways Ontario's education system has changed as a result of these initiatives;
3. to determine the extent to which these changes have benefited students and educators; and
4. to draw lessons from these findings, as a guide to the ongoing improvement of Ontario's educational system.

The evaluation, conducted by the Canadian Language and Literacy Research Network (CLLRNet), engaged a team of five university-based CLLRNet researchers, two CLLRNet knowledge officers, and two expert practitioners. Team members possessed diverse expertise in education and health research, in policy and practice experience relating to literacy and numeracy development, and in experience with schools, boards, and educational evaluation.

The evaluation was conducted in two phases. During Phase 1 (February to June 2007), LNS activities and materials were reviewed, along with the changes that occurred in a sample of school boards. The team collected a wide range of information about LNS activities and examined the perceived impacts of those activities on board and school practice. LNS documents were reviewed and focus groups and interviews were conducted with Ministry officials, LNS executive staff and Student Achievement Officers (SAOs), as well as with school board personnel in a sample of eight Ontario school boards.

Work during Phase 2 (July 2007 to October 2008) included surveys of teachers and principals across Ontario, as well as of SAOs. These surveys were directed at understanding the impact of the LNS and the changes in literacy and numeracy instruction at the school and classroom level. Phase 2 work also involved further collection and analysis of LNS documents and resources, study of EQAO data to review literacy and numeracy achievement, and interviews with directors of the Leadership Alliance Network for Student Achievement (LANSA) boards, and with LNS staff responsible for data management, Turnaround Schools, Character Development, and Ontario Statistical Neighbours initiatives.

The consistent finding across all components of the study is that **over its brief history, Ontario's Literacy and Numeracy Secretariat has had a major, and primarily highly positive, impact on Ontario's education system.** Overall, the level of activity associated with and generated by the LNS is very high. An impressive number of initiatives can be documented, and broad support has been directed at the improvement of literacy and numeracy skills. Examples of the facilitative and direct roles that the LNS had played in helping to raise student achievement in Ontario have been described by boards, principals, and individual teachers, as well as Ministry staff. A common message emerged from consideration of the work of the LNS in total: there has been a significant shift in the culture of Ontario schools that is focused on enabling the success of all students. There has also been sustained improvement in student achievement. These are major accomplishments.

**Most importantly, there have been clear, sustained, and cumulative increases in the reading, writing, and – to a lesser extent – mathematics achievement results of Ontario students, since the LNS began.** On the key measure of student performance, the proportion of Ontario students meeting the target of at least Level 3 performance in EQAO testing has increased substantially since the LNS began. At both the Grade 3 and Grade 6 levels, reading, writing and mathematics scores have all increased in a sustained, cumulative manner. While these gains are modest and below the target of 75% of students at Level 3, the pattern of continuous growth is noteworthy. Commonly, longitudinal achievement scores tend to become very stable, rather than illustrating any ongoing increases. Moreover, these improvements have been seen for all types of students – English, French, boys, girls, ESL/ELL, and special needs students have all shown improvements in reading, writing, and numeracy skills. Improvements in numeracy skills are smaller than those seen for reading and writing.

These improvements in student performance have accompanied a parallel set of changes throughout Ontario's educational system. At root, there has been a clear increase in awareness of the importance of literacy and numeracy skills as fundamental drivers of academic success. This increased awareness of the key role of literacy and numeracy skill has led to changes in attitudes and behaviours at the classroom, school, board, and Ministry levels. This is particularly clear for reading, with somewhat less emphasis on writing, and much less emphasis, to date, on numeracy.

At the classroom level, more time is devoted to literacy activities, and instructional capacity has increased. These changes appear to be associated directly with LNS initiatives, and with the related initiatives of LNS partners.

At the school level, changes can be seen in both attitudes and practices relating to the use of evidence and data in support of instruction. This impact can be noted throughout the system, though understandably schools involved in the Ontario Focused Intervention Partnership (OFIP) program have been influenced more strongly. The development of Professional Learning Communities (PLCs) within many schools is also a strong positive development, encouraging those within each school to focus on effective instructional practices and on finding and using evidence to improve learning outcomes.

At the Ministry and Board levels, there has been a large and most welcome expansion of capacity relating to research, evaluation, planning, and data management. This expansion facilitates understanding both of where the greatest challenges and successes are located across Ontario's educational system, and of what can be done to address and learn from these.

A key aspect of the LNS initiative has been the creation of a sense of urgency to improve literacy and numeracy skills across Ontario. This drive has resulted in a wide range of initiatives across a short interval of time. As a particularly proactive branch of the Ministry, with a regular presence in schools and boards through its SAOs and initiatives, the LNS is a key change agent for Ontario education. While the improvement of literacy and numeracy skills has been the focus of the LNS initiative, increased attention to evidence, research, evaluation and data can be expected provide general, long-term benefits, across all areas of Ontario's education system.

Tremendous changes can be seen throughout Ontario as a result of LNS initiatives, with annual, cumulative improvements having been achieved in student performance in each of reading, writing, and mathematics. However, **Ontario has some distance to go to reach the target of having 75% of all Grade 3 and 6 students meet or exceed EQAO's Level 3 performance standard.** Because the LNS operationalized its mandate, which addresses a significant challenge, very quickly, and because the LNS has had a relatively brief history, it is not surprising that issues remain to be addressed. Specific recommendations are provided for each component of LNS activity included in this study. Global recommendations include:

1. Increase the emphasis on improving numeracy performance;
2. Ensure that instruction includes an appropriate emphasis on foundational skills, including vocabulary, decoding accuracy, and reading fluency for reading and transcription skills for writing;
3. Assist teachers, principals, and administrators to understand the value of external measures to support literacy (and numeracy) instruction and to guide decision making;
4. Support internal capacity building, including protecting institutional memory and enhancing the professional learning community for staff within the LNS;
5. Improve communication about, and access to, LNS materials; and
6. Ensure that available, relevant, research-informed knowledge that can improve instructional practices is integrated into all phases of LNS activity.

Overall, the evidence indicates that those in the LNS have worked intensely within the Secretariat and with Ontario educators to build capacity and improve student achievement. These efforts have had positive impacts in school boards and schools. The LNS has created and sustains a momentum for change that permeates the educational language being spoken throughout boards. Additionally, there is a general sense that the Ministry of Education, through the LNS, is providing much needed resources and opportunities that boards require to move their schools forward. Overall, the LNS can be seen to be providing a valuable service, supporting the education of Ontario's children. This model is largely effective and should continue.



## Chapter 1

# Introduction

## INTRODUCTION

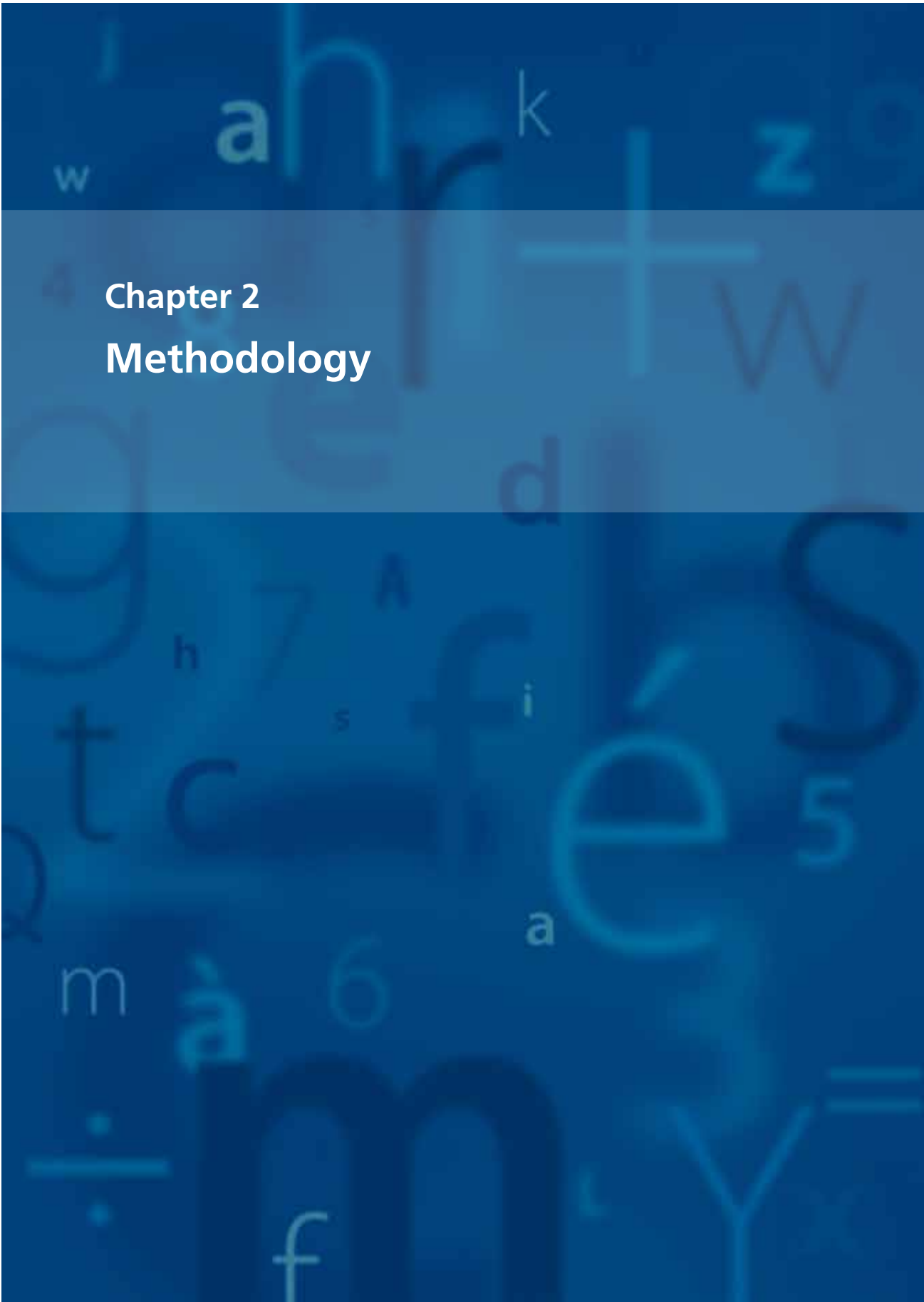
With support from Premier Dalton McGuinty, the Ontario Ministry of Education launched its Literacy and Numeracy Strategy in 2004 to foster students' reading, writing, and mathematics skills. A central pillar of the Strategy has been the creation of a Literacy and Numeracy Secretariat (LNS), which aims to improve student achievement by building instructional and leadership capacity at all levels of Ontario's education system. Over the last four years, the LNS has undertaken many initiatives in this regard. This report is a review of LNS initiatives, how they have changed practice in Ontario's education system and benefited students and educators, and what useful lessons from these findings can guide the ongoing improvement of Ontario's education system.

The Evaluation Team was led by five researchers from the Canadian Language and Literacy Research Network (CLLRNet) who are based at four Ontario universities (University of Guelph, Queen's University, Ontario Institute of Studies in Education at the University of Toronto, and The University of Western Ontario). The team includes two CLLRNet Knowledge Officers and two expert practitioners with extensive school, board, and educational evaluation experience. Together, the members of the Evaluation Team bring diverse expertise in educational and health sciences research, practice, and policy relating to literacy and numeracy development.

The evaluation was conducted in two phases (Phase 1: February 2007 to June 2007; Phase 2: July 2007 to October 2008) and provides a detailed summary and analysis of the LNS initiatives directed at raising achievement in literacy and numeracy for Ontario students from Kindergarten to Grade 6 (K-6). The focus of the evaluation is to characterize the changes that are occurring across Ontario as a result of the LNS, and to analyze how such changes have affected student achievement. Results from Evaluation Phase 1 were submitted in June of 2007 as an interim report; this report evaluated LNS activities and materials, and studied the changes that occurred in a limited sample of school boards, in limited depth. Phase 2 of the evaluation built on the work of Phase 1, assessing the LNS activities in greater detail and further studying the changes occurring across the province and the impact these changes have had on student achievement in greater depth.

Over the course of the evaluation, the team collected a wide range of information about LNS activities and examined the perceived impact of those activities on board and school practice. LNS documents were reviewed and focus groups and interviews were conducted with Ministry officials, LNS executive staff and Student Achievement Officers (SAOs), as well as school board personnel in a sample of eight Ontario school boards. Teachers and principals at representative schools (Ontario Focused Intervention Program (OFIP) 1, 2, 3, and non-OFIP across French and English, rural and urban, public and Catholic schools) were surveyed, as were the SAOs assigned to mentor and lead these schools. This report summarizes the findings from these many sources, describing where the LNS has been, what it is doing, and where it may consider going in the future.

We begin with an overview of the team's methodology in their approach to the evaluation, including details of specific activities. Following this, the organizational structure of the report will be based around the major thematic initiatives set out by the LNS: Capacity Building; Focused Intervention; School Improvement Planning/ School Effectiveness Framework; and Student Achievement. The team will then focus sections on Research Evaluation and Partnerships, followed by a review of the Character Development initiative. Finally, the overall Impact of the LNS will be discussed, followed by recommendations for the future as the LNS continues to pursue its mandate.



## **Chapter 2**

# **Methodology**

## METHODOLOGY

The focus of the evaluation of The Literacy and Numeracy Secretariat was to review LNS activities and initiatives and to analyze the perceived impact of these activities on the literacy and numeracy achievements of Ontario students. Documents produced by the LNS were reviewed, permitting identification of nine strategies that the LNS used to build on the current practices within Ontario schools and boards in their efforts to improve children's reading, writing and mathematics skills. The LNS also describes their work as having occurred in four phases: (1) Building Consensus: November 2004 – April 2005; (2) Building Capacity: May 2005 – March 2006; (3) Sharpening our Focus: April 2006 – August 2007; and (4) Intensifying our Collective Efforts: September 2007 – August 2008. In Phase 1 of CLLRNet's evaluation, the information collected through the evaluation was reviewed in light of the LNS's nine strategies<sup>1</sup> and three phases of activity; it was presented in an interim report to the Literacy and Numeracy Secretariat in June of 2007. As the evaluation progressed to Phase 2, the LNS refined these nine strategies to focus on major thematic initiatives; the final report reflects these major themes in its organizational structure.

### PHASE ONE

The plan for Evaluation Phase 1 was approved by the LNS in March 2007 and the work was undertaken with the support of an advisory committee from the LNS. The evaluation focused on three primary sources of evidence: (1) LNS-produced documents and resources; (2) focus groups and interviews; and (3) Education Quality and Accountability Office (EQAO) data.

### DOCUMENT AND RESOURCE ANALYSIS

The documents and resources reviewed were obtained from the project's LNS liaison and from a search of the LNS Web site, and were organized within the following broad categories:

- *Unlocking Potential for Learning* case studies
  - videos
  - facilitator handbooks
  - memos
- LNS promotional material
- LNS information, evaluation, and support documents

A complete list of the documents and resources obtained by the evaluation team is included in Appendix A.

In addition to providing a valuable context for the evaluation, the document and resource review aided analysis of the consistency of processes and actions among the LNS, boards, schools and other stakeholders, as well as to determine progress made toward meeting the targets laid out by the LNS.

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<sup>1</sup> *The Strategy*, August 2005.



An in-depth review was also conducted on five sets of professional development (PD) tools developed by the LNS (see Table 1). This review focused on the degree to which the PD tools were based on solid research evidence, the consistency of the message, the appropriateness of the materials for the target audience, and the applicability of the information for classroom practice. External reviewers having expertise in the fields of curriculum development, special education, literacy education, and numeracy education were engaged from across Canada, England and the United States. The review process was guided by a standard rubric developed by three team members having expertise in evaluation, literacy and numeracy (see Appendix C).

**Table 1: Five Sets of Professional Development Tools Reviewed**

Name	Contents
Reading Instruction and Shared Reading	Webcast Videos and Additional Materials Making Sense of Reading Instruction: Grades 4 to 6 Professional Learning Series Shared Reading: Continuing the Conversation
Reading Comprehension	Webcast Videos and Additional Materials Effective Instruction in Reading Comprehension Professional Learning Series Comprehending in Action: Inferring – Module 1, Sessions 1 to 5 (video) Comprehending in Action: Inferring – Module 1, Sessions 1 to 5 (trainer booklet)
Differentiated Instruction	Webcast Videos and Additional Materials Differentiated Instruction Professional Learning Series Differentiating Instruction – Continuing the Conversation (video) Differentiating Instruction – Continuing the Conversation (support materials)
Mathematics – Numeracy	<i>What Works? Research into Practice</i> Research Monograph #1 – Student interaction in the math classroom Research Monograph #2 – Learning mathematics vs. following rules Webcast Videos and Additional Materials Making mathematics accessible for all students Mathematical knowledge for teaching Facilitator's handbook – <i>A guide to effective instruction in mathematics, Kindergarten to Grade 6</i> . Understanding Addition and Subtraction of Whole and Decimal Numbers (used with the Addition Subtraction Facilitator PowerPoint presentation) Understanding Multiplication and Division of Whole and Decimal Numbers (used with Multiplication Division Facilitator PowerPoint presentation) Understanding Relationships Between Fractions, Decimals, Ratios, Rates, and Percents (used with the Fractions Facilitator PowerPoint presentation)
Mathematics – Problem Solving	<i>What Works? Research into Practice</i> Research Monograph #1 – Student interaction in the math classroom Research Monograph #2 – Learning mathematics vs. following rules Webcast Videos and Additional Materials Making mathematics accessible for all students Mathematical knowledge for teaching Facilitator's handbook – <i>A guide to effective instruction in mathematics, Kindergarten to Grade 6</i> . Teaching and learning through problem solving (Problem Solving Facilitator PowerPoint presentation)

# FOCUS GROUPS

Focus group sessions and interviews were an important source of information about LNS activities and their impact. Focus groups and interviews were conducted with a sample of school board and LNS staff. A convenience sample of eight school boards was selected that included English, French, public, Catholic, urban, and rural school boards located across Southern, Central, and Northeastern Ontario (see Table 2). The attendees included directors, superintendents, coordinators of pedagogical/ literacy/ numeracy/ research services, principals, and teachers. One limitation of this sample is the absence of a board from Northwestern or North-Central Ontario.

Focus groups and interviews were also conducted with five SAO field teams. Four of these served the eight school boards that participated. The fifth SAO field team serves schools in Northern Ontario, permitting analysis of some of the activities underway in that region of the province. Interviews were also conducted with current and previous LNS employees: persons in key LNS roles, including team leaders and executive staff from the Strategic Directions Team, Administration, Issues Management and Research Team, and the Equity Team. Ministry staff, past and present, who were involved at the inception of the Secretariat were also interviewed.

**Table 2: Focus Group and Interview Participants**

SAO Field Teams	School Boards
French Language Team	Bluewater District School Board
Barrie Region	Conseil scolaire public de district du Centre-Sud-Ouest
Thunder Bay Region	Conseil scolaire de district catholique de l'Est ontarien
Toronto & Area Region	Limestone District School Board
Ottawa Region	Renfrew District School Board
	Upper Canada District School Board
	Wellington District Catholic School Board
	York Catholic District School Board

A common set of core questions guided all the focus groups and interviews; these were simply adapted to be appropriate for different groups and individuals. The list of core questions, included in Appendix D, addressed the changes associated with LNS activities and the impact of those changes on staff capacity and student achievement. The barriers impeding change and development, as well as past successes and future areas for growth, were also discussed.

# EDUCATION QUALITY AND ACCOUNTABILITY OFFICE DATA

The most common measures of students' success in Ontario are provided by the assessment program of the Education Quality and Accountability Office (EQAO). These data are obtained via the annual student provincial assessments from the EQAO. The relevant data for the evaluation include student achievement scores (on a four-point scale) for the past four years. The trends of aggregated results provide context for the work of the LNS and as a general measure of student success in the province.

Each year, the EQAO also surveys Grades 3 and 6 students and teachers. Analyses of board level survey data from the eight boards in our sample provide valuable trend information. The teacher survey gives insight into levels of participation in professional development activities and peer collaboration, and includes questions about access to and utility of reading, writing and mathematics resources. The student survey focuses primarily on attitudes towards, and home habits in, reading, writing and mathematics.

## **PHASE TWO**

In Evaluation Phase 2, the collection of LNS documents and resources continued, as did the use of EQAO data to update trends in literacy and numeracy achievement. Interviews were also ongoing: directors of Leadership Alliance Network for Student Achievement (LANSA) boards (see Appendix K for a list of questions), members of the LNS staff in charge of data management, Turnaround Schools, Ontario Statistical Neighbours, and the CEO of the LNS (regarding Character Development). Central to this phase of the evaluation, however, were the surveys of teachers and principals across Ontario, as well as of Student Achievement Officers (SAOs). In order to better understand the impact of the LNS and the changes in literacy and numeracy instruction, it was vital to gather data from the school level, directly from teachers and principals.

The plan for Evaluation Phase 2 was approved by the LNS in October 2007 and the work continued with the support of an advisory committee from the LNS. Data collection focused on three sources of survey data: (1) teachers, (2) principals, and (3) SAOs.

### **SURVEYS**

In order to better understand the changes in literacy and numeracy instruction at the school level, and to document the impact of LNS activities and initiatives, it was important to gather data directly from teachers and principals. It was also necessary to survey the SAOs, as their function was intended, in part, to be representatives of the LNS and its initiatives at the board and school level.

### **TEACHER AND PRINCIPAL SURVEYS**

Surveys were designed to help determine the impact of LNS initiatives on classrooms and schools by gathering information from a range of school types: OFIP 1, OFIP 2, OFIP 3, and non-OFIP schools were sampled from around the province.

During the surveys' construction phase (November, 2007), the teachers' and principals' surveys were drafted by CLLRNet and sent to the LNS for feedback. Following this, the CLLRNet research team met with representatives from the Ontario Principals' Council (OPC), the Catholic Principals' Council of Ontario (CPCO), and l'Association des directions et directions adjointes des écoles franco-ontariennes (ADFO) between December 2007 and January 2008 to garner their support of the surveys and their distribution to Ontario principals. At the same time, the CLLRNet team met with the Ontario Teachers' Federation (OTF), Association des enseignantes et des enseignants franco-ontariens (AEFO), Elementary Teachers' Federation of Ontario (ETFO), and Ontario English Catholic Teachers' Association (OECTA) between January and March 2008. The representatives from the principals' councils were quick to support the principals' survey; they gave feedback on the content and structure and supported its dissemination. The CLLRNet team worked with representatives from the federations over the course of several weeks to address any raised issues and proposed modifications, after which the federations approved the final draft and agreed to support the survey's dissemination. Copies of the teachers' and principals' surveys are provided in Appendices E, F, G, and H.

The final drafts of the teachers' and principals' surveys were translated into French and were made available online as well as in hard copy format in April 2008. Surveys were sent out to a random sample of schools across Ontario, wherein a balance of French and English, public and Catholic, urban and rural, as well as a

geographically representative sample was sought. The sample also included OFIP 1, OFIP 2, OFIP 3, and non-OFIP schools in the selection, but with the following two modifications to the random selection procedure. In an attempt to increase the return rate from schools with the greatest intensity of intervention from the LNS, all of the OFIP 1 schools in the province (both English and French) were selected. Further, since there are far fewer French OFIP schools overall, we wished to increase the likelihood that these schools would be represented in the final sample. As a result, surveys were sent to all French OFIP schools in the province: 14 OFIP 1 schools, 6 OFIP 2 schools, and 22 OFIP 3 (n=42).

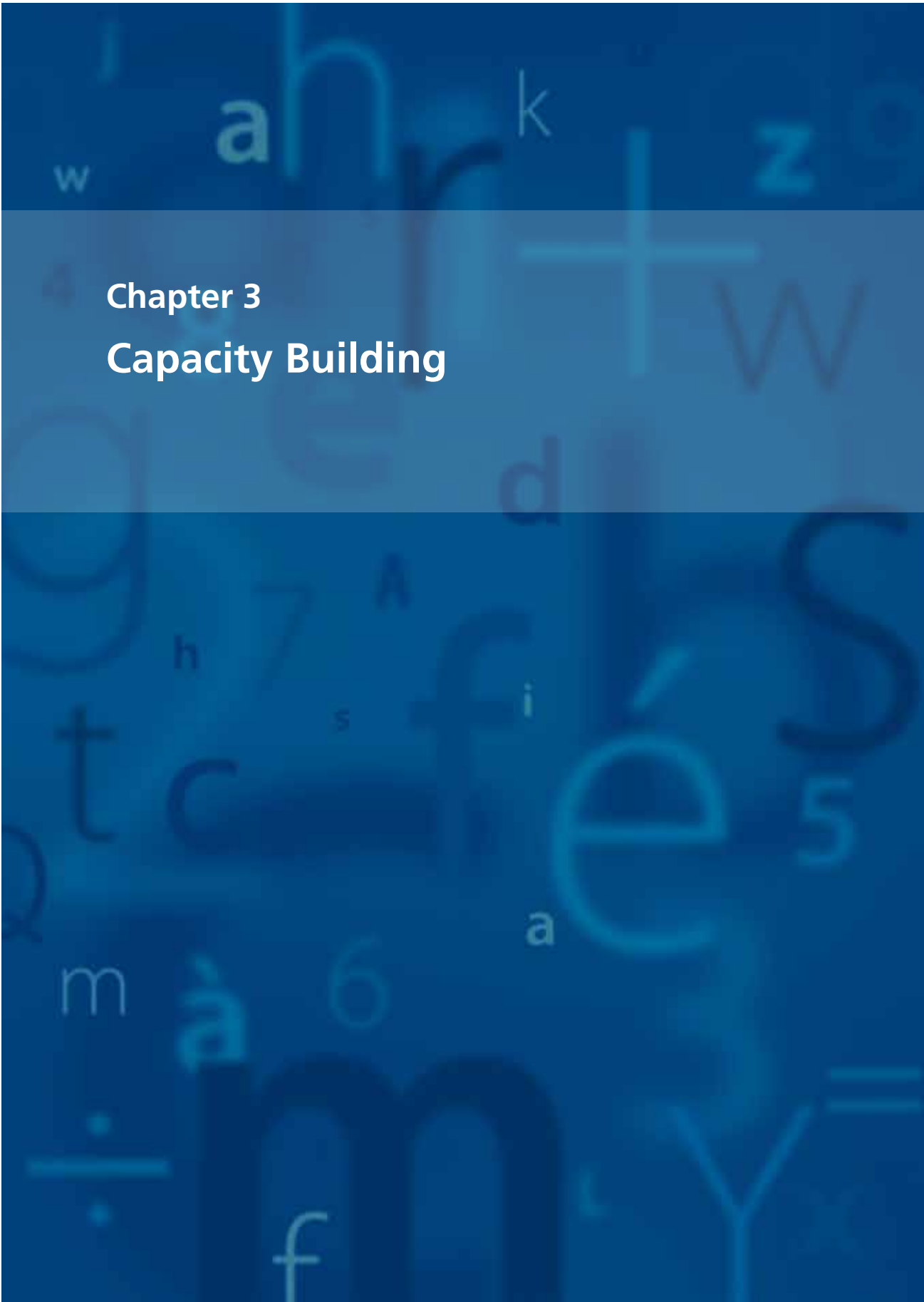
Each school received a survey package containing 10 teachers' surveys and one principals' survey, as well as an introductory letter of explanation. Participants were also given the option to complete the survey online. 400 survey packages were sent out: 294 in English and 106 in French. Thus, 4,000 teacher surveys and 400 principal surveys were sent in total, of which 128 were sent to OFIP 1 schools (114 English, 14 French), 66 to OFIP 2 schools (60 English, 6 French), 82 to OFIP 3 schools (60 English, 22 French), and 124 to non-OFIP schools (60 English, 64 French).

501 teachers' surveys (400 in English with 62 online; 101 in French with 15 online) and 115 principals' surveys (83 in English with 12 online; 32 in French with 10 online) were completed, for a return rate of 13% (teachers) and 29% (principals). Of the returned surveys, 161 were completed by OFIP 1 teachers (of which 16 were in French), 77 came from teachers at OFIP 2 schools (seven of which were French), and 112 surveys were from teachers at OFIP 3 schools (of which 24 were in French). Thirty-nine OFIP 1 principals (of which seven were in French), 22 OFIP 2 principals (of which four were in French), and 26 OFIP 3 principals (of which six were French) completed and returned surveys.

Surveys were returned to the team by self-addressed, postage-paid envelopes or through online submission; the paper data was entered into Microsoft Excel spreadsheets and later amalgamated with online responses. Original copies of returned surveys were filed in a locked office and will be kept indefinitely.

## **STUDENT ACHIEVEMENT OFFICER SURVEYS**

The SAO survey was created by the CLLRNet team and drafts were presented to the LNS for their feedback and input. SAOs were given the opportunity to complete a survey at their annual meeting at the LNS. Thirty-six SAOs (32 in English and 4 in French) completed the survey, a return rate of 69% (as there were 52 SAOs total, 47 English and 5 French, as of June 2008). Differences in roles of SAOs and SAO team leaders were not captured in these data due to the anonymous nature of the surveys.



## Chapter 3

# Capacity Building

## CAPACITY BUILDING

A crucial focus of the Literacy and Numeracy Secretariat (LNS) is the building of capacity to support student learning and achievement. The emphasis on capacity building has been located both externally (school boards, administrators and teachers) and internally (Student Achievement Officers themselves), as the LNS has adapted to an increasing depth of understanding of the needs of the system. To evaluate the capacity building efforts of the LNS, we consider LNS documents and data from the surveys completed by the teachers, principals, and SAOs.

For educators, both formal traditional models of professional development and job-embedded professional development (PD) via modeling, coaching, and peer learning through professional learning communities (PLCs) have been used. In the development years of the organization, the leadership of the LNS had the foresight to focus initial efforts on consensus building between themselves and Ontario's school boards. Over time, the implementation of the strategy has moved from working primarily at the board level to also include school administrators and instructional leaders and increasingly, with the inclusion of the Turnaround and OFIP schools and teachers. Thus, the initial professional learning models supported by the LNS involved funding for specific school board projects. Since then, more traditional PD has taken the form of institutes, symposia, workshops, and the development of innovative professional development materials. The job-embedded PD capacity building has occurred within the secretariat itself, in school boards across the province, in schools that have direct connections with the Secretariat through the OFIP and Turnaround projects, and to a lesser extent, in schools outside of the direct influence of the LNS. Overall, the work completed in addressing this strategy appears to have been quite successful, as indicated by teachers' and principals' responses to questions around change in knowledge and understanding, confidence, and usefulness of various types of professional development.

*All your expert panels, the guides, some interactive online PD, the webcasts, there's so much there, and so I think as a system, we've been looking at getting away from "here's PD on the guide to effective instruction" and looking at how to embed that into effective instruction in the PLCs.* [School board focus group]

Comments from LNS and school board staff during the focus groups indicate that the amount of in-servicing has increased with more focus on leadership and capacity building. In addition, school boards play a key role in the decisions about the methods to increase capacity, forms of professional learning, and in providing related professional development. Examples include board models of PLCs and the use of school demonstration sites within the boards. Thus, the current models of professional learning are dependent on the school boards or schools with which the LNS is working.

*We really are at the point now where our board is no different from others, where we need to start going down a path of differentiated learning for teachers. And schools are at different points because of the paths they've taken to improve student learning.* [School board focus group]

## BUILDING CAPACITY AND LEADERSHIP

To build capacity across the province, the LNS works with school boards to coordinate and integrate initiatives within and across school boards. While the initial efforts of the LNS were primarily with school boards, there has been a recognition amongst LNS and board personnel that capacity building must occur simultaneously at all levels and the responsibility for obtaining this capacity must be shared.

*Our board realized that there has to be support at all levels. And so this year, in our monthly principals' meetings, we worked in groups as PLCs, and supporting one another. And many of those groups connected, not just once a month, but we're meeting after school, and via the [electronic bulletin board] to support one another, to support our school learning teams. So it's been at all levels, and that's been really important. [School board focus group]*

Early in the process, the LNS partnered with the Ontario Principal's Council (OPC), the Catholic Principal's Council of Ontario (CPCO), and the Association des Directions et Directions-Adjointes des écoles Franco-Ontariennes (ADFO) to develop an instructional leadership program focused on PLCs – Leading Student Achievement. The Student Achievement Officers began largely working on regional capacity building, bringing boards together, and working with boards on target setting and improvement planning.

LNS strategies for dissemination include summer institutes, annual symposia, regional training, webcasts, supporting documents, and online interactive modules to share exemplary practices. The school boards view these strategies and materials positively; echoing the comments from the focus groups, one individual stated, “Keep it coming.” Topics include leadership practices, reading strategies (e.g., shared reading), differentiated instruction, assessment literacy, school effectiveness and improvement planning, and coaching. These dissemination strategies have reached a substantial proportion of the province's educators. Eighty-four percent of the teachers who reported being familiar with the LNS also report that they have participated in professional development sessions led or sponsored by the LNS. Over 90% of the English and French teachers in OFIP 1 and 2 schools participated in these PD sessions. A somewhat smaller proportion (68%) of the teachers were familiar with the print and digital materials produced by the LNS and 58% had used these materials. While there were no systematic differences across OFIP status, teachers in the French schools reported less familiarity and use of these LNS materials. Just over 45% of the teachers classified the contribution of the LNS as helpful or very helpful, regardless of their own OFIP status. Approximately 15% of the teachers classified the contribution of the LNS as not helpful. Similar proportions were found regardless of OFIP status.

Regardless of the methods used by the LNS, the increasingly consistent use of concepts such as “shared reading,” “professional learning communities (PLCs),” and “data walls” by board personnel demonstrate the influence of the LNS in disseminating strategies they have identified to boards and schools. In the teacher surveys, PLCs were widely reported as existing in schools, especially in the OFIP schools. For example, over 90% of the English teachers in OFIP 1 schools reported that their school had a PLC. Overall, teachers were also supportive of the PLC model, with over 60% finding it useful or very useful. Similarly, a total of 90% of the teachers reported their school had a formal method to track student progress (e.g., data wall) and two thirds of these teachers refer to this information for instruction. An important aspect of capacity building is facilitated by the ability of teachers to plan together. Generally teachers in both non-OFIP and OFIP schools reported they did not commonly have time to plan with colleagues. However, teachers in the OFIP schools did report that they had more opportunities to meet with their colleagues than teachers in the non-OFIP schools. There

were no differences across languages. While not significantly different, Junior teachers in the OFIP schools reported they planned more with colleagues than their Primary counterparts. In support of the notion that communication among colleagues is highly valued by teachers, 83% of teachers agreed with the statement “sharing practices with colleagues is an important professional learning strategy.”

Professional development and learning have also changed not only due to the phases of implementation within the LNS, but also due to developing knowledge and understanding regarding effective PD and instructional leadership. Boards are moving beyond “train the trainer” models and working to ensure that teachers and administrators at all levels have direct access to professional learning opportunities.

*In the beginning, with the LNS funds and materials provided, we in-serviced a lead literacy teacher from each school. But one of the things we found is it's really tough to in-service only one person on a team, and so one of the things that we decided to do this year was go back to square one. We made a commitment to in-service entire divisions of schools.* [School board focus group]

Given the importance of supporting schools, two of the most essential stakeholder groups for efforts focused on leadership have been school principals and teachers. Both board and LNS staff recognize the need for instructional leadership in the schools and there is consistent evidence from the LNS and the school board focus groups that more time is being devoted to developing relevant leadership and instructional skills in these two groups. “PLC” has become a common acronym when speaking about leadership groups within and between schools. The results have been structural changes in the way schools and boards operate.

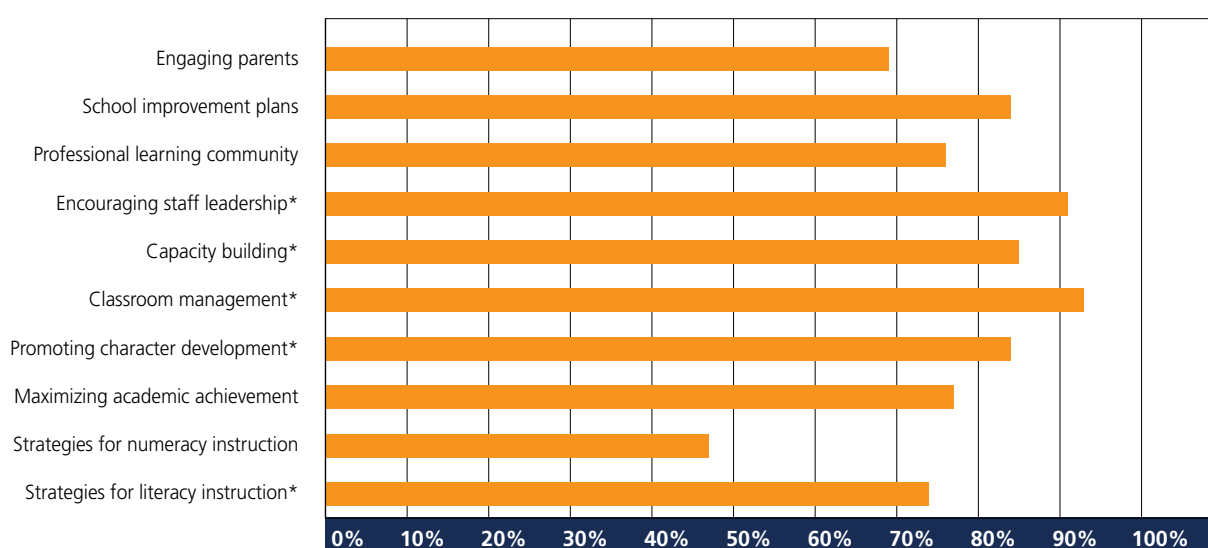
*The principals will ask, “bring a question to the staff meeting.” It changes the staff meeting. It's quite significant, rather than the old administrivia. They'll ask teachers to bring a question from their classroom and let's discuss it, and let's look at the Q chart, where does that fall.* [SAO focus group]

A further example of the change in board operations is the increased expectation for the presence of board administrators and senior staff in schools. Their presence is believed to communicate that the professional learning community occurs across a board and is centred in schools. Within the school, the principal is expected to be an instructional leader, especially in the areas of literacy and numeracy instruction. Teachers expressed moderate agreement with the statements, “our principal is an instructional leader” and “our principal makes time to visit classrooms in the school,” however, two differences were observed in the ways in which principals’ instructional leadership skills were observed by teachers. Teachers at OFIP 3 schools were significantly likely to agree more strongly that principals are instructional leaders than were teachers at OFIP 1 or OFIP 2 schools. There was also an observed language difference; French teachers were more likely than English teachers to express agreement that the principal is an instructional leader. Ninety percent of principals themselves agreed that they provided instructional leadership in their schools. Most (87%) believe that it is important that their teachers see them in classrooms during the school day, and 80% report that their teachers regularly come to them for help. Principals generally understand that staff meetings should enable discussion around teaching and learning, and more than 50% of principals reported that they provided opportunities at staff meetings to discuss instruction. Superintendents were less visible at the school level; on average, only 17% of teachers and 27% of principals reported agreement with the statement “superintendents are commonly seen in the school,” compared to 53% agreement to a similar statement concerning principals’ visibility in the classroom.



Figure 1 shows the percentage of principals who indicated that they feel confident or very confident providing leadership in the domains listed. No differences were observed as a function of whether the principal was placed in an OFIP or non-OFIP school. Language differences were observed on four dimensions; these dimensions are indicated with an asterisk at the end of each label on the chart. In each case, there were fewer French principals expressing higher levels of confidence in providing leadership in those areas. Of concern was the finding that, while 79% of English principals expressed higher levels of confidence around strategies for literacy instruction, only 59% of French principals did so: a difference of 20%. Other differences between English and French principals ranged from 13% (classroom management) to 30% (promoting character development). A final notable aspect of Figure 1 is that the area in which the fewest principals (less than 50%) expressed confidence was that of providing instructional leadership in numeracy; this was an overall finding not affected by language or school type.

**Figure 1: Principals' Confidence Rating in Providing Leadership.**



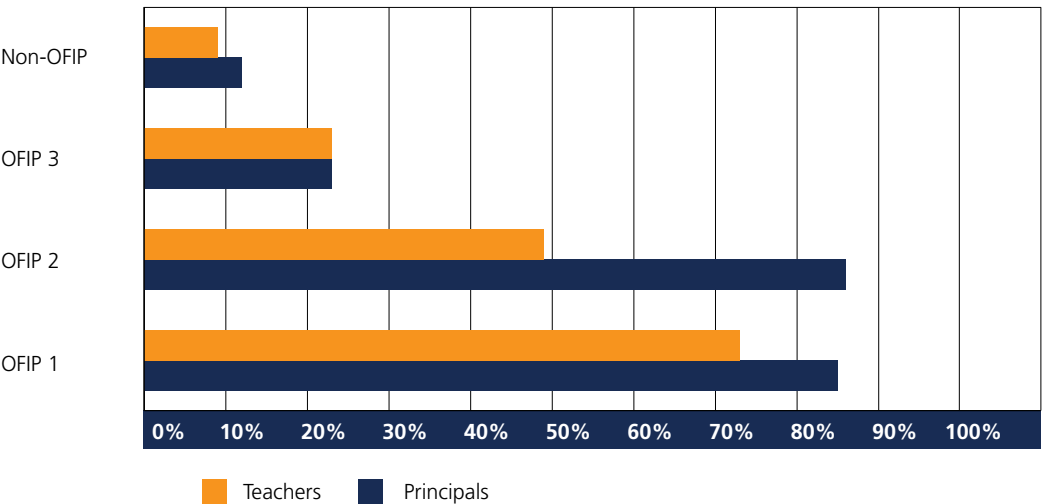
But leadership is also distributed throughout the system; more than 50% of principals report that instructional leadership in the area of literacy and numeracy is provided by the librarian, the literacy lead, experienced teachers, special education teacher, and school board consultant. These figures were consistent across school types. Coaches and SAOs, however, were named as instructional leaders only in OFIP 1 and OFIP 2 schools by more than 50% of principals.

Given the number of schools in the province, the SAOs recognize the need for a “gradual release of responsibility” in order to best develop system capacity. Throughout, the mandate of the LNS has been to avoid being too prescriptive, enabling boards and schools to choose methods that work best for them. A commonly expressed perception in the focus groups was that the LNS provides initial direction, support, and incentives for professional development and training, but board and school personnel are leading the current initiatives. Data from the teacher and principal surveys bear out this impression. According to teachers, the vast majority of principals (over 90%) are providing opportunities for teachers to improve their teaching practices and knowledge in literacy and numeracy. The proportions were similar for both OFIP and non-OFIP schools. When available, all but a few of the teachers are using these opportunities to improve their practice and knowledge. Similarly, over 90% of the teachers reported that the board provided

opportunities to improve their teaching practice and knowledge in literacy and numeracy. Teachers in the OFIP schools were more likely to use these school board opportunities. A total of just over 85% of the teachers from OFIP schools reported they used these opportunities as compared to 70% of the teachers from the non-OFIP schools.

The SAOs use terms such as “instigators” or “catalysts” to “facilitate change.” However, evidence from the boards and SAOs themselves indicate that the role of the SAO has been very fluid, as they try to respond to the needs and desires of the boards and schools they work with. Indeed, SAOs spend the majority of their time (50%) working directly with schools. As one SAO described, “we move from perhaps doing more on a hands-on-at-the-elbow with them, to just facilitating.” Thus it is not uncommon for SAOs to also have a more direct influence on the professional learning and development within a board or school depending on the current capacity of the board. Figure 2 shows that most principals in OFIP 1 and 2 schools report working with a SAO in their schools. Although the awareness of this relationship is not as apparent on the part of teachers, more teachers in OFIP 1 schools than OFIP 2 schools report the presence of a SAO in school. Since the OFIP strategy does not call for hands-on work with SAOs for other schools, it is perhaps not surprising that between 40 and 50% of teachers in OFIP 3 and non-OFIP schools did not know if a SAO had worked with their school. However, a surprising number of teachers in OFIP 1 (20%) and OFIP 2 (35%) schools did not know if the school had worked with a Student Achievement Officer.

**Figure 2: Educators Who Have Worked with a SAO in Their School.**

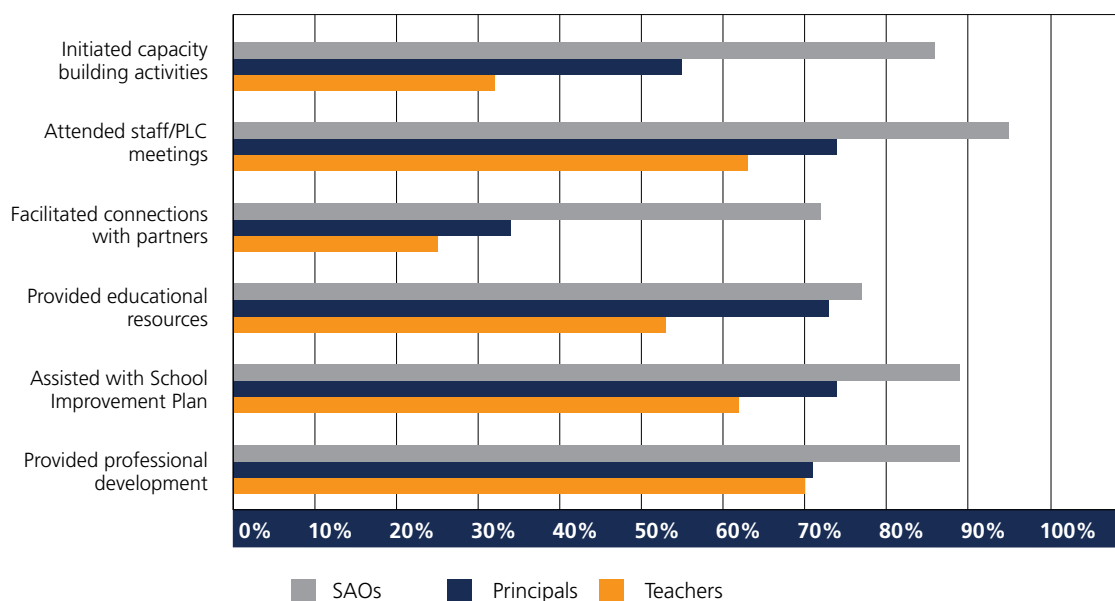


Some differences were observed in the reporting of familiarity with SAOs in the schools. Similar to the results for familiarity with the LNS, Junior level teachers in the OFIP 1 schools were the most likely to recall having an SAO work in the school; these data suggest the SAOs have tended recently to work more with Junior teachers in the schools. There were also significant language differences: the number of English principals who had worked with SAOs (64%) were more than double the number of French principals making the same response (31%). Although less dramatic in degree, similar differences were found for the teachers (46% and 39% for English and French teachers, respectively).

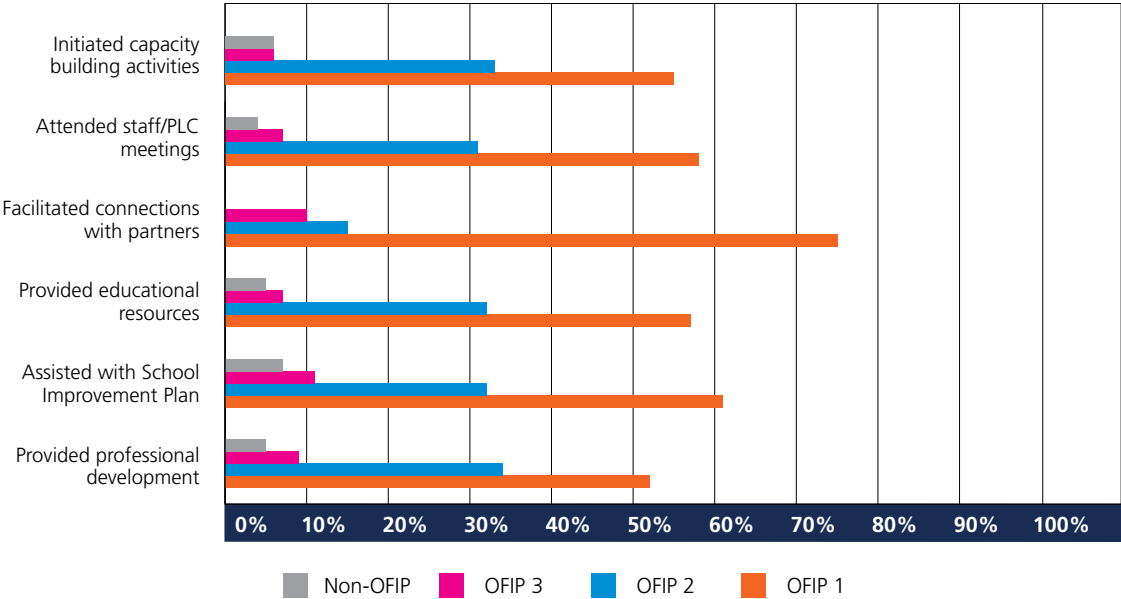
The reported activities carried out by the SAOs are outlined below in Figure 3. Over 60% of teachers and principals agreed that the SAOs participated in meetings of PLCs or staff, assisted with the school improvement plan and provided professional development. Teachers and principals were less clear on the way SAOs facilitated connections with educational partners and initiated capacity building activities. Over 80% of the SAOs reported that they provided professional development, supported school improvement planning, participated in staff meetings and PLCs, and initiated capacity building activities; only 60% connected teachers and principals with educational partners and promoted educational resources in addition to LNS materials. To a lesser degree, but showing the same pattern, SAOs fulfill the same role in their activities at the board level. It is important to note that the individual SAOs and the SAO Team Leaders have different responsibilities, but because the survey instruments did not allow SAO and Team Leader responses to be distinguished without risk of revealing identity, these different levels of responsibility could not be teased apart.

These findings, however, must be contextualized within the needs of the different OFIP strategies; SAOs have different responsibilities in schools as a function of OFIP category. This is borne out in Figure 4, where the principals from schools in different OFIP categories reported different levels of SAO activities in their schools. The percentages in Figure 4 demonstrate that OFIP 1 schools report high use of SAO service across each domain, followed by OFIP 2 schools. OFIP 3 and non-OFIP schools had little interaction with SAOs. Overall, just under 50% of those teachers who reported that an SAO had worked with their school had found the contribution of the SAO to be helpful or very helpful, while 69% of principals reported the same value. However, a significant minority of teachers in the OFIP 1 and 2 schools (approximately 17%) classified the contribution of the SAO as not helpful.

**Figure 3: Reported SAO In-School Activities.**



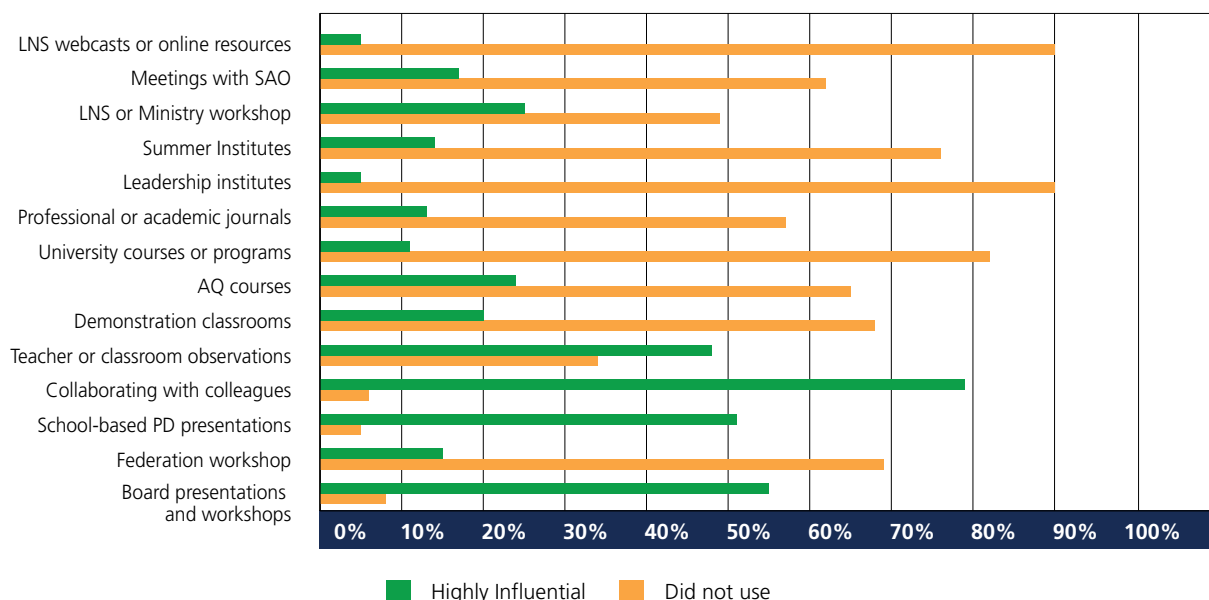
**Figure 4: Principals’ Report of SAO Activities by School Type.**



The school board personnel interviewed early in the evaluation spoke consistently about their own efforts to develop internal capacity to develop and deliver effective PD models. In some cases, boards felt they had moved beyond the LNS and were now able to direct their own efforts at capacity building. In others, the LNS was seen as a vital component in the board’s efforts to develop internal capacity.

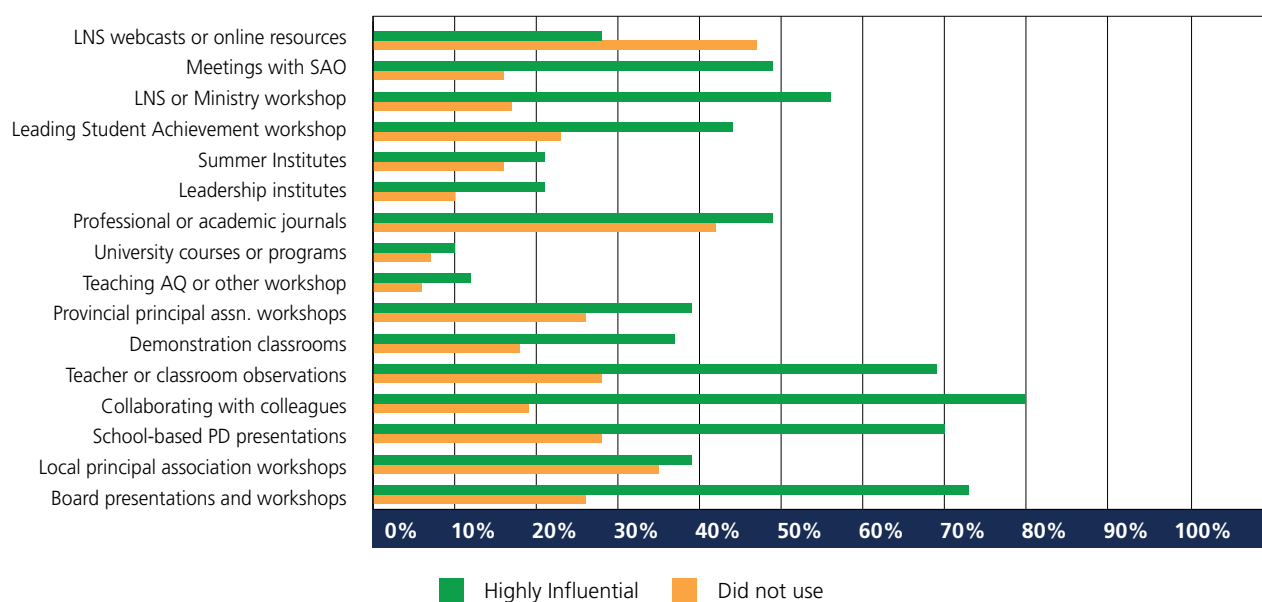
The OFIP initiative has further differentiated the amount and type of professional development offered by the LNS. Over 90% of teachers, regardless of the OFIP status of their school, participated in professional development at the board, school or through collaborations with colleagues. Figure 5 summarizes participation in various professional development activities by teachers, and their perceptions of how valuable these activities have been in meeting their needs. Teachers in the OFIP schools were more likely to participate in observations of other teachers and classrooms or to participate in LNS or Ministry of Education workshops. Not surprisingly, the majority of the teachers in the OFIP 1 and 2 schools participated in professional development led by a SAO from the LNS. A higher proportion of teachers in the OFIP schools also reported participating in Federation-led workshops. This may be due to partnerships between the LNS and the Federations. A few slight differences were found across languages; teachers in the French schools reported lower participation in teacher/classroom and demonstration classroom observations, and LNS, Ministry, or Federation workshops. Overall, teachers were more likely to participate in activities that were local to their school or board, and to report that these activities strongly influenced their practice. A general trend in the data suggests that teachers in OFIP schools have participated in more external professional development opportunities than their counterparts in the non-OFIP schools.

**Figure 5: Percent of Teachers Reporting Use and Influence.**



Principals were asked to report on their participation in a variety of types of professional development programs, and to rate these activities as a function of their influence on instructional leadership skills and practices. For principals considered overall, these results appear in Figure 6 below. These activities were widely engaged in, but generally speaking, principals rated local influential activities or those linked to the classroom. Overall, principals from all school types reported similar ratings; however, principals from OFIP schools were more likely than those from non-OFIP schools to report very strong influences from LNS workshops and meetings with SAOs. Minor language differences were observed, as well; French principals were more likely than English principals to report a very strong influence of school board presentations or workshops. This pattern was reversed for the Leading Student Achievement workshops: 47% of English principals reported that these had a strong influence on their practice, compared with 35% of French principals reporting the same value.

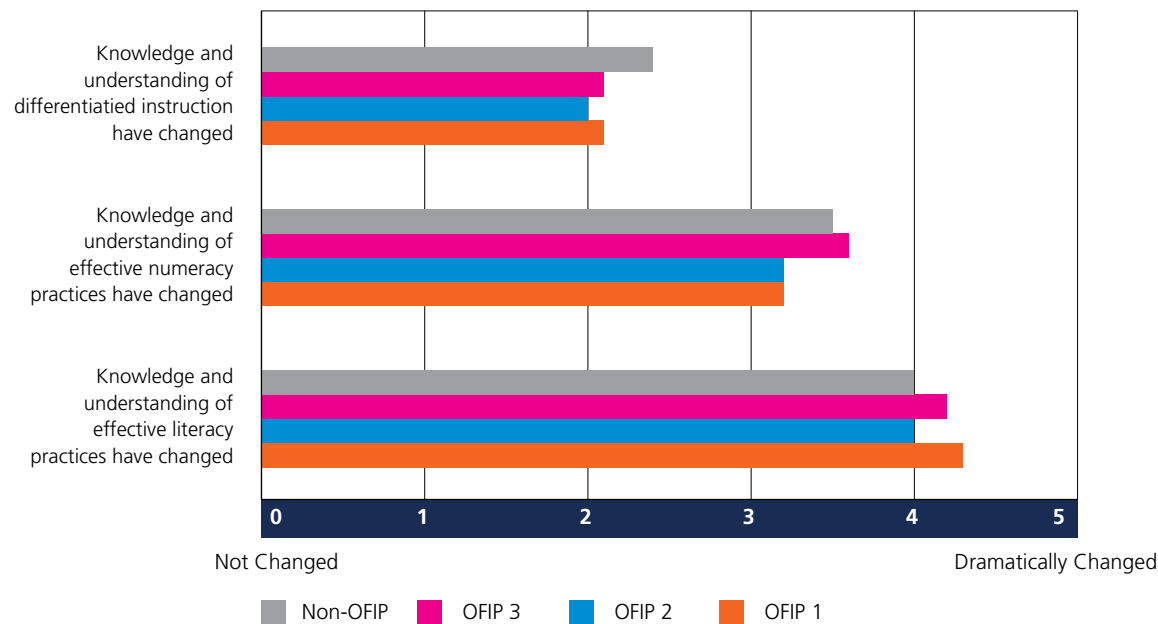
**Figure 6: Percent of Principals Reporting Use and Influence.**



The content of professional development opportunities provided by the LNS has had several formats, but has focused broadly on literacy, numeracy and differentiated instruction. Between 58 and 76% of teachers agreed or strongly agreed that they had sound knowledge and understanding of differentiated instruction. However, non-OFIP teachers reported less strong agreement than did teachers at OFIP schools, and French teachers reported less strong agreement than did English teachers.

To capture a sense of whether teachers feel that their professional skills have increased in these areas, they were asked to report whether their knowledge and understanding of effective instructional practices have changed over the last three years. In Figure 7 below, the mean responses to the question of change are illustrated; longer bars represent greater change. Between 75 and 82% of teachers believed that their knowledge and understanding of effective practices for teaching literacy had changed moderately or dramatically over the past three years. There were no significant differences between teachers in non-OFIP and OFIP schools. However, Francophone teachers were significantly more likely to report that their knowledge and understanding of effective teaching practices for literacy had changed. It is very likely that much of this significant change in practice has been driven by LNS initiatives. In comparison, between 43 and 58% of the teachers believed that their knowledge and understanding of effective practices for teaching numeracy had changed moderately or dramatically; this is consistent with the LNS policy to focus attention on building capacity in literacy before numeracy. Between 40 and 60% of teachers reported that their knowledge and understanding of differentiated instruction had changed moderately or dramatically. There were no significant differences between teachers in non-OFIP and OFIP schools. However, Francophone teachers were significantly more likely to report moderate or dramatic change in knowledge and understanding of effective teaching practices for numeracy and in differentiated instruction.

**Figure 7: Teacher Reports of Change in Knowledge and Understanding.**

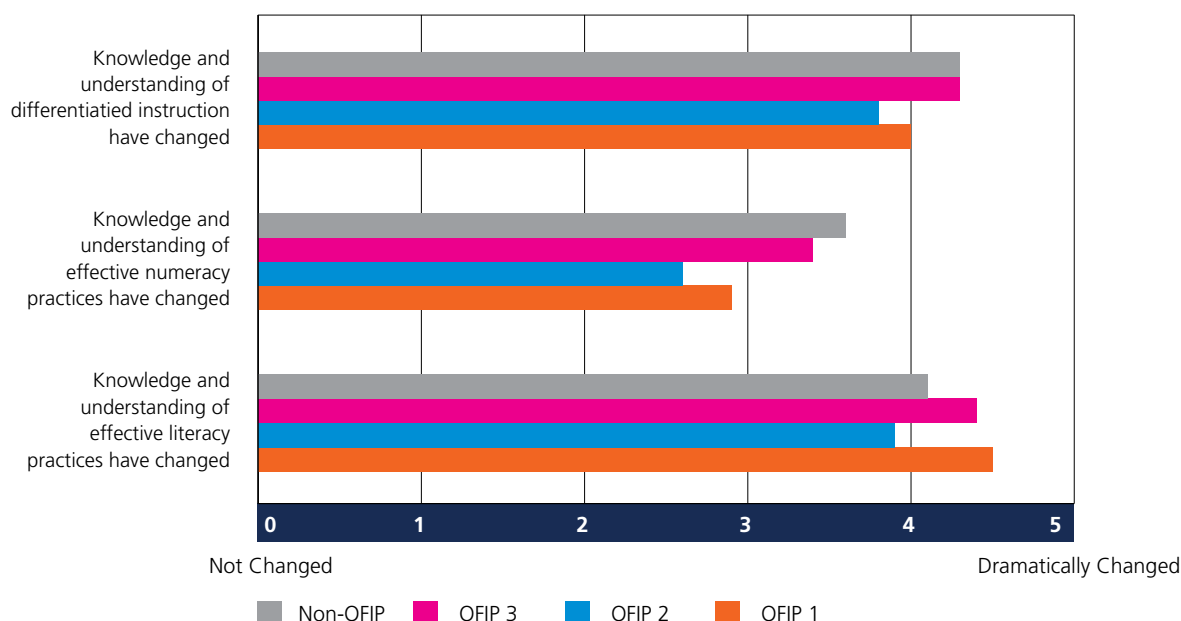


Principals were also asked to give their perspective on changes in their understanding and practice. Figure 8 displays the average degree to which principals reported change in their knowledge and understanding of effective instructional practices around literacy and numeracy instruction and around

school improvement planning. Overall, there was less reported change in principal knowledge in the area of numeracy (34% reported moderate or dramatic change) than in literacy (79%) or in knowledge around school improvement planning (81%). However, this was not constant across school type. Significantly more OFIP 3 and non-OFIP principals (51%) reported change in numeracy knowledge and understanding than did OFIP 1 and OFIP 2 principals (18%). Notable is the fact that, on average, both teachers and principals reported changes of the same magnitude in knowledge and understanding around effective instructional strategies for both literacy and numeracy.

Principals reported that, in general, they are aware of a variety of sources of professional development. Ninety-three percent (93%) of principals report that they have benefited from professional development opportunities provided by their school board. Due to the early emphasis by the LNS on board-level contact, some of these opportunities may incorporate content or methods communicated by the LNS. This compares with 77% and 56% of principals who have benefited from professional development opportunities from the LNS or Ministry of Education and their provincial professional association, respectively. Beyond formal professional development opportunities, there is 86% agreement that sharing with and learning from administrators at other schools is important for their continued professional learning, and 74% of principals believe that valuable support and insight into their practice can be gleaned from talking with other principals.

**Figure 8: Principal Reports of Change in Knowledge and Understanding.**



## DOCUMENTING PROFESSIONAL LEARNING

The LNS and the SAOs have worked to identify Sites of Excellence to serve as models of successful strategies for improving student achievement. Both board and school level case studies have been documented. Such documentation has the potential not only to provide a mechanism to disseminate worthwhile practices and procedures, but also to provide an ongoing record of the shifts that are occurring over time. The *Unlocking Potential for Learning* case studies relied on a multi-informant method while the school-based case studies relied on interviews by LNS research team with respective school-based individuals including principals and teachers. These documents appear to capture important information for the early stages of

a new system such as the LNS, including the discovery and documentation of common strategies across boards demonstrating changes in student achievement. There was also a purposeful attention to context; that is, respect for the geography and demographics that account for some differences in the strategies and implementation of strategies with the intention of “taking all the excuses off the table.” Consistent with the LNS approach to capacity building and practice change, the documents seem to be gentle persuaders as opposed to prescriptors.

The Effective District Strategies project identified districts demonstrating improvements in literacy and numeracy and evaluated the strategies, actions, and outcomes associated with such improvements. The result was *Unlocking Potential for Learning: Effective District-Wide Strategies to Raise Student Achievement in Literacy and Numeracy* (2006). According to the report, the eight districts benefited by having the LNS help them articulate and profile their stories while helping to communicate outcomes to other districts. Similarly, the *Schools on the Move: Lighthouse Program* (2006) represents the first in a planned series of reports highlighting effective school initiatives resulting in improved student achievement. Using 23 schools where the improvement in student learning was impressive, the intent of the document is to encourage “networking and sharing of effective practices that make a difference to student learning across schools.” The Ministry of Education and the LNS have also developed computer resources for statistical comparisons (Statistical Neighbours), to develop mechanisms for documenting and sharing success.

## OPENING DOORS

Efforts by both the LNS and school boards have attempted to apply and replicate the combined lessons learned from the Turnaround teams’ and the LNS’s experiences, including the recently implemented Ontario Focused Intervention Partnership (OFIP). Again, a variety of approaches best exemplifies this work. School boards make use of staff from their own Turnaround and OFIP schools and provide opportunities for these staff to share their developing expertise and experiences.

*What OFIP has allowed, then, is for those teachers to come out, and be with the others on site at a table and have a discussion – so it’s sort of that license to be able to talk about those good things that are happening in those rooms and not being closed in behind the doors. [School board focus group]*

## ONGOING AND FUTURE CHALLENGES

The experiences of the LNS and school board staff emphasize the importance of increasing educational leadership and capacity across the province. Given the importance of this strategy to the work of the LNS, it is essential to acknowledge those challenges that may impact the success of this strategy. These challenges are described in order to enable the LNS to develop methods to monitor the current and future challenges identified by individuals working at nearly all levels of the education sector.

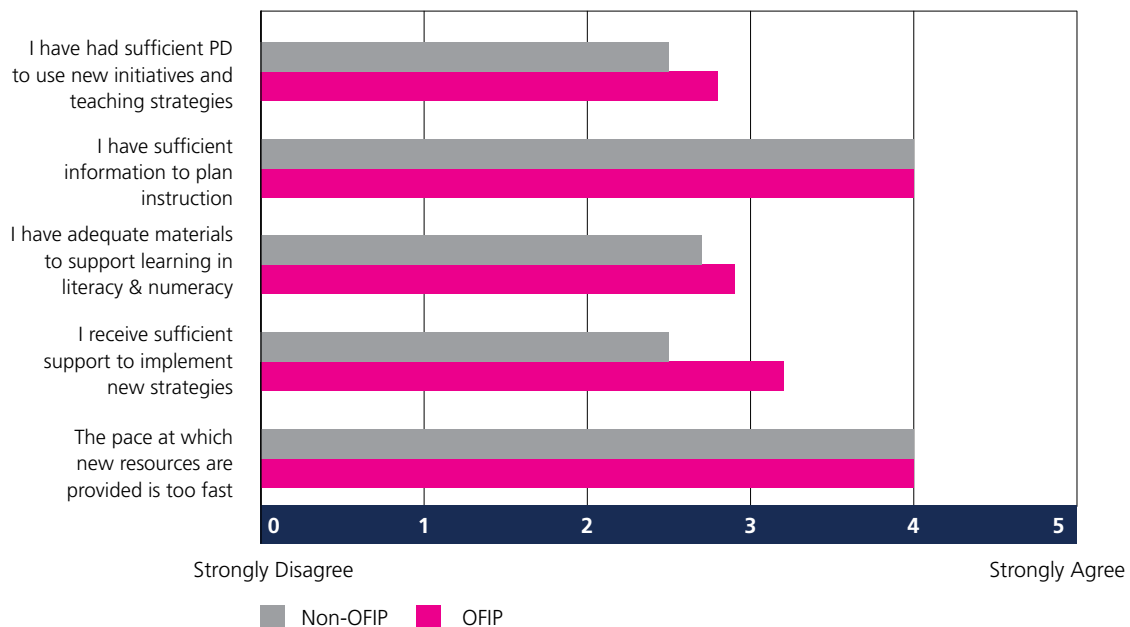
Perhaps the biggest reported challenge surrounding future capacity building efforts is sustainability. Challenges for sustainability include funding and time, as well as the decreased presence of LNS staff and board leaders within individual schools to support teachers and principals.



*One of the problems with Turnaround, when it started out, it was giving individual schools quite a bit of extra money, and that's not a sustainable strategy* [Former Senior Ministry Official]

School board concerns about capacity building and sustainability also focus on resources and the need for time. Describing a commonly reported sentiment, one school board member stated, “There’s been so much really good stuff that’s come from the Secretariat,” but teachers need the opportunities to “consolidate, sustain and be able to apply that in the classroom.” This belief was also reflected in concerns about the pace in which LNS materials were released. The data portrayed in Figure 9 supports these statements from the earlier focus groups. Responses from the teacher survey indicate that 55% of teachers expressed agreement with the statement, “the pace at which new resources are provided is too fast”. Consistent with the more intensive support given to the OFIP schools, teachers from these schools were significantly more likely than teachers from non-OFIP schools to agree that they have adequate support and professional development to implement new instructional strategies. Similar to the views expressed by the teachers, 73% of principals believed that new initiatives were being introduced too quickly, and 65% expressed the belief that new materials and resources were provided at too quick a pace. Only 39% of principals believed that they had been given adequate time to implement the School Effectiveness Framework. Interestingly, English teachers and principals were more likely to express the opinion that the new initiatives were being implemented too fast than were French teachers and principals.

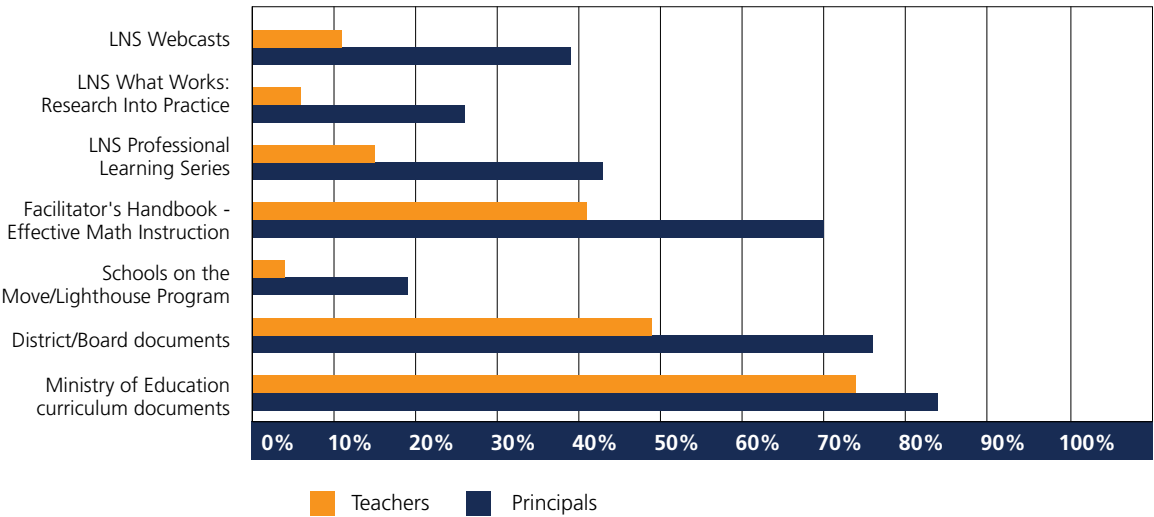
**Figure 9: Teacher Beliefs Around Support.**



*Perhaps the pacing of information coming out needs to be looked at, so there is some consolidation time, so it doesn't come out in a bunch like it did last year. I mean, it was all wonderful, but it was too much, too fast.* [School board focus group]

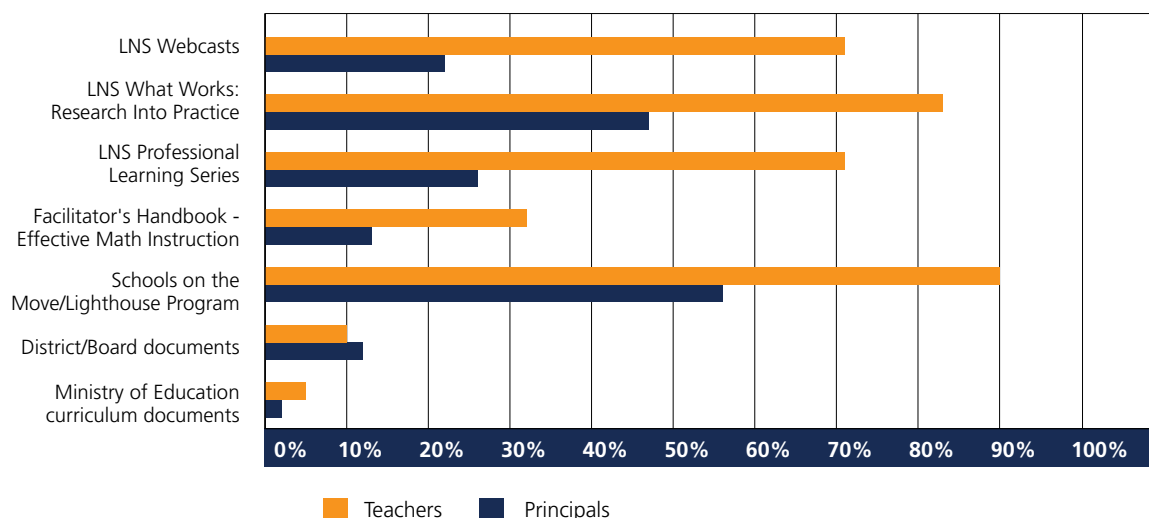
In the interim report, it was noted that the pacing of the release and dissemination methods of LNS materials may also have limited the exposure of these materials within the profession. For example, school boards with schools included in the *Schools on the Move* report are very aware of their representation. However, as noted in the focus groups, discussion among other boards did not refer to the documents or the potential of these cases to help guide their own efforts. The teacher and principal surveys included items targeting the materials in order to assess the uptake of these documents, who is reading them, and what they think about them. To gain a relative perspective, reference to non-LNS materials and resources were also included in the surveys. Some results are summarized in Figure 10.

**Figure 10: Percentage of Those Who Reported LNS Documents and Resources Met Their Needs.**



The values in Figure 10 represent the percentage of educators reporting that the documents named met their needs “completely” or “adequately.” Not surprisingly, the teachers across all of the schools almost unanimously noted that they used curriculum documents and materials from other teachers to support their professional development and learning. Of the teachers who reported that they had used the materials produced by the LNS, only 20% reported that the *Facilitator’s Handbook* met their needs. Other popular sources were materials and resources given by other teachers and professional journals and books, which met the needs of 70% and 49% of teachers, respectively. Teachers in the OFIP 1 schools reported a higher use of the LNS documents than those in the non-OFIP, OFIP 2, and OFIP 3 schools. It also appears that teachers in the OFIP schools made more use of professional journals and books than teachers in the non-OFIP schools. Minor differences were found across the languages for teachers, although these differences tended to be relatively small. For those teachers who used these resources, the provincial documents and materials from other teachers were the most likely to meet their needs. The same pattern of use was observed with the principals’ responses, although a larger proportion of principals reported that the LNS documents were useful.

**Figure 11: Percentage of Teachers and Principals Who Reported Not Using Documents and Resources.**



Survey responses indicate that some materials were scarcely used. Teachers were more likely than principals to report that they had not used LNS materials. Taken together, the information in Figures 10 and 11 demonstrate that the *Schools on the Move* document and the LNS *What Works* materials were the least likely to be used by teachers and were also least likely to meet the needs of the teachers who did use them. There were no consistent differences across non-OFIP and OFIP schools or between languages. Encouragingly, the LNS tracks the hits received by webpages hosting their electronic sources, and reports increasing numbers of visits. It will be important for the LSN to focus attention on helping educators use those resources more fully.

In stages three and four of the LNS's implementation process, *Sharpening our Focus and Intensifying our Collective Efforts* school boards were still working to build capacity within and across boards. Hence the LNS must maintain its commitment to the first two phases and to a multi-level approach that ensures that those boards and schools that are at different places in the capacity building spectrum can move forward.

*Most of the principals and teachers we work with don't really know how to organize or set up for a real professional learning community.* [SAO focus group]

This need for PLCs will increase as the strategies move through the schools and grades across the province. Again, the work of the LNS was appreciated by those interviewed. However, there was also an underlying concern regarding sustainability and continued support.

*One concern I have going forward is being able to sustain the PLC. We had a lot of funding last year, so we used some of that for PLCs, and that was really great. Our leadership met regularly, twice a month actually, and then each of the PLC, too – but being able to finance that is a concern.* [School board focus group]

Another challenge for attempts to build and maintain capacity both in the LNS and in schools has been staff turnover. On the one hand, secondments provide opportunities to build and share expertise and skills. New secondments help further increase the number of skilled people within the system. For example, educational leaders in successful OFIP schools are being seconded to positions of leadership in boards and in the Ministry of Education, increasing the boards' and LNS's efforts to identify, share, and acknowledge developing expertise. Staff turnover is also important in the early stages in an initiative as this can be used to develop the strongest team to meet outcomes. On the other hand, such secondments can potentially disrupt the efforts of the school or board from which the person was seconded. It is also difficult to determine the ideal length of time for secondments in order to develop and maintain capacity. The LNS has been very successful in ensuring that LNS staff are able to meet the demands and high expectations of their working environment. Some of the previous turnover in LNS staff is likely a reflection of the willingness to make the changes in order to build a strong team.

The secondments also result in LNS staff who are at very different levels of understanding. Focus group interviews provided examples of very diverse experiences among SAOs and a desire for ongoing internal capacity building. This was borne out in the SAO survey, where SAOs reported spending less than 5% of their time on their own professional development. The secondments are intended to enable flow of people, capacity, skills, and expertise between the LNS, boards and schools. Therefore providing further support and knowledge building opportunities for SAOs could have a lasting impact on activities both inside and outside of the LNS. In the focus groups, LNS staff consistently described capacity building activities provided during LNS staff meetings and opportunities to work and meet together in order to explore and examine issues related to professional learning as being very effective, although meeting with other SAOs and meeting with LNS staff represented less than 10% of the time SAOs reported used on the job. In view of the critical role played by SAOs, and the increased turnover of SAOs due to recent changes in labour regulations, the delivery model for SAO professional development may need to be expanded. Individual SAOs vary in their specific experiences. Moreover, several reported their job as often being quite isolating because they were working primarily on their own with limited opportunities to meet and learn collectively. Thus, it may be important to determine if the current methods of capacity building are sufficient or if additional approaches are needed to support individual SAOs. As with the issues of staff turnover, such opportunities must be balanced against each other.

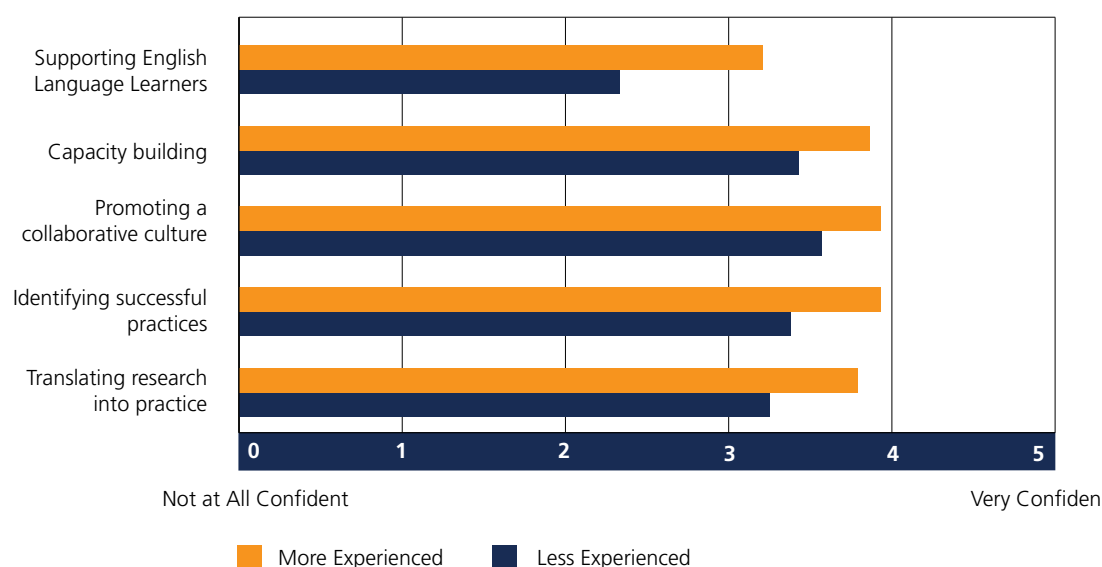
One aspect to consider in determining the professional development and capacity building needs of SAOs is their areas of self-identified need. The SAOs were asked to rate their confidence in a range of areas. As can be seen in Figure 12, the SAOs were generally confident in their expertise in the majority of areas. Generally strong levels of confidence were reported by more than 90% of SAOs in the areas of literacy instruction, maximizing academic achievement, assessment, identifying successful practices, capacity building and supporting PLCs. The areas of weakest confidence were in numeracy instruction and supporting English language learners, in which high levels of confidence were reported by 30% and 53% of SAOs, respectively.

**Figure 12: SAOS' Ratings of Confidence Across Domains.**



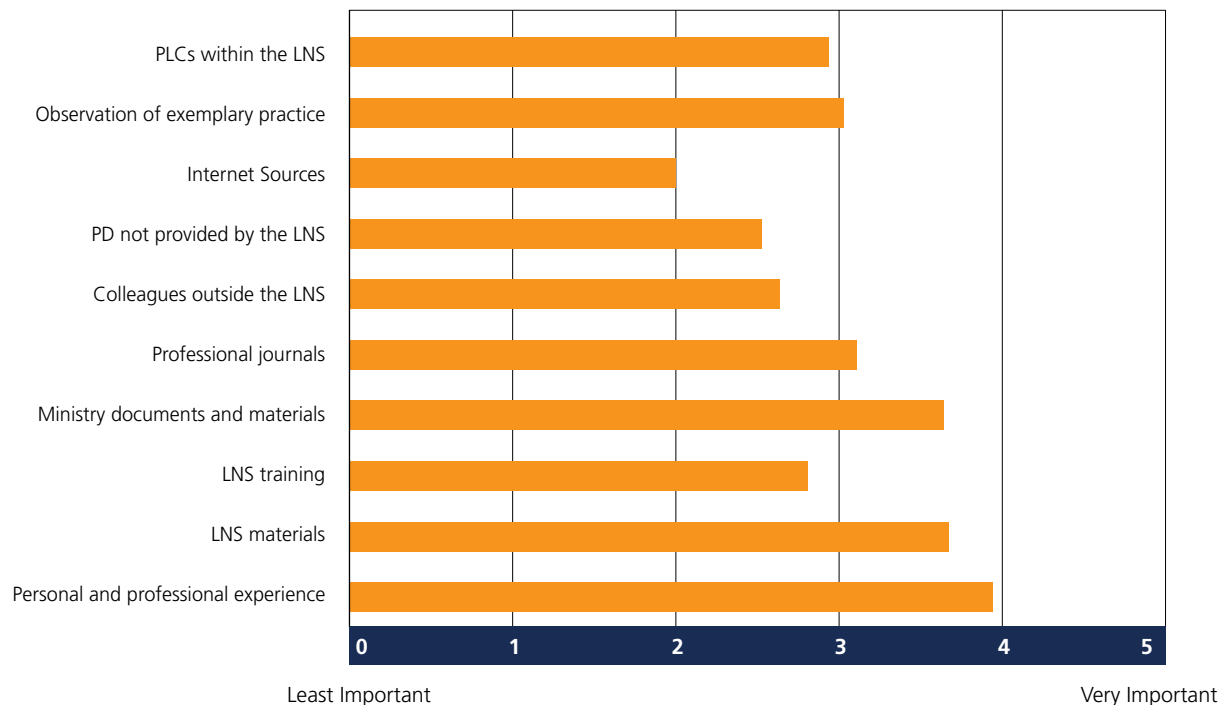
These overall high levels of confidence mask certain differences among SAOs as a function of time on the job. Due to recent changes in the secondment system, there are many SAOs with relatively little time of service with the LNS. When compared to more senior SAOs, those with less experience also expressed significantly less confidence in a number of areas (see Figure 13). It is not clear how this gap in confidence is to be closed, since the SAO survey also revealed that junior SAOs spent no greater percentage of time on their own professional development than did senior SAOs.

**Figure 13: SAOS' Confidence Ratings as a Function of Experience.**



The SAOs were asked to indicate the types of sources they utilized to develop their “expertise, skills, and knowledge” (see Figure 14 below). The SAOs’ mean responses indicated that the strongest source of their expertise was their own personal and professional experience, with 100% of SAOs ranking it as very important. They also rated the Ministry documents and materials, the LNS materials, and professional journals quite highly. Internet resources, professional development outside of the LNS, and colleagues outside the LNS were ranked relatively less important as sources of information, and LNS training was not ranked as highly as LNS materials. There were no differences in SAO ratings to these items as a result of experience level.

**Figure 14: SAOS’ Ranking of Sources for Expertise.**



Finally, both LNS staff and school board focus group participants described concerns about transferability of learning. The consistent message was recognition that there are pockets of excellent teaching and leadership; however, these still often remain “behind closed doors.” What is not yet apparent is “all-encompassing growth.”

*The boards are letting us do a great job with great schools but there’s no transfer. If we walk out the door it’ll just whoosh, go. So there’s no gradual release of responsibility here.* [SAO focus group]

*The biggest change is in pedagogy and teachers’ thinking. It is more qualitative things that you’re starting to see that I think in the future will impact student learning, as people start to consolidate and reflect on the information that’s been coming out.* [School board focus group]

Throughout the teachers’ and principals’ survey responses ran a thread which acknowledged that the LNS has played a very important role supporting and leading future efforts focused on widespread capacity building. Importantly, these goals are increasingly being met by the work of the LNS and school boards in tandem.



## **Chapter 4**

# **Focused Intervention**

## FOCUSED INTERVENTION

An important role of the Literacy and Numeracy Secretariat (LNS) has been to develop and implement focused interventions within the province to help improve the proportion of students meeting provincial expectations in literacy and numeracy. Through these focused interventions, directed funding and instructional support has been provided to the school boards, schools, administrators, and teachers across Ontario. Much of this support is provided by the Student Achievement Officer (SAO) teams or staff at the LNS. Overall, the OFIP strategy appears to have helped to improve the skills and knowledge of both teachers and principals, especially in the area of literacy. There was general consistency amongst the SAOs, principals, and teachers regarding the needs of both teachers and students to help meet literacy and numeracy expectations. Principals reported increased access to relevant materials and teaching strategies. While teachers reported initial concerns regarding identification as an OFIP school, they found that these concerns became less of an issue over time as the increased support was generally beneficial for both their own teaching and students' achievement. Instructional strategies did not vary greatly amongst the OFIP schools and the non-OFIP schools, and the important aspects for literacy and numeracy instruction tended to be similar, regardless of OFIP status. There were minor differences found between the French and English systems, with the French teachers reporting a stronger focus on fundamental literacy and numeracy skills.

The OFIP strategy is likely most effective when the SAOs are able to establish ongoing collaborative relationships with the teaching staff in OFIP schools. Turnover of both teachers and SAOs can impact these relationships, and may be an ongoing barrier given their historical turnover rates. Such turnover results in both teachers and SAOs having varying degrees of working knowledge. Teacher turnover hinders the SAOs' abilities to help a staff move forward, while SAO turnover makes it more difficult for a school staff to develop a consistent working relationship with the LNS.

## ONTARIO FOCUSED INTERVENTION PARTNERSHIP (OFIP)

Through the Ontario Focused Intervention Partnership (OFIP), the LNS is working with schools throughout Ontario identified as having the greatest needs with the goal of increasing student achievement in literacy and numeracy in these schools. In 2006, the Turnaround schools were put under the administration of the LNS, who then initiated OFIP. The OFIP School Strategy provides support to: (1) OFIP 1 schools (128 schools in 2007/2008), where less than 34% of students were achieving at levels 3 or 4 in reading in any two of the past three years; and (2) OFIP 2 schools (230 schools in 2007/2008), where between 34 and 50% of students were achieving at Levels 3 or 4 in reading and with a three-year trend of either consistently low achievement, declining or static performance (i.e., not demonstrating improvement over time). OFIP 1 and OFIP 2 schools receive two years of support from the LNS. The OFIP Board Strategy provides support at the board level, paying particular attention to OFIP 3 schools (706 schools in 2007/2008), which are "static" or "coasting" schools with current reading achievement results in the 50-74% range along with a three-year trend of little improvement or substantial decline. SAOs work with schools to devise and implement school-based strategies and they work with boards to devise board-wide strategies for supporting continuous improvement.

The OFIP program focuses on improving student achievement at the school level. Some boards have welcomed the OFIP process and have used it as an opportunity to spread similar practices to other "needy" schools in their districts. Boards talked about how having OFIP schools in one's district was not initially "palatable" to everyone, but they emphasized that some of these "hard to hear messages" were essential to



improving student achievement. The LNS funding for OFIP goes directly to boards that in turn allocate funding to individual schools and programs. Through OFIP, each board receives at least equivalent levels of funding to that previously granted through the local board initiatives. Boards with large numbers of OFIP schools have received increases in funding in order to target the greater need. In keeping with the OFIP Board Strategy, the funding invested at the board level impact both OFIP and non-OFIP schools. Some boards, however, reported concerns that there was an element of inequity in the provision of intensive, hands-on support provided by SAOs, which was given to the OFIP schools.

It is also clear that boards are not at the same level in their ability to harness the OFIP Board Strategy to provide the same quality of support in their non-OFIP schools. As an SAO told the evaluation team, “We had to initiate conversations with districts not to forget the other schools.” However, just as some boards were ahead of the curve in literacy and numeracy strategies when the LNS came into being, some boards are more successful than others at distributing the knowledge gained through the OFIP capacity building to non-OFIP schools. These board differences are a challenge for the SAOs because the SAOs must continually modify their own work and support based on current capacity of these boards and schools.

*Growth and changes in administrative perspectives on their job, and becoming much more instructional leaders and involved in learning with their teachers and spending time in classrooms. Those are all things that are coming out of – not directly our involvement – but out of the OFIP initiative. [School board focus group]*

*It’s very encouraging to see what some schools have done, and they haven’t been part of the OFIP project, or the Turnaround project, so that’s really encouraging for us to see. [SAO focus group]*

In OFIP 1 and OFIP 2 schools, there is direct contact between the SAO and the school. SAOs reported they spent approximately 50% of their time working with OFIP schools and a large proportion of their time is also spent working with school board personnel. Given the differences in board capacity reported above, such a finding is not surprising. Principals in OFIP 1 and OFIP 2 schools reported they typically see their SAO between one and two times a month. Of some surprise, just over 10% of the principals from OFIP 1 and OFIP 2 schools reported they had not met with a SAO in their school. This could be due to the mobility of principals or differences in the ways that SAOs work with school staffs. Given the time demands of administrators, it is also possible that SAOs work directly with teachers, literacy leaders or school-based teams. Teachers reported a lower amount of contact with an SAO, as 30% of the teachers in the OFIP 1 schools reported that a SAO had not worked with the school, likely reflecting that these teachers themselves had not worked with an SAO. Approximately 50% of the teachers in OFIP 2 schools reported the same. The majority of teachers in the other categories of schools and a portion of teachers in OFIP 1 and OFIP 2 schools did not know if the school had worked with a SAO. Similar to the results for familiarity of the LNS, Junior level teachers in the OFIP 1 schools were the most likely to recall having a SAO work in the school. Certainly, we expected to find SAOs working in the OFIP 1 schools. Our data also suggest the SAOs tend to work more with Junior teachers in the schools and that teachers are not consistently aware of the presence of SAOs in their schools. Certainly, this reflects the current increased focus on literacy in the Junior grades.

*[Turnaround/OFIP schools] benefited from the support of the SAOs. They’re very visible, very active within those respective school communities. [SAO focus group]*

The principals in the OFIP schools rated the impact of the SAOs as helpful. The majority of the principals reported that the SAO was making a positive contribution to their schools with just under 70% of the principals rating the contribution of the SAO to their school as helpful or very helpful (mean=3.9 on a 5-point scale). There were no significant differences between the French and English principals although the mean score was higher for the English schools than for the French (3.9 vs. 3.4). In contrast, teachers were somewhat less positive about the contribution of the SAOs, with just over 45% of the teachers classifying the contribution of the LNS as helpful or very helpful, regardless of their own OFIP status. Approximately 15% of the teachers classified the contribution of the LNS as not helpful.

There is widespread agreement among boards participating in the Evaluation and among LNS staff that the job-embedded professional development delivered by the SAOs has been transformative for school staff. School board personnel described their involvement with the LNS as transformative. These findings highlight the positive contributions of the SAOs to the learning community. Yet, there is still work to be done, ensuring ongoing visibility of the LNS and the SAOs, and maintaining connections with teachers. For example, the literacy and numeracy practices of teachers in the OFIP 1 and 2 schools were not found to be different from those of teachers in non-OFIP or even OFIP 3 schools.

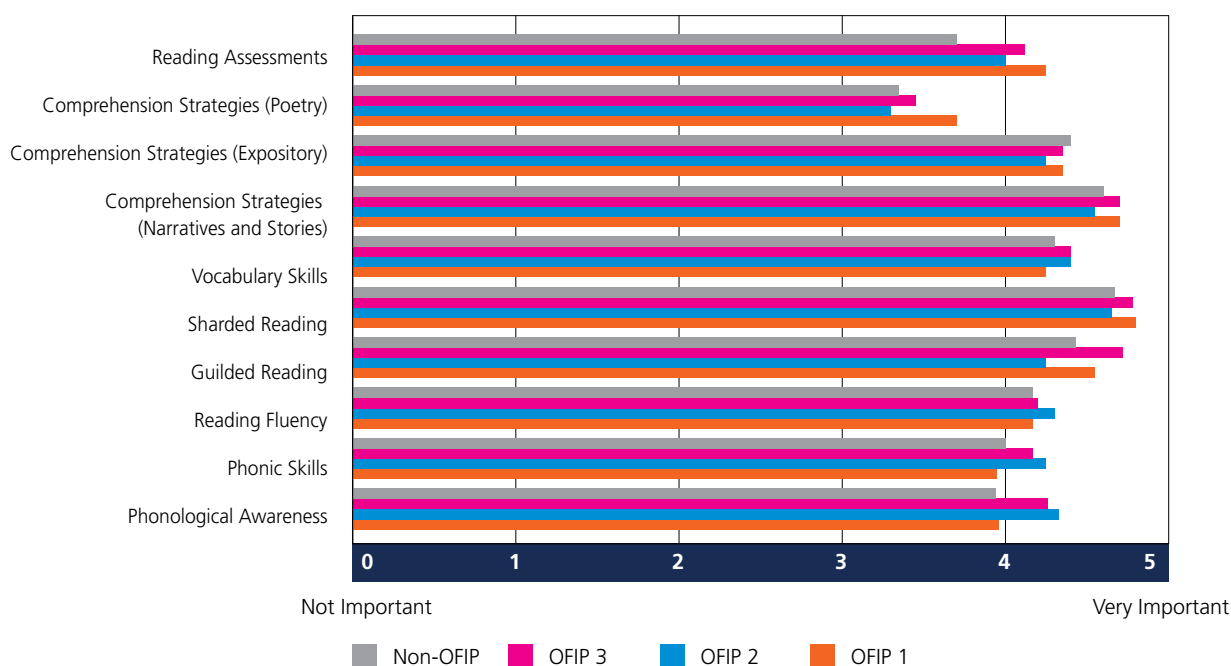
Principals and teachers were asked about teaching practices they considered important for their instruction. The principals were asked to indicate over the past year which areas of literacy and numeracy they emphasized in the Primary and Junior grades. There were no differences found across OFIP status, suggesting that the focus on literacy and numeracy was similar regardless of whether the principal was in a non-OFIP school or an OFIP school. The greatest emphasis was on reading comprehension with close to 90% of the principals identifying this as important in both the Primary and Junior levels. Reading fluency was identified as important by approximately 70% of the principals. Word decoding was identified as emphasized for the Primary grades by 67% of the principals. Not surprisingly, the focus on the foundational reading skills was lower in the Junior grades. As an example, 40% of the principals noted that word decoding was an important focus in the Junior grades. Writing was identified as being emphasized by approximately two-thirds of the principals at both the Primary and Junior levels. Numeracy was generally reported as having less emphasis by principals, ranging from 38% for computation to 60% for number sense. The lower reported emphasis on foundational literacy skills in the Primary grades compared to comprehension is important for the LNS to monitor. These foundational reading skills are important contributors to students' comprehension skills, and children can not obtain high levels of comprehension in the absence of these skills.

With the exception of character development, principals reported they placed less emphasis on social studies, science, and aesthetic and artistic development. Two-thirds of principals stated their school emphasized character development. There were no significant differences among the OFIP categories for ratings between the Primary and Junior grades. Nor were there significant differences between French and English in terms of emphasis on academic subjects. However, in both the Primary and Junior grades, the English principals reported significantly greater emphasis on social responsibility, personal responsibility, respect for other cultures, and character development. Overall, the focus of the LNS is consistent with principals' reported educational and social needs for school children. Hence the LNS has either been very successful in understanding and supporting these identified needs or it has been very influential in shaping education in Ontario.

Similar results were found with respect to the teachers' reported importance in teaching specific aspects of literacy and numeracy (see Figure 15 and Appendix M). The analyses compared teachers in the non-OFIP schools with those in the three levels of OFIP schools, first in terms of their mean score (5 = very important) for each reported aspect of literacy and numeracy instruction and second with respect to the proportion of teachers reporting the importance of teaching specific aspects. According to teachers, strategies associated with reading were the most important, especially with respect to reading comprehension and shared reading. With two exceptions, teachers in non-OFIP and OFIP schools reported relatively similar levels of teaching importance. The two significant differences were found for writing skills, spelling and conventions. For both of these skills, teachers in OFIP 1 schools rated them as less important than teachers in the other schools.

While few differences were found across OFIP status, somewhat greater differences were found between the Primary and Junior panels, especially in reading. Not surprisingly, Primary teachers rated foundational skill development more important than Junior teachers, although the importance of comprehension was similar for both groups. Junior teachers also placed less importance on reading assessments than Primary teachers. Such differences are to be expected because the Primary grades should certainly have a greater focus on these foundational skills than the Junior grades. In terms of writing, teachers in both the Primary and Junior programs tended to place less importance on printing and handwriting, while placing greater importance on composition skills. In terms of mathematics, the vast majority of Primary and Junior teachers tended to rate each aspect as important, although computational skills were relatively lower than the other aspects. Primary teachers generally placed the most importance on using manipulatives while Junior teachers placed the most importance on communications and problem solving. Teachers in the OFIP schools do have the challenge of finding ways to increase the literacy and numeracy achievement of their students, and the SAOs are working to provide additional strategies and structures to support these achievement goals. However, it will be important that the SAOs working in these OFIP 1 schools ensure foundational literacy and numeracy skills are not forgotten, and continue to be an important aspect of teaching and learning.

**Figure 15: Importance of Reading Strategies Identified by Primary Teachers**



There were significant, albeit relatively minor, differences found between the English and French teachers we surveyed with respect to the importance of specific aspects of literacy and numeracy instruction. French teachers were more likely to think that teaching vocabulary skills was more important (mean=4.49) as compared to English teachers (mean=4.18), based on the 5-point scale (from 1=Not Important to 5=Very Important). In contrast, French teachers stated that the teaching of comprehension skills for poetry was less important. In terms of writing, French teachers indicated that printing/handwriting (mean =3.27), spelling (4.08), and conventions (4.32) were more important to their instruction than that reported by English teachers (2.73, 3.51, 3.96). The French teachers indicated the use of writing exemplars (4.35) were more important as compared to the importance indicated by English teachers (3.750). The French teachers also reported a higher level of importance for computation (4.57) and mathematical communication (4.62) than English teachers (4.14, 4.29). Overall, teachers in the French system reported greater importance for foundational literacy skills and for computational and communication skills in numeracy. These differences are both intriguing and important for the work of the LNS and the SAOs. Differences in the curricula across languages certainly account for some of these differences; however, there also appear to be fundamental differences in the perceived instructional needs for the teachers in the English and French systems. The SAOs in the French system reported different activities and resources to support their work and it will be important to continue to support these different needs.

*I have allowed myself to be open to input from LNS, the Literacy Coach, etc.*

*I really have immersed myself in literacy and the OFIP process.* [Teacher Survey comment]

In line with the efforts of the LNS and the SAOs, teachers reported recent changes in their teaching practices related to literacy and numeracy. The biggest reported changes in literacy teaching were those associated with the implementation of literacy blocks and balanced literacy. The greatest changes in their teaching practices for numeracy occurred in the areas of problem solving and manipulatives. Increased access to resources, new programs and strategies was the most common source teachers cited regarding their changing knowledge of effective literacy practices. The LNS and the OFIP strategy were also commonly reported by teachers along with access to PD. Teachers in OFIP 1 credited the process as having a positive effect on their teaching practices. As one teacher commented, “being an OFIP school has provided opportunities for indepth training and guidance which has deeply affected my teaching practices.” Similar comments were made by several other teachers. In contrast, few teachers acknowledged the value of professional learning communities in supporting their changing knowledge and skills.

The teachers’ comments also highlighted some of their ongoing challenges associated with being an OFIP school. As one relatively inexperienced teacher commented, “as a current second year teacher, I do not believe we were prepared to meet the rigorous demands of an OFIP school.” Other comments focused on the rate and number of new changes and expectations as being overwhelming. Often these teachers recognized the value of the initiatives but had concerns about the approaches being used by the LNS to address the issues of literacy and numeracy.

*[The] LNS has too many initiatives with no time to effectively practice or implement*

[Teacher Survey comment]

*Being an OFIP school is leading to teacher burnout. Over-burdened teachers feel that they are constantly being criticized – even teachers that have been in the past considered “exemplary” now question their effectiveness.* [Teacher Survey comment]

Underlying a portion of these comments were concerns about the interactions amongst teachers and the LNS. These teachers commented on the narrow focus and messages they were receiving and the devaluing of their own experience and learning about effective teaching practices.

While the OFIP strategy was commonly associated with changing teaching practices in literacy, it was very rarely mentioned in conjunction with changing practices in numeracy. Based on teachers' comments, their changing understanding of effective numeracy instruction practices, when it occurs, has largely been a function of their own personal efforts and discoveries to enhance their skills. From the perspective of the LNS, this literacy focus is largely a response to the schools' reported needs, which have primarily focused on literacy. There continues to be a desire to focus on literacy, and it will be important that this focus is not lost as subsequent LNS' efforts focus on numeracy.

Efforts by both the LNS and school boards have attempted to apply and replicate the combined lessons learned from the Turnaround teams' experiences and the LNS's experiences, including OFIP. Again, a variety of approaches best exemplifies this work. School boards make use of staff from their own Turnaround and OFIP schools and provide opportunities for these staff to share their developing expertise and experiences. It is not unusual for board leadership teams to have at least one member who has worked or continues to work in a Turnaround or OFIP school. In one case, the board mentioned that its resource team was altered to reflect LNS initiatives. They now have "an early years person, literacy program resource teacher, math program resource teacher, and an EQAO liaison person" as part of the team. In other cases, board teams included teachers, school resource teachers, behaviour classroom teachers, vice-principals, principals and Supervisory Officers. The boards see this as a board-wide initiative, wanting to build on the OFIP schools, and are keen to in-service staff in all of their schools and try to do so as much as funding and time allow.

*I represent the wannabe schools. I'm not one of the schools that are in the project, but we're always networking with them and finding out what they're finding to be really valuable resources and we're taking a whole lot longer [than we used to] to decide what we want to do and make sure we're consistent throughout a division or a school in making our selection for resources so that we are supporting one another. [School board focus group]*

The results from the OFIP and Turnaround schools are becoming increasingly known across boards and schools. These schools are less likely to be viewed as a problem to avoid but rather as an opportunity for the board. The increasing EQAO results in successful Turnaround and OFIP schools provide opportunities to celebrate success, and as one director stated, we "embrace" our OFIP schools. There is a growing call for similar PD from teachers in non-OFIP schools and even from teachers in other grade levels who feel they are missing an important element in their classrooms. Teachers and administrators in these schools have leadership roles within the board and also in Ministry positions. The net effect of such dissemination strategies may help explain the lack of differences in the practices and approaches in both non-OFIP and OFIP schools.

## LEADERSHIP ALLIANCE NETWORK FOR STUDENT ACHIEVEMENT

The Leadership Alliance Network for Student Achievement (LANSA) was initiated in mid-2007, in the third phase of the LNS' mandate, Sharpening Our Focus. The goal of the LANSA program was to establish partnerships among directors to foster capacity building at the highest level, to ensure that instructional leadership and knowledge of the most effective means to improve student achievement and ensure equity would be instantiated at the highest level of board administration. In this program, directors from the five districts with the highest levels of achievement and the directors of the 18 lowest performing boards were brought together to form a professional learning community, and to share knowledge about how to support system-wide implementation of high-yield strategies around literacy and numeracy. The LANSA network structured an opportunity for directors to describe challenges or difficulties in their home boards, and to work collaboratively with the other members to problem-solve solutions. Discussion of promising practices are a key component of LANSA meetings, and sharing of these strategies appears to be effective.

*I'll tell you one practice that's changed in the board... I give credit to my colleague [name of director]. He...showed a video clip of teachers engaging in professional learning communities, or teachers making something happen. So I went back to my board, and started talking about – "you know, folks, there are a lot of success stories in our schools, but no one knows about it"... So I have now – I've motivated them to do it because I've offered them some motivational things if they do do it – they are producing quality motivational stories, and it's been because of this guy that got me on that thinking. [School Board Director participating in LANSA]*

LANSA encouraged and supported directors' professional development in self-identified areas and provided targeted professional development around the achievement agenda, particularly the School Effectiveness Framework. The LNS supported LANSA by providing research summaries around high yield instructional strategies and encouraged visits across boards with similar profiles to share promising practices. They also introduced respected experts and speakers, such as Mark Weber, John Stannard, Stephen White and David Hopkins, to address the directors on topics such as organizational development, system change, and leadership. LANSA directors reported that the sessions with Richard Elmore, in particular, had a noticeable impact on the ways they implemented the School Effectiveness Framework, maximized the efficacy of the school effectiveness lead, and interacted with their principals around accountability.

*I would say every time I left this meeting, I would go back and meet with the School Effectiveness Lead, and we would incorporate many of the learnings right into our next practice. [School Board Director participating in LANSA]*

Elmore introduced the LANSA members to the medical rounds model, which emphasizes visiting schools, observing and collecting data, and arriving at solutions through non-judgemental discussions.

*It certainly helped me be part of the organizing team, and really sound like I knew what I was talking about, about what you do when you go into the classroom, and... not to be evaluative, but to be descriptive and what you should be looking for. [School Board Director participating in LANSA]*

LANSA members who spoke to the evaluation team were unanimously positive about the experience as a way of expanding their knowledge and gleaming ways to solve challenges and overcome barriers. They were particularly pleased with the opportunity to come together and discuss instruction.

*I think that certainly, the idea to network with directors from various regions, and to share in, hear about the best practices... served as a motivation, a validation, as an encouraging process for me. [LANSA member]*

## **ONTARIO STATISTICAL NEIGHBOURS (OSN)**

Ontario Statistical Neighbours (OSN) is an information service that allows users to request searches for schools that meet specified parameters. Statistical Neighbours contains a number of key data elements about each school, including EQAO results, demographic information from Statistics Canada (e.g., urban/rural residence type, low-income cut-off numbers), select school programs (e.g., ESL/ELL and Special Education) and programming information related to LNS initiatives (e.g., OFIP). Users access Statistical Neighbours by making a query through the Statistical Neighbours Information Service Desk.

Initially, the LANSAs boards nominated a director's designate who acted as the liaison between the board and the members of the Research Evaluation and Data Management Team at the Literacy and Numeracy Secretariat. These designates had training sessions in groups, and individual sessions were also offered to those who requested them. Although initially working only with the LANSAs boards, OSN began to serve other boards, with the Student Achievement Officers from various regional field teams acting as the liaison. Currently, the OSN provides data only in English; French-language boards were provided information from OSN through the French speaking member of the Research Evaluation and Data Management Team and the French Language field team leader.

The LNS reports that, since September 2007, 42 of the 60 English-language boards received OSN information directly from the OSN Service Desk. Most of these 42 boards also received OSN information from SAOs. At least 16 of the 18 remaining English-language boards received OSN information from SAOs. All 12 French-language boards received OSN information from the French-speaking member of the Research Team or the French language team leader.

The types of OSN queries were varied, but these predominantly included requests to identify schools with challenges such as high incidence of low income cut-off (LICO), low levels of parent-education, a high proportion of students with special needs, and a high occurrence of students whose first language learned at home was different than the language of instruction. Some queries sought low- or high-performing schools, or schools with high levels of achievement despite challenges related to LICO. Other common search requests were for "like" schools, matching specific criteria, and for school or board profiles. The LNS reports positive feedback, especially from the smaller boards, and notes that the turnaround time for answers to queries has been brief, which has also generated positive feedback.



The LNS provided LANSA with priority access to the Ontario Statistical Neighbours (OSN) system, discussed in more detail below. In this domain, LANSA members were less enthusiastic. Of the six members of the LANSA focus group, none said that they had used it, although there were few openly negative comments. One member's succinct statement seemed to represent the general opinion: "Know about it, seen it, would like to get at it, haven't used it." Some directors were misinformed about OSN. For example, one director pointed to the process for querying OSN, and claimed that, because the geographic remoteness of the board required dial-up internet, accessing OSN would come at the cost of students' e-learning time (OSN is not accessed online). Another director did not appear to understand the extent of OSN capabilities or the type of information that could be accessed by OSN.

*Well, I've even looked at it, and find that it didn't tell me the things that I wanted to be told from it... And so it seems to be either, I can justify my performance by finding a statistical neighbour who's in poverty and therefore this is happening, and what does that do? Because I need to get better. Or, it's a 2 x 4 over somebody's head to say somebody else is doing a good job and you're not, and you're in the same circumstances. What I want is data to tell me how to get better. And I can't find, in that, in that mechanism, a way to tell me to get better. So that's why I don't use it – so I have looked at it. [LANSA Member]*

Others were of the opinion that OSN was too remote for the present, and did not fit with the more pressing needs of the board.

*So, we're just learning now about how to really understand our own data, so that's why I think we're really sort of focusing there now, and I think our next step would be Statistical Neighbours. But that's – I think that's just where we are, at this particular point. [LANSA member]*

A similar belief was raised that OSN could not match schools on dimensions that were truly meaningful.

*I don't think we'd use it anyway, even if we could... So people are maybe earning the same dollar, or living in the same kind of houses and whatever – but the cultural piece of what kids bring to school about their beliefs about learning – you know – knowing that somewhere else, someone has had similar challenges, doesn't mean they're the same challenges. And, you know, you have to know your own story. [LANSA member]*

While the LNS did not intend that the directors themselves would query the OSN support desk, it is apparent that there is a mismatch between the directors' understanding of OSN and the potential use of the data that OSN can provide. As one member of LNS stated, "Statistical Neighbours is a tool, not the be all and end all," going on to explain that it is only the first step in a process of seeking information from the school principals or board personnel directly. The LNS reported that OSN has been accessed and found useful, but there is a significant gap between these reports and the highest level of district leadership. Given this is still a pilot process, these findings are not surprising; however, it is not yet clear if the Statistical Neighbours tool or the lack of understanding of its potential is the primary barrier to use. Hence it will be important for the LNS to continue to monitor the needs of the LANSA group.



## OFIP TUTORING STRATEGY

While the LNS had separate tutoring initiatives, school boards did not generally differentiate these programs and it appears the different tutoring initiatives were considered equally by the school boards. The OFIP Investment in Tutoring program was the result of an \$8 million grant provided by the Literacy and Numeracy Secretariat in the 2006-2007 school year. This funding enabled boards to initiate or extend programs that would assist students beyond their regular school day to strengthen literacy and numeracy skills. Individual boards recruited and hired tutors they considered appropriate, such as practicing and retired teachers, educational assistants, high school and university students, volunteers, and staff from non-profit community groups or social agencies. The OFIP Investment in Tutoring program fully funded before school, after school, and summer tutoring programs. While tutoring programs were lauded by many boards, in some cases regional factors complicated the process. Boards where there were no local colleges or universities found it more difficult to maximize this productive strategy, although some recruited tutors from area high schools, community groups and volunteers. Hence it is not easy to determine the overall effectiveness of this particular strategy or of other similar tutoring strategies.

*The schools and the high schools worked on quite a large project and we've seen some amazing collaboration between the schools and also side benefits to the whole thing. Not just to the elementary schools but to the high school that was involved in the coaching and I guess it was coaching. Tutoring. So that certainly has made a big impact in our board.* [School board focus group]





## **Chapter 5**

# **School Improvement Planning and the School Effectiveness Framework**

## SCHOOL IMPROVEMENT PLANNING AND THE SCHOOL EFFECTIVENESS FRAMEWORK

This strategy has been enacted since the beginning of LNS operations. In phase one (“Building Consensus”), the LNS communicated a sense of urgency around the importance of the student achievement goal and linked this to the establishment of ambitious achievement targets for boards. As one school board administrator reported positively, the approach from the LNS was, “Stop looking for reasons you can’t, here’s the reasons you can and here’s the strategies to help you get there. That probably is the key thing that would make a difference.”

*Building relationships, and capacity building, through two modes: one, obviously, there were dollars right off the bat – trying to work with boards to develop effective initiatives with the money; and secondly trying to work with boards to develop structures, like effective board structures for student achievement –their school and board improvement plans. Lots and lots and lots of work with boards. Sitting beside them, to develop school improvement plans. [SAO focus group]*

In the initial years of the LNS, the focus was working on board improvement planning and setting achievement targets. More recently, the work on school improvement plans has been subsumed under a broader initiative: the School Effectiveness Framework.

### PLANNING FOR IMPROVEMENT AND SETTING ACHIEVEMENT TARGETS

From the beginning of the LNS tenure, boards were directed to set targets that were ambitious, achievable, meaningful and measurable, and to pay particular attention to the achievement of targeted groups. The LNS provided resources for the boards to use in the development of achievement targets. These resources included documents that set out the explicit contents and processes for developing targets and planning for improvement at the board and school level. Importantly, SAOs were available to board staff to assist them in setting ambitious targets and to review improvement plans, including the specific steps and strategies that would be used to reach the targets.

Our survey indicated that most (89%) of the SAOs reported that they supported the development of school improvement plans in the schools; a smaller percentage (41%) reported supporting their development at the school board level. Most SAOs reported feeling very confident that they could provide expertise in school improvement planning (84% were confident, half of those (42%) being very confident). Differences in roles of SAOs and SAO team leaders were not captured in these data due to the anonymous nature of the surveys.

Some of the specific activities that the boards reported as helpful included assistance in interpreting and analyzing their EQAO results as a tool for target setting, and demonstrating how to “drill down” into assessment data to develop strategies in the improvement plans. Providing these specific how-to strategies were key components in ensuring active participation from boards.

*Part of the board-wide strategy has been to enhance the capacity of administrators to understand and move forward with the literacy initiatives and to align their school improvement plans with the board improvement plan, to help them to move forward.* [School board focus group]

The LNS has been successful in striking an important balance between recognizing local jurisdictions' unique needs and issues while simultaneously insisting on a high standard of improvement for all boards. The LNS accomplished this by eschewing a "one size fits all" approach to reaching the target. While recognizing that current achievement levels set a baseline that would be highly variable among and within boards, the LNS has kept a consistent message of "relentless" focus on improvement. LNS staff has routinely met with boards to review targets and improvement plans, and to request revision in these documents when necessary. Going forward, the LNS continues to work with boards to ensure that improvement plans contain:

- Specific action plans to attain specified targets;
- Evidence that the improvement strategies are data-informed;
- Capacity building strategies required to equip teachers with necessary knowledge; and
- An implementation monitoring piece.

*They're very specific about what needs to be done. When you look at the diagnostic and the targets that the SAO has helped us with, it's clear as to which direction we're headed and where we need to improve. So that's been really helpful, I find.* [School board focus group]

The boards in the province have varied experiences with previous literacy and numeracy initiatives, and in using data to drive instruction and improvement planning. In the focus groups, some of these boards expressed the opinion that support from the LNS helped them leverage the activities and processes that were already in place, allowing them to maximize impact.

*We wouldn't have to spend a lot of time figuring out how to position our resources, or how to capitalize on opportunities that would come from the Secretariat, because often we knew exactly where that could take us, and very often filled a need that we'd already identified. So I think that was perhaps the biggest support.* [School board focus group]

These boards are now looking to the LNS to provide the opportunity to continue to improve and, in some cases, to surpass the 75% provincial target.

*LNS created a sense of urgency. I'd like them also to create a sense of "this is what good looks like." What I'm looking for from the LNS is continued support of significantly good practice and rich, data-based decision making.* [School board focus group]

*What we haven't told you is that in [name of board], our target is 98%, not 75%.* [School board focus group]

At the school level, SAO support for the development of school improvement plans was reported by 74% of principals. There were differences among the OFIP groups, with principals of OFIP 1 schools being more likely (61%) to report that the SAO supported the SIP and principals of non-OFIP schools were least likely (6.5%) to report having that support. Given the priority of school improvement planning in OFIP 1 schools, these results are as expected.

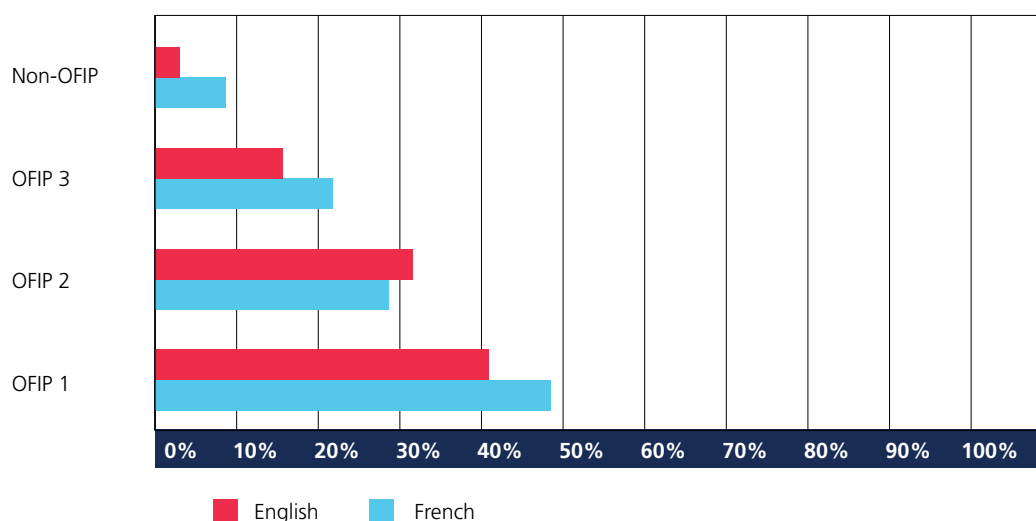
The use of school improvement planning in the schools seems widespread. Most of the principals (95%) reported using school improvement planning to support student learning. Overall, 77% of the principals reported using a school improvement team to support student learning, with principals of OFIP 3 schools being most likely (96%) and principals of OFIP 2 schools being least likely (68%) to report use of such a team.

Overall, principals were confident that they could provide leadership to their staffs in school improvement planning, with 84% reporting that they were confident or very confident. Regarding whether their knowledge and understanding of effective School Improvement Planning implementation had changed, principals' mean response was 4.1 on a five-point scale, where 5 indicates *"changed dramatically."* The percentage of principals who reported that their knowledge had changed either moderately or dramatically was 81%. Reasons cited most often for such change were professional development and PLCs (e.g., *"Je reçois de la formation en bien avec les écoles efficaces et cela m'aide beaucoup"* and *"Conversations with other principals through family of schools meeting and our own PLCs."*), and support from the LNS or OFIP (e.g., *"The PD for principals of OFIP 3 schools has been excellent"*).

On a scale of 1 to 5 (where 5 indicates the most agreement), principals had an average score of 3.6 in terms of agreeing with the statement that the time to complete annual school improvement plans is beneficial for what is gained. Results for OFIP groups differed, with the lowest ratings by the OFIP 2 and non-OFIP schools. In addition, the principals of the French schools appear less confident overall of their ability to implement the SEF and are less likely to report that the benefits from doing a SIP are worth the time invested.

At the level of the classroom, awareness of school improvement planning seemed less apparent. As indicated in Table 6 below, teachers in schools with the longest association with the LNS (OFIP 1) were more likely to report that the SAO supported the SIP than teachers in schools with less experience (OFIP 2, then OFIP 3, then non-OFIP schools).

**Figure 16: Percentage of Teachers Reporting That The SAO Had Supported School Improvement Planning at Their School.**



A total of just over 83% of teachers stated that their school had a School Improvement team, but just under half of these found the team to be helpful. Teachers in the French non-OFIP schools were the least likely (8.6%) to indicate that their school had a School Improvement Team. In terms of target-setting, 69% of the SAOs disagreed that school targets have little effect on teachers' practices, whereas 19% agreed and 11% neither agreed or disagreed.

LNS support for school and board improvement planning has continued. The Secretariat partnered with Professor Douglas Reeves' Leadership and Learning Centre to provide every school board in Ontario with an analysis of their board improvement plans. In the 2007-08 school year, more than 120 directors and superintendents attended a session to learn about the review process, the results, and the recommendations for strengthening board improvement planning. Similarly, the LNS had a sample of 280 school improvement plans analysed by the Centre, with feedback being provided to the schools involved.

## THE SCHOOL EFFECTIVENESS FRAMEWORK

One of the priorities for the 2007-2008 school year was the pilot implementation of the School Effectiveness Framework. This initiative built on and expanded the school improvement/target-setting initiatives that had been part of the LNS strategies from the beginning. The Literacy and Numeracy Secretariat developed the Framework in consultation with principals' councils, supervisory officers' associations, teachers' federations, unions and representatives from faculties of education. The purpose of the School Effectiveness Framework was to guide school and board analysis and improvement planning. In particular, the Framework was designed to facilitate the School Self-Assessment Process and the District Review Process, replacing the diagnostic process that had been in place prior to implementation.

## IMPLEMENTATION OF THE SCHOOL EFFECTIVENESS FRAMEWORK

The 2007-08 school year was intended to serve as a pilot implementation of the Framework. All schools were expected to engage in a self-assessment, but participation was not mandated for OFIP 1, 2, and Turnaround Schools. These schools had previous experience with diagnosticians, a process which helped form the basis of the School Effectiveness Framework, and were therefore exempt from the process in the pilot year of the new initiative.

Boards were to select a sample of OFIP 3 schools in which to conduct district reviews. Feedback from the boards was an integral part of the pilot implementation, with a promise from the LNS to refine the process based on such feedback.

## SUPPORT FOR THE INITIATIVE

The LNS has provided a variety of professional learning opportunities to support the School Effectiveness Framework.

LANSA has provided a forum for the Directors of Education. A small group of these directors agreed to participate in a focus group after a LANSA meeting in the spring of 2008. They were, as indicated by comments such as the one reported below, very positive about the support they received for the implementation of the School Effectiveness Framework.

*The Richard Elmore sessions have had a big impact on how we are working with our elementary and secondary principals and had a big impact on how we're implementing the School Effectiveness Framework ... The first impact was that we saw a need to assist our school improvement teams with some PD of their own, before they started their work, and specifically the work of the monitoring piece, being able to look at their own work, and to look at the work of others, in classrooms, to see whether implementation was happening, and whether students were – whether the impact of implementation was evident in student work. [Director of Education]*

Symposia for principals and Supervisory Officers were held in September 2007 to provide an overview of the School Effectiveness Framework and an opportunity for group discussion about the implementation. Further sessions were held for School Effectiveness Leads and Supervisory Officers (including a follow-up session for those who missed the first one) and a special one for principals of OFIP 3 schools. In the fall of 2008, regional meetings were held for supervisory officers and School Effectiveness Leads.

The LNS provided special funding to boards for release time for schools and to assist with the implementation during the pilot year. In addition to using the release-time funds from the LNS, boards were asked to use some time on the two additional professional activity days that were added to the school year calendar in 2006 with the understanding that they be used for provincial education initiatives.



The LNS has also directly supported this initiative through the SAOs. Seventy-eight percent of SAOs reported supporting the implementation of the School Effectiveness Framework in schools; 56% reported supporting the implementation at the board level. Support from the SAOs was reported by 88% of the principals responding to this question and 62% of the teachers.

The level of confidence reported by the SAOs in providing expertise on the School Effectiveness Framework reflected the fact that this was a newer initiative: 70% of the SAOs said they were confident or very confident. Although most of the SAOs felt that they had the skills and knowledge to support the LNS School Effectiveness Framework, with 34% agreeing strongly and 54% agreeing, further professional learning in this area would be helpful, particular with so many new SAOs joining the team. To this end, issues related to this initiative and School Improvement Planning formed the basis of a session given to LNS staff during the fall of 2008. Most of the session focussed on school improvement planning, with one section on relating this to the School Effectiveness Framework.

## FEEDBACK ON THE SCHOOL EFFECTIVENESS FRAMEWORK

Given that the 2007-08 school year was a pilot, the LNS was particularly interested in receiving feedback on this initiative. This feedback came from a variety of sources, including teachers' federations, schools and boards, commissioned reviews, and direct feedback from schools and boards. Feedback was built into the Framework itself, with instructions for schools and boards to send their responses to the LNS. Focus groups were held for representatives from each school board in regional sessions arranged by the LNS specifically so that these representatives could provide feedback on the Framework.

*The process was seen as a challenge to complete (too little time, complexity of the framework, overwhelming scope of the indicators) but in the end a beneficial exercise that brought many staff together to discuss the state of learning within their schools. The process challenged their thinking and led to questions about the effectiveness of their practices and instructional techniques. It has led them to a new phase of investigation and reflection that both reaffirms what they are doing and identifies areas of improvement.*

[School board report]

The survey conducted in the spring of 2008 by CLLRNet has provided additional feedback from principals and teachers across Ontario. Of the respondents, 88% of the principals reported using the School Effectiveness Framework to support student learning. Principals of OFIP 2 and OFIP 3 schools were more likely (96% of each) to report that their schools used the School Effectiveness Framework to support student learning, while principals of OFIP 1 schools were less likely (77%) to report use of the Framework. Given that the emphasis for the pilot was on implementation in OFIP 3 schools, it is notable that the rates were so high in OFIP 1 and 2 schools. Principals were also inclined to agree moderately that they had been given reasonable timelines to implement the LNS School Effectiveness Framework, agree more that they had been given resources to implement the Framework, and agree most that they had the skills and knowledge to implement the Framework.

- When asked about the factors that made it possible to implement the LNS School Effectiveness Framework in their school, most principals mentioned commitment of staff, good support from the Board/School Effectiveness Leads, and release time. Factors that made it challenging to implement the SEF in their school in the early stages included time, unwillingness of staff, and some aspects of the Framework itself, such as repetition of/in categories, some confusing directions, and a large number of indicators.
- Teachers tended to be relatively neutral when asked about the effect of the Framework on their teaching; approximately one third of the teachers thought that it had little effect. The responses of the non-OFIP and OFIP schools, as well as the English and French teachers, were not significantly different from each other, suggesting that teachers throughout Ontario, regardless of the school in which they work, tend to have relatively similar views about the SEF.

## EXTERNAL EVALUATIONS

The LNS sought feedback from external experts in the development and implementation of the Framework. Dr. Louise Stoll (visiting Professor, London Centre for Leadership in Learning, Institute of Education, University of London) was asked to provide feedback on the School Effectiveness Framework. Researchers from several universities were asked to evaluate the pilot implementation of the Framework.

Their report is based on the experiences of seven OFIP 3 schools (5 English and 2 French) involved in the pilot implementation, beginning January 2008, of the School Effectiveness Framework. Most of the recommendations noted below were from a previous report prepared by them on these schools.

*The best practices identified in this study were the focus on PLCs as the structure in which professional learning activities occurred and collaborative school cultures developed, specific district practices (e.g., demonstration schools, consultants who use a coaching model to ensure informal accountability, technology that makes student achievement data accessible and easy to use), the position of the School Effectiveness Lead, and the financial support of the Literacy and Numeracy Secretariat.* [Report on the Evaluation of the Pilot Implementation of the School Effectiveness Framework.]

## INTERNAL REVIEW

In the spring and summer of 2008, the LNS carried out a formal review of the School Effectiveness Framework, taking into consideration all of the feedback available at that time. The School Effectiveness Framework Review Committee included several SAOs from the field, members of central staff, the Acting French Language Team Leader and the Lead for the Turnaround Schools.

As a result of this comprehensive review, the Committee made changes to the Framework, while trying to balance the need for some improvements with the desire (reflecting comments from the field) to maintain the structural integrity of the Framework. A revised document was issued in the fall of 2008, but further changes to the document and process are being discussed, particularly in light of the potential for a Kindergarten to Grade 12 approach to the School Effectiveness Framework.



## **Chapter 6**

# **Student Achievement**

## STUDENT ACHIEVEMENT

An important aspect of the LNS initiative is to improve the proportion of students who are at Level 3 on the Education Quality and Accountability Office (EQAO) provincial tests. We also examined the work of the LNS research team to track and report changes in specific populations of schools, most notably OFIP 1, OFIP 2, and OFIP 3. Since the purpose of our evaluation was not to highlight or single out specific boards across the province, we briefly report on the overall provincial results from the EQAO assessments in relation to the goal of 75% of students obtaining Level 3 on the provincial assessments. As part of its research and reporting function, the LNS does track the achievement of students in its OFIP 1 and OFIP 2 schools to determine if there are significant changes occurring in these sets of schools. Lastly, we examined the efforts of both non-OFIP and OFIP schools to address issues of increasing student achievement. Included in these analyses was an examination of ongoing beliefs, issues, and barriers.

### USING EQAO TO TRACK AND MONITOR LITERACY AND NUMERACY ACHIEVEMENT

Figures 17 through 20 provide the proportions of English and French students in Ontario who obtained at least Level 3 on the EQAO assessments. Results are provided for the seven years from 2001 through to 2008. The following trends can be observed in the data for the English program:

- The English EQAO results for both Grades 3 and 6 were relatively stable between 2001 and 2003, followed by three years of steady increases;
- Beginning with 2004 results there appears to be a relatively consistent increase in the proportion of both Grades 3 and 6 students obtaining at least a Level 3 in the EQAO reading, writing and numeracy results;
- For the past two years, the Grade 3 results have remained relatively stable; and
- The 2008 Grade 6 reading results increased slightly while the writing results increased dramatically.

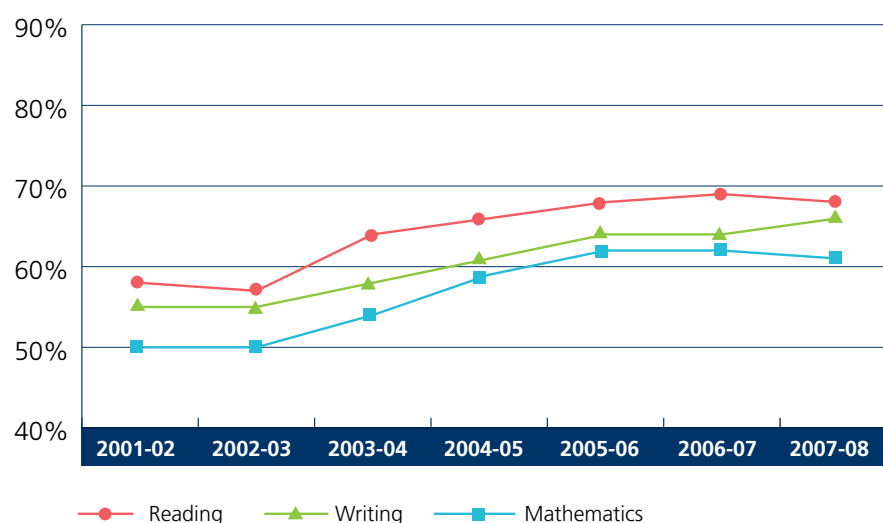
The following trends can be observed in the French program:

- The Grade 3 and 6 results appear to have been steadily increasing across the seven years.
- The goal of 75% of students obtaining Level 3 has been obtained in Grade 6 and the results for Grade 3 writing are nearing this goal.

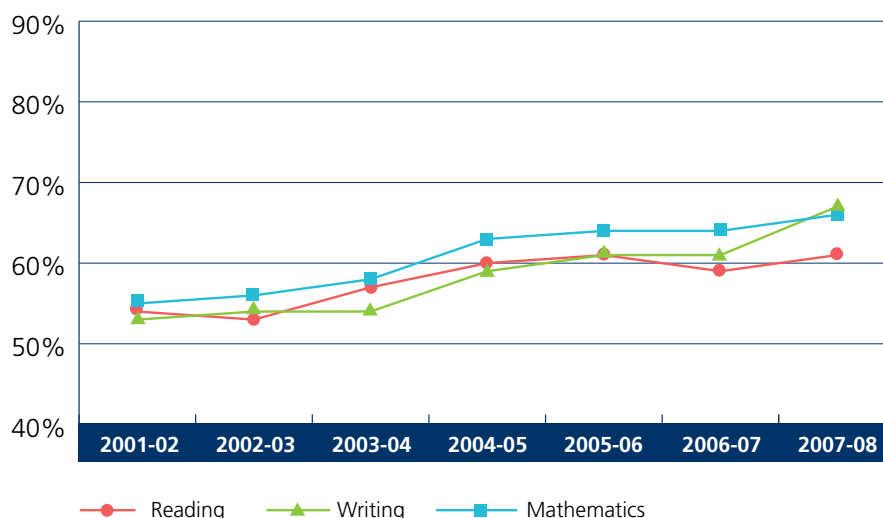
Due to the nature of the psychometric processes involved with the EQAO results, there is a need for caution in interpreting these results. Thus it is inappropriate to conclude that Grade 3 students are more proficient in mathematics than reading, or that the Grade 6 students are more proficient in reading. Other than descriptions of the levels of performance, there is no procedure in place to equate the tests across subject areas. Similarly, comparisons cannot be made between the Anglophone and Francophone populations. It is also tempting for users to try to compare differences across grades. Procedures for vertical scaling are not in place, making such comparisons inadvisable. Lastly, EQAO continues to work to improve its assessment program and scoring processes. Such operational changes may unexpectedly impact the proportions of students achieving Levels 3 or 4 in any given year. While equating procedures are in place to link tests across the years, these comparisons must be done with caution. Certainly, the current procedures being used by EQAO are more likely to support such comparisons.

The proportion of students obtaining at least Level 3 has been increasing over time although recent changes are generally much smaller. This trend has been occurring at the same time that the proportion of students exempted from the EQAO assessments has been decreasing. While large-scale assessment results generally become flat over time, the Ontario results do not consistently show this pattern. In particular, the most recent English Grade 6 results for Reading and Writing are the highest ever reported and the Grade 3 Francophone results are continually increasing. The LNS research team has identified a number of OFIP 1 schools that have made substantial increases in the proportion of students obtaining Level 3. As reported by the LNS, using the 2006-07 results, the median increase in the proportion of students at Level 3 was approximately 10% across the OFIP 1 schools. Further, the increases, if consistent, would result in several of the schools no longer being considered OFIP 1 (less than 34% of students at Level 3). It will be incumbent on the LNS to continue to track these schools to ensure such changes represent real change.

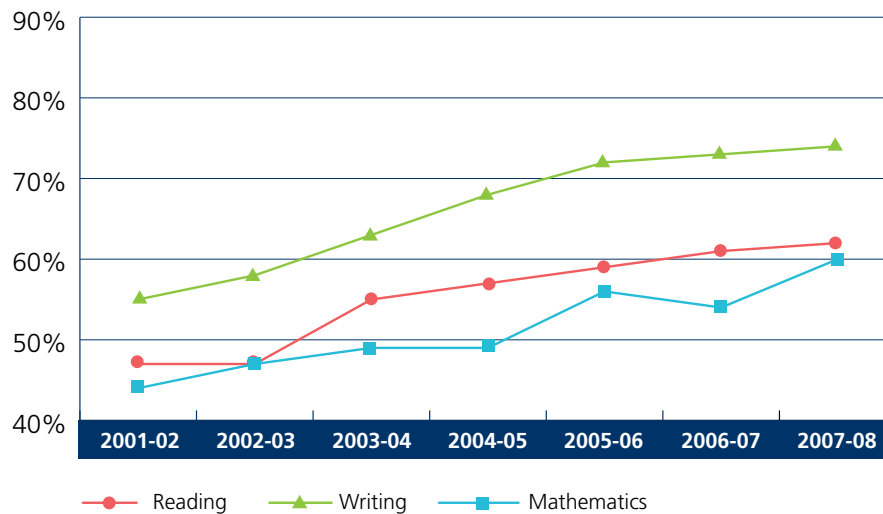
**Figure 17: Proportion of Grade 3 English Language Students at Level 3 or Higher**



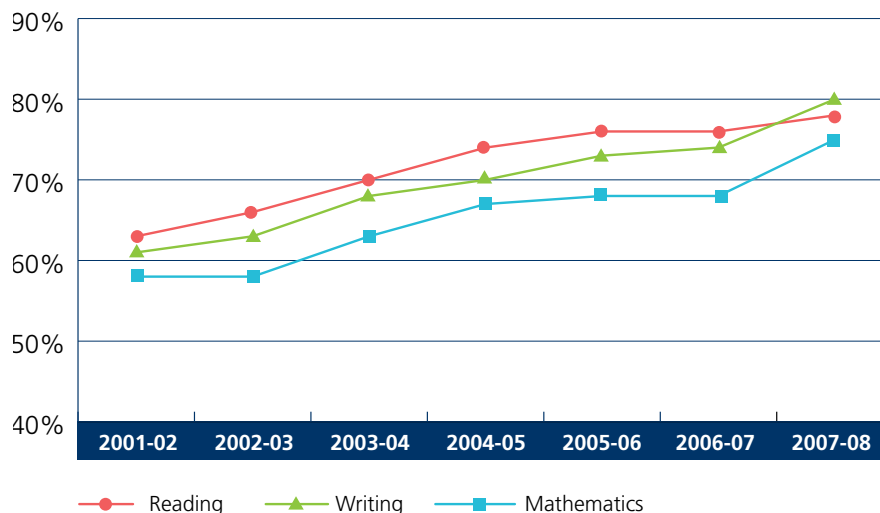
**Figure 18: Proportion of Grade 6 English Language Students at Level 3 or Higher**



**Figure 19: Proportion of Grade 3 French Language Students at Level 3 or Higher**



**Figure 20: Proportion of Grade 6 French Language Students at Level 3 or Higher**



## MEETING LITERACY AND NUMERACY ACHIEVEMENT TARGETS IN SCHOOLS

In an attempt to address issues of literacy and numeracy achievement, schools have instituted a series of initiatives and practices to not only track but also to increase student achievement. School Improvement Plans, Data Walls, increased literacy and numeracy testing, and the School Effectiveness Framework provide mechanisms to track students' increasing achievement in literacy and numeracy. In contrast, literacy and numeracy blocks, specific classroom practices, and differentiated instruction are designed to directly address students' numeracy and literacy achievement (see also the Focused Intervention chapter). Teachers use a variety of strategies and practices to address the literacy and numeracy learning needs of their children, and foundational skills are important. Teachers in both OFIP and non-OFIP schools spend time on decoding and

fluency skills, and they are even more likely to believe it is important to spend time on computation and number sense. In contrast, principals tend to believe the fluency skills in literacy are more important than computation and number sense. Throughout, the LNS has been supportive of these efforts and works with several schools to more effectively implement these initiatives and practices.

One example of an increasingly used strategy is that of literacy and numeracy blocks. Currently, literacy and numeracy blocks are widely promoted and used in Ontario. They are the subject of one of the Secretariat's *Research into Practice* documents. Approximately 90% of the principals indicated they had dedicated literacy blocks in their school, regardless of OFIP status. Of those schools with literacy blocks, 97% of the schools used them in the Primary grades and 84% in the Junior grades. Overall, 73% of the principals reported that they had dedicated numeracy blocks in their schools. Again, these proportions were relatively consistent regardless of OFIP status, although principals in OFIP 3 schools reported the greatest use of numeracy blocks. Smaller proportions of teachers indicated the use of literacy and numeracy blocks. Given that teachers from different grades completed the survey, it is possible that they were not as aware of the use of literacy blocks in the other grades. Over three-quarters of the teachers reported the use of literacy blocks in the Primary division and two-thirds reported their use in the Junior division. OFIP schools were even more likely to have a literacy block in the Primary divisions, especially the OFIP 1 schools. The French and English schools tended to be similar across OFIP status. Dedicated numeracy blocks were less common in both the non-OFIP and OFIP schools. Teachers believe the dedicated literacy and numeracy blocks help increase student achievement. The LNS has helped to promote their use and the OFIP schools in which the LNS staff work foresaw the greatest benefit of these dedicated blocks.

In response to the expectation that schools develop common measures of achievement to track and monitor student achievement to support data-based decision making, there is also a relatively large proportion of teachers using other external assessments alongside the EQAO results. These assessments are most commonly used for literacy. While the LNS has not mandated the use of any particular form of assessment for these common measures, teachers and principals in the OFIP schools report a higher use of running records in their schools than used in non-OFIP schools.

The LNS is helping teachers and principals become more comfortable with the use of common external assessments (e.g., DRA, CASI, Running Records) (see Figure 21). Teachers in the OFIP schools are more likely to agree that the data from these assessments are more likely to support their literacy instruction. Similarly, teachers in the OFIP schools express greater confidence in their ability to use data sources. Taken together, these results indicate that the LNS has provided mechanisms for teachers in OFIP schools to become more familiar with using data and information from a variety of sources to support teaching and student achievement. While still of concern, teachers in OFIP schools tend to have slightly more positive attitudes towards the value of data collected through external means. The most common response centred on the use of these instruments to guide and focus their instruction. Other comments focused on the positive impacts such assessments were having on student achievement.

Not surprisingly, some teachers continued to question the value of EQAO results to help guide instruction and others felt the focus on EQAO results is problematic. A significant portion of teachers expressed a concern that the focus on literacy was occurring at the expense of mathematics, both in non-OFIP and OFIP schools and in the school boards as a whole. There is a lack of data, other than teacher data, to support mathematics instruction, and there is less attention to math. As one teacher stated, *"There is such a focus on literacy and such support for literacy, numeracy is on the back burner."*

*I don't think that there can ever be "too much emphasis" on literacy or numeracy.*

[Teacher Survey Comment]

The majority of teachers in non-OFIP and OFIP schools did not feel there was too much emphasis on literacy and numeracy in their school, although a sizable minority (18% of teachers) did feel the emphasis on literacy and numeracy was excessive. The results were similar across language of instruction. Those teachers concerned about the excess literacy and numeracy focus generally acknowledged their importance, but noted the diminished time for other subjects, including the arts and physical education. These teachers would often write of the need to consider the whole student. A majority of the teachers in both non-OFIP (81%) and OFIP (73%) schools believed there was too much pressure to meet literacy and numeracy targets. However, it appears that working with the LNS has helped alleviate some of the associated pressures these OFIP schools would experience. This is an important contribution because it is in these OFIP schools where the pressure to move towards the targets would likely be the highest.

Overall, teachers commented on the central importance of literacy and numeracy instruction and learning for their students. Others commented on the observable benefits of ensuring that students develop strong literacy and numeracy skills. The LNS has helped promote the vital importance of literacy and to a lesser extent, numeracy, while helping to alleviate teachers' concerns about the potentially negative impacts of such a focus. While teachers continue to place less value on large scale assessments, those teachers working in the English OFIP schools are the least likely to hold this view.

**Figure 21: Comparison of Teacher Responses Across Achievement Items**





## SUB-GROUP COMPARISONS

Trend data from the EQAO report, *Grades 3, 6, and 9 Provincial Report, 2007-2008: English Language Schools* are summarized below to illustrate the changes in EQAO achievement within specific sub-groups of students. Sub-group results are given for males and females, English-as-a-second-language or English language learners (ESL/ELL), and special needs students (excluding gifted students). The proportions of students in each of these sub-groups who obtained at least Level 3 are provided on Figures 22 through 33. For Grade 3 English students between 2001 and 2008, 51% of students were male, 5 to 8% were classified as ESL/ELL, and 11 to 13% were classified as having special needs. These numbers have remained stable over the past three years. For Grade 6 students between 2001 and 2008, 51% of students were male, 3 to 5% were classified as ESL/ELL, and 13 to 17% were classified as having special needs. Again, the results have been stable over the past three years. The following trends can be observed in the English program:

- Until 2008, the only gap that was decreasing over time had been for ESL/ELL students whose achievement was increasing at a higher rate than other subgroups;
- The gender gap in reading has not decreased over time; and
- The reading and writing gaps for special needs students shrank in the 2007-08 results.

The 2007-08 results in writing are particularly intriguing. There has been a relatively large increase in the proportion of boys, ESL/ELL, and special needs Grade 3 students obtaining Level 3 in writing. The increase in the proportion of special needs students obtaining Level 3 in writing during the 2007-08 year was particularly large, a 17% increase for Grade 3 and an 11% increase in Grade 6 as compared to 2006-07. The cause of this sudden decrease in the writing gap between girls and the other sub-populations is unclear. Our evaluation results suggest teachers have been focusing on writing, but generally this focus has been secondary to their efforts in reading.

The following trends can be observed in the French program:

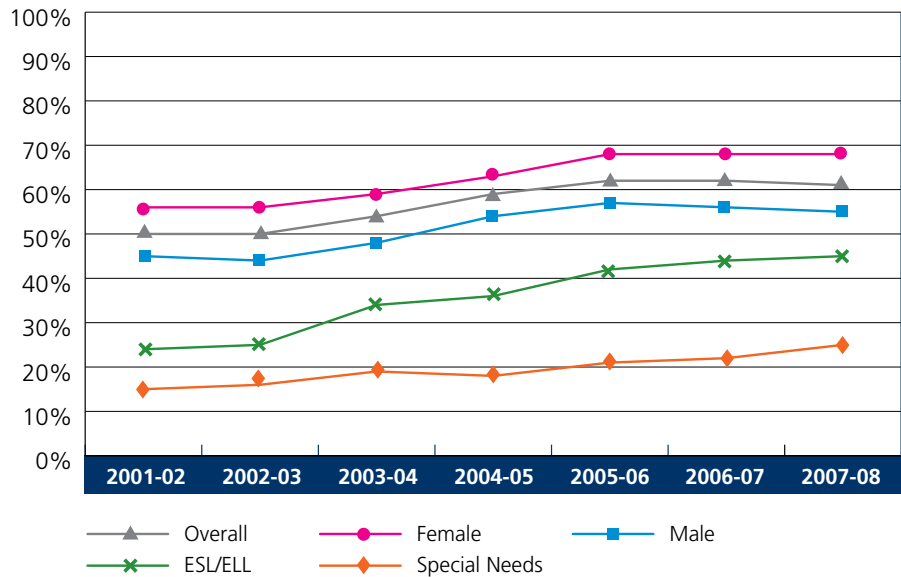
- Changes in boys' and girls' reading and writing achievement have largely been parallel with fewer boys obtaining Level 3;
- There is little if any difference in numeracy achievement between boys and girls; and
- Special Needs students have much lower levels of success on the EQAO assessments, but the gaps appear to be diminishing in Grade 6.

It will be important for the LNS to continue to track these assessment results over time. It would also be worthwhile to work with the EQAO to try to determine any factors that may have contributed to the sudden changes in the writing results. Further, the LNS will need to track changes in each of the populations of OFIP-designated schools as compared to non-OFIP schools. While the current procedures are to track the OFIP 1 and OFIP 2 schools, the LNS should also track the OFIP 3 schools. Given that OFIP 1 and 2 schools may also differ in terms of their student population, the LNS should produce similar charts and graphs for the sub-groups of students in the OFIP schools.

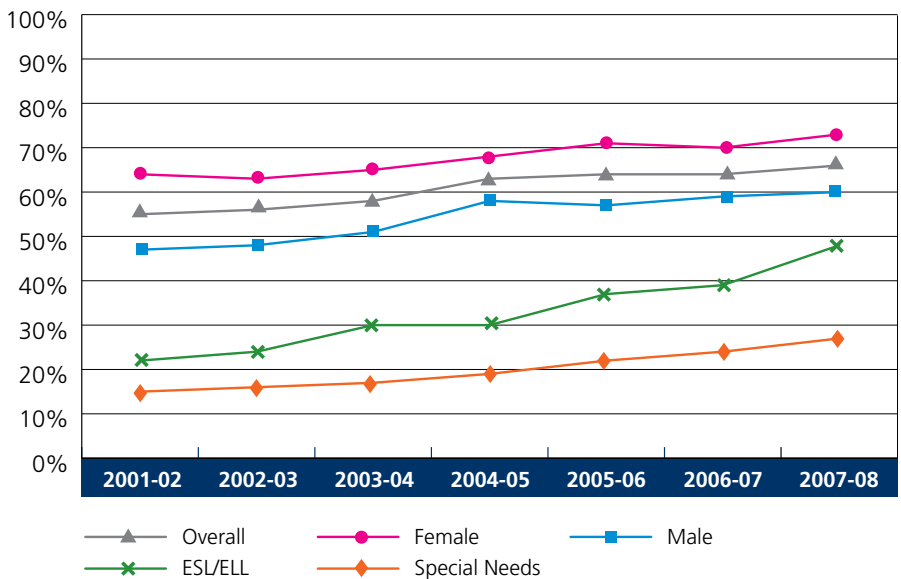
Until now, the focus of the work has been at the school level. The sub-group results indicate that a focus on groups of students rather than or in addition to the school focus may be beneficial. It would be worthwhile for the LNS to complete an audit of such sub-groups. This audit could be used to explore educational and instructional questions focusing on the specific needs of these groups of students. Are there specific

educational needs for different sub-groups of students? What educational interventions and supports are most beneficial to sub-groups of students? A similar model could be used to support students performing at Levels 1 or 2. For example, an OFIP 1 school having a large proportion of students performing at Level 1 will likely need to respond to the needs of their students differently than an OFIP 1 school having a high proportion of students performing at Level 2.

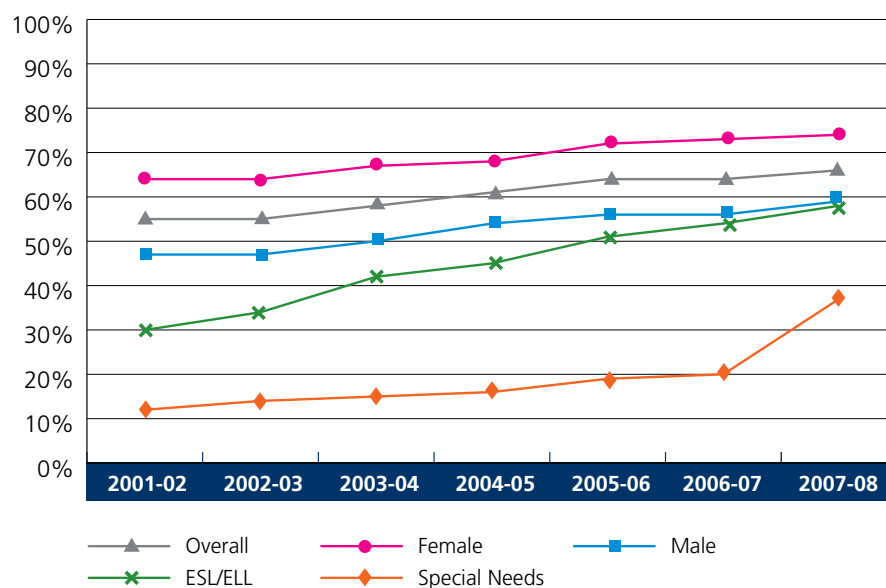
**Figure 22: Sub-group Comparisons of Grade 3 English Language Students at Level 3 or Higher in Reading**



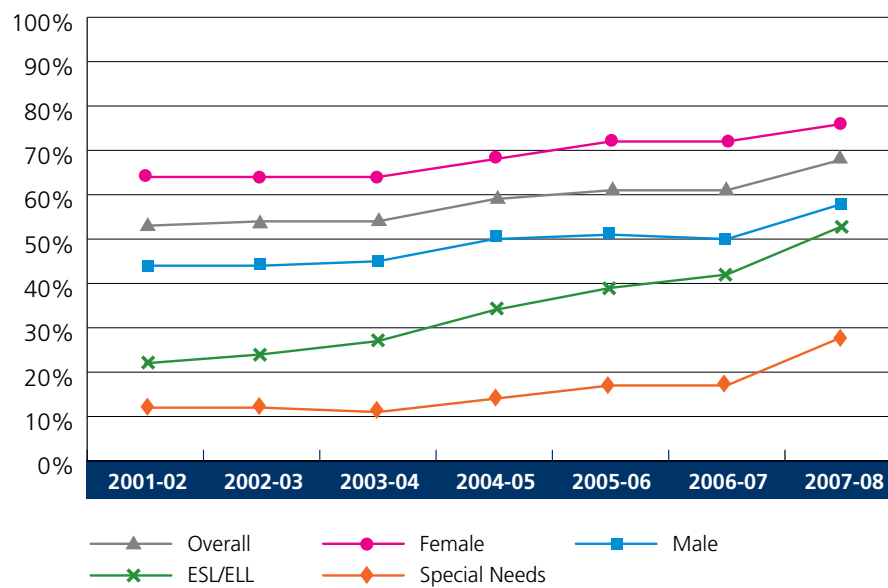
**Figure 23: Sub-group Comparisons of Grade 6 English Language Students at Level 3 or Higher in Reading**



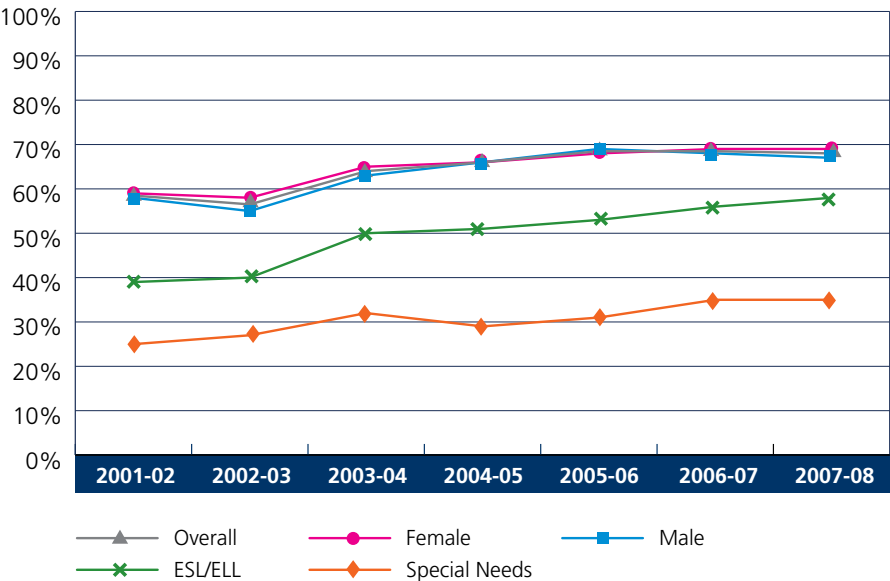
**Figure 24: Sub-group Comparisons of Grade 3 English Language Students at Level 3 or Higher in Writing.**



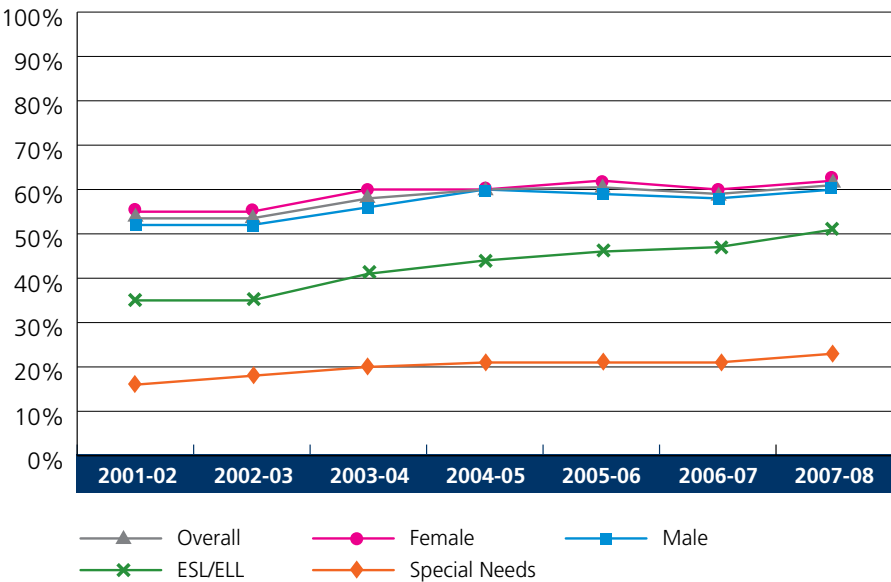
**Figure 25: Sub-group Comparisons of Grade 6 English Language Students at Level 3 or Higher in Writing**



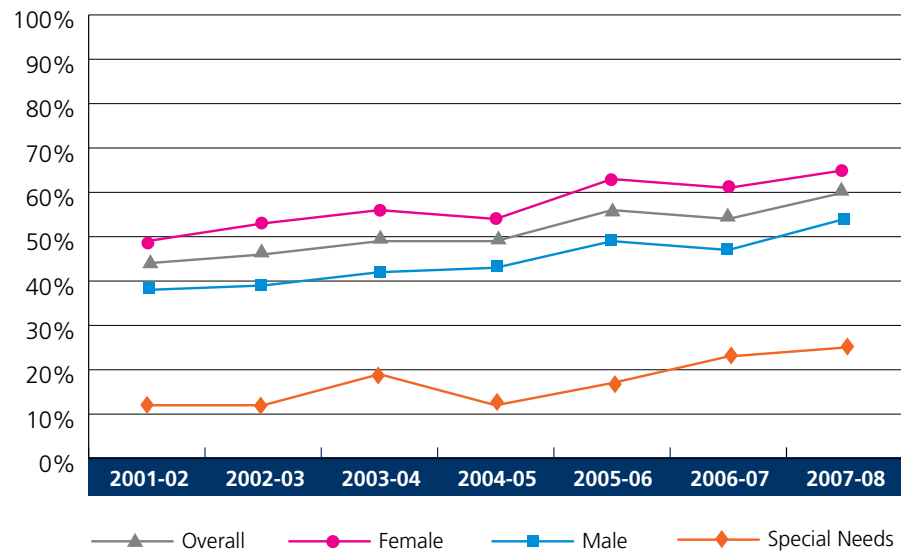
**Figure 26: Sub-group Comparisons of Grade 3 English Language Students at Level 3 or Higher in Mathematics**



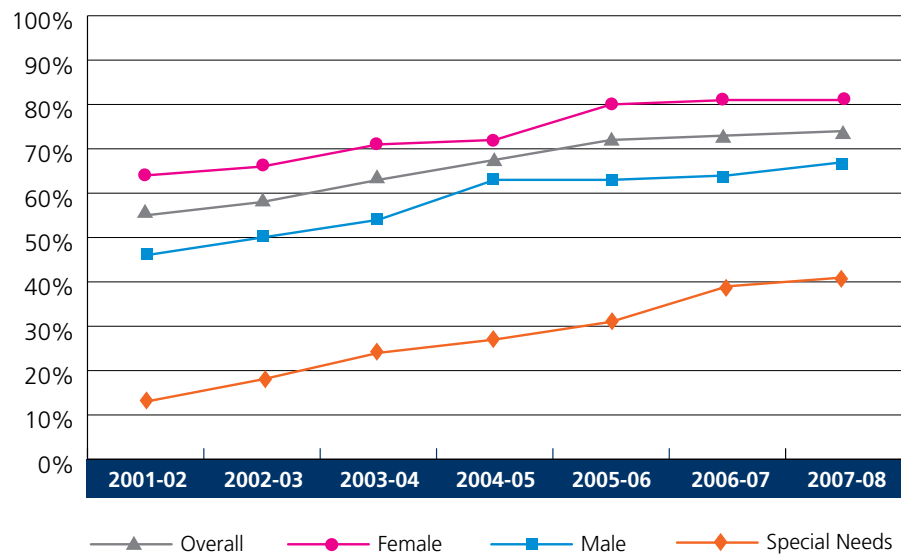
**Figure 27: Sub-group Comparisons of Grade 6 English Language Students at Level 3 or Higher in Mathematics**



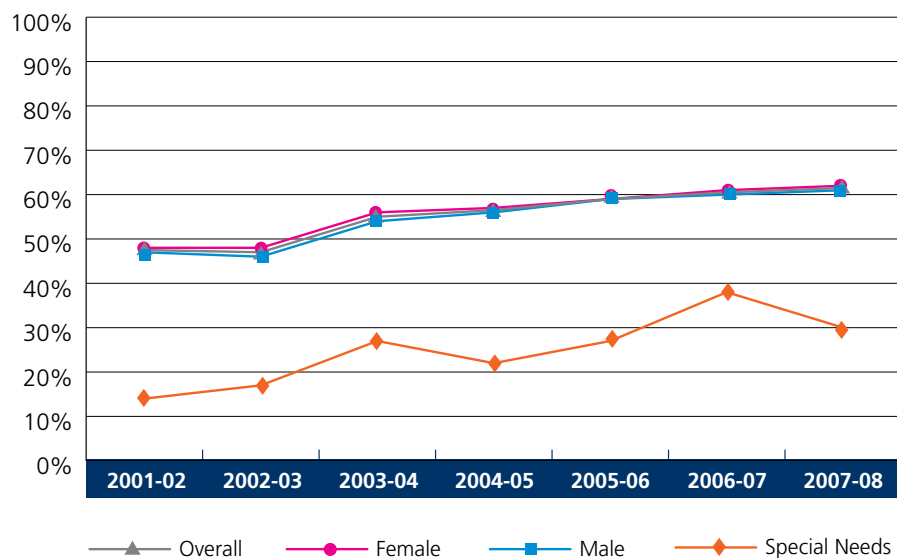
**Figure 28: Sub-group Comparisons of Grade 3 French Language Students at Level 3 or Higher in Reading**



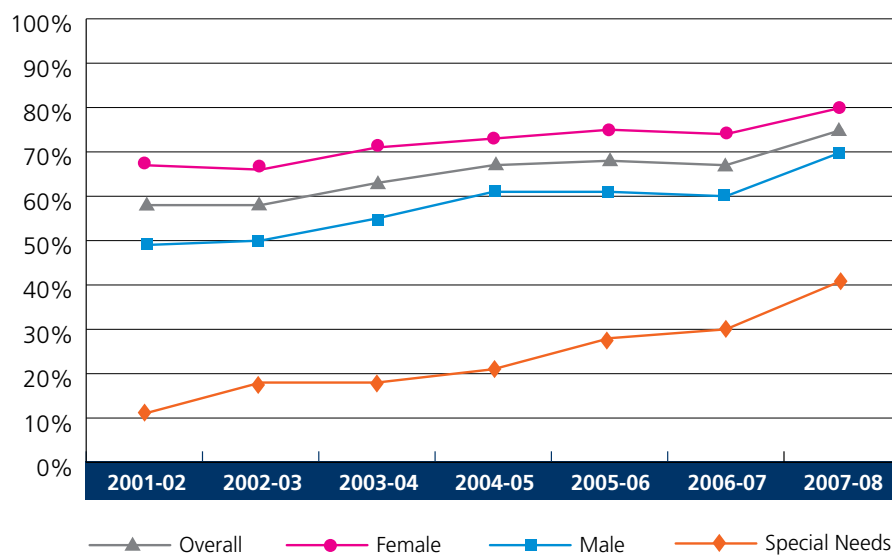
**Figure 29: Sub-group Comparisons of Grade 3 French Language Students at Level 3 or Higher in Writing**



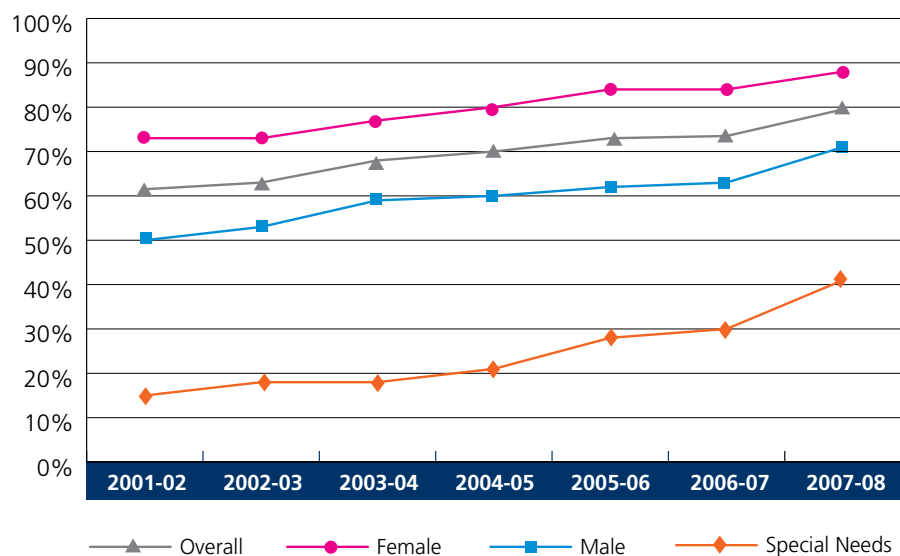
**Figure 30: Sub-group Comparisons of Grade 3 French Language Students at Level 3 or Higher in Mathematics**



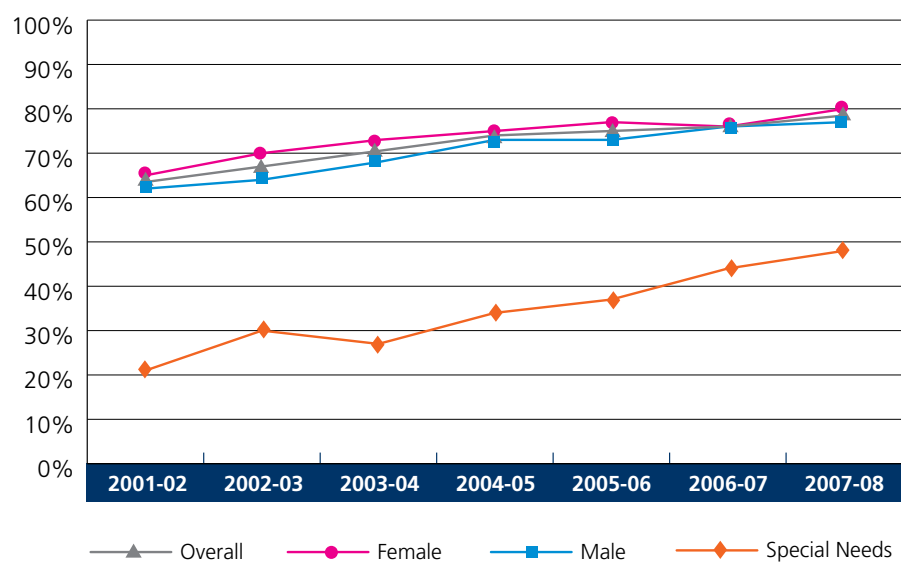
**Figure 31: Sub-group Comparisons of Grade 6 French Language Students at Level 3 or Higher in Reading**



**Figure 32: Sub-group Comparisons of Grade 6 French Language Students at Level 3 or Higher in Writing**



**Figure 33: Sub-group Comparisons of Grade 6 French Language Students at Level 3 or Higher in Mathematics**



## CLOSING GAPS IN STUDENT ACHIEVEMENT

*From an equity of outcome perspective, I think there's more of a realization now that we don't just assume that "Oh well, some kids will fall into the cracks." I think there's more of an aggressive stance being taken that leaving any children behind is no longer acceptable and by refusing to do that, we not only do the right thing, we also improve the bottom line. Because when kids aren't falling through the cracks, they're achieving. [Senior LNS staff]*

Achievement equity is a critical issue for educators. Certainly, the OFIP initiatives are one attempt to address these achievement gaps at the school level. Nonetheless, these achievement gaps are also important for specific sub-populations of students, for example, Aboriginal, special needs, and English Language Learners (ELL). It is likely that OFIP schools will have a greater proportion of struggling learners who are members of these sub-populations. These schools also tend to be serving larger proportions of students living in socio-economically disadvantaged households and communities. The LNS has recognized the importance of addressing these equity issues and is working to support specific initiatives targeted to equity needs to further close achievement gaps. These initiatives are designed to change beliefs and provide professional development targeted specifically for under-performing groups. The LNS approach is that this understanding should be based on research rather than "folk wisdom" and personal experience. An awareness of the different issues and an effort to meet the needs of everyone is part of the change in culture occurring in Ontario schools. The LNS has given this issue prominence by assigning an internal Equity Team to spearhead these initiatives. The importance of equity was re-emphasized in the LNS CEO's "new mandate as Ontario's Education Commissioner and Senior Advisor to the Minister on equity and character development." In this memo, the CEO listed some of the achievements of the LNS to date, including a "focus on initiatives to provide equity of outcome for designated under-performing groups."

The equity issues raised by the LNS include gender (boys' literacy), special education, English Language Learners, and Aboriginal and black students. These groups are explicitly identified as under-performing; historically, some have received a great deal of attention (e.g., special education) while others are receiving more now than in the past (e.g., boys' literacy). Though not listed with the other groups, socio-economically disadvantaged students are a focus for the LNS as well. The intention is to raise awareness first with the SAO teams, enabling them to carry consistent messages to the field. Some of this work has already taken place, particularly through LNS initiatives in data analysis and project funding. Currently, approximately 80% of the SAOs were confident supporting special education learners, although they were somewhat less confident with respect to supporting ELL learners, with only 53% indicating confidence. These differences may be due to the additional prior qualifications reported by the SAOs: 67% had additional qualification courses in Special Education compared to only 6% for ESL courses.

*Principals [are] drilling down into the data instead of just looking at superficial EQAO marks, or report card marks, they're actually looking at gender issues, looking at special ed, looking at all sorts of ways to manipulate data to see how they can target resources and help. [School board focus group]*



*Last year's targeted funding for boys' literacy came from the LNS. The schools and the high schools worked on quite a large project and we've seen some amazing collaboration between the schools and also side benefits to the whole thing, not just to the elementary schools, but to the high school that was involved in the tutoring. So that certainly made a big impact in our board.*

[School board focus group]

In some cases, boards report being empowered to attempt new strategies in the area of special education. One principal commented his superintendent had allowed him *"a lot more leeway to, for example, try different ways of doing [special education]. Like if the spec ed teacher was going into the classroom, finding different ways to do things better but just having the leeway to be able to experiment and try things."* The same board talked about writing IEPs that *"build on their strengths and try to get to success."*

There are additional equity issues, which, though important to the boards and schools, are not explicitly mentioned by the LNS. The issue of equity arises in the provision of resources and funding for language, size and location of schools and boards.

## **FRENCH LANGUAGE**

The French-language students are considered different from other equity groups and the LNS is working to address the unique needs of the community by providing additional support and resources to French-language speakers. There is a large French-language team within the LNS but the team is required to serve schools and students throughout the province, stretching the resources of this team. The LNS includes best practices from both French and English schools in their published resources, *such as Schools on the Move*, thereby providing valuable professional examples for both French- and English-speaking boards and schools. Through focus group sessions, it was reported that some members of the French-language community would like more frequent and explicit reference to French best practices in presentations and PD tools, particularly when these resources are offered to both populations.

Equity is a concern for French Immersion students. In particular, access to French materials by Immersion teachers is still problematic. Since French Immersion programs follow the English program expectations, they cannot always use the content resources developed for the French programs. For example, the *Document d'appui: Géométrie et sens de l'espace* was designed in response to a need identified by the French schools. However, a translation of some English numeracy resources would be appropriate for the Immersion teachers. For example, the *Facilitator's Handbook: Understanding Multiplication and Division of Whole and Decimal Numbers*. Other examples of transferable French materials include *Classes à années multiples*, *Faire la différence...de la recherche à la pratique*, and the *Série Accroître la capacité*. Hence appropriate resources should be identified for supporting French Immersion. Although available online, it would be more helpful if Immersion teachers were to receive hard copies of these materials, as French schools do.

## SIZE AND LOCATION OF SCHOOLS AND BOARDS

Rural schools and boards are sometimes at a disadvantage in terms of access to resources (e.g., materials, sharing expertise, etc.). SAOs working in these areas, particularly those covering huge geographical areas, confirm that despite some very innovative methods of communicating (e.g., on car trips to meetings, webcasts, and computer technology), access to sustained professional development is difficult. It is also more difficult for staff in very small schools – perhaps at great distances from each other – to form effective PLCs. Declining enrolment, and unexpected social or economic events also contribute to the challenges faced by both inner city and rural schools.

*Equity issues are certainly not confined to urban areas, and that's something that teachers are not aware of sometimes. Whether it's gender issues between the way boys and girls learn, or perhaps unidentified Aboriginal students in their school system.* [Senior LNS staff]

*Declining enrolment, and towns are dying. And it is impacting what the schools can do. They have to cut staff, there's going to be changes in staff, and it's trying to facilitate some consistency and sustainability in what has already happened. That will be a big challenge for us in the next year.* [SAO focus group]

*If that money doesn't exist, it doesn't happen, and I'm not sure if they understand the magnitude for our small boards – their role in small boards is critical to enhanced student learning.* [School board focus group]

## LNS INITIATIVES

There are several ongoing projects, articles, and webinar series that the LNS is using to promote equity issues. For example, the LNS monthly online journal *Inspire* is used to inform everyone about different issues regarding equity. According to the LNS website (September 2008), there are articles forthcoming on boys' literacy and on special education. The LNS has commissioned various professional organizations and faculties of education to provide targeted professional development to support improved outcomes for selected groups that continue to struggle, such as Aboriginal students, ELLs, special education programs, and boys. (See Appendix B for a list of professional development materials). Through Local Board Initiatives, the LNS funded many projects aimed at dealing with equity. The LNS has also funded or helped to fund several projects in boards and other educational and community organizations, aimed at dealing with equity. The LNS has also worked with Ministry colleagues in the Special Education Policy and Program Branch and the Council of Ontario Directors of Education (CODE) to support implementation of the Education for All recommendations for students with special needs.

*I use assessment strategies to differentiate instruction for all students. This allows me to focus on students' needs and provide explicit instruction to those who need it.*

[Teacher Survey Response]

One of the major initiatives to address issues of equity is the promotion of and training in differentiated instruction. Based on the responses of SAOs, teachers and principals, educators in Ontario are becoming more familiar and comfortable with Differentiated Instruction. Over 89% of the SAOs stated they were confident or very confident that they could provide expertise in differentiation. English and French teachers are relatively confident in their knowledge, understanding, and use of Differentiated Instruction, especially those teachers in OFIP schools; over 80% of teachers in non-OFIP schools and over 90% of teachers in OFIP schools agreed or strongly agreed that they differentiated instruction for their students. Teachers at OFIP schools were more likely to report differentiating instruction for their students based on needs. The French teachers did report the lowest levels of confidence in and use of Differentiated Instruction, although the differences were not large.

*“Differentiated instruction is, and always has been, an integral part of teaching the ways diverse student populations in our classrooms.”*

Further, almost half of the teachers reported their knowledge and understanding of Differentiated Instruction (DI) had changed moderately or dramatically in the past three years, largely due to ongoing professional development. This professional development was accessed similarly by teachers in non-OFIP and OFIP schools. Those teachers whose knowledge had not changed typically cited pre-existing knowledge or a belief that DI was new terminology for strategies they were already using. There was a small percentage of teachers who were not confident in their knowledge and understanding of DI, with little change in the last three years. The most common reason given was a lack of information, professional development, or support.

## **WHAT HAPPENS NEXT?**

Not surprisingly, teachers and principals have high academic expectations for their students regardless of background, believing that a student can be successful in spite of their challenges. The LNS has also worked hard to ensure that issues of achievement gaps are prominently pursued. These efforts appear to be working. Differentiated Instruction is considered an important aspect of teaching in Ontario’s classrooms, especially in those OFIP schools where students are facing the greatest challenges. There are some concerns about the current notions of DI that exist. They are not simply old ideas with new names, nor is DI a simple process for teaching. It is complex and takes time to implement effectively. According to the LNS Advisory Committee (August 2008), the following are issues for the Closing the Gap initiative:

- There is a gender gap across the province, but some schools and boards have some good strategies to share.
- Within special education, we need to focus on students with Learning Disabilities.

Student achievement (as measured by EQAO results) in Ontario continues to increase slowly. Our results suggest that the LNS has been an important partner in this increase, building teaching capacity and increasing comfort with the need to improve literacy and numeracy achievement. Teachers’ skills teaching literacy are improving. There are still concerns expressed by teachers and it will be important for the LNS to remain cognisant of these ongoing concerns and issues.





## **Chapter 7**

# **Research and Evaluation**

## RESEARCH AND EVALUATION

The LNS has endeavoured to ensure the presence of a core of in-house researchers who are able to address and explore questions specific to LNS needs, which often overlap with the needs in the field. Through the Chief Research Officer, the LNS Senior Administration Team, data and evidence are made available to help shape the direction of the Secretariat's initiatives. In these ways, research is embedded within the Secretariat and it both influences everyday activities and provides a clear message regarding the importance of research for the work and of the LNS.

*We are always heavily involved in the strategic planning so that we can say, "Well this is a profile of performance in Ontario – this is where we need to focus this year or next year." [Senior LNS staff]*

The review of progress made under this strategy first details the major research projects and research-supported activities of the LNS since its inception, and analyzes the role and activities of the LNS as a "producer," "user," and "communicator" of research to inform instructional practice.

### MAJOR RESEARCH PROJECTS AND RESEARCH-SUPPORTED ACTIVITIES OF THE LNS

**Research Lessons Learned from the Funding of Local Initiatives.** In the initial phase of LNS activities in which building consensus across the Ontario education system was of primary importance, the Secretariat funded local initiatives ranging from large-scale projects to smaller pilot projects. Boards were asked to evaluate their projects as part of the research endeavour and to be consistent with the goal of data-driven decision making. Boards continue to vary widely in the types of data they are able to collect and in the level of local research support available to help them to measure outcomes and evaluate their initiatives. The feedback from these initiatives has helped the LNS understand the type and level of research support needed by boards for future projects. Indeed, the evaluation of the local board initiatives at least partially informed the development of subsequent LNS strategies.

**The District-Wide Case Studies and Schools on the Move Projects.** An important research project at the inception of the LNS was to identify successful practices where they occurred in the system and disseminate knowledge for the sharing of these practices. The two research projects undertaken for this purpose were The Effective District-Wide Strategies to Raise Student Achievement in Literacy and Numeracy project that captured data related to how entire school boards achieved improvements in student achievement and the Sites of Excellence/Successful Practices project that captured data related to successful school- and classroom-level practices. These projects were directly relevant to the LNS's focus on increasing capacity in Phase 2 and were reported on in 2006 and 2007. The publications from these two projects are: *Unlocking Potential for Learning: Effective District Wide Strategies to Raise Student Achievement in Literacy and Numeracy* and *Sites of Excellence: Lighthouse Program and the Schools on the Move* document published in 2006. The successful strategies identified across the school boards in the case studies and across schools in the Sites of Excellence project are remarkably similar. They are well-documented in LNS materials and generally fit the research literature on exemplary system-level, school-level, and classroom-level practices. What the LNS research did that was unique was to show educators in Ontario that these research-based practices were alive in some of their boards and schools and that there was the potential for replication across the system.

In this project, the LNS adopted a unique approach to “research” on evidence-informed practices. Although significant research literature exists on effective content and strategies for literacy and numeracy instruction and assessment at various grades and for students who struggle with learning, the LNS took as a given that effective instructional practices existed in Ontario schools and part of the initial research strategy was to identify existing examples of excellence and build upon these, to show how these practices are related to student achievement, and to share these practices across the system both through success stories (e.g., Schools on the Move, Unlocking Potential for Learning case studies) and through job-embedded professional development models and professional development materials (e.g., guides, webcasts, What Works? Research into Practice documents). This approach was likely informed by the experiences of other jurisdictions such as the US and the UK that have also embarked on large-scale reform and that have been more prescriptive with respect to instructional programs and assessment tools and practices. This research approach of the LNS is clearly related to two broader principles by which the Secretariat operates; namely to avoid “one size fits all” solutions and to increase capacity primarily by supporting rather than pressuring.

*We asked the school boards to identify schools that they felt were particularly successful in literacy and numeracy, and they had to have data and other forms of evidence of this. In the first project we had eight school boards and in the other, 163 schools. We began to unpack what were the common themes around success, all from Ontario and all from what our principals and supervisors and teachers were telling us. So then we had an evidence base and we could go out and say to people, “This is what you told us, this is what you’re doing.” And the examples are from north and south, and east and west, and urban and rural, and all the rest of it. So, as well as building and celebrating on success, it was also showing the possibilities to others, and also removing excuses. We can see what was already happening out there, how do we build and foster that success. [Senior LNS staff]*

The impact of these documents on teachers’ and principals’ knowledge of research and practices is unclear. Neither teachers nor principals reported that they referred to these documents to a great extent. Just over half of the principals had referred to the Research into Practice series and less than half had referred to the Schools on the Move documents. Principals that did refer to these materials were ambivalent to their value. Other materials from the LNS (Webcasts, Learning Series) were referred to more often and had greater perceived value. Teachers reported even less use of these materials with over 80% not having used the Research into Practice materials, and 90% not referring to the Schools on the Move documents. Similar results were found across non-OFIP and OFIP schools.

In keeping with the idea of replicating successful practices “discovered” through this province-specific research strategy, the data from the Unlocking Potential for Learning case studies has directly fed into the new LANSA initiative that matches higher and lower performing boards for mutual support and learning (see the Focused Intervention section for a discussion of LANSA - page 40) as well as informing the OFIP initiative and the High Yield Strategies document.

**Target Setting and Improvement Planning.** The research resources of the LNS were also used early on to help set high targets and plan how to achieve these targets for school boards. This involved assistance with the use of data for board and district planning as well as the production of a research-based planning document (Target Setting and Improvement Planning). This document was given positive reviews in the school board focus groups that mentioned this as one of the ways in which the LNS has made a difference. Subsequently, the LNS has implemented the School Effectiveness Framework (SEF), a model for setting and monitoring school targets (see also School Improvement Planning and the School Effectiveness Framework). The increasingly common use of Professional Learning Communities is also a testament to these ongoing efforts.

**Research-Based Professional Development.** The LNS has undertaken several professional development initiatives; some of these occurred through project funding to boards in which the boards again collected their own data. The LNS also conducted large-scale professional development through: voluntary summer programs, which largely attracted newer teachers; professional development for teams including principals and teachers (for differentiated instruction and shared reading); and professional development for principals to support PLCs. The LNS collected data based on participant evaluations from all three types of professional development. Those data have not been reviewed in this report.

**Other Projects Supported by LNS Research.** The research capabilities of the LNS have also been applied to support and/or partner with other initiatives funded by the Ministry of Education such as providing research support to the school board CODE projects involving implementation of the recommendations from Education for All: The Report of the Expert Panel on Literacy and Numeracy Instruction for Students with Special Education Needs, Kindergarten to Grade 6 as well as projects on boy's literacy. Research with the LNS is also being devoted to data collection and research on strategies to support the development of literacy skills in Aboriginal students. The LNS has also partnered with the Deans of Education to produce teacher-friendly What Works? Research into Practice documents covering a variety of topics in literacy and numeracy.

**Research-Supported Projects: Statistical Neighbours.** A recent research initiative of the LNS in partnership with the Ministry's Information Management Branch and the EQAO, Statistical Neighbours represents a major research undertaking for the Secretariat. It is meant to fulfill a variety of functions for the LNS by providing a flexible data system on all Ontario schools. It makes use of demographic data at the school and student level to enable quick and accurate identification, monitoring, and intervention with schools and groups of schools. It has been reviewed in this report in the section on Focused Intervention.

**Internal Research and Evaluation Reports.** The LNS Strategies have been developed based in part on analyses conducted by the Research Team. These reports include: Schools On The Move; Ontario Focused Intervention Program; Leading Student Achievement; School Effectiveness Framework; EQAO analyses; and Teaching-Learning Networks Report.

**Research Support to Government and to LNS Staff.** The researchers in the LNS are responsible for collating and analyzing data and providing evaluations for policy makers. They also provide research services to LNS staff and through them, try to reach educators in the field. For example, the research team may deal with requests from SAOs such as, "What does the research say about literacy blocks?" The SAOs will then use the information from the LNS researchers in their interactions with educators in the field.



*One of our impacts is in our ability to provide evidence to inform decisions within the government more widely. Now that's important because the more that we can provide evidence around the effectiveness or otherwise of the strategies, the more we'll continue to get that critical support and resources, because they can see that it's a very deliberate strategy and they can see that we've got results. [Senior LNS staff]*

**Communicating with Educators and Supporting School Board Researchers.** In keeping with the highly consultative model and communication roles of the CEO and other LNS senior staff, the research models, findings, and future research strategies of the LNS are also communicated to educators in the field. The LNS recognizes that considerable research capacity already exists in some school boards, but they also know that part of their mandate is to help some boards with their research capacity by supporting school board-based researchers to move ahead to facilitate raising achievement in literacy and numeracy.

*In my role, I've spoken to lots of groups over the past few months. Last week, it was 300 teachers, school teams, the week before it was 200 members of faculty of education, all the directors of education, and we always get positive feedback. We get follow-up emails and phone calls and people looking to be part of the work around the research and evaluation and data. [Senior LNS staff]*

## **HOW HAS THE LNS FOSTERED A "CULTURE OF INQUIRY" AND A COMMITMENT TO EVIDENCE BOTH AMONG THE SECRETARIAT'S STAFF AND ACROSS THE EDUCATION SYSTEM?**

Various sources of information were used to address this question: school board focus groups; SAO focus groups; external appraisals of LNS-produced professional development materials; and survey data gathered from SAOs, principals, and teachers.

*In terms of the research evaluation data piece, specifically, the What Works? [Research into Practice series] with the Deans of Education, every time we print those, we run out – tens of thousands have gone out. None of them were automatically sent out through the system, people had to contact us for them. And yet we're just getting requests and requests. Our webcasts are the same – we monitor the hits on the webcasts, it's tens of thousands of hits we're getting. Just the volume of email that I get, and that other members of the team [get] – people are taking the initiative to contact us, to use the materials, to request us working with them. [Senior LNS staff]*

Focus groups with school boards did not specifically focus on the role of research in their decision making or their work. However, a few did mention that one of the benefits of the SAOs was their ability to bring current research to bear in terms of the work of the PLCs and specific strategies related to teaching comprehension, for example, and examining, understanding, and applying school- and child-level data. In some boards, the LNS was seen as having the research expertise needed for informing assessment and instruction. Some boards indicated they wanted to see the evidence rather than simply being told by their SAO what the evidence is. There was a desire in the French boards to have their practices be informed by French-first-language research, and they were particularly interested in research from other jurisdictions and countries in which French is a minority language.

*I know she [the SAO] was instrumental, from our experience, in bringing the division together, in providing the leadership and working in collaboration. She started with planning of lessons; she gave us the overview of a lot of research, a lot of information about strategies, where they're coming from, the philosophy behind it.* [School board focus group]

Data from the principal surveys further supports these focus group results regarding the extent to which the LNS has fostered the belief that research should be used to inform practice. The principals were asked to rate their level of agreement with the following statement: "It is important to know the research evidence for or against particular teaching strategies." The mean response of the principals was 4.2 on a scale in which 5 reflected Strongly Agree. Eighty-six percent of principals reported they agreed or strongly agreed with this statement. OFIP 1 principals exhibited significantly greater agreement (mean=4.5) with this statement than principals of non-OFIP schools (mean=3.7). Hence, while overall there is an agreement with this statement, it appears that OFIP 1 principals report the strongest agreement. There were no significant differences between the responses of principals of English and French schools on these statements.

Teachers reported generally similar beliefs regarding the role of research in instruction albeit with slightly lower levels of agreement than the principals. Both OFIP (mean=3.9) and non-OFIP teachers (mean=3.8), in both English and French schools, reported general agreement that research evidence "for or against specific instructional strategies is important." In terms of proportions, 75% of the teachers in the OFIP schools agreed or strongly agreed in the importance of research evidence in comparison of 65% of teachers in non-OFIP schools. The LNS appears to have considerable research credibility in some boards. With such growing influence also comes increased responsibility to ensure a commitment to evidence-based instructional practices particularly as the LNS begins to increasingly focus on student equity.

The SAOs are very cognizant of the fact that their credibility in the field relies on both having the research on assessment and instruction to show to teachers as well as evidence of their success when put into practice. They see themselves as *translators of research into practice, disseminators of research-backed practices, and facilitators, coaches, and mentors* for teachers to apply these practices in their classrooms. For example, data from the SAO survey indicated that the majority of the SAOs reported that, as part of their role, they "share research findings with teachers" (79% of SAOs in their role in schools and 78% of SAOs in their role with the school board). The SAOs were also quite confident in their ability to "translate research into practice," as the overall mean rating for their expertise in this area was 4.5 (where 5 indicated Very Confident). Thus the SAOs generally feel that they have the expertise to translate research knowledge in the schools and school boards. They also see the LNS senior staff and the researchers as providing good research-based resources for their work in the field.

*We need to have the research to show to teachers, so that they know this is what all the good research says, because sometimes they can be very hard to convince. So, we always pull from the research and LNS is really good about giving us excellent sources.* [SAO focus group]

*Everything is backed by cutting-edge research. But nobody's going to get to it unless they have the chance, and that's what the LNS has got!* [SAO focus group]

*People I've worked with are always placing an emphasis on professional research-based theory and learning, practical applications and a commitment to try, a commitment to move forward. And I think we're doing that at all levels, with directors, with program departments, with families of schools, with schools, with curriculum people. We're aligned in terms of our practice around the table.*  
[SAO focus group]

## **EVIDENCE-BASED PROFESSIONAL DEVELOPMENT MATERIALS FOR TEACHERS**

Another important aspect of the use and communication of research in the LNS has been around the development of guides, webcasts, DVDs and other materials used for professional development. These materials are used in a number of different ways; for example, they can be used as content for professional learning in the context of PLCs, by facilitators during structured professional development sessions or by individual teachers on demand. The most meaningful way to gain professional understanding from these materials is to integrate the knowledge and strategies across the various documents and media, each of which necessarily focuses on a particular topic area. However, because the materials are available to users on demand, it is possible for educators to construct their knowledge in a particular domain based solely on a particular resource, without integration from other sources. Therefore, the evaluation team felt it was important to assess a number of the professional development materials on their own, as this is the manner in which they may be accessed by Ontario educators.

One of the tasks of Evaluation Phase 1 was to obtain reviews from experts in instructional research on a subset of LNS materials (e.g., reading instruction, reading comprehension, numeracy, and differentiated instruction), which are designed so that they include the use of research to inform practice. The expert reviewers are researchers in the respective content areas who come from across Canada, the UK, and the US. Because literacy, in particular, has been the target of controversy in research and practice, the reviewers were carefully selected based on commitment to balance, in addition to expertise.

The reviewers were sent packages of materials to review, and they evaluated the materials on several dimensions as guided by a rubric (included in Appendix C) that asked them to consider the following:

- the materials' connections with current research evidence for both concepts and practice
- the potential for the usefulness and completeness of the materials to adequately inform practice
- the consistency of the message in the materials within and between different media (e.g., guides, webcasts, print materials)

- whether the level of complexity of the ideas presented was appropriate for the intended audience
- the ease with which the intended learning from the materials could be translated into practice

The reviewers were also told that we were interested whether the materials were consistent with research on effective delivery mechanisms for professional development and education for teachers, and that if they had such expertise they should evaluate the materials on this dimension. The majority of reviewers said they had no such formal expertise on research around delivery of professional development. Feedback on this dimension, therefore, is relatively sparse. Reviewers were also asked to comment on each resource in their package separately, but some reviewers did not differentiate their comments according to resource, presumably because they saw the resources as being quite consistent with each other. The reviewers were not asked to provide specific direction about how to improve and/or extend the materials, yet some did so, and where this information was provided, it is reported in the respective sections below. Despite having the same rubric to guide their evaluations and receiving the same instructions, the reviewers varied in the amount of information that they provided in their assessments of the professional development materials. For this reason, the following sections vary in depth and detail. There were a number of themes that ran across the reviews and across sections, and these are recapped and recommendations provided at the end of this section.

## **DIFFERENTIATED INSTRUCTION (DVD AND RELATED SUPPORT DOCUMENTS, WEBCAST)**

*“I would be happy to use the materials with teachers. They are so potent in their general commendation to address student differentiation during literacy instruction and the teachers spotlighted do such a respectful job of teaching that I am confident the material helps move us forward.”* [External reviewer]

As the comment above indicates, the training materials on differentiated instruction were evaluated by international experts in this area as being of good quality with respect to what is known about research-backed literacy instruction in a general sense and professional development. Particular strengths were identified in the presentation of the need and rationale for differentiation, encouraging community, and the centrality of ongoing assessment to effective differentiation. Consistency across materials was noted to be a strength of the media. The supplementary materials provided with the webcast were identified as critical to gleaning a clearer picture of differentiation than provided by the media alone. The framework of differentiation was clarified by the detail provided in the supplementary materials, which were also seen to be engaging and meshed well with the media components.

When considering the level of presentation and sensitivity to audience, the reviewers felt that the materials were appropriate for teachers who have limited experience with differentiation. One reviewer noted that “images of teachers at work provide a reality to the otherwise abstract ideas of differentiation.” However, it was suggested that these images could be improved by the linking of specific stretches of classroom footage to capsule summaries of research findings, making the evidence base for these instructional practices explicit in the minds of teachers.

The reviewers were cautious about the ease of translating the intended learning into practice because they recognized that no set of professional development materials can single-handedly lead teachers to where they need to be in order to meet the needs of academically diverse students. Having said this, one comment

concerned the perception of “bits and pieces;” a suggestion to improve the likelihood of transfer to practice was to provide a sense of the overarching theory or differentiated classroom as a whole, and ensure that each piece of classroom footage or talking head plugs into that framework.

Perhaps the biggest concern of the reviewers was the “lack of sharpness about the key elements of differentiation in some instances.” There was a perception that the differentiation strategies themselves were so blended into the literacy instruction that it may cause teachers to assume that by simply delivering recommended literacy instruction, they were indeed differentiating instruction. In particular, two elements appear to be less well articulated than they need to be for effective professional learning. First, an explicit explanation around differentiation of content, product and process is lacking. Second, differentiation of content is portrayed as being restricted to readiness, and differentiation according to interest or learning profile is not featured strongly enough to make an impact. Explicit instruction of these dimensions of differentiated instruction would allow a teacher to identify the “active ingredients” and enable an extrapolation from a differentiated literacy lesson to a differentiated math lesson. The professional understanding that should ideally emerge from these materials is that differentiated instruction is cross-curricular in nature.

Finally, the reviewers spoke about drawing appropriate boundaries around the reliable knowledge that research has generated. While it is crucially important for teachers to recognize and understand that students may require differentiated instruction for optimal achievement, there is no scientific evidence that this is due to multiple intelligences or different learning styles. Likewise, a reliance on “brain research” that has not been validated for use in educational settings is perhaps premature. Most knowledge that has come from imaging studies of neural function is too new to apply directly to instructional contexts, and the necessary bridging research has not yet been conducted.

## **SHARED READING DVD AND MAKING SENSE OF READING INSTRUCTION GRADES 4 TO 6**

*Overall, I thought the materials were educationally sound, and in general reflect what we know about literacy teaching and learning. I especially valued the classroom vignettes.* [External reviewer]

Two external reviewers examined the DVD Shared Reading and the webcast *Making Sense of Reading Instruction*. Again, these reviewers were chosen because of a demonstrated commitment to balance in their approach to literacy and because of their experience working with teachers. In general, the reviewers found that many of the concepts and main ideas in these materials and the instructional strategies that were demonstrated were supported by current research evidence, reflecting what is known about teaching and learning of literacy. In particular, the instructional strategies that were metacognitive in nature (e.g., QAR, guided reading, schema activation through semantic webs, visualization) were mentioned as being consistent with current research knowledge.

The reviewers identified a number of excellent features in the materials. In particular, positive comments were evoked by the portrayal of individual and small group conferencing, where teachers supported students’ learning through texts. One reviewer rated as excellent the clips that showed classroom organization and management necessary for effective instruction, such as monitoring noise levels, introducing tasks in sequence, pre-teaching activities, and explicit teaching of signals. However, it was noted that these important

activities, which took up a great deal of the Making Sense of Reading Instruction DVD, were examples of excellent classroom climate, management and social behaviour, but not directly related to literacy instruction. Many of the specific strategies such as questioning talk, read-alouds, brainstorming, modeling (especially in the Shared Reading disk), and the use of data and tracking of student progress over the year generated positive comments from the reviewers.

Notwithstanding the many positive comments, the reviewers also highlighted some issues with the materials, which seem to the evaluation team worthy of consideration. One reviewer noted that when a rationale for instructional strategies is absent, teachers are prevented from fully understanding why the specific strategy is being recommended. In a particular example, this was noted relative to the activation of background knowledge. The reviewer commented that after viewing the media, it would be clear that it is important to have readers activate background knowledge in order to comprehend texts, and strategies to help students do so were in evidence. However, no explanation of why this is important was conveyed in the materials. While expressing the understanding that teachers do not want to be oppressed by theory when engaging in professional learning, the reviewers felt that it is a disservice to educators to present activities and methods without providing them in the context of the evidence.

Another concern was that, although the evidence base for social learning à la Vygotsky is strong, there appeared to be an over-reliance on collaborative learning in the materials, and a balance between individual learning and social learning was not achieved. The reviewers' primary concern around this imbalance was that teachers may reach the erroneous conclusion that all learning of value is social in nature. Of illustrative note is the fact that both reviewers commented about the same statement by one of the speakers in the materials: *reading alone is difficult for most of us*. Both reviewers noted that this is not supported by research evidence, and that, since most reading is done individually, it should be the goal of instruction to foster independent readers and writers who can exercise this ability on their own. Furthermore, the reviewers comment that what makes reading difficult is lack of skills, knowledge and interest (all of which are amenable to instruction), not lack of social interaction during reading.

While acknowledging that no set of materials can cover all possible bases, the reviewers also noted some missed opportunities. For example, although mention was made of the importance of different kinds of texts (informational texts, Internet databases and search engines, graphic novels, etc.), very little time was devoted to this in the materials. In another example, related to assessment, a video clip showed a teacher conferencing with a student about a missed question on the CASI. The reviewer noted that the teacher was satisfied that the student could answer the previously-missed question orally, but that this knowledge-check was inadequate to help the teacher understand why the student had not been able to answer the question in a written format. The issue raised by the reviewer was that a knowledge-check is more suitable for assessment as evaluation than assessment for learning; as the reviewer says, "Finding out why the child got it wrong is more important for the teacher in being able to assess and provide appropriate instruction than whether or not the child knows that specific content." A final perceived missed opportunity was the linking of the materials to the curriculum guidelines. One reviewer felt that a closer connection between the current materials and the curriculum guidelines would communicate the understanding that students' knowledge-building is fostered by a developmental sequence and a meaningful integration of concepts and skills. This would provide a meaningful framework to structure the instructional points discussed here. Without such a framework, both reviewers reported that the elements in the materials, especially in *Making Sense of Reading Instruction*, seemed like "a menu."

As in the review for differentiated instruction, the reviewers raised a concern about the evidence base for multiple intelligences.

Lastly, both reviewers noted that students who struggle with reading often have difficulties with decoding or fluency, and that instructional strategies addressing these issues were largely absent in the materials. Since these issues are in fact the most common cause of reading difficulties and failure to progress in reading, a greater profile for these skills is warranted in the materials under review. Although references to these skills and specific instructional suggestions for addressing them can be found in other Ministry documents (e.g., *Education for All*), the current materials do not guide the viewer to them. Since these materials are available as access-on-demand professional development tools, it is important to consider the possibility that educators who make use of them are not getting the fullest picture they might need to effectively reach all students in their classrooms.

## COMPREHENSION

*In general, you can see that I am very impressed with these materials. Active construction of meaning and inference making are key to the development of a generation of good comprehenders and this package puts appropriate emphasis on these skills.* [External Reviewer]

**Effective Instruction in Comprehension** (webcast and documents). The experts for the comprehension materials were chosen because of their specific research expertise in inference and comprehension strategies in both typical and atypical development and because of their expertise in comprehension instruction/interventions. These materials were rated as being well-connected to research, particularly with respect to coverage of reading strategies such as reciprocal teaching and the activation and use of background knowledge. The importance of developing reading fluency and vocabulary knowledge for comprehension was well-communicated and reflects an important aspect of reading comprehension based on a large body of research. Many of the video sections such as “Questions to Promote Metacognitive Thinking” and “Organizational Patterns found in Informational Texts” were said to be well-thought-out in terms of research concepts and practice. The materials were also rated as being helpful and instructive for teachers. In particular, the overview document on comprehension (D. Snowball) was said to be “useful and informative.” The webcast with its classroom clips was judged to be inspiring to educators because “they showed excellent classroom practice and demonstrated that even quite young children can take on challenging texts if they have a range of strategies available to them.” Another positive aspect of these materials was their emphasis on communicating that we routinely engage in different types of reading for a variety of purposes. Materials within this set were found to provide consistent information and messages. It was noted that the materials were an appropriate level with respect to their intended audience: the commentary provided by research experts was clear; the use of captions to highlight key points was useful; and the use of classroom footage to show the ideas in practice was said to work well for the intended audience of teachers. A few examples were singled out as being excellent including those on reciprocal teaching and word knowledge (segments 17, 18, 19) as well as visualization (10), reader’s theatre (20), and the reading conference (9). Based on these points, it is not surprising that these materials also received high ratings for how readily they could be translated into practice. Recommendations around these materials have more to do with the connection between this set of comprehension materials and *Comprehending in Action* and so are discussed under *Comprehending in Action*.



**Comprehending in Action: Inferring (Five Training Sessions in PowerPoint with video clips; teacher resource materials).** The focus on inference was considered to be highly consistent with research evidence on the development of reading comprehension and with studies on children with difficulties in comprehension. However, two points were raised about the fit with the research on inference and comprehension:

1. Throughout the materials (e.g., sessions 1 and 3), including the teaching examples, there was thought to be an overemphasis on elaborative types of inference (the type of inference that embellishes the meaning of the text, but which is not necessary for comprehension – e.g., inferring that the girl’s dress might be blue on reading *The girl was going to a party. She chose her favourite dress to wear*). Studies of inference development and difficulties in inference-making demonstrate that inferences that are necessary for comprehension (i.e., obligatory inferences that bridge ideas within a text or those that use general knowledge to understand statements in a text) are made more often and ought to be the main focus of inference instruction (e.g., *John was at the beach. He stepped on some glass. He went to the hospital* – this requires the recruitment of knowledge that people generally walk in bare feet on the beach and the inference that he cut his foot on the glass thereby making sense of the final sentence – why he had to go to the hospital). It is suggested that to be consistent with the research, the commentaries about inference and the instructional examples ought to foreground and privilege *necessary over elaborative inference*.
2. The research on graphic organizers has to do with their use in illustrating the overall structure of a complex text rather than how they might be used to support a single inference, which is how graphic organizers appear to be used in the PowerPoint examples.

The materials were rated as being useful and informative with respect to instructional concepts and strategies. For example, session 4 (*Moving into Independent Reading*) was said to provide an “excellent exposition of how the same processes and strategies used to read fiction” could be used to understand non-fiction and was also praised for the way in which the video clip illustrated vocabulary-related inference. Session 5 was noted for clearly and appropriately making the important link between reading and writing though the addition of other aspects of writing such as planning around important points and text structure was suggested for this session. Some aspects of the sessions were noted to be particularly informative and useful including *Inferring across the grades* in session 1 and the use of graphics in the PowerPoint slides to illustrate interconnectedness between the components of comprehension. Good linkage was observed between sessions through the frequent referring back to ideas already discussed in previous sessions. One important point about the accuracy and usefulness of the materials concerns some inconsistency in talking about concepts and definitions presented within this set of materials. For example, the reviewers noted a lack of differentiation and definitional clarity around the concepts of *inference*, *guessing*, and *prediction*. Sometimes the distinctions between these concepts were accurately presented, but in other places they were not. An inconsistency was also noted between how these key concepts are described *across* materials (i.e., *Comprehending in Action versus Effective Instruction in Reading Comprehension*). For example, the latter explicitly states that inferring is not guessing, whereas prediction is talked about in terms of guessing in the former set of materials. These comments suggest that definitions of key concepts in inferential comprehension require clarification both within and between the two sets of comprehension materials. A general recommendation was that considerable synergy might be produced were there to be scaffolding of the connections between the two sets of materials for the user; that is, to say in both sets of materials how the two can and should be used together to provide effective training in teaching comprehension skills.



The lack of consistency in how the term inference is used in the materials was flagged as potentially confusing to the audience. For example, module 1 is devoted to inferences, in session 1, inference is said to be just one of a whole range of strategies, and in session 2, the list of strategies that the teacher puts on the board does not actually include inference. Teachers might be left with questions such as: Is inference a strategy or not? How important is inference making? How is inference related to strategies such as comprehension monitoring? This confusion could be avoided by first making the point that inference making is crucial for comprehension followed by a discussion of “how different strategies such as making connections with one’s own experience, other texts, and general knowledge, can help the reader to make inferences and how different strategies such as summarizing and monitoring of comprehension can help to identify where comprehension is less than perfect and where, sometimes, an inference is needed to make sense of what has been read.” Both reviewers noted that, in contrast to other well-covered aspects of comprehension and inference in this module, instructional information on Critical Literacy in session 4 and idioms in session 5 is sparse.

The webcasts and other accompanying documents were seen as being more informative and useful than some of the accompanying PowerPoint examples, which were noted to be vague in places and not as explicitly connected to the research as the webcasts. It was suggested that the value of the training session material (i.e., the PowerPoint slides) could be improved by starting with an overview of comprehension based on the research, such as the comprehension overview (D. Snowball) provided in the *Effective Instruction in Reading Comprehension* materials. This would help to ensure that the strong links to research in the webcasts and other materials are also made explicit in the training material slides. It was acknowledged that an instructional leader might very well add this information during training, but because the materials can be used by “individuals” or in a “staff meeting” (see booklet accompanying *Comprehension in Action*) it would seem prudent to include such information explicitly, in the slides.

The reviewers were impressed with how difficult concepts in this set of materials were communicated to the audience. In particular, they commented on how sensitivity to teacher learning needs was taken into account through the use of the cartoon, advertisement and poster exercises for teachers in sessions 1 and 4. This strategy was seen as being highly effective because it enables “the audience to engage in the meaning-making process and identify the types of strategy that children need to learn to use when reading.” Some jargon was noted that could make the materials difficult to understand unless a knowledgeable facilitator is present (e.g., accountable talk, high yield strategies, popcorning – some of these terms are explained later in the materials but not at first mention). A glossary of terms to accompany the materials was suggested.

It was noted that the materials did not explicitly deal with important comprehension issues in diverse groups of students such as those children whose first language is not English (or French) and disadvantaged children. In comprehension instruction it is critical that teachers be aware of gaps in general world knowledge and vocabulary in order to scaffold instruction to reduce comprehension gaps between higher and lower achieving children. These materials might be supplemented by providing illustrative examples of scaffolding for these gaps in knowledge for particular groups of students, which would provide alignment with the LNS documents that have been designed to address instruction for specific groups of students.

## MATHEMATICS

*I applaud the developers for creating the most thorough, best integrated, and most up-to-date (in research terms) set of resources to support practicing teachers that I am aware of in North America. I find myself very impressed with these materials, and the aspect that is in my view most commendable is the manner in which presentations, illustrations, and conversations are tethered to the research. Even more impressive, there is a “living” aspect to the research literature. So not only is there consistency, there is a sort of vibrancy that I found surprisingly engaging. I commend the creators.* [External Reviewer]

The research expertise of the reviewers of the math materials lies in reform-based math education, math instruction/intervention and assessment, and teacher math education and professional development. All four reviewers of the numeracy documents reviewed the two research monographs (#1 and #2) as well as the webcasts *Mathematical Knowledge for Teaching* (D. Lowenberg Ball) and *Making Mathematics Accessible for All Students*. Two of these experts reviewed the Facilitator’s Handbook – *A Guide to Effective Instruction in Mathematics, Kindergarten to Grade 6* (including PowerPoint presentation and with reference to volume 2 of the *Guide* – Problem Solving and Communication). The other two experts reviewed *A Guide to Effective Instruction in Mathematics, Kindergarten to Grade 6*, and Volumes 2-6 of *Number Sense and Numeration Grades 4 to 6*. The mathematics materials were, for the most part, rated very highly by all reviewers on connections to research, accuracy and usefulness, consistency across materials and media, sensitivity to audience and ease of translation into practice. Thus the main points of the reviews are easily summarized below along with a few illustrative examples. Areas for further thought and development are presented following this section. The following main themes emerged across reviewers and materials:

- By and large, the materials were seen as being highly consistent with reform-based research. For example, the concept of an “even number” in Ball’s webcast and “multiplication is the inverse of division” in Research Monograph #2 were seen as “excellent illustrations of what research indicates teachers need to know about mathematics for teaching.” The webcast *Making Mathematics Accessible for all Students* was said to be up-to-date with respect to research on frameworks such as environmental organization, curriculum programming, classroom instruction and assessment. The *Mathematical Knowledge for Teaching* webcast was praised by all reviewers for providing research-grounded and teacher-friendly information on mathematics instruction.
- The instructional examples in the various materials on problem-based learning (e.g., carpet problem, 4-square units problem) were seen as being informative for teachers with respect to best instructional practices and the way in which the same content was differentiated in terms of how it was presented at different grades (in both the handbook and the *Making Mathematics Accessible* webcast) was commended. Demonstrations of differentiation across grades was seen as being particularly important as it reinforces the idea that problem solving skills can be implemented in all the Primary grades not just beginning in the Junior grades.

- The development of materials across various media including webcasts, guides, workshops, and *What Works? Research into Practice* documents was seen as being an impressive and possibly very effective strategy for professional development in mathematics education. Considerable consistency was noted across all of the materials (e.g., handbooks and guides), and the research monographs and webcasts were singled out for their usefulness in not only supporting information in other forms but also for extending that information for teachers in a respectful and accessible manner. The “field trips” to classrooms were assessed as being very helpful for teachers, particularly in terms of showing teachers how important it is to ask students about their thinking, let students explain their thinking, and involve other students in the process. The conversations with teachers and principals were also mentioned for their usefulness to teachers. The *Facilitator’s Handbook*, PowerPoint presentations, and *Guide* were all seen as being excellent resources for the participants and as providing enough examples and vignettes to be of considerable benefit to teachers in translating their learning into classroom practice. For example, the *Making Mathematics Accessible* webcast provides a framework that teachers can use to evaluate their classroom environment and instruction. The problem solving components (i.e., assessing background knowledge, provoking new understanding, and consolidation) are necessary for helping students to become better problem solvers and the webcast does a good job of explaining these components and illustrating them with video clips of how to actually do it in the classroom.
- Sensitivity to the audience was rated very highly in terms of the content of the materials as well as the multiple vehicles of delivery. The materials were considered to have something to say to both beginning and veteran math teachers and were commended for being very respectful of teachers. (e.g., “What I really like about the material is that it does not “preach” to teachers.”) It was noted that although many teachers do not like playing “games” during professional development sessions, the activities presented to teachers in these materials would not be perceived in this way as they are very appropriate for adult learners. Several independent reviewers had the same impression of the materials as being simple to understand because they were so explicit, but also sophisticated in their organization and content.
- The materials were also commended for adhering to some effective principles in professional development research including the balance of listening and participating, the use of strong materials that are also of interest to the audience, and the necessity for participants to be active learners through the use of questioning in the webcasts and the activities in the facilitator’s guide. One suggestion was to include more classroom vignettes on the *Mathematical Knowledge for Teaching* webcast and to place an even greater emphasis on classroom vignettes in the other webcast using the experts to draw out key ideas *after* each vignette.

Some points for consideration were made with respect to both general and more specific aspects of the materials. **Two general issues emerged**, one related to issues surrounding professional development that are somewhat specific to mathematics education, the other related to including more instructional information directed towards students who struggle in mathematics learning:

- As was true for several of the literacy materials, it was noted that some of the materials (e.g., webcasts and handbooks) would benefit from the inclusion of information for teachers on research-based strategies and approaches for teaching mathematics to children who struggle with math. Research studies suggest that the student-centered approach adopted in the problem-solving approach to learning is problematic for students with significant learning problems who need more explicit

instruction than is presented in these materials. These students require scaffolding in terms of materials, tasks, and instruction (the only examples of this are on pages 42 and 43 of the handbook). These students may require additional support for memory and conceptual difficulties, deficits in background knowledge, linguistic and vocabulary difficulties, and lack of strategy knowledge and use. The suggestion is to include some of this information in the materials (see Kroesbergen, Van Luit, & Maas, 2004; Woodward, 2006)<sup>2</sup>.

- A common point about providing additional and ongoing supports for professional development in mathematics teaching was raised. Research on teachers' own mathematical knowledge, their knowledge of math instruction and of children's conceptual mathematical development from the preschool years on; and teachers' own experiences of how they were taught math as well as anxiety around their own mathematical abilities and their ability to teach math, all point to the need for a sustained and comprehensive professional development strategy that is sensitive to these various realities and challenges. For example, extended support such as directly observing and learning from experienced teachers plus on-going coaching and math-dedicated professional learning communities (i.e., "teachers being together in the mathematics") were cited as examples of what is needed to sustain change in teacher practice in mathematics.

A few aspects of the materials were considered to be less well-supported by research evidence. The reviewers contextualized their comments as contributing to *productive elaborations* on what were judged to be thorough, well-integrated and research-grounded materials:

- Some of the problem solving strategies (pages 40-43 of the guide) were said to be appealing though the research evidence to support them is not strong. For example, the "draw a diagram" strategy can lead to erroneous solutions if the diagram does not capture the relationships between problem elements, often rendering this type of strategy ineffective.
- Both reviewers of the set of materials containing fractions noted ways in which the materials did not fully reflect research on development of such mathematical knowledge. One reviewer noted that there is a strong emphasis in the materials on circular, hexagonal, linear and other representations of common fractions. Although these forms are considered to be useful for promoting an understanding that fractions are "parts of things" they are "limited and limiting when it comes to understanding fractions as the mathematical operators and the products of mathematical operations." The research on fraction comprehension would suggest a greater emphasis on rectangular structures to provide better conceptual ties to models and metaphors for understanding multiplication and division as well as concepts involving rational expressions in the higher grades (e.g., Merlyn J. Behr). It was noted that the multiplication and division materials do emphasize grids and rectangles, but that this emphasis needs to be carried through to other relevant materials. The other reviewer thought that instructional sequences for learning fractions was not fully informed by developmental/cognitive research. For example, in Volume 5, the implied instructional sequence is "relate fractions to benchmarks → compare and order fractions → determine equivalent fractions." However, research on the development of understanding of fractions suggests that equivalence and compare/order are better thought of as equally important

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<sup>2</sup> Kroesbergen, E.H., Van Luit, J.E.H., & Maas, C.J.M. (2004) Effectiveness of Explicit and Constructivist Mathematics Instruction for Low-Achieving Students in The Netherlands. *The Elementary School Journal*, 104, 233-251.

Woodward, J. (2006). Making Reform-Based Mathematics Work for Academically Low-Achieving Middle School Students. In M. Motague & A.K. Jitendra (Eds.), *Teaching mathematics to middle school students with learning difficulties: What works for special-needs learners*. (pp. 29-50). New York, NY: Guilford Press

but not linearly related (e.g., Merlyn J. Behr; Steve A. Hecht). The point here is that those concepts and skills that are interconnected need to be developed concurrently and across time and that students need many opportunities to see and work on the connections between interrelated ideas.

- Both reviewers of the Number Sense and *Numeration, Grades 4 to 6* volumes and facilitator's handbooks expressed a concern that teachers might take away the (unintended) idea that there is a greater emphasis on understanding/mastery of procedures than on conceptual integration in the materials and they suggested ways to facilitate broader conceptual connections and understanding. Examples were given for addition and subtraction as well as for fractions (mentioned earlier). For example, in the discussion of addition and subtraction only two of the four metaphors for arithmetic are provided (see George Lakoff & Rafael Núñez, *Where mathematics comes from*<sup>3</sup>). In addition and subtraction the computation strategies that are always illustrated with an "open number line" model could be reinforced by sometimes using a "place value block" model and showing the connection between the two models. Fractions are primarily framed as being parts of things rather than mathematical objects in their own right. Other examples would be to illustrate the connections between Area, Linear, and Set models of fractions. One reviewer pointed out that the power of mathematics in terms of conceptual integration is to ensure that the "**big** ideas are the ones that connect and that reappear and/ or can be readily elaborated in later grades."

## OVERALL THEMES OF THE FINDINGS FROM THE EXPERT REVIEW OF LNS MATERIALS AND RESOURCES

Within the timeframe that the LNS has been in operation, an impressive array of professional development materials has been produced and these materials provide good coverage of several key aspects of literacy and numeracy. There was an appreciation amongst reviewers for the work that had gone into creating the specific set of materials they were sent to review. Many reviewers were impressed with both the research-backed content of the materials and the ways in which these materials were delivered both within and across various media. Although we did not ask them to do so, several reviewers made suggestions about how to support and extend the current professional development materials and models of the LNS; these specific suggestions are largely contained within the reviews of particular materials above. More general recommendations based on issues that cut across all or most of the reviews are presented below:

- **Scaffold connections between sets of materials.** Stronger connections could be made across materials (see examples under Comprehension and Numeracy) by scaffolding these connections for the audience. One good example of this comes from the LNS *What Works?* Research into Practice documents that contain explicit and easy to find cross-references to supporting documents and materials. This is an excellent model to replicate across all of the LNS professional development materials.

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<sup>3</sup> Lakoff, G. & Núñez, R.E. (2000). *Where mathematics comes from: how the embodied mind brings mathematics into being*. New York, NY: Basic Books.

- **Include instructional examples in webcasts and written materials specific to special groups of students.** Although the materials are meant to be used with reference to other LNS and Ministry documents (e.g., *Education for All*, *Expert Panel* reports on Reading and Mathematics) and preferably in the context of professional learning communities, there is no guarantee that this will always be the case. The addition of classroom video clips and vignettes in the materials specific to English/French Language Learners, children with special education needs, and perhaps other groups as well, would be valuable for several reasons: (1) This approach infuses student equity across LNS operations and products. Such an approach would also be consistent with one of the main messages of *Education for All* that general and special education need better integration. (2) Having information in one place and making explicit connections for the audience (e.g., differentiation of concepts and strategies for reading comprehension across grades and for students with difficulties in reading comprehension) is preferable to requiring individuals to extensively cross-reference between materials and make the conceptual and instructional connections for themselves. (3) Providing examples relevant to the diversity of students in their classroom may provide teachers with the impetus to delve more deeply into suggested reference materials and guides and to discuss research-informed strategies to help special groups of students in the context of their professional learning communities.
- **Review Process for New Materials.** The LNS has done a good job of using research to inform the development of the content and delivery of professional development materials. In order to continually improve upon the content and structure of these materials the LNS could ask for scientific review of new materials prior to their use. Reviewers could be asked to look for: completeness of the materials based on research in academic skill development and instructional strategies and assessment; accuracy and consistency of definitions and concepts within and across materials; and the presence of an overarching conceptual framework based on research that helps to make the various pieces of the written and electronic materials fit together, that provides the rationale for the discussion and implementation of various strategies, and that allows for educators to generalize their learning to new situations and groups of students. This process of scientific review is critical as consumers of these materials (e.g., principals, teachers) perceive the LNS materials and strategies as research based (see following section for further elaboration).

## **PERSPECTIVES OF SAOS, PRINCIPALS, AND TEACHERS REGARDING THE EXTENT TO WHICH THE LNS MATERIALS AND STRATEGIES ARE BASED ON RESEARCH EVIDENCE**

While the results of the Expert Reviews of the LNS materials were mixed regarding the foundational research evidence, the perceptions of SAOs, principals, and teachers were more positive. Ninety-seven percent of the SAOs agreed or strongly agreed that the LNS Professional Development materials “were consistent with the research evidence regarding how children learn to read and write.” The number was slightly lower (91%) for those that agreed that the materials for math were consistent with the research evidence. The vast majority of the SAOs (97%) also agreed or strongly agreed that “the strategies highlighted by the LNS are those that research has identified as the most effective for increasing student achievement in literacy,” and 79% agreed or strongly agreed to a similar statement regarding strategies for increasing achievement in numeracy. Thus the SAOs largely believe the LNS strategies and materials for literacy are solidly based on research, with slightly lower levels of agreement for numeracy instruction. The reduced values for numeracy may be due to the SAOs feeling less confident regarding their expertise in numeracy instruction.

Principals also exhibited generally strong agreement with the statement that the LNS materials relating to reading and writing are solidly based on research (overall mean of 4.2, where 5 indicates Strongly Agree) with 89% of the principals responding that they agree or strongly agree with this statement. Relatively similar findings were found for the statement regarding the research foundation of the LNS materials relating to numeracy instruction. The overall mean was 4.1 and 84% of principals indicated they agreed or strongly agreed with this statement.

Teachers were somewhat less likely to agree that the “professional development materials produced by LNS are research based”. Non-OFIP teachers were the least likely to agree with the statement with only 28% agreeing or strongly agreeing the materials were research based as compared to 49% of teachers in OFIP schools. Significant mean rating differences were found between teachers in non-OFIP (3.18) and OFIP schools (3.48 to 3.59). Thus it appears the LNS has an influence on the perceptions of principals and teachers regarding best practice.

## CONCLUSIONS

The LNS has invested significant efforts and resources to identify and apply scientific knowledge about system-wide change and in effective communications with schools and boards about promising practices through intensive case studies at the board- and school-levels. The results of our evaluation suggest that these decisions about where to focus LNS research efforts have been critically important for creating the conditions required to build consensus and partnership and for increasing capacity at all levels of the system. Research projects such as the Statistical Neighbours initiative provide clear examples of a commitment to data-based decision making at both system-wide and more local levels. The LNS’ core research group plays a crucial role in analyzing and communicating data that is directly relevant to the LNS’ central responsibility to improve student achievement. This type of research requires a particular type of expertise and the LNS has built considerable capacity in this area.

Consistent with their goal to have research inform the actions and activities of the LNS, considerable effort has also been directed to the creation of professional development materials that are intended to be based on research relevant to children’s learning and effective literacy and numeracy instructional practices. The LNS is to be commended for both the quantity and quality of these materials. Their commitment to research-based evidence is the foundation for their strategies and programs. What has been achieved is all the more remarkable in consideration of the small size of the LNS research staff. The LNS also devotes considerable resources to increasing teacher capacity and knowledge of these practices, supported through their publications, professional development activities and materials, and the in-the-field work of the SAOs. Given that the SAOs, principals, and teachers (particularly those in OFIP schools) perceive these materials as based on research, the LNS has the responsibility to ensure that these materials and strategies are based on the “best evidence available.” An ongoing challenge for educational organizations such as the LNS continues to be the relatively weak research base currently available but upon which specific practices and policies are promoted. Meeting this challenge requires research capacity with expertise in critical domains, including: assessment tools for monitoring of student progress linked to instruction; content and delivery models for underperforming students and groups of students to promote student equity; research-based strategies for effective literacy and numeracy instruction; and French-language assessment and instruction.







## Chapter 8

# Partnerships

## PARTNERSHIPS

The LNS has embarked on a process of community outreach and engagement to build support for the literacy and numeracy initiatives; partnerships with student leaders, parents, and community members are important in supporting student achievement.

*We are grateful to the teachers' federations, principals' councils, supervisory officers' organizations, community groups, faculties of education, students groups, religious groups, parents and business partners, trustee organizations, subject associations and all education workers who have been part of our outreach strategy and who have supported us in our work. [CEO of the LNS]*

Community outreach and engagement is an idea that runs through the Secretariat's documents and project initiatives. For example, the *Case Study Reports on Effective District Wide Strategies to Raise Student Achievement in Literacy and Numeracy* (board level) and *Schools on the Move* (school level) both indicate that one of the characteristics of successful schools and boards is involvement of the community through methods such as school council funding of classroom libraries, rubrics going home with assignments, and books to home programs.

The LNS has supported community outreach initiatives to involve students, parents, professional organizations, faculties of education, government ministries, and the wider community. Some of the initiatives that the LNS has undertaken, collaborated in or supported with these diverse groups are outlined below.

## STUDENTS

The LNS supported several different tutoring initiatives and the schools that had tutors were very grateful for this support.

*We now have a tutor in each of our elementary schools and that's supported financially. Fifty percent by the LNS OFIP funding used to support the Tutoring: Right to Read program. [School board focus group]*

- The **Trent Tutoring Partnership** involved Trent University, Peterborough Victoria Northumberland and Clarington Catholic District School Board, Kawartha Pineridge DSB, and Trillium Lakeland DSB. The project aimed to support struggling students – mostly boys – by connecting them with volunteer teacher education candidates. In the first year of the project, 255 tutors were trained to work in three district school boards and 510 students were tutored. In the second year, there were 229 tutors in 39 schools in three boards and 458 students were tutored.

- **Tutors in the Classroom/Programme de tutorat en salle de classe** was an LNS and school district partnership that trained college and university students to be tutors. During the 2005-06 school year, the students tutored 1775 elementary students in 54 school boards. The successful project continued into the 2006-07 school year with increased funding. Over \$3 million was provided to help school boards from 2005-06 to 2007-08 to train and hire more than 3,500 postsecondary students to tutor elementary school students. The funding will again be provided province-wide during the 2008-2009 school year to support this program.
- The Literacy and Numeracy Secretariat has provided an additional \$8 million in support of the **OFIP Tutoring Initiative**, which provided tutoring province-wide in the 2006-2007 and 2007-2008 school years. This funding has enabled boards to initiate or extend programs that assist students beyond their regular school day to strengthen literacy and numeracy skills. Individual boards recruit and hire tutors that they consider appropriate, such as practicing and retired teachers, educational assistants, high school and university students, volunteers, and staff from non-profit community groups or social agencies. This investment is in addition to the \$25 million in OFIP funding provided in both 2006-07 and 2007-08 to boards and schools to support higher levels of student achievement.

## PARENTS

Though eager to include parents, some boards have had difficulty doing so. Although some boards acknowledged that they had unique challenges in involving parents (e.g., high numbers of new Canadians or proximity to military bases), the boards and schools report working within those circumstances to involve families.

*The only one that remains a bit of a barrier in our specific case is the parents. It's not resistance to it, but trying to involve the parents, but we haven't pushed a huge amount because I think you have to take into account the community that you're in and what's happening within that community.* [School board focus group]

In another example, a principal commented on the homework club the schools instituted with OFIP tutor money.

*I've got kids asking to come. Again, parents don't want any part of it, but they will come and pick the kids up after school, at six o'clock, whatever's happening. So that's kind of nice. After school, we just can't keep up with the demand. We have more parents asking, "If you're willing to take on the homework club, we'd love it. We'll send our kids; we're in total and complete support." It's like our school's actually taking a burden off of the families and you can just tell that they really appreciate it. Now we're starting to get [situations where] I have a teacher and a parent who's helping out as a teacher's helper –they would love me to go four days a week!* [School board focus group]

In addition to the indirect family support through tutoring and after school clubs, parents are being supported by and learning about the LNS more directly. For example, the LNS, through project funding with the Toronto Catholic District School Board and the Toronto District School Board supported the Conference for Portuguese Canadian parents. In another case, one board organized workshops for parents in order to introduce them to the LNS and how it can support the community.

## TRUSTEES

The LNS primarily worked with trustees and trustee organizations through project funding. For example, in 2006 the LNS supported Trustee Orientation Seminars, one-day seminars that focused on student achievement. An additional orientation seminar was available specifically for school authority trustees in Barrie, Thunder Bay, and Sudbury. These sessions focused on issues unique to school authorities.

## COMMUNITY

*Literacy and numeracy and student achievement are a shared responsibility and it is important to have the communities involved in supporting related initiatives.* [Ontario Public School Boards' Association 17th Annual General Meeting and Program]

The LNS supported the community projects listed below:

- The **Summer Literacy Camps for Aboriginal Students** project was part of the Lieutenant Governor's literacy initiative, **Summer of Hope**, and with support from Frontier College. Camps were held in 28 First Nations communities and were attended by over 1800 children and youth and 91 counsellors.
- **Welcome to Kindergarten program/Bienvenue à la maternelle.** The LNS has partnered with the Learning Partnership to pilot this unique implementation model in North Bay that focuses on families in challenged circumstances.
- **Literacy Development: A Shared Responsibility Program** (North Bay Pilot Program) was designed to support the early literacy development of young children through parent education and the provision of resources and community supports. Approximately 1200 families and 60 community partners were involved.
- **York Region District School Board English Language Learner Community Literacy Project** was developed to support English language learners and their families by providing summer programs and a variety of additional supports, including extension of school library hours.
- **Literacy Links** is a community initiative developed by Frontier College, the Ontario Teachers' Federation, and the LNS to help support schools in the neighbourhoods facing many challenges and to train over 500 volunteer literacy tutors. Parents were involved in the project through parent workshops entitled "*Learning in the Summer*," as well as through 320 Reading Circle programs.

## PROFESSIONAL ORGANIZATIONS, FACULTIES OF EDUCATION, FEDERATIONS, AND GOVERNMENT MINISTRIES

The following are all examples of projects in which the LNS partnered or provided support to professional organizations, faculties, and government ministries.

- Through Ontario English Catholic Teachers Association (OECTA) **Summer Institutes**, 155 teachers were trained in differentiated instruction, 65 in Primary/Junior math, and 125 in literacy.
- A **principals' literacy symposium**, with 500 attendees and involving the OPC, CPCO, and ADFO, was designed to support principals as instructional leaders.
- Participants from 12 French boards participated in the **ADFO Leadership French Pilot** part five, which was a one-day training session.
- **Leading Student Achievement/Diriger la réussite des élèves.** (In consultation with ADFO, CPCO and OPC.) The initiative was developed to improve student achievement in literacy and numeracy and build the instructional leadership capacity of school leaders to support effective classroom practices in literacy and numeracy. From April 2005 to April 2008, principals attended symposia relating to Leading Student Achievement: Our Principal Purpose and Leading Student Achievement: Expanding the Professional Dialogue.
- The **ETFO** developed resources and professional learning opportunities to address poverty issues. They also provided a summer institute entitled, **Learning Institutes for Kindergarten Teachers.** Teachers who attended the Summer Institute received follow-up sessions in the fall. In all, it gave 600 Junior and Senior Kindergarten teachers the opportunity to share their expertise in child development, literacy, numeracy, learning centres, authentic assessment, and reflective practice.
- A videotape was produced for teachers as part of the AEFO's **Ensemble pour la réussite.** This was an action research project to document the strategies that help make PLCs more successful.
- **Learning Connections PD Program to Improve Teaching and Leadership Skills.** A professional development program aimed at developing pedagogical and leadership skills in literacy and numeracy, Learning Connections is a partnership between the LNS, York University, and York Region District School Board. In phase one, Grade 4, 5, and 6 teachers from nine school boards participated (six English boards and three French boards). The project is ongoing and has expanded to all teachers from any board. For the 2007-2008 school year, the program was available to all Grade 4 to 6 teachers, consultants, vice-principals, and principals in the following school districts: Algoma District School Board, Limestone District School Board, Thames Valley District School Board, Trillium Lakelands District School Board, Wellington Catholic District School Board, York Region District School Board, Conseil scolaire de district catholique de l'Est ontarien, Conseil scolaire de district du Centre-Sud-Ouest, and Conseil scolaire catholique Franco-Nord.
- The **Literacy and Diversity Project** from the University of Ottawa documents the literacy instruction and assessment practices that are effective for a diverse population.

- The **Learning Circle Partnership** from Renfrew County is partially supported by Renfrew Catholic District School Board, Renfrew County District School Board, and the Algonquins of Pikwakanagan First Nation. This ongoing project aims to improve the achievement of Aboriginal students by introducing culturally relevant curriculum materials.
- The **Ontario Institute for Studies in Education** hosted a conference from November 3-4, 2006 where educational leaders and new teachers could share practical ideas for teaching. All the participants received a CD with papers from academic contributors.
- **Leading and Learning.** The LNS partnered with two school districts and the Ontario Institute for Studies in Education, University of Toronto (OISE/UT) to determine the factors that contribute to success in schools facing challenging circumstances. The project has two major components: a research investigation and the creation of learning modules for administrators and teachers.
- **What Works? Research into Practice.** This research-into-practice series is produced in partnership with the Ontario Association of Deans of Education to make current research more accessible to classroom teachers. A key feature of this publication is that it includes implications for classroom practice.
- **Improving Student Achievement in Literacy & Numeracy K-6: Aboriginal Success.** The Northern Ontario Education Leaders (NOEL) provided supports to educators in learning about effective strategies for meeting the needs of Aboriginal students.
- **From the Roots Up: English Language Learners' Symposium:** *(co-led with the Ministry's Curriculum and Assessment Policy Branch)* A symposium was offered in the fall of 2007 for superintendents, board administrators, coaches/facilitators and Student Success leaders to develop a stronger understanding of the new English language learners' policy and to provide support for its implementation.
- **Statistical Neighbours.** The LNS, along with the Ministry's Information Management Branch and other partners, has developed an information system tool called Ontario Statistical Neighbours (OSN). This tool enables a dynamic analysis of school performance, demographics, and school program information.
- **Finding Common Ground: Character Development in Ontario Schools, K-12** reflects the collaboration of three departments of the Ministry of Education: The Strategic Planning and Elementary/Secondary programs Division, the French Language Education Educational Operations Division with the Literacy and Numeracy Secretariat leading the initiative. The character development initiative aims to develop the student as a whole individual.

## WEBCASTS

The Literacy and Numeracy Secretariat partnership with Curriculum Services Canada has launched a series of webcasts to provide on-going professional learning opportunities to teachers, principals and board office staff. The following are some examples of some webcasts:

- The **Lunch Time Lecture Series**, which features some of today's top speakers on equity and education.
- The **Professional Learning Series**. Each webcast features an hour-long program with education experts as well as classroom examples of effective practices.
- **Today's Learner for Tomorrow's World**. In this webcast, international experts share their views about how best to prepare students for the future. They also visit three classrooms and explore innovative approaches to helping students become literate, global-minded citizens adept at using technology and the arts to communicate.
- **Networked Learning Communities**. It provides educators with opportunities to interact with each other within the boundaries of their own schools and boards or far beyond those traditional boundaries.

The LNS leads interactive sessions for educational leaders to elicit support and obtain feedback regarding current and future literacy and numeracy initiatives. They meet with key stakeholders: Federation presidents, Principals' councils, Trustee organizations and Supervisory Officers' organizations. The LNS also partners with the federations to support professional development by publishing information updates to the field in order to share practices that contribute to improved student learning. One collaborative example is the Poverty Project in which LNS partnered with the ETFO. Overall, the dialogue has positively impacted many projects and programs, but there remain some challenges to address at the local level. For example, one board reported outstanding issues about professional development and staff release time.

*[An] issue that comes up from time to time would be the staff meetings, the perception that PD should not be done during staff meetings, which is a real contradiction for me. And then the other issue is the notion of release time and there are a number of issues with that, principals being out of the building and making sure that supply administrators versus lead teachers are utilized all of the time. [School board focus group]*

## **EFFECTS ON THE FIELD**

### **STUDENT ACHIEVEMENT OFFICERS**

When asked whether they facilitated connections between educators and other educational partners, 72% of Student Achievement Officers (SAOs) reported that they did, as part of their role in schools; 58% of SAOs reported facilitating connections as part of their role in the school boards. In terms of assisting educators to engage parents, most SAOs either felt confident (36.1%) or very confident (38.9%) in their ability to provide expertise in this area; only 2.8% did not feel confident at all in this role.

### **PRINCIPALS**

When principals were asked whether their school had recently (in the last 18 months) worked with an SAO, 54% reported that they had. Of these, equal proportions of OFIP 1 and 2 schools (85 and 86%, respectively) had worked with an SAO, while only 23% of OFIP 3 schools reported the same. Not surprisingly, even fewer non-OFIP schools (12%) had worked with an SAO. There was a significant difference between the English and French schools; of the schools surveyed, 64% of the English schools had worked with an SAO, compared to only 29% of French schools.

However, only 34% of principals reported that SAOs connected their schools to educational partners, wherein the majority (75%) of these SAO-assisted connections occurred at OFIP 1 schools. English principals were somewhat less likely to report having been connected with educational partners than were French principals (32 and 44%, respectively).

Principals were asked to relate their degree of confidence in providing leadership to their staff for engaging parents. They were confident overall, with a mean score of 3.9 (where 5 is very confident and 1 is not at all confident). There were no significant differences in confidence levels between principals of OFIP and non-OFIP schools, or between French and English schools, suggesting that SAO participation was not a major contributing factor when engaging parents.

Principals were most likely to cite other principals as a source of valuable support and insight into their practice, with a mean (M) response of 3.9 out of 5 (where 5 is Strongly Agree). On average, principals neither agreed nor disagreed (M=3.2) that faculty from universities had knowledge to share about improving literacy and numeracy achievement, and disagreed overall (M=2.4) that sharing practice with administrators at other schools was an important professional learning strategy.





## Chapter 9

# Character Development

## CHARACTER DEVELOPMENT

The character development initiative reflects the collaboration of three departments of the Ministry of Education: The Strategic Planning and Elementary/Secondary Programs Division, the French Language Education Educational Operations Division, and the Literacy and Numeracy Secretariat leading the initiative. The character development initiative aims to develop the student as a whole person, beyond academics alone.

*We're interested in the whole child. It's academics plus character. And it really helps to give that holistic nature to it.* [Former CEO of the LNS]

The goal is to support and monitor the implementation of a character development program in all of Ontario's schools, Kindergarten through Grade 12. To achieve that goal, two documents which detail future directions and successful strategies will be developed.

The fundamental belief underpinning this initiative is that parents, schools, and communities all contribute to and reap the benefits of the development of young people. The consultation process for this initiative began in June 2006 and involved twenty-eight boards. Those boards helped to identify effective implementation practices and collect input regarding implementation requirements and challenges. The initiative was developed in a manner that attempted to honour and complement the work already underway in this domain.

Character Development was launched at a provincial symposium in October of 2006 and was attended by approximately 650 people: educators, students, parents, trustees, and community members. The premier of Ontario also attended to support the initiative's implementation. The discussion paper *Finding Common Ground: Character Development in Ontario Schools* was also introduced at the symposium.

Two months later, eight Character Development Resource Teams were established across the province to support school boards in the implementation of a character development program. Five teams supported English public boards, one team supported English Catholic boards, one team supported French Catholic boards, and one team supported French public boards. A webcast on the topic of character development was also broadcast.

*It was important to find out the boards in the province that [were] well on their way – and we refer[ed] to them as provincial character development team leaders.* [Former CEO of the LNS]

In January 2007 and January 2008, funding was provided to all boards in the province to support the implementation of the Character Development initiative. Key components of the Character Development initiative included community consultation and engagement, professional development, student engagement and analysis of current practices. Communication around the initiative took place to facilitate shared ownership of the process among parents, community groups, boards, and schools. In the spring of 2007, an article by Dr. Avis Glaze, the Former CEO of the LNS, entitled *Finding Common Ground: Character*

*Development in Ontario Schools, K-12* was published in the magazine for Ontario's Principals and Vice-Principals. From February through June 2007, the LNS conducted fifteen regional forums to engage parents, the community, business organizations, and the education sector to encourage the sharing of responsibility for this initiative. From April to June 2007, the LNS provided school boards with nine capacity building sessions for Board Character Teams, Student Achievement Officers and Student Success Leaders to enable them to provide support for schools as they initiated or expanded upon their character development initiatives. To further support reflection, dialogue, and investigation into the character development initiative, a monograph titled *Understanding Effective Character Education* was prepared by Dr. Marvin Berkowitz, an internationally renowned character education researcher. In February 2008, it was published under the LNS's *Expert Perspectives: Capacity Building Series*.

School boards were given a full year to begin the implementation of their character development program. Some began in September 2007, while others were just beginning in September 2008. One hallmark of the first stage is that boards consult with communities based on the criteria mandated. Every board is required by the Character Development initiative to engage their community and develop their own character development attributes.

*We wanted a bottom-up approach, so that boards can take responsibility; constructing their own approach, we didn't want a "one size fits all" – we wanted to honour what was already happening (VIP, Virtues, Tribes...)*

[Former CEO of the LNS]

The majority of the boards had met or exceeded the 2007-08 character development implementation expectation. Indeed, by April 2008, 11 boards had exceeded expectations, had implemented initiatives, and were providing leadership and support to other boards. A further 20 boards had completed their community consultations and were in the process of implementing additional expectations. Twenty-seven boards were in the process of consulting their communities and were in the early stages of extending their plans to meet expectations. Finally, 14 boards were developing plans for the initial stages of the implementation; they were working with their provincial Character Development Resource Teams and Ministry staff.

In June 2008, a revised framework document entitled *Finding Common Ground: Character Development in Ontario Schools, K-12* was sent to all Ontario school boards. The document contained the key beliefs and principles that provide the framework for Ontario's Character Development Initiative. It is intended to guide the planning, implementation, and review processes of boards and schools. During the fall of 2008, another document, *Character Development in Action: Successful Practices K-12*, is scheduled to be released. The successful practices, submitted by boards, and additional information provided by Ministry staff will help provide a vision of the potential for character development. The boards were to submit a feedback form by June 30, 2008, in which they were asked to report on the actions that they have taken to support their Character Development initiatives over the past year. The next step for this initiative would be to measure the effectiveness of this program, and to collect data toward this end. An external researcher has been engaged to develop criteria to help schools measure the impact of the character development program, but assessment of the character development initiative is still in an early stage.

## **WHAT'S HAPPENED IN THE FIELD? THE SAO PERSPECTIVE**

In the survey conducted in the spring of 2008, 53% of the SAOs reported that they supported the implementation of Character Development in schools, while 17% of the SAOs reported supporting it as part of their role in the school boards. When the SAOs were asked about the amount of focus they place on respect for other cultures while working with OFIP schools, 58% gave a rating of 4 or 5 on a 7-point scale, where 1 indicates a less intensive focus and 7 a more intensive focus. One SAO commented that respect for other cultures is one practice that has changed the most over her time as an SAO. When the SAOs were asked to indicate how much focus they have placed on the character development while working with OFIP schools, half of them rated their level of focus at a 4 or 5 on the same 7-point scale as above. When asked about their degree of confidence promoting character development, 44% of SAOs indicated they felt very confident that they could provide expertise in promoting character development. However, 6% of the SAOs felt not at all confident. SAOs were also asked whether they agreed that more emphasis should be placed on the personal and social development of students. While 63% of SAOs responded that they neither agreed nor disagreed, about a third of SAOs (31%) agreed that greater emphasis should be placed on students' personal and social development.

## **EFFECTS ON THE FIELD: PRINCIPALS AND TEACHERS**

### **TEACHERS**

The LNS has embraced the mandate to place character education in Ontario's schools. In order to assess teachers' beliefs around the value of character education for learning, teachers were asked whether the character education initiative was valuable for student learning. Between 50 and 56% of teachers at OFIP schools agreed or strongly agreed, while 40% of non-OFIP teachers agreed or strongly agreed. This difference was not significant; all teachers reported similar amounts of agreement. Fifty-six percent of English teachers indicated that they agreed or strongly agreed that character education was important for student learning, compared to only 31% of French teachers, a significantly smaller percentage (see Figure 46, where 1 is strongly agree and 5 is strongly disagree).

### **NEED FOR FOCUS ON SOCIAL AND PERSONAL DEVELOPMENT**

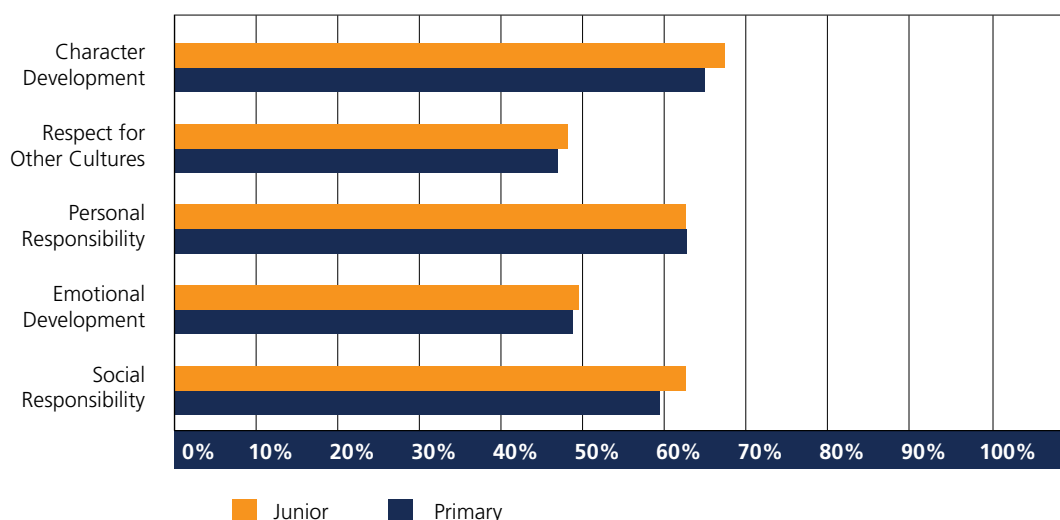
The LNS focused its attention primarily on increasing student achievement in literacy and numeracy. In an effort to capture teachers' opinions about the place of social and personal development within this focus, especially in OFIP 1 schools where the LNS had its most intense presence, teachers were asked about time and need for personal and social development in the classroom. When asked if there should be greater emphasis on the personal and social development of students, over 80% of teachers at OFIP 1 and 2 schools agreed or strongly agreed, compared with 75% of teachers of non-OFIP schools and 68% of teachers of OFIP 3 schools. Similarly, between 68 and 75% of teachers across Ontario agreed that there should be more time to teach personal and social development. There were no differences between French and English teachers.

### **PRINCIPALS**

Principals were surveyed and asked to indicate which areas they emphasized in the last year, at the Primary and Junior levels, on a seven-point scale (from 1, very strong emphasis, to 7, no emphasis). Results are presented in Figure 27. Principals report a relatively strong emphasis on character development, personal responsibility, and social responsibility; there was less emphasis on respect for other cultures. Overall, there were very similar

ratings for Primary and Junior grades. Language differences were also observed; English principals reported more instructional emphasis on the factors related to character development than did French principals; no differences were observed for emotional development. English principals reported a confidence level significantly higher than did French principals; ninety-one percent of the English principals compared to 61% of the French principals indicated that they felt confident or very confident teaching character development.

**Figure 34: Principals' Reported Emphasis in Primary and Junior Grades Over The Past Year.**



Fourteen percent of principals noted that character development was a part of their School Improvement Plan. In the survey, some principals elaborated on the various types of Character Development activities occurring in their schools. These activities have diverse leadership, from part-time School Support Counsellor to a school-wide Character Education Committee.

*School Improvement goals identify plans for improvement in Reading and Character Development. Programs provide for monthly "character" themes, community building, recognition of artistic abilities through monthly awards, displays, and [an] annual Arts Festival celebrating visual, musical, and dramatic talent from our 30+ identified cultures within our school community.*

[Principals' survey]

*Randy Sprick's CHAMPs program has been implemented school-wide. It is in its 4th year and has changed the school from chaos to consistency resulting in a safe and civil school for all. It was and is the foundation of our respectful school that enables all teachers to teach and all students to learn in every subject area.*

[Principals' survey]

The principals also reported a high degree of agreement with the statement that they were making a difference in the personal and social development of their students; there were no differences according to whether the Principal was from an OFIP school or a non-OFIP school. Overall, the principals and teachers seem to agree that character development is important for and should be a part of student learning. They also agree that there is a need to focus on students' social and personal development.





## **Chapter 10**

# **General Impact of the LNS**

## GENERAL IMPACT OF THE LNS

Over the course of our evaluation of the Literacy and Numeracy Secretariat (LNS), we have used information from documents, interviews and focus groups, expert reviews of instructional materials, and surveys. The evidence from these different sources indicates clearly that those in the LNS have worked intensely within the Ministry and with Ontario educators to build capacity and improve student achievement. Over its brief history, Ontario's Literacy and Numeracy Secretariat has had a major, and primarily highly positive, impact on Ontario's education system. The LNS has created and sustains a "sense of urgency" that permeates the educational language spoken throughout boards in the province. There is also a general sense that the Ministry of Education, through the LNS, is providing much needed resources and opportunities that are required to move schools forward. Overall, the LNS is providing a valuable service, supporting the education of Ontario's children. This model is effective and the service should continue. A number of findings can be emphasized.

First, and most importantly, there has been a clear, sustained, and cumulative increase in the reading, writing, and mathematics skills of Ontario students since the LNS began in 2003/04. On the key measure of student performance, the proportion of Ontario students meeting the target of at least Level 3 performance on EQAO has increased substantially in the years since the LNS began. Reading, writing, and mathematics scores have all improved for English language students, and even greater improvements have been found for French language students in these three areas.

These improvements in student performance have accompanied a parallel set of changes throughout Ontario's educational system. At root, there has been a clear increase in awareness of the importance of literacy and numeracy skills as fundamental drivers of academic success. One-half of teachers believe that there should be more emphasis on numeracy.

This increased awareness of the key role of literacy and numeracy skill has led to changes in attitudes and behaviours at the classroom, school, board, and Ministry levels. Ninety percent of principals report that their schools now have dedicated literacy blocks – 97% in the Primary division and 84% in the Junior division. At the classroom level, more time is devoted to literacy and numeracy activities, instructional capacity has increased, and student outcomes have improved. Many of these changes appear to be associated directly with LNS initiatives, and others associated with initiatives from LNS partners.

At the school level, changes can be seen in both attitudes and practices relating to the use of evidence and data in support of instruction. Overall, almost three out of four teachers were familiar with LNS initiatives and materials, with the proportion being highest (82%) for those in English OFIP 1 schools. French teachers in all school categories were less likely to be familiar with the LNS.



A key component of the LNS initiative has been the creation of a sense of urgency to improve literacy and numeracy skills across Ontario. This drive has resulted in a wide range of initiatives across a short interval of time. Concern that the pace of such initiatives might be too great was a frequent comment early in our evaluation, and was raised in our Interim Report. At the classroom level, this concern remains, and more than half of the teachers in both OFIP and non-OFIP schools reported that new resources were being provided too quickly. Principals tended to agree that new initiatives were introduced too quickly, and that the pace at which new instructional and materials to support instruction were being provided too fast. In contrast, principals were moderately likely to believe the timelines to implement the LNS School Effectiveness Framework were reasonable. Finally, half of the principals felt there was an appropriate balance of pressure and support from the board to implement LNS initiatives, while one third disagreed.

*Yes, sometimes expectations seem high, but without them we tend not to push both ourselves and our teachers.* [Principals' survey response]

*I don't feel the pressure/support from the Board – I feel it from the LNS – yes, it's appropriate. We need more practices mandated as "non-negotiables."*  
[Principals' survey response]

When asked to provide any feedback about the impact of LNS initiatives – positive or negative – teachers' responses were predictably diverse. About one third of the responses addressed some issue that could be categorized as teacher overextension, whether due to the number and pace of initiatives or the pressure and expectations accompanying these. Approximately one fifth of teachers' responses raised an issue associated with the treatment of teachers and lack of morale, while another third of the responses described miscellaneous, but related, "challenge" issues (e.g. need more time to meet with colleagues, need for alignment with Board initiatives, need for more funding).

*I feel the resources and initiatives have been extremely valuable and have improved my teaching, but the pace has been very stressful and if it continues, I can see myself burning out quickly.* [Teachers' survey response]

Approximately one fifth of teachers responded positively, citing specific impacts and learning associated with the LNS.

*I have found parts of this process so wonderful for both myself and the success of my students with respect to written communication. WOW! Seeing how to use exemplars in my class helped me tremendously. I felt guilty for not using them before, but I had never been shown.* [Teachers' survey response]

Involvement in the OFIP program had a strong and largely positive influence on attitudes towards the LNS. For example, approximately half of teachers from OFIP 1 schools and two out of five teachers from OFIP 2 and 3 schools agreed that the LNS had helped to improve student achievement in Ontario, compared to just one quarter of those at non-OFIP schools.

The development of Professional Learning Communities (PLCs) within many schools is also a strong positive development. PLCs encourage those within school to focus on effective practices and share experiences. Similar initiatives have attempted to link principals and schools, for example through the Ontario Statistical Neighbours (OSN) system. More than three quarters of Ontario principals agreed that the LNS initiatives had provided them with important opportunities to meet with their colleagues around literacy and numeracy issues. Nevertheless, the subgroup of directors and principals using the OSN appear to be struggling somewhat with the process, highlighting the time and effort it takes to implement and support such initiatives.

*All your expert panels, the guides, some interactive online PD, the webcasts... there's so much there, and so I think as a system, we've been looking at getting away from "here's PD on the guide to effective instruction" and looking at how to embed that into effective instruction in the PLCs.* [School board focus group]

*Overall, the focus on literacy has benefited my students. I have found the opportunity to hear about new initiatives and to plan with my colleagues to be very helpful.* [Teachers' survey response]

While the improvement of literacy and numeracy skills has been the focus of the PLC initiative, increased attention to evidence, research, evaluation and data can be expected provide general, long-term benefits, across all areas of Ontario's education system.

At the Ministry and Board levels, there has been a large and most welcome expansion of capacity relating to research, evaluation, planning, and data management. This expansion facilitates understanding both of where the greatest challenges and successes are located across Ontario's educational system, and of what can be done to address and learn from these.

As a particularly proactive branch of the Ministry, with a regular presence in schools and boards through its Student Achievement Officers and initiatives, the LNS is a key change agent for Ontario education. Tremendous changes can be seen throughout Ontario as a result of LNS initiatives, with annual, cumulative improvements having been achieved in student performance in each of reading, writing, and mathematics. However, Ontario has some distance to go to reach the target of having 75% of all Grade 3 and 6 students meet or exceed the EQAO's Level 3 performance standard.

## ONGOING CHALLENGES

As the LNS continues its mandates there will continue to be several challenges that will need to be addressed. The impacts above identify some of these challenges. Other important challenges are highlighted below.

While the LNS has produced good materials to support the learning of mathematics, there remains a continued, pressing need for greater attention to the development of mathematical and numeracy skills, both in Ontario classrooms and in the work of the Student Achievement Officers (SAOs). There will be an increased need for appropriately qualified personnel and for resources to support these efforts.

With respect to reading, there is a somewhat imbalanced emphasis on high-level comprehension skills with a comparative lack of emphasis on fundamental, lower-level decoding skills that are highly correlated with early reading achievement. This imbalance appears at all levels of the system: in materials and training provided by the Ministry; in guidance provided by SAOs and others; and in the knowledge and instructional activities of classroom teachers. Addressing this imbalance will be required for Ontario to see further improvement both in overall reading performance and in closing the gaps among various subgroups of students.

There remains a need to improve the understanding and use of assessment materials in schools and classrooms. The success of an approach that combines early identification of children with reading and mathematics challenges with focused intervention to get children “back on track” at an early stage is well-supported by the research literature. There is also a need for research to increase the effectiveness of such an assessment, diagnosis, and intervention program. Such work should be both a focus of the Ministry’s in-house research as well as a sponsored research program.

Instructional change appears to be influenced very strongly by local factors – for example, by training and materials that are provided at the board level and through the advice and guidance of teachers and their colleagues. While much care must be given to ensuring that such factors have the strongest possible evidence base, the LNS’s capacity development activities must also temper these factors in light of local factors. Schools and school boards are diverse in their own capacity and ability to implement the initiatives and practices of the LNS – challenges are exacerbated by local factors (e.g., socioeconomic factors, location, declining enrolment) and unexpected events in the life of a school beyond the control of the LNS.

Finally, there continues to be a need for integration across various components of the Ministry of Education – reading, writing, and mathematics outcomes are influenced by the guidance and activities of other Ministry branches, including Curriculum and Special Education, as well as the LNS – and it is important that the messages provided by these different groups be consistent and firmly evidence-based. Recent efforts of the LNS have worked to encourage such integration. Such efforts must continue to be fostered and encouraged. It will also be important for the LNS to continue to build partnerships with other educational stakeholders, especially parent organizations, principal councils and teacher associations.





## **Chapter 11**

# **Recommendations**

## RECOMMENDATIONS

As stated above, our evaluation supports the promise of the Literacy and Numeracy Secretariat, concluding that the LNS is providing a valuable service, supporting the education of Ontario's children.

The following recommendations are designed to further enhance the work of the LNS as it continues to effect change in the Ontario education system.

### CAPACITY BUILDING

1. **Intensify the focus on numeracy.** Teachers and principals report a serious discrepancy between their knowledge, confidence, activities and emphasis on literacy instruction and that on numeracy instruction. Thus, it is important to **accelerate** and **intensify** the LNS's efforts in building Ontario's instructional and assessment capacity relating to numeracy skills. To date, the major focus of LNS activity has been on literacy and that this was appropriate as an initial focus. Now, however, there is a desire in the boards to intensify the focus on numeracy and the LNS has begun to address this. As the LNS moves forward with its numeracy strategy, it will be important to:
  - a. Communicate to educators the importance of numeracy for their students' success, and for the LNS.
  - b. Develop materials for, and approaches to mathematics education that are solidly grounded in research and which address the unique challenges for professional development relating to numeracy instruction and assessment in the community of elementary school teachers. It can be anticipated even more effort and planning will be required to do this for mathematics, than was required for reading.
  - c. Ensure that this increased focus on numeracy does not diminish the effort directed to literacy (which must continue and be improved upon).

It is important that a new focus on numeracy receive the same attention and energy that the LNS gave to literacy development in the province. At the same time, the focus on literacy cannot be lost.

2. **Continue to build capacity locally.** Professional development activities that occur at the board level or within the school have the greatest influence on teacher practice. Such activities and the advice and guidance of colleagues are rated as having the greatest influence on practice by both teachers and principals, and are therefore a key component of knowledge uptake and application. The Professional Learning Communities initiative is particularly important in this regard and the teaching-learning networks should continue to be encouraged and monitored, as they may be equally powerful.
3. **Improve communication about, access to and use of LNS materials.** The LNS has taken action on this general recommendation in our Interim Report, by streamlining the distribution of materials to boards and by improving the technology of the digital materials to make these more usable. It will be important to monitor the efficacy of these recent changes to the dissemination strategy for LNS materials and to make changes as necessary.
4. **Attend to discrepancies across language groups.** French principals and teachers express less confidence and knowledge than their English counterparts around a number of key issues. Most pressing is the 20% difference in confidence around providing instructional leadership in literacy by French principals.

5. **Support the professional learning of the Student Achievement Officers.** SAOs have a particularly critical influence on the success of LNS initiatives, but they have differing backgrounds, skills and experience, and all are very busy with the individual schools to which they are assigned. Some SAOs deal with very large geographic regions, and there is considerable linguistic and cultural diversity in the student populations served by different SAOs and SAO teams. The combined effects of these realities are that SAOs not only bring different skills but also encounter very different challenges in the field. Although they find creative ways to consult with each other, SAOs report that their day-to-day work is often isolated and isolating. These challenges can be addressed in a number of ways:
- a. Continue to foster PLCs among SAOs: as with school PLCs, both new SAOs and more experienced staff would benefit from collective discussions of challenges that colleagues are facing in their districts. This would require increasing the time devoted to professional development and collaborative learning, while reducing the time devoted to administrative issues when SAOs gather.
  - b. Ongoing professional learning is of critical importance for SAOs, especially for those who are new to LNS. This component would include training regarding the importance of foundational skills for reading, specific training in numeracy, and mentorship programs for new SAOs. In other words, just as school boards have different needs, so also do regional SAO teams.
  - c. Improve access to technology to support the work of the SAOs. The Secretariat should review the specific needs of SAOs in different regions.
  - d. Provide opportunities for SAOs to build knowledge around numeracy and supporting of English Language Learners.

## FOCUSED INTERVENTION

6. **Increase the acceptance, understanding and use of assessment materials** in schools and classrooms. Appropriate use of such materials is important for progress monitoring and for the early identification of children with reading and mathematics challenges, so that there can be focused intervention to get children “back on track” at an early stage. The LNS has been an important partner in this process and this needs to continue.
7. **Role of and messages provided by SAOs.** The quality of interactions between Student Achievement Officers and classroom teachers is very important for the success of the Ontario Literacy and Numeracy Strategy, and such components as the OFIP initiative. When the interactions are positive, teachers report on the value and personal learning experience of the OFIP process for themselves and their students. When the interactions are less positive, teachers complain about their own experience being devalued and about the provision of advice that is narrow, and contradictory. Such reports underscore the importance for SAOs to establish a positive collaborative working relationship with the teachers in their school.
- a. It is important for SAOs to be cautious in their recommendations to schools regarding policies and practices to implement or discard. In particular they need to ensure that such recommendations have a strong evidence base.
  - b. SAOs need to ensure that their guidance to teachers includes adequate treatment of foundational literacy and numeracy skills. Overall, our findings suggest the SAOs are emphasizing higher-order processes (e.g., comprehension, writing a non-fiction paragraph) more so than foundation skills (e.g., decoding). We do not know the reasons the SAOs are placing less focus on the foundation skills. The LNS has to work to ensure there is a balance in emphasis. For example, current models of reading

comprehension emphasize the role of vocabulary, decoding accuracy, and reading fluency and models of writing also emphasize the role of transcription skills in writing quality (e.g., Berninger, Nielsen, Abbott, Wijsman, & Raskind, 2008; Berninger, Vaughan, Abbott, Abbott, Rogan, Brooks, Reed, & Graham, 1997; and Graham, Berninger, Abbott, Abbott, & Whitaker, 1997<sup>4</sup>).

## **SCHOOL IMPROVEMENT PLANNING AND THE SCHOOL EFFECTIVENESS FRAMEWORK**

The LNS has given a great deal of support for school improvement planning and the School Effectiveness Framework. They have been responsive to feedback and are continuing to improve the process. The following are some suggestions for the Secretariat as they move forward.

8. **Sustain school improvement planning and the School Effectiveness Framework.** While our evaluation of the School Effectiveness Framework occurred early in the process, our findings indicate that, until this time, the School improvement planning activities appear to have had limited influence in the classroom and the process appears to be lagging further in Ontario's French language system. The LNS has recognized some of the ongoing challenges and has implemented initiatives and supports to further improve these planning efforts by schools and boards.
  - a. It may be useful to encourage the engagement of teachers in the school improvement planning process.
  - b. The principals and teachers in French schools appear particularly to require more support with such planning and with implementation of the School Effectiveness Framework.
  - c. Release-time appears to be an important issue for the implementation of the SEF and support for the School Effectiveness Leads should continue.
  - d. SAOs continue to require professional learning support relating to the implementation of the SEF.

## **STUDENT ACHIEVEMENT**

9. **Address key monitoring and reporting issues.** The efforts of the LNS have resulted in more positive attitudes towards the value of external measures to support literacy instruction. Nonetheless, teachers continue to be relatively neutral and frequently negative regarding the value of such assessments. Several actions are needed:
  - a. Assist teachers and school administrators to understand and apply such measures effectively. This will involve working with administrators and teachers to ensure they understand the strengths and limitations of the measures being used to guide decision making. For example, it is important for teachers to see the focus on literacy and numeracy assessment as benefiting the children they teach, rather than to improve EQAO scores.
  - b. Continue to monitor changes in literacy and numeracy achievement in OFIP schools, and report these changes by OFIP level, relative to non-OFIP schools.

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<sup>4</sup> Berninger, V.W., Nielsen, K.H., Abbott, R.D., Wijsman, E., and Raskind, W. (2008). Writing problems in developmental dyslexia: Under-recognized and under-treated. *Journal of School Psychology, 46*, 1-21.

Berninger, V.W., Vaughan, K.B., Abbott, R.D., Abbott, S.P., Rogan, L.W., Brooks, A., Reed, E., & Graham, S. (1997). Treatment of handwriting problems in beginning writers: Transfer from handwriting to composition. *Journal of Educational Psychology, 89*(4), 652-666.

Graham, S., Berninger, V.W., Abbott, R.D., Abbott, S.P., & Whitaker, D. (1997). Role of mechanics in composing of elementary school students: A new methodological approach. *Journal of Educational Psychology, 89*, 170-182.



- c. Monitor and report changes in students' attitudes towards literacy and mathematics in OFIP schools, separated by OFIP level, relative to non-OFIP schools.
10. **Consider additional and specific strategies for targeted groups.** There are substantial achievement gaps across sub-populations of Ontario students and it is unclear whether these gaps are decreasing. Certainly, girls continue to outperform boys on reading and writing, and the ESL and Special Needs students continue to have low levels of achievement. The results over the past several years indicate that ESL/ELL students are making the most gains relative to the other sub-populations, and their achievement gaps are decreasing. The results for boys and special needs students are not definitive. There are more resources for the French schools, but there is still a need to provide more for French Immersion classes. Continued efforts will be required to address the specific needs of these sub-populations while also recognizing that many effective initiatives enhance the learning of all students.
11. **Address differences across the French and English System.** The LNS has directed much professional development effort towards differentiation of instruction. There is greater knowledge, understanding, and use of differentiated instruction in English schools than in French schools, indicating that the French system may require additional support in this area.

## RESEARCH AND EVALUATION

12. **Work to ensure that professional development activities and materials have a strong evidence base.** The LNS devotes considerable resources to increasing teacher capacity through professional development. Components of this initiative include institutes and workshops, printed materials, video, Web and other electronic media. There is a general faith that the materials and strategies used in these activities reflect current and relevant research on literacy and numeracy skills. In fact, some aspects of professional development offered to teachers appear to lack a firm evidence base. This statement is not directed only towards the LNS, but reflects a more general concern regarding professional development in education, as well as to much educational research and practice. It remains a challenge for all of us who work to help ensure quality education. New initiatives, ideas, and strategies, provided in PD activities are commonly promoted without careful attention to current research.
13. **Intensify the use of research-based strategies and materials for instruction and assessment.** The LNS is to be commended for their commitment to research-based evidence as the foundation for their strategies and programs. What has been achieved is all the more remarkable in consideration of the small size of the LNS research staff. Because of these accomplishments, and of their impact on Ontario educators, the Secretariat is now viewed as a particularly reliable source of guidance about what works in practice. The LNS therefore needs to take particular care, as it goes forward, to ensure that the knowledge communicated is grounded in high-quality research on how children learn, assessment of learning for instruction, and the strategies and materials that are known to be effective for producing gains in learning both for those students who do and do not experience difficulties in literacy and numeracy. The external reviews of materials and strategies acknowledge current achievements in this regard, and they also highlight ways in which improvements might be accomplished.
14. **Expand the LNS/Ministry in-house and sponsored research program.** Supporting and improving Ontario's literacy and numeracy programs requires a research capacity with expertise in critical domains, including: assessment tools for monitoring of student progress linked to instruction; content and delivery

models for under-performing students and groups of students to promote student equity; research-based strategies for effective literacy and numeracy instruction; and French-language assessment and instruction. Achieving this capacity may require some or all of the following:

- a. Expansion of core staff to include in-house knowledge brokers who know or are skilled at finding and evaluating the relevant literature sources and translating these into practice (particularly in relation to early literacy interventions and in numeracy);
- b. Use of sponsored research programs to engage outside experts to work with the LNS and boards to address knowledge gaps in key areas of need. This activity would include systematic reviews and meta-analyses to summarize evidence around best practices in literacy and numeracy for specific topics and groups of students;
- c. Use of contracts to ensure adequate review of the scientific basis for new curriculum and professional development materials prior to their use; and
- d. Continuing development of an in-house program of research, in partnership with boards.

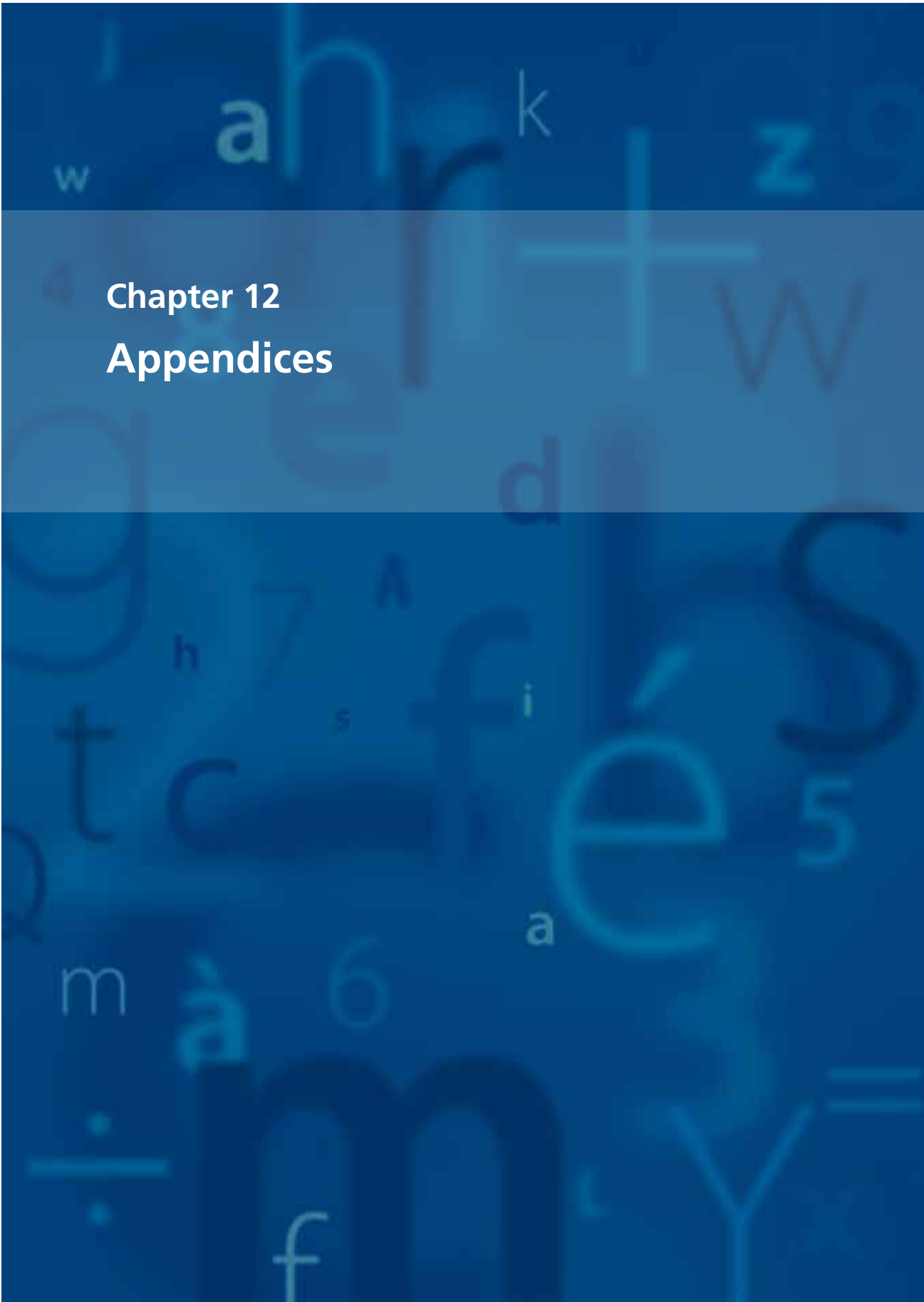
This approach would serve three purposes: (1) **quality assurance**, by aligning professional development materials and activities that are associated with the LNS – whether offered through the SAOs or via other means – with the best available evidence on best practices; (2) **equity**, by providing information that is important to educating the diverse groups of Ontario students (e.g., tools for assessing literacy and numeracy in French-speaking children and special assessment tools and intervention approaches for children whose first language is neither English nor French); and (3) **professional development**, for example by ensuring that all SAOs have a solid understanding of the relevant knowledge base so that they can contribute this knowledge through the boards they support.

## PARTNERSHIPS

15. **Facilitate knowledge exchange among administrators and with partners.** Guidance and advice from colleagues has great influence on beliefs and actions and Ontario principals believe that it is important to share knowledge and experiences with other administrators. Initiatives such as the Teaching Learning Networks hold promise to facilitate such knowledge exchange. The impact of such initiatives must continue to be monitored and adapted as necessary. At the same time, SAOs will need to continue to facilitate connections between educators and educational partners.
16. **Student Achievement Officers should work more closely with principals in the French system.** It does not appear that French principals and schools receive a level of support from their SAOs that is comparable to that of their English colleagues. The current LNS model for the French system should be revisited to help ensure these SAOS have the resources to serve the diverse French population.

## CHARACTER DEVELOPMENT

17. Identify and address the specific needs of French principals. Teachers generally agree that character development is an important component of student learning, although French teachers are less convinced. French principals feel less confident as their English colleagues with respect to the character development program. The document *Character Development in Action: Successful Practices, K-12*, scheduled to be released in the near future, may help to change this view. However, it may be important to understand and address the specific issues of principals and teachers, especially within the French system.



## Chapter 12

# Appendices

## Appendix A. Document List

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### Case studies

- *Unlocking Potential for Learning: Effective District-Wide Strategies to Raise Student Achievement in Literacy and Numeracy*
  - Project Report
  - Case Study Report – Conseil des écoles catholiques de langue française du Centre-Est
  - Case Study Report – Keewatin-Patricia District School Board
  - York Region District School Board

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### Webcasts

- Achieving Large Scale Reform
- One Mission, One Opportunity, and Three Metaphors
- Making the Pieces Fit: Solving the Puzzle of Literacy Success
- Literacy for All
- Mathematical Knowledge for Teaching
- Teaching and Learning in Multilingual Ontario
- Successful Practices in the Education of Black Students
- Differentiated Instruction
- Finding Common Ground: Character Development in Ontario Schools, K-12
- Comprehending in Action: Inferring – Module 1, sessions 1 to 5
- Shared Reading – Continuing the Conversation
- Differentiating Instruction – Continuing the Conversation
- The Literacy and Numeracy Secretariat – 2005 Summer Programs for Teachers (K-6) in Literacy and Numeracy (Trainer Orientation Package)
- Les tâches d'évaluation diagnostique en mathématiques
- Professional Learning: Networks
- Mathematical Communication
- Writing Non-Fiction
- numératie ... la tangente à prendre
- Today's Learners for Tomorrow's World
- Oral Communication in the Kindergarten Program
- Character Development in Action
- L'enseignement axé sur la communication orale
- Differentiating Math Instruction
- Literacy and The Arts
- Schools on the Move: Lighthouse Program/Les écoles en action : programme phare
- Webcast videos available at [http://www.curriculum.org/secretariat/literacy\\_en.html](http://www.curriculum.org/secretariat/literacy_en.html)

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### Podcasts

- *Webcast Sources for High-Yield Strategies Webcast/Podcast Clips (document)*
- *Podcast Series 2008: High-Yield Strategies to Improve Student Learning (document)*
- *Literacy*
  - *Ongoing Assessment and Feedback*
  - *Teacher Moderation*
  - *The Gradual Release of Responsibility Model*
  - *Teaching Non-Fiction Writing*
  - *Using Texts of All Types*
  - *Critical Literacy*
- *Mathematics*
  - *Ongoing Assessment and Feedback*
  - *Teacher Moderation*
  - *Three Part Problem-Solving Lesson*
  - *Use of Learning Materials Appropriate to the Mathematics*
  - *Developing a Mathematics Learning Community*
- *En français*
  - *L'évaluation en tant qu'apprentissage*
  - *Lecture guidée*
  - *Numératie – Échange sur l'estimation (5e année)*
  - *Rencontre CAP – Planification d'une tâche diagnostique*
  - *Tâche diagnostique – Concept de multiplication (3e année)*
  - *Résolution de problème – Mise en situation*
  - *Nouvelle approche de l'enseignement de la grammaire*

<b>Facilitator Handbooks</b>	<ul style="list-style-type: none"> <li>• <i>A Guide to Effective Instruction in Mathematics, Kindergarten to Grade 6</i> <ul style="list-style-type: none"> <li>- Teaching and learning through problem solving</li> <li>- Understanding relationships between fractions, decimals, ratios, rates, and percents</li> <li>- Understanding multiplication and division of whole and decimal numbers</li> <li>- Understanding addition and subtraction of whole and decimal numbers</li> </ul> </li> <li>• <i>Guide d'enseignement efficace des mathématiques de la 4e à la 6e année</i> <ul style="list-style-type: none"> <li>- Géométrie et sens de l'espace – Fascicule 1: Formes géométriques</li> <li>- Géométrie et sens de l'espace – Fascicule 2: Position et déplacement</li> </ul> </li> <li>• <i>A Guide to Effective Literacy Instruction, Grades 4 to 6 - Volume Two: Assessment</i></li> </ul>
<b>Memos</b>	<ul style="list-style-type: none"> <li>• Memos from Dr. Avis Glaze sent to the Directors, January 11, 2005 – June 12, 2007</li> <li>• Memos from Ann Perron sent to the Directors, March 2008 – September 2008</li> <li>• Memos from Ann Perron to SAOs (May 2008)</li> <li>• Updates from the LNS sent to the Regional Education Councils – January 2005 – March 2007</li> </ul>
<b>LNS promotional material</b>	<ul style="list-style-type: none"> <li>• The Literacy and Numeracy Secretariat brochure (2006)</li> <li>• Making it happen</li> <li>• PD-On-Demand</li> <li>• Directors' Leadership Alliance Network for Student Achievement (LANSA) information sheet</li> <li>• Professional Development for Educators information sheet</li> <li>• Ministry of education and LNS news releases</li> </ul>
<b>LNS produced information, evaluation and support documents</b>	<ul style="list-style-type: none"> <li>• Schools on the Move - Lighthouse program</li> <li>• Schools on the Move: Collaborating, Partnering, and Networking (symposium)</li> <li>• Turnaround Team Program – Project Evaluation</li> <li>• Solidifying Our Leadership Alliance – Leadership Support Letter #1</li> <li>• Works? Research into Practice, Research Monograph series</li> <li>• English Language Learners: ESL and ELD Programs and Services</li> <li>• Supporting English Language Learners in Kindergarten</li> <li>• Putting Literacy and Numeracy First: Using Research and Evidence to Support Improved Student Achievement – Paper presented to the AERA Annual Meeting, April 11, 2007</li> <li>• Strategies that Work: Local School Board Initiatives to Raise Student Achievement in Ontario – Canadian Society for the Study of Education, May 28, 2007</li> <li>• Many Roots, Many Voices: Supporting ELLs in Every Classroom</li> <li>• From the Roots Up (provincial symposium)</li> <li>• Combined grades: Strategies to reach a range of learners in K to Grade 6</li> <li>• Helping your child with reading and writing (K to Grade 6): A guide for parents</li> <li>• Helping your child to do mathematics (K to Grade 6): A guide for parents</li> <li>• Directors' Leadership Alliance Network for Student Achievement (LANSA): A resource for participants</li> <li>• Ontario's Character Development Initiative (development documents 2006-2008)</li> </ul>
<b>LNS Informational Materials</b>	<ul style="list-style-type: none"> <li>• Successful Practices for Early and Grades 4 to 6 Mathematics</li> <li>• Successful Practices for Early Reading &amp; Grades 4 to 6 Literacy</li> <li>• High Yield Strategies for Improving Classroom Instruction and Student Learning</li> <li>• Effective Practices – Principals as Educational Leaders</li> <li>• Focused Conversations: Superintendents, Principals and Teachers Working Together</li> <li>• Professional Learning Opportunities: Kindergarten to Grade 6 (Summer Programs 2008)</li> </ul>
<b>Conferences, Presentations, and Workshops</b>	<ul style="list-style-type: none"> <li>• External Presentations <ul style="list-style-type: none"> <li>– Supporting Improvement in Lower Performing Schools to Reach Every Student: The Ontario Experience (CSSE 2008)</li> <li>– Research: Helping to show the way forward</li> <li>– Ontario Education Research Symposium (2008)</li> </ul> </li> <li>• Internal Presentations <ul style="list-style-type: none"> <li>– Reach Every Student: Ontario Statistical Neighbours Reach Every Student: Closing the Gap Resources to Support the Work of Student Achievement Officers in Literacy and Numeracy: Capacity Building Team</li> <li>Effective Planning for Continuous Board Improvement Beyond the presentation: Skills and Strategies to support your work as a Student Achievement Officer</li> </ul> </li> </ul>
<b>Videos</b>	<ul style="list-style-type: none"> <li>• Networked Learning Communities</li> <li>• For our kids: A video for newcomers about parent involvement in education</li> </ul>

## Appendix B: Partial List of Professional Development Materials

### Professional Development Materials

*What Works? Research into Practice* series:

- Integrating Aboriginal Teaching and Values into the Classroom
- Gender Differences in Computer Attitudes, Ability, and Use in the Elementary Classroom
- Promoting Literacy in Multilingual Contexts
- Single-Sex Classrooms
- Boys' Underachievement: Which Boys Are We Talking About? / La sous-performance des garçons : de quels garçons parlons-nous?
- Combined Grades Classrooms  
L'intégration des enseignements et des valeurs autochtones dans la salle de classe
- ELL in the Mathematics Classroom
- Gender Differences in Computer Attitudes, Ability, and Use in the Elementary Classroom
- Integrating Aboriginal Teaching and Values into the Classroom
- The Educational Implications of Attention Deficit Hyperactivity Disorder

Other examples of collaboration include:

- School Boards offered summer professional development related to LNS issues. In the summer of 2008, for example, boards offered courses in differentiated instruction, special education, and "students at risk."
- Elementary Teachers Federation of Ontario (ETFO) developed resources and professional learning opportunities to address poverty issues.
- Curriculum and Assessment Policy Branch (CAPB) provided resources and capacity building opportunities to address boys' literacy and also develop resources and training to close the achievement gap for English language learners. In the fall of 2007, this collaboration resulted in the provincial symposium *From the Roots Up: Supporting English Language Learners in Every Classroom*.
- Webcasts were produced in partnership with the Curriculum Services Canada. Some examples include:
  - *Littératie chez les garçons—Perspectives d'avenir: Lire, c'est conquérir le monde*
  - *Enseignement différencié: poursuivre le dialogue*
  - *All children can achieve: A focus on equity of outcome*
  - *Building upon our successes/ Faire fond sur nos réussites!*
  - *Unlocking the potential of Aboriginal students/ Aider les élèves autochtones à réaliser leur potentiel*
  - *Differentiated instruction/ L'enseignement différencié*
  - *Successful practices in the education of Black students/ Pratiques réussies axées sur l'éducation des élèves de la communauté noire*
  - *Teaching and learning in multilingual Ontario/ Enseigner et apprendre dans un Ontario multilingue*
  - *Differentiating Mathematics Instruction*
  - *Schools on the Move: Lighthouse Program/ Les écoles en action : programme phare*
- The Literacy and Numeracy Secretariat's Lunch Time Lecture Series: Exploring Equity in Public Education as a Moral Imperative
  - Lecture 1: The Honourable James K. Bartleman, Lieutenant Governor of Ontario
  - Lecture 2: Is Poverty Destiny? Closing the Achievement Gap Panel Discussion

## Appendix C: Criteria for Evaluation of LNS Materials

Thank you for agreeing to evaluate these educational and learning materials developed by the Literacy and Numeracy Secretariat (LNS) in Ontario Canada. You have been provided a subset of the materials developed by the LNS to support teacher training in the province of Ontario. These materials may include print documents, professional training sessions (on DVD), and reproduced webcasts (on DVD). We have also provided relevant supporting documents either in print or electronically. Please use the following questions to evaluate the materials. We are interested in both a ranking of the materials using the rubric AND descriptive comments highlighting your conclusions.

Prior to your evaluation, please provide a brief overview of the title, format, and structure of the material. For example, is it a webcast of a teacher teaching a lesson on guided reading with running commentary provided by an external voiceover? Use the attached rubric to provide your general impression for each of the questions below along with a brief explanation for your rating.

### 1) Overview

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### 2) To what degree are the big ideas/concepts and instructional strategies on the video clips and in the accompanying materials consistent with current research evidence.

- Highlight examples of consistency and inconsistency in the materials in relation to this evidence
- Please consider both the big ideas/concepts and the specific instructional strategies illustrated in the video clips and supplemental materials.

	1	2	3
<b>Connections with Current Research Evidence: Concepts</b>	The concepts and main ideas presented in the materials do not appear to be grounded in current research evidence.	Some of the concepts and main ideas presented in the materials are consistent with current research evidence, but some are not.	The concepts and main ideas presented in the materials are consistent with current research evidence.
<b>Connections with Current Research Evidence: Practice</b>	The specific instructional practices and examples presented in the materials do not appear to be grounded in current research evidence.	Some of the specific instructional practices and examples presented in the materials are consistent with current research evidence, but some are not.	The specific instructional practices and examples presented in the materials are consistent with current research evidence.

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- 3) To what extent are the materials adequately informative about the “big ideas” or instructional concepts as well as specific instructional strategies based on those big ideas?
- Do the materials broadly cover the main principles relevant to the identified topic?
  - Are the instructional examples shown in the vignettes and if provided, in the accompanying materials (e.g., supplementary readings, handouts) informative about best instructional practices?
  - Please highlight some examples to support your rating.

	1	2	3
<b>Accuracy and usefulness</b>	The materials cover information that is of limited use for the intended purposes due to omissions, inaccuracies or other substantive issues.	The materials are generally informative but may be somewhat incomplete, misleading, or require further clarification to be useful.	The information is accurate, complete, and of real value with respect to the intended purpose of the materials.

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- 4) Do the materials provide consistent information both within each specific material and across materials (e.g., video clip and print document)?

	1	2	3
<b>Consistency</b>	A series of ideas are presented with little attention to consistency or linkage either within or across materials.	The underlying messages within the materials are consistent but linkages across materials are tenuous or not easily identified.	Clear and consistent messages are presented and within and across the materials.

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- 5) Are complex ideas presented at the appropriate level for the audience (i.e., teachers and instructional leaders)? For this scale, use the first two categories to differentiate between overly complex or simplistic presentation of the material

	1	2	3
<b>Sensitivity to audience</b>	The provided knowledge on complex ideas about literacy/ numeracy is presented at too simplistic a level for the audience.	The provided knowledge on complex ideas about literacy/ numeracy is presented at too sophisticated a level for the audience.	The materials provide a balance of information that is of the appropriate depth for understanding by the audience.

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- 6) Can the information be readily translated into classroom and teacher practice?
- To what extent are the steps to implementation of the instructional principles and strategies made transparent?
  - What is the ease of use?

	1	2	3
<b>Translation into practice</b>	The links between the presented information and classroom practice are unclear or overly simplistic.	The information fits with classroom practice but sound use requires relatively extensive further training or support.	As presented, the information can be easily translated into sound classroom practice without further required support.

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If you have expertise in methods of professional training and development please comment on the following question

- 7) To what extent are the materials consistent with tools shown to be effective by research on professional development and training for teachers?

	1	2	3
<b>Effectiveness</b>	There is little or no evidence that the materials were developed with consideration of principles of professional development or training for the population of potential users.	The format and presentation of the materials are sound but may lack relatively important aspects that ultimately limit their usefulness.	The format of the materials represents sound and valuable methods of providing training to a large, regionally dispersed population of users.

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- 8) Please add any additional comments about specific materials or any other impressions you have of the materials overall.

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## Appendix D: Focus Group and Interview Questions

### Questions

1. What is your role? Or, how do you work in the field?
2. What has changed in the last 3-4 years in your region/board/elementary school(s) (K-6) to support all students to achieve in literacy and numeracy? Please specify whether these changes have been for literacy or numeracy or both.
  - a. e.g., allocation and use of... [resources (money), resources (materials, documents), staffing, time, space, pre-service training, in-service training / professional development, special education help, school improvement planning]
3. What have been the main benefits arising from these changes to date?
  - a. How do you know? What data do you have?
4. Which strategies and actions that have been implemented appear to be successful practices contributing to raising student achievement in literacy and numeracy?
  - a. How do you know? What data do you have?
5. How have changes within your elementary school(s) to raise student achievement in literacy and numeracy been supported? – by the school board? by the Ministry? by other organizations?
6. What barriers to improvement have been encountered? And how have these been addressed? – by LNS? by others?
7. What further strategies and actions, if any, do you suggest to continue to raise student achievement in literacy and numeracy?
8. Can you share a success story from your work?

## Appendix E: Teachers' Survey (English)

Thank you for your participation. Before starting the survey we would like to know if your school has been identified for any Ministry of Education initiatives.

1. Our school has been identified for special Ministry or Literacy and Numeracy Secretariat (LNS) initiatives or interventions (e.g., OFIP, Lighthouse/Schools on the Move, Turnaround).

☐ Yes ☐ No ☐ I do not know

If Yes, please select those that apply

- ☐ Turnaround School
- ☐ OFIP 1
- ☐ OFIP 2
- ☐ OFIP 3
- ☐ Lighthouse/Schools on the Move

### The Literacy and Numeracy Secretariat

In this first section, we are interested in your knowledge of the Literacy and Numeracy Secretariat and the initiatives they have implemented:

2. I am familiar with the Literacy and Numeracy Secretariat.

☐ Yes ☐ No (go to question 8) ☐ I do not know (go to question 8)

3. I have a clear idea of the mandate of the Literacy and Numeracy Secretariat.

☐ Yes ☐ No ☐ I do not know

4. I have participated in professional development sessions led or sponsored by the Literacy and Numeracy Secretariat (LNS).

☐ Yes ☐ No ☐ I do not know

5. I am familiar with print and/or digital materials produced by the LNS.

☐ Yes ☐ No ☐ I do not know

6. I have used print and/or digital materials produced by the Literacy and Numeracy Secretariat.

☐ Yes ☐ No ☐ I do not know

7. Overall, I would classify the contribution of the LNS and its resources to our school as:

Very Helpful					Not at all helpful
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. Our school has worked with a Student Achievement Officer (SAO) from the LNS.

☐ Yes ☐ No (go to question 10) ☐ I do not know (go to question 10)

If Yes, how frequently have you met with your SAO: \_\_\_\_\_ times.

Please identify the activities the SAO has done in the school:

- ☐ Provided professional development
- ☐ Supported the development of the School Improvement Plans

- ☐ Provided educational resources
- ☐ Connected us to educational partners
- ☐ Participated in staff meetings or the Professional Learning Community (PLC)
- ☐ Initiated Capacity building initiatives

9. Overall, I would classify the contribution of the SAO to our school as:

Very Helpful						Not at all helpful
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### School and Board Initiatives

The LNS has used a variety of processes to build school and board capacity. We are interested in knowing the extent to which these initiatives have occurred in schools and school boards, the depth of the implementation of these initiatives, and the impact they have on teachers.

The name of our school board is: \_\_\_\_\_

10. Our school has a School Improvement Team.

- ☐ Yes
 ☐ No
 ☐ I do not know

11. If yes, then has the School Improvement Team process been helpful in improving your teaching practice and knowledge?

Very Helpful					Not at all helpful
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. There are Professional Learning Communities (or other similar professional learning initiative) in our school (PLC).

- ☐ Yes
 ☐ No
 ☐ I do not know

13. If yes, then have Professional Learning Communities been helpful in improving your teaching practice and knowledge?

Very Helpful					Not at all helpful
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14. Our school uses the School Effectiveness Framework.

- ☐ Yes
 ☐ No
 ☐ I do not know

15. If yes, then has the School Effectiveness Framework been helpful in improving your teaching practice and knowledge?

Very Helpful					Not at all helpful
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

16. Our school uses a formal method (e.g., Data Walls) to track student progress.

I do not know	No	Yes, but I do not refer to it	Yes, and I refer to it
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

17. Our principal provides opportunities to improve our teaching practice and knowledge in literacy and numeracy.

I do not know	No	Yes, but I have not used these opportunities	Yes, and I have benefited from these opportunities
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

18. Our board provides opportunities to improve our teaching practice and knowledge in literacy and numeracy.

I do not know	No	Yes, but I have not used these opportunities	Yes, and I have benefited from these opportunities
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

19. I have opportunities to plan with colleagues during the school day.

Commonly					Never
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

20. Our school uses the following instruments to support data-based decision making for literacy (please check all that apply).

- ☐ CASI (Comprehension, Attitude, Strategies, Interest)
- ☐ DRA (Developmental Reading Assessment)
- ☐ PM Benchmarks
- ☐ Running records
- ☐ EQAO Provincial assessments
- ☐ Board wide assessments
- ☐ Other commercial assessments (e.g., Canadian Achievement Test (CAT))
- ☐ Teacher made materials (e.g., tests, assignments)
- ☐ Other (please specify)

\_\_\_\_\_

21. The data from these instruments have supported my literacy instruction.

Strongly Agree					Strongly Disagree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The main reason for my response to this question is:

\_\_\_\_\_

\_\_\_\_\_

22. Our school uses the following instruments to support data-based decision making for numeracy (mathematics) (please check all that apply).

- ☐ EQAO Provincial assessments
  - ☐ Board wide assessments
  - ☐ Other commercial assessments (e.g., Canadian Achievement Test (CAT))
  - ☐ Teacher made materials (e.g., tests, assignments)
  - ☐ I don't know
  - ☐ Other (please specify)
- 

**23.** The data from these instruments have supported my numeracy instruction:

Strongly Agree						Strongly Disagree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The main reason for my response to this question is:

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**24.** Our school has dedicated “Literacy Blocks” (check all that apply).

- ☐ I do not know
- ☐ No
- ☐ Yes, primary division
- ☐ Yes, junior division
- ☐ Yes, intermediate division

**25.** Our school has dedicated “Numeracy Blocks” (check all that apply).

- ☐ I do not know
- ☐ No
- ☐ Yes, primary division
- ☐ Yes, junior division
- ☐ Yes, intermediate division

**26.** There is too much emphasis on literacy and numeracy at our school.

Strongly Agree						Strongly Disagree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The main reason for my response to Question 26 above is:

## Professional Development

The LNS has provided resources and materials designed to support teachers' instruction of literacy and numeracy. They have also sponsored a series of professional development activities throughout Ontario. In this section of the survey we want to determine the extent to which teachers have been able to access these opportunities and resources along with other activities not provided by the LNS and measure their effectiveness.

27. In the past 18 months, the following resources have supported my professional development and learning.

	Completely met my needs	Adequately met my needs	Partially met my needs	Did not meet my needs	Did not use
Provincial Curriculum Documents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
LNS Webcasts for Educators (e.g., mathematical knowledge for teaching, differentiated instruction, teacher moderation)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
LNS What Works: Research into Practice monographs (e.g., Student interaction during math lessons, Promoting Literacy in Multilingual Contexts)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
LNS Professional Learning Series (e.g., Comprehending in Action: Inferring)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Facilitator's Handbook - A Guide to Effective Instruction in Mathematics, Kindergarten to Grade 6 (e.g., Teaching and Learning Through Problem Solving)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Schools on the Move – Lighthouse Program 2006, 2007	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Materials and resources given to me from other teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Materials and resources given to me from the school board	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professional journals and books	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please specify)					
_____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
_____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**28.** In the past 18 months, I have participated in the following professional development opportunities and would describe their influence on my teaching practice as follows.

Method	Very strong influence				No influence	Did not participate
Board presentations/workshops	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Presentation/workshop at school-based professional days	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Coaching Institute 2006 and/or 2007	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sharing/collaborating with colleagues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teacher or classroom observations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstration classrooms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Additional Qualifications (AQ) courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
University courses or program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Summer Institutes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professional or academic journals (Educational Leadership, Orbit, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
LNS or Ministry led workshop	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Federation led workshop	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Meeting with a Student Achievement Officer (SAO) from the LNS.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leadership Institutes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other conferences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please specify)						
_____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
_____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**29.** The majority of my professional development opportunities have occurred

- ☐ During the school day
- ☐ After school
- ☐ On the weekends
- ☐ In the summer

**30.** I prefer professional development opportunities to occur:

- ☐ During the school day
- ☐ After school
- ☐ On the weekends
- ☐ In the summer



## Teacher Knowledge and Practice

Several schools in Ontario have been identified for different levels of support from the LNS and the Ministry of Education (e.g., OFIP schools). In this section of the survey we want to learn about teacher practices in schools working directly with the LNS and in those not working directly with the LNS.

**31.** In the past three years, my knowledge and understanding of effective practices for teaching literacy has:

not changed	slightly changed	somewhat changed	moderately changed	dramatically changed
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The main reason for my response to this question is:

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**32.** In the past three years, my knowledge and understanding of effective practices for teaching numeracy has:

not changed	slightly changed	somewhat changed	moderately changed	dramatically changed
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The main reason for my response to this question is:

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Among other initiatives, the LNS has focused on Differentiated Instruction.

**33.** I have a sound knowledge and understanding of differentiated instruction:

Strongly Agree	Agree		Disagree	Strongly Disagree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**34.** In the past three years, my knowledge and understanding of differentiated instruction has:

not changed	slightly changed	somewhat changed	moderately changed	dramatically changed
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The main reasons for my response to these two questions are:

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**35.** During a typical week, the following practices and student skills are important for my reading instruction:

	Very important			Not Important	
Guided Reading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Shared Reading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reading assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Phonic skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Phonological awareness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reading fluency	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vocabulary skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comprehension skills/strategies for					
Narratives or stories	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Expository or informational texts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Poetry	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please specify)					
_____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**36.** During a typical week, the following teaching practices and student skills are important for my writing instruction:

	Very important			Not Important	
Printing/Cursive handwriting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Spelling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conventions (grammar, punctuation)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Composition skills (planning, brainstorming ideas, sequencing)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing exemplars	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Peer editing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing					
Poetry	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Narratives/stories	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Informational texts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please specify)					
_____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**37.** During a typical week, the following teaching practices and student skills are important for my mathematics instruction:

	Very important				Not Important
Teaching computation skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching through problem solving	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicating about mathematical learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using manipulatives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Math assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please specify)					
_____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**38.** The biggest change in my literacy instruction over the past 3 years has been:

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**39.** The biggest change in my numeracy instruction over the past 3 years has been:

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**40.** Considering my role as an educator, the most effective resources and opportunities supporting my teaching have been:

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**41.** Considering my role as an educator, the biggest barriers interfering with my teaching have been:

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## Teacher Beliefs

42. As a teacher I believe (indicate the degree to which you agree with the following statements):

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
I understand the role of the Literacy and Numeracy Secretariat (LNS) in our schools.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I receive sufficient support to successfully implement new teaching strategies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have adequate literacy and numeracy materials and resources to support my students' learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The pace at which new professional resources are being provided is too fast.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The LNS has helped student achievement in Ontario.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The professional development materials produced by the LNS are based on solid research evidence.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers in my school speak about the LNS in a positive way.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The inclusion of character education (e.g. LNS Character Development Initiative) at our school is valuable for student learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our school should focus more on literacy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our school should focus more on numeracy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dedicated literacy/numeracy blocks are a solid way to increase achievement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is important to spend time on decoding and fluency skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is important to spend time on computation and number sense.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The focus on literacy and numeracy at our school has reduced the time for instruction in other subjects.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The principal makes time to visit classrooms throughout the school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Superintendents are commonly seen in the school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our principal is an instructional leader.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Literacy and Numeracy Secretariat provides instructional leadership.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I differentiate instruction for my students, depending on their individual needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There should be greater emphasis on the personal and social development of students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I feel confident using a variety of data sources to help plan instruction for my students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Large-scale assessments of literacy and numeracy (e.g., EQAO) are <u>not</u> useful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Large-scale assessments of numeracy (e.g. EQAO) are <u>not</u> useful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Board-wide assessments of literacy (e.g., CASI, DRA) are <u>not</u> useful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Board-wide assessments of numeracy are <u>not</u> useful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have sufficient information to help plan instruction for my students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The School Effectiveness Framework has little effect on my teaching.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Research evidence for or against particular teaching strategies is important to have.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is too much pressure to meet literacy/numeracy targets and goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have had sufficient professional development to use new initiatives and teaching strategies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sharing practices with colleagues and teachers at other schools is an important professional learning strategy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The LNS has knowledge to share about how to improve achievement in literacy and numeracy in our school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Literacy and Numeracy Secretariat is just another fad from the Ministry of Education.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I do not have enough time to teach the Arts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There should be more time to teach personal and social development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**43.** Is there any other information you believe would help with our evaluation of the LNS? We are particularly interested in any positive or negative impacts the initiatives have had on your teaching or the learning of your students.

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## Biodemographic Information

44. This year I teach in the:

Primary Program	Junior program	Intermediate program	Other (Library, special ed., etc)
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> (go to question 46)

45. I teach in a combined or multi-grade classroom this year.

☐ Yes ☐ No

If yes, please specify how many grades: \_\_\_\_\_

46. As of March 31, 2008, the total enrolment of my class was:

\_\_\_\_\_ student(s), with \_\_\_\_\_ students with IEPs, and \_\_\_\_\_ students who are English language learners

47. My gender is: ☐ Male ☐ Female

48. My professional teaching experience is:

_____ years	In total
_____ years	At the current grade
_____ years	At the current school
_____ years	As a literacy or numeracy leader
_____ years	As a board consultant (consultant, coordinator)
_____ years	As a school or board administrator
_____ years	Other (please specify)

\_\_\_\_\_

49. I believe the average socio-economic level of the community our school serves is:

<i>Far above average</i>	<i>Above average</i>	<i>Average</i>	<i>Below average</i>	<i>Far below average</i>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

50. I believe the average academic achievement of students in our school is:

<i>Far above average</i>	<i>Above average</i>	<i>Average</i>	<i>Below average</i>	<i>Far below average</i>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

51. Our school can be best described as being (in a):

<i>Large City</i> (e.g., London, Ottawa, Toronto)	<i>Small City</i> (Kingston, Thunder Bay, Windsor)	<i>Suburban</i> (e.g., Kanata, Scarborough)	<i>Town</i> (e.g., Cochrane, Napanee, Prescott)	<i>Rural</i>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Appendix F: Teachers' Survey (French)

Merci d'avoir accepté de participer à la présente enquête. Avant de commencer, nous souhaitons savoir si le ministère de l'Éducation a choisi votre école pour bénéficier d'une initiative quelconque.

1. Notre école a été choisie pour profiter d'initiatives ou d'interventions spéciales du ministère ou du Secrétariat de la littératie et de la numératie (SLN) (p. ex. : Partenariat d'interventions ciblées de l'Ontario [PICO], Les écoles en action : programme phare, Programme des équipes de redressement).

☐ Oui ☐ Non ☐ Je ne sais pas

Dans l'affirmative, veuillez cocher les programmes pertinents :

- ☐ Programme des équipes de redressement
- ☐ PICO 1
- ☐ PICO 2
- ☐ PICO 3
- ☐ Les écoles en action : programme phare

### Secrétariat de la littératie et de la numératie

Dans la première section, nous cherchons à déterminer ce que vous savez du SLN et des initiatives qu'il a mises en œuvre.

2. Je connais le SLN.

☐ Oui ☐ Non (passez à la question 8) ☐ Je ne sais pas (passez à la question 8)

3. J'ai une idée claire du mandat du SLN.

☐ Oui ☐ Non ☐ Je ne sais pas

4. J'ai participé à des séances de perfectionnement professionnel menées ou parrainées par le SLN.

☐ Oui ☐ Non ☐ Je ne sais pas

5. Je connais le matériel imprimé et numérique préparé par le SLN.

☐ Oui ☐ Non ☐ Je ne sais pas

6. J'ai utilisé le matériel imprimé et numérique préparé par le SLN.

☐ Oui ☐ Non ☐ Je ne sais pas

7. Dans l'ensemble, je caractériserais la contribution et les ressources du SLN à notre école comme étant :

Très utile						Pas utile du tout
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. Notre école a travaillé avec une agente ou un agent du rendement des élèves du SLN.

☐ Oui ☐ Non (passez à la question 10) ☐ Je ne sais pas (passez à la question 10)

Dans l'affirmative, combien de fois avez-vous rencontré l'agente ou l'agent du rendement des élèves : \_\_\_\_\_ fois.

Veuillez préciser le type d'activités menées par l'agente ou l'agent du rendement des élèves dans votre école :

- ☐ Offrir un perfectionnement professionnel
- ☐ Soutenir l'élaboration de plans d'amélioration de l'enseignement
- ☐ Offrir des ressources pédagogiques
- ☐ Nous mettre en relation avec des partenaires en éducation
- ☐ Assister à des réunions du personnel ou des rencontres des communautés d'apprentissage professionnelles
- ☐ Mettre sur pied des initiatives d'accroissement de la capacité

9. Dans l'ensemble, je caractériserais la contribution de l'agente ou l'agent du rendement des élèves à notre école comme étant :

Très utile						Pas utile du tout
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### Initiatives de l'école et du conseil scolaire

Le SLN a utilisé différentes démarches afin d'accroître la capacité des écoles et des conseils scolaires. Nous cherchons à savoir jusqu'à quel point ces initiatives ont eu lieu dans les écoles et les conseils scolaires, la profondeur de leur mise en œuvre et leurs incidences sur les enseignantes et les enseignants.

Notre conseil scolaire se nomme : \_\_\_\_\_

10. Notre école est dotée d'une équipe d'amélioration :

- ☐ Oui ☐ Non ☐ Je ne sais pas

11. Dans l'affirmative, l'équipe d'amélioration de l'école a-t-elle été utile pour améliorer votre pratique de l'enseignement et vos connaissances.

Très utile						Pas utile du tout
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. Il y a des communautés d'apprentissage professionnelles (ou d'autres initiatives professionnelles semblables) à notre école.

- ☐ Oui ☐ Non ☐ Je ne sais pas

13. Dans l'affirmative, les communautés d'apprentissage professionnelles ont-elles été utiles pour améliorer la pratique de l'enseignement et les connaissances?

Très utiles						Pas utiles du tout
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14. Notre école a participé au Cadre pour l'efficacité des écoles.

- ☐ Oui ☐ Non ☐ Je ne sais pas

15. Dans l'affirmative, le Cadre pour l'efficacité des écoles a-t-il été utile pour améliorer la pratique de l'enseignement et les connaissances?

Très utile						Pas utile du tout
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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16. Notre école utilise une méthode formelle pour suivre le progrès des élèves (p. ex. : un tableau de pistage).

Je ne sais pas	Non	Oui, mais je ne m'en sers pas	Oui et je m'en sers
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

17. Notre direction d'école nous offre l'occasion d'améliorer nos pratiques d'enseignement et nos connaissances en littératie et en numératie.

Je ne sais pas	Non	Oui, mais je n'ai pas profité de ces occasions	Oui et j'ai profité de ces occasions
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

18. Notre conseil scolaire nous offre l'occasion d'améliorer nos pratiques d'enseignement et nos connaissances en littératie et en numératie.

Je ne sais pas	Non	Oui, mais je n'ai pas profité de ces occasions	Oui et j'ai profité de ces occasions
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

19. J'ai l'occasion de tenir des rencontres de planification avec des collègues durant la journée.

Fréquemment					Jamais
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

20. Notre école utilise les instruments suivants pour prendre des décisions en littératie fondées sur des données (*cochez toutes les cases pertinentes*) :

- ☐ Évaluation de l'apprentissage de la lecture (DRA)
- ☐ Points de repère du progrès au niveau de la compréhension du sens (GB+)
- ☐ Fiches d'observation individualisées
- ☐ Évaluations provinciales de l'Office de la qualité et de la responsabilité en éducation
- ☐ Évaluations à l'échelle du conseil scolaire
- ☐ Tâches d'ancrage
- ☐ Matériel préparé par des enseignantes et des enseignants (p. ex. : tests, devoirs)
- ☐ Autre (*précisez*) \_\_\_\_\_

21. Les données de ces instruments ont servi à éclairer mon enseignement de la littératie.

Entièrement d'accord					Pas du tout d'accord
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

La principale raison justifiant ma réponse est :

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22. Notre école utilise les instruments suivants pour prendre des décisions en numératie (mathématiques) fondées sur des données (*cochez toutes les cases pertinentes*) :

- ☐ Évaluations provinciales de l'Office de la qualité et de la responsabilité en éducation
- ☐ Évaluations à l'échelle du conseil scolaire
- ☐ Autres outils d'évaluation commerciaux
- ☐ Matériel préparé par des enseignantes et des enseignants (p. ex. : tests, devoirs)
- ☐ Je ne sais pas
- ☐ Autre (*précisez*) \_\_\_\_\_

23. Les données de ces instruments ont servi à éclairer mon enseignement de la numératie.

Entièrement d'accord						Pas du tout d'accord
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

La principale raison justifiant ma réponse est :

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24. Notre école a des blocs ininterrompus de littératie (*cochez toutes les cases pertinentes*) :

- ☐ Je ne sais pas
- ☐ Non
- ☐ Oui, cycle primaire
- ☐ Oui, cycle moyen
- ☐ Oui, cycle intermédiaire

25. Notre école a des blocs ininterrompus de numératie (*cochez toutes les cases pertinentes*) :

- ☐ Je ne sais pas
- ☐ Non
- ☐ Oui, cycle primaire
- ☐ Oui, cycle moyen
- ☐ Oui, cycle intermédiaire

26. Notre école met trop l'accent sur la littératie et la numératie.

Entièrement d'accord						Pas du tout d'accord
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

La principale raison justifiant ma réponse est :

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### Perfectionnement professionnel

Le SLN a fourni des ressources et du matériel conçu pour soutenir l'enseignement de la littératie et de la numératie. Il a aussi parrainé une série d'activités de perfectionnement professionnel dans tout l'Ontario. Dans la présente section de l'enquête, nous cherchons à déterminer jusqu'à quel point les enseignantes et les enseignants ont pu avoir accès à ces occasions et à ces ressources de même qu'à d'autres activités non offertes par le SLN. Nous voulons aussi en mesurer l'efficacité.

27. Au cours des dix-huit derniers mois, les ressources suivantes ont contribué à mon perfectionnement professionnel et à mon apprentissage :

	Cette ressource a entièrement répondu à mes besoins	Cette ressource a répondu à mes besoins de manière satisfaisante	Cette ressource a répondu en partie à mes besoins	Cette ressource n'a pas répondu à mes besoins	Je n'ai pas utilisé cette ressource
Programmes-cadres	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Webémissions du SLN pour les éducatrices et les éducateurs (p. ex. : Le plan d'amélioration continue du rendement des élèves, L'enseignement différencié : poursuivre le dialogue)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Monographies <i>Faire la différence... De la recherche à la pratique</i> (p. ex. : L'interaction entre élèves dans un cours de mathématiques, Favoriser la littératie en milieu multilingue)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Série d'apprentissage professionnelle du SLN (p. ex. : Blocs d'apprentissage pour la littératie et la numératie)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Document d'appui – <i>Guide d'enseignement efficace des mathématiques : Géométrie et sens de l'espace</i> (ex., Position et déplacement, Formes géométriques)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>Les écoles en action : programme phare 2006, 2007</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Matériel et ressources obtenus d'autres enseignantes ou enseignants	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Matériel et ressources obtenus du conseil scolaire	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Revue et livres professionnels	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Autre ( <i>précisez</i> )					
_____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
_____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**28.** Au cours des dix-huit derniers mois, j'ai participé aux activités de perfectionnement professionnel suivantes et j'évalue leur influence sur ma pratique de l'enseignement de la manière suivante :

Méthode	Très grande influence				Aucune influence	Je n'y ai pas participé
Présentation/atelier du conseil scolaire	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Présentation/atelier lors de journées de perfectionnement à l'école	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Institut de coaching 2006 ou 2007	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Partage/collaboration avec des collègues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Observations d'une enseignante, d'un enseignant ou d'une classe	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Classe de démonstration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Programme de perfectionnement professionnel (Qualifications additionnelles)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cours ou programme universitaire	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instituts (ou ateliers) d'été	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Revue professionnelle ou universitaires ( <i>Vie pédagogique, Pour parler profession, Revue canadienne de l'éducation, Rescol, etc.</i> )	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Atelier du SLN ou du ministère	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Atelier dirigé par la Fédération	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m) Rencontre avec une agente ou un agent du rendement des élèves du SLN	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n) Institut de leadership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
o) Autre congrès	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
p) Autre ( <i>précisez</i> )						
_____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
_____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**29.** La majorité des occasions de perfectionnement professionnel ont lieu :

- ☐ Pendant la journée d'école
- ☐ Après l'école
- ☐ La fin de semaine
- ☐ L'été

**30.** Je préfère que les occasions de perfectionnement professionnel aient lieu :

- ☐ Pendant la journée d'école
- ☐ Après l'école
- ☐ La fin de semaine
- ☐ L'été

### Connaissances et pratiques de l'enseignante ou de l'enseignant

Plusieurs écoles en Ontario ont été choisies pour profiter de divers niveaux de soutien de la part du SLN et du ministère de l'Éducation (p. ex. : PICO). Dans la présente section de l'enquête, nous cherchons à connaître les pratiques des enseignantes et des enseignants dans les écoles qui travaillent directement avec le SLN et dans celles qui ne travaillent pas directement avec le SLN.

**31.** Au cours des trois dernières années, mes connaissances et ma compréhension des pratiques efficaces d'enseignement de la littératie :

N'ont pas changé	Ont quelque peu changé	Ont sensiblement changé	Ont passablement changé	Ont énormément changé
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

La principale raison justifiant ma réponse est :

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**32.** Au cours des trois dernières années, mes connaissances et ma compréhension des pratiques efficaces d'enseignement de la numératie :

N'ont pas changé	Ont quelque peu changé	Ont sensiblement changé	Ont passablement changé	Ont énormément changé
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

La principale raison justifiant ma réponse est :

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Parmi différentes initiatives, le SLN a mis l'accent sur l'enseignement différencié.

**33.** Je connais et je comprends bien l'enseignement différencié.

Entièrement d'accord	D'accord	Pas d'accord	Pas du tout d'accord
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**34.** Au cours des trois dernières années, mes connaissances et ma compréhension de l'enseignement différencié :

N'ont pas changé	Ont quelque peu changé	Ont sensiblement changé	Ont passablement changé	Ont énormément changé
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

La principale raison justifiant ma réponse est :

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**35.** Durant une semaine habituelle, quel est le degré d'importance des pratiques d'enseignement et du développement des habiletés des élèves en **lecture** :

	Très important			Pas important	
Lecture guidée	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lecture partagée	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Évaluations en lecture	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Habiletés phonétiques	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conscience phonologique	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fluidité en lecture	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Connaissances du vocabulaire	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Habiletés et stratégies pour comprendre :					
des récits ou des histoires	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
des exposés ou des textes informels	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
de la poésie	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Autre ( <i>précisez</i> )					
_____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**36.** Durant une semaine habituelle, quel est le degré d'importance des pratiques d'enseignement et du développement des habiletés des élèves en **écriture** :

	Très important			Pas important	
Écriture en lettre moulées/en lettres cursives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Orthographe	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conventions (grammaire, ponctuation)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Habiletés en rédaction (planification, remue-ménages d'idées, enchaînement des idées)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Exemples de rédaction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Évaluation de l'écriture	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Révision par les pairs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Rédaction de :					
Poésie	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Très important			Pas important	
récits ou histoires	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
textes informels	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Autre ( <i>précisez</i> )					
_____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**37.** Durant une semaine habituelle, quel est le degré d'importance des pratiques d'enseignement et du développement des habiletés des élèves en mathématiques :

	Très important			Pas important	
Enseignement des habiletés de calcul	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enseignement à l'aide de la résolution de problèmes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
La communication et l'apprentissage des mathématiques	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Utilisation de matériel de manipulation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Évaluations en mathématiques	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Autre ( <i>précisez</i> )					
_____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**38.** Le plus grand changement dans ma façon d'enseigner la littératie au cours des trois dernières années a été de :

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**39.** Le plus grand changement dans ma façon d'enseigner la numératie au cours des trois dernières années a été de :

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**40.** Compte tenu de mon rôle d'enseignante ou d'enseignant, les ressources et les occasions les plus efficaces qui ont appuyé mon enseignement ont été :

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**41.** Compte tenu de mon rôle d'enseignante ou d'enseignant, les plus grands obstacles qui ont nuit à mon enseignement ont été :

## Croyances des enseignantes et des enseignants

42. À titre d'enseignante ou d'enseignant, voici mon avis par rapport aux énoncés suivants (veuillez indiquer jusqu'à quel point vous êtes en accord avec les énoncés ci-dessous) :

	Entière- ment d'accor d	D'accor d	Plus ou moins d'accor d	Pas d'accor d	Pas du tout d'accor d
Je comprends le rôle du SLN dans nos écoles.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Je reçois suffisamment de soutien pour réussir à mettre en œuvre de nouvelles stratégies d'enseignement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Je dispose de suffisamment de matériel et de ressources en littératie et en numératie pour aider mes élèves à apprendre.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Les nouvelles ressources professionnelles sortent à un rythme trop rapide.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Le SLN a contribué à la réussite des élèves en Ontario.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Le matériel de perfectionnement professionnel produit par le SLN se fonde sur de solides données probantes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Les enseignantes et les enseignants à mon école parlent en bien du SLN.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
L'inclusion du développement du caractère à notre école (p. ex. : Initiative de développement du caractère du SLN) est utile à l'apprentissage des élèves.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Notre école devrait mettre davantage l'accent sur la littératie.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Notre école devrait mettre davantage l'accent sur la numératie.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Des périodes de temps ininterrompues en littératie et en numératie constituent de bons moyens d'améliorer le rendement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Il est important de consacrer du temps aux habiletés de décodage et de fluidité.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Il est important de consacrer du temps au calcul et au sens du nombre.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
L'accent placé sur la littératie et la numératie à notre école a réduit le temps consacré à l'enseignement d'autres matières.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Notre directrice ou notre directeur prend le temps de rendre visite aux classes de toute l'école.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
On voit fréquemment la surintendance dans l'école.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



	Entière- ment d'accor d	D'accor d	Plus ou moins d'accor d	Pas d'accor d	Pas du tout d'accor d
Notre directrice ou notre directeur fournit un leadership pédagogique.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Le personnel du SLN fournit un leadership pédagogique.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Je différencie mon enseignement auprès des élèves selon les besoins individuels.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Il faudrait mettre davantage l'accent sur le développement personnel et social des élèves.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
J'ai confiance en mes capacités d'utiliser différentes sources de données pour planifier mes leçons à mes élèves.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Les évaluations à grande échelle des aptitudes en littératie (p. ex. : évaluations provinciales de l'Office de la qualité et de la responsabilité en éducation) <u>ne sont pas</u> utiles.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Les évaluations à grande échelle des aptitudes en numératie (p. ex. : évaluations provinciales de l'Office de la qualité et de la responsabilité en éducation) <u>ne sont pas</u> utiles.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Les évaluations de la littératie menées par le conseil scolaire (p. ex. : Évaluation de l'apprentissage de la lecture [GB+ et DRA]) <u>ne sont pas</u> utiles.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Les évaluations de la numératie à l'échelle du conseil scolaire <u>ne sont pas</u> utiles.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Je dispose d'assez d'information pour m'aider à planifier les leçons de mes élèves.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Le Cadre pour l'efficacité des écoles a eu peu d'effets sur mon enseignement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Il est important d'avoir des données de recherche en faveur ou contre des stratégies particulières d'enseignement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Il y a trop de pression pour que l'on atteigne les cibles et les objectifs de littératie et de numératie.					
J'ai suivi assez de séances de perfectionnement professionnel pour utiliser de nouvelles initiatives et stratégies d'enseignement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Le partage des pratiques avec des collègues et des enseignantes et enseignants dans d'autres écoles constitue une stratégie de perfectionnement professionnel importante.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Le SLN a des connaissances à partager sur la façon d'améliorer la réussite en littératie et en numératie à notre école.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Le SLN est simplement une autre tacle du ministère de l'Éducation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Je n'ai pas assez de temps pour enseigner les arts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Il devrait y avoir davantage de temps pour enseigner le développement personnel et social.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**43.** Y a-t-il d'autres renseignements qui, à votre avis, seraient utiles pour l'évaluation que nous menons du SLN? Nous nous intéressons tout particulièrement aux incidences positives et négatives que les initiatives ont eues sur votre enseignement ou sur l'apprentissage de vos élèves.

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### Renseignements biodémographiques

**44.** Cette année, j'enseigne au :

Cycle primaire	Cycle moyen	Cycle intermédiaire	Autre (Bibliothèque, enseignement auprès d'élèves en difficulté, etc.)
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> (passez à la question 46)

**45.** Cette année, j'enseigne une classe double ou à années multiples.

☐ Oui ☐ Non

Dans l'affirmative, veuillez préciser combien d'années : \_\_\_\_\_

**46.** Au 31 mars 2008, le nombre total d'élèves inscrits dans ma classe s'élevait à :

\_\_\_\_\_ élève(s), dont \_\_\_\_\_ élèves ayant un plan d'éducation individualisé (PEI) et \_\_\_\_\_ élèves d'actualisation linguistique en français (ALF).

**47.** Je suis de sexe :

☐ Masculin

☐ Féminin

**48.** Mon expérience professionnelle se définit comme suit :

_____ années	Au total
_____ années	Au niveau (année) actuel
_____ années	À l'école actuelle
_____ années	À titre de leader en littératie ou en numératie
_____ années	À titre d'experte-conseil ou d'expert-conseil auprès du conseil scolaire (consultante ou consultant, coordonnatrice ou coordonnateur)
_____ années	À titre d'administratrice ou d'administrateur à une école ou un conseil scolaire
_____ années	Autre ( <i>précisez</i> )

\_\_\_\_\_

**49.** Je crois que le niveau socio-économique moyen de la collectivité que notre école dessert est :

*Largement supérieur à la moyenne*

☐

*Supérieur à la moyenne*

☐

*Dans la moyenne*

☐

*Inférieur à la moyenne*

☐

*Largement inférieur à la moyenne*

☐

**50.** Je crois que le rendement scolaire moyen des élèves de notre école est :

*Largement supérieur à la moyenne*

☐

*Supérieur à la moyenne*

☐

*Dans la moyenne*

☐

*Inférieur à la moyenne*

☐

*Largement inférieur à la moyenne*

☐

**51.** Notre école se situe dans :

*Une grande ville  
(p. ex. : London,  
Ottawa, Toronto)*

☐

*Une petite ville  
(p. ex. : Kingston,  
Thunder Bay,  
Windsor)*

☐

*Une banlieue  
(p. ex. : Kanata,  
Scarborough)*

☐

*Une petite  
municipalité  
(p. ex. : Cochrane,  
Napanee, Prescott)*

☐

*Un milieu rural*

☐

## Appendix G: Principals' Survey (English)

### School Initiatives

1. Our school has been identified for special ministry or Literacy and Numeracy Secretariat (LNS) initiatives or interventions (e.g., OFIP, Lighthouse/Schools on the Move, Turnaround).

☐ Yes ☐ No ☐ I do not know

If Yes, please select those that apply

- ☐ Turnaround School  
☐ OFIP 1  
☐ OFIP 2  
☐ OFIP 3  
☐ Lighthouse/Schools on the Move  
☐ Leading Student Achievement

2. Since September 2006 (the last 18 months), our school has worked with a Student Achievement officer from the LNS.

☐ Yes ☐ No (go to question 3) ☐ I do not know (go to question 3)

If Yes, how frequently have you met with your SAO \_\_\_\_\_ times.

Please identify the activities the SAO has done in the school

- ☐ Provided professional development  
☐ Supported the development of the School Improvement Plans  
☐ Provided educational resources  
☐ Connected us to educational partners  
☐ Participated in staff meetings and the professional learning community (PLC)  
☐ Using data to improve educational outcomes  
☐ Initiated capacity building initiatives  
☐ Other: \_\_\_\_\_

I would classify the contribution of the SAO to our school as:

Very Helpful						Not at all helpful
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Our school uses the following committees and initiatives to support student learning.

School Effectiveness Framework	<input type="radio"/> Yes	<input type="radio"/> No
School Improvement Team	<input type="radio"/> Yes	<input type="radio"/> No
School Improvement Plans	<input type="radio"/> Yes	<input type="radio"/> No
Divisional Committees	<input type="radio"/> Yes	<input type="radio"/> No
Subject Area Committee	<input type="radio"/> Yes	<input type="radio"/> No
School Leadership team	<input type="radio"/> Yes	<input type="radio"/> No
Professional Learning Community	<input type="radio"/> Yes	<input type="radio"/> No
Student tracking (e.g. Data wall)	<input type="radio"/> Yes	<input type="radio"/> No
Teacher leaders (literacy, numeracy)	<input type="radio"/> Yes	<input type="radio"/> No

4. Our staff meetings provide opportunities to discuss strategies to support teaching and learning.

Never					Commonly
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments:

5. Our school has dedicated “Literacy Blocks.” (if yes, give the average time per week)

☐ No

☐ Yes, primary division for \_\_\_\_\_ min per day \_\_\_\_\_ hrs per week

☐ Yes, junior division for \_\_\_\_\_ min per day \_\_\_\_\_ hrs per week

☐ Yes, intermediate division for \_\_\_\_\_ min per day \_\_\_\_\_ hrs per week

6. The biggest change in our school’s reading instruction over the past 3 years has been:

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7. The biggest change in our school’s writing instruction over the past 3 years has been:

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8. Our school has dedicated “Numeracy Blocks.” (if yes, give the average time per week)

☐ No

☐ Yes, primary division for \_\_\_\_\_ min per day \_\_\_\_\_ hrs per week

☐ Yes, junior division for \_\_\_\_\_ min per day \_\_\_\_\_ hrs per week

☐ Yes, intermediate division for \_\_\_\_\_ min per day \_\_\_\_\_ hrs per week

9. The biggest change in our school’s mathematics instruction over the past 3 years has been:

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10. Over the past year, our school emphasized the following at the primary and junior levels (Use the 7-point scale to identify the emphasis on the following, using **X**'s for primary and **O**'s for junior)

Very strong emphasis	1	2	3	4	5	6	7	No emphasis
a) Word decoding		1	2	3	4	5	6	7
b) Reading fluency		1	2	3	4	5	6	7
c) Reading comprehension		1	2	3	4	5	6	7
d) Writing		1	2	3	4	5	6	7
e) Listening		1	2	3	4	5	6	7
f) Computation		1	2	3	4	5	6	7
g) Problem solving in math		1	2	3	4	5	6	7
h) Number sense		1	2	3	4	5	6	7
i) Social studies		1	2	3	4	5	6	7
j) Science		1	2	3	4	5	6	7
k) Aesthetic and artistic development		1	2	3	4	5	6	7
l) Physical development		1	2	3	4	5	6	7
m) Social responsibility		1	2	3	4	5	6	7
n) Emotional development		1	2	3	4	5	6	7
o) Personal responsibility		1	2	3	4	5	6	7
p) Respect for other cultures		1	2	3	4	5	6	7
q) Character development		1	2	3	4	5	6	7

Comments:

**11. (a)** Our school uses the following instruments for measuring literacy (please check all that apply):

- ☐ CASI
  - ☐ DRA
  - ☐ PM Benchmarks
  - ☐ Running records
  - ☐ EQAO Provincial assessments
  - ☐ Board wide assessments
  - ☐ Other commercial assessments (e.g., CAT)
  - ☐ Teacher made materials (e.g., tests, assignments)
  - ☐ Other (please specify)
- 

**(b)** Our school uses the following instruments for measuring numeracy (please check all that apply):

- ☐ EQAO Provincial assessments
  - ☐ Board wide assessments
  - ☐ Other commercial assessments (e.g., CAT)
  - ☐ Teacher made materials (e.g., tests, assignments)
  - ☐ Other (please specify)
- 

### **School Leadership**

**12.** The following people provide instructional leadership around literacy and numeracy in our school.  
(please check all that apply)

- ☐ Myself
  - ☐ Vice-Principal
  - ☐ Coach
  - ☐ Librarian
  - ☐ Literacy leader in the school
  - ☐ Numeracy leader in the school
  - ☐ Experienced teachers
  - ☐ Special Education Resource teacher
  - ☐ School board consultant
  - ☐ School board administrator
  - ☐ Student Achievement Officer from the LNS
  - ☐ Other (please specify)
-

**13.** As a principal, I feel confident I can provide leadership to my staff in the following areas:

	Not at all confident				Very Confident
a) Strategies for literacy instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) Strategies for numeracy instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) Maximizing academic achievement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) Promoting character development in students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) Classroom management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f) Capacity building	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g) Encouraging staff leadership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h) Professional Learning Communities (PLCs)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i) School improvement planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j) Engaging parents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The main reasons for my levels of confidence in the areas of instructional leadership above are:

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**14.** In the past three years, my knowledge and understanding of effective ways to implement school improvement plans has:

not changed	slightly changed	somewhat changed	moderately changed	dramatically changed
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The main reason for my response to this question is:

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- 15.** In the past three years, my knowledge and understanding of effective practices for literacy instruction has:

not changed	slightly changed	somewhat changed	moderately changed	dramatically changed
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The main reason for my response to this question is:

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- 16.** In the past three years, my knowledge and understanding of effective practices for numeracy instruction has:

not changed	slightly changed	somewhat changed	moderately changed	dramatically changed
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The main reason for my response to this question is:

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### Professional Development

- 17.** Our board provides opportunities to improve my instructional leadership skills and knowledge.

I do not know	No	Yes, but I have not used these opportunities	Yes, and I have benefited from these opportunities
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- 18.** The Ministry of Education and / or the Literacy and Numeracy Secretariat provide(s) opportunities to improve my instructional leadership skills and knowledge.

I do not know	No	Yes, but I have not used these opportunities	Yes, and I have benefited from these opportunities
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- 19.** My provincial principals' association provide(s) opportunities to improve my instructional leadership skills and knowledge.

I do not know	No	Yes, but I have not used these opportunities	Yes, and I have benefited from these opportunities
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

20. Since September 2006 (the last 18 months), I have encouraged my staff to explore the following resources.

	No, I did not	Did not meet their needs	Partially met their needs	Adequately met their needs	Complete met their needs
a) Provincial Curriculum Documents	O	O	O	O	O
b) District/Board Curriculum Documents	O	O	O	O	O
c) LNS Webcasts for Educators (e.g., mathematical knowledge, differentiated instruction)	O	O	O	O	O
d) LNS What Works: Research into Practice monographs (e.g., Student Interaction During Math Lessons, Promoting Literacy in Multilingual Contexts)	O	O	O	O	O
e) LNS Professional Learning Series Comprehending in Action: Inferring	O	O	O	O	O
f) Facilitator's Handbook - A Guide to Effective Instruction in Mathematics, Kindergarten to Grade 6 (e.g., Teaching and Learning Through Problem Solving)	O	O	O	O	O
g) Using manipulatives for mathematics instruction	O	O	O	O	O
h) Schools on the Move – Lighthouse Program 2006	O	O	O	O	O
i) Other (please specify)					
_____		O	O	O	O
_____		O	O	O	O

**21.** Since July 2006, I have participated in the following professional development opportunities and would describe their influence on my instructional leadership skills and practices as follows.

Method	Did not use	No influence				Very strong influence
a) Board presentations/workshops	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) Provincial principal association presentation/workshops	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) Local principal association presentation/workshops	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) Leading Student Achievement presentation/workshops	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) Presentation/workshop at school-based professional days	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f) LNS Coaching Institute 2006 or 2007	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g) Collaborating with colleagues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h) Teacher or classroom observations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i) Demonstration classrooms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j) Teaching a workshop or Additional Qualifications (AQ) course for teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k) University courses or programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l) Summer Institutes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m) Professional or academic journals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n) LNS or ministry led workshop	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
o) Meeting with a Student Achievement Officer (SAO) from the LNS.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
p) Leadership Institutes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
q) Webcasts and online resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
r) Other conferences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
s) Other (please specify)						
_____		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
_____		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

22. Considering the past 3 years, the biggest improvements I have made in my skill as an administrator and educational leader can be described as follows.

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### Practices and Beliefs

23. Please indicate the degree to which you agree with each of the following statements. “As a principal I believe...”

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
a) I have high academic expectations for our students regardless of their background.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) A student’s success at school is determined largely by his/her home environment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) I am making a difference in the personal and social development of students in my school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) The pace at which new initiatives are introduced is too fast.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) The pace at which new instructional and curriculum materials are being provided is too fast.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f) Teachers regularly come to me for help.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g) It is important that teachers spend time on computation and number sense.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h) Superintendents are commonly seen in the school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i) The parents of our students have very high academic expectations for their child(ren).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n) The time to complete annual school improvement plans is beneficial for what is gained.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
o) I have been given reasonable timelines to implement the LNS School Effectiveness Framework.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
p) I have been given resources to implement the LNS School Effectiveness Framework.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
q) I have the skills and knowledge to implement the LNS School Effectiveness Framework.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
r) It is important that teachers spend time on reading comprehension strategies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
s) More emphasis should be placed on the personal and social development of students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
t) It is important for me to be seen in classrooms by staff and students throughout the day.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

22. Continued.					
	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
u) I do <b>not</b> have a good understanding of the technical aspects of the Provincial Tests.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
v) It is important that teachers spend time on decoding and fluency skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
w) School targets have little effect on teachers' practices.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
x) Ministry of Education / LNS initiatives have provided me with an opportunity to meet with my colleagues around literacy and numeracy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
y) I am able to spend sufficient time on instructional issues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
w) I feel confident using a variety of data sources to understand the achievement of our students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
x) I provide instructional leadership at my school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
y) Too often, I am pulled away from the school to attend district meetings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
z) Sharing practices with administrators at other schools is an important professional learning strategy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
aa) Other principals provide valuable support and insight into my practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
bb) The LNS is just another fad in the Ministry of Education.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
cc) It is important to know the research about the evidence for or against particular teaching strategies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
dd) The professional development materials produced by the LNS in literacy are based on solid research evidence on how children learn to read and write.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ee) The professional development materials produced by the LNS on numeracy are based on solid research evidence on how children learn math.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ff) Faculty from universities have knowledge to share about improving literacy and numeracy achievement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
gg) It is important that teachers spend time on math problem solving.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
hh) The Ministry of Education has knowledge to share about how to improve achievement in literacy and numeracy in my school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

24. What are the factors that make it **possible** to implement the LNS initiatives in your school?

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25. What are the factors that make it **challenging** to implement the LNS initiatives in your school?

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26. What are the factors that make it **possible** to implement the LNS School Effectiveness Framework in your school?

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27. What are the factors that make it **challenging** to implement the LNS School Effectiveness Framework in your school?

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28. Is there an appropriate balance of pressure and support from my board to implement the LNS initiatives?

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### The School

28. Considering that the average total family income (after taxes) in Ontario is about \$64,000, the average socio-economic level of the community our school serves is: *Select ONE response*

<i>Far above average</i>	<i>Above average</i>	<i>Average</i>	<i>Below average</i>	<i>Far below average</i>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

29. Compared to the provincial average, the academic achievement of students in our school is:

<i>Far above average</i>	<i>Above average</i>	<i>Average</i>	<i>Below average</i>	<i>Far below average</i>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

30. Our school can be best described as being (in a):

<i>Large City</i>	<i>Small City</i>	<i>Suburban</i>	<i>Town</i>	<i>Rural</i>
<i>(e.g., Toronto, Ottawa, London)</i>	<i>(Kingston, Thunder Bay, Windsor)</i>	<i>(e.g., Scarborough, Kanata)</i>	<i>(e.g., Cochrane, Prescott, Napanee)</i>	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

31. Our school is designated as a high needs school by our school board:

☐ Yes

☐ No

☐ I do not know

32. As of October 31, 2007, our school had:

\_\_\_ \_\_\_ \_\_\_ student(s) (to the nearest 50).

\_\_\_ \_\_\_ \_\_\_ primary student(s) (to the nearest 50).

\_\_\_ \_\_\_ \_\_\_ junior student(s) (to the nearest 50).

\_\_\_ \_\_\_ \_\_\_ intermediate student(s) (to the nearest 50).

\_\_\_ \_\_\_ \_\_\_ gifted student(s) (to the nearest 10).

\_\_\_ \_\_\_ \_\_\_ student(s) with an IEP (excluding gifted) (to the nearest 10).

\_\_\_ \_\_\_ \_\_\_ ESL/ELL student(s) (to the nearest 10).

**Biodemographic Information**

33. My gender is:

☐ Male

☐ Female

34. My educational experience is:

- |               |   |
|---------------|---|
| ___ ___ years | a) In total                                   |
| ___ ___ years | b) As a principal                             |
| ___ ___ years | c) Vice Principal                             |
| ___ ___ years | d) Teacher                                    |
| ___ ___ years | e) Literacy or numeracy leader                |
| ___ ___ years | f) Board consultant (consultant, coordinator) |
| ___ ___ years | g) Board Administrator                        |
| ___ ___ years | h) Other (please specify)                     |
-

## Appendix H: Principals' Survey (French)

### Initiatives de l'école

1. Notre école a été choisie pour profiter d'initiatives ou d'interventions spéciales du ministère ou du Secrétariat de la littératie et de la numératie (SLN) (p. ex. : Partenariat d'interventions ciblées de l'Ontario [PICO], Les écoles en action : programme phare, Programme des équipes de redressement).

☐ Oui ☐ Non ☐ Je ne sais pas

Dans l'affirmative, veuillez cocher les programmes pertinents :

- ☐ Programme des équipes de redressement  
☐ PICO 1  
☐ PICO 2  
☐ PICO 3  
☐ Les écoles en action : programme phare

2. Depuis septembre 2006, notre école a travaillé avec une agente ou un agent du rendement des élèves du SLN.

☐ Oui ☐ Non (passez à la question 3) ☐ Je ne sais pas (passez à la question 3)

Dans l'affirmative, combien de fois avez-vous rencontré cette personne : \_\_\_\_\_ fois.

Veuillez cocher les activités que l'agente ou l'agent du rendement des élèves a menées à votre école :

- ☐ Tenir une activité de perfectionnement professionnel  
☐ Contribuer à l'élaboration d'un plan d'amélioration de l'école  
☐ Offrir des ressources pédagogiques  
☐ Nous mettre en relation avec des partenaires de l'éducation  
☐ Participer à une réunion du personnel et des communautés d'apprentissage professionnelles  
☐ Utiliser des données pour améliorer les résultats scolaires  
☐ Mettre sur pied des activités d'accroissement de la capacité

Je juge que la contribution de l'agente ou de l'agent du rendement des élèves à notre école a été :

Très utile						Pas utile du tout
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Notre école utilise les comités et les initiatives qui suivent pour favoriser l'apprentissage des élèves :

Cadre pour l'efficacité des écoles	<input type="radio"/> Oui	<input type="radio"/> Non
Équipe d'amélioration de l'école	<input type="radio"/> Oui	<input type="radio"/> Non
Plan d'amélioration de l'école	<input type="radio"/> Oui	<input type="radio"/> Non
Comité d'un cycle	<input type="radio"/> Oui	<input type="radio"/> Non
Comité d'une matière	<input type="radio"/> Oui	<input type="radio"/> Non
Équipe de leadership pédagogique	<input type="radio"/> Oui	<input type="radio"/> Non
Communautés d'apprentissage professionnelles	<input type="radio"/> Oui	<input type="radio"/> Non
Suivi du progrès des élèves (p. ex. : tableau de pistage)	<input type="radio"/> Oui	<input type="radio"/> Non
Leader en enseignement (littératie, numératie)	<input type="radio"/> Oui	<input type="radio"/> Non



4. Nos réunions du personnel fournissent l'occasion de discuter de stratégies pour améliorer l'enseignement et l'apprentissage.

Jamais					Fréquemment
O	O	O	O	O	O

Remarques :

5. Notre école a des blocs ininterrompus de littératie (dans l'affirmative, veuillez en préciser la durée moyenne par semaine).

O Non

O Oui, cycle primaire pendant \_\_\_\_\_ minutes par jour \_\_\_\_\_ heures par semaine

O Oui, cycle moyen pendant \_\_\_\_\_ minutes par jour \_\_\_\_\_ heures par semaine

O Oui, cycle intermédiaire pendant \_\_\_\_\_ minutes par jour \_\_\_\_\_ heures par semaine

6. Le plus grand changement dans la façon d'enseigner la lecture à notre école au cours des trois dernières années a été :

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7. Le plus grand changement dans la façon d'enseigner l'écriture à notre école au cours des trois dernières années a été :

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8. Notre école a des blocs ininterrompus de numératie (dans l'affirmative, veuillez en préciser la durée moyenne par semaine).

O Non

O Oui, cycle primaire pendant \_\_\_\_\_ minutes par jour \_\_\_\_\_ heures par semaine

O Oui, cycle moyen pendant \_\_\_\_\_ minutes par jour \_\_\_\_\_ heures par semaine

O Oui, cycle intermédiaire pendant \_\_\_\_\_ minutes par jour \_\_\_\_\_ heures par semaine

9. Le plus grand changement dans la façon d'enseigner les mathématiques à notre école au cours des trois dernières années a été :

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10. Au cours de la dernière année, notre école a mis l'accent sur les aspects suivants aux cycles primaire et moyen (servez-vous de l'échelle en sept points pour déterminer l'accent placé sur chaque aspect; mettez des « X » pour le cycle primaire et des « O » pour le cycle moyen).

	Un grand accent	1	2	3	4	5	6	7	Aucun accent
a) Déciffrage des mots		1	2	3	4	5	6	7	
b) Fluidité de la lecture		1	2	3	4	5	6	7	
c) Compréhension de la lecture		1	2	3	4	5	6	7	
d) Écriture		1	2	3	4	5	6	7	
e) Écoute		1	2	3	4	5	6	7	
f) Calcul		1	2	3	4	5	6	7	
g) Résolution de problèmes en mathématiques		1	2	3	4	5	6	7	
h) Sens du nombre		1	2	3	4	5	6	7	
i) Études sociales		1	2	3	4	5	6	7	
j) Sciences		1	2	3	4	5	6	7	
k) Développement du sens de l'esthétique et de l'expression artistique		1	2	3	4	5	6	7	
l) Développement physique		1	2	3	4	5	6	7	
m) Responsabilité sociale		1	2	3	4	5	6	7	
n) Développement émotif		1	2	3	4	5	6	7	
o) Responsabilité personnelle		1	2	3	4	5	6	7	
p) Respect des autres cultures		1	2	3	4	5	6	7	
q) Développement du caractère		1	2	3	4	5	6	7	

Remarques :

**12. a)** Notre école utilise les instruments suivants pour évaluer la littératie (*cochez toutes les cases pertinentes*) :

- ☐ Évaluation de l'apprentissage de la lecture (DRA)
- ☐ Points de repère du progrès au niveau de la compréhension du sens (GB+)
- ☐ Fiches d'observation individualisées
- ☐ Évaluations provinciales de l'Office de la qualité et de la responsabilité en éducation
- ☐ Évaluations à l'échelle du conseil scolaire
- ☐ Tâches d'ancrage
- ☐ Matériel préparé par des enseignantes et des enseignants (p. ex. : tests, devoirs)
- ☐ Autre (*précisez*) \_\_\_\_\_

**b)** Notre école utilise les instruments suivants pour évaluer la numératie (*cochez toutes les cases pertinentes*) :

- ☐ Évaluations provinciales de l'Office de la qualité et de la responsabilité en éducation
- ☐ Évaluations à l'échelle du conseil scolaire
- ☐ Autres outils d'évaluation commerciaux
- ☐ Matériel préparé par des enseignantes et des enseignants (p. ex. : tests, devoirs)
- ☐ Je ne sais pas
- ☐ Autre (*précisez*) \_\_\_\_\_

#### **Direction de l'école**

**13.** Les personnes suivantes offrent un leadership pédagogique dans notre école entourant la littératie et la numératie (*cochez toutes les cases pertinentes*) :

- ☐ Moi-même
- ☐ Direction adjointe
- ☐ Accompagnatrice ou accompagnateur
- ☐ Bibliothécaire
- ☐ Leader en littératie dans notre école
- ☐ Leader en numératie dans notre école
- ☐ Enseignante chevronnée ou enseignant chevronné
- ☐ Enseignante-ressource ou enseignant-ressource/enfance en difficulté
- ☐ Experte-conseil ou expert-conseil du conseil scolaire
- ☐ Conseillère ou conseiller pédagogique
- ☐ Agente ou agent du rendement des élèves du SLN
- ☐ Autre (*précisez*) \_\_\_\_\_

- 14.** À titre de directrice ou de directeur, quel est mon niveau de confiance en mes habiletés d’agir comme chef de file auprès du personnel dans les domaines suivants :

	Je n’ai pas du tout confiance en mes habiletés				J’ai solidement confiance en mes habiletés
a) Stratégies pour l’enseignement de la littératie	O	O	O	O	O
b) Stratégies pour l’enseignement de la numératie	O	O	O	O	O
c) Maximisation du rendement scolaire	O	O	O	O	O
d) Développement du caractère chez les élèves	O	O	O	O	O
e) Gestion de la salle de classe	O	O	O	O	O
f) Accroissement de la capacité	O	O	O	O	O
g) Stimulation des qualités de chef de file chez le personnel	O	O	O	O	O
h) Communautés d’apprentissage professionnelles	O	O	O	O	O
i) Planification pour améliorer l’école	O	O	O	O	O
j) Mobilisation des parents	O	O	O	O	O

Les principales raisons qui justifient les niveaux de confiance en mes habiletés indiquées ci-dessus sont les suivantes :

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- 15.** Au cours des trois dernières années, mes connaissances et ma compréhension des pratiques efficaces de mise en œuvre d’un plan d’amélioration de l’école :

N’ont pas changé	Ont quelque peu changé	Ont sensiblement changé	Ont passablement changé	Ont énormément changé
O	O	O	O	O

La principale raison justifiant ma réponse est :

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- 16.** Au cours des trois dernières années, mes connaissances et ma compréhension des pratiques efficaces d'enseignement de la littératie :

N'ont pas changé	Ont quelque peu changé	Ont sensiblement changé	Ont passablement changé	Ont énormément changé
O	O	O	O	O

La principale raison justifiant ma réponse est :

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- 17.** Au cours des trois dernières années, mes connaissances et ma compréhension des pratiques efficaces d'enseignement de la numératie :

N'ont pas changé	Ont quelque peu changé	Ont sensiblement changé	Ont passablement changé	Ont énormément changé
O	O	O	O	O

La principale raison justifiant ma réponse est :

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### Perfectionnement professionnel

- 18.** Notre conseil scolaire m'offre des occasions d'améliorer mes compétences et mes connaissances en leadership pédagogique.

Je ne sais pas	Non	Oui, mais je n'ai pas profité de ces occasions	Oui et j'ai profité de ces occasions
O	O	O	O

- 19.** Le ministère de l'Éducation m'offre des occasions d'améliorer mes compétences et mes connaissances en leadership pédagogique.

Je ne sais pas	Non	Oui, mais je n'ai pas profité de ces occasions	Oui et j'ai profité de ces occasions
O	O	O	O

- 20.** Mon association provinciale des directrices et directeurs d'école m'offre des occasions d'améliorer mes compétences et mes connaissances en leadership pédagogique.

Je ne sais pas	Non	Oui, mais je n'ai pas profité de ces occasions	Oui et j'ai profité de ces occasions
O	O	O	O

21. Depuis septembre 2006 (les dix-huit derniers mois), j'ai recommandé les ressources suivantes au personnel.

	Je n'ai pas recommandé cette ressource	Cette ressource n'a pas répondu à leurs besoins	Cette ressource a répondu en partie à leurs besoins	Cette ressource a répondu à leurs besoins de manière satisfai- sante	Cette ressource a entière- ment répondu à leurs besoins
a) Programmes-cadres	O	O	O	O	O
b) Programmes du conseil scolaire					
c) Webémissions du SLN pour les éducatrices et les éducateurs (p. ex. : Le plan d'amélioration continue du rendement des élèves, L'enseignement différencié : poursuivre le dialogue)	O	O	O	O	O
d) Monographies <i>Faire la différence... De la recherche à la pratique</i> (p. ex. : L'interaction entre élèves dans un cours de mathématiques, Favoriser la littératie en milieu multilingue)	O	O	O	O	O
e) Série d'apprentissage professionnelle du SLN (p. ex. : Blocs d'apprentissage pour la littératie et la numératie)	O	O	O	O	O
f) Document d'appui – Guide d'enseignement efficace des mathématiques : Géométrie et sens de l'espace (p. ex. : Position et déplacement, Formes géométriques)	O	O	O	O	O
g) Matériel de manipulation pour l'enseignement des mathématiques	O	O	O	O	O
h) Les écoles en action : programme phare 2006, 2007	O	O	O	O	O
i) Autre ( <i>précisez</i> )					
_____		O	O	O	O
_____		O	O	O	O

22. Depuis juillet 2006, j'ai participé aux activités de perfectionnement professionnel suivantes et j'évalue leur influence sur ma pratique de l'enseignement de la manière suivante :

Méthode	Je n'y ai pas participé	Aucune influence			Très grande influence	
a) Présentation/atelier du conseil scolaire	O	O	O	O	O	O
b) Présentation/atelier de l'association provinciale des directrices et directeurs d'école	O	O	O	O	O	O
c) Présentation/atelier de l'association locale des directrices et directeurs d'école	O	O	O	O	O	O
d) Présentation/atelier lors du colloque Diriger la réussite des élèves	O	O	O	O	O	O
e) Présentation/atelier lors de journées de perfectionnement à l'école	O	O	O	O	O	O
f) Institut de coaching 2006 ou 2007	O	O	O	O	O	O
g) Collaboration avec des collègues	O	O	O	O	O	O
h) Observations d'une enseignante, d'un enseignant ou d'une classe	O	O	O	O	O	O
i) Classe de démonstration	O	O	O	O	O	O
j) Présentation d'un atelier ou d'un cours de qualifications additionnelles pour les enseignantes et les enseignants	O	O	O	O	O	O
k) Cours ou programmes universitaires	O	O	O	O	O	O
l) Instituts (ou ateliers) d'été	O	O	O	O	O	O
m) Revues professionnelles ou universitaires	O	O	O	O	O	O
n) Atelier du SLN ou du ministère	O	O	O	O	O	O
o) Rencontre avec une agente ou un agent du rendement des élèves du SLN	O	O	O	O	O	O
p) Instituts de leadership	O	O	O	O	O	O
q) Webémissions ou autres ressources en ligne	O	O	O	O	O	O
r) Autre congrès	O	O	O	O	O	O
s) Autres ( <i>précisez</i> )						
		O	O	O	O	O
		O	O	O	O	O

23. Au cours des trois dernières années, je dirais que la plus grande amélioration que j'ai apportée à mes compétences de chef de file en administration et en éducation se décrirait comme suit :

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### Pratiques et convictions

24. Veuillez indiquer jusqu'à quel point vous êtes en accord avec les énoncés ci-dessous. À titre de directrice ou de directeur, je crois que :

	Pas du tout d'accord	Pas d'accord	Plus ou moins d'accord	D'accord	Entière- ment d'accord
a) J'ai des attentes élevées par rapport à la réussite de nos élèves, peu importe leurs antécédents.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) La réussite d'un élève à l'école dépend largement de son milieu familial.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) J'ai une influence sur le développement personnel et social des élèves dans mon école.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) Les nouvelles initiatives sont lancées à un rythme trop rapide.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) Les nouvelles ressources pédagogiques sortent à un rythme trop rapide.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f) Les enseignantes et les enseignants viennent régulièrement me voir pour me demander de l'aide.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g) Il est important que les enseignantes et les enseignants consacrent du temps au calcul et au sens du nombre.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h) On voit fréquemment des surintendantes et des surintendants dans l'école.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i) Les parents de nos élèves ont des attentes très élevées concernant la réussite scolaire de leur(s) enfant(s).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j) Le temps investi pour préparer le plan annuel d'amélioration de l'école <b>n'est pas</b> rentable pour les fruits qui en découlent.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k) J'ai bénéficié d'un délai raisonnable pour mettre en œuvre le Cadre pour l'efficacité des écoles du SLN.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l) Je dispose des ressources nécessaires pour mettre en œuvre le Cadre pour l'efficacité des écoles du SLN.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m) Je possède les compétences et les connaissances nécessaires pour mettre en œuvre le Cadre pour l'efficacité des écoles du SLN.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n) Il est important que les enseignantes et les enseignants consacrent du temps aux stratégies de compréhension de la lecture.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



	Pas du tout d'accord	Pas d'accord	Plus ou moins d'accord	D'accord	Entière- ment d'accord
o) Il faudrait mettre davantage l'accent sur le développement personnel et social des élèves.	O	O	O	O	O
p) Il est important que le personnel et les élèves me voient dans les salles de classe tout au long de la journée.	O	O	O	O	O
q) Je n'ai pas une bonne compréhension des aspects techniques des tests provinciaux.	O	O	O	O	O
r) Il est important que les enseignantes et les enseignants consacrent du temps aux habiletés de déchiffrage et de fluidité.	O	O	O	O	O
s) Les cibles de l'école ont peu d'incidence sur les pratiques des enseignantes et des enseignants.	O	O	O	O	O
t) Les initiatives du ministère de l'Éducation/du SLN m'ont donné l'occasion de tenir des réunions avec mes collègues au sujet de la littératie et de la numératie.	O	O	O	O	O
u) Je suis en mesure de consacrer suffisamment de temps aux questions liées à l'instruction.	O	O	O	O	O
v) J'ai confiance en mes habiletés d'utiliser différentes sources de données pour comprendre les résultats de nos élèves.	O	O	O	O	O
w) J'offre un leadership pédagogique à mon école.	O	O	O	O	O
x) Il arrive trop souvent que je sois obligé(e) de quitter l'école pour assister à des réunions du conseil scolaire.	O	O	O	O	O
y) Le partage de pratiques avec des administratrices et administrateurs d'autres écoles constitue une importante stratégie d'apprentissage professionnel.	O	O	O	O	O
z) D'autres directrices et directeurs offrent un soutien et des conseils utiles pour mon travail.	O	O	O	O	O
aa) Le SLN est simplement une autre tocade du ministère de l'Éducation.	O	O	O	O	O
bb) Il est important de savoir ce que la recherche pense des données en faveur ou contre une stratégie d'enseignement particulière.	O	O	O	O	O
cc) Le matériel de perfectionnement professionnel produit par le SLN sur la littératie se fonde sur de solides données probantes concernant la façon dont les enfants apprennent à lire et à écrire.	O	O	O	O	O
dd) Le matériel de perfectionnement professionnel produit par le SLN sur la numératie se fonde sur de solides données probantes concernant la façon dont les enfants apprennent les mathématiques.	O	O	O	O	O
ee) Les professeurs des universités ont des connaissances à partager sur la façon d'améliorer les résultats en littératie et en numératie.	O	O	O	O	O
ff) Il est important que les enseignantes et les enseignants consacrent du temps à la résolution de problèmes en mathématiques.	O	O	O	O	O
gg) Le ministère de l'Éducation a des connaissances à partager sur la façon d'améliorer la littératie et la numératie dans mon école.	O	O	O	O	O

24. Quels facteurs font en sorte qu'il est **possible** de mettre en œuvre les initiatives du SLN à votre école?

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25. Quels facteurs font en sorte qu'il est **difficile** de mettre en œuvre les initiatives du SLN à votre école?

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26. Quels facteurs font en sorte qu'il est **possible** de mettre en œuvre le Cadre pour l'efficacité des écoles du SLN dans votre école?

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27. Quels facteurs font en sorte qu'il est **difficile** de mettre en œuvre le Cadre pour l'efficacité des écoles du SLN dans votre école?

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28. Y a-t-il un équilibre entre les pressions et le soutien de votre conseil scolaire pour mettre en œuvre les initiatives du SLN dans votre école?

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### L'école

29. Compte tenu du revenu familial total moyen (après impôts) de 64 000 \$ environ en Ontario, le niveau socio-économique moyen de la collectivité où se situe notre école est (*choisissez UNE seule réponse*):

Largement  
supérieur à la  
moyenne  
O

Supérieur à la  
moyenne  
O

Dans la moyenne  
O

Inférieur à la  
moyenne  
O

Largement inférieur à  
la moyenne  
O

30. Comparativement à la moyenne provinciale, le rendement des élèves de notre école est :

Largement  
supérieur à la  
moyenne  
O

Supérieur à la  
moyenne  
O

Dans la moyenne  
O

Inférieur à la  
moyenne  
O

Largement inférieur à  
la moyenne  
O

31. Notre école est située dans :

Une grande ville (p. ex. : London, Ottawa, Toronto) O	Une petite ville (p. ex. : Kingston, Thunder Bay, Windsor) O	Une banlieue (p. ex. : Kanata, Scarborough) O	Une petite municipalité (p. ex. : Cochrane, Napanea, Prescott) O	Le milieu rural O
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32. Notre conseil scolaire décrit notre école comme ayant de grands besoins :

O Oui O Non O Je ne sais pas

33. Au 31 mars 2008, notre école comptait :

\_\_\_ \_\_\_ \_\_\_ élèves(s) (à la cinquantaine près).

\_\_\_ \_\_\_ \_\_\_ élève(s) au cycle primaire (à la cinquantaine près).

\_\_\_ \_\_\_ \_\_\_ élève(s) au cycle moyen (à la cinquantaine près).

\_\_\_ \_\_\_ \_\_\_ élève(s) au cycle intermédiaire (à la cinquantaine près).

\_\_\_ \_\_\_ \_\_\_ élève(s) doué(s) (à la dizaine près).

\_\_\_ \_\_\_ \_\_\_ élève(s) ayant un plan d'enseignement individualisé (sans compter les élèves doués) (à la dizaine près).

\_\_\_ \_\_\_ \_\_\_ élève(s) d'actualisation linguistique en français (à la dizaine près).

### Renseignements biodémographiques

34. Je suis de sexe :

O Masculin O Féminin

35. Mon expérience dans le secteur de l'enseignement se décrit comme suit :

___ ___ années	i) En tout
___ ___ années	j) À titre de directrice ou de directeur d'école
___ ___ années	k) À titre de directrice adjointe ou de directeur adjoint
___ ___ années	l) À titre d'enseignante ou d'enseignant
___ ___ années	m) À titre de leader en littératie ou en numératie
___ ___ années	n) À titre d'experte-conseil ou d'expert-conseil auprès du conseil scolaire (consultante ou consultant, coordonnatrice ou coordonnateur)
___ ___ années	o) À titre de conseillère ou conseiller pédagogique
___ ___ années	p) Autre ( <i>précisez</i> )

## Appendix I: SAO Survey (English)

1. As a Student Achievement Officer, I spend my time (as a percentage) on the following:

_____ %	Working with schools
_____ %	Working with school board personnel
_____ %	Facilitating professional development of educators and/or board staff
_____ %	Participating in my own professional development
_____ %	Meeting with other SAOs in my region
_____ %	Meeting with other LNS staff
_____ %	Administration (paperwork, reporting)
_____ %	Travel
_____ %	Other (please specify): _____
_____ %	Other (please specify): _____

Total: 100 %

2. As part of my role as an SAO, I have:

In Schools	In School Boards	
<input type="radio"/>	<input type="radio"/>	Provided professional development
<input type="radio"/>	<input type="radio"/>	Supported the development of school improvement plans
<input type="radio"/>	<input type="radio"/>	Supported the implementation of the School Effectiveness Framework
<input type="radio"/>	<input type="radio"/>	Supported the implementation of Character Development
<input type="radio"/>	<input type="radio"/>	Promoted LNS educational resources
<input type="radio"/>	<input type="radio"/>	Promoted other educational resources
<input type="radio"/>	<input type="radio"/>	Facilitated connections between educators and other educational partners
<input type="radio"/>	<input type="radio"/>	Participated in staff meetings and professional learning communities (PLCs)
<input type="radio"/>	<input type="radio"/>	Promoted the use of data to track student achievement
<input type="radio"/>	<input type="radio"/>	Initiated capacity building initiatives
<input type="radio"/>	<input type="radio"/>	Provided expertise on teaching and learning strategies for literacy
<input type="radio"/>	<input type="radio"/>	Provided expertise on teaching and learning strategies for numeracy
<input type="radio"/>	<input type="radio"/>	Shared research findings with educators
<input type="radio"/>	<input type="radio"/>	Other: _____

Considering the above, how has the LNS had the most positive impact on schools/school boards?

3. In my work as an SAO working in OFIP schools, the amount of focus I have placed in the following areas is:

Less Intensive Focus		1	2	3	4	5	6	7	More Intensive Focus	
a)	Word decoding			1	2	3	4	5	6	7
b)	Phonological awareness			1	2	3	4	5	6	7
c)	Phonics skills			1	2	3	4	5	6	7
d)	Reading fluency			1	2	3	4	5	6	7
e)	Reading comprehension			1	2	3	4	5	6	7
f)	Guided Reading			1	2	3	4	5	6	7
g)	Shared Reading			1	2	3	4	5	6	7
h)	Vocabulary skills			1	2	3	4	5	6	7
i)	Fiction Writing (e.g. narrative, poetry)			1	2	3	4	5	6	7
j)	Non-Fiction Writing			1	2	3	4	5	6	7
k)	Printing/Cursive Writing			1	2	3	4	5	6	7
l)	Spelling			1	2	3	4	5	6	7
m)	Conventions (e.g. punctuation)			1	2	3	4	5	6	7
n)	Composition skills (e.g. planning, sequencing)			1	2	3	4	5	6	7
o)	Comprehension Strategies			1	2	3	4	5	6	7
p)	Differentiated Instruction			1	2	3	4	5	6	7
q)	Math computation			1	2	3	4	5	6	7
r)	Problem solving in math			1	2	3	4	5	6	7
s)	Use of math manipulatives			1	2	3	4	5	6	7
t)	Communicating using mathematical language			1	2	3	4	5	6	7
u)	Respect for other cultures			1	2	3	4	5	6	7
v)	Character development			1	2	3	4	5	6	7

The three areas above in which teaching practice has changed the most over my time as an SAO are:

4. As an SAO, I feel confident I can provide expertise in the following areas:

	Very Confident				Not at all Confident
a) Strategies for literacy instruction (e.g. guided reading, shared reading)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) Strategies for numeracy instruction (e.g. manipulatives, problem solving)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) Maximizing academic achievement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) Translating research into practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) Promoting character development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f) Differentiated instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g) Assessment of and for learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h) Identifying successful practices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i) Promoting a collaborative culture	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j) Capacity building	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k) Developing staff leadership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l) Professional Learning Communities (PLCs)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m) School improvement planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n) School Effectiveness Framework	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
o) Engaging parents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
p) Supporting English Language Learners (ELLs)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
q) Supporting learners with special education needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments:

5. In my role as an SAO, I have used the following sources to develop my expertise, skills, and knowledge:

	Very Important				Not Important
a) Personal and professional experience	O	O	O	O	O
b) LNS materials (DVDs, webcasts, etc.)	O	O	O	O	O
c) LNS training	O	O	O	O	O
d) Ministry documents and materials	O	O	O	O	O
e) Professional journals	O	O	O	O	O
f) Colleagues outside the LNS	O	O	O	O	O
g) Professional development not provided by the LNS	O	O	O	O	O
h) Internet Sources (e.g. ERIC, LD Online)	O	O	O	O	O
i) Observation of exemplary practice	O	O	O	O	O
j) Professional Learning Communities within the LNS	O	O	O	O	O
k) Other (please specify): _____	O	O	O	O	O

6. The most effective professional development for my professional learning has been:

7. I would like to receive professional development in the following areas:

8. Please indicate the degree to which you agree with each of the following statements.  
 “As an SAO I believe...”

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly Disagree
a) All of the schools I work with will be able to reach provincial targets given sufficient support.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) A school's success is primarily determined by student demographics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) I am making a difference in the professional skills of the teachers and administrators in schools.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) I have a clear idea of the mandate of the Literacy and Numeracy Secretariat.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) I have sufficient time to fulfill my expectations as an SAO.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f) I have adequate resources to implement the LNS mandate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g) I have the skills and knowledge to support the LNS School Effectiveness Framework.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h) More emphasis should be placed on the personal and social development of students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i) It is important for staff and students to see me in classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j) School targets have little effect on teachers' practices.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k) My administrative duties prevent me from spending sufficient time on educational issues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l) The professional development materials produced by the LNS in literacy are consistent with research evidence on how children...					
• Learn to read and write.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Learn math.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m) The strategies highlighted by the LNS are those that research has identified as the most effective for increasing student achievement...					
• In literacy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• In numeracy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n) Due to my training and expertise, I am in the best position to determine the literacy and numeracy needs of low-achieving schools.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
o) I have adequate access to technology to support my work (e.g. laptops, off-site internet access).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
p) The regional SAO team has the breadth of experience needed support schools effectively.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



9. The factors that have made it **possible** for me to implement the LNS initiatives include:

10. The factors that have made it **challenging** for me to implement the LNS initiatives include:

11. What are the three most effective ways to support teachers in learning and implementing effective strategies?

12. Given the impending high turnover of staff, what resources and professional development would most benefit incoming SAOs?

13. What personal and professional skills are most beneficial for the success of an SAO?

14. The length of time I have been with the Literacy and Numeracy Secretariat as an SAO is:

15. My professional experience is:

- |               |   |
|---------------|---|
| ___ ___ years | a) In total                                   |
| ___ ___ years | b) Principal                                  |
| ___ ___ years | c) Vice Principal                             |
| ___ ___ years | d) Teacher                                    |
| ___ ___ years | e) Literacy or numeracy leader                |
| ___ ___ years | f) Board consultant (consultant, coordinator) |
| ___ ___ years | g) Board Administrator                        |
| ___ ___ years | h) Director                                   |
| ___ ___ years | i) Other (please specify)                     |
- 

16. My highest level of education is: \_\_\_\_\_

17. I have completed the following Additional Qualification (AQ) courses:

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## Appendix J: SAO Survey (French)

1. À titre d'agente ou d'agent du rendement des élèves, je consacre mon temps (en pourcentage) aux activités suivantes :

_____ %	Travail dans les écoles
_____ %	Travail avec le personnel des conseils scolaires
_____ %	Organisation d'activités de perfectionnement professionnel pour les enseignantes, les enseignants et le personnel des conseils scolaires
_____ %	Participation à des activités de perfectionnement professionnel pour moi
_____ %	Rencontre avec d'autres agentes et agents du rendement des élèves de ma région
_____ %	Rencontre avec d'autres membres du personnel du SLN
_____ %	Administration (tâches administratives, préparation de rapports)
_____ %	Déplacement
_____ %	Autre ( <i>précisez</i> ) : _____
_____ %	Autre ( <i>précisez</i> ) : _____

Total : 100 %

2. Dans le cadre de mes fonctions d'agente ou d'agent du rendement des élèves :

Dans les écoles	Dans les conseils scolaires	
<input type="radio"/>	<input type="radio"/>	j'ai offert des occasions de perfectionnement professionnel
<input type="radio"/>	<input type="radio"/>	j'ai soutenu l'élaboration de plans d'amélioration pour les écoles
<input type="radio"/>	<input type="radio"/>	j'ai soutenu la mise en œuvre de Cadres pour l'efficacité des écoles
<input type="radio"/>	<input type="radio"/>	j'ai soutenu la mise en œuvre de programmes de développement du caractère
<input type="radio"/>	<input type="radio"/>	j'ai fait la promotion des ressources pédagogiques du SLN
<input type="radio"/>	<input type="radio"/>	j'ai fait la promotion d'autres ressources pédagogiques
<input type="radio"/>	<input type="radio"/>	j'ai contribué à établir des relations entre les enseignantes et enseignants et des partenaires de l'éducation
<input type="radio"/>	<input type="radio"/>	j'ai participé à des réunions du personnel et des communautés d'apprentissage professionnelles
<input type="radio"/>	<input type="radio"/>	j'ai mis de l'avant l'utilisation de données pour suivre le rendement des élèves
<input type="radio"/>	<input type="radio"/>	j'ai institué des activités d'accroissement de la capacité
<input type="radio"/>	<input type="radio"/>	j'ai offert mon expertise en stratégies d'enseignement et d'apprentissage de la littératie
<input type="radio"/>	<input type="radio"/>	j'ai offert mon expertise en stratégies d'enseignement et d'apprentissage de la numératie
<input type="radio"/>	<input type="radio"/>	j'ai fait connaître les résultats de la recherche avec les enseignantes et les enseignants
<input type="radio"/>	<input type="radio"/>	Autre : _____

Compte tenu de ce qui précède, en quoi le SLN a-t-il eu la plus grande incidence dans les écoles et les conseils scolaires?

3. Dans le cadre de mes fonctions d'agente ou d'agent du rendement des élèves qui travaille dans des écoles participant au Partenariat d'interventions ciblées de l'Ontario, j'ai accordé l'attention suivante aux domaines ci-dessous :

Attention moins soutenue	1	2	3	4	5	6	7	Attention très soutenue	
a) Déchiffrage des mots			1	2	3	4	5	6	7
b) Sensibilité phonologique			1	2	3	4	5	6	7
c) Habiletés phonétiques			1	2	3	4	5	6	7
d) Fluidité en lecture			1	2	3	4	5	6	7
e) Compréhension de la lecture			1	2	3	4	5	6	7
f) Lecture dirigée			1	2	3	4	5	6	7
g) Lecture partagée			1	2	3	4	5	6	7
h) Connaissances du vocabulaire			1	2	3	4	5	6	7
i) Rédaction de fiction (p. ex : récits, poésie)			1	2	3	4	5	6	7
j) Rédaction de textes non fictifs			1	2	3	4	5	6	7
k) Lettres moulées/écriture cursive			1	2	3	4	5	6	7
l) Orthographe			1	2	3	4	5	6	7
m) Conventions (p. ex. : ponctuation)			1	2	3	4	5	6	7
n) Habiletés en composition (p. ex. : établissement d'un plan, ordre des idées)			1	2	3	4	5	6	7
o) Stratégies de compréhension			1	2	3	4	5	6	7
p) Enseignement différencié			1	2	3	4	5	6	7
q) Calcul			1	2	3	4	5	6	7
r) Résolution de problèmes en mathématiques			1	2	3	4	5	6	7
s) Matériel de manipulation pour l'enseignement des mathématiques			1	2	3	4	5	6	7
t) Communication en utilisant la terminologie mathématique			1	2	3	4	5	6	7
u) Respect des autres cultures			1	2	3	4	5	6	7
v) Développement du caractère			1	2	3	4	5	6	7

Les trois domaines ci-dessus où les pratiques de l'enseignement ont le plus changé depuis que je suis agente ou agent du rendement des élèves sont :

4. À titre d'agente ou d'agent du rendement des élèves, quel est mon niveau de confiance en mes capacités à offrir des connaissances spécialisées dans les domaines suivants :

	Confiance élevée				Aucune confiance
a) Stratégies pour l'enseignement de la littératie (p. ex. : lecture dirigée, lecture partagée)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) Stratégies pour l'enseignement de la numératie (p. ex. : matériel de manipulation, résolution de problèmes)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) Maximisation du rendement scolaire	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) Transposition de la recherche dans la pratique	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) Développement du caractère chez les élèves	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f) Enseignement différencié	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g) Évaluation de l'apprentissage et pour l'apprentissage	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h) Repérage des pratiques fructueuses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i) Promotion d'un esprit de collaboration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j) Accroissement de la capacité	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k) Perfectionnement des qualités de chef de file chez le personnel	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l) Communautés d'apprentissage professionnelles	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m) Planification pour améliorer les écoles	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n) Cadre pour l'efficacité des écoles	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
o) Mobilisation des parents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
p) Soutien des élèves qui apprennent le français	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
q) Soutien des apprenants ayant des besoins spéciaux en matière d'éducation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Remarques :

5. Dans mes fonctions d'agente ou d'agent du rendement des élèves, quelle importance est-ce que j'accorde aux sources suivantes pour enrichir mes connaissances, pour perfectionner mes compétences et pour améliorer mon savoir :

	Très important				Aucune importance
a) Expérience personnelle et professionnelle	O	O	O	O	O
b) Matériel du SLN (DVD, webémissions, etc.)	O	O	O	O	O
c) Formation du SLN	O	O	O	O	O
d) Publications et matériel du ministère	O	O	O	O	O
e) Revues professionnelles	O	O	O	O	O
f) Consœurs et confrères à l'extérieur du SLN	O	O	O	O	O
g) Activités de perfectionnement non offertes par le SLN	O	O	O	O	O
h) Internet (p. ex. : ERIC, LD Online)	O	O	O	O	O
i) Observation des pratiques exemplaires	O	O	O	O	O
j) Communautés d'apprentissage professionnelles au sein du SLN	O	O	O	O	O
k) Autre ( <i>précisez</i> ) : _____	O	O	O	O	O

6. L'activité ou la ressource de perfectionnement professionnel la plus efficace pour moi a été :

7. Je souhaite bénéficier d'occasions de perfectionnement professionnel dans les domaines suivants :

8. Veuillez indiquer jusqu'à quel point vous êtes d'accord avec les énoncés ci-dessous. À titre d'agente ou d'agent du rendement des élèves, je crois que :

	Entière- ment d'accord	D'accord	Plus ou moins d'accord	Pas d'accord	Pas du tout d'accord
a) Toutes les écoles avec lesquelles je travaille arriveront à atteindre les cibles provinciales si elles bénéficient d'un soutien suffisant.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) La réussite d'une école passe d'abord et avant tout par les caractéristiques démographiques des élèves.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) Je compte pour quelque chose dans les compétences professionnelles des enseignantes, des enseignants, des administratrices et des administrateurs des écoles.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) J'ai une idée claire du mandat du SLN.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) J'ai assez de temps pour répondre à mes attentes en tant qu'agente ou agent du rendement des élèves.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f) Je dispose de ressources adéquates pour mettre en œuvre le mandat du SLN.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g) J'ai les compétences et les connaissances nécessaires pour appuyer le Cadre pour l'efficacité des écoles du SLN.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h) Il faudrait mettre davantage l'accent sur le développement personnel et social des élèves.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i) Il est important pour le personnel et les élèves de me voir en classe.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j) Les cibles de l'école ont peu d'effet sur les pratiques des enseignantes et des enseignants.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k) Mes tâches administratives m'empêchent de consacrer assez de temps aux questions d'éducation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l) Le matériel de perfectionnement professionnel du SLN en littératie corrobore les données de la recherche sur la façon dont les enfants...					
• apprennent à lire et à écrire	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• apprennent les mathématiques.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m) Les stratégies mises de l'avant par le SLN sont celles que la recherche a fait ressortir comme étant les plus efficaces pour améliorer le rendement des élèves...					
• en littératie	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• en numératie.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

n) Compte tenu de ma formation et de mon expertise, je suis bien placé(e) pour déterminer les besoins en littératie et en numératie des écoles moins performantes.	O	O	O	O	O
o) J'ai accès à la technologie nécessaire pour appuyer mon travail (p. ex. : ordinateur portable, accès Internet à distance).	O	O	O	O	O
p) L'équipe régionale des agentes et agents du rendement des élèves possède l'expérience nécessaire pour soutenir les écoles efficacement.	O	O	O	O	O

9. Les facteurs qui ont fait en sorte que j'ai pu mettre en œuvre les stratégies du SLN comprennent :

10. Les facteurs qui ont fait en sorte que j'ai eu de la difficulté à mettre en œuvre les stratégies du SLN comprennent :

11. Quels sont les trois meilleurs moyens d'appuyer les enseignantes et les enseignants à apprendre et à mettre en œuvre des stratégies efficaces?

12. Compte tenu du roulement élevé imminent de personnel, quelles ressources et activités de perfectionnement professionnel seraient les plus utiles pour les nouvelles agentes et les nouveaux agents du rendement des élèves?

13. Quelles compétences personnelles et professionnelles sont les plus utiles pour réussir en tant qu'agente ou agent du rendement des élèves?



**14.** Je travaille comme agente ou agent du rendement des élèves pour le SLN depuis combien de temps?

---

**15.** Mon expérience professionnelle se décrit comme suit :

- |                |  |
|----------------|--|
| ___ ___ années | a) En tout   |
| ___ ___ années | b) À titre de directrice ou de directeur d'école   |
| ___ ___ années | c) À titre de directrice adjointe ou de directeur adjoint  |
| ___ ___ années | d) À titre d'enseignante ou d'enseignant   |
| ___ ___ années | e) À titre de leader en littératie ou en numératie   |
| ___ ___ années | f) À titre d'experte-conseil ou d'expert-conseil auprès du conseil scolaire (consultante ou consultant, coordonnatrice ou coordonnateur) |
| ___ ___ années | g) À titre de cadre d'un conseil scolaire  |
| ___ ___ années | h) À titre de directrice ou de directeur d'un conseil scolaire   |
| ___ ___ années | i) Autre ( <i>précisez</i> )   |

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**16.** Mon niveau d'instruction le plus élevé est : \_\_\_\_\_

**17.** J'ai suivi les cours d'acquisition de compétences supplémentaires suivants :

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## Appendix K: LANSA Focus Group Questions

### Questions

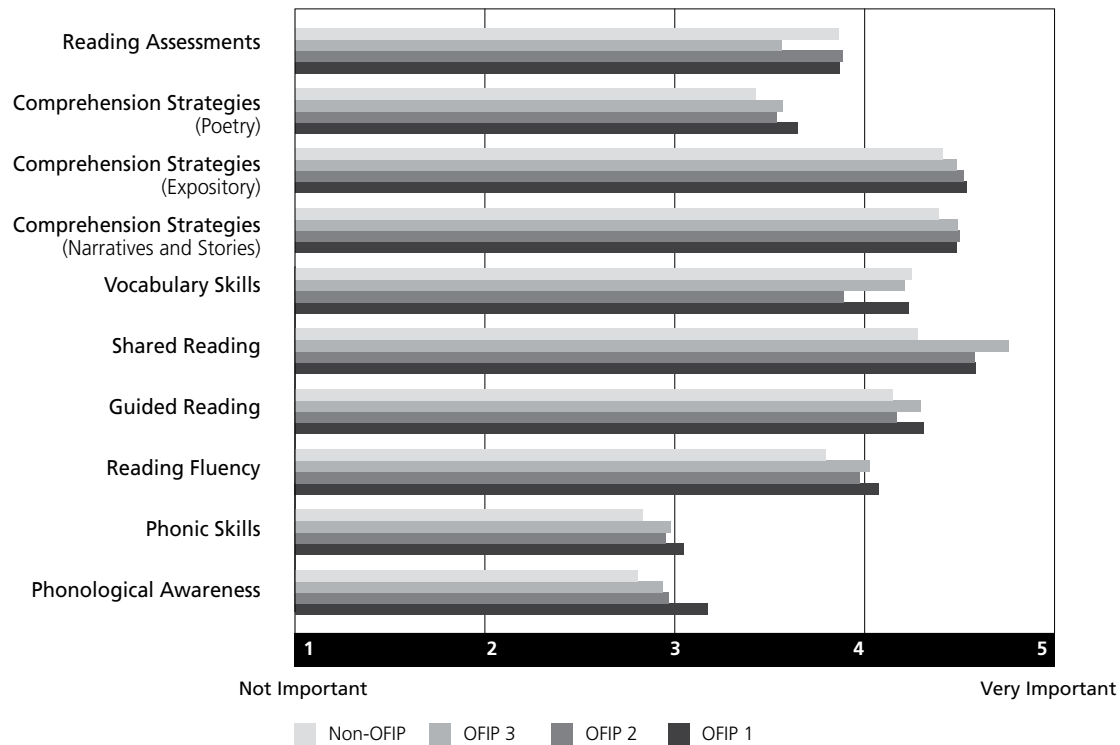
1. How has participation in LANSA had an impact on you as a director? How has it made an impact on practice in your board?
2. What aspects of the professional development, resources, and research provided by the LANSA initiative did you find most useful? What enabled you best to implement change in your board?
3. What else is needed? What do you see as the next steps?
4. What are some specific examples of how practice has changed in your board (e.g. organization of senior team, structural alignment, etc.)?
5. Have you used the Statistical Neighbours tool? Do you know anyone who is?
6. How has participation in LANSA helped you to engage with other key partners (e.g. trustees, federations, community agents, etc.)?

## Appendix L: Glossary of Acronyms

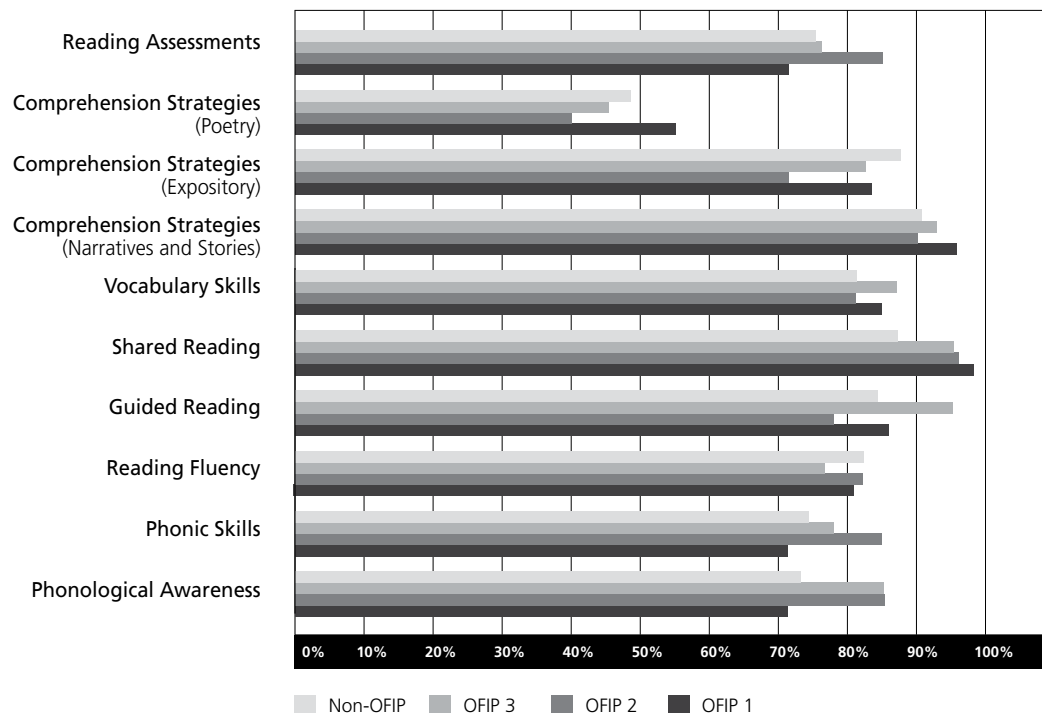
ADFO	–	Association des Directions et Directions
AEFO	–	Adjointes des Écoles Franco-Ontariennes
AERA	–	American Educational Research Association
CAPB	–	Curriculum and Assessment Policy Branch
CLLRNet	–	Canadian Language and Literacy Research Network
CODE	–	Council of Ontario Directors of Education
CPCO	–	Catholic Principals' Council of Ontario
CSSE	–	Canadian Society for Studies in Education
ELL	–	English Language Learner
EQAO	–	Education Quality and Accountability Office
ESL	–	English as a Second Language
ETFO	–	Elementary Teachers' Federation of Ontario
IEP	–	Individual Education Plan
LANSA	–	Leadership Alliance Network for Student Achievement
LNS	–	Literacy and Numeracy Secretariat
OECTA	–	Ontario English Catholics Teachers' Association
OFIP	–	Ontario Focussed Intervention Partnership
OISE	–	Ontario Institute for Studies in Education
OPC	–	Ontario Principals' Council
OSN	–	Ontario Statistical Neighbours
PAC	–	Parent Advisory Committee
PD	–	Professional Development
PLC	–	Professional Learning Community
SAO	–	Student Achievement Officer
SEF	–	School Effectiveness Framework
SIP	–	School Improvement Planning
SO	–	Supervisory Officer

## Appendix M: Additional Graphs (Focused Intervention)

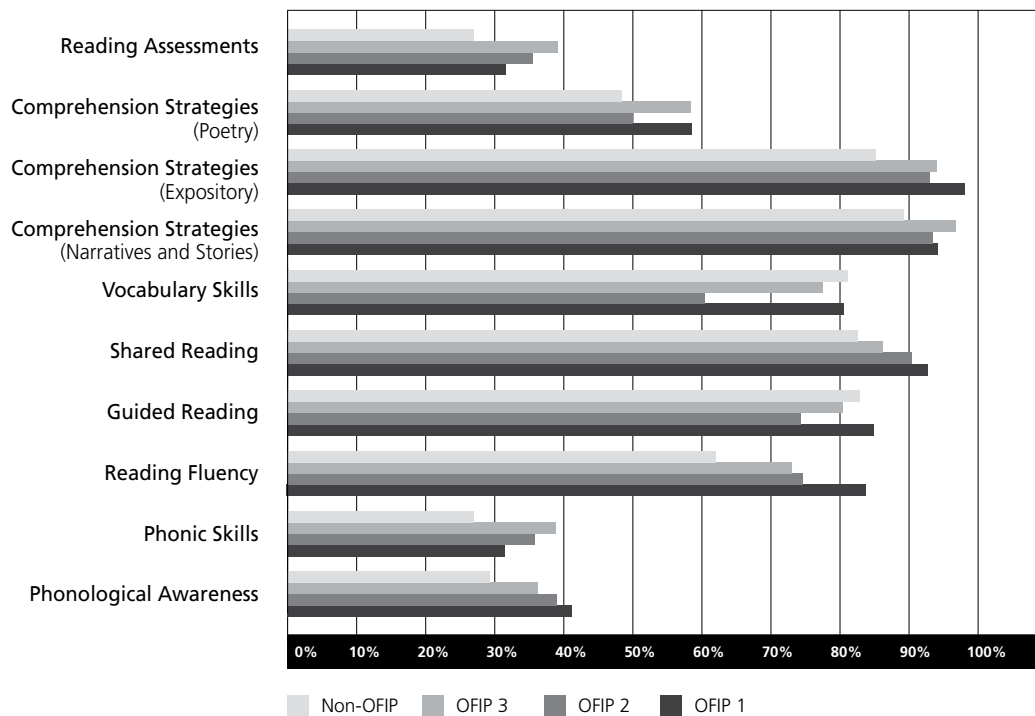
**FIGURE A: IMPORTANCE OF READING STRATEGIES IDENTIFIED BY JUNIOR TEACHERS**



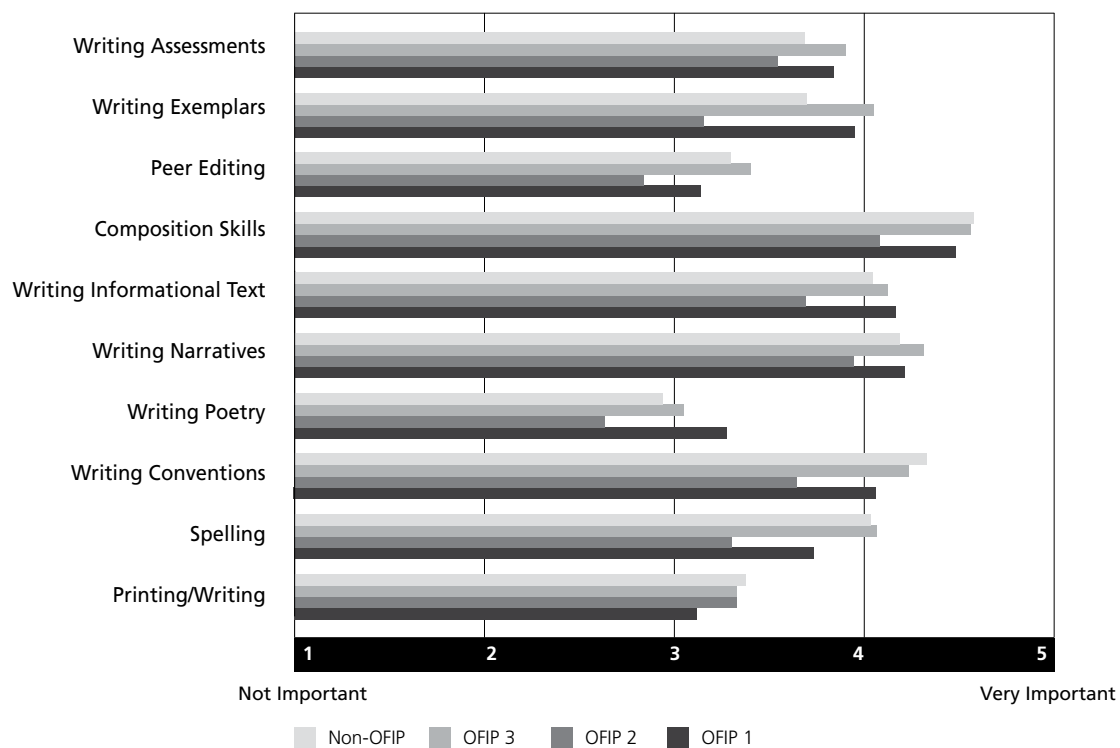
**FIGURE B: PROPORTION OF PRIMARY TEACHERS' REPORTING READING PRACTICES AS IMPORTANT**



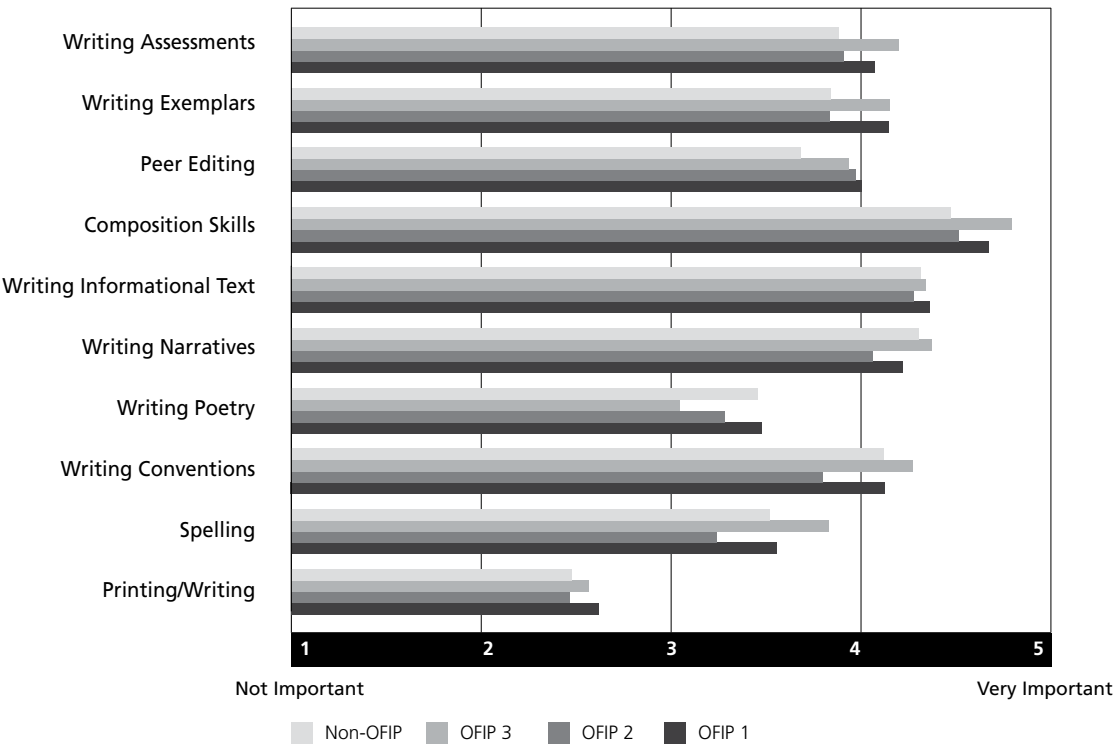
**FIGURE C: PROPORTION OF JUNIOR TEACHERS' REPORTING READING PRACTICES AS IMPORTANT**



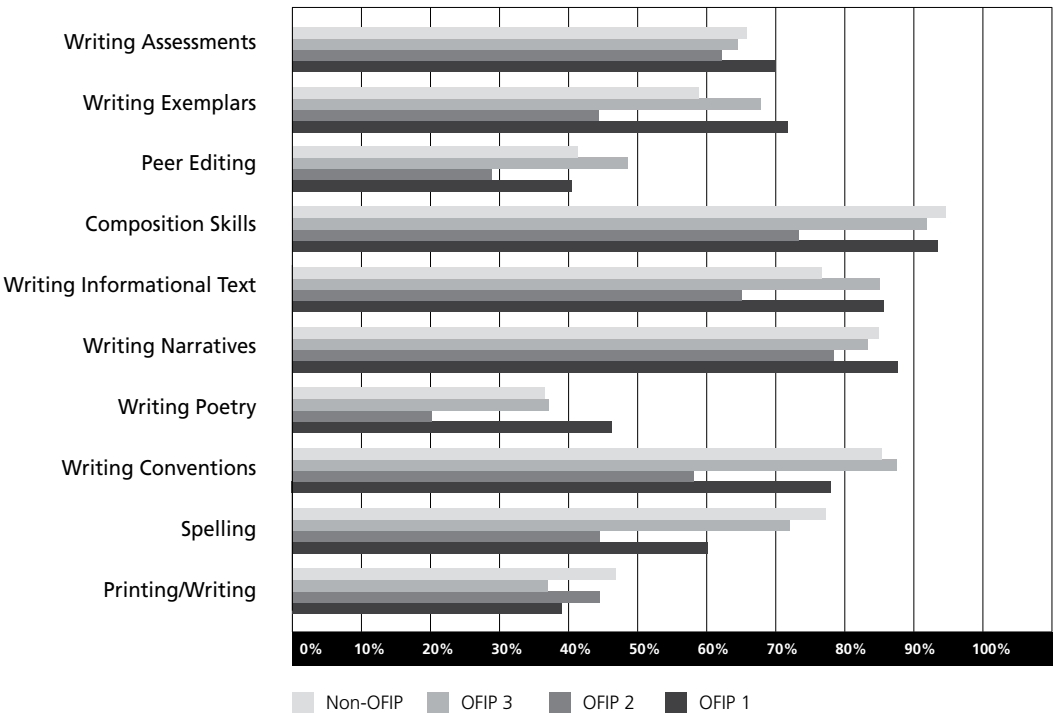
**FIGURE D: IMPORTANCE OF WRITING STRATEGIES IDENTIFIED BY PRIMARY TEACHERS**



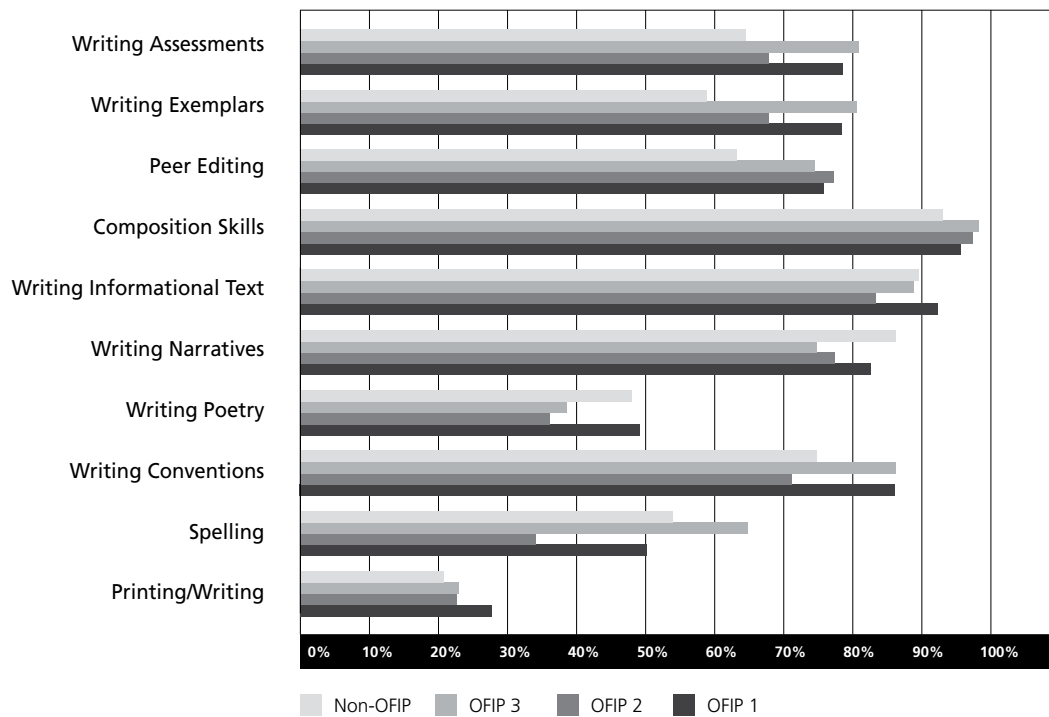
**FIGURE E: IMPORTANCE OF WRITING STRATEGIES IDENTIFIED BY JUNIOR TEACHERS**



**FIGURE F: PROPORTION OF PRIMARY TEACHERS' REPORTING WRITING PRACTICES AS IMPORTANT**



**FIGURE G: PROPORTION OF JUNIOR TEACHERS' REPORTING WRITING PRACTICES AS IMPORTANT**



**FIGURE H: IMPORTANCE OF MATHEMATICS STRATEGIES IDENTIFIED BY PRIMARY TEACHERS**

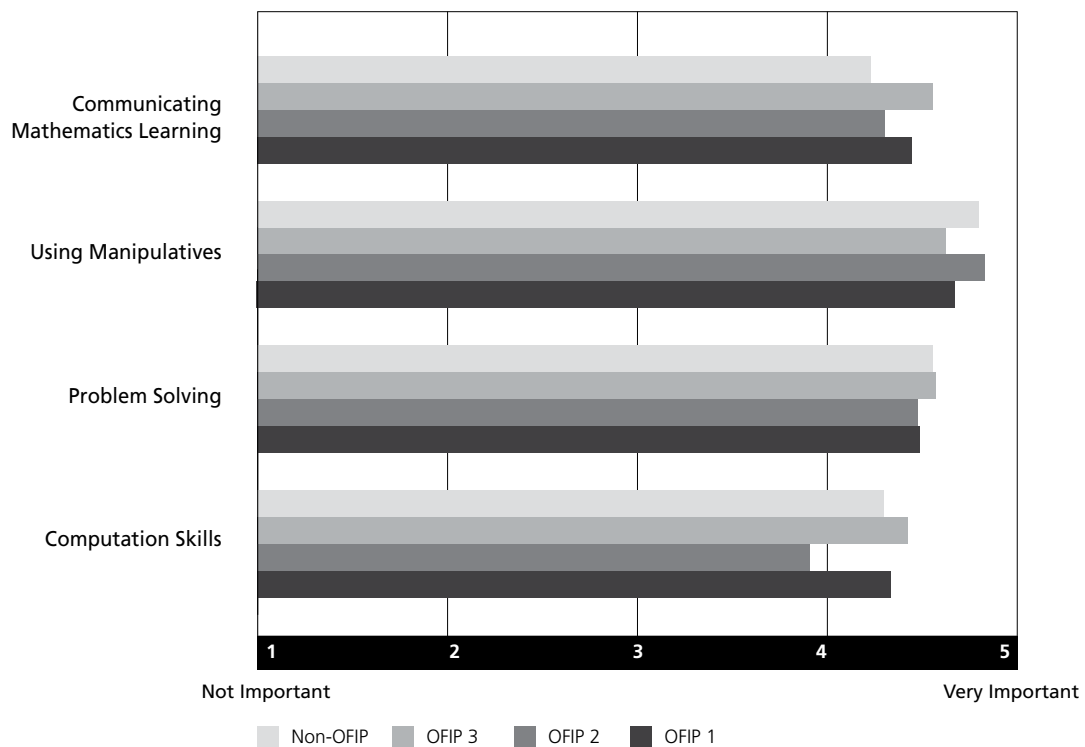


FIGURE I: IMPORTANCE OF MATHEMATICS STRATEGIES IDENTIFIED BY JUNIOR TEACHERS

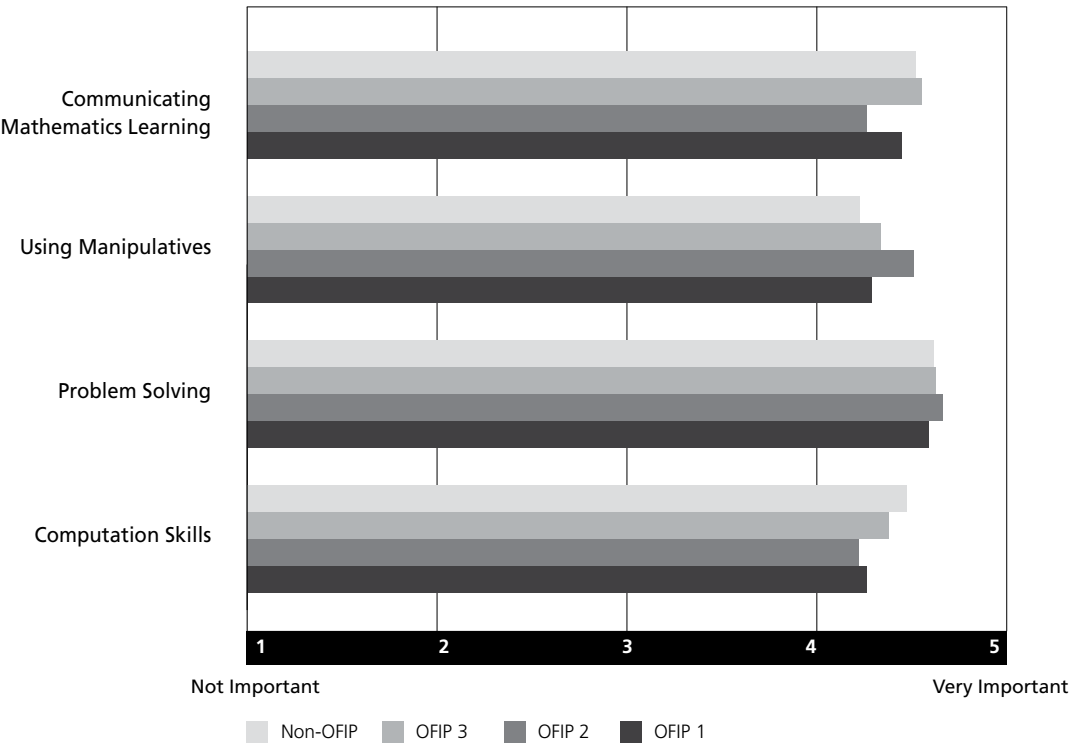
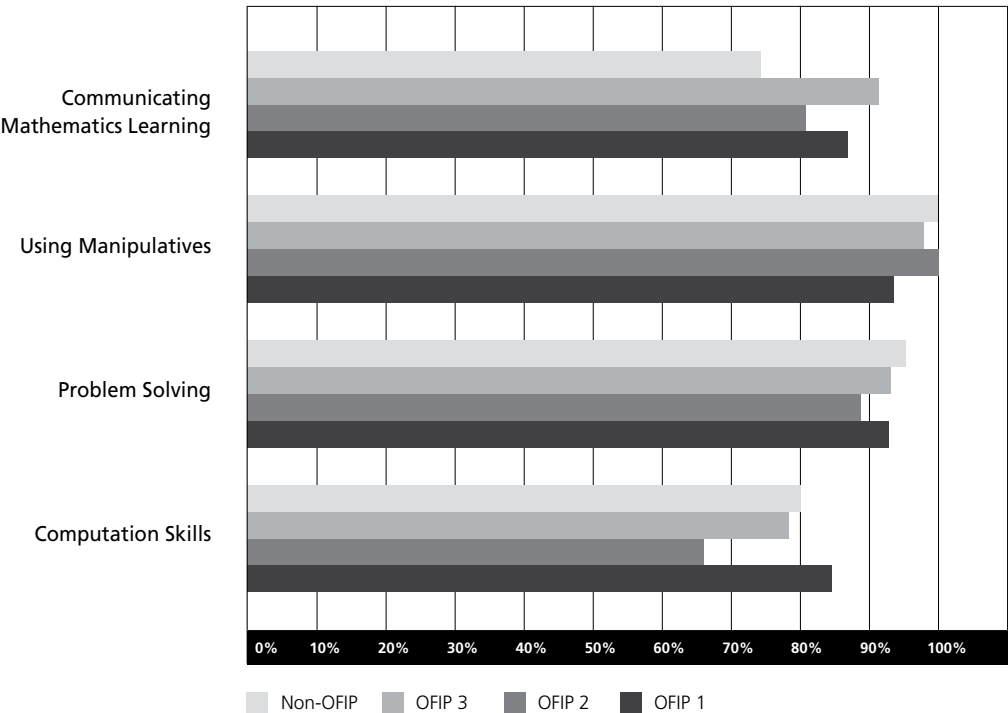


FIGURE J: PROPORTION OF PRIMARY TEACHERS' REPORTING MATHEMATICS PRACTICES AS IMPORTANT





**FIGURE K: PROPORTION OF JUNIOR TEACHERS' REPORTING MATHEMATICS PRACTICES AS IMPORTANT**

