



A B C D E

***The Vision of Hope  
Making It Real***

**C. Spence**



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Realignment

ARCS

Believe It! Our Time Is Now:

*Every School an Effective  
School*

Achievement Gap Task Force

Student Progress

Toronto Leadership Academy  
(TLA)

School Visits (daily writing, high  
expectations, student work,  
photocopying)



# Student Voices

Lack of clarity about what it takes to succeed: *grades, complete work, behave well.*

Many feel not much is expected of them.

Curriculum is repetitious and not challenging\engaging.

Little support for grappling with issues of race, ethnicity, gender, culture, class and sexual orientation.

# Digital Natives \ Digital Immigrants

*Marc Prensky*

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## *Digital Natives*

Students today are “native speakers” of the digital language of computers, video games, and the Internet.

## *Digital Immigrants*

Persons not born into the digital world but have adopted many or most aspects of the new technology. However, they retain an “accent”; a foot in the past.

# A B C D E Learning 24\7

- Classrooms in which there was evidence of a clear learning objective: 4%
- Classrooms in which high yield strategies were being used: 2%
- Classrooms in which there was evidence of higher order thinking skills: 3%
- Classrooms in which students were either writing or using rubrics: 0
- Classrooms in which students were using worksheets (a bad sign): 52%
- Classrooms in which no instructional activities were occurring: 35%

# Digital Native Learners



- ❖ Multitasking
- ❖ Multimedia learning
- ❖ Online social networking
- ❖ Online info searching
- ❖ Games, simulations & creative expressions

# The Power of Professional Learning

## A B C D E Communities

“The most successful schools were those that used tools to help them function as professional communities. That is, they found a way to channel staff and student efforts toward a clear, commonly shared purpose for student learning; they created opportunities for teachers to collaborate and help one another achieve the purpose; and teachers in these schools took collective—not just individual—responsibility for student learning. Schools with strong professional communities were better able to offer authentic pedagogy and were more effective in promoting student achievement.”

-Newman and Wehlage, 1995

A person with short brown hair, wearing a dark green long-sleeved shirt, is seen from behind, writing on a dark grey chalkboard. Their right arm is raised, holding a piece of white chalk. The chalkboard has some faint, handwritten letters 'A B C D E' visible. The main text of the image is overlaid on the right side of the board.

# The Need to Stop Doing

Most of us have an ever-expanding “to do” list, trying to build momentum by doing, doing, doing, - and doing more. And it rarely works. Those who built “good-to-great” organizations, however, made as much use of “stop doing” lists. They had the discipline to stop doing all the extraneous junk.

Jim Collins

# Addition by Subtraction

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The challenge of becoming a PLC demands more than adopting new programs and practices. We must also demonstrate the discipline to discontinue much of what we have done traditionally.

# PLC Drivers

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- We accept learning as the fundamental purpose of our school and therefore are willing to examine all practices in light of their impact on learning.
- We are committed to working together to achieve our collective purpose. We cultivate a collaborative culture through development of high performing teams.
- We assess our effectiveness on the basis of results rather than intentions. Individuals, teams and schools seek relevant data and information and use that information to promote continuous improvement.

# Need for a Collaborative Culture

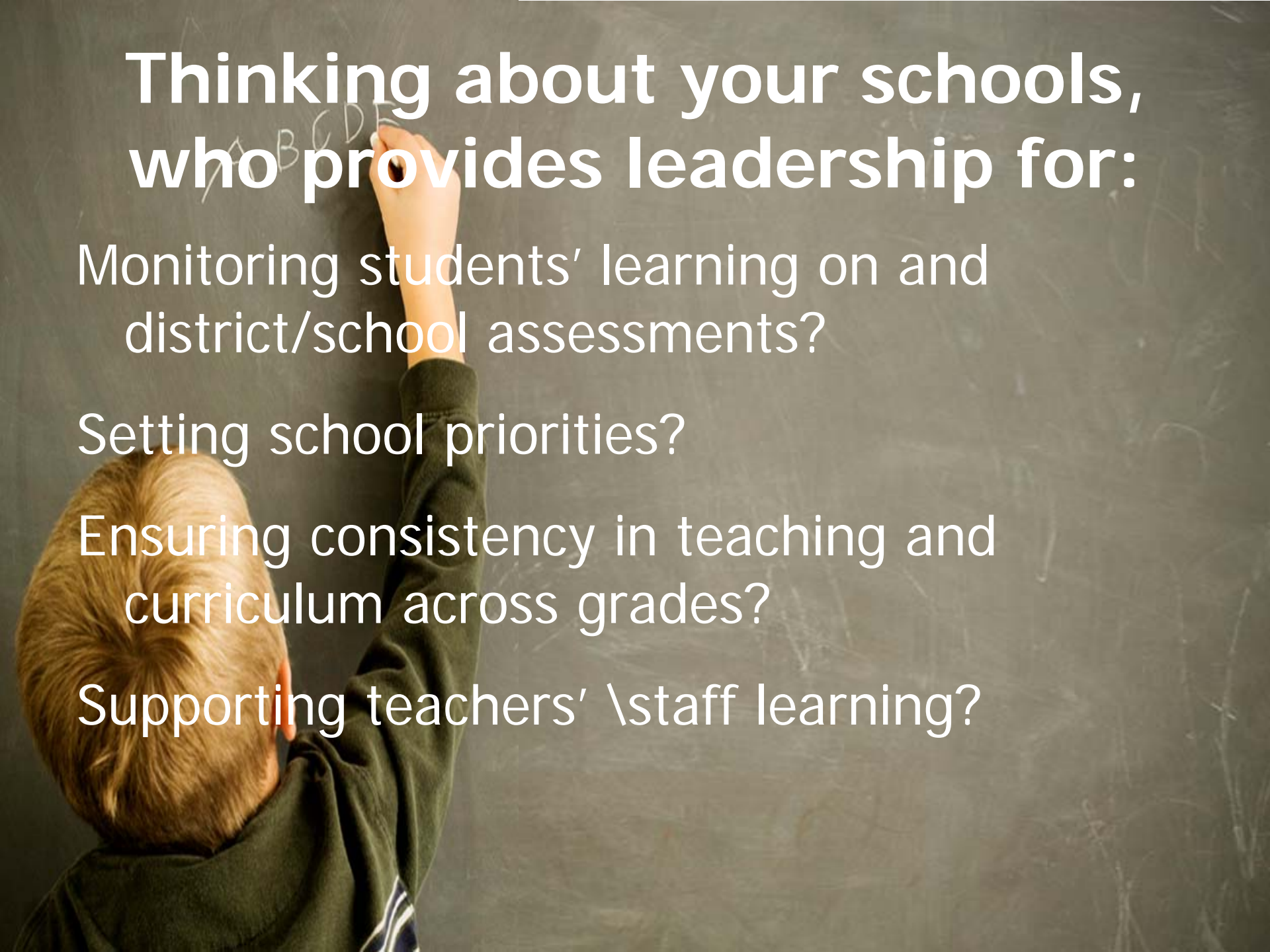
A person with short brown hair, wearing a dark green long-sleeved shirt, is seen from behind, writing on a dark grey chalkboard. Their right hand is raised, holding a piece of white chalk. The letters 'A', 'B', and 'C' are faintly visible on the board, with 'A' and 'B' written below 'C'. The background is a textured, dark grey surface.

If schools want to enhance their capacity to boost student learning, they should work on building a collaborative culture...When groups, rather than individuals, are seen as the main units for implementing curriculum, instruction and assessment, they facilitate development of shared purposes for student learning and collective responsibility to achieve it.

# PLC'S

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The most promising strategy for sustained, substantive school improvement is building the capacity of school personnel to function as a professional learning community. The path to change in the classroom lies within and through professional learning communities



# Thinking about your schools, who provides leadership for:

Monitoring students' learning on and  
district/school assessments?

Setting school priorities?

Ensuring consistency in teaching and  
curriculum across grades?

Supporting teachers' \staff learning?

# School-based Learning Teams



Nucleus of school planning for improving instruction and student achievement.

Drive school implementation of district vision.

Ensure embedded professional development & support for all teachers.

Build a school learning community.



# What is the work of Learning Teams?

Learning Teams meet regularly to:

Analyze student achievement data.

Discuss areas of need.

Plan professional learning for teachers and staff in the school.



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## Game Plan

Our game plan should be to arrange for teachers to analyze their achievement data, set goals, and then meet twice a month for 30-40 minutes or so. That way, they can help one another ensure that they are teaching the curriculum and using assessment results to improve the quality of their lessons.



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## Choice Matters

**Programs of Choice provide a wider variety of schools\programs of choice in the TDSB that appeal to different learning styles and interests to allow student/parent choice.**



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# Choice Matters

Programs of Choice are innovative learning experiences designed for students who have differing educational interests. They are a means by which a vision of a future in which all Board learners achieve their full potential can be realized.

Broadening the range of program offerings enhances the capacity of a school system to meet the educational needs of individual students within a program best suited to their interests, dreams and desires. Programs of Choice give parents and students a variety of high quality options for learning.

# Elementary Programs of Choice for Consideration



- Boys Leadership Academy, Grades K-3
- Girls Leadership Academy, Grades 4-8
- Choir School, Grades 4-8, Co-Ed
- Sports Academy, Grade 4-8, Co-Ed



# A B C D E Advantages of Choice

- Parents who commit to a Program of Choice are generally strongly supportive of the school, the staff and the program
- Programs of Choice provide teachers with the opportunity to choose a working environment that corresponds to their particular skills, interests, expertise or beliefs; and
- Programs of Choice provide natural locations for Demonstration Classrooms which model and share exemplary teaching strategies to build instructional capacity across the district.



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# Choice Matters

- Programs of Choice provide learning environments that promote student learning and respond to student and parent interests;
- Programs of Choice offer the opportunity for parents and students to choose a compatible teaching and learning style and classroom and school environment;
- Families choosing a Program of Choice have a variety of enrichment opportunities, without losing the benefit of the elementary Ontario curriculum



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# Choice@the TDSB

The Board currently offers 19 elementary alternative schools, 13 elementary specialized programs and a wide range of French Immersion and Extended French programming (See Appendix A). Alternative schools and specialized programs have an open boundary concept allowing parents to choose their children's school from within and outside their geographical catchment area. In the 2008/09 school year, less than 1% of elementary students attended an alternative school or specialized program.