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Student Learning and Achievement

Binder Page #	Indicator	Video Clip Time Code	Video Clip Source
29	<p>There is a culture of high expectations for students from all backgrounds and experiences as manifested in:</p> <ul style="list-style-type: none"> • a belief that all children can learn, • multiple opportunities for students to produce and display their best work, • student belief and confidence in their ability to succeed, • student career aspirations and expectations, and • planning. 	02:31 – 06:42	<p>Making Mathematics Accessible to All Students</p> <p>All Children Can Achieve</p>
29	Ambitious targets have been established for student achievement.	06:43 – 08:44	Leadership for Ontario Schools
29	Achievement results are communicated to the school community to build public confidence.		
29	Ongoing analysis of student achievement is integral to the work of the professional learning community and informs instructional decisions.	08:45 – 09:46	Leadership for Ontario Schools
29	Teacher moderation of student work ensures consistency in assessment and evaluation practices.	09:47 – 12:20	Teacher Moderation
30	Student groups that make up the school population can see themselves reflected in the culture, curriculum and ethos of the school (specifically in programs, policies and practices, extra-curricular activities, awards, graduation, student leadership, clubs, etc.).	12:21 – 15:42	<p>All Children Can Achieve</p> <p>On Common Ground</p>
30	<p>There is:</p> <ul style="list-style-type: none"> • early and focused interventions for struggling students, • clear and consistent documentation of progress, and • tracking and celebration of student achievement. 	15:43 – 17:50	Leadership for Ontario Schools
30	Students are engaged in self-assessment and setting goals for the next steps in their learning.	17:51 – 19:26	Teacher Moderation

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30	Support for learning and student achievement comes from the meaningful involvement of: <ul style="list-style-type: none"> • parents representing the diversity of the school community, • school council, • students, and • community partners. 	23:33 – 28:45	Leadership for Ontario Schools
30	There is a clear emphasis on literacy learning in the school.	20:50 – 21:33	Differentiated Instruction
30	There is a clear emphasis on mathematics learning in the school.	01:39 – 02:30	Making Mathematics Accessible to All Students
30	Effective mathematics learning environments are challenging, developmentally appropriate for all students and strategically organized.	19:27 – 21:33	Making Mathematics Accessible to All Students Differentiated Instruction
31	Student learning stems from student access and engagement in solving open-ended problems at their own level of readiness.	21:34 – 23:32	Making Mathematics Accessible to All Students
31	Effective mathematics learning environments foster students' and teachers' curiosity, perseverance and self-confidence in learning mathematics.	21:42 – 23:32	Making Mathematics Accessible to All Students
31	The collaboratively developed character attributes are clearly articulated, modeled, taught and expected throughout the instructional day.	14:21 – 15:42	On Common Ground

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Instructional Leadership

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32	The Ontario Curriculum documents form the basis of instruction.		
32	Instructional time is protected (e.g., time on task and minimal interruptions).		Making Sense of Reading Instruction
32	<p>Non-negotiables for classroom practice have been established.</p> <p>Examples:</p> <ul style="list-style-type: none"> • common assessment tool(s) • differentiated instruction • assessment drives instruction • co-operative learning • early interventions for struggling students • comprehensive/balanced literacy program • use of manipulatives in mathematics instruction • classrooms have uninterrupted blocks of time for literacy and numeracy (100–120 minutes for literacy and 60 minutes for numeracy are recommended) • other (please specify) 	02:53 – 09:44	Teacher Moderation
33	Principals and teachers work together to align curriculum and classroom practice with the goals in their school improvement plan.	09:45 – 11:08	Leadership for Ontario Schools
33	There is a process in place for monitoring progress in meeting goals specified in the school improvement plan.	11:09 – 13:05	Leadership for Ontario Schools
33	The school collects and analyses data to determine priorities and next steps.	11:17 – 13:05	Leadership for Ontario Schools
33	There is job-embedded professional learning for all staff and teachers systematically share successful practices, challenges and expertise.	13:06 – 16:10	Leadership for Ontario Schools
33	The school has a transparent mechanism in place for tracking, monitoring and discussing student achievement on an ongoing basis.	11:23 – 13:05	Leadership for Ontario Schools
33	There is a comparable learning experience across like grades and a continuum of knowledge and skills between grades.	16:11 – 20:28	Shared Reading

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33	School organization decisions are designed to support the needs of all students.	20:29 – 21:00	Making Sense of Reading Instruction
33	Character development is integrated and permeates school and classroom activities.	21:01 – 26:35	On Common Ground Making Sense of Reading Instruction
33	The school improvement team is integral to the instructional leadership of the school.	26:36 – 27:28	Differentiated Instruction
34	School administrators facilitate and are actively involved in supporting a culture of learning that promotes capacity building at the classroom, division and whole-school levels.	27:29 – 31:34	Making Sense of Reading Instruction Differentiated Instruction
34	The school budget reflects the school's goals and board's goals for improving student achievement.	27:41 – 31:34	Making Sense of Reading Instruction Differentiated Instruction

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Assessment and Evaluation

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35	<p>The school follows the policy and/or procedures of the board's assessment and evaluation policy. The policy:</p> <ul style="list-style-type: none"> • is clearly articulated and communicated to students, parents and caregivers; • identifies how and when students' learning will be assessed and evaluated; • includes modifications and accommodations to promote student learning; and • ensures that parents are aware of student progress in a timely manner. 	01:59 – 04:33	Leadership for Ontario Schools
35	Students are involved in assessing, tracking and setting goals for their own learning (assessment as learning).	04:34 – 07:06	Effective Instruction in Reading Comprehension
36	Assessment is used to inform classroom instruction.	07:07 – 09:25	Teaching and Learning in Multilingual Ontario
36	There is a mechanism in place to track student achievement and update it regularly within grades and across divisions.	09:26 – 11:31	Shared Reading
36	Students are given time and opportunity to act upon the feedback they receive in order to revise and upgrade their work and track and set goals for their own learning. Feedback should be ongoing, timely, explicit, meaningful and constructive.	11:32 – 13:47	Shared Reading
36	Students have access to examples of work at different levels of achievement to assist them in a self-assessment of their own work.	13:48 – 16:00	Making Mathematics Accessible to All Students
36	Data are disaggregated to identify and address the instructional needs of identified groups of students.	16:01 – 20:06	All Children Can Achieve Leadership for Ontario Schools
36	Teachers collaborate to develop and evaluate common assessment tools and practices to ensure consistency of standards across grade levels.	20:07 – 22:26	Teacher Moderation

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36	Teachers know their students' interests, talents, backgrounds and present performance level.	22:27 – 24:14	Teacher Moderation
37	<p>Student progress is tracked and monitored at regular, short intervals to determine interventions that are necessary as well as appropriate pacing of instruction. Interventions should be:</p> <ul style="list-style-type: none"> • based on current data; • age-appropriate and engaging; • offered daily when no new teaching is happening; and • collaboratively designed and monitored as to their effectiveness. 	24:15 – 27:40	Teacher Moderation Effective Instruction in Reading Comprehension
37	Students are supported and prepared to participate in student-led conferences.	25:40 – 28:23	Effective Instruction in Reading Comprehension

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Curriculum and Instructional Strategies

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38	All students are engaged in intellectually demanding tasks that require higher order and critical thinking.	00:26 – 04:49	Effective Instruction in Reading Comprehension Teaching and Learning in Multilingual Ontario
38	Curriculum and instruction require students to explore substantive and meaningful topics that connect to their diverse interests, aptitudes and backgrounds.	04:50 – 07:43	Making Sense of Reading Instruction
38	Resources for students are suitable, relevant, current and inclusive. Texts of all types and genres are used in instruction (e.g., books, video, posters, magazines, advertisements, web logs, multimedia, charts, maps, graphs, movies).	07:44 – 12:16	Making Sense of Reading Instruction Unlocking the Potential of Aboriginal Students
38	A wide variety of remedial and extended opportunities are available for students (e.g., more time, re-teaching using different strategies, assessment modifications, self-help checklists, graphic/visual organizers, peer tutoring, buddy programs, study skill strategies).	17:36 – 18:52	Making Mathematics Accessible to All Students Shared Reading
38	Technology is integrated in a meaningful way across the curriculum in order to enrich student learning and to address a range of learning styles.	18:53 – 20:30	Making Sense of Reading Instruction All Children Can Achieve
38	The Individual Education Plan (IEP) is used as a planning, communication and accountability tool.		
38	IEPs describe the accommodations and curriculum modifications that are to be implemented as part of the student's educational program.		
39	Differentiated instruction is designed and delivered in a manner that helps to reduce the need for accommodations and curriculum modifications.	20:31 – 21:06	Shared Reading

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39	A wide range of instructional strategies are in use (e.g., co-operative learning, discovery learning, hands-on problem solving, individual, small-group and whole-class instruction, etc.) that facilitate intended learning.	21:07 – 28:53	Effective Instruction in Reading Comprehension Shared Reading
39	A comprehensive/balanced literacy program is in place. Approaches include: language and word study, read-aloud, modeled writing, shared reading and writing, guided reading and writing, independent reading and writing.	28:54 – 32:31	Differentiated Instruction Teacher Moderation
39	Authentic reading and writing are evident in classrooms and non-fiction writing is used in every subject area to ensure students write in a clear, accurate and persuasive manner.	32:32 – 36:41	Making Mathematics Accessible to all Students Making Sense of Reading Instruction
39	Practice and application of literacy skills are embedded in all curricular areas.	34:22 – 36:41	Shared Reading
39	Time for purposeful talk and interaction is necessary for real learning to occur. Instructional practice values time for accountable talk and interaction in order for students to clarify their thinking, learn to respect and build upon the ideas of others and articulate their views effectively.	37:55 – 40:51	Shared Reading
40	Powerful instructional strategies are used. For example: <ul style="list-style-type: none"> identifying similarities and differences (comparing, classifying, creating metaphors and creating analogies), summarizing and note taking (analyzing information in depth and synthesizing information), reinforcing effort and providing recognition, homework and practice, non-linguistic representations (graphic organizers, pictures, pictographs, concrete representations and kinesthetic activity), co-operative learning, setting goals and providing feedback, generating and testing hypotheses, and activating prior knowledge. (Marzano, 2007)	45:42 – 48:41	Effective Instruction in Reading Comprehension Making Sense of Reading Instruction Teacher Moderation

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40	A comprehensive mathematics program engages all students in developing grade-appropriate conceptual understanding and procedural fluency through the use of mathematical processes.	12:17 – 17:35	Making Mathematics Accessible to all Students
40	Teachers make explicit the mathematical concepts, strategies and skills during lessons.	44:31 – 45:41	Making Mathematics Accessible to all Students
40	Teachers and students make sense of each other's mathematical ideas, strategies and solutions to develop mathematical understanding.	44:12 – 45:41	Making Mathematics Accessible to all Students
40	Teachers plan and implement three-part mathematics lessons daily during the numeracy block.	36:42 – 37:54	Making Mathematics Accessible to all Students
41	Teachers and students communicate ideas, solutions and strategies using oral and written mathematical language (e.g., numbers, pictures, symbols, terms and models).	44:22 – 45:41	Making Mathematics Accessible to all Students
41	Teachers choose teaching/learning strategies that activate students' prior knowledge and experience so students are prepared cognitively, socially and emotionally for new learning.	40:52 – 42:54	Making Mathematics Accessible to all Students
41	Students learn mathematics through lessons based in problem-solving.	42:55 – 44:11	Making Mathematics Accessible to all Students
41	Mathematics learning environments are challenging, developmentally appropriate for all students and strategically organized. They are engaging and foster curiosity, perseverance and self-confidence in students.	13:00 – 17:30	Making Mathematics Accessible to all Students