

Inventory of SEN Website Resources

Updated 1/29/2014
Video

	Indicator	Print	Video	Presentation	Facilitated Activities	Tools
1	Assessment for, as, and of Learning	Secondary Evaluation and Reporting Procedures (2010)				
		Parent & Guardian's Guide to Assessment and Evaluation (2010)				
		Support Document for Teachers - 4th Edition (2012)				
1.1	Assessment Planning Assessment is connected to the curriculum, collaboratively developed by educators and used to inform next steps in learning and instruction.	Print	Video	Presentation	Facilitated Activities	Tools
		NEW: Collaborative Backward Design Word Wall		CBD Module 1: An Overview	CBD Module 1: Facilitator Notes	CBD Planning Templates
					Video Anticipation Guide-Understanding by Design	CBD Checklists
		Curriculum Priorities and Their Role in Assessment Planning		CBD Module 2: Identifying Enduring Understandings	Activity 2 - Identifying High-Priority Overall Expectations Activity 2.2 - Identifying High-Priority Expectations (alternate activity)	Exploring the Curriculum Identifying Enduring Understandings and Essential Skills
		CBD Process - Making Thinking Visible		CBD Module 3: Unit Planning	Module 3 Facilitator Guide	Collaborative Backward Design Fishbone Fishbone Exemplar - ENG 1D.docx Course Planning Template + Checklist Collaborative Backward Design unit learning map ENG 3U Media Unit learning map
						NEW: Skillful Collaboration Reflection NEW: Accountable Talk Cards NEW: Final Summative Assessment Planning Template NEW: Rubrics KWL NEW: Rubric Design Template
1.2	Assessment for Learning A variety of relevant and meaningful assessment data is used by students and educators to continuously monitor learning, to inform instruction and to determine next steps.	Print	Video	Presentation	Facilitated Activities	Tools
1.3	Learning goals and Success Criteria Students and educators build a common understanding of what students are learning by identifying, sharing and clarifying the learning goals and success criteria.	Print	Video	Presentation	Facilitated Activities	Tools
			Student Interview: Co-creating Success Criteria	Success Criteria		Learning Goal Follow up: Reflection Tool
				Writing Meaningful Learning Goals	Assessing Learning Goals Facilitator's Guide HO: Describing Effectiveness HO: Puzzle Piece Template	Writing Meaningful Learning Goals Template
				Effective Learning Goals		
1.4	Descriptive Feedback During learning, timely, ongoing, descriptive feedback about student progress is provided, based on student actions and co-constructed success criteria.	Print	Video	Presentation	Facilitated Activities	Tools
			Moderated Marking	Effective Feedback	3 facilitated activities for the Effective Feedback Presentation	
			Podcasting to Personalize Feedback	Nancy Frey Webinar		
1.5	Assessment as Learning Students are explicitly taught and regularly use self-assessment skills to monitor, improve and communicate their learning, within the context of the Ontario curriculum and/or Individual Education Plan (IEP).	Print	Video	Presentation	Facilitated Activities	Tools
		Up the Metacognitive Staircase, Dr. Arthur Costas		Metacognition in the Classroom	Metacognition	Moving Students Up the Metacognitive Staircase - Question Prompts
1.6	Assessment of Learning Assessment of learning provides relevant and meaningful evidence to evaluate the quality of student achievement at or near the end of a cycle of learning and to determine next steps.	Print	Video	Presentation	Facilitated Activities	Tools
1.7	Communication Ongoing communication about learning is in place to allow students, educators and parents to monitor and support student learning.	Print	Video	Presentation	Facilitated Activities	Tools
		Parent Guide to AER				
2	School and Classroom Leadership					
2.1	Instructional Leadership Collaborative instructional leadership builds capacity to strengthen and enhance teaching and learning.	Print	Video	Presentation	Facilitated Activities	Tools
		NEW: Concerns-Based Adoption Model (CBAM)				
2.2	Professional Practice Processes and practices are designed to deepen understanding of the curriculum and refine instruction to improve student learning and achievement.	Print	Video	Presentation	Facilitated Activities	Tools
2.3	Flexible Structures Organizational structures are coherent, flexible and respond to the needs of students.	Print	Video	Presentation	Facilitated Activities	Tools
2.4	Professional Inquiry Job-embedded and inquiry-based professional learning builds capacity, informs instructional practice and contributes to a culture of learning.	Print	Video	Presentation	Facilitated Activities	Tools
		Collaborative Inquiry Facilitator's Guide		An Orientation to Collaborative Inquiry Developing Inquiry Questions and a Theory of Action		Professional Learning Cycle Collaborative Inquiry Continuum Reflection Template for Area of Focus Sample Inquiry Questions
			Moderated Marking			
2.5	Student Well-being Staff, students, parents and school community promote and sustain student well-being and positive student behaviour in a safe, accepting, inclusive and healthy learning environment.	Print	Video	Presentation	Facilitated Activities	Tools
3	Student Engagement					
3.1	Inclusive Environment The teaching and learning environment is inclusive, promotes the intellectual engagement of all students and reflects individual student strengths, needs, learning preferences and cultural perspectives.	Print	Video	Presentation	Facilitated Activities	Tools
		ALG: Voice and Identity				
3.2	Partners in School Improvement Students' stated priorities that reflect the diversity, needs and interests of the student population are embedded in School Improvement Plans (SIPs).	Print	Video	Presentation	Facilitated Activities	Tools
3.3	Student Voice Students are partners in dialogue and discussions to inform programs and activities in the classroom and school that represent the diversity, needs and interests of the student population.	Print	Video	Presentation	Facilitated Activities	Tools
		Focus Group Handbook	NEW: Engaging Students with Tell Them From Me	Webinar: Extending TTFM		
		How to order SpeakUp in a box		Tell Them From Me Pre-Survey Presentation		
3.4	Citizenship	Print	Video	Presentation	Facilitated Activities	Tools

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Students demonstrate a wide range of transferable skills, such as teamwork, advocacy, leadership and global citizenship.	NEW: 10 Easy Ways to Infuse Aboriginal Content into Your Classroom				
	NEW: Getting to Know Turtle Island				
	NEW: Full Circle: First Nation, Metis and Inuit Ways of Knowing				

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4 Curriculum, Teaching and Learning						
4.1 Culture of High Expectations A culture of high expectations supports the belief that all students can learn, progress and achieve.	Print	Video	Presentation	Facilitated Activities	Tools	
	NEW: The Significance of Grit NEW: Hope in the Classroom NEW: Afraid of Looking Dumb	NEW: TED Talks - Angela Lee Duckworth: The Key to success? Grit NEW: Shane J. Lopez: Making Hope Happen				NEW: Connecting to Mindset Organiser NEW: Online Hope Quiz
	Educational Leadership Article: Mindset	Carol Dweck on Mindset	How Mindset impacts Teaching and Learning	Facilitators Guide with activity		
4.2 Literacy and Numeracy A clear emphasis on high levels of achievement in literacy and numeracy is evident throughout the school.	Print	Video	Presentation	Facilitated Activities	Tools	
	NEW: Critical Literacy in Science Accompanying Lesson Plan	NEW: Adolescent Literacy Learning: Critical Literacy in Science NEW: Classroom Video: Modelling "Think-Aloud"				
	Paying Attention to Literacy		Literacy in LDSB	Reading Challenge; Literacy in your Discipline; Evidence of yield		
	Adolescent Literacy Guide		Adolescent Literacy Guide			
	Paying Attention to Mathematics		Metacognition	Metacognitive Strategies Supporting Metacognition through Questioning		
4.3 Teaching and Learning in the 21st Century Teaching and learning in the 21st Century is collaborative, innovative and creative within a global context.	Print	Video	Presentation	Facilitated Activities	Tools	
	NEW: Bringing Critical Thinking to the Mainstage		NEW: Understanding Critical Thinking Assessing Higher Order Thinking Skills	Facilitated Activity: Articulating Criteria for Higher-Order Thinking Skills		
4.4 Student Inquiry Learning is deepened through authentic, relevant and meaningful student inquiry.	Print	Video	Presentation	Facilitated Activities	Tools	
	Getting Started with Student Inquiry Inquiry Based Learning					
4.5 Differentiated Instruction and Assessment Instruction and assessment are differentiated in response to student strengths, needs and prior learning.	Print	Video	Presentation	Facilitated Activities	Tools	
4.6 Relevant Resources Resources for students are relevant, current, accessible, inclusive and monitored for bias.	Print	Video	Presentation	Facilitated Activities	Tools	
4.7 Timely and Tiered Interventions Timely and tiered interventions, supported by a team approach, respond to individual student learning needs and well-being.	Print	Video	Presentation	Facilitated Activities	Tools	