Video Script -
2016-17 Action Plan Questions: Considerations and Examples

Slide 1
We will now address the "why to" of the online reporting tool which focuses on the content considerations for Section B and provides examples for a report submission that best exemplifies your district's learning.

In addition to guiding each board's planning for the year ahead in their local context, responses to the Online Reporting Tool help the province gather evidence of effective practices, including exemplary models for broader showcasing, and identify collective needs for professional learning.

Slide 2
In Section B, select Self-Assessment Reporting from the drop menu.   The online tool has been revised to integrate and embed self-assessment questions that each district was asked by the CODE TLF team in the spring of 2016.

These self-assessment questions offer a reference point as you consider your district's action plan to make further progress on scaling your innovation over the coming school year. Please refer to Dede's and Coburn's innovation scaling model found at this link, as you rate your innovation project.

Slide 3

The first question addresses the actions you are taking to deepen the power of your innovation model.

In what way will you encourage or support educators who are part of the TLF innovation projects to transform their teaching and/or assessment practices to focus on pedagogies for deeper learning?

Slide 4
Consider these practices which promote deeper learning.

Which do you plan to include in your work ahead?

Slide 5
Here is a sample answer of how one board is deepening their innovation project.

Notice that teacher professional learning is action-oriented and supports developing student agency for deeper learning.

Student profiles are used with teachers and students for assessment of skills addressing the cognitive, inter and intrapersonal. This assessment builds student-

teacher partnerships and student voice as well as peer-to-peer learning.

Professional learning is a cyclical addressing of the assessment and instructional strategies around student profiles. Plus it develops the f2f and online network of learning, by sharing best practices within the district.

Slide 6
The change of practice is the understanding and application of assessment and instructional strategies with appropriate digital tools for support.

There is also a focus on modelling the use of a virtual space for shared learning.

Slide 7
Question 2 addresses actions for sustainability. Please refer to Dede's and Coburn's scaling innovation model when answering this question. Guiding questions for robust innovation design to enable adapting to negative shifts in local context, are …

Slide 8

found here.

Slide 9
You are also asked to consider transformative leadership in creating robust designs to sustain the innovation model in periods of negative shift.

Slide 10
You may find these resources helpful for planning how to further transform leadership so that it sustains your innovation model.   Schooling Redesigned from the OECD, (click) Leithwood's Strong Districts and their Leadership. Findings from Ontario's innovation research, which are found on Edugains,   Chris Dede's Think Pieces written for Ontario, and rubrics shared by Dede at the 2016 round table, and Fullan's A Rich Seam.

Slide 11
Consider these effective practices that we are learning about through leadership and innovation research which promote a transformative culture for teaching and learning as ways to sustain the innovation model through challenges or 'negative shifts'.

Which might you be addressing in your project? How might you reinforce leadership actions to focus on student learning outcomes?

Slide 12
Your answer could ...

Slide 13
In this example, notice that capacity building addresses the learning needs of teachers so that they can design tasks in response to student learning needs in ways that

support deeper learning.

This board has a strategy for gathering multiple forms of evidence and because it is a small board, has partnered with a university to collect and analyze impact evidence.

Slide 14
Question 3 addresses actions for spread.

What innovation project(s)s are being scaled this year and why?   Describe the scaling strategies the board is using to increase the number of students, educators and systems leaders involved in the innovation project. Consider Dede's and Coburn's guiding questions for modifications to retain effectiveness while reducing the resources and expertise required which are found to promote innovation, scaling and sustainability are ...

Slide 15
 found here.

Slide 16
Review your action plan. Strategies for spread might include some of these …

For example, if your board is funded as an Experiential Learning pilot, consider how that project work and funding might be aligned with and leverage your board's innovation research work and vice-versa.

Is there or how could there be alignment and leveraging of related board resources for transforming learning and teaching, such as strengthening connections with the TELT and DELC contacts.

Slide 17
In this example, the board considers how to bring late adopters into the learning network A rationale for the scaling strategy is provided. Specific examples of how late-adopters and siloed educators will be brought into the learning network are made explicit.

Slide 18
Question 4 addresses actions for shift and evolution.

Consider how your board is systematizing and building its innovation project(s) for sustainability beyond 2017.

Think about what other Ministry or board program funding might be leveraged to ensure the sustainability of your innovation model.

Slide 19
Guiding questions for shift and evolution are found here. Consider how users will be supported in assuming ownership, and how relations of trust that support "unlearning"

when needed for shifting practices, might become part of the innovation model process.

Slide 20
Your action plan might include some of these strategies that Ontario school boards are adopting and integrating into their approaches for modeling and transforming education for deeper learner and competencies. Please be specific.

Slide 21
This example shows how the TLF innovation ICT project is multi-year and aligned with the board's strategic plan.

Specific actions are made explicit, including phasing out of computer labs, involving all students in GAFE support, and the purchasing of mobile technology.

Slide 22
Section C Addresses the Innovation Project details, the first being your Question of Inquiry and Theory of Action.

Slide 23
A question of inquiry is based on student learning needs and typically includes
A How or What and an adult change in practice to address a student learning outcome

Once you have a question of inquiry, review your theory of action. Identify actions that will help your innovation project get to a desired state. Begin with "if' to address a change in practice and use "then" to identify the desired student learning outcome.

Slide 24
Here is one combined example with the question of inquiry first which is then supported by statements within the theory of action.

The theory of action is aligned with the strategic plan and several if/then statements are made to encompass multiple ideas with the focus on improving student learning outcomes.

Slide 25
In Section C you will provide details for each Innovation Project.

In the project description details, highlight what your innovation project is about. Please be specific.

Indicate if your project is new or ongoing.

Slide 26
Review your description. Does it include the following?

Slide 27
Identifying those to be involved in the project is straightforward as done in the past.

If you have other participants or partners, please identify in the details field.

Slide 28
Possible consideration for other partners are shown here.

Slide 29
Identifying the connections to Achieving Excellence and the TLF goals are simply a check.

Slide 30
The Ministry has been engaging in research on 21st century / global competencies. A summary of research to-date was shared with school district leadership teams at the 21st Century Teaching and Learning Roundtable on February 9th, 2016 including a draft set of competencies and can be found here.

Please indicate which competencies will connect with your innovation project.

Also, identify in the Details section (click for arrow) any competencies that your project addresses that are not listed for selection above. For example, some boards have developed Student Graduation Outcomes or Profiles. You could include those here.

If available, please provide descriptors of these additional competencies by uploading a file from your computer. By providing your additional board competencies, you will assist the ministry's understanding of how the draft 21st century/global competencies connect to current Ontario practice and topics/information for further consideration.

Slide 31
The next section addresses Impact Measurement

What do you have in place to measure the impact of the teaching and learning innovation?

Slide 32
Reflect on your district's question of inquiry and theory of action. What are the transformative or system change objectives? How will these be monitored and measured? What does success look like?

Slide 33
Review your district's monitoring and metrics for the question of inquiry and theory of action. There are several considerations for effective gathering and measuring of impact evidence that you might include.

Slide 34
In this example, they mention use of surveys, student achievement data, and data from conversations and observations, They also identify who will administer the surveys.

Slide 35
The next section addresses Impact Measurement in relation to student benefits. This is the central focus and purpose of the Technology and Learning Funds for Innovation Research projects.

Slide 36
Review your district's monitoring and metrics for student achievement, engagement and well-being.

What type of change are these instruments designed to measure? How will you gather evidence and analyze data?

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Slide 38
In this example we can see how changes in pedagogy lead to student learning outcomes. We also see how this will be measured.

Slide 39
The next section addresses Impact Measurement in relation to the change in educator practice.

Slide 40
Review your district's intended professional learning outcomes. What are the anticipated learnings? How will this be measured?

Slide 41
These resources, referred to earlier, may be helpful to consider, particularly the measurement indicators from Dede's North Carolina example; Fullan and Langworthy's discussion of effective and ineffective pedagogical practices and change leadership. Consider, also, Dede's Think Piece 2 on effective professional learning. The professional learning models on p 12 of the TLF guide may also be useful, as might the Gauge Impact document.

Slide 42
Review your district's monitoring and metrics for professional learning.

What type of changes are these instruments designed to measure? How will evidence be gathered and analyzed?

Slide 43
In this example, teacher actions are explicit and there are multiple strategies for gathering and analyzing impact evidence.

Slide 44
In this example, changes in adult practices are explicit while the focus remains on student learning outcomes.   Once again, there is a plan for gathering and analyzing impact evidence.

Slide 45
Uploads are optional and separate from those shared with the external researcher. However, any documents you wish to share will be reviewed and appreciated.

Slide 46
You may wish to include planning documents or other illustrative examples as you begin the work for 16/17.

Slide 47
This concludes our video about the Questions: Considerations and Examples for the 16/17 Action Plan.

Please note that video recordings of the navigation and the question support are hosted on the CODE website for future reference.

Thank you