



JK–Grade 1 Assessment and Intervention Strategies CODE Monitoring Framework



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The **JK–Grade 1 Assessment and Intervention Strategies CODE Monitoring Framework** was developed as a key outcome of the 2009–2010 *CODE Special Education Project: JK–Grade 1 Assessment and Intervention Strategies*. It is to be used in conjunction with the detailed indicators to be found in this CODE report.

The **Framework** is a reflective tool, designed to support system and school leaders in monitoring evidence-informed assessment and intervention strategies for students in JK–Grade 1 all across Ontario. It represents a synthesis of effective strategies and practices identified through the regional work of the project.

Five Elements:

- Assessment and Intervention Strategies/Use of Data;
- Parent Involvement/Community Collaboration;
- Instructional Leadership;
- Professional Learning and Capacity Building; and
- System Process/Organization

Thematic analyses of the five elements above were conducted using regional information presented about lessons learned and supporting evidence from the May 2010 provincial meeting. Common indicators for each element which emerged from this work are included in this Framework. Please note that the original element heading “*Parent Involvement/Community Communication*” was changed in the Framework to “*Parent Engagement and Community Collaboration*” to better reflect the themes which emerged from the regional discussions and work done throughout the project. Please also note that the following chart describes the stages of the continuum in the “Status” section of the Framework:

Pre-Implementation: The school system has not yet begun to address the principles of the element.

Implementation: An effort has been made to address the principles of the element, but the effort has not yet begun to impact a “critical mass.”

Building Capacity: A critical mass has endorsed the principles of the element. Members are beginning to modify their thinking and practice as they attempt to implement the principles of the element.

Sustaining Capacity: The principles of the element are deeply embedded in the school's/system's culture. They represent a driving force in the daily work of the school/system. They are so internalized that they can survive changes in key personnel.

Assessment and Intervention Strategies/Use of Data

KEY ELEMENT	GUIDING QUESTIONS	INDICATORS	EVIDENCE OF EFFECTIVE PRACTICE (Focus on student, parent, and system outcomes)
<p>ASSESSMENT AND INTERVENTION STRATEGIES/USE OF DATA</p> <p>Promotes the use of assessment information to inform classroom instruction</p> <p>Outlines a mechanism to track student achievement and monitor it regularly</p> <p>Identifies effective evidence-informed assessment and intervention strategies</p> <p>Describes how data are disaggregated to identify and address the instructional needs of students</p> <p>Promotes the need for teachers to know their students' interests, talents, backgrounds and present performance levels (based on developmentally appropriate skills/abilities)</p> <p>Describes how student progress is tracked and monitored at regular intervals to determine instructional interventions that are necessary</p>	<p>How is your JK–Gr. 1 assessment strategy informed by research?</p> <p>How are your current JK–Gr. 1 classroom-practices informed by your assessment practices?</p> <p>How are student assessment and intervention data tracked over time from JK to Grade 1?</p> <p>How do you promote and measure student engagement in the early years (see School Effectiveness Framework, pp. 54-55)?</p> <p>How do you encourage self-assessment for children in JK–Gr. 1?</p>	<p>Assessment and intervention strategies/use of data are:</p> <ul style="list-style-type: none"> • holistic and developmental; • for personalized instruction; • research-based; • multi-disciplinary; • in the context of a tiered approach; • monitored and tracked; • aligned with class/student profiles, plans and instruction; • multiple measures; • analyzed with team or case studies; • continuous; • linked to school and board improvement plans; and • congruent provincially. 	
<p>STATUS: With respect to the criteria for assessment and use of data, at what stage of the continuum is your region/board/school? (Choose one) <input type="checkbox"/> Pre-Implementation <input type="checkbox"/> Implementation <input type="checkbox"/> Building Capacity <input type="checkbox"/> Sustaining Capacity</p>			
<p>What would be required to move towards the “Sustaining Capacity” stage? (Please describe)</p>			

Parent Engagement and Community Collaboration

KEY ELEMENT	GUIDING QUESTIONS	INDICATORS	EVIDENCE OF EFFECTIVE PRACTICE (Focus on student, parent, and system outcomes)
<p>PARENT ENGAGEMENT AND COMMUNITY COLLABORATION</p> <p>Recognizes the need to involve parents/families</p> <p>Ensures that parents are made aware of student progress in a timely manner</p> <p>Describes how parents/families are involved in facilitating communication with partner agencies</p> <p>Supports parental involvement in an effective school entry process</p> <p>Describes effective collaboration strategies with early childhood educators and other community partners</p>	<p>How are school staff, families and community members involved in knowing the student through: a school entry process, development of the student profile, goal setting, and a continuous cycle of assessment and instructional intervention?</p> <p>How do you promote effective use of data from regulated health professionals and/or external agencies (i.e. physiotherapy, speech and language, hearing, behavioural data)?</p> <p>Is your assessment cycle process known by parents and community agencies?</p> <p>How does your assessment cycle process lead to increased parent satisfaction and improved collaboration with community agencies? How do know?</p>	<p>Parent engagement and community collaboration are:</p> <ul style="list-style-type: none"> • authentic, ongoing engagement; • supported by inclusive partnerships; and • rooted in defined processes. <p>Where communication is:</p> <ul style="list-style-type: none"> • timely; • related to the development of the child; and • reciprocal and sensitive. 	
<p>STATUS: With respect to the criteria for parent engagement and community collaboration/communication at what stage of the continuum is your region/board /school? (Choose one) <input type="checkbox"/> Pre-Implementation <input type="checkbox"/> Implementation <input type="checkbox"/> Building Capacity <input type="checkbox"/> Sustaining Capacity</p>			
<p>What would be required to move towards the “Sustaining Capacity” stage? (Please describe)</p>			

Instructional Leadership

KEY ELEMENT	GUIDING QUESTIONS	INDICATORS	EVIDENCE OF EFFECTIVE PRACTICE (Focus on student, parent, and system outcomes)
<p>INSTRUCTIONAL LEADERSHIP</p> <p>Reflects awareness of current research that affects early childhood learning</p> <p>Synthesizes highly effective JK–1 assessment and intervention strategies</p> <p>Supports district & school leaders in monitoring the use of effective assessment and intervention strategies</p> <p>Supports collaborative instructional leadership at the district and school level</p> <p>Identifies strategies to transfer and translate knowledge to local contexts</p> <p>Describes interventions that are:</p> <ul style="list-style-type: none"> • based on current data; • age-appropriate and engaging; • offered daily; and • collaboratively designed and monitored as to their effectiveness 	<p>What are the guiding principles that your assessment cycle is based on?</p> <p>What evidence and information is used at the class, school, district and community levels to plan instruction?</p> <p>How do you identify specific learning needs?</p> <p>What do you think is important in getting to know the early years child?</p> <p>What should be included in a JK–Grade 1 student profile?</p> <p>In what specific ways do you support the learning of –Grade 1 students who require additional time and/or support?</p> <p>For students who require additional support what precise and intensive assessments and interventions are planned?</p> <p>Does your assessment cycle process contribute to improved student/system outcomes?</p>	<p>Instructional leadership includes:</p> <ul style="list-style-type: none"> • a focus on the teaching and learning process; • shared leadership/responsibility; • collaboration; • a multidisciplinary approach; and • alignment. 	
<p>STATUS: With respect to the criteria for instructional leadership at what stage of the continuum is your region/board/school? (Choose one) <input type="checkbox"/> Pre-Implementation <input type="checkbox"/> Implementation <input type="checkbox"/> Building Capacity <input type="checkbox"/> Sustaining Capacity</p>			
<p>What would be required to move towards the “Sustaining Capacity” stage? (Please describe)</p>			

Professional Learning and Capacity Building

KEY ELEMENT	GUIDING QUESTIONS	INDICATORS	EVIDENCE OF EFFECTIVE PRACTICE (Focus on student, parent, and system outcomes)
<p>PROFESSIONAL LEARNING AND CAPACITY BUILDING</p> <p>Supports classroom teachers, special education resource staff and other support staff in collaborating to develop and evaluate common assessment tools and practices to ensure consistency of standards across grade levels</p> <p>Supports building of trusting relationships, sharing of effective practices and networking at the school, district and provincial levels</p> <p>Develops increased precision and focused effort on the learning needs of individual students</p> <p>Promotes job-embedded learning for teachers in order to determine which interventions are the most effective responses to needs</p> <p>Supports ongoing dialogue and reflection about the effectiveness of student assessment tools and strategies at the district and school levels</p>	<p>How do you build teacher capacity:</p> <ul style="list-style-type: none"> • to identify student needs? • to know what strategies to use to address student needs? • to know which instructional intervention will support a particular need? <p>How does the use of each strategy contribute to teacher knowledge and professionalism?</p> <p>How are networks established and supported at the school, district and regional levels?</p> <p>How do you address individual needs within the context of the class?</p> <p>How does the class profile support individual learning needs?</p> <p>How does a teacher recognize how to move a student along?</p> <p>How do you capture changes in teacher knowledge and practice?</p>	<p>Professional learning and capacity building includes:</p> <ul style="list-style-type: none"> • multidisciplinary teams; • instructional classroom teams; • professional learning communities • (PLCs)/networks; and • differentiated staff development. 	
<p>STATUS: With respect to the criteria for professional learning and capacity building at what stage of the continuum is your region/board/school? (Choose one) <input type="checkbox"/> Pre-Implementation <input type="checkbox"/> Implementation <input type="checkbox"/> Building Capacity <input type="checkbox"/> Sustaining Capacity</p>			
<p>What would be required to move towards the “Sustaining Capacity” stage? (Please describe)</p>			

System Process/Organization

KEY ELEMENT	GUIDING QUESTIONS	INDICATORS	EVIDENCE OF EFFECTIVE PRACTICE (Focus on student, parent, and system outcomes)
<p>SYSTEM PROCESS/ORGANIZATION</p> <p>Is aligned with Ministry goals, Board Improvement Plans, <i>Education for All, Learning For All</i>, the <i>School Effectiveness Framework</i> and the <i>Best Start Expert Panel on Early Learning</i> report</p> <p>Reflects the lessons learned during the CODE Special Education Project</p> <p>Is adaptable to district contexts and strategic plans</p> <p>Describes clear processes for a JK entry plan</p> <p>Describes a continuous cycle of effective evidence-informed assessment, intervention & reassessment strategies</p> <p>Identifies the need for district policies and procedures to support JK–1 assessment and intervention strategies</p> <p>Describes the involvement of appropriate district support personnel and community resources</p> <p>Includes interventions, modifications and/ or accommodations as required to promote individual student learning</p>	<p>In what ways do the assessment and instructional intervention practices build on evidence-informed research?</p> <p>What are the learning needs/target group for each strategy (all students, some students, a few students)?</p> <p>Who undertakes this assessment and instructional intervention (classroom teacher, special education teacher, other)?</p> <p>How are the assessment and intervention strategies aligned with Ministry and CODE Project goals and findings?</p> <p>How do you promote consistent assessment and instructional intervention practices across the district?</p>	<p>System process/organization includes:</p> <ul style="list-style-type: none"> • entry and transition processes; • assessment of, as, and for learning; • alignment; • collaboration; and • continuous monitoring. 	
<p>STATUS: With respect to the criteria for system/process organization at what stage of the continuum is your region/board/school? (Choose one) <input type="checkbox"/> Pre-Implementation <input type="checkbox"/> Implementation <input type="checkbox"/> Building Capacity <input type="checkbox"/> Sustaining Capacity</p>			
<p>What would be required to move towards the “Sustaining Capacity” stage? (Please describe)</p>			

CONTACT INFORMATION

The Team

The CODE JK–Grade 1 Assessment and Intervention Strategies Project Leadership Team may be contacted as follows:

John Fauteux: tjfauteux@gmail.com

Michelle Forge: michelleforge@yahoo.ca

Liliane Laforest: lila@vianet.ca

Lead Board Superintendents

The JK–Grade 1 Assessment and Intervention Strategies project was designed to encourage a regional process focused on common goals. For more information, you may contact the **lead board superintendents** for the 2009–2010 CODE Special Education Project: JK–Grade 1 Assessment and Intervention Strategies.

Ministry Regional Office	District School Board	Lead Board Superintendent	Contact Email
Barrie	York Region DSB	Louise Moreau	louise.moreau@yrdsb.edu.on.ca
French Language	Conseil scolaire catholique de district des Grandes Rivières	Nicole Gaudet	gaudetn@cscdgr.on.ca
London	Hamilton-Wentworth DSB	Vicki Corcoran	vicki.corcoran@hwdsb.on.ca
Ottawa	Hasting Prince Edward DSB	Trish FitzGibbon	tfitzgibbon@hpedsb.on.ca
Sudbury - North Bay	Sudbury CDSB	Rosella Bagnato	bagnatr@scdsb.edu.on.ca
Thunder Bay	Lakehead DSB	Colleen Kappel	Colleen_Kappel@lakeheadschools.ca
Toronto and Area	Dufferin-Peel CDSB	Sheila McWatters	Sheila.McWatters@dpedsb.org