

CODE CHRONICLES LES CHRONIQUES DU CODE

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WELCOME TO ISSUE THREE! BIENVENUE À LA TROISIÈME ÉDITION!
Read on and enjoy the contributions of our many writers from school districts across Ontario. Prenez connaissance des contributions de vos collègues de par tous les conseils scolaires de l'Ontario. Bonne Lecture!

CONTRIBUTORS

Thanks to the following boards for participating in this issue

Algonquin and Lakeshore Catholic District School Board
Durham District School Board
North Eastern Ontario School Authorities
Northwest Catholic District School Board
Waterloo Region District School Board
Conseil scolaire catholique Franco-Nord

New Video: PLC 123 – A Professional Development Model to Support the Learning of All Students

OVER THE past three years, the Upper Canada District School Board has implemented a coaching model to build the capacity of classroom teachers to support the learning and achievement of students with special education needs within the regular classroom. We have seen positive results for students with special needs over the past three years in our reading assessment data, teacher self-efficacy, and EQAO data for students with special education needs. In this video, you will see professional learning in action through a job-embedded learning model that we call PLC 123.

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Letter from the Editors

Brian Finnigan, Nancy Tully-Peever

WE ARE pleased to present to you the third online edition of CODE Chronicles. We would like to thank all of the boards who have contributed articles to this edition as well as our guest editor, Marie Parsons, Chief Assessment Officer at the Education Quality and Accountability Office.

As the many challenges of 2009 unfold on both the Canadian and world stage, it becomes more important than ever that you as educational leaders keep a strong sense of hope and focus on student achievement and staff capacity building. We know you will also continue to reflect on what moving forward means to you and your school districts through active dialogue and sharing of lessons learned. We congratulate you once again for your ongoing commitment to the students with special education needs in this province.

We would like to encourage you to post comments to the authors of these articles by using the email links provided at the end of each article.

We would also welcome your feedback and encourage you to continue to share your successes and challenges in your own school districts as well as with colleagues across the province.

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Letter To the Editors:

Marie Parsons
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Assessing Every Student The Power of Good Information

For Ontario's publicly funded school boards, as for any large organization, achieving better results and continuous improvement requires the collection and use of reliable data. In Ontario's school system, EQAO's census assessments, written annually by approximately 600,000 students in Grades 3, 6, 9, and 10, have proven to be a key contributor to the progress witnessed in student achievement across the province.

The information provided to students, parents, and school and board staff is a crucial piece of the mosaic that reflects the learning profile of the student. Classroom teachers gather data from a wide variety of sources using a plethora of techniques and tools. They examine the three facets of assessment—assessment

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