

« Letter to the Editors, continued

Special Education Projects. It is essential to mobilize the knowledge of lessons learned by Boards over the past four years.

Boards were asked to share their learnings from their projects through a number of venues. Some Boards chose to write articles for the CODE Chronicles. Four editions of the Chronicles have been released and are available on the CODE website. We are grateful for the efforts of our editors Nancy Tully Peever and Brian Finnigan. Over thirty Boards that shared their projects through workshops and interactive displays at the CODE Special Education Leadership Summit held last November.

With the assistance of Curriculum Services Canada, CODE has also prepared a DVD and accompanying study guide for Board use. The DVD highlights the various components of the summit and is designed to promote further dialogue and reflection. The Guide will encourage conversation around the key elements of: student achievement, leadership, the whole child, change process, teacher capacity relationships/communication/community, and school and system organization.

In the fall, a series of four webinars were launched to support leadership in special education throughout the province. Copies of these webinars are also available on our website.

In addition, CODE provided funding to Boards to support their professional development day activities related to special education. We are very proud of the work that has been completed this year to continue the momentum that was generated by all involved in the CODE Special Education Project.

CODE along with ten school boards has begun collaboration with Andy Hargreaves and Henry Braun from Boston College to complete research. The project entitled Essential for Some, Good for All that has the following goals.

- To understand and articulate the model and theory of action undergirding the CODE project, so they can be communicated clearly to project participants and diffused more effectively to other jurisdictions.
- To gather perceptions of the projects' strength and limitations, impact and effectiveness from samples of individuals and focus groups who participate in the project and whose districts demonstrate varied degrees of effectiveness.
- To connect these findings to an analysis of the existing evidence—base of measured student achievement in the selected districts, in order to determine associations between variations in the intervention model and the conditions of implementation on the one hand, and student achievement scores on the other.
- To share the interim and final results with participating Boards in a manner that supports Board improvement planning.

During the past four years the CODE Special Education Leadership Team has had the privilege of working with Ministry of Education staff and special education leaders from across the province. The results of that work have been exemplary. CODE Projects have indicated that the achievement of students with special needs has improved and that leadership and teacher capacity have grown. These successes are due in large measure to the work of all school board staff involved in the project and the leadership provided by Supervisory Officers with responsibility for Special Education.

As Co-Chairs we acknowledge and commend the significant contribution made by the CODE Expert Leadership Team: Liliane Laforest, Joan Fullerton, Ruth Swan, Brian Finnigan, Nancy Tully-Peever and Erica van Roosmalen.

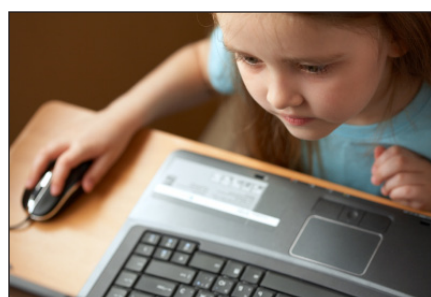
We appreciate the efforts of all who have been involved in the project and thank the Ontario Ministry of Education for funding this initiative. We also wish to extend our gratitude and congratulations to those who work so diligently on behalf of students with special education needs.

It is our intention to continue to provide you with regular updates of exciting developments that are occurring in our districts and schools. We invite you to continue to share your stories with us about significant achievements of students and staff.

John Fauteux and Michelle Forge
Co-Chairs, CODE Special Education Leadership Team

Conscience Phonologique

Marc Dionne, direction de l'éducation
Diane Lozier, agente de supervision de l'enfance en difficulté
Collectif des administrations scolaires catholiques du Nord de l'Ontario (CASCNO)



Les administrations scolaires comprenant six écoles de six communautés éloignées (Moosonee, Dubreuilville, Gogama, Hornepayne, Red Lake, Foleyet) se sont données comme mandat de cibler un projet répondant aux besoins de ses élèves tout en particulier ceux en difficulté. Nous devons également considérer que la plupart de nos écoles offrent des cours multiples, et ce, dès la maternelle. Comme tous les conseils scolaires, notre but ultime est

de s'assurer que tous les élèves réussissent. Comment y arriver tout en incluant toutes les initiatives en littératie tout en répondant au rapport *L'Éducation pour tous*?

L'organisation des administrations scolaires fait en sorte qu'il y a peu de ressources humaines disponibles. Pour arriver à nos fins, nous devons recourir entre autres à d'autres organismes en province. C'est alors que nous avons fait appel à l'expertise du conseil CEPEO en nous basant sur un projet qui avait fait ses preuves auprès de leurs élèves, soit celui en conscience phonologique basée sur de la recherche et de l'évaluation des élèves.

Notre défi était de le tailler à notre réalité tout en considérant le personnel, les distances, le nombre d'élèves, la répartition des classes.

Nous avons donc privilégié l'acquisition des préalables pour l'apprentissage de tous les domaines en littératie, et ce, à travers le jeu, premier langage de l'enfant. Le projet misait en cette troisième année, sur la conscience phonologique en 1re année pour créer le pont entre le cycle préparatoire et la première année tout en s'assurant que les interventions pour le cycle préparatoire étaient maintenues. La mise en œuvre de cette démarche a été amorcée durant les deux années précédentes au cycle préparatoire. Nous voulions donc nous assurer que les élèves qui éprouvaient encore de la difficulté avec le langage oral puissent parfaire leurs connaissances et ainsi éliminer, le plus possible, les retards potentiels.

La formation initiale pour les enseignantes et les enseignants de la première année a donc été offerte. Le projet réussit à incorporer l'enseignement explicite à chaque étape pour consolider les concepts. Ces mêmes enseignants ont reçu les élèves ayant suivi la démarche pendant un ou deux ans selon le cas au cycle préparatoire. Ces personnes ont pu témoigner des résultats de leurs élèves au début de l'année scolaire 2007 puisque dans les écoles ciblées les élèves avaient suivi la démarche systémique de l'enseignement de la conscience phonologique au cycle préparatoire. En effet, les enfants étaient mieux préparés à transférer de l'oral à l'écrit. Par la suite, les participants ont reçu un appui taillé à leurs besoins. C'est en quelque sorte la clé du succès : le suivi. Quelle que soit la forme, il est important d'avoir, en effet, un plan de suivi et d'accompagnement. Le matériel de soutien, très simple, peu dispendieux, sinon que des livres retrouvés dans la littérature jeunesse, a été remis aux participants afin qu'ils puissent débiter à utiliser la démarche proposée.

Notre plus grand succès auprès du personnel enseignant fut de former une enseignante qui maintenant sert de modèle pour les enseignantes et les enseignants du cycle préparatoire. Elle a également suivi la formation pour les 1ère années ce qui lui donne le portrait global du projet. En fait, cette enseignante a reçu dans sa salle de classe, durant l'année scolaire 2007–2008 des enseignantes et des enseignants d'autres écoles afin de répondre à leurs questions et en modelant les différentes étapes de la conscience phonologique et en démontrant comment le tout s'intègre à la littératie. Elle a servi également de mentor indirectement auprès des collègues de son école en présentant brièvement les différentes étapes de la conscience phonologique lors de rencontre de communauté d'apprentissage professionnel (CAP) sans omettre sur une base individuelle. Par la suite, avec son aide, une trousse de formation a été montée afin de faciliter l'accompagnement du personnel ultérieurement. Ceci permettra aux administrations scolaires d'être autosuffisantes dans ce domaine c'est-à-dire qu'un des leurs peut former les nouveaux et même appuyer les gens en place.

Toutes les personnes à la direction, avec leurs enseignants et leurs enseignantes ont également suivi la session de formation initiale ce qui fait en sorte que l'on utilise le même langage. Ceci facilite l'appui ainsi que la supervision de ce projet. Plusieurs agents étaient également de la partie. À leur tour, ils ont pu expliquer aux conseils rattachés aux administrations scolaires en quoi consistait le projet.

Les élèves de jardin des écoles ciblées furent évalués deux fois durant l'année en cours. Après chaque session, l'enseignante titulaire ainsi que la personne à la direction accompagnée d'une consultante ont examiné les résultats des élèves. Ceci a permis de constater ce qui était acquis et ce qui restait à travailler de plus près. Également, les résultats donnaient les pistes à suivre afin de ne pas sauter des étapes dans la démarche proposée. L'an prochain, les écoles seront en mesure d'utiliser le matériel proposé afin d'évaluer les élèves pour ensuite prendre les décisions appropriées concernant les besoins de ces derniers.

Un de nos objectifs était également d'engager les parents dans ce processus. Dans un premier temps, lors d'une rencontre de parents en soirée, l'enseignante leur proposait des pistes de jeux possibles à faire à la maison pour faciliter l'acquisition de la langue. Dans une école, on a remis aux parents une brochure présentant différentes activités langagières visant à appuyer ce qui est fait à l'école. Dans un deuxième temps, on a pu utiliser les résultats des élèves avec les parents afin de conscientiser le bienfait des activités faites à la maison et ainsi contribuer au succès de la réussite de leurs enfants.

La communication orale est la base en littératie. En solidifiant cette base, on maximise les chances de réussite du jeune apprenant. Ce projet se veut une étape importante dans l'acquisition de la langue française en fournissant une chance égale à tous et chacun et en fournissant pour certains l'appui nécessaire de surplus. ●



Comments about this article? Email dianel@lozier.anikast.ca

Nourishing, Sustaining and Growing Catholic Learning Communities: Continuous Improvement for All

Sheila McWatters, Superintendent of Special Education and Support Services
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Dufferin-Peel Catholic District School Board

The principles of *Education for All* continue to be the deep and intentional focus within the Dufferin-Peel Catholic District School Board. The image of cultivation conveyed through the phrase "digging deeper" has become the defining concept for further discussion, planning, capacity building, assessment, and reflection as we move forward with improved practice in our schools ensuring that our vision, "Each one called by name (Isaiah, 43:1)..., to be nourished, to be sustained, to grow, to the fullest extent of his/her gifts and abilities" becomes a reality for all of our students.

The Dufferin-Peel Catholic DSB participated in the CODE Project (2005–2008) with a focus on improving assessment and instruction for K–8 learners and especially for students supported by special education programs and support services. Our project included work with classroom and special education teachers, as well as support services personnel, in the areas of literacy and mathematical literacy, where the importance of assessment to inform and guide instructional practices was a key principle.

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The Dufferin-Peel Catholic DSB is a school board of 123 elementary schools and 23 secondary schools. Students with special education needs, supported through program and support services, represent approximately 11% of the total student population of 88,000, and this percentage has been consistent over the past three years.

The CODE project was embedded within the philosophical framework of the Dufferin-Peel Catholic District School Board's *Board Plan to Improve Student Achievement, 2006–2009*, (BPISA), which is founded on *Breakthrough*, the work of Fullan, Hill, and Crévola, and with the Seven Belief Statements inherent in the *Education for All* document. In addition, the CODE project and associated funding were woven together with both board and The Literacy and Numeracy Secretariat supports.

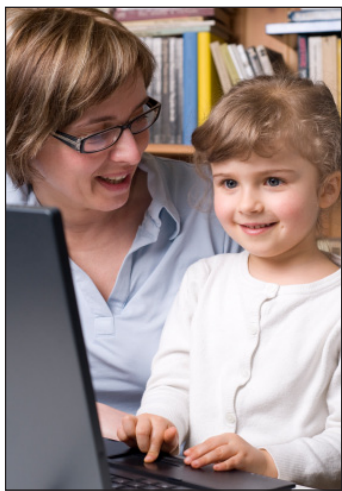
Approach

The Program and Special Education and Support Services Departments focused on all schools through differentiated support. This approach was based on identified needs, which were arrived at through an analysis of available evidence of student learning and achievement. As the CODE plan was reviewed and informed by system evidence in Year 1, the focus moved from large, system awareness of the foundational principles of *Education for All*, to more focused, precise evidence of practice for Years 2 and 3. System initiatives were identified and organized around the following key components: professional learning, instructional leadership, classroom teaching strategies, resources; assessment, school/system organization, and communication.

System Initiatives and Results

a) PROFESSIONAL LEARNING

For the duration of the CODE Project, there was a planned and sequenced system strategy for improving literacy and mathematical literacy. This strategy addressed enhanced classroom practices and processes to ensure that assessment and instruction were increasingly precise and data-driven. All schools received in-service on the revised provincial curriculum documents for Kindergarten and Language. All SK teachers were in-serviced with the Kindergarten Assessment Portfolio. Primary teachers continued balanced literacy capacity building, while in Junior literacy there was a focus first on shared and guided reading strategies followed by writing strategies and assessment through teacher moderation. 'Good for all, essential for some' became the lens for shaping shared evidence-based practice and professional learning across the system, while a strategy for differentiated intensive support guided the local-level teaching-learning experiences.



In mathematics, a plan for professional learning utilizing PRIME (Professional Resources for Instructors in Mathematics Education – Pearson) was launched for a team of educators. In 2006–2007, resource staff from every school received in-service. This was supplemented with a concentrated focus in one intensive support school, where all teachers and support staff were trained on PRIME. Summer institutes enabled greater capacity building. With the "digging deeper" focus in Year 3, a group of intensive support math schools established learning teams: SERT/SERC teachers paired with classroom teachers to investigate how to obtain more personalized data on students' numeracy skills, how the PRIME diagnostic assessment linked to instructional strategies and universal lesson design in the classroom, and how this information could be communicated more

precisely to parents and classroom teachers. This inquiry process allowed for further exploration of the use of PRIME in conjunction with the Nelson Mathematics core resource to differentiate math instruction in the classroom based on student evidence and practice. The following reflection illustrates educator feedback:

"The PRIME in-service sessions were a fantastic opportunity to work collaboratively with our fellow colleagues in a proactive manner that has and will continue to benefit all students in our school. The in-service has been PRICELESS! All teachers need to hear the inclusive message and be trained to open up their curriculum to include all students in their classroom, so that they can achieve academically, socially, and emotionally."

–Classroom teacher

Next Steps: While there has been considerable focus and support for professional learning communities/teams within the board, continued inquiry that deepens the quality and nature of the professional exchanges between teachers as they relate to the key messages of Education For All is an emerging need. This pursuit will involve expanded understanding and shared ownership for the collaborative work of teaching students with special learning needs. For example, our learning with PRIME inquiry speaks to the power of and the essential need for classroom and resource teacher collaboration in the area of mathematics instructional practice.

Efforts have been made to build time for teacher collaboration within schools and, as the dialogue goes deeper, the inclusion of special education teachers and support services staff in this dialogue with classroom teachers will continue to be an intentional focus. The anticipated release of the revised Learning for All: Kindergarten to Grade 12 will allow for review and deepened professional learning on how the principles in this document are actualized within schools.

b) INSTRUCTIONAL LEADERSHIP

Throughout this three-year period, Dufferin-Peel continued to enable and strengthen distributive leadership supporting differentiated professional learning opportunities at system and local levels.

Administrators had access to a menu of professional development opportunities to reinforce the instructional leadership capacity necessary to engage actively in school improvement processes. Leading and Learning leadership networks focused on instructional practice, teacher moderation, and on data analysis and interpretation within the schools' teaching and learning cycles for improvement.

Explicit integration of supports for students with diverse learning needs within program implementation included appropriate experiential learning; intervention supports and/or strategies for differentiated instruction; assistive and adaptive technology and other learning materials aligned to literacy, mathematics, and school improvement planning; and the systematic support of data literacy through the MISA initiative. This required intentional planning and focused exchange and reflection at multiple leadership levels: supervisory officer, administration, consultant, and central and school staff.

Next Steps: The outcomes of the work on instructional leadership have been encouraging and will be strengthened. This effort will involve continued attention to the urgency for change on behalf of students with diverse needs. In order to improve the achievement of these students, we need to continue to involve leaders in ongoing capacity building in such areas as assessment for learning, of learning, and as learning; appropriate assessment tools for all students, including assistive technology; differentiated instruction for literacy and math; appropriate and varied resources for all students, including boys and English Language Learners; and comprehensive balanced literacy programs characterized by varied and precise instructional strategies. This aim, coupled with the reciprocal support for staff, is nested in our response to student learning needs.

c) CLASSROOM TEACHING STRATEGIES

As part of the qualitative data gathering and monitoring within the CODE project, teachers at each of four designated schools were involved in professional conversations following the learning of 10 students receiving special education supports and services. Teachers were invited to dialogue and explore the instructional and assessment strategies that they were using and to reflect on the effectiveness of those strategies and classroom practice in improving the achievement of their students over time.

Observations indicated that when some classroom teachers were invited to talk about instructional practices, they tended to focus on:

- the resources they were using; e.g., levelled books, high-interest/low-vocabulary texts, teacher-created materials; modified assessments and tests;
- the organizational tools they supplied to the students; e.g., use of planners, time-tables, graphic organizers, step-by-step procedures;
- the use of software; e.g., Smart Ideas, Inspiration, Kurzweil; and
- their focus areas of study; e.g., "I'm doing guided reading" or "balanced literacy" or "I'm focusing on comprehension or word study."

Special education resource teachers tended to offer specific and robust descriptions of the evidence of student learning and the strategies used with the students for whom they were responsible. Classroom teachers tended to talk about their students with special learning needs more in terms of their personal and family histories, their physical and cognitive abilities, and the management of their behaviours rather than the nature of the precise and specific pedagogical practices that they were using to help foster engagement and to promote the growth of their achievement.

Next Steps: Our next steps will be to establish stronger connections between the interpretation of student assessment results, the clear identification of the learning needs, and the precise instructional strategies that the teachers are using to engage and foster improvement. Monitoring student progress is key to improvement planning, with the provision of timely support and interventions as part of the teaching/learning cycle. Precise evidence of student work over defined teaching learning cycles through the use of teacher moderation for these students will guide the professional exchange.

d) RESOURCES

There has been considerable capacity building with the provision of PRIME resources and the extensive in-service for teachers and SERTs on mathematics across the board. As well, the implementation of other diagnostic and formative assessment tools, such as ABLLS and Brigance for SERTs, SERCs (Special Education Resource Classroom Teachers), and itinerant ASD team teachers, has strengthened assessment practice. Substantial literacy and numeracy resources have been provided to all schools for use by classroom teachers and resource staff. Provision of instructional and assessment resources for diverse learners and job-embedded supports for teachers on the use of these resources need to be enriched and expanded.

Next Steps: A survey of educational assessments used by special education and classroom teachers was conducted in Year 2 of the CODE project, and this information has helped to guide our system-wide use of assessments that inform IEP development. Many schools have formed study groups with professional texts that support their informed use of new student resources. The provision of tools for learning, including assistive technology for students with learning needs, continues to be a strong focus as we work to expand our technology capacity and make these supports universally accessible.

e) ASSESSMENT

Dufferin-Peel Catholic DSB advanced the data literacy skills of its staff to promote a culture of evidence-based responses to student needs. The central collection of student data has reinforced the vision of assessment for learning.

Key result areas include:

- using assessment and evaluation data to implement school-wide approaches to literacy and mathematics instruction (e.g., Junior teachers collaboratively assessed and analyzed CASI results and planned teaching to address comprehension skills with non-fiction texts; the practice of using data tracking walls in the Primary division increased across the board, accompanied by more precise inclusion of strategies for all student learners);
- analyzing and interpreting assessment results within the context of the school's professional learning community, and then setting goals and developing and implementing school action plans that involve rich assessment activities and exemplars of quality student work (e.g., use of student work and assessment results to inform the cycles of improvement);
- supporting teachers through the provision of staff development sessions focused on assessment tools that determine student learning needs and inform IEP development and reporting of progress;
- expanding the awareness and implementation of the Continuous Cycle of Assessment for Learning (EFA, p. 20) linked to both the Ministry of Education/Ontario Psychological Association Project and the board assessment and evaluation directions (e.g., being

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explicit about the use of the Continuous Cycle of Assessment for Learning so that all educators will have the same shared reference point);

- reviewing and refining the critical role of the in-school and out-of-school team as part of the continuous cycle of assessment, which includes both Special Education and Support Services staff.

Next Steps: Work with the classroom assessments and tracking of student results has yielded the realization that we need to go deeper. For example, overall scores for CASI, gathered in data cycles, are not sufficiently sensitive to individual student progress on discrete expectations which are focused on throughout the teaching learning pathway. This specificity is particularly critical for understanding growth of diverse learners. Recording and tracking overall aggregate scores over these learning cycles masks important data related to individual students' growth or gaps. Our local and central data gathering processes have been refined to respond to more specific data gathering as needed and, hence, more precise decisions on planned interventions and support.

f) SCHOOL/SYSTEM ORGANIZATION

Central to the success of the organizational structure are learning team processes incorporated into all capacity-building initiatives. Dufferin-Peel focused on Ministry initiatives and board directions responding to system needs through guidance, support, and direction in matters of student learning and achievement. Schools were engaged in innovation through research activities and inquiry projects to enhance the learning and achievement of all students, e.g., teacher moderation, the CASI project, (Junior); and the Assessment of Basic Language and Learning Skills Project (ABLSS). Schools as communities of learners engaged in professional learning networks within focused school improvement planning. Differentiated supports, particularly with intensive support schools, targeted literacy and mathematical literacy, thus allowing us to provide more personalized and precise intervention.

Next Steps: The board is continuing to refine the critical role of the school team as part of the teaching learning assessment cycle, which includes Special Education and Support Services. Resource guides on the continuum of the team process for schools and teachers are currently under development, embedded within the School Effectiveness Framework initiative. The system focus on building networked communities of learning with a focus on all learners will deepen our work in student achievement and continue to narrow the gap.

g) COMMUNICATION

Dufferin-Peel enhanced collaborative relationships between parents, community, and educators through ongoing communication with the system and our community partnerships, including the Special Education Advisory Committee. Our messaging, system practice, and supports for all learners are rooted in a vision of integrated practice with the Program/Special Education and Support Services Departments at a system level aligned with Family of School and school-based practice.

Next Steps: Our Special Education and Support Services website, with integrated links to Ministry and board resources, is undergoing refinement and, when completed, will enhance the communication and resource support both to the system and to the greater community.

Future Directions and Next Steps

The CODE Special Education Project in the Dufferin-Peel Catholic DSB has supported schools as they work to address the principles of Education for All: The Report of the Expert Panel on Literacy and Numeracy Instruction for Students with Special Education Needs, Kindergarten to Grade 6 (2005) and to assist schools to develop capacity-building projects to improve teachers' professional practice and to raise achievement for students with diverse learning needs.

DPCDSB affirms its support for greater integration between and amongst educators and support staff teaching diverse learners and will continue to focus on improving classroom practices and adopting processes for ensuring that assessment and instruction become increasingly precise and data-driven. Moving forward this year, the Board Plan to Improve Student Achievement: 2006–2009 authentically integrates key Special Education and Support Services and Program initiatives aligned to Dufferin-Peel's commitment to our Catholic faith, literacy, mathematical literacy, student success, and school improvement planning.



These initiatives are all offered within the context of Dufferin-Peel's Safe, Caring, Healthy, and Inclusive environments, reflecting the specific strategic goals outlined by the Ministry of Education: Reach Every Student: Energizing Ontario Education (Winter 2008). ●

Comments about this article? Email sheila.mcwaters@dpcdsb.org or micki.Clemens@dpcdsb.org

Working and Learning Together

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Background

In Durham Catholic District School Board, many innovative CODE-sponsored Action Research Projects occurred in 2006. Schools involved in these projects noted increased teacher capacity as well as sustained gains in student learning. Unfortunately, projects were limited to just some schools, and several schools did not have the opportunity to

engage in in-depth, focused efforts to improve student learning based on Education for All and Differentiated Instruction.

The CODE project provided an opportunity to address gaps and inform Junior teachers and Program Support Teachers regarding best practices described in the Guides to Effective Instruction and Education for All. Classroom-based diagnostic assessments had been introduced in the Junior and Intermediate grades, and program support teachers articulated a need to understand these tools and the implications of their results.



There was also a desire for collaboration between the Program Services and Student Services Departments at the system level in order to best serve all students. The need for vertical alignment between schools and family of schools, within schools and at system level, was evident. Best practices from the CODE project schools, as well as lessons learned from schools implementing The Critical Learning Instructional Pathway, would be foundational in this initiative.

Project

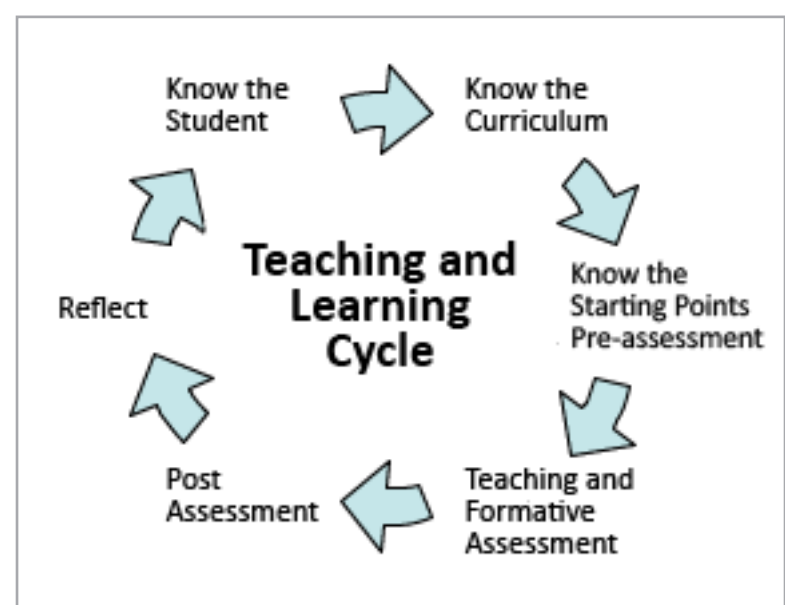
On October 7, 2007, this initiative began with a Professional Activity Day focused on building system capacity around Education for All. Teachers and support staff from both the elementary and secondary panels came together to hear Cindy Strickland deliver a foundational message regarding differentiated instruction. The day provided an inspirational jumping off point for the CODE project that would follow. This project brought together school teams of junior teachers as well as program support teachers. Approximately 220 teachers were involved in this initiative.

Guiding Principles

- Building professional learning communities
- Teacher inquiry
- Job-embedded learning
- Use of student data to inform teacher practice

Key Concepts

- Know the student – student profiles
- Know the curriculum
- Know the starting points – diagnostic data
- Implement effective teaching practices – exploring Education For All and the Guides to Effective Instruction (4–6)
- The teaching learning cycle would be the process through which these concepts were investigated.



Our Journey

Each school assembled a team comprised of Junior teachers, program support teachers, and administrators. School teams met with other teams in the Family of Schools' structure to share and network. Teams examined diagnostic assessments, delved into curriculum expectations, explored best practices in the Guides to Effective Instruction and Education for All, and choose an area of focus. Some of the areas of focus were:

- Building Understanding of Differentiated Instruction: teachers deepened their understanding of differentiated instruction and identified powerful strategies for differentiating instruction; teachers planned and implemented one or two strategies; teachers met and discussed progress based on student work.
- Exploring Class Profiles: teachers developed or extended learning/class profiles; teachers focused on how these profiles would be used to plan for instruction.
- Discovering the Importance of Oral Communication: teachers used oral language and accountable talk to teach and assess student's knowledge of the curriculum; teachers collaboratively planned, implemented, and reflected on lessons.
- Creating a Multiple Intelligence Choice Board and Rubric: school teams designed a task, created an MI choice board and rubric, and implemented this activity; teacher teams examined student work based on the rubric.