L4All Implementation Reflection - Secondary

Date: Wednesday, November 6, 2013

1 Universal Design for Learning (UDL) is a teaching approach that focuses on using teaching strategies or pedagogical materials designed to meet special needs to enhance learning for all students, regardless of age, skills, or situation.

What is your Board’s implementation status of the concept of universal design for learning in the secondary panel?

A  Awareness
B  Beginning Implementation
C  Partial Implementation
D  Full Implementation
Differentiated instruction (DI) is a method of teaching that attempts to adapt instruction to suit the differing interests, learning styles, and readiness to learn of individual students.

What is your Board’s implementation status of differentiated instruction in the secondary panel?

A  Awareness
B  Beginning Implementation
C  Partial Implementation
D  Full Implementation

The tiered approach is a systematic, sequential instructional approach that uses specific instructional interventions of increasing intensity to address students’ needs. It can be used to address either the academic or the behavioural needs of students who are having difficulty.

What is your Board’s implementation status of the tiered approach in the secondary panel?

A  Awareness
B  Beginning Implementation
C  Partial Implementation
D  Full Implementation
4 Assessment for learning is the on-going process of gathering and interpreting evidence about student learning for the purpose of determining where students are in their learning, where they need to go and how best to get there. The information gathered is used by teachers to provide feedback and adjust instruction and by students to focus their learning. Assessment for learning is a high yield instructional strategy that takes place while the student is still learning and serves to promote learning.

What is your Board’s implementation status of assessment for learning in the secondary panel?

A  Awareness
B  Beginning Implementation
C  Partial Implementation
D  Full Implementation

5 Assessment as learning is the process of developing and supporting student metacognition. Students are actively engaged in this assessment process; that is, they monitor their own learning; use assessment feedback from teacher, self, and peers to determine next steps; and set individual learning goals. Assessment as learning requires students to have a clear understanding of the learning goals and success criteria. Assessment as learning focuses on the role of the student as the critical connector between assessment and learning.

What is your Board’s implementation status of assessment as learning in the secondary panel?

A  Awareness
B  Beginning Implementation
C  Partial Implementation
D  Full Implementation
Assessment of learning is the process of collecting and interpreting evidence for the purpose of summarizing learning at a given point in time, to make judgements about the quality of student learning on the basis of established criteria, and to assign a value to represent that quality. The information gathered may be used to communicate the student’s achievement to parents, other teachers, students, themselves and others. It occurs at or near the end of a cycle of learning.

What is your Board’s implementation status of assessment of learning in the secondary panel?

- A Awareness
- B Beginning Implementation
- C Partial Implementation
- D Full Implementation

A class profile is an information gathering and planning tool that provides a snapshot of the strengths, needs, interests, and readiness to learn of each of the students in a class, as well as strategies, accommodations, and resources to use with each student. A class profile is both a reference tool for planning assessment and instruction and a tracking tool for monitoring changes throughout the year.

What is your Board’s implementation status of use of a class profile in the secondary panel?

- A Awareness
- B Beginning Implementation
- C Partial Implementation
- D Full Implementation
8 A student profile is an information gathering and planning tool used to compile detailed information on an individual student’s strengths and needs and the methods of assessment and instruction that best suit the student’s strengths, learning style, preferences, needs, interests, and readiness.

What is your Board’s implementation status of use of a student profile in the secondary panel?

A Awareness
B Beginning Implementation
C Partial Implementation
D Full Implementation

9 Transitions: As students progress along their individual “learning and growth continuum” from Kindergarten to Grade 12, they may be involved in some or all of the following transitional experiences:

- entry to school;
- transitions from one activity or setting to another, or from one classroom to another;
- transitions between grades;
- a move from one school to another or from a community agency to a school;
- a move from a First Nation school to a provincially funded school;
- the transition from elementary to secondary school;
- the transition from secondary school to a postsecondary destination (apprenticeship, college, community living, university, and/or the workplace).

When transitions are planned and managed appropriately, they can be learning opportunities for students, helping them develop resiliency and the capacity for self-advocacy. Personalized and precise transition planning provides the foundation for a successful transitional experience that can help the student learn to cope with change and adapt to a variety of settings. The process of developing and reviewing an effective transition plan involves consultation with the student and with significant individuals in his or her life, including educators, parents, and other relevant professionals.

What is your Board’s implementation status of student transitions in the secondary panel?

A Awareness
B Beginning Implementation
C Partial Implementation
D Full Implementation