Comox Valley Schools
School District No. 71

Open Committee of the Whole Meeting
AGENDA

Date: Tuesday, October 10, 2023
Time: 4:30 pm – 6:00 pm
Venue: School Board Office, Board Room

Committee Members:
Sarah Jane Howe, Chairperson
Michelle Waite, Board Chair
Susan Leslie, Vice Chair
Shannon Aldinger, Trustee
Chelsea McCannel-Keene, Trustee
Janice Caton, Trustee
Cristi May Sacht, Trustee

Dr. Jeremy Morrow, Superintendent
Dr. Russell Horswill – Acting Secretary Treasurer

Regrets:
Recording Secretary: Heidi Bell, Senior Executive Assistant

1. Welcome

The Board of Education acknowledges that we are on the traditional territories of the K'ómoks First Nation. We would like to thank them for the privilege of living on their land and the gift of working with their children.

2. Call to Order

3. Adoption of Agenda

THAT the agenda be approved as presented.

4. Information Items

a. Strategic Plan – Consultation Process

5. Presentations / Delegations

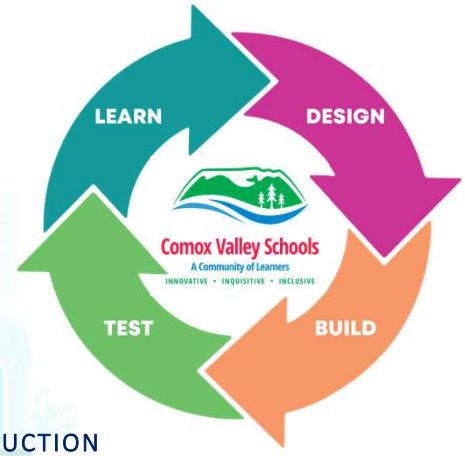
a. Literacy / Numeracy - Presentation by Vivian Collyer, Director of Instruction **Pages 1-9**

b. NIDES / Navigate – Presentation by Gerald Fussell, Principal **Page 10**

6. Adjournment

THAT the meeting be adjourned.

Literacy and Numeracy Frameworks Update



PRESENTED BY DR. VIVIAN COLLYER, DIRECTOR OF INSTRUCTION
AT THE OPEN COMMITTEE OF THE WHOLE MEETING
OCTOBER 10, 2023

1

Developing a mindset of continuous growth within our learning organization

"In a **growth mindset**, people believe that their most basic abilities can be developed through dedication and hard work…This view creates a love of learning and a resilience that is essential for great accomplishment…"
- Carol Dweck, psychologist & researcher, Stanford

HABITS OF MIND - KEY QUESTIONS:

- What's working well? (strengths-based)
- What could be further developed? (growth area)
- What next? (actionable plan)

2

Feedback from schools and departments - May 2022

In developing the literacy and numeracy frameworks, what factors do we need to consider?

- Common language in both areas
- Continuum (scope and sequence) of learning in both areas
- How to support a wide range of student abilities and effectively differentiate instruction
- Holistic approach to teaching and learning, and flexibility to support and stretch diverse abilities
- Strategies/structures for targeted learning when challenges are identified
- Alignment with learning theory and research, BC curriculum, and district directions (ie., EOL)
- Meaningful, sustainable data collection (& storage) to plan next steps and monitor impact of strategies
- Universal Design for Learning – student have multiple means of engagement, representation, and expression
- Shifts in literacy and numeracy research and Canadian teaching and learning approaches
- Connecting literacy and numeracy learning with student portfolios/e-portfolios
- Challenge of *learning to read* while also *reading to learn*
- Ways for families to reinforce learning at home

3

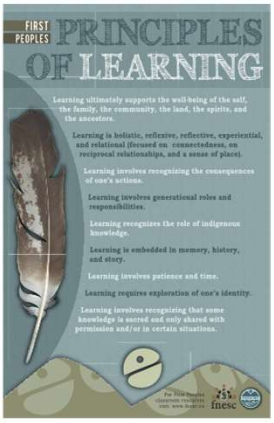
Feedback from schools and departments - May 2022

How do you see a district framework helping you in meeting the literacy and numeracy needs of your students?

- Clarified focus on specific skills and key concepts to develop plans (for students/classes, school goals, across grade levels)
- Guidance for decision-making when discussing strengths and stretches throughout the year
- Accessing common formative assessment practices and tools
- Opportunity for data collection that can inform teaching and learning strategies/structures
- Alignment with competency-based and concept-based curriculum
- Collaboration and targeted professional learning opportunities
- Consistent approaches to determining needs and allocating resources
- Continuity of learning across the school-years

4

Working Groups' Orientation - Givens for the Frameworks



Student-centred (competence & agency; strengths, interests, stretches, next steps in learning)

Builds on what is already working in schools

Is grounded in research about literacy and numeracy learning, as well as human development

Aligns with the BC Curriculum and provincial directions

Interweaves with the First Peoples Principles of Learning and Core Competencies

Is informed by Universal Design for Learning (UDL), incl. inclusive practices and cultural responsiveness

Supports multiple learning systems (classroom, school, and district)

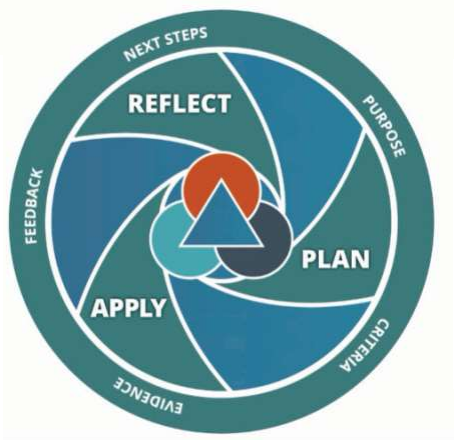
Provides guidance about practices, structures, and strategies

Enables classroom and school-wide decision-making and planning to address students' learning growth, as well as potential gaps and misconceptions.

5

Cycle of Instruction and Assessment

Instruction and assessment are interconnected in a cyclical or spiral concept of education. Assessment takes place throughout the learning cycle. We use the information we gather through assessments to inform our instruction. Sharing this information with students through ongoing feedback encourages them to recognize their successes and to set learning goals, further engaging them in the learning process.



BC Ministry of Education and Child Care

The learning cycle enables responsive and targeted learning. Assessments enable us to pinpoint where students need additional support, instruction, and guidance to help extend their learning. When we use assessment for action, this allows us to be more agile in our instructional approach.

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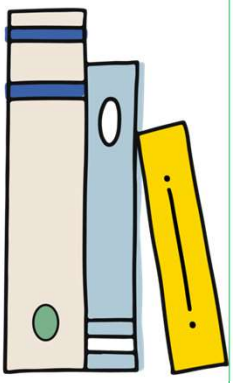
Literacy Framework
Information Gathering Series

The Comox Valley School District invites all interested educators to join us for after-school sessions to share literacy ideas and gather input to inform the development of the Literacy Framework this year. Please see details below.



Session 1 – Monday, Nov. 7
Research and Provincial Directions in Literacy
4:00-6:00 pm in the Glacier View gym
This session includes presentations by guest speakers and opportunities to provide input into the design of the Framework.

Presentations:

Holding Space for Indigenous Ways of Knowing, Being and Doing
Lelaina Jules
Indigenous Education Curriculum Support Teacher

Reading through a Multi-Tiered Systems Model
Christina Majcher and Courtney Edgar
School Psychologists

Language, the Lifeboat for Lifelong Learning
Morgan McDonald
Speech-Language Pathologist

Exploring Secondary Literacy Collective Responsibilities
Devon Stokes-Bennett
Network of Educators for Secondary Transformation

Session 2 – Monday, Nov. 21
What's Working and Promising Practices in SD71
4:00-6:00 pm in the Glacier View gym
This session includes a choice of Table Group presentations by SD71 colleagues about their literacy practices as well as opportunities to share our thinking about what to include in the Framework.

Session 3 – Monday, Nov. 28
What are other schools/districts trying?
4:00-6:00 pm in the Glacier View gym
This session includes presentations by guest speakers and opportunities to provide input and feedback about the ideas presented.

Guest Speakers:
Boe Beardsmore
Director of Instruction, SD64 (Gulf Islands)
Christine Fraser
Literacy Coordinator, SD72 (Campbell River)
Shelby Pollitt
Literacy Coordinator, SD62 (Sooke)
Devon Stokes-Bennett
Humanities District Teacher, SD35 (Langley)

Registration: Email us at curriculumevents@sd71.bc.ca with the subject line "Literacy Framework series" and specify whether you will attend the whole series or a particular session. If you have dietary restrictions, please let us know.

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Numeracy Framework
Information Gathering Series

The Comox Valley School District invites all interested educators to join us for after-school sessions to share numeracy ideas and gather input to inform the development of the Numeracy Framework this year.

Session 1 – Monday, Nov. 14
Research and Provincial Directions in Numeracy
4:00-6:00 pm in the Glacier View gym
This session includes presentations by guest speakers and opportunities to provide input into the design of the Framework.

Presentations:

What Matters to our Young Mathematicians?
Jeannie DeBoice
Mathematics Consultant

Mathematics through a Multi-Tiered Systems Model
Christina Majcher
School Psychologist

Provincial Landscape of Mathematics and Numeracy
Janice Novakowski
District Teacher Consultant, SD38

Session 2 – Wednesday, Nov. 30
What's Working and Promising Practices in SD71
4:00-6:00 pm in the Glacier View gym
This session includes a choice of Table Group presentations by SD71 colleagues about their numeracy practices as well as opportunities to share our thinking about what to include in the Framework.

Session 3 – Monday, Dec. 5
What are other schools/districts trying?
4:00-6:00 pm in the Glacier View gym
This session includes presentations by guest speakers and opportunities to provide input and feedback about the ideas presented.

Guest Speakers:
Boe Beardsmore
Director of Instruction, SD64 (Gulf Islands)
Jennifer Carter
Numeracy Coordinator, SD22 (Vernon)
Myriah Michaux
Primary Teacher, SD64 (Gulf Islands)
Janice Novakowski
District Teacher Consultant SD38 (Richmond)

Registration: Email us at curriculumevents@sd71.bc.ca with the subject line "Numeracy Framework series" and specify whether you will attend the whole series or a particular session. If you have dietary restrictions, please let us know.

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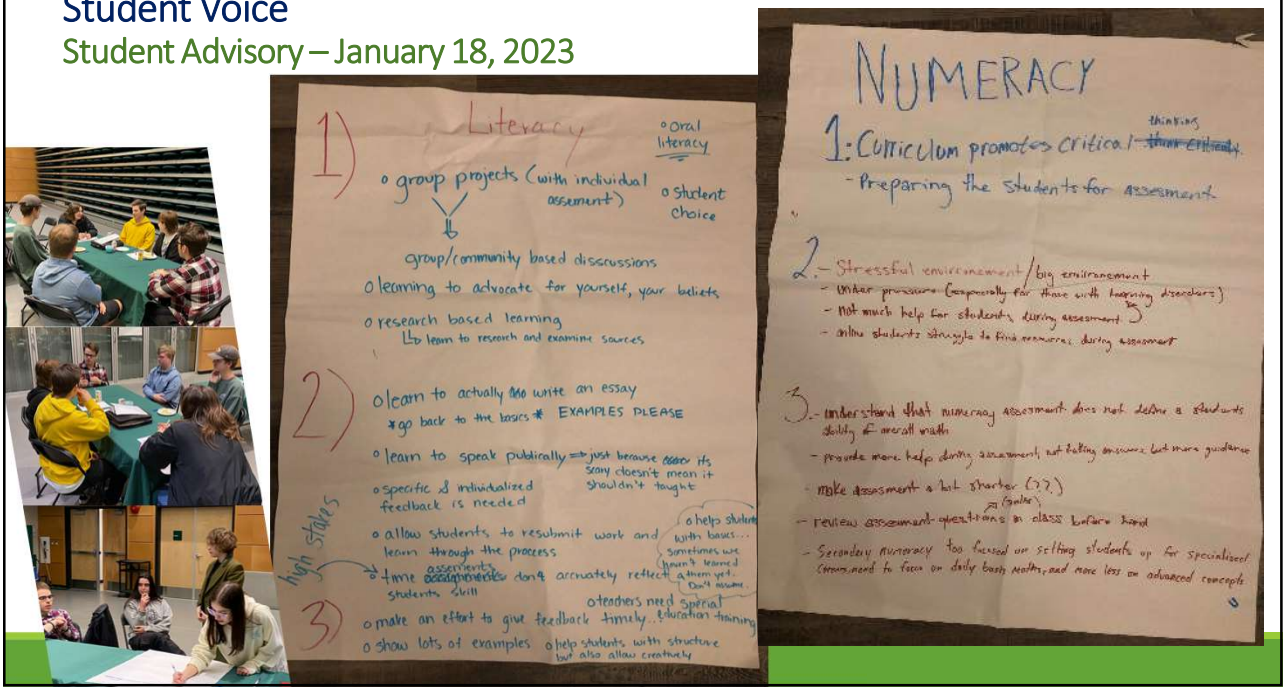
Student Voice

Student Advisory – January 18, 2023



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Highlights of the Literacy and Numeracy Frameworks

- Working groups included:
  - staff from Inclusive Education, Indigenous Education, and Curriculum departments
  - teachers in various roles (classroom, LST, T-L)
  - early childhood educators
  - principals/vice principals
- Input provided by:
  - School staffs
  - Participants at after school sessions
  - District's Student Advisory
- Holistic view of students and learning (incl. skills and strategies in meaningful ways)
- Builds on what is already working in schools and draws from research and promising practices
- Recognizes learning progression and human development over time (early learning to graduation)
- Integrates key curricular directions, including play, Indigenous, and deeper learning pedagogies, and UDL
- Classroom assessments that inform teaching and learning, and identify needs for supplemental learning
- Aligns with other assessment systems (i.e., portfolios, Literacy and Numeracy Learning Progressions K-12)

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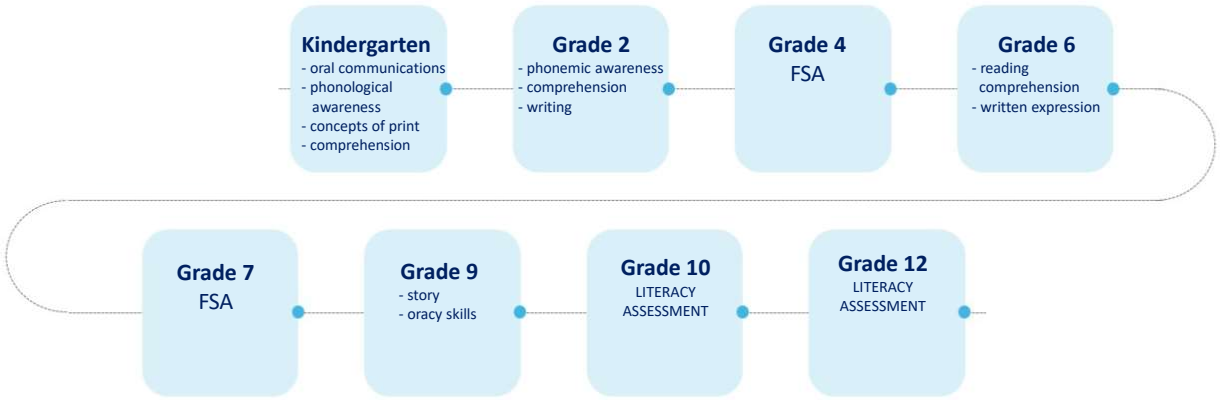
District Check-in Points – Literacy



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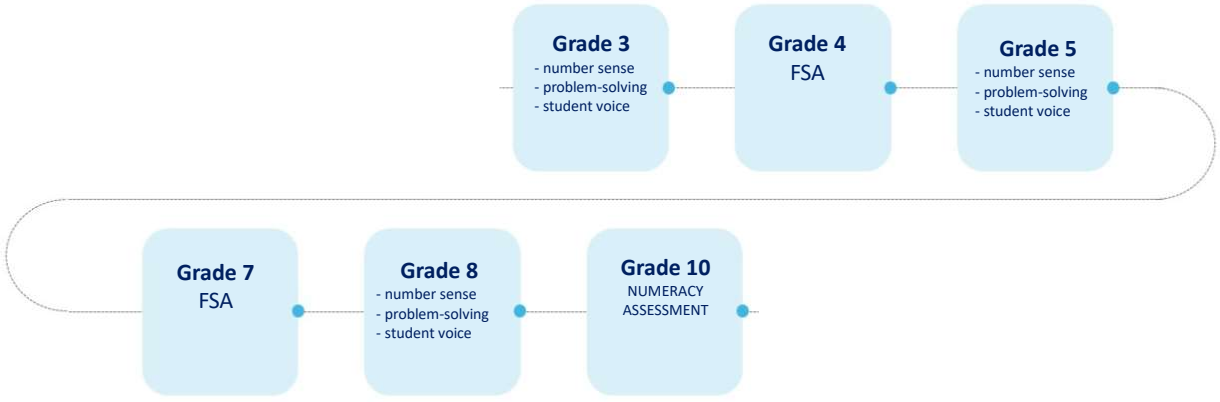
District Check-in Points – Numeracy



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What is ready to field test?

LITERACY

- Framework learning components
- Kindergarten assessment tool
- Grade 2 assessment tool

NUMERACY

- Framework learning components
- Number sense assessment tools (K - Grade 8)
  - SNAP for whole class
  - FSiM diagnostics for targeted supplemental learning

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What is still under development?

LITERACY

- Framework front matter, self-assessment for school teams, curated resources
- Grade 6 assessment tool
- Grade 9 assessment tool
- Assessments for other grades

NUMERACY

- Framework front matter, self-assessment for school teams, curated resources
- Problem-solving component of assessments
- Student voice component of assessments

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Literacy and Numeracy Frameworks

Development Process Timeline

2022 *April-June*

Gathered input for process

- ***School staffs and district departments***
- ***PVP working group for development process advice***

2022 *Nov.-Dec.*

Reviewed what's working, research, and opportunities

- ***District working groups began meetings***
- ***After-school series of information sessions open to all educators, and gathered input***

2023 *Jan.-May*

Reviewed input and drafted frameworks

- ***Sub-groups drafted framework components***

2023-24 *Sept.- May*

Field testing begins and continuing drafting

- ***CSTs and literacy/numeracy teams***
- ***Professional learning opportunities***
- ***Data collection and storage***

2024 *Spring*

Refine frameworks

- ***Gather feedback***
- ***Build and enhance components as needed***

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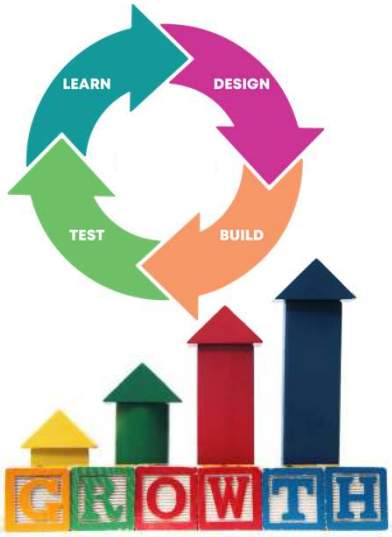
Support for implementation



- Schools are encouraged to focus on a literacy or numeracy learning goal to field test this year
- School-based Curriculum Support Teachers
- District Teachers – Jacquie Anderson and Serina Allison
- Learning Grants to support school teams
- Continuing the design process - Gather input from school communities to:
  - celebrate successes to build on
  - tweak components based on classroom feedback
  - refine our district's frameworks
  - review the data and plan for next steps as part of our continuous improvement cycle

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Characteristics of Teacher Collective Efficacy

STAFF CHARACTERISTICS

- Shared belief of high expectations for all students
- Shared language that represents focus on student *learning*
- Success or failure in student learning informs teacher reflection on and shifts in practice
- Appreciation for the value of solving challenges of practice together
- Collaboration that enhances individual efforts, intensifies our persistence, and strengthens our resolve
- Discussing evidence of impact, including:
  - hearing from students about their learning, their progress, their struggles, and their motivation to keep learning
  - examining student artifacts such as assignments, assessments, portfolios, and other indicators of daily progress
  - making the link between our actions and student outcomes explicit, so that we better understand factors behind student progress
- Relies on dependable, collaborative structures where teachers learn from and with one another to build common understandings.

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Questions?

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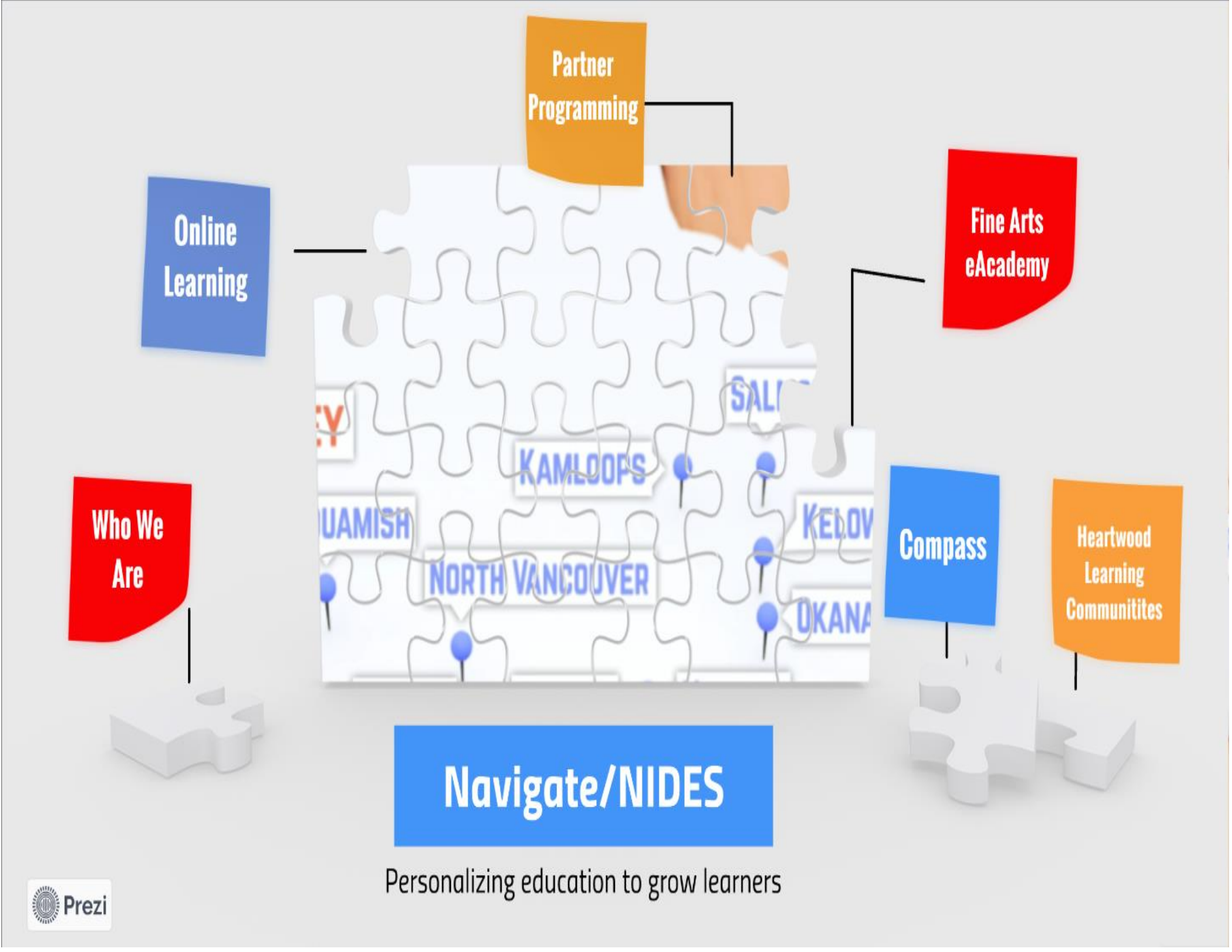
Partner Programming
Online Learning
Fine Arts eAcademy
Who We Are
Compass
Heartwood Learning Communitites
KAMLOOPS
NORTH VANCOUVER
Navigate/NIDES
Personalizing education to grow learners
Prezi