

Welcome, Say 'Hi' and let us know where you are connecting from

Chris Lee: Hello from Madoc, ON part of Hastings Prince Edward DSB

Maria and Jacqueline: Good morning Chris and welcome!

Katie Carr: Good Morning Everyone!

KPDSB-Dryden: Good morning from KPDSB

DSB ONE: Good morning! from DSB Ontario North East!

TNCDSB: Good morning from TNCDSB

DSB1 Southern Office: Good Morning!

SMCDSB: Good morning from SMCDSB

YCDSB: Good morning all from YCDSB

NCCS: Good morning from Niagara Children's Centre School

Maria and Jacqueline: Good Morning Everyone, Welcome!

HPEDSB: Good Morning all from foggy HPEDSB!

Windsor-Essex CDSB: Good Morning!

Katie Carr: All your resources for today session can be found at <https://virtualspring2018sim>

St. Clair: Good morning from St. Clair

HWDSB: Good morning from HWDSB

SNCDSB Team: Good Morning everyone from Superior North Catholic District School Board

RDSB: Good morning from RDSB!

HCDSB: Good morning from HCDSB

Katie Carr: correction <https://tinyurl.com/virtualspring2018sim>

Durham CDSB: Good Morning from sunny Oshawa!

WellingtonCDSB: Good morning from Wellington CDSB

Peel District School Board: Morning!

How is coherence evident in your system/school? How do you know?

Chris Lee: The Visual ones are easier to see. Classes are using Whiteboards, Number Talks, etc. Harder ones to see are not as visual; challenging kids to think, assessment, communication, etc..

Angela Gainer- SNCDSB: In our board each school runs Case Management where we meet in teaching teams to review student work, discuss strategies, and next steps as we work toward a common goal of deepening student understanding. We meet every 6 weeks to review the progress that we are seeing in our students and how we can continue to move them further. We've also tried to maintain focus by reducing initiatives and focussing on proven best practices by bringing in experts like Sandra Herbst to help with this.

HWDSB: We have reduced and refocused and as a system are digging deeper into one or two key areas around literacy and math using the continuous learning and improvement process. We still need to continue to look at reducing our initiatives. We are starting to hear schools and leaders using the same language around anticipating, naming and noticing what students can and cannot do (skill gaps)

DSB1 Southern Office: Observation of student work and engaged in what they are doing, educator engaged in deep learning and were collaborative. Educators were able to articulate success.

NCCS: We are at the beginning stage. We are having meetings where we are setting a direction. We are collecting the evidence which will guide our thinking and set realistic goals.

DSB1 Southern Office: Ownership of the previous year caused pedagogy to sustain into the next year.

Windsor-Essex CDSB: Consistent messaging - student learning need is always the priority - embedded in monitoring is the impact on student learning - common language - going deeper

Durham CDSB: Similar to getting impact on our students' learning, we can get impact with our colleagues by getting them to be curious about their own practices, curious about how they can get better. This way the group changes the group (for the better!)

GECDSD Team: School improvement planning is aligned to board improvement goals

TNCDSD: We are on our journey to creating coherence. Creating common goals through collaboration with teachers, principals, Board Office staff, and senior leaders is an area to continue our focus. Principal Learning Teams are working together to create a vision of what

good practices look like. We may want to look at Peel's use of the reduce, reframe, and remove strategy.

LKDSB: As a District, we are successful at reducing the amount of 'initiative clutter'. The evidence of coherence is in the 'work'. Administrators, teachers, program leaders and Student Achievement Officers working toward common goals and making that learning visible.

LKDSB2: Focus on making the learning visible for students, teachers, school, parents

bhncdsb 2: In BHNCDsb, we have been working to create a common understanding of effective pedagogy in mathematics, for principals, educators, Special Education resource Teachers, educational assistants, etc. We have allowed opportunities for all members to have a voice/ provide feedback during the process to figure out what is working and where further attention and support is needed. During conversations, we have had the opportunity to monitor our progress and to identify next steps that allow us to solidify our shared understanding.

SNCDsb Team: The use of specific strategies to focus on pedagogy and the interactive cycle of planning, action and measurement. Everyone is on a continuum and the work of leadership is aligning the area of support to move our students (students are always at the centre).. We need to continually measure what we are focussing on. Learning is always collaborative.

CDSBEO: Schools meet as CPLC to develop school goals and then the Board conducts a review of the SIPSAs to extract common themes and inform the BIPSA. Math marker students are tracked from every math class in the Board. Measuring of the impact of coherence is external, moving towards internal. Coherences is built through a Cycle of Learning that involves teachers, administrators and system level leaders.

HCDSB: Cross-curricular approach in school improvement planning and teaching/learning. The support of our itinerants and consultants in creating relationships based on trust. Administrator involved/invested in the work that is being done.

GECDsb Team: Specifically in mathematics, we have been working over the last two years to help align coherence to the GECDsb Math Vision and the research from the Math Task Force Report.

GECDsb Team: In particular, we are focusing on the 5 Mathematical Proficiencies and ensuring all administrators and teachers are fluent with these ideas. The pedagogical system for planning mathematics lessons - introduced years back from the SIM Sessions we have participated in and the importance of making math concrete (i.e.: concreteness fading model for each idea in mathematics).

DSB ONE: Through capacity building, we are continuing to cultivate collaborative cultures.

Insights, Reflections, Next Steps

Durham CDSB: Our next steps includes involving more teacher/student/parent voice.. Also to intentionally get staff to actively reflect on their learning this year on the good work they have done this year.

Kristi: DSBONE central region: have a K-6 math focus in our Math PLC's instead of Gr. 2-6.

TNCDSB: Narrowing the focus is key. Understanding what those needs are must be determined by all stakeholders (student voice, teachers, principals, Board staff, senior level staff). Look at both quantitative and qualitative data to figure out what those needs are.

TNCDSB: Maybe all ALP's can align with SIP / BIP goals?

Angela Gainer- SNCDSB: We're on the right track to building Coherence, but need to make sure that we stay focussed on our SIPSA. It's easy to get distracted with new initiatives. We need to make sure that we are sticking to the goals that we set out in the beginning of the year.

dan ivankovic: Next Learning Session - would be great to actually see and or have access to some actual exemplary school improvement / annual plans ...we would be able to learn and possibly get ideas on how to tweak and or record steps, processes and monitoring

YCDSB: Over the years, we have worked diligently to narrow the goal and make it more reasonable in terms of implementing and analyzing the results. Using the collaborative learning cycle has been most helpful (Plan, Act, Observe, Reflect).

WellingtonCDSB: Discussion has been around professional development models, respecting teacher learning needs while maintaining fidelity to system plans and needs. Discussion about the benefits around tight monitoring cycles as well.

HPEDSB: We appreciate having the K-12 perspective and having voices from the field that help us develop our understanding and allow us to ask questions of each other with precision. Continue to help us narrow the focus and provide specific examples of exemplary practice.

LKDSB: Looking to continue to decrease the amount of 'initiatives' and narrow the focus. Really liked the analogy of the boat and all rowing in the same direction and the boat is moving because of the one or two moves and it is evident that the movement is related to coherence.

CDSBEO: We had great success with our Learning Cycle. We achieved greater clarity through our monitoring practices, deepened our knowledge which allowed us to adapt and focused our goals. The Learning Cycle engaged all level of the system, and allowed us to

build capacity in content knowledge, facilitation skills and data fluency. We look forward on building on our successes as we revise our plans for next year.

DSB1 Southern Office: Going deeper with a needs assessment is critical to have teachers' by in. ensuring the SIPSA is on the table frequently throughout the year. Securing the internal accountability - can I develop a school a school vision and mission statement to develop coherency? Ensuring there is a through line in our work to provide time for depth to develop.

SNCDSB Team: We are reflecting on how to engage staff in reflecting on the next steps for students who are doing "alright"? We are also reflecting on how to narrow the focus enough within our schools to engage all staff. We need to have students reflect on their own learning and teachers to understand why this learning for this student at this time..