

INNOVATIVE INKLINGS

Comox Valley School District Newsletter for Innovation

April 8, 2016



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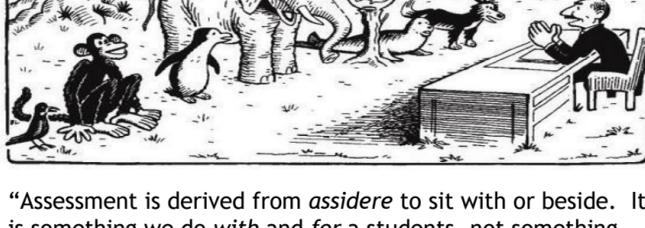
Assessment Links

ASCD's monthly magazine, *Educational Leadership*, had a list of [principles for assessment](#) written by [Carol Ann Tomlinson](#).

Our district is one of the leaders in communicating student learning. There are many background resources on our [Learn71 web-site](#).

What do letter grades have to do with performance? This question is addressed in a [blog post](#) by Dr. Jordan Tinney, Superintendent of Surrey School District.

This is not new thinking, and many in our district have been involved in this work for a long time. In 1999, Alfie Kohn wrote a piece talking about the [effects of grading](#).



"Assessment is derived from *assidere* to sit with or beside. It is something we do *with* and *for* a students, not something we do *to* them." - Grant Wiggins

"For assessment to function formatively, the results have to be used to adjust teaching and learning." - Black and Wiliam

"The simplest prescription for improving education must be 'dollops of feedback' - providing information how and why the child understands and misunderstands, and what directions the student must take to improve." - John Hattie



Around the District

Innovative events and efforts from around our district

Communicating Student Learning Committee

Over the past four years several committees have worked on various initiatives connected to communicating student learning. In June of 2015 a representative group of the district's teachers were brought together to work on articulating a clear district position on communicating student learning. A [copy of that draft](#) is available on [my web-site](#).

The first part is an attempt to capture what we, in School District 71, believe about learning, our Learning Principles. The first column contains words that summarize each learning principle. These words form the acronym **PRACTICE**. The second column has the learning principles, those things that we believe about learning, written out. The third column provides some examples of what our learners experience and the fourth column provides examples of what our instructional leaders (teachers, parents, administrators, community, etc.) do to support student learning.

The other two parts (Vision and Guiding Principles) are directly related to communicating student learning and are based on our Learning Principles. The intention of these two pieces is to guide how we communicate student learning in our school district.

At this point we are looking for feedback on these three parts. Is there anything that we are missing? Are there things that are incorrect? Is this usable and helpful? Please take a few moments to complete [the survey](#) we have created. If you want to be part of a larger conversation we have a [moderated conversation](#) linked to our [Learn71](#) site (Assessment & Reporting) or you can use Twitter and use the hashtag [#CSLearn71](#) (by the way, [#Learn71](#) is also active and a great way to follow events and thinking in our district).

I hope you will take the time to review this document and encourage other members of our learning community to do so as well. The feedback we receive will help us move this work forward.

The deadline for feedback is Friday, April 29th, 2016.



Framework for Enhancing Student Learning

Last month a group of teachers and administrators from our district attended an Island meeting in Nanaimo to review and begin planning for the creation of the [Framework for Enhancing Student Learning](#). Like the other elements of the redesigned curriculum, this element removes many government structures (Achievement Contracts, Superintendent's Reports on Achievement, District Literacy Plans, School Planning Councils, Superintendent of Literacy, etc.) and hands over control of superintending what is important to us and to our community with very little direction other than to make it meaningful to our community.

This framework will have to have four key elements: system-wide focus on intellectual, human and social, and career development; multi-year district and school plans, updated annually; meaningful and effective evidence reported at least annually by districts and the province; and system-wide capacity building team-based supports focussed on continuous improvement. The Framework will reinforce shared responsibility for student learning and focus on each student as well as particular populations of students.

We have been bouncing around a lot of ideas and will be meeting shortly after Spring Break to develop a plan to begin this work. The next step is "to develop and post our annual district and school planning process (informed and supported by regional networking activities)."



e-Portfolios

As educators continue to shift towards student-centered practices, such as *Assessment for Learning*, *Play-Based Learning*, *Inquiry Projects*, and *Personalized Learning* in their classrooms, both students and teachers are identifying a disconnect between these classroom practices and their experiences with reporting. The purpose of re-thinking reporting in SD71 has been to develop a process of reporting that would ideally bring greater alignment between educational practices and improve how we communicate student progress to students and parents.

Please read [this brochure](#) designed by [Jaki Braidwood](#) and [Andrea Cochrane](#) with submissions from [Sue Bannister](#) and our Portfolio Team to help you gain a further understanding of e-portfolios in the Comox Valley.

There are also [posters](#), up in most elementary school staff rooms, that provide tangible examples of what communicating student learning can look like.



Thank you for taking the time to read this and please direct any suggestions, questions, or inquiries to me directly: Gerald.Fussell@sd71.bc.ca