



The Insider

The Official IPSF E-Bulletin



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A Message from the Director, Dr. Ronnie Miller:

Toward the end of the summer, IPSF members gathered for a full-day workshop with Ms. Sandra Mirabelli of the Dufferin-Peel Catholic School Board. It was an engaging workshop on the teaching of critical thinking skills across the curriculum. Having received excellent feedback from the participants, we are looking forward to having Ms. Mirabelli present for us again in the near future. The IPSF Summer Institute is an important opening-of-the-school-year event for our members, and it is our hope to see even more members participate next year. We thank Nicolas Esper for helping to coordinate the Summer Institute.

The new academic year will be bringing some new initiatives which we hope IPSF members will find beneficial. One such initiative is to begin a substantive review of relevant PPMs. Our executive will be presenting these to the IPSF membership throughout the year (One review per month). We will also devote part of our online meetings to these reviews.

Upcoming Events

Next IPSF Meeting

The next meeting of the 2018/19 IPSF membership will be held on October 17th, 2019

See back page for address and details

Beyond the MOE Standards will be our major initiative this year. While many of our schools are pursuing accreditation with AdvancED, we want to provide our members with additional opportunities to move *beyond the MOE Standards*. In this vein, IPSF will arrange a presentation on STEM program(s): what does it mean to be a STEM school and how is STEM Certification pursued? As well, we will discuss IB programs and the steps to be taken to become an IB school. These are both exciting possible next-steps for many schools, and both provide great opportunities for school growth and improvement.

A Message from the Director, Dr. Ronnie Miller, cont'd:

Thirteen of our member schools have successfully completed their Readiness Reviews with AdvancED, and are now preparing for their Engagement Reviews, leading toward full school accreditation. To this end, IPSF has requested that AdvancED facilitate a workshop on the use of the *Strategies Platform* of eProve. This platform is an excellent tool for the development of a comprehensive and meaningful school Continuous Improvement Plan. We are expecting that several of our school will complete the AdvancED process during this year and will receive their accreditation.

Last but definitely not least, IPSF approached Ms. Sara MacDonald and sought her services as our Forum Coordinator. This coordinator role is multi-faceted and includes being in contact with all our members, to promote our services, and facilitate our meetings. Sara has graciously accepted our offer and we are so excited to have her subcontracting her experience and talents to our administrative team. In early October, the current IPSF executive will have its first meeting of the year, and we will thereafter announce the names of our new Executive Membership for the coming year.



Wishing you a great start to the new school year!

Ronnie Miller, M.Ed.; Ph.D.

IPSF Executive Director

Update to AdvancED

In August AdvancedED made an announcement informing members that they were changing their name to Cognia. This change came as a result of two leading educational agencies merging together. AdvancedEd and Measured Progress joined in November 2018, as a result the two companies now are united under one name, Cognia.

The decision for the name is explained as follows: *“The new name comes from the Latin word cognitio, which means knowledge. The name change reflects the nonprofit’s belief that knowledge is the key to helping people reach their aspirations—regardless of circumstance or background.”* (Retrieved from: <https://www.cognia.org/media-room/>, September 2019)

With the name change, Cognia also announced they would be upgrading their diagnostic platforms and tools to further help institutions with improvement planning. Cognia also stated they will be developing new accreditation offerings that will change the way they approach the experience for schools, from a single event that happens every five years to an ongoing integrated approach.

Schools seeking STEM Certification, the process currently remains the same until December 2019. Cognia will begin implementing new STEM standards and Indicators in the coming new year.

For schools that are currently seeking accreditation with AdvancedED, after the successful Engagement Review, they will receive an accreditation seal with the Cognia name.

For more information on these changes please visit: cognia.org.

AdvancED | Measured Progress is changing its name to Cognia. (2019, August 12).

Retrieved from <https://www.cognia.org/media-room/>.

Ministry of Education Updates

New Ontario Teachers to be tested in Math

At the end of August a memo was released by the Deputy Education Minister, Nancy Naylor, that outlined all new teachers in Ontario will be required to pass a math test by scoring at least 70 per cent. The new test is set to be in place by the end of this current academic year and will include questions from both elementary and secondary concepts.

The government has tasked the Education Quality and Accountability Office (EQAO) with developing the test. New teachers will have one opportunity to complete the test, with no cost associated. Should they not be successful the memo stated teachers will be required to pay an unspecified fee to retake the test. There is no limit to how many times a teacher can take the test.

In the same memo the Deputy Minister also announced that the government will be unveiling a new math curriculum that will be phased in over the new four years.

Jones, Allison. (2019, August 27). Union questions new policy forcing incoming Ontario teachers to score 70% on math test. Retrieved from: <https://www.cbc.ca/news/canada/toronto/ontario-teachers-score-70-per-cent-math-test-1.5261201>

Ministry of Education Updates

Important MOE Updates

1. All course descriptions and codes are to be taken from the updated MOE document. <http://www.edu.gov.on.ca/eng/document/curricul/secondary/descript/descr9e.pdf>
2. Locally Developed Course: The Ministry has recently advised an IPSF member school that they are not approving any new Locally Developed Courses. Please note this if you are planning to offer any courses as such

Ministry of Education Updates

PPM No. 163 Service Animals

The MOE released at the beginning of this school year a new policy/program memorandum that outlines School Board Policies on Service Animals. This document outlines the requirement of all Ontario school boards to develop, implement and maintain a policy on the use of service animals in schools. In accordance with the purpose outlined in PPM 163, school boards must allow a student to be accompanied by a service animal, if appropriate to support the student's learning needs. The policy must also outline the process for which requests and approvals are made, ensuring consistency and transparency.

Policy/Program Memorandum No. 163 outlines the definition of a "service animal", and the requirements to accommodate in Ontario. The policy states:

The term "service animal" refers to any animal that provides support to a person with a disability. Traditionally, service animals have been dogs, and dogs remain the most common species of service animal; however, other species may also provide services to individuals with disabilities. The types of functions performed by service animals are diverse, and may or may not include sensory, medical, therapeutic, and emotional support services.

In Ontario, the Accessibility for Ontarians with Disabilities Act, 2005 (the "AODA") sets out a framework related to the use of service animals by individuals with a disability. The Blind Persons' Rights Act sets out a framework specifically for the use of guide dogs for individuals who are blind.

People with disabilities who use service animals to assist them with disability-related needs are protected under the ground of "disability" in the Ontario Human Rights Code. Under the Human Rights Code, school boards have a duty to accommodate the needs of students with disabilities up to the point of undue hardship. The Ontario Human Rights Commission's Policy on Accessible Education for Students with Disabilities (2018) states that: "Depending on a student's individual needs and the nature of the education service being provided, accommodations may include . . . modifying 'no pets' policies to allow guide dogs and other service animals."¹

In Ontario, all private schools are subject to following the Accessibility for Ontarians with Disabilities Act, 2005 as well as the Human Rights Code and Human Rights Commission Policy on Accessible Education for Students with Disabilities (2018).

The Ministry of Education has stated this policy must be in place by January 1, 2020. For more information on this PPM please visit the website:

<http://www.edu.gov.on.ca/extra/eng/ppm/ppm163.pdf>

1. *Policy on Accessible Education for Students with Disabilities (Ontario: Ontario Human Rights Commission, 2018), pp. 59–60.*

IPSF Article Review

Integrating Social and Emotional Competencies Into Academic Content

Taken from: Author: Maurice J. Elias, Edutopia, May, 2015

The term college and career ready is used often, and there are many of us who believe that social and emotional competencies are part of that readiness. But what does that mean in practice?

[Dr. Tara Laughlin](#), a former teacher and passionate advocate for developing students' social-emotional skills that she believes are necessary for college and career readiness, explained to me recently that these skills don't just materialize—they must be taught. But because of high-stakes accountability, many teachers are hesitant to spend instructional time focusing on anything not directly related to content.

“The world is changing, and graduating from high school with foundational knowledge in reading, writing, math, science, and social studies is no longer enough to be college and career ready,” explained Laughlin. “Success is also linked to competencies such as collaboration, problem solving, and social awareness, often referred to as 21st-century or social-emotional skills.”

INTEGRATING STANDARDS AND EMOTIONS

Since my conversation with Laughlin, the Aspen Institute has come out with an important new report, [This Time, with Feeling: Integrating Social and Emotional Development and College- and Career-Readiness Standards](#). The executive summary of the report's findings states, in part:

"Instruction that promotes students' social and emotional development (SED) facilitates better student outcomes on college- and career-ready (CCR) standards. The converse is also true: Learning environments structured to genuinely meet rigorous standards support the development of students' social and emotional skills. To promote deeper learning, educators need to make the most of this interconnected relationship, and to approach SED not as an add-on or discrete intervention, but as an integral part of the academic program."

We know that being in college and starting a career are both highly emotion-laden experiences. It makes great sense to integrate social and emotional aspects of learning with content learning, allowing students to see from the outset how to sort out what they know, what they need to know, their feelings, and how to interact with others to accomplish their goals. This also shows them that this kind of integration is an ongoing process, in learning and in life.

The idea that we can simply teach academic content and social-emotional competencies in silos is unsupported by theory, research, and biology. The Aspen report provides examples from grades K through 12 of how, as they put it, SEL and CCR are reciprocal in benefit to students and set up a virtuous cycle of greater accomplishment than one would get from either approach in isolation.

So what does this mean for educators? How can they address these essential social-emotional skills in with their students while also teaching the required content?

INTEGRATING SEL INTO PREEXISTING UNITS

One example is a framework developed by Laughlin that allows educators to design units of instruction that integrate social and emotional learning (SEL) into the college and career readiness content they are teaching.

Here's how this approach might look from the perspective of a team of three eighth-grade science teachers who begin planning together their next unit of instruction on the scientific method. The science teachers consider which skills they will incorporate into their unit. They ask themselves questions such as:

- Which skills will lend themselves most naturally to integration with our content, the scientific method?
- Which SEL-related skills have we noticed our students are lacking?

Based on these considerations, according to Laughlin, the teachers decide they will integrate two SEL skills into this unit—problem solving and self-control.

Next, the teachers pre-assess their students on the scientific method, problem solving, and self-control. They use their existing scientific method pre-assessment from the previous year, and to assess the skills they design a simple performance task for students to complete. They then use backward design to plan their unit. They break the three areas (the scientific method, problem solving, and self-control) down into a series of smaller concepts that need to be taught.

After initial instruction, the teachers design practice activities for their students that allow them to connect concepts in both content and skills in tandem. They observe these practice activities to gain insights and to provide students with additional time and support.

With this approach, educators are able to use units they've already designed or units required by their school or district (for other essential college and career content) and integrate social-emotional competencies into their direct instruction.

IPSF Meeting Reminder

Date: October 17th

Time: 10:00 AM – 1:00PM

**212 Eglinton Avenue East
2nd Floor Multipurpose Room
Toronto, ON, M4P 1K2**



Contact the Editor

If members have articles, news, events or any other ideas to share and be included in the e-bulletin, please send them for consideration to the editor at info@ipsf.ca

Please let us know if there are particular topics you would like covered in future bulletins.

Thank you!!