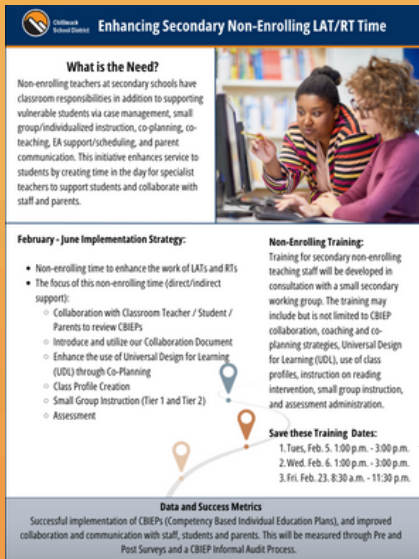


Secondary Non-Enrolling Learning Support Update 2

Our Planning

Staff Self Assessment



What is the Need?
Non-enrolling teachers at secondary schools have classroom responsibilities in addition to supporting vulnerable students via case management, small group/individualized instruction, co-planning, co-teaching, EA support/scheduling, and parent communication. This initiative enhances service to students by creating time in the day for specialist teachers to support students and collaborate with staff and parents.

February - June Implementation Strategy:

- Non-enrolling time to enhance the work of LATs and RTs
- The focus of this non-enrolling time (direct/indirect support):
 - Collaboration with Classroom Teacher / Student / Parents to review CBIEPs
 - Introduce and utilize our Collaboration Document
 - Enhance the use of Universal Design for Learning (UDL) through Co-Planning
 - Class Profile Creation
 - Small Group Instruction (Tier 1 and Tier 2)
 - Assessment

Non-Enrolling Training:
Training for secondary non-enrolling teaching staff will be developed in consultation with a small secondary working group. The training may include but is not limited to CBIEP collaboration, coaching and co-planning strategies, Universal Design for Learning (UDL), use of class profiles, instruction on reading intervention, small group instruction, and assessment administration.

Save these Training Dates:

- Tues, Feb. 5, 1:00 p.m. - 3:00 p.m.
- Wed, Feb. 6, 1:00 p.m. - 3:00 p.m.
- Fri, Feb. 23, 8:30 a.m. - 11:30 p.m.

Data and Success Metrics
Successful implementation of CBIEPs (Competency Based Individual Education Plans), and improved collaboration and communication with staff, students and parents. This will be measured through Pre and Post Surveys and a CBIEP Informal Audit Process.



Secondary Non-Enrolling Learning Support Update
We believe that collaboration is key to serving our students in a deeper way.

Purpose
The purpose of non-enrolling time (direct/indirect support):

- Collaboration with Classroom Teachers/Students/Parents
- Use of Collaboration Document
- CBIEP implementation
- Class Profile Creation
- Small Group Instruction / Co-planning and Co-teaching
- Assessment

Secondary Teaching Staff Self-Assessment

Working with a colleague to develop and use a classroom profile: 48% Emerging, 21% Developing, 17% Proficient, 14% Learning

Collaborating with colleagues to plan for CBIEP curricular goals: 21% Emerging, 21% Developing, 21% Proficient, 37% Learning

Engaging in collaborative opportunities with colleagues re: UDL planning: 20% Emerging, 41% Developing, 28% Proficient, 11% Learning

Building Confidence and Competence

Staff responses indicate:

- A desire for additional training in the use of class profiles to drive instruction
- The value of collaboration
- Various levels of confidence and competence in implementing Universal Design for Learning principles in daily instruction

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- We need training
- We value collaboration
- In the system there are varying degrees of comfort and experience with UDL

Data and Success Metrics

Successful implementation of CBIEPs (Competency Based Individual Education Plans), and improved collaboration and communication with staff, students and parents. This will be measured through Pre and Post Surveys and a CBIEP Informal Audit Process.

Mini CBIEP Audit/Review

CBIEP - Competency-Based Individual Education Plan

Process

- Involving an external Student Services Expert to review a random sampling of Secondary CBIEPs.
- The CBIEPs were reviewed to look for trends and make general observations and recommendations to support continuous improvement.

Observations:

- CBIEPs are more relevant/authentic than older IEPs - goals are attainable and measurable
- Several good examples of complete CBIEPs were provided. The goals were limited, clear, and attainable, and they reflected the Ministry's Identification and student needs.

Recommendations

- Strategies should focus on helping the student meet their goals.
- Method of measuring progress and Evidence collection needs to be included.
- CBIEPs should contain curricular goals where appropriate - non-enrolling Learning Support Teachers coming alongside classroom teachers.

Next Steps

- Share feedback and recommendations with PVP in June.
- Gather training team and working group in September to go over CBIEP feedback and look at survey results for their sites.
- What training and support does their site need to best use non-enrolling time to improve CBIEP quality.