School Readiness Implementation Assessment Tool - Secondary Administrators

The TDSB is committed to challenging streaming beginning in the Early Years and continuing into secondary school. As a system we will continue to offer inclusive, equitable learning environments for all of our students. Our focus for academic pathways is about having high expectations for all students, without losing the rigor and providing both staff and students with the supports they need so all students are successful at an academic level.

The TDSB is committed to moving forward with changes that will address systemic discrimination and help break down barriers, especially for Indigenous, Black and other racialized students, students living in poverty and students with disabilities and other special education needs.

This Academic Pathways Implementation Readiness Assessment Tool is developed to support your work in preparation for full implementation of Academic Pathways in all core subjects and the new De-streamed Mathematics course for September 2021.

This tool is to be used to engage school teams in reflective discussions on readiness and guide planning for the implementation of academic only and de-streamed math classes.
Please use the scale to assess your school's readiness in order to support your actions.

These are guiding questions and are meant to support your planning and preparations. They are not restrictive, and schools may have additional areas of focus/planning that will be examined. Next steps should be used to assist with your preparation for September 2021.

Leadership Reflection

Do you as an Administrator feel equipped to lead this work? What supports and resources will support this work?

Have you engaged in critical reading of books and articles, joined book studies and/or participated in webinars and professional learning related to de-streaming and related topics?

Have you reviewed the TDSB Equity Leadership Competencies? What further learning or professional development do you need to ensure that you are using and implementing the equity leadership competencies in your professional practice as a school leader?

Actions you can seek to further your understanding between now and June 2021:

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Engaging Stakeholder Communities

As a **school staff,** (i.e., teachers, classroom educators, Guidance Counsellors, etc.) we have a shared understanding that streaming led to unequal post-secondary school access and success and therefore de-streaming contributes to success for all students.

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Beginning   Accomplishing

Actions to be taken between now and June 2021:

Students have input and inform de-streaming plans.

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Beginning   Accomplishing

Actions to be taken between now and June 2021:

Parents/Guardians understand the need for de-streaming and inform plans and accountability measures.

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Beginning   Accomplishing

Actions to be taken between now and June 2021:

Consider how some of these questions and actions will build your School Improvement Plan.

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Professional Learning - Increased Educator Capacity for effective, culturally responsive instruction, assessment and evaluation in de-streamed classrooms

Develop Anti-Racism Professional Learning for School Staff

Professional learning for school staff challenges systemic and individual racism, discrimination, and constructions of ability that view some students as more capable of learning than others. Consider specific processes, policies and resources (e.g., critical theories such as anti-oppressive discourse, critical race theory, critical disability studies etc.) your school has used which have enabled successful and sustainable cultural shifts through instruction.

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Beginning   Accomplishing

Action to be taken between now and June 2021:

Pedagogy and new practices in classrooms are embedded and integrated in professional learning, collaboration and grounded in theory that impacts classroom practice (e.g., teachers using culturally relevant and culturally sensitive literacy practices in English classrooms, etc.)

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Beginning   Accomplishing

Actions to be taken between now and June 2021:

Develop Professional Learning Plans for Educators and Support Staff

All educators and support staff are engaged in collaborative inquiries (including supports for instruction and assessment practice in de-streamed classrooms) that are decolonizing and anti-racist and stimulate, challenge, encourage and support all learners. The plans include time to co-develop instruction, assessment, evaluations and accommodations for use in classrooms.

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Beginning   Accomplishing

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Action to be taken between now and June 2021:

We have accessed board-level supports (e.g., Equity Leads, Black and Indigenous Graduation Coaches, Program Coordinators, etc.) and resources to support the implementation of Academic Pathways:

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       Beginning   Accomplishing

Action to be taken between now and June 2021:

Consider how some of these questions and actions will build your School Improvement Plan.

Structures and Supports

Strengthen Transition Planning Processes

Transition plans support students entering Grade 9 and onward. Plans include Student Success supports and considerations of Individual Education Plans (IEPs).

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       Beginning   Accomplishing

Action to be taken between now and June 2021:

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Provide Guidance for Individual Student-Focused Timetabling

Individual student-focused timetabling is in place to support student learning in academic only or de-streamed math classes (e.g., course bundling, non-semestered math, other timetabling strategies to support student needs, etc.):

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Beginning   Accomplishing

Action to be taken between now and June 2021:

Strengthen Course Selection Review Processes

The TDSB plan to specifically review any student registration in Locally Developed Compulsory Credit Courses (LDCC)has been followed with the goal that, whenever possible, students should be supported with appropriate accommodations in a de-streamed or academic only course. Students should enroll in the LDCC only when their learning needs cannot be accommodated in a de-streamed or academic only course.

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Beginning   Accomplishing

Action to be taken between now and June 2021:

We continue to critically examine other streaming processes within our school (eg. specialized programs, enriched courses, etc.) to ensure they are not further marginalizing particular groups of students.

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Beginning   Accomplishing

Action to be taken between now and June 2021:

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Student Supports

We have developed a school-level plan for implementing wrap-around supports (e.g., Learning Outside the School Day - for example, before and after school tutoring, after school hands-on enrichment opportunities aligned with student interests, etc.) for students in academic only or de-streamed math classes:

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Beginning   Accomplishing

Action to be taken between now and June 2021:

Consider how some of these questions and actions will build your School Improvement Plan.

*Thank you for taking the time to complete this assessment of your School implementation readiness and for sharing your ideas and strategies for our continued work.