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This item supports agenda Item No. 6.1, Proposed Strategic Drivers for 2019-2020 Budget: Follow-up, Special Finance, Budget and Enrolment Committee meeting on Wednesday, 20 February 2019.

Research References

Professional Development

Research indicates that professional development alongside necessary system changes can lead to significant improvements in student achievement and well-being. (*Organization for Economic Co-operation and Development, 2012*).

Shared Leadership: To obtain additional information about shared leadership, click on the following link or refer to attachment:

https://www.tdsb.on.ca/Portals/research/docs/reports/Shared%20Leadership%20Fact%20Sheet%2016Nov16.pdf

Vescio, V., Ross, D., & Adams, A. (2008). A review of impact on professional learning communities on teaching practice and student learning. *Teaching and Teacher Education 24*, 80–91.

Reference List: Sources of Evidence that Teacher Professional Learning Impacts Student Success.

> A modified reference list from the TDSB Professional Library with sources of evidence that teacher professional learning impacts student success (i.e., academic achievement, student enjoyment, motivation, etc.).

> Professional Learning Communities

Sinay, E., Nahornick, A., & Graikinis, D. (2018). *Fostering global competencies and deeper learning with digital technologies research series: Creativity and innovation in teaching and learning: A focus on what the research says* (Research Report No. 17/18-17). Toronto, Ontario, Canada: Toronto District School Board. Retrieved from https://www.tdsb.on.ca/Portals/research/docs/reports/GCResearchSeriesWhattheResearchSays22Mar18.pdf

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The reality of our current times is that creativity and an innovative mindset are requirements to succeed. A prevailing axiom in contemporary research on creativity is that creativity is not an inherent attribute, but rather a skill that can be developed through education. Using this as an organizing principle, teachers and pedagogical practices play a central role in the development of creativity and innovation. This study summarizes educational literature in order to look at areas of teaching, learning, and educational policy in creativity and innovation.

Sinay, E. & Ryan, T. G. (2018). *Fostering global competencies and deeper learning with digital technologies research series: An exploratory study of differential effects of coaching on systemwide STEM implementation* (Research Report No. 17/18-14). Toronto, Ontario, Canada: Toronto District School Board. Retrieved from https://www.tdsb.on.ca/Portals/research/docs/reports/GCResearchSeries%20Differential EffectsCoaching04Jan18.pdf

This exploratory research study focuses on the STEM coaching model and investigates certain effects on teaching and learning using a longitudinal mixed-methods research design. Herein we include brief results from the year one STEM implementation and partial year two quantitative and qualitative data findings.

Early Years

Early Years programs and services include: child and family programs, professional learning for teachers and early childhood educators, parent programs, focused early literacy and math programs across many schools. Canadian researchers have demonstrated that while effective early learning programs are very crucial for some, they benefit all. *Willms, J.D. (Ed.). (2002). Vulnerable Children. Edmonton, AB: University of Alberta Press.*

W. Stephen Barrett (March 1998) Long-Term Cognitive and Academic Effects of Early Childhood Education on Children in Poverty Preventive Medicine. Volume 27, Issue 2, Pages 204-207
Heckman, J. J., Moon, S. H., Pinto, R., Savelyev, P. A., & Yavitz, A. (2010). The Rate of Return to the High/Scope Perry Preschool Program. Journal of Public Economics, 94(1-2), 114–128.

Kershaw, P. et. al. (2010). "Economic Costs of Early Vulnerability in Canada." Cited in *Employer Involvement in the Health and Well-Being of Children and Youth.* p. 4.

McCain, M.N., Mustard, J.F., & McCuaig, K. (2011). *Early Years Study 3: Making Decisions, Taking Action.* Toronto: Margaret & Wallace McCain Family Foundation. p. 2.

ECMap. (April 2011). *Steps Newsletter.* Edmonton, AB: ECMap, University of Alberta. p. 3.

Roche, J., Petrunka, K., & Peters, R. Dev. (2008). *Investing in Our Future: Highlights of Better Beginnings, Better Futures Research Findings at Grade 9.* Kingston, ON: Better Beginnings, Better Futures Research Coordination Unit. p. 19.

The Conference Board of Canada. (2012). *Employer Involvement in the Health and Well-being of Children and Youth.* Ottawa: The Conference Board of Canada. p. 4.

Shafiq, M. N., Devercelli, A., & Valerio, A. (2018). Are There Long-Term Benefits from Early Childhood Education in Low- and Middle-Income Countries? *Education Policy Analysis Archives, 26*(121/122), 1–46.

Bakken, L., Brown, N., & Downing, B. (2017). Early Childhood Education: The Long-Term Benefits. *Journal of Research in Childhood Education, 31*(2), 255–269.

Becker, K., & Mastrangelo, S. (2017). Ontario's Early Learning-Kindergarten Program. *YC: Young Children, 72*(4), 17–23.

Dougherty, C. (2014). Starting off Strong: The Importance of Early Learning. *American Educator, 38*(2), 14–18.

Barnett, S. (2008). *Preschool education and its lasting effects: Research and policy implications.* Boulder, CO and Tempe, AZ: Education and the Public Interest Center & Education Policy Research Unit.

McCain, M. N., Mustard, J. F., & McCuaig, K. (2011). *Early years study 3: Making decisions, taking action.* Margaret & Wallace McCain Family Foundation.
Fairholm, R., & Davis, J. (2010). *Early learning and care impact analysis, for the Atkinson Charitable Foundation.*

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Reynolds, A. J., Temple, J. A., Ou, S.-R., Arteaga, I. A., & White, B. A. B. (2011). School-based early childhood education and age-28 well-being: Effects by timing, dosage, and subgroups. *Science, 333*(6040), 360-364.

Center on the Developing Child, Harvard University (2010). *The Foundations of lifelong health are built in early childhood.* Boston, MA: Harvard University.

Campbell, F. A., Pungello, E. P., Miller-Johnson, S., Burchinal,M., & Ramey, C. T. (2001). The development of cognitive and academic abilities: Growth curves from anearly childhood educational experiment. *Developmental Psychology, 37*(2), 231–242.

Yau, M. (2009). *Parenting and family literary centres: Making a difference beyond early school readiness* (Research Report No. 09/10-05). Toronto, ON: Toronto District School Board. Retrieved from
https://www.tdsb.on.ca/Portals/research/docs/reports/PFLC%20Phase3FinalV2.pdf

> This research report shows how an in-school early years and parenting program (Parenting & Family Literacy Centre) has helped enhance pre-schoolers' holistic development and their school readiness and performance into Grade 1.

Brown, R. & Yau, M. (2016, Fall). *Longitudinal tracking of first EDI cohort* [PowerPoint presentation]. Toronto, ON: Toronto District School Board.

> Although the *Parenting and Family Literary Centres: Making a Difference beyond Early School Readiness* report tracked a group of young children up to Grade 1, the attached PowerPoint presentation is a longitudinal tracking of Kindergarten's students and their educational trajectory to post-secondary application.

> Tracking First EDI Cohort

Zheng, S., De Jesus, S., Anastasakos, R., Ansari, D., Lyons, I., & Bugden, S. (2016). *Differentiated effects of children's demographics, previous schooling, and early interventions on their foundational numeracy skills*. Proc. AERA 2016 Ann. Conf., Washington DC.

> Recent research on Senior Kindergarten children's foundational numeracy skills proves the importance of screening children in Kindergarten so early intervention can be in place. SK Numeracy AERA Paper

Zheng, S. & De Jesus, S. (2017). *Inspired to excel: How a pre-kindergarten summer learning program benefitted the youngest learners in the Toronto District School Board*.

(Research Report No. 16/17-11). Toronto, ON: Toronto District School Board. Retrieved from https://www.tdsb.on.ca/Portals/research/docs/reports/Inspired%20to%20Excel%20Pre-K%20Summer%20Learning%20Program%20Apr2017.pdf

> The early years are a critical, formative period during which experiences and environments facilitate childhood development. For this reason the Board offered a free four-week pre-Kindergarten summer learning program to facilitate young children's transition into formal schooling within a responsive and culturally sensitive pedagogical framework. Mixed research methods were utilized to investigate the impacts on participating children, their parents/caregivers, and educators in this report.

Student Success

Student Success acknowledges the complexity of the world and challenges that student's face. Research (*Willms, 2003, OECD*) makes the connection between student engagement and student achievement by stating schools that address students' feelings of belonging and levels of engagement report higher levels of student achievement. A thorough research study (Ungerleider, 2008) was conducted to assess the impact of the Student Success strategy in Ontario. The report supports the positive impact of the initiatives within the Student Success strategy on improving student engagement and increasing graduation rates.

http://www.edu.gov.on.ca/eng/teachers/studentsuccess/CCL_SSE_Report.pdf

Ideas into Action: Promoting Collaborative Learning Cultures
http://www.edu.gov.on.ca/eng/policyfunding/leadership/IdeasIntoActionBulletin3.pdf

Beckett, G. H., et al. (2016). Urban high school student engagement through CincySTEM iTEST projects. *Journal of Science Education and Technology*, *25*(6), 995–1007.

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Djonko-Moore, C. M., et al.(2018). Using culturally relevant experiential education to enhance urban children's knowledge and engagement in science. *Journal of Experiential Education*, *41*(2), 137–153.

Drake, S. M., & Reid, J. (2010). Integrated curriculum: Increasing relevance while maintaining accountability. What Works? Research into Practice. Ontario Ministry of Education, Literacy and Numeracy Secretariat.

Duma, A. L., & Silverstein, L. B. (2018). ARTS integration: A creative pathway for teaching: Schoolwide arts integration programs can reenergize teachers' practice and boost student achievement. *Educational Leadership*, *76*(4), 55–59.

Ferlazzo, L. (2017). Student engagement: Key to personalized learning. *Educational Leadership*, *74*(6), 28-33.

Harbour, K. E., et al. (2015). A brief review of effective teaching practices that maximize student engagement. *Preventing School Failure*, *59*(1), 5–13.

Hutchinson, D. (2015). Project-based learning: Drawing on best practices in project management. What Works? Research into Practice. Ontario Ministry of Education, Literacy and Numeracy Secretariat.

Jackson, R., & Zmuda, A. (2014). 4 (secret) keys to student engagement. *Educational Leadership*, *72*(1), 18–24.

Kirk, R. H., & Rice, S. (2017). From struggling students to engaged learners: 10 ways to boost student success. *New Teacher Advocate*, *25*(2), 8–9.

Kolb, L. (2019). SMART Classroom-Tech INTEGRATION: By asking the right questions, school leaders can coach teachers to use technology to drive deeper learning. *Educational Leadership*, *76*(5), 20–26.

Novy, K. (2018). A winning equation: Personalized education + parent engagement = student success. *Principal*, *97*(4), 30–33.

Ontario Ministry of Education. Student Success.

Parsons, S. A., Nuland, L. R., & Parsons, A. W. (2014). The ABCs of student engagement. *Phi Delta Kappan*, *95*(8), 23-27.

Warner, L., & Heindel, P. (2017). Student success built on a positive school climate. *Education Digest*, *82*(7), 10–15.

Schonert-Reichl, K. (2017). Social and Emotional Learning and Teachers. *The Future of Children, 27*(1), 137-155. Retrieved from http://www.jstor.org/stable/44219025

Yau, M., Archer, B., Wong, J., & Walter, S. (2014). *Beyond 3:30: A multi-purpose afterschool program for inner-city middle schools, phase III evaluation* (Research Report No. 14/15-04). Toronto, ON: Toronto District School Board. Retrieved from https://www.tdsb.on.ca/Portals/research/docs/reports/B330Phase3Eval.pdf

> This evaluation report describes how a holistic after-school program (Beyond 3:30) has helped increase at-risk students' engagement and sense of belonging in school. The section on Conditions of Success offers some insights and strategies that can be considered at the classroom and school levels.

Yau, M., Archer, B., Wong, J., Walter, S., Bonsu, V., & Sauriol, D. (2015). *Beyond 3:30: A multi-purpose after-school program for inner-city middle schools, phase IV evaluation.* (Research Report No.15/16-10). Toronto, ON: Toronto District School Board. Retrieved from https://www.tdsb.on.ca/Portals/research/docs/reports/B330Phase4EvalFeb19.pdf

> This report is a 4-year summative report.

Yau, M. & Romard, R. (2016, July). Beyond 3:30 - A Holistic After-school Program for Inner-City Middle Schools: Immediate, Lifelong, and Ripple Effects. *Research Today* (Vol. 9, Issue 2). Toronto, ON: Toronto District School Board. Retrieved from https://www.tdsb.on.ca/Portals/research/docs/reports/B330ReseachToday22Jul16FINAL.pdf

> This is an abstract of the above summative report.

Different Approaches to Serve our Students

Toronto has the highest rate of children and families living with low-incomes in Canada ("*Divided City: Life in Canada's Child Poverty Capital" (Polanyi, Mustachi, Kerr and Meagher, 2016).* It is critically important that we understand the impact of low income/poverty on education and respond effectively to our students' well-being and academic needs so all students have the opportunity to succeed.

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Zheng, S., & De Jesus, S. (2018). *Effects of restorative practices on suspended pupils' school engagement, academic achievement, and post-secondary destinations* (Research Report No. 17/18-18). Toronto, ON: Toronto District School Board. Retrieved from https://www.tdsb.on.ca/Portals/research/docs/reports/RestorativePracticesStudy2006-07to2016-17.pdf

> This research report confirms the many benefits of restorative practices, such as reducing the possibility of students being re-suspended, improving suspended students' school attendance, Grade 9-12 credit accumulation, and graduation rate. It also reveals the positive trend of using restorative practices as intervention strategies in the TDSB.

Parekh, G., Brown, R., & Zheng, S. (2018). Learning Skills, System Equity, and Implicit Bias Within Ontario, Canada. *Educational Policy*, 1-27, *SAGE Open*. DOI: 10.1177/0895904818813303. Retrieved from https://journals.sagepub.com/doi/10.1177/0895904818813303

> The reporting of students' Learning Skills on the provincial report card is highly subjective. This study explores teachers' perceptions around student learning across demographic and institutional factors. Holding achievement as an independent variable, results indicate widespread differences in teachers' perceptions across student demographic identities and reveals significant implications on postsecondary access.

Parekh, G., & Brown, R. (2019). Changing Lanes: The Relationship Between Special Education Placement and Students' Academic Futures. *Educational Policy, Vol. 33(1)*, 111-135, *SAGE Open.* DOI: 10.1177/0895904818812772. Retrieved from https://journals.sagepub.com/doi/10.1177/0895904818812772

> This article highlights key policy decisions around special education. Controlling for achievement, results reveal significant disparities in access to secondary programming critical to postsecondary education.

Parent Engagement and Student Voice

Parent/caregiver engagement is a key factor in the enhancement of student achievement and well-being. When schools, families, and communities are actively

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engaged students are more likely to be motivated, earn higher grades, have better behavioural and social skills, and continue their education to a higher level *(Cole-Henderson, 2000; Harris & Goodall, 2007; Grolnick, Benjet, Kurowski, & Apostoleris,1997; Masten & Coatsworth, 1998; Reynolds, 1989; Sheridan & Gutkin, 2000; Taylor, Hinton, & Wilson, 1995).*

Davidson, K., & Case, M. (2018). Building trust, elevating voices, and sharing power in family partnership. *Phi Delta Kappan*, *99*(6), 49-53.

Dunlap, T., & Lemasters, L. (2015). Boost community engagement, *Principal Leadership*, *16*(4), 42-45.

Elish-Piper, L. (2017). Parent involvement in reading. *Illinois Reading Council Journal*, *46*(1), 58-62.

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Ontario. Ministry of Education. (2012). Capacity Building Series: Parent Engagement Working with Families/Supporting Student Learning

Ontario School Trustees. (2016). Family and Community Engagement.

Groundwater-Smith, S. (2016). Why student voice matters. *Education Canada*, *56*(4), 30-33.

The escalating importance of student voice. (2018). *Principal Leadership*, 26-31.

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Robertson, J. (2017). Rethinking learner and teacher roles: Incorporating student voice and agency into teaching practice. *Journal of Initial Teacher Inquiry, 3,* 41-44.

Toshalis, E., & Nakkula, M. J. (2012). Motivation, Engagement, and Student Voice. The Students at the Center Series.

Toshalis, E., & Nakkula, M. J. (2012). Motivation, Journal,30(2), 295–311

Fraser, S., & Gestwicki, C. (2012). Authentic child- Digest, 29–35 Digest, 29–35

Elias, M. J. (2010). School climate that promotes student voice. *Principal Leadership*, *11*(1), 22-27.

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Toshalis, E., & Nakkula, M. J. (2012). Motivation, Engagement, and Student Voice. The Students at the Center Series.

Yonezawa, S., McClure, L., & Jones, M. (2012). Personalization in Schools. The Students at the Center Series.

Yau, M., Parekh, G., & Luo, Y. C. (2012*). Parenting and family literacy centres: Engaging children, empowering parents* (Research Report No. 12/13-05). Toronto, ON: Toronto District School Board.

> The attached report documents how the Parenting & Family Literacy Centre program has empowered parents, especially those from marginalized communities, to engage in their child's education and school, resulted in more positive learning experience for their children.
>
> PFLC Engaging Children Empowering Parents

Yau, M., Parekh, G., & Luo, Y. C. (2012). Parenting and Family Literacy Centres: Engaging Children, Empowering Parents. *Research Today* (Vol. 8, Issue 1). Retrieved from https://www.tdsb.on.ca/Portals/research/docs/reports/RTPFLC24Apr13.pdf

> This is an abstract of the above full report.

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Erling, S. (2017). 2016 Snapshot of school council operations in the TDSB: Highlights. *Fact Sheet 1* (Issue 1). Toronto, ON: Toronto District School Board.

> In the Spring of 2016 an online survey for all School Councils was administered. The survey was designed to meet a board procedure requiring that *"a system survey of School Councils be conducted periodically to assess their effectiveness and to determine ways in which the system might provide further support for their work"*. Some highlights are briefly discussed in this summary fact sheet.
>
> School Council FS 07Apr17

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FACTS

TORONTO DISTRICT SCHOOL BOARD'S VISION FOR LEARNING: SHARED LEADERSHIP

Shared Leadership (SL) Definitions

The move toward community norms, values, and expectations depends on building (or rebuilding) trusting relationships at the local school and department level based on authentically shared and deeply held commitments about students' futures. (Leithwood, 2016, p. 136)


Source: Missional Mike, Launch Team (Shared Leadership), 2016

Shared Leadership (SL) is a feature of modern leadership based on trust, collective decision making, inspired communal acceptance of responsibilities, and increased performance of participants (Alanezi, 2016; Leithwood & Azah, 2016) which results in high morale (Hmieleski et al., 2012; Askar, 2012) and a culture of high expectations for improvement (Carpenter, 2015; Leithwood, 2016).

Voluntary cooperation, sincere interaction, and assumed responsibility imbue SL (Goksoy, 2016). Shared Leadership is fluid and reflects a culture of working in unity (Bakir, 2013). Shared Leadership and distributed leadership are separate leadership approaches, yet they share many common elements (Goksoy, 2016). Exploring supportive SL structures at schools as a function of school culture policies and procedures, Carpenter (2015) realized that SL was a form of professional collaborative action "that goes beyond formal positions and specific roles with a pedagogical purpose, shared leadership is broadly defined as teacher participation in schoolwide and instructional decision making" (Chen, Lee, Lin, & Zhang, 2016, p. 253) (see Figure 1).

Figure 1: Shared Leadership
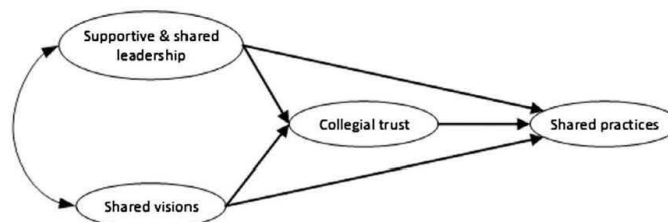
Source: The structural model of relationships among Professional Learning Communities (PLC) factors (Chen, Lee, Lin, & Zhang, 2016, p. 254).

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Shared Leadership Enablers

Shared Leadership includes shared values and vision that influences "teacher initiative and collaboration through interdependence and trust-building of school members" (Chen et al., 2016, p. 261). Shared Leadership enablers include the development of a positive school culture and effective PLCs that influence school improvement (Leithwood, 2016; Grille, Schulte, & Kauffeld, 2015). Leaders work with everyone to "create policies and procedures that provide teachers the leadership structure to directly impact school improvement through professional learning community collaborative efforts" (Carpenter, 2015, p. 682) (see Figure 2).

Figure 2: Shared Leadership Enablers

Source: ProjectManagement.com (Project Management 2016, p.1)

Essential school "policies, procedures and professional learning communities include, shared purpose, shared values, shared leadership, a collaborative culture, collective inquiry, and a focus on continuous improvement" (Carpenter, 2015, p. 682-683). Professional Learning Communities include supportive and SL, purpose and values, a cooperative problem solving culture, and collective focus upon continuous improvement of teaching and learning (Feger & Arruda, 2008; Leithwood, 2016). This "shared purpose is a collective and mutual agreement on how educators will work to improve the school" (Carpenter, 2015, p. 686) as collegiality leads to shared understandings and cultures of professional collaboration which improve instruction (Leithwood, 2016). The continuous improvement cycle means there is an "active collaborative culture, and a well-trained collective inquiry process" (Carpenter, 2015, p. 688).

The leader is also a "learner attending professional development, is friendly and facilitative in sharing leadership, power and authority through giving staff decision making input" (Carpenter, 2015, p. 688). The leader can "share responsibility for improvement with teachers by providing a structure where collaboration is well-defined" (Carpenter, 2015, p. 688). However, "direction-setting practices have more influence on some path variables such as achieving a shared goal" (Sun & Leithwood, 2015, p. 516). Indeed, "ensuring each member of a group of collaborators focusses on common outcomes of the continuous improvement cycle requires commonality in what and how the group functions" (Carpenter, 2015, p. 689). School organizations with a "shared vision motivates teachers to commit to and make extra efforts" (Sun & Leithwood, 2015, p. 509) and leaders must ensure they provide "supportive and

shared leadership structures that promote effective collaboration and therefore teacher doing real work in schools" (Carpenter, 2015, p. 689). Shared Leadership does require,

> consistent year-long training and follow up [that] will provide common purpose and values, help promote a collaborative culture, provide the tools teachers need for collective inquiry about their practice while also promoting continuous   improvement of the school at meeting the needs of the students they serve. (Carpenter, 2015, p. 681)

Shared Leadership in the Toronto District School Board

Within the Toronto District School Board (TDSB) "we share leadership to enhance the learning culture that supports improvement for all students" (Toronto District School Board, 2016, p. 1). Figure 3 displays the SL characteristics in the TDSB as highlighted in the TDSB's Vision for Learning. "Shared leadership is the creation of conditions in every school, department and across the system that" (Toronto District School Board, 2016, p.1).

Figure 3: Shared Leadership in the Toronto District School Board

Source: (Toronto District School Board, 2016, p.1)

• Honours the experience and expertise of all
• Creates processes so that everyone has appropriate influence aligned with their expertise
• Understands the importance of Professional Capital-Social, Human and Decisional (Hargreaves & Fullan, 2012; as cited in, TDSB, 2016, p.1).

  o Social - the wisdom that emerges from the group
  o Human - the personal talents each member of the group brings
  o Decisional - the positive impact when everyone is included and can "own" the decision because we cultivate expert judgement in all staff members, informed by evidence

• Realizes that decisions are not always healthy when they are made at the "top" but may lack important direction if they are only made from the "ground"
• Recognizes that formal leaders, such as principals or superintendents, play a significant role so that optimal conditions for learning exist and that efforts are coordinated. (Toronto District School Board, 2016, p. 1)

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Sharing leadership with all staff in coordinated ways is pivotal to our work. In order for this shared leadership model to be effective, all staff are committed to learning and continuous improvement. By collaborating together, the staff at each school will be able to meet the needs of each student. By leading together, the staff will be able to persevere in the face of any challenges, leading to improved outcomes for students. (Toronto District School Board, 2016, p. 3)

Staff well-being is also an integral part of student well-being. Staff well-being is enhanced when input is valued and when staff understand how they are contributing to student success. Good communication, shared leadership, and a trusting learning environment are critical. We have a collective responsibility to create healthy learning and work environments that contribute to lifelong learning. (Toronto District School Board, 2016, p. 9)

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R02(Shared Leadership\Shared Leadership Fact Sheet)es.1485