

## Rosedale Academy

### Appendix B – Responses to 2017-18 MOE Inspection Report

1) Recommendation: *The ENG4U course did not have the correct course description and did not reflect the curriculum policy document level of challenge and sophistication expected at the grade 12 level.*

- ☒ The ENG4U course has been rewritten.
- ☒ All curriculum expectations are accounted for in instruction, assessment and evaluation.

2) Recommendation: *The OLC4O course did not have the correct course description and did not reflect the curriculum policy document requirements of the course. In addition, the wrong achievement chart was used in the course to assess the course.*

- ☒ The course description and achievement chart in OLC4O were corrected as advised.
- ☒ This course is also scheduled for redevelopment before delivery to the next cohort of students.

3) Recommendation: *The Advanced Functions Grade 12 University Preparation (MHF4U) course did not include all curriculum expectations set out in the curriculum policy document and were not accounted for in instruction*

- ☒ The MHF4U course has been verified to account for all the curriculum expectations. The expectations tracker has been included as *Appendix R*.

4) Recommendation: *Observations and conversations are to be included in teachers' plans for student evaluation, as per Growing Success, 2010. The principal will encourage teachers to explore ways to conduct assessment of learning through observation and conversation to supplement and confirm the results of student products.*

- ☒ ESL & English courses contain at least one discussion per unit of the course.
- ☒ Math and Science courses contain at least two discussion forums per course.
- ☒ The discussion threads allow students to express their own thoughts and ideas. The topics of discussion are diverse and thought provoking. Students are provided with a rubric or marking scheme to base their discussions.
- ☒ Students are required to produce audio visual presentations that require them to reflect on their progressive learning.
- ☒ Teachers open the dialog and consciously participate in discussions, promoting an engaging conversation.
- ☒ Evaluation in the courses are continuous throughout the year and include a variety of observation and conversations methods such as whole class discussions, self-editing, presentations (using rubrics), student teacher conferences, pair work, small group discussions, peer feedback, peer editing
- ☒ Courses gather evidence for evaluation from conversations by using discussion forums that are created with clearly defined learning goals and success criteria.
- ☒ The conversations also require students to respond to fellow students by giving meaningful feedback using a rubric.

5) *Recommendation: Revise the Course Calendar in order to ensure that the calendar meets the requirements as outlined in the revised 2016 Ontario Schools (OS) Kindergarten to Grade 12, Policy and Program Requirements, 5.3.1. (e.g. expand on the schools expectations of the schools' attendance policy; expand on the requirements for the OSSD, including compulsory and optional credit requirements; expand on the ineligible and eligible community involvement requirements; expand on substitutions for compulsory credit requirements; expand on the requirements for the Ontario Secondary School Certificate; clarify the definition of a credit; expand on descriptions of experiential learning programs; expand on the PLAR processes; include and expand on information to include e-learning, Independent Learning Centre and continuing education courses for credit; expand on information on evaluation and examination policies; and expand on information on Ontario Student Records and Ontario Student Transcripts.*

- ☒ The detailed credit requirements for the OSSD and OSSC, including compulsory and optional credit requirements chart was added to *Section 5.1 (OSSD) and Section 4.5 (OSSC)*.
- ☒ A list of ineligible and eligible community involvement requirements was added to *Section 5.2* to allow students to verify their chosen community involvement activities. Students are also able to verify community involvement eligible activities on the back of the Notification of Community Service form.
- ☒ Information about substitutions for compulsory credit requirements were added in *Section 7.7*, including clarification about the reasoning behind substitutions, the process required to request for substitutions and the limitations on substitutions for compulsory credits.
- ☒ We have added in a section to expand on the requirements for the Ontario Secondary School Certificate in *Section 4.5*
- ☒ The definition of a credit has been added to *Section 5.1* to explain the Ministry of Education's definition of a credit.
- ☒ At Rosedale, we do not offer experiential learning programs (Co-op & job shadowing) so we do not have that section included in our School Course Calendar.
- ☒ An explanation regarding the PLAR process was added in *Section 5.1*. We currently do not accept PLAR Challenges, so this note was included in the Course Calendar.
- ☒ We are a private e-learning school, so we do not have information regarding ILC or continuing education courses in our student handbook.
- ☒ We have expanded information on evaluation and examination policies in *Section 8*. In this section, we expand on the evaluation and assessment policies, differentiate between formative and summative assessments, explain the 4 categories of assessments, give student grading timelines and provide details about reporting periods and the learning skills evaluation.
- ☒ Ontario Student Records and Ontario Student Transcripts information was expanded in *Section 4* to include definitions and processes.

6) It is recommended that the principal review the school policy regarding student attendance

- ☒ The attendance policy can be found in section 2.6 of the Rosedale Course Calendar

- 7) It is recommended that the Principal continue to review all course outlines to ensure their compliance with OS, K-12 and Growing Success.
- ☒ Course outlines have been reviewed and revised where required. All Course Outline documents for active courses can be found in *Appendix E*.
- 8) It is recommended that the principal ensure that teachers are explicitly tracking learning skills and work habits in accordance with Growing Success so that the learning skills and work habits portion of the report card is based on evidence.
- ☒ Learning skills are and work habits are being tracked in every course. The *Student Essential Learning Skills Check* template is attached as *Appendix S*.
- 9) It is recommended that the principal review the teachers' assessment materials and provide further professional development to ensure assessment and evaluation tools not only state the categories, but include authentic questions that require students to demonstrate their achievement of the categories at a level that reflects the achievement charts for the course.
- ☒ All courses clearly define a ratio to address the four categories of the achievement chart at a course level and also at an individual assessment & evaluation level.
  - ☒ The “course overview” page in every course explains how student learning is assessed and evaluated in a balanced manner with respect to the four categories of the achievement chart.
  - ☒ The four categories of the achievement chart are also reflected in detail in the grade book of every course.
  - ☒ Every assessment & evaluation include authentic questions that require students to demonstrate their achievement of the categories at a level that reflects the achievement charts for the course using clearly defined rubrics.
  - ☒ A sample course overview page can be seen in *Appendix T*.