

Pedagogical Services

The ultimate goal of the Pedagogical Services Department is to ensure that students achieve educational success so that at the end of their schooling, they have the essential skills needed to effectively integrate into society and in the workplace. Its specific mandate is to offer support to schools, teachers and principals of the ETSB by providing leadership, expertise, and professional development on a timely basis. To this end, the professionals, administrators and support staff that make up the departmental team regularly keep abreast of the latest educational developments abroad and in Quebec with an understanding that it is effective teaching practices, above all, that have the greatest impact on student learning and success.

Despite the fact that we were only able to fill five of our seven pedagogical consultants' positions, and that of those five people three of them were first year appointments, the team worked very hard at firming up the existing initiatives that are considered as key objectives in the school board's strategic plan, namely: early intervention and increased student success rates in literacy and numeracy. Specific actions and information related to these objectives can be found later in this document.

Professional development is the key method in supporting growth and change as the ETSB continues to improve its educational services to students. Given the reduced number of professionals available to service the 26 schools and centres, a professional development model taking into account the expertise base already present in the schools and centres was encouraged and supported. The aim was to create capacity, so that all professional development opportunities in the system would not be overly dependant on the consultants. This approach resulted in teams of teachers being recognized as "experts" in certain domains and subsequently, in a number of professional development offerings being offered to teachers in the experts' home schools.

One of the ongoing challenges in Quebec education continues to be the implementation of the Reform. Probably the most daunting of the many tasks at hand is in the area of assessment and reporting. Elementary and secondary teachers and principals had to become familiar with new reports, with new end of cycle competency scales and with new conversion tables all the while building into their practices new ways of assessing student learning. The focus of much of what was done in many of the professional development sessions was therefore aimed at supporting teachers in what was for many quite a steep learning curve. One of the best ways of speeding up this learning process proved to be the implication, by many of our teachers, in the development and validation of assessment tools. With the assistance of the pedagogical consultants, several groups of teachers thus applied for and received funding to develop Learning and Evaluation Situations (LES) and their accompanying activities. These were then shared with their colleagues during the board-wide Literacy Day held in February 2009.

As referred to previously, there are a number of actions and approaches favoured by the ETSB to attain the specific objectives set out in its strategic plan. These are explained in greater detail below.

Increase success rates in Literacy, in both official languages in our schools and centres, with particular emphasis on early intervention.

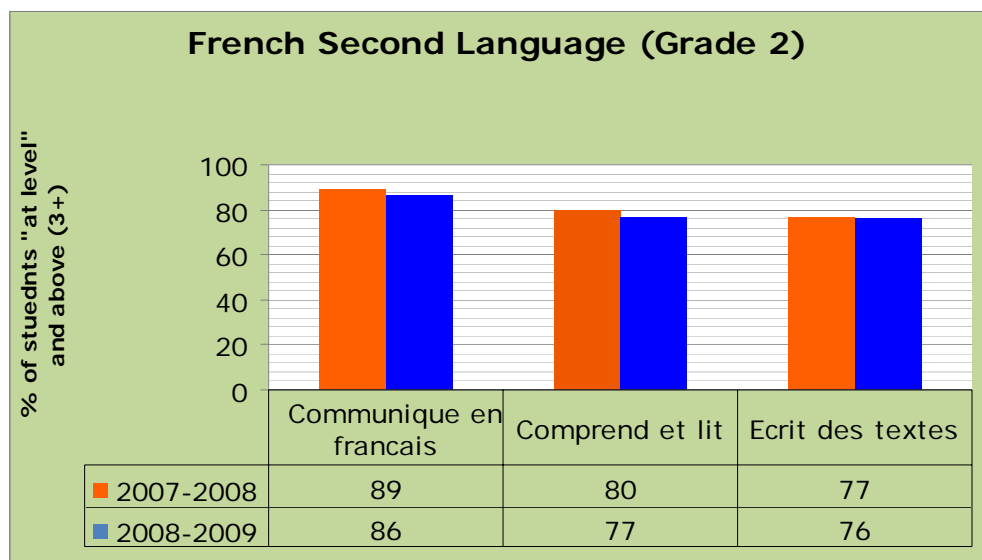
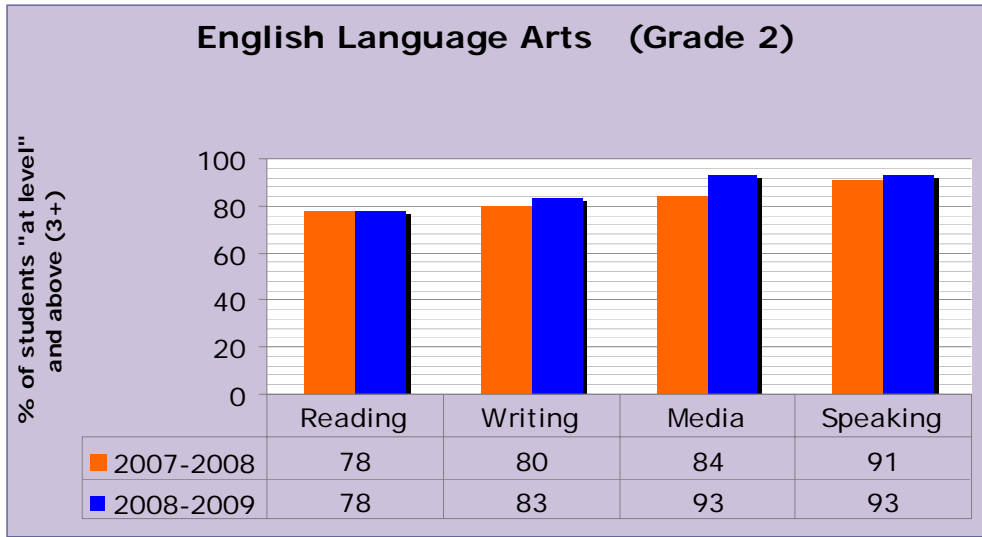
Getting a good start in anything often facilitates the attainment of stated objectives. This is very much the case when one looks at student success throughout a school. There is ample research information that correlates such success with one's ability to read and write at an early age. As such, efforts to ensure student success in those areas as early as possible, has led the ETSB to adopt several approaches and programs. The first of these approaches is a comprehensive Early Intervention Program in reading which is done in kindergarten and at cycle 1 elementary.

The ETSB's dynamic Early Intervention Program completed its third year in 2008-2009. A joint effort of Pedagogical and Complementary Services, this initiative seeks to identify students who need additional support in order to learn and read at a pace comparable to their peers. The model is one where identified "at risk" students are given additional literacy support for 30 minutes three to four times per week during their English language arts or French second language block or in some cases during both. A double teaming approach is used which means that during those 30-minute periods, the kindergarten or grade 1 or grade 2 teacher has an additional person in the classroom to provide support to the students needing the extra help. Support for the teachers has come in the form of group or individual workshops on recognized programs like Soundprints as well as on effective organizational models like the Daily Five. A reading readiness program developed at the *Université du Québec à Montreal* called *La Forêt de l'Alphabet* was investigated and later purchased for all of our French kindergarten classes.

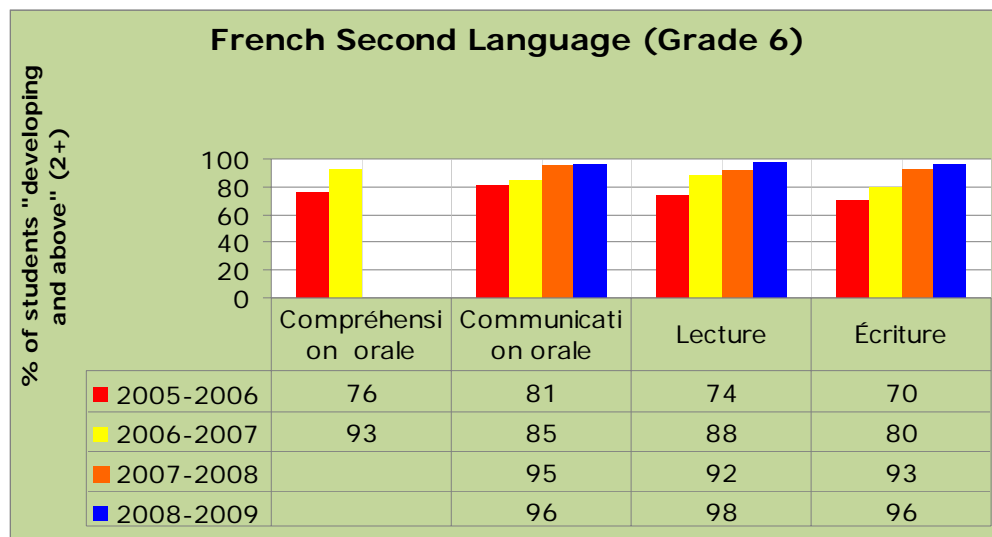
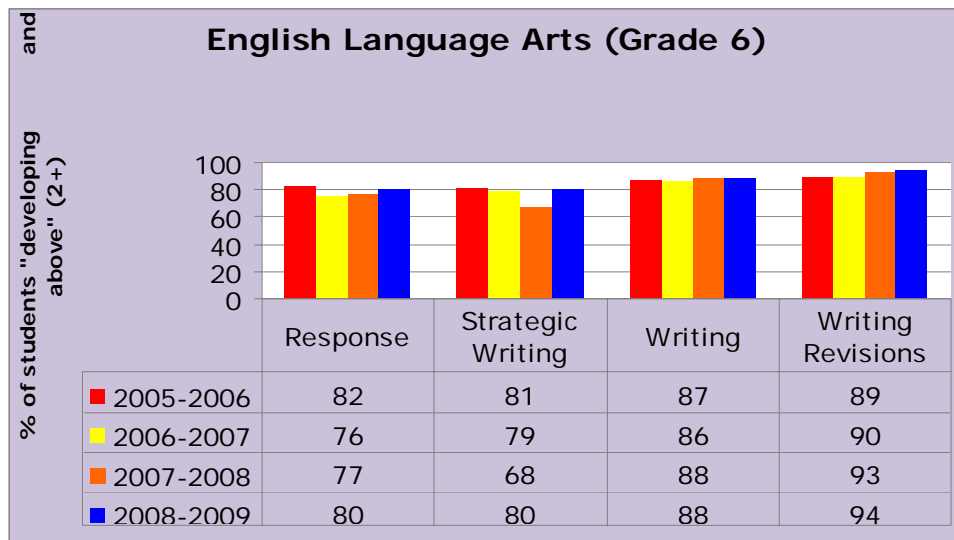
Since early failure in school, and in particular reading and writing, are good predictors of who might drop-out before having attained high school certification, the ETSB has partnered up with *La Chaire de Littéracie* which was set up at Sherbooke University in the spring of 2007 to further investigate the issue of student reading and writing readiness. This partnership will help our pedagogical services team in the updating of the assessment tools being used to diagnose 'at risk' students as well as to further enhance the practices of teachers working with our young readers and writers.

Different means to measure the long term impact of the various literacy initiatives are being used at all levels of elementary and high school. The various bar graphs below and on succeeding pages tell the picture of the overall progression of our students in various assessments (MELS or ETSB assessments) or on end of year evaluation reports.

By tracking board-wide results at the end of cycle 1 (grade 2) elementary, we are able to assess the progression of our students since the beginning of our literacy intervention program. The two graphs below show student results over a 2 year period on the competencies evaluated in English Language Arts (ELA) and in French as a Second Language (FSL). The percentages represent the number of students who have performed at or above level in the respective competencies

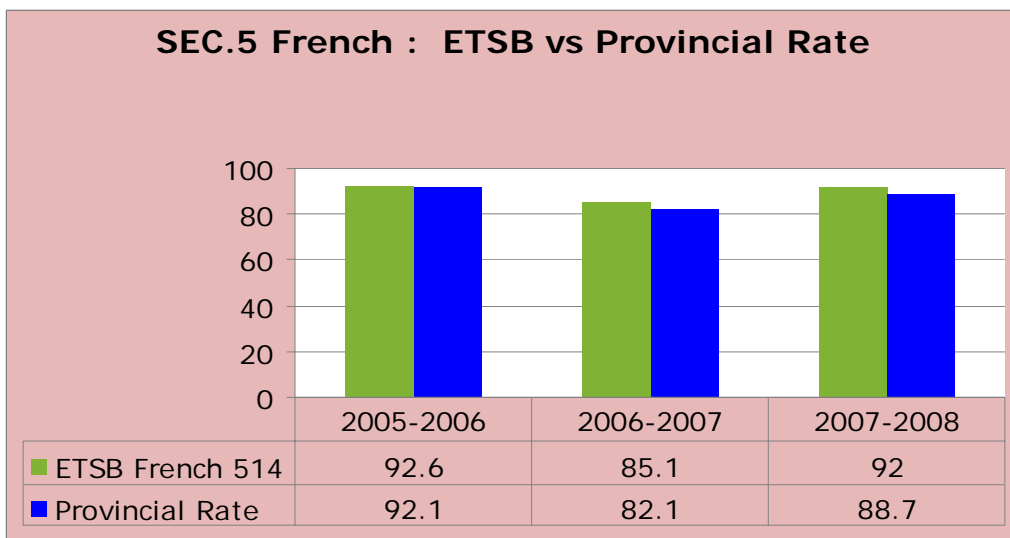
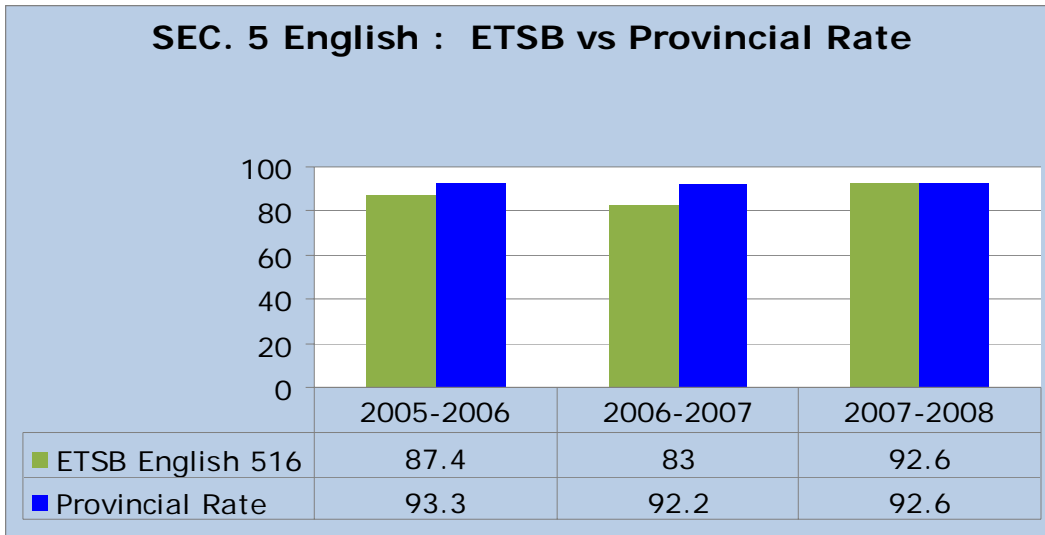


The next two charts show the results obtained by our cycle 3 (grade 6) students on the Ministry of Education (MELS) compulsory end of year assessments in ELA and in FSL. The percentages reflect all the students who are at the developing and above competency levels in both these subjects. It is important to note that since 2007-2008 only 3 competencies have been reported upon in FSL as the areas of listening (compréhension orale) and speaking (communication orale) have been regrouped under one competency (communication orale).



The following two charts show our students' performances on the MELS secondary 5 uniform exams in ELA and in FSL. These results are presented over a 3 year period and allow for comparison between our ETSB results and those of the rest of the province in the same exams.

Please note that the 2008-2009 results were not available when this document was prepared.

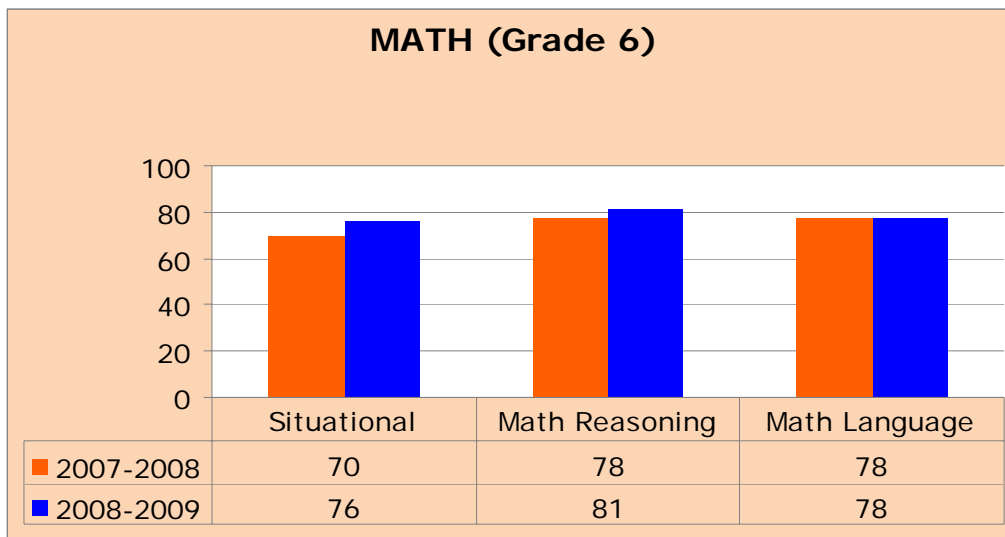
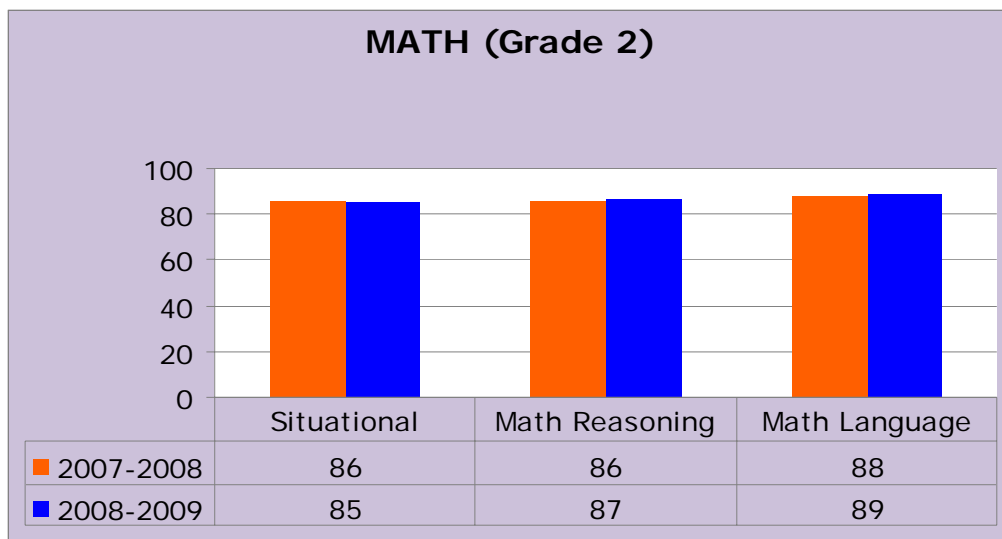


Increase success rates in Numeracy, in our schools and centres, with particular emphasis on early intervention.

Although we did not have a math consultant during the 2008-2009 school year, schools were encouraged to continue with the training that was offered the previous year. Since most of our elementary and many of our secondary cycle 1 teachers had received training in the use of JUMP Math as a remediation program in June of 2008, many schools used this tool in the past year with some very positive results.

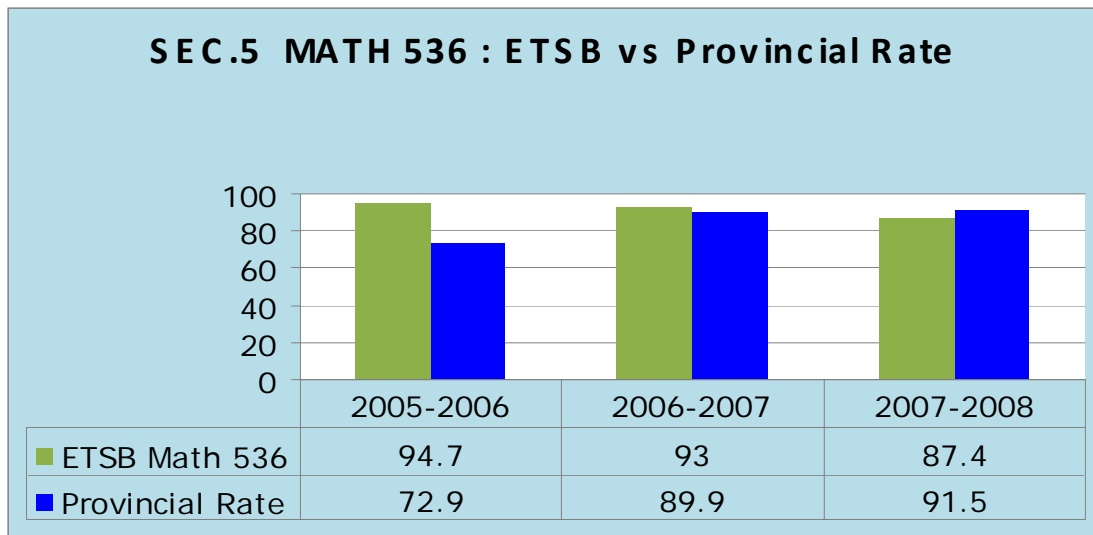
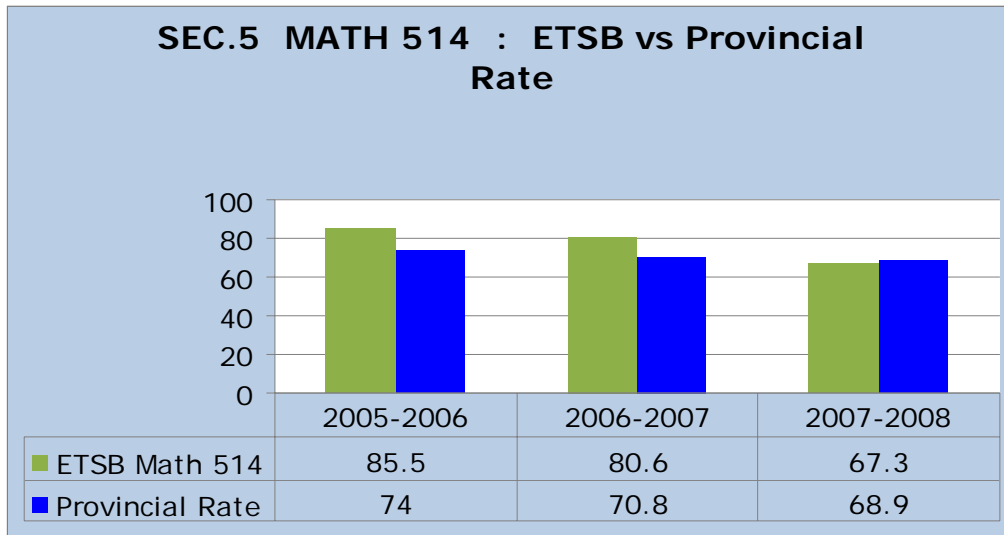
The bar graphs below and on succeeding pages show the overall progression of our students in various assessments (MELS or ETSB assessments) or on end of year evaluation reports.

Charts 7 and 8 show our students' success rates at the end of cycle 1 (grade 2) and at the end of cycle 3 (grade 6) in the three competencies of the math program. The percentages indicated reflect the number of students who have performed at level or above.



These last two charts track our students' results on the secondary 5 math 514 and 536 MELS uniform exams. These results are presented over a 3 year period and allow for comparison between our ETSB results and those of the rest of the province in the same exams. These courses are part of the old program and will be replaced by new courses as of 2009-2010.

Again, the 2008-2009 data from the MELS was not yet available.



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