

Grade 9 Destreamed Math: An Implementation Continuum for Principals

Ministry goals for destreaming:

1. **Cultural Shifts in Schools and Boards** to identify and dismantle systemic racism, discrimination and structural inequities.
2. **Increased Educator Capacity** for effective culturally responsive instruction, assessment, and evaluation in de-streamed classrooms.
3. **Increased Student Engagement, Achievement, and Well-Being** to remove barriers and support students to graduate from secondary school and pursue the post-secondary pathways of their choice.

This continuum is meant to be a reflective assessment tool for individuals and small groups. Principals and vice-principals may use this as they work with their school teams to implement the new curriculum and work towards full implementation.

	Getting Ready	Progressing	Advancing	Full Implementation
Working with Educators				
Understand the value of destreaming (Article: Avoiding Racial Equity Detours)	Educators* understand the connection between streaming and inequitable outcomes for some students (through professional learning, data analysis etc.)	Educators examine school data and identify inequities streaming has produced and start to explore equitable practices	Educator practices are engaging all learners to work together, value different approaches and different cultures	Educators create a space where all students use their knowledge and skills to contribute and enrich the learning environment
Data collection (for Equity based mathematics teaching) (Jilk article on Noticing students strength)	Targets are set to reduce and eliminate disproportionalities in student enrolment and achievement in math courses	Students' profiles are created using demographic, enrolment, and achievement data to support differentiated instruction and assessment	Educators are examining data and reflecting on their own identity, positions, biases, and beliefs with regards to streaming	Educators are noticing and responding to how students position and identify themselves as mathematical thinkers in the world they live in
Supporting	Time has been	Educators are using	Principals,	Student work and

collaboration among educators (principals as co-learners supporting collaboration) Simon Breakspear Teaching Sprints	allocated for educators to learn: workshops, PLCs, dialogues, examine resources i.e.: learn about the new course	time provided to learn individually and in groups, meet regularly to share and review resources for new course, discuss strategies for Culturally relevant and responsive pedagogy**	vice-principals, special education, and student success Educators are participating in learning with educators, workshops, PLCs, visiting classes and sharing observations	classroom observations are at the center of group discussion with beliefs and attitudes about teaching and learning being challenged
Mathematics Knowledge (curriculum specific) (Link to new grade 9 curriculum)	Educators are engaged in exploring the new curriculum (i.e.: SEL, A1, A2, C2, D2, technology and CRRP), learning new content, attending PD sessions, trying new resources	Educators begin to discuss, and incorporate new curriculum ideas (i.e.: SEL, A1, A2, C2, D2, technology and CRRP) in their practice	Educators continue to implement new ideas in the curriculum and make connections to different disciplines and various contexts, respecting student-driven voice, needs and identities	Educators are able to fully implement and integrate all the components of the curriculum, respecting student-driven voice, needs and identities, and as measured through teacher and student efficacy
Pedagogical knowledge (high impact instruction)	Educators explore (through professional learning) high impact practices with open ended tasks, building on prior knowledge, creating multiple entry points and varied demonstrations of competence	Educators understand when to use high impact practices and how they might be combined to best support the achievement of specific math goals	Use of high impact practices are creating thinking classrooms with a focus on problem solving, mathematical modeling and making cultural connections	There is regular evidence of high impact practices such as random and heterogeneous groups to create positive interdependence, equal status participation and student action
Equitable Assessment practices (Use Growing success) (Video: Assessment in math)	Educators are open to discussing a variety of assessment practices, (i.e.: not just quizzes and tests) and triangulating data	Assessments are authentic and crafted to capture students' varied domains of knowledge and skills and are assessed with the achievement chart	Practice includes: Formative assessment, ongoing feedback, both educator and student reflection, support that moves learning forward, is part of daily practice	A fully equitable assessment plan that incorporates CRRP**, Assessment AS/FOR/OF learning, is ongoing and embedded in instruction, uses a variety of

	with observations, conversations, and products		and respectful of CRRP**	assessment strategies and classroom tools, and includes the students in the assessment process
	Getting Ready	Progressing	Advancing	Full Implementation
Working with Students				
Understanding the why behind destreaming (Research: Towards Race Equity in Education)	Students are introduced to the destreaming course with enthusiasm and explained the why and how it benefits all students	All destinations and career paths are valued and promoted with connections made to the math in the curriculum	Students are encouraged to work together and learn from each other especially with respect to culture	Students notice that all their peers have knowledge and skills to contribute that enrich the learning environment
Student Voice (video: Student autonomy in math)	Students are given opportunity to share hopes and concerns with respect to destreaming and learning math	Students are learning how to monitor their own learning, know when they are successful and advocate for support as needed	Students are learning to identify how they are feeling about learning math and what SEL strategies are required	Students know how to participate in learning, which strategies to use when feeling challenged and how to leverage SEL to address discomfort
Student Learning (Learning For All) (Toronto star article Dr. Monday Gala)	Educators develop plans for special education and English Language Learners or other students who have gaps in prior math knowledge	Educators make regular use of diagnostics to identify and help students self-identify strengths and learning gaps so instruction can be responsive	Students and educators work together to set learning goals and to develop and identify strategies that use strengths to address any learning gaps or language barriers	Students see themselves as capable math learners and recognize their strengths and areas for growth

Community engagement and cultural context (The truth about stories)	Educators and students are introduced to people in their community who use math in their everyday lives	Partnerships are formed between school and the local community to bring context to the math students are learning	Students are sharing and exploring different ways of knowing from various cultural contexts	Students are engaged in sense making and see connections to the math they are learning and the world they live in
	Getting Ready	Progressing	Advancing	Full Implementation
Working with Parents				
Understanding the why behind destreaming (History of destreaming)	Provincial, and school data trends, Ministry, board and school equity goals, and philosophy behind destreaming shared with parents (i.e.: school council meeting)	Staff share and demonstrate high impact strategies and sample problems with parents, to demonstrate high expectations for all students	A safe space is created for meaningful, ongoing dialogue with parents about inequitable outcomes for some students, that welcomes ideas to address needs	Parents are supporting one another in understanding the reasons behind destreaming and helping all students to succeed
Parent Voice (Video: Leadership connections)	Intentional space and time created outside of school hours to listen to parent fears, concerns, joys, aspirations, hopes, and cries for help.	All parents are invited to give feedback in a variety of ways and effort is made to hear from all parents.	Parent learning sessions offered in a variety of formats (destreaming, math content, helping with homework etc) with resources shared with all parents	Staff and parents come together regularly to have conversations, share ideas, hear concerns, and work together to solve student learning issues
Supporting all learners (Book: Culturally Responsive)	Share with parents the school's team approach (teachers,	Members of the school team promote support programs for destreaming with	Parents promote and help students to take advantage of the variety of supports offered to	Parents see value and rich learning experiences in a diverse classroom where all student

Teaching & the Brain	guidance, spec education, student success and admin) to destreaming	parents and share examples of how they are supporting all students	both help and enrich learning for all students	voices are encouraged and represented
Community connections (Distinctions of Equity by Zaretta Hammond)	Effort is made to get to know students, their families, and communities to help develop CRRP*	Community is invited into the classroom to help support learning and make authentic connections to curriculum	Students are sharing their learning experiences in school with parents and their wider community	Students/ Parents(family)/ school and community are collaborating and together are creating authentic learning experiences

*Educators include principal, classroom teachers, department heads, special education, guidance and student success teachers, EA's, CYW's etc, all staff involved in supporting students learning

**CRRP - Culturally relevant and responsive pedagogy