

**FINAL REPORT
OF THE
CREDIT INTEGRITY WORK GROUP**

FEBRUARY 14, 2008



ONTARIO SECONDARY SCHOOL TEACHERS' FEDERATION
FÉDÉRATION DES ENSEIGNANTES-ENSEIGNANTS DES
ÉCOLES SECONDAIRES DE L'ONTARIO

Final Report of the Credit Integrity Work Group

The Credit Integrity Work Group's initial report was presented at the April 27-28, 2007 Provincial Council meeting and is available online at www.osstf.on.ca/creditintegrity. The initial report outlined the recommended short, medium, and long term strategies that OSSTF/FEÉSO would take to deal with Credit Integrity issues. The final report of the Credit Integrity Work Group will provide an update on the different initiatives taken by the Federation subsequent to the release of the initial report.

A. Legal Opinion on Changing Student Marks

Teachers can refuse to change the marks of their students when requested by an administrator. Teachers must be sure that they have followed all Ministry, Board, and School Assessment and Evaluation policies and assigned a mark that can be explained if it is questioned.

Principals can “promote such pupils as the principal considers proper and to issue to each such pupil a statement thereof” according to Section 265 (g) of the Education Act. At a June 2007 meeting between representatives of the Ontario Principals' Council (OPC) and OSSTF/FEÉSO, President Ken Coran and Vice President Jack Jones raised the concern of members that the professionalism of teachers was being undermined by the changing of student marks by principals without proper consultation with teachers. The OPC indicated that they would look into the matter but have, as of yet, not presented their position on the issue even though the Ministry has started the consultation process for the new Principal Performance Appraisal.

B. Vector Poll on the Question of Changing Student Marks

OSSTF/FEÉSO conducted a *Vector Poll* in September 2007 where the following question was asked:

As you may know, public secondary school principals can override the letter grades teachers give students, for example, to change a failing grade to a passing grade. Do you think that principals should have the right to override teachers' decisions about the grades students get, or should the teacher's decision be final?

The results of the Vector Poll show that 60% of the total respondents say the teacher's decision on grades should be final while 31% say principals should have the right to override teachers' grades. The respondents who were recent secondary school students, the 18 to 24 year old cohort, were evenly split on the question: 46% for principals' right to override marks and 47% for teachers having the final say in the assessment and

evaluation of student work, while respondents in the 55 years or older sample believe overwhelmingly (72%) that the teacher's decision should be final with only 17% agreeing with the principal's right to override teachers' professional decisions. The different results across the age spectrum as to who should have the ultimate right to assess and evaluate student work are very interesting.

C. Credit Integrity and Negotiations Issues

Most Support Staff and all Teacher and Occasional Teacher Collective Agreements are ending on August 31, 2008. The provincial OSSTF/FEÉSO Collective Bargaining Committee (CBC) has been preparing for this upcoming round of negotiations by writing model contract language on various topics including Credit Integrity issues (refer to APPENDIX A), holding expanded regional CBC meetings in the Fall, and by hosting the provincial CBC conference in February instead of the traditional Spring session. Even though the OSSTF/FEÉSO is a participant at the Provincial Discussion Tables where issues related to Credit Integrity have been raised, it is recognized that the specific working conditions of Credit Recovery and Student Success Teachers, as well as the appropriate staffing provisions of Support Staff for student success initiatives, are issues that need to be addressed at the local bargaining table because of the vast differences in programs across the province and within Boards.

The Ministry is largely responsible for the lack of consistency in Credit Recovery programs and other student success initiatives across the province because they allocated the funds for Student Success Teachers in every secondary school effective September 2005 during the last round of negotiations but they did not release the guiding principles for Credit Recovery programs and the role of Student Success Teachers until the end of June 2006. The memos from the former Deputy Minister of Education, Ben Levin, dealing with Credit Recovery (June 28, 2006) and Student Success Teachers (June 30, 2006) clearly defined the guiding principles for all Credit Recovery programs as well as the specific role of Student Success Teachers but, after a couple of years with little direction from the Ministry, teachers, support staff, and administrators have improvised strategies to help students.

Many excellent programs have been created across the province but at a heavy cost to our members. The workload for Credit Recovery and Student Success Teachers was not defined in the last round of negotiations because of the deadline imposed by the Ministry to settle agreements and the lack of precision about the description of Ministry student success initiatives. Teachers and Support Staff have been doing their best to make the system work for all students. The need to have properly trained support staff to help students dedicated to all current and new student success initiatives is of the utmost importance for the Federation. During Board budget deliberations across the province the first staff cuts have often been in the Student Support Staff areas, even though the number of identified students has not decreased and has often increased across the province.

D. Consultation with Educational Partners

Issues related to Credit Integrity and Teachers' Professionalism have been raised informally at Ministry-sponsored meetings such as the Curriculum Advisory Committee and the Assessment Advisory Committee where OSSTF/FEÉSO, OTF, AEFO, OECTA, and ETFO have been participants. All of the teacher affiliates have expressed a similar concern about these issues and have signaled an interest in continuing the discussions to address the issues related to Credit Integrity. All of the affiliates, except ETFO, participated in the Credit Integrity Symposium held on December 6, 2007. The comments made by these delegates confirmed that the Credit Integrity experiences of OSSTF/FEÉSO members are very similar to those of our secondary colleagues in OECTA and AEFO.

The Ontario Principals' Council (OPC) was invited to be a participant on the *Why is Credit Integrity Important for All Students* Credit Integrity Symposium panel discussion but they declined the offer and they also did not send a representative to the Symposium. As part of the settlement of assets between OSSTF/FEÉSO and OPC there was agreement that both organizations would meet to develop workshops but none of the topics suggested or agreed to by OPC will deal with Credit Integrity issues.

E. Communications with Members

Articles about Credit Integrity have appeared in *Update* and *Forum*. The Fall 2007 issue of *Forum* featured a review of the findings of Professor James Côte, coauthor of the book *Ivory Tower Blues*, by Jon Cowans who was a member of the Credit Integrity Work Group. The issues related to Credit Integrity have also been featured in *The Toronto Star*, *The Globe and Mail*, *The Toronto Sun* and *Maclean's* magazine. The *CBC National News* featured a segment on the Credit Integrity Symposium, which was a very balanced segment showing the need for Credit Integrity without being alarmist, and shared a copy of the clip with the provincial office.

F. Credit Integrity Conferences

The Credit Integrity workshop titled *Why Johnny Can't Fail* was offered twice at 2007 Summer Leadership. A total of 72 members, representing nearly every OSSTF/FEÉSO district, attended the sessions. The vast majority of the participants represented Teacher and Occasional Teacher Bargaining Units with a small but important participation of PSSP, OCT, and EA Bargaining Unit members. Jon Cowans, Dave Russell, and Marc Robillard presented the background in the creation of the Credit Integrity Work Group, the highlights from the initial Credit Integrity report, and the importance of the Ben Levin memos from the Ministry to address the issues of the current Credit Recovery programs and the role of Student Success teachers. During the discussions and in the written evaluation forms it became apparent that the issues related to Credit Integrity are not isolated to a few areas but are pervasive across the province and affect all members of the Federation.

The Credit Integrity Symposium was held December 6, 2007 at the Toronto Don Valley Crowne Plaza Hotel. There were over 100 participants including the members of the Credit Integrity Work Group, invited guests from teacher affiliates (OTF, OECTA, and AEFO), and provincial staff members. Nearly every district sent their allocated two (2) delegates and many sent additional ones. The districts were asked to send a delegate who would be able to coordinate a district campaign on Credit Integrity issues and a second delegate who was familiar with Student Success initiatives at the Board level. The exchange of ideas during the afternoon session was very rewarding because it allowed members from all regions of the province to share their concerns and their best practices with their colleagues. The summary of the comments submitted by the participants on the evaluation form at the end of the Credit Integrity Symposium can be found in APPENDIX B.

Summary of the Regional Responses to the Following Questions

- I. What are the Best Practices and Challenges associated with Credit Recovery programs?
- II. What are the Best Practices and Challenges associated with Student Success Teachers?
- III. What are the Best Practices and Challenges with Support Staff in Student Success initiatives?
- IV. Recommendations.

The compilation of the Regional work sessions can be found in APPENDIX C

Ministry Initiatives Related to Credit Integrity

The 2008 Provincial Symposium on *Assessment & Evaluation from K to 12* organized by the Ministry of Education was held on January 8 and 9, 2008, at the Toronto Westin Harbour Castle. There were over 800 participants representing all school boards, teacher affiliates, and other education stakeholders. The purpose of the Provincial Symposium was to kick off the consultation process for the new Assessment, Evaluation, and Reporting Policy which will be fully implemented by September 2009. A Ministry document titled *Growing Success: assessment, evaluation, and reporting: improving student learning* was released on the first day of the Symposium. An electronic copy of the document is available on the Ontario Curriculum Unit Planner website at:

www.ocup.org/resources/documents/EDU_GS_binder_010708_BMv2.pdf.

Each Board was asked to select a main contact person who would be receiving the communications and documentation from the Ministry and would coordinate the Board's responses to the Ministry during the Assessment, Evaluation and Reporting (AE&R) policy consultation process. The Ministry is collecting Board opinions and suggestions on a number of topics and have requested the Board responses to be submitted by the end of February 2008 in order to plan the next phase of the consultation process with all education stakeholders. The topics to be addressed in the initial needs assessment are:

- identification of AE&R policies that need greater clarification, greater specificity, and/or revision for elementary and secondary educators;
- identification of strategies to achieve greater consistency across the province in the implementation of AE&R policies and among teachers in the assignment of marks and grades; and
- identification of the kinds of supports and/or professional development needed to assist elementary and secondary educators in the implementation of AE&R policies.

The Ministry document is broken down into eleven (11) sections where the first nine (9) deal with specific topics such as the Achievement Chart, ESL students, Late and Missing Work, and Credit Recovery. These nine (9) sections are each subdivided into three (3) parts: Policy, Context, and Illustration. The Policy section brings together relevant A&E policies from various Ministry documents. The Context section provides the background and the reasons for the policy statements while the Illustration section provides examples of the application of the policies in real life situations.

The last two (2) sections of the Ministry document deal with Outstanding Issues and Future Work: Process and Timelines. The Ministry has included a preliminary list of questions and issues that have frequently arisen in relation to the implementation of the policy statements in the first nine (9) sections of the document. The Ministry hopes that the consultation process will address these issues, as well as others that are identified by stakeholders. The final section deals with the proposed time lines for consultations and the implementation of new policies.

The Ministry's goal is to have voluntary implementation of the new Assessment, Evaluation, and Reporting Policy by February 2009 and a mandatory implementation by all Boards in September 2009.

A District and Bargaining Unit memo went out on February 8, 2008 asking districts to submit to the provincial office by February 21, 2008 a response on the needs assessment being formulated by their Boards for the Ministry. A template for district responses to the *Outstanding Issues* section of the Ministry's *Growing Success* document was also included in the D/BU. These questions from the Ministry will be part of the consultation process and the submissions from districts will help formulate the OSSTF/FEÉSO response. There are numerous questions that need to be addressed in this consultation process and the Credit Integrity Work Group will meet in early Spring to go through the district submissions in order to formulate a response that deals with the concerns of the membership.

Conclusion

The Credit Integrity Work Group was established by a motion of Provincial Council in December 2006. The mandate of the Work Group as set out by the motion was to “establish parameters that define ‘real’ student success versus ‘artificial’ student success”. Defining “real” vs “artificial” student success proved to be no easy task and opinions on the Work Group varied greatly regarding this topic. In the end the work group was able to set some general defining parameters in the form of The Guiding Principles of Teacher Professionalism as follows:

- All credit courses shall be taught by certified teachers with access to board-employed, specialized professional support staff to improve student success;
- All marks, grades, and credits shall be true and accurate indicators of student achievement;
- The Subject Teacher shall have the right and responsibility to give a failing grade, including zero, to a student when warranted;
- The Subject Teacher shall be respected and supported by school administrators as the primary evaluator of student achievement; and
- The Subject Teacher shall be consulted when school administrators are considering a mark change for a student.

With these principles for guidance the Provincial Executive continues to lobby the government and other education stakeholders to support teacher and support staff professionalism by providing the financial resources to ensure real success for all students.

Recommendations

1. THAT the Provincial Executive approve that an Ad Hoc Credit Integrity Work Group be struck in accordance with Bylaw 20.1.1.3.7 for the 2008-2009 school year.
2. THAT the Credit Integrity Work Group continue to monitor Ministry initiatives related to Credit Integrity including the current government review of Assessment, Evaluation and Reporting Policy.
3. THAT the Credit Integrity Work Group collaborate with the Collective Bargaining Committee and Protective Services Department to monitor the upcoming round of negotiations to assess the impact of local negotiations in addressing Credit Integrity issues such as working conditions of credit recovery and student success teachers as well as appropriate staffing provisions of support staff for student success initiatives.

4. THAT the Credit Integrity Work Group review and make recommendations regarding OSSTF policies relating to Credit Integrity issues.
5. THAT the Provincial Executive request a meeting with the Minister of Education to discuss OSSTF concerns regarding Credit Integrity.

APPENDIX A

Working Conditions
Bulletin # 11.7/07-08

**CREDIT RECOVERY
(TEACHERS)**

**ISSUE: Subject teachers must be protected from increased workload as
 as result of credit recovery initiatives.**

The pressure on secondary school teachers to meet the Ministry of Education's Student Success Initiative which measures success by increased credit accumulation in Grades 9 to 12, improved graduation rates, and decreased dropout rates has led to concerns that an unreasonable burden has been placed upon classroom teachers to provide on-going information and/or curriculum to students who are no longer registered in their classes.

The Ministry of Education established the Student Success Commission which had its first meeting in March 2006. The mandate of the Commission is twofold:

- a) to provide advice to the Minister regarding the implementation of current and proposed Student Success initiatives; and
- b) endorse implementation models.

Credit Recovery was one of the first areas of focus because of the need for consistency of existing programs and also because it is an important option for students who fail one or more credits in Grade 9 and 10. A memo sent out in June 2006 to all Directors of Education from the Ministry of Education lists "*Credit Recovery Guiding Principles*", which directs all Boards to align their practices with the aforementioned document (APPENDIX A). In addition, the Memorandum identifies the Relationship between the Credit Recovery Teacher and the Subject Teacher where "*both the Subject Teacher and the Credit Recovery Teacher should be encouraged to consult with each other as needed in order to provide the maximum support for the student . It is understood that this is voluntary and will be in direct relation to the availability of time and resources.*"

RECOMMENDED CLAUSES

XX.01 Where the subject teacher is recommending a student for Credit Recovery, the subject teacher shall only be required to provide the following information:

- i) the student's final mark for the course;**
- ii) a breakdown of all marks for the course attached to the Recommended Course Placement Form using whatever format the subject teacher employs for recording marks; and**
- iii) reasons for Credit Recovery recommendations.**

XX.02 For a student accepted into the Credit Recovery program, the subject teacher shall only be required to identify:

- i) units, concepts, and/or expectations not successfully achieved; and**
- ii) relevant learning skills information.**

All other consultation between the subject teacher and the credit recovery teacher is voluntary.

Negotiators should refer to Working Condition Bulletin # 11.3 "Class Sizes" to ensure adequate protection for teachers assigned Credit Recovery Class(es).

Credit Recovery Guiding Principles

1. Credit Recovery is part of a whole school culture and has equal status with other forms of course delivery.
2. Credit Recovery is not a replacement for effective, positive instruction and interaction during the initial credit attempt including the normal supports provided through Special Education.
3. Credit Recovery is one of several options for any student who fails, but the final determination of Credit Recovery Placement is made by the Credit Recovery Team.
4. Decisions regarding the final placement in Credit Recovery programs must consider all factors that limited success.
5. The final credit granting for Credit Recovery programs is the responsibility of the Principal.
6. Access to Credit Recovery must be through a recommendation by the Principal and agreed to by the student and, where appropriate (e.g. students under the age of majority), the parent(s)/guardian(s) who must share some responsibility for the learning.
7. Credit Recovery programming must consider all factors that limited success in the initial program.
8. The teacher of the initial program (Subject Teacher) must provide the Credit Recovery Team with relevant information to be considered when placing the student.
9. Programs must be pedagogically sound and have real and credible educational value. The integrity of the recovered credit must be preserved by the student demonstrating achievement of the overall course expectations.
10. Students must have an opportunity to meet course expectations. Students must have an opportunity achieving course expectations in a variety of ways.
11. Within a Board's capacity to deliver Credit Recovery programs and adhering to the terms and conditions of collective agreements, Credit Recovery programs should be available to every student in publically-funded schools and are to be delivered by members of the Ontario College of Teachers employed by the Board.
12. Eligibility to gain access to a Credit Recovery program shall be based on a variety of indicators and not solely on a mark designation.

13. The final mark should reflect the achievement of all course expectations. Depending on the student's Credit Recovery program, the mark may be based solely on performance in the Credit Recovery program or may include results from the initial course and/or measures of prior learning. Regardless of the method used to determine the final mark, the evaluation practices must be consistent with Ministry and Board policy.



EVALUATION RESPONSE

Crowne Plaza Toronto/Don Valley

How would you rate this symposium?

No Response	Poor	Average	Above Average	Excellent
5	0	9	20	7

Please describe your thoughts on this symposium with respect to its value for you.

Please rate the following specific aspects:

1 poor	2 average	3 good	4 very good	5 excellent
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Handouts Poor = 1, Average = 3, Good = 16, Very Good = 14, Excellent = 5
Scope of content Poor = 0, Average = 5, Good = 12, Very Good = 17, Excellent = 5
Depth of content Poor = 0, Average = 6, Good = 20, Very Good = 9, Excellent = 5
Applicability of content Poor = 1, Average = 3, Good = 12, Very Good = 15, Excellent = 7
Panel Discussion Poor = 1, Average = 6, Good = 13, Very Good = 15, Excellent = 5
Ministry of Education Poor = 13, Average = 10, Good = 10, Very Good = 2, Excellent = 1
Working Sessions of Best Practices and Challenges Poor = 1, Average = 7, Good = 8, Very Good = 14, Excellent = 10
Moderated Plenary Poor = 2, Average = 2, Good = 9, Very Good = 14, Excellent = 2

National Day of Remembrance and Action on Violence against Women Ceremony Comments:

- Excellent - candle lighting along with the statements were touching, perfect length of time.
- Excellent
- It was awesome, but I am biased because I read it. Really pleased that Marc ensured it was also en française. Merci Marc.
- Thank you for taking the time to acknowledge the significance of this day in a meaningful way.
- Very good, candles nice, bilingual - great.
- Great-tastefully done.
- Very tasteful and though provoking.
- Nice touch!
- Important to have.
- Very nicely done, moving.
- Excellent! Very well thought.
- Involve men!...in fact all of the candles should have been lit by men as a demonstration of solidarity with women (at least every other candle). Everyone should have stood as names were read and during moment of silence...Thank you for making this part of the symposium-an important and worthwhile gesture.
- Expected; Aboriginal reference appreciated.
- Good work.
- Responsible to acknowledge this.
- Nicely done.
- This was excellent. Acknowledgment of this 'Day' was very beneficial to add to the awareness of new members in particular. The ceremony itself was moving. Well done!
- Very moving and well done!
- Thank you.
- Well done.
- Fine
- It was beautifully done! - I really liked it!
- Wonderful & appropriate.
- Excellent!!
- Thank you.
- Very well done.
- Beautifully and sensitively done. Merci beaucoup.
- Very nice and very well done. Respectful
- Thank you for the observance

Panel discussion on *Why Credit Integrity is Important for Our Students***Comments:**

- Excellent cross-section; answers questions posted by teachers.
- We have to get them ready for college & university.
- Good-Some discussion between panelists would have been interesting.
- It would have been good to hear the panelists discuss the (perhaps predetermined question list) key questions among themselves.
- None of the panelists identified why credits are being “handed out”. Everyone believes in being honest of a students progress, but admin have been discussing teaching assessment of a student and using words like “graduation laws”.
- Typical, yet interesting.
- Great variety of speaker backgrounds. I enjoyed this portion.
- Good information.
- Some interesting facts presented.
- Informative for the most part.
- Ok-interesting to hear stakeholders thoughts-but long.
- Good-despite some wacky rants in place of questions.
- Good to hear from the difference groups (see the issue from difference points of view).
- I accepted the good intent of the TDSB speaker, but political sense or larger social dynamics missing respectively. Irene Harris excellent.
- Have pieces of paper on the tables, where participants write down their questions and hand them in. The questions should then be vetted and read by the moderator (this would reduce the useless rhetoric at the microphone)
- Glad to hear the different perspectives
- Nice variety.
- For students in extenuating circumstances it is very N.B. For those too lazy to go to class/do work it rewards them for lack of successful effort.
- University Professor’s comments are valid and evident and are something that need to be addressed especially considering that these students are competing for scholarships in an uneven playing field.
- Very interesting panel-various viewpoints from different perspectives
- Interesting-wide variety of interests were represented.
- Three panelists identified serious problems related to “quality”. The women representing directors “Totally” missed this message and spoke only of problem solving in relation to “Quality”- Too bad!
- Great intro.
- Meaningful comments but lacking in acknowledgment of why students are failing (poverty, social issues).
- The different points of view were valuable. We often forget that the world doesn’t revolve around us!
- Very interesting. More time needed to be given to addressing specific questions.

- Interesting. Some of the information was pretty meaningless. Glad to see People for Education represented.
- Good diversity of opinions. Enjoyed hearing ideas from different perspectives.
- Good differing perspectives.
- More time for questions would have been appreciated.

Ministry of Education Representative on issues related to Credit Recovery, Student Success Teachers, and the Role of Support Staff in various Student Success Initiatives

Comments:

- He talked too long-too “political” and “philosophical” as opposed to hands-on or logistics of how to implement. Would have liked to hear more on assessment and evaluations.
- Dogmatic
- Too many “it’s not my area” responses. More time for questions. Didn’t feel the Ministry addressed the issues or queries presented.
- Weakest part of the day.
- Great-too often we don’t have any idea of the Ministry position and goals-and how these are presented at lunch.
- This could have been titled “How to Lie with Statistics” or the Ministry Two Step.
- You either believe in credit integrity OR credit recovery - supporting both is a classic oxymoron and intellectual dishonesty. You may THINK you’re being inclusive, but until you invite OSSTF leadership in to help design your policy initiatives, no inclusion is taking place.
- Noble vision, seemed to avoid issue that vision needs to be translated into action in a classroom context.
- Where was the “role of support staff” in this presentation? Did not answer questions fully. Spoke too long (on purpose?).
- A whole lot of talking without much useful content.
- Will we send a report on the symposium to the Ministry so they can read what the difference is between their intend and reality.
- Was the guy on the left a cardboard cut-out? What was Mr. Clarke’s “area of responsibility?”. Too few questions allowed (he didn’t answer anyways). Speaker went way over allotted time so less time for questions!
- Vague, slippery.
- Got tired of “not my area of expertise”.
- Appreciated reference to equity. Managed to combine bureaucratic sensitivity with sincerity. Studied avoidance of deeper issues, both social and political, perhaps wise on this part.
- Representative “stayed on message”, and refused to recognize a massive problem that could totally undermine all of their efforts!

- Too much time given for answers - therefore not as many questions could be posed to the panel.
- Ministry apparently doesn't know how Credit Recover and Student Success is being implemented in the schools.
- Not Helpful.
- Interesting - We need support but what about The Freedom of Information Act?
- Too much talking by Ministry rep without really saying much - needed more time for questions.
- When the Ministry comes to something like this members tend to want to talk about their own education issues/problems.
- Did not speak about the role of all support staff within the system. Found it frustrating that the Ministry Rep could not answer some questions which was not part of his dept yet had implications to student success.
- The Ministry's message around credit integrity and the value of an OSSD are important and on track. Unfortunately, they are not being truthful or ignoring the fact that admin with the stroke of pen are changing marks on a whim.
- Too bad Mr. Clarke did not actually address the issue of credit integrity and how to address and solve the problem. More time for Q&A please.
- Grant Clarke-all generalities - no facts or substance. Waste of Time. No time for questions. No acknowledgment that there is a concern with some legitimacy.
- We need more support staff in order to get students ready or to graduate. More one on one.
- No specific enough.
- Wordy with little specific content. Questions of importance received with "not my area" therefore Ministry sent someone with ability to answer a variety of questions.

Working session on sharing Best Practices and Challenges related to Credit Integrity Issues. - Comments:

- Excellent opportunity for discussion and insights. Time too short.
- Very good opportunity to get a better idea of what, colleagues in other districts are doing.
- Opportunity to have a "voice" was very much appreciated.
- We need to be on the same page more consistency in order for our students to succeed.
- Useful-productive-needed more time!
- Small rooms would have made group discussions easier. Great to be able to have all our voices heard - comments recorded.
- Good for the "uninformed". For those who are "living in the tooth" not very helpful.
- Excellent, would be great to do this type of session with other Education Federations and support staff groups.
- Very good idea - good instruction list.
- The groups were too large. We need individual rooms for it.

- Enjoyed the discussion but we needed more time. Clearly, credit integrity/credit recovery is an issue across the province. OSSTF needs to continue to lobby the gov't for more precise guidelines, more teachers, more materials.
- Excellent. We're all in the same book-just on a different page.
- Excellent opportunities-need breakout rooms.
- Good dialogue, lots of ideas generated. Solutions are need to issues.
- Too rushed-good idea-could have used more time.
- Fine...similar challenges, good discussion.
- Good-although the room was not good for this-The discussions were great-sharing with others is "always" valuable!!
- Somewhat too limiting on respect of "discussion", i.e. focus on putting big list together-as to purpose, I understand. Possible bias toward traditional standards. Obedience, achievement-vs. more critical perception on changing realities and how to address them.
- Good chance to share.
- Groups too large to be manageable.
- More time would be nice. Conference could easily be two days.
- Great!
- Needs to focus on solutions to avoid the rants that typically take place.
- I enjoyed this session, I felt supported by colleagues from my region. This was another great example of OSSTF's belief in the educational tem of the success of students. There is no doubt that credit recovery/integrity is important to all OSSTF members, but there are things that need to be done/clarified.
- Variety of methods of delivery of credit recovery etc. Took a fair amount of time to establish.
- Could not hear.
- Needed more time.
- Great discussion-a lack of support staff present limited information about this area.
- Needed more time. We could've spent an entire day covering all of the related issues.
- It was always useful to hear what happens in different boards. We are always marking in isolation.
- Effective, but rushed. This should include , board and administration reps. They need to hear this message from the teachers.
- Groups way too big. Good to hear others experiences. Wish there had been more support staff in my group. Very teacher focused.
- Group size in a single room with other groups made work difficult.
- Very good discussion-hearing from others and getting reactions from them to my specific issues was very useful.

Moderated plenary session to gather feedback from participants in order to prepare a Next Steps Strategy for Credit Integrity - Comments:

- Good - needed to hear from other regions too.
- Awkward to execute in this room. Too much focus on Credit Recover.

- Great to share - this is what we need to move forward on this issue and to protect all members.
- Again, not enough time, but the ideas presented were good ones.
- Eye-opening.
- Not sure if Ministry reps were here to listen to this - they should have been! They really don't understand our concerns!
- Great idea - well moderated
- Did we have me?
- Good review
- Fine-more time needed.
- Encourage Ministry to do in-house visits to see how each board/school is implementing credit integrity. Failing that, have District Presidents survey their school's Credit Integrity practices and protocol.
- Abbreviated.
- Good to see the concerns are the same - This should be available to all of us to share with local groups.
- Nicely moderated and carried off.
- Purpose unclear - very disorganized.
- We need to re-group-choose 1 area - debrief collaborate - and then recommend.
- I would like to see the results sent out to the participants, the District Presidents and other interested members, but please, NOT as a DBU!
- Hard to hear.
- Great Idea - had a chance to hear from all regions.
- Next Steps - to take Best Practices and Challenges put together as a proposal to present to the government, which incorporates and defines the "Student Success Team".
- Need to have more time to focus on a formal plan to send message to our W.G. - P.E.
- Looking forward to seeing a complete rendition of all the comments collected.
- Too rushed - we could have gone (needed to go) further in defining concerns and next steps - Non-Credit Recovery Dual Credits, credit mills and summer school impacts on marks/grade inflation not address (raised briefly in working session) issues were ignored.
- Lengthy.
- Good discussion, give attendees this information via e-mail.

Other Feedback or Comments:

- Communication!
- Well done
- Very well done!
- Credit Integrity seems to cover a wide assortment of issues each with its own problems/concerns
- Excellent opportunity - thank you.

- Toronto is not really the center of the universe :) Driving into Toronto during rush hour is horrible. Please consider other locations (eg. Upper GTA, Barrie) for the future. Less time for panels to put forth their platform/agenda. More time for questions instead of more meaningful dialogue-more issues re credit integrity could have surfaced.
- Until we effectively deal with the problem of administrators playing with members to boost their egos, we're in danger of losing the value of this program.
- Philosophical issues skirted. Student perspective unarticulated, except in negative sense, e.g. "Lazy" vs depressed, drug use, bored by irrelevant curriculum.
- Good conference, let classroom teachers know OSSTF is not simply ignoring credit recovery. "OSSTF needs to lobby, MOE to return to marks for Effort/Participation/Attendance. *What is wrong with students attending summer school?" DO THIS FOR ALL SUBJECT AREAS CURRICULUM CONSISTENCY. I liked 10am start and made the drive in do-able.
- There is a FUNDAMENTAL DISCONNECT between teacher concerns with credit integrity and Ministry concerns related to quantitative statistics. There are significant interpretation problems with roles, titles and workloads of student/credit recovery teachers.
- Thanks for this event! More dialogue in morning would have been beneficial.
- We need to get the public involved in this debate. Thanks for the opportunity.
- Well done! Stuck to timelines too.
- Student success is not just credit recovery: Dual Credits, External Credits, SHSMS. We must deal with Student Success as whole, not just one aspect!
- Thanks!

APPENDIX C

Questions	Regions 1 & 2	Region 3	Region 4	Region 5
<p>What are the Best Practices and Challenges associated with Credit Recovery programs?</p>	<ul style="list-style-type: none"> • Promotion meetings encourage discussion on best approaches to deal with students • CR is a team approach and not the responsibility of 1 teacher • Lack of consistency within Board so better co-ordination needed to provide resources and training to CR teachers • Lack of A&E policies and practices within the Board and across the province • Teachers feeling pressures related to CR process so choosing to “pass” students 	<ul style="list-style-type: none"> • Earlier intervention (Credit Rescue) is better use of resources • Creative time tabling increases student success for G9 students (i.e. harder courses in 2nd semester, better balance of interest courses) • GLS courses beneficial to all students & should be required for all CR courses • Lack of consistency across the Board encourages students to shop around for schools 	<ul style="list-style-type: none"> • Successes when a dedicated space for CR program and when CR is available every period • Credit Rescue more beneficial intervention for students than CR • Require more specific guidelines as to eligibility of and success determination of CR students • Consistency within Board is required • Teachers lack subject expertise in all CR courses • Perceived value of CR courses by students and staff • Workload issues related to max. # of courses being recovered in 1 CR period 	<ul style="list-style-type: none"> • CR is conceptually solid but there is a lack of structure and operational direction from school administration and from the Board • Workload issue for subject teacher needing to provide information on students several semesters after they have left course • Lack of criteria for admission to & successful completion of CR programs

Questions	Regions 1 & 2	Region 3	Region 4	Region 5
<p>What are the Best Practices and Challenges associated with Student Success Teachers?</p>	<ul style="list-style-type: none"> • Unclear description of responsibilities; need clarity & consistency • Workload issues with high number of student contacts • Administration downloading work to SST 	<ul style="list-style-type: none"> • Workload of SST due to high # of students • Role of SST not clearly defined so challenging when working with CR teacher and subject teacher • What qualifications should a SST have? • SST perceived by many colleagues as an Administrator training program 	<ul style="list-style-type: none"> • Lack of defined role of SST and CR teacher causes conflict in some schools • Selection criteria for SST is undefined • Need for more consistent definition of role of SST • More PD required to deal with new Ministry initiatives and expectations related to data collection 	<ul style="list-style-type: none"> • SST needs to work with all CR teachers, administration, subject teachers, and support staff to help kids • SST roles needs to be clarified • Greater consistency of the SST's responsibilities needed across the system • SST Workload provisions need to be included in Collective Agreement

Questions	Regions 1 & 2	Region 3	Region 4	Region 5
<p>What are the Best Practices and Challenges with Support Staff in Student Success initiatives?</p>	<ul style="list-style-type: none"> Team approach (EA, Attendance Counselor, Psychologist, Subject Teachers, CR Teacher, SST, and admin) needed to reach students 	<ul style="list-style-type: none"> All CR classes need adequate Support Staff even if class size is much smaller Support staff needs to advocate to be part of the Student Success team Support staff reduced significantly in Secondary compared to Elementary 	<ul style="list-style-type: none"> Effective use of “people resources” such as EAs, CYWs, Attendance Counsellors, and Psychologists on Student Success teams and in the classrooms will help all students Need more time for meetings between SST and Support Staff Support Staff need access to IEPs and OSRs to help develop action plans with teachers 	<ul style="list-style-type: none"> The Educational Team needs to be a reality in all schools.

Questions	Regions 1 & 2	Region 3	Region 4	Region 5
<p>Recommendations</p>	<ul style="list-style-type: none"> • Need a better co-ordination of human resources within the Board to help all students • Assessment & Evaluation policies need to be better defined for CR programs as well as earlier interventions such as credit rescue. 	<ul style="list-style-type: none"> • Need more specific guidelines for SST and CR programs at the provincial level • Data must not be manufactured to meet political goals or to improve the Performance Appraisal of Principals • More PD for all staff to deal with new Ministry student success initiatives • Adequate staffing required to address workload concerns for SSTs, CR teachers, and Support Staff 	<ul style="list-style-type: none"> • Need a team approach including teachers, administration and support staff to meet the needs of all students. • Greater consistency within a Board and clearer guidelines from the Ministry. • Workload provisions for SST and CR teachers need to be included in the next collective agreements. 	<ul style="list-style-type: none"> • Respect the professionalism of teachers in their decisions in Assessment & Evaluation of student work. • Greater PD opportunities for all staff to help all students in CR programs. • Improve communication from the Ministry to Boards and finally to the school level. • Ministry should review the CR programs across the province and provide the opportunity to share Best Practices • Curriculum resources needed for all CR programs