



# PHI DELTA KAPPA

OFFICIAL NEWSLETTER

UNIVERSITY OF TORONTO  
Chapter 0085

September 2002

## PRESIDENT'S MESSAGE

*Eleanor Pierre*

The new PDK executive met at Lagoon City in Brechin for a successful planning meeting over the summer. With a slate of exciting events and some interesting executive meetings, the year promises good fellowship and fun. Events will be combined with an effort towards an exhaustive membership drive. The intention is to get Kappans networking with professional colleagues but also to attract new membership and get them involved in the activities and the intellectual dialogue. So get into the action and invite someone new to a meeting, an event or just share the website <http://www.pdk-ut.ca/> by attaching it to your signature at the end of your e-mail.

This year will be a landmark year for Ontario's education system. The double cohort will graduate and start the upward mobility into higher education, the workforce and life. Colleges and universities have been working for quite a while now updating their infrastructure to make the necessary accommodations. Our young people have been listening to all the commotion with much trepidation. My sense is that those involved in higher education have been working diligently to

address the many areas of impact and are ready for September 2002.

As Phi Delta Kappa starts the new year, many educational issues fall under the PDK's concern with service, research and leadership. It is apparent that our future requires education and innovation to develop an increasingly knowledge based society. To achieve success in today's every changing global economy young learners must be exposed to the skills and knowledge of the new economy. This expectation inevitably sets the pace for educators to become more aware of the educational implications of the global economy to adequately prepare their learners. Undoubtedly, we are at the brink of a very revolutionary and exciting educational time. The PDK mandate to support excellence in teaching by providing a forum for teachers to network, interact and achieve improvement through teamwork is one step closer to accomplishing some of these goals.

I welcome the members of the executive and look forward to a successful year with PDK. I would like to thank those who give unselfishly of their time and effort to make this a worthwhile endeavor as they assist me in assuming the role of presidency.

***IN THIS ISSUE: THE DOUBLE COHORT; MEET OUR MEMBERS;***

***PDK/AERO/OERC SYMPOSIUM REPORT; FOUNDATION NEWS;***

***ANNOUNCEMENTS: CHAPTER MEETINGS, INITIATION DINNER***

## The Double Cohort – Ontario’s Plan for Postsecondary Education

Ontario will experience the “double cohort” phenomenon in the spring of 2003 when the first students in the new four-year high school academic program (OSS) graduate simultaneously with those students completing the last (the fifth) year of their Ontario Academic Credit program (OSIS), marking the end of grade 13 - OAC. The students graduating from Grades 12 and 13 (OAC) will become part of the largest increase in postsecondary college and university enrollment in this generation. The Ontario government’s announcement in 1997 established the new four-year high school program and lead the Ministry of Education to prepare a comprehensive educational plan aimed at ensuring that each Ontario student would have a place in a post-secondary program.

In order to meet the required increase in capacity, in 1999 the government announced the Ontario SuperBuild program to fast-track the infrastructure development to meet the needs created by the double cohort. Accordingly the \$1.8 billion dollar program provides the largest infrastructure investment in postsecondary education for the past three decades, aimed at meeting the projected increases in demand for spaces in Ontario colleges and universities.

The Ontario government has stated that it is promoting high-quality instruction by helping institutions attract and retain the best and the brightest faculty by increasing funding and investment in research at Ontario’s postsecondary institutions. The 2001 budget committed increasing support for colleges and universities by a projected \$102 million by 2002-2003 and \$293M by 2003-04. These funds are aimed at assisting institutions to fill new positions required due to expanded enrolment at postsecondary institutions. The government provided an additional \$72M in 2001-02 for new faculty and staff as well as new learning resources and tools. With the new funding announced in the budget, postsecondary operating grants will reach a total of almost \$2.8 billion by 2003-2004. These investment programs are the \$30M Ontario Research Performance fund; the \$ 550M, Ontario Research and Development Challenge Fund; the Ontario Innovation Trust and the Premier’s Research

Excellence Awards as well as the Premier’s Platinum Awards for the best senior researchers in Ontario.

To meet the challenge posed by the “double cohort” the government of Ontario has established several initiatives including:

- creation of new student spaces in postsecondary institutions (including SuperBuild);
- provision of a multi-year commitment of increased operating funds to support the project enrolment growth;
- collaboration with university and college admissions to ensure that students in both cohorts are treated fairly in the admissions process;
- ensuring that current and future spending is focused on providing students with quality learning programs;
- providing student support to help parents and students better plan for the cost of postsecondary education; and
- ensuring that students will have the information they need to make informed choices so that they can achieve their goals.

In developing the above guidelines, the government of Ontario notes the fact that not all high school students go on to college and university. To help those entering the workplace directly, the plan contains some initiatives to provide students with workplace experience while they are still in school and a commitment to double the number of entrants to apprenticeship programs.

For additional information on this timely topic, Kappans are encouraged to refer to the following websites and their respective links:

[www.edu.gov.on.ca](http://www.edu.gov.on.ca) Ontario Ministry of Training, Colleges and Universities– Update: Ontario’s Plan for Students in the Double Cohort Spring/Summer 2002

[www.osca.ouac.on.ca/cohort.htm](http://www.osca.ouac.on.ca/cohort.htm) Ontario School Counsellors’ Association (OSCA)

[www.cou.on.ca/](http://www.cou.on.ca/) Council of Ontario Universities – information on double cohort

[www.oecta.on.ca/pdfs/ontdblcohort.pdf](http://www.oecta.on.ca/pdfs/ontdblcohort.pdf) Ontario English Catholic Teachers Association (OECTA): Ontario’s double cohort

[www.ouac.on.ca/news/dblcohort/news-cohort.html](http://www.ouac.on.ca/news/dblcohort/news-cohort.html) Ontario Universities’ Application Centre – links to double cohort information

<http://www.ocas.on.ca/guidance/DoubleCohortContacts11.pdf> - Double cohort contact information at each of Ontario’s 25 Colleges.



**A BIG *THANK YOU* TO OUR MEMBERS WHO SERVE ON THE EXECUTIVE AND RESOURCE GROUP! IN THIS NEWSLETTER, WE INTRODUCE THREE OF THEM.**

**MEET Susan Seidman, President-elect**

Susan Seidman has worked in Toronto in elementary education for over 30 years. She had been a classroom teacher, instructional leader in mathematics, science, and technology, and an administrator. Most recently she was Principal of The Waterfront School. She has been connected with Math/Science Investigations for many years, and regularly runs Institutes and workshops about it. In addition to the *Math/Science Investigations Handbook*, which she is currently revising, she is the author of several articles, books, and CD's. She has a strong interest in the Arts, and is currently pursuing an interest in yoga.

**MEET Lindy Zaretsky, Resource Group Member**

Lindy Zaretsky has been a system facilitator for the Curriculum Action Research Project (CARP) in the York Region District School Board for the past six years from her positions as a teacher, special education consultant, and school administrator. She has facilitated the building of informal and formal research/investigative networks to support a culture of inquiry and continuous improvement in classroom and school based research practices. She has arranged for teachers and administrators to present their research at district school board, provincial and international educational research conferences. Lindy has recently co-designed two Principal Development Courses- an Action Research course and a Special Education Course for the Centre for the Study of Values and Leadership at OISE/UT. She is Chair of the Ontario Educational Research Council Conference 2002 which has as its focus collaborative partnerships in classroom research. Lindy is on leave for the school year 2002-3 to complete her PhD in Educational Administration at OISE/UT.

**MEET Charles Manahan, Delegate, Treasurer**

Eleanor Pierre, our new President, has asked me to write an article. I want to write about Blue Box Recycling. When I joined Phi Delta Kappa, back in 1955 or so, I was teaching in Stamford (near Niagara Falls) and I was studying at the old University of Buffalo. I was honored (U.S. spelling!) to be asked to join PDK.



Through a career that took me to a two-year stint in the Arctic, as Principal of Sir Martin Frobisher Federal Day School, in Frobisher Bay, NWT (now Iqaluit, Nunavut), followed by two years as a Master at Ottawa Teachers' College and 12 years at Toronto Teachers' College which became the Ontario Teacher Education College - Toronto Campus (the Government likes name changes), and (following the demise of the College in 1979) four years in the Apprenticeship Branch in the Ministry of Colleges & Universities ... I'm out of breath ... I have always been deeply committed to Phi Delta Kappa. I served for about 12 years as Secretary-Treasurer of PDK in my Toronto days and worked my way through the "chairs" as 3rd, 2nd, 1st Vice-President,



**PDK CHAPTER MEETINGS:  
TIMES to CONNECT and REVITALIZE**

**Joint Research Symposium:  
PDK takes leadership in connecting with other research-  
focused organizations in Ontario**

On May 27, 2002 University of Toronto Chapter of Phi Delta Kappa (PDK) hosted a Symposium called “Promoting and Using Research and Best Practice in Ontario.” Presenting at the symposium were PDK and two other organizations, the Association of Educational Researchers of Ontario (AERO) and the Ontario Educational Research Council. The session was organized and chaired by PDK members, Clay Lafleur and Rebecca Ullmann.

Each organization was asked to present a project that exemplified their members’ contributions to inquiry and/or best practice in Ontario education. Another purpose of the meeting was to inform members of the each organization about the aims and purposes of the others.

**Phi Delta Kappa**

Bob Hookey, Past President of PDK, and Eleanor Pierre, President-elect, spoke of the three aims of PDK members: to support and engage in Research, Service, and Leadership in support of universal and public education. The speakers highlighted the new PDK web site [www.pdk-ut.ca](http://www.pdk-ut.ca) and circulated a one-page description of both the University of Toronto Chapter of Phi Delta Kappa and the International organization. They also emphasized the usefulness of the *Phi Delta Kappan*, a highly respected magazine that brings reports and critiques of research to a wide audience.

**The Middle Years Adolescent Literacy  
Project**

Bob Hookey introduced Judith Hunter of the Toronto District School Board, who spoke about “The Later Literacy Project.”

The Middle Years Adolescent Literacy Project was established in September 2000 and includes 19 middle level schools across the Toronto District School Board. The purpose of the Project is to provide intensive, cross-curricular literacy support to students in Grades 6, 7, and 8, and to increase the instructional capacity of all participants in the Project. Key features of the project build on existing exemplary practices and materials, where available, as well as the introduction of new materials and strategies where appropriate. Additional staffing, professional development, professional and classroom cross-curricular literacy resources, and assessment materials and strategies support the development of a school-wide commitment to literacy. The key tenets of the Project are based upon current research on adolescent literacy development and effective schools.

The Literacy Coordinator provides instructional, assessment and resource support to classroom teachers and subject specialists through modelling, team-teaching, workshops, and discussion.

The Adolescent Literacy Teacher provides literacy interventions for students (one-on-one and small group) using a range of resources and supports teachers with

classroom strategies for students' transition back into a regular program.

Year one of the project proved to be extremely successful in the establishment of the key roles of the Literacy Coordinator and the Adolescent Literacy Teacher, intensive, high quality professional development, and the selection of exemplary classroom and intervention resources. This has resulted in whole staff involvement and commitment to the school objectives related to literacy for all staff and students.

Year two of the project built on the initiatives from the previous year to give all teachers the knowledge, skills and strategies to become committed teachers of literacy by providing professional development and resources with a cross-curricular focus.

Feedback from MYALP schools to date has revealed the following successes:

- the key roles of the on-site Literacy Coordinator and Adolescent Literacy Teachers have been acknowledged as critical to the success of the project's goals;
- the unique and diverse needs of schools are being supported through a flexible project design
- the Later Literacy Program has provided professional development, strategies and resources to focus one-on one intervention support for students with excellent results;
- the intervention resources such as Soar to Success and Read XL have been piloted and will be extended to support identified student needs in classroom and small group contexts;
- the establishment of resource rooms dedicated to adolescent literacy provide high quality cross-curricular resources to support student learning; and
- the professional resource collection supports the continuing development of effective literacy programs.

Year three will be an opportunity for each school to consolidate their resources and professional development, and refine their long-term literacy plan to meet the needs of their students.

### **Association of Educational Researchers of Ontario (AERO)**

Paul Favaro and Rob Brown from AERO spoke about a collaborative project was coordinated by the Peel Board of Education and involved the Ministry of Education and AERO. The project is called *Choices into Action, Cooperative Education and Experiential Learning: Program Effectiveness Survey*. The speakers noted the work that has gone into the preparation of a CD, which will build capacity to help schools assess the effectiveness of all their programs, not just *Choices into Action*.

Paul Favaro, president of AERO presented a very handsome draft of their Core Values project:

- Research and assessment practices that promote improved student learning
- Ethical research and assessment procedures in the collection, analysis, interpretation, and reporting of data
- Reliable, valid, relevant, and useful data
- Research-based approaches for informing educational policy, procedures, and practices
- Collaboration and learning within our membership and with other organizations
- Informed inquiry and dialogue on educational issues

### **The Ontario Educational Research Council (OERC)**

Lindy Zaretsky, past president of OERC introduced Marlene Waiser, who spoke about their award winning Action Research Project on "Early Literacy Practices" and their kindergarten testing program. They showed statistics tracking the retention of

reading skills that occurred with their program, instead of dropping during the summer.

### **Early Literacy Practices: An Action Research Project**

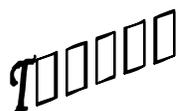
The aim of the initial research project was to raise literacy standards in the primary division and to ensure that all children in grade one read to the grade one standard. Focus was placed on acquiring high quality levelled literature for reading programs and providing professional development to encourage balanced literacy programs in all primary classrooms (K-2). Over a three-year period, teaching practices were modified and refined to address needs determined by results. Particular attention was directed to addressing the needs of low achieving students and to literacy practices in the Kindergarten classroom to prepare children for grade one. Formal data confirmed that 98% of the grade one children reached the grade one standard in the third and fourth years of implementation. Formal and anecdotal data confirmed that the vast majority of children can reach and be maintained within the average range in the primary division. It seemed clear that data motivated change, that professional development is needed to ensure changing teaching practices and that well developed resources are vital to a successful literacy program.

As a result of the first early literacy research project and changes to literacy programs, achievement in literacy began to change in

kindergarten as well. Students were beginning to read in kindergarten but many were not able to maintain their reading levels over the summer months before grade one. The aim of the second research project was to raise reading achievement among senior kindergarten students to enable them to reach the kindergarten reading standard and to maintain this level of reading over the summer months. In response to assessment data, the literacy program in kindergarten was adapted to include opportunities to strengthen knowledge of high frequency words in reading and writing. Kindergarten teachers added regular independent writing opportunities to the literacy program and scaffolded the children through the process of writing. They built on the reciprocity between reading and writing to help children access high frequency words previously introduced in guided reading and interactive writing lessons to help secure these high frequency words for use in reading. Gains were made in word recognition and reading levels and most of these gains were maintained over the summer months. There does appear to be a correlation between word recognition and secure reading levels.

### **Continuing the Conversation**

After the formal part of the session, participants asked questions, enjoyed refreshments, and mingled. The presidents of the organizations caucused informally. All felt that it had been a valuable session, and a commitment was made to continue the joint research symposium next year.



**to all the contributors to this edition of the PDK Newsletter.**

**Clay Lafleur, Charles Manahan, Eleanor Pierre, Susan Seidman, Marlene Waiser, Walter Winchell**

**Lindy Zaretsky**

Your editor

**Mary Hookey**

**Please send your notices and articles to [mary.hookey@pdk-ut.ca](mailto:mary.hookey@pdk-ut.ca)**



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Lindy Zaretsky

**Dialogue and Dinner**

*Why not join a small group of your fellow Kappans to discuss the ideas in Phi Delta Kappan articles. Contact Bob Hookey at (905) 936-2643 for details.*

Kappans welcome new members who believe that quality education is essential to the development and maintenance of a democratic way of life.



Kappans welcome new members who will advocate for public schools and the education profession.

Contact Eleanor Pierre at 905 829 0334 or Robert Hookey at 905 936 2643 for further information on membership in the University of Toronto Chapter of Phi Delta Kappa International.

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