CATHOLIC VIRTUAL ONTARIO

CVO – GROWING TOGETHER IN FAITH

KEY TERMS

Catholic Virtual Learning Resource

"Be who God meant you to be and you will set the world on fire."
— *St. Catherine of Sienna*

A SHARED WORLDVIEW

As teachers in Catholic schools, we share a unique worldview grounded in service and community. Through our professional practice, guiding students with our hearts and minds, the broader community, both present and future, also benefits. The learners we empower will eventually contribute to society through their own endeavours, continuing a pattern of flourishing and love.

"Peace be with you!
For the sake of the Lord,
I will seek your good."
(Psalms 122)

A SHARED COMMITMENT

Regardless of the specific role we have in education at any given time, we are all educational leaders. Educating youth unites responsibility with service, a transformative element of our vocation. In fact, teaching is a profession that fosters all others, motivating students to apply learning meaningfully as life-long, engaged and contributing citizens.

Grounded in Gospel values, Catholic education nurtures an inclusive learning culture of high expectations for all learners across all learning environments. Diversity is championed as a strength, so that students with different backgrounds and experiences are collectively inspired to achieve to their unique potential and promote the common good. Created in God's image, all learners matter.

> "A better world is possible thanks to technological progress, if this is accompanied by an ethic inspired by a vision of the common good, an ethic of freedom, responsibility and fraternity, capable of fostering the full development of people in relation to others and to the whole of creation."
> – Pope Francis, "Common Good in the Digital Age," organized by the Dicastery for Promoting Integral Human Development and the Pontifical Council for Culture, 2019.

Speaking about the relationship between the common good and the digital age, Pope Francis acknowledges how technology, which enables Catholic educational communities to learn and teach in an e-learning environment, can enhance community. Learning, instruction, and development in e-learning digital spaces occur communally, with students and teachers gathered to connect across space and time. When grounded in the common good, e-learning is full of possibility.

In this spirit of communal learning and equitable access, the following words and phrases may help you become more familiar with elements and features of Catholic Virtual Ontario's robust e-Learning.

TERMS

accommodations: special teaching and assessment strategies, human supports, and/or individualized equipment needed to enable a student to learn and to demonstrate learning. The provincial curriculum expectations for the grade are not altered for a student receiving accommodations.

achievement chart: a standardized, Ontario-wide guide teachers use to make judgments about student work based on clear performance standards

achievement levels: descriptions of four different levels of student achievement in the provincial curriculum expectations for a subject. Level 3 has been identified as the 'provincial standard.' Level 1 or 50–59% identifies achievement that falls much below the provincial standards. Level 2 or 60–69% identifies achievement that approaches the standard. Level 3 or 70–79% identifies the achievement that meets the standard. Level 4 or 80–100% identifies achievement that surpasses the standard.

assessment: the process of gathering, from a variety of sources and in a variety of methods, information that accurately reflects how well a student is achieving the curriculum expectations in a subject or course.

assessment *as* learning: the process of developing and supporting student metacognition (understanding one's thinking process). Students are actively engaged in this process by monitoring their learning through assessment feedback from teacher, self, and peers to determine next steps and set learning goals. To participate in the process, students must understand their learning goals and the success criteria, and therefore, connect assessment to learning.

assessment *for* learning: An ongoing process of gathering and interpreting evidence about student learning to determine where students are in their learning, next steps, and how best to get there. Teachers use this information to give feedback and adjust instruction. Students use this information to focus their learning.

assessment *of* learning: The process of collecting and interpreting evidence with the goal of summarizing learning, to make judgements about the quality of student learning based on established criteria, and to assign a value to represent that quality.

asynchronous learning: students participating in online learning at different times, through a virtual learning environment. It embeds flexibility into courses, allowing students to complete parts of a course according to different needs and schedules through on-demand learning materials. For example, during asynchronous learning, students might access recorded instruction, such as a presentation or demonstration, video and/or audio clips, course readings or independent activities.

categories of knowledge and skills: four broad areas of knowledge and skills within which course expectations are organized. The categories are interrelated, reflecting the interconnectedness of learning, and include: Knowledge and Understanding, Thinking (Thinking and Investigation, for Science), Communication, Application.

Catholic Social Teaching or Catholic Social Teaching Principles: the official teaching of the Catholic Church on social order, encompassing all aspects of society, including the economic, political, personal and spiritual.

content standards: standards describing what students should know and be able to do. The content standards in the Ontario curriculum are the curriculum expectations identified for every subject and discipline, which describe the knowledge and skills that students are expected to develop and demonstrate in class work, on tests and in other activities on which their achievement is assessed and evaluated.

credit: recognition for the successful completion of a course for which a minimum number of hours has been scheduled.

curriculum expectations: the knowledge and skills students are expected to develop and demonstrate in their class work, on tests and in other activities on which their achievement is assessed and evaluated. Overall expectations generally describe the knowledge and skills students are expected to demonstrate by the end of each course. Specific expectations describe the expected knowledge and skills in greater detail.

Depth of Knowledge Framework: a framework created by Dr. Norman Webb outlining four levels of cognitive complexity that are helpful for aligning with classroom assessments. They help identify how students communicate the depth and breadth of their learning.

digital citizenship: self-monitored practices guiding decisions impacting the integrity of digital content and communities.

digital literacy: the ability to solve problems responsibly using technology in a controlled environment

diversity: the presence of a wide range of human qualities and attributes within a group, organization, or society.

equity: a condition or state of fair, inclusive, and respectful treatment of all people. Equity does not mean that people are treated the same without individual regard for individual differences.

evaluation: the process of judging the quality of student learning based on established criteria and assigning a value to represent that quality. Evaluation is based on assessment of learning provide data on student achievement at strategic times throughout the course, often at the end of a learning period.

formative assessment: assessment that takes place during instruction for the purpose of providing direction for improvement for individual students and for adjustment to instructional programs for individual students and for a whole class. The information gathered is used to help students improve while they are in the process of gaining knowledge and practising skills.

Growing Success: An Ontario Ministry of Education document describing the assessment, evaluation and reporting policies practices occurring in schools across Ontario.

inclusive education: education that is based on principles of acceptance and inclusion of all students. Students see themselves reflected in the curriculum, physical surroundings and the broader environment, in which diversity is honoured and all individuals respected.

Indigenous education: instructional approaches, resources, and strategies that improve access to education for Indigenous students in Ontario and support First Nation, Métis, and Inuit student achievement and well-being. Created in consultation and collaboration with Indigenous partners, these approaches and resources are intended to close the gap between Indigenous students and all students, and to increase all students' knowledge and awareness of Indigenous histories, cultures, perspectives, and contributions.

Learning for All: An Ontario Ministry of Education resource guide outlining the alignment between assessment and instruction for elementary and secondary school educators across Ontario.

learning skills and work habits: skills and habits that students can demonstrate across all courses and grades and in other behaviour while at school in a physical or virtual learning environment. The six skills and habits are: responsibility, organization, independent work, collaboration, initiative and self-regulation.

learning styles: different ways of learning; for example, visual learners need to see visual representations of concepts, auditory learners learn best through verbal instructions and discussions and by listening to the comments of others. Tactile or kinaesthetic learners learn best through hand-on activities, actively exploring the physical world around them.

online learning: learning conducted by means of electronic media, especially the Internet, where the students and teachers are physically separated by distance. Online learning involves using a digital device, often a computer, to access materials on the Web or to complete a distance-learning course through a Virtual Learning Environment (vLE).

Ontario Catholic School Graduation Expectations (OCSGEs): distinctive graduate guidelines developed with the Ontario Catholic education community that provide a framework representing the distinctiveness and purpose of Catholic education in Ontario. They include skills that are transferable to different contexts.

Ontario Ministry of Children, Community and Social Services: Stepping Stones as a Source on page 6, since the SEL in the virtual context draws from it.

Ontario Ministry of Education goals for education: Achieving Excellence, Ensuring Equity, Promoting Well-Being, Enhancing Public Confidence.

performance task: an authentic activity, exercise, problem, or challenge that requires students to show what they know and what they can do. Performance tasks lead students to demonstrate their understanding by applying knowledge and skills to real-life situations or scenarios.

Policy/Program Memorandum 164: a Ministry of Education of Ontario policy providing direction to Ontario school boards on remote learning requirements.

portfolio: a space for storing student work within the virtual learning environment.

remote learning: learning that occurs when classes are taught at a distance and when students and educators are not in a conventional classroom setting. Remote learning takes place in times of extended interruption to in-person learning – for example, as a result of a pandemic or natural disaster. Classes can be synchronous or asynchronous and can be taught through a virtual learning environment (vLE) or by using videoconferencing tools. In some cases, remote learning may be delivered through emails, print materials, broadcast media, or telephone calls.

rubric: a scale that uses statements grounded in criteria in the Ministry of Education of Ontario.

social-emotional learning skills: skills that help students identify and manage emotions in order to improve their ability to express their feelings and understand and respond to the feelings of others. These skills help to ensure students' success at home, school and work. They also include skills that help students identify and manage emotions, cope with stress, stay positive, persevere during times of difficulty, build and sustain positive relationships, understand and celebrate their identity, and engage in critical and creative thinking.

synchronous learning: learning that happens in real time. Synchronous learning involves using text, video, or voice communication in a way that enables educators and other members of the school- or board-based team to instruct and connect with students in real time. Synchronous learning supports the well-being and academic achievement of all students, including students with special education needs, by providing educators and students with an interactive and engaging way to learn. It helps teachers provide immediate feedback to students and enables students to interact with one another.

transferable skills: skills and attributes students need to become contributing citizens and thrive in the modern world. Transferable skills include critical thinking and problem solving; innovation, creativity and entrepreneurship; self-directed learning; collaboration; communication; global citizenship and sustainability; and digital literacy.

universal design for learning (UDL): a teaching approach that aims to create learning environments that consider the diverse strengths, needs and abilities of all learners, removing barriers and enhancing access.

virtual learning environment (vLE): an online learning platform designed to provide an online learning experience.

well-being: a positive sense of wellness and flourishing experienced when cognitive, emotional, social and physical needs are met. Well-being helps ensures resiliency and the ability to make positive, healthy choices to support learning and achievement.

"A good school provides a rounded education for the whole person. And a good Catholic school, over and above this, should help all its students to become saints." – Pope Benedict 16th, Address to Teachers and Religious, 2010

RESOURCES

Catholic Social Teaching – Development and Peace (devp.org)

School Mental Health Ontario https://smho-smso.ca/

https://www.dcp.edu.gov.on.ca/en/program-planning/transferable-skills/introduction

http://www.edu.gov.on.ca/eng/policyfunding/growsuccess.pdf

http://www.ict4lt.org/en/en_glossary.htm

https://www.ontario.ca/document/education-ontario-policy-and-program-direction/policyprogram-memorandum-164

"We shall never know all the good that a simple smile can do."
– Saint Blessed Mother Teresa of Calcutta

Our Mission

Catholic Virtual Ontario provides equity of access for Catholic secondary students to take secondary credits developed and taught by Catholic teachers.

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