

**Theory of Action:** If we commit to a collaborative exploration and implementation of strategies that focus on task design, assessment, and flexible learning environments, students will be more engaged in their learning, will self-assess and self-correct in deeper and more meaningful ways, and will enjoy programming that meets their needs and interests.

Goals	Strategies/Actions	Achievement & Instructional Measures	Performance Targets
<b>ACHIEVEMENT GOAL</b>  Success for all learners.	<b>Achievement Actions:</b>  Students will be emotionally & intellectually invested in the work, making connections between what they already know to assess, apply, problem solve, and think critically.  Students will be able to reliably describe learning tasks and are making connections between what they know to assess, apply, problem solve, and think critically.  Students are able to achieve their learning goals and monitor and direct their own learning based on specific assessment feedback from a variety of sources.  Students will complete assessments that provide the teacher with information on what students know, but also provide information on about what students don't know and where they need support and feedback.	<b>Achievement Measures:</b>  In PLCs, teachers will examine student work to determine whether the learning tasks students are asked to do are rigorous, cognitively demanding, relevant, meaningful, and worth students' time and attention.  In PLCs, teachers will regularly examine student work for evidence of higher-order thinking skills, using an agreed upon method which may vary depending on the grade/level/subject discipline.  In PLCs, teachers will examine a variety of assessment data <sup>1</sup> across grades/classes, to determine whether the data provides an accurate, comprehensive picture of student learning & competencies.  In PLCs, teachers will use assessment to guide them in adjusting instruction, promoting learning, and assessing student mastery of learning outcomes.	<b>Targets:</b>  <i>"Tell Them From Me"</i> Secondary School Survey: <ul style="list-style-type: none"> <li>• X % of students find their classes to be an effective use of learning time, rigorous, and relevant.</li> <li>• X % of students find teachers emphasize the academic skills and hold high expectations for all students to succeed.</li> <li>• X % of students feel teachers are responsive to their needs, and encourage independence with a democratic approach.</li> </ul>

<sup>1</sup> Examples of assessment data may include learning logs, journals, rubrics, labs, review checklists, flowcharts, error analysis, common writing assessments, marking models, portfolios, student reflections, exam outlines/blueprints, etc.

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<b>INSTRUCTIONAL GOAL</b>  Instructional design is focused on building deep understanding and is informed by disciplinary knowledge.	<b>Instructional Actions:</b>  Teachers will enhance their ability to design lessons, learning tasks, and opportunities for students to develop higher-order thinking skills of analysis, inquiry, and creative problem-solving.  Teachers will use a wide range of ongoing formative assessments to inform instructional decisions and improve practice.	<b>Instructional Measures:</b>  In PLCs, teachers will collaborate to design learning tasks that are relevant, rigorous and meaningful and will use reflective tools to assess whether learning tasks are effectively designed to engage learners and maximize student learning outcomes.  In PLCs, teachers will work together to develop and share a wide range of assessment instruments, criteria, exemplars, and practices & will use assessment data to assess whether the lesson/task design was effective or requires revision.  In PLCs, teachers will develop assessment tasks that open a window on what students know and can do and use the insights that come from the process to design the next steps in instruction; share assessment information that will be useful for planning and teaching.	<b>Targets:</b>  Friesen's <i>"Effective Teaching Practices Rubric"</i> and/or the Galileo Network's <i>"Discipline-Based Rubric for Inquiry Studies"</i> : <ul style="list-style-type: none"> <li>• 100% of teachers will have used one or both of these reflective tools to assess some of the learning tasks they design.</li> <li>• 100% of teachers will have read and reflected on the CBE's <i>"Guiding Principles of Assessment,"</i> and PLCs will adopt common assessment practices informed by these principles.</li> </ul>