

# Secondary School Visits

## Purpose

There are two primary purposes to the secondary school visits. The purpose is to showcase best practices within the school that are consistent with the indicators in the School Effectiveness Framework (SEF) relating to assessment. The second purpose is to provide an opportunity for professional dialogue with teachers and the school principal regarding strengths and next steps in relation to the implementation of 1.1 and 1.4 of the SEF in their school.

## School Effectiveness Foci

- 1.1 Students and teachers share a common understanding of the learning goals and related success criteria.
  
- 1.4 Assessment tasks are aligned with the curriculum, collaboratively developed by teachers and the resulting demonstrations of student learning analyzed to ensure consistency with success criteria.

## Pre-Visit Procedures

- Principal speaks to a number of teachers that will volunteer for showcase visits
- Collection of artefacts (student work and evidence that learning goals and success criteria are in place)
- Discussion between the District Team and the school principal and vice-principals

## School Visit - Itinerary

- Review the school improvement plan and progress related to implementation and monitoring.
- Visit two showcase classrooms.
- View artefacts related to setting learning goals and success criteria.
- Teachers to inform the Board representatives of the ways the Board can improve support for schools.
- Discuss school-wide next steps to continue capacity building – plan for next visit.





## Visit Indicators

### School Improvement Plan/ School and Classroom Leadership

- Goals relate to system student achievement foci
- Strategies address profile of the student at risk
- Strategies address the typical pathway of the student at risk
- Strategies address the typical course selection of the student at risk
- Interventions are introduced in Grade 9
- Resources are aligned to school goals
- Monitoring strategies involve principal participation in key projects
- Monitoring strategies involve observation and the collection of key artefacts
- Collaborative instructional leadership builds capacity to strengthen and enhance teaching and learning
- Processes and practices are designed to deepen content knowledge and refine instruction to support student learning and achievement
- The organizational structures are coherent, flexible and respond to the needs of students
- Job-embedded and inquiry based professional learning is made available to staff, building capacity and informing practice at the school and classroom level

### Marker Classes

- Students and teachers share a common understanding of the learning goals and related success criteria
- During learning, students receive ongoing, descriptive feedback based on the success criteria from the teacher and from peers
- Assessment tasks are aligned with the curriculum, collaboratively developed by teachers and the resulting demonstrations of student learning are analyzed to ensure consistency with success criteria
- During learning, students receive ongoing, descriptive feedback based on the success criteria from the teacher and from peers

