XXXXXXXXXXXXXXX School 2011-12

Indicator #:
1.1
Students and teachers share a common understanding of the learning goals and related success criteria.

What are we doing as a <u>school</u> to address the indicator?

Assessment and instruction are collaboratively designed to ensure a clear understanding of the learning goals and success criteria.
1. Make sure 1.1 is embedded completely in the TLCP.
2. Utilize our LIPT to assist, understand and implement.

What would I see?		What do we need to learn more about? (Next Steps)
The teacher doing in the classroom:	**The students doing:**	-explicit modeling - pd training on learning goals/success criteria (see EduGains videos on Learning Goals and Success CriteriaJ) -pd on 21st century fluencies -teamwork/trust -team meeting-efficient, effective -shared leadership -timing of release (reflective of TLCP) -LIPT/math support as resources -building content capacity -looking at student work to plan for next steps -re-evaluate as we receive new data sets

Students and teacher co-construct success criteria
 	
Success criteria, learning goals and exemplars are visible
  - Charts
  - Info. on Smartboard
 	
Learning goals and success criteria are expressed in language meaningful to students to ensure common understanding of the learning
  - Conference with students
  - Peer evaluation
  - Guided groups
  - Re-teaching
	Students can describe what they are learning and what it looks like from classroom to classroom, grade to grade, course to course and in all pathways
	  - Discussing the topics
	  - Using checklists/rubrics
	
	Students can articulate the learning goals and the success criteria that will be used to assess their learning
	  - Think/pair/share
	  - 2 stars and a wish
	  - Working toward independent work
	  - Opportunities to share
	  - Helping construct the success criteria
	  - criteria/learning goals
	  - Opportunities to 'bump' up their work
	
	Students will participate in the	

	development of their own learning goals - Using the language of success	