

**REORDER Rubric (School)**



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|           |                               |
|-----------|-------------------------------|
| Reference | AP 110 Learning Improvement   |
| Revised   | June 2022                     |
| Level     | Division                      |
| Submit to | Completed at the School Level |
| When      | As Required                   |

**Where appropriate please consider the following:**

**Level 2 Parents/Caregivers are invited to participate, Level 3, Parents/caregivers are involved, Level 4 Parents/caregivers are partners**



# Relationships

## We are all mentors. |

**Consider This While Planning....**

Relationships may need to change for the PeBL goal to be achieved. This includes changes to the relationship between teachers and learners, the relationships between learners and the community, and the relationships between the school and the local community.

**Division Priorities**

1. Mentorship of Staff
2. Mentorship of Students
3. Mentorship of Staff-Student
4. Global/Community-Student Mentorship

| Focus Areas   | Level 4  | Level 3   | Level 2  | Level 1   |
|---|--|---|--|---|
| <b>Learners (staff and students) build and utilize learner profiles.</b>  | <ul style="list-style-type: none"> <li>Teachers empower students to self-direct their learning with fellow classmates.</li> <li>Teachers empower students to self assess their learning based on their learner profile.</li> <li>Teachers have effectively built learner profiles with their students.</li> <li>Teachers use feedback from students to help determine learning activities.</li> <li>Students competently understand how to use learner profile to support their learning</li> <li>Parents/caregivers partner with school in the creation of learner profiles for all.</li> </ul> | <ul style="list-style-type: none"> <li>Teachers have built learner profiles with their students.</li> <li>Teachers consistently use learner profiles to inform, support &amp; organize learning activities.</li> <li>Students know how to use learner profiles to support their learning.</li> <li>Parents/caregivers contribute to the development of learner profiles.</li> </ul> | <ul style="list-style-type: none"> <li>Teachers have built or are building learner profiles with students.</li> <li>Learner profile information is not consistently used to inform learning activities.</li> <li>Group work is happening but use of student learner profile strengths and areas of growth is not consistent.</li> <li>Parents/caregivers are informed regarding student learner profiles and invited to contribute in their development.</li> </ul> <p>Are there supports you need to help implement learner profiles?</p> | <ul style="list-style-type: none"> <li>Learner profiles are incomplete or are in progress.</li> </ul> <p>Are there supports you need to help complete learner profiles?</p> <p>Do you need supports to understand Why learner profiles are essential?</p>           |
| <b>Have a staff/student mentorship plan where students have an adult advocate in the school assigned to them.</b> | <ul style="list-style-type: none"> <li>Students regularly check in with their adult advocates to share their needs, progress, and successes.</li> <li>Students choose the advocacy group that meets their needs and goals.</li> <li>Mentorship relationships are guided by both teachers and students.</li> <li>School schedule reflects mentorship time.</li> </ul>   | <ul style="list-style-type: none"> <li>There is a mentorship plan in place where all students have an adult advocate in the school.</li> <li>Adult advocates regularly check in with the students to assess their needs and progress.</li> </ul>  | <ul style="list-style-type: none"> <li>Informal mentorship is occurring with the majority of students but there is not a consistent plan in place.</li> </ul>  | <ul style="list-style-type: none"> <li>There is an awareness that a mentorship plan is needed however there is not yet a plan in place.</li> </ul>  |
| <b>Opportunities for student-to-student mentoring in their learning environments exist.</b>                       | <ul style="list-style-type: none"> <li>There are meaningful opportunities for student – to – student mentoring in the learning environment and beyond the classroom walls.</li> <li>Mentoring opportunities are developed collaboratively between student &amp; teacher.</li> </ul>  | <ul style="list-style-type: none"> <li>There are many opportunities for student – to – student mentoring in the chosen learning environment.</li> <li>The mentoring is structured and chosen by the teacher.</li> <li>Explicit instruction regarding student-students mentorship occurring.</li> </ul>  | <ul style="list-style-type: none"> <li>There are few meaningful opportunities for student – to – student mentoring in their learning environment.</li> <li>At times, instruction regarding student-students mentorship occurring.</li> </ul> <p>Consider what meaningful opportunities could exist for mentorship.</p>   | <ul style="list-style-type: none"> <li>There is an awareness of the benefits of student – to – student mentorship but is not evident in the learning environment.</li> </ul> <p>Consider the benefits of implementing a student - to - student mentorship plan.</p> |
| <b>Opportunities for global/community members to mentor students in and out of the school exist.</b>              | <ul style="list-style-type: none"> <li>There are engaging and meaningful opportunities for global and community mentorship.</li> <li>Mentorships may be school, student or community initiated.</li> </ul>   | <ul style="list-style-type: none"> <li>The school has ongoing communication with the community regarding mentorship opportunities.</li> <li>Several opportunities for mentorship between students and community members exist.</li> <li>Mentorship is school or teacher initiated.</li> </ul>   | <ul style="list-style-type: none"> <li>The school has communicated mentorship opportunities with the community.</li> <li>Community members are involved in the school but a mentorship program has yet to be established.</li> <li>Community involvement is evident at school events.</li> </ul>   | <ul style="list-style-type: none"> <li>There is a need to communicate &amp; create opportunities for community involvement.</li> </ul>  |



# Environment

We provide flexible learning environments.

**Consider This While Planning....**

Environments tell stories about who holds control, who is trusted, what behaviour is expected and what should take place in the space. Environments have a direct impact on mood as well as affecting people's ability to learn, concentrate and collaborate.

**Division Priorities**

1. Flexible/personalized scheduling
2. Flexible environments that are based on learners

| Focus Areas  | Level 4  | Level 3  | Level 2  | Level 1   |
|--|--|--|--|---|
| <b>Flexible learning environments are provided.</b>  | <ul style="list-style-type: none"> <li>School provides opportunity for flexible and diverse learning environments for all students.</li> <li>Students design and construct their own learning environments.</li> <li>Community spaces are considered in the implementation of flexible learning environments.</li> </ul> | <ul style="list-style-type: none"> <li>Teachers invite feedback regularly from students regarding how the choice of space meets their needs.</li> <li>Students have the opportunity, if ready, to choose their best learning environment.</li> <li>Students effectively use spaces outside the classroom.</li> </ul> | <ul style="list-style-type: none"> <li>At times, teachers invite student feedback regarding the design of the learning environment.</li> <li>Teachers intentionally use spaces outside the classroom.</li> <li>Teachers provide online resources to allow learners to complete work at their own place and pace.</li> <li>Students are taught how to make effective choices on how to do their best learning.</li> </ul> | <ul style="list-style-type: none"> <li>Teachers create the learning environment.</li> <li>Learning spaces are not easy to vary or modify and does not accommodate learning styles.</li> </ul> <p>Consider the benefits of varied learning spaces for students.</p>                |
| <b>Administrators and teachers consider the impact of student voice and learner profiles on learner spaces and schedules</b> | <ul style="list-style-type: none"> <li>Teachers and administrators consistently create flexible schedules and spaces based on student needs and resources</li> <li>Administrators and teachers empower students (when ready) to create their own place, pace, and path.</li> </ul>                                       | <ul style="list-style-type: none"> <li>Teachers and administrators consistently create flexible schedules and spaces based on student needs and resources.</li> </ul>  | <ul style="list-style-type: none"> <li>At times, teachers and administrators create flexible schedules and spaces based on student needs and resources.</li> </ul>   | <ul style="list-style-type: none"> <li>Administrators and/or teachers have not yet considered flexible schedules and spaces to meet the needs of all learners.</li> </ul> <p>Consider how learner profiles could impact the schedules and spaces of the learning environment.</p> |

**Feedback & Comments:**



# Opportunities

We provide voice and choice.

**Consider This While Planning...**

Which curriculum structures and learning opportunities will be used to build the skills needed for the PeBL goal to become a reality? How will freedom of pathways, personalization, choice of pace or content be achieved through these opportunities? How do you ensure that the competencies, skills and attitudes for successful lifelong thinking and learning are integrated meaningfully into all opportunities with clear progression of challenge?

**Division Priorities**

1. (Personalized) PeBL professional development
2. Build school knowledge of instructional models that provide student voice and choice (I do, We do, You do)

| Focus Areas  | Level 4   | Level 3  | Level 2   | Level 1  |
|--|---|--|---|--|
| <p><b>Transfer of responsibility, honouring student voice and choice by creating opportunities for learners to embody the 21<sup>st</sup> century competencies.</b></p>  | <ul style="list-style-type: none"> <li>Students create opportunities to use voice and choice.</li> <li>Students choose the 21<sup>st</sup> century competency skills needed to achieve an outcome.</li> <li>Students create opportunities to connect with others in their classroom and beyond.</li> <li>Students take full responsibility of their pace, place, and path.</li> <li>"You do"</li> </ul>   | <ul style="list-style-type: none"> <li>Teachers provide multiple opportunities that offer voice and choice for the student.</li> <li>Teachers create opportunities for students to connect with others in the classroom and beyond.</li> <li>There are many opportunities that provide options for different learning styles.</li> <li>Teachers choose the 21<sup>st</sup> century competency skills needed to achieve an outcome.</li> <li>"I do, We do, You do."</li> </ul>  | <ul style="list-style-type: none"> <li>Teachers provide some opportunities that offer voice and choice for the student.</li> <li>Some opportunities provide options for different learning styles.</li> <li>Primary focus is on covering curriculum rather than an equal focus on the 21<sup>st</sup> century competency skills.</li> <li>"I do, We do."</li> </ul>   | <ul style="list-style-type: none"> <li>Mainly whole-class instruction.</li> <li>Limited or no differentiation.</li> <li>Little or no integration of 21<sup>st</sup> century competencies is evident.</li> <li>"I do"</li> </ul> <p>Consider providing voice and choice opportunities that focus on the 21<sup>st</sup> century competencies.</p>   |
| <p><b>Students will demonstrate skills and knowledge at or beyond grade level in Reading or have a personalized goal. Individual student assessments are tracked in Dossier</b><br/>Data Tracking:<br/>PGs, Report Card Data, DRA 1-5 &amp; Reading Assessments Grade 7 &amp; 10</p> | <ul style="list-style-type: none"> <li>Benchmark assessments have been thoughtfully selected and administered in collaboration with other staff teaching in your grade grouping to ensure consistency and calibration.</li> <li>Teachers and students (when able) co-create a personalized goal informed by data if student's skills and knowledge in reading are below grade level.</li> <li><b>Optional: students at grade level or above may also co-create personalized goals.</b></li> <li>All students that are below grade level on benchmark divisional assessments (E.g., DRA, Gr. 7 Reading Assessment) have a PG.</li> <li>Teacher has written the goal in collaboration with the student and parent (when possible).</li> <li>Goals are monitored regularly by the teacher and student (approximately every 6-8 weeks or earlier) and updated when needed.</li> <li>Goals are clear and specific, identify the root cause of the issue, include specific strategies, and are attainable within one term.</li> <li>Parents provide input, understand &amp; support achievement of the personalized goal(s).</li> </ul> | <ul style="list-style-type: none"> <li>Benchmark assessments have been thoughtfully selected and administered in collaboration with other staff teaching in your grade grouping to ensure consistency.</li> <li>Students demonstrate skills and knowledge in reading at or above grade level or have a personalized goal that is informed by data.</li> <li>All students that are below grade level on benchmark or divisional assessments (E.g., DRA, Gr. 7 Reading Assessment) have a PG.</li> <li>Teacher has written the goal based on data and in consultation with the student (when possible).</li> <li>Goals are monitored regularly and updated regularly (approximately every 6-8 weeks or earlier).</li> <li>Goals are clear and specific, identify the root cause of the issue, include specific strategies, and are attainable within one term.</li> <li>Parents understand and support achievement of the personalized goal(s).</li> </ul> | <ul style="list-style-type: none"> <li>Benchmark assessments have been thoughtfully selected, and administered, but in isolation, without input from other staff members teaching in the same age grouping.</li> <li>Students demonstrate skills and knowledge in reading at or above grade level or have a personalized goal that is informed by data.</li> <li>All students that are below on benchmark or divisional assessments (E.g., DRA, Gr. 7 Reading Assessment) have a PG.</li> <li>Teacher has written the goal based on data.</li> <li>Goals are monitored each term.</li> <li>Goals are somewhat clear and specific, do not identify the root cause of the issue, but include specific strategies. These goals may take longer than a term to achieve.</li> <li>Parents are informed and support achievement of the personalized goal(s).</li> </ul> | <ul style="list-style-type: none"> <li>Benchmark assessments have been selected and administered.</li> <li>Students demonstrate skills and knowledge in reading at or above grade level or have a personalized goal.</li> <li>All students that are below grade level on benchmark or divisional assessments (E.g., DRA, Gr. 7 Reading Assessment) have a PG</li> <li>Teacher has written the goal without consulting data or the student.</li> <li>Goals are monitored infrequently (1-2 times per year).</li> <li>Goals are not clear and specific, do not identify the root cause of the issue, or include specific strategies, Goals would take much longer than a term to achieve (e.g., by June)</li> <li>Parents are informed of the personalized goal(s).</li> </ul> |
| <p><b>Students demonstrate skills and knowledge in writing at or beyond grade level or have a personalized goal. Individual student assessments are tracked in Dossier</b><br/>Data Tracking:<br/>PGs, Report Card Data, provincial holistic rubrics 4, 7, 9</p>                     | <ul style="list-style-type: none"> <li>Benchmark assessments have been thoughtfully selected and administered in collaboration with other staff teaching in your grade grouping to ensure consistency and calibration.</li> <li>Teachers and students (when able) co-create a personalized goal informed by data if student's skills and knowledge in reading are below grade level.</li> <li><b>Optional: students at grade level or above may also co-create personalized goals.</b></li> </ul>   | <ul style="list-style-type: none"> <li>Benchmark assessments have been thoughtfully selected and administered in collaboration with other staff teaching in your grade grouping to ensure consistency.</li> <li>Students demonstrate skills and knowledge in reading at or above grade level or have a personalized goal that is informed by data.</li> <li>All students that are below grade level on benchmark or divisional assessments (E.g., Provincial Holistic Rubric) have a PG.</li> <li>Teacher has written the goal based on data and in consultation with the student (when possible).</li> </ul>  | <ul style="list-style-type: none"> <li>Benchmark assessments have been thoughtfully selected, and administered, but in isolation, without input from other staff members teaching in the same age grouping.</li> <li>Students demonstrate skills and knowledge in reading at or above grade level or have a personalized goal that is informed by data.</li> <li>All students that are below on benchmark or divisional assessments (E.g., Provincial Holistic Rubric) have a PG.</li> <li>Teacher has written the goal based on data.</li> <li>Goals are monitored each term.</li> </ul>   | <ul style="list-style-type: none"> <li>Benchmark assessments have been selected and administered.</li> <li>Students demonstrate skills and knowledge in reading at or above grade level or have a personalized goal.</li> <li>All students that are below grade level on benchmark or divisional assessments (E.g., DRA, Gr. 7 Reading Assessment) have a PG</li> <li>Teacher has written the goal without consulting data or the student.</li> <li>Goals are monitored infrequently (1-2 times per year).</li> </ul>  |

|  |   |   |  |  |
|--|---|---|--|--|
|  | <ul style="list-style-type: none"> <li>All students that are below grade level on benchmark divisional assessments (E.g., Provincial Holistic Rubrics) have a PG.</li> <li>Teacher has written the goal in collaboration with the student and parent (when possible).</li> <li>Goals are monitored regularly by the teacher and student (approximately every 6-8 weeks or earlier) and updated when needed.</li> <li>Goals are clear and specific, identify the root cause of the issue, include specific strategies, and are attainable within one term.</li> <li>Parents provide input, understand &amp; support achievement of the personalized goal(s).</li> </ul>  | <ul style="list-style-type: none"> <li>Goals are monitored regularly and updated regularly (approximately every 6-8 weeks or earlier).</li> <li>Goals are clear and specific, identify the root cause of the issue, include specific strategies, and are attainable within one term.</li> <li>Parents understand and support achievement of the personalized goal(s).</li> </ul>  | <ul style="list-style-type: none"> <li>Goals are somewhat clear and specific, do not identify the root cause of the issue, but include specific strategies. These goals may take longer than a term to achieve.</li> <li>Parents are informed and support achievement of the personalized goal(s).</li> </ul>  | <ul style="list-style-type: none"> <li>Goals are not clear and specific, do not identify the root cause of the issue, or include specific strategies, Goals would take much longer than a term to achieve (e.g., by June)</li> <li>Parents are informed of the personalized goal(s).</li> </ul>  |
| <p><b>Students demonstrate skills and knowledge in math at or beyond grade level or have a personalized goal.</b><br/> <b>Individual student assessments are tracked</b><br/> Data Tracking:<br/> PGs, Report Card Data, provincial holistic rubrics Grades 2, 5, 8.</p> | <ul style="list-style-type: none"> <li>Benchmark assessments have been thoughtfully selected and administered in collaboration with other staff teaching in your grade grouping to ensure consistency and calibration.</li> <li>Teachers and students (when able) co-create a personalized goal informed by data if student's skills and knowledge in reading are below grade level.</li> <li><b>Optional: students at grade level or above may also co-create personalized goals.</b></li> <li>All students that are below grade level on benchmark divisional assessments (E.g., Provincial Holistic Rubrics) have a PG.</li> <li>Teacher has written the goal in collaboration with the student and parent (when possible).</li> <li>Goals are monitored regularly by the teacher and student (approximately every 6-8 weeks or earlier) and updated when needed.</li> <li>Goals are clear and specific, identify the root cause of the issue, include specific strategies, and are attainable within one term.</li> <li>Parents provide input, understand &amp; support achievement of the personalized goal(s).</li> </ul> | <ul style="list-style-type: none"> <li>Benchmark assessments have been thoughtfully selected and administered in collaboration with other staff teaching in your grade grouping to ensure consistency.</li> <li>Students demonstrate skills and knowledge in reading at or above grade level or have a personalized goal that is informed by data.</li> <li>All students that are below grade level on benchmark or divisional assessments (E.g., Provincial Holistic Rubric) have a PG.</li> <li>Teacher has written the goal based on data and in consultation with the student (when possible).</li> <li>Goals are monitored regularly and updated regularly (approximately every 6-8 weeks or earlier).</li> <li>Goals are clear and specific, identify the root cause of the issue, include specific strategies, and are attainable within one term.</li> <li>Parents understand and support achievement of the personalized goal(s).</li> </ul> | <ul style="list-style-type: none"> <li>Benchmark assessments have been thoughtfully selected, and administered, but in isolation, without input from other staff members teaching in the same age grouping.</li> <li>Students demonstrate skills and knowledge in reading at or above grade level or have a personalized goal that is informed by data.</li> <li>All students that are below on benchmark or divisional assessments (E.g., Provincial Holistic Rubric) have a PG.</li> <li>Teacher has written the goal based on data.</li> <li>Goals are monitored each term.</li> <li>Goals are somewhat clear and specific, do not identify the root cause of the issue, but include specific strategies. These goals may take longer than a term to achieve.</li> <li>Parents are informed and support achievement of the personalized goal(s).</li> </ul> | <ul style="list-style-type: none"> <li>Benchmark assessments have been selected and administered.</li> <li>Students demonstrate skills and knowledge in reading at or above grade level or have a personalized goal.</li> <li>All students that are below grade level on benchmark or divisional assessments (E.g., DRA, Gr. 7 Reading Assessment) have a PG</li> <li>Teacher has written the goal without consulting data or the student.</li> <li>Goals are monitored infrequently (1-2 times per year).</li> <li>Goals are not clear and specific, do not identify the root cause of the issue, or include specific strategies, Goals would take much longer than a term to achieve (e.g., by June)</li> <li>Parents are informed of the personalized goal(s).</li> </ul> |
| <p><b>Students exiting Kindergarten will be ready for learning in the primary grades as measured by the EYE or have a personalized goal.</b></p>   | <ul style="list-style-type: none"> <li>All exiting Kindergarten are ready for learning in the primary grades as measured by the EYE or have a personalized goal plan that is informed by data.</li> <li>Teachers and students (when able) co-create personalized goals.</li> <li>Parents provide input, understand &amp; support achievement of the personalized goal(s).</li> </ul>  | <ul style="list-style-type: none"> <li>All exiting Kindergarten are ready for learning in the primary grades as measured by the EYE or have a personalized goal plan that is informed by data.</li> <li>Teachers and students (when able) co-create personalized goals.</li> <li>Parents understand and support achievement of the personalized goal(s).</li> </ul>   | <ul style="list-style-type: none"> <li>All exiting Kindergarten are ready for learning in the primary grades as measured by the EYE or have a personalized goal plan that is informed by data.</li> <li>Teachers create personalized goals for students.</li> <li>Parents are informed and support achievement of the personalized goal(s).</li> </ul>   | <ul style="list-style-type: none"> <li>All exiting Kindergarten are ready for learning in the primary grades as measured by the EYE or have a personalized goal.</li> <li>Parents are informed of the personalized goal(s).</li> </ul>   |
| <p><b>Feedback &amp; Comments:</b></p>   |   |   |  |  |





# Resources

We access people, knowledge, technology & our skills.

**Consider This While Planning....**

All goals require resources of some description, even if it is just your time. Which resources - technology, material or human - will be needed to accomplish your PeBL goals? How will resources be distributed and used to maximize value and effectiveness?

**Division Priorities**

1. Create a PeBL team responsible for implementation and mentorship
2. Effective use of technology tools
3. Revision of media centres/Learning Commons

| Focus Areas  | Level 4   | Level 3   | Level 2   | Level 1   |
|--|---|---|---|---|
| <p><b>Schools and classrooms reorganize shared school spaces (ie: media centres, libraries, learning commons) to accommodate 21<sup>st</sup> century learning.</b></p> | <p>Students have reorganized their classrooms/shared school spaces to accommodate 21st century learning with possibly including community/parent input.</p> <p>Schools / Classrooms are using technology as <b>redefinition</b> tool (SAMR Model - ie: Collaborate to create a video answering an essential question by using outside sources).</p>                     | <ul style="list-style-type: none"> <li>• Schools and classrooms have reorganized shared school spaces (ie: media centres, libraries, learning commons) to accommodate 21<sup>st</sup> century learning by including student input.</li> <li>• Schools / Classrooms are using technology as a <b>modification</b> tool (SAMR Model - ie: Creating an audio version of an essay for an audience)</li> </ul> | <ul style="list-style-type: none"> <li>• Schools are beginning/continue to reorganize shared school spaces (ie: media centres, libraries, learning commons) to accommodate 21<sup>st</sup> century learning.</li> <li>• Schools / Classrooms are using technology as a <b>substitution</b> tool (SAMR Model - ie: Using Online Form instead of pen/paper).</li> </ul> | <ul style="list-style-type: none"> <li>• Schools have started discussions surrounding the reorganization of classrooms and/or shared school spaces that may accommodate 21<sup>st</sup> century learning.</li> <li>• Schools / Classrooms are using technology as an <b>application</b> tool (SAMR Model - ie: Use technology to print out worksheet to complete and hand in).</li> </ul> |
| <p><b>Staff and students are using the Resource Bank as consumers and building towards becoming contributors.</b></p>  | <ul style="list-style-type: none"> <li>• Teachers are actively exploring and saving Resource Bank content regularly.</li> <li>• Teachers are regularly contributing to the Resource Bank.</li> <li>• Parents are actively using the Resource Bank to support learning at home.</li> <li>• Students are actively using and contributing to the Resource Bank.</li> </ul> | <ul style="list-style-type: none"> <li>• Teachers are actively exploring and saving Resource Bank content occasionally.</li> <li>• Teachers are occasionally contributing to the Resource Bank.</li> <li>• Students are actively using the Resource Bank to look for credible resources.</li> <li>• Parents are encouraged to use the Resource Bank to support learning at home.</li> </ul>               | <ul style="list-style-type: none"> <li>• Teachers are regularly exploring, saving and sharing resources from the Resource Bank.</li> <li>• Students are using the Resource Bank to look for credible resources.</li> <li>• Parents are informed about the Resource Bank and invited to use it to support learning at home.</li> </ul>                                 | <ul style="list-style-type: none"> <li>• Teachers are exploring the Resource Bank occasionally.</li> <li>• Students are being exposed to the Resource Bank and learning about credible resources.</li> </ul>  |

**Feedback & Comments:**



# Distribution of Leadership

We are learners that lead.

**Consider This While Planning...**

How will leadership/mentorship skills be fostered, grown and practiced so that gains can be sustained? How will staff/teachers/learners share leadership to create sustainability? How will learners be provided progressively challenging leadership possibilities as their skills grow?

**Division Priorities**

1. Establish a PeBL Leadership team to guide implementation
2. Ensure school based administrators are supportive of PeBL
3. Establish a PeBL mentor at every school

| Focus Areas   | Level 4   | Level 3  | Level 2  | Level 1   |
|---|---|--|--|---|
| <p><b>School Triads (Administrator, PeBL Mentors, Student Support Teachers) work as a team to support the needs of students.</b></p>        | <ul style="list-style-type: none"> <li>• School Triads effectively work as a team with teachers to support the needs of learners by including input from staff and students.</li> </ul>   | <ul style="list-style-type: none"> <li>• School Triads work as a team with teachers to support the needs of learners by including input from staff and students.</li> </ul>      | <ul style="list-style-type: none"> <li>• School Triads work as a team to plan for teachers to support the needs of learners.</li> </ul>                            | <ul style="list-style-type: none"> <li>• School Triads have begun working as a team to support the needs of learners or have infrequent meetings &amp; minimal communication.</li> </ul>          |
| <p><b>Administrator together with staff develop a communication plan for sharing the PeBL philosophy with their local stakeholders.</b></p> | <ul style="list-style-type: none"> <li>• Administrator and staff develop and implement a communication plan for sharing PeBL with their local stakeholders using input from community/parents</li> <li>• Re-visit implementation plan to reflect on effectiveness.</li> </ul> | <ul style="list-style-type: none"> <li>• Administrator together with staff develop and implement a communication plan for sharing PeBL with their local stakeholders.</li> </ul> | <ul style="list-style-type: none"> <li>• Administrator together with staff develop a communication plan for sharing PeBL with their local stakeholders.</li> </ul> | <ul style="list-style-type: none"> <li>• Administrator together with staff have not yet or only discussed possible communication plans for sharing PeBL with their local stakeholders.</li> </ul> |
| <p><b>Leadership opportunities are created for all learners.</b></p>  | <ul style="list-style-type: none"> <li>• Leadership opportunities may be created <b>by</b> all learners.</li> </ul>   | <ul style="list-style-type: none"> <li>• Leadership opportunities are regularly created <b>for</b> all learners.</li> </ul>  | <ul style="list-style-type: none"> <li>• Occasional leadership opportunities are created for all learners.</li> </ul>  | <ul style="list-style-type: none"> <li>• Minimal Leadership opportunities are created for all learners.</li> </ul>  |

**Feedback & Comments:**



# Evaluation

We set goals and measure our growth.

**Consider This While Planning....**

Answer this BEFORE embarking on any project. How will you be certain that you have met your PeBL goal? How can teachers be certain that their innovation and practice is achieving progress for learners and the school vision? How will administrators know? How will learners know?

**Division Priorities**

1. Ensure teachers, students and administrators are using assessment data for personal goal setting
2. Align and integrate 7Cs language with *Learning Behaviors* language

| Focus Areas  | Level 4  | Level 3  | Level 2   | Level 1   |
|--|--|--|---|---|
| <p><b>21<sup>st</sup> Century Competency (Policy 18) Rubrics are used for tracking/reporting (FASA).</b></p> | <ul style="list-style-type: none"> <li>• School-wide Implementation of 21<sup>st</sup> Century Competency growth for tracking/reporting is embedded into school practice.</li> <li>• Students are actively self-assessing using 21<sup>st</sup> Century Competency rubrics.</li> </ul> | <ul style="list-style-type: none"> <li>• School-wide Implementation of 21<sup>st</sup> Century Competency growth for tracking/reporting is occurring.</li> <li>• Students self-assess regularly using 21<sup>st</sup> Century Competency rubrics.</li> </ul> | <ul style="list-style-type: none"> <li>• School-wide Implementation of 21<sup>st</sup> Century Competency growth for tracking/reporting is planned and has begun.</li> <li>• Students are learning how to self-assess using 21<sup>st</sup> Century Competency rubrics</li> </ul> | <ul style="list-style-type: none"> <li>• Have yet to or partial planning for school-wide implementation of the 21<sup>st</sup> Century Competency rubrics.</li> </ul> |

**Feedback & Comments:**



# Recognition

We honour growth in who we are & what we learn.

**Consider This While Planning....**

Recognition is more than celebrating success, it is honouring growth, potential and mastery. Ask yourself: How will learners be recognized for their achievements and their contribution to enhancing the vision and values of the school? How will managers and teachers and parents be similarly recognized? How will this recognition fuel public sharing, praise and learning?

**Division Priorities**

1. Share models of PeBL journey
2. Advance the Growth Mindset

| Focus Areas  | Level 4   | Level 3   | Level 2   | Level 1  |
|--|---|---|---|--|
| <p><b>Recognize/celebrate – in verbal and/or written form – the PeBL related journey with all stakeholders.</b></p>                                    | <ul style="list-style-type: none"> <li>• The PeBL related journey is actively and regularly recognized/celebrated (using multiple means of communication) with all stakeholders.</li> </ul>   | <ul style="list-style-type: none"> <li>• The PeBL related journey is regularly recognized/celebrated (using multiple means of communication) with all stakeholders.</li> </ul>  | <ul style="list-style-type: none"> <li>• The PeBL related journey is occasionally recognized/celebrated (using multiple means of communication) with all stakeholders.</li> </ul> | <ul style="list-style-type: none"> <li>• The PeBL related journey is not yet recognized/celebrated with all stakeholders.</li> </ul> |
| <p><b>Align the “recognition culture” (both during the school day and during extra-curricular opportunities) with a growth mindset philosophy.</b></p> | <ul style="list-style-type: none"> <li>• All learners recognize accomplishments and strengths of others.</li> <li>• All learners work together to motivate and inspire others to achieve goals.</li> <li>• Growth mindset is an embedded practice in school culture.</li> </ul> | <ul style="list-style-type: none"> <li>• All learners recognize achievements by a variety of methods (i.e.: online, website, notes, bulletin boards....etc.)</li> <li>• Growth mindset philosophy is a regular practice.</li> </ul> | <ul style="list-style-type: none"> <li>• Staff recognize accomplishments of students.</li> <li>• Growth mindset philosophy has been initiated by teachers/school.</li> </ul>      | <ul style="list-style-type: none"> <li>• Growth mindset philosophy has been introduced.</li> </ul>                                   |

**Feedback & Comments:**