

2018-2019

LEARNER PROFILE

MASTERY of HTLS

AUTHENTIC LEARNING

21ST CENTURY SKILLS

TECHNOLOGY ENABLED

STUDENT AGENCY

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Personalized Learning Rubric (8-10-18)

<u>Domain</u>	<u>Domain Description</u>	<u>Criteria</u>	<u>Criteria Description</u>
Student Agency	Students actively drive and manage their own educational experience and apply their knowledge and skills.	Decision-Making Skill Development	Schools intentionally develop students' decision-making skills, including self-regulation, autonomy, self-efficacy, reflection, growth mindset, understanding of self in community, as well as awareness of and access to resources.
		Path	Students have access to multiple challenging learning pathways to develop their knowledge and skills.
		Pace	Students have the freedom to work at and master clear learning objectives at their own pace.
		Space	Students choose their own learning environment based on their individual needs. Space reflects flexible learning.
		Schedule	Students allocate their class time based on their individual needs. Learning reflects a variety of activities and approaches.
Learner Profile	Learner Profiles reflect students' past and present performance, future aspirations, strengths, interests and learning preferences. Learner profiles drive learning and increase student agency over learning.	Goal Setting	Students' short-, medium- and long-range academic, social, career goals are S.M.A.R.T., accessible to all support team members, and drive the learning process.
		Strengths, Interests & Learning Preferences	Students' strengths, interests and learning preferences are current, and impact the learning experience.
		Portfolio	Compilations of student work reflect evidence of rigorous and authentic learning and demonstration of mastery over time.
		Conferencing	Student-led conferences articulate the students' learning journeys and identify next steps.
		Advisement	Advisement structures are used to build a learning culture of care and self-advocacy.
		Agency	Students are leveraging the learner profile to be primary decision-makers in their learning experiences.
Mastery of Henry Teaching and Learning Standards (HTLS)	All students demonstrate achievement of equitably high learning expectations of cross-curricular content and skills, as well as habits of work to ensure college and career readiness. Assessments inform instructional practice and identify students' levels of performance against clear learning	Alignment	School-wide curricula and instruction are clearly communicated to students and parents and have been aligned with Henry Teaching and Learning Standards and Learning Progressions.
		Learning Supports and Expectation	All students have ample support to learn and demonstrate high levels of achievement.
			Learning experiences are designed to prepare students for college, career, and life, with equitably high expectations, accomplished through multiple pathways and various demonstrations of mastery.
			Varied academic supports are available to struggling students based on format
		Assessment	Assessment practices are clear and varied, and success is defined by the achievement of equitable expectations as set forth in scoring criteria.
Summative assessments evaluate learning achievement and record a student's level of proficiency at a specific point in time.			
Data Collection	Formative assessments measure learning progress during the instructional process.		
	Students and teachers know, understand, reflect upon progress and next steps, and use a variety of assessments to set goals for learning experiences aligned with content.		

	expectations aligned with mastery of HTLS.	Data Use to Inform Instruction	Students collaboratively use data to set goals, inform instruction, and collaboratively review and reflect on assessment strategies to identify needs and modify the learning experience.
		Grading and Reporting	Reporting communicates learning progress and achievement to students and families, and is used to facilitate and improve the learning process.
			Academic progress and achievement are monitored and reported separately from work habits, character traits, and behaviors. Students are given multiple opportunities to improve their work when they fail to meet expected levels of mastery.
		Agency	Students demonstrate learning progress and achievement in multiple ways, and make important, authentic decisions about their learning.

Authentic Learning	Students learn through authentic, experiential projects, problem-solving, and service learning, linked to graduation competencies, inside and outside of the classroom. Students are able to work both independently and collaboratively to solve real-world problems that require decision-making, creativity, and critical thinking.	Rigor and Real World Application	Students show evidence of their mastery of significant content through challenging, authentic, cross-curricular, real-world performance-based assignments, experiential tasks, or projects that require advanced effort, decision-making, creativity, and critical thinking over time.
		Relevance	Learning experiences are high-interest and engaging, and requires students to demonstrate the skills needed in the 21 st Century.
		Authentic Audience	Student regularly learn from and share learning with experts from work force via public exhibition of work or other means.
		Feedback	Students regularly seek feedback from variety of sources, including peers, parents and community members outside the school.
		Reflection and Revision	Students regularly reflect on progress and make decisions about revisions as needed.
		Agency	Students make significant decisions about their learning experiences regarding driving questions, project goals and demonstration tasks.

21 st Century Skills	Students effectively exhibit social responsibility and citizenship through demonstration of mastery of communication, collaboration, creativity and critical	Communication	Students communicate using written, spoken, and artistic language to convey meaning and understanding to a variety of audiences.
		Collaboration	Students collaborate with diverse teams to accomplish common goals.
		Creativity	Students demonstrate originality and innovation.

	thinking as an integral part of the learning experience.	Critical Thinking	Students use reasoning skills and multiple information sources to solve problems and make decisions.
		Agency	Students make substantive decisions about their demonstration of mastery of 21 st Century Skills through compilation of a portfolio or body of evidence.
Technology-Enabled	Students leverage technology to enhance learning, research, collaborate, communicate, create new knowledge, solve problems and demonstrate mastery of competencies.	Digital Citizenship	Learning experiences reflect commitment to digital citizenship (including digital etiquette, commerce, law, rights and responsibilities, health & wellness, and security).
		Integration	Students leverage technology as a routine and seamless part of the learning experience to rather than a separate activity.
		Collaboration and Communication	Students and teachers use a variety of tools to extend learning beyond the classroom, including real-world tasks that require collaborating with experts or other students outside of the classroom and school.
		Innovation	Technology promotes, supports, and models creative and innovative thinking.
		Agency	Students make significant decisions about the intentional use of technology tools to learn, create new content, and demonstrate mastery of learning.

Domain 1: Student Agency

	<u>Not Evident</u>	<u>Emerging</u>	<u>Operational</u>	<u>Exemplary</u>
Domain 1: Student Agency	<ul style="list-style-type: none"> <input type="checkbox"/> Little/no evidence exists that the school is fostering student agency. 	<ul style="list-style-type: none"> <input type="checkbox"/> Students choose from options provided by teachers. <input type="checkbox"/> Teachers use a limited repertoire of personalized learning strategies. <input type="checkbox"/> Learning experiences reflect whole-group learning targets with little personalization 	<ul style="list-style-type: none"> <input type="checkbox"/> Students take a proactive role in co-designing their own education and planning by proposing or learning pathways and demonstrations of mastery in group settings. <input type="checkbox"/> Teachers are effectively using instructional practices proven to increase agency of learners. 	<ul style="list-style-type: none"> <input type="checkbox"/> Students are the primary drivers in managing their own educational experience and apply their knowledge, skills and available resources, including people. <input type="checkbox"/> The school regularly fosters the conditions for student agency over learning.
Criterion 1.1 Decision-Making and Skill Development	<ul style="list-style-type: none"> <input type="checkbox"/> Little/no evidence exists that the school is fostering effective decision-making skills in students. 	<ul style="list-style-type: none"> <input type="checkbox"/> Students develop academic behaviors such as goal setting, reflection, self-regulation, growth mindset, and self-monitor in order to increase student agency. 	<ul style="list-style-type: none"> <input type="checkbox"/> Students are required to develop academic behaviors such as goal setting, reflection, self-regulation, growth mindset, and self-monitoring through a variety of instructional strategies and consistent feedback. 	<ul style="list-style-type: none"> <input type="checkbox"/> School culture and learning experiences reflect pervasive commitment to fostering students' ability to develop academic behaviors such as goal setting, reflection, self-regulation, growth mindset, and self-monitoring.
Criterion 1.2 Path	<ul style="list-style-type: none"> <input type="checkbox"/> Little/no evidence exists that the school is providing opportunities to make substantive 	<ul style="list-style-type: none"> <input type="checkbox"/> Students have limited opportunities to learn through a variety of means or demonstrate learning in different ways. 	<ul style="list-style-type: none"> <input type="checkbox"/> Students co-create their learning pathways, including learning experiences and demonstrations of mastery within the classroom. 	<ul style="list-style-type: none"> <input type="checkbox"/> Students create a range of equally challenging alternate pathways to gain and demonstrate mastery of academic skills and knowledge, including online courses, internships, and extended learning opportunities outside the school walls.

	decisions in learning pathways.			
Criterion 1.3 Pace	<input type="checkbox"/> Little/no evidence exists that the school is providing opportunities to make substantive decisions in the pace of their learning experience.	<input type="checkbox"/> Students' learning experiences are limited by time constraints with an emphasis on material coverage.	<input type="checkbox"/> Students progress through content upon demonstration of mastery of Henry Teaching and Learning Standards (HTLS) within and between units or courses.	<input type="checkbox"/> Learning time is varied, enabling students to master skills and gain knowledge based on their unique learning needs rather than an inflexible common schedule. Students move within and between courses/grade levels based on mastery of content.
Criterion 1.4 Space	<input type="checkbox"/> Little/no evidence exists that the school is providing opportunities to make substantive decisions in the places of their learning experience.	<input type="checkbox"/> Students have limited opportunities to learn in self-chosen flexible environments and learning takes place within traditional, assigned classrooms.	<input type="checkbox"/> Students learn in self-chosen flexible, multipurpose learning spaces that can be used in a variety of innovative and non-traditional ways.	<input type="checkbox"/> Students learn in various self-chosen places within and outside of the school walls as part of the learning experience, based on learning goals.
Criterion 1.5 Schedule	<input type="checkbox"/> Little/no evidence exists that the school is providing students opportunities to make substantive decisions in	<input type="checkbox"/> Students have limited opportunities to allocate their class time to best meet their individual needs.	<input type="checkbox"/> Students have some opportunities to allocate their class time to best meet their individual needs.	<input type="checkbox"/> Students allocate their class time to best meet their individual needs.

	the use of time.			
Comments	Commendations/Promising Practices: <ul style="list-style-type: none"> • • Recommendations/Considerations for Next Steps: <ul style="list-style-type: none"> • • 			

Domain 2: Learner Profile

	Not Evident	Emerging	Operational	Exemplary
Domain 2: Learner Profile	<input type="checkbox"/> Little/no evidence exists to indicate that schools are using profiles of students in a meaningful way.	<input type="checkbox"/> The school uses a paper-based system for tracking and analyzing student data, and information is stored in different files and locations, making it difficult to access and organize. Profiles are infrequently referenced.	<input type="checkbox"/> Current, historical and aspirational student data comprise a learner profile for each student, which is housed on the platform for accessibility, and are an integral part of students' decision-making processes and academic program.	<input type="checkbox"/> Learner profiles are used to drive learning experiences based on students' academic and social-emotional needs, interests, strengths, goals, and portfolio. <input type="checkbox"/> Learner profiles are regularly accessed by students, families and school staff to increase student agency over learning.
Criterion 2.1 Goal Setting	<input type="checkbox"/> Little/no evidence exists to indicate that schools are fostering students' ability to set and pursue goals in a meaningful way.	<input type="checkbox"/> Opportunities exist for students to set their own meaningful short- and long-term goals on a limited basis, reflect predetermined outcomes, or are not	<input type="checkbox"/> Learning experiences lead to opportunities for students to set and demonstrate their ability to meet their own S.M.A.R.T. goals.	<input type="checkbox"/> Parents, students, teachers and support staff collaboratively develop age-appropriate S.M.A.R.T. goals that drive decision-making about daily (or short-term), medium-term, and long-term learning experiences. <input type="checkbox"/> Goals are regularly reviewed and monitored for progress, and revised as needed.

		<p>connected with daily learning experiences.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Goals are infrequently referenced or monitored for progress. 	<ul style="list-style-type: none"> <input type="checkbox"/> Goals are regularly reviewed and monitored for progress. 	
Criterion 2.2 Strengths, Interests, & Learning Preferences	<ul style="list-style-type: none"> <input type="checkbox"/> Little/no evidence exists to indicate that schools are fostering understanding of strengths, interests and learning preferences in a meaningful way. 	<ul style="list-style-type: none"> <input type="checkbox"/> Students are aware of their own learning strengths, weaknesses, and passions, but are not yet connecting that knowledge to learning experiences. 	<ul style="list-style-type: none"> <input type="checkbox"/> Students are aware of their own strengths, interests and learning passions and use that understanding to inform learning decisions. 	<ul style="list-style-type: none"> <input type="checkbox"/> Student strengths, interests and learning preferences are captured in the learner profile and are used to drive important decisions about learning.
Criterion 2.3 Portfolio	<ul style="list-style-type: none"> <input type="checkbox"/> Little/no evidence exists to indicate that schools are using portfolios of student work in a meaningful way. 	<ul style="list-style-type: none"> <input type="checkbox"/> Portfolio items exist, but are not aligned to goals or HTLS. <input type="checkbox"/> Portfolio items include student work in a way that does not reflect learning progress over time. <input type="checkbox"/> Portfolios are not easily accessed by students, teachers, and families. 	<ul style="list-style-type: none"> <input type="checkbox"/> Portfolio items are aligned to student goals or HTLS. <input type="checkbox"/> Portfolio artifacts supplement a student's record of mastery showing progress over time. <input type="checkbox"/> Portfolios are easily accessed by students and teachers. 	<ul style="list-style-type: none"> <input type="checkbox"/> Portfolios are aligned to student goals and competencies. <input type="checkbox"/> Portfolio artifacts serve as thorough record of performance-based evidence of improvement of mastery of content, skills, and attitudes over time. <input type="checkbox"/> Digital portfolios are regularly and easily accessed by students, teachers, and families.
Criterion 2.4 Conferencing	<ul style="list-style-type: none"> <input type="checkbox"/> Little/no evidence exists to indicate that schools are using student-led conferencing in a meaningful way. 	<ul style="list-style-type: none"> <input type="checkbox"/> Student-led conferences happen infrequently. <input type="checkbox"/> Conferences are heavily scripted, and/or require little input from students. 	<ul style="list-style-type: none"> <input type="checkbox"/> Student-led conferences take place at least two times during the year. <input type="checkbox"/> Conferences require student articulation of progress, needs, and aspirations to show growth over time. 	<ul style="list-style-type: none"> <input type="checkbox"/> Student-led conferences are a regular part of the learning experience. <input type="checkbox"/> Students actively drive conversations and decisions about learning, involving multiple members of a student's support team (i.e. parents, teachers, advisors, mentors, etc.) to show growth over time.
Criterion 2.5 Advisement	<ul style="list-style-type: none"> <input type="checkbox"/> Little/no evidence exists to indicate that 	<ul style="list-style-type: none"> <input type="checkbox"/> The school has implemented an advisement 	<ul style="list-style-type: none"> <input type="checkbox"/> The school has implemented a system that help 	<ul style="list-style-type: none"> <input type="checkbox"/> Advisement is an integral part of the school culture, serving as learning communities, involving all school staff

Glossary: Advisory	schools are using advisory in a meaningful way.	structure for students, but the time is not being maximized to increase student readiness for college, career, and life.	teachers get to know their students well, foster student agency, build a sense community, increase student readiness for college, career, and life.	and connecting every student with a positive adult mentor, to build a culture of care and self-advocacy, preparing students for college, career, and life.
Criterion 2.6 Agency	<input type="checkbox"/> There is little/no evidence that the learner profile is enabling student agency.	<input type="checkbox"/> Students are aware of their learner profile but not using it to capture strengths, interests, or learning experience details.	<input type="checkbox"/> Students are leveraging the learner profile to co-create their learning experiences.	<input type="checkbox"/> Students are leveraging the learner profile to be the primary decision-makers in their learning experiences.
Comments	Commendations/Promising Practices: <ul style="list-style-type: none"> • • Recommendations/Considerations for Next Steps: <ul style="list-style-type: none"> • • 			

Domain 3: Mastery of Henry Teaching and Learning Standards (HTLS)

	Not Evident	Emerging	Operational	Exemplary
Domain 3: Mastery of Henry Teaching	<input type="checkbox"/> There is little/no evidence that learning	<input type="checkbox"/> Learning expectations are unclear and/or inconsistent. <input type="checkbox"/> Progress on learning experiences reflect	<input type="checkbox"/> Clear expectations about what students know and are able to do are evident and communicated effectively.	<input type="checkbox"/> The school has publicly committed to being a high-performing learning community, clearly communicating and requiring all

<p>and Learning Standards</p>	<p>experiences, assessment, data use, or grading and reporting is consistent with mastery of HTLS.</p>	<p>inconsistent alignment with and mastery of HTLS.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Students receive feedback on assignments on a limited basis. <input type="checkbox"/> High-stakes, external assessment data often unilaterally drives instruction and lesson design. 	<ul style="list-style-type: none"> <input type="checkbox"/> Progress on learning experiences reflect that curricula, instruction and assessment practices have been aligned with HTLS, common scoring criteria are to ensure equity and consistency of grading and reporting. <input type="checkbox"/> Students give and receive timely, high-quality feedback on work. <input type="checkbox"/> Formative and summative data are used by students and teachers to design learning experiences. 	<p>students to demonstrate achievement of equitably high learning expectations to ensure college and career readiness.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Each learner demonstrates the most essential cross-curricular and discipline content and skills, as well as habits of work. <input type="checkbox"/> Students give and receive feedback aligned to HTLS and scoring criteria. <input type="checkbox"/> Results from various data sources inform instructional practice and identify students' levels of performance against clear and high learning expectations.
<p>Criterion 3.1 Alignment with HTLS</p>	<ul style="list-style-type: none"> <input type="checkbox"/> There is little/no evidence that learning expectations are aligned with Henry Teaching and Learning Standards. 	<ul style="list-style-type: none"> <input type="checkbox"/> Students' awareness of learning expectations of Henry Teaching and Learning Standards is limited. 	<ul style="list-style-type: none"> <input type="checkbox"/> Curricula and instruction are clearly communicated to students and parents have been aligned with Henry Teaching and Learning Standards. 	<ul style="list-style-type: none"> <input type="checkbox"/> The language of Henry Teaching and Learning Standards is a pervasive part of school communication, including planning and reporting documents, classroom instruction, and discussion between students, parents, and teachers.
<p>Criterion 3.2 Learning Supports and Expectation</p>	<ul style="list-style-type: none"> <input type="checkbox"/> There is little/no evidence that learning experiences support students to meet high expectations. 	<ul style="list-style-type: none"> <input type="checkbox"/> Students have access to support in limited ways <input type="checkbox"/> There is limited alignment across the school regarding how learning experiences reflect what all students should learn and be able to demonstrate. <input type="checkbox"/> Learning supports are limited with regard to offerings and availability 	<ul style="list-style-type: none"> <input type="checkbox"/> All students have ample support to learn and demonstrate achievement <input type="checkbox"/> Learning experiences consistently reflect equitable commitment to high expectations of what students should know and be able to do <input type="checkbox"/> Varied academic supports are available to struggling students based on formative and summative assessment data. 	<ul style="list-style-type: none"> <input type="checkbox"/> All students have ample support to learn and demonstrate achievement <input type="checkbox"/> Learning experiences are designed to prepare students for college, career, and life, with equitably high expectations, accomplished through multiple pathways and various demonstrations of mastery. <input type="checkbox"/> Varied academic supports are available to struggling students based on formative and summative assessment data

		and/or are not based on formative and summative data		
Criterion 3.3 Assessment	<input type="checkbox"/> There is little/no evidence assessment practices are consistent with mastery of HTLS.	<input type="checkbox"/> Students have little understanding of the assessment methods <input type="checkbox"/> The school primarily uses a “one-size-fits-all” approach to assessment, employing fixed response, selected-response, and multiple-choice questions that primarily measure recall. <input type="checkbox"/> Student learning is assessed infrequently and/or students have one opportunity to demonstrate mastery of expected learning.	<input type="checkbox"/> Students understand the assessment methods used by teachers <input type="checkbox"/> Teachers employ multiple assessment strategies in the classroom that are primarily performance/ demonstration-based reflect mastery of learning <input type="checkbox"/> Students have multiple opportunities to demonstrate mastery of summative assessments.	<input type="checkbox"/> Students understand assessment methods used by teachers <input type="checkbox"/> The school has a system of curriculum-embedded, varied assessments that are designed to capture a range of student learning for what students should know and be able to do. <input type="checkbox"/> Students have ample opportunities to exhibit learning using multiple approaches in formative and summative ways.
Criterion 3.4 Data Collection	<input type="checkbox"/> There is little/no evidence that data collection is consistent and varied.	<input type="checkbox"/> Teachers are primarily responsible for collecting varied data while students have limited access to their own data.	<input type="checkbox"/> Student data points are collected by students and teachers from a variety of sources, including formative and summative, teacher-made and student-produced.	<input type="checkbox"/> Students are active participants in the collection and compilation of their own data from a wide variety of sources.
Criterion 3.5 Data Use to Inform Instruction	<input type="checkbox"/> There is little/no evidence that data use is consistent with mastery of HTLS..	<input type="checkbox"/> Data are inconsistently used to set goals for learning <input type="checkbox"/> Data sources used to inform instruction are few and/or primarily summative <input type="checkbox"/> Assessment data are rarely used to modify learning experiences	<input type="checkbox"/> Data are used by students and teachers to set goals for learning. <input type="checkbox"/> Data from a variety of sources are used to inform instruction <input type="checkbox"/> Teachers and students collaboratively analyze results from assessments in order to diagnose learning needs inform instructional practices (including in-class grouping and reteaching).	<input type="checkbox"/> Data are used by students to drive goal setting for learning. <input type="checkbox"/> Data from a wide range of sources are used to inform instruction <input type="checkbox"/> Students and teachers collaboratively review data and reflect on the summative, formative, performance-based assessment strategies to identify student needs and continuously modify and improve the learning experience.

<p>Criterion 3.6 Grading and Reporting</p>	<p><input type="checkbox"/> There is little/no evidence that grading and reporting practices are consistent with mastery of HTLS.</p>	<p><input type="checkbox"/> The school does not utilize common scoring criteria and teachers employ rubrics that are written in isolation, with variation in grading practices</p> <p><input type="checkbox"/> Reporting practices do not provide clear information about how students are performing against the school's standards or indicate what students have learned.</p> <p><input type="checkbox"/> Work behaviors(e.g. Neatness, lateness, etc.) are reported with students' performance related to content</p>	<p><input type="checkbox"/> Most teachers use common, task-neutral scoring criteria that provide detailed descriptions of knowledge and skills at each expected level of performance.</p> <p><input type="checkbox"/> Reporting practices provide clear, timely information to students and parents regarding student performance</p> <p><input type="checkbox"/> The grading and reporting system distinguishes content knowledge and skills from habits of work.</p>	<p><input type="checkbox"/> All teachers use common, task-neutral scoring criteria that provide detailed descriptions of knowledge and skills at each expected level of performance.</p> <p><input type="checkbox"/> Reporting practices provide clear, real-time communication to students and parents regarding student performance</p> <p><input type="checkbox"/> The grading and reporting system distinguishes content knowledge and skills from habits of work.</p>
<p>Criterion 3.7 Agency</p>	<p><input type="checkbox"/> Little/no evidence exists that students are demonstrating agency with regard to learning experiences, assessment, and use of data.</p>	<p><input type="checkbox"/> Students have limited agency within the learning system and how it relates to their learning experiences and assessment.</p>	<p><input type="checkbox"/> Students are demonstrating agency by co-creating learning experiences, assessment, and use of data on a regular basis as evidenced by goal-setting, communication, demonstration of mastery, and self-advocacy.</p>	<p><input type="checkbox"/> Students are the primary drivers of decisions regarding learning experiences, assessment, and use of data to track progress on a regular basis as evidenced by goal-setting and revision, communication, demonstration of mastery, and self-advocacy.</p>
<p>Comments</p>	<p>Commendations/Promising Practices:</p> <ul style="list-style-type: none"> • • <p>Recommendations/Considerations for Next Steps:</p> <ul style="list-style-type: none"> • • 			

Domain 4: Authentic Learning

	Not Evident	Emerging	Operational	Exemplary
Domain 4: Authentic Learning	<ul style="list-style-type: none"> <input type="checkbox"/> There is little/no evidence of authentic learning experiences that are rigorous, relevant, connected to real-world experiences, including authentic audience feedback, and reflection and revision. 	<ul style="list-style-type: none"> <input type="checkbox"/> Students engage in real-world, authentic learning experiences that are rigorous and relevant, with access to external experts, feedback, including revision and reflection on a limited basis. 	<ul style="list-style-type: none"> <input type="checkbox"/> Students regularly co-create real-world, authentic learning experiences that are rigorous and relevant, with access to external experts, feedback, including revision and reflection. 	<ul style="list-style-type: none"> <input type="checkbox"/> Students work both independently and collaboratively to solve real-world problems requiring decision-making, creativity, and critical thinking. <input type="checkbox"/> Students investigate ideas in depth, through long-term projects, exhibitions, and other performance-based demonstrations of learning, including external experts, feedback, revision and reflection.
Criterion 4.1 Rigor and Real World Application	<ul style="list-style-type: none"> <input type="checkbox"/> There is little/no evidence of authentic learning experiences that are rigorous and connected to real world learning. 	<ul style="list-style-type: none"> <input type="checkbox"/> Learning experiences do not reach the level of rigor associated with the course's stated learning. <input type="checkbox"/> Learning experiences have little connection to real world problem solving and students are engaged in time-bound, discrete skill-based activities. <input type="checkbox"/> Students engage in in-depth inquiry, long term projects, complex problem solving, and other tasks that require the application of knowledge and higher-level reasoning skills on a limited basis. 	<ul style="list-style-type: none"> <input type="checkbox"/> Students engage in challenging learning experiences that cultivate higher-order thinking connected to long-term projects, requiring application of knowledge and reasoning. <input type="checkbox"/> Learning experiences are authentic, based on solving complex, real world challenges. <input type="checkbox"/> Students are systematically supported in pursuit of rigorous learning experiences. 	<ul style="list-style-type: none"> <input type="checkbox"/> Learning expectations are equitably challenging for all students, based upon a common definition of academic rigor that is clearly understood by teachers and students. <input type="checkbox"/> Student learning extends beyond the classroom to include tasks or experiences outside of the school, including research on the skills and knowledge needed to succeed in demanding postsecondary-degree programs and globally competitive careers. <input type="checkbox"/> Students are systematically supported in the development of academic behaviors to meet rigorous expectations.

<p>Criterion 4.2 Relevance</p>	<p><input type="checkbox"/> There is little/no evidence of authentic learning experiences that are personally, socially and culturally relevant to students.</p>	<p><input type="checkbox"/> Authentic learning experiences that are personally, socially and culturally relevant to students are absent from most courses and lessons.</p>	<p><input type="checkbox"/> Students work with peers, teachers and others to craft and complete personally, socially, and culturally relevant learning experiences.</p>	<p><input type="checkbox"/> Learning experiences are culturally and socially relevant, and classroom instruction emphasizes real-world concepts and applications, including hands-on learning, problem solving, research, technological literacy, and current national and international issues.</p>
<p>Criterion 4.3 Authentic Audience</p>	<p><input type="checkbox"/> There is little/no evidence of authentic learning experiences include access to authentic audience.</p>	<p><input type="checkbox"/> The school has started to implement public exhibitions of work, but many student projects display a lack of academic rigor, sophistication, or intellectual curiosity.</p>	<p><input type="checkbox"/> Students are co-creating learning experiences that are meaningful, in conjunction with the larger learning community and/or field experts, and presenting or defending to authentic audiences.</p>	<p><input type="checkbox"/> Teachers, peers, and authentic audience experts provide specific, timely, and actionable oral and written feedback to students on their learning strengths and weaknesses.</p>
<p>Criterion 4.4 Feedback</p>	<p><input type="checkbox"/> There is little/no evidence of authentic learning experiences include access to high quality feedback.</p>	<p><input type="checkbox"/> Teacher feedback often lacks clear guidance that will help students recognize learning needs and progress toward proficiency.</p>	<p><input type="checkbox"/> Oral and written feedback provided by teachers, peers and authentic audience experts is specific and aligned with learning expectations.</p>	<p><input type="checkbox"/> The feedback students receive informs their selection of learning strategies as well as the teacher's adjustment of instruction, supports, and interventions.</p>
<p>Criterion 4.5 Reflection and Revision</p>	<p><input type="checkbox"/> There is little/no evidence of authentic learning experiences that require reflection and revision.</p>	<p><input type="checkbox"/> Reflection and revision are infrequent aspects of learning experiences.</p>	<p><input type="checkbox"/> Revision based on reflection and feedback are regular parts of learning experiences.</p>	<p><input type="checkbox"/> Reflection and rounds of revision are an expected, and integral part of the learning experience.</p>

Criterion 4.6 Agency	<input type="checkbox"/> There is little/no evidence that students demonstrate knowledge and skills at high levels in authentic learning experiences.	<input type="checkbox"/> Student demonstrations of knowledge and skills at high levels in authentic learning experiences happen on a limited basis.	<input type="checkbox"/> Students make substantive decisions about authentic learning experiences.	<input type="checkbox"/> Students regularly work independently and collaboratively to learn and demonstrate knowledge and skills at high levels in authentic learning experiences.
Comments	Commendations/Promising Practices: <ul style="list-style-type: none"> • • Recommendations/Considerations for Next Steps: <ul style="list-style-type: none"> • • 			

Domain 5: 21st Century Learning

	<u>Not Evident</u>	<u>Emerging</u>	<u>Operational</u>	<u>Exemplary</u>
Domain 5: 21st Century Skills	<input type="checkbox"/> There is little/no evidence that learning experiences foster effective communication , collaboration, creativity and critical thinking.	<input type="checkbox"/> Students infrequently demonstrate mastery of communication, collaboration, creativity, and critical thinking.	<input type="checkbox"/> Students are effectively demonstrating mastery of communication, collaboration, creativity, and critical thinking.	<input type="checkbox"/> Students effectively exhibit social responsibility and citizenship through demonstration of mastery of communication, collaboration, creativity and critical thinking as an integral part of the learning experience.
Criterion 5.1 Communication	<input type="checkbox"/> There is little/no evidence that learning experiences foster effective communication.	<input type="checkbox"/> Students communicate purposefully. <input type="checkbox"/> Students determine values, attitudes and intentions by listening.	<input type="checkbox"/> Students demonstrate organized, purposeful, and precise communication. <input type="checkbox"/> Students listen effectively to decipher and evaluate meaning	<input type="checkbox"/> Students demonstrate organized, purposeful, and precise communication both in and out of the school setting.

			including knowledge, values, attitudes and intentions.	<input type="checkbox"/> Students connect previous knowledge to presented ideas to offer applicable feedback.
Criterion 5.2 Collaboration	<input type="checkbox"/> There is little/no evidence that learning experiences foster effective collaboration.	<input type="checkbox"/> Students individually set and achieve goals OR conduct investigations OR solve problems OR create solutions. <input type="checkbox"/> Students listen to others' opinions without interruptions. Students identify their role in their school and community.	<input type="checkbox"/> Students engage respectfully with others, including those with whom they have differences, so that together they will analyze their roles in school and community, set and achieve goals, conduct investigations, solve problems, and create solutions.	<input type="checkbox"/> Students critique and analyze with others so that they will apply solutions to problems both within and outside the classroom. <input type="checkbox"/> Students interact respectfully to resolve conflicts. <input type="checkbox"/> Students provide evidence of contributions to their school and community.
Criterion 5.3 Creativity	<input type="checkbox"/> There is little/no evidence that learning experiences foster creativity.	<input type="checkbox"/> Students' ideas represent concepts from the same or similar contexts or disciplines. <input type="checkbox"/> Students create a product that draws on a number of similar sources. <input type="checkbox"/> Students modify the ideas of others. <input type="checkbox"/> The student creates an original product that serves its intended purpose (for example, solving a problem or addressing an issue).	<input type="checkbox"/> Students' ideas compare concepts from different contexts or disciplines. <input type="checkbox"/> Students create a product that draws on a variety of sources, including different texts, media, resource persons, or personal experiences. <input type="checkbox"/> Students design and construct a product that is interesting, new, or helpful, making an original contribution for its intended purpose.	<input type="checkbox"/> Students' ideas connect a variety of concepts from different contexts or disciplines. <input type="checkbox"/> Students create a product that combines and synthesizes a variety of sources. <input type="checkbox"/> Students analyze and apply ideas in original and unique ways to solve a problem, address an issue, or make something new. Students design and construct a product for a previously unknown problem, issue, or purpose.
Criterion 5.4 Critical Thinking	<input type="checkbox"/> There is little/no evidence that learning experiences foster effective critical thinking.	<input type="checkbox"/> Students define problems using data to identify patterns, trends and relationships. <input type="checkbox"/> Students use information and technology appropriately to solve problems	<input type="checkbox"/> Students observe, evaluate, and synthesize situations to define problems, using data from a variety of sources to reason abstractly and quantitatively, to identify patterns, trends, and relationships, to accomplish goals.	<input type="checkbox"/> Students analyze situations, data, and patterns to create unique responses and applications in established and new contexts. <input type="checkbox"/> Students analyze problems and use appropriate technology to solve existing and new problems and determine applications.

		<input type="checkbox"/> Students demonstrate flexibility or persistence, and take responsible risks in challenging situations	<input type="checkbox"/> Students use information, technology and appropriate tools strategically to innovate and solve problems.	<input type="checkbox"/> Students uses flexibility and persistence to overcome obstacles and generate new approaches or applications to existing and new problems.
Criterion 5.5 Agency	<input type="checkbox"/> There is little/no evidence that students make decisions about communication, collaboration, creativity, and critical thinking learning experiences.	<input type="checkbox"/> Students are infrequently making substantive decisions with regard to communication, collaboration, creativity, and critical thinking learning experiences.	<input type="checkbox"/> Students are co-creating their learning experiences with regard to communication, collaboration, creativity, and critical thinking learning experiences.	<input type="checkbox"/> Students are the primary decision-makers in their learning experiences with regard to communication, collaboration, creativity, and critical thinking learning experiences.
Comments	Commendations/Promising Practices: <ul style="list-style-type: none"> • • Recommendations/Considerations for Next Steps: <ul style="list-style-type: none"> • • 			

Domain 6: Technology-Enabled Learning

	<u>Not Evident</u>	<u>Emerging</u>	<u>Operational</u>	<u>Exemplary</u>
Domain 6: Technology-Enabled Learning	<input type="checkbox"/> There is little/no evidence that technology is effectively enabling learning.	<input type="checkbox"/> Teachers use digital content/ adaptive software to support the delivery of remediation, intervention, and/or enrichment. The software supplements, but is not an integral part of, the core curriculum.	<input type="checkbox"/> Students leverage technology in order to both acquire content and demonstrate mastery as a regular part of the learning experience, not just for interventions and enrichment.	<input type="checkbox"/> Students regularly leverage technology to drive their learning experience, work at their own pace and own path, and develop, assess, and implement solutions, including those for real world problems. Technology is used to engage students in sophisticated knowledge construction, complex problem solving, peer

				collaboration, and the virtual exploration of global issues.
Criterion 6.1 Digital Citizenship	<input type="checkbox"/> There is little/no evidence that the school is fostering digital citizenship skills in students.	<input type="checkbox"/> Digital citizenship is infrequently taught or reinforced in a proactive way.	<input type="checkbox"/> Positive digital citizenship is an integral part of the school's approach to technology. <input type="checkbox"/> The faculty regularly promotes and models digital citizenship and online responsibility including ethical conduct and safety in online social interactions.	<input type="checkbox"/> The faculty promotes and models digital citizenship and online responsibility. <input type="checkbox"/> The school is explicitly teaching and monitoring internet safety, digital footprints, privacy, responsible copyright and creativity, respect for intellectual property, appropriate documentation of online sources.
Criterion 6.2 Integration	<input type="checkbox"/> There is little/no evidence that technology is integrated within the learning experience.	<input type="checkbox"/> Technology is integrated in lessons on a limited basis. <input type="checkbox"/> Students use few tools to create projects that show understanding of content.	<input type="checkbox"/> Students employ a range of technology tools in the classroom as a regular, integrated part of the learning experience. <input type="checkbox"/> Technology is integrated in meaningful ways to extend the learning experience	<input type="checkbox"/> Students use a wide range of digital tools as a seamless part of the learning experience inside the classroom and use technology to extend learning beyond school walls.
Criterion 6.3 Collaboration & Communication	<input type="checkbox"/> There is little/no evidence that technology is effectively enabling collaboration.	<input type="checkbox"/> The school provides few structured opportunities for students to collaborate with peers and/or the teacher via technology.	<input type="checkbox"/> Technology is used to connect students with peers and the teacher for the purpose of collaboration.	<input type="checkbox"/> Technology is regularly leveraged to extend learning beyond the classroom to enable communication with experts outside of the school.
Criterion 6.4 Innovation	<input type="checkbox"/> There is little/no evidence that technology is effectively enabling innovation.	<input type="checkbox"/> The school provides few structured opportunities for students to create new, innovative products.	<input type="checkbox"/> Technology enables creation of new, innovative products and content on a frequent basis.	<input type="checkbox"/> Students regularly use a variety of tools to identify and solve authentic problems by creating new, useful or imaginative solutions, enabling creation of new, innovative products and content.
Criterion 6.5 Agency	<input type="checkbox"/> There is little/no evidence that	<input type="checkbox"/> Students utilize multimedia tools and technologies to convey ideas.	<input type="checkbox"/> Students are evaluating and selecting a variety of technology tools with teacher guidance	<input type="checkbox"/> Students design multimedia tools and technologies to convey ideas and solve problems.

	technology is enabling student agency.		to-create their learning experiences.	
Comments	Commendations/Promising Practices: <ul style="list-style-type: none">•• Recommendations/Considerations for Next Steps: <ul style="list-style-type: none">••			