Moving Forward With High School Redesign - Principle Gauge

	Traditional - *Change is about making improvements to current practices, thus effectively maintaining status quo*	**Transitional**	**Transformational -** *Change aims to change not only practices, but outcomes, thereby disrupting status quo*
Meaningful Relationships *A genuine care, concern and interest between students and staff demonstrated by a level of trust and healthy interaction that stimulates intellectual pursuit and collaborative learning.*	☐ Sense of student anonymity ☐ Little communication between teacher and students ☐ Respect is expected, but not necessarily earned ☐ Students see teachers as instructors of curriculum ☐ Students are expected to achieve high standards by doing what they are assigned		☐ No student feels anonymous ☐ Teachers and students communicate regularly ☐ Teachers and students respect one another ☐ Students see teachers as mentors ☐ Students are supported in achieving high standards or excellence ☐ Teachers build trust by keeping commitments to students

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Reflection	1. Which stakeholders have been engaged in this principle as a focus of our school? 2. What data do we have to gauge our implementation of this principle?

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Educator Roles and Responsibilities *The role of the teacher as guide, coach and career mentor and the role of administrators as instructional leaders are supported through PD opportunities with collaborative and collegial school environments and Professional Learning Communities.*	☐ Structures are in place that limit relationships between teachers ☐ Competitive model exists between teachers ☐ Administrators are outside of the learning community ☐ Teachers build resources and develop approaches to learning on their own ☐ Teachers design and deliver curriculum exclusive of others		☐ Structures are created to better support new types of learning relationships ☐ Collaboration and shared decision making are encouraged ☐ Administrators participate in the learning community and expand their leadership roles ☐ Teachers build and have access to a growing repertoire of approaches to learning ☐ Teachers work together to improve design and delivery of the curriculum
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Rigourous and Relevant Curriculum *Simulating and inspiring curricula that sets appropriate learning objectives aimed at meeting the career aspirations for students and the needs of the business community and post-secondary, creating meaningful, goal oriented experiences for students.*	☐ Teaching materials and assessment strategies are aligned with the curriculum's knowledge outcomes ☐ Assignments are limited to knowledge and comprehension skills ☐ Teachers expect students to complete the assignments given ☐ Teachers teach in isolation		☐ Teaching materials and assessment strategies are aligned with the curriculum's rigour and relevance ☐ Assignments focus on the application of concepts and skills in a real-world context ☐ Teachers support and encourage students to meet the high standards set for them ☐ Teachers keep track of and share strategies that work
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Adapted from "Foundational Principles for High School Redesign" - www.education.alberta.ca/highschoolcompletion and from "Q.E.D Transformational Change Model:School Level"

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Home and Community Involvement *Partnership between people ensures that learning takes place, not only at school but also in the home, in business and post-secondary institutions, and among other community organizations.*	☐ Home and Community involvement varies on a teacher-to-teacher basis ☐ The community is unaware of the learning opportunities available to students ☐ Parents are apathetic of the learning occurring ☐ Learning opportunities are superficial and organized for credit attainment ☐ Community involvement is a unique opportunity for a select group of students in school ☐ Few partnerships with businesses and industry		☐ School-wide strategies are in place to engage the home and community ☐ The community appreciates the learning opportunities available to students ☐ Parents are more actively involved in the learning, and understand its intent, importance and value ☐ Learning opportunities are structured to be enriching, meaningful and valuable to students ☐ Students get out into the community to learn on a regular basis ☐ Business and industry are invited to be partners in the education happening at the school
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Personalization *Understanding every student's unique developmental level, learning style, passions, skills and foundational knowledge based on ongoing, differentiated assessment, and meaningful relationships between students and staff.*	☐ Communication happens when there is a perceived problem ☐ Limited structures exist to ensure relationships and rapport are built ☐ Assessment techniques are limited and are end points in the learning period		☐ Communication and planning happen in advance, to ensure buy-in from students, parents and teachers ☐ Teacher advisories are in place with a focus on building relationships and rapport ☐ Multiple forms of assessment are used to get to know students' knowledge base, interests and aptitudes, to help them build on that knowledge base and to expand opportunities for students ☐ Diverse choices for diverse career learning paths, including non-traditional learning paths, are in place ☐ Portfolios, including e-folios, allow students to showcase their work ☐ Cross-curricular teaching and learning is encouraged ☐ Credit Recovery options are available to students

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Welcoming, Caring, Respectful and Safe *Schools are places where students and staff feel welcome, respected, cared for and safe as respect for diversity is woven into the fabric of the school environment.*	☐ Decisions are made without input from students ☐ High expectations are held for certain students ☐ Students are viewed by others as disrespectful in their speech and actions ☐ There is discontent between students and staff ☐ Teachers perceive their responsibility is only for the students they teach ☐ Norms are expected to be upheld		☐ Student voice is valued, listened to and acted upon ☐ High expectations are held for all students ☐ Students demonstrate respectful speech and actions ☐ Students and staff are mindful of others ☐ Shared responsibility is expected ☐ Teachers are responsible for all students, not just those they teach ☐ Diversity is celebrated
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Mastery Learning *An instructional strategy focusing on teacher guidance and assistance to ensure students have mastered the material and have a comprehensive grasp of curriculum as demonstrated through performance based evaluations.*	☐ Teacher-centered learning is valued ☐ Distinct end-points exist in the learning ☐ Learning is fragmented and isolated by subject ☐ Assessments are limited to summative ☐ Assessment and learning have time restrictions ☐ Feedback is not used to move student learning forward.		☐ Self-directed learning is valued ☐ Continuous (credit-recovery) learning opportunities are available ☐ Learning is systematic and sequential, as students gain mastery of the subject material ☐ Formative assessment is used to provide ongoing feedback ☐ Time is no longer a barrier to mastery learning ☐ Feedback is used to move student learning forward
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Assessment *A collaborative approach used as part of the learning process to provide feedback about how students can improve and to give students a clear view of what is expected.*	☐ Limited assessments are used ☐ Assessment is an end point in the learning used to evaluate students ☐ Expectations are not clear and students are uncertain of the strategies needed to improve ☐ Students have one opportunity to complete assignments and assessments ☐ Teachers factor in erroneous marks (participation, marks for behaviour etc.) and rely solely on the final mark for evaluation. ☐ Professional development is limited and fragmented		☐ A variety of assessments are used, including portfolios, demonstrations of learning, applied projects, and performance assessments ☐ Assessment is part of the learning process and is used to guide teachers in adjusting instruction, promoting learning, and assessing student mastery ☐ Clear expectations about high standards foster a culture of continuous improvement ☐ Students are given chances to replace earlier attempts and have opportunities to make up missed assignments ☐ Fair, accurate and flexible grading practices are used, and teachers exercise their professional judgement when determining final course marks ☐ Professional development assists teachers in understanding how to manage and use the data they gather
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Flexible Learning Environments *A wide range of learning options in terms of both time and structure to allow students to make choices related to their learning and promote independence, creativity, innovation, critical thinking and entrepreneurial spirit.*	☐ Learning is teacher-centred ☐ Students are responsible for their completion of assignments ☐ There is one common entry and exit point in the curriculum ☐ Online learning is an isolated program offered in unique circumstances ☐ Teachers determine pace for lessons which all students adhere to ☐ Limited student control over their learning. Teachers determine where, when and what students will learn		☐ Learning is student-centred ☐ Students are responsible and accountable for their learning ☐ Students have multiple entry and exit points into the curriculum ☐ New technologies facilitate online learning and one-on-one time with teacher ☐ Teachers are empowered to decide how best to structure time to teach students ☐ Students have more control over the where, when and what they learn: they are more engaged, and by becoming more engaged they are transforming their experiences into their education
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Reflective Notes: