School Self-Review of Practices

School: Date:	Reflects current practices	Some further development required	Significant attention required
Content Standards Alignment			
Teachers have a good understanding of the content standards in their subject area.	○	○	○
The learning progressions that move students towards curricular standards are at the forefront of teacher's lesson planning.	○	○	○
Teachers use multiple sources of data to create a baseline for student performance.	○	○	○
Classroom assessment is used to evaluate whether students have met the standards out-lined in the curriculum maps.	○	○	○
Learning Targets			
Learning targets or objectives are identified for each lesson or unit of study.	○	○	○
Learning targets in lessons can be linked back to Grade Level Expectations or Grade Span Expectations.	○	○	○
The learning targets for each lesson are shared with students in student friendly language and are clearly separated from the explanation of the activity.	○	○	○
Students can articulate the learning targets for specific lessons, or sequence of lessons.	○	○	○
Success Criteria			
Students are involved in setting success criteria, based on learning targets and exemplars.	○	○	○
Students and teachers establish individual learning goals based on learning targets and success criteria.	○	○	○
To ensure all students make progress, specific attention is given to individual outcomes and success criteria.	○	○	○
If asked during a lesson or sequence of lessons, students can explain what they need to do to demonstrate success.	○	○	○

Questioning and Dialogue

The climate for learning gives students the confidence to verbalize partially formed thinking and constructively challenge one another's ideas.	O	O	O
Teachers trigger and sustain classroom dialogue using strategies which involve advance planning and interaction during lessons. (Hands down techniques, effective wait time, etc...)	O	O	O
Group and whole class dialogue is effective in enabling students to become more independent learners and to take responsibility for their own part in the discussion.	O	O	O
Rich classroom discussions include various levels of Depth of Knowledge.	O	O	O

Oral and Written Feedback

Oral and written feedback given to students is descriptive rather than evaluative in nature.	O	O	O
Oral and written feedback is focused on the shared learning objectives for the lesson.	O	O	O
Written feedback provides helpful comments on how students can improve their work and make progress towards the success criteria.	O	O	O
Students are given the opportunity when given written feedback to respond to it and act on it.	O	O	O

Peer and Self Assessment

During lessons students are encouraged to reflect on what they have learned and what they need to improve.	O	O	O
Students are trained how to assess each other's work and provide fair and helpful feedback.	O	O	O
There are planned opportunities for students to assess their own work and each other's work.	O	O	O
Students take a portion of the responsibility for assessing their own progress and can relate this to their personal learning goals.	O	O	O
Students value the input of their peers and welcome the opportunity to conference with one another.	O	O	O