

Oilfields High School
Education Plan
2018-2019

Goals:

- Staff will design rigorous and relevant learning that applies strong assessment practice and mastery learning instructional strategies to ensure optimal learning and a Safe, Caring and Welcoming Learning environment for ALL students.
- Staff will respond to the needs and strengths of ALL students to continually develop the knowledge, skills and attitudes critical for a Safe, Caring and Welcoming Learning Environment and the application of their understanding in relevant and/or novel ways.

Essential Questions:

1. *To what extent does clarity of learning based on understandings that are rigorous and relevant impact student engagement, achievement and culture?*
2. *To what extent do research based assessment strategies impact student engagement, achievement and culture?*
3. *To what extent does the application of Mastery Learning Instructional Strategies impact student engagement, achievement and culture by ensuring students know how to learn?*

Assessment:

1. What do we expect ALL students to learn (Planning for Essential Understanding)?

ALL Students Are Expected to:

- *Understand and articulate their assessment criteria prior to learning;*
- *Apply the Competencies to Deepen and/or Transfer their Understanding of the Content.*
- *Articulate why the learning is important / relevant to them, and how it will transfer to real world / novel applications;*
- *Understand and apply their assessment tools (Rubrics, Checklists, Etc) to identify areas of strength and growth to guide learning;*
- *Apply feedback (Specific, Timely, Actionable) to deepen their Understanding(s).*

Staff will...

- *Clearly articulate what students are expected to learn. How they will be assessed? In student hands prior to learning?*
- *Create learning opportunities/performance tasks that require Application / Transfer of the knowledge, skills and attitudes (KSA) that students are learning to authentic, novel and/or real world contexts;*
- *Create learning opportunities that require students to apply the Competencies for Deep Understanding of the content for Transfer;*
- *Communicate how the learning is relevant beyond the classroom.*

2. How will we know ALL students are learning (Assessing Essential Understandings)?

ALL Students Are Expected to:

- *Understand and articulate their assessment criteria prior to learning;*
- *Clearly communicate where they are in relation to the learning targets and Essential Understanding(s);*
- *Understand and apply their assessment tools (Rubrics, Checklists, Etc) to identify areas of strength and growth to deepen and/or transfer their understanding;*
- *Apply feedback (Specific, Timely, Actionable) to deepen their Understanding(s).*

Staff will...

- *Ensure comprehensive understanding of the learning through a combination of products (performance tasks), observations, and conversations;*
- *Provide learning criteria / assessment tools prior to learning;*
- *Use pre-assessments to determine student readiness and learning needs in relation to understandings/skills;*
- *Use a variety of assessment tools (rubrics, checklists, etc) that triangulate evidence of student learning to identify areas of strength and growth that will guide instruction;*
- *Provide feedback which is specific, timely, actionable to encourage a deep understanding for ALL students in regards to learning and behavior.*

- Provide multiple opportunities for students to self-assess/set goals using a variety of assessment tools (rubrics, checklists, quizzes, tests, entrance/exit strategies, reflections, student work, etc) to determine strengths and areas of growth;

3. How will we ensure that teaching results in optimum learning for ALL students (Instruction):

All Students Are Expected to:

- Respectfully apply collaborative processes with other students to deepen their understanding;
- Articulate the purpose of the learning opportunity and its connection to the understanding;
- Apply variety of differentiation strategies to Access, Process and Produce learning;
- Apply Social / Emotional Strategies for self-regulation to achieve optimum learning and relationships;
- Apply a variety of 'knowing how to learn' strategies to achieve optimum learning on performance tasks that demonstrate application of understanding;
- Regularly self-assess (rubrics, checklists, performance criteria, etc) to determine areas of strength and growth to guide learning;
- Take healthy risks in regards to learning and personal growth & well-being;
- Use regular feedback to deepen understanding;
- Self-Advocate for learning.

Staff will ensure that....

- ALL students have many learning opportunities to apply the skills of **Engaged Thinkers** and **Ethical Citizens** with an **Entrepreneurial Spirit**;
- ALL students to discover, develop and apply the **competencies** across all subject areas and disciplines;
- ALL students have support and access to learning opportunities that require **Application / Transfer** of the knowledge, skills and attitudes (KSA) that students are learning to authentic, novel and/or real world contexts;
- Assessment data is used to design learning opportunities for **Mastery learning** and apply research based instructional strategies for **high quality teaching** and optimum learning for **ALL students** (Close the Gap or Extend the Learning);
- **Literacy** is embedded and developed in ALL subject areas;
- Instruction is **differentiated** for ALL students to address Access, Process, Product and Learning Environment (VTR, Inquiry, Technology, Etc);
- ALL students are learning and applying social / emotional strategies for **self-regulation** to achieve optimum learning and relationships;
- Research based **Assessment strategies are embedded** within the learning to promote student growth and learning;
- ALL students develop the necessary skills to have a **growth mindset**;
- A climate of **high expectations** and care for ALL student learning is developed;

Reference Documents:

- HSR – Mastery Learning / Assessment / Rigorous and Relevant Curriculum (aligned Program of Studies)
- Guide to Education (MO#001/2013)
- New TQS: “Quality teaching occurs when teacher’s ongoing analysis of the context, and the teacher’s decisions about which pedagogical knowledge and abilities to apply, result in optimum learning for all students.” – Section 2.
- New TQS – “A teacher applies a current and comprehensive repertoire of effective planning, instruction, and assessment practices to meet the learning needs of every student.” – Section 3.
- New TQS – “A teacher establishes, promotes and sustains inclusive learning environments where diversity is embraced and every student is welcomed, cared for, respected and safe.” – Section 4.
- Student Centered Leadership (Robinson) and Student Centered Coaching (Sweeney).
- Truth and Reconciliation Commission Calls to Action