

**MONITORING THE  
IMPLEMENTATION  
OF THE REFORM and QEP**



IMPLEMENTATION  
DESIGN  
COMMITTEE

## ACKNOWLEDGEMENT

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The committee would also like to express its heartfelt appreciation to the teachers and school administrators who spent countless hours validating the contents of this rubric. Your feedback was invaluable.

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## Introduction

This exciting new tool has been developed to help schools and school boards monitor their progress in implementing curriculum reform. It has been over a decade since the beginning of a fundamental renewal of our education system here in Quebec and we continue to witness change on a daily basis.

The challenge we face is to create a learning environment that will allow a greater number of students to succeed. But what are the conditions that will bring about this desired change and what will our schools look like if we are successful?

This *Rubric for QEP Implementation* identifies 17 criteria that are considered to be essential for the successful implementation of the Quebec Education Program (QEP). Each criterion is defined using a four-point continuum denoting a progression from a beginning stage – *Initiating*, through *Exploring* and *Establishing* to the outcome stage – *Sustaining*.

These benchmark descriptors create a portrait of a school in progress. Each descriptor is a positive statement since the purpose of this rubric is to help track school improvement, not to rate schools as poor or failing. In fact, the assumption here is that any one school will be at very different places on the continuum for each of the 17 criteria. The reason for this is that all schools make choices. Some schools have chosen to prioritize parent outreach or community involvement. Others have concentrated their efforts on team building with school staff, while still others have invested in a systematic implementation of the new programs of study. All of these efforts contribute to the school improvement process.

## Getting Started

The *Rubric for QEP Implementation* was designed for use in conjunction with the School Success Planning process. It can provide some interesting targets that can enhance any school's Success Plan. If targets are already set, the rubric can help you identify where you are at in your change process, where you would like to be or where to put more effort.

The following activity describes how to use the *Rubric for QEP Implementation* to create a school profile.

### Charting Your School's QEP Implementation Profile

<b>Audience:</b>	<ul style="list-style-type: none"><li>▪ School staff</li><li>▪ Governing Board</li><li>▪ Parents</li><li>▪ Students</li></ul>
<b>Material Needed:</b>	<ul style="list-style-type: none"><li>▪ Rubric for QEP Implementation</li><li>▪ School Profile Mapping Sheet (see Appendix A)</li></ul>
<b>Activity:</b>	<ol style="list-style-type: none"><li>1. Provide audience with a copy of the <b>Rubric for QEP Implementation</b>.</li><li>2. Review the 17 criteria briefly and explain that the four point continuum provides descriptors of a school progressing from an <i>Initiating</i> to a <i>Sustaining</i> stage.</li><li>3. Divide the audience into small groups and assign 1-2 criteria to each.</li><li>4. Ask each group to read the descriptors for their assigned criteria and to decide which ones best describe the current status of their school.</li><li>5. Use the <b>Graphic Summary</b> sheet provided in Appendix A to plot the responses from each group and to produce the QEP Implementation profile for your school.</li><li>6. The completed profile can then be included in your School Success Plan and used to chart progress made at year's end.</li></ol>

## **A Final Word**

This copy of the *Rubric for QEP Implementation* is being made available as a preliminary version. It is a work in progress and we invite schools to modify and add to its content.

The entire document has been placed on web at the following address: [www.gesnrecit.qc.ca/reform/schorgs/](http://www.gesnrecit.qc.ca/reform/schorgs/)

We invite you to download a copy and to modify it to suit your needs. This web based version will be updated as we become aware of recommended changes and additions.

Criteria	Initiating	Exploring	Establishing	Sustaining
<b>Community Involvement</b>	<ul style="list-style-type: none"> <li>Leaders recognize the importance of community understanding of schools' mission.</li> </ul>	<ul style="list-style-type: none"> <li>Leaders support community initiatives to develop links and understanding of schools' mission.</li> </ul>	<ul style="list-style-type: none"> <li>Leaders assist school personnel to involve community members, businesses and organizations to interact with staff and students to mutual benefit and understanding.</li> </ul>	<ul style="list-style-type: none"> <li>Leaders develop sustainable mechanisms to ensure community members understand and are meaningful involved with school personnel and students for mutual benefit.</li> </ul>
	<ul style="list-style-type: none"> <li>Occasional business partnerships benefit schools by providing additional finances for student projects.</li> </ul>	<ul style="list-style-type: none"> <li>Business/school partnerships benefit schools by allowing interactions with community personnel and provide public profile for businesses.</li> </ul>	<ul style="list-style-type: none"> <li>Businesses/school partnerships both provide personnel and time for mutual projects that engage students, staff and business.</li> </ul>	<ul style="list-style-type: none"> <li>Business partnerships teach students life and business skills and develop community commitment and connection for businesses.</li> </ul>
	<ul style="list-style-type: none"> <li>Links with community and organizations provide support to schools.</li> </ul>	<ul style="list-style-type: none"> <li>Community organizations sometimes consult with schools and provide support on an ad hoc basis for specific students or projects.</li> </ul>	<ul style="list-style-type: none"> <li>Community organizations regularly consult with schools and have some support mechanisms in place for students and projects.</li> </ul>	<ul style="list-style-type: none"> <li>Community organizations regularly collaborate and consult with school personnel on delivering and improving services.</li> </ul>
	<ul style="list-style-type: none"> <li>Volunteers contribute labour to schools and build bridges for understanding.</li> </ul>	<ul style="list-style-type: none"> <li>Volunteers assist schools with coaching for sports or the arts and with routine tasks.</li> </ul>	<ul style="list-style-type: none"> <li>Volunteers support students in academic tasks with training and assist schools with coaching, arts and routine tasks.</li> </ul>	<ul style="list-style-type: none"> <li>Volunteers mentor students for life and academic skills and provide a variety of expertise to deepen students' learning and enhance student engagement.</li> </ul>
	<ul style="list-style-type: none"> <li>Community members provide an audience and occasionally speaker expertise to schools.</li> </ul>	<ul style="list-style-type: none"> <li>Community members provide a sympathetic audience and network with school staff to increase student learning.</li> </ul>	<ul style="list-style-type: none"> <li>Community members and organizations invite student participation and learning in a variety of ways.</li> </ul>	<ul style="list-style-type: none"> <li>Students conduct meaningful real-life problem solving at appropriate levels with the cooperation of community organizations, businesses and community mentors.</li> </ul>
	<ul style="list-style-type: none"> <li>School buildings are used for school functions after hours.</li> </ul>	<ul style="list-style-type: none"> <li>School buildings are available for specific community use after school hours.</li> </ul>	<ul style="list-style-type: none"> <li>Mechanisms and procedures exist for community use of school buildings.</li> </ul>	<ul style="list-style-type: none"> <li>School buildings are used by community members and organizations to extend learning throughout the community for all community members.</li> </ul>
	<ul style="list-style-type: none"> <li>Schools are comfortable with community acceptance of their work.</li> </ul>	<ul style="list-style-type: none"> <li>Community members, organizations and businesses express commitment to schools.</li> </ul>	<ul style="list-style-type: none"> <li>Community members, organizations and businesses show commitment to schools.</li> </ul>	<ul style="list-style-type: none"> <li>Community members, organizations and businesses show commitment to the schools in time and concrete support.</li> </ul>

Criteria	Initiating	Exploring	Establishing	Sustaining
<b>Parents' Role</b>	<ul style="list-style-type: none"> <li>Parents see schools as taking the primary role in student learning.</li> </ul>	<ul style="list-style-type: none"> <li>School staff explores mechanisms for increasing parent involvement beyond a small group of involved parents.</li> </ul>	<ul style="list-style-type: none"> <li>Parents and school staff share information about learning goals and methods, and student needs.</li> </ul>	<ul style="list-style-type: none"> <li>Parents regularly collaborate with teachers to ensure engagement and learning for all students, not only their own.</li> </ul>
	<ul style="list-style-type: none"> <li>Parents participate in students' education by attending meetings and report card conferences.</li> </ul>	<ul style="list-style-type: none"> <li>Parents volunteer for field trips and other class activities when invited, as well as attending meetings and conferences.</li> </ul>	<ul style="list-style-type: none"> <li>Parents network with school staff and are visible in the school and classroom, working for all students' benefit.</li> </ul>	<ul style="list-style-type: none"> <li>Many parents assist in classes and the school regularly, and problem solve collaboratively around initiatives and student issues.</li> </ul>
	<ul style="list-style-type: none"> <li>Parents accept uncritically information provided by the school and teachers.</li> </ul>	<ul style="list-style-type: none"> <li>Parents seek information from the school to ensure their students achieve their best.</li> </ul>	<ul style="list-style-type: none"> <li>Parents seek and provide information to the school to ensure all students achieve their best.</li> </ul>	<ul style="list-style-type: none"> <li>Parents collaborate with school staff to deepen student engagement and learning and provide supports to the school.</li> </ul>

<b>Criteria</b>	<b>Initiating</b>	<b>Exploring</b>	<b>Establishing</b>	<b>Sustaining</b>
<b>School Vision</b>	<ul style="list-style-type: none"> <li>• A mission statement has been written for the school.</li> </ul>	<ul style="list-style-type: none"> <li>• A vision for the school is held by leaders and understood by staff.</li> </ul>	<ul style="list-style-type: none"> <li>• A clear vision focused on student learning is articulated by leaders and supported by staff.</li> </ul>	<ul style="list-style-type: none"> <li>• A clear, coherent vision is focused on student, staff and community learning.</li> </ul>
	<ul style="list-style-type: none"> <li>• The mission statement is included in school documents and symbolism.</li> </ul>	<ul style="list-style-type: none"> <li>• The strong leader clearly articulates the vision for the school.</li> </ul>	<ul style="list-style-type: none"> <li>• The staff collaborates on understanding and building the school vision.</li> </ul>	<ul style="list-style-type: none"> <li>• Students, staff and community understand and support the school vision, articulating it to make daily decisions.</li> </ul>
	<ul style="list-style-type: none"> <li>• The school mission statement was developed in a previous professional development activity.</li> </ul>	<ul style="list-style-type: none"> <li>• The staff uses the vision in daily work with students to encourage and motivate them.</li> </ul>	<ul style="list-style-type: none"> <li>• The staff regularly uses the vision to select initiatives, develop school goals and to inform the work of the school.</li> </ul>	<ul style="list-style-type: none"> <li>• The vision and its action plans are embedded in the life and culture of the school.</li> </ul>
	<ul style="list-style-type: none"> <li>• Students are reminded of the mission at school assemblies and events.</li> </ul>	<ul style="list-style-type: none"> <li>• Some student outcomes indicated in the vision are monitored.</li> </ul>	<ul style="list-style-type: none"> <li>• The student outcomes monitored are those indicated in the vision.</li> </ul>	<ul style="list-style-type: none"> <li>• Student outcomes are evaluated on the basis of the school vision.</li> </ul>
	<ul style="list-style-type: none"> <li>• New teachers are informed of the school's vision.</li> </ul>	<ul style="list-style-type: none"> <li>• New staff and leaders are educated in the school vision.</li> </ul>	<ul style="list-style-type: none"> <li>• The school vision is reviewed and re-affirmed by staff regularly.</li> </ul>	<ul style="list-style-type: none"> <li>• The school's vision and energy survives changes in personnel and leaders.</li> </ul>

Criteria	Initiating	Exploring	Establishing	Sustaining
<b>Leadership</b>	<ul style="list-style-type: none"> <li>A strong central leader provides order and direction to staff. Lines of authority and tasks are clear and centralized.</li> </ul>	<ul style="list-style-type: none"> <li>A strong leader delegates appropriately and sets up committees to accomplish school-wide tasks.</li> </ul>	<ul style="list-style-type: none"> <li>Leadership is shared among staff members, with the principal guiding and monitoring workgroups.</li> </ul>	<ul style="list-style-type: none"> <li>Leadership is shared appropriately among staff students and community members, with the principal providing a facilitative role that assists staff and students to see the broader goals and purposes which guide individual decisions.</li> </ul>
	<ul style="list-style-type: none"> <li>Leaders foster school traditions which form school culture.</li> </ul>	<ul style="list-style-type: none"> <li>Leaders establish a school mission statement focussed on student learning.</li> </ul>	<ul style="list-style-type: none"> <li>Leaders establish a school culture where student-centred learning informs instructional practice.</li> </ul>	<ul style="list-style-type: none"> <li>Leaders foster a coherent culture focussed on authentic, active learning for all students.</li> </ul>
	<ul style="list-style-type: none"> <li>Leaders ask procedural questions.</li> </ul>	<ul style="list-style-type: none"> <li>Leaders recognize merit in ideas. They are willing to be persuaded and are persuasive.</li> </ul>	<ul style="list-style-type: none"> <li>Leaders refine ideas, provide information and seek practical innovations.</li> </ul>	<ul style="list-style-type: none"> <li>Leaders ask focussed reflective questions which catalyze learning for staff and students.</li> </ul>
	<ul style="list-style-type: none"> <li>Principal gathers resources requested by teachers.</li> </ul>	<ul style="list-style-type: none"> <li>Principal accesses and provides resources for teachers.</li> </ul>	<ul style="list-style-type: none"> <li>Principal seeks out resources and finds information for staff.</li> </ul>	<ul style="list-style-type: none"> <li>Principal is resourceful and creative in accessing resources, information and training for staff and students.</li> </ul>
	<ul style="list-style-type: none"> <li>Teachers work within their classrooms with students.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers cooperate to complete necessary school-wide tasks and work congenially together when necessary.</li> </ul>	<ul style="list-style-type: none"> <li>Most teachers work collaboratively to decide school initiatives and projects focussed on student learning.</li> </ul>	<ul style="list-style-type: none"> <li>Collaborative action teams and work groups make real progress in building student achievement.</li> </ul>
	<ul style="list-style-type: none"> <li>Teachers provide clear rules and consequences for student behaviour.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers use effective techniques to teach students self-discipline.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers use positive, effective and coherent programs to build students' self-discipline.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers work with students to build an internalized moral sense and caring, productive behaviours.</li> </ul>
	<ul style="list-style-type: none"> <li>Student participation is welcomed to plan student events in the school.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers engage students in open discussion to keep abreast of the 'pulse' of the school.</li> </ul>	<ul style="list-style-type: none"> <li>Students are surveyed to establish trends and effects of initiatives.</li> </ul>	<ul style="list-style-type: none"> <li>Students are appropriately involved in providing input and ideas into school leadership issues and initiatives.</li> </ul>
	<ul style="list-style-type: none"> <li>Problems are referred to superiors for advice and resolution.</li> </ul>	<ul style="list-style-type: none"> <li>Problems are discussed cooperatively, and advice for resolution is provided to superiors.</li> </ul>	<ul style="list-style-type: none"> <li>Problems are discussed cooperatively and resolution sought before involving superiors.</li> </ul>	<ul style="list-style-type: none"> <li>Problems are reflected upon and consensus is built around collaborative solutions.</li> </ul>

<b>Criteria</b>	<b>Initiating</b>	<b>Exploring</b>	<b>Establishing</b>	<b>Sustaining</b>
<b>Team Building</b>	<ul style="list-style-type: none"> <li>Most teachers form committees/work groups to accomplish school-level tasks outside the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>All teachers work in cycle/subject groups for professional development and to accomplish necessary school-level tasks outside the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>All teachers work in action teams to accomplish school-level tasks and analyze student achievement data.</li> </ul>	<ul style="list-style-type: none"> <li>All staff members work in collaborative action teams to realize the vision of the school.</li> </ul>
	<ul style="list-style-type: none"> <li>Teachers work hard in their own classrooms to teach students important information.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers sometimes work in pairs to observe lessons and learn from each other.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers work effectively in collegial cycle/subject teams to discuss their lessons.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers work in action teams to accomplish necessary tasks, analyze student achievement data, and plan for improved student achievement.</li> </ul>
	<ul style="list-style-type: none"> <li>Teachers hone their lessons from year to year individually.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers sometimes share unit or lesson ideas with those who ask for them.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers regularly engage in sharing effective units and lessons with their colleagues.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers work in collegial cycle/subject groups to critique and improve their lessons for all students.</li> </ul>
	<ul style="list-style-type: none"> <li>Difficult conversations are avoided so as not to cause conflict among staff members.</li> </ul>	<ul style="list-style-type: none"> <li>Some staff members have sufficient trust to engage in difficult conversations about important issues and topics.</li> </ul>	<ul style="list-style-type: none"> <li>Staff members have established channels for dealing productively, and not personally, with difficult issues and topics.</li> </ul>	<ul style="list-style-type: none"> <li>Teams use productive, engaging protocols efficiently and effectively to improve resolve differences.</li> </ul>

Criteria	Initiating	Exploring	Establishing	Sustaining
<b>Time Management</b>	<ul style="list-style-type: none"> <li>Staff meetings transmit necessary information and allow for group discussion of school-level tasks.</li> </ul>	<ul style="list-style-type: none"> <li>Staff meeting time is allocated for collaborative action team discussion and analysis of data.</li> </ul>	<ul style="list-style-type: none"> <li>Staff meeting time is allocated for collaborative action team analysis of data and planning. Protocols increase efficiency of meetings.</li> </ul>	<ul style="list-style-type: none"> <li>Principal and staff find innovative ways to allocate time for action teams and action research groups to meet without reducing student contact time.</li> </ul>
	<ul style="list-style-type: none"> <li>Teachers make productive use of preparation time to plan lessons and co-ordinate committee work.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers seek additional time to engage in planning with colleagues. Grant or special project structures may be used to allocate some planning time.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers find innovative ways to increase time for collegial planning.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers use preparation time efficiently to increase time available for collaborative planning of lessons and evaluation of lesson success.</li> </ul>
	<ul style="list-style-type: none"> <li>Additional time is requested for committee work.</li> </ul>	<ul style="list-style-type: none"> <li>Time is found in Professional Development days for some collegial discussion.</li> </ul>	<ul style="list-style-type: none"> <li>Time is found through team teaching and streamlining other activities for collegial planning.</li> </ul>	<ul style="list-style-type: none"> <li>Effective student learning time is protected as the first consideration when activities to increase collegial and action team time are considered.</li> </ul>

Criteria	Initiating	Exploring	Establishing	Sustaining
<b>Cycle Organization</b>	<ul style="list-style-type: none"> <li>Teachers use existing grade and organizational structures to accommodate all students.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers use teams and re-grouping strategies to meet student needs and interests.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers try structural innovations to improve student outcomes</li> </ul>	<ul style="list-style-type: none"> <li>The cycle team manages all students in the cycle, attending to individual student needs and interests to maximize student outcomes.</li> </ul>
	<ul style="list-style-type: none"> <li>Students move to a new teacher each year.</li> </ul>	<ul style="list-style-type: none"> <li>Some students remain two years with the same teacher in a cycle.</li> </ul>	<ul style="list-style-type: none"> <li>Students routinely remain with one teacher for each cycle.</li> </ul>	<ul style="list-style-type: none"> <li>Continuity of student experience and depth of learning are the foundations for establishing student groupings.</li> </ul>
	<ul style="list-style-type: none"> <li>Communication about students occurs among teachers at beginning and end of school years/terms.</li> </ul>	<ul style="list-style-type: none"> <li>Regular informal communication among teachers assists teachers to group students for instruction and teaches them.</li> </ul>	<ul style="list-style-type: none"> <li>Regular formal and informal communication among teachers allows all teachers to improve student outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>Cycle teams have formalized mechanisms for communicating relevant information to assist all teachers in meeting the needs and interests of all students and ensure high student achievement outcomes.</li> </ul>

Criteria	Initiating	Exploring	Establishing	Sustaining
<b>Professional Development</b>	<ul style="list-style-type: none"> <li>In-service opportunities are decided centrally.</li> </ul>	<ul style="list-style-type: none"> <li>Mechanisms exist for teacher input into PD provided by central or school administration.</li> </ul>	<ul style="list-style-type: none"> <li>Professional development flows from school vision and school goals.</li> </ul>	<ul style="list-style-type: none"> <li>Professional development flows from school vision, school and individual goals.</li> </ul>
	<ul style="list-style-type: none"> <li>School-based PD is frequently decided by a small committee based on previous discussions with staff.</li> </ul>	<ul style="list-style-type: none"> <li>School-based PD is discussed among staff members.</li> </ul>	<ul style="list-style-type: none"> <li>School-based PD is voted upon by staff.</li> </ul>	<ul style="list-style-type: none"> <li>School-based PD contributes to school goals and is decided by consensus.</li> </ul>
	<ul style="list-style-type: none"> <li>Most PD provided to and selected by teachers consists of single training sessions.</li> </ul>	<ul style="list-style-type: none"> <li>Both in-service opportunities and university coursework is encouraged and supported.</li> </ul>	<ul style="list-style-type: none"> <li>A variety of formal and informal PD delivery mechanisms is available, including school-based action research teams.</li> </ul>	<ul style="list-style-type: none"> <li>Most PD consists of on-going commitment to building teaching skills and capacity by including coaching and reflection upon student results.</li> </ul>
	<ul style="list-style-type: none"> <li>Teachers take time and support to incorporate necessary changes.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers accept the need for change when informed and seeks to gradually incorporate necessary changes.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers seek opportunities to build strategies/techniques and knowledge through several means.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers' understanding of the change process guides them to select opportunities and continuously improve their teaching and students' learning.</li> </ul>
	<ul style="list-style-type: none"> <li>Individual teachers create plans for their own professional growth.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers discuss professional development goals with principal annually.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher teams are actively investing in their own professional development.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher teams determine and reflect upon a professional growth plan which affirms their strengths and directs their on-going learning.</li> </ul>
	<ul style="list-style-type: none"> <li>Teachers appreciate opportunities to discuss issues of concern and particular students with others.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers discuss professional matters with like-minded colleagues.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers build networks among knowledgeable peers for support and on-going learning.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers participate in their close and extended professional communities to build the collective knowledge and expertise of the teaching profession.</li> </ul>

Criteria	Initiating	Exploring	Establishing	Sustaining
<b>Pedagogy</b>	<ul style="list-style-type: none"> <li>Learning is structured, organized, and directed by the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>Learning is structured, organized and directed by the teacher, with some student choices permitted.</li> </ul>	<ul style="list-style-type: none"> <li>Learning is structured and organized by the teacher, with the students taking a role in directing some activities and choices.</li> </ul>	<ul style="list-style-type: none"> <li>Learning is negotiated between teacher and students, with students understanding the competencies to be developed and evaluated.</li> </ul>
	<ul style="list-style-type: none"> <li>Occasional project work or authentic tasks provide variety and interest students.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers use several instructional strategies for whole class instruction and occasional small group discussion or brainstorming.</li> </ul>	<ul style="list-style-type: none"> <li>Learning is often organized around student inquiry.</li> </ul>	<ul style="list-style-type: none"> <li>Learning is driven by student inquiry and essential questions which arise from the focuses of development in the Broad Areas of Learning.</li> </ul>
	<ul style="list-style-type: none"> <li>Learning is organized around traditional disciplinary content.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers have a general understanding of cross-curricular competencies or broad areas of learning addressed in some tasks.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers aim for the development of cross-curricular competencies.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers build in explicit development of cross-curricular competencies in subject and cycle teams.</li> </ul>
	<ul style="list-style-type: none"> <li>Students work largely independently on paper and pencil tasks.</li> </ul>	<ul style="list-style-type: none"> <li>Students experience a mix of instructional strategies, and teachers experiment with active learning strategies.</li> </ul>	<ul style="list-style-type: none"> <li>Many authentic tasks build student learning and develop independent learning.</li> </ul>	<ul style="list-style-type: none"> <li>Students work on authentic, complex problems and tasks so that their learning is grounded and transferable.</li> </ul>

Criteria	Initiating	Exploring	Establishing	Sustaining
<b>Differentiation of Instruction</b>	<ul style="list-style-type: none"> <li>Teachers use 'tried and true' instructional strategies consistently.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers occasionally adjust their assignments to account for ability differences among students.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers use a variety of strategies to maintain student interest and involvement and attend to different learning styles.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers regularly use a variety of strategies to differentiate instruction in content, time, product, process and environment.</li> </ul>
	<ul style="list-style-type: none"> <li>Variety in classroom activities is accomplished through varying content and regularly switching class activities.</li> </ul>	<ul style="list-style-type: none"> <li>With support, teachers individualize instruction for specific, identified students.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers differentiate instruction to meet student needs and interests and achieve competencies.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers match strategies used to student needs and interests ensuring that they develop a repertoire of skills and understandings.</li> </ul>
	<ul style="list-style-type: none"> <li>Student understanding and achievement is monitored in a consistent manner.</li> </ul>	<ul style="list-style-type: none"> <li>Students can demonstrate their learning through other means if they are identified as requiring differentiation.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers regularly provide a few alternatives for students to demonstrate understanding and achievement.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers evaluate their use of different teaching strategies to establish which are most successful in achieving competencies for different types of students.</li> </ul>

Criteria	Initiating	Exploring	Establishing	Sustaining
<b>Student Centred vs Teacher Directed</b>	<ul style="list-style-type: none"> <li>Teachers direct student learning closely and provide resources as they are needed, monitoring student work at all times.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers plan, organize and direct student learning while providing a choice of resources or topics on occasion.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers create opportunities for students to exercise choices in which assignments they undertake to achieve competencies.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers lead students to understand the competencies they must obtain and what high quality work looks like, negotiating with them how they will achieve those competencies to a high level.</li> </ul>
	<ul style="list-style-type: none"> <li>Teachers allow students some choice of groups for discussions.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers offer students some choices in how assignments are completed, and in topics selected for some in-depth study or project-based assignments.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers engage students in authentic inquiry activities which answer some of their own questions as they build competencies.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers negotiate curriculum and provide authentic student inquiry-based learning situations that lead to development of all competencies.</li> </ul>
	<ul style="list-style-type: none"> <li>Students learn to follow directions and complete work according to prescribed requirements.</li> </ul>	<ul style="list-style-type: none"> <li>Students learn to finish assignments within parameters required.</li> </ul>	<ul style="list-style-type: none"> <li>Students learn to be engaged in learning and to demonstrate their achievement of competencies in various ways.</li> </ul>	<ul style="list-style-type: none"> <li>Students learn to make wise choices in constructing knowledge, solving problems and demonstrating their knowledge and strategies/techniques through varied, interesting products and performances.</li> </ul>

Criteria	Initiating	Exploring	Establishing	Sustaining
<b>Reflective Practice</b>	<ul style="list-style-type: none"> <li>Teachers plan and carry out learning activities for their students.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers adjust their teaching for subsequent classes based on responses of students.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers adjust their teaching as necessary to adapt to students' emerging needs during the learning situation.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers adjust their planning and teaching continuously based on data to meet student needs and interests.</li> </ul>
	<ul style="list-style-type: none"> <li>Teachers explain the significance and meaning of learning activities to students.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers allow opportunities for students to reflect in journals.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers include some formal reflective activities in learning situations.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers engage students in learning about how they learn and think (metacognition) so that they can take control of their own learning.</li> </ul>
	<ul style="list-style-type: none"> <li>Teachers provide all students with a common goal for learning.</li> </ul>	<ul style="list-style-type: none"> <li>Students set goals for learning on occasion.</li> </ul>	<ul style="list-style-type: none"> <li>Students set long term goals for their own learning, and reflect on their accomplishment of these goals.</li> </ul>	<ul style="list-style-type: none"> <li>Students set goals for long and short-term learning and monitor their achievement of their own goals.</li> </ul>
	<ul style="list-style-type: none"> <li>Students follow the teacher's lead and suggestions.</li> </ul>	<ul style="list-style-type: none"> <li>Students use journals to indicate responses to learning situations.</li> </ul>	<ul style="list-style-type: none"> <li>Students reflect individually in journals or through other means on selected activities.</li> </ul>	<ul style="list-style-type: none"> <li>Students reflect formally and informally individually or in groups on all aspects of their learning and its evaluation.</li> </ul>
	<ul style="list-style-type: none"> <li>Students seek to complete their assignments</li> </ul>	<ul style="list-style-type: none"> <li>Student responses build teacher reflections and adaptations to subsequent units.</li> </ul>	<ul style="list-style-type: none"> <li>Some reflections add components to their learning activities.</li> </ul>	<ul style="list-style-type: none"> <li>On-going student reflection informs and changes their learning activities.</li> </ul>

Criteria	Initiating	Exploring	Establishing	Sustaining
<b>Evaluation</b>	<ul style="list-style-type: none"> <li>Teachers set the context for instruction through whole-group discussion and explanation.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers use some pre-tests to explore student understanding prior to instruction.</li> </ul>	<ul style="list-style-type: none"> <li>Use of techniques such as observation and “Know, Want to Know, Learn” set a context for instruction.</li> </ul>	<ul style="list-style-type: none"> <li>A wide variety of appropriate assessment techniques are used to build a comprehensive picture of each student’s strengths and areas for improvement.</li> </ul>
	<ul style="list-style-type: none"> <li>Unit tests and teacher-made cumulative tests report on student achievement of curriculum outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>Rubrics and other techniques adapted from other teachers and from published resources are used to evaluate students.</li> </ul>	<ul style="list-style-type: none"> <li>On-going evaluation guides instruction.</li> </ul>	<ul style="list-style-type: none"> <li>Systematic on-going evaluation informs differentiation of instruction.</li> </ul>
	<ul style="list-style-type: none"> <li>Teachers see a need to ensure that all students meet a standard in a similar way.</li> </ul>	<ul style="list-style-type: none"> <li>Oral examinations allow students with special needs to demonstrate their knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>Alternative examination formats examinations allow all students to demonstrate their knowledge and strategies/techniques.</li> </ul>	<ul style="list-style-type: none"> <li>Differentiation of evaluation allows teachers to understand each student’s needs and interests more clearly.</li> </ul>
	<ul style="list-style-type: none"> <li>Teachers explain criteria for student success to parents upon request.</li> </ul>	<ul style="list-style-type: none"> <li>Criteria for student success on tasks clearly written out.</li> </ul>	<ul style="list-style-type: none"> <li>Pertinent criteria from QEP program subject competencies are used for building evaluations.</li> </ul>	<ul style="list-style-type: none"> <li>Criteria for evaluation are drawn from the QEP program subject and cross-curricular competencies.</li> </ul>
	<ul style="list-style-type: none"> <li>Observations and anecdotal records inform comments for reporting to parents.</li> </ul>	<ul style="list-style-type: none"> <li>Observations and anecdotal records used systematically to document some student learning.</li> </ul>	<ul style="list-style-type: none"> <li>Several evaluation techniques for complex situations and competencies are used along with observations and anecdotal records.</li> </ul>	<ul style="list-style-type: none"> <li>Rubrics and other evaluation tools are stated in observable, measurable terms that students and parents understand.</li> </ul>
	<ul style="list-style-type: none"> <li>Teacher-selected assignments demonstrate student achievement to parents.</li> </ul>	<ul style="list-style-type: none"> <li>Student-selected portfolios broaden evaluation mechanisms and involve students.</li> </ul>	<ul style="list-style-type: none"> <li>Student-selected portfolios demonstrate growth to students and parents.</li> </ul>	<ul style="list-style-type: none"> <li>Portfolios and complex situations integrate strategies/techniques and knowledge across multiple competencies and demonstrate growth and achievement of high quality work.</li> </ul>
	<ul style="list-style-type: none"> <li>Students may be engaged in discussions of where their learning will lead.</li> </ul>	<ul style="list-style-type: none"> <li>Students set goals for learning specific things on occasion.</li> </ul>	<ul style="list-style-type: none"> <li>Students are involved in goal setting each year.</li> </ul>	<ul style="list-style-type: none"> <li>Students are actively involved in the assessment process and in goal setting and monitoring.</li> </ul>

Criteria	Initiating	Exploring	Establishing	Sustaining
<b>Broad Areas of Learning</b>	<ul style="list-style-type: none"> <li>Teachers see the contribution of some aspects of the Subject-Specific Competencies to the Broad Areas of Learning.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers experiment with directly including learning activities which address the Broad Areas of Learning.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers regularly plan learning activities which address the Broad Areas of Learning.</li> </ul>	<ul style="list-style-type: none"> <li>Student inquiry and project-based learning addresses student questions and interests within the focuses of development in the Broad Areas of Learning.</li> </ul>
	<ul style="list-style-type: none"> <li>Learning activities are structured around subject/discipline content.</li> </ul>	<ul style="list-style-type: none"> <li>Many aspects of the Broad Areas of learning may be touched upon by various learning activities such as some project-based activities with some student choice.</li> </ul>	<ul style="list-style-type: none"> <li>Learning activities are sometimes project- or inquiry-based and involve authentic student choices within the Broad Areas of Learning.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers collaborate to create structures that ensure opportunities exist for students to experience authentic learning in all Broad Areas over their school careers.</li> </ul>
	<ul style="list-style-type: none"> <li>Students see their learning as bounded by subject/discipline content.</li> </ul>	<ul style="list-style-type: none"> <li>Students are aware of some aspects of the Broad Areas of Learning.</li> </ul>	<ul style="list-style-type: none"> <li>Students understand the relationship of the Broad Areas of Learning to what they are studying.</li> </ul>	<ul style="list-style-type: none"> <li>Students understand and can articulate at their level the inter-connections of Broad Areas of Learning, Cross-Curricular Competencies and Subject-Specific Competencies.</li> </ul>
	<ul style="list-style-type: none"> <li>Students are informed about how their learning impacts their life opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>Connections are made between student goals and a Broad Area of Learning.</li> </ul>	<ul style="list-style-type: none"> <li>Student goal-setting addresses the Broad Areas of Learning.</li> </ul>	<ul style="list-style-type: none"> <li>Student goal-setting and monitoring and reporting to parents/guardians includes information on the Broad Areas of Learning.</li> </ul>
	<ul style="list-style-type: none"> <li>Students and parents/guardians accept traditional patterns of organizing learning.</li> </ul>	<ul style="list-style-type: none"> <li>Parent/guardians are informed of the Broad Areas of Learning.</li> </ul>	<ul style="list-style-type: none"> <li>Parents/guardians are aware of connections between some subject/discipline knowledge and the Broad Areas of Learning.</li> </ul>	<ul style="list-style-type: none"> <li>Parents/guardians and community members understand and support the significance of Broad Areas of Learning.</li> </ul>

<b>Criteria</b>	<b>Initiating</b>	<b>Exploring</b>	<b>Establishing</b>	<b>Sustaining</b>
<b>Cross-Curricular Competencies</b>	<ul style="list-style-type: none"> <li>Teachers understand the intent of the cross-curricular competencies and can explain how existing learning activities contribute to their development.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers initiate the development of one cross-curricular competency in a specific set of learning activities.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers integrate the development of cross-curricular competencies throughout their instruction.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers collaborate to ensure cross-curricular competencies are addressed systematically throughout the students' learning.</li> </ul>
	<ul style="list-style-type: none"> <li>Learning activities are structured around subject disciplines or traditional activities.</li> </ul>	<ul style="list-style-type: none"> <li>Learning activities are adapted to include development of a cross-curricular competency.</li> </ul>	<ul style="list-style-type: none"> <li>Learning activities frequently and explicitly incorporate one or more of the cross-curricular competencies.</li> </ul>	<ul style="list-style-type: none"> <li>Learning activities are structured to support systematic development of the competencies.</li> </ul>
	<ul style="list-style-type: none"> <li>Evaluation of cross-curricular competencies is accomplished by judgement or extrapolated from existing marks.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers evaluate a cross-curricular competency within a set of learning activities.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation of cross-curricular competencies is embedded in complex evaluations of learning activities such as rubrics, projects or portfolios.</li> </ul>	<ul style="list-style-type: none"> <li>Cross-curricular competencies are embedded in many learning activities and are evaluated as a part of those activities and summarized explicitly to ensure student learning of them.</li> </ul>
	<ul style="list-style-type: none"> <li>Students, parents/guardians and community members accept the status quo.</li> </ul>	<ul style="list-style-type: none"> <li>Parents/guardians and community members are aware of the intent of the cross-curricular competencies</li> </ul>	<ul style="list-style-type: none"> <li>Parents/guardians and community members understand the general intent and importance of cross-curricular competencies.</li> </ul>	<ul style="list-style-type: none"> <li>Parents/guardians and community members understand and seek to contribute to students' learning of the cross-curricular competencies.</li> </ul>

<b>Criteria</b>	<b>Initiating</b>	<b>Exploring</b>	<b>Establishing</b>	<b>Sustaining</b>
<b>Subject-Specific Competency Development</b>	<ul style="list-style-type: none"> <li>Teachers understand the intent of the subject-specific competencies and can explain how existing learning activities contribute to their development.</li> </ul>	<ul style="list-style-type: none"> <li>A key feature of the competency is touched upon with students.</li> </ul>	<ul style="list-style-type: none"> <li>Selected key features of the competency are used to thoroughly develop students' competencies.</li> </ul>	<ul style="list-style-type: none"> <li>All key features of the competency are used in creating independence and depth in the students' competency development.</li> </ul>
	<ul style="list-style-type: none"> <li>Learning activities are structured around learning of content and specific strategies/techniques.</li> </ul>	<ul style="list-style-type: none"> <li>Learning activities sometimes include an aspect of competency development.</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge and strategies/techniques are learned as well as the competencies.</li> </ul>	<ul style="list-style-type: none"> <li>Subject knowledge and strategies/techniques are learned in support of competency development.</li> </ul>
	<ul style="list-style-type: none"> <li>Evaluation focuses on content and skill acquisition.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation focuses on content and skill acquisition and may include some student response to competency development.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation focuses on achievement of knowledge and strategy/technique objectives; competency development is commented upon.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation focuses on achievement of competencies and demands high quality learning of knowledge and strategies/techniques.</li> </ul>
	<ul style="list-style-type: none"> <li>Students, parents/guardians and community members understand the basic organization of instruction and evaluation.</li> </ul>	<ul style="list-style-type: none"> <li>Students, parents/guardians and community members are aware of subject-specific competencies.</li> </ul>	<ul style="list-style-type: none"> <li>Students understand the general intent of the subject-specific competencies.</li> </ul>	<ul style="list-style-type: none"> <li>Students understand the competencies, and can explain how they are seeking to accomplish them.</li> </ul>

Criteria	Initiating	Exploring	Establishing	Sustaining
<b>Integration of Technology</b>	<ul style="list-style-type: none"> <li>Teachers occasionally use a common technology to enhance existing activities, such as a video of an historical event.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers use some technology to provide interest and motivate students, such as computers to provide practice and extend learning.</li> </ul>	<ul style="list-style-type: none"> <li>Many teachers confidently use several technologies to enhance student learning and motivation.</li> </ul>	<ul style="list-style-type: none"> <li>Various technologies are used in an integrated fashion daily to differentiate, extend and deepen student learning</li> </ul>
	<ul style="list-style-type: none"> <li>Students are taught about technology or to use a technology as a set of rules to be mastered.</li> </ul>	<ul style="list-style-type: none"> <li>Students are taught to understand rules for use of given technologies.</li> </ul>	<ul style="list-style-type: none"> <li>Students are taught to use technology to advance their own learning and build independence.</li> </ul>	<ul style="list-style-type: none"> <li>Students are taught to understand the principles and consequences of various technologies and use them responsibly.</li> </ul>
	<ul style="list-style-type: none"> <li>Teachers teach aspects of technology to the class as a whole.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers use specific computer software for specific student learning activities and needs.</li> </ul>	<ul style="list-style-type: none"> <li>Most teachers use some form of technology to differentiate for student needs and interests.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers regularly use different technologies to meet different student needs and interests.</li> </ul>
	<ul style="list-style-type: none"> <li>Teachers learn to use each technology individually.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers understand rules for use of given technologies and able to teach these to students.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers understand broad conceptions of technology and teach students to think critically about using technology.</li> </ul>	<ul style="list-style-type: none"> <li>Most teachers understand underlying principles of technology and its evolution in society and teach students to think critically about underlying principles, benefits and costs of many technologies.</li> </ul>
	<ul style="list-style-type: none"> <li>Teachers accept assistance in dealing with technology.</li> </ul>	<ul style="list-style-type: none"> <li>With support, teachers learn to incorporate new technologies in stages.</li> </ul>	<ul style="list-style-type: none"> <li>Some teachers experiment with new technologies.</li> </ul>	<ul style="list-style-type: none"> <li>Many teachers experiment creatively with technologies of all kinds to determine pedagogical uses that contribute to student achievement of competencies and motivate students to learn deeply and actively.</li> </ul>

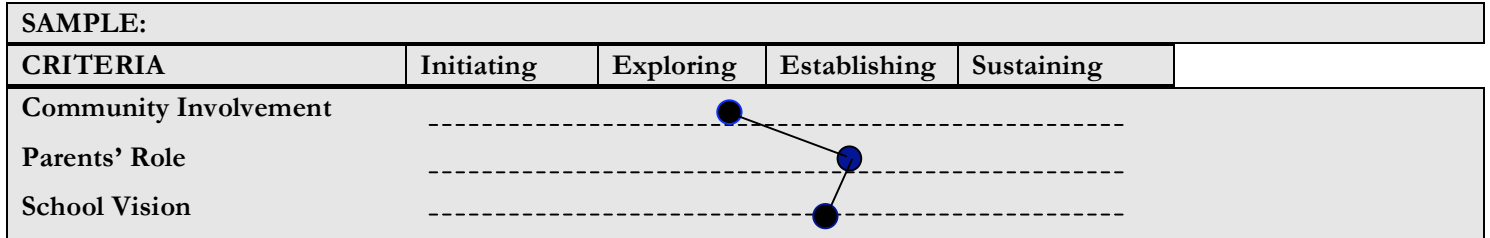
*Comments:*

## Appendix A

## Graphic Summary

The purpose of this summary page is to provide you with a simple graphic representation of where your school is in reference to the various criteria at any a given period in time. You may use this grid at various times throughout the year as a record of change.

Once you have considered the subsections for each of the “Criteria” you select, determine where your school rates *in general* on the range from *Initiating* to *Sustaining*. Plot a point on the corresponding line. Once all the criteria are considered, join the various dots to provide a picture of your school at the time..



WORKSHEET:				
CRITERIA	Initiating	Exploring	Establishing	Sustaining
Community Involvement				
Parents' Role				
School Vision				
Leadership				
Team Building				
Time Management				
Cycle Organization				
Professional Development				
Pedagogy				
Differentiation of Instruction				
Student-Centered versus Teacher-Directed				
Reflective practice				
Evaluation				
Broad Areas of Learning				
Cross Curricular Comp.				
Subject Specific Comp.				
Integration of technology				

Date completed: \_\_\_\_\_