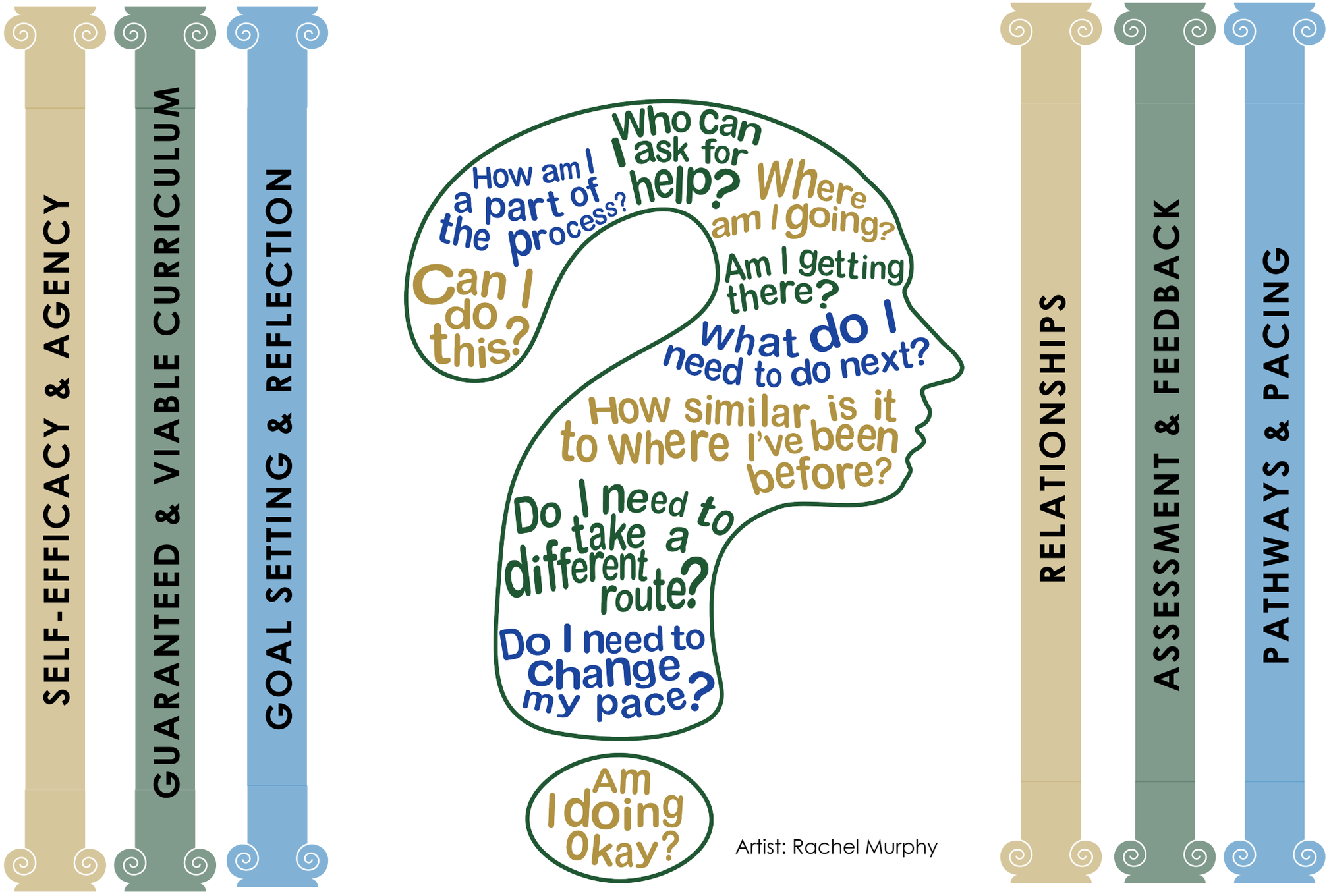
WEST FARGO PUBLIC SCHOOLS



Artist: Rachel Murphy

DISTRICT BELIEFS GUIDEBOOK 2025-2026

LINKS

This guidebook is divided into sections based on the beliefs, followed by other technical sections and a traditional list glossary with hyperlinks. The links provided below will take you to each of those sections. You can click on the "house" to get back to this page.

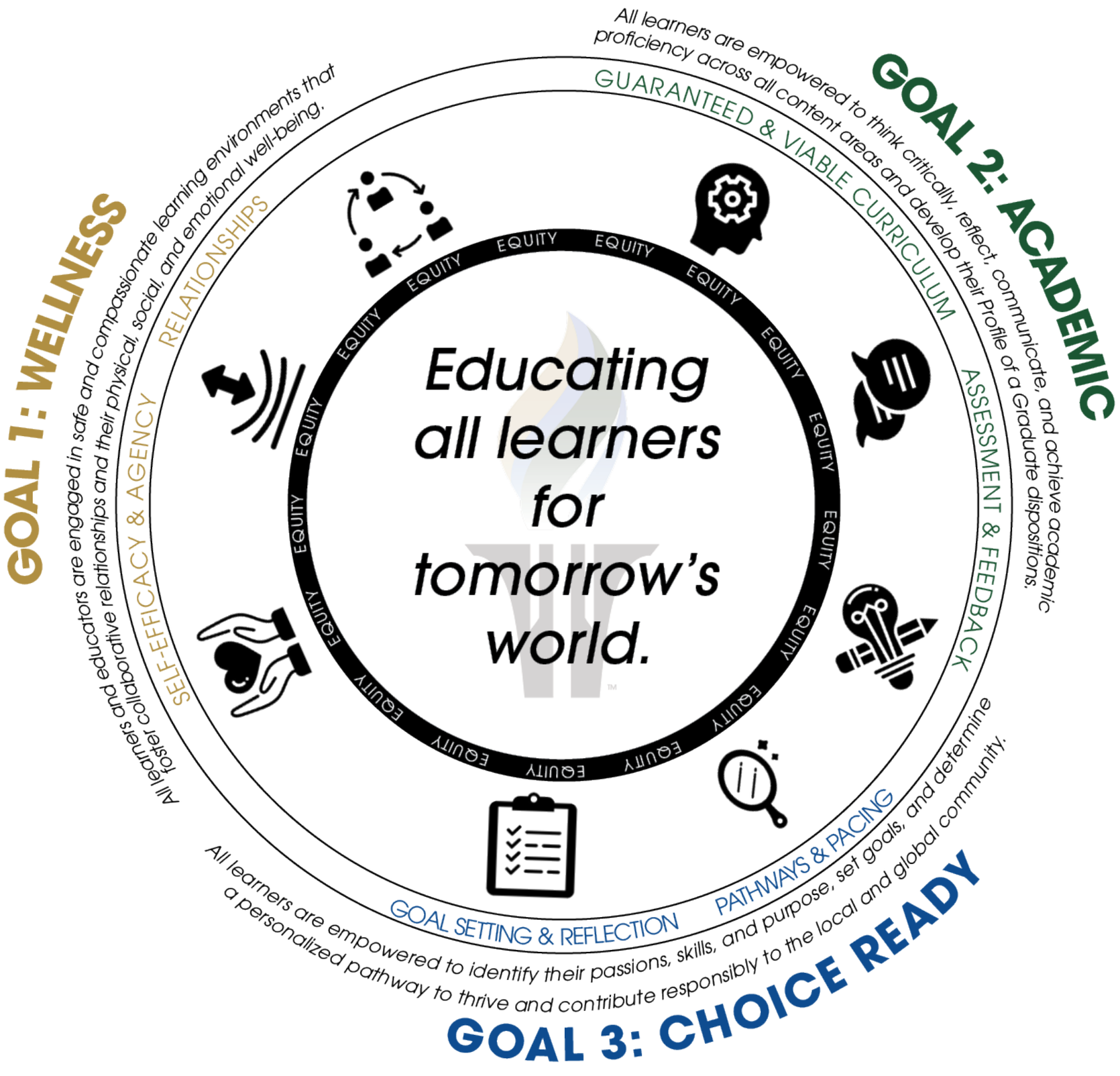
- District Strategic Plan and Information
- Self-efficacy and Agency
- Relationships
- Guaranteed and Viable Curriculum
- Assessment and Feedback
- Goal Setting and Reflection
- Pathways and Pacing
  - Academies
- Instructional Models and Practices
- Multi-Tiered System of Support
- Leadership and Change
- Tools
- Evaluation Models
- List Glossary

MISSION

Educating all learners for tomorrow's world.

VISION

West Fargo Public Schools aligns instructional practices and resources to create a nurturing, ***learner-centered*** *environment. Learners are* ***empowered*** *to develop knowledge, skills, and dispositions to thrive in a rapidly changing world.*


GOAL 1: WELLNESS
All learners are engaged in safe and compassionate learning environments that foster collaborative relationships and their physical, social, and emotional well-being.
SELF-EFFICACY & AGENCY
RELATIONSHIPS
GOAL 2: ACADEMIC
All learners are empowered to think critically, reflect, communicate, and achieve academic proficiency across all content areas and develop their Profile of a Graduate dispositions.
GUARANTEED & VIABLE CURRICULUM
ASSESSMENT & FEEDBACK
EQUITY
Educating all learners for tomorrow's world.
GOAL SETTING & REFLECTION
PATHWAYS & PACING
GOAL 3: CHOICE READY
All learners are empowered to identify their passions, skills, and purpose, set goals, and determine a personalized pathway to thrive and contribute responsibly to the local and global community.

DISTRICT GOALS

*Why? Educating **all** learners for tomorrow's world.*

WELLNESS	ACADEMIC	CHOICE READY
All learners and educators are engaged in safe and compassionate learning environments that foster collaborative relationships and their physical, social, and emotional well-being.	All learners are empowered to think critically, reflect, communicate, and achieve academic proficiency across all content areas and develop their Profile of a Graduate dispositions.	All learners are empowered to identify their passions, skills, and purpose, set goals, and determine a personalized pathway to thrive and contribute responsibly to the local and global community.

DISTRICT BELIEFS

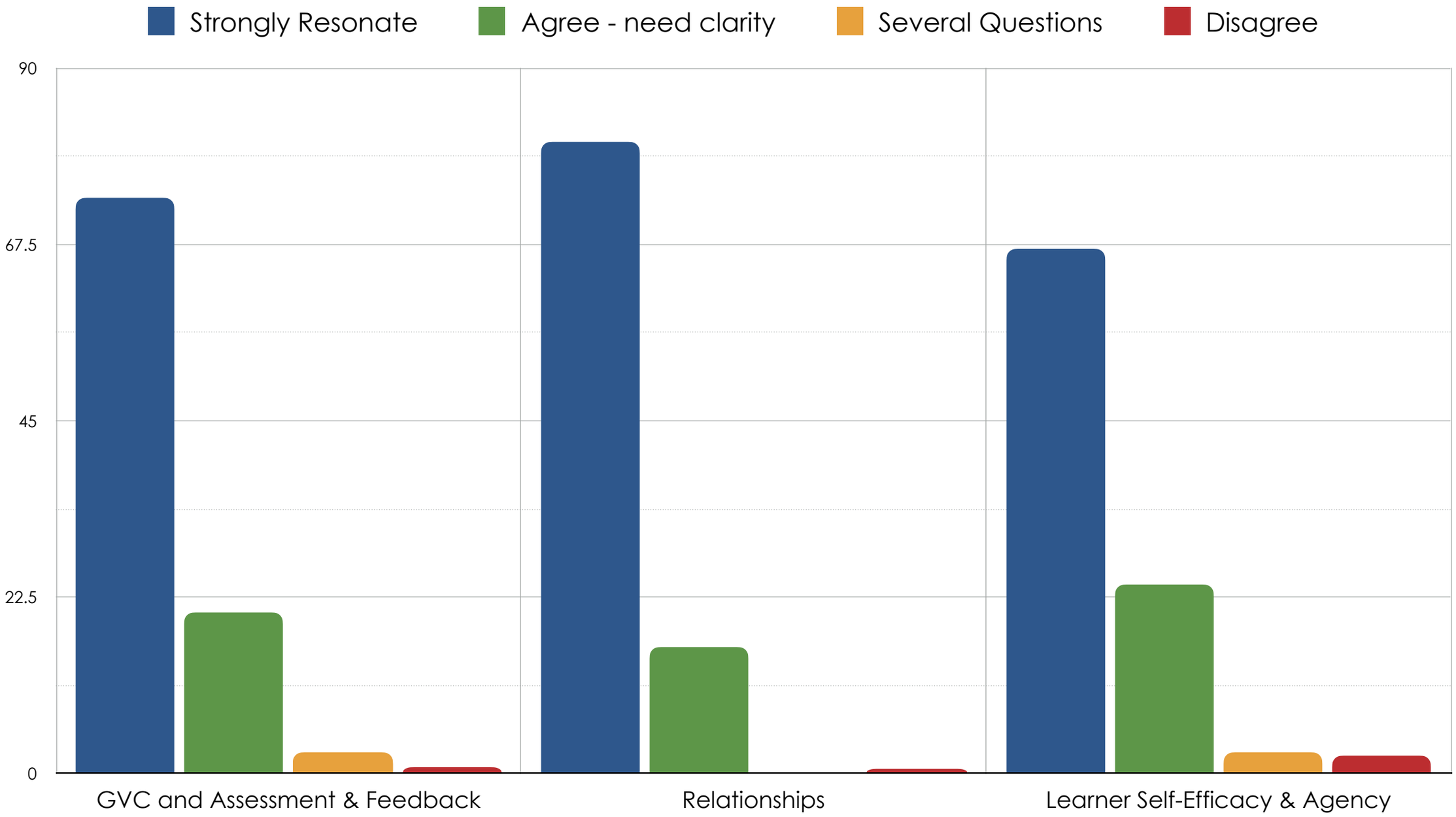
The district belief statements articulate our key beliefs as a system. They provide guidance in our decisions and continuity to our processes.

*Why? Educating **all** learners for tomorrow's world.*

WELLNESS		ACADEMIC		CHOICE READY	
Self-Efficacy and Agency	Relationships	Guaranteed and Viable Curriculum	Assessment and Feedback	Goal Setting and Reflection	Pathways and Pacing
We believe in building self-efficacy (the belief they can) and agency (the desire to act), empowering all learners to advocate for their own learning and the supports they need to be successful.	We believe that learning has a social component, and that learners need to be engaged in safe and nurturing relationships that allow them to develop their intellectual, physical, social, and emotional well-being.	We believe that teaching is both an art and a science. We believe in a district GVC: defined as clearly articulated, evidence based, transparent, and measurable proficiency in knowledge, skills, and dispositions for each course for each grading period.	We believe in timely, actionable, and relevant feedback in all aspects of education; empowering learners to determine and act on their next steps with guidance and support to move them to independence.	We believe goal setting and reflection are critical components of the learning process; encouraging learners to examine their decisions, resources, resilience, and responsibility.	We believe in providing learners with resources, supports, and spaces that empower them to determine appropriate learning pathways and drive their progress within a given timeframe.

DISTRICT BELIEFS

All educators were surveyed about their own educational beliefs and their alignment to the first draft of the district belief statements in 2019. This information was utilized to tailor the statements as they became part of the 2022 strategic plan work.



DISTRICT GOALS & BELIEFS

The district belief statements articulate our key beliefs as a system. They provide guidance in our decisions and continuity to our processes.

*Why? Educating **all** learners for tomorrow's world.*

WELLNESS	ACADEMIC	CHOICE READY
All learners and educators are engaged in safe & compassionate learning environments that foster collaborative relationships and their physical, social, and emotional well-being.	All learners are empowered to think critically, reflect, communicate, and achieve academic proficiency across all content areas and develop their Profile of a Graduate dispositions.	All learners are empowered to identify their passions, skills, and purpose, set goals, and determine a personalized pathway to thrive and contribute responsibly to the local and global community.

Self-Efficacy and Agency	Relationships	Guaranteed and Viable Curriculum	Assessment and Feedback	Goal Setting and Reflection	Pathways and Pacing
We believe in building self-efficacy (the belief they can) and agency (the desire to act), empowering all learners to advocate for their own learning and the supports they need to be successful.	We believe that learning has a social component, and that learners need to be engaged in safe and nurturing relationships that allow them to develop their intellectual, physical, social, and emotional well-being.	We believe that teaching is both an art and a science. We believe in a district GVC: defined as clearly articulated, evidence based, transparent, and measurable proficiency in knowledge, skills, and dispositions for each course for each grading period.	We believe in timely, actionable, and relevant feedback in all aspects of education; empowering learners to determine and act on their next steps with guidance and support to move them to independence.	We believe goal setting and reflection are critical components of the learning process; encouraging learners to examine their decisions, resources, resilience, and responsibility.	We believe in providing learners with resources, supports, and spaces that empower them to determine appropriate learning pathways and drive their progress within a given timeframe.

EQUITY STATEMENTS

The equity statements articulate how the district belief statements support West Fargo Public Schools to achieve equity - educating ALL learners for tomorrow's world.

WELLNESS		ACADEMIC		CHOICE READY	
Our belief in Self-Efficacy and Agency	Our belief in Relationships	Our belief in Guaranteed and Viable Curriculum	Our belief in Assessment and Feedback	Our belief in Goal Setting and Reflection	Our belief in Pathways and Pacing
helping learners reflect on their learning, utilize their strengths, and learn to respectfully advocate for the personalized supports they need.	constructing environments and strategies that maximize learning through intentional collaboration, with acknowledgement, compassion, and empathy for the diverse voices of our educators and learners.	identifying levels of learner proficiency and providing educators with the necessary guidance and resources to ensure equity for all in all educational settings.	providing learners with clear and concise action steps, as well as multimodal opportunities to demonstrate their knowledge, skills, and understanding.	creating a systemic approach that helps each learner continuously assess their strengths, learning preferences, and needs.	providing learners the autonomy to pursue proficiency in their interests and passions at a rate that best supports their growth and understanding.

supports our focus on equity by…

LEARNER EVIDENCE

The learner evidence statements describe the vision for each of the belief statements.

*Why? Educating **all** learners for tomorrow's world.*

WELLNESS		ACADEMIC		CHOICE READY	
Self-efficacy and Agency	Relationships	Guaranteed and Viable Curriculum	Assessment and Feedback	Goal Setting and Reflection	Pathways and Pacing
Learners are continuously empowered to make important decisions about their learning which foster a growth mindset and a desire to take action within their progression of learning.	Learners are engaged in safe and nurturing relationships that allow them to develop their intellectual, physical, social, and emotional well-being.	Learners move along a progression of learning based on their mastery of clearly articulated, transparent, and measurable proficiency in knowledge, skills, and dispositions.	Learners receive relevant and timely feedback in all aspects of the learning process, empowering them to determine and act on their next steps.	Learners take ownership to set goals and reflect on their progress by examining their decisions, resources, resilience, and responsibility.	Learners are invested in their education by determining appropriate pathways and places to drive their progress within a timeframe.

WFPS PROFILE OF A GRADUATE

The Profile of a Graduate dispositions articulate the core values of West Fargo Public Schools for all members of the organization including our learners and all staff.

COLLABORATION

…work together, resolving controversy and conflict through respectful negotiation.

RESILIENCE

…persist on the path toward physical and mental wellness despite impediments and challenges by defining and developing solutions to existing or future problems.

COMPASSION

…demonstrate their understanding of the complexities of culture and global issues and see viewpoints beyond their own in order to positively impact the world around them.

CRITICAL THINKING

…systematically go beyond knowledge reproduction to reason, organize, summarize, interpret, analyze, and synthesize information in ways that generate new understanding.

COMMUNICATION

…connect and share ideas and select an appropriate format to express thoughts and ideas with integrity and appropriate digital citizenship.

CREATIVITY

…take risks to develop and revise ideas.

REFLECTION

…take ownership in their learning by being empowered to take multiple pathways to demonstrate understanding and mastery.

RESPONSIBILITY

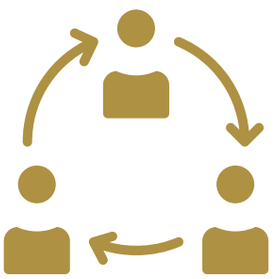
…actively engage in their learning and demonstrate responsibility, organization, and perseverance.

WFPS ELEMENTARY POG VERBS

profile OF A GRADUATE

COMPASSION

listen
be kind
show empathy
consider perspectives



COLLABORATION

cooperate
take turns
work together

CREATIVITY

imagine
take risks
think flexibly
adapt ideas

CRITICAL THINKING

explore
analyze
discover
summarize

COMMUNICATION

write
speak
listen
discuss

REFLECTION

set goals
self-assess
track progress
celebrate learning

RESILIENCE

be hopeful
develop solutions
keep trying
manage feelings

RESPONSIBILITY

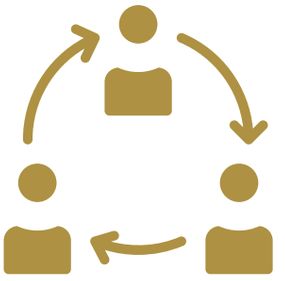
follow rules
be prepared
be organized
complete work

WFPS MIDDLE SCHOOL POG VERBS

profile OF A GRADUATE

COMPASSION

listen
consider
see viewpoints
show empathy
recognize values



COLLABORATION

listen
cooperate
accept feedback
share responsibility
interact respectfully

CREATIVITY

revise
design
explore
take risks
think flexibly

COMMUNICATION

write
speak
discuss
express
connect

CRITICAL THINKING

justify
analyze
interpret
synthesize
provide evidence

REFLECTION

set goals
self-assess
track progress
utilize feedback
determine pathway

RESILIENCE

persist
enact plans
define solutions
accept change
manage feelings

RESPONSIBILITY

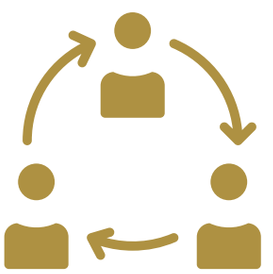
persist
engage
complete work
be a good citizen
pursue achievement

WFPS HIGH SCHOOL POG VERBS

profile OF A GRADUATE

COMPASSION

listen
show empathy
recognize values
exhibit character
impact the world
articulate perspectives



COLLABORATION

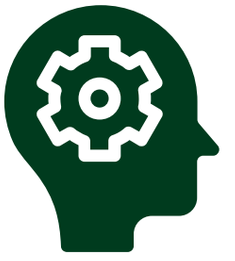
negotiate
cooperate
accept feedback
provide feedback
share responsibility
interact respectfully

CREATIVITY

revise
design
impact
take risks
innovate
apply critical thinking

COMMUNICATION

write
speak
discuss
publish
express
connect



CRITICAL THINKING

justify
analyze
interpret
construct
synthesize
provide evidence

REFLECTION

redesign
set goals
self-assess
design a plan
utilize feedback
consider impact

RESILIENCE

persist
enact plans
be confident
solve problems
define solutions
accept change

RESPONSIBILITY

engage
persevere
be resilient
find passion
be a good citizen
pursue achievement

GOALS & BELIEFS

WEST FARGO PUBLIC SCHOOLS
2022 - 2027

Equity

WELLNESS	ACADEMIC	CHOICE READY
All learners and educators are engaged in safe and compassionate learning environments that foster collaborative relationships and their physical, social, and emotional well-being.	**All learners are empowered to think critically, reflect, communicate, and achieve academic proficiency across all content areas and develop their Profile of a Graduate dispositions.**	**All learners are empowered to identify their passions, skills, and purpose, set goals, and determine a personalized pathway to thrive and contribute responsibly to the local and global community.**

BELIEF	Self-Efficacy & Agency	Relationships	Guaranteed & Viable Curriculum (GVC)	Assessment & Feedback	Pathways & Pacing	Goal Setting & Reflection
BELIEF STATEMENT	We believe in building self-efficacy (the belief they can) and agency (the desire to act), empowering all learners to advocate for their own learning and the supports they need to be successful.	We believe that learning has a social component, and that learners need to be engaged in safe and nurturing relationships that allow them to develop their intellectual, physical, social, and emotional well-being.	We believe that teaching is both an art and a science. We believe in a district GVC: defined as clearly articulated, evidence based, transparent, and measurable proficiency in knowledge, skills, and dispositions for each course for each grading period.	We believe in timely, actionable, and relevant feedback in all aspects of education; empowering learners to determine and act on their next steps with guidance and support to move them to independence.	We believe in providing learners with resources, supports, and spaces that empower them to determine appropriate learning pathways and drive their progress within a given timeframe.	We believe goal setting and reflection are critical components of the learning process; encouraging learners to examine their decisions, resources, resilience, and responsibility.
LEARNER EVIDENCE	Learners are continuously empowered to make important decisions about their learning which foster a growth mindset and a desire to take action within their progression of learning.	Learners are engaged in safe and nurturing relationships that allow them to develop their intellectual, physical, social, and emotional well-being.	Learners move along a progression of learning based on their mastery of clearly articulated, transparent, and measurable proficiency in knowledge, skills, and dispositions.	Learners receive relevant and timely feedback in all aspects of the learning process, empowering them to determine and act on their next steps.	Learners are invested in their learning by determining appropriate pathways and places to drive their progress within a timeframe.	Learners take ownership to set goals and reflect on their progress by examining their decisions, resources, resilience, and responsibility.

PROFILE OF A GRADUATE

… demonstrate their understanding of the complexities of culture and global issues and see viewpoints beyond their own in order to positively impact the world around them.

… take risks to develop and revise ideas.

… connect and share ideas and select an appropriate format to express thoughts and ideas with integrity and appropriate digital citizenship.

… take ownership in their learning by being empowered to take multiple pathways to demonstrate understanding and mastery.

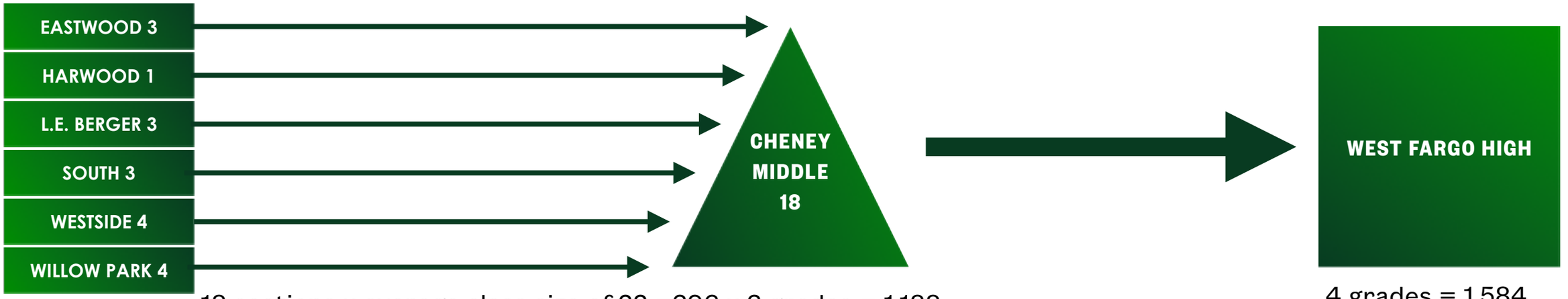
… work together, resolving controversy and conflict through respectful negotiation.

… persist on the path toward physical and mental wellness despite impediments and challenges by defining and developing solutions to existing or future problems.

… systematically go beyond knowledge reproduction to reason, organize, summarize, interpret, analyze, and synthesize information in ways that generate new understanding.

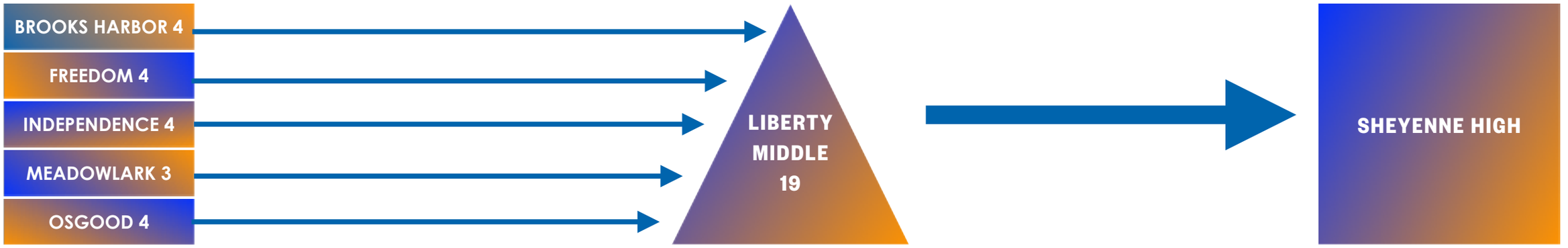
… actively engage in their learning and demonstrate responsibility, organization, and perseverance.

SCHOOLS BY FEEDER SYSTEM



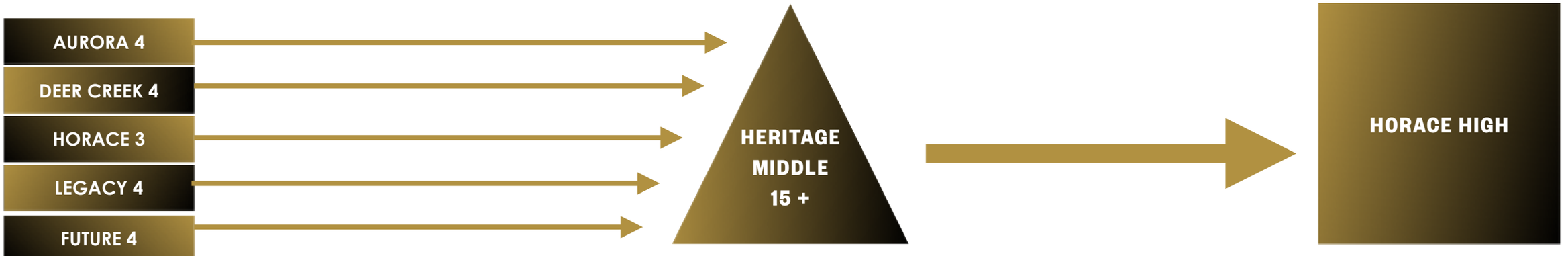
18 sections x average class size of 22 =396 x 3 grades = 1,188

4 grades = 1,584



19 sections x average class size of 22 =418 x 3 grades = 1,254

4 grades = 1,672



19 sections x average class size of 22 = 418 x 3 grades = 1,254

4 grades = 1,672

Personalization vs Differentiation vs Individualization

Personalization	Differentiation	Individualization
The Learner…	The Educator…	The Educator…
drives their learning	provides instruction to groups of learners	provides instruction to individual learners.
connects learning with interests, talents, passions, and aspirations.	adjusts learning needs for groups of learners.	accommodates learning needs for the individual learner.
actively participate in the design of their learning.	designs instruction based on the learning needs of different groups of learners.	customizes instruction based on the learning needs of the individual learner.
owns and is responsible for their learning that includes their voice and choice and how and what they learn.	is responsible for a variety of instruction for different groups of learners.	is responsible for modifying instruction based on the needs of the individual learner.
identifies goals for their learning plan and benchmarks as they progress along their learning path with guidance from teacher.	identifies the same objectives for different groups of learners as they do for the whole class.	identifies the same objectives for all learners with specific objectives for individuals who receive one-on-one support.
acquires the skills to select and use the appropriate technology and resources to support and enhance their learning.	selects technology and resources to support the learning needs of different groups of learners.	selects technology and resources to support the learning needs of the individual learner.
builds a network of peers, experts, and teachers to guide and support their learning.	supports groups of learners who are reliant on them for their learning.	understands the individual learner is dependent on them to support their learning.
demonstrates mastery of content in a competency-based system.	monitors learning based on Carnegie unit (seat time) and grade level.	monitors learning based on Carnegie unit (seat time) and grade level.
becomes a self-directed, expert learner who monitors progress and reflects on learning based on mastery of content and skills.	uses data and assessments to modify instruction for groups of learners and provides feedback to individual learners to advance learning.	uses data and assessments to measure progress of what the individual learner learned and did not learn to decide next steps in their learning.
Assessment **AS** and **FOR** learning with minimal **OF** Learning.	Assessment **OF** and **FOR** Learning.	Assessment **OF** Learning.
		Chart V3 by Barbara Bray and Kathleen McClaskey

ELEMENTARY PROFILE OF A GRADUATE PROFICIENCY GUIDANCE

DISPOSITION	Novice	Approaching	Proficient	Advanced
Critical Thinking	*Learners go beyond knowledge reproduction to reason, organize, summarize, and analyze information.*			
	Learners need support to: ☐ analyze text ☐ summarize text and presentations ☐ analyze new ideas	Learners provide evidence they can: ☐ organize ideas or concepts into categories ☐ summarize text	Learners provide evidence they independently: ☐ analyze text ☐ summarize text and presentations ☐ analyze new ideas	Learners show they can: ☐ analyze and interpret information ☐ synthesize information from a variety of sources ☐ construct a claim ☐ use evidence to justify a claim
Communication	*Learners connect and share ideas; express thoughts and ideas with appropriate digital citizenship.*			
	Learners need support to: ☐ listen to the ideas of others ☐ speak following expected norms ☐ connect with others ☐ write to express ideas	Learners provide evidence they can: ☐ take turns ☐ express ideas orally OR in writing	Learners provide evidence they independently: ☐ listen to the ideas of others ☐ speak following expected norms ☐ connect with others ☐ write to express ideas	Learners show they can: ☐ connect with others in a positive way ☐ write to communicate ☐ share oral presentations ☐ engage in discussions ☐ utilize digital media to produce and publish
Creativity	*Learners take risks to develop ideas.*			
	Learners need support to: ☐ adapt ideas to make something new ☐ imagine something unique or different ☐ innovate and create original ideas or concepts ☐ take sensible risks to try new thoughts or ideas ☐ think flexibly	Learners provide evidence they can: ☐ try new things ☐ generate new ideas ☐ communicate a new idea	Learners provide evidence they independently: ☐ adapt ideas to make something new ☐ imagine something unique or different ☐ innovate and create original ideas or concepts ☐ take sensible risks to try new thoughts or ideas ☐ think flexibly	Learners show they can: ☐ design products or solutions ☐ revise designs based on feedback ☐ take risks to facilitate learning and new ideas ☐ apply critical thinking
Resilience	*Learners persist on the path toward physical and mental wellness.*			
	Learners need frequent reminders to: ☐ manage feelings in a productive way ☐ keep trying when things get difficult ☐ develop solutions for problems	Learners provide evidence they can: ☐ practice managing feelings in a productive way ☐ keep trying ☐ implement given solutions for problems	Learners provide evidence they independently: ☐ manage feelings in a productive way ☐ keep trying when things get difficult ☐ develop solutions for problems	Learners show they can: ☐ manage feelings in a productive way and demonstrate self-control ☐ keep trying when things get difficult ☐ make realistic plans ☐ propose and develop solutions ☐ take steps to solve a problem ☐ rely on others when needed

ELEMENTARY PROFILE OF A GRADUATE PROFICIENCY GUIDANCE

DISPOSITION	Novice	Approaching	Proficient	Advanced
Collaboration	*Learners work together.*			
	Learners need frequent reminders to: ☐ cooperate and work together in partnerships, small and large groups ☐ share the workload equitably to be productive ☐ take turns with tasks ☐ listen to others' ideas and opinions	Learners provide evidence they can: ☐ take turns with tasks ☐ listen to the ideas of others ☐ work with a partner	Learners provide evidence they independently: ☐ cooperate and work together in partnerships, small and large groups ☐ share the workload equitably to be productive ☐ take turns with tasks ☐ listen to others' ideas and opinions	Learners show they can: ☐ cooperate and work flexibly in partnerships, small, or large groups ☐ share responsibility and interact respectfully to be productive both individually and as a team ☐ recognize the value of and follow the rules of the classroom and school ☐ understand ideas, opinions, and skills of others
Compassion	*Learners demonstrate their understandings of others.*			
	Learners need frequent reminders to: ☐ listen to understand others ☐ show kindness ☐ show empathy ☐ consider different perspectives and viewpoints	Learners provide evidence they can: ☐ listen to others ☐ show kindness	Learners provide evidence they independently: ☐ listen to understand others ☐ show kindness ☐ show empathy ☐ consider different perspectives and viewpoints	Learners show they can: ☐ show kindness and empathy ☐ consider information from different viewpoints with respect ☐ recognize their own and others' perspectives and values
Responsibility	*Learners engage in their learning and demonstrate responsibility and organization.*			
	Learners need frequent reminders to: ☐ are prepared for learning ☐ use organization strategies ☐ complete work in a timely manner ☐ engage in learning ☐ follow rules for the classroom and building	Learners provide evidence they can: ☐ utilize a provided organizational system ☐ complete a task ☐ stay on task ☐ follow rules for the classroom and building	Learners provide evidence they independently: ☐ are prepared for learning ☐ use organization strategies ☐ complete work in a timely manner ☐ engage in learning ☐ follow rules for the classroom and building	Learners show they can: ☐ follow expectations for organization and participation ☐ engage curiosity and collaboration, taking pride in completing work well
DISPOSITION	**Novice**	**Approaching**	**Proficient**	**Advanced**
Reflection	*Learners take ownership in their learning.*			
	Learners need support to: ☐ set goals for academic learning and the dispositions of a profile of a graduate ☐ plan steps to attain goals and track progress ☐ self-assess strengths and areas of growth	Learners provide evidence they can: ☐ follow a structure to set goals ☐ follow a structure to plan steps and track progress	Learners provide evidence they independently: ☐ set goals for academic learning and the dispositions of a profile of a graduate ☐ plan steps to attain goals and track progress ☐ self-assess strengths and areas of growth	Learners show they can: ☐ set goals for academic learning and the dispositions of a profile of a graduate ☐ plan steps to attain goals and track progress ☐ self-assess strengths and areas of growth ☐ consider the impact of behaviors ☐ utilize feedback

"Independently" means the student most often and based most recent evidence is able to demonstrate the disposition with little or no adult support.

MIDDLE SCHOOL PROFILE OF A GRADUATE PROFICIENCY GUIDANCE

DISPOSITION	Novice	Approaching	Proficient	Advanced
Critical Thinking	*Learners go beyond knowledge reproduction to reason, organize, summarize, interpret, analyze, and synthesize information in ways that generate new understanding.*			
	Learners need support to ☐ analyze information ☐ interpret information ☐ synthesize information	Learners provide evidence they can: ☐ analyze text ☐ summarize text and presentations ☐ analyze new ideas	Learners independently: ☐ analyze and interpret information ☐ synthesize information from a variety of sources ☐ use evidence to justify a claim ☐ construct a claim	Learners show they can: ☐ analyze and interpret information ☐ synthesize information from a variety of sources and background knowledge ☐ assess evidence to justify a claim ☐ construct a claim using evidence within the text
Communication	*Learners connect and share ideas; and select an appropriate format to express thoughts and ideas with appropriate digital citizenship.*			
	Learners need support to ☐ express thoughts and ideas ☐ connect with others in a positive way ☐ write to communicate ☐ share an oral presentation ☐ engage in discussions	Learners provide evidence they can: ☐ connect with others ☐ engage in conversations ☐ listen to others effectively ☐ organize ideas and information to prepare a communication	Learners independently: ☐ connect with others in a positive way ☐ write to communicate ☐ share oral presentations ☐ engage in discussions ☐ utilize digital media to produce and publish	Learners show they can: ☐ connect with others in a positive way ☐ write to express thoughts and ideas through multiple communication formats ☐ share oral presentations ☐ engage in discussions ☐ utilize digital media to produce and publish
Creativity	*Learners take risks to develop and revise ideas.*			
	Learners need support to ☐ design products ☐ design or solutions ☐ revise designs ☐ apply critical thinking	Learners provide evidence they can: ☐ use flexible thinking ☐ generate multiple ideas ☐ adapt existing ideas or products	Learners independently: ☐ design products or solutions ☐ revise designs based on feedback ☐ take risks to facilitate learning and new ideas ☐ apply critical thinking	Learners show they can: ☐ design innovative products or solutions ☐ revise designs based on feedback ☐ take risks to facilitate learning and new ideas ☐ impact the local community
Resilience	*Learners persist on the path toward physical and mental wellness despite impediments and challenges by defining and developing solutions to existing or future problems.*			
	Learners need frequent reminders to ☐ have a positive self-view ☐ connect with others for support ☐ manage feelings ☐ manage impulses ☐ make plans ☐ propose solutions ☐ create steps to solve a problem	Learners provide evidence they can: ☐ manage feelings ☐ manage impulses ☐ make plans ☐ propose solutions ☐ create steps to solve a problem ☐ connect with others for support	Learners independently: ☐ manage feelings ☐ demonstrate self-control ☐ make realistic plans ☐ propose and develop solutions ☐ take steps to solve a problem ☐ rely on others when needed	Learners show they can: ☐ have a positive self-view and confidence in strengths and abilities ☐ manage feelings and demonstrate self-control ☐ make realistic plans ☐ propose and develop solutions ☐ take steps to solve a real-world problem ☐ rely on others when needed

MIDDLE SCHOOL PROFILE OF A GRADUATE PROFICIENCY GUIDANCE

DISPOSITION	Novice	Approaching	Proficient	Advanced
Collaboration	*Learners work together, resolving controversy and conflict through respectful negotiation.*			
	Learners need frequent reminders to ☐ follow the rules of the classroom and school ☐ cooperate and work in partnerships, small, or large groups ☐ interact respectfully as a team ☐ listen to ideas, opinions, and skills of others	Learners provide evidence they can: ☐ follow the rules of the classroom and school ☐ cooperate and work in partnerships, small, or large groups ☐ listen to ideas, opinions, and skills of others	Learners independently: ☐ follow the rules of the classroom and school ☐ cooperate and work flexibly in partnerships, small, or large groups ☐ interact respectfully as a team ☐ understand ideas, opinions, and skills of others	Learners show they can: ☐ collaborate in the process of creating rules and norms ☐ share responsibility and interact respectfully to be productive both individually and as a team ☐ accept and give constructive feedback in a positive way
Compassion	*Learners demonstrate their understandings of the complexities of cultures and global issues and see viewpoints beyond their own in order to positively impact the world around them.*			
	Learners need frequent reminders to ☐ listen to understand others ☐ show kindness ☐ show empathy ☐ consider different perspectives and viewpoints	Learners provide evidence they can: ☐ listen to understand others ☐ show kindness ☐ consider different perspectives and viewpoints	Learners independently: ☐ show kindness and empathy ☐ consider information from different viewpoints with respect ☐ recognize their own perspectives and values ☐ listen to the perspectives, values, and ideas of others	Learners show they can: ☐ recognize and respect the perspectives, values, and ideas of others ☐ take-action as a contributing citizen to improve conditions in our community
Responsibility	*Learners actively engage in their learning and demonstrate responsibility, organization, and perseverance.*			
	Learners need frequent reminders to ☐ follow expectations for participation ☐ follow expectations for organization ☐ complete work	Learners provide evidence they can: ☐ follow expectations for participation ☐ follow expectations for organization ☐ complete work in a timely manner	Learners independently: ☐ are prepared for learning ☐ use organization strategies ☐ complete work in a timely manner ☐ engage curiosity and collaboration in learning	Learners show they can: ☐ find passion and value in a task ☐ persist with resilience despite difficulties ☐ engage curiosity and collaboration, taking pride in completing work well ☐ pursue achievement with a sense of importance
DISPOSITION	**Novice**	**Approaching**	**Proficient**	**Advanced**
Reflection	*Learners take ownership in their learning by being empowered to take multiple pathways to demonstrate understanding and mastery.*			
	Learners need support to ☐ maintain expected behavior ☐ think about their learning ☐ self-assess their strengths and areas of growth ☐ set goals for their academic learning and the dispositions of a profile of a graduate ☐ design a plan to attain their goals	Learners provide evidence they can: ☐ manage their behaviors ☐ participate in reflection activities ☐ participate in self-assessment activities ☐ participate in a guided process for setting goals ☐ participate in a guided process for implementing goals	Learners independently: ☐ manage their behaviors ☐ spend time thinking about their learning ☐ self-assess their strengths and areas of growth ☐ set goals for their academic learning and the dispositions of a profile of a graduate ☐ design a plan to attain their goals	Learners show they can: ☐ make reflection a deliberate practice ☐ utilize peer feedback to enhance learning ☐ seek out additional support and information to achieve goals ☐ implement personal learning goals that facilitate a regional or global contribution

HIGH SCHOOL PROFILE OF A GRADUATE PROFICIENCY GUIDANCE

DISPOSITION	Novice	Approaching	Proficient	Advanced
Critical Thinking	*Learners systematically go beyond knowledge reproduction to reason, organize, summarize, interpret, analyze, and synthesize information in ways that generate new understanding.*			
	Learners need support to ☐ analyze information ☐ interpret information ☐ synthesize information	Learners provide evidence they can: ☐ summarize information ☐ utilize problem solving steps ☐ analyze information using a graphic organizer ☐ synthesize information using a graphic organizer	Learners independently: ☐ analyze and interpret information ☐ synthesize information from a variety of sources and background knowledge ☐ assess evidence to justify a claim ☐ construct a claim using evidence within the text	Learners show they can: ☐ use systems thinking to analyze and synthesize complex information ☐ construct and present an argument with a claim and evidence
Communication	*Learners connect and share ideas; and select an appropriate format to express thoughts and ideas with integrity and appropriate digital citizenship.*			
	Learners need support to ☐ express thoughts and ideas ☐ connect with others in a positive way ☐ write to communicate ☐ share an oral presentation ☐ engage in discussions	Learners provide evidence they can: ☐ connect with others ☐ engage in conversations ☐ listen to others effectively ☐ organize ideas and information to prepare a communication	Learners independently: ☐ express thoughts and ideas through multiple communication formats ☐ connect with others in a positive way ☐ write to communicate ☐ share oral presentations ☐ engage in discussions ☐ utilize digital media to produce and publish	Learners show they can: ☐ publish communications for a broader audience – local, regional, or global community ☐ examine and convey complex concepts through multiple communication formats
Creativity	*Learners take risks to develop and revise ideas.*			
	Learners need support to ☐ design products ☐ design or solutions ☐ revise designs ☐ apply critical thinking	Learners provide evidence they can: ☐ use flexible thinking ☐ generate multiple ideas ☐ adapt existing ideas or products	Learners independently: ☐ design products or solutions ☐ revise designs based on feedback ☐ take risks to facilitate learning and new ideas ☐ apply critical thinking	Learners show they can: ☐ innovate by creating "out of the box" ideas for products and solutions ☐ impact the local, regional, or global community with innovation
Resilience	*Learners persist on the path toward physical and mental wellness despite impediments and challenges by defining and developing solutions to existing or future problems.*			
	Learners need frequent reminders to ☐ have a positive self-view ☐ connect with others for support ☐ manage feelings ☐ manage impulses ☐ make plans ☐ propose solutions ☐ create steps to solve a problem	Learners provide evidence they can: ☐ manage feelings ☐ manage impulses ☐ make plans ☐ propose solutions ☐ create steps to solve a problem ☐ connect with others for support	Learners independently: ☐ have a positive self-view ☐ manage feelings ☐ demonstrate self-control ☐ make realistic plans ☐ propose and develop solutions ☐ take steps to solve a problem ☐ rely on others when needed	Learners show they can: ☐ have a positive self-view and confidence in strengths and abilities ☐ manage feelings and demonstrate self-control ☐ propose and develop solutions to a real-world problem ☐ take steps to solve a real-world problem ☐ rely on others when needed

HIGH SCHOOL PROFILE OF A GRADUATE PROFICIENCY GUIDANCE

DISPOSITION	Novice	Approaching	Proficient	Advanced
Collaboration	*Learners work together, resolving controversy and conflict through respectful negotiation.*			
	Learners need frequent reminders to ☐ follow the rules of the classroom and school ☐ cooperate and work in partnerships, small, or large groups ☐ interact respectfully as a team ☐ listen to ideas, opinions, and skills of others	Learners provide evidence they can: ☐ follow the rules of the classroom and school often ☐ cooperate and work in partnerships, small, or large groups ☐ interact respectfully as a team ☐ listen to ideas, opinions, and skills of others	Learners independently: ☐ recognize the value of and follow the rules of the classroom and school ☐ cooperate and work flexibly in partnerships, small, or large groups ☐ share responsibility and interact respectfully to be productive both individually and as a team ☐ understand ideas, opinions, and skills of others	Learners show they can: ☐ collaborate in the process of creating rules and norms ☐ accept and give constructive feedback in a positive way ☐ show leadership and initiative as a contributing global citizen; act on constructive feedback
Compassion	*Learners demonstrate their understandings of the complexities of cultures and global issues and see viewpoints beyond their own in order to positively impact the world around them.*			
	Learners need frequent reminders to ☐ listen to information from different viewpoints with respect ☐ recognize their own perspectives and values	Learners provide evidence they can: ☐ listen to information from different viewpoints with respect ☐ recognize their own perspectives and values	Learners independently: ☐ show kindness and empathy ☐ consider information from different viewpoints with respect ☐ recognize their own and others' perspectives and values	Learners show they can: ☐ explain the cultural impacts of their decisions, the decisions of others, articulating perspectives and showing empathy ☐ exhibit character and take-action as a contributing global citizen to improve conditions in our community
Responsibility	*Learners actively engage in their learning and demonstrate responsibility, organization, and perseverance.*			
	Learners need frequent reminders to ☐ follow expectations for participation ☐ complete work	Learners provide evidence they can: ☐ follow expectations for participation ☐ complete work in a timely manner often	Learners independently: ☐ follow expectations for organization and participation ☐ engage curiosity and collaboration, taking pride in completing work well	Learners show they can: ☐ actively pursue achievement with a sense of importance and student agency ☐ find passion and value in a task; persist with resilience and stretch oneself despite difficulties
DISPOSITION	**Novice**	**Approaching**	**Proficient**	**Advanced**
Reflection	*Learners take ownership in their learning by being empowered to take multiple pathways to demonstrate understanding and mastery.*			
	Learners need support to ☐ maintain expected behavior ☐ spend time thinking about their learning ☐ self-assess their strengths and areas of growth ☐ set goals for their academic learning and the dispositions of a profile of a graduate ☐ design a plan to attain their goals	Learners provide evidence they can: ☐ manage their behaviors ☐ participate in reflection activities ☐ participate in self-assessment activities ☐ participate in a guided process for setting goals ☐ participate in a guided process for implementing goals	Learners independently: ☐ manage behaviors and consider the impact ☐ spend time thinking about their learning ☐ self-assess their strengths and areas of growth ☐ set goals for their academic learning and the dispositions of a profile of a graduate ☐ design a plan to attain their goals ☐ utilize feedback	Learners show they can: ☐ make reflection a deliberate practice ☐ utilize peer feedback to enhance learning ☐ seek out additional support and information to achieve goals ☐ implement personal learning goals that facilitate a regional or global contribution

SELF-EFFICACY & AGENCY

SELF-EFFICACY & AGENCY

- Learner monitors progress
- Learner advocates for needs
- Learner shows resilience
- Learner incorporates voice
- Learner determines choice

EDUCATOR FUNDAMENTALS

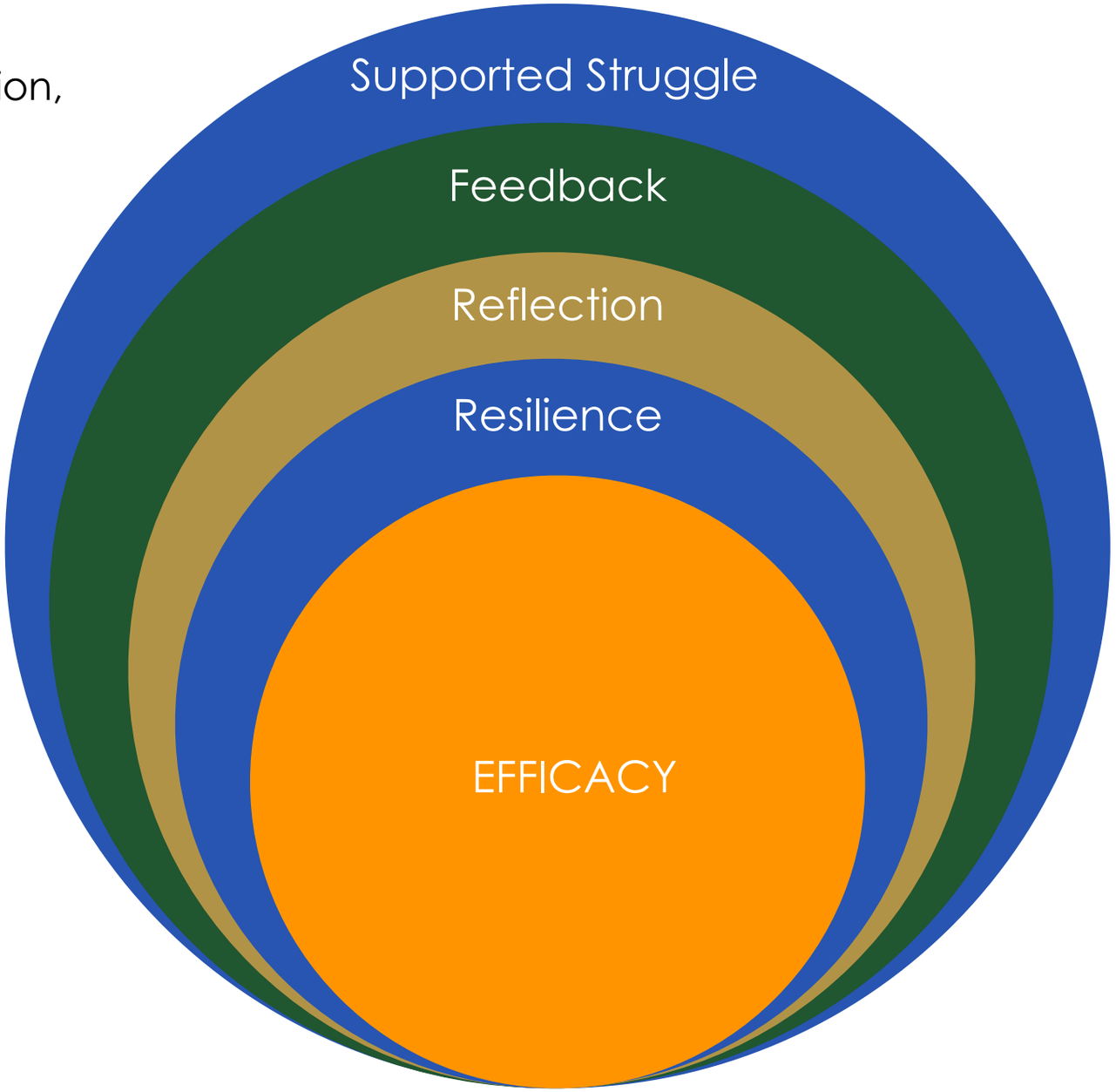
- Encourage the development of learner efficacy - the belief that they CAN do something.
- Encourage the development of learner agency - the desire, ability, and power to determine a course of action.
- Utilize culturally relevant teaching practices.
- Utilize learner strengths to support areas of struggle.
- Foster a fail forward and growth mindset.
- Encourage collaboration among peers and the community.

LEARNER EVIDENCE

Learners are continuously empowered to make important decisions about their learning which will foster a growth mindset and a desire to take action within their progression of learning.

EFFICACY

Efficacy is the belief that you CAN do something, even if it is hard; this varies from situation to situation, task to task.



- **Learner Characteristics:**
  - flexible to understand that successes and setbacks are inevitable
  - shows courage to adjust and move forward
  - reflective on one's thoughts and experiences

- **Benefits:**
  - increased confidence
  - increased resilience, persists longer in difficult situations
  - increased sense of personal accomplishment
  - decreased burnout (feels less emotionally exhausted)

- **Efficacy is Built Through:**
  - learning cycles, working with others to continuously improve
  - supported struggle
  - timely, effective feedback
  - personal reflection
  - engaging in resilience strategies

- **Educators can:**
  - build meaningful learner relationships
  - utilize culturally relevant teaching practices
  - engage in the learning process with learners
  - utilize learner strengths to support areas of struggle
  - engage in timely, effective feedback cycles with learners
  - foster a "fail forward" or "growth" mindset
  - encourage collaboration among peers and the community

AGENCY

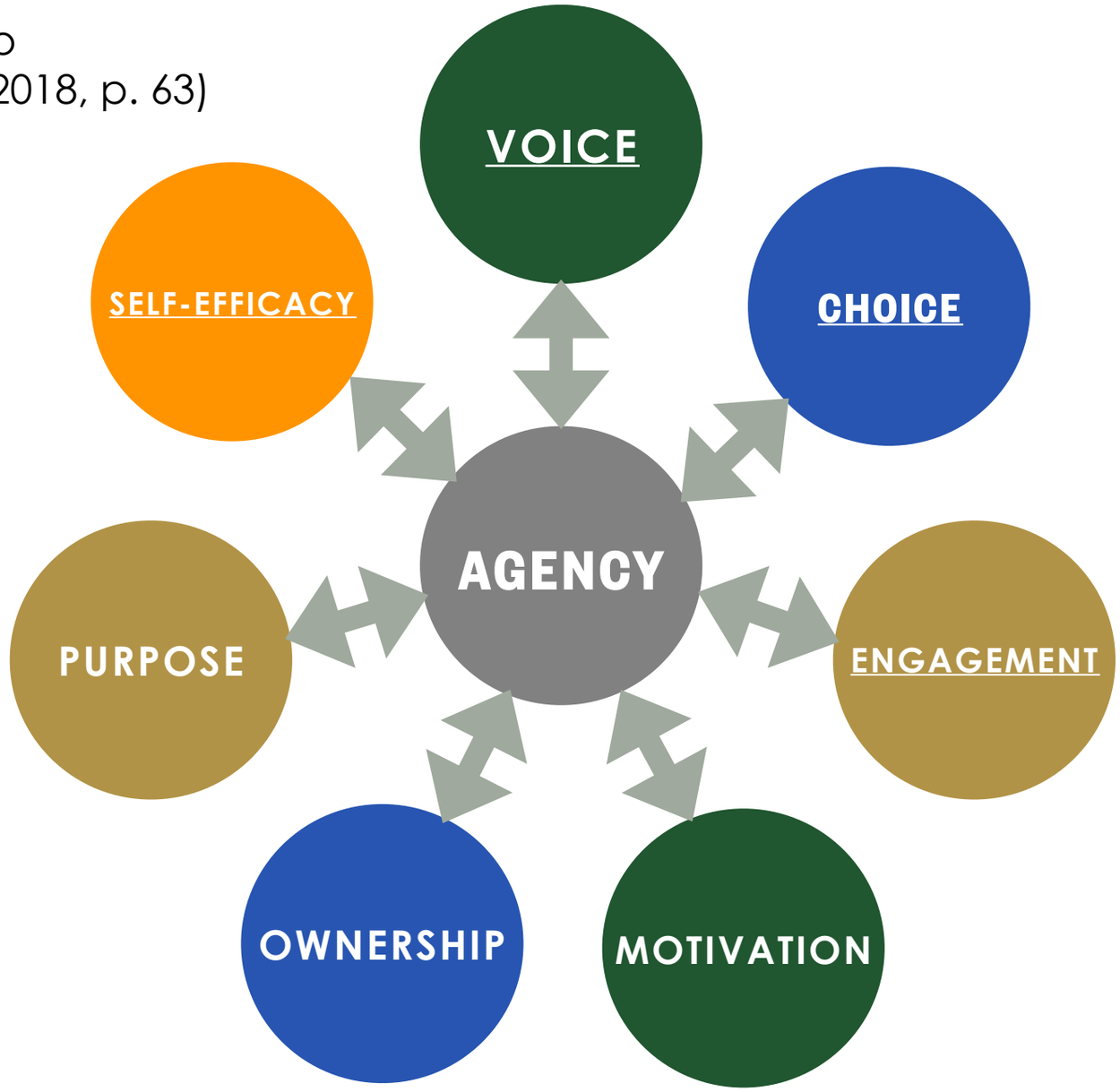
Agency is “A learner's desire, ability, and power to determine their own course of action." (Vaughn, 2018, p. 63)

- **Learner Characteristics:**
  - self-aware, knows oneself as a learner
  - self-advocate, explains or asks for what one needs
  - self-driven engagement

- **Benefits:**
  - increased responsibility and ownership of their learning
  - increased relationships with other learners
  - increased engagement of learning

- **Agency is Built Through:**
  - voice and choice
  - authentic and engaging learning
  - relationship between learner and educator (classroom environment
  - motivation to continuously learn
  - ownership of learning, goal setting and reflection
  - clearly defined purpose in learning
  - owning self-efficacy

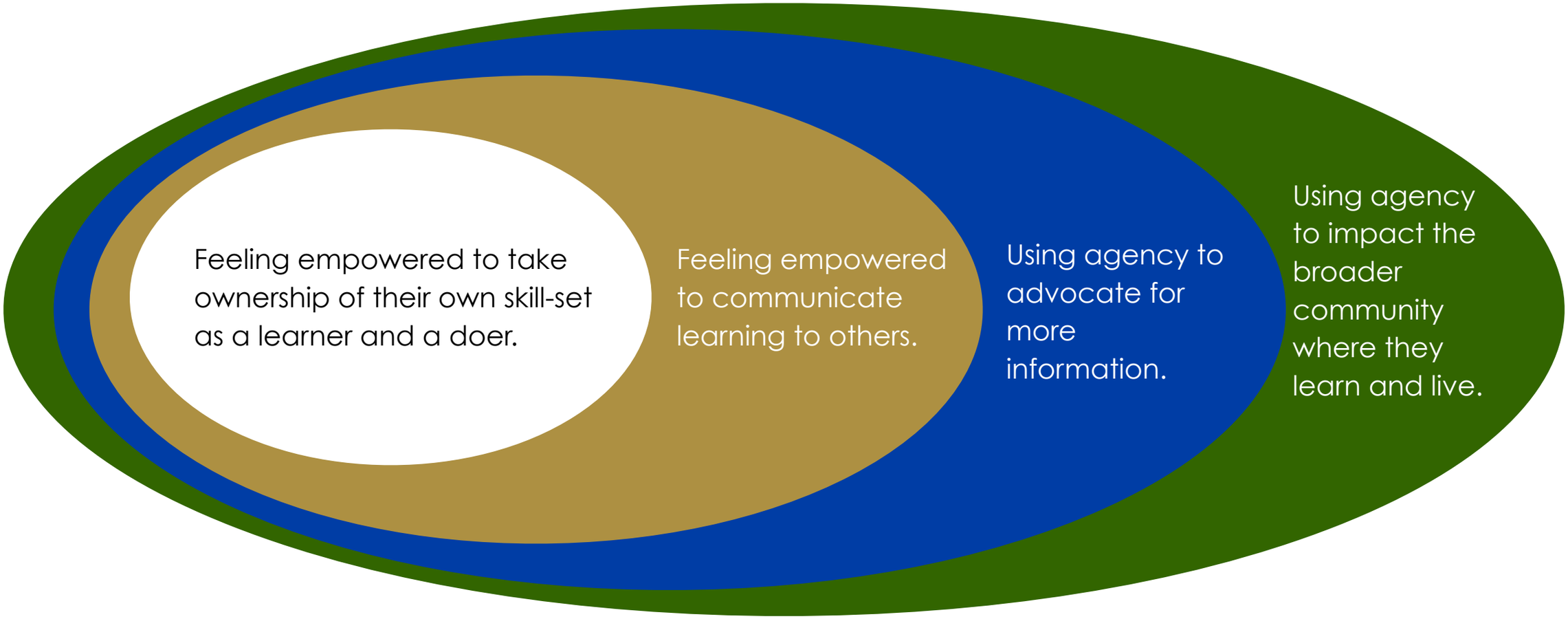
- **Educators can:**
  - Build relationships based on the connections of each learner’s cognitive and social and emotional development
  - ensure everyone has an advocate
  - utilize best practices for instruction and assessment
  - utilize a guaranteed and viable curriculum
  - personalize the GVC to be challenging, exploratory, integrative, and relevant for learners
  - personalize the GVC to include authentic learning, voice and choice, and meaningful academic tasks
  - utilize culturally relevant teaching practices
  - embed learner reflection into the assessment and feedback process
  - encourage learners to set goals and action steps to foster self-efficacy practices



VOICE - USING <u>AGENCY</u>

Voice is the level of learner involvement, advocacy, and power in the decision making before, during, and after instruction and assessment.

- Giving learners voice encourages them to participate in and gradually develop ownership to drive their learning.
- Learners have a platform to share their thoughts, opinions, and questions at times determined by the educator or activity.
- Learners collaborate with their educators to establish norms in their classroom to have access to multiple platforms to share their thoughts, opinions, and questions when appropriate.
- Learners co-construct norms within their learning environment to share their thoughts, opinions, and questions in ways that impact the accessibility to their learning, supports, and outcomes. Their voices are valued and influence the experience and environment.



STEPS TOWARDS SELF-EFFICACY

SET ADVANTAGEOUS GOALS

awareness
forethought
intentionality
playful competence

INITIATE ACTION TOWARD THOSE GOALS

choice
voice
free will
freedom
autonomy
individual volition

RELFECT AND REVISE

choice
self-reflectiveness
self-assessment
self-control
self-discipline
grit
perseverance
conscientiousness

INTERNALIZE SELF-EFFICACY

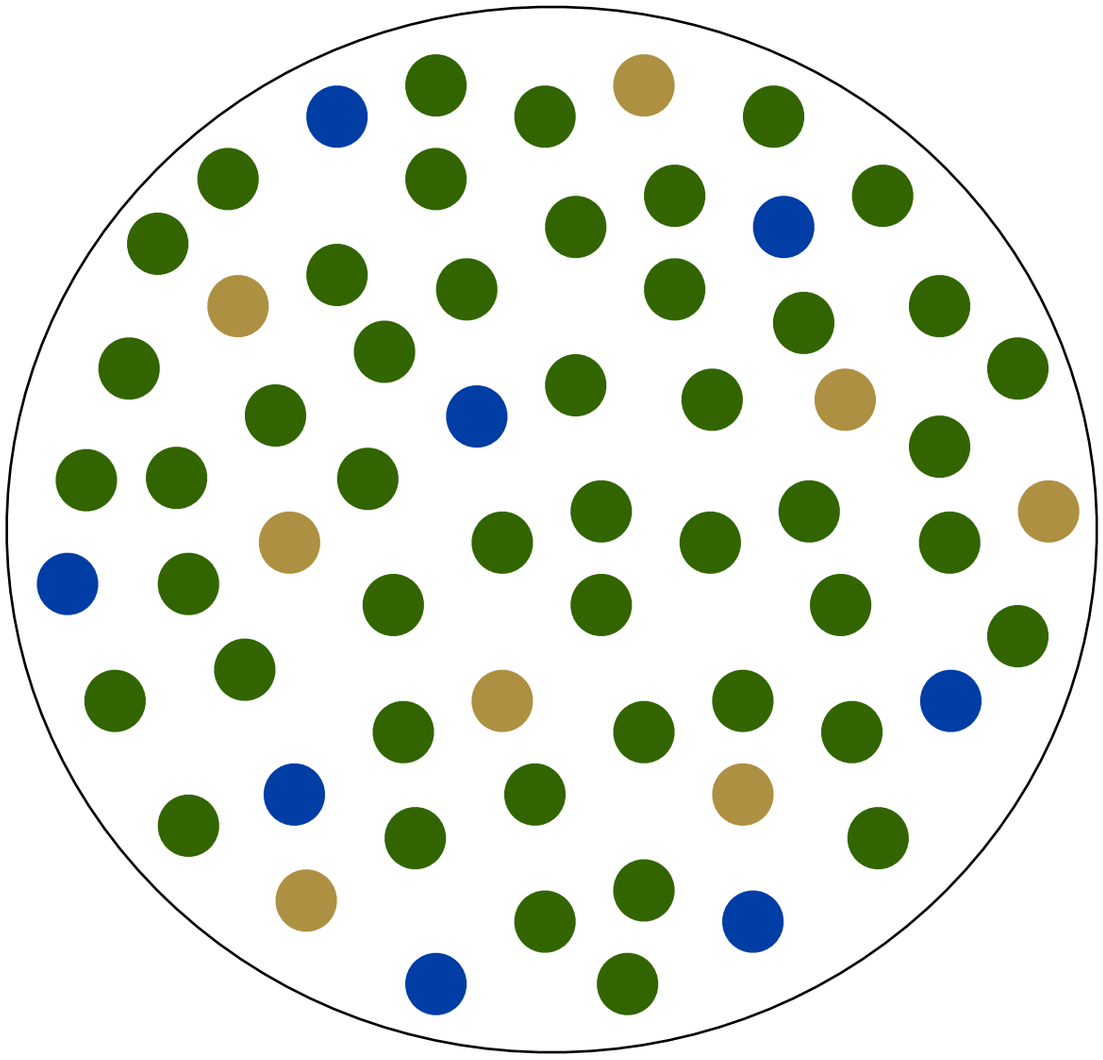
growth mindset
internal focus of control
empowerment
self-efficacy

EQUITY

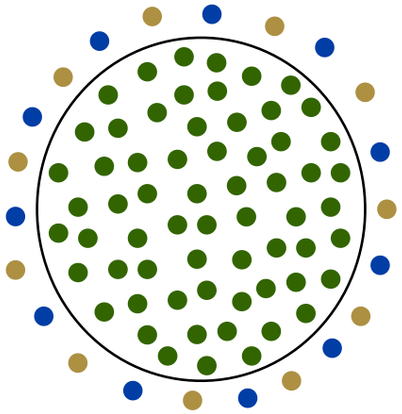
An environment where differences are recognized and acknowledged with the appropriate levels of support needed for each individual to meet their maximum potential.

INCLUSION

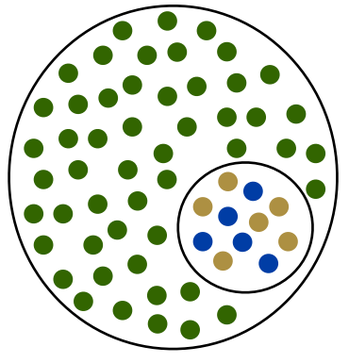
The involvement and engagement of differing voices and perspectives from all segments of society, thus creating a sense of belonging.



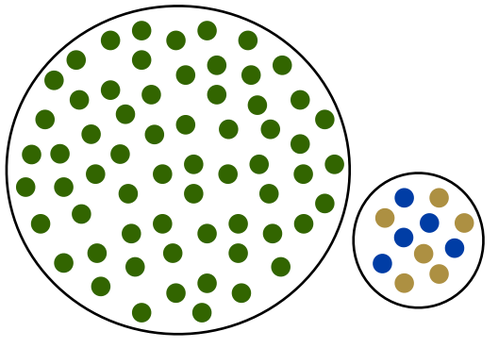
INCLUSION



EXCLUSION



INTEGRATION



SEGREGATION

ENGAGEMENT

Engagement is a learner's constructive contribution to the flow of instruction they receive.

This is according to Reeve and Tseng who studied the process through which "learners intentionally and somewhat proactively try to personalize and otherwise enrich both what is to be learned and the conditions and circumstances under which it is to be learned." They found that agentic engagement correlated with motivation, and that agentic engagement independently predicted learner achievement. The findings of this study support the idea of educators structuring aspects of learning so that learners are able to "intentionally and somewhat proactively try to personalize" their learning. They examined agency as an aspect of learner engagement, studying different aspects of engagement—behavioral, emotional, cognitive, and agentic. (2011)

Disrupting	Avoiding	Withdrawing	Participating	Investing	Driving
• Distracting others • Disrupting the learning of self and others	• Looking for ways to avoid work • Off-task behavior	• Being distracted • Physically separating from the group	• Doing work • Paying attention • Responding to questions	• Asking questions • Feeling like what you are learning is important	• Setting goals • Seeking feedback • Self-assessment
Disengagement			**Engagement**		

Amy Berry, 2020 (In The Distance Learning Playbook, p. 104)

Engagement is defined by Cognia as "Learning that allows learners to generate knowledge or make meaning via such behaviors as clarifying, asking questions, comparing, and applying new information."

BUILDING AGENCY

"A student's desire, ability, and power to determine their own course of action." (Vaughn, 2018)

	PRIMARY	INTERMEDIATE	MIDDLE	HIGH
VOICE	Establishes learning goals with educators.	Establishes learning goals and action steps with and provides feedback for Personal Learning Plan.	Articulates action steps to meet learning goals in the Personal Learning Plan and contributes to design of lessons, projects, and assessments.	Identifies problems, generates solutions, guides group as leader of change, and accepts responsibility for outcomes.
CHOICE	Chooses environment for individual or group work and has a choice of learning activities, resources, and tools.	Chooses environment for individual or group work and identifies ideas for designing activities, tasks, and roles for projects.	Chooses topic based on interest or questions and identifies ideas for designing activities, tasks, and roles for projects.	Self-directs learning based on challenges, problems, and/or passion and chooses strategies, people, and resources to develop plan for action.
ENGAGEMENT	Builds relationships with educator and peers and investigates topics with more choices in how they engage with content.	Builds relationships with educator and peers and explores interests, talents, and aspirations.	Explores interests, talents, and aspirations, connects to others with same interests, and enjoys learning from and teaching others.	Is intrinsically motivated to pursue passions and purpose and is in control and responsible for learning.
MOTIVATION	Seeks approval from educator and peers.	Develops strategies that motivate them to meet learning goals.	Desires to succeed, persevere, and demonstrate mastery with evidence of learning in meeting learning goals in Personal Learning Plan.	Is involved in learning for the love of learning and derives satisfaction from understanding, learning a skill, attaining knowledge or creating something.
OWNERSHIP	Works with educator on learning goals in Personal Learning Plan to support strengths and challenges in the Learner Profile.	Works with educator on learning goals in Personal Learning Plan to develop and gain independent learning skills to support strengths and challenges in the Learner Profile.	Develops skills to work independently and creates Personal Learning Plan around learning, college and career citizenship and personal goals.	Self-monitors progress to adjust Personal Learning Plan to demonstrate mastery as they meet goals and pursue interests and passion in innovative ways.
PURPOSE	Identifies purpose for learning.	Identifies purpose for learning so they realize who they are as a learner based on their Learner Profile and goals in their Personal Learning Plan.	Realizes dreams and takes action around their passion about what matters for their growth.	Desires a sense of purpose in world by choosing a problem or challenge to tackle in seeing a meaningful life.
SELF-EFFICACY	Is motivated behind choices.	Focuses on task at hand and is motivated behind choices and persistent in meeting learning goals in the Personal Learning Plan.	Focuses on task at hand and believes in their ability to develop skills to support learning.	Develops resilience to embrace challenges, take risks, and view failure as a learning opportunity.
PROFILE OF A GRADUATE	Articulates the characteristics and key actions that help in the development of each.	Articulates each characteristic and action steps they can take toward their own personal development.	Reflects on each characteristic and their personal development toward each.	Reflects on each characteristic and provides evidence to support their personal development.

MODEL FOR MANAGING COMPLEX CHANGE

This model demonstrates what happens when any one component is missing when implementing complex change. We want to ensure that the vision is articulated, that the skills are present, that we have incentives and resources, and that there is an action plan. (Knoster)

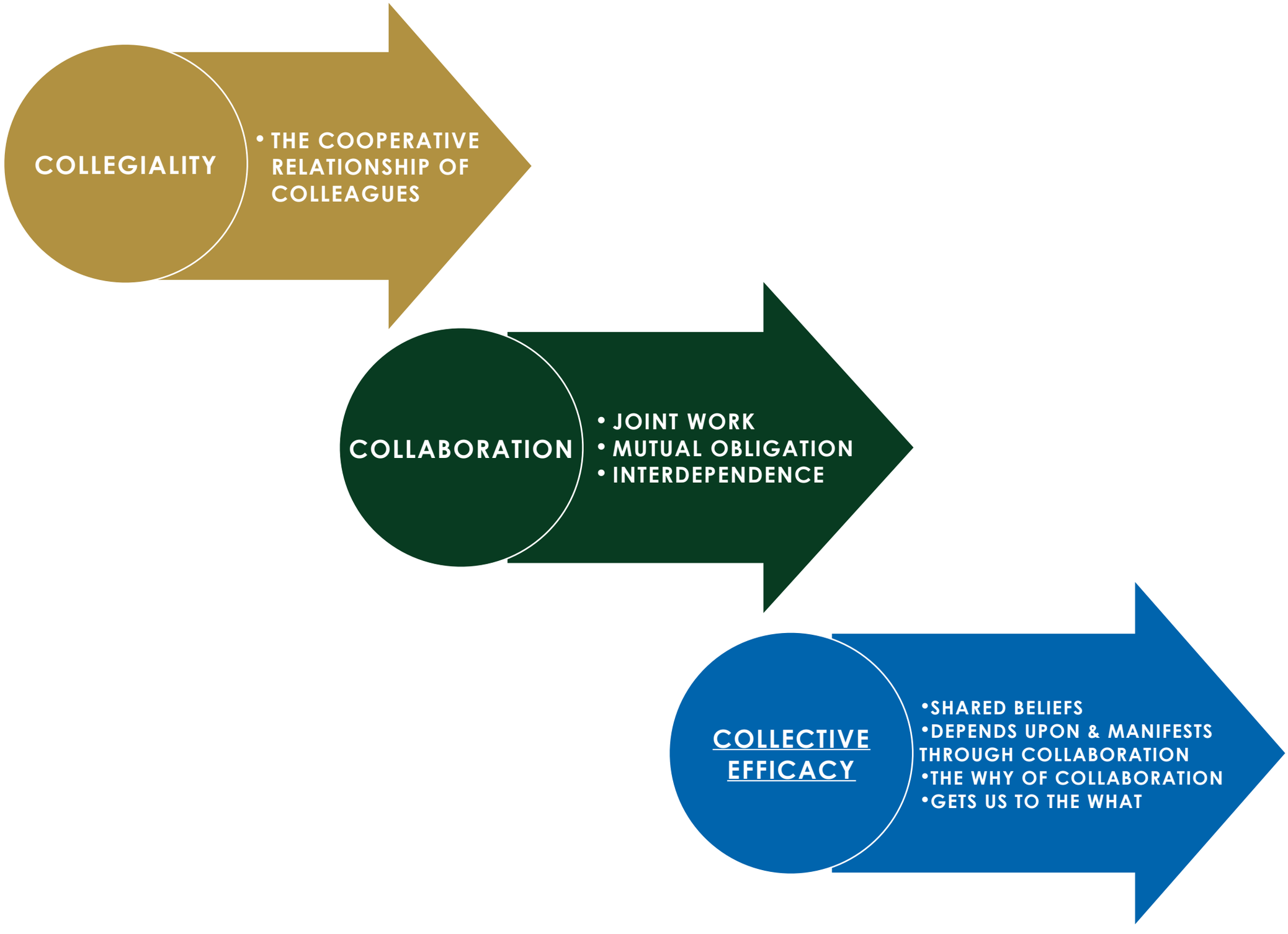
Adapted from Knoster, T. (1991) Presentation in TASH Conference. Washington, D.C. Adapted by Knoster from Enterprise Group, Ltd.

DEVELOPING LEARNER AGENCY

Exposure + Purpose	Set Goals + Plan	Take Action	Guidance + Support	Reflect + Revise	=	Confidence + Competence
	Set Goals + Plan	Take Action	Guidance + Support	Reflect + Revise	=	Compliance
Exposure + Purpose		Take Action	Guidance + Support	Reflect + Revise	=	Directionless
Exposure + Purpose	Set Goals + Plan		Guidance + Support	Reflect + Revise	=	Stagnant
Exposure + Purpose	Set Goals + Plan	Take Action		Reflect + Revise	=	Slow growth
Exposure + Purpose	Set Goals + Plan	Take Action	Guidance + Support		=	Plateau

COLLECTIVE EFFICACY

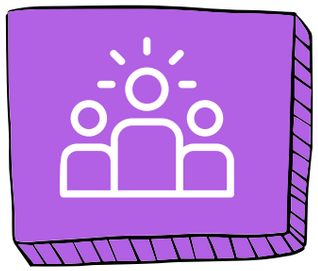
A group's shared belief in its conjoint capability to organize and execute the courses of action required to produce given levels of attainment. (Bandura, 1997, p. 477)



COLLECTIVE EFFICACY

A group's shared belief in its conjoint capability to organize and execute the courses of action required to produce given levels of attainment. (Bandura, 1997, p. 477)

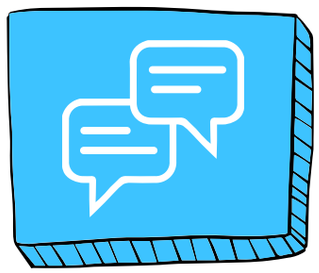
Striving Towards COLLECTIVE EFFICACY



01. Collegiality

Collegial

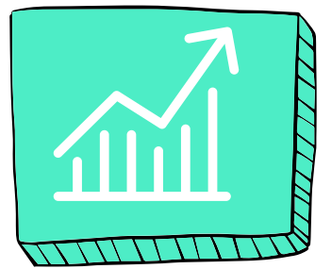
We have polite conversation
We get to know each other
We determine safety



02. Collaboration

interdependence

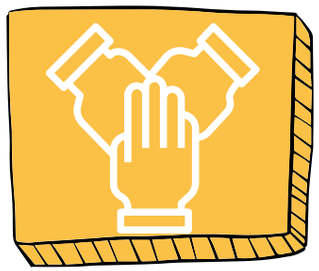
We think
We process
We problem solve
We decide
We share the work
We engage in risk-taking and supported struggle that increases teacher efficacy



04. Impact

Evidence

We have evidence of earner growth
We have evidence of a culture of continuous improvement
We have evidence of increased educator wellness



03. Collective Efficacy

The Why of Collaboration

We trust each other
We believe that each team member “can”
We believe our team, together, can make a difference
We have collective responsibility
We have collective accountability

RELATIONSHIPS

RELATIONSHIPS

- Classroom is safe and compassionate
- Expectations are clear
- Expectations are high for all
- Learners work collaboratively
- Educators build relationships with learners

EDUCATOR FUNDAMENTALS

- Show understanding for learners' backgrounds and interests.
- Show <u>COMPASSION</u> for learners demonstrated by verbal and nonverbal behaviors.
- Show value and respect for all learners, especially those who are reluctant.
- Provide opportunities for learners to talk about themselves.
- Provide clear routines & procedures – encouraging <u>COMPASSION</u> for one another and COLLABORATION<u>.</u>
- Utilize positive behavior supports.

LEARNER EVIDENCE

Learners are engaged in safe and nurturing relationships that allow them to develop their intellectual, physical, social, and emotional well-being.

PERSONAL LEARNER PROFILE

The personal learner profile identifies how learners learn best based on strengths, challenges, interests, aspirations, talents, and passions.

- Learners develop actionable steps to achieve independent learning skills and personal goals.
- Personal learner profile information validates learners and honors the ways in which they learn best.
- Information should reflect how learners 1. Access information, 2. Engage with content, and 3. Express what they know and understand.
- As learners change and grow, their personal learner profile will be maintained and monitored.

EDUCATORS

1. Educators empower learners to begin a personal learner profile to enable learner voice, to build self-awareness, and to develop a two-way route for communication.

2. Educators direct learners to complete a thorough personal learner profile to enable learner voice and to explicitly encourage learners to become experts through increased self-awareness, goal orientation, and consideration of habits that influence learning outcomes, which can drive instructional decisions.

3. Educators and learners both benefit from the personal learner profile as a method for learner voice, reflection, and development of their ability to become expert learners. Profile is revisited as learners engage with goal setting, progress monitoring, other means to be fully aware of their learning, and drive instructional decisions as educators partner with learners to personalize learning.

LEARNERS

1. Learners are directed to begin a personal learner profile to help create a new strategy to begin to know themselves and to provide another way in which educators can understand their learners.

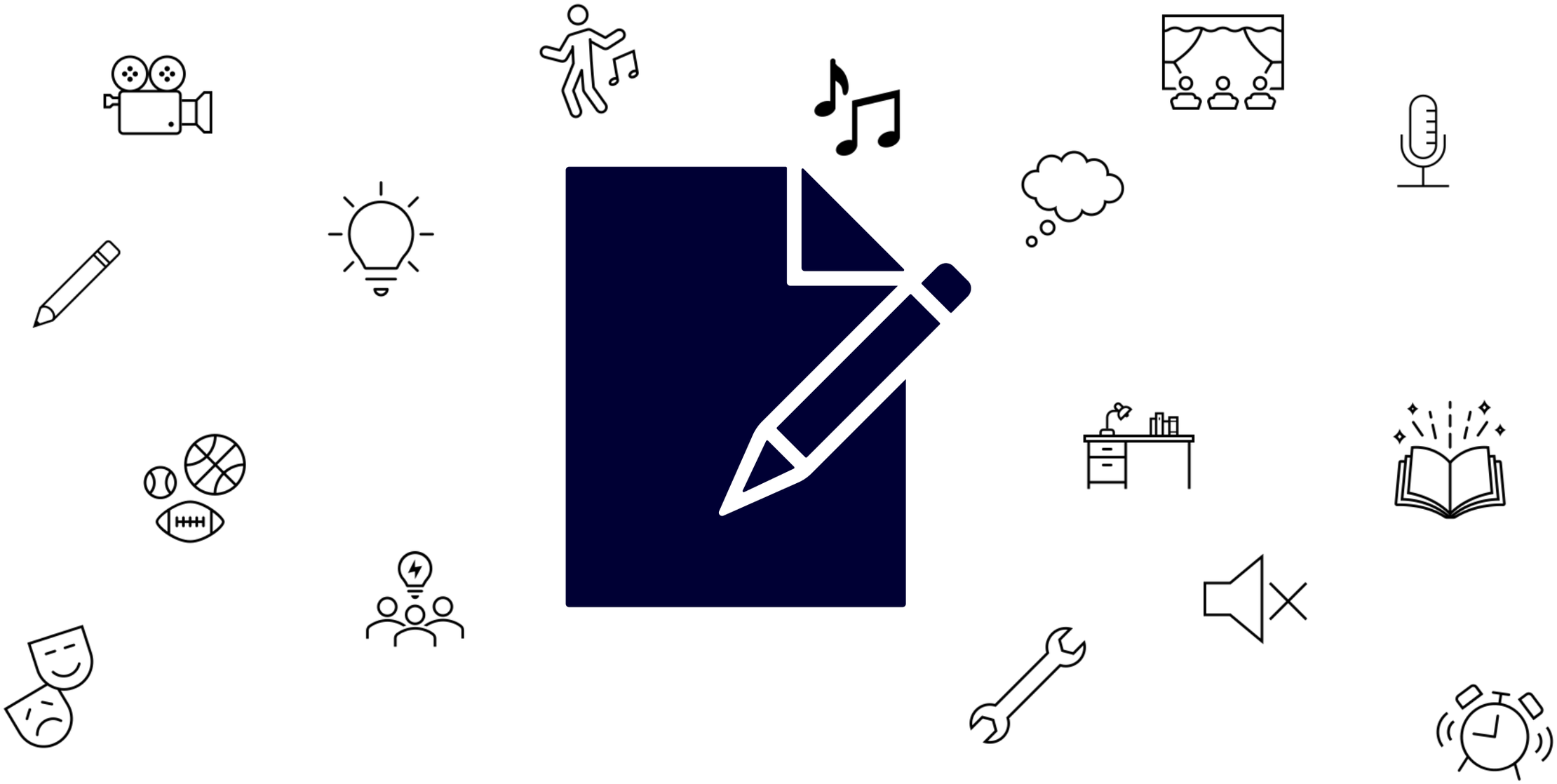
2. Learners engage with personal learner profile information to become self aware, set goals, and communicate their interests, strengths, weaknesses, and learning habits.

3. Learners use the personal learner profile information to become reflective learners who set goals and monitor not only their academic progress, but also their interests, strengths, weaknesses, and learning habits that collectively influence their academic engagement.

PERSONAL LEARNER PROFILE

The personal learner profile identifies how learners learn best based on strengths, challenges, interests, aspirations, talents, and passions.

The information is updated at least annually and is utilized to help educators connect to learners and personalize instruction, as well as for learners to self-reflect and better how they learn best.

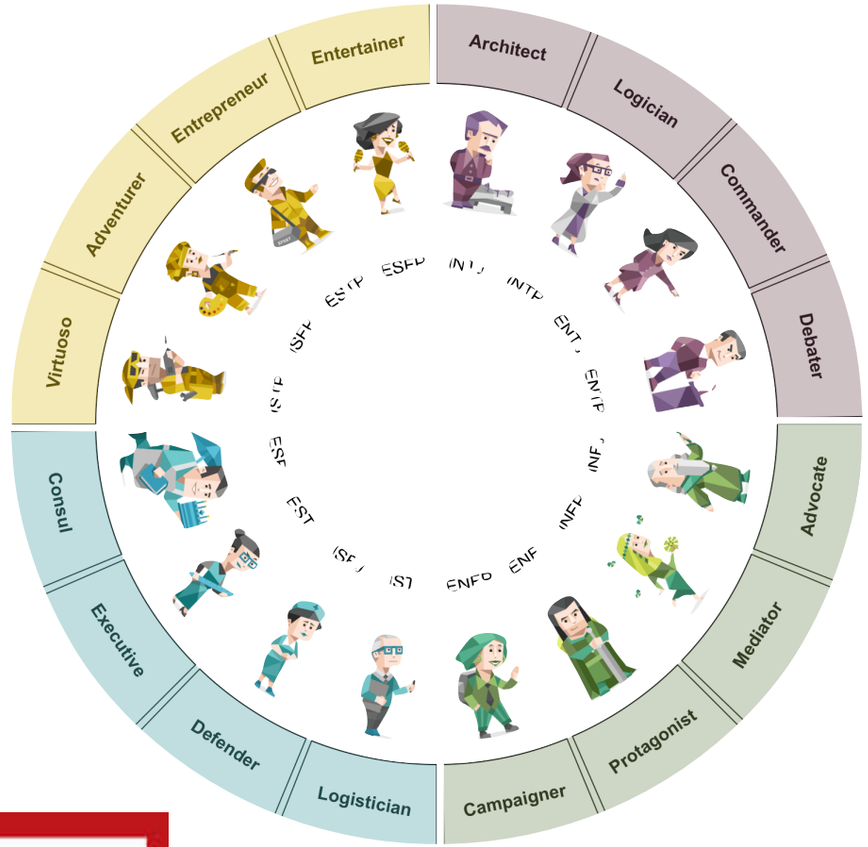


EDUCATOR PERSONAL PROFILE

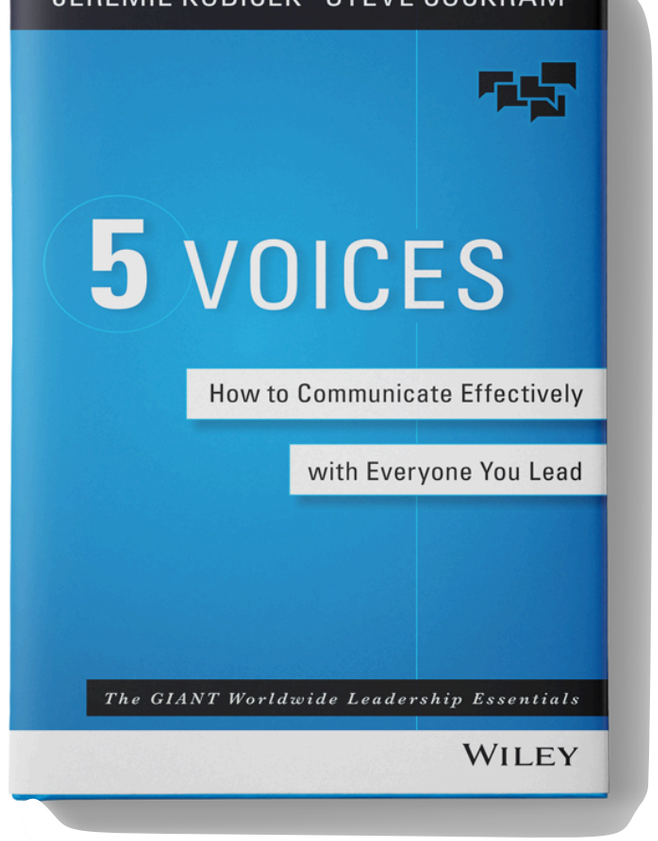
Each educator is responsible for maintaining their own personal profile of attributes.

Our educators engage in a wide variety of opportunities to self-reflect and build their own personal awareness. This information is utilized to help educators better understand how they best learn and connect to others. Professional learning communities and a wide variety of educator teams share this information with one another in order to strengthen their relationships and collaboration.

Examples Include:
- 16 personalities
- Strengths Finder
- 5 voices
- Core Values



STRENGTHS FINDER 2.0



NORMS

Norms are a set of behavioral standards that are expected by all members of the group.

We utilize norms in our meetings to facilitate a compassionate community that enhances educator interaction. Unlike rules, norms are an agreement among the members of the group that articulate how they will treat one another.

Key features include:
- covering a large set of behaviors
- apply to all situations all the time
- are stated in a positive tone
- are few in number

EXAMPLE NORMS FOR LEADERS
Straight Talk – be honest and let people know where you stand.
Create Transparency – be genuine, open, and authentic.
Open your ears, eyes and heart to - LISTEN.
Reality – confront it, not the person.
Expectations – clarify and validate, do not assume they are clear.

INTENTIONAL MEETINGS

Intentional meetings have a clear purpose to ensure success.

- Start with a clear purpose. Think a little less about what and more about WHY.
- Invite the people who NEED to attend. It's okay to exclude people who are not crucial to the conversation.
- Create norms as a group.
- As the facilitator, enforce the agreed upon norms.
- Prepare the team before arrival.
- Encourage team members to be their authentic selves.
- Ensure time to end the meeting by returning to the purpose.

CULTURALLY RESPONSIVE TEACHING - INCLUSIVE

Culturally responsive teaching or inclusive teaching is a learning environment that affirms our learners and helps them feel included, validated, valued, and safe.

Key Components:

- A fundamental belief that everyone can learn
- A wide range of curricular content
- Dynamic instruction
- Community involvement

Instructional Strategies:

- Activate prior knowledge
- Make learning contextual
- Consider classroom setup
- Form relationships
- Discuss social and political issues
- Tap into learner's cultural capital
- Incorporate popular culture

CULTURAL PROFICIENCY

Cultural proficiency is the policies and practices in an organization or the values and behavior of an individual, that enable the person or institution to engage effectively with people and groups who are different from them. Cultural Proficiency is an inside-out approach that influences how people relate to colleagues, clients and community. Cultural Proficiency is a lens for examining one's work and one's relationships. The four tools of cultural proficiency are the Elements, the Continuum, the Barriers, and the Principles.

THE ESSENTIAL ELEMENTS - Standards for Planning and Evaluating

Assess Culture: Identify the cultural grous present in the system
Value Diversity: Develop an appreciation for the differences among and between groups
Manage the Dynamics of Difference: Learn to respond appropriately and effectively to the issues that arise in a diverse environment
Adapt to Diversity: Change and adopt new policies and practices that support diversity and inclusion
Institutionalize Cultural KnowledgeL Drive the changes into the systems of the organization

Cultural Proficiency Continuum

Change Mandated for Tolerance			Change Chosen for Transformation		
Destruction	**Incapacity**	**Blindness**	**Precompetence**	**Competence**	**Proficiency**
Eliminate differences - the elimination of other people's cultures	Demean differences - belief in the superiority of one's culture and behavior that disempowers another's culture	Dismiss differences - Acting as if the cultural differences you see do not matter or not recognizing that there are differences among and between cultures	Respond inadequately to the dynamics of difference - Awareness of the limitations of one's skills or an organization's practices when interacting with other cultural groups	Engage with differences using the essential elements as standards - using the five essential elements of cultural proficiency as the standard for individual behavior and organizational practices	Esteem and learn from differences as a lifelong practice - knowing how to learn about and from individual and organizational culture; interacting effectively in a variety of cultural environments. Advocating for others.

Reactive Behaviors, Shaped by the BARRIERS	Proactive Behaviors, Shaped by the PRINCIPLES
Unawareness of the need to adapt Resistance to change Systems of oppression and privilege A sense of entitlement	Culture is a predominant force People are served in varying degrees by the dominant culture There is diversity within and between cultures Every group has unique culturally-defined needs People have personal identities and group identities Marginalized populations have to be at least bicultural Families, as defined by culture, are the primary systems of support The diverse thought patterns of cultural groups influence how problems are defined and solved The absence of cultural competence anywhere is a threat to competent services everywhere

FAMILY ENGAGEMENT

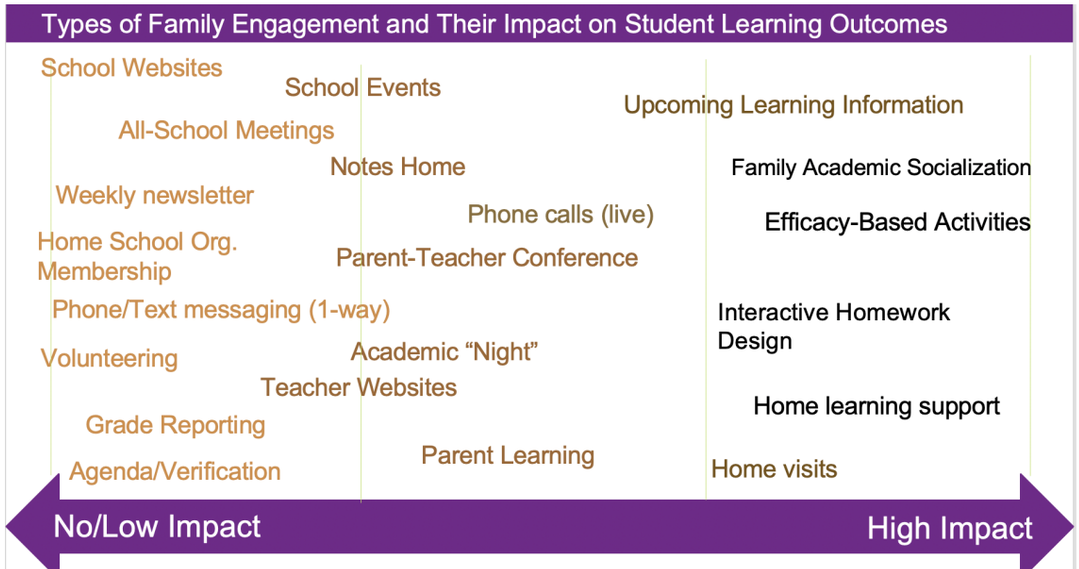
Work with Dr. Steve Constantino

7 Big Ideas:

1. Families are the first and most influential educators of their children.
2. Most schools are adept at "engaging the already engaged."
3. Family engagement is not about doing more, but doing what we already do, only differently
4. Family engagement is a process, not an event or a series of events.
5. If relationships don't lead to improved or increased efficacy, the effort has minimal impact with regard to the disengaged.
6. There is a direct and distinct research correlation between underperforming learners and disengaged or disenfranchised families.
7. Without a process to build staff capacity to engage and promote family efficacy, the process cannot be sustained over time.

Family Engagement Improves:

Attendance
Grades
Test Scores
Learner Attitudes and Behaviors
AND
Helps Close the Achievement Gap



5 Key Principles:

1. A culture that engages every family.
2. Communicate effectively and build relationships
3. Empower every family
4. Family participation in decision making
5. Engage the greater community

PROFESSIONAL LEARNING COMMUNITY

A Professional Learning Community (PLC) is comprised of educators committed to working collaboratively in ongoing processes of collective inquiry and action research to achieve better results for the students they serve.

Our PLC teams focus weekly on these questions:

1. What do we want all learners to know and be able to do based on the proficiency scales?
2. How will know if learners are learning what is expected from the proficiency scales?
3. How will we respond to learners who are not learning what is expected from the proficiency scales?
4. How will we respond for learners who are already proficient on what is expected from the proficiency scales
5. How will we increase our instructional competence?

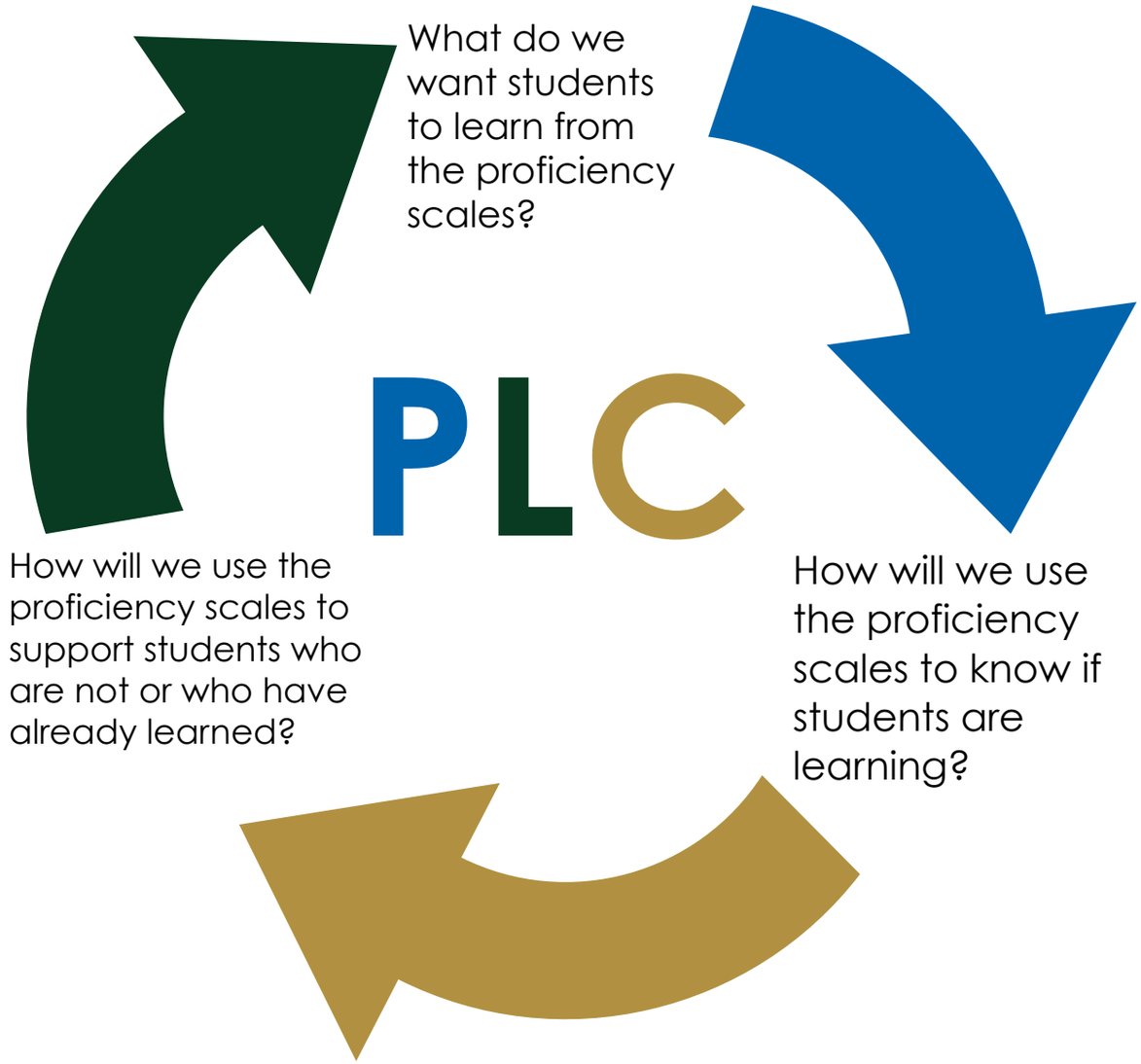
Having a Guaranteed and Viable Curriculum (GVC) drives our Professional Learning Communities (PLC) and ensures equity among our schools and classrooms.

The PLC is an excellent form of professional learning. Educators supporting educators through collaboration to improve learner achievement.

The PLC process utilizes a vetted process to have common formative assessments (designed by the team) that can be discussed and utilized to drive instruction and guides professional learning.

According to *Learning by Doing* (DuFour, DuFour, Eaker, Many, Mattos, 2016)

- The purpose of our school is to ensure all learners learn at high levels.
- Helping all learners learn requires collaboration and a collective effort.



PROFESSIONAL LEARNING COMMUNITY

The Professional Learning Community (PLC) process in West Fargo Public Schools follows a tight and loose structure.

TIGHT	LOOSE
Scheduled each week for PLC and common planning time. Adherence to the time allotted by all PLC members. (ie: no early departure for coaching, etc.)	Buildings will determine a schedule that works to have administrators, instructional coaches, or other leaders support educators in the process using a M-F or A/B schedule, or the before or after-school time provided. Additional learner instructional time may be allocated to collaboration with teams at the building level. (e: collaborative literacy, MTSS teams, etc.) Specialists who do not have a content-specified PLC and/or planning time twice weekly may be asked to collaborate or facilitate other building needs. (i.e.: learner supervision, building committee, etc.)
Work in collaborative teams and take collective responsibility for learner learning rather than working in isolation.	The building principal will determine PLC groups, assigning each educator to ONE PLC. Collaboration with multiple educator teams may occur in addition to the true PLC team.
Have both norms and goals. Norms and goals will be documented and accessible to the team and administrators.	Team will determine: •What those norms and PLC goals are. •How violations of norms will be addressed. •How the team achieves consensus. •How dissenting points of view will be heard. •Where agendas and notes will be stored.
Implement a Guaranteed and Viable Curriculum (GVC), unit by unit. The Guaranteed and Viable Curriculum is defined as the proficiency scales for each grading period, following the scope and sequence.	The PLC team will determine implementation strategies within the GVC that best meet the needs of their learners.
The use of the proficiency scales from the GVC. (Question 1)	The PLC team uses formative assessment with learners to determine the instructional steps each week.
Monitor learners learning through an ongoing assessment process that includes frequent, team-developed common formative assessments. (Question 2)	The PLC team will design or determine the common formative assessments that are used. The PLC team will determine the criteria used to assess the quality of learner work.
The PLC team, as a group, will determine ways to intervene for learners who are struggling and to extend for learners who are beyond expectations. (Questions 3 & 4)	
Each PLC team member will utilize the results to improve their OWN individual practice. (Question 5)	Each team member may work collaboratively with an instructional coach, building administration, content coordinators, or another team member for additional support.
The PLC team, as a group, will analyze the results to determine their next steps toward achieving their goals. (Question 5)	The team may work collaboratively with an instructional coach, building administration, content coordinators, for additional support.
Each PLC team member will commit to implementing differentiation and extension strategies in their classroom. (Questions 3, 4 & 5)	The team may work collaboratively with an instructional coach and/or interventionist for additional support.
Each PLC team will reflect on their progress and share their success throughout the year.	How and when these celebrations occur will be determined by the lead administrator for the team.

WHAT IMPACT DO PLCS HAVE ON LEARNER ACHIEVEMENT?

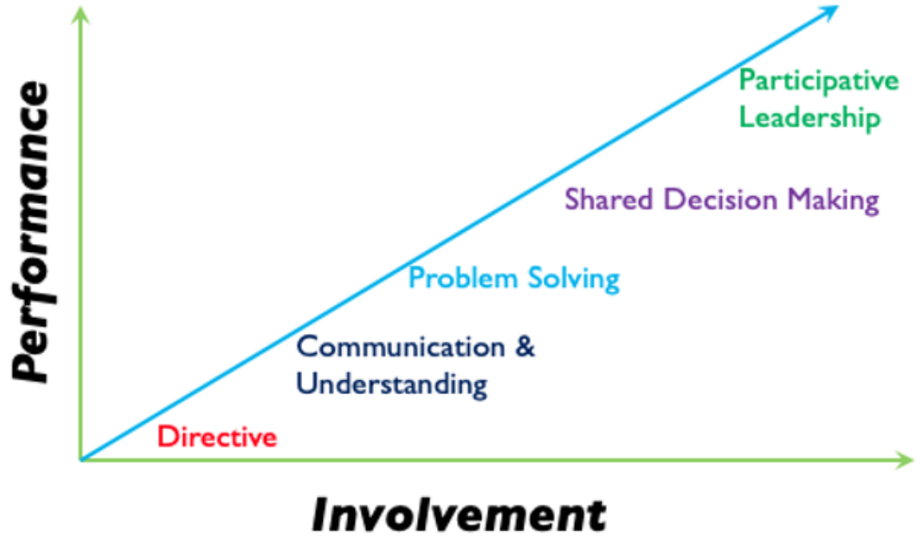
The Professional Learning Community (PLC) provides our educators with an excellent form of professional learning. The PLC process is driven by the Guaranteed and Viable Curriculum (GVC). According to Hattie's Meta-analysis of over 2,000 studies - educators must work collaboratively rather than in isolation; educators must agree on the essential learning all learners must acquire (prioritized standards in the GVC) educators must agree on how learners will demonstrate their learning; and educators must assess their individual and collective effectiveness on the basis of the evidence of learner learning (Proficiency Scales in the GVC). The collective efficacy of educators has a tremendous impact on learner achievement as demonstrated in the graphic below. A typical year of growth is measured at .4, while **collective educator efficacy** has an effect size of 1.57 - that's nearly 4 times a typical year's growth!

Collective Efficacy

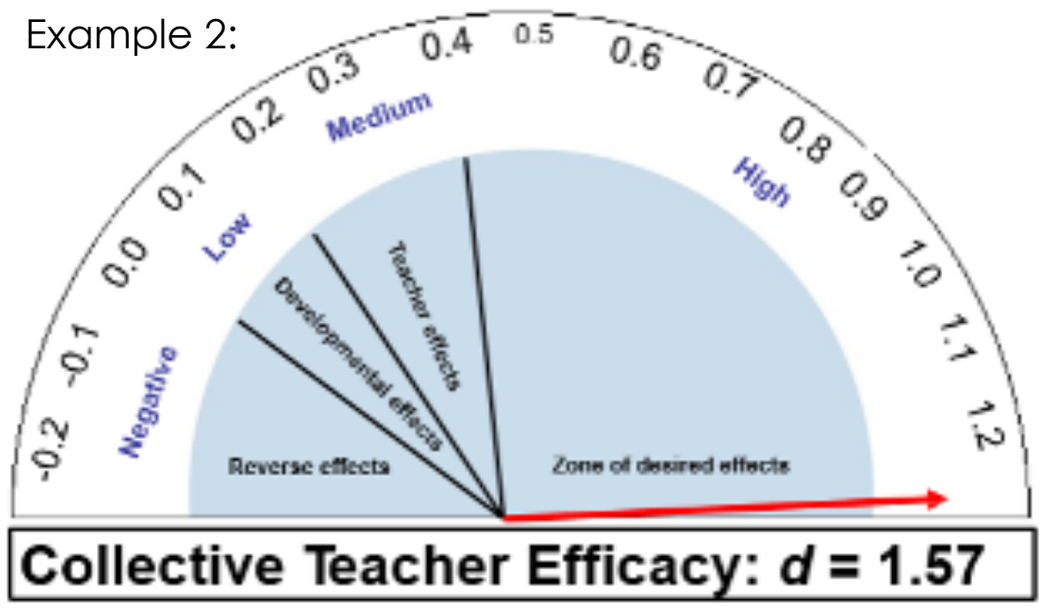
It's a strategic and systemic process

Example 1:

How does involvement increase ownership?



Example 2:



CHAMPS

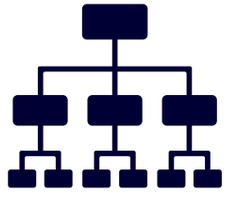
CHAMPS is an acronym that provides a reminder to educators to include all critical components when articulating behavioral expectations to learners. Common areas in K-8 have CHAMPS posters for guidance according to our behavior matrices, while each educator provides CHAMPS guidance in the classroom.

Aligned to the district-wide behavior matrix, expectations are clarified through the use of the CHAMPS acronym:

The C stands for **conversation** – can learners talk to each other? How loudly?
The H stands for **help** – how do learners get the attention of educators or other adults or get help if they need it?
The A stands for **activity** – what are learners supposed to do?
The M stands for **movement** – can learners move around?
The P stands for **participation** – what does the expected behavior look like?
And the S stands for **success** – if you follow CHAMPS, you will be successful!

STOIC

STOIC is an acronym that provides a reminder to educators when planning for instruction and managing behavior.



- STRUCTURE
  - Vision
  - Organization
  - Management plan (expectations)

- TEACH EXPECTATIONS
  - Expectations
  - Launch
  - Motivation

- OBSERVE STUDENT BEHAVIOR
  - Observe

- INTERACT POSITIVELY
  - Motivation
  - Class-wide Motivation

- CORRECT FLUENTLY
  - Correct irresponsible behavior fluently

MORNING MEETING

Adapted from Responsive Classroom: Morning Meeting is an engaging way to start each day, build a strong sense of community, and set children up for success socially and academically. Each morning, learners and educators gather together in a circle for fifteen to twenty minutes and interact with one another during four purposeful components:

- Greeting: learners and educators greet one another by name.
- Sharing: learners share information about important events in their lives. Listeners often offer empathetic comments or ask clarifying questions.
- Group Activity: Everyone participates in a brief, lively activity that fosters group cohesion and helps learners practice social and academic skills (for example, reciting a poem, dancing, singing, or playing a game).
- Morning Message: Learners read and interact with a short message written by their educator. The message is crafted to help learners focus on the work they'll do in school that day.

GREETING

SHARING

GROUP ACTIVITY

MORNING MESSAGE

STANDARD OPERATING PROCEDURES

Culture and content-based operational and procedural elements designed to promote clarity of expectations, self-regulation, independence, desired behaviors, and future ready skills.

<u>In West Fargo Public Schools, this includes:</u>

- The use of guaranteed and viable curriculum (GVC) language.
- Encourage learner structure autonomy, (with the CHAMPS acronym in K-8) and effective use of time during learning.
- Educators and learners work together to create standard operating procedures (with the CHAMPS acronym in K-8) to generate structures that allow learners to increase their autonomy during learning.
- Educators and learners co-create standard operating procedures (with the CHAMPS acronym in K-8) in service of areas of need recognized by educators or learners in the classroom, increasing autonomy even when learners are engaging with multiple varying learning targets.

JUST THE FACTS

- Standard operating procedures can benefit the whole group, a small group, or an individual learner.
- Standard operating procedures can be used to address an authentic problem or issue that arises within the classroom.
- Standard operating procedures do not come in a one size fits all format. They are diverse in nature and designed with the audience in mind.
- Common areas have common (CHAMPS K-8) posters, each classroom creates a unique (CHAMPS K-8) guiding system.
- Standard operating procedures are intended to promote self-regulation, sustained engagement, and autonomy within a learning environment.
- Standard operating procedures are co-constructed with learners.

EMPATHIC INTERVIEWS

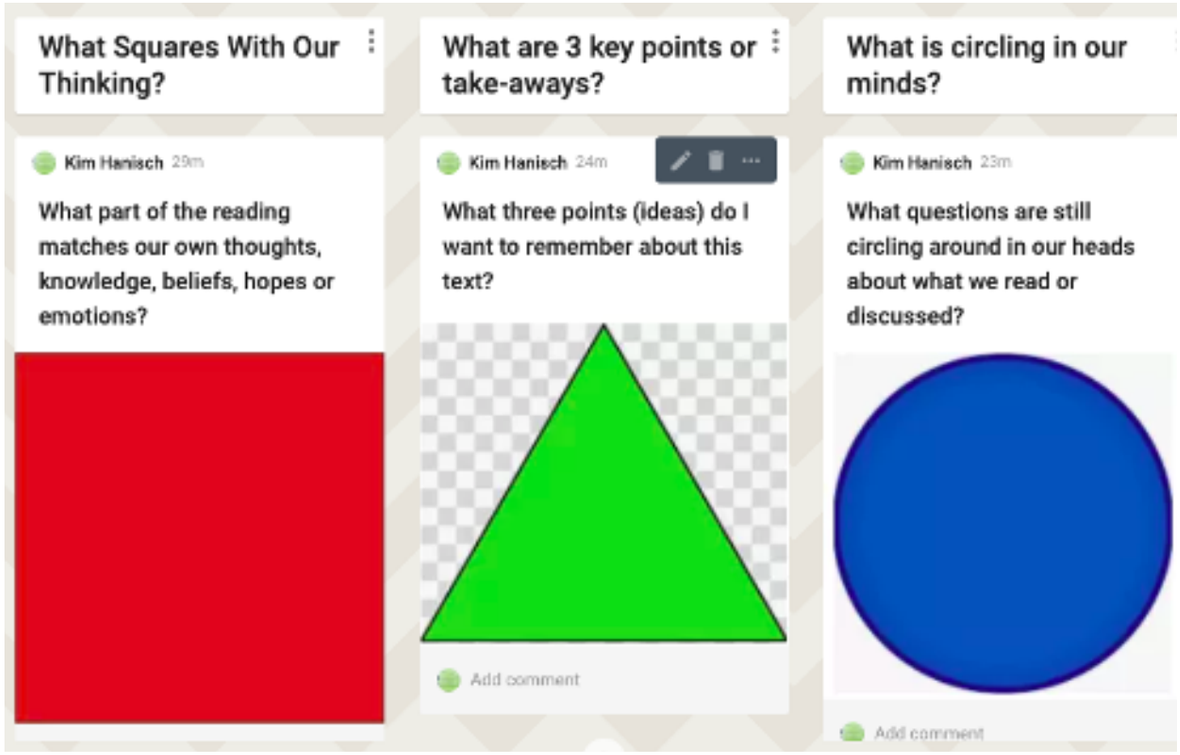
Empathic interviews are designed to gather feedback not only through respondent answers, but through observation of participant reactions and body language. Empathic interviews are an example of a protocol.

Empathic Interview Purpose & Roles	
●Intended to gain empathy ●Provides insights into a person's beliefs, choices, needs ●One person interviews and converses with the interviewees ●One person observes and captures the conversation ●Reflect after the interview to record gained insights	
Interviewer:	**Observer:**
●Prepare 8-12 questions for the interview ●Ask why (even if you feel you know the answer) ●Avoid the use of "usually" when asking questions. Ask them, instead, to "reflect on a time when…" ●Encourage use of stories ●Ask questions neutrally and in a non-leading way ●Allow silence for thinking	●Help prepare 8-12 questions for the interview ●Remain attentive and take unbiased notes ●Do not interrupt, just observe ●Look for inconsistencies in what is said and done (can lead to interesting insights) ●Pay attention to nonverbal cues & body language ●Remain unbiased
●Within 24 hours, use graphic organizer provided to record key insights ●Remain unbiased as you reflect on the interviewee's answers, consistencies, inconsistencies, nonverbals, and trends or patterns ●Help validate or invalidate hunches	

PROTOCOLS

Protocols are a set of step-by-step guidelines used by educators to structure professional conversations or learning experiences to ensure that meeting, planning, or group-collaboration time is used efficiently, purposefully, and productively. These are a few examples we utilize often.

CELEBRATIONS What might you celebrate?	PROCESS What are you noticing with the details?	CAUTIONS What area for improvement are you noticing?	CREATIVITY What idea might you propose?
• Positives • Why an idea is useful • "I appreciate that because…"	• Organization • Planning for action • Processes/procedures • Resources	• Challenges • Areas for improvement • Potential barriers	• Ideas, alternatives, possibilities • Solutions for red and blue hat feedback



High Impact but hard to implement	**High Impact and easy to implement**
Low Impact and hard to implement	**Low Impact but easy to implement**

GUARANTEED AND VIABLE CURRICULUM

GUARANTEED & VIABLE CURRICULUM

- Focus is on critical thinking & content
- Dispositions are embedded
- Progression of Learning is utilized
- Learners are actively engaged (80%)
- Taxonomy level is appropriate
- Instruction is culturally responsive
- Resources are culturally responsive
- Content has an authentic purpose

EDUCATOR FUNDAMENTALS

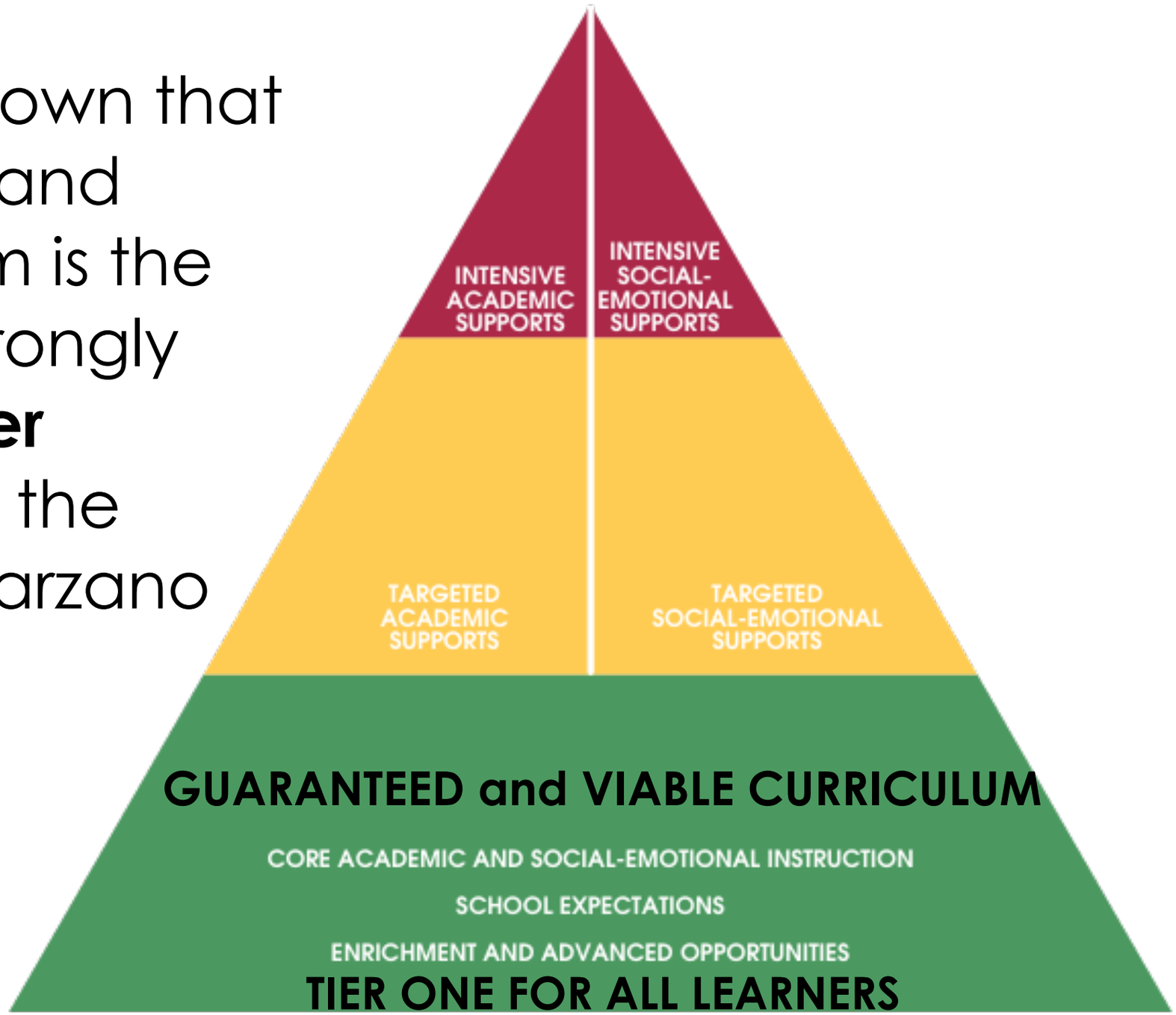
- Utilize the proficiency scales for each grading period to guide what learners need to know and be able to do.
- Utilize the scope and sequence to guide topics and the instruction of critical skills.
- Encourage RESPONSIBILITY - learners actively engaged in the process, demonstrating responsibility, organization, and perseverance.
- Make learning relevant - applicable to prior or future learning.
- Encourage CRITICAL THINKING reason, organize, summarize, interpret, analyze, and synthesize to generate new understanding.
- Provide learners with time and opportunities to demonstrate evidence of their proficiency.
- Provide learners with flexibility for the technique used to COMMUNICATE their thoughts and ideas.

LEARNER EVIDENCE

Learners move along a progression of learning based on their mastery of clearly articulated, transparent, and measurable proficiency in knowledge, skills, and dispositions.

GUARANTEED AND VIABLE CURRICULUM

Research has shown that "A guaranteed and viable curriculum is the variable most strongly related to **learner achievement** at the school level." Marzano



GUARANTEED AND VIABLE CURRICULUM

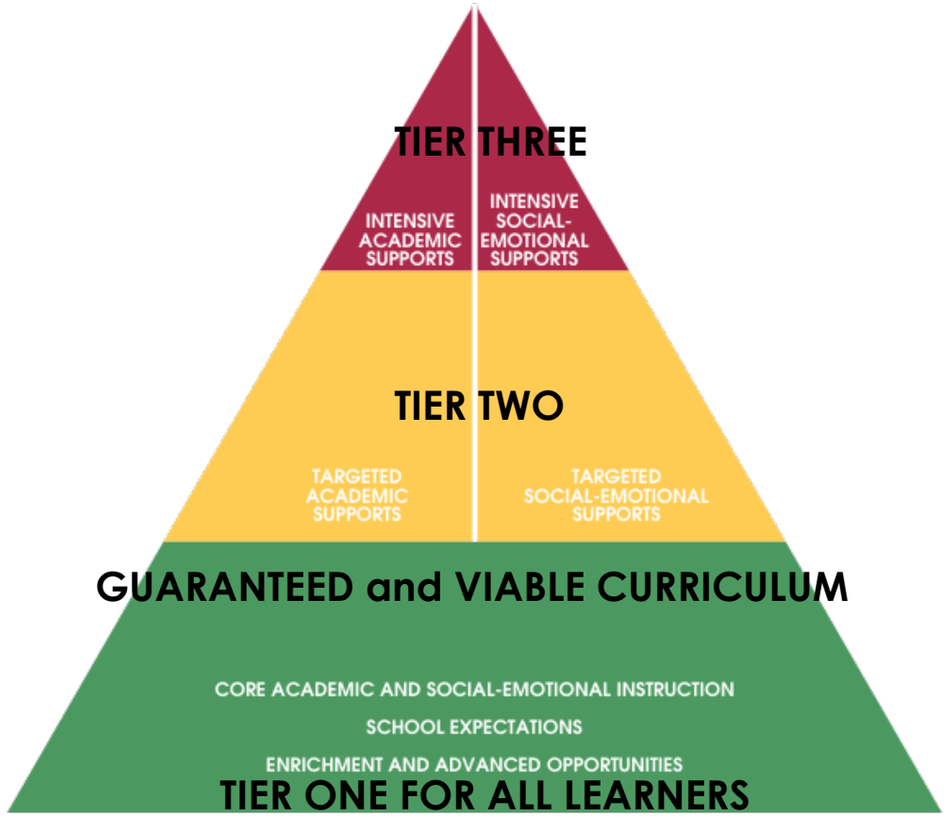
The Guaranteed and Viable Curriculum for WFPS consists of clearly articulated, evidence based, transparent, and measurable proficiency in knowledge, skills, and dispositions for each course for each grading period.

Research has shown that "A guaranteed and viable curriculum is the variable most strongly related to **learner achievement** at the school level."

"**Guaranteed**" means that all learners, regardless of their educator or school, have access to the same content, knowledge, and skills across the district through the scope and sequence and proficiency scales.

"**Viable**" means schools ensure the necessary time is available and protected so learners will be able to learn the guaranteed curriculum. (What Works in Schools, 2003)

District Curriculum Committees
Standards-Based Unit Guides
• Prioritized Standards • Essential Questions & Enduring Understandings • List of Resources
Scope and Sequence
• Key topics and skills for systems alignment • Evidence based instructional strategies • Key indicators and evidence
Proficiency Scales with Progression of Learning
• Each category of critical content • Each course • Each grading period



GUARANTEED & VIABLE CURRICULUM

To help educators understand the Guaranteed and Viable Curriculum, we use the terms "**tight**" and "**loose.**" The prioritized standards, scope and sequence, and proficiency scales for each grading period are "tight," meaning this is the expectation for each course. Each curriculum team develops guides that are more comprehensive, which include many other aspects that are "loose," as guidance to help both new and veteran educators.

The goal of these additional components is to infuse engagement, relevancy, and future-ready learning. This process includes:
- Use of a collaborative process with educators, led by the curriculum and instruction team
- Examination and study of the standards and research of the effective practices in learning, assessment, and instruction
- Creating a full-scale map of the standards to ensure vertical and cross-curricular alignment
- Utilizing performance data and the backward design model to create a scope and sequence that is both relevant and attainable
- Implementing the scope and sequence defined to provide core instruction
- Utilizing engagement and appropriate instructional strategies for the content
- Monitoring and supporting the fidelity of the implementation through coaching, administrative observation, data monitoring, and professional learning
- Assessing whether learners are making adequate gains toward the standards, utilizing frequent formative assessment in conjunction with district-level assessments (STAR, NDA+, etc.)
- Analyzing learner performance through the professional learning community (PLC) process at the team, building, and district level
- Differentiating and providing opportunities for learning and re-assessment when learners need either remediation or a greater challenge through the MTSS process
- Redesigning the guaranteed and viable curriculum regularly through continuous assessment

LOOSE		**TIGHT**			
EDUCATOR DOCUMENTS		**DISTRICT DOCUMENTS**			
Unit Guides		**Scope & Sequence**	**Research Guidance**	**Standards**	**Proficiency Scales**
Unit or Quarter	•Specific Learning Targets •Resources •Assessments and Rubrics	By Unit	Instructional Strategies	Prioritized and articulated in the proficiency scales, broken down in the progression of learning.	K- 5 Trimester 6-12 Quarter

GUARANTEED & VIABLE CURRICULUM with BUILDING PLCs

The guaranteed and viable curriculum is the driving force for the professional learning communities.

District Curriculum Committees

Standards-Based Unit Guides

- Prioritized Standards
- Instructional Strategies
- List of Resources

Scope and Sequence

- Key topics and skills for systems alignment
- Evidence based instructional strategies
- Key indicators and evidence

Guaranteed & Viable Curriculum **GVC**

Building Level PLC Teams

Proficiency Scale with Progression of Learning

The unpacking of each standard or connected standards by categories to create a set of milestones that move a learner toward mastery of the standards. These steps (or learning targets) provide measurement opportunities, allowing educators to utilize this formative assessment to adjust their instruction and provide meaningful learner progress.

Proficiency Scale with Progression of Learning

- Use of Intentional Thinking Map Lesson Plan.
- Focused on Question 1: *What do we want all learners to know and be able to do?*
- Critical Content for each cycle of PLC or learning unit.
- Use learner friendly language.

Standards-Based Unit Guide Calibration and Revision

Learning Experiences & Activities
Assignments & Evidence
Rubrics & Assessments

Learner SELF EFFICACY & AGENCY

Learning Experiences, Activities, Assignments and Evidence

Created to align with with the progression of learning, providing learners with meaningful progress opportunities.

Assessments & Feedback

Authentic, meaningful, and timely.
Focused on Question 2: *How will we know if they learn it?*

Interventions and Enrichment

Focused on Questions 3 & 4: *How will we respond when some do not learn? How will we extend the learning for those who are already proficient?*

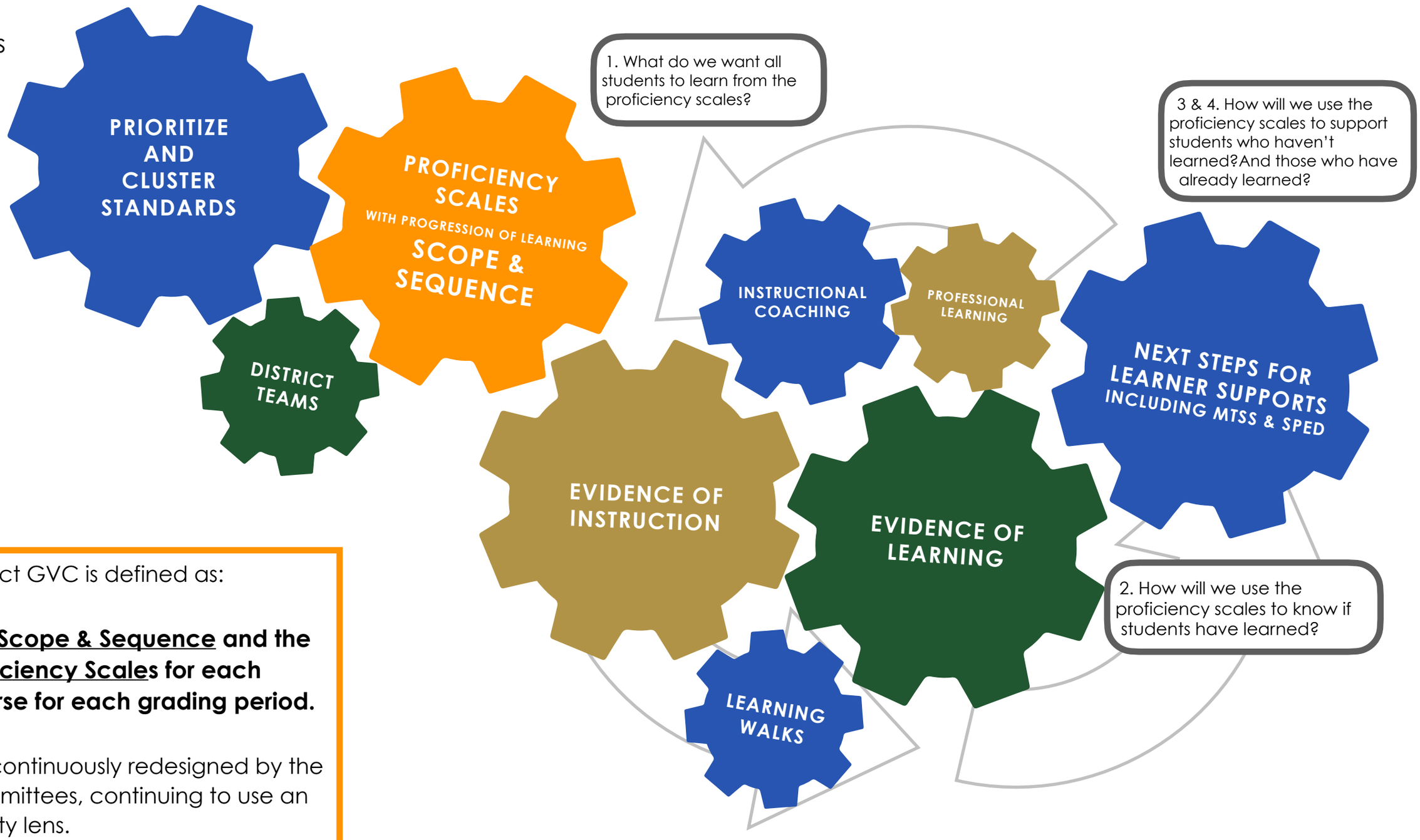
Goal Setting and Reflection

What do I need as a learner/learner?

HOW IS THE GUARANTEED AND VIABLE CURRICULUM (GVC) CREATED?

The process starts with the state adopted curriculum standards as well as the research regarding instruction for the content. Next, a team of educators and coordinators determine how these standards will be prioritized. These essential standards are utilized to create a scope and sequence for the course and proficiency scales for each grading period, which are utilized to measure learner progress.

Standards from the State & National Level



District GVC is defined as:

The <u>Scope & Sequence</u> and the <u>Proficiency Scales</u> for each course for each grading period.

It is continuously redesigned by the committees, continuing to use an equity lens.

SCOPE & SEQUENCE

Scope refers to the range and depth of content and skills to be covered. Sequence refers to how these skills and content are ordered and presented to learners over time. The scope and sequence is the overall organization of the curriculum in order to ensure its coherence and continuity.

Quarter 1Example:

<table>
<tr><th>Grade 6 WRITING
L.6.1, L.6.2, 3 W.6.4,W.6.5, W.6.10</th><th>TECHNICAL READING
RST.6-8.10</th><th>TECHNICAL READING
RH.6-8.10, NDSS.6.1.1, NDSS.6.1.2, NDSS.6.1.3</th><th>TECHNICAL WRITING
WHST.6-8.10</th></tr>
<tr><td>Purpose
W.6.4</td><td>Steps & Procedures
RST.6-8.3</td><td rowspan="2">Summary
RH.6-8.2
Textual Evidence
RH.6-8.1
Text Structures
RH.6-8.5</td><td>Style/Purpose
WHST.6-8.4, WHST.6-8.5</td></tr>
<tr><td>Compare/Contrast
RL.6.7, RL.6.9</td><td rowspan="2">Summary
RST.6-8.2
Textual Evidence
RST.6-8.1</td><td rowspan="2">Evidence
WHST.6-8.9</td></tr>
<tr><td>Matrix & Summary
W.6.7 & 8 (research)
W.6.6 (technology),</td></tr>
<tr><td>Informative W.6.2 Evidence W.6.9</td><td rowspan="2">Text Structures
RST.6-8.5</td><td rowspan="2">Text Structures
RST.6-8.5</td><td rowspan="2">Organization/ Formatting
WHST.6-8.2</td></tr>
<tr><td>Narrative
W.6.3, 6.4
Edit & Revise
W.6.5</td></tr>
<tr><td>Argumentative
W.6.1, 6.4, 6.5, 6.9</td><td>Text Structures
RST.6-8.5</td><td>Text Structures
RST.6-8.5</td><td>Plagiarism
WHST.6-8.8
Bibliography
WHST.6-8.8</td></tr>
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RST.6-8.8</td><td>Displays & Formats
RH.6-8.7</td><td>Research & Technology
WHST.6-8.6, WHST.6-8.7</td></tr>
</table>

PROFICIENCY SCALE EXAMPLE

A proficiency scale represents a progression of learning goals (category of prioritized standards) with three levels of difficulty:

The simpler level 2.0
The target level 3.0
The more complex level 4.0

The purpose is to:

- Communicate the standards that are clustered into learning units and/or categories
- Clarify the intended learning outcomes, learning targets, and/or benchmarks
- Help educators guide learners to move from not knowing to knowing and to help learners to demonstrate understanding
- Show where a learner has been and provide the map for the next steps in the progression
- Represent the learning progression both within the scale and among multiple standards - connecting concepts and strategies to one another

Proficiency Scale
Grade 8 ELA – Reading – Quarter 2

Profile of a Graduate

North Dakota English Language Arts Standards

R.2 Comprehend a variety of texts while developing inferences and providing relevant textual evidence and reasoning.	**R.4** Determine a main idea(s), claim(s), or theme(s) and provide relevant textual evidence and supportive reasoning.
R.5 Determine the meaning and purpose of words and phrases as they contribute to the text, including figurative, denotative, and connotative meanings.	**R.9** Analyze a variety of nonfiction texts using textual evidence for support. a. Analyze how an author's point of view influences the purpose of the text. b. Analyze multiple texts comparing how the authors present information about a similar topic.

R.8 Analyze a variety of fiction texts using textual evidence for support.
~~a. Analyze how the characters and plot develop over the course of a text, interact with other elements, and advance the plot or develop the theme(s).~~
b. Analyze how a story's point of view affects the text's overall meaning.
c. Analyze how multiple works or genres address the same topic.
d. Analyze how an author's background, environment, time period, or culture affects the telling of a story.

Progression of Learning

LEVEL 4 Advanced

In addition to proficiency, the learner **consistently** demonstrates a higher taxonomy or application or transference of learning such as:

- ☐ Generates inferences that demonstrate deep understanding, including quotes, examples, and literary devices to support interpretations
- ☐ Evaluates the effectiveness of language choices, making connections between word choices and author's purpose
- ☐ Evaluates the strengths and limitations of the chosen point of view in conveying author's purpose, considering factors such as credibility and bias

LEVEL 3 Proficient

The learner:

- ☐ Comprehends a variety of texts, providing relevant textual evidence and reasoning to support inferences (R.2)
- ☐ Determines main ideas, claims, or themes and provides relevant textual evidence and supportive reasoning (R.4)
- ☐ Analyzes the purpose and impact of specific words and phrases on the overall tone or mood of a text (R.5)
- ☐ Analyzes how the author's point of view influences the selection and interpretation of evidence, providing specific examples from the text (R.9a)
- ☐ Analyzes how multiple authors present information on similar topics, recognizing how they use evidence and examples to support their viewpoints (R.9b)
- ☐ Analyzes how characters and other story elements (setting, conflict, mood, tone, point of view, etc.) interact and how they contribute to plot progression and thematic development (R.8a)
- ☐ Analyzes how multiple works or genres address the same topic (R.8c)

LEVEL 2 Approaching

The learner:

- ☐ Demonstrates beginning comprehension skills by summarizing nonfiction/literary texts objectively, including relevant details and avoiding unnecessary information (R.3a/b)
- ☐ Develops inference skills – drawing conclusions, making predictions, making comparisons, etc.
- ☐ Develops reasoning skills – logical thinking, critical thinking, problem solving, etc.
- ☐ Identifies the main idea, claim or theme of a text
- ☐ Distinguishes between denotative and connotative meanings of words and phrases
- ☐ Identifies figurative language – similes, metaphors, etc.
- ☐ Identifies the author's point of view as the perspective from which the nonfiction is written
- ☐ Identifies the author's purpose as the reason for writing the text, such as inform, persuade, explain, etc.
- ☐ Distinguishes fact from author's viewpoint, or opinion
- ☐ Identifies basic similarities and differences in the presentation of information between texts

Vocabulary:
Inference, textual evidence, reasoning, main idea, claim, theme, tone, mood, theme, purpose, point of view, fact, opinion

Supporting Standards:

R.6 – Analyze the structure an author uses to organize a text, including how sections, paragraphs, stanzas, and/or particular sentences contribute to the development of ideas and overall purpose of the text.

R.7 – Analyze how an author uses figurative language and specific word choice to affect the meaning and tone.

PROGRESSION OF LEARNING

The progression of learning is a part of the proficiency scale.

It clarifies the intended learning outcomes, learning targets, and/ or benchmarks

It represents the learning progression both within the scale and among the standards– connecting concepts and strategies to one another

Taxonomy is a key component of determining the learning targets along with the Depth of Knowledge

Using the proficiency scale, educators are helping learners to move from not knowing to knowing and helping learners to demonstrate understanding of this concept

It shows where a learner has been and provides the map for the next steps in the progression

Proficiency Scale
Grade 8 ELA – Reading – Quarter 2

Profile of a Graduate

North Dakota English Language Arts Standards

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d. Analyze how an author's background, environment, time period, or culture affects the telling of a story.

Progression of Learning

LEVEL 4 Advanced	In addition to proficiency, the learner **consistently** demonstrates a higher taxonomy or application or transference of learning such as: ☐ Generates inferences that demonstrate deep understanding, including quotes, examples, and literary devices to support interpretations ☐ Evaluates the effectiveness of language choices, making connections between word choices and author's purpose ☐ Evaluates the strengths and limitations of the chosen point of view in conveying author's purpose, considering factors such as credibility and bias
LEVEL 3 Proficient	The learner: ☐ Comprehends a variety of texts, providing relevant textual evidence and reasoning to support inferences (R.2) ☐ Determines main ideas, claims, or themes and provides relevant textual evidence and supportive reasoning (R.4) ☐ Analyzes the purpose and impact of specific words and phrases on the overall tone or mood of a text (R.5) ☐ Analyzes how the author's point of view influences the selection and interpretation of evidence, providing specific examples from the text (R.9a) ☐ Analyzes how multiple authors present information on similar topics, recognizing how they use evidence and examples to support their viewpoints (R.9b) ☐ Analyzes how characters and other story elements (setting, conflict, mood, tone, point of view, etc.) interact and how they contribute to plot progression and thematic development (R.8a) ☐ Analyzes how multiple works or genres address the same topic (R.8c)
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Vocabulary:
Inference, textual evidence, reasoning, main idea, claim, theme, tone, mood, theme, purpose, point of view, fact, opinion

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R.7 – Analyze how an author uses figurative language and specific word choice to affect the meaning and tone.

DETERMINING PROFICIENCY

Profile of a Graduate Dispositions

Prioritized Standards

Advanced: The learning targets articulate how a learner can demonstrate a higher taxonomy or application or transference of learning.

Measurement Topic/Proficient: The learning targets articulate the knowledge and skills learners need to be proficient.

Foundational Knowledge/ Approaching: The learning targets articulate the pre-requisite skills needed prior to the learning targets articulated in proficiency.

Proficiency Scale
Grade 8 ELA – Reading – Quarter 2

Profile of a Graduate

North Dakota English Language Arts Standards

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Progression of Learning

LEVEL 4 Advanced	In addition to proficiency, the learner **consistently** demonstrates a higher taxonomy or application or transference of learning such as: ☐ Generates inferences that demonstrate deep understanding, including quotes, examples, and literary devices to support interpretations ☐ Evaluates the effectiveness of language choices, making connections between word choices and author's purpose ☐ Evaluates the strengths and limitations of the chosen point of view in conveying author's purpose, considering factors such as credibility and bias
LEVEL 3 Proficient	The learner: ☐ Comprehends a variety of texts, providing relevant textual evidence and reasoning to support inferences (R.2) ☐ Determines main ideas, claims, or themes and provides relevant textual evidence and supportive reasoning (R.4) ☐ Analyzes the purpose and impact of specific words and phrases on the overall tone or mood of a text (R.5) ☐ Analyzes how the author's point of view influences the selection and interpretation of evidence, providing specific examples from the text (R.9a) ☐ Analyzes how multiple authors present information on similar topics, recognizing how they use evidence and examples to support their viewpoints (R.9b) ☐ Analyzes how characters and other story elements (setting, conflict, mood, tone, point of view, etc.) interact and how they contribute to plot progression and thematic development (R.8a) ☐ Analyzes how multiple works or genres address the same topic (R.8c)
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Vocabulary:
Inference, textual evidence, reasoning, main idea, claim, theme, tone, mood, theme, purpose, point of view, fact, opinion

Supporting Standards:

R.6 – Analyze the structure an author uses to organize a text, including how sections, paragraphs, stanzas, and/or particular sentences contribute to the development of ideas and overall purpose of the text.

R.7 – Analyze how an author uses figurative language and specific word choice to affect the meaning and tone.

PROFICIENCY SCALE EXAMPLES

Proficiency Scale
G3 T1 Mathematics – Operations and Algebraic Thinking

Profile of a Graduate

Priority Standards

3.AR.OA.1 Using mental strategies, multiply and divide basic facts within 100. Automatically multiply and divide up to 5 x 5 and 10s facts.

3.AR.OA.3 Solve two-step authentic word problems using addition and subtraction within 1000, including equations with a letter as an unknown.

3.AR.OA.4 Use strategies and visual models to solve authentic word problems with multiplication within 100, including unknowns, using grouping models and equations.

3.AR.OA.6 Identify arithmetic patterns and explain them using the properties of operations.

Progression of Learning

LEVEL 4 – Advanced	In addition to proficiency, the learner **consistently** demonstrates a higher taxonomy or application or transference of learning such as: ☐ Fluently solves multiplication and division basic facts within 100 using strategies and/or recall ☐ Solves division problems as unknown-factor problems and apply this to story problems
LEVEL 3 – Proficient	The Learner: ☐ Models multiplication and *division* (equal groups or equal sharing) situations using concrete materials or pictorial representations ☐ Identifies the components (number of groups and the number of items in each group) of multiplication and *division* problems ☐ Uses repeated addition and/or skip counting to find products of one-digit by one-digit multiplication problems ☐ Uses equal sharing and equal groups to find quotients of one-digit by one-digit *division* problems ☐ Identifies patterns in multiplication and addition ☐ Solves one-step word problems involving addition and subtraction and assesses the reasonableness of the answer
LEVEL 2 - Approaching	The Learner: ☐ Identifies multiplication situations through concrete materials or pictorial representations ☐ Solves multiplication problems using number of groups and number of items in each group ☐ Identifies *division* situations through equal groups and equal sharing ☐ Solves *division* (equal sharing and equal groups) problems using sets of objects and equal sharing (groups

Vocabulary: array, column, equal groups, factor, multiplication, multiply, product, row, times, dividend, divisor, division, symbol, quotient, equation

* *Division* is focused on equal sharing and equal groups in story problems during T1. There is not an expectation of students being proficient with bare number problems until T2.

Supporting Standards:

3.AR.OA.5 Use strategies and visual models to solve authentic word problems with division within 100, including unknowns, using grouping models and equations.

Proficiency Scale
Grade 8 ELA – Inquiry and Research – Quarter 1

Profile of a Graduate

North Dakota English Language Arts Standards

IR.1 Develop research questions based on self-generated topics, problems, or needs.	**IR.2** Gather and interpret relevant information for a variety of purposes.
IR.3 Organize main concepts from a variety of sources using multiple notetaking strategies.	**IR.5** Integrate information from sources using a standardized format. a. Reference sources, including in-text citations, when quoting, paraphrasing, and/or summarizing to avoid plagiarism. ~~b. Generate a citation/bibliography page using a standardized format.~~

Progression of Learning

LEVEL 4 Advanced	In addition to proficiency, the learner **consistently** demonstrates a higher taxonomy or application or transference of learning such as: ☐ Critically evaluates sources, considering reliability, objectivity, relevance, and context ☐ Integrates information from multiple types of credible sources, such as interviews, podcasts, etc.
LEVEL 3 Proficient	The learner: ☐ Develops a research question that is specific, clear, and relevant to a self-generated topic, problem, or need (IR.1) ☐ Gathers and interprets relevant information from a variety of credible sources for the purpose of informing/explaining (IR.2) ☐ Organizes main concepts from a variety of sources using appropriate notetaking strategies (IR.3) ☐ Integrates information using signal phrases and *practices parenthetical citations* when quoting, paraphrasing, or summarizing (IR.5a)
LEVEL 2 Approaching	The learner: ☐ Identifies key elements of a research question, including topic, problem, or scope ☐ Formulates research questions that are broad and general ☐ Identifies basic sources of information, such as books, articles, databases, websites, etc. ☐ Practices rating source credibility based on criteria, such as author expertise, publication date, and publisher reputation ☐ Uses basic notetaking strategies, such as summarizing paragraphs or highlighting key points ☐ Uses text structure to inform notetaking strategies (compare/contrast, cause-effect, chronological/sequential, problem-solution, descriptive) ☐ Identifies common signal phrases ☐ Practices and defines the differences among quoting, paraphrasing, and summarizing

Vocabulary:
Research question, credibility, notetaking strategies, text structure, signal phrase, parenthetical citation, quoting, paraphrasing, summarizing

Supporting Standards:

N/A – formulating the research question and finding sources are the first steps in the process

PROFICIENCY SCALE EXAMPLES

Proficiency Scale
Grade 6 Social Studies – Connections & Impact – Quarter 1

Profile of a Graduate

North Dakota Social Studies Standards

WH.6_12.5 Analyze causes and effects of global events in the past using primary and/or secondary sources.	**WH.6_12.6** Explain how past events connect to the present.
G.6_12.2 Analyze the movement of people, goods, ideas, technology, etc. throughout the world.	

Progression of Learning

LEVEL 4 Advanced	In addition to proficiency, the learner: ☐ Explains the long-term consequences of the Agricultural Revolution, such as the establishment of agricultural societies, the emergence of complex civilizations, or the transformation of human culture and lifestyle ☐ Examines how environmental changes or natural disasters impacted migration and settlement patterns in ancient societies
LEVEL 3 Proficient	The learner: ☐ Identifies the causes and effects of the Agricultural Revolution (WH.6_12.5) ☐ Explains how geography affected migration and settlement patterns in ancient times (G.6_12.2)
LEVEL 2 Approaching	The learner: ☐ Lists characteristics of the Paleolithic and Neolithic ages ☐ Identifies negative and positive effects of geographical features

Vocabulary:
Cause, effect, migration

Proficiency Scale
Grade 5 - Trimester 3 Life Science – Systems & System Models

Profile of a Graduate

Priority Standards

5-LS2-1 Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.

5-ESS3-1 Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.

Science Standards

5-LS1-1 Support an argument that plants get the materials they need for growth chiefly from air and water. (Energy and Matter)

5-PS3-1 Use models to describe how energy from the sun is converted into food (used for body repair, growth, motion, and to maintain body warmth). (Energy & Matter)

Progression of Learning

LEVEL 4 – Advanced	In addition to proficiency, the learner **consistently** demonstrates a higher taxonomy or application or transference of learning such as: ☐ Uses reasoning to connect necessary and sufficient evidence to construct an argument ☐ Describes the relationships between the components ☐ Develops a model in which they identify the relevant components for a given reaction ☐ Makes a model to describe the movement of matter in an environment with producers other than plants (algae)
LEVEL 3 – Proficient	The Learner: ☐ Describes how interactions in the system of plants, animals, decomposers, and the environment allow multiple species to survive ☐ Describes how PH levels impact the environment ☐ Identifies the relationship between plants, animals, and decomposers and how they interreact within an ecosystem ☐ Identifies and describes the cycling of matter in the system between plants, animals, decomposers, and the environment ☐ Uses models to describe how an observable event (oil spill) can affect a food web ☐ Describes cause and effect relationships between Earth's resources and the environment that we live in ☐ Generates ideas to protect the environment and Earth's resources ☐ Designs and tests a solution that would protect Earth's resources and environment using the engineering design process
LEVEL 2- Approaching	The Learner: ☐ Identifies and describes relevant relationships between animals, plants, air, water, and soil ☐ Identifies and describes different ways in which plants, animals, decomposers, and the environment use matter ☐ Describes how different variables (salt, heat, sugar, sunlight, etc.) cause organisms (mold) to grow ☐ Explains that matter is transferred when one animal eats another ☐ Practices testing solutions that would protect Earth's resources and environment

Vocabulary: air, animal, cycle, decompose, decomposer, environment, food, gas, growth, liquid, matter, material, organism, photosynthetic plant, plant, plant matter, soil, solid, waste matter, water, food web, food chain, producer, consumer, ecosystem, carnivore, herbivore, omnivore, predator, prey, balance scale, carbon dioxide, oxygen, stomata, compost, fungus, mold, mushroom, spore, fertilizer, nutrient, system, variable, Alge, bacteria, runoff

PROFICIENCY SCALE EXAMPLES

Proficiency Scale HS Art II –Create, Quarter 1	
Profile of a Graduate	
National Core Art Standards	
Investigate Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place [Cr.2.3.Ia]	**Investigate** Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form [Cr2.1.IIa].
ND Visual Arts Content Standards 2019	
Investigate Engage in making a spontaneous work of art that may transform the perception and experience of a certain place and its impact on the environment [VA:Cr2.HS1.a].	**Investigate** Design or redesign projects in response to contemporary issues that demonstrate an awareness of ethical implications of making and distributing creative works [VA:Cr.2.HS.2].
Progression of Learning:	
Advanced	In addition to proficiency, the learner **<u>consistently</u>** demonstrates a higher taxonomy or application or transference of learning such as: ☐ Collaboratively develops and presents a proposal for a transformative public art piece to a public entity (city council, arts organizations, local businesses, etc). ☐ Shares new knowledge with others.
Proficient	The learner: ☐ Collaboratively develops a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place [Cr.2.3.Ia] <u>using sculpture.</u> ☐ Through experimentation, practice, and persistence, demonstrates acquisition of skills and knowledge in a form of digital or traditional <u>animation</u> [Cr2.1.IIa]. ☐ Applies learning and skills acquired through experimentation and practice [Cr2.1.IIa] to create a work using digital or traditional <u>animation.</u>
Approaching	The learner: ☐ Recognizes and recalls vocabulary. ☐ Learn how to work collaboratively, delegate tasks, resolve conflicts, manage time well as a group ☐ Understands the components of a proposal. ☐ Recognizes animation processes and tools. ☐ Experiments with provided resources to practice and develop skills. ☐ Researches tools and tutorials to further support learning of skills.
	Vocabulary: <u>*Sculpture:*</u> Installation, site-based work, public art, environmental art, collaboration, compromise, delegation, mural, construction, immersive, experiential, proportion, scale, pitching a proposal (add sculpture terms) <u>*Digital Animation:*</u> Frames per second/frame rate, stop motion, cel animation, claymation, rotoscope, onion skin, armatures, storyboard, set design, foreground, middle ground, background, character design/development, plot, mood, tone, Foley effects, green screen, camera angle/point-of-view, shots (establishing, close-up, pan, etc), lighting, voiceover, export/render, CGI

Proficiency Scale Grade 7 Band – Perform, Q1	
Profile of a Graduate	
Standards-ND Music Standards, 2019	
Present *MU:Pr6.1.E.I.a*: Presents musical works with appropriate technical accuracy and expressive qualities through individual and ensemble performances of a varied repertoire of music.	**Present** *MU:Pr6.1.E.I.b*: Elicits informal or formal audience response through the use of basic expressive qualities within context of music.
Progression of Learning:	
LEVEL 4 - Advanced	In addition to proficiency, the learner **<u>consistently</u>** demonstrates a higher taxonomy or application or transference of learning such as: ☐ Presents musical works with **advanced** technical accuracy and expressive qualities **(use of dynamics)** through individual and ensemble performances of a varied repertoire of music. ☐ Elicits informal **and** formal audience response through the use of expressive qualities within context of music **and reflects on feedback.**
LEVEL 3 - Proficient	The learner: ☐ Presents musical works with appropriate technical accuracy and expressive qualities through individual and ensemble performances of a varied repertoire of music [MU:Pr6.1.E.I.a] ☐ Elicits informal or formal audience response through the use of basic expressive qualities within context of music [MU:Pr6.1.E.I.b].
LEVEL 2 - Approaching	The learner: ☐ Plays with mostly appropriate technical accuracy. ☐ Plays with mostly appropriate expressive qualities (dynamics). ☐ Plays the Concert Bb Scale. ☐ Plays with a characteristic tone and proper breath support. ☐ Plays with good intonation. ☐ Elicits informal audience response. ☐ Recognizes and recalls vocabulary.
	Vocabulary: tie, slur, accent, pick up notes, posture, time signatures, repeat sign, tempo, tone, audience, first and second endings, musical road map, eighth notes, dotted half notes, dotted quarter and eighth, phrase, multi-measure rest, feedback, criteria, self-reflection, theme and variations, intervals

RUBRIC

A rubric is a measurement scale for a specific activity or assignment. The purpose of the rubric is to list or articulate specific criteria to aid educators and learners in the scoring process. Multiple rubrics will be utilized to measure *proficiency* and provide feedback to our learners.

Example:

	1	2	3	4
Book Information and Summary	There was little or no book information or summary given.	The title and author of the book is listed.	The title and author of the book are listed. A summary is included.	The title and author of the book are included along with a brief summary.
Thinking as a Reader	A reading strategy is not mentioned.	A reading strategy is mentioned.	A reading strategy is described; including an example of how it was used and how it helped the reader comprehend.	Plus:The reader described how the reading strategy was selected- showing metacognition.
Good Fit	Does not mention if the book was a good fit or not.	Mentions if the book was a good fit or not. No explanation was attempted.	Discusses if the book was a good fit, but does not give a clear explanation why.	Clearly describes if the book was a good fit or not with an explanation.
Letter format	Three or more elements are incorrect or missing.	Two elements of the friendly letter format are incorrect or missing.	One element of the friendly letter format is incorrect or missing.	The date, greeting, body, closing, and signature are properly formatted.
Conventions	Poor conventions make writing difficult to read and understand.	Use a few conventions so parts of the response are understood.	Uses adequate conventions so the response is mostly understood.	Uses conventions accurately so the response is easily understood.
Followed Directions	Three elements of the directions were not followed.	Two elements of the directions were not followed.	One element of the directions was not followed.	Writer answered previous questions, met deadlines, and wrote at least 3/4 of a page.

INTENTIONAL THINKING MAP

The Intentional Thinking Map is a graphic organizing tool provided by iObservation and Learning Sciences International; articulating the specific learning targets for that lesson at levels 2, 3, and 4. The purpose is for DAILY lessons. May be used to guide the discussion of a PLC.

Learning Goal/Objectives: *(based on standards)*
Standard(s):

Learning Targets *(write targets from each level of the scale below)*

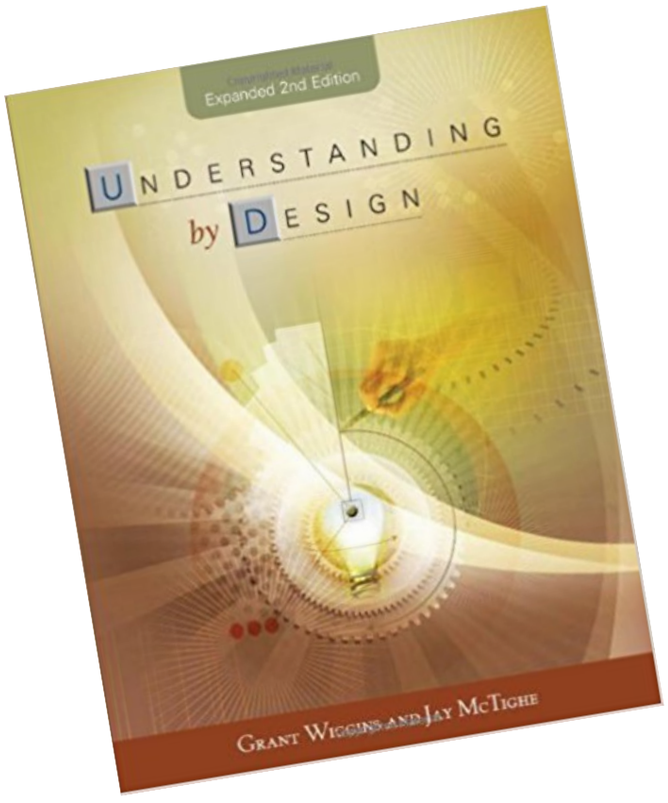
2.0 Foundational Knowledge and Skills	3.0 Learning Goal/Objective	4.0 More Complex Knowledge
Often aligns with foundational content	*Often aligns with deeper thinking*	*Often aligns with complex learning*

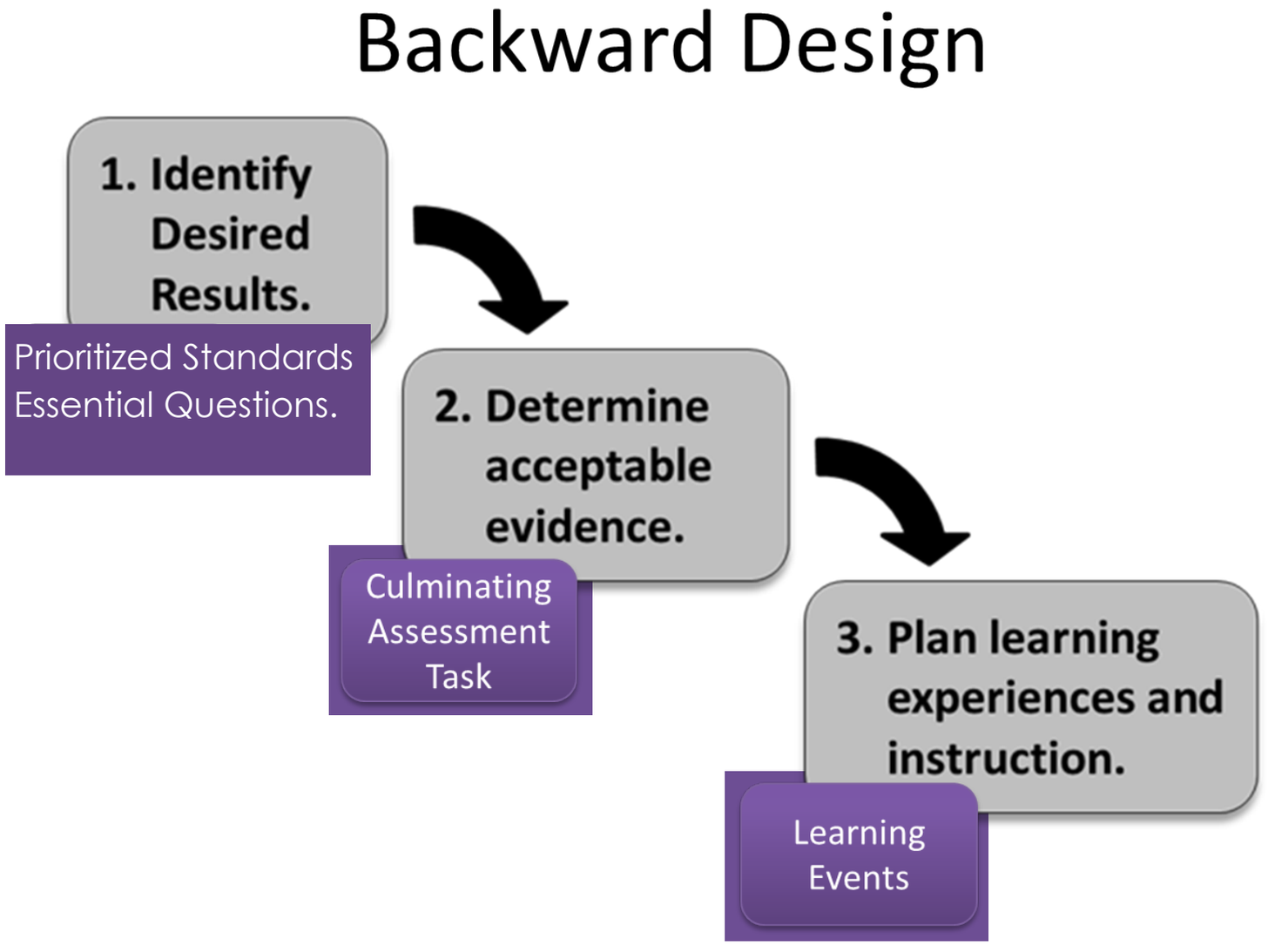
Assessment and Monitoring *(checks for content and desired effect)*

2.0 Foundational Knowledge and Skills	3.0 Learning Goal/Objective	4.0 More Complex Knowledge

BACKWARD DESIGN

Backward design is a process that educators use to design learning experiences and instructional techniques to achieve specific learning goals. Backward design begins with the standards —what learners are expected to learn and be able to do—and then proceeds "backward" to create lessons that achieve those desired goals.





Wiggins, G. P., & McTighe, J. (2005). *Understanding by design*. Association for Supervision & Curriculum Development.

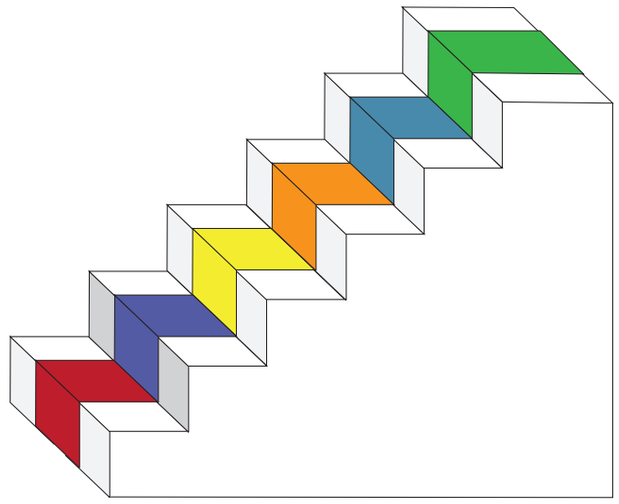
STANDARDS AND LEARNING TARGETS

The state of North Dakota articulates **standards** for each content area. Each content area is organized in a unique way (ie: ELA, math, science, social studies), sometimes articulating domains or strands, and some areas have specific benchmarks.

> *"North Dakota Content Standards serve as a model to develop goals for teaching and learning and as expectations for what learners should know and be able to do for each grade span. Each school district may set more rigorous standards; however, no district shall use any state content standards less rigorous than those set forth in the North Dakota Century Code 15.1-21."*

West Fargo Public Schools includes the full standard on our proficiency scales for reference. The progression of learning portion is articulated with learning targets to align our language to the instructional framework.

Learning targets are the set of milestones that move a learner toward proficiency of the standard. These steps provide measurement opportunities, allowing educators to utilize formative assessment to adjust instruction and provide meaningful feedback. These steps are referenced by several other terms in educational settings including: learning objective, educational outcome, benchmark, instructional outcome, training goal, etc.



SOCIAL STUDIES STANDARDS COMPONENTS

This is a depiction of the layout for the content standards. To view the entire standard set, visit: https://www.nd.gov/dpi/districtsschools/k-12-education-content-standards

Standard Coding Example for United States History, World History, Psychology, and Sociology

These standards are coded in a specific way to denote both *eras* and *domains*.

US.6_12.1-6.E4.3 - Represents the 6-12 grade band of US History and the six US history standards that need to be taught within the third benchmark of the fourth era

- First, the standard codes are to be read the same as the Civics & Government, Economics, Geography, and North Dakota Studies standards
- However, benchmark codes include additional numbers that correspond to all Social Studies anchor standards within the strand; each anchor standard should be taught through the benchmarks provided
- Then, the benchmark codes include an “E” (or “D”) that represent the historical era, or domain, to which the benchmark belongs
- The final number "3" stands for the order in which the benchmark appears within that era or domain
- Additionally, standards and/or benchmarks that specifically apply to North Dakota Century Code 15.1-21 Curriculum and Testing are denoted with a ♦ symbol

Standard Code | Standard | Era/Domain | Benchmark Code (Strand, Grade Band, Standards, Era/Domain, Benchmark Number) | Possible Topics

Era 1: Creation and Foundation of United States Government (1754-1814)			
Code	**Standard**	**Benchmarks**	**Guiding Topics**
US.6_12.1	Analyze primary and secondary sources with attention to reliability, impact, and purpose.	US.6_12.1-6.E1.1 Explain the social, political, and cultural causes and immediate consequences of the American Revolution US.6_12.1-6.E1.2 Explain the development of early United States government. US.6_12.1-6.E1.3 Explain the development of United States society after the American Revolution. US.6_12.1-6.E1.4 Explain the importance of foreign and domestic decisions of the early United States government, its leaders, and political parties.	French-Indian War, British Parliamentary Acts, Boston Massacre, Boston Tea Party, 1st and 2nd Continental Congresses, Declaration of Independence, Treaty of Paris Articles of Confederation, United States Constitution, Federalist Papers, Anti-Federalist viewpoint, Bill of Rights Development of early political parties (Jefferson vs. Hamilton) Precedence in the presidency, Louisiana Purchase, Monroe Doctrine, pertinent Supreme Court cases and laws, treaties, emergence of third parties, Alien and Sedition Acts, War of 1812.
US.6_12.2	Examine the impact of multiple perspectives on social, political, and cultural development.		
US.6_12.3	Explain the relationship of events focusing on the link(s) between cause and effect.		
US.6_12.4	Compare how historical elements change over time.		
US.6_12.5	Analyze the significant contributions of people, policy, and the influence on an era.		
US.6_12.6	Connect the past to the present using current events.		

LANGUAGE ARTS STANDARDS COMPONENTS

This is a depiction of the layout for the content standards. To view the entire standard set, visit: https://www.nd.gov/dpi/districtsschools/k-12-education-content-standards

How to Read This Document

The content standards assist districts in developing curriculum, scope, and sequence. The standards do not define how teachers teach. Instead, it is a guide for school district use.

The document is organized by strand, cluster, and standard. It includes five ELA strands: Foundations of Literacy (grades K-6 only), Communication, Reading, Writing, and Inquiry and Research. Each strand progresses from kindergarten through grade 12, with grades 9-10 and 11-12 banded. Each strand is broken into sub-concepts called clusters, and each cluster comprises the standards. The elementary level focuses on building foundational skills, the middle level moves toward applying and extending those skills, and the high school level refines and hones the skills needed for varying situations, tasks, and audiences encountered in the post-high school world.

Kindergarten ← Grade Level

Reading (R) ← Strand

Learners will comprehend, analyze, and evaluate varying literary and informational texts in various formats, genres, and varied levels of complexity.

Comprehension ← Cluster

Learners will read to understand a variety of complex literary and informational texts.

Standard K.R.1 is met in K.R.2-5.

K.R.2 Respond to various texts, photographs, or illustrations before, during, and after shared reading or other text-**listening** experiences to compare, contrast, predict, or infer.

← Standard

← Emphasizes how students meet the task at grade level

Coding: K.R.1
K – Grade Level
R – Strand
1 – Standard Number

MATHEMATICS STANDARDS COMPONENTS

HOW TO READ THIS DOCUMENT

The content standards serve as a guide for districts to use as they develop curricula and select instructional materials. These standards do not define how teachers teach.

The document is organized by category, sub-category, and standard and includes four categories defined below:

Category	Definition
Number and Operations	Learners will develop a foundational understanding of the number system, operations, and computational fluency to create connections and solve problems within and across disciplines.
Algebraic Reasoning	Learners will look for, generate, and make sense of patterns, relationships, and algebraic symbols to represent mathematical models while adopting approaches and solutions in novel situations.
Geometry and Measurement	Learners will use visualization, spatial reasoning, geometric modeling, and measurement to investigate the characteristics of figures, perform transformations, and construct logical arguments.
Data, Probability, and Statistics	Learners will ask and answer questions by collecting, organizing, and displaying relevant data, drawing inferences and conclusions, making predictions, and understanding and applying basic concepts of probability.

Each category progresses from kindergarten through grade 12, with the high school level divided into two grade-span groups. Each category is split into sub-categories which are made up of the standards. The elementary level focuses on building arithmetic skills and concepts, the middle level moves toward applying those skills in pre-algebraic concepts, and the high school level refines and hones the skills needed to develop the algebraic and geometric strategies to solve problems in the post-high school world.

Kindergarten ← Grade Level

Category →

Algebraic Reasoning (AR)

Learners will look for, generate, and make sense of patterns, relationships, and algebraic symbols to represent mathematical models while adopting approaches and solutions in novel situations.

Operations and Algebraic Thinking (OA)

Learners will analyze patterns and relationships to generate and interpret numerical expressions.

Standard	Clarification
K.AR.OA.1 Automatically add and subtract within 5.	Develop a flexible understanding of both vertical and horizontal orientation.

Standard Number ←

Sub-category →

Coding: K.AR.OA.1

K – Grade Level or Grade Span

AR – Category

OA – Sub-category

1 – Standard Number

SCIENCE STANDARDS COMPONENTS

This is a depiction of the layout for the content standards. To view the entire standard set, visit: https://www.nd.gov/dpi/districtsschools/k-12-education-content-standards

Grade

Topic Number

Performance Standard

3-PS2-1

Domain

Descriptor

ND Connection

Science Content

ND Science Standards

Motion & Stability: Forces & Interactions

Performance standards are the benchmarks; the skills and content students should master.

Performance Standard 3-PS2-1	Plan and Conduct an investigation to prove the effects of balanced and unbalanced forces on the motion of an object.

Clarification statements provide further explanation or examples to support educators.

Clarification Statement	Examples could include an unbalanced force on one side of a ball can make it start moving; and balanced forces pushing on a box from both sides will not produce any motion at all.
Assessment Boundary	Assessment is limited to one variable at a time: number, size, or direction of forces.

Assessment Boundary: Specific limits for assessment of the performance standards.

Disciplinary Core Ideas	Science & Engineering Practices	Crosscutting Concepts
Each force acts on one particular object and has both strength and a direction. An object at rest typically has multiple forces acting on it, but they add to give zero net force on the object. Forces that do not sum to zero can cause changes in the object's speed or direction of motion.	Planning and carrying out investigations to answer questions or test solutions to problems in 3–5 builds on K–2 experiences and progresses to include investigations that control variables and provide evidence to support explanations or design solutions. 1. Asking questions and defining problems 2. Developing and using models 3. Planning and carrying out investigations 4. Analyzing and interpreting data 5. Using mathematical and computational thinking **6. Constructing explanations and designing solutions** 7. Engaging in argument from evidence 8. Obtaining, evaluating, and communicating information Scientific Investigations Use a Variety of Methods Science investigations use a variety of methods, tools, and techniques.	Cause and effect relationships are routinely identified.

Science & Engineering Practices (SEP) describe behaviors that scientists and engineers use. They help students develop problem solving skills and better understand their world through investigation.

Disciplinary Core Ideas (DCI) represent the essential ideas all students should know and understand.

Crosscutting Concepts (CC) represent themes that span across engineering and science disciplines. They link the different domains of science.

North Dakota Connection	**Apply unbalanced forces to North Dakota winters. Examples include cars sliding on ice, sleds on snow, ice skating, etc.**
Content Resources	

North Dakota Connection contains resources in North Dakota that relate to this standard.

Content Resources provides a link to evidence of content instruction necessary for performance assessment proficiency.

PHYSICAL EDUCATION STANDARDS COMPONENTS

This is a depiction of the layout for the content standards. To view the entire standard set, visit: https://www.nd.gov/dpi/districtsschools/k-12-education-content-standards

HOW TO READ THE STANDARDS

The standards are organized into four main domains: Motor Skills Development, Knowledge to Move, Personal and Social Skills, and Motivated to Move, broken into smaller sub-domains under each main domain and finally into individual standards under each sub-domain. The standards in grades K-5 are organized in two bands to provide flexibility for developmental levels. In grades 6-8, the standards are organized by grade level to allow more focus on skills at particular levels. In grades 9-12, the standards are organized into two levels. Skills in level one are taught in required courses. The level two skills build upon those skills and are taught in elective courses.

K-8

Motor Skill Development (MSD) ← DOMAIN

The learner will utilize movement skills to engage at a participant level of proficiency in a variety of physical activities.

Rationale: The learner develops a variety of motor skills for use in physically active settings, which increases the learner's ability and motivation to participate in an active lifestyle.

Fundamental Movement and Combinations (Locomotor) ← SUB-DOMAIN

KINDERGARTEN-GRADE 2 STANDARDS	GRADE 3-5 STANDARDS	CLARIFICATIONS
K-2.MSD.1 Locomotor. Demonstrate a variety of locomotor skills in a non-dynamic environment with developmentally appropriate techniques.	**3-5.MSD.1 Locomotor.** Demonstrate a variety of locomotor skills in a dynamic environment with developmentally appropriate techniques.	K-2 Skills may include: • Walking, running, hopping • Shuffle, gallop • Skip, leap 3-5 Skills may include: • Chasing • Fleeing • Dodging

STANDARDS

CLARIFICATIONS

CODING EXAMPLE

K-2 – Grade Span

MSD – Domain

1 – Standard Number

LIBRARY MEDIA STANDARDS COMPONENTS

This is a depiction of the layout for the content standards. To view the entire standard set, visit: https://www.nd.gov/dpi/districtsschools/k-12-education-content-standards

HOW TO READ THE STANDARDS

The standards are organized with three main concepts (Personal Literacy, Informational Literacy, and Digital Citizenship), broken into smaller sub-concepts under each main concept, and finally into individual standards under each sub-concept.

KINDERGARTEN – SECOND GRADE

Grade Levels

Main Concept

DIGITAL CITIZENSHIP Learners appropriately use technology.		
Responsible Use (RU) Learners engage with technology safely, respectfully, and ethically.		
Kindergarten	**First Grade**	**Second Grade**
K.RU.1 Understand the purpose of and comply with responsible & acceptable use policies. (CYSEC, CSCS K.RU.4)	**1.RU.1** Understand the purpose and comply with responsible & acceptable use policies. (CYSEC, CSCS 1.RU.4)	**2.RU.1** Understand the purpose and comply with responsible & acceptable use policies. (CYSEC, CSCS 2.RU.4)

Reference to Other ND Standards

Sub-Concept

Grade Level Standards

CYSEC – Cybersecurity Standards

CSCS – ND Computer Science and Cybersecurity Standards

MEDIA ARTS STANDARDS COMPONENTS

This is a depiction of the layout for the content standards. To view the entire standard set, visit: https://www.nd.gov/dpi/districtsschools/k-12-education-content-standards

Media Arts - Creating

Artistic Process

Anchor Standard 1: Generate and conceptualize artistic ideas and work

Enduring Understanding: Media arts ideas, works, and processes are shaped by the imagination, creative processes, and by experiences, both within and outside of the arts. The **elements of media** are used in the creative production of media arts.

Essential Question(s): *How do media artists generate ideas? How can ideas for media arts productions be formed and developed to be effective and original?*

Conceive

K Standard	Grade 1 Standard	Grade 2 Standard	Grade 3 Standard	Grade 4 Standard	Grade 5 Standard	Grade 6 Standard	Grade 7 Standard	Grade 8 Standard	HS Level 1 Standard	HS Level 2 Standard	HS Level 3 Standard
MA:Cr1.K With **guidance and support**, explore ideas for **media artworks** using play and experimentation.	**MA:Cr1.1** With **guidance and support**, express and share ideas for **media artworks** through sketching and modeling.	**MA:Cr1.2** Discover multiple ideas for **media artworks** through brainstorming and improvising.	**MA:Cr1.3** Develop multiple ideas for **media artworks** using a variety of tools, methods and/or materials.	**MA:Cr1.4** Conceive of original artistic goals for **media artworks** using a vari… of creat… metho…	**MA:Cr1.5** Envision original ideas and innovations … in mind the legalities of **copyright** and **fair use**.	**MA:Cr1.6** Formulate variations of goals and solutions for **…edia art-…s** by …ing …crea-…**es**, such as sketching, improvising and brainstorming keeping in mind the legalities of **copyright** and **fair use**.	**MA:Cr1.7** Produce a variety of ideas and solutions, keeping in mind the legalities of **copyright** and **fair use,** for **media artworks** through application of chosen inventive **processes**, such as concept **modeling** and **prototyping**.	**MA:Cr1.8** Generate ideas, goals, and solutions for original **media artworks,** keeping in mind the legalities of **copyright** and **fair use,** through application of focused creative **processes**, such as divergent thinking and experimenting.	**MA:Cr1.HS1** Use identified generative methods to formulate multiple ideas, develop artistic goals, and problem solve in **media arts** creation **processes,** keeping in mind the legalities of **copyright** and **fair use**.	**MA:Cr1.HS2** Strategically utilize generative methods to formulate multiple ideas, **refine** artistic goals, and increase the originality of approaches in **media arts** creation **processes**, keeping in mind the legalities of **copyright** and **fair use**.	**MA:Cr1.HS3** Integrate **aesthetic principles** with a variety of generative methods to fluently form original ideas, solutions, and innovations in **media arts** creation **processes**, keeping in mind the legalities of **copyright** and **fair use**.

K-12 Grade Level Standards

Process Component

Numbering System

Example: **MA:Cr1.4a**
MA = Media Arts
Cr = Creating Artistic Process
1 = Anchor Standard
4 = Grade 4
a = standard

MUSIC STANDARDS COMPONENTS

This is a depiction of the layout for the content standards. To view the entire standard set, visit: https://www.nd.gov/dpi/districtsschools/k-12-education-content-standards

Artistic Process

Elementary Music – Creating

Anchor Standard 1: Generate and conceptualize artistic ideas and work

Enduring Understanding: The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.

Essential Question: *How do musicians generate creative ideas?*

	K Standards	Grade 1 Standards	Grade 2 Standards	Grade 3 Standards	Grade 4 Standards	Grade 5 Standards	Grade 6 Standard
Imagine	**MU:Cr1.1.K** a. With **guidance**, **explore** and experience music **concepts** (such as **beat** and **melodic contour**).	**MU:Cr1.1.1** a. With *limited* **guidance**, *create* ***musical ideas*** (*such as answering a musical question) for a specific* ***purpose***.	**MU:Cr1.1.2** a. *Improvise* ***rhythmic and melodic patterns*** *and* **musical ideas** for a specific **purpose**.	**MU:Cr1.1.3** a. Improvise rhythmic and melodic ideas *and describe* ***connection*** *to* specific **purpose** *and*	**MU:Cr1.1.4** a. Improvise rhythmic, melodic, and *harmonic* ideas, and *explain* **connection** to specific **purpose** **ontext** s **social** ***tural***).	**MU:Cr1.1.5** a. Improvise rhythmic, melodic, and harmonic ideas, and explain **connection** to specific **purpose** and **context** (such as **social**, **cultural**, and ***historical***).	**MU:Cr1.1.6** a. Improvise rhythmic, melodic, and harmonic ***phrases*** within ***AB*** and ***ABA forms*** that convey ***expressive intent***.

Elementary Grade Level Standards

Process Component

Numbering System

Interpreting the Standard Numbering System

Example: MU:Cr1.1.Ka

MU = Music

Cr = Creating Artistic Process

1 = Anchor Standard

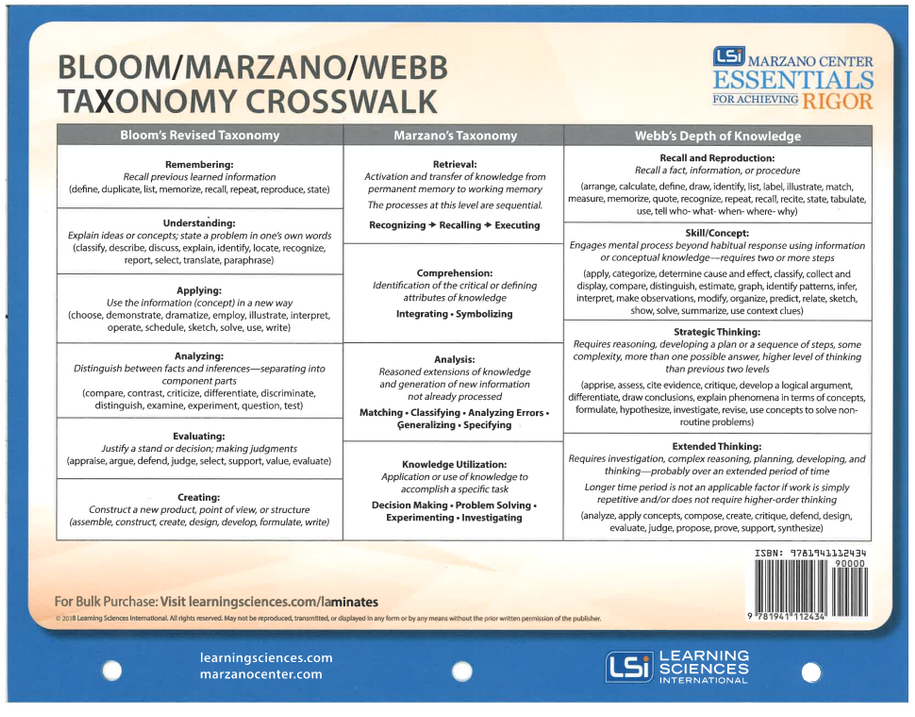
1 = 1st Enduring Understanding

K = Grade Level

a = Standard

TAXONOMY

A taxonomy is a classification system used to define and distinguish different levels of human cognition. Marzano's taxonomy has been adopted by West Fargo Public Schools. This guide is utilized by educators to segment a standard and articulate learning targets into a progression of learning. Bloom's and Webb's taxonomy are also used frequently.



Marzano's Taxonomy

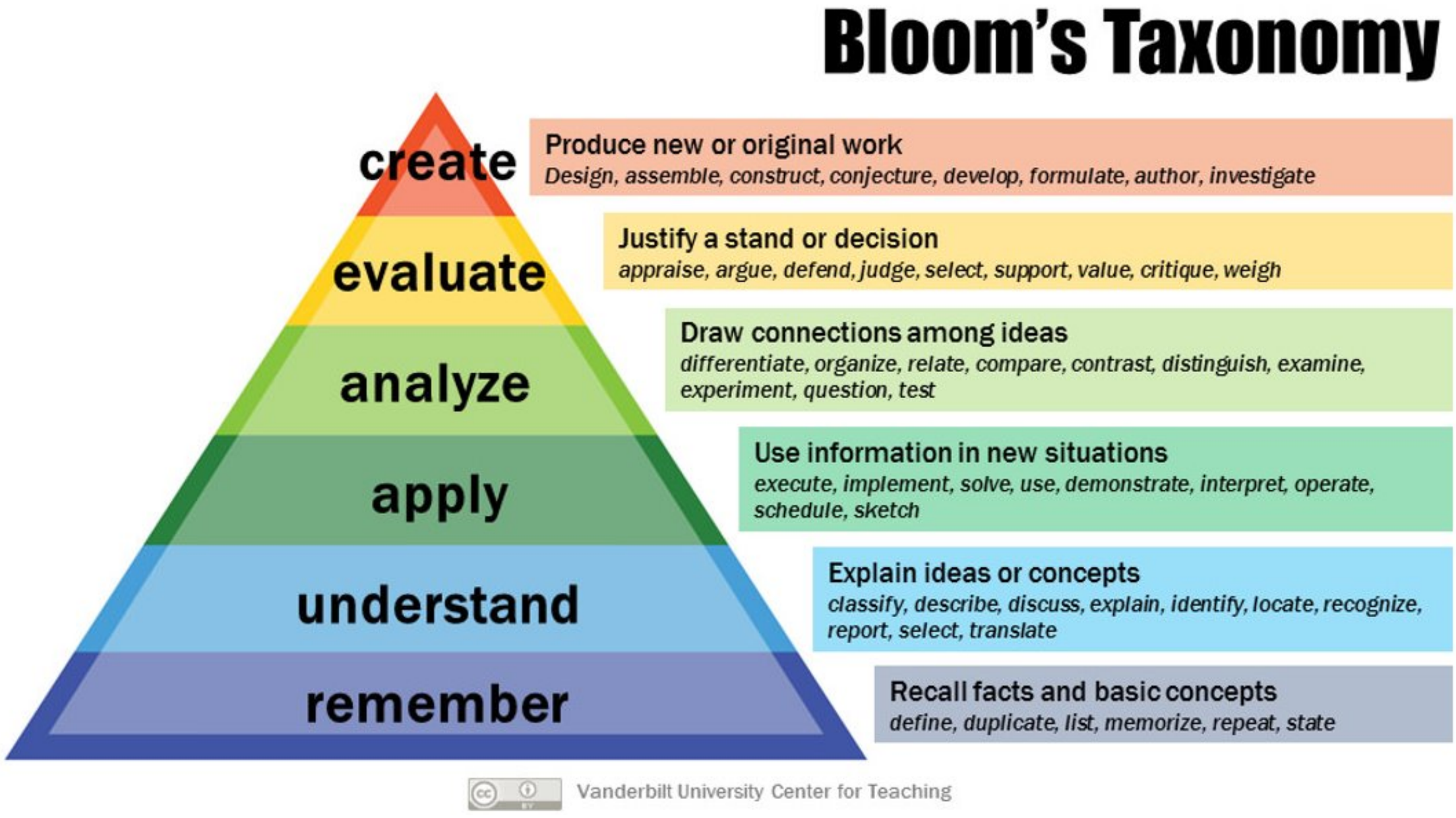
COMPLEXITY

Level of Difficulty	Process	Useful Verbs, Phrases, Definitions		
KNOWLEDGE UTILIZATION	Investigating	Generate and test a hypothesis using assertions and opinions		
		Investigate Research Take a position on	Distinguish features Explain	Report results Think through implications
	Experimenting	Generate and test a hypothesis using data collection		
		Experiment Generate	Test Theorize	Predict
	Problem Solving	Accomplish a goal for which obstacles exist		
		Solve Recognize obstacles	Adapt Develop	Reach goals under difficult conditions
	Decision making	Use information to make a decision		
		Decide Defend choices	Establish criteria	Select among similar alternatives
ANALYSIS	Specifying	Identifying logical consequences of information		
		Predict Judge	Deduce Argue for cause or predictions	
	Generalizing	Construct new principals or generalizations based on information		
		Establish conclusions Elaborate about inferences Infer new generalizations from known knowledge	State a principle, generalization or rule Trace chronical development	
	Analyzing	Identifying logical or factual errors in knowledge		
		Infer new generalizations from known knowledge	Critique Diagnose Evaluate	Edit Revise
	Classifying	Identify categories to which information belongs		
		Classify Organize Sort	Identify super ordinate and subordinate categories of information Identify different types Identify a broader category	
	Matching	Identify similarities and differences		
		Categorize Compare and contrast Differentiate Discriminate	Distinguish Sort Create an analogy or metaphor	
COMPREHENSION	Symbolizing	Construct symbolic representation of information		
		Symbolize Depict Represent	Draw/ Illustrate Show Use models	Diagram chart depict critical aspectsof knowledge in a pictorial or symbolic form
	Integrating	Identify basic structure of information		
		Describe how or why Describe the key parts of Describe the effects	Describe the relationship between Explain ways in which Paraphrase	Summarize Discern essential from non-essential elements
RETRIEVAL	Executing	Perform procedures		
		Use Demonstrate Show	Make Complete	Draft Perform procedures without significant errors
	Recalling	Produce information on demand		
		Exemplify Name List	Label State	Describe Who; What: Where; When Produce information on demand
	Recognizing	Determine if information is accurate, inaccurate or unknown		
		Recognize (from a list) Select (from a list)	Identify (from a list) Determine if the following statements are true	Determine whether provided information I accurate, inaccurate or unknown

Source:Marzano and Kendall, 2007

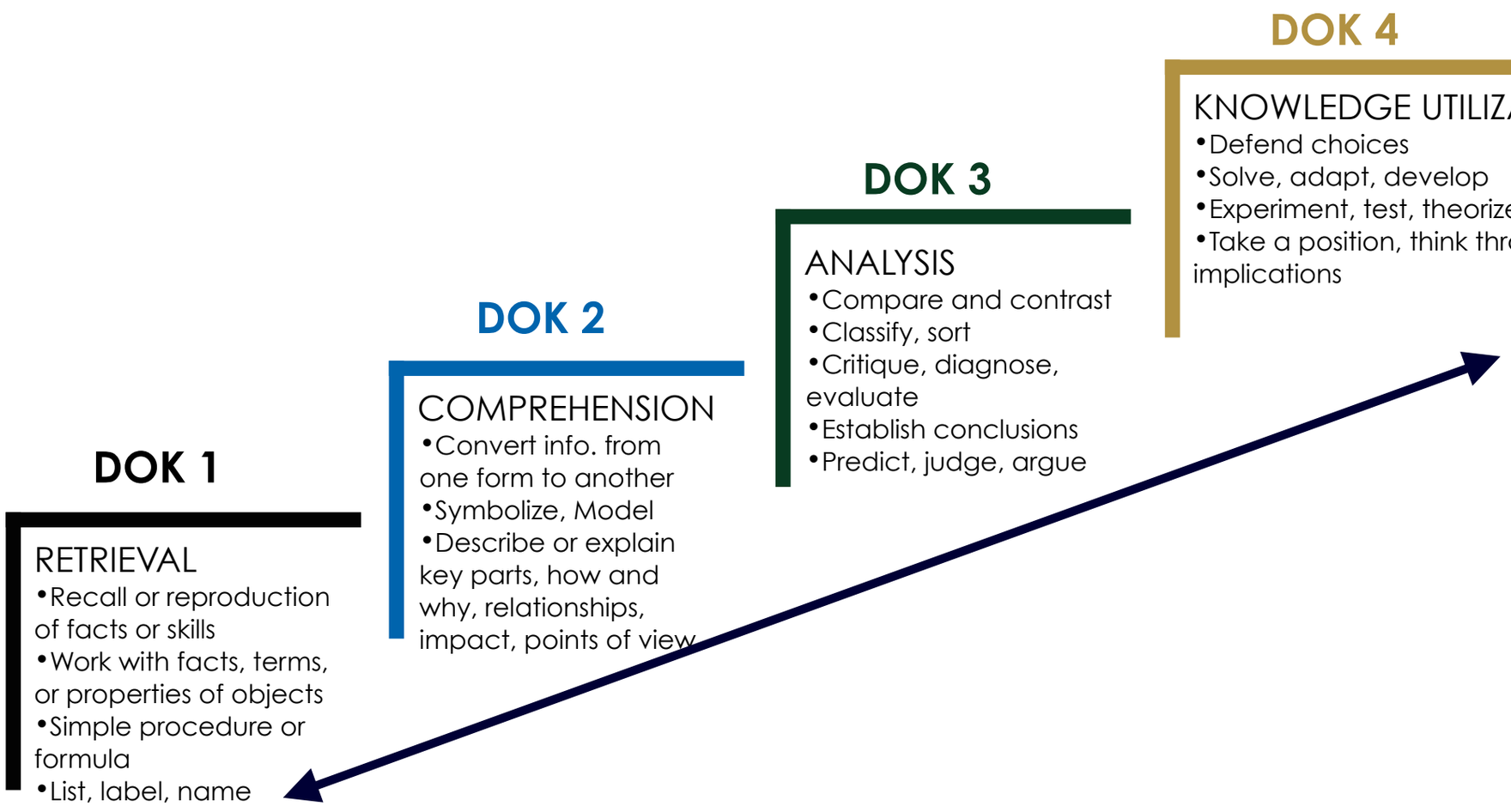
TAXONOMY

A taxonomy is a classification system used to define and distinguish different levels of human cognition. Marzano's taxonomy has been adopted by West Fargo Public Schools. This guide is utilized by educators to segment a standard and articulate learning targets into a progression of learning. Bloom's and Webb's taxonomy are also used frequently.



DEPTH OF KNOWLEDGE

Depth of Knowledge (DOK): the degree or complexity of knowledge that the content curriculum standards and expectations require.



COGNITIVE DEMAND

Cognitive demand is the mental processing needed to answer a question, perform a task, or generate a product. The charts explain what rigor is and is not, as well as the difference between difficulty and complexity.

Rigor

Is	Is Not
❑ **Challenging** students' **thinking** in new and interesting ways	❑ Piling on **more** work
❑ **Sophisticated understanding** of fundamental ideas and are driven by **curiosity to discover** what they don't know	❑ More **difficult** work
	❑ **Standard** across a curriculum
	❑ Giving college work to high schoolers, high school work to middle schoolers, etc.
	❑ Quantified by amount of **work completed**

Difficult	Complex
→ How much **effort** is needed to answer a question, address a problem or accomplish a task?	→ What **kind of thinking, action or knowledge** must be demonstrated and communicated?
→ How **many people** can answer a question, address a problem or accomplish a task correctly or successfully?	→ How many **different ways** can a question be answered, a problem be addressed or a task be accomplished?

KnowledgeWorks.org

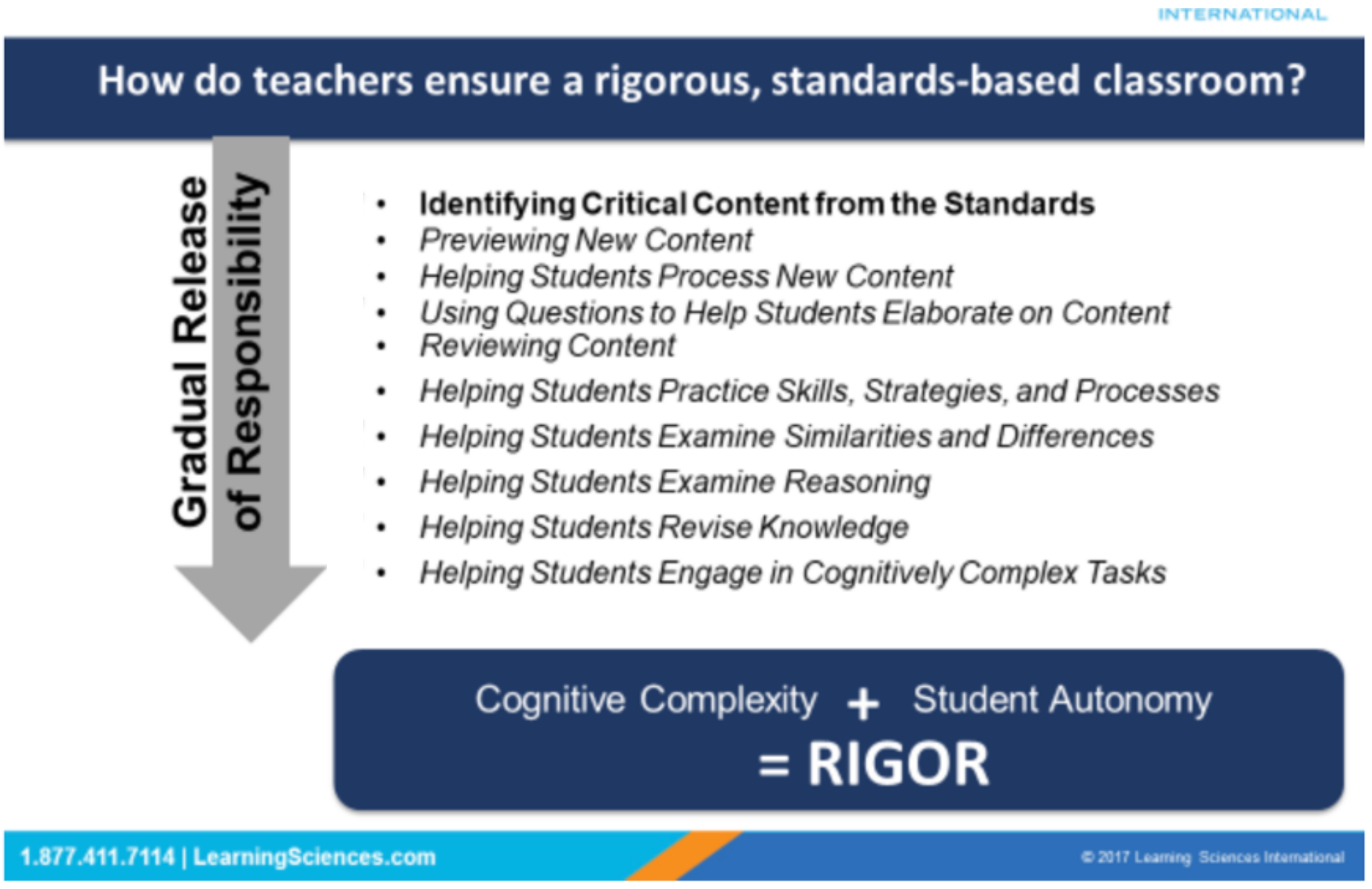
RIGOR

Using inquiry based collaborative strategies to challenge and engage learners resulting in complex levels of understanding.

Ensure Learner Success	What Learners Need	What Educators Do
By placing learners in a learning setting that engages them in rigor with support, opportunities to explore their future pathways, and deliberate instruction in self-management and leadership, learners develop the agency and skills that will serve them for life.	Rigorous Academic Preparedness — Learners develop academic skills and can successfully complete rigorous college and career preparatory curriculum and experiences.	Insist on Rigor — Educators provide learning experiences in which every learner is challenged, engaged, and develops a greater ownership of their learning through increasingly complex levels of understanding.

COGNITIVE COMPLEXITY

Cognitive complexity refers to the increase of demand for the mental processing needed to answer a question, perform a task, or generate a product.



ASSESSMENT AND FEEDBACK

ASSESSMENT & FEEDBACK

- Assessments are learner-centered
- Variety of formative assessments are utilized
- Assessments are aligned to learning targets or standards
- Performance tasks are utilized
- Learner conferences are evident
- Learners communicate their progress and next steps
- Feedback is timely, actionable, and relevant

EDUCATOR FUNDAMENTALS

- Provide timely and descriptive feedback for learners to improve their learning.
- Provide proficiency scales for learners with scoring rubrics and/or guides as applicable.
- Provide progress monitoring for learners.
- Encourage RESILIENCE - persisting on the pathway toward learning.
- Encourage self- regulation - learners manage thoughts, emotions, and behaviors.
- Encourage self-assessment - learners exploring their interests, values, aptitudes, and passions.

LEARNER EVIDENCE

Learners receive relevant and timely feedback in all aspects of the learning process, empowering them to determine and act on their next steps.

PROFICIENCY "REPORTING" SCALE DESCRIPTORS

A proficiency reporting scale represents a progression of learning goals (category of prioritized standards) with four levels. The purpose is for reporting progress: Novice, Approaching, Proficient, and Advanced and communicating where a learner is at for a given place in time. (Required under policy)

NOVICE	APPROACHING	PROFICIENT	ADVANCED
Articulates the knowledge and skills that are being focused on to help a learner move to independence in the approaching category or the prerequisite skills to attain them	Articulates the knowledge and skills that are prerequisites to proficiency; these are often demonstrated through formative assessment of the entire class	Articulates the expectations for the learning category comprised of one or more standards; the demonstration of proficiency is independent of a particular resource	Articulates how a learner can demonstrate a higher taxonomy or application or transference of learning
Just getting started	*Need more time*	*Attained the goal*	*Attained the goal and more*

STANDARDS BASED GRADING

Standards-based grading is reporting learner proficiency based on the knowledge and skills they are expected to learn as they progress through their education.

Academic progress is separated from behaviors, which is reported separately. In West Fargo, we have academic proficiency reporting scales for each course for each grading period in grades K-8, as well as scales for reporting learner progress on their approaches to learning in grades K-5 and the behavioral components of the profile of a graduate dispositions in grades 6-8.

Some of our courses in 9-12 have shifted toward standards-referenced (embedded) grading, while others are still working on the process of creating the guaranteed and viable curriculum with a scope and sequence and proficiency scales.

Standards-based grading is a critical component of personalized learning with a focus on:

- accuracy
- intrinsic motivation
- mastery
- relevance

The hierarchy of development for Personalized Competency Based Learning through Marzano articulates the importance of standards-referenced (embedded) reporting being built upon the guaranteed and viable curriculum (GVC) prior to providing a competency based education.

STANDARDS BASED GRADING REPORT CARD MARKS

Mark on Report Card	Description and Purpose of the Given Mark on the Report Card
4- Advanced	Learners reach a level of proficiency beyond the standards. These learners demonstrate a higher taxonomy or application or transference of learning. They are able to independently demonstrate a higher level of understanding or application of the ideas and skills. They are able to apply and adapt to authentic or unpredictable situations or circumstances. These learners can draw upon their conceptual understanding to solve real problems that show a level of creativity and sophistication. They are able to accurately self-assess and have a depth of understanding that seamlessly connects related or previously explored concepts.
3- Proficient	Learners independently demonstrate the expectations for the learning category comprised of one or more standards. Whether basic or sophisticated, these learners have met the standards and are capable of selecting the appropriate strategy for most situations or circumstances. With assistance, these learners can apply their proficiency to more authentic situations or circumstances. While they haven't consistently achieved more advanced demonstrations, these learners have fully met the expectations of the intended learning. The demonstration of proficiency is independent of a particular resource.
2- Approaching	Learners demonstrate the knowledge and skills that are prerequisites to proficiency, or inconsistently demonstrate an understanding of the standards and require assistance and guidance to reach full proficiency. Connections to related or previously explored concepts are either minimal or inconsistent. Learners will occasionally reach the proficiency level on some standards. These learners have some transferable skills and a limited conceptual understanding that goes beyond right or wrong.
1- Novice	Learners are those who can only demonstrate a very basic understanding of the standards and concepts. These learners are at the beginning stages of learning; explanations and demonstrations are task specific, inconsistent, linear, and isolated in that they show little connection to any related or previously explored concepts. These learners often operate at the recall and replication level.
IE- Insufficient Evidence	Not enough evidence has been collected at this time. Learners may not have been able to attend school or complete assignments to provide evidence of their learning.
NA-Not Assessed	This component was not assessed in depth during this marking period. It may not have been taught at all, or maybe only introduced.
*** Asterisk**	Modifications: shift the expectations from the grade-level. (Asterisk) Accommodations: Supports put in place to help achieve grade-level expectations. (No Asterisk)

STANDARDS BASED OR STANDARDS-REFERENCED

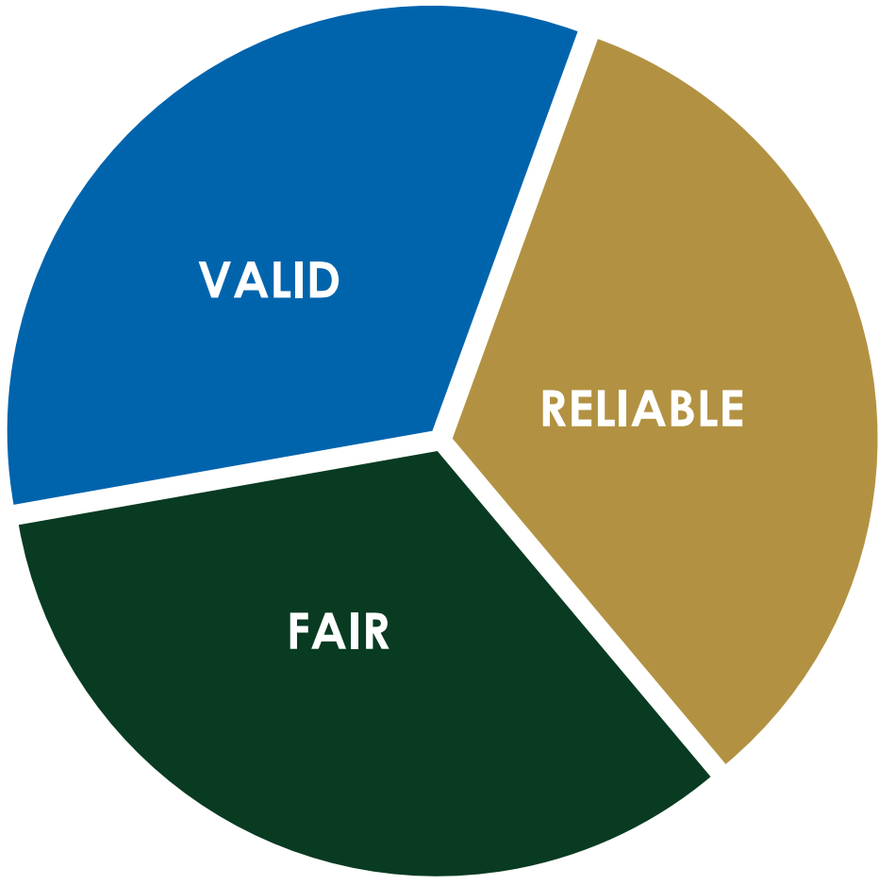
Standards-based reporting shares scores for each category or cluster of standards. Behaviors are systematically reported separately. This is in place for all subjects in WFPS grades K-8.

Standards-referenced grading utilizes a conversion process to report a single grade for a course. Without a systematic process to report behaviors separately, they may be included as a category of learning in the calculation of the final grade. This is utilized for educators choosing to utilize standards-based grading in WFPS grades 9-12 while the system continues to use traditional grading.

Standards-based or referenced grading focuses on reporting learner progress toward attaining mastery of the learning targets and standards, rather than accumulating points or averaging scores over time in the traditional grading system.

M	Multiple attempts to demonstrate mastery
A	Allowable demonstration of mastery in varying formats
S	Scaled measure of proficiency aligned to the standard
T	They need our help - their learning is our responsibility
E	Errors can be revised, talk to your learners about fixing them
R	Reach them - learners are different, one size doesn't fit all
Y	YET - motivating language embracing resilience

CREATING ASSESSMENTS - QUALITY CRITERIA



VALID	The assessment measures what is intended to be measured. It produces accurate and truthful results.
RELIABLE	The assessment produces believable results that mirror the learning that has occurred. Consistent results are gleaned across multiple users of the tool.
FAIR	*The level of the assessment is appropriate. *Students have received adequate opportunity to learn. *The assessment is free from bias and the format does not interfere with students engaging in the assessment.

STANDARDS-REFERENCED GRADING (9-12)

A decision to transition from the traditional percentage-based letter grading system to a more logistical and systematic approach at the high school level will originate from educators, classroom teachers, who recognize the need for this change. The rationale for this transition may include:

1. Providing feedback to learners that is accurate, meaningful, consistent, and motivating for all students.
2. More clearly communicating the specifics of learning progress to students and their families.
3. A shared belief that this change is necessary to make the educational system as effective as possible for all learners.

This need for change will start with the educators and grow to include building administrators, the strategic planning committee, and district leadership. Once the desired outcome is clearly defined, a process for implementing the change will be developed and executed.

Standards-referenced grading is utilizing learner proficiency based on the knowledge and skills they are expected to learn as they progress through their education to determine reporting on a traditional grading scale. The focus is on academic proficiency in the standards; however, without an established process for reporting critical educational behaviors, they may be factored into the score as a category of learning.

Using Student Information System
Using ONLY codes for daily assignments and selecting not calculating in final grade. NOV (novice), APP (approaching), PRO (proficient), ADV (advanced)
Categories of Learning need to be aligned to the standards and equally weighted. This is part of the building of the Guaranteed and Viable Curriculum process.
Assignments and activities CAN and SHOULD include formative assessments. CTE courses with an alignment to Career Ready Practices would be advised to also include those as a category.
Educators would be advised to include the Profile of a Graduate dispositions as a category, specifically, the CCRs (Collaboration, Compassion, and Responsibility) since these are not reported separately.
When sharing a letter grade: look at the category and determine if the learner is NOV, APP, PRO, ADV
Then look at all categories and determine a FINAL letter grade for the grading period utilizing a CONVERSION chart agreed upon by the team teaching the course.

Grade	Score	**Specified Categories of Learning** (Sample is based on six or seven categories of learning)
A	100	Three or more **advanced** (4) with all other **proficient** (3)
A	96	Two **advanced** (4) with all other **proficient** (3)
A	94	One **advanced** (4) with all other **proficient** (3)
A	91	All **proficient** (3)
B	88	One **approaching** (2) with all other **proficient** (3) or **advanced** (4)
B	84	Two **approaching** (2) with all other **proficient** (3) or **advanced** (4)
C	79	Three **approaching** (2) with all other **proficient** (3) or **advanced** (4)
C	75	Four **approaching** (2) with all other **proficient** (3) or **advanced** (4)
D	69	One **novice** (1)
D	65	Two **novice** (1)
F	59	Three or more **novice** (1)

The overall grade for the course is then calculated based on the scores received. When determining a letter grade: look at each category and determine if the learner is NOV, APP, PRO, ADV

Then look at all categories and determine a FINAL letter grade for the grading period utilizing a CONVERSION chart (sample above) agreed upon by the team teaching the course.

They are not averaged, but rather a grade is given based on the number of categories (clustered priority standards) that are **proficient**. The specific calculation chart is agreed upon by the district team teaching the course.

There are a number of different ways to calculate scores utilizing standards-referenced grading. Proficiency scales are created and utilized to guide instruction with the scope and sequence. Each category of the proficiency scale is carefully selected; combining standards as needed. Each category is scored using a scale with novice, approaching, proficient, and advanced.

STANDARDS BASED GRADING KEY MESSAGES

Key Message: Research, education experts, and practitioners have emphasized that assessment and grading practices need to: 1) have meaning, 2) support learning, 3) be consistent across classrooms and, 4) enhance motivation to learn (O'Connor, 2011). In addition to the four overarching expectations surrounding assessment and grading, Schimmer (2016) acknowledges that standards-based grading (SBG) and assessments practices have a significant impact on learner' growth mindset and self-confidence.

Key Idea 1: Effective Assessment Practices	Key Idea 2: Developing Learner Efficacy, Agency, and a Growth Mindset	Key Idea 3: How does SBG Work?
Effective assessment practices provide the **descriptive feedback** for learners to improve on their learning. This form of feedback occurs while the learning is occurring (formative assessment). Research has indicated that grading and reporting around specific standards, while using formative assessment with feedback relating to the progress toward the standard/learning target, significantly improves learner **achievement** and **motivation**. Black and William (1998) and Hattie (2009) meta-analysis demonstrates that **high-quality formative assessment** and **feedback** is one of the leading educational practices to positively impact Learner achievement. Standards-based grading and assessment practices provide the methodology that includes **accuracy**, **meaning**, **consistency**, and **motivation** for all learners to achieve. The historical grading system brings all components of a course together into one average score, giving little information about where there is room for improvement or where a learner is excelling. The standards-based approach breaks each course into several categories so that learners are getting more accurate, meaningful, actionable feedback.	SBG **supports learning** and fosters a **growth mindset**. Through research, we know that experiencing failure is a big part of the learning process, and that learners need to experience failure in order to **build resiliency**. Learner behaviors are reported separately to give more precise feedback on areas of strength or needed improvement. SBG allows our educators to focus on meaningful formative assessments that **inform their instruction**, while spending less time correcting and less time computing. The goal is to strengthen the relationship by allowing more time for both the learner and the educator to focus on the knowledge and skills that are needed. We know that learners need us to model not only the process, but our thinking as we **explicitly teach** a new skill, with **guided practice** before moving on to **independently demonstrate** their understanding. Public education now has a much different focus as we not only teach learners to read, write, and compute – but to adapt and learn in an **ever-changing world**. Learners are more frequently asked to apply the knowledge and skills they have learned by creating a product that demonstrates what they know and are able to do.	1. Use of the state adopted academic standards and the district created Profile of a Graduate articulate what do we want learners to know, be able to do, and be like. 2. The district curriculum teams utilize research and their expertise to **prioritize the standards** and align them to categories on our **proficiency scales**. A proficiency scale is created for each grading period. 3. The curriculum goal is to meet the needs of **80% of our learners**, which means that 80% of our learners should be "proficient" or "advanced". The other 20% of our learners may need something different. 4. Our focus is not on sorting or ranking learners against each other, but rather on measuring whether or not they have met **their learning goals**. We believe ALL learners can achieve and have the right to an education. 5. If a learner is proficient at the end of a grading period, they are proficient, scores are not averaged over the entire grading period.

STANDARDS BASED GRADING - ANOTHER WHY

Shift in educational practices. Prior to 2022, the purpose was to sort our learners into categories such as college, trade school, workforce, military, etc. The bell-curve was the norm.

Moving to standards-based instruction and reporting is about equity and expecting that ALL learners learn. This changes the goal. The goal is no longer to sort - it's mastery for ALL.

This shift began with Public Law PL 107-110, the No Child Left Behind Act (NCLB) of 2002, updated in 2015 with ESSA.

The Every Student Succeeds Act (ESSA) was signed by President Obama on December 10, 2015. This bipartisan measure reauthorizes the 50-year-old Elementary and Secondary Education Act (ESEA), the nation's national education law and longstanding commitment to equal opportunity for all students.

The new law builds on key areas of progress in recent years, made possible by the efforts of educators, communities, parents, and learners across the country.

The previous version of the law, the No Child Left Behind (NCLB) Act, was enacted in 2002. NCLB represented a significant step forward for our nation's children in many respects, particularly as it shined a light on where learners were making progress and where they needed additional support, regardless of race, income, zip code, disability, home language, or background. The law was scheduled for revision in 2007, and, over time, NCLB's prescriptive requirements became increasingly unworkable for schools and educators. Recognizing this fact, in 2010, the administration joined a call from educators and families to create a law that focused on the clear goal of fully preparing all learners for success in college and careers.

ASTERISK

An asterisk is used to communicate that a grade on a report card is based on modifications to the standard learning targets.

The prescribed comment to accompany an asterisk is available as a Power Educator drop down and states: Indicates that this grade is based on modifications to the standard learning targets for the grade level of attendance." **There is NO explanation other than this statement of the asterisk on the report card itself, this is intentional.**

Grade	Subject	Learner Status	Content Standards	Technical Reading and Writing
K-8	•Profile of a Graduate Dispositions	Asterisk available in collaboration with the MTSS specialists. (Counselor, Dean, School Psych, SPED, Title I, EL, or 504 case manager) IF the standards are MODIFIED by the special education educator and core teacher. ACCOMODATIONS may be assessed without the asterisk.		
K-8	•Language Arts	Supplemental Services for ELA Replacement Core for ELA	Asterisk available in collaboration with the MTSS specialist. (SPED, Title I, EL, Reading, or 504 case manager) IF the standards are MODIFIED by the specialists and core teacher. ACCOMODATIONS may be made within the standards and learners may be assessed without the asterisk as well.	
K-8	•Math	Supplemental Services for Math Replacement Core for Math	Asterisk available in collaboration with the MTSS specialist. (SPED, Title I, EL, Reading, or 504 case manager) IF the standards are MODIFIED by the specialists and core teacher. ACCOMODATIONS may be made within the standards and learners may be assessed without the asterisk as well.	
K-8	•Art •Music •Health/PE •FACS •CTE •World Language	IEP or 504 that directly impacts the acquisition of the grade level standards	Asterisk available in collaboration with the MTSS specialist. (SPED, Title I, EL, Reading, or 504 case manager) IF the standards are MODIFIED by the specialists and core teacher.	
K-8	•Science •Social Studies	Supplemental Services for ELA Replacement Core for ELA	NO asterisk available – grade level standards may be ACCOMODATED but not MODIFIED. All learners must be taught toward the grade level standards.	
Accommodation examples include content read aloud, assessments in a small group setting, extra time, the option of communicating verbally rather than in writing, more white space on a worksheet, classroom or school-wide incentives, preferential seating, taking a break, etc. ID case managers should discuss any questions with SPED coordinators.				

ASSESSMENT TYPES

An **assessment** refers to the wide variety of methods that educators use to evaluate, measure, and document the learning progress, skill acquisition, and academic readiness of learners.

FORMATIVE ASSESSMENT	SUMMATIVE ASSESSMENT
Used to inform the educator and learner; performance is recorded to allow educators to look at trend data over the course of a grading period. Feedback is a primary goal of formative assessment.	Used at a particular time to measure growth on a particular standard or set of standards, allowing for comparison of learning progress. Learners may have multiple opportunities to demonstrate proficiency.
Any assessment may be formative OR summative - it depends upon how it is used!	
UNOBTRUSIVE	**OBTRUSIVE**
Not formal, not test-like. A learner may even be completely unaware they are being assessed.	Formal in nature or test-like.
Examples may include: • activities • classroom discussions • conference • inside-outside circle • journal entries • labs • observation • student notebooks • tallies of student responses	Examples may include: • essays • projects • presentations • quizzes • research papers • tests

PERFORMANCE ASSESSMENT

A performance assessment specifies that a learner be asked to complete a task or solve a problem in order to demonstrate understanding and/or skills. A performance assessment can be either formative or summative.

Results in high-quality performance tasks that…
- Are open-ended
- Show what a learner knows and can do
- Require application and transfer through a multi-step process
- Use rubrics with clear criteria
- Align to learning standard or targets
- Result in original products, performances, or solutions

Examples can include written product: essay, short story, blog, research process, science lab, graphs, charts, tables with verbal or written analysis, speech, debate, exhibition, painting, sculpture, mixed-media art, performance, installing brakes, hair coloring, building design, menu creation, etc.

Move From	Toward
Silence and isolation	Communication and collaboration
"Have to"	"Get to" with voice and choice
Aligned to units or chapters	Aligned to authentic learning targets
Scoring is secret and external	Transparent rubrics and required self-assessment
A tool to create terminal evaluations and sort kids	A tool to drive learning for all kids: Assessment for Learning
Disconnected and purposeless	Engaged and purposeful

HOMEWORK

Homework is any school work that is completed outside of school.

Elementary and Middle School:
West Fargo Public Schools encourages all learners to read for a minimum of 20 – 30 minutes each night. Families need to balance the time needed to read for two-three hours each week; perhaps not reading on an evening when they have activities and then reading more on an evening when they do not. Research shows that if learners read 20 minutes each day, they have read 1.8 million words per year, forming new circuits and connections in the brain, important to the health and function of the brain.

If a learner is unable to finish a task in school or is absent from school and is fully prepared to complete it at home, educators may assign the work to be completed at home. If a learner does not complete the work at home in a timely manner, it will be reflected in their responsibility grade. If instruction is needed before the work can be completed successfully, the educator and the learner should work to find a time when it can be completed at school with guidance.

Educators may ask learners to gather information at home to facilitate a school to home connection or generate ideas for a project; however, this information would not impact their proficiency classroom incentives, or ability to do the work that is assigned in class. An example of this would include generating ideas for personal narratives.

Learners may practice their proficient skills at home, but there is not a requirement that they be returned to school in order to inform the learner's proficiency. Some examples of this would include working with vocabulary, word study skills, or mathematical concepts.

Middle and High School:
As learners advance through middle school and into high school, educators may ask learners to read text to prepare for a class discussion, complete research to inform a project, complete additional practice to work toward mastery, complete an informational study guide, practice important vocabulary, or write paragraphs, essays, and papers as homework.

Learners earning credit for high school courses can expect an increase in homework. Advanced Placement and/or Dual Credit courses have an expectation for more significant quantities of homework to be completed by learners; occasionally required prior to the beginning of the course.

Research shows that effort is more important than time, indicating a negative impact on learning when homework goes beyond two hours in a day at the high school level, and with even less time for younger learners.

Marzano, R. J., Pickering, D. J. (March 2007). The case for and against homework. Educational Leadership, 64(6), 74-79.

National Education Association. (2010). Research spotlight on homework. Retrieved March 2, 2010 from http://www.nea.org/ bare/print.html?content=/bare//16938.htm.

Grode, D. (2010). Working together to resolve the homework problem. Education Update, 52(2), Association for Supervision and Curriculum Development.

FINAL EXAMS

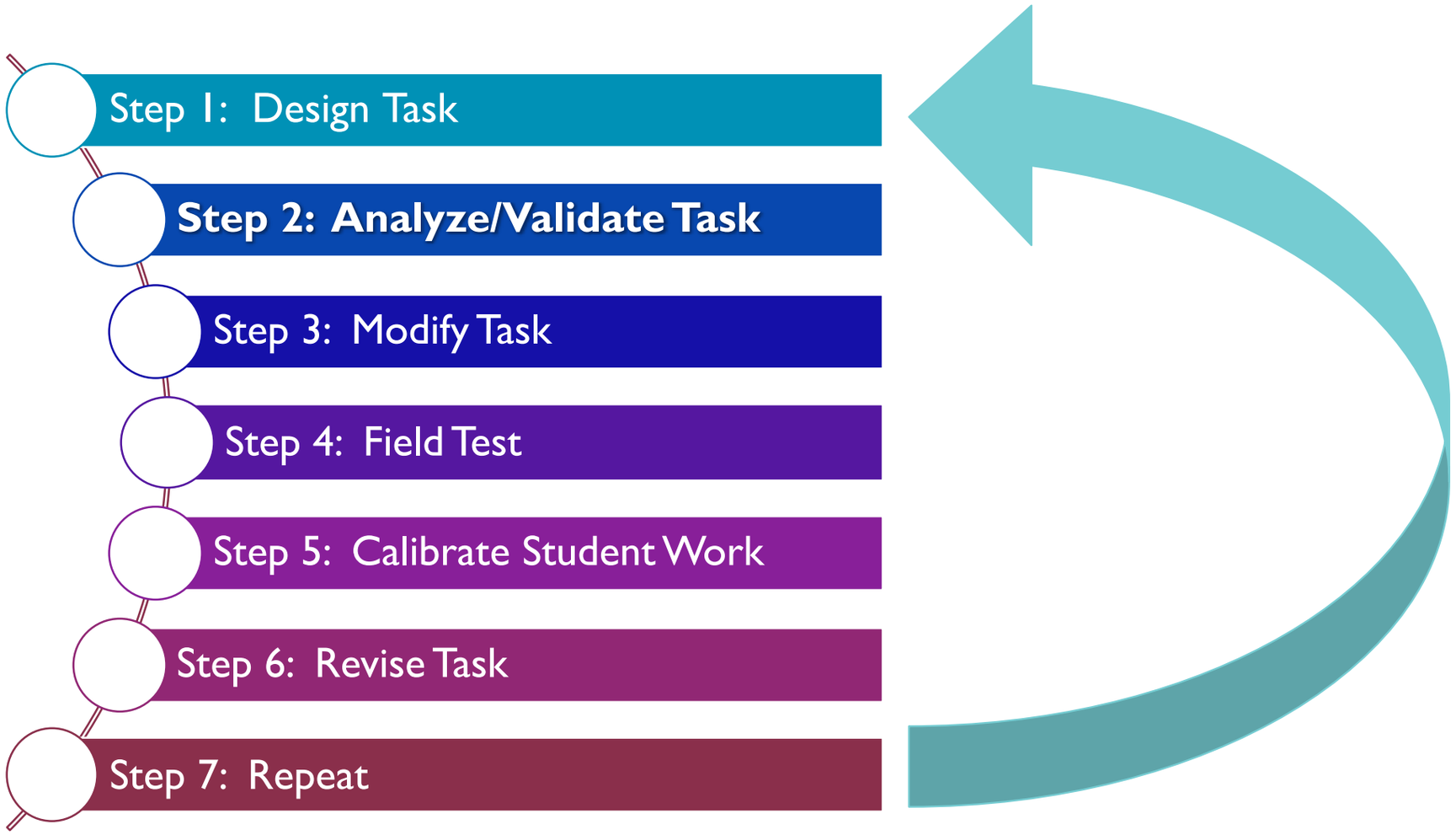
Credit earning courses at the high school level are not systematically calculated based on a weighted final exam. The point calculation is set at the discretion of the course educators in collaboration through their professional learning community (PLC) to create consistency.

Educators may elect to have learners complete a cumulative exam at or near the end of the course utilizing their regularly scheduled class times. They may also elect to have learners demonstrate their understanding and proficiency through a performance task, project, paper, presentation, demonstration of their skills, or authentic experience. Educators may also elect to partition the course into units of study, assessing each throughout the grading period rather than cumulatively.

Each distinct course requires a unique way to assess learner proficiency of the North Dakota State Standards. Therefore, WFPS does not run an alternative schedule for final exams. This flexibility increases the relevance to the course content and the accuracy of proficiency reporting.

ASSESSMENT and DESIGN CRITERIA

Educators will spend time designing an assessment from the initial design through the calibration of learner work and revision. There are important key criteria to keep in mind during the design process. KnowledgeWorks shared sessions with us through their partnership with the Center for Collaborative Education.



GOAL SETTING AND REFLECTION

GOAL SETTING & REFLECTION

- Educators and learners engage in conferencing
- Learners develop academic goals, action steps, and monitor growth
- Learners develop disposition goals, action steps, and monitor growth
- Learners determine and advocate for their needs
- Learners engage in reflective practices
- Learners demonstrate responsibility for their academic and dispositional learning

EDUCATOR FUNDAMENTALS

- Clarify learning objectives by providing learner-friendly proficiency scales.
- Empower learners to take multiple pathways to demonstrate their understanding and mastery.
- Encourage REFLECTION– learners taking ownership in the process, assessing learning progress and next steps,
- Encourage learners to focus on personal growth and progress.

LEARNER EVIDENCE

Learners take ownership to set goals and reflect on their progress by examining their decisions, resources, resilience, and responsibility.

TRACKING PROFICIENCY

Learners are encouraged to track their progress towards proficiency in a variety of ways. Graphic organizers like the example below, help learners to reflect and track their own progress toward the proficiency statement, often with a breakdown of the specific knowledge or skills that they need to attain - allowing them to be agents of their own learning needs.

Tracking My Learning: Possible Learning Targets

G8 ELA Q3: Comprehension
2022-2023

Proficiency Reporting Scale Statement:
Uses effective note-taking strategies to evaluate an author's or creator's specific claim, evidence, reasoning, and motive; demonstrates understanding of word connotations and denotations and the impact of word choice; shows adequate progress on classroom comprehension assessments; and/or demonstrates self-monitoring reading score at the 40th percentile or above on the WFPS reading assessment. (RI.8.4, RL/I.8.10, L.8.5, SL.8.3)

Essential Learning Title	Essential Learning Statement	I can…	With Support	With reminders	On My Own	Going Beyond
Notetaking	Uses effective note-taking strategies to evaluate an author's or creator's specific claim, evidence, reasoning, and motive (SL.8.2, SL.8.3)	uses effective note-taking strategies (SL.8.2)				
		evaluate an author's or creator's claim (SL.8.3)				
		evaluate an author's or creator's evidence (SL.8.3)				
		evaluate an author's or creator's reasoning, and motive (SL.8.2, SL.8.3)				
		evaluate an author's or creator's motive (SL.8.2, SL.8.3)				
Word Study	Demonstrates understanding of word connotations and denotations (L.8.5) and the impact of word choice (RI.8.4)	demonstrates understanding of word connotations and denotations (L.8.5)				
		evaluates word choice and its impact on meaning (RI.8.4)				
		evaluates word choice and its impact on tone (RI.8.4)				
Comprehend	Comprehend print and digital grade-level texts (from a variety of specific disciplines) proficiently and independently, with scaffolding as needed (RL/I.8.10)	read and comprehend grade-level appropriate texts in a variety of mediums and formats (RL/I.8.10)				
		read and comprehend grade-level appropriate texts in a variety of genres (RL/I.8.10)				
		Shows adequate progress on classroom comprehension assessments				

Collaboration Communication Compassion Creative Critical Thinking Reflection Resilience Responsibility

Tracking My Learning Chemistry Quarter 3

	Learning Targets I can…		With Support	With Reminders	On My Own	Going Beyond
Stoichiometry	Uses mathematical representations to support the claims that atoms, and mass are conserved during a chemical reaction and calculates percent-yield [HS-PS.1-7].	Use mathematical ideas to explain proportional relationships between the masses of atoms in the reactants and the products of a chemical reaction [HS-PS.1-7].				
		Use mathematic representations to demonstrate relationships from the atomic to the macroscopic scale (moles to grams) using the mole as a conversion [HS-PS.1-7].				
		Use limiting reactant to calculate theoretical yield and to calculate percent yield [HS-PS.1-7].				
		Describe the masses of atoms in reactants and products in chemical reaction.				
		Convert masses of atoms between the atomic and macroscopic scale (mass to mole).				
		Solve stoichiometry problems, partially				
Gas Laws	Uses mathematical representations to support the claims that atoms and mass are conserved during a chemical reaction with gases [HS-PS.1-7] and develops and uses models to illustrate that energy at the macroscopic scale can be accounted for as a combination of energy associated with the motion of particles and the kinetic molecular theory of gases [HS-PS3-2].	Use gas laws to mathematically solve unknowns [HS-PS3-2].				
		Create a diagram, drawing, or computer simulation using the gas laws that shows that energy at the macroscopic scales can be accounted for as the motion of particles [HS-PS3-2].				
		Use mathematical ideas to explain proportional relationships between the masses of atoms in the reactants and the products of a chemical reaction [HS-PS1-7].				
		Use mathematic representations for these relationships from the atomic to the macroscopic scale using the mole as a conversion [HS-PS1-7].				
		Use limiting reactant to calculate theoretical yield and to calculate percent yield [HS-PS1-7].				
		Describe components of gas laws.				
		Describe the masses of atoms in reactants and products of a chemical reaction.				
		Convert masses or volume of atoms between atomic and macroscopic scales (atomic mass to moles, molar volume).				
Redox Reactions	Uses periodic table to predict oxidation numbers [HS-PS.1-1]. Construct and revise an explanation for the outcome of a redox reaction [HS-PS1-2]. Design, build, and refine a device that works within given constraints to convert from chemical energy into electrical energy [HS-PS.3-3].	Use information on the periodic table to determine oxidation states (numbers) of elements [HS-PS1-1].				
		Explain the reasoning behind an oxidation-reduction reaction using oxidation states [HS-PS1-2].				
		Write balanced reactions for a spontaneous redox reaction using the reduction tables given.				
		Use provided materials to design, build, and refine a device that uses calculated electrode potentials and works within given constraints to convert one form of energy into another form [HS-PS3-3].				
		Use the periodic table to gather information about main group elements.				
		Determine whether a reaction is oxidation or reduction.				
		Describe the relationship between chemical reactions and outermost electron states of atoms, trends in the periodic table, and patterns of chemical properties.				
		Identify ways in which energy can be converted from one form to another.				
Vocabulary		Recall specific vocabulary for this unit of study.				

atom
atomic configuration
atomic mass
atomic number
atomic reaction
atomic scale
bond
chemical reaction
chemical reaction rate
conserve
constraint
conversion
convert
device
diffusion
efficient
effusion
device
diffusion
efficient
effusion
elastic collisions
electron
element stability
elements of matter
energy
element stability
elements of matter
energy
form
generator
ideal gas
kinetic energy
kinetic molecular theory
kinetic energy
kinetic molecular theory
limiting reactant
macroscopic scale
main group element
mass
model
molar volume
model
molar volume
molarity
mole
neutron
outer most energy level
partial pressure
percent yield
partial pressure
percent yield
periodic table
predict
pressure
product
property
proportional
proton
property
proportional
proton
reactant
reaction
reactivity
real gas
relative
relative mass
release of energy
renewable energy
simple chemical reaction
temperature
translation
trend
weight of subatomic particles

Collaboration Communication Compassion Creative Critical Thinking Reflection Resilience Responsibility

GROWTH MINDSET

A belief that your basic qualities like abilities and achievement are things you can cultivate through effort, persistence, and a focus on learning.

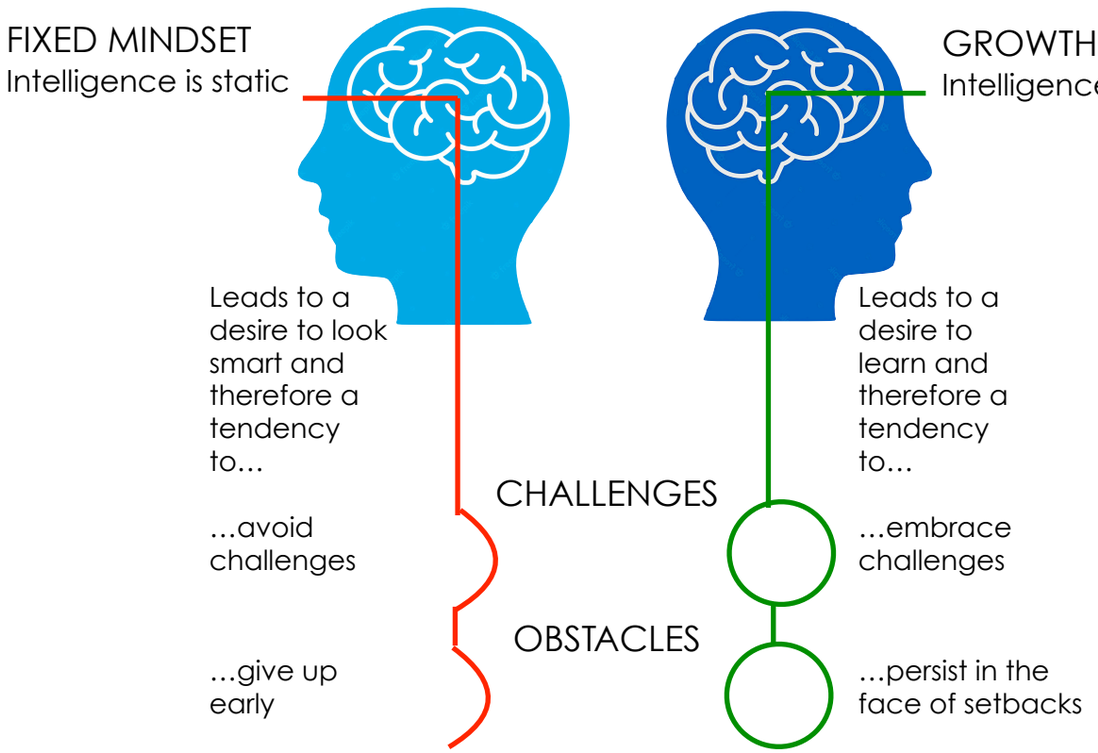
1. Learners persist on the path toward physical and mental wellness despite challenges by defining and developing solutions to existing or future problems.

2. Educators encourage learners that effort, persistence, and accepting change are important during learning and achieving goals.

3. Educators and learners work together to build resiliency and a growth mindset, by engaging with real-world audiences as a contributing global citizen in an effort to solve authentic problems.

4. Educators and learners possess attributes of resiliency and a growth mindset through confidence, constructive feedback, resilient effort, self efficacy, and the courage to fail forward when encountering hurdles during learning.

TWO MINDSETS
Carol S. Dweck Ph. D.



JUST THE FACTS

- Fixed mindset is a belief system that suggests a person has a predetermined amount of intelligence, skills, or talents.
- Mindsets can be transformed through intentional focus on brain literacy, self talk, feedback, effort, and embracing learning as a process.
- Resilience allows learners to experience adversity and challenges and still recover and persist toward achieving their goals.
- Instilling a culture of growth mindset in the classroom sets the groundwork for proficiency and learner empowerment.
- People can experience different mindsets (fixed or growth) depending on variables and attitudes during different circumstances.

SOCIAL EMOTIONAL LEARNING (SEL)

SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.

SEL advances educational equity and excellence through authentic school-family-community partnerships to establish learning environments and experiences that feature trusting and collaborative relationships, rigorous and meaningful curriculum and instruction, and ongoing evaluation. SEL can help address various forms of inequity and empower young people and adults to co-create thriving schools and contribute to safe, healthy, and just communities.

Social and Emotional Learning (SEL) Competencies

Self-Awareness	**Social Awareness**	**Responsible Decision-Making**
The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism and a "growth mindset." ➔ Identifying Emotions ➔ Accurate Self-Perception ➔ Recognizing Strengths ➔ Self-Confidence ➔ Self-Efficacy	The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, schools and community resources and supports. ➔ Perspective-Taking ➔ Empathy ➔ Appreciating Diversity ➔ Respect for Others	The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. THe realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others. ➔ Identifying Problems ➔ Analyzing Situations ➔ Solving Problems ➔ Evaluating ➔ Reflecting ➔ Ethical Responsibility
Self-Management	**Relationship Skills**	
The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations- effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals. ➔ Impulse Control ➔ Stress Management ➔ Self-Discipline ➔ Self-Motivation ➔ Goal Setting ➔ Organizational Skills	The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed. ➔ Communication ➔ Social Engagement ➔ Relationship Building ➔ Teamwork	

*The competencies are from CASEL and the lessons have been incorporated by the SEL Department, independent of CASEL

NORTH DAKOTA CHOICE READY

NORTH DAKOTA CHOICE READY

The North Dakota ***CHOICE READY*** framework is a tool to assist educators to ensure all students successfully depart high school possessing the **ESSENTIAL SKILLS** necessary to be ready for life. The journey begins by ensuring students leave having the **ESSENTIAL SKILLS** to be successful for whichever path they choose. Students shall then strive to be **POST-SECONDARY READY, WORKFORCE READY,** and/or **MILITARY READY.**

ESSENTIAL SKILLS

Earn a **North Dakota high school diploma**

Complete a **9-week Career Education Course/Individual Counseling** (15.1-21-18), **Financial Literacy** (15.1-21-21), and pass **ND Civics Test** (15.1-21-27), **Computer Science/Cybersecurity Requirement** (15.1-21-02.2), and **four or more additional indicators:**

- 25 hours of Community Service
- Two or More Years in Organized Extra-Curricular Activities
- 95% Attendance (not counting school-related absences)
- Successfully Complete a Capstone Project
- Career Exploration Experience
- Successfully Complete an Online Learning Course
- Two or More Years in Organized Co-Curricular Activities
- Demonstrate Competency in 21st Century Skills
- Multicultural Awareness

Students shall then complete two or more of the *CHOICE READY* components below.

POST-SECONDARY READY

Complete a **Four-Year Rolling Career Plan,** and earn a **2.8 GPA or greater,** and complete one academic indicator set below:

ACT / SAT minimum or subsections scores:

ACT English – 18

ACT Reading – 22 | SAT Reading/Writing – 480

ACT Math – 21 | SAT Math – 530

ACT Science – 23

or

Two or more additional indicators:

- Advanced Placement Course (A, B, or C) or (4, 3, or 2)
- Dual Credit Course (A, B, or C) or (4, 3, or 2)
- Algebra II (A, B, or C) or (4, 3, or 2)
- Advanced Placement Exam (3+)
- International Baccalaureate Exam (4+)
- 3.0 GPA in core course requirement for NDUS admission
- CREAM (Eng./Math) Course (70% or greater)
- Complete three Fine Arts Courses (A, B, or C) or (4, 3, or 2)

WORKFORCE READY

Complete a **Four-Year Rolling Career Plan,** and complete two or more additional indicators:

- Complete three CTE courses or more (A, B, or C) or (4, 3, or 2)
- Complete Career Ready Practices (3.0)
- Dual Credit Course (A, B, or C) or (4, 3, or 2)
- WorkKeys (Gold or Silver)
- Technical Assessment/Industry Credential
- Workplace Learning Experience (40 hrs.)
- Work-based Learning Experience (Perkins V) (40hrs)
- NDSA (Reading/Math) Level 3 or greater
- Complete three World Language Courses (A, B, or C) or (4, 3, or 2)

MILITARY READY

Complete a **Four-Year Rolling Career Plan** and obtain an **ASVAB score of 31 or greater** (as determined by branch), or acceptance into the military.

Quality Citizenship (No Expulsions/Suspensions)

Physically Fit (Successfully complete required PE courses (A, B, or C) or (4, 3, or 2))

and

Complete **two or more** additional indicators from the **Post-Secondary** or **Workforce** options.

or

Complete two credits of JROTC or Civil Air Patrol

or

Complete **two credits** in the Military Pathway Program, selecting from the following 1/2 credit courses:

- Intro to Military Careers
- Military Health & Fitness
- ASVAB Essentials
- Career Foundations in Military Leadership
- Military Leadership Capstone

Revised December 2024

CAPSTONE

Successful completion of a capstone project is articulated as an essential skill on North Dakota's Choice Ready framework. WFPS is **working to identify the key components** of the capstone through the work of our high school academies.

Purpose:				
Tactics	**Benchmarks**	**Strategies** **one per benchmark**	**Who**	**When**
Tactic 22: Develop and implement a capstone experience for all learners within their academy ensuring all educators have a supporting role in the completion of the capstone. ***NSOP 7***	Tactic 22, Benchmark 1: 100% of seniors will successfully complete a capstone experience. The capstone experience should be worked on by learners over their four years in their pathway, culminating with a finished project their senior year. The capstone may be embedded into an existing class or a stand-alone course.	A team will be formed to develop the guidelines and general requirements for a capstone that includes: •a paper •a presentation, •a product	District Curriculum Office with a Group of Educators representing English, CTE, and other disciplines as determined.	Year 2 Fall of 2022 – Design Team Year 3 – Fall of 2023 – Pilot at Horace

SMART GOALS

The acronym SMART - strategic & specific, measurable, attainable, results oriented, and time-bound. (Conzemius & O'Neill, 2013)

Purpose:			
SMART Goal Areas	**Student Application**	**Student Evidence & Reflection**	**Teacher Review and Feedback**
Strategic and Specific			
Measurable			
Attainable			
Results Oriented			
Time Bound			

PATHWAYS AND PACING

PATHWAYS & PACING

- Format is discipline specific
- Topic choices and creativity are encouraged
- Learning process is varied
- Extension opportunities are embedded
- Work location is flexible
- Flexible grouping is utilized
- Differentiation is embedded
- Support is available in a variety of ways

EDUCATOR FUNDAMENTALS

- Encourage CREATIVITY - learners taking risks to develop and revise ideas.
- Provide informed CHOICE aligned to personal learner profiles, interests, and passions.
- Provide opportunities for learner VOICE.
- Provide accommodations & differentiation to meet the needs of all learners.
- Structure different ways to learn, such as Pace-Place-Path or Time-Task -Technique-Team.

LEARNER EVIDENCE

Learners are invested in their education by determining appropriate pathways and places to drive their progress within a timeframe.

PERSONALIZED LEARNING - LEARNER EVIDENCE

Five components of the vision: competency-based; personalized, relevant, and contextualized; learner agency; open-walled; and socially embedded. In a learner- centered paradigm, "personalized" means that you co-create learning pathways with the learner sitting in front of you—seeing them as a whole person and valuing their interests, passions, concerns, brain wiring, language, circumstances, family, and culture.

On the other hand, in a school-centered paradigm, when someone says "personalized," they mean that you meet the learner academically where they are in a subject and move them along a predetermined path to proficiency.

TENETS	LEARNER EVIDENCE
Self-Efficacy & Agency	Learners are continuously empowered to make important decisions about their learning which will foster a growth mindset and a desire to take action within their progression of learning.
Relationships	Learners are engaged in safe and nurturing relationships that allow them to develop their intellectual, physical, social, and emotional well-being.
Guaranteed & Viable Curriculum	Learners move along a progression of learning based on their mastery of clearly articulated, transparent, and measurable proficiency in knowledge, skills, and dispositions.
Assessment & Feedback	Learners receive relevant and timely feedback in all aspects of the learning process, empowering them to determine and act on their next steps.
Goal Setting & Reflection	Learners take ownership to set goals and reflect on their progress by examining their decisions, resources, resilience, and responsibility.
Pathways & Pacing	Learners are invested in their education by determining appropriate pathways and places to drive their progress within a timeframe.

PERSONALIZED LEARNING FUNDAMENTALS

Personalized learning is utilizing evidence-based research methods to provide learners opportunities to develop agency and self-efficacy throughout the learning process in order to develop their profile of a graduate dispositions and their choice ready skills.

TENETS	EDUCATOR FUNDAMENTALS
Self-Efficacy & Agency	Encourage the development of learner efficacy - the belief that they CAN do something. Encourage the development of learner agency - the desire, ability, and power to determine a course of action. Utilize culturally relevant teaching practices. Utilize learner strengths to support areas of struggle. Foster a fail forward and growth mindset. Provide opportunities for learner VOICE. Encourage collaboration among peers and the community.
Relationships	Show understanding for learners' backgrounds and interests. Show COMPASSION for learners demonstrated by verbal and nonverbal behaviors. Show value and respect for all learners, especially those who are reluctant. Provide opportunities for learners to talk about themselves. Provide clear routines & procedures – encouraging COMPASSION for one another and COLLABORATION. Encourage self- regulation - learners manage thoughts, emotions, and behaviors. Utilize positive behavior supports.
Guaranteed & Viable Curriculum	Utilize the proficiency scales for each grading period to guide what learners need to know and be able to do. Utilize the scope and sequence to guide topics and the instruction of critical skills. Encourage RESPONSIBILITY - learners actively engaged in the process, demonstrating responsibility, organization, and perseverance. Make learning relevant - applicable to prior or future learning. Encourage CRITICAL THINKING reason, organize, summarize, interpret, analyze, and synthesize to generate new understanding. Provide learners with time and opportunities to demonstrate evidence of their proficiency. Provide learners with flexibility for the technique used to COMMUNICATE their thoughts and ideas.
Assessment & Feedback	Provide timely and descriptive feedback for learners to improve their learning. Provide proficiency scales for learners with scoring rubrics and/or guides as applicable. Provide progress monitoring for learners. Encourage RESILIENCE - persisting on the pathway toward learning. Encourage self-assessment - learners exploring their interests, values, aptitudes, and passions.
Goal Setting & Reflection	Clarify learning objectives by providing learner-friendly proficiency scales. Encourage REFLECTION – learners taking ownership in the process, assessing learning progress and next steps, Encourage learners to focus on personal growth and progress.
Pathways & Pacing	Encourage CREATIVITY - learners taking risks to develop and revise ideas. Provide informed CHOICE aligned to personal learner profiles, interests, and passions. Empower learners to take multiple pathways to demonstrate their understanding and mastery. Provide accommodations & differentiation to meet the needs of all learners. Structure different ways to learn, such as Pace-Place-Path or Time-Task -Technique-Team.

PERSONALIZED LEARNING FUNDAMENTALS

Self-Efficacy & Agency Educator Fundamentals			
Beginning	**Developing**	**Applying**	**Innovating**
• Attempts the fundamentals incorrectly or with parts missing.	• Encourages learners to believe that they can learn something new. • Encourages learners to focus on using their ares of strength. • Encourages learners to have a growth mindset. • Encourages collaboration among peers.	• Encourages learners to build self-efficacy. • Encourages learners to develop their agency - the desire to take a course of action, by creating goals, action steps, and monitoring progress through their learning journey. • Utilizes culturally relevant teaching practices. • Utilizes learner strengths to support areas of struggle. • Fosters a fail forward and growth mindset in learners. • Encourages collaboration among peers. • Provides opportunities for learners to use their voice.	• 90%+ learners demonstrate age appropriate self- efficacy and believe they can learn or do something new. • 90%+ learners demonstrate age-appropriate self-agency - the desire to take a course of action. • 90%+ learners indicate the classroom uses culturally relevant teaching practices. • 90%+ learners use their strengths to support areas of struggle. • 90%+ have a fail forward and growth mindset. • 90%+ learners collaborate with peers and members of the community. • 90%+ of learners use their voice.
Relationships Educator Fundamentals			
Beginning	**Developing**	**Applying**	**Innovating**
• Attempts the fundamentals incorrectly or with parts missing.	• Understands the interest of the learners in the classroom. • Understands the backgrounds of the learners in the classroom. • Believes all learners can learn and grow. • Shows compassion for learners. • Shows value and respect for all learners. • Provides opportunities for learners to talk about themselves. • Provides clear routines & procedures. • Utilizes positive behavior supports. • Provides rigorous learning experiences for all learners. • Asks learners how celebrations encourage them to continue to learning.	• Shows understanding for learners' backgrounds and interests. • Ensures culturally relevant celebrations. • Encourages learners to share their thinking and perspectives. • Provides clear routines & procedures – encouraging compassion and collaboration. • Uses relationships to enhance learning experiences that include learners' interests, passions, and strengths. • Encourages learners to self- regulate their emotions and behaviors.	• 90%+ learners indicate the classroom shows understanding of their backgrounds and interests. • 90%+ learners indicate the classroom shows compassion. • 90%+ learners indicate celebrations encourage them to continue to learning. • 90%+ learners indicate the classroom shows value and respect. • 90%+ learners learners indicate the classroom provides opportunities for them to talk about themselves. • 90%+ learners indicate the classroom encourages them to share their thinking and perspectives. • 90%+ learners use routines & procedures showing compassion and collaboration. • 90%+ of learners self- regulate their emotions and behaviors.

PERSONALIZED LEARNING FUNDAMENTALS

Guaranteed & Viable Curriculum Educator Fundamentals			
Beginning	**Developing**	**Applying**	**Innovating**
• Attempts the fundamentals incorrectly or with parts missing.	• Utilizes the proficiency scales and scope and sequence to guide instruction. • Provides standards or learning targets. • Incorporates engagement strategies. • Provides learners with time and opportunities to demonstrate evidence of their proficiency. • Asks learners to share evidence of their learning. • Provides learners with choice to demonstrate proficiency.	• Utilizes the proficiency scales for each grading period to guide what learners need to know and be able to do. • Utilizes the scope and sequence to guide topics and the instruction of critical content and skills. • Provides standards or learning targets. • Asks learners to explain their progress on learning targets. • Provides learners with choice for the technique used to communicate their thoughts and ideas. • Encourages learners to be actively engaged in their learning, demonstrating responsibility, organization, and perseverance. • Encourages critical thinking to generate new understanding. • Makes learning relevant.	• Utilizes the proficiency scales for each grading period to guide what learners need to know and be able to do. • Utilizes the scope and sequence to guide topics and the instruction of critical skills. • Provides standards or learning targets. • 90%+ of learners to explain their progress on learning targets. • 90%+ of learners communicate their thoughts and ideas. • 90%+ of learners demonstrate evidence of their proficiency. • 90%+ of learners are actively engaged in their learning, demonstrating responsibility, organization, and perseverance. • 90%+ of of learners are engaged in critical thinking to generate new understanding. • 90%+ of learners indicate that learning is relevant and applicable to their prior or future learning.
Assessment & Feedback Educator Fundamentals			
Beginning	**Developing**	**Applying**	**Innovating**
• Attempts the fundamentals incorrectly or with parts missing.	• Provides assessments tied to standards. • Provides feedback for learners. • Provides scoring rubrics and/or guides. • Encourages learners to manage behaviors. • Encourages learners to explore their interests.	• Provides meaningful and accurate assessments tied to standards. • Provides timely and descriptive feedback for learners to improve their learning. • Establishes a systematic feedback process. • Provides proficiency scales for learners. • Provides progress monitoring tools for learners. • Encourages learners to be resilient and persist on a pathway toward learning. • Encourages learners to self-assess and explore their interests, values, aptitudes, and passions.	• 90%+ of learners receive meaningful, accurate, and culturally relevant assessments tied to standards. • 90%+ of learners receive timely and descriptive feedback to improve their learning. • Establishes a systematic feedback process. • Provides proficiency scales for learners. • 90%+ of learners utilize progress monitoring tools. • 90%+ of learners persist on a pathway toward learning. • 90%+ of learners self-assess and explore their interests, values, aptitudes, and passions.

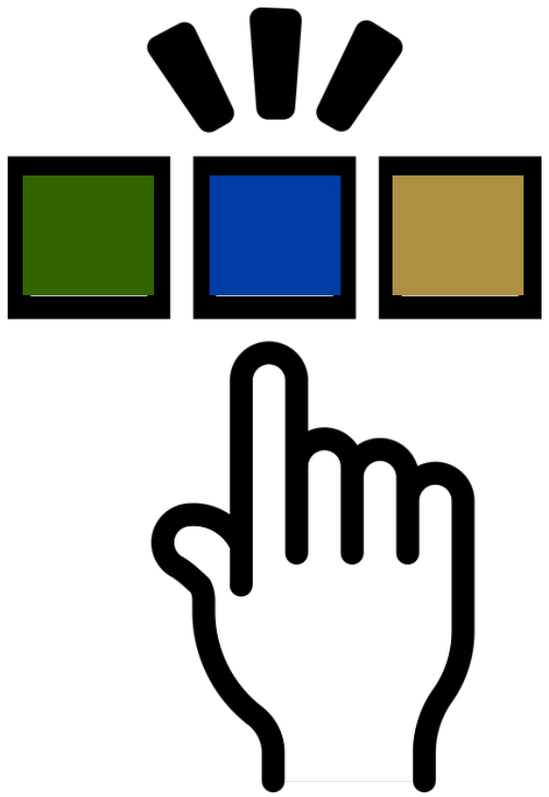
PERSONALIZED LEARNING FUNDAMENTALS

Goal Setting & Reflection Educator Fundamentals			
Beginning	**Developing**	**Applying**	**Innovating**
• Attempts the fundamentals incorrectly or with parts missing.	• Clarifies learning objectives by providing I can or I will statements. • Provides learners with tools to monitor their progress. • Encourages learners to reflect on their learning process. • Encourages learners to focus on their own personal growth and progress.	• Clarifies learning objectives by providing learner-friendly proficiency scales. • Facilitates one on one conferences. • Empowers learners to take a unique pathways to demonstrate their understanding and mastery. • Provides learners with tools to monitor their progress. • Establishes routines to provide learners with structure throughout the learning process. • Encourages self-reflection, assessing learning progress and determining next steps.	• 90%+ of learners can articulate learning objectives. • 90%+ of learners participate in one on one conferences. • 90%+ of learners take a unique pathway to demonstrate their understanding and mastery. • 90%+ of learners monitor their progress. • 90%+ of learners use routines throughout the learning process. • 90%+ of learners self-reflect and assessing learning progress to determining next steps. • 90%+ of learners focus on personal growth and progress.
Pathways & Pacing Educator Fundamentals			
Beginning	**Developing**	**Applying**	**Innovating**
• Attempts the fundamentals incorrectly or with parts missing.	• Provides targeted lessons for small groups. • Encourages learners to revise their initial ideas. • Provides choices for learners. • Provides accommodations and/or differentiation to meet the needs of learners.	• Encourages creativity and taking risks to develop and revise ideas. • Provides informed choices aligned to personal learner profiles, interests, and passions. • Provide accommodations, differentiation, individualization, and/or personalization to meet the needs of all learners. • Structures different pathways to learn the skill and/or content. • Celebrates learner progress on an individual pathway • Establishes classroom routines that provide learners with structure that provides an equitable, efficient, and safe learning environment.	• 90%+ of learners participate in targeted small groups lessons • 90%+ of learners show creativity and take risks to develop and revise ideas. • 90%+ of learners make informed choices aligned to personal learner profiles, interests, and passions. • 90%+ of learners have their needs med through accommodations or differentiation. • Structures different pathways to learn the content. • 90%+ of learners celebrates their progress on an individual pathway • 90%+ of learners use classroom routines and structure that provides an equitable, efficient, and safe learning environment.

CHOICE

In WFPS, choice refers to educators providing more than one option for learners to learn the required standards or demonstrate their learning.

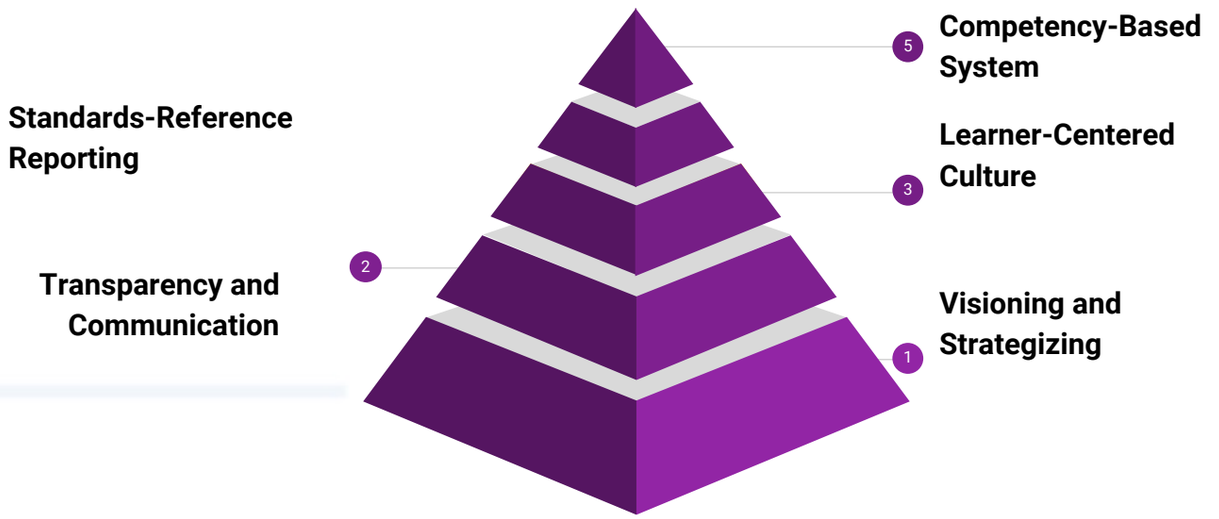
- Educators begin to develop opportunities for learners to have options during their learning and expression of proficiency.
- Educators and learners begin to work together to co-design options during learning and expression of proficiency.
- Educators encourage and teach learners to advocate and provide guidance for the next steps in their flexible learning paths before, during, and after learning.
- Choice allows learners to develop the capacity to share and manage their learning without over reliance on the direction and control of others.
- Choice in the classroom cultivates an environment where higher levels of learner engagement and motivation are present.
- Choice in the classroom provides a platform for learners to make an authentic connection to their progress.



PERSONALIZED COMPETENCY BASED LEARNING

Moving toward PCBL requires several steps along the continuum as guided by both Marzano and KnowledgeWorks. Our teams are working to ensure these components are in place. Our tenets of PCBL in WFPS are our core beliefs.

Marzano Steps to Competency-Based Education



KnowledgeWorks Guideposts

PCBL - KnowledgeWorks Definition

Personalized, competency-based learning focuses on learners' individual strengths, needs, and interests. PCBL provides differentiated supports and ways to demonstrate what they know and can do, ensuring each learner graduates choice ready to positively impact the world.

- Learners are empowered to make important decisions about their growth in learning, how they will create and apply knowledge, and how they will demonstrate their knowledge and skills.
- Meaningful and empowering learning experiences are assessed and provide positive, timely, relevant, and actionable evidence of learner growth.
- Learners progress based on evidence of mastery, not seat time.
- Learners actively utilize different pathways and varied pacing to demonstrate learning.
- Common, rigorous expectations for learning are explicit, transparent, measurable and transferable.
- Learners and educators exercise agency through voice and choice in learning as well as additional support they may need to be successful.
- Strategies to ensure equitable outcomes for all learners are embedded in the culture, structure, and pedagogy of schools and education systems.

PACE

Pace, in reference to education, refers to the intervals of time occurring as a learner works to reach proficiency in a course or grading period. A learner may be designated as ahead of pace, on pace, or behind pace.

Adjusting or self-driven pace for learners is one component of personalized learning. The most relevant time to utilize an adjustment to pace is when a learner needs more time to demonstrate proficiency.

In a learner-centered paradigm, the focus is firmly on the purpose of education: the learner, how learning happens, and the role of educators.

As stated in "It's a Paradigm Shift, So What?" Education Reimagined, 2016, If the view hasn't shifted, there will be a focus on seeking efficiency, and the result is the old system, but "faster. "Competency-Based" becomes self-paced learning. "Personalized, Relevant, and Contextualized" loses the last two qualifiers and becomes learners in front of computers receiving the academic "program" designed to move them from point A to point B in a curriculum. "Learner Agency" becomes allowing kids to choose how they want to present what they learned about to the class —book report, diorama, or podcast. "Open-Walled" becomes flipped classrooms. "Socially Embedded" becomes 20-minute advisory periods for kids to make sense of their course work and life trajectory in collaboration with other learners.

IT IS NOT A RACE

PERSONALIZED LEARNING CLASSROOM EVIDENCE

Personalized learning utilizes evidence-based research methods to provide learners opportunities to develop agency and self-efficacy throughout the learning process in order to develop their profile of a graduate dispositions and their choice ready skills.

Evidence you might see:

Efficacy and Agency

- Learner monitors progress
- Learner advocates for needs
- Learner shows **resilience**
- Learner incorporates voice
- Learner determines choice

Relationships

- Classroom is safe and **compassionate**
  Educators build relationships with learners
- Expectations are clear
- Expectations are high for all
- Learners work **collaboratively**

GVC

- Focus is on **critical thinking** and content
- Dispositions are embedded
- Progression of Learning is utilized
- Learners are actively engaged (80%)
- Taxonomy level is appropriate
- Instruction is culturally responsive
- Resources are culturally responsive
- Content has an authentic purpose

Assessment & Feedback

- Assessments are learner-centered
- Variety of formative assessments are utilized
- Assessments are aligned to learning targets or standards
- Performance tasks are utilized
- Learner conferences are evident
- Learners **communicate** their progress and next steps
- Feedback is timely, actionable, and relevant

Pathways & Pacing

- Format is discipline specific
- Topic choices and **creativity** are encouraged
- Learning process is varied
- Extension opportunities are embedded
- Work location is flexible
- Flexible grouping is utilized
- Differentiation is embedded
- Support is available in a variety of ways

Goal Setting & Reflection

- Educators and learners engage in conferencing
- Learners develop academic goals, action steps, and monitor growth
- Learners develop disposition goals, action steps, and monitor growth
- Learners determine and advocate for their needs
- Learners engage in **reflective** practices
- Learners demonstrate **responsibility** for their academic and dispositional learning

EFFICACY and AGENCY CLASSROOM EVIDENCE

Personalized learning utilizes evidence-based research methods to provide learners opportunities to develop agency and self-efficacy throughout the learning process in order to develop their profile of a graduate dispositions and their choice ready skills.

EFFICACY and AGENCY		
ALWAYS	**USUALLY**	**NEVER**
•Learners are encouraged to develop learner efficacy: the belief that they CAN do something •Learners are encouraged to develop learner agency: the desire, ability, and power to determine a course of action •Learners have opportunities to utilize their VOICE	•Culturally relevant teaching practices are utilized •Learner strengths are used to support areas of struggle •A fail forward and growth mindset are encouraged •Learners are encouraged to collaborate among peers and the community •Learners monitors their progress •Learners advocate for their needs •Learners shows resilience • Learners make choices	•Educators discouraging learners •Educators excluding cultural groups •Educators not engaged - sitting or standing alone •Unenthusiastic learners - sleepy, bored, checked out, unemotional •Environment that is strict, severe, or unwelcoming •Environment that is chaotic with no learning happening

RELATIONSHIPS CLASSROOM EVIDENCE

Personalized learning utilizes evidence-based research methods to provide learners opportunities to develop agency and self-efficacy throughout the learning process in order to develop their profile of a graduate dispositions and their choice ready skills.

RELATIONSHIPS		
ALWAYS	**USUALLY**	**NEVER**
• Expectations for classroom routines and procedures are clear • Expectations are high for all • Classroom is safe • Educators build relationships with learners • Learners work collaboratively •Compassion for learners demonstrated by verbal and nonverbal behaviors •Value and respect for all learners demonstrated, especially those who are reluctant	•Show understanding for learners' backgrounds and interests •Provide opportunities for learners to talk about themselves. •Positive behavior supports are utilized • Learners are encouraged to use self- regulation: manage thoughts, emotions, and behaviors.	•Educators doing all the talking •Educators and/or peers showing disrespect for others •Educators not engaged - sitting or standing alone •Unenthusiastic learners - sleepy, bored, checked out, unemotional •Environment that is strict, severe, or unwelcoming •Environment that is chaotic with no learning happening

GUARANTEED & VIABLE CURRICULUM CLASSROOM EVIDENCE

Personalized learning utilizes evidence-based research methods to provide learners opportunities to develop agency and self-efficacy throughout the learning process in order to develop their profile of a graduate dispositions and their choice ready skills.

GUARANTEED & VIABLE CURRICULUM		
ALWAYS	**USUALLY**	**NEVER**
•Focus is on the proficiency scales for each grading period to guide what learners need to know and be able to do •Progression of Learning is utilized •Taxonomy level is appropriate •Scope and sequence is used to guide topics and the instruction of critical skills and content • Learners have time and opportunities to demonstrate evidence of their proficiency. •Learners are actively engaged (80%)	• Content has an authentic purpose • Learning is relevant and applicable to prior or future learning • Resources are culturally responsive • Instruction is culturally responsive • Learners are encouraged to be responsible: actively engaged in the process, demonstrating responsibility, organization, and perseverance. • Learners are encouraged to think critically: reason, organize, summarize, interpret, analyze, and synthesize to generate new understanding. • Dispositions are embedded • Learners have flexibility for the technique used to communicate their thoughts and ideas	•Activities and/or practice that is not achievable for the learners •Lessons that are rushed to an unattainable pace •Busy work •Educators not engaged - sitting or standing alone •Unenthusiastic learners - sleepy, bored, checked out, unemotional •Environment that is strict, severe, or unwelcoming •Environment that is chaotic with no learning happening

ASSESSMENT & FEEDBACK CLASSROOM EVIDENCE

Personalized learning utilizes evidence-based research methods to provide learners opportunities to develop agency and self-efficacy throughout the learning process in order to develop their profile of a graduate dispositions and their choice ready skills.

ASSESSMENT & FEEDBACK		
ALWAYS	**USUALLY**	**NEVER**
•Assessments are aligned to learning targets or standards •Variety of formative assessments are utilized •Assessments are learner centered • Learners are encouraged to self-assess • Learners use scoring rubrics and/or guides built from the proficiency scales •Feedback is timely, actionable, and relevant •Learner conferences are evident	• Learners communicate their progress and next steps • Learners are provided with progress monitoring • Learners are encouraged to be resilient: persisting on the pathway toward learning. • Learners are encouraged to explore their interests, values, aptitudes, and passions • Performance tasks are utilized	•Assessments that are not achievable for the learners •Assessments that are not connected to instruction and practice •Educators not engaged - sitting or standing alone •Unenthusiastic learners - sleepy, bored, checked out, unemotional •Environment that is strict, severe, or unwelcoming •Environment that is chaotic with no learning happening

GOAL SETTING & REFLECTION CLASSROOM EVIDENCE

Personalized learning utilizes evidence-based research methods to provide learners opportunities to develop agency and self-efficacy throughout the learning process in order to develop their profile of a graduate dispositions and their choice ready skills.

GOAL SETTING & REFLECTION		
ALWAYS	**USUALLY**	**NEVER**
•Learners develop academic goals, action steps, and monitor growth •Learners develop disposition goals, action steps, and monitor growth •Educators and learners engage in conferencing •Learners are encouraged to use reflection: learners taking ownership in the process, assessing learning progress and next steps •Learners are encouraged to focus on personal growth and progress	•Learners demonstrate responsibility for their academic and dispositional learning •Learning objectives are clarified through learner-friendly proficiency scales •Learners engage in reflective practices •Learners determine and advocate for their needs	•Educators asking for reflection or goal setting without providing a clear process and guidance •Educators not engaged - sitting or standing alone •Unenthusiastic learners - sleepy, bored, checked out, unemotional •Busy work •Environment that is strict, severe, or unwelcoming •Environment that is chaotic with no learning happening

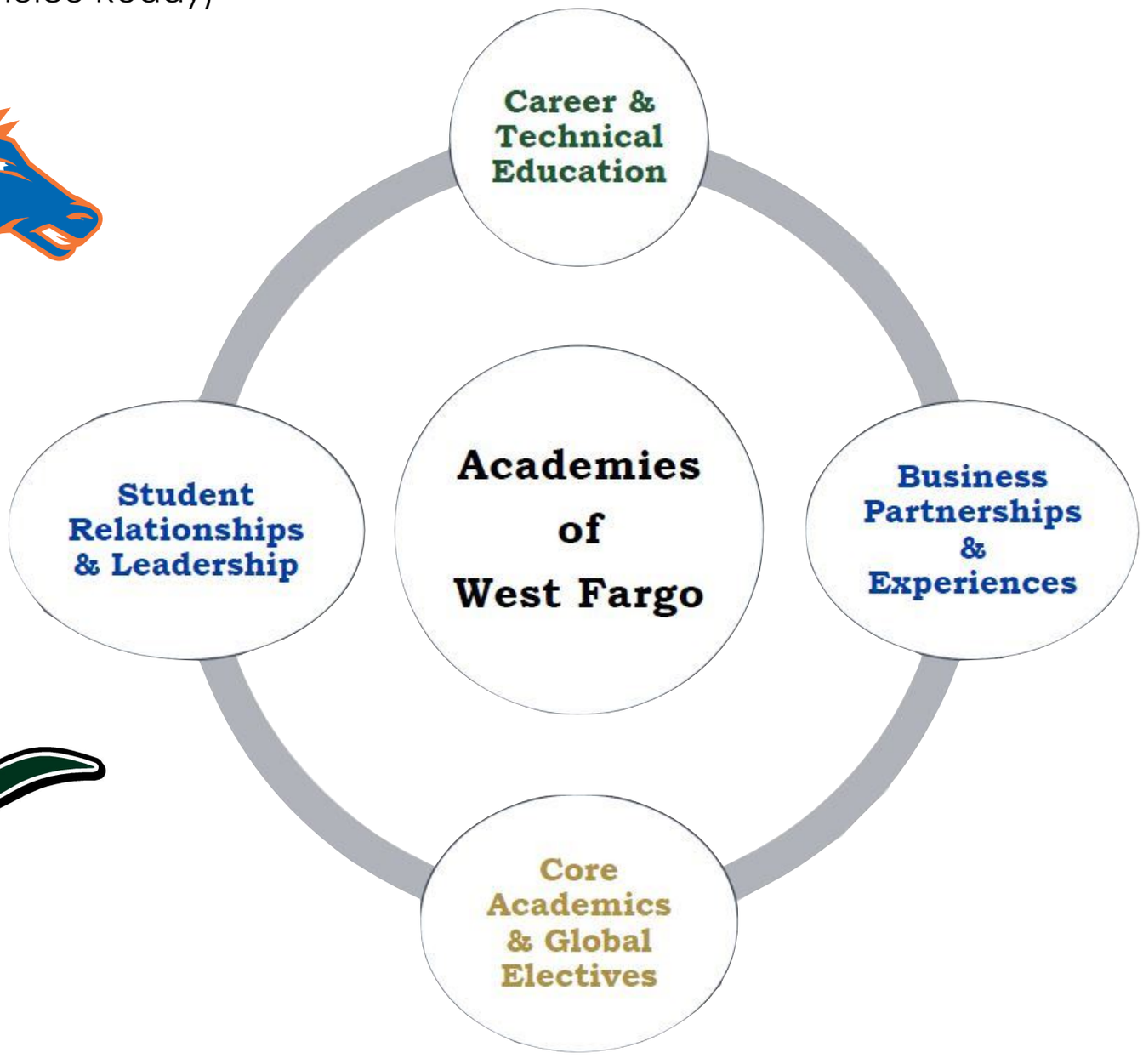
PATHWAYS & PACING CLASSROOM EVIDENCE

Personalized learning utilizes evidence-based research methods to provide learners opportunities to develop agency and self-efficacy throughout the learning process in order to develop their profile of a graduate dispositions and their choice ready skills.

PATHWAYS & PACING		
ALWAYS	**USUALLY**	**NEVER**
• Flexible grouping is utilized • Topic choices and creativity are encouraged • Different ways to learn are structured, such as Pace-Place Path or Time-Task -Technique Team - often discipline specific • Learning process is varied • Differentiation is embedded • Support is available in a variety of ways • Extension opportunities are embedded	•Work location is flexible •Learners are encouraged to be creative: learners taking risks to develop and revise ideas •Learners make informed choices aligned to personal learner profiles, interests, and passions •Learners are empowered to take multiple pathways to demonstrate their understanding and mastery	•Learners spending multiple consecutive class periods on a device the entire time •All learners doing the same thing on their own •Educators not engaged - sitting or standing alone •Unenthusiastic learners - sleepy, bored, checked out, unemotional •Busy work •Environment that is strict, severe, or unwelcoming •Environment that is chaotic with no learning happening

HIGH SCHOOL ACADEMY MODEL

A career academy is a cohort delivery model designed to create small learning communities within a school utilizing a career-connected theme. Academy educator collaboration across academics, career and technical education, and community partnerships generate relevant projects and personalize learning based on learner interest. The academy program of studies spans grades 9-12 offering global electives, advanced coursework, dual credit, intentional career pathways, and capstone experiences to prepare learners for life, career, post-secondary, or military pathways. (Choice Ready)



HIGH SCHOOL ACADEMY FEATURES

- Utilize pathway learning outcomes to guide and align assessment, curriculum, and instruction.
- Blend academic and career themed course content through rigorous and relevant standards aligned projects.
- Create cohorts for learners.
- Create common planning time for educators.
- Provide learning beyond the classroom and the school day.
- Offer dual enrollment and dual credit with college institutions.
- Offer professional certifications for learners.
- Include support services in the academy team.

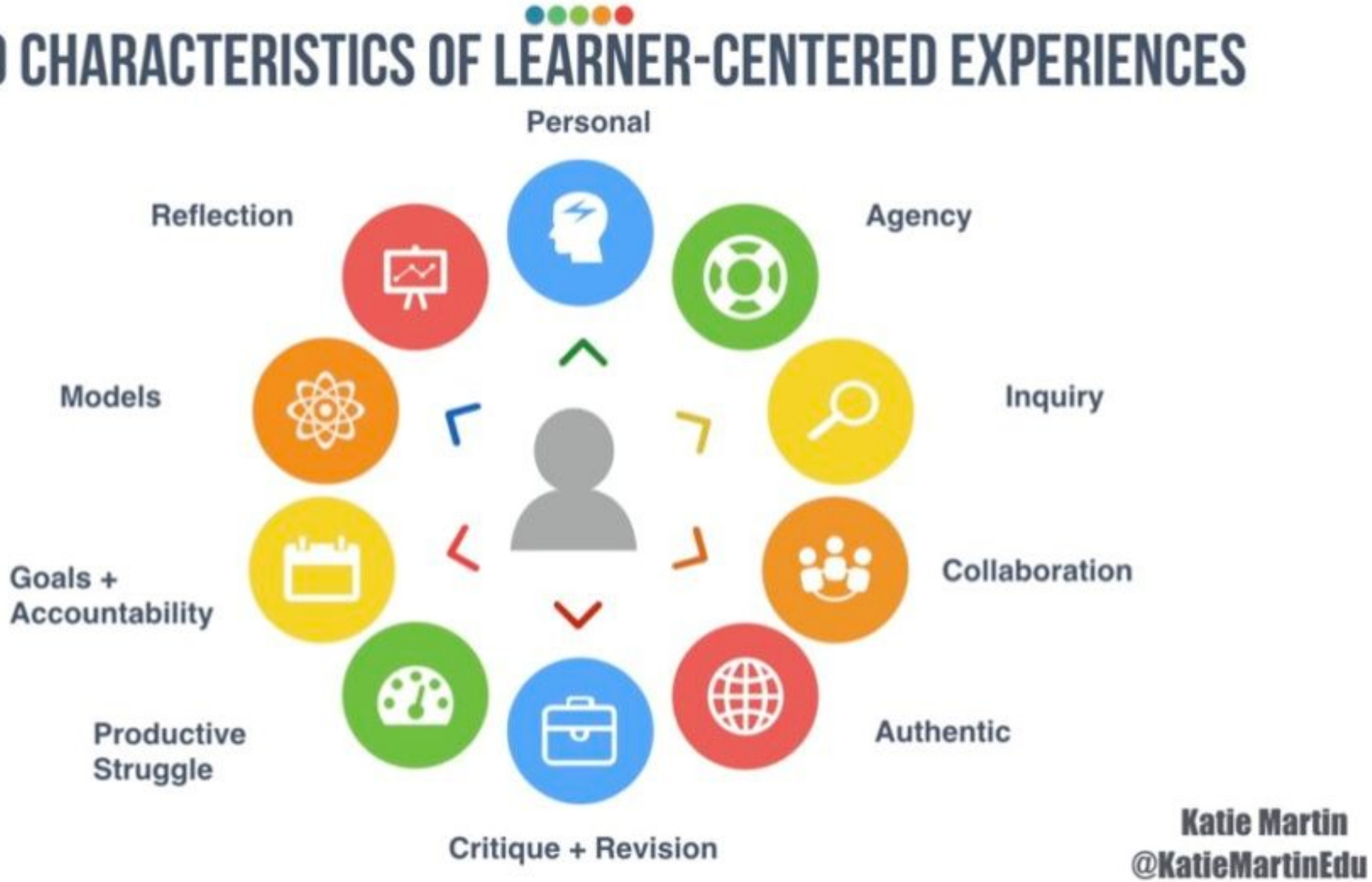
ACADEMIES OF WEST FARGO

DRAFT DRAFT

INSTRUCTIONAL MODELS & PRACTICES

LEARNER-CENTERED

A learner-centered classroom is focused on the needs of the learners, encompassing several characteristics.

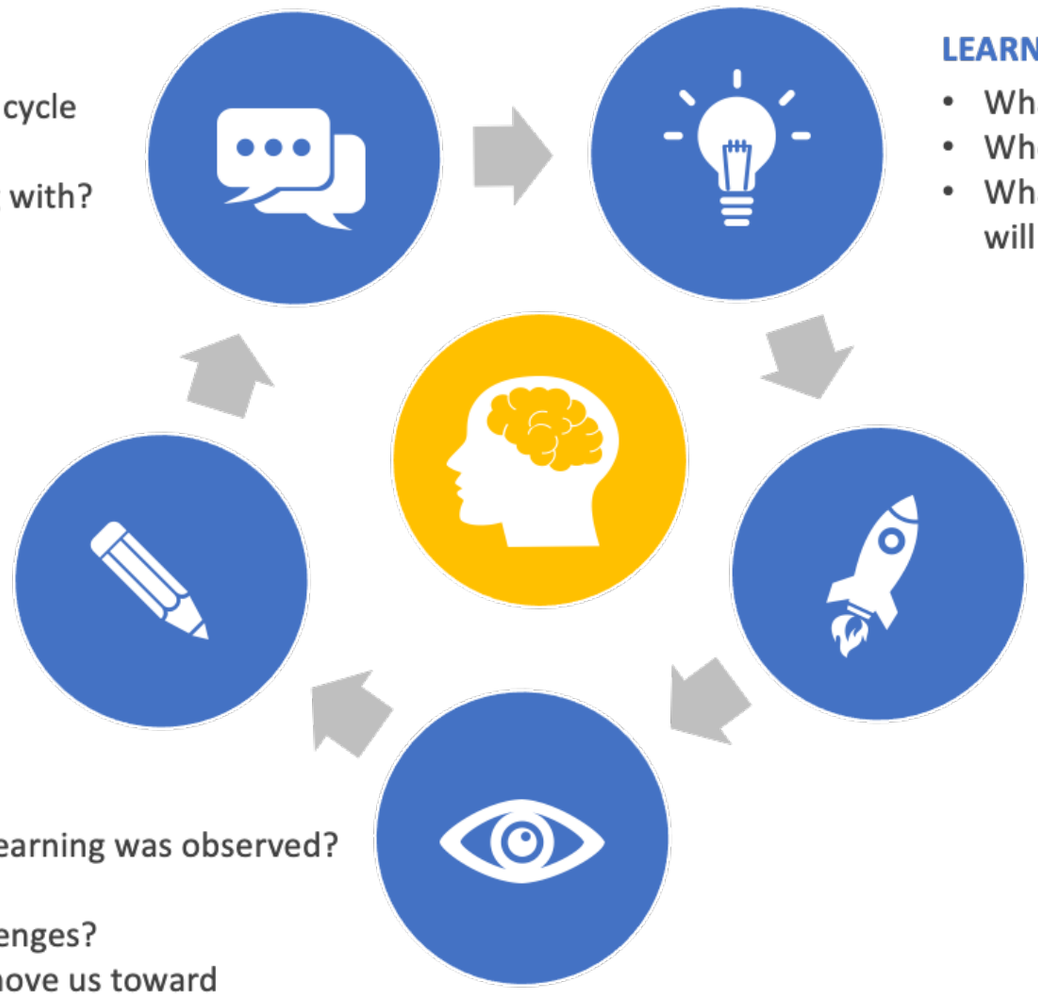


LEARNING CYCLE

A learning cycle articulates the components from learn, to apply, to reflect, to revise or extend, to share. See also Inquiry.

SHARE

- How will we save/share our learning cycle log (location, format, contents)?
- Who/How will we share our learning with?



LEARN

- What will be the focus for learning?
- Who is/are the learners?
- What resources (people, readings, videos, etc.) will be needed?

APPLY

- What are the action steps?
- What is the timeframe and frequency of efforts?
- What data (learner evidence) will be collected?

REVISE/EXTEND

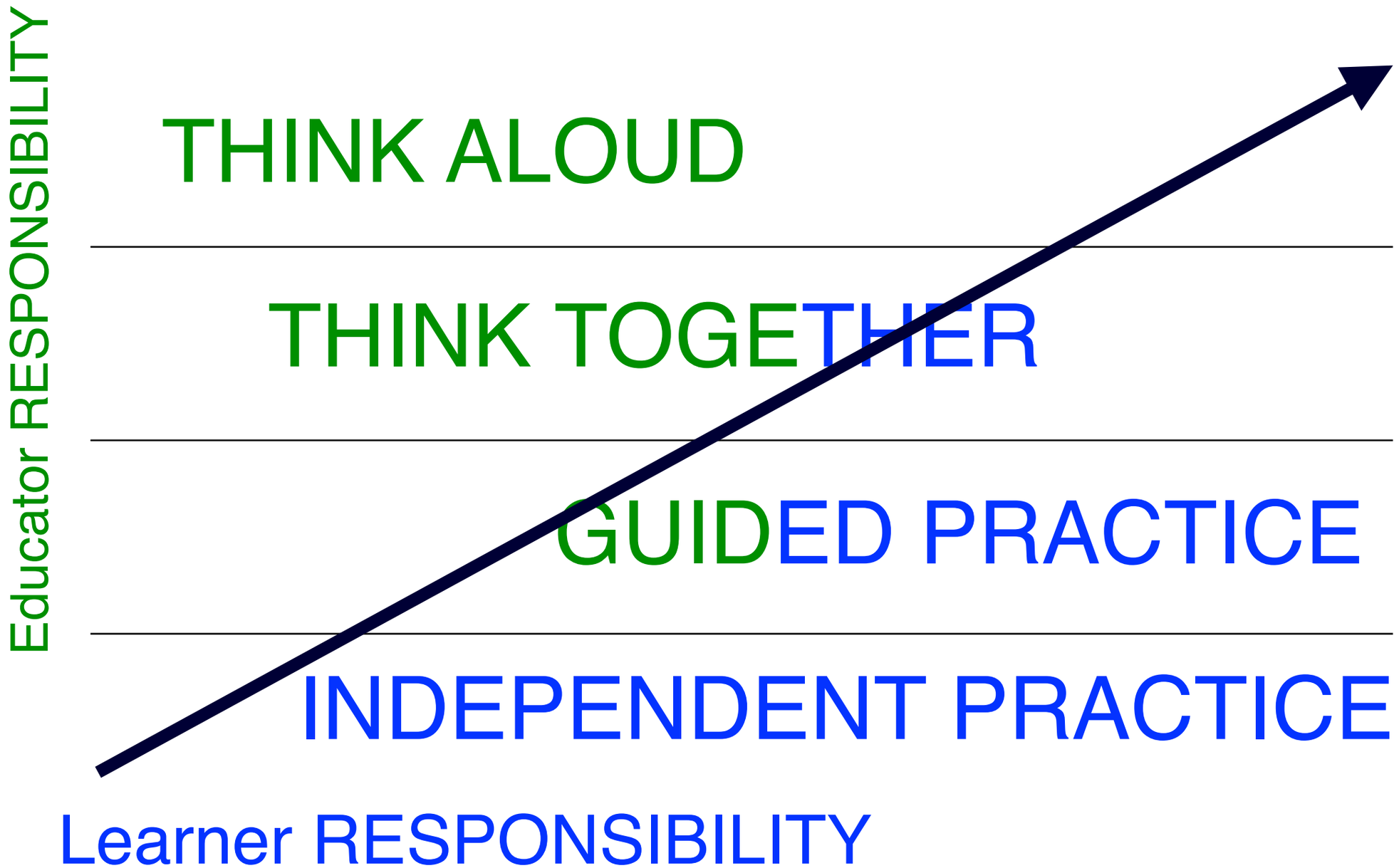
- What might we revise for greater student success and next steps?
- How might we extend our learning for next steps?

REFLECT

- What impact on student learning was observed?
- What did 'I/We' learn?
- Where were my/our challenges?
- How might this learning move us toward achieving our vision?

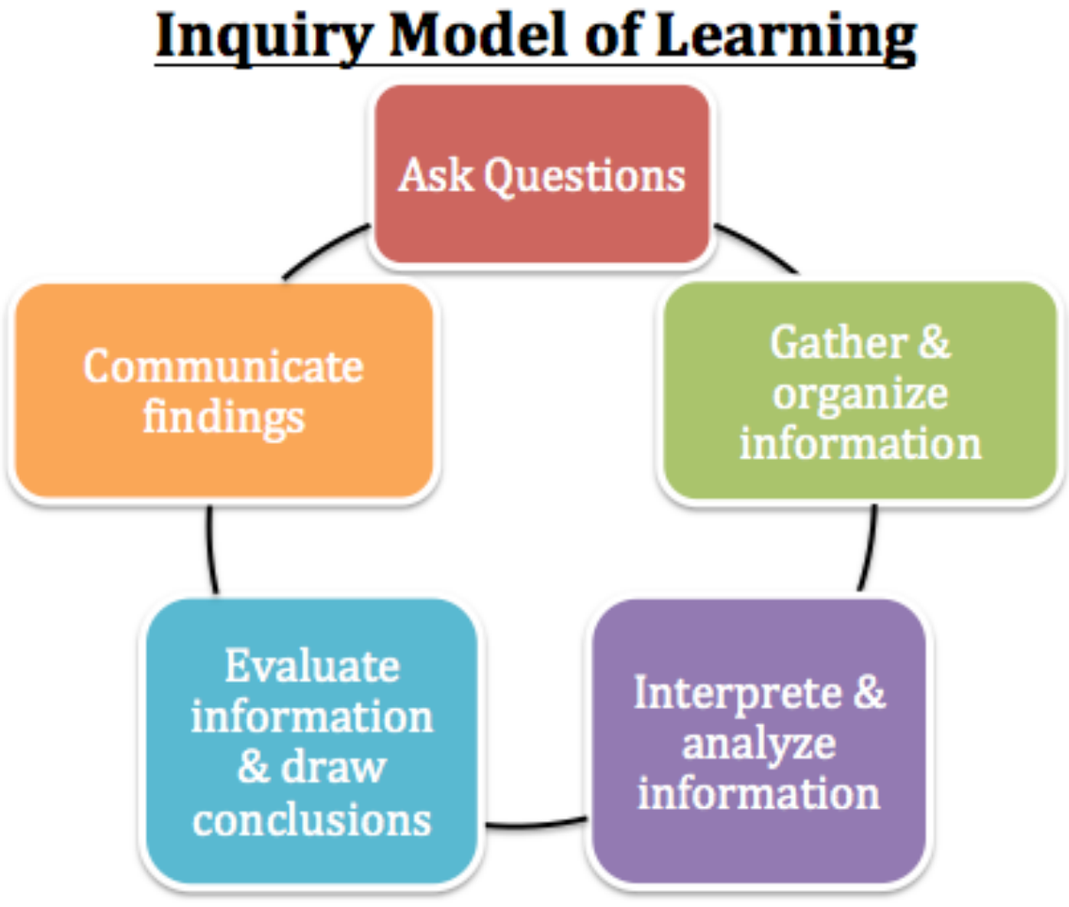
GRADUAL RELEASE

Gradual release is an instructional strategy where the responsibility is shifted from the educator to the learner gradually.



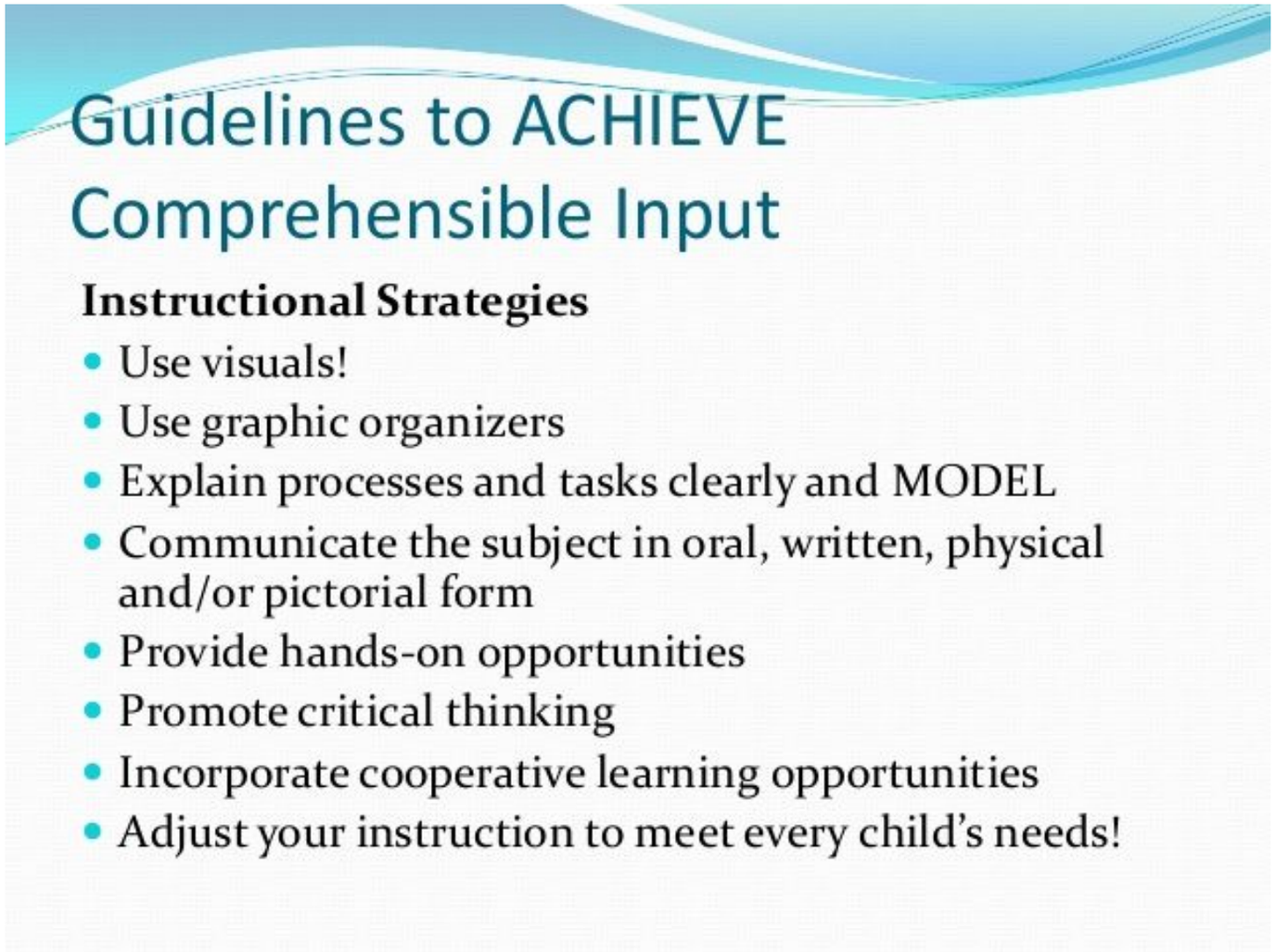
INQUIRY

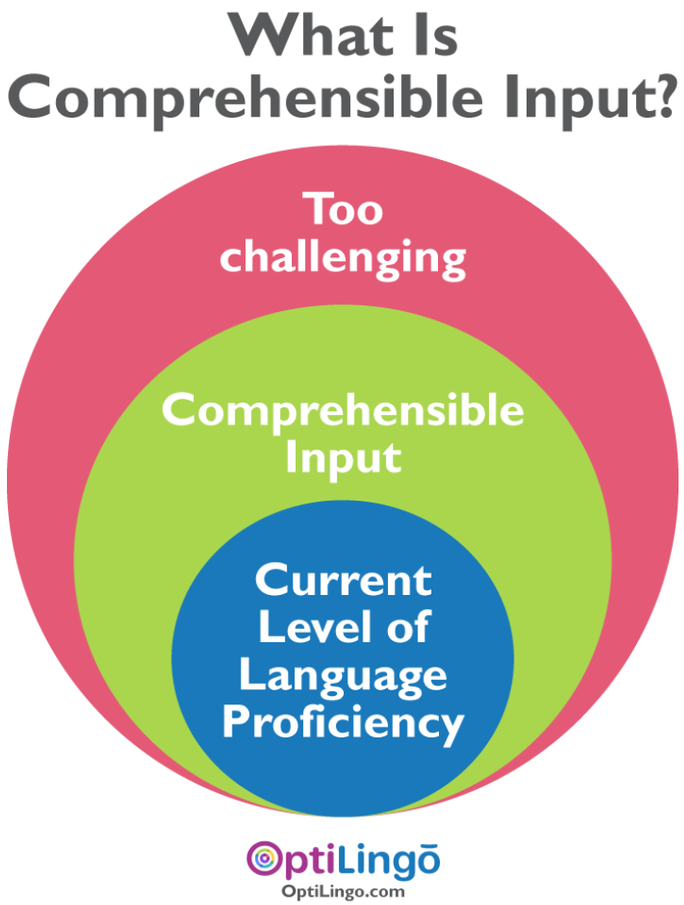
Inquiry is an instructional strategy, allowing learners to engage, wonder, and ask questions prior to being exposed to new content. Defined by Cognia: A multi-step instructional process in which learners define, explore and discover possible solutions to a problem where the focus is on the process rather than the outcome.



COMPREHENSIBLE INPUT

Comprehensible input is an instructional strategy utilized frequently for the acquisition of a new language, such as in world language courses.





DIVERSITY IN READING

Our English language arts coordinators and educator teams have been making a strong effort to diversify the texts that we utilize in our curriculum in order to provide **windows**, **mirrors**, and **sliding glass doors** for our learners. We utilize a wide variety of resources to meet our different needs.

Book Access Matters!

"Students will read if we give them the books, the time, and the enthusiastic encouragement to do so. If we make them wait for the one unit a year in which they are allowed to choose their own books and become readers, they may never read at all. To keep our students reading, we have to let them."
~Donalyn Miller

Most Traditional

Least Traditional

ANCHOR TEXT
- Teach Critical Thinking & Reflection Skills
- Continually refer back to text throughout year
- Build Shared Experiences

MENTOR TEXTS for teaching
- Teach Author's Craft
- Build Shared Experiences

BOOKCLUB
- Practice Critical Thinking, Discussion, & Reflection Skills
- Build a Community of Readers

CLASSROOM LIBRARY
- Build Reading Interest & Stamina
- Build a Community of Readers

L!BRARY MEDIA CENTER
- Build Reading Interest & Stamina
- Question & Explore
- Build Community, Further Develop Self-Identity

*"Books are sometimes **windows**, offering views of worlds that may be real or imagined, familiar or strange. These windows are also **sliding glass doors**, and readers have only to walk through in imagination to become part of whatever world has been created or recreated by the author.*
*When lighting conditions are just right, however, a window can also be a **mirror**. Literature transforms human experience and reflects it back to us, and in that reflection we can see our own lives and experiences as part of the larger human experience. Reading, then becomes a means of self-affirmation, and readers often seek their mirrors in books."*

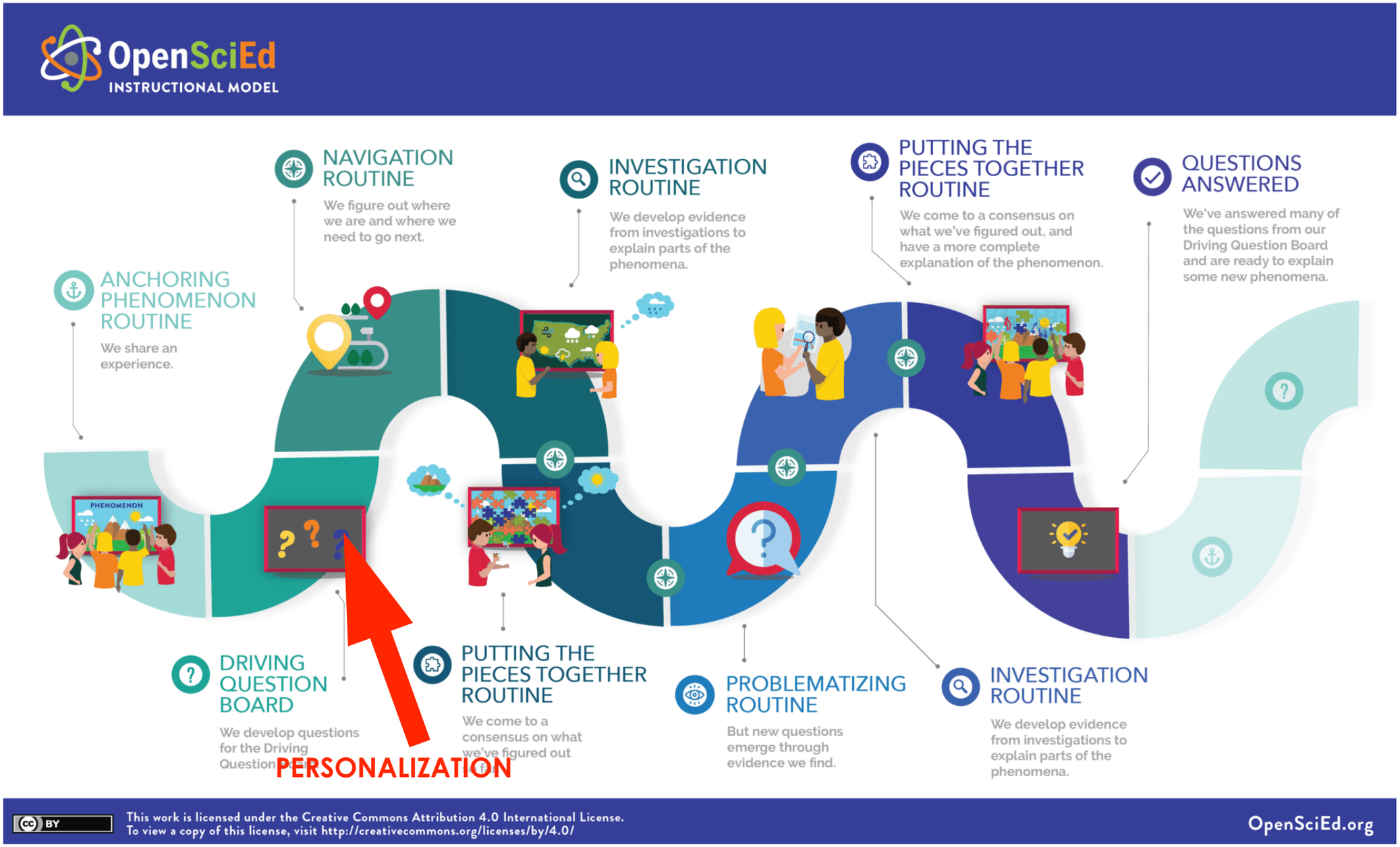
~Dr. Rudine Sims Bishop

WRITE TO READ

We have been working with Dr. Steve Dunn since 2011 to provide a structure to the instructional and assessment process of writing. All grade level classroom educators are trained with Steve Dunn at the elementary level, along with 6-8 educators in language arts, science, and social studies, and a cohort of high school educators across all content areas. We've also made a deliberate effort to connect instruction in Tier 2 and Tier 3 through English learners, reading services, and special education.

OPENSCIED INSTRUCTIONAL MODEL

Science instruction aligned with the standards set by the NGSS (Next Generation Science Standards)looks different. North Dakota State science standards align with NGSS, requiring our instruction to shift as well. This learning model is similar to how scientist and engineers do their work- identifying patterns, relating structure to function, collecting and analyzing data, and solving problems. The graphic below shows how educators can structure their science instruction to better allow for engagement, inquiry, collaboration, and personalization - starting with an anchoring phenomenon aligned to specific science standards.



PERSONALIZED LEARNING EVIDENCE

WEST FARGO PUBLIC SCHOOLS
2022 - 2027

WELLNESS

GOAL

All learners and educators are engaged in safe and compassionate learning environments that foster collaborative relationships and their physical, social, and emotional well-being.

BELIEF	POSSIBLE EVIDENCE
Self-Efficacy & Agency	• Learner monitors progress • Learner advocates for needs • Learner shows resilience • Learner incorporates voices • Learner determines choice
Relationships	• Classroom is safe and compassionate • Expectations are clear • Expectations are high for all • Learners work collaboratively

COLLABORATION | COMPASSION | RESILIENCE

ACADEMIC

All learners are empowered to think critically, reflect, communication, and achieve academic proficiency across all content areas and develop their Profile of a Graduate dispositions.

Guaranteed & Viable Curriculum (GVC)	• Focus is on critical thinking and content • Profile of a Graduate dispositions are embedded • Progression of learning is utilized • Learners are actively engaged (80%) • Bloom's Taxonomy level is appropriate • Instruction is culturally responsive • Resources are culturally responsive • Content has an authentic purpose
Assessment & Feedback	• Assessments are learner-centered • Variety of formative assessments are utilized • Assessments are aligned to learning targets • Performance tasks are utilized • Learner conferences are evident • Learners communicate their progress and next steps • Feedback is timely, actionable, and relevant

CRITICAL THINKING | COMMUNICATION | CREATIVITY

CHOICE READY

All learners are empowered to identify their passions, skills, and purpose, set goals, and determine a personalized pathway to thrive and contribute responsibly to the local and global community.

Goal Setting & Reflection	• Educators and learners engage in conferencing • Learners develop academic goals, action steps, and monitor growth • Learners develop Profile of a Graduate disposition goals, action steps, and monitor growth • Learners determine and advocate for their needs • Learners engage in reflective practices • Learners demonstrate responsibility for their academic and Profile of a Graduate dispositional learning
Pathways & Pacing	• Format is discipline specific • Topic choices and creativity are encouraged • Learning process is varied • Extension opportunities are embedded • Work location is flexible • Flexible grouping is utilized • Differentiation is embedded • Support is available in a variety of ways

RESPONSIBILITY | REFLECTION

MULTI-TIERED SYSTEM OF SUPPORT (MTSS)

BELIEFS CONNECTED TO INTERVENTION

The bullet points clarify intervention components aligned to each equity belief statement.

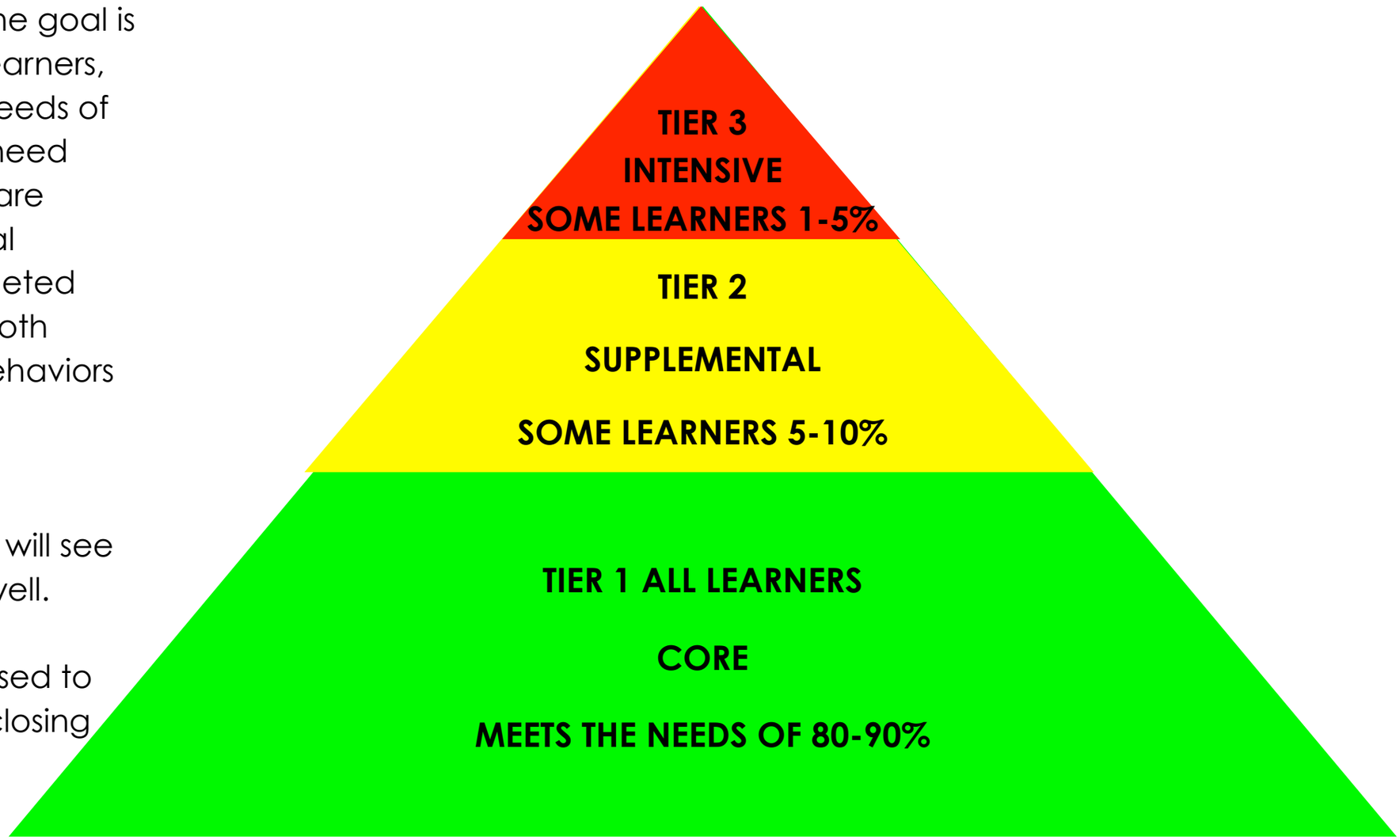
WELLNESS		ACADEMIC		CHOICE READY	
Self-efficacy and Agency	Relationships	Guaranteed and Viable Curriculum	Assessment and Feedback	Goal Setting and Reflection	Pathways and Pacing
Supports equity by: helping learners reflect on their learning, utilize their strengths, and learn to respectfully advocate for the personalized supports they need.	Supports equity by: constructing environments and strategies that maximize learning through intentional collaboration, with acknowledgement, compassion, and empathy for the diverse voices of our educators and learners.	Supports equity by: identifying levels of learner proficiency and providing educators with the necessary guidance and resources to ensure equity for all in all educational settings.	Supports equity by: providing learners with clear and concise action steps, as well as multimodal opportunities to demonstrate their knowledge, skills, and understanding.	Supports equity by: creating a systemic approach that helps each learner continuously assess their strengths, learning preferences, and needs.	Supports equity by: providing learners the autonomy to pursue proficiency in their interests and passions at a rate that best supports their growth and understanding.
For intervention: • Provide learners with structure and modeling to advocate for their needs. • Utilize learner strengths • Help learners believe in themselves	For intervention: • Allow learners to connect with core peers • Use strategies that maximize learning	For intervention: • Articulate specific proficiency • Provide educators with resources and professional learning	For intervention: • Articulate and monitor learner progress toward proficiency • Provide actionable feedback • Provide clear and concise action steps	For intervention: • Learners set goals • Learners reflect on progress • Learners assess their strengths, learning preferences, and needs	For intervention: • Pathway provides the best support for growth • Learners move at a rate that best supports their growth and understanding

MULTI-TIERED SYSTEM OF SUPPORT (MTSS)

West Fargo Public Schools implements multi-tiered system of supports (MTSS) for learners in kindergarten through twelfth grade in academics as well as behavior, social-emotional learning. MTSS is a whole school, child-focused, preventative framework which supports and improves learning for all by providing high-quality instruction and interventions matched to learner need.

WFPS supports learners through a wide variety of services. The core curriculum and services are provided for ALL learners, the goal is to meet the needs of ALL learners, but typically meeting the needs of about 80%. Some learners need additional supports, which are provided through additional targeted interventions. Targeted supports are provided for both academics (MTSSa) and behaviors (MTSSb.)

As we shift toward more personalization in Tier 1, we will see shifts in Tier 2 and Tier 3 as well. Individualized, diagnostic assessment and data are used to intervene with the goal of closing the achievement gap.



MULTI-TIERED SYSTEM OF SUPPORT (MTSS)
PROCESS FOR ELEMENTARY PROBLEM SOLVING

Tier 3 – INTENSIVE (1%-5%)
Tier 3 interventions are the most intensive interventions a learner is eligible to receive. Tier 3 intensive interventions may or may not include Special Education services. Learners receive a Tier 3 intensive intervention when they are performing at a level that is significantly discrepant from their peers. An additional staff member will most likely work with the learner who receives a Tier 3 intensive intervention. Families are notified of the learner's intervention as well as the learner's progress towards their goal at regular intervals. The learner's progress will be reviewed every 4 to 6 data points during a MTSS meeting.
Tier 2 – STRATEGIC (5%-15%)
Tier 2 strategic interventions are more intensive than Tier 1. An additional staff member may work with a learner who receives a Tier 2 strategic intervention, but this is not always the case. A change in the time or intensity of intervention takes place.
Tier 1 – CORE (80%-90%)
Tier 1 is WFPS core instruction with differentiation and accommodations that the classroom educator designs and implements. Data is collected and analyzed to determine the learner's progress on academic learning targets and behavioral expectations. If further ideas are necessary, educators may wish to discuss learner behavioral/academic concerns or review intervention progress during a grade/team level PLC meeting.

MULTI-TIERED SYSTEM OF SUPPORT for ACADEMICS (MTSSa)

Data analysis and decision-making occur at all levels of instruction and intervention within a Multi-Tiered System of Supports (MTSSa) for reading and mathematics. Advanced, benchmark (basic), strategic, and intensive class offerings are informed directly by multiple learner performance data. Academic measures used at our school produce normative data based on national sample populations.

ASSESSMENT DATA COLLECTION	
STAR Reading for ALL Learners	• Measures 46 reading skill areas within 11 domains • Short computer assessment (15 - 30 minutes) • Valid, reliable, and immediate results • Used as a primary screening tool and for differentiation
STAR Math for ALL Learners	• Measures math skills within 21 domains • Short computer assessment (15 - 30 minutes) • Valid, reliable, and immediate results • Used as a primary screening tool and for differentiation
Reading for SOME Learners	• Comprehension/Vocabulary • Fluency • Phonics • Phonemic Awareness
Math for SOME Learners	• Problem Solving • Number Concepts • Conceptual Place Value Assessment • Number Words and Numerals Assessment • Addition and Subtraction Assessment • Structuring Numbers Assessment • Multiplication and Division Assessment

*STAR Assessments are Renaissance products - they use a comprehensive K–12 interim and formative assessment suite—universal screening, progress monitoring, and goal-setting data.

MULTI-TIERED SYSTEMS OF SUPPORT for BEHAVIORS (MTSSb)

Positive social emotional and behavioral support includes three levels of support: universal, targeted, and intensive. CASEL (Collaborative for Academic, Social, and Emotional Learning) is utilized to address five broad and interrelated areas of competence that include self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Learners are screened using Panorama Social Emotional surveys up to three times per year. School-wide expectations and rewards systems are implemented K-12 to teach and reinforce appropriate behaviors and social, emotional skills.

North Dakota Century Code (NDCC) requires any school district with multiple schools at any given level must have identical behavior management programs using identical language and expectations (NDCC 15.1-19-02).

ASSESSMENT DATA COLLECTION	
Panorama Social Emotional Survey for ALL Learners	• Measures social-emotional skills and competencies within seven domains • Short computer assessment • Valid and reliable results • Used as a screening tool and to find learners who are at risk
Social Emotional Learning for SOME Learners	• Functional Behavioral Assessments (FBA) • Social Skills Assessment • Mental Health Assessment
Behavior Tracking System	• Used to analyze school-wide trends in behavioral incidents to prevent and respond as needed. • Office Referral Database - School Wide Information System (SWIS)
Systems Strength	• Tiered Fidelity Inventory (TFI) measures the building's positive behavior support system across all three tiers.

SUPPORT EXAMPLES:

- 1:1 Counseling
- Restorative Conferencing
- Functional Behavioral Assessment

- Small Groups
- Check-in/Check Out
- Restorative Circles

- Universal Positive Behavior Strategies
- School-wide expectations
- CHAMPS
- Social Emotional Learning Core
- Proactive Circles

LEADING vs LAGGING INDICATORS

Leading Indicators	Lagging Indicators
Specific conditions a school strives to ***implement*** and ***sustain*** to enhance the ability to be effective in the business of learning.	Data and artifacts of practice that provide evidence for the degree to which leading indicators conditions are ***present and healthy*** in a school's operation.
Conditions supported by research into effective schools.	Evidence that your systems and interventions are working.
Tell you what to think about - not how to think.	Specific conditions a school needs to establish and sustain to enhance their ability to engender learning.
This is important to account for the uniqueness in an individual district or school.	These are the conditions we need to strategically implement and sustain in our school.

ACCOMMODATION

Accommodations are made in order to provide a student with equal access to learning and an equal opportunity to demonstrate what they can do. An accommodation is a change in HOW a student accesses information and demonstrates learning.

Accommodations **DO NOT** substantially change the instructional level, content, or performance criteria.

Accomodation Categories:	**Examples:**
Instructional Strategies - adjusting how instruction is delivered to the student	•Use visual aids •Provide guided notes or graphic organizers •Break instructions into smaller steps with clear directions •Conduct frequent check-ins for understanding •Rephrasing questions or instructions for clarity •Repeat or provide instruction in one-on-one or small group setting
Time - allowing additional or adjusted time for tasks	•Allow extended time for tests or assignments •Provide additional time to process oral or written information •Allow flexible deadlines for longer assignments
Scheduling - changing the time of day or sequencing of activities	•Testing at a preferred time of day •Allowing for frequent breaks •Adjusting order of tasks to support attention and stamina •Chunking tests over multiple sessions or days
Environment or Setting - adjusting the physical or social setting	•Allow preferential seating •Provide a quiet room with reduced distractions •Allow privacy dividers or visual barriers •Allow access to calming spaces or break areas
Equipment - using tools or devices that aid in learning or demonstrating knowledge	•Allow text to speech or speech to text software •Allow audiobooks or digital texts instead of print •Allow noise-canceling headphones to reduce distractions •Provide specialized furniture - standing desk, wobble stool •Allow the use of calculators, spell check, or word prediction tools when not assessing those skills
Assignment Structure - changing presentation or submission without changing expectations	•Allow oral versus handwritten or typed responses •Allow keyboarding instead of handwriting when not assessing that skill •Provide alternative formats - video, oral, project •Provide a checklist to track steps •Provide outlines or templates to help with structure •Provide teacher provided notes, or peer note taker

MODIFICATION

Modifications are made to provide a student with opportunities to participate meaningfully and productively along with other students in the classroom and school school learning experiences.
Modifications change WHAT a student is expected to learn.

They **DO** substantially change the instructional level, content, or performance criteria and impacting grades and future opportunities.

Modification Categories:	**Examples:**
Instructional Strategies- Modify WHAT is taught, not HOW it's taught	•Teach alternative or prerequisite concepts instead of grade-level content (ie: sight words vs vocabulary analysis) •Use task analysis to break down skills into smaller, more manageable steps with individualized instruction. •Focus on functional applications of concepts (e.g., reading signs or menus instead of novels).
Equipment/Materials - use tools that reflect altered curriculum expectations	•Use adapted or simplified texts (e.g., picture books instead of chapter books for literature study). •Provide life-skills-based learning materials (e.g., grocery ads, menus, job applications). •Offer calculators, communication boards, or AAC devices where academic expectations are modified
Assignment Structure - change the content and expectations of assignments	•Assign a single-step task instead of a multi-step process (ie: labeling parts instead of writing a paragraph) •Provide fill-in-the-blank or multiple-choice alternatives instead of requiring open-ended written responses •Use visuals or checklists to simplify task steps and support independence
Content - the subject matter is changed to align with student needs	•Alternate core curriculum - ie substitute core curriculum content with functional or life skills content •Replace abstract topics with more accessible, relevant content •Eliminate advanced concepts from lessons
Skills - targeted to fundamentally different or simplified from expected proficiency	•Focus on identifying numbers rather than performing operations with them •Emphasize oral communication skills over written expression •Prioritize fine motor skill development during writing tasks, rather than grammar or content
Expectations - adjusted to match the student's instructional level	•Based on personal progress toward individualized goals rather than standard grade-level proficiency •Modify criteria •Reduce the quantity of work required
Response format and procedures - how a student demonstrates learning is modified to match ability level	*Allow verbal or pictorial responses instead of written work •Accept physical gestures or pointing as answers (e.g., selecting pictures or symbols) •Use voice recordings or assistive tech instead of paper-based assessments •Shorten multi-step directions and use simple, consistent routines •Provide step-by-step prompts or guided practice throughout

ELEMENTARY READING INTERVENTION

LOW

Assess Comprehension & Vocabulary
- STAR
- NDA+ Interim
- Historical assessment success
- Error Analysis of BAS, Running Record, or Reading of Connected Text

PROFICIENT →

Core Instruction
Includes differentiated, small group instruction

Assess Fluency
- Sentence Fluency
- RCBM
- Sight Words (FAST or Leveled Lists)

FLUENT →

Focus on Comprehension
LLI or Literacy Footprints Partner (comprehension or vocabulary emphasis
Corrective Reading Comprehension Emphasis

Assess Phonics
- Spelling Inventory
- FAST Letter Name, Letter Sound, Nonsense Word, or Decodable Word
- Writing Sample

CAN DECODE →

Focus on Fluency
6 Minute Solution
LLI or Literacy Footprints Partner (fluency emphasis)
Great Leaps
PALS

Assess Phonemic Awareness
- Haggerty Phonemic Screener
- FAST Rhyming Onset/Initial Sounds, Phoneme Blending, Phoneme Segmenting

HAS AWARENESS →

Focus on Decoding
Phonics for Reading
LLI or Literacy Footprints Partner (word study emphasis)
Sonday
Corrective Reading Decoding
Rewards
PALS
SPIRE
Sounds Sensible
Corrective Reading (decoding strand emphasis)
Great Leaps

INTERVENE

ELEMENTARY READING RECIPE

Reading Recipe

The time spent on the focus area may be longer or shorter as learners are progressing over time.

Use intervention from focus area	Comprehensive intervention to apply focus skills learned
Use intervention from focus area	Comprehensive intervention to apply focus skills learned
Use intervention from focus area	Comprehensive intervention to apply focus skills learned

MATH INTERVENTION

LOW

Assess Concepts & Skills
- STAR
- NDA+ interim
- Historical assessment success

PROFICIENT →

Core Instruction
Includes differentiated, small group instruction

Assess Structuring
- AVMR structuring assessment

FACILE LEVEL 4 OR 5 →

Focus on Concepts & Skills
Grade 3 + Assess Conceptual Place Value and Multiplication and Division

Assess Addition and Subtraction
- AVMR addition and subtraction assessment

FACILE CONSTRUCT 3 →

Focus on Structuring

Assess Number Words & Numerals
- AVMR Number Words & Numerals Assessment
  - Forward Number Word Sequence & NWA
  - Backwards Number Word Sequence & NWB
  - Numeral Identification

FACILE LEVEL 5
LEVEL 3 NUMERAL ID →

Focus on Addition & Subtraction

INTERVENE
For Number Words and Numerals

WFPS Multi-Tiered Systems of Support (MTSS) Problem Solving Process

Tier 1 – CORE (All Learners)

Tier 1 is core instruction with differentiation and accommodations that the classroom educator designs and implements. Data is collected and analyzed to determine the learner's progress on academic learning targets and behavioral expectations. Educators will discuss learner behavior and academic concerns and learner evidence during PLC or allocated collaboration time. The building principal will lay out a yearly schedule with regular times allocated to discuss Tier 1 concerns.

Planning and Collaboration

Classroom educator collaborates with **team (PLC's, Data Days, Common Planning Time, etc.)** to accomplish the following:

- Identify and define the behavioral/academic concern (review of cumulative file for previous interventions and historical information from other sources).
- Collect baseline information and informal data. (e.g., log of behaviors, office referrals, class wide/building wide system data, running records, classroom common assessments)
- Brainstorm Tier 1 accommodations and differentiation strategies and set one realistic goal based on a prioritized concern.
- *Documentation Begins*: A method of keeping track of the learner's name, academic/behavior description, accommodations and differentiation strategies, and baseline data should be maintained for Tier 1. This could be a log, beginning the MTSS form, or continuing a form that is already in place from previous years.
- If the baseline or data shows that more intensive intervention is needed, the PLC or collaboration team may determine when to access the building MTSS team for further problem-solving, following building procedures.

Implementation

- ✓ Classroom educator implements accommodations and differentiation strategies as designed by the educator or PLC or collaboration team.
- ✓ Classroom educator maintains communication with family and conferencing with learner.
- ✓ Classroom educator collects data to determine the effectiveness of the Tier 1 strategies.
- ✓ Classroom educator and grade level team analyze informal data collected after a minimum of 4 to 6 data points to determine if the accommodations and differentiated strategies should be continued, discontinued, or modified. This process could take a shorter amount of time for learners with intensive needs or a longer amount of time for learners in which Tier 1 problem solving may be effective.
- ✓ *Documentation Continues*: Classroom educator/PLC/collaboration team documents learner evidence, following the building documentation plan.
- ✓ Classroom educator, with support from the PLC or collaboration team, continues to repeat these steps until effective Tier 1 supports are determined or team determines access to the MTSS team is necessary.

***If Working**- Continue with accommodations, differentiation and data analysis.*

***If Not Working**- Consider modifying or collaborating with appropriate specialist and/or MTSS team to consider Tier 2 targeted interventions while continuing with accommodations, differentiation and collecting data.*

WFPS Multi-Tiered Systems of Support (MTSS) Problem Solving Process

Tier 2 – TARGETED (<15%)

Tier 2 targeted interventions are more intensive than Tier 1 differentiation and accommodations. Diagnostic assessment evidence is utilized to inform targeted instruction. MTSS team will evaluate learner needs and align interventions with building resources. The building principal will lay out a yearly schedule with regular times allocated to continue to discuss Tier 2 concerns. If the team feels that additional problem solving is necessary, the team will follow building-level procedures for accessing more support.

Planning and Collaboration

Classroom educator will collaborate with the aligned specialist and/or MTSS Team:

- The classroom educator and/or grade level team contacts/collaborates with appropriate specialist(s), such as: MTSS team, administration, reading/math/SEB interventionists, school psychologist, counselor, EL, 504 coordinator or a special education educator and review the learner's area of concern as well as any interventions previously implemented.
- Classroom educator continues to review the learner's area of concern, interventions attempted, and background information with aligned specialist and/or MTSS Team.
- Designated educators/interventionists will develop an appropriate goal and collect data to monitor intervention effectiveness and learner progress.
- Notification letters will be sent to families per building procedures.
- When OTs, PTs, SLPs, AT, mental health therapists, and/or BCBAs are asked to be involved, family consent is required. Family consent is required to conduct a functional behavior assessment.
- *Documentation Continues:* During this time, the learner's progress will be documented following building procedures.

Implementation

- ✓ Families are notified of the learner's updated intervention and their progress towards their goal regularly.
- ✓ Data is collected for a minimum of 4 to 6 data points and analyzed to determine if the intervention should be continued, discontinued, or modified. This process could take a shorter amount of time for learners with intensive needs or a longer amount of time when problem solving may be effective.
- ✓ Learner transitions are developed collaboratively.
- ✓ *Documentation Continues:* Person responsible for collecting data does so at regular intervals. Learner progress will be documented following building procedures.

***If Working**- Continue with intervention and data analysis.*

***If Not Working**- Consider modifying or accessing MTSS team to consider Tier 3 interventions while continuing with interventions and collecting data.*

WFPS Multi-Tiered Systems of Support (MTSS) Problem Solving Process

Tier 3 – INTENSIVE (<5%)

Tier 3 targeted interventions are more intensive than Tier 2 interventions. MTSS team will evaluate learner needs and align interventions with building resources. The building principal will lay out a yearly schedule with regular times allocated to continue to discuss Tier 3 concerns. If the team feels that additional problem solving is necessary, the team will follow building-level procedures for accessing more support. Within MTSS Tier 3, supports are provided for learners with a range of needs, including those receiving Special Education services, learners with 504 plans, and those requiring intensive interventions for non-disability-related challenges.

Planning and Collaboration

Classroom educator will collaborate with the aligned specialist and/or MTSS Team:

- The classroom educator and/or grade level team contacts/collaborates with appropriate specialist(s), such as: MTSS team, administration, reading/math/SEB interventionists, school psychologist, counselor, EL, 504 coordinator or a special education educator and review the learner's area of concern as well as any interventions previously implemented.
- Classroom educator continues to review the learner's area of concern, interventions attempted, and background information with aligned specialist and/or MTSS Team.
- Designated educators/interventionists will develop an appropriate goal and collect data to monitor intervention effectiveness and learner progress.
- Notification letters will be sent to families per building procedures.
- When OTs, PTs, SLPs, AT, mental health therapists, and/or BCBAs are asked to be involved, family consent is required. Family consent is required to conduct a functional behavior assessment.
- *Documentation Continues:* During this time, the learner's progress will be documented following building procedures.

Implementation

- ✓ Families are notified of the learner's updated intervention and their progress towards their goal regularly.
- ✓ Data is collected for a minimum of 4 to 6 data points and analyzed to determine if the intervention should be continued, discontinued, or modified. This process could take a shorter amount of time for learners with intensive needs or a longer amount of time when problem solving may be effective.
- ✓ Learner transitions are developed collaboratively.
- ✓ *Documentation Continues:* Person responsible for collecting data does so at regular intervals. Learner progress will be documented following building procedures.

***If Working**- Continue with intervention and data analysis.*

***If Not Working**- Consider modifying or accessing MTSS team to consider Tier 3 interventions while continuing with interventions and collecting data. The team will analyze the data and their knowledge of the whole child to consider if the lagging skills are indicative of a suspected disability.*

ELEMENTARY BEHAVIOR MATRIX

North Dakota Century Code (NDCC) requires that any school district with multiple schools at any given level must have identical behavior management programs using identical language and expectations (NDCC 15.1-19-02).

	I am RESPECTFUL	I am RESPONSIBLE	I am SAFE
Arrival Dismissal	•Wait patiently for the bell. •Hold the door for others.	•Punctual - be on time. •Prepare - have all materials with you. •Prompt - go where you are supposed to be.	•Walk appropriately. •Use the sidewalk. • Use the bike rack. •Wait for bus in the assigned area. •Allow others to exit before entering.
Bathroom	•Listen to adults. •Use an appropriate voice. •Be timely, others may be waiting. •Allow others privacy, keep to yourself.	•Use the toilet appropriately. •Use the sink appropriately. •Wash hands with soap and water. •Return to class quickly.	•Follow respectful and responsible expectations. •Watch for wet floors and use caution. •Watch for messes and use caution. •Report issues to an adult.
Classroom	•Listen - take turns, ask appropriate questions. •Listen - provide appropriate nonverbal feedback to the speaker. •Respect Resources – take care of personal and school resources. •Work Collaboratively – follow norms for discussions and decision making. •Work Collaboratively – accept constructive feedback from others.	•Digital Citizenship & Ethical •Use – follow acceptable use policy and protect personal information. •Efficiency – use the time allotted for tasks appropriately. •Efficiency – complete assigned tasks as prescribed. •Organization – use an organizational system to keep materials neat.	•Rules –follow rules and procedures established. •Self-Control – appropriate verbal and nonverbal responses. •Dress appropriately according to school guidelines.
Hallway Lockers	•Listen - adults will give instructions. •Use an appropriate voice. •Keep to yourself. •Be timely. •Take care of your locker.	•Stay with your classmates. •Organization – use an organizational system to keep items and area neat. •Organization – bring necessary materials.	•Walk appropriately. •Report messes or issues to an adult. •Follow respectful and responsible expectations. •Self-Control – appropriate verbal and nonverbal responses.
Lunchroom	•Listen - adults will give instructions. •Use good table manners – use a napkin, chew with mouth closed, face your food, say please and thank you. •Be timely. •Keep hands, feet and objects to yourself. •Visit quietly until you are dismissed.	•Remember your lunch choice. •Take all needed items before you sit down. •Eat first. •Keep your area clean, pick up after yourself.	•Walk appropriately. •Follow respectful and responsible expectations. •Use utensils appropriately. •Report messes or issues to an adult.

	I am RESPECTFUL	I am RESPONSIBLE	I am SAFE
Office	•Be polite – do not interrupt. •Use a respectful voice. •Respect the time of others. •Respect the privacy of others.	•Tell an adult what you need. •Return to class quickly.	•Wait patiently – sit or stand in one place.
Playground	•Listen - adults will give instructions. •Be collaborative - include •others and take turns. •Take care of equipment.	•Return equipment to where it belongs. •Line up immediately when the bell rings or the whistle blows.	•Ask for permission to leave the playground and report back when you return. •Use equipment properly. •Follow respectful and responsible expectations. •Report damaged equipment or issues to an adult. •Dress appropriately according to school guidelines.
Assembly	•Listen - adults will give instructions. •Be polite. •Be respectful in your words and actions – clap when appropriate	•Participate appropriately. •Raise your hand if you need help, in an emergency ask and adult quietly	•Walk in and out of assembly •Keep hands, feet and objects to yourself •Stay with your classmates or group.
Bus/Field Trip	•Scan your ID as you enter the bus. •Listen- adults will give instructions. •Tell the bus driver what you need. •Visit quietly.	•Only bring safe and allowable objects. •Avoid eating or drinking on the bus.	•Stay in your seat and face forward. •Keep limbs out of the aisle. •Keep hands, feet, and objects to yourself. •Keep windows closed. •Stay with your classmates or group.

MIDDLE SCHOOL BEHAVIOR MATRIX

North Dakota Century Code (NDCC) requires that any school district with multiple schools at any given level must have identical behavior management programs using identical language and expectations (NDCC 15.1-19-02).

WEST FARGO PUBLIC SCHOOLS	**COMPASSION** *Learners demonstrate their understanding of the complexities of cultures and global issues and see viewpoints beyond their own in order to positively impact the world around them.*	**COLLABORATION** *Learners work together, resolving controversy and conflict through respectful negotiation.*	**RESPONSIBILITY** *Learners actively engage in their learning and demonstrate responsibility, organization, and perseverance.*
ARRIVAL & DISMISSAL	I use the bike rack.	I ask or tell school staff when I need assistance. I hold the door for others. I allow others to exit before I enter.	I am on time. I cross the street at the corners. I use the sidewalk. I wait patiently for doors to open.
RESTROOM	I keep the space clean. I respect others' space, privacy, and property. I report messes or issues to school staff.	I am respectful with my words and actions.	I use the toilet and sink appropriately. I wash my hands with soap and water. I return to class quickly.
CLASSROOM	I follow the rules and procedures. I make a positive impact on my school.	I am respectful with my words and actions. I show kindness to others. I accept and provide feedback.	I am organized and complete my work on time. I am engaged in my learning. I am organized.
HALLWAY & STAIRWAY	I follow directions from school staff. I respect the hallway displays. I report messes or issues to school staff. I move quietly.	I am respectful with my words and actions.	I walk on the correct side. I keep my personal items secure and convenient. I keep my hands and my feet to myself. I am timely.
OFFICE	I am honest and polite. I respect others' privacy.	I ask or tell school staff when I need assistance. I am respectful with my words and actions.	I wait patiently and quietly until staff is available. I return to class quickly.
THEATRE	I follow directions from school staff. I watch and listen to the presentation. I locate school staff in an emergency.	I participate as I am expected. I am respectful with my words and actions. I follow directions from school staff.	I stay seated and with my assigned group. I keep my hands, feet, and objects to myself. I raise my hand when I need help. I enter and exit.
BUS	I avoid eating and drinking on the bus. I only bring safe and allowable objects on the bus.	I follow directions from bus staff. I ask or tell bus staff when I need assistance. I visit quietly.	I stay in my seat and face forward. I keep my limbs out of the aisle. I keep my hands, feet, and objects to myself.
LOCKER ROOM	I respect others' privacy. I report messes or issues to school staff. I keep the space clean.	I follow directions from school staff. I am respectful with my words and actions.	I keep my personal items secure and convenient. I use the toilet and sink appropriately. I wash my hands with soap and water. I return to class quickly.
EMERGENCY	I follow emergency procedures.	I follow directions from school staff.	I am alert.
ELEVATOR	I am polite. I use it only when needed.	I follow directions from school staff.	I ask or tell school staff when I need assistance. I stay seated or standing. I keep my hands, feet, and objects to myself.

HIGH SCHOOL BEHAVIOR MATRIX

North Dakota Century Code (NDCC) requires that any school district with multiple schools at any given level must have identical behavior management programs using identical language and expectations (NDCC 15.1-19-02).

WEST FARGO PUBLIC SCHOOLS	**COMPASSION** *Learners demonstrate their understanding of the complexities of cultures and global issues and see viewpoints beyond their own in order to positively impact the world around them.*	**COLLABORATION** *Learners work together, resolving controversy and conflict through respectful negotiation.*	**RESPONSIBILITY** *Learners are actively engaged in their learning and demonstrate responsibility, organization, and perseverance.*
ARRIVAL & DISMISSAL	I hold the door for others. I allow others to exit before I enter. I have a positive attitude. I am patient with others.	I ask or tell school staff when I need assistance.	I am on time. I enter and exit the school in a timely manner.
RESTROOM & LOCKER ROOM	I keep the space clean. I respect others' space, privacy, and property.	I return to class quickly. I report issues to school staff. I am respectful with my words and actions.	I keep my personal items secure and convenient. I maintain good personal hygiene.
CLASSROOM	I follow the rules and procedures. I make a positive impact on my school. I show kindness to others.	I am respectful with my words and actions. I accept and provide feedback. I know when it is appropriate to listen and to speak. I can ask relevant questions.	I am organized and complete my work on time. I am engaged in my learning. I clean up after myself. I am ready to learn and work. I keep trying, even when it is hard.
HALLWAY & LOCKER	I follow directions from school staff. I respect the hallway displays. I report messes or issues to school staff. I move quietly.	I am respectful with my words and actions. I use appropriate volume and language when speaking.	I walk on the correct side. I keep my personal items secure and convenient. I respect others' personal space.
OFFICE	I am honest and polite. I respect others' privacy. I report bullying, harassment, and substance abuse.	I ask or tell school staff when I need assistance. I am respectful with my words and actions.	I wait patiently and quietly until staff is available. I return to class quickly.
THEATRE & GYMNASIUM	I follow directions from school staff. I watch and listen to the presentation. I locate school staff in an emergency.	I participate as I am expected. I am respectful with my words and actions. I listen to directions.	I stay seated and with my assigned group. I keep my hands, feet, and objects to myself.
COMMONS	I welcome anyone who sits near me. I meet new people. I talk kindly to others. I stand up for those in need.	I use appropriate volume and language when speaking. I ask or tell school staff when I need assistance.	I use my time wisely. I use the space for learning and working. I take care of my trash and recyclables. I make appropriate choices, even if others are not.

LEADERSHIP

COGNIA

Cognia is the largest education improvement organization in the world. Cognia was formed in 2018 when AdvancEd and Measured Progress came together. West Fargo Public Schools is accredited through Cognia. Our most recent visit was in the fall of 2019. Cognia was formed to bridge the gap between school evaluation and learner assessment.

Anatomy of the *AdvancED Performance Standards*

The new Standards, varying in number based on institution type, are organized under three Domains:

1. Leadership Capacity
2. Learning Capacity
3. Resource Capacity

The Domains are statements that define the capacity of an organization or institution to provide quality and meet the rigorous demands of continuous improvement. Each Domain is further defined by Standards.

The *AdvancED Performance Standards* are research-based statements that describe conditions that are necessary for institutions to support organizational effectiveness and improve student performance.

Collectively, the elements of the *AdvancED Performance Standards* serve as a road map for the continuous improvement process for institutions and as the foundation of the accreditation process used by AdvancED Review Teams to provide relevant and quality feedback on how institutions are serving the learner.

https://www.cognia.org/

DECISION MAKING STRUCTURE

DISTRICT LEADERSHIP DECISION

Federal or state law, District Policy, School Board, and/or Executive team decision.

Input is sometimes sought, but consensus is not the goal.

SYSTEM LEADERSHIP DECISION

Decision is made at the system level by the appropriate leading team.

Building leaders seek input from building level leadership teams to be shared and considered.
Consensus is achieved by the appropriate administrative leadership team(s).
The district Executive Team participates in the process and/or gives approval.

Collaboration and Consensus of the appropriate leadership team is the goal.

BUILDING LEADERSHIP DECISION

Decision is made at the building level.

Building leaders utilize administrative and building leader systems to inform the process and strategy.
The Building administrative team finalizes approval and is held accountable for the decision.

Collaboration and consensus of the team is the goal.

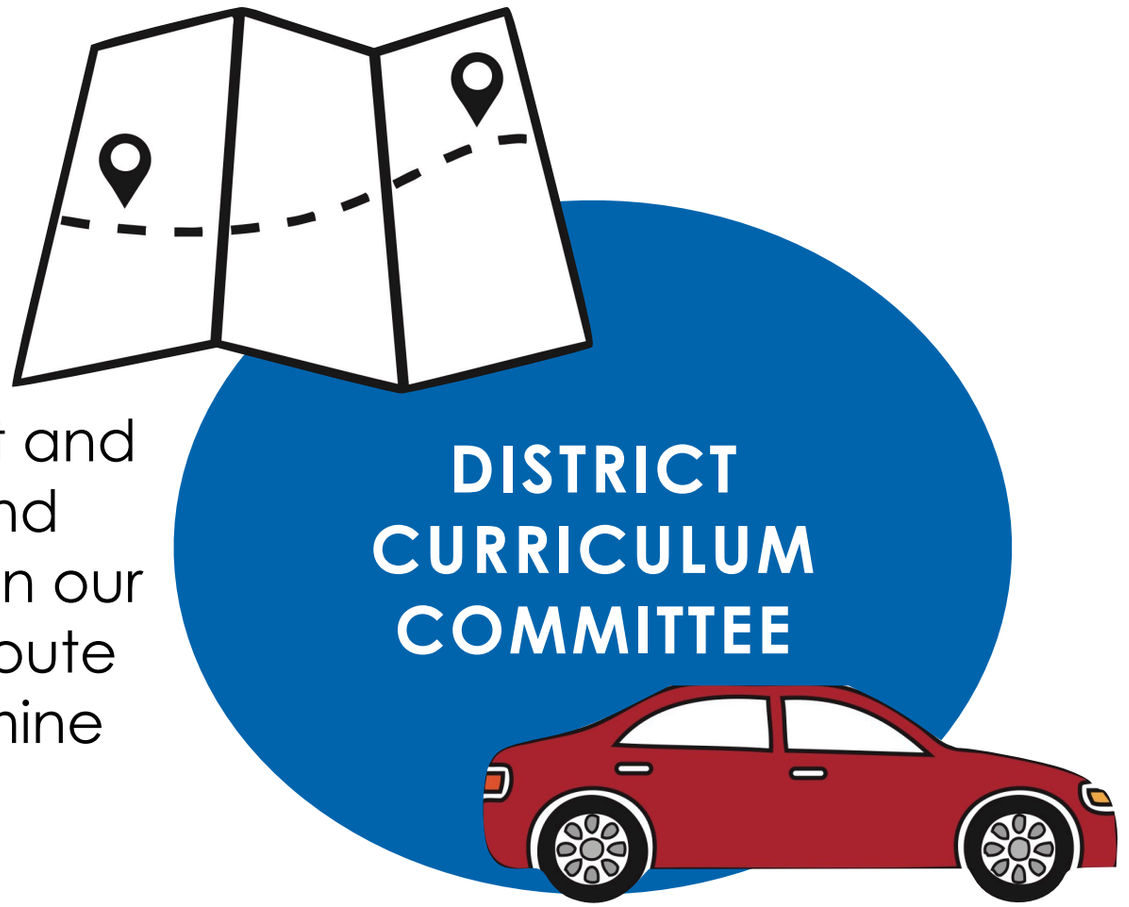
DISTRICT CURRICULUM COMMITTEE

Establishes: curriculum document standards, curriculum development standards, proficiency scales, learning targets, resource adoption cycle

Monitors: curriculum development, curriculum revisions, curriculum map, adoption of resources, tools, new course recommendations, review/study committees

Recommends: curriculum initiatives, professional learning focus

The Curriculum Committee lays out and fine-tunes the path for learning - and selects the resources to support it. In our analogy, they create the desired route toward the destination and determine the vehicles that will be utilized.



Dawson, L. and Quinn, R. (2011). *Boards That Matter: Building Blocks for Implementing Coherent Governance.* Lanham: Rowman & Littlefield

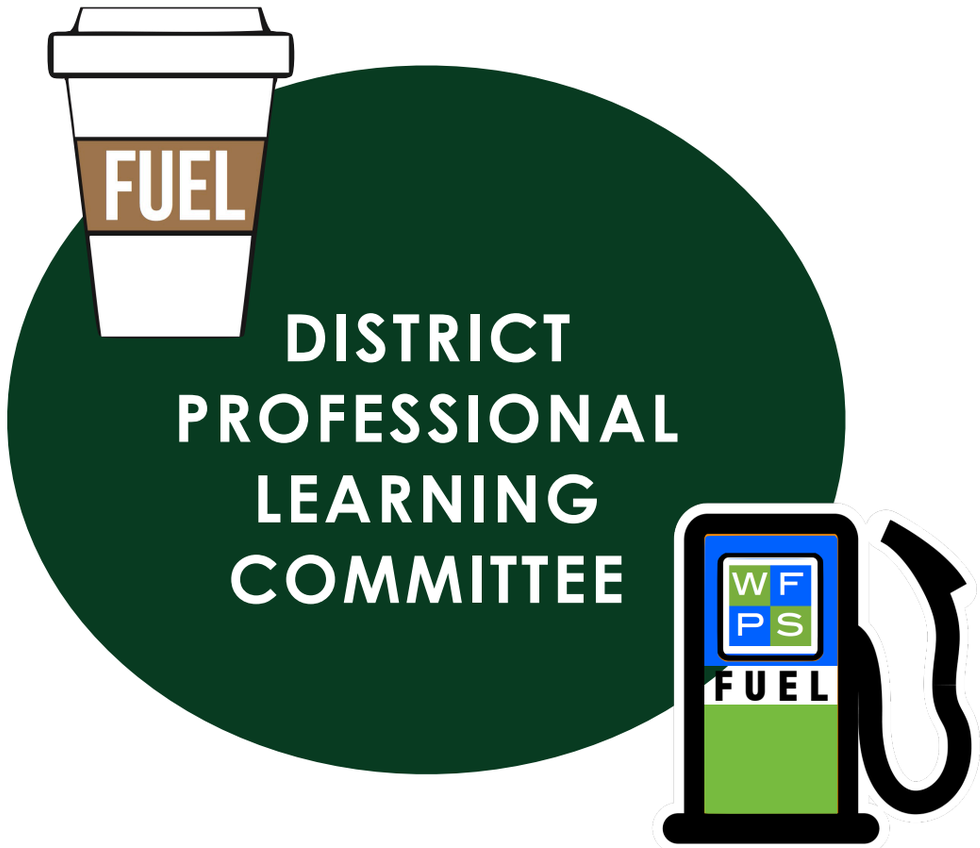
DISTRICT PROFESSIONAL LEARNING COMMITTEE

Designs, Supports & Informs: professional learning plans at: district level, building level, aligned to professional learning standards, aligned to curriculum, aligned to initiatives, aligned to best practices

Monitors: quality and effectiveness of professional learning

Recommends: priorities for professional learning and the implications for the budget

The Professional Learning Committee provides the opportunities to learn and grow. In our analogy, they provide the fuel needed to keep us going on the route.



Dawson, L. and Quinn, R. (2011). *Boards That Matter: Building Blocks for Implementing Coherent Governance.* Lanham: Rowman & Littlefield

DISTRICT STRATEGIC PLAN COMMITTEE

Monitors: achievement of the key indicators in the district's strategic plan

Determines: selection and administration of all assessment instruments to develop the district assessment plan, selection of appropriate improvement targets

Develops: key indicators report, interpretation of learner performance data on Key Indicators, data-gathering and reporting mechanisms to support the continuous improvement process

Recommends: new assessments, professional learning and training needs, and implications for the budget

The Strategic Plan Committee monitors the performance of the curriculum - both academic and behavioral. In our analogy, they function like a mechanic or the department of transportation.

Dawson, L. and Quinn, R. (2011). *Boards That Matter: Building Blocks for Implementing Coherent Governance.* Lanham: Rowman & Littlefield

DISTRICT SEBL & SAFETY COMMITTEE

The **SEBL & Safety Committee** ensures school-based teams have access to the resources and tools they need so all learners and educators may be engaged in safe and compassionate learning environments regardless of the bumps along the way.

LEADERSHIP DEFINITION

As leaders in West Fargo, we shared our own collaborative definition of leadership.

What is a leader?	
Someone Who:	**Defined as:**
Has Vision	Clarifies the purpose and shares clear goals.
Is a Risk Taker	Tries new things and encourages agency in others.
Empowers Others	Creates a collaborative culture, building capacity in others.
Makes an Impact	Is committed to the vision.

Shared Vision	Design a shared vision for preparing learners for the future that drives all decision-making
Culture and Transparency *Capacity Building Strand	Sustain a stakeholder driven learning-focused culture grounded in transparency and trust
Shared Ownership	Build and sustain an effective team
Collective Agency	Create and use norms and processes that foster voice, choice, transparency, and agency
Capacity Building	Have relevant content, instructional, human development, and technical knowledge and skills
Mindset and Continuous Improvement	• Exemplify being a lifelong learner with a growth mindset • Establish and sustain a learning focused culture of risk-taking and continuous improvement through transparency
Equity	Demonstrate and effectively communicate a commitment to systems for equity and personalized, competency-based learning approaches
Professional Development	Deliver strategic and personalized professional learning aligned to the shared vision, and personalized, competency-based learning approach

KEY ROLES TO LEAD CHANGE

Professional Learning System Designer and Manager:
Facilitates the development of a district's comprehensive professional and operational learning system.

Learning Champion:
Ensures implementation and sustainability of new learning within classrooms, school system offices or departments by supporting and leading others too.

Change Agent:
Promotes and guides continuous improvement aligned to the Shared Vision. Even through challenges, builds voice and ownership that drives sustainable adaptive and technical changes for improved learning.

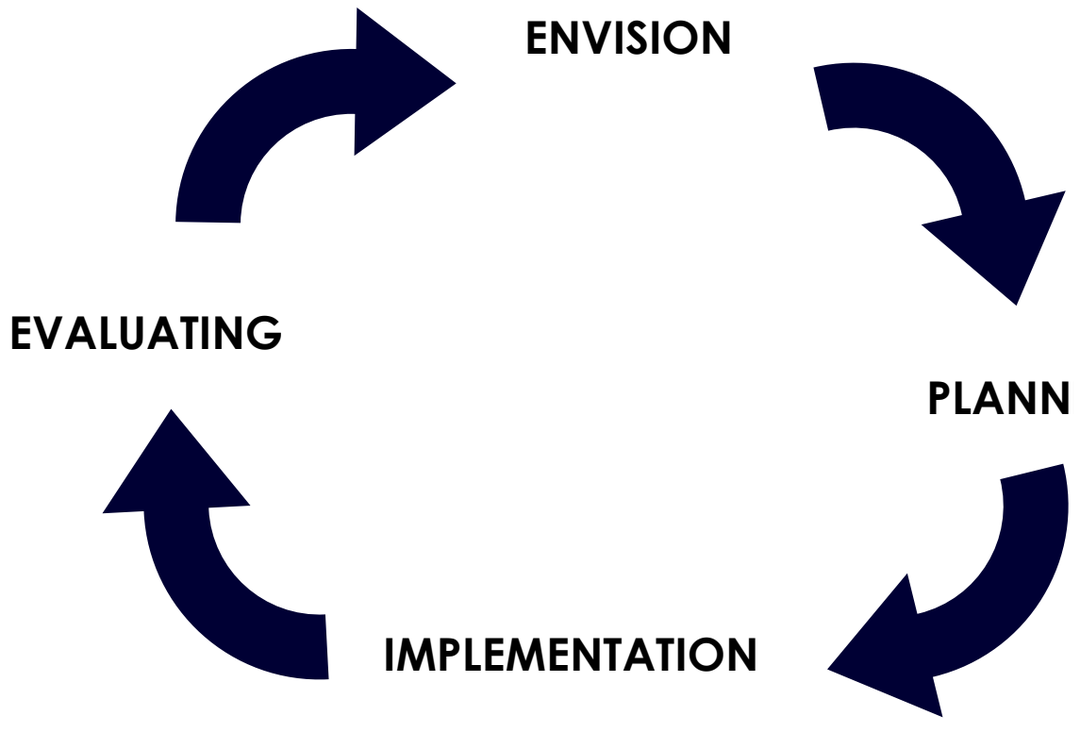
Facilitator:
Assists with supporting common goals in fulfilling actions, planning how to achieve goals, and deepening their capacity to collaborate.

TOOLS

LEADERSHIP STRATEGIC PLANNING CYCLE

The Envisioning Phase expands an institution's view of its current reality and potential future to establish a foundation for decision-making around goals and strategies. This phase builds upon what institutions typically do well (assess their current reality) and guides leadership through a process to examine future trends that could significantly impact the institution's future success. Understanding current reality is important, as it provides a snapshot of the institution's everyday experiences through the lens of learners and other key stakeholders in its community. To understand its reality, an institution typically uses data from its past. To envision its future, an institution must pay attention to patterns, disruptors, and trends that could be a source of ongoing issues or the levers of positive change.

The Evaluating Phase guides the continuous improvement team to use the knowledge, ideas and questions gathered from the previous phases (or other prior work) to answer important questions identified throughout the process. The Evaluating Phase is intended to help organize pertinent information needed to make a judgment related to the significance, effectiveness, or quality of a given critical initiative. Managing the ever-increasing amount of information about the learning process requires a clear understanding of the ever changing link between the data being collected and the questions being asked throughout the lifecycle of the continuous improvement process. In the Evaluating Phase, the continuous improvement team examines the congruence between what was expected to happen and what actually happened.



The Planning Phase is the phase in which the continuous improvement team works toward organizing how priorities will be addressed. The unique context of your institution is an important factor in this process, as is the continuous improvement team's specific approach and philosophy to drive positive change in the institution. The Planning Phase is all about identifying actions and measures, prioritizing these actions, and communicating the information to the institution's stakeholders.

The Implementing Phase converts plans into actions. Through engaging in this phase, the continuous improvement team determines concrete steps for making progress toward achieving objectives and critical initiatives. Success in this phase depends on regular monitoring and reporting updates to ensure execution of the plan. The work of Implementing can and should involve a degree of evaluation to determine whether the plan is proceeding as expected and producing acceptable results. This also will inform course corrections when needed.

STUDENT INFORMATION SYSTEM (SIS)

The state of North Dakota utilizes PowerSchool as a student information system. Our secure PowerSchool system holds our learner information regarding courses, schedules, educators, grade reports, and attendance. Educators interact with the system daily to report attendance and at the end of each grading period to report learner proficiency (K-8) or grades in 9-12. Administrators utilize the system to extract and analyze data to make decisions.

The state has adopted Infinite Campus to replace PowerSchool in the fall of 2026.

iOBSERVATION - INSTRUCTIONAL EMPOWERMENT

iObservation is an instructional and leadership improvement system. It collects, manages and reports longitudinal data from classroom walkthroughs, teacher evaluations and teacher observations. Teacher growth and leadership practices inform professional learning differentiated to individual learning needs for every teacher and leader to increase his/her classroom effectiveness each year.

iObservation®

INSTRUCTIONAL EMPOWERMENT

LEARNING MANAGEMENT SYSTEM (LMS)

A learning management system is a data warehouse platform used by educators, learners, and families to access learner progress, class materials, and learner data. Currently our learning management system is Schoology for grades 6-12, which is owned by PowerSchool. Teams will study whether and possibly when to move to Infinite Campus to align with the new SIS.

SEESAW

Seesaw is a learning portfolio and communication system used by educators, learners, and families to access class activities, materials, learner progress, and view communications.

PRODUCTIVITY SUITE

West Fargo Public Schools utilizes Office 365 applications from Microsoft. The productivity suite offers robust tools that serve a multitude of purposes for our educators and our learners. Ensuring data security within the productivity suite is a critical component of our technology department.

OUTLOOK

TEAMS

ONE NOTE

FLIPGRID

OneDrive

PERSONAL STORAGE SOLUTION

DOCUMENTS

PRESENTATIONS

DATA & CALCULATIONS

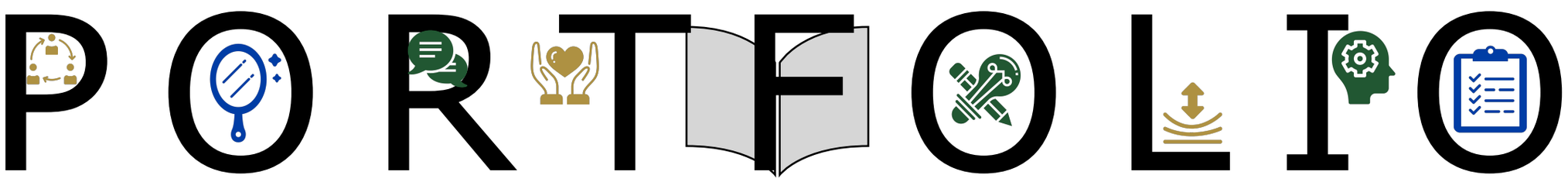
COLLECTING INFORMATION

PORTFOLIO

A portfolio is a cloud-based storage solution for learner artifacts for their Profile of a Graduate portfolio. Documents, videos, sound clips, etc. can be tagged and labeled for the appropriate course(s) and disposition(s) for efficient access during reflective assignments; in particular the Profile of a Graduate and the Capstone requirements.

The portfolio also includes a place to access the Personal Learner Profile for reflection and updates.

District teams are **working to identify the key components, a tool, and a process** for learners to utilize a portfolio to showcase their work and reflect on their progress.



TITLE PROGRAMS

Title I

Title I of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act (ESSA), provides financial assistance to local educational agencies (LEAs) and schools with high numbers or high percentages of children from low-income families, to help ensure that all children meet challenging state academic standards. Federal funds are currently allocated through four statutory formulas that are based primarily on census poverty estimates and the cost of education in each state.

Title II A

Title II, Part A, is a 100% federally funded supplemental educational program that provides financial assistance to improve the skills of educators and the quality of instruction in core academic subjects in public and private elementary and secondary schools.

Title III

Title III is part of the Federal Every Student Succeeds Act (ESSA). It is specifically designed to benefit English Learners (ELs) and immigrant children and youth. This is a federal formulated grant that North Dakota receives annually, the majority of which is sub-granted to school districts through an application process.

Title IX

Title IX of the Educational Amendments of 1972 bans gender discrimination in schools receiving federal funds, whether it is in academics or athletics.

HATTIE'S EFFECTIVE INSTRUCTIONAL STRATEGIES

John Hattie developed a way of synthesizing various influences in different meta-analyses according to their effect size (Cohen's). In his ground-breaking study "Visible Learning" he ranked 138 influences that are related to learning outcomes from very positive effects to very negative effects. Hattie found that the average effect size of all the interventions he studied was **0.40**. Therefore to find an answer to the question "What works best in education?" **0.40** is considered one year's growth in one year's time.

Influence	Rating	Influence	Rating
Retention (holding back a year)	Low (-0.13)	Phonics instruction	Medium (.54)
Student control over learning	Low (.04)	Providing worked examples	Medium (.57)
Whole-language programs	Low (.06)	Direct instruction	Medium (.59)
Teacher subject matter knowledge	Low (.09)	Cooperative learning (vs. individualistic)	Medium (.59)
Gender (male vs. female achievement)	Low (.12)	Concept mapping	High (.60)
Ability grouping/tracking	Low (.12)	Comprehension programs	High (.60)
Matching teaching w/student learning styles	Low (.17)	Acceleration (e.g., skipping a year)	High (.67)
Within-class grouping	Low (.18)	Vocabulary programs	High (.68)
Reducing class size	Low (.21)	Meta-cognitive strategy programs	High (.69)
Individualizing instruction	Low (.22)	Teacher-student relationships	High (.72)
Using simulations and gaming	Medium (.33)	Reciprocal teaching	High (.74)
Teacher expectations	Medium (.43)	Feedback	High (.75)
PD on student achievement	Medium (.51)	Providing formative evaluation	High (.90)
Home environment	Medium (.52)	Teacher credibility in the eyes of students	High (.90)
Influence of peers	Medium (.53)	Student self-assessment/reflection and self-reporting grades	High (1.44)

EVALUATION MODELS

DISTRICT BELIEFS - MARZANO ELEMENTS

The district belief statements articulate our key beliefs as a system. They provide guidance in our decisions and continuity to our processes.

WELLNESS		ACADEMIC		CHOICE READY	
Self-Efficacy and Agency	Relationships	Guaranteed and Viable Curriculum	Assessment and Feedback	Goal Setting and Reflection	Pathways and Pacing
We believe in building self-efficacy (the belief they can) and agency (the desire to act), empowering all learners to advocate for their own learning and the supports they need to be successful. .	We believe that learning has a social component, and that learners need to be engaged in safe and nurturing relationships that allow them to develop their intellectual, physical, social, and emotional well-being.	We believe that teaching is both an art and a science. We believe in a district GVC: defined as clearly articulated, evidence based, transparent, and measurable proficiency in knowledge, skills, and dispositions for each course for each grading period.	We believe in timely, actionable, and relevant feedback in all aspects of education; empowering learners to determine and act on their next steps with guidance and support to move them to independence.	We believe goal setting and reflection are critical components of the learning process; encouraging learners to examine their decisions, resources, resilience, and responsibility.	We believe in providing learners with resources, supports, and spaces that empower them to determine appropriate learning pathways and drive their progress within a given timeframe.
Instructional D3:E3 D3:E4 D3:E5 D3:E7	Non Inst D2:E2D D2:E2E D2:E2F	Instructional D1:E2 D2:E1 D3:E4 D3:E6 D3:E7	Non Inst D1:E1 D1:E2 D2:E1 D4:E3	Instructional D1:E1 D2:E1 D2:E2 D2:E3	Non Inst D1:E2 D1:E3 D4:E4	Instructional D1:E1 D1:E3 D3:E1 D3:E2 D3:E3 D3:E7	Non Inst D2:E2 D3:E2	Instructional D2:E8 D2:E9 D2:E10	Non Inst D2:E2A D2:E2B D3:E1	Instructional D2:E4 D2:E5 D2:E6 D2:E7	Non Inst D2:E2C

DISTRICT BELIEFS - High Reliability Indicators

The district belief statements articulate our key beliefs as a system. They provide guidance in our decisions and continuity to our processes.

WELLNESS		ACADEMIC		CHOICE READY	
Self-Efficacy and Agency	Relationships	Guaranteed and Viable Curriculum	Assessment and Feedback	Goal Setting and Reflection	Pathways and Pacing
We believe in building self-efficacy (the belief they can) and agency (the desire to act), empowering all learners to advocate for their own learning and the supports they need to be successful. .	We believe that learning has a social component, and that learners need to be engaged in safe and nurturing relationships that allow them to develop their intellectual, physical, social, and emotional well-being.	We believe that teaching is both an art and a science. We believe in a district GVC: defined as clearly articulated, evidence based, transparent, and measurable proficiency in knowledge, skills, and dispositions for each course for each grading period.	We believe in timely, actionable, and relevant feedback in all aspects of education; empowering learners to determine and act on their next steps with guidance and support to move them to independence.	We believe goal setting and reflection are critical components of the learning process; encouraging learners to examine their decisions, resources, resilience, and responsibility.	We believe in providing learners with resources, supports, and spaces that empower them to determine appropriate learning pathways and drive their progress within a given timeframe.
1.3 teacher input 1.4 PLCs 1.5 decision making 1.6 feedback	1.1 safe supportive orderly 1.2 safe supportive orderly 1.7 celebrate success 1.8 manages resources	2.1 vision for instruction 2.2 growth in instruction 2.6 discuss instruction 3.2 adequate time 3.4 measurable goals	2.4 multiple data sources 2.3 monitors instruction 3.1 standards aligned 3.5 analyze & interpret 4.1 measurable goals 4.2 monitor progress	2.5 professional growth	3.3 opportunity for all 3.6 interventions 5.1 learners moving 5.2 schedule allowing 5.3 advanced opportunities

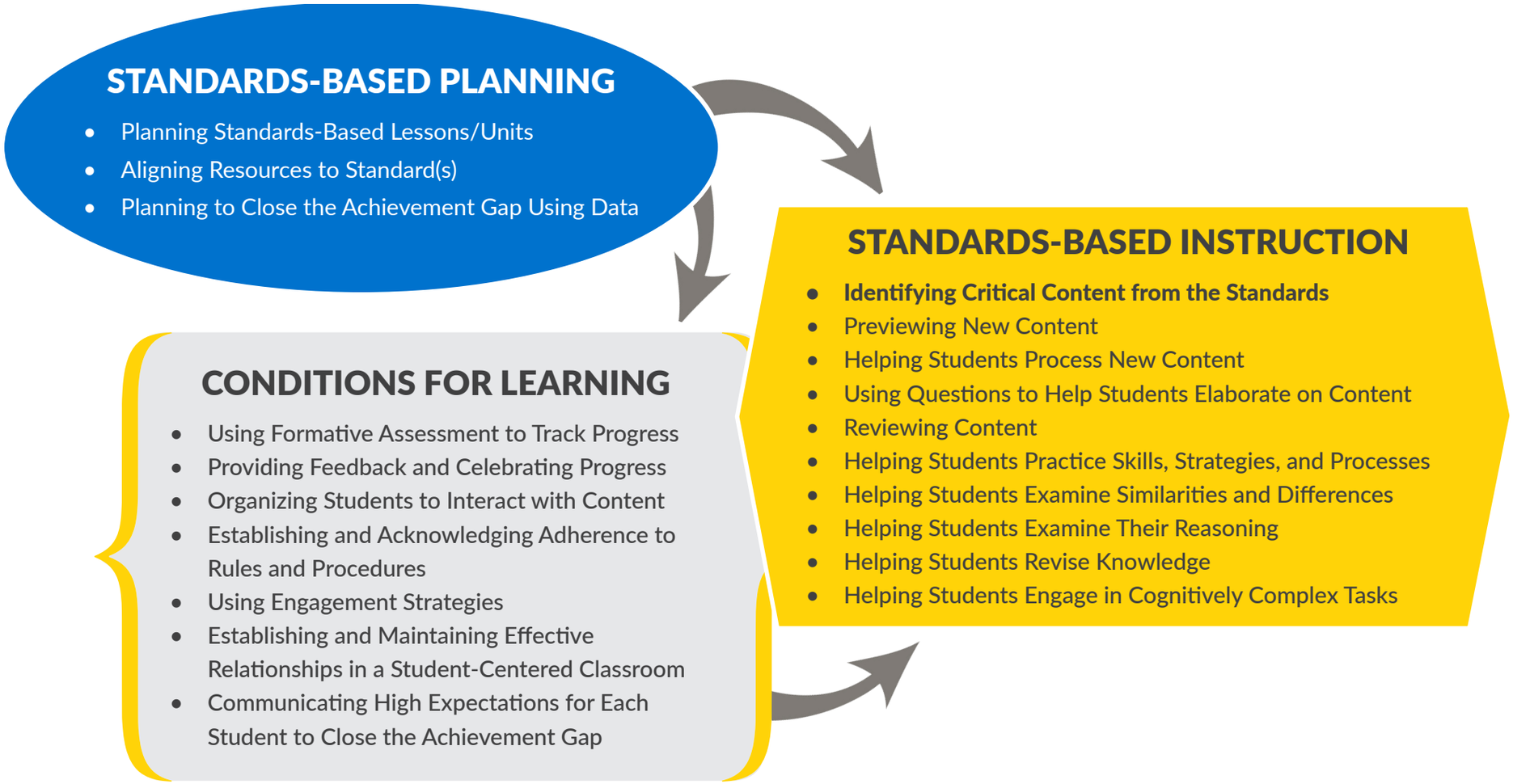
DISTRICT GOALS - Marzano Levels

*Why? Educating **all** learners for tomorrow's world.*

WELLNESS	ACADEMIC	CHOICE READY
All learners and educators are engaged in safe and compassionate learning environments that foster collaborative relationships and their physical, social, and emotional well-being.	All learners are empowered to think critically, reflect, communicate, and achieve academic proficiency across all content areas and develop their Profile of a Graduate dispositions.	All learners are empowered to identify their passions, skills, and purpose, set goals, and determine a personalized pathway to thrive and contribute responsibly to the local and global community.
Level 1	Levels 2, 3 & 4	Level 5

INSTRUCTIONAL FRAMEWORK

We adopted the Marzano Instructional Framework to align with our goal of personalized learning in 2021. The aligned evaluation models provide clarity and actionable feedback to maximize the impact on learning.



PROFESSIONAL RESPONSIBILITIES

- Adhering to School and District Policies and Procedures
- Maintaining Expertise in Content and Pedagogy
- Promoting Teacher Leadership and Collaboration

INSTRUCTIONAL EVALUATION ELEMENTS

The 23 elements of the Marzano Instructional Framework will be released gradually over the duration of the five-year strategic plan. The newly released elements will align to the focus belief for the year, helping to make a deliberate connection.

	2022-2023	2023-2024	2024-2026	2026-2027	2027-2028	2028-2029
Elements	Relationships	Guaranteed & Viable Curriculum	Assessment & Feddback	Goal Setting & Reflection	Self-efficacy & Agency	Pathways & Pacing
D1E1						
D1E2						
D1E3						
D2E1	PRIORITIZED	PRIORITIZED	PRIORITIZED	PRIORITIZED	PRIORITIZED	PRIORITIZED
D2E2						
D2E3						
D2E4						
D2E5						
D2E6						
D2E7						
D2E8						
D2E9						
D2E10						
D3E1			PRIORITIZED	PRIORITIZED	PRIORITIZED	PRIORITIZED
D3E2						
D3E3						
D3E4	PRIORITIZED	PRIORITIZED	PRIORITIZED	PRIORITIZED	PRIORITIZED	PRIORITIZED
D3E5						
D3E6	PRIORITIZED	PRIORITIZED	PRIORITIZED	PRIORITIZED	PRIORITIZED	PRIORITIZED
D3E7						
D4E1	PRIORITIZED	PRIORITIZED	PRIORITIZED	PRIORITIZED	PRIORITIZED	PRIORITIZED
D4E2						
D4E3						

PRIORITIZED INSTRUCTIONAL EVALUATION ELEMENTS

PRIORITIZED ELEMENTS				
D2:E1 Identifying Critical Content	**D3:E4** Establishing and Acknowledging Adherence to Rules and Procedures	**D3:E6** Establishing and Maintaining Effective Relationships	**D4:E1** Adhering to School and District Policies and Procedures	**D3:E1*** Using Formative Assessment to Track Progress
SUPPORTING ELEMENTS				
D1:E1 Planning Standards-Based Lessons/Units	**D3:E3** Organizing Students to Interact with Content	**D4:E3** Promoting Teacher Leadership and Collaboration	**D4:E2** Maintaining Expertise in Content and Pedagogy	**D3:E2** Providing Feedback and Celebrating Progress
D1:E2 Aligning Resources to Standards	**D3:E5** Using Engagement Strategies	*could also include feedback on any element here if it is impacting relationships		**D3:E7** Communicating High Expectations to Close the Achievement Gap
All Domain 2 Elements for instruction *as well as components of D3:E1 as desired prior to 2025.				**D1:E3** Planning to Close the Achievement Gap Using Data

*D3:E1 will not be evaluated until fall of 2026.

PRIORITIZED INSTRUCTIONAL EVALUATION ELEMENTS

Educator Proficiency Scale
Identifying Critical Content from the Standards

Marzano Instructional Framework Element:
D2:E1: Identifying Critical Content from the Standards
Focus Statement: Teacher uses the progression of standards-based learning targets (embedded within a performance scale) to identify accurate critical content during a lesson or part of a lesson.
Desired Effect: Evidence (formative data) demonstrates students know what content is important and what is not important as it relates to the learning target(s).

Guaranteed & Viable Curriculum
Profile of a Graduate

Progression of Learning

Innovating

The educator:
- ☐ implements adaptations to achieve the desired effect by more than 90% of the students
  - one way to work toward achieving this goal may be to work with a coach to collect data and implement effective strategies

Applying

The majority of the learners:
- ☐ respond to questions focused on critical content
- ☐ have conversations focused on critical content
- ☐ commonly reference scales or rubrics in their work
- ☐ can explain the proficiency scale in their own words
- ☐ can explain what level of a proficiency scale is being addressed in a current lesson

D1:E1 Planning Standards-Based Lessons or Units	**Focus Statement:** Using established content standards, the teacher plans rigorous units with learning targets embedded within a performance scale that demonstrates a progression of learning. **Desired Effect:** Teacher provides evidence of implementing lesson/unit plans aligned to grade level standard(s) using learning targets embedded in a performance scale. ☐ Lesson plans align to prioritized standard(s) with learning targets ☐ Plans identify specific instructional strategies appropriate for the learning target ☐ Plans illustrate how learning will scaffold from an understanding of foundational content to application of information in authentic ways ☐ plans illustrate how Individualized learning plans are addressed
D1:E2 Aligning Resources to Standards	**Focus Statement:** Teacher plan includes traditional and/or digital resources for use in standards-based units and lessons. **Desired Effect:** Teacher implements traditional and/or digital resources to support teaching standards-based units and lessons. D2E2-D2E10 ☐ Facilitate identification of the basic relationship between prior ideas and new content (purpose for the new content) ☐ Break content into appropriate chunks ☐ Use a sequence of increasingly complex questions as it relates to the content (text) with appropriate wait time ☐ Use a scaffolding process to show the cumulative nature of the content systematically ☐ Model how to execute the skill, strategy, or process ☐ Provide the opportunity for practice immediately prior to assessing skills, strategies, and processes ☐ Model the process of making and supporting a claim ☐ Model constructing viable arguments and critiquing the mathematical reasoning of others ☐ Provide prompt(s) for students to experiment with their own thinking ☐ Observe, coach, and support productive student struggle

Developing

The educator:
- ☐ utilizes proficiency scales to articulate learning targets as progressions of knowledge or skills
- ☐ utilizes the proficiency scale as the basis for instruction by explicitly teaching to the levels of the scale needed for the learners in the classroom
- ☐ helps learners connect personal goals with specific parts of a scale
- ☐ begins and ends the lesson with focus on the learning target
- ☐ utilizes routines that focus learners' attention on proficiency scales

Educator Proficiency Scale
Establishing and Maintaining Effective Relationships in a Student-Centered Classroom

Marzano Instructional Framework Element:
D3:E6: Establishing and Maintaining Effective Relationships in a Student-Centered Classroom
Focus Statement: Teacher behaviors foster a sense of classroom community by acknowledgement and respect for the diversity of each student.
Desired Effect: Evidence (student action) shows students feel valued and part of the classroom community.

Relationships
Profile of a Graduate

Progression of Learning

Innovating

The educator:
- ☐ implements adaptations to achieve the desired effect by more than 90% of the students
  - one way to work toward achieving this goal may be to utilize meaningful student conferences on a regular schedule
  - one way to work toward achieving this goal may be to collect frequent data to ensure peer to peer relationships are collaborative

Applying

The majority of the learners:
- ☐ contribute to a positive classroom community through interactions with peers
- ☐ demonstrate verbal and nonverbal behaviors that indicate they feel accepted
- ☐ appear settled by the teacher's calm demeanor
- ☐ respond positively to verbal and nonverbal interactions with the teacher
- ☐ readily share their thinking with the teacher
- ☐ describe their teacher as respectful and responsive to their needs
- ☐ describe their teacher as someone who cares for them
- ☐ describe the classroom as a friendly place
- ☐ describe their teacher as aware throughout the class
- ☐ describe their teacher as in control of themselves and the class
- ☐ describe their teacher as someone who does not hold grudges or take things personally

D4:E3: Promoting Teacher Leadership and Collaboration	Focus Statement: Teacher promotes teacher leadership and a culture of collaboration. Desired Effect: Teacher provides evidence of teacher leadership and promoting a school-wide culture of professional learning. The educator: ☐ promotes teacher leadership and a culture of collaboration ☐ provides evidence of promoting leadership as a teacher ☐ documents specifics situations of mentoring other teachers ☐ serves on district-level committees ☐ provides evidence of promoting a school-wide culture of professional learning

Developing

The educator:
- ☐ greets students at the door of the classroom
- ☐ celebrates students' accomplishments and uniqueness
- ☐ builds student interests into lessons
- ☐ utilizes a schedule to talk with and/or conference with a few students each day
- ☐ engages in conversations with students about events in their lives
- ☐ uses physical gestures to signal affection and encouragement for students
- ☐ takes proactive and pre-emptive action to avoid disruptions
- ☐ encourages students to share their thinking and perspectives
- ☐ occupies all parts of the classroom to make regular eye contact with each student
- ☐ utilizes coping strategies to stay calm when triggered emotions or sources of stress
- ☐ monitors own emotions in the classroom
- ☐ maintains a cool exterior when dealing with conflict in the classroom
- ☐ demonstrates assertiveness in tense situations while showing respect for students and navigating relationships
- ☐ notices potential problems before they occur
- ☐ uses a series of graduated actions to address behavior issues
- ☐ understands verbal and nonverbal behaviors can indicate affection
- ☐ understands that being with-it enhances student's growth
- ☐ understands that being objective and in control enhances students' growth

PRIORITIZED INSTRUCTIONAL EVALUATION ELEMENTS

Educator Proficiency Scale
Establishing and Acknowledging Adherence to Rules and Procedures

Marzano Instructional Framework Element:
D3:E4: Establishing and Acknowledging Adherence to Rules and Procedures
Focus Statement: Teacher establishes classroom rules and procedures that facilitate students working cooperatively and acknowledge students who adhere to rules and procedures.
Desired Effect: Evidence (formative data) demonstrates students know and follow classroom rules and procedures (to facilitate learning) as a result of teacher acknowledgment.

Relationships
Profile of a Graduate

Progression of Learning

Innovating

The educator:
- ☐ implements adaptations to achieve the desired effect by more than 90% of the students
  - one way to work toward achieving this goal may be to work with a coach to collect data and implement effective strategies
  - or by focusing on effective relationships to encourage greater compliance

Applying

The majority of the learners:
- ☐ can describe how educators acknowledge adherence to rules and procedures
- ☐ appear appreciative of acknowledgement
- ☐ work cooperatively

D3:E3: Organizing Students to Interact with Content

Focus Statement: Teacher organizes students into appropriate groups to facilitate the learning of content.
Desired Effect: Evidence (formative data) demonstrates students process content (i.e. new, going deeper, cognitively complex) as a result of group organization.
The majority of the learners:
- ☐ can explain group expectations
- ☐ can describe various strategies used to form groups
- ☐ can explain why working in groups helps them learn
- ☐ can transition into groups quickly and with purpose
- ☐ treat each other with respect during group activities
- ☐ interact in a manner that deepens their understanding
- ☐ work efficiently in groups

D3:E5 Using Engagement Strategies

Focus Statement: Teacher uses engagement strategies to engage or re-engage students with the content.
Desired Effect: Evidence (formative data) demonstrates students engage or re-engage as a result of teacher action.
The majority of the learners:
- ☐ can describe how games enhance their understanding of the content
- ☐ engage in games enthusiastically
- ☐ deepen understanding of content through academic games
- ☐ can describe the thinking that led to specific answers
- ☐ can explain educator expectations regarding multiple students participating
- ☐ provide multiple answers to a single question
- ☐ pay attention to answers of other students
- ☐ can explain how physical movement keeps their interest and helps them learn
- ☐ actively engage in the movement and activities
- ☐ can describe how a lively pace of instruction enhances their achievement
- ☐ adapt to changes in classroom activities
- ☐ appear energized by the pace of instruction
- ☐ describe the educator as liking the topics of learning or the impact of their enthusiasm on their learning
- ☐ increase their attention levels in response to the educator's interest and enthusiasm
- ☐ can explain how friendly controversy activities help them better understand the content
- ☐ share well thought out reasons for their perspectives on issues
- ☐ increase their engagement level when presented with unusual information
- ☐ ask questions about unusual information presented

Developing

The educator:
- ☐ uses verbal affirmations
- ☐ uses non-verbal affirmations
- ☐ uses privileges, activities, or items as positive consequences for following rules and procedures
- ☐ communicates positively to families

Educator Proficiency Scale
Using Formative Assessment to Track Progress

Marzano Instructional Framework Elements:
D3:E1: Using Formative Assessment to Track Progress
Focus Statement: Teacher uses formative assessment to facilitate tracking of student progress on one or more learning targets.
Desired Effect: Evidence (formative data) demonstrates students identify their current level of performance as it relates to standards-based learning targets embedded in the performance scale.

Assessment & Feedback
Profile of a Graduate

Progression of Learning:

Innovating

The educator:
- ☐ implements adaptations to achieve the desired effect by more than 90% of the students
  - one way to work toward achieving this goal may be to work with a coach to collect data and implement effective strategies

Applying

The learners:
- ☐ can explain what the scores on assessments mean relative to the specific progression of learning
- ☐ use feedback provided to make judgments about what they know and don't know
- ☐ conference with educators about how their scores relate to proficiency scales
- ☐ can explain what current scores they received mean relative to a specific proficiency scale

D1:E3 Planning to Close the Achievement Gap Using Data

Focus Statement: Teacher uses data to identify and plan to meet the needs of each student in order to close the achievement gap.
Desired Effect: Teacher provides data showing that each student (including English learners [EL], exceptional education students, gifted and talented, socio-economic status, ethnicity) makes progress towards closing the achievement gap.
- ☐ track their individual progress on learning targets
- ☐ complete formative and summative assessments aligned to learning targets with modifications needed
- ☐ bring progress information home regularly

D3:E2: Providing Feedback and Celebrating Progress

Focus Statement: Teacher provides feedback to students regarding their formative and summative progress as it relates to learning targets and/or unit goals.
Desired Effect: Evidence (formative data) demonstrates students continue learning and making progress towards learning targets as a result of receiving feedback.
- ☐ can describe how they have progressed on a particular proficiency scale
- ☐ can describe what they need to do to get to the next level on a proficiency scale in their own words
- ☐ update their status on a proficiency scale by tracking their progress
- ☐ examine their progress on specific topics
- ☐ can explain the difference between a status celebration and a growth celebration
- ☐ can describe what they like about celebrating their success
- ☐ strive for higher scores on a proficiency scale

D3:E7 Communicating High Expectations for Each Student to Close the Achievement Gap

Focus Statement: Teacher exhibits behaviors that demonstrate high expectations for each student to achieve academic success.
Desired Effect: Evidence (student surveys, interviews, work) shows the teacher expects each student to perform at their highest level of academic success.
The educator:
- ☐ uses methods to ensure each student is held responsible for participation in classroom activities
- ☐ charts questioning patterns to ensure each student is asked questions with the same frequency
- ☐ tracks grouping patterns to ensure each student has the opportunity to work and interact with other students
- ☐ identifies students for whom expectations are different and the various ways in which these students have been treated differently
- ☐ provides students with strategies to avoid negative thinking about one's thoughts and actions
- ☐ asks questions of each student at the same rate and frequency
- ☐ asks complex questions of each student that require conclusions at the same rate and frequency
- ☐ rephrases questions for each student when they provide an incorrect answer
- ☐ probes each student to provide evidence of their conclusions
- ☐ allows students who become frustrated during questioning to collect their thoughts and have an opportunity to answer at a later point in the lesson
- ☐ probes each student to explain their answers further when they are incorrect
- ☐ requires perseverance and productive struggle in solving problems and overcoming obstacles

Developing

The educator:
- ☐ utilizes assessments that translate information from learner's personal tracking matrices into scores aligned to proficiency scales
- ☐ structures activities that allow learners to design their own forms of learner-generated assessments and score them using proficiency scales
- ☐ uses a proficiency scale to create learner tracking the progress documents
- ☐ uses taxonomy and depth of knowledge to determine cognitive complexity
- ☐ aligns an assessment to the proficiency scale level of cognitive complexity using a learning target taxonomy
- ☐ enters scores as evidence of learner performance
- ☐ designs, administers, and scores selected response and short answer assessments aligned to the proficiency scale
- ☐ designs, administers, and scores essay assessments aligned to the proficiency scale
- ☐ designs, executes, and scores demonstration assessments aligned to the proficiency scale designs, executes, and scores probing discussions aligned to the proficiency scale
- ☐ uses observations of learners to assign scores on proficiency scales
- ☐ uses learner artifacts to assign scores on proficiency scales
- ☐ understands the relationship between formative and summative scores
- ☐ understands the function of learner-centered assessments
- ☐ understands the function of formative assessments

PROFESSIONAL LEARNING

Building Level Focus:
Time allotted for the building leadership team to plan and deliver professional learning at the building level. The focus may be aligned with other buildings at the same level as needed.

District Theme:
Time allotted for building teams to deliver district-wide information aligned to the focus pillar for the academic year.

District & Legal:
Time allotted for educators to complete components that are legally required each year.

Reflect and Apply:
According to the Memorandum of Understanding with WFEA, 8 hours of reflect and apply time must be distributed across the LEAP - Learn, Explore, Aspire, Prepare days.

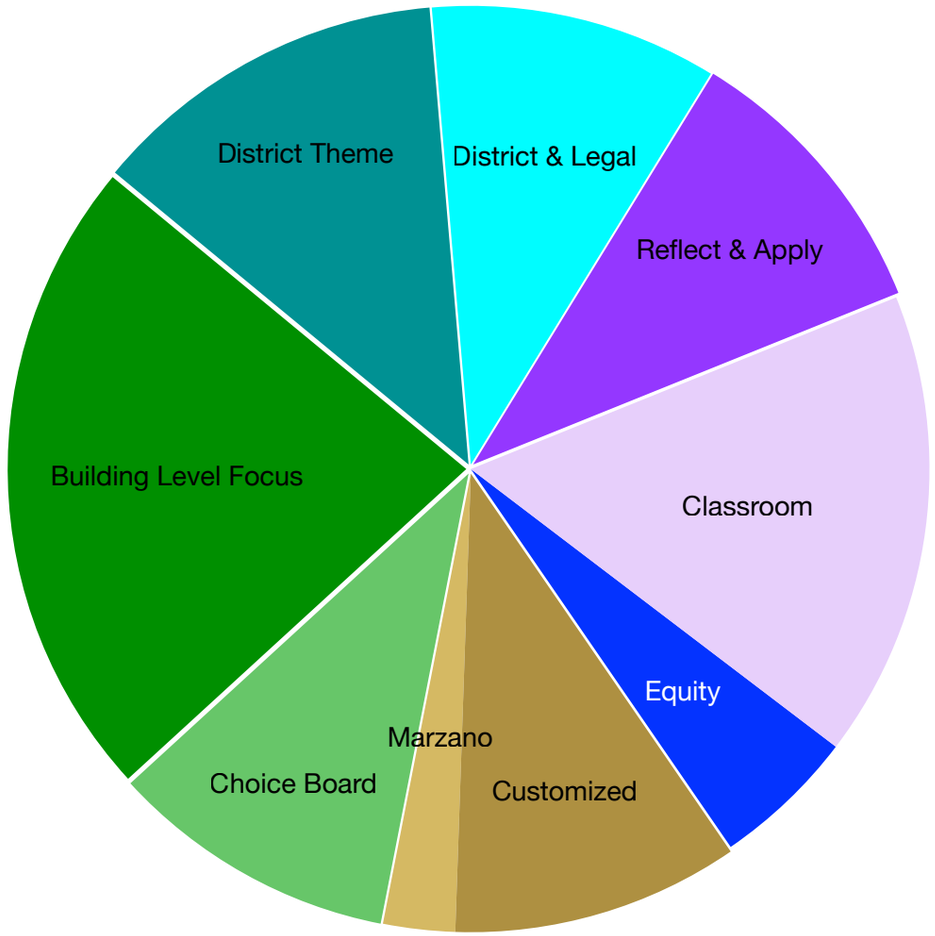
Classroom
Time allotted during workshop or professional learning days for educators to work in their classrooms.

Equity
Time dedicated for all educators who have not completed district training on equitable practices to do so.

Customized:
Learning specific to a content area or grade level team. These will be shared by the respective coordinators from the C&I, CTE, SPED, and BHW, teams.

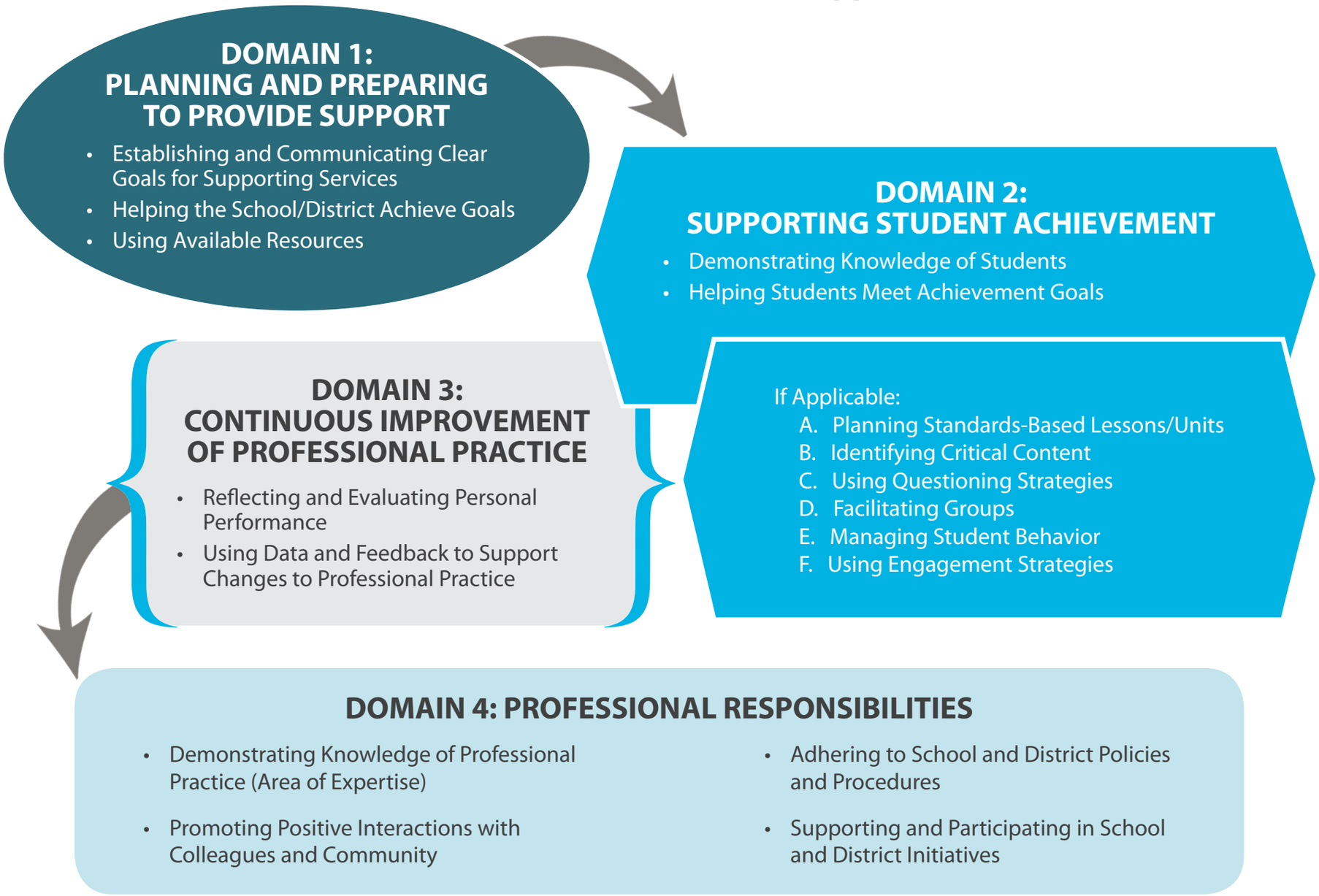
Marzano:
Differentiated modules for new versus returning educators and instructional versus non-instructional to ensure understanding of the instructional framework and evaluation process.

Choice Boards:
Time allotted for veteran educators to have voice and choice in their learning while new educators complete required on-boarding to the district.



NON-INSTRUCTIONAL MODEL

We adopted the Marzano Instructional Framework to align with our goal of personalized learning in 2021. The aligned evaluation models provide clarity and actionable feedback to maximize the impact on learning.



NON-INSTRUCTIONAL EVALUATION ELEMENTS

The 17 elements of the Marzano Non-Instructional Framework are unique to each non-instructional role. This Specific group of Non-Instructional educators: counselors, deans, facilitators, instructional coaches, media specialists, social workers, and school psychologists have these four prioritized elements.

PRIORITIZED ELEMENTS Non-Instructional Specific			
D1:E1 Establishing and Communicating Clear Goals for Supporting Services	**D2:E1** Demonstrating Knowledge of Students	**D3:E2** Using Data and Feedback to Support Changes to Professional Practice	**D4:E3** Adhering to School and District Policies and Procedures
SUPPORTING ELEMENTS			
D1:E2 Helping the School and District Achieve Goals	**D2:E2** Helping Students Meet Achievement Goals	**D3:E1** Reflecting and Evaluating Personal Performance	**D4:E1** Demonstrating Knowledge of Professional Practice
D1:E3 Using Available Resources			**D4:E2** Positive Interactions with Colleagues and Community
			D4:E4 Supporting and Participating in School and District Initiatives
This guiding document is for a specific group from the Non-Instructional Framework category including: Counselors, Dean of Students, Facilitators, Instructional Coaches, Media Specialists, Social Workers, School Psychologists			

PRIORITIZED NON-INSTRUCTIONAL SPECIFIC EVALUATION ELEMENTS

Educator Proficiency Scale – Non-Instructional Specific
Establishing and Communicating Clear Goals for Supporting Services

Marzano Non-Instructional Framework Element:
D1:E1 Establishing and Communicating Clear Goals for Supporting Services
Focus Statement: Instructional support member establishes and communicates clearly stated goals, based on area of professional responsibility, to indicate the support and services provided to the school/district.
Desired Effect: School/district knows the supporting services provided by the instructional support member.

Goals & Reflection
Profile of a Graduate

Progression of Learning

Innovating

The educator:
- ☐ helps others by sharing evidence of how they helped the school/district achieve goals.
- ☐ helps others by sharing evidence of how they used available resources to provide support services to the school/district.

Applying

The educator:
- ☐ Feedback data demonstrates how the instructional support member goals support the school or district
- ☐ Explains how goals support and align with school and/or district goals
- ☐ Explains how data were used to establish goals
- ☐ Explains how their actions and/or activities relate to the goals
- ☐ Provides artifacts that support clear communication of goals

D1:E2 Helping the School and District Achieve Goals	**Focus Statement:** Instructional support member uses expert knowledge of established standards and procedures from his/her area of expertise to support the school/district in achieving goals. **Desired Effect:** Instructional support member helps the school/district achieve goals. ☐ Artifacts reveal the instructional support member helped individual or groups of students achieve goals ☐ Artifacts reveal the instructional support member achieved goals to provide supporting services ☐ Artifacts confirm the instructional support member helped the school/district achieve goals ☐ Feedback from school/district confirms the instructional support member demonstrates knowledge of processes and protocols associated with professional area of expertise that helped the school/district achieve goals
D1:E3 Using Available Resources	**Focused Statement:** Instructional support member identifies and uses available resources (to include traditional materials, technology, school, community, and district sources) to provide supporting services to the school/district. **Desired Effect:** The use of available resources provides supporting services to the school/district. ☐ Identifies resources implemented within the school community that enhance supporting services ☐ Artifacts show the use of available resources provided support for the school ☐ Data substantiates the use of resources in implementing goals for support services and/or instructional activities ☐ Describes how use of resources within the school/community enhanced implementation of supporting services and/or instructional activities ☐ Artifacts demonstrate the use of technology enhanced supporting services.

Developing

The educator:
- ☐ Establishes a set of written goals or a defined work plan indicating the scope of services provided to the school
- ☐ Establishes a set of written goals or a defined work plan with timelines aligned with school and district goals
- ☐ Communicates goals to appropriate school or district personnel
- ☐ References and updates goals and plan for support throughout the year
- ☐ Writes goals that confirm knowledge consistent with professional area of responsibility
- ☐ Demonstrates knowledge of human growth and development
- ☐ Uses data in the planning and goal setting process
- ☐ Elicits input from school regarding needed services and support
- ☐ Updates records (e.g. data bases, data notebook, etc.) to track progress towards implementation of goals and services

Educator Proficiency Scale – Non Instructional Specific
Demonstrating Knowledge of Students

Marzano Non-Instructional Framework Element:
D2:E1: Demonstrating Knowledge of Students
Focus Statement: Instructional support member demonstrates knowledge of the unique needs of students in the school/district.
Desired Effect: Instructional support member provides appropriate services to support the unique needs of students in the school/district.

Relationships
Profile of a Graduate

Progression of Learning

Innovating

The educator:
- ☐ helps others by sharing evidence of how they provided services to appropriately support the unique needs of students in the school/district.
- ☐ helps others by sharing evidence of how they successfully helped remove barriers to help students meet achievement goals.

Applying

The educator:
- ☐ Provides appropriate services to help students with unique needs
- ☐ Assists families in learning to plan and advocate for their student
- ☐ Provides plans and/or artifacts to support collaboration with other school personnel to help students with unique needs
- ☐ Artifacts support identification of students who need special assistance
- ☐ Explains how accommodations and/or modifications help address the unique needs of students
- ☐ Artifacts demonstrate support of individual students to meet achievement goals
- ☐ Artifacts reveal that students receive appropriate modifications or accommodations
- ☐ Actively addresses equity issues for students (when appropriate)
- ☐ Students identify the instructional support member as one who advocates for them
- ☐ Artifacts demonstrate students act as self-advocates
- ☐ Explains how knowledge of the unique needs of students helps support students in achievement of their goals

D2:E2: Helping Students Meet Achievement Goals	**Focus Statement:** Instructional support member helps ensure equal access to critical curriculum by helping to remove barriers that impede student achievement. **Desired Effect:** Barriers are removed to help students meet achievement goals. ☐ Provides plans and/or artifacts to document collaboration with other school personnel to help remove barriers ☐ Artifacts support identification of students who received help meeting their achievement goals ☐ Explains how removing barriers helped students meet achievement goals ☐ Explains how removing barriers helped individual students gain equal access to critical curriculum ☐ Artifacts reveal students have equal access to critical curriculum ☐ Students identify the instructional support member as one who advocates for them by helping remove barriers ☐ Students and/or colleagues confirm that the instructional support member helps students meet achievement goals

Developing

The educator:
- ☐ Demonstrates knowledge of the unique needs of students in the school/district.
- ☐ Helps ensure equal access to critical curriculum by helping to remove barriers that impede student achievement.
- ☐ Establishes and communicates clearly stated goals, based on area of professional responsibility, to indicate the support and services provided to the school/district.
- ☐ Uses expert knowledge of established standards and procedures from his/her area of expertise to support the school/district in achieving goals.
- ☐ Identifies and uses available resources to provide supporting services to the school/district.

PRIORITIZED NON-INSTRUCTIONAL SPECIFIC EVALUATION ELEMENTS

Educator Proficiency Scale – Specific
Using Data and Feedback to Support Changes to Professional Practice

Marzano Non-Instructional Framework Element:
D3:E2: Using Data and Feedback to Support Changes to Professional Practice
Focus Statement: Instructional support member uses data and feedback to develop and implement a professional growth plan with specific and measurable goals, action steps, and timelines for measuring progress.
Desired Effect: Instructional support member demonstrates professional growth.

Assessment & Feedback
Profile of a Graduate

Progression of Learning

Innovating

The educator:
- ☐ helps others by sharing evidence of how they developed and implemented a professional growth plan that resulted in professional growth.
- ☐ helps others by sharing evidence of how they identified specific practices and behaviors on which to improve.

Applying

The educator:
- ☐ Develops a written growth plan that outlines measurable goals, action steps, manageable timelines, and appropriate resources
- ☐ Identifies the data and feedback used to develop a professional growth plan
- ☐ Describes the professional growth plan using specific and measurable goals, action steps, manageable timelines, and appropriate resources
- ☐ Constructs a plan that outlines a method for charting progress toward established goals supported by evidence (e.g. achievement data, artifacts, interviews or surveys from peers, participants, and observer feedback)
- ☐ Describes progress toward meeting the goals outlined in the plan as supported by evidence
- ☐ Charts progress toward professional growth plan goals and supports by evidence
- ☐ Seeks mentorship from experts in area of professional responsibility
- ☐ Seeks innovative ways to improve professional practice

D3:E1: Reflecting and Evaluating Personal Performance	**Focus Statement:** Instructional support member reflects and evaluates the effectiveness of specific practices and behaviors. **Desired Effect:** Instructional support member identifies specific practices and behaviors on which to improve. ☐ Uses a reflection process for analysis of specific strengths and weaknesses ☐ Keeps track of specifically identified focus areas for improvement ☐ Identifies and keeps track of specific areas identified based on individual interest ☐ Describes how specific areas for improvement are identified ☐ Collects and compiles evidence of the effects of specific practices and behaviors related to their area of responsibility ☐ Provides a written analysis of specific causes of success or difficulty ☐ Explains the differential effects of specific strategies and behaviors that yield results ☐ Exhibits characteristics of a growth mindset

Developing

The educator:
- ☐ Uses data and feedback to develop a professional growth plan with specific and measurable goals, action steps, and timelines for measuring progress.
- ☐ Reflects and evaluates the effectiveness of specific practices and behaviors.

Educator Proficiency Scale – Non-Instructional Specific
Adhering to School and District Policies and Procedures

Marzano Non-Instructional Framework Element:
D4:E3: Adhering to School and District Policies and Procedures
Focus Statement: Instructional support member is knowledgeable about and adheres to school and district policies and procedures.
Desired Effect: Instructional support member self-monitors adherence to district policies and procedures.

Goal Setting & Reflection
Profile of a Graduate

Progression of Learning

Innovating

The educator:
- ☐ helps others by sharing evidence of how they became recognized by the school/district as an expert in their area.
- ☐ helps others by sharing evidence of how they interacted positively with colleagues and the community to support learning.
- ☐ helps others by sharing evidence of how they self-monitor adherence to district policies and procedures.
- ☐ helps others by sharing evidence of how they actively support and participate in school and district initiatives.

Applying

The educator:
- ☐ Performs assigned duties
- ☐ Follows policies, regulations, and procedures
- ☐ Maintains accurate records (e.g. participant progress, completion of assignments, non-instructional records)
- ☐ Fulfills responsibilities in a timely manner
- ☐ Demonstrates understanding of legal issues related to students and families
- ☐ Demonstrates personal integrity
- ☐ Ensures privacy and confidentiality
- ☐ Knows and adheres to state code of ethics, professional standards, and code of conduct applicable to the position

D4:E1: Demonstrating Knowledge of Professional Practice	**Focus Statement:** Instructional support member demonstrates knowledge of professional practice related to his/her area of expertise. **Desired Effect:** Instructional support member is recognized by the school/district as an expert in their area of expertise. ☐ Demonstrates knowledge of state and federal laws associated with professional area of expertise ☐ Keeps record of specific situations during which they mentored other instructional support members ☐ Contributes and shares expertise and new ideas with colleagues to enhance learning ☐ Serves as an appropriate role model (i.e. mentor, coach, presenter, researcher) regarding specific educational strategies and behaviors ☐ Leads or facilitates professional development activities ☐ Disseminates information in an accurate manner
D4:E2 Positive Interactions with Colleagues and Community	**Focus Statement:** Instructional support member interacts with colleagues and the school community in a positive manner to promote positive home/school relationships that support learning. **Desired Effect:** Positive relationships result in support for learning. ☐ Establishes working relationships that demonstrate integrity, respect, flexibility, fairness, and trust ☐ Uses multiple means and modalities to communicate communicates with parents in a consistent and timely manner regarding student expectations, progress, and/or concerns ☐ Demonstrates awareness and sensitivity to social, cultural, and language backgrounds of families ☐ Responds to requests for support, and/or assistance promptly ☐ Respects and maintains confidentiality of student/family information ☐ Participates as an active member of a Professional Learning Community ☐ Collaborates with the school community, working to address issue that impact the school
D4:E4 Supporting and Participating in School and District Initiatives	**Focus Statement:** Instructional support member supports and participates in school and district initiatives relevant to area of responsibility. **Desired Effect:** Instructional support member actively supports and participates in school and district initiatives. ☐ Serves on school and district committees ☐ Participates in professional development opportunities ☐ Describes or shows evidence of participation in school and/or district initiatives ☐ Describes or shows evidence of participation in school and/or district school activities and events ☐ Exhibits characteristics of a growth mindset

Developing

The educator:
- ☐ adheres to school and district policies and procedures

SCHOOL BUILDING LEADER MODEL

We adopted the Marzano Instructional Framework to align with our goal of personalized learning in 2021. The aligned evaluation models provide clarity and actionable feedback to maximize the impact on learning.

DOMAIN 1 — A Data-Driven Focus on School Improvement

Element 1:
The school leader ensures the appropriate use of data to develop critical goals focused on improving student achievement at the school.

Element 2:
The school leader ensures appropriate analysis and interpretation of data are used to monitor the progress of each student toward meeting achievement goals.

Element 3:
The school leader ensures the appropriate implementation of interventions and supportive practices to help each student meet achievement goals.

DOMAIN 2 — Instruction of a Viable and Guaranteed Curriculum

Element 1:
The school leader provides a clear vision for how instruction should be addressed in the school.

Element 2:
The school leader uses knowledge of predominant instructional practices in the school to improve teaching.

Element 3:
The school leader ensures that school curriculum and accompanying assessments align with state and district standards.

Element 4:
The school leader ensures that school curriculum is focused on essential standards so it can be taught in the time available to teachers.

Element 5:
The school leader ensures that each student has equal opportunity to learn the critical content of the curriculum.

DOMAIN 3 — Continious Development of Teachers and Staff

Element 1:
The school leader effectively hires, supports and retains personnel who continually demonstrate growth through reflection and growth plans.

Element 2:
The school leader uses multiple sources of data to provide teachers with ongoing evaluations of their pedagogical strengths and weaknesses that are consistent with student achievement data.

Element 3:
The school leader ensures that teachers and staff are provided with job-embedded professional development to optimize professional capacity and support their growth goals.

DOMAIN 4 — Community of Care and Collaboration

Element 1:
The school leader ensures that teachers work in collaborative groups to plan and discuss effective instruction, curriculum, assessments, and the achievement of each student.

Element 2:
The school leader ensures a workplace where teachers have roles in the decision-making process regarding school planning, initiatives, and procedures to maximize the effectiveness of the school.

Element 3:
The school leader ensures equity in a child-centered school with input from staff, students, parents, and the community.

Element 4:
The school leader acknowledges the successes of the school and celebrates the diversity and culture of each student.

DOMAIN 5 — Core Values

Element 1:
The school leader is transparent, communicates effectively, and continues to demonstrate professional growth.

Element 2:
The school leader has the trust of the staff and school community that all decisions are guided by what is best for each student.

Element 3:
The school leader ensures that the school is perceived as safe and culturally responsive.

DOMAIN 6 — Resource Management

Element 1:
The school leader ensures that management of the fiscal, technological, and physical resources of the school supports effective instruction and achievement of each student.

Element 2:
The school leader utilizes systematic processes to engage district and external entities in support of school improvement.

Element 3:
The school leader ensures compliance to district, state, and federal rules and regulations to support effective instruction and achievement of each student.

DISTRICT LEADER MODEL

We adopted the Marzano Instructional Framework to align with our goal of personalized learning in 2021. The aligned evaluation models provide clarity and actionable feedback to maximize the impact on learning.

DOMAIN 1 — A Data-Driven Focus to Support Student Achievement

Element 1:
The district leader ensures clear and measurable goals are established for all relevant areas of responsibility that are focused on the most critical needs for improving student achievement.

Element 2:
The district leader ensures data are analyzed, interpreted, and used to regularly monitor the progress toward district, school, and individual student goals.

Element 3:
The district leader ensures appropriate support is provided to schools when data indicate interventions are needed to improve student achievement.

DOMAIN 2 — Continuous Support for Improvement of Instruction

Element 1:
The district leader provides a clear vision regarding the district instructional model and how to implement the model.

Element 2:
The district leader effectively supports and retains school and department leaders who continually enhance their leadership skills through reflection and professional growth.

Element 3:
The district leader provides ongoing evaluations of performance strengths and weaknesses for personnel in their area of responsibility that are consistent with student achievement and operational data.

Element 4:
The district leader ensures that personnel are provided with job-embedded professional development to optimize professional capacity and support growth goals.

DOMAIN 3 — Continuous Support for a Guaranteed and Viable Curriculum

Element 1:
The district leader ensures that curriculum and assessment initiatives at the district and school levels adhere to federal, state, and district standards.

Element 2:
The district leader ensures that district-level programs, curricula, and other initiatives can be adequately addressed in the time available to the district and schools.

Element 3:
The district leader ensures that each student has equal opportunity to access and learn the critical content of the curriculum.

DOMAIN 4 — Community of Care and Collaboration

Element 1:
The district leader ensures that constituents (e.g. school board, administrators, teachers, students, and parents) perceive the district as caring, collaborative, and cooperative.

Element 2:
The district leader ensures equity in a student-centered district with input from constituents (e.g. school board, administrators, teachers, students, and parents).

Element 3:
The district leader ensures leadership development and responsibilities are appropriately delegated and shared.

Element 4:
The district leader establishes clear guidelines regarding adherence to district policies and for autonomous school decision making.

DOMAIN 5 — District Core Values

Element 1:
The district leader is transparent, communicates effectively, is recognized as a leader, and continues to demonstrate professional growth.

Element 2:
The district leader has the trust of constituents (e.g. school board, administrators, teachers, students, and parents) that all decisions are guided by what is best for each student and the district.

Element 3:
The district leader ensures constituents (e.g. school board, administrators, teachers, students, and parents) perceive the district as safe and culturally responsive.

DOMAIN 6 — Resource Allocation Management

Element 1:
The district leader uses systems processes to manage fiscal resources and maximizes support for schools, teachers, and each student.

Element 2:
The district leader manages technological resources to provide optimal efficiency throughout the district and to support effective instruction and the achievement of each student.

Element 3:
The district leader manages the organization, operations, instructional programs, and initiatives to maximize the use of resources that promote effective instruction and student achievement.

LIST GLOSSARY

GLOSSARY OF TERMS

Many terms are hyperlinked within this document to provide further understanding.

Academy Model -A career academy is a cohort delivery model designed to create small learning communities within a school through a career-connected theme.
Accreditation - A voluntary method of quality assurance, developed more than 100 years ago by American universities and secondary schools that is designed primarily to recognize institutions adhering to a set of educational standards and policies.
ACT – American College Test - an assessment taken by learners as a precursor to college/university admission.
Activity – an action that provides more specific information on how the critical initiative will be approached or implemented.
ADM – Average Daily Membership - the number of days a learner is in membership at a school divided by the number of days in a school month or school year.
Advanced - proficiency beyond the standards.
Agency – desire, ability, and power to determine a course of action.
Agentic – social cognition theory perspective in which people are producers as well as products of social systems.
Annual Improvement Plan – a yearly plan summary that includes the short-term or immediate focus for a building, featuring strategic themes, objectives, critical initiatives and key measures.
Annual Strategic Plan – a detailed yearly plan that provides leaders with clear direction on the critical initiatives and activities.
AP – Advanced Placement - a program that enables high school learners to complete college-level courses for college placement and/or credit.
Approaching - Learners demonstrate the knowledge and skills that are prerequisites to proficiency, or inconsistently demonstrate an understanding of the standards and require assistance and guidance to reach full proficiency.
Assessment - refers to the wide variety of methods that educators use to evaluate, measure, and document the learning progress, skill acquisition, and academic readiness of learners.
Asterisk - used to communicate that a grade on a report card is based on modifications to the standard learning targets.
Backward Design - a process that educators use to design learning experiences and instructional techniques to achieve specific learning goals.
Balanced Assessment - An assessment strategy that recognizes no single assessment yields the comprehensive results necessary to inform and improve practice and foster school and system accountability. Balanced assessments utilize multiple measures of student achievement, including formative assessments *for* learning and summative assessments *of* learning. Balanced assessment also refers to using different types of assessments based upon the knowledge *or* skills students are called upon to demonstrate. Rather than relying exclusively on one kind of assessment, schools and teams develop multiple ways for students to demonstrate proficiency.
Beliefs – the core values that help define the identity and culture of an institution.
Benchmark - See learning target
Benchmark assessment - measures a learner's proficiency in reference to a specific learning progression.
Best practices - Classroom instructional and organizational strategies that have been demonstrated and accepted by the professional community to be effective in improving learning and overall organizational effectiveness.
BLAST - an acronym used to describe a professional learning educational model that West Fargo Schools implemented to help increase educator awareness of the importance of agency for educators and learners, moving forward on the continuum toward personalized learning.
Busy work - tasks designed to keep students from being disruptive, but poorly designed for learning: ie word search, coloring, practice beyond need, etc.
Capacity building - the systemic approach of a leadership framework that is sustainable through change while continuing to enhance the abilities of leadership that will allow the organization to achieve results.
Capstone - A team will be formed to develop the guidelines and general requirements for a capstone that includes a paper, presentation, product, and portfolio.
CASEL - Collaborative for Academic, Social, and Emotional Learning: Organization that serves as the leader for SEL in K-12 schools.

GLOSSARY OF TERMS

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Certification - A voluntary process of quality assurance that yields a documented recognition of achievement of a defined process or program.
CHAMPS- an acronym that provides a reminder to educators to include all critical components when articulating behavioral expectations to learners.
Choice - educators providing more than one option for learners to learn the required standards or demonstrate their learning.
Choice Ready - framework tool to ensure high school graduates have the essential skills to be successful for post-secondary, workforce, and/or military.
Coaching - formal and informal structure for staff members to examine and reflect about instructional practices for the purpose of improving learning and results
Cognia - the largest education improvement organization in the world.
Cognitive demand - the mental processing needed to answer a question, perform a task, or generate a product.
Collective efficacy - educators working together, most often through a Professional Learning Community.
Collective inquiry - the process of building shared knowledge by clarifying the questions that a group will explore together. In PLCs, educators engage in collective inquiry into more effective practices by examining both external evidence (such as research) and internal evidence (which teachers are getting the best results). They also build shared knowledge regarding the reality of the current practices and conditions in their schools or districts.
Common assessment - a designated assessment that will be administered at a particular time to serve as a checkpoint, either formative or summative. May be developed by the PLC team, the district, or selected as a nationally or internationally normed assessment.
Common Planning -
Comprehensive assessment plan – includes formative and summative assessments in the classroom balanced with district-wide standardized screeners and comprehensive assessments used to inform instruction and make data-driven decisions.
Comprehensible Input - an instructional strategy utilized frequently for the acquisition of a new language.
Consensus - Consensus is achieved when (1) all points of view have not only been heard but also solicited, and (2) the will of the group is evident even to those who most oppose it.
Critical initiative – an evidence-based method used to guide the implementation of actions required to achieve objectives (sometimes referred to as a strategy.
Culture - generally refers to the beliefs, perceptions, relationships, attitudes, and written and unwritten rules that shape and influence every aspect of how an institution operates.
Cultural Proficiency - the policies and practices in an organization or the values and behavior of an individual, that enable the person or institution to engage effectively with people and groups who are different from them
Customized - opportunities that have been designed for a specific learning cohort
Curriculum - what and how we teach - the scope & sequence along with the proficiency scales for each grading period.
Curriculum Committee - establishes curriculum document standards, curriculum development standards, resource adoption cycle.
Decision - the act or process of deciding; determination, as of a question or doubt, by making a judgment
Deliver - to carry and turn over (letters, goods, etc.) to the intended recipient or recipients
Depth of Knowledge – a tool to gauge the complexity of mental processing needed to answer a question, perform a task, or generate a product.
Differentiated Instructional Practices - providing feedback, goal-setting, utilizing learning styles, access to multiple levels of texts, interest centers, interest groups, varied homework, and varied organizers.
Differentiation - using a range of instructional strategies around content, process and product in order to meet learners at their readiness level and utilize learner interest. (Tomlinson, Carol Ann)

GLOSSARY OF TERMS

Many terms are hyperlinked within this document to provide further understanding.

Discussion - an act or instance of discussing; consideration or examination by argument, comment, etc., especially to explore solutions; informal debate.
District Goals - The district goals provide a framework for monitoring our performance as a district. The goals provide guidance for our annual operational plans including business and professional learning. The goals are monitored by each school, the district level team, and the school board through a variety of key indicators.
Domain - organizational superstructure for aligning Cognia Performance Standards. Each domain is defined by a statement describing a broad concept related to an organization or institution: Leadership Capacity, Learning Capacity, and Resource Capacity.
Educators - Professional staff who are responsible for all aspects of the instructional program, including, but not limited to, content delivery, assessment and academic intervention.
Efficacy – the belief that you CAN do something, even if it is hard; this varies from situation to situation, task to task.
EL – English Learner - learner whose first language is one other than English and who needs language assistance to participate fully in the regular curriculum.
EMR - Educational Medical Record
Engagement - a learner's constructive contribution to the flow of instruction they receive.
Envision - to picture mentally, especially some future event or events
Evaluating - to judge or determine the significance, worth, or quality
Empathic Interviews - interviews designed to gather feedback not only through respondent answers but through observation of participant reactions and their body language.
Equitable - access to resources and support based on individual needs.
Equity - An environment where differences are recognized and acknowledged with the appropriate levels of support needed for each individual to meet their maximum potential.
Equity statements - articulate how the district belief statements support West Fargo Public Schools to achieve equity - educating ALL learners for tomorrow's world.
Essential Learning - The critical skills, knowledge, and dispositions each student must acquire as a result of each course, grade level, and unit of instruction. Essential learning may also be referred to as guaranteed and viable curriculum (Marzano, 2003),
F&R – Free and Reduced Priced Lunch - children qualify, based upon parent or guardian financial status, to receive either free or reduced priced lunch through a federal governmental program
Family Engagement – a process, not an event or a series of events; striving toward a culture that engages every family, effective communication, building relationships, empowering every family, involving families in decision making, and engaging the greater community.
First order change - Innovation that is incremental, representing the next step on an established path and operating within existing paradigms. The change can be implemented by using the existing knowledge and skills of the staff. The goal of first-order change is to get better at what is already being done (Marzano, Waters, & McNulty, 2005).
Formative Assessment - used to inform the educator and learner; performance is recorded to allow educators to look at trend data over the course of a grading period. Feedback is a primary goal of formative assessment.
FTE – Full Time Equivalent - one full time staff member represents one FTE.
Goals - provide a framework for monitoring our performance as a district.
Gradual Release of Responsibility – an instructional strategy utilized frequently in literacy where the responsibility is shifted from the educator to the learner gradually.
Growth Mindset - a belief that your basic qualities like abilities and achievement are things you can cultivate through effort, persistence, and a focus on learning.
Guaranteed - in reference to a guaranteed and viable curriculum - means that all learners, regardless of their educator or school, will have access to the same content, knowledge, and skills across the district. (Marzano).
Guaranteed and Viable Curriculum – clearly articulated, evidence based, transparent, and measurable proficiency in knowledge, skills, and dispositions for each course for each grading period.

GLOSSARY OF TERMS

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Hattie - John Hattie developed a way of synthesizing various influences in different meta-analyses according to their effect size.
IEP – Individualized Education Plan - the IEP is a written legally binding document for a learner with a disability that is developed, at least annually, by a team of professionals knowledgeable about the learner and the parent. The plan describes the strengths of the child and the concerns of the parents for enhancing the education of their child, and when, where and how often services will be provided. The IEP is required by federal law for all exceptional children and must include specific information about how the learner will be served and what goals he or she should be meeting.
Inclusion - The involvement and engagement of differing voices and perspectives from all segments of society, thus creating a sense of belonging.
Implementation - the act of implementing, or putting into effect; fulfillment
Indicator - something that indicates or points to evidence
Induction - a formal and informal structure provided for new staff members to receive support, guidance, and institutional knowledge during their transition to their new position or place of employment
Innovative practices - new or revised interventions, actions, or strategies taken to improve the institution and/or learner engagement and achievement
Inquiry - an instructional strategy utilized frequently in science, allowing learners to engage, wonder, and ask questions prior to being exposed to new content.
Institution - Any educational unit such as a school, association, charter school authorizer, corporation or Education Service Agency (ESA) that is seeking accreditation or certification as a single entity.
Instructional Framework – a systemic, research-based model of instruction that is the basis for instructional practices across a subject area.
Instructional Methods & Strategies - a collective of the approaches used by educators to authentically engage learners in the learning process.
Insufficient Evidence - not enough evidence has been collected at this time.
Intended Outcomes – the results an institution expects as a consequence of undertaking a critical initiative and its key measures.
Intentional Thinking Map - a graphic organizing tool provided by iObservation and Learning Sciences International; articulating the specific learning targets for that lesson at levels 2, 3, and 4.
iObservation - an instructional and leadership improvement system.
Key Measure – a source of data used to evaluate the effectiveness of critical initiatives in reaching short-term (annual) improvement goals.
Lagging Indicators - Data and artifacts of practice that provide evidence for the degree to which leading indicators conditions are *present and healthy* in a school's operation.
Language Arts Standards - a set of standards from the state of North Dakota.
LEA – Local Education Agency - synonymous with a local school system or a local school district, indicating that a public board of education or other public authority maintains administrative control of the public schools in a city or county.
Leading Indicators - Specific conditions a school strives to *implement* and *sustain* to enhance the ability to be effective in the business of learning.
Learner-centered - places learners at the center, shifting the focus of instruction from the educator to the learner promoting agency, autonomy, self-sufficiency, and efficacy.
Learner Evidence - describe the vision for each of the belief statements.
Learning Cycle - the process of learning, applying, reflecting, revising, and sharing.
Learning environment - The context in which learning occurs within a classroom setting or learning situation
Learning opportunities - Planned or spontaneous circumstances that can deepen one's understanding or introduce new information or knowledge.
Learner Scale Description - provides descriptions for each level of the proficiency reporting scale articulated in more learner friendly language.
Learner Tracking - encouraged to track their proficiency in a variety of ways, through graphic organizers, apps, etc.

GLOSSARY OF TERMS

Many terms are hyperlinked within this document to provide further understanding.

Learning Management System (LMS) - a data warehouse platform used by educators, learners, and parents to access learner progress, class material, and learner data. Currently our learning management system is Seesaw for grades K-5 and Schoology for grades 6-12.
Learning Target - the set of milestones that move a learner toward proficiency of the standard.
Mathematics Standards - a set of standards from the state of North Dakota.
Marzano Instructional Framework – a systemic, research-based model of instruction that is the basis for instructional practices across a subject area.
Measure – a source of data used to evaluate the effectiveness of activities in completing the work of critical initiatives.
Mission – a statement that defines an institution's purpose or reason for existing.
Monitoring Committee - monitors the achievement of the Key Indicators in the district's strategic plan.
MTSS - Multi-tiered systems of support,designed to provide targeted students with supplemental interventions in grade-level curriculum and intensive interventions in foundational skills, while maintaining their access to essential grade-level curriculum during core instruction.
NDCEL – North Dakota Council for Educational Leadership - North Dakota's professional organization for school administrators.
NDDPI – North Dakota Department of Instruction - administers the policies adopted by the State Board of Education and offers instructional, financial, technological, and personnel support to all public school systems in the state.
NDEA – North Dakota Education Association - North Dakota's professional organization for educators.
NDSA – North Dakota State Assessment - North Dakota's state accountability system of learner assessment. NDSA assesses achievement of previous years' standards, is administered in the fall only and assesses learners in grades 3-8 & 11 in reading/language arts, mathematics, and science. The NDSA is used to determine AYP.
Non-Contract - students and staff are off. No school.
Not Assessed - NA - this component was not assessed in depth during this marking period.
Novice - learners are those who can only demonstrate a very basic understanding of the standards and concepts.
Objective – statement representing intended outcomes of long-term direction; featured on the Strategy Map (sometimes referred to as goals).
Offsite Learning - Educators are receiving training. Students are learning remotely.
Open-walled - education is invited to take place outside the primary learning environment and, at the same time, the outside world is invited into the primary learning environment.
Pace - in reference to education - the intervals of time occuring as a learner works to reach proficiency in a course or grading period. A learner may be designated as ahead of pace, on pace, behind pace.
PCBL - Personalized, competency-based learning focuses on learners' individual strengths, needs, and interests.
Pedagogy - Generally refers to strategies of instruction, a style of instruction or the process of using one's beliefs about teaching to formulate his/her teaching style
Performance assessment – specifies that a learner be asked to complete a task or solve a problem in order to demonstrate understanding and/or skills. A performance assessment can be either formative or summative.
Performance Task is any learning activity or assessment that asks learners to perform to demonstrate their knowledge, understanding and proficiency.
Personal Learner Profile - identifies how learners learn best based on strengths, challenges, interests, aspirations, talents, and passions.

GLOSSARY OF TERMS

Many terms are hyperlinked within this document to provide further understanding.

Personalized - allow individual voice and choice to meet their learning needs
Personalized Learning - utilizing evidence-based research methods to provide learners opportunities to develop agency and self-efficacy throughout the learning process in order to develop their profile of a graduate dispositions and their choice ready skills. Cognia definition: Custom tailoring of information, instruction, or the curriculum to the individual learner.
Personalized Learning Fundamentals - key strategies to provide learners opportunities to develop agency and self-efficacy throughout the learning process.
Personalized Learning Evidence -Five components of the vision: competency-based; personalized, relevant, and contextualized; learner agency; open-walled; and socially embedded.
Personalized Learning Classroom Evidence - evidence of personalized learning in the classroom
Personalized, Competency-based Learning - education that empowers all learners through clear learning targets that they work toward at their own pace. WFPS is not at a level of competency-based learning.
Planning -the act or process of making a plan or plans
Portfolio - a cloud-based storage solution for learner artifacts for their Profile of a Graduate Portfolio.
Prioritized Standards - learning standards that are necessary for success at the next level.
Priority Statement – a statement developed by the continuous improvement team that represents the connections and gaps between the current reality and the future priorities developed in the Envisioning Phase.
Productivity Suites - offer robust tools that serve a multitude of purposes for our educators and our learners.
Professional Learning - Educators are receiving training. Students are off. No School.
Professional Learning Committee - Designs, supports & informs professional learning plans.
Professional Learning Community - a (PLC) is comprised of educators committed to working collaboratively in ongoing processes of collective inquiry and action research to achieve better results for the students they serve.
Professional Learning Community PLC Process - follows the structure articulated by the DuFours with a focus on four key questions.
Proficiency - articulation of the required knowledge and skills for a particular category of learning in a course; what do the learners need to know, be able to do, and be like? In numeric terms of our reporting system, this is a three.
Proficiency Scale – a document that clarifies the progression of learning for a standard or category of learning (cluster of standards) in a particular course.
Proficiency Reporting Scale – used to guide educators in the process of reporting learner progress to families at the end of each grading period.
Proficient - demonstrate competence within the standards.
Profile of a Graduate – a document to describe our vision for graduates through key dispositions with examples of implementation. This is our "true north."
Profile of a Graduate Portfolio - purposeful reflection of the profile of a graduate dispositions with evidence connected to progress in academics, skills, and life experiences, demonstrated to an authentic audience in a way that resonates with the individual learner.
Progress Monitor – the individual on the continuous improvement team who is responsible for aggregating data regarding progress made toward the goal/target.
Progression of Learning – represents a progression of learning targets towards the standard with three levels of difficulty: (1) the target (level 3.0) content; (2) the simpler (level 2.0) content; and (3) the more complex (level 4.0) content.
Protocols - a set of step-by-step guidelines—usually in the form of a simple one- or two-page document—that is used by educators to structure professional conversations or learning experiences to ensure that meeting, planning, or group-collaboration time is used efficiently, purposefully, and productively.

GLOSSARY OF TERMS

Many terms are hyperlinked within this document to provide further understanding.

Research-based - Practice that is based on the results or outcomes of relevant and current educational research
Resource - an item that assists a educator in the instructional process and/or a learner in the learning process.
Rigor - challenging thinking in new and interesting ways, a sophisticated understanding of fundamental ideas driven by curiosity to discover.
Rubric - a measurement scale for a specific activity or assignment.
Science Standards - a set of standards from the state of North Dakota.
Scope and Sequence - overview of the knowledge (content) and skills included in a course over a period of time (scope) and in a particular order (sequence).
Second order change - innovation that represents a dramatic departure from the expected and familiar. Second-order change is perceived as a break from the past, is inconsistent with existing paradigms, may seem to be at conflict with prevailing practices and norms, and will require the acquisition of new knowledge and new skills (Marzano et al., 2005)
SMART goal - Goals that are Strategic and Specific, Measurable, Attainable, Results-oriented, and Time-bound (O'Neill & Conzemius, 2005).
Snow Day No School - Student contact will be made up later in the year for educators and learners.
Snow Day Virtual Learning - Educators and learners engage in remote learning for a specified time.
Seminar: Educator-led instruction.
Social Emotional Learning – the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. (CASEL)
Social Studies Standards - a set of standards from the state of North Dakota.
Stakeholders - Staff, learners, parents, community members and others who have a vested interest in the institution.
Standards - define the critical knowledge and skills that a learner should acquire at each grade level.
Standards-based - a system of assessing and reporting that describes learner progress (proficiency) in relation to standards.
Standard operating procedures - culture and content-based operational and procedural elements designed to promote clarity of expectations, self-regulation, independence, desired behaviors, and future ready skills.
Standards-referenced (embedded) - a system of assessing learners and providing feedback about their proficiency, while reporting a collective score for an overall course.

GLOSSARY OF TERMS

Many terms are hyperlinked within this document to provide further understanding.

Strategic Theme – a theme developed from the priority statement.
Strategy Map – a tool used to communicate an institution's long-term improvement plan that features long-term objectives, critical initiatives, key metrics, vision, mission and beliefs.
Stretch goal - Goals intended to inspire, to capture the imagination of people within the organization, to stimulate creativity and innovation, and to serve as a unifying focal point of effort. Stretch goals are so ambitious that they typically cannot be achieved without significant changes in practice. Stretch goals are also referred to as BHAGs: "Big Hairy Audacious Goals" (Collins & Porras, 1997, p. 9)
Student contact - Students are onsite with educators or learning remotely.
Student Information System (SIS) - a system to manage learner data, providing capabilities for registering learners in courses, documenting grades or scores, transcripts, assessment results, building learner schedules, tracking learner attendance, etc. Our district and the state of North Dakota utilize PowerSchool.
Summative Assessment - used at a particular time to measure growth on a particular standard or set of standards, allowing for comparison of learning progress. Learners may have multiple opportunities to demonstrate proficiency.
Supporting Standards - standards which are not a priority, but are necessary for connecting content across measurement topics.
System - any organization such as a corporation, district, ESA, or system of institutions that is seeking accreditation for the system as a whole, including the organization's system-level and all of the institutions managed by the system.
Systematic Process - A specific effort to organize the combination of related parts into a coherent whole in a methodical, deliberate, and orderly way toward a particular aim. In a PLC, a systematic process reflects an aspect of the "tight" culture.
Targeted Learner Supports – services provided as part of the school day used to assist learners who fall behind or help them to accelerate. Targeted learner supports and the use of a comprehensive assessment system create multiple pathways through the system. (Multi-Tiered Systems of Support - MTSS)
Task force - A temporary or ad hoc group charged with addressing a specific topic or issue. The task force convenes to study the current reality relating to the issue, learn together about best practices to address the issue, make recommendations to fulfill its charge, and build consensus for support of its recommendations.
Taxonomy - a classification system used to define and distinguish different levels of human cognition.
Tenets - see beliefs - often used when referring to personalized learning.
Title I – provides financial assistance to local educational agencies.
Title III – Title III is the section of No Child Left Behind that provides funding and addresses English language acquisition and standards and accountability requirements for limited English proficient learners.
Title IX – Title IX of the Educational Amendments of 1972 bans gender discrimination in schools receiving federal funds, whether it is in academics or athletics.
Viable - in reference to a guaranteed and viable curriculum - means schools make sure that the necessary time is available and protected so learners will be able to learn the guaranteed curriculum (Marzano).
Vision – the aspirational destination the institution wants to reach over the long-term.
Voice- the level of learner involvement, advocacy, and power in the decision making before, during, and after instruction and assessment.