

MSAD #17 Teaching Learning: Capacity Matrix 2017-2018

Department: _____					
<u>Proficiency/Best Practice Standard:</u>	4 Our department goes beyond what the learning target says.	3 Our department has fully implemented what the learning target says.	2 Our department has made a start on this. We may need outside help with this.	1 Our department is just beginning to be able to do this. We need some help.	<u>Resources to Support My Learning</u> <input type="checkbox"/> Secondary Curriculum Vision <input type="checkbox"/> Resources to Support Dept. Leaders
Our department is embedding proficiency practices into curriculum, instruction, and assessment.					
Every teacher in our department can identify the graduation standards, course standards, and performance indicators for the courses he or she teaches.					<input type="checkbox"/> Graduation Standards
Every course in our department has identified what is taught throughout the year.					<input type="checkbox"/> Year-long Planner
Each course in our department has developed common scoring criteria for each of the performance indicators that are assessed.					<input type="checkbox"/> Design Guide for Scoring Criteria <input type="checkbox"/> Scoring Criteria Principles
Every course in our department has units of study related to standards, using the district unit planning template.					<input type="checkbox"/> Unit Planner
Each course in our department has developed common learning targets for each of the performance indicators.					<input type="checkbox"/> Developing Learning Targets
Each course has developed summative assessments that measure student performance on the standards/performance indicators.					<input type="checkbox"/> Summative Assessment Design Guide (see PD team drive)
Each course has HOWLS embedded in each unit of instruction.					<input type="checkbox"/> HOWLS Rubric
Each teacher in our department is using formative assessments to help them understand to what extent the student is meeting the standard.					<input type="checkbox"/> Formative Assessment PD Slide Show (2016)

Each teacher in our department is working with students to help them self-assess.					<input type="checkbox"/> Formative Assessment PD Slide Show (2016)
The following are processes that underpin effective collaboration as we move to proficiency. Departments should engage in these processes on a regular basis in order to support teacher development and understanding of proficiency-based practices.					
Our department is in the habit of engaging in a collaborative protocol to give feedback on scoring criteria.					<input type="checkbox"/> Scoring Criteria Principles (see PD team drive)
Our department is in the habit of looking at student work to calibrate the scoring guides and to come to a common understanding of what proficiency looks like.					<input type="checkbox"/> (see PD team drive)
Our department is in the habit of engaging in a collaborative protocol to give feedback on units of study.					<input type="checkbox"/> Tuning Protocol (see PD team drive)
Our department is in the habit of engaging in a collaborative protocol to give feedback on summative assessments.					<input type="checkbox"/> Tuning Protocol (see PD team drive)
The following targets are not necessary for teachers to complete at this time. We will not be providing PD to support these learning targets this year; however, we will use these next year. Staff have asked to see what the next steps are in our implementation process.					
Every teacher in our department can identify the Core Expectations (Guiding Principles).					<input type="checkbox"/> MSAD #17 Core Expectations
Every teacher in our department can identify assignments that would connect easily to the Core Expectations (Guiding Principles).					<input type="checkbox"/> MSAD#17 Core Expectations Matrix (in revision)