

Question	Teacher's Role	Student's Role	School Leader's Role
<p>Where am I going?</p>	<ul style="list-style-type: none"> ▪ Give students clear statements of the performance indicators and learning targets ▪ Unpack performance indicators and learning targets with students ▪ Share exemplars of student work 	<ul style="list-style-type: none"> ▪ Put learning targets and indicators in my own words ▪ Develop a clear understanding of quality work (ideally using scoring criteria and exemplars) ▪ Consider what I know and can do based on targets, indicators 	<ul style="list-style-type: none"> ▪ Guide and support teachers with research-based professional development ▪ Build time into the school day, week and year for professional learning and planning to ensure consistency among teachers' expectations for student learning
<p>Where am I now?</p>	<ul style="list-style-type: none"> ▪ Pre-assess student knowledge & skills ▪ Give students specific, descriptive feedback 	<p>Reflect:</p> <ul style="list-style-type: none"> ▪ What are my strengths? ▪ What do I need to work on? 	<ul style="list-style-type: none"> ▪ Support professional learning group review of student work to ensure consistency in calibration of what "proficiency" looks like
<p>How do I close the gap?</p>	<ul style="list-style-type: none"> ▪ Help students self-assess and set goals ▪ Ensure feedback consists of advice that is clear and can be acted upon ▪ Deliver nonjudgmental feedback within an environment that celebrates mistakes as learning opportunities ▪ Design learning opportunities to focus on one learning target or aspect of quality at a time ▪ Differentiate learning opportunities to meet varying student needs 	<ul style="list-style-type: none"> ▪ Set measurable, attainable goals ▪ Respond to feedback ▪ Use mistakes as learning opportunities ▪ Expect to make multiple attempts and don't give up ▪ Embrace a variety of learning opportunities ▪ If unclear about feedback or expectations, ask. 	<ul style="list-style-type: none"> ▪ Lead and support regular analysis of student learning data ▪ Conduct regular classroom visits to offer formative feedback on instructional practices that support equitable learning opportunities ▪ Communicate student learning progress with parents and the broader school community ▪ Advocate for those students whose learning needs are not being met in the daily learning environment