

Educator Monitoring Plan (Guide)

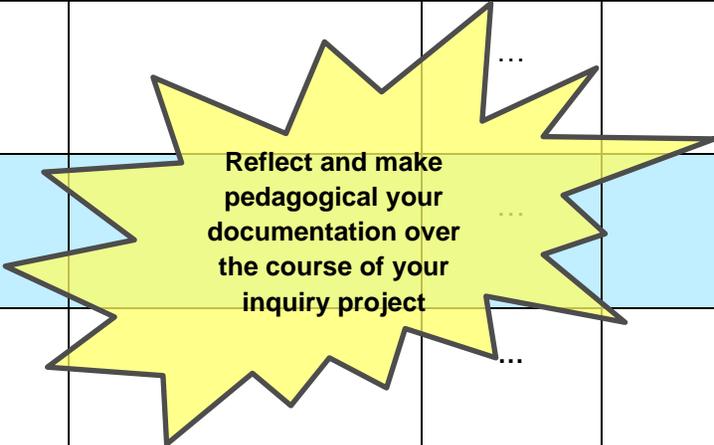
Inquiry Cycle #: _____	Student of Mystery 1	Student of Mystery 2	Student of Mystery 3
Worthwhile Task: <ul style="list-style-type: none"> What big idea(s), process/es, and/or expectations does it align to? <ul style="list-style-type: none"> What is/are the learning goal(s)? 		<div style="border: 1px solid black; padding: 5px; background-color: #d8bfd8;"> Are there students whom you are finding it difficult to understand where their <u>gaps</u> in learning are occurring? </div>	
What Do We Notice: <ul style="list-style-type: none"> What can students do? What success criteria are observed? 		<div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; padding: 5px; background-color: #ffb6c1;"> Learn more about <u>Students of Mystery</u> </div> <div style="border: 1px solid black; padding: 5px; background-color: #ffb6c1;"> Develop and use <u>Student Profiles</u> -Learning for All (pp.42-50) -Example (Template. o2) </div> <div style="border: 1px solid black; padding: 5px; background-color: #ffb6c1;"> Learn more about <u>Cognitive Domains & Students with Learning Disabilities</u> (YCDSB 2015) </div> </div>	
Intentional Educator Moves/Use of Strategies: <ul style="list-style-type: none"> How will gaps in learning be addressed? (E.g., conferencing, explicit teaching, flexible groupings, guided groups, providing descriptive feedback, revisiting and refining and success criteria, self- and peer-assessment) What are our next steps if the student(s) is meeting the criteria? (E.g., challenge, extend) 	<div style="writing-mode: vertical-rl; transform: rotate(180deg);"> See Inquiry Cycle Monitoring Plan (Guide) </div>	<div style="border: 1px solid black; padding: 5px; background-color: #d3d3d3; width: 100%;"> Collaboratively Analyze Student Learning </div>	
Demonstration of Student Learning: <ul style="list-style-type: none"> What will the student(s) do next? (E.g., similar task, conversation, revisit prior task, apply feedback, etc.) 		<div style="border: 1px solid black; padding: 5px; background-color: #ffcc99;"> -<u>Sample Protocol</u> -<u>Teacher Moderation</u> -<u>Webinar</u> (Collaborative Analysis of Student Learning, CASL) </div>	
Documentation of Impact on Learning: <ul style="list-style-type: none"> Include samples of observation(s), conversation(s), and/or product(s) (i.e., sources of evidence) that demonstrate student learning 			

Source (Adapted): Upper Canada District School Board. (n.d.). *SIPSA Monitoring Plan*. (2018)

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Year-long Tracking & Reflection Tool

	Consider the student's learning over Cycle 1	Consider the student's learning over Cycle 2	Consider ...	Consider the student's learning now	Consider Impact on the Student's Learning
Guiding Questions (Reflect on your documentation of student learning) 	- What thinking is evident? What tools and representations were used? - Does the student show conceptual understanding? What skills are being demonstrated? - How is the student transferring thinking and understanding to solving problems?				-Over the year, what growth in learning did you see and capture? -What intentional instructional moves did you use?
Student of Mystery 1			...		
Student of Mystery 2			...		
Student of Mystery 3			...		



Inquiry Reflection Questions: *Moving Forward*

- 1-How will you document pre- and post-learning in the future?
- 2-How will you monitor the impact of your instructional moves on student learning as you move forward?
- 3-What instructional strategies did you try this year and intend on re-visiting next year? What new ones will you consider?
- 4-What intentional moves have you heard about from others that you will carry with you into your classroom?

Source (Adapted): Upper Canada District School Board. (n.d.). *Year-end Reflection Tool*. (2018)