Learning Map for Selection of Educators for NOII & Presenters for NOII - Open to those in Learning Networks and Independent Groups Registered by Nov. 16			
Educators are …	Approaching	Meeting	Extending
Transitioning to grading and reporting by learning standard.	Is beginning to develop skills in the area of standards-based grading and reporting.	Is developing strength in the area of standards-based grading and reporting.	Has a strong grasp of standards-based grading and reporting.
EVIDENCE: ● Clearly articulated learning targets in place for students based on the learning standards. ● Reporting/power standards identified for informal and formal reports. ● A focus on formative assessment to provide descriptive feedback to students. ● Cultivates a growth mindset. ● The evidence collected gives all students the opportunity to show what they have learned. ● Changed conversation by making sure learning maps are accessible to students and their parents or guardians.			
Learning leadership is demonstrated by: ● **engaging others in a spiral-based professional learning group at their school.**	Sharing information about their spiral-bases inquiry with staff informally - With a colleague Sharing information about their spiral-based inquiry with staff through organized staff meetings - With whole staff, one-off workshop Deepening involvement with the use of the spiral of inquiry framework and shows curiosity about how to extend spiral-based professional learning in their school.	Leading others in spiral-based professional group at their school Deepening involvement with the use of the spiral of inquiry framework and shows curiosity about how to extend spiral-based professional learning across schools.	Leading others in spiral-based professional group across schools - Leading local network
EVIDENCE: ● Worked is recognized, honored or utilized by peers in the field. ● Attendance at Learning Network sessions or participating in spiral-based PLCs at their school, accepted YTA PD Committee application for funding an inquiry group. ● Shared past inquiries with others during network meeting times. ● Co-led part of learning network meeting times. ● New life is breathed into ways educators are engaging with students and into professional learning at the school. ● Creates a change force that is positively influencing the lives of students. ● Teaching teams working as learning communities. ● Local internalized commitment, capacity building and responsibility. ● Teaching teams working as learning communities/inquiry team. ● Is responsive to the needs of the students, consistently asks: 　○ What is going on for our students? 　○ How do we know? 　○ Why does it matter? ● New significant questions and insights aris and lead to ideas for further spirals of inquiry.			
Integrating Yukon First Nations Ways of	Is beginning to integrate Yukon First Nations	Is frequently integrating Yukon First Nations	Shows strong integration of Yukon First

Knowing and Doing	Ways of Knowing and Doing.	Ways of Knowing and Doing.	Nations ways of Knowing and Doing.
EVIDENCE: ● Evidence of Yukon First Nations Ways of Knowing and Doing is relevant and is articulated clearly in the project. ● Indigenous knowledge is recognized. ● Traditional territory is recognized.			
Supporting the self-assessment of core-competencies	Is beginning to support student self-assessment of core-competencies. Is beginning to notice, name, and nurture the core competencies.	There is evidence the teacher has provide differentiated opportunities for students to reflect on their learning using the core-competencies. Frequently notices, names, and nurtures the core competencies.	Provides consistent support for students in the self-assessment of core competencies. Consistently notices, names, and nurtures the core competencies.
EVIDENCE: ● Feedback from lessons connected to core competencies. ● Core competencies incorporated into learning targets.			
Personalizing learning and making learning flexible	Is beginning to personalize learning by: ● providing choice ● working from strengths, interests, goals, and needs of students ● providing opportunity for reflection ● providing opportunities for students to take greater control of learning ● focusing on high quality and high equity for every learner ● place-based learning, where learning experiences are adapted to the local environment or an individual context	Frequent personalization of learning by: ● providing choice ● working from strengths, interests, goals, and needs of students ● providing opportunity for reflection ● providing opportunities for students to take greater control of learning ● focusing on high quality and high equity for every learner ● place-based learning, where learning experiences are adapted to the local environment or an individual context	Consistent personalization of learning by: ● providing choice ● working from strengths, interests, goals, and needs of students ● providing opportunity for reflection ● providing opportunities for students to take greater control of learning ● focusing on high quality and high equity for every learner ● place-based learning, where learning experiences are adapted to the local environment or an individual context
EVIDENCE: ● Student "baseline" data is considered. ● Student learning is improved. ● Involvement of students, their families and communities. ● Shift from student voice to developed learner agency, as students help to identify and address issues in their learning environments.			
Submitting a completed case study by April 1 including evidence of the OECDs Seven Principles of Learning in an Innovative Learning Environment found at http://lss.yukonschools.ca/learning-networks.html	Is beginning to integrate the OECDs Seven Principles Learning in an Innovative Learning Environment. There is an explicit focus on one or two of the principles.	The project thoughtfully relates to the the "spirit" of the OECDs Seven Principles of Learning in an Innovative Learning Environment. Principles are applied authentically. A focus on one two of the principles provides a channel to drive the others.	Complete integration of the OECDs Seven Principles of Learning in an Innovative Learning Environment. Partnerships and networks are the norm.
EVIDENCE:			

- Completed case study including evidence for most of the principles of learning.
    - 1. Students are engaged and demonstrate a strong sense of personal and social responsibility.
    - 2. The learning space and seating arrangement reflect preparedness for group work.
    - 3. Educators and others in the learning community are articulate about emotions.
    - 4. Technology is leveraged to build horizontal connections, as a tool for Assessment for learning, support collaboration, cooperation, and networked learning.
    - 5. A growth mindset predominates over the common viewpoint that student capabilities are fixed.
    - 6. Teacher clarity (learning targets, success criteria) and descriptive feedback are emphasized.
    - 7. Development and implementation of an interdisciplinary unit.
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- Case study submitted by April 1 to Paula.Thompson@gov.yk.ca.

Additional thing for those selected to speak at NOII?		Is willing to present at the "Celebration of Learning" social and NOII Symposium.	
EVIDENCE: Presents at the evening "Celebration of Learning" social?			
Other? Representative sample of educators selected			
EVIDENCE:			
Other?			
EVIDENCE:			
Other?			
EVIDENCE:			

Learning Map for Learning Network Leaders			
Leaders are …	Approaching	Meeting	Extending
Building capacity to transition to grading and reporting by learning standard.	Is beginning to develop skills in the area of standards-based grading and reporting.	Is developing strength in the area of standards-based grading and reporting.	Has a strong grasp of standards-based grading and reporting.
EVIDENCE: ● Fosters the development of a standards-based mindset. ● Learning maps provided to educators.			
Setting participants up to help engage others	Is beginning to	Takes a disciplined approach to collaborative	

in a spiral-based professional learning group at the school level.		spiral-based inquiry. Creates the conditions in the learning setting for curiosity to flourish. An explicit aim for equity is evident.	

EVIDENCE:
- New life is breathed into ways educators are engaging with students and into professional learning at the school.
- Creates a change force that is positively influencing the lives of teachers.
- Responsive to both the needs of students and teachers.
- Driven by curiosity and an inquiry mindset.
- Discussions and deliberations based on evidence of student, teacher, and leader learning and well-being.
- Research is used as a lens through which to diagnose challenges, identify problematic areas, and to develop productive solutions.
- Irreversible shifts in thinking are made that will change the participating teachers' and students' approaches in the future.
- Supports and protects those who initiate and take risks.
- Achievement gaps are decreased. (Equity)

Integrating Yukon First Nations Ways of Knowing and Doing	Is beginning to integrate Yukon First Nations Ways of Knowing and Doing.	Is frequently integrating Yukon First Nations Ways of Knowing and Doing.	Shows strong integration of Yukon First Nations ways of Knowing and Doing.

EVIDENCE:
- Collaboration with FNPP colleagues.
- Immerse participants in first-hand, place-based experiences (the Doing)
- Elder participation in Learning Networks.
- Acknowledgement of traditional territories.
- Collaboration with Yukon First Nation educators.

Building capacity to support student self-assessment of core competencies	Is beginning to support educators in the self-assessment of core-competencies and makes explicit links to the potential for classroom use. Is beginning to notice, name, and nurture the core competencies.	Provides frequent support for educators in the self-assessment of core competencies and makes explicit links to the potential for classroom use. Frequently notices, names, and nurtures the core competencies.	Provides consistent support for students in the self-assessment of core competencies and makes explicit links to the potential for classroom use. Consistently notices, names, and nurtures the core competencies.

EVIDENCE:
- Provide samples and model student self-assessment of core competencies in session experiences
- Feedback forms explicitly linked to the core competencies.

Personalizing learning and making learning more flexible	Is beginning to personalize learning by: ● providing choice ● working from strengths, interests, goals, and needs of participants ● providing opportunity for reflection ● providing opportunities for educators to	Frequent personalization of learning by: ● providing choice ● working from strengths, interests, goals, and needs of participants ● providing opportunity for reflection ● providing opportunities for educators to	Consistently personalization of learning by: ● providing choice ● working from strengths, interests, goals, and needs of participants ● providing opportunity for reflection ● providing opportunities for educators to

	take greater control of learning ● focusing on high quality and high equity for every learner ● place-based learning, where learning experiences are adapted to the local environment or an individual context	take greater control of learning ● focusing on high quality and high equity for every learner ● place-based learning, where learning experiences are adapted to the local environment or an individual context	take greater control of learning ● focusing on high quality and high equity for every learner ● place-based learning, where learning experiences are adapted to the local environment or an individual context
EVIDENCE: ● Leader completed inquiry. ● Feedback forms explicitly linked to the core competencies.			

Ideas:
● Focus on high quality for every learner
● More curious
● Literacy and numeracy are integrated and hold space with creativity and imagination
● The 7 principles are used to design the learning environment. - This could be added above as an outcome maybe moving forward?
● The 7 principles are used to inform practice.
● Consider 7 plus 3 more - pedagogy, Learning Leadership, partnerships