



## 2021-2022 NETWORK ACTION PLAN

Mike Miles  
*revised 20 Mar 2021*



***“The first future is the one related to time; the second is the one you can envision; the third future is the one you make happen.”***

Despite the COVID-19 crisis, TFS schools managed to narrow the achievement gap and grow student proficiency this past year. We also continued to move forward on the Dyad concept, assisted by the RISE grant award in Colorado and the School Action Fund grant in Texas. The 2020-2021 school year also witnessed the transformation of Third Future Schools into a network with five schools in four cities in two states and with four different authorizers.

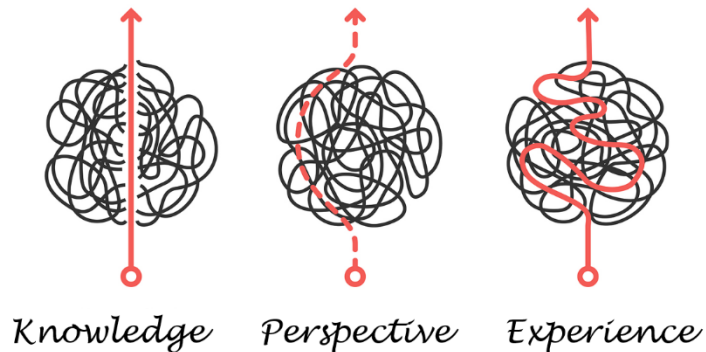
As vaccinations expand, we will be able to return to regular-sized groups of students in our classrooms and conduct in-person learning with few exceptions. And while the quality of instruction during the pandemic remained high, many of our fully remote learners still lost academic ground. We also were not able to implement our LSAE model with the same degree of fidelity as we did before the pandemic.

**Thus for the 2021-2022 school year, our overarching goals will be to: 1) regroup and solidify our instructional model, and 2) accelerate the implementation of the Dyad concept.**

## **An opportunity to reimagine education**

**Our other predominant goal for next year is to reimagine education by further developing our eight principles of a new education system.**

We did not provide a “normal” education prior to COVID, so we will not be “returning to normal” after the crisis. Still, the pandemic has given us a chance to review the eight principles of a new education system upon which the TFS model is built. Indeed, this last year has underscored the need to design an education system in which students may “learn everywhere and anytime” (the first of our eight principles). Learning can and should take place outside of the traditional school day and school year.



Over the last several years, political and cultural events in the United States further validate TFS’s vision and mission. Rampant belief in conspiracy theories and widespread misinformation substantiate our emphasis on information literacy and helping children learn how to think (principle 5). And given that these events have also thrown more light on systemic

inequality and racism, equally important will be our efforts to grow student perspective through travel and key experiences (principle 6).

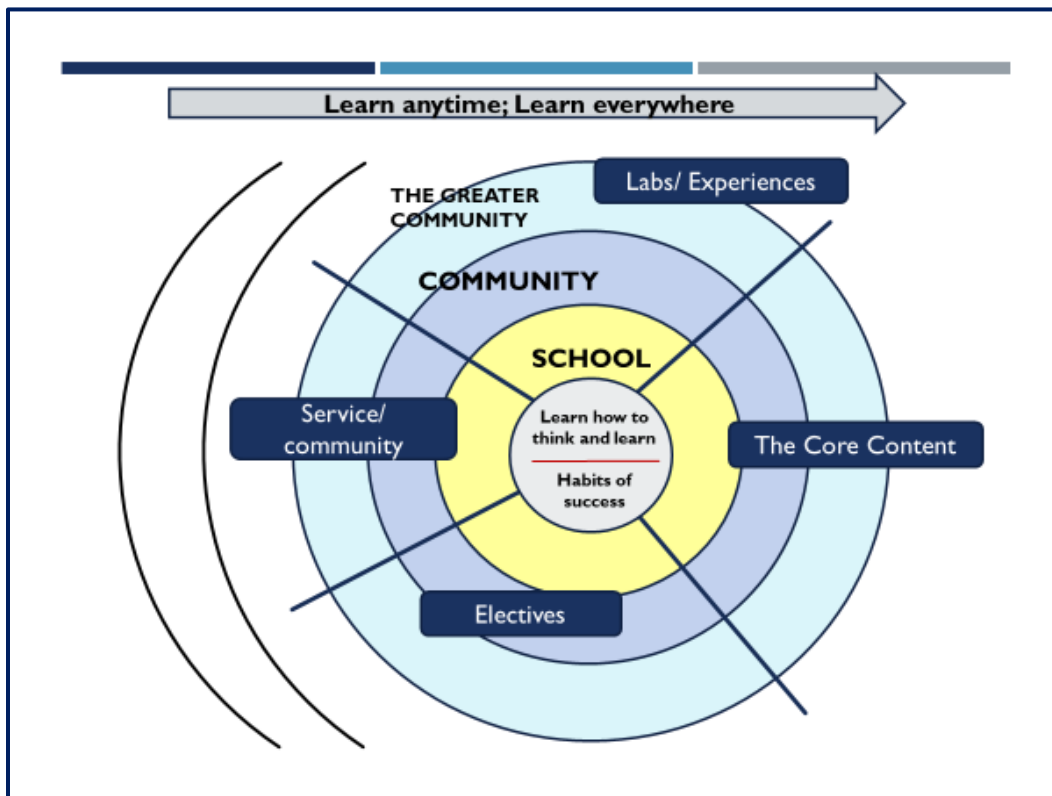
We believe a child’s character, knowledge, and ability to think well are also functions of their experiences – travel to other parts of the country or abroad, participation in sports, learning to play a musical instrument, being involved in a community service project, discussing current events with parents, or meeting someone from another culture. Thus, we need to provide more opportunities for students to gain perspective and to experience different cultures, concepts, and activities.

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***We call the acquisition of knowledge, perspective, and experiences the Dyad Concept.***

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We are on the right track, and both the LSAE instructional model and the Dyad concept are sound. At this moment in the Network’s journey, we need to double down on the instructional model that is working well and implement the principles that will truly prepare students for a Year 2030 workplace and world.



## Vision and Mission

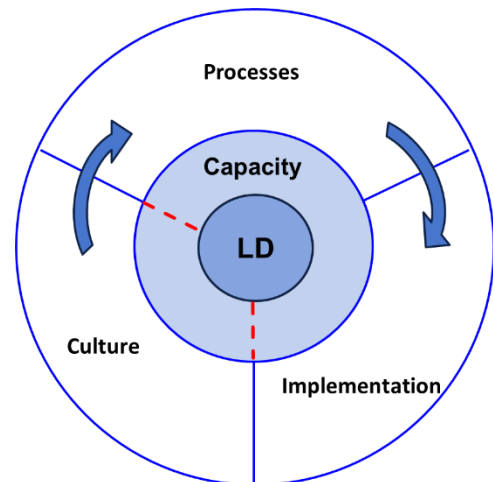
The crisis over the last half year has also shown that our vision and mission are the right ones. Third Future Schools prepares students for a fundamentally different workplace. Our vision statement also acknowledges that our school must use a different instructional model and teach different curricula in order to help children succeed:

*Third Future Schools prepares students for college and the modern workplace. Through personalized learning and a focus on critical thinking skills, our school closes achievement gaps and allows every student to reach her/his potential.*

We will continue to create a high-performance culture and grow the capacity of staff to deliver personalized learning effectively to close achievement gaps and help students think critically and become active learners in their education. Our key actions for the 2021-2022 school year will be tied to this vision.

In order to implement a rigorous and innovative series of actions, Third Future Schools will continue to work in systemic ways. We will strengthen the foundational components of any effective organization: leadership density, staff capacity, and culture. These three foundational areas will ensure that the quality of instruction is the best in the region and that the innovative practices are implemented with fidelity.

We will have an intense focus on student academic achievement. The vehicle for raising student achievement will be high quality instruction and leadership density. At the same time, we will adjust our curriculum and scheduling in order to grow student agency and increase their capacity to learn how to learn. We will also expand our efforts to implement the Dyad model, which will shift some time spent on learning content to competencies gained through experiences and activities.



## KEY ACTIONS

### 1) Grow staff capacity to provide the highest quality instruction

Third Future schools are able to get much higher-than-average academic growth because of the high quality of the teachers' instruction. Indeed, the quality of instruction is the number one variable in improving the academic performance of any school. Hence, continually improving the quality of instruction will continue to be a key action of all of our schools.

Our TFS-Ready characteristics (Appendix B) and our spot observation form (Appendix C) will continue to drive our instructional improvement strategy.

#### Indicators of success:

- 75% of the scores on spot observations conducted in December by an independent review team will be proficient or higher; that percentage will increase to 90% in May 2022.
- 85% of the teachers will be proficient or higher in the delivery of high-quality instruction as measured by that section in the teacher evaluation rubric. [The Principal and Assistant Principal will evaluate all teachers using the new evaluation system.]

#### Specific actions:

- Train teachers on the TFS-Ready characteristics during summer orientation and professional development days
  - Professional development is tied to TFS-Ready characteristics and includes effective lesson objectives and demonstrations of learning, multiple response strategies, “first, good instruction”, differentiating instruction, and the use of technology to improve instruction
- Train teacher on the LSAE instructional model and the Dyad concept
- Provide on-the-job coaching regularly (almost daily) and written feedback at least once a month for every teacher using the TFS spot observation form
- Conduct effective PLCs that focus on data and specific intervention strategies
- For select teachers, provide expert professional development on literacy and how to teach reading to students who are behind in proficiency



## 2) Implement the LSAE model with fidelity

During the pandemic we changed our instructional model to accommodate “one classroom in three locations.” While we continued to differentiate instruction using our LSAE model, we were not able to implement it fully because of the lack of space and because twenty percent of the students were fully remote. For the 2021-2022 school year, we will improve our ability to differentiate instruction and use key aspects of the model – learning coaches, team centers, rigorous LSAE lessons, and extended LSAE – with fidelity.

### Indicator of success:

- All Third Future Schools will receive a proficient or higher score on the LSAE learning rubric assessed in December 2021 and May 2022. [The CEO, Executive Director of Schools, and the School Leadership Team will each score the school; the final score will be an average of the three scores.]

### Specific actions:

- Revise and improve the LSAE rubric by 1 August 2021
- Update the LSAE Google drive repository of lessons for use by the teachers
- Train administrators and teacher leaders on the use of the LSAE rubric by 1 September 2021
- Coach and provide feedback to teachers regularly on the differentiated learning criteria of the spot observation form
- Train staff on effective implementation of the LSAE model by 1 September 2021
- Assess the school three times a month on how well the LSAE model has been implemented
- Publish the LSAE implementation data every month



**LEARNING**



**SECURING**



**SECURING**



**ACCELERATING**



**ENRICHING**

## 3) Successfully implement the new teacher evaluation and compensation system

A rigorous evaluation system will help teachers do their best work and help the school leaders provide effective support. It will help the entire network hold itself accountable for clearly defined outcomes.

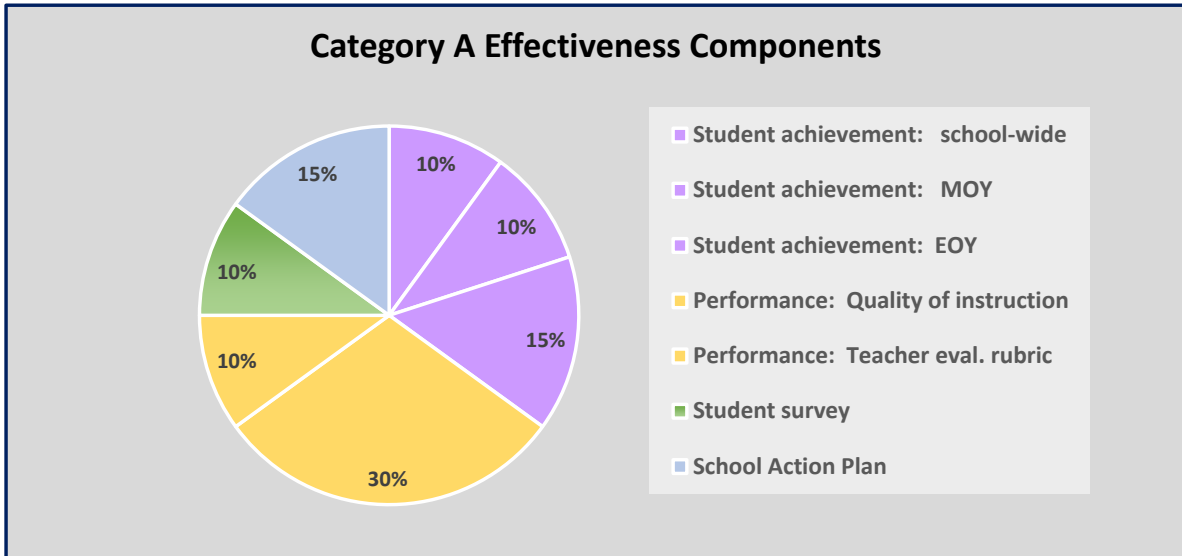
The purpose of our evaluation system is to improve teacher effectiveness in order to narrow opportunity gaps and prepare students for a Year 2030 workplace and world. The information derived from the evaluation system will be used to align professional development, teacher recruitment and retention, and teacher compensation.

**Indicator of success:**

- In the 2021-2022 school year, 100% of the eligible teachers receive an evaluation rating, using the metrics of the new evaluation system.
- The “target distribution” is followed with no more than 40 percent of the teachers in the “Distinguished” category for AAL and no more than 30 percent of the teachers in the distinguished category for all other schools.
- No more than 45 percent of the teachers receive a rating in the “Proficient” category.

**Specific actions:**

- Establish a data platform to keep track of all of the evaluation metrics
- Train and certify evaluators of the teachers by 1 September 2021
- Train teachers on the evaluation system by 1 August 2021 or within 30 schools days from the time a new teacher begins work (if they arrive after the start of the school year)
- Evaluate all teachers using the procedures and metrics outlined in the teacher evaluation and compensation system document



**4) Expand implementation of the Dyad model**

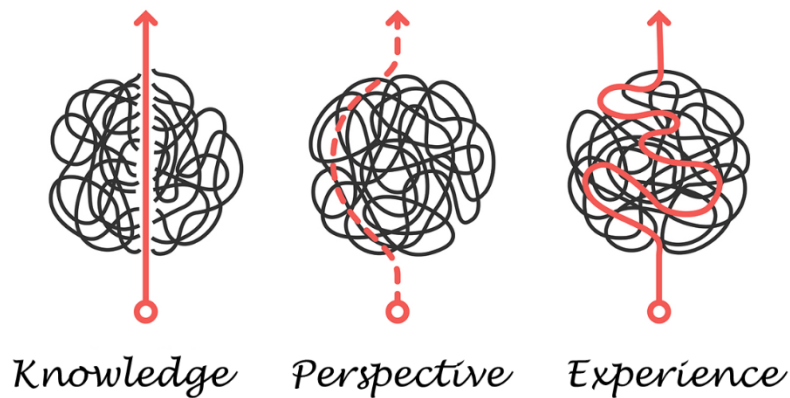
We call the acquisition of knowledge, perspective, and experiences the Dyad Concept. The Dyad concept has been part of the Third Future Schools vision since the opening of our first school. As a result of our growth and receiving several high-dollar grants, we are in a position to jumpstart this concept. We will significantly expand the opportunities students will have to enjoy the arts, athletics, creative pursuits, and other learning experiences.

**Indicator of success:**

- By June 2022, 90% of the students in grades 5 through 8 will complete at least 50% of the Dyad requirements.

**Specific actions:**

- Revise and update Dyad requirements
- Implement courses to support problem-solving projects, community service projects, and Kids Teach Kids, and communications
- Engage community members and groups to provide student experiences related to DYAD requirements
  - Build database of community collaborators
- Send students on field trips, out-of-state trips, and out-of-country travel (as budget allows)
- Establish infrastructure and processes to track completion of student DYAD requirements



## 5) Strengthen the leadership density of Third Future Schools

As we grow, we need to expand leadership density to ensure all parts of the network are adhering to our core beliefs and working at high levels. We also need to invest in teacher leaders so that they can become trainers and mentors for teachers new to the network and to our model.

**Indicator of success:**

- 70% of the staff will receive a Proficient 1 or higher rating on the leadership competency as assessed by the evaluators during the teacher evaluation process conducted in the spring of 2022

**Specific actions:**



- Develop a leadership rubric to assess all teachers (use the rubric from the distinguished teacher evaluation process as a base) by 1 August 2021
  - Train teachers on the leadership rubric by 1 October 2021
  - Assess teachers mid-year and end-of-year on the leadership rubric
- Train administrators on levels of leadership model and on leadership competencies during summer leadership training
- Use the System Assessment Rubric (which includes a leadership section) to coach administrators and to assess progress every quarter
- Select teacher leaders from each school and provide intensive professional development on leadership on leadership, LSAE model, and the Dyad concept
- Increase the value of leadership competencies in both the administrator and teacher evaluation systems by 5 August 2021



## 2021-2022 Student Achievement Goals

As a result of the preceding actions, student academic proficiency will increase. Specifically, Third Future Schools establishes the following student achievement goals:

### Goal 1 – Reading proficiency

**Goal 1a:** In the 2021-2022 school year, Third Future Schools’ median growth percentile on the PARCC exam for English Language Arts will exceed 55 for fourth, fifth, and sixth grades.

**Goal 1b (just AAL):** In the 2020-2021 school year, Third Future Schools’ students will surpass the percentage of the APS students who meet or exceed expectations on the PARCC exam for English Language Arts by at least 5 percentage points.

	<b>2019 Met or Exceeded Percentage -- ELA</b>			
Grade level	Aurora	State	AAL	AAL 21-22 Goal
3	22.8	41.3	17.9	28
4	27.0	48.0	16.1	32
5	28.5	48.4	36.5	40
6	25.3	43.6	31.0	35
7	25.2	46.5	37.9	40
8	30.0	46.9	30.8	35

**Goal 1c:** In the 2021-2022 school year, Third Future Schools students will grow 1.7 times the average U.S. growth in reading as measured by the NWEA MAP assessment and using the mean RIT score for each grade, 2-8.

**Goal 1d:** In the 2021-2022 school year, 75% of the students in grades K-3 will demonstrate typical or above typical growth in DIBELS at the end of the year.

### Goal 2 – Math proficiency

**Goal 2a:** In the 2021-2022 school year, Third Future Schools’ median growth percentile on the PARCC exam for Math will exceed 55 for fourth, fifth, and sixth grades.

**Goal 2b (just AAL):** In the 2021-2022 school year, Third Future Schools’ students will surpass the percentage of the APS students who meet or exceed expectations on the PARCC exam for Math by at least 5 percentage points.

2019 Met or Exceeded Percentage -- Math				
Grade level	Aurora	State	AAL	AAL 21-22 Goal
3	23.7	41.0	25.0	30
4	17.0	33.6	16.3	32
5	19.3	35.7	29.4	35
6	15.6	29.5	33.3	40
7	14.5	31.6	17.9	23
8	19.3	36.9	23.1	28

**Goal 2c:** In the 2021-2022 school year, Third Future Schools students will grow 1.7 times the average U.S. growth in math as measured by the NWEA MAP assessment and using the mean RIT score for each grade, 2-8.

### Goal 3 – Science proficiency

**Goal 3a:** In the 2021-2022 school year, Third Future Schools students will grow 1.7 times the U.S. average growth in Science as measured by the NWEA MAP assessment and using the mean RIT score for each grade, K-8.

**Goal 3b (just AAL):** In the 2021-2022 school year, Third Future Schools’ students will surpass the percentage of the APS students who meet or exceed expectations on the PARCC exam for Science by at least 5 percentage points.

2019 Met or Exceeded Percentage -- Science				
Grade level	Aurora	State	AAL	AAL 21-22 Goal
5	15.9	35.9	35.0	38
8	11.2	31.5	15.0	20

### Goal 4 – English Language Proficiency

**Goal 4a:** In the 2021-2022 school year, Third Future Schools’ median growth percentile on the PARCC exam for English Language Arts for **English Language Learners** will exceed 55.

**Goal 4b:** In the 2021-2022 school year, Third Future Schools’ median growth percentile on the PARCC exam for Math for **English Language Learners** will exceed 55.

**Goal 4c:** In the 2021-2022 school year, Third Future Schools’ median growth percentile on the ACCESS assessment for **English Language Learners** will exceed 55.

## Appendix A: Eight Principles of a New Education System

1. **Learning happens everywhere and anytime** – In the new education system learning happens everywhere. Education instruction and services are brought closer to students (to their communities and homes). When and where students learn is also much more variable and tied to student needs and interests.
2. **Learning is personalized and students own their learning** – we need an education system that shifts the focus from what schools require to what families demand. Ownership of student learning belongs to the student. Individual learning plans are tied to more than academic needs and includes support for the growth of the whole child and his social-emotional needs.
3. **Parents have access to an expanded number of choices of schools and programs** – Parents are aware of and have access to an expanded number of choices of schools and programs. The system is designed to respond to the needs of families.
4. **The system offers a new employee value proposition and compensation is tied to what the system values most** – Compensation is tied to what the organization values. Time to innovate and to make improvements to the system are built into employees' worktime. Jobs and career paths across the system are reimaged. The leaders and distinguished employees of the system determine minimum qualifications and competencies required for employment and bear the responsibility of growing the abilities of their employees at all levels.
5. **Learning is increasingly focused on how to think and how to learn** – What students need to know and do is increasingly focused on "how to think" and the competencies needed for a Year 2030 workplace and society. Students also learn how to learn. Those who govern the system adjust what students need to learn based on changing workforce requirements, community interests, and societal changes.
6. **The School, community, and family provide students with a set of required experiences, not just specific courses** – The education system not only provides students instruction in core subjects, but also is designed to provide students key, relevant experiences that add to their understanding of their interests, varying perspectives, and the world.
7. **Community groups are tapped to educate students in many non-core subjects** – Community groups bear the responsibility of educating students in many non-core subjects.
8. **Governing entities check and balance one another and encourage innovation** – The new education system uses a governance model that ensures those who establish policies do not also operate the system's schools, departments, or functions. Governing bodies in the new system are charged with aligning the system to the principles and continuous innovation.

## Appendix B: TFS-Ready Characteristics




- You are prepared and have your lesson objective and DOL up before the start of each class.
- Your objectives and DOLs are aligned with the curriculum calendars and they meet the criteria of effective objectives and DOLs.
- You differentiate activities into four levels every class period, every day!
- You administer your DOL and get students into their LSAE groups within 10 minutes – start to finish.
- You push out in time (between 40 and 50 minutes after the start of class).
- Your students are reading, writing, computing, or thinking 95% of the time.
- You don't waste time – transitions are smooth; you have breakout rooms ready to go, etc.
- You teach bell to bell.
- You are a teacher who is confident and effective!
- You manage the classroom well, ensuring students follow the three rules of the school.
- You teach grade-level content to every student every day.
- You push the rigor and relevance.
- You use a lot of visuals.
- You use a timer.

- You know where your students are academically and social-emotionally.
- You collaborate with your colleagues.
- You think about what it means to be in a high-performance culture and act in ways to strengthen it.

***For classes with remote learners:***

- Students conduct a “table talk” or breakout room at least twice during a 45-minute period.
  - Students are allowed to see and speak with one another in the breakout rooms.
  - Breakout room time for table talk is between 2 and 5 minutes long.
- Students complete a quick response card at least three times in a 45-minute period.
- Students mute themselves when the teacher is presenting.
- Remote learners keep their video turned on.
- A student who is answering a question or making a solicited comment turns on her mic.

# Appendix C: TFS Spot Observation Form

		TFS Spot Observation Form		
		<i>revised 30 Mar 2021</i>		
Teacher:		Date:		
Grade/ Subject:		Time in:		
Observer:		Time out:		
Area	Check/ met	Instructional Characteristics	Pts. awarded for characteristics met	
Lesson Obj. and DOL		Objective aligns to curriculum maps and assessments	6 or 7 met = 2 pts.	
		Obj. provides focus and coherence to the lesson		
		Obj. is specific enough to be taught in 1 lesson		
		Demonstration of Learning is developed in advance	4 or 5 met = 1 pt.	
		DOL is tied directly to the lesson objective and curriculum		
		DOL can be accomplished in 5 to 10 minutes		
	DOL is completed independently by students			
Purposeful Instruction and Engagement		Instruction and activities support the objective	7 or 8 met = 4 pts.	
		Direct instruction is at grade level and rigorous		
		Transitions are smooth with no loss of instructional time	5 or 6 met = 3 pts.	
		Lessons are adjusted based on classroom response data		
		A digital timer is used to guide pacing of the lesson	3 or 4 met = 2 pts.	
		The teacher effectively uses multiple response strategies and uses an MRS strategy every four minutes		
		There is 100% student participation		
	The teacher requires the students to read, write, or think the entire lesson	1 or 2 met = 1 pt.		
LSAE Model		Uses the LSAE model to differentiate instruction into four levels	6 met = 3 pts.	
		Separates students into appropriate groups for LSAE time (learners, securing 1, securing 2, and accelerated)		
		Work or activity for each group is appropriately rigorous and tied to specific learning objectives	5 met = 2 pts.	
		Students know their LSAE designation and what they have to learn	4 met = 1 pt.	
		Push-out occurs within 40 to 50 minutes of the start of the lesson		
	Keeps track of student performance and LSAE designations			
Virtual Instruction		Effectively uses Zoom and Google classroom to provide high-quality instruction	4 met = 1 pt.	
		The instruction for e-learning mirrors the high-quality of the in-class		
		Uses technology equipment to enhance student learning simultaneously in-person and in the remote environment		
		Follows the TFS instructional model for remote learners		
<b>Praise:</b>				
<b>Question:</b>				
<b>Polish:</b>				
Overall score for this spot observation:				
Unsat (1-2)	Progressing (3-4)	Proficient (5-6)	Proficient II (7-8)	Exemplary (9-10)



## Appendix D: Dyad requirements

Third and Fourth Grade Dyad Requirements			
Cognate	Course/experience	Required?	Notes
<b>Core content</b>	Reading/ writing	Yes	Each year
	Math	Yes	Each year
	Science	Yes	Each year
	Art of Thinking	Yes	Each year
<b>Labs/ experiences</b>	Activity week: exposure to dance, karate, soccer, musical instruments, basketball, volleyball, and performing arts	Yes	Must participate in three of the four activity weeks in two years
	Problem-solving projects	Yes	School-level or class-level projects
	Science and math labs	Yes	
	Museum of nature and science	Yes	
	Nature field trip	Yes	
	Performing arts or play a musical instrument	Yes	Taught by community
	Physical education or participate in a sport	Yes	Taught by community
	Other opportunity	No	
<b>Electives</b> (required electives taken in either 4th or 5th grade; may be taken in both grades)	Creation and innovation	No	
	Problem-solving and decision-making	Yes	Tied to problem-solving projects
	Communications and media	No	
	Virtual reality learning	No	
	Graphic design	No	
	Computer science	No	
<b>Service/ community</b>	Empathy	Yes	TBD
	Habits of Success	Yes	Proficient on rubric
	School level or class level projects	Yes	May complete a community project with permission



### Fifth and Sixth Grade Dyad Requirements

Cognate	Course/experience	Required?	Notes
<b>Core content</b>	Reading/ writing	Yes	Each year
	Math	Yes	Each year
	Science	Yes	Each year
	Art of Thinking	Yes	Each year
	Social Studies	Yes	two days a week; each year
	Physics	Yes	two days a week; each year
<b>Labs/ experiences</b>	Activity week: exposure to dance, karate, soccer, musical instruments, basketball, volleyball, and performing arts	No	Two times a year
	Problem-solving projects	Yes	School-level or neighborhood projects (collaborate with community organizations)
	Science and math labs	Yes	Tied to physics curriculum
	Museum of nature and science	No	
	The Arts field trip	No	
	Business or policy field trip	No	Collaborate with community organizations
	Trip to another part of the U.S.	Yes	Once during either the 5th- or 6th-grade year
	Performing arts	Yes	Taught by community
	Health and fitness or team sports	Yes	Taught by community
<b>Electives</b> (required electives taken in either 5th or 6th grade; may be taken in both grades)	Creation and innovation	Yes	Individual or group projects
	Problem-solving and decision-making	Yes	Tied to problem-solving projects
	Study of cultures	No	
	Foreign language	No	
	Communications and media	Yes	Collaborate with community organizations
	Virtual reality learning	Yes	Must complete two of these three courses
	Graphic design	Yes	
	Computer science	Yes	
<b>Service/ community</b>	Empathy	Yes	TBD
	Habits of Success	Yes	Proficient on rubric
	Neighborhood service projects	Yes	Must complete neighborhood or city service project or activity
	City projects		

## Seventh and Eighth Grade Dyad Requirements

Cognate	Course/experience	Required?	Notes
<b>Core content</b>	Reading/ writing	Yes	Each year
	Math	Yes	Each year
	Science	Yes	Each year
	Art of Thinking	Yes	Each year
	Social Studies	Yes	two days a week; each year
	Physics	Yes	two days a week; each year
<b>Labs/ experiences</b>	Activity week: exposure to dance, karate, soccer, musical instruments, basketball, volleyball, and performing arts	No	Two times a year
	Problem-solving projects	Yes	School-level or neighborhood projects (collaborate with community organizations)
	Science and math labs	Yes	Tied to physics curriculum
	Museum of nature and science	No	
	Business or policy field trip	Yes	Collaborate with community organizations
	Environmental field trip	Yes	
	Trip to another part of the U.S.	Yes	Once during either the 7th- or 8th-grade year
	Trip to another Country	Yes	Once during either the 7th- or 8th-grade year
	Performing arts	Yes	Taught by community
Participation in a team sport	Yes	Taught by community	
<b>Electives</b> (required electives taken in either 7th or 8th grade; may be taken in both grades)	Creation and innovation	Yes	Individual or group projects
	Problem-solving and decision-making	Yes	Tied to problem-solving projects
	Study of cultures	Yes	
	Foreign language	No	
	Communications and media	Yes	Collaborate with community organizations
	Virtual reality learning	Yes	Must complete part II of one of these three courses
	Graphic design	Yes	
Computer science	Yes		
<b>Service/ community</b>	Habits of Success	Yes	Proficient on rubric
	Neighborhood service projects	Yes	Must complete neighborhood or city service project or activity
	City projects		

## Appendix E: Learning How to Learn Rubric

Skill	Emerging	Progressing	Proficient
Understands his learning profile	<ul style="list-style-type: none"> <li>• Understands both her strengths and areas for improvement</li> <li>• Knows what distracts her from learning, but sometimes does not avoid those distractions</li> <li>• Unclear about the activities or topics that will hold her interest</li> <li>• Reflects on her growth and on areas that need improvement</li> </ul>	<ul style="list-style-type: none"> <li>• Understands both her strengths and areas for improvement</li> <li>• Selects a learning environment relatively free from things that will distract her</li> <li>• Chooses activities, materials, or topics that hold her interest</li> <li>• Reflects on her growth and on areas that need improvement</li> </ul>	<ul style="list-style-type: none"> <li>• Can articulate both her strengths and areas for improvement</li> <li>• Uses knowledge of her learner profile to enhance learning</li> <li>• Selects a learning environment relatively free from things that will distract her</li> <li>• Chooses activities, materials, or topics that hold her interest</li> <li>• Reflects on her growth and on areas that need improvement and makes a plan to improve</li> </ul>
Manages time	<ul style="list-style-type: none"> <li>• Pays attention to time to complete a task</li> <li>• Sometimes has trouble focusing or staying on task</li> <li>• Works at an inconsistent pace: sometimes works too slow or sometimes races through the material without learning the material well</li> </ul>	<ul style="list-style-type: none"> <li>• Pays attention to time to complete a task and usually finishes on time</li> <li>• Works at a pace that supports learning               <ul style="list-style-type: none"> <li>◦ Does not work too slow, nor race through the task</li> </ul> </li> <li>• Does not procrastinate</li> <li>• Focuses on the task at hand</li> </ul>	<ul style="list-style-type: none"> <li>• Allows sufficient time to accomplish the task or assignment</li> <li>• Accurately predicts how long a task will take to complete</li> <li>• Does not procrastinate</li> <li>• Works at a pace that supports thorough understanding               <ul style="list-style-type: none"> <li>◦ Does not work too slow, nor race through the task</li> </ul> </li> <li>• Focuses on the task at hand</li> <li>• Pays attention to time left to complete the task</li> <li>• Can prioritize tasks or subtasks</li> </ul>
Establishes goals	<ul style="list-style-type: none"> <li>• When guided, creates short-term and long-term goals</li> <li>• Creates SMART goals; may have difficulty making the goals measurable</li> <li>• Needs help creating goals that will take advantage of areas of strength or address areas of weaknesses</li> </ul>	<ul style="list-style-type: none"> <li>• Creates a short-term goal; may need help breaking up large goals or long-term goals into smaller, more discrete objectives</li> <li>• Creates SMART goals, but needs help making the goals challenging</li> <li>• Establishes goals that are relevant and addresses areas of strength or weaknesses of the learner profile</li> </ul>	<ul style="list-style-type: none"> <li>• Establishes challenging, but realistic goals</li> <li>• Creates “SMART” goals</li> <li>• Establishes goals that are relevant and addresses areas of strength or weaknesses of the learner profile</li> <li>• Adjust goals as appropriate based on progress or new information</li> <li>• Can break up large goals into smaller, more discrete objectives</li> </ul>

Skill	Emerging	Progressing	Proficient
Uses available resources	<ul style="list-style-type: none"> <li>Asks for help when stuck</li> <li>Takes the initiative to find resources, material, or people to help move the learning process forward (as appropriate)</li> <li>Needs help to expand repertoire of resources that can assist in learning</li> <li>Needs help understanding the differences among resources and how they contribute to accomplishing the task at hand</li> </ul>	<ul style="list-style-type: none"> <li>Asks for help when stuck</li> <li>Takes the initiative to find resources, material, or people to help move the learning process forward (as appropriate)</li> <li>Uses familiar resources to assist in learning; may not continue to seek more effective or more helpful resources</li> <li>Needs help understanding the differences among resources and how they contribute to accomplishing the task at hand</li> </ul>	<ul style="list-style-type: none"> <li>Asks for help when stuck</li> <li>Takes the initiative to find resources, material, or people to help move the learning process forward (as appropriate)</li> <li>Uses a variety of resources to assist in learning</li> <li>Understands the differences among resources and how they contribute to accomplishing the task at hand</li> </ul>
Collaborates with peers when appropriate	<ul style="list-style-type: none"> <li>Does not distract others from getting the group work done</li> <li>Listens to what others are saying, but does not listen actively nor try to understand the ideas of others</li> <li>Is unsure how to support others in their learning</li> <li>Sometimes does not engage positively</li> </ul>	<ul style="list-style-type: none"> <li>Works well with peers on group projects or assignments</li> <li>Listens well and tries to understand the ideas of others</li> <li>Is unsure how to support others in their learning</li> <li>Engages positively, but may not understand or directly try to support the goals of the group</li> </ul>	<ul style="list-style-type: none"> <li>Works well with peers on group projects or assignments</li> <li>Listens well and tries to understand the ideas of others</li> <li>Supports others in their learning</li> <li>Contributes to the goals of the group and engages positively</li> </ul>
Monitors his progress	<ul style="list-style-type: none"> <li>Understands the tasks at hand, but is unclear how much growth needs to be made</li> <li>With guidance, monitors progress toward goal accomplishment, but needs help to gather and/or analyze the information</li> <li>Is unclear how to adjust work or behavior as a result of monitoring progress</li> </ul>	<ul style="list-style-type: none"> <li>Understands what success looks like and how much growth needs to be made</li> <li>Monitors progress toward goal accomplishment, but needs help to gather and/or analyze the information</li> <li>Is unclear how to adjust work or behavior as a result of monitoring progress</li> </ul>	<ul style="list-style-type: none"> <li>Understands what success and excellence looks like and how much growth needs to be made</li> <li>Monitors progress toward goal accomplishment</li> <li>Uses a system to track progress regularly and frequently</li> <li>Adjusts work and behavior as a result of monitoring progress</li> </ul>
Follows habits of success	<ul style="list-style-type: none"> <li>Follows the school habits of success and is “learning” on the HOS rubric</li> <li>Fills out the habits of success self-assessment, but is not thoughtful about areas to improve or steps to take to improve</li> </ul>	<ul style="list-style-type: none"> <li>Follows the school habits of success and is “securing” on the HOS rubric</li> <li>Assesses individual habits of success regularly, but may not follow through or take specific steps to improve</li> </ul>	<ul style="list-style-type: none"> <li>Follows the school habits of success and is “accelerated” on the HOS rubric</li> <li>Assesses individual habits of success regularly and makes a plan to improve</li> </ul>

