

Culture of Learning

Each learner is supported by communities committed to creating the culture, structure, policies and instructional practices that engage them in their journey towards college, career and life readiness. Through incorporating high expectations, executing teacher clarity, and fostering meaningful relationships, the culture of learning in an inclusive environment allows each learner to define their pathway to success.

1 2 3 4 5 6 You might observe learners...

- Provide input to educators into learning experiences that support their individual needs, strengths, goals, and interests.
- Look for opportunities to make connections between in-class learning and other experiences.
- Apply knowledge gained in novel contexts by engaging in cognitively rigorous tasks.
- Create and maintain positive relationships with the teacher, school administrators, and other school personnel
- Contribute to a sense of community where members feel part of, belong to, and can be involved to create positive connections and the opportunity to learn.

You might observe educators establishing...

- A Portrait of Graduate to describe the outcomes for PreK–12 education embedded in the values of the local community.
- Competencies aligned with the Portrait of a Graduate.
- Competencies defined into grade bands that vertically align as learners build knowledge, skills, and dispositions from pre-K through postsecondary.

What you might ask learners...

- What concepts have you recently mastered? Which are you still working on?
- How do you know what to do next once you've demonstrated proficiency in a concept?
- Do you ever create portfolios, rubrics, or other tools to track your growth in this class? Can you show me?

Learner Agency

Each learner develops understanding, skill, and responsibility to the learning design and process in pursuit of achieving the characteristics of Utah's Portrait of a Graduate. Learner agency is achieved through a broad range of instructional strategies including goal setting, choice in learning pathways, voice in how to demonstrate competency, and learner self-assessment.

1 2 3 4 5 6 You might observe learners...

- have autonomy over “time, task, technique, and team” as they tackle learning objectives.
- work to achieve mastery, deeper understanding, or investment in the learning at hand.
- use self-talk, mood management, persistence, or self-reinforcement to achieve a particular goal.
- partner with school personnel in setting personal learning goals.
- assess, monitor, and reflect on learning progress
- advocate for needed support from school personnel and peers.

You might observe educators establishing...

- Multiple pathways focusing on student voice, choice, and interests.
- Learning environments that optimize motivation and engagement.
- Portfolios to collect learner evidence of growth and demonstration of competency.

What you might ask learners...

- Do you set and track your own learning goals in this class?
- Do you ever get to choose the activity you want to work on? How do you know what’s right for you?
- How do you track your growth in this class?

Demonstrated Competency and Assessment

Each learner progresses through their learning based upon applying their knowledge, essential skills, and dispositions. Timely, effective feedback, and data from a variety of formative assessment processes to measure learner growth, progress and advancement based on high expectations.

1 2 3 4 5 6 You might observe learners...

- Engage in self-selected learning to advance/go deeper upon demonstration of mastery.
- Demonstrate learning in multiple ways.
- Provide adequate evidence of mastery, ex: portfolios.
- Access learning that enables progression through mastery levels.
- Seek clarity of learning expectations as needed.
- Use teacher and peer feedback to advance understanding and demonstrate mastery

You might observe educators establishing...

- A strategic plan for assessment
 - Defined types, purposes, and frequency of different assessments at each level, and set clear expectations.
 - Diagnostic assessments.
 - Resource bank, seeded with high-quality, standards aligned assessment items.
- Aligned competencies and standards
 - Essential standards.
 - Learning progressions that articulate the journey to achieving the essential standards while integrating the Portrait of a Graduate competencies.
 - Common measures of proficiency.
- High Quality Instruction Cycle, including ongoing formative assessment processes to collect evidence of and advance learning.

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- What concepts have you recently mastered? Which are you still working on?
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- How do you track your growth in this class? Can you show me?

Customized Support

Each learner is provided with or selects appropriate and timely support to achieve growth or competency and to engage in personalized learning pathways. These customized supports are based on data about the learner's demonstrated strengths, interests, and needs.

1 2 3 4 5 6 You might observe learners...

- Deepen understanding of their academic needs, strengths, interests, cognitive skills (i.e., focus, working memory).
- Select appropriate learning strategies for the task based on learner preferences.
- Provide input and feedback on the supports received to improve their effectiveness.

You might observe educators establishing...

- Access to grade level essential curriculum as part of core instruction.
- Structures that allow for students who need additional time and support to achieve grade level essential curriculum.
- Opportunities for intensive interventions needed to succeed.
- Universal Design for Learning Guidelines.
- Supportive conditions that focus on learning and remove barriers to all students to have accessible pathways to resources and opportunities.
- Educational access through necessary and appropriate accommodations.

What you might ask learners...

- Who are you as a learner? What are your strengths? How do you know?
- Do you ever get the chance to share feedback with your teacher about how you're learning? Tell me about it.

Social/Emotional Learning

The process through which students acquire and effectively apply the knowledge, attitude, and skills necessary to: (a) understand and manage emotions; (b) set and achieve positive goals; (c) feel and show empathy for others; (d) establish and maintain positive relationships; (e) make responsible decisions; and (f) self-advocate.

1 2 3 4 5 6 You might observe learners...

- Work to develop meaningful relationships with others.
- Take opportunities to be a leader, problem-solver, and decision maker.
- Practice social emotions learning skills through cooperative learning and project-based learning experiences.
- Take ownership of their strengths, needs, and interests.

You might observe educators establishing...

- Learning rooted in meaningful and sustained relationships.
- A sense of belonging so all learners feel known.
- High expectations for all students.
- Principles and strategies for inclusion.

What you might ask learners...

- Does this class provide a safe space for you to be your full self? How?
- Can you tell me about a time when you considered a variety of perspectives or viewpoints on a topic in this class?
- Do you ever reflect on your own strengths or those of your classmates? If so, how?