Seeing Through the Eyes of Jesus: Growing Success for Students in Catholic Schools

A support document for the implementation of Growing Success: Assessment, Evaluation and Reporting in Ontario Schools, First Edition covering Grades 1 to 12
FOR IMMEDIATE RELEASE

‘Seeing Through the Eyes of Jesus’: EOCCC Releases New Document supporting collaborative inquiry

October 15, 2013 - Well-known researcher John Hattie explains that the success for educators and students is found in ‘seeing through the eyes of students’. Perhaps the success for Catholic educators is to ‘see through the eyes of Jesus’.

To help educators across Ontario best see through this lens, the Eastern Ontario Catholic Curriculum Corporation has released its latest resource, Seeing Through the Eyes of Jesus: Growing Success for Students in Catholic Schools. Educators across Ontario have been working on how to best utilize collaborative inquiry using the Catholic Professional Learning Cycle. This new resource documents the processes outlined in Growing Success: Assessment, Evaluation and Reporting in Ontario Schools First Edition, 2010 and explains their importance through the filter of Gospel values. This resource responds to a range of educator wonderings and provides support for collaborative inquiry to deepen understanding of assessment and evaluation concepts implemented in Catholic schools. Here are just some of the ways Seeing Through the Eyes of Jesus encourages educators to reflect on such concepts:

• How do the Gospel values support the spirituality of assessment?

• What are the connections between assessment for, as and of learning? How do these processes align with evaluation and effective communication in order to uphold the dignity of each student?

• Where, in scripture, can we find models to inform educators of effective assessment instructional practices?

• How might existing Catholic resources reinforce our understanding of assessment, evaluation and reporting practices?

The resource also makes connections between the Ontario Catholic School Graduate Expectations and Gospel values to support meaning-making for Catholic educators and includes scripture, student insight, as well as a locally-crafted song, What a Privilege, written by Eliane Guité.

Ottawa Catholic School Board Coordinator for Elementary Student Success, Hélène Coulombe, was the project lead and she also co-wrote the resource with St. Patrick High School teacher Michelle Leni. Reviewers from all EOCCC member boards provided feedback this past August, including Jan Bentham: Coordinator of Religious Education and Family Life Education, OCSB; Rory Donohue: Elementary Principal RCCDSB; Lisa Smith: Curriculum Consultant CDSBEO; Michelle Bryden: Elementary Teacher CDSBEO; Lori Bryden: Coordinator – Student Services: Algonquin and Lakeshore Catholic District School Board, and; Regan Dore-Anderson: Curriculum Consultant, Halton Catholic District School Board.

“When putting this content together, we wanted to guide educators through an understanding on the Theory of Action and how following four actions will encourage each student to feel like a member of the Catholic learning community,” explains Hélène Coulombe. “The document delves into these four steps and encourages a hands-on approach by guiding educators to facilitate discussion and make thinking visible.”

To learn more about, and to download, the Seeing Through the Eyes of Jesus resource, please visit the EOCCC website at eoccc.org.

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Graphic: Front Cover  
Many thanks to Tommy Adiputra Tjoe (Student: Ontario College of Art) for providing the graphic “Seeing Through the Eyes of Jesus”
We begin with prayer to support our learning journey.

*Be shepherds of God’s flock that is under your care, watching over them—not because you must, but because you are willing, as God wants you to be… eager to serve.*

(1 Peter 5:2)

What beauty can be experienced as we accept the challenge of a vision!

What a precious feeling to be supported, to have others say

‘You can do it, we can do it together.’

Nothing is beyond our reach if we reach out together,

if we reach out with all the confidence we have,

if we are willing to persevere even in difficult times

and if we rejoice with every small step forward,

if we vision beautiful dreams

that will transform our lives, the lives of our students, our world.

Nothing is impossible if we put aside our careful ways,

if we build our vision with faith –

faith in ourselves,

faith in our sisters and brothers

and above all,

faith in our Lord God

with whom all things are possible.

We pray to You, Jesus

released into the world by Your vision for us,

who teaches us that nothing is beyond our collective reach.

May we see through Your eyes

with the confidence to watch over Your flock

and give ourselves unreservedly to the vision\(^1\)

that will transform our lives and the lives of our students.

Lord, may we accept our challenges.

Let us be blind to obstacles and limitations.

We ask this through Jesus Christ, our Lord and brother,

the ultimate visionary and catalyst of new ideas.

Amen.

We begin with song to support our learning journey.

Be shepherds of God’s flock that is under your care, watching over them—not because you must, but because you are willing, as God wants you to be… eager to serve. (1 Peter 5:2)

**What a Privilege**

What a privilege; what an honour,  
To love one of Yours, oh Lord.  
What a challenge but what a blessing  
To love one of Yours, oh Lord.  
Father to the fatherless; mother to the orphan,  
Fill me with Your love and compassion  
So I can love them like You.  
Fill me with Your wisdom and strength  
So I can teach them like You.  
Lord, I feel so inadequate.  
Lord I feel so weak.  
Fears of failure consume me, oh God  
Will I be able to love them like You?  
Fears of failure consume me, oh God,  
But I must remember  
That You have not given me a spirit of fear.  
You have given me a spirit of power and love  
So I’ll be able to love them like You.  

I’ll be able to love them like You  
I’ll be able to love them like You

Please Note: All song tracks mentioned in *Seeing Through the Eyes of Jesus* may be downloaded on the EOCCC website. [http://www.eoccc.org](http://www.eoccc.org)

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# Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Setting the Context: <em>Seeing Through the Eyes of Jesus</em></td>
<td>6</td>
</tr>
<tr>
<td>Opportunity for Professional Dialogue #1</td>
<td>9</td>
</tr>
<tr>
<td><strong>Learning Together:</strong> Collaborative Inquiry and The Catholic Professional Learning Cycle</td>
<td>10</td>
</tr>
<tr>
<td><strong>Making Connections:</strong> Seeing the Spiritual within Assessment and Evaluation</td>
<td>12</td>
</tr>
<tr>
<td>Opportunity for Professional Dialogue #2</td>
<td>18</td>
</tr>
<tr>
<td><strong>The Structure of this Resource:</strong> Understanding the structure to support the learning journey</td>
<td>19</td>
</tr>
<tr>
<td><strong>Using this Resource:</strong> Getting Started, Facilitating Discussion, Making Thinking Visible</td>
<td>22</td>
</tr>
<tr>
<td>Opportunity for Professional Dialogue #3: For facilitators of professional learning</td>
<td>28</td>
</tr>
<tr>
<td><strong>Exploring a Theory of Action for Catholic Educators:</strong></td>
<td></td>
</tr>
<tr>
<td>• If Catholic educators establish a faith-based professional learning community,</td>
<td>29</td>
</tr>
<tr>
<td>o Including Opportunity for Professional Dialogue #4</td>
<td></td>
</tr>
<tr>
<td>• If Catholic educators design a faith-based community for all learners,</td>
<td>40</td>
</tr>
<tr>
<td>o Including Opportunity for Professional Dialogue #5</td>
<td></td>
</tr>
<tr>
<td>• If Catholic educators and students learn and grow together,</td>
<td>55</td>
</tr>
<tr>
<td>o Including Opportunity for Professional Dialogue #6</td>
<td></td>
</tr>
<tr>
<td>• If Catholic educators honour and respect growth over time,</td>
<td>67</td>
</tr>
<tr>
<td>o Including Opportunity for Professional Dialogue #7</td>
<td></td>
</tr>
<tr>
<td><strong>A Theory of Action for Catholic Educators: Final Reflection</strong></td>
<td></td>
</tr>
<tr>
<td>• Then each student will feel a sense of belonging as a valued member of a Catholic learning community.</td>
<td>77</td>
</tr>
<tr>
<td>Opportunity for Professional Dialogue #8</td>
<td>78</td>
</tr>
<tr>
<td>We conclude…</td>
<td>79</td>
</tr>
<tr>
<td><strong>Appendix A:</strong> Catholic Professional Learning Cycle</td>
<td>81</td>
</tr>
<tr>
<td><strong>Appendix B:</strong> Ontario Catholic School Graduate Expectations</td>
<td>82</td>
</tr>
<tr>
<td><strong>Appendix C:</strong> Seeing the Spiritual within Assessment and Evaluation</td>
<td>84</td>
</tr>
<tr>
<td><strong>Appendix D:</strong> Questions Sets: A Sample Response – A Roadmap Analogy</td>
<td>88</td>
</tr>
<tr>
<td><strong>Appendix E:</strong> Resources</td>
<td>91</td>
</tr>
<tr>
<td><strong>Appendix F:</strong> Fundamental Principles (excerpt from <em>Growing Success</em>)</td>
<td>97</td>
</tr>
<tr>
<td><strong>Appendix G:</strong> Definitions from Glossary of <em>Growing Success</em></td>
<td>98</td>
</tr>
<tr>
<td><strong>Appendix H:</strong> Excerpts from <em>Growing Success</em></td>
<td>100</td>
</tr>
</tbody>
</table>
Setting the Context for *Seeing Through the Eyes of Jesus*

What does it mean to “see through the eyes” of someone else?

It means truly understanding a person’s needs and how to nurture, challenge and support the potential rooted within him or her. As Catholic educators, we accept the call to embrace each student as a child of God, worthy of being educated with genuine respect and sensitivity and to create a culture of hope within our classrooms and schools.

What would it mean for Catholic educators to see through the eyes of Jesus?

Christ models an invitation that is unconditional. All are welcome, worthy and capable. Seeing through the eyes of Jesus enables us to teach with understanding of the other. We know that when we model our actions on those of Christ, we can live out his compassionate ways. To have this level of empathy, educators would see with eyes of compassion and hope. We would accept and advocate for every student, set high expectations, and walk with each student as he or she grows within his or her unique learning journey. We would accept the mystery of God’s creation in each child, accepting the challenge and, sometimes, the frustration as an opportunity to grow in our own skill and ability to love unconditionally. Seeing someone through the eyes of Jesus means coming to know a person for who he/she is and envisioning who he/she will become.

In his book entitled *Visible Learning for Teachers: Maximizing Impact on Learning*, John Hattie states, “It is teachers seeing learning through the eyes of students and students seeing teaching as the key to their ongoing learning. The remarkable feature of the evidence is that the greatest effects on student learning occur when teachers become learners of their own teaching, and when students become their own teachers.” Hattie explains that seeing learning through the eyes of students allows educators to become activators, responsive designers, seekers of feedback, and adaptive experts when monitoring learning.
What are the implications for educators of seeing through the eyes of Jesus?

Certainly, academic achievement is about excellence but, for Catholic educators it must be about more than just academic achievement. It is about approaching student achievement with the kind of compassion we know we would see in the eyes of Christ. The definitions of learning, assessment and evaluation have shifted over the last decade to become more holistic and appreciative of the mind of the learner. For educators it means, understanding the potential and the promise, and even the spirituality of assessment to improve student learning. Making connections between assessment for, as and of learning with the process of valuing student work (ie. evaluation) and then to communicate the understanding of the learning journey with hope, compassion and dignity marks the Catholic educator as a witness and companion of each child’s learning journey.

In the resource entitled *Consistency in Classroom Assessment - Support Materials for Educators* (2006), the opening paragraph describes a powerful mandate for Catholic educators:

*When a student becomes a learner and an adult chooses to be a teacher, there is a covenant created between that student and that teacher. The covenant should spell out what each expects from the other and what each will do for the other. If that covenant is not in place, there is certainly a greater possibility for misunderstanding, misdirection and possible conflict... Without this clear statement, assessment and evaluation are turned into a guessing game, and often the student guesses incorrectly.*

The covenantal relationship between student and teacher requires trust and respect for both parties. Catholic educators who reflect on the success of their instructional practices with the goal of student success are honouring this covenant. Understanding the power of covenant combined with the power of assessment to gather evidence of learning and support growth over time, highlights the spirituality of assessment and instruction.

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4 “Keeping our Promises: The Spirituality of Assessment” Sister Remigia Kushner. Momentum 32 No. 1 F/Mr. 2001, p. 18-20
Seeing Through the Eyes of Jesus reveals the thinking of Catholic educators while making connections to assessment and evaluation processes in order to support Growing Success for students in Catholic schools. This document highlights the insights of educators and is organized through a theory of action (i.e. a suggested plan of implementation) for how the actions of educators will impact student outcomes. These actions focus on capacity building at the professional level, assessment and instructional strategies at the school and classroom level, and actions that help to sustain learning for both educators and students at a personalized level.

This document can be used as a vehicle to promote discussion and generate inquiry questions to support growing success for both educators and students at all grade levels as they create and mobilize knowledge regarding assessment and evaluation.
Seeing Through the Eyes of Jesus:  
Growing Success for Students in Catholic Schools

Opportunity for Professional Dialogue #1

What connections can you make between these quotations, the scripture passage and the key ideas found in Seeing Through the Eyes of Jesus: Setting the Context?

“Christ has no body now on earth but yours; No hands but yours; No feet but yours. Yours are the eyes through which Christ’s compassion is to look out to the earth. Yours are the feet by which He is to go about doing good and yours are the hands by which He is to bless us now.”  
St. Teresa of Avila

God established a covenant with man…  
“And I will establish my covenant between me and you and your descendants after you throughout their generations for an everlasting covenant, to be God to you and to your descendants after you.”  
Gen. 17:7

“The question should not be ‘What would Jesus do?’ but rather, more dangerously, ‘What would Jesus have me do?’ The onus is not on Jesus but on us, for Jesus did not come to ask semi-divine human beings to do impossible things. He came to ask human beings to live up to their full humanity; he wants us to live in the full implication of our human gifts, and that is far more demanding.”  
Rev. Peter J. Gomes, Professor and Minister, Harvard University

“Being oriented toward dignity means choosing those actions and participating in those activities that enhance dignity rather than diminish it; that develop capability rather than dependence. Enhancing dignity means that all aspects of the life of a school are important for transforming dependence into independence. Catholic schools promise to respect this dignity.”  
Sister Remigia Kushner.  
“Keeping our Promises: The Spirituality of Assessment”
Learning Together: Collaborative Inquiry and the Catholic Professional Learning Cycle

Since the release of *Growing Success: Assessment, Evaluation and Reporting in Ontario Schools* in 2010, educators across Ontario have been exploring and learning together through collaborative inquiry to implement the fundamental principles of assessment and evaluation and the corresponding policies outlined within the document. The process of inquiry known as the Catholic Professional Learning Cycle, depicted graphically below, has allowed educators to build common understanding related to challenges of practice, to implement and monitor strategies and to reflect on the impact of these actions.

To truly understand the power of learning together is to experience it with a group of educators. Jan Bentham, Religious Education and Family Life Coordinator, Ottawa Catholic School Board, explained the process through this message to the Student Success Department in August 2011.

> “Each of us, every learner and educator is a child of God. We are created with minds that are inquisitive. From infancy we have been created to want to know and to grow with every experience that comes our way. This is a gift. Every disappointment, every mystery, every surprise and every hurt will take us to a new place of understanding in this journey of life. It is a cycle of life that winds and spirals and reminds and takes us forward. It brings us memories and inspires us.”

> “If we parallel the beautiful growth of the life cycle with learning, we know that inquiry is a joyous beginning place with no ending. And so the question is, “How is inquiry distinct in a Catholic classroom?”

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"The Catholic classroom is framed in themes...be they spiritual Board themes such as “By Our Works, We Show our Faith” or Religious Education Themes such as “Come and See”. The Catholic educator begins the year with this platform of learning. It is natural for the Catholic learner to come back to this through all inquiry learning. It is the air that surrounds them.”

“The Catholic Graduate Expectations are like the paved road for our curriculum and the destination on the map. We go back to them regularly.”

“The Catholic Professional Learning Cycle is our path of inquiry. In tandem with the Catholic groundwork that was just mentioned, we look at how our students are doing before as we move forward with our plans. This is our commitment to all in our care, the sheep as Jesus models for us. What shepherd moves ahead without knowing how many and how healthy they are? And so we look at the data, the observations, and we make decisions as to what areas should be a focus and what does the research tell us are the best remedies, the strategies that may be beneficial.”

“And we Act. As we act we respect the whole child. We observe how they feel about their learning. We give it our best. We engage with each other to learn what we can do to make it happen. We pull out all the stops because we want the best for those in our care. We care for each other spiritually and academically. This is how we live in Catholic community.”

“We observe and gather evidence. What do we observe in Catholic community? We celebrate the wonderful moments. We recognize moments where students and our colleagues need our support and solidarity and we wonder at the miracle of the learning experience and the stuff of life that can only be described as sacrament - the moments of joy and mystery that is God bubbling through. The CGEs give us a wonderful scope of what this looks like - what the topics are; what accomplishments are happening. What do I need to revisit?”

“We reflect and discern. We look to give our best to our students and to find many ways to assess. What is the best way to see the best of the person? How do I honour the dignity of my students by honouring what I professionally can see they are capable of achieving? How can I give them a fair and inspirational place to demonstrate the best they have? What am I being called to? Where can I go to deepen and strengthen my commitment to this process? How can I bring our whole learning community, educator and student, to a place that is whole and honours our every process as iterative, beginning and ending, beginning again, with God, the ultimate mystery and inquiry at the centre? It is complicated and yet, so beautifully simple.”

The development of Seeing Through the Eyes of Jesus: Growing Success for Students in Catholic Schools, allows Catholic educators from Eastern Ontario to share their insights and deepen their understanding of assessment practices in order to improve student learning. This document is intended to be used as a vehicle to promote discussion and to generate inquiry questions regarding assessment and evaluation.

6 A message delivered by Jan Bentham – Religious Education and Family Life Coordinator, Ottawa Catholic School Board, August 2011
Making Connections: Seeing the Spiritual within Assessment and Evaluation

The policy document, Growing Success: Assessment, Evaluation and Reporting in Ontario Schools, sets the context for Ontario educators but, as Catholic educators we have a responsibility to frame conversations and actions through our Catholic tradition and beliefs. Seeing Through the Eyes of Jesus holds a lamp on the principles of assessment and evaluation and asks, “How do we see these principles through the eyes of Jesus?” and “Do we see the spiritual in assessment?”

Within the seven principles of assessment and evaluation outlined in “Growing Success” we find that which lies at the core of our purpose as Catholic educators: to nurture the growth of our students intellectually, emotionally and spiritually. We are entrusted with the task of fostering the growth of the whole person. Let’s begin the learning journey by exploring the seven principles of assessment and evaluation listed in Growing Success and making connections to Gospel values and Ontario Catholic School Graduate Expectations.

The chart on the following page, Seeing the Spiritual within Assessment and Evaluation, can be used as a process to engage in dialogue and to make connections.

**Activation:** Compare the two statements:

“The primary purpose of assessment and evaluation is to improve student learning” with “The primary purpose of Catholic education is to embrace each student as a child of God worthy of being educated with genuine respect and sensitivity by creating a culture of hope within our classrooms and schools”.

Read the scriptural passage, used as the header for the chart, and discuss all three statements.

**Action:** In small groups, refer and to the scriptural references and use the chart as an organizer for the thinking of the group.

**Consolidation:** Allow time for groups to share their thinking and insights after completing the chart.
**Seeing Through the Eyes of Jesus:**
*Growing Success for Students in Catholic Schools*

“*But blessed are your eyes, because they see; and your ears, because they hear. For truly I say to you that many prophets and righteous men desired to see what you see, and did not see it, and to hear what you hear, and did not hear it.*”

Mathew 13: 10-17

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**Seeing the Spiritual within Assessment and Evaluation**

<table>
<thead>
<tr>
<th>Fundamental Principles of Growing Success</th>
<th>Gospel Values and Catholic Graduate Expectations</th>
<th>Seeing Connections</th>
</tr>
</thead>
<tbody>
<tr>
<td>The primary purpose of assessment and evaluation is to improve student learning.</td>
<td>The primary purpose of Catholic education is to embrace each student as a child of God worthy of being educated with genuine respect and sensitivity by creating a culture of hope within our classrooms and schools.</td>
<td>Reflect on the scripture passage listed below. How might the ideas from the passage inform the connections between these concepts?</td>
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<td>To ensure that assessment, evaluation, and reporting are <em>valid and reliable</em>, and that they lead to the improvement of learning for all students, teachers use practices and procedures that:</td>
<td>Reflect on the scripture passage: <em>The Woman at the Well</em> John 4:1-40. What did Jesus see when He saw the woman at the well? How did He show her respect? As an educator, how do you ensure that you truly know and respect each student and encourage his/her uniqueness? What does this look like in your classroom?</td>
<td>Reflect on the scripture passage: <em>Jesus Heals the Leper</em> Mark 1: 40-45. What did Jesus see when He saw the man with leprosy? As an educator, how do you ensure that assessments are equitable for all students? What does this look like in your classroom?</td>
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...are fair, transparent, and equitable for all students; ...support all students, including those with special education needs, those who are learning the language of instruction (English or French), and those who are First Nation, Métis, or Inuit;
### Seeing Through the Eyes of Jesus:
*Growing Success* for Students in Catholic Schools

<table>
<thead>
<tr>
<th>Activity Description</th>
<th>Scripture Passage</th>
<th>Discussion Questions</th>
</tr>
</thead>
</table>
| ...are carefully planned to relate to the curriculum expectations and learning goals and, as much as possible, to the interests, learning styles and preferences, needs, and experiences of all students; | Reflect on the scripture passage: *The Death of Lazarus*  
John 11:1-45  
How did Jesus respond when he found out that his friend was dead?  
As an educator, how do you show compassion for each student?  
What does this look like in your classroom? |  |
| ...are communicated clearly to students and parents at the beginning of the school year or course and at other appropriate points throughout the school year or course; | Reflect on the scripture passage: *Jesus Washes His Disciples’ Feet*  
John 13: 1-16  
What message was Jesus trying to portray by washing the feet of his disciples?  
As an educator, how do you show that each student is an important member of the classroom community?  
What does this look like in your classroom? |  |
| ...are ongoing, varied in nature, and administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning; | Reflect on the scripture passage: *The Sermon on the Mount*  
Matthew 5:1-11 The Beatitudes  
What does Jesus say about those who will inherit the kingdom of heaven?  
As an educator, how do you model the beatitudes?  
What does this look like in your classroom? |  |
**Seeing Through the Eyes of Jesus:**  
*Growing Success* for Students in Catholic Schools

| Provide ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement; | Reflect on the scripture passage:  
**The Parable of the Lost Son**  
Luke 15:11-32  
What does Jesus say about the son who became lost to him?  
As an educator, how do you create an environment where students feel that they can make mistakes?  
What does this look like in your classroom? |
| --- | --- |
| ...develop students’ self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning. | Reflect on the scripture passage:  
**The Parable of the Talents**  
Matthew 25: 14-30  
What is Jesus’ message about sharing one’s talents?  
As an educator, how do you encourage each student to develop and share his/her talents and abilities?  
What does this look like in your classroom? |
Making Connections: Seeing the Spiritual within Assessment and Evaluation

Some question sets to generate dialogue:
As different groups of educators ponder the question, “What does it mean to see through the eyes of Jesus?”, there are many entry points into dialogue when making connections to assessment and evaluation. Depending on the needs and learning interests of the group, three sets of questions, all leading to similar discussions, are listed on the following pages. Consider using any one set of questions as a starting point to anchor dialogue within a Catholic Professional Learning Cycle. Encourage educators to use graphics, to consider analogies or to use digital resources to support making their connections and thinking visible.

Question Set 1:
How would you define the following terms*?
- Assessment,
- Assessment for learning,
- Assessment as learning,
- Assessment of learning,
- Evaluation.

What are the connections between assessment for, as and of learning?
What are the connections between assessment for, as and of learning – and evaluation?

What are the connections between assessment for, as and of learning and the Ontario Catholic School Graduate Expectations and/or Gospel values and virtues?

How would the connections between assessment for, as and of learning support educators to see through the eyes of Jesus?

* Note: Selected definitions of assessment and evaluation terminology have been included in this document as a reference. See Appendix G, page 98.
Question Set 2:
How would you define each term or phrase listed below?

- Learning goals,
- Describing quality work; Success criteria,
- Specific, descriptive and timely feedback,
- Peer and self-assessment,
- Goal setting.

What is the relationship between instruction and assessment?

In work with educators, some boards have chosen to link these phrases together as “the Assessment Loop”. Why might these strategies/processes be called the Assessment Loop?

How would you define the relationship between the components of the Assessment Loop?

What are the connections between the components of the Assessment Loop and the Ontario Catholic School Graduate Expectations/Gospel values/virtues?

Question Set 3:
What are the connections between planning with the end in mind and an assessment plan?

What is an assessment plan? How does an assessment plan compare to a course outline or long-range plans?

What are the connections between overall expectations, specific expectations, rich learning tasks or rich learning experiences and the Achievement Chart?

How would you define rich learning tasks? How would you define rich assessment tasks?

How would you define “student work”?

What is “triangulation of evidence”?

What constitutes valid and reliable evidence of learning?

How does the discussion of valid and reliable evidence of learning support educators to see through the eyes of Jesus?
**Seeing Through the Eyes of Jesus:**
*Growing Success for Students in Catholic Schools*

**Opportunity for Professional Dialogue #2**

Reread the prayer or listen to the song at the beginning of *Seeing Through the Eyes of Jesus.*

What resonates with you after considering the section?

**Making Connections:** Seeing the spiritual within Assessment and Evaluation?

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**What a Privilege**

What a privilege; what an honour,
To love one of Yours, oh Lord.
What a challenge but what a blessing
To love one of Yours, oh Lord.

Father to the fatherless; mother to the orphan,
Fill me with Your love and compassion
So I can love them like You.
Fill me with Your wisdom and strength
So I can teach them like You.

Lord, I feel so inadequate.
Lord I feel so weak.
Fears of failure consume me, oh God
Will I be able to love them like You?
Fears of failure consume me, oh God,
But I must remember
That You have not given me a spirit of fear.
You have given me a spirit of power and love
So I’ll be able to love them like You.

I’ll be able to love them like You
I’ll be able to love them like You

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\*Be shepherds of God’s flock that is under your care, watching over them— not because you must, but because you are willing, as God wants you to be… eager to serve.*

1 Peter 5:2

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Music and Lyrics written by Eliane Guité. Download music at [www.eoccc.org](http://www.eoccc.org)
Seeing Through the Eyes of Jesus: Growing Success for Students in Catholic Schools

The Structure of this Resource: Understanding the structure to support the learning journey

The resource *Seeing Through the Eyes of Jesus: Growing Success for students in Catholic Schools* is structured using a theory of action. What is a theory of action? Based on a simple format of an ‘if then’ statement, educators articulate a plan of action and define the intended impact on student learning. Putting the theory of action into practice using a plan/act/observe/reflect inquiry model allows educators to test the theory by implementing the sequence of proposed strategic actions while monitoring and analyzing the impact on learning and making on-going adjustments.

The implementation of assessment and evaluation practices is a complex process. The theory of action proposed in this resource has been generated by educators from Eastern Ontario as a means of organizing their thoughts and reflections from the past two years. The theory will continue to evolve and change as deeper understanding grows.

The theory of action is organized using four essential ‘if’ statements:

1. If Catholic educators establish a faith-based professional learning community,
2. If Catholic educators design a faith-based community for all learners,
3. If Catholic educators and students learn and grow together,
4. If Catholic educators honour and respect growth over time,

Then each student will feel a sense of belonging as a valued member of a Catholic learning community – learning about and practicing living the Gospel values.

The key words from the theory of action, establish, design, learn, honour and living the Gospel values have been highlighted and embedded into a graphic that acts as a marker for each section of the resource.

![Diagram of the theory of action](image-url)
The complexity of each essential statement is further uncovered below outlining the full *Theory of Action*.

**A Theory of Action for Catholic Educators**

If Catholic educators establish a faith-based professional learning community,
- and understand the workings of an effective community of professional learners,
- and explore the power and gift of collaboration,
- and design rich learning experiences for all learners,

If Catholic educators design faith-based communities for all learners,
- and educators and students are collaborative partners in assessment and instruction,
- and learning goals are the anchors for learning,
- and success for all is constructed by describing success,
- and students act as a resource for each other through peer and self-assessment,

If Catholic educators and students learn and grow together,
- in a safe learning environment where inquiry fuels wonder and curiosity about God’s creations,
- and are challenged by questions, engaging in rich learning conversations,
- and intentionally gather evidence of learning,

If Catholic educators honour and respect growth over time,
- and select, analyze and interpret a body of evidence that accurately reflects what each student knows and can do in order to determine a grade,
- and if we communicate and report achievement clearly to uphold the dignity of each learner,

Then, each student will feel a sense of belonging as a valued member of a Catholic learning community,
- where each student feels safe, understood, respected, and valued,
- where each student accepts himself/herself and others as unique and beautiful creations of God,
- where each student has grown to be a reflective and creative thinker, a reflective communicator and a collaborative contributor,
- where, as discerning believers, each student learns and practices living the gospel values.
The Structure of this Resource (continued):

The resource is divided by the four essential ‘if’ statements. Each statement has an introductory section followed by a series of pages to uncover each specific action. The diagrams below depict this organization.

<table>
<thead>
<tr>
<th>Theory of Action:</th>
<th>Theory of Action:</th>
</tr>
</thead>
<tbody>
<tr>
<td>(essential ‘if’ statement)</td>
<td>(essential ‘if’ statement with specific actions)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Scripture Passage(s):</th>
<th>Quotation(s)/Scripture Passage(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Question(s):</td>
<td>Question(s):</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Links to CGEs:</th>
<th>Links to Gospel Values:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key ideas:</td>
<td>Involves:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Making Connections:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Resources:</th>
</tr>
</thead>
</table>
Using this Resource: Getting Started

Formal or informal leaders who wish to use *Seeing Through the Eyes of Jesus: Growing Success for Students in Catholic Schools* to support professional learning may choose to form a collaborative inquiry group and follow the Catholic Professional Learning Cycle (EOCCC, 2012: Plan/Envision; Act/Sow; Observe/Nurture; Reflect/Discern) as a process to engage in deep learning conversations.

Consider a few questions to reflect on the process of forming the learning community:

- What student need or educator need, in the area of assessment and evaluation, has brought the group of educators together?
- Who will be part of the learning team?
- What experience do team members have with collaborative inquiry?
- What is the time frame for working through a cycle?
- Has the team identified an initial learning goal?
- How will the learning be woven into classroom practice and how will the learning from the classroom be brought back to the team?
- What evidence will the group accept as evidence of success?
- How will the evidence of learning, both of educators and students, be monitored to look for trends and patterns of change?\(^7\)
- How might *Seeing through the Eyes of Jesus* be implemented? Will only certain parts of the theory of action be discussed? Will the entire theory of action be explored as an overview of assessment and evaluation principles within a Catholic context?

\(^7\) Adapted from *Catholic Professional Learning Cycle Manual*. EOCCC, 2012, p. 10
It is suggested that:

- Groups are formed based on common needs and inquiry intentions. Respecting the learning journey of all educators is a vital component of success.

- Schools with large staffs should consider working in smaller groups, but plan to reflect and report back to the whole group periodically. Learning in small groups allows for everyone to have a voice in discussions. Bringing learning back to a larger group allows for ideas to grow and members to gain insights from all members of the community.

- Varied and flexible groupings are encouraged throughout the year to promote a school-wide exchange of ideas. Respect and honour the diversity of thinking. Encourage cross grade/cross panel discussions to view the learning journey of students through their eyes.

- Smaller schools are encouraged to seek out groups with similar inquiry intentions and establish networked learning communities. Teaching in isolation hinders inquiry and does not allow for shared practice and capacity building.

- Include all members of the school community (i.e. supervisory officers, administrators, teachers, educational assistants, etc.) bringing multiple perspectives to the group leading to rich, authentic conversation and collaboration.

- Invite a facilitator/“knowledgeable other”/“thought partner” to guide the process for groups that are working through a collaborative cycle for the first time.
Using this Resource: Facilitating Discussion

There are many ways to use the features of this resource to facilitate discussion:

- Initiate discussion using the theory of action as a starting point or as a comparison to what is already being explored in Catholic boards/schools/classrooms,
- Engage in learning experiences suggested within the document and compare to sample responses found in the appendices,
- Engage in learning conversations using the “Opportunities for Professional Dialogue” options that reinforce the content within the resource,
- Activate thinking by choosing an appropriate scriptural reference or a quotation linked to a specific focus or strategy,
- Select a question or a question set listed in the resource to spark conversation or drive a specific inquiry for a group of educators,
- Analyze or reflect on the “Making Connections”, “Key Ideas” or “Involves” sections to support the co-construction of criteria as educators build and extend on the ideas organized within the resource,
- Make connections using the suggested Links to Catholic Graduate Expectations and Gospel values to support meaning-making for Catholic educators,
- Activate or deepen learning by using one or several additional resources listed at the end of each component,
- Frame a prayer or a discussion using one of the songs listed within the resource.
Using this Resource: Making Thinking Visible

To support the facilitation of discussion, consider using “thinking routines” with colleagues within the Catholic Professional Learning Community (CPLC) sessions. These routines help to make individuals' thinking visible and push the collective thinking of the group.

**Thinking Routine 1: Think/Wonder/Explore**

This routine helps educators (and students) activate prior knowledge, list their questions and discuss ways to formulate inquiries. You might use this routine when you are beginning to identify the focus of your inquiry.

<table>
<thead>
<tr>
<th>What do you think you know about this topic?</th>
</tr>
</thead>
<tbody>
<tr>
<td>What questions or wonderings do you have?</td>
</tr>
<tr>
<td>How can you explore this topic?</td>
</tr>
</tbody>
</table>

**Thinking Routine 2: What makes you say that?**

This routine helps educators describe what they see in order to share interpretations and encourage multiple perspectives. You might use this routine if you are engaging in classroom observations or examining student work during your inquiry.

<table>
<thead>
<tr>
<th>How might you describe what you are seeing?</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do you see that makes you say that?</td>
</tr>
</tbody>
</table>

**Thinking Routine 3: Connect-Extend-Challenge**

Making connections is an important aspect of the thinking process. You might use this routine when you are reflecting/discerning together.

| Connect: What ideas or key messages resonate with your thinking? |

---

8 Harvard Project Zero: Thinking Routines. Available at: [http://www.visiblethinkingpz.org/VisibleThinking_html_files/03_ThinkingRoutines/03c_CoreRoutines.html](http://www.visiblethinkingpz.org/VisibleThinking_html_files/03_ThinkingRoutines/03c_CoreRoutines.html)
Thinking Routine 4: Compass Points
Looking at challenges from multiple points of view encourages solution finding. You might use this routine when you are facing reflecting back and deciding on a course of action.

<table>
<thead>
<tr>
<th>North</th>
<th>West</th>
<th>East</th>
<th>South</th>
</tr>
</thead>
<tbody>
<tr>
<td>Need to know</td>
<td>Worried</td>
<td>Excited</td>
<td>Stance, Steps, Suggestions to Move Forward</td>
</tr>
</tbody>
</table>

Thinking Routine 5: I used to think..., but now I think...
Examining beliefs and why they changed is an excellent assessment for learning strategy to reflect and consolidate learning. You might wish to use this routine at multiple points during the inquiry to record changing thinking.

I used to think...
But now I think...
Analysis and reflection of an inquiry promotes considerations of next steps.

You may use this thinking routine as part of a consolidation process.

<table>
<thead>
<tr>
<th>What?</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is our understanding of ..................... now?</td>
</tr>
</tbody>
</table>

How does this reading/viewing/inquiry change our thinking?

<table>
<thead>
<tr>
<th>So what?</th>
</tr>
</thead>
<tbody>
<tr>
<td>What would be the impact of .........................?</td>
</tr>
</tbody>
</table>

Identify the implications for ......................

<table>
<thead>
<tr>
<th>Now what?</th>
</tr>
</thead>
<tbody>
<tr>
<td>What obstacles or barriers might we encounter?</td>
</tr>
</tbody>
</table>

What inquiry questions might help to move our thinking and work forward?
**Opportunity for Professional Dialogue #3**

**For Facilitators of Professional Learning**

How might the *Theory of Action for Catholic Educators* support the work you are already doing in your Board?

<table>
<thead>
<tr>
<th>If Catholic educators establish a faith-based professional learning community,</th>
</tr>
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<tbody>
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<table>
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</thead>
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<td>2. and learning goals are the anchors for learning,</td>
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<tr>
<td>3. and success for all is constructed by describing success,</td>
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<tr>
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<tr>
<td>2. and are challenged by questions, engaging in rich learning conversations,</td>
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<tr>
<td>3. and intentionally gather evidence of learning,</td>
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<th>If Catholic educators honour and respect growth over time,</th>
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<tbody>
<tr>
<td>1. and select, analyze and interpret a body of evidence that accurately reflects what each student knows and can do in order to determine a grade,</td>
</tr>
<tr>
<td>2. and if we communicate and report achievement clearly to uphold the dignity of each learner,</td>
</tr>
</tbody>
</table>

Then, each student will feel a sense of belonging as a valued member of a Catholic learning community,

1. where each student feels safe, understood, respected, and valued,
2. where each student accepts himself/herself and others as unique and beautiful creations of God,
3. where each student has grown to be a reflective and creative thinker, a reflective communicator and a collaborative contributor,
4. where, as discerning believers, each student learns and practices living the Gospel values.
Exploring a Theory of Action for Catholic Educators

This resource is based on a complex theory of action divided into four major sections. Each section begins with an overview of the essential ‘if’ statement and connects with the specific underlying knowledge or actions that relate to it.

This first section has a focus on the educators. Although it appears as a header for the theory of action, the ideas and actions are not linear, but are woven throughout all aspects of the learning journey.

<table>
<thead>
<tr>
<th>If Catholic educators establish a faith-based professional learning community,</th>
</tr>
</thead>
<tbody>
<tr>
<td>● and understand the workings of an effective community of professional learners,</td>
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<tr>
<td>● and explore the power and gift of collaboration,</td>
</tr>
<tr>
<td>● and design rich learning experiences for all learners,</td>
</tr>
</tbody>
</table>

For just as each of us has one body with many members, and these members do not all have the same function, so in Christ we, though many, form one body, and each member belongs to all the others. We have different gifts, according to the grace given to each of us. Romans 12:4-6

In humility value others above yourselves, not looking to your own interests, but each of you to the interests of the others. In your relationships with one another, have the same mindset as Christ Jesus: Philippians 2:3-8

Two are better than one, because they have a good reward for their toil. For if they fall, one will lift up his fellow. Ecclesiastes 4:9-10

Questions to Explore:

How might educators work together in an effective community of professional learners to support the learning needs of each student entrusted in our care?

How might educators leverage the power of collaboration, relational trust and interdependence to design a faith-based learning community for all educators?

How might educators respect the dignity of each student by designing rich learning experiences to align with the learning needs, interests and readiness of each student?
If Catholic educators establish a faith-based professional learning community:

Being part of a community is to have a sense of belonging. In Scripture, Jesus uses different imagery to show that we each belong to each other, we belong to one flock (John 10:16), we are one body (1 Corinthians 12:12), we are a family (Ephesians 3:15 or Galatians 6:10), we are stones in a building (1 Peter 2:4-5).

Establishing faith-based professional learning communities in Catholic schools creates a respectful and nurturing mindset of accepting of each others’ gifts and talents. Working together to foster relationships amongst other educators where ideas and experiences are shared strengthens the thinking and knowledge of the collective. Everyone needs to know he or she is making a difference. Everyone needs to realize that no matter how much one person can accomplish, we can accomplish so much more together.

And let us consider how we may spur one another on toward love and good works, not giving up meeting together, as some are in the habit of doing, but encouraging one another…

Hebrews 10: 24-25

Trusting relationships are vital! A faith-based learning community is built on the foundation of the relationships between student, educator, home, and community/church. Building a relationship with our students requires us to first ask: “What do we know about the students in our learning community? their stories? their learning journeys? their faith journey?”

It is through this inquiry about getting to know our students that educators begin to see through the eyes of Jesus, becoming better prepared to plan for opportunities for success.

During the planning and developing of our faith-based learning community, we focus on deconstructing curriculum, developing big ideas, planning learning experiences with the end in mind aligned to assessment and instruction because we want our students to be successful. We have many hopes and dreams for our students. We want them to learn to use their God-given talents and gifts in order to grow and succeed.

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Seeing Through the Eyes of Jesus:  
Growing Success for Students in Catholic Schools

When educators are sensitive to cultural differences, learning differences, language issues, and behavioural expectations, they help students find a sense of belonging, safety, and respect are prerequisites for effective learning. (Barr & Gibson, 2013) Therefore, when developing our faith-based professional learning communities, educators will not only plan using curriculum, but will intentionally plan ways in which to model empathy, hope, respect and dignity for each of our students. Valuable planning tools, such as book lists, can be found in Planting Seeds for Success: Exploring Learning Skills and Work Habits from a Catholic Perspective, Grades 1 to 12 (EOCCC, 2011).

<table>
<thead>
<tr>
<th>Links to Catholic Graduate Expectations:</th>
<th>Links to Gospel Values:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discerning believers - understands that one’s purpose or call in life comes from God (CGE1g), and integrates faith with life (CGE1i)</td>
<td>“Excellence is what one strives for while fostering Gospel-based hope, justice and compassion with all.” (The Catholic Professional Learning Cycle Manual, pg 14, EOCCC, 2012)</td>
</tr>
<tr>
<td>An effective communicator - who presents information and ideas clearly and honestly and with sensitivity to others (CGE2c)</td>
<td>Excellence - brings one’s gifts to fruition whether it is intellectually (e.g. wisdom, understanding, practical wisdom) or morally or ethically (e.g. courage, generosity, self-control, justice)</td>
</tr>
<tr>
<td>A collaborative contributor - who develops one’s God-given potential (CGE5c) and who achieves excellence, originality, and integrity in one’s own work and supports these qualities in the work of others (CGE5g)</td>
<td>Hope - takes responsibility both for ourselves and for others; to persevere despite all else; to trust in God’s plan for God’s people in spite of obstacles</td>
</tr>
<tr>
<td>Dignity - recognizes the worth inherent in all human life; is welcoming and attentive; has integrity</td>
<td>Dignity - recognizes the worth inherent in all human life; is welcoming and attentive; has integrity</td>
</tr>
</tbody>
</table>


Making Connections: The Parable of the Sower

As educators we hope and strive for the success of our students. It is important for us to determine the needs, abilities, strengths and readiness of our students when planning and developing our faith-based learning communities. As in the Parable of the Sower, each of our students contains the good “soil” that is needed for them to grow and develop. It is our job to provide them with the tools (knowledge and skills), as well as the safe and inclusive environment in which to help them reach their full God-given potential.
Jesus began to teach by the lake. The crowd that gathered around him was so large that he got into a boat and sat in it out on the lake, while all the people were along the shore at the water's edge. He taught them many things by parables, and in his teaching said: “Listen! A farmer went out to sow his seed. As he was scattering the seed, some fell along the path, and the birds came and ate it up. Some fell on rocky places, where it did not have much soil. It sprang up quickly, because the soil was shallow. But when the sun came up, the plants were scorched, and they withered because they had no root. Other seed fell among thorns, which grew up and choked the plants, so that they did not bear grain. Still other seeds fell on good soil. It came up, grew and produced a crop, multiplying thirty, sixty, or even a hundred times.”

_Then Jesus said, "He who has ears to hear, let him hear." _Mark 4:1-9

Let us think of education as the means of developing our greatest abilities, because in each of us there is a private hope and dream which, fulfilled, can be translated into benefit for everyone and greater strength for our nation.

_John F. Kennedy_

The story is told of a young World War II soldier who decided to take a short walk in camp the night before a major battle. General Dwight D. Eisenhower approached and quietly walked beside the young man. The general’s identity went undetected. “What are you thinking about, son?” asked the general. “I guess I’m afraid,” the young man replied. “Well, so am I,” said Eisenhower. “Let us walk together and perhaps we will draw strength from each other.”

_DuFour and Eaker, Professional Learning Communities at Work_

_Resources:_

Barr, Robert D. and Gibson, Emily L. (2013) _Building a Culture of Hope: Enriching Schools with Optimism and Opportunity_. Bloomington, IN: Solution Tree Press

http://www.eoccc.org/content/pdf/Final_Planting_Seeds-2011-Gr1-12-REV.pdf
Opportunity for Professional Dialogue #4

Before exploring each action under the first essential ‘if’ statement of the theory of action, discuss with a colleague key messages that resonate with you or that push your thinking.

If Catholic educators establish a faith-based professional learning community,
- and understand the workings of an effective community of professional learners,
- and explore the power and gift of collaboration,
- and design rich learning experiences for all learners,

Suggestions:
- Choose one of the scriptural references or one of the quotations linked to establishing a faith-based professional learning community,
- Discuss one of the questions listed at the beginning of this section,
- Analyze the suggested Links to Catholic Graduate Expectations and Gospel values and see if you and your colleague would alter the list or add others to the list,
- Reflect on one of the selections in the “Making Connections” section,
- Deepen understanding by exploring one of the resources listed at the end of the section.
If Catholic educators establish a faith-based learning community,
- and understand the workings of an effective community of professional learners,
- and explore the power and gift of collaboration,
- and design rich learning experiences for all learners,

Our research has identified as the three key enablers of professional learning that are the precursor to changed classroom practice: the practice of establishing and supporting clear and defensible learning foci for students, teachers and leaders: the practice of collaborative inquiry that challenges thinking and practice; and the practice of instructional leadership (both formal and informal).

*Intentional Interruptions: Breaking Down Learning Barriers to Transform Professional Practice*,

**How might educators work together in an effective community of professional learners to support the learning needs of each student entrusted in our care?**

As Catholic educators, practice-embedded professional learning has become an essential component of working and learning together in the twenty-first century. No one person is as strong as the entire community. The adage ‘it takes a village to raise a child’ could easily be transformed to “it takes a school, its community, parish and partners to educate a student.”

**Key Ideas: Working in community, educators**

- deconstruct the Ministry curricula to gain content knowledge and make meaningful connections in order to activate, facilitate and provoke student learning,
- identify big ideas from the expectations in the curriculum documents,
- intentionally plan:
  - both instruction and assessment with the end in mind in order to provide students with multiple and varied opportunities to demonstrate learning,
  - processes and classroom structures to make students partners in the assessment process by making learning goals and descriptions of success visible and accessible to all students,
  - to know their students’ interests, learning styles and preferences, needs, readiness for learning and experiences,


| Seeing Through the Eyes of Jesus:  
Growing Success for Students in Catholic Schools |
<table>
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<tr>
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<tbody>
<tr>
<td>o to honour for diversity in the classroom,</td>
</tr>
<tr>
<td>● moderate samples of student work with colleagues to calibrate the thinking regarding what constitutes effective student learning and achievement,</td>
</tr>
<tr>
<td>● adjust instruction based on gathering evidence of learning,</td>
</tr>
<tr>
<td>● take problems of practice to the educator community in order to find solutions to challenges,</td>
</tr>
<tr>
<td>● adopt a learning stance, respecting and valuing the experience and suggestions of all colleagues.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Involves: The Catholic Professional Learning Cycle provides a collaborative inquiry process to support educator learning.</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Iterative/cyclical in nature, this process allows the group to assess the needs of both students and educators; to envision and plan a possible a path for learning.</td>
</tr>
<tr>
<td>● Precise actions are ‘sown’ in the classroom answering the question, “How will we achieve our goals?”</td>
</tr>
<tr>
<td>● Nurturing success through the gathering of evidence of learning from observations, conversations and products.</td>
</tr>
<tr>
<td>● Reflect, analyze and discern next steps for both students and educator(s).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Resources:</th>
</tr>
</thead>
</table>
http://www.eoccc.org/content/pdf/CPLC_Manual_Final_June2012.pdf  |
| AER video: Planning Instruction, Planning Assessment  
http://www.edugains.ca/newsite/aer2/aervideo/planningassessmentwithinstruction.html  |
| AER: Planning Assessment with Instruction Viewing Guide (p.8)  
http://www.edugains.ca/newsite/aer2/aervideo/planningassessmentwithinstruction.html  |
If Catholic educators establish a faith-based professional learning community,

- and understand the workings of an effective community of professional learners,
- and explore the power and gift of collaboration,
- and design rich learning experiences for all learners,

Deliberate and focused instructional design requires us as teachers … to make an important shift in our thinking about our job. The shift involves thinking a great deal, first, about the specific learnings sought, and the evidence of such learnings, before thinking about what we, as the teachers, will do or provide in teaching and learning activities.

*Understanding by Design. Wiggins and McTighe, 2005*

The power of collective capacity is that it enables ordinary people to accomplish extraordinary things, for two reasons. One is that knowledge about effective practice becomes more widely available and accessible on a daily basis. The second reason is more powerful still — working together generates commitment.

*All Systems Go: The Change Imperative for Whole System Reform. Fullan, 2010*

How might educators leverage the power of collaboration to design a faith-based professional learning community?

**Key Ideas:** The power of ‘co’

- **Collaboration** supports professional dialogue and mitigates feelings of isolation and being overwhelmed by the complexity of education,
- **Co-planning** supports the deconstruction of curriculum to align the big ideas and cluster the expectations,
- **Co-planning** supports the mindfulness of intentionally considering both instructional and assessment strategies in order to envision what students need to know, do and communicate, while strategically incorporating student voice and choice for their own learning,
- **Co-designing** rich, authentic learning experiences allows educators to engage and invite all students to learning opportunities,
**Seeing Through the Eyes of Jesus:**
*Growing Success for Students in Catholic Schools*

- **Co-teaching** allows educators to work as learning partners in order to listen and deeply observe students at work in order to learn from their interactions and use this feedback to make responsive instructional decisions,

- **Co-assessing** or moderating student work helps educators calibrate their thinking about how evidence of learning aligns with success criteria. The process allows educators to bring problems of practice to the table, valuing the collective experience and knowledge of the group to find solutions to challenges,

- Developing **common assessments** as diagnostic tools or for assessment of learning allows educators to reveal the thinking of their students within a community of learners,

- **Co-generational learning** highlights the significance of students as co-learners and establishes relational trust with educators in this technological era.

**Involves** a willingness to

- build collaboration relationships,
- to work in teams - across grades/divisions, across content areas or departments, across schools,
- take risks and reveal thinking,
- reflect on assumptions and challenge educational beliefs to see the possible impact through the eyes of students,
- listen deeply, with empathy, respect and openness to the opinions of everyone in the group,
- encourage all members to engage in discussion and discourse,
- ask questions, extend thinking and ask for clarification before making assumptions,
- expect and welcome dissonance and differences and respect these as opportunities for learning,
- anchor discussion with research and evidence of learning by gathering a variety of data for reflection, analysis and meaning-making,
- adopt a learning stance by humbly and respectfully acknowledging that each one of us is a learner on a journey.

**Resources:**
Curriculum Services: Webcasts: Leaders in Educational Thought (Michael Fullan, Lucy West)
http://resources.curriculum.org/secretariat/leaders/
Today’s teachers are called upon to work with colleagues to design learning environments that promote deeper engagement in learning as a reciprocal process. Learning can no longer be understood as a one-way exchange where ‘we teach, they learn.’ It is a reciprocal process that requires teachers to help students learn with understanding, and not simply acquire disconnected sets of facts or skills. Teachers with effective teaching practices also know how critical strong relationships are in educating students, building social cohesion, and producing minds that thirst for knowledge for a lifetime. They, along with administrators and other important adults, make school a socially, academically, and intellectually exciting and worthwhile place to be."

*Adolescent Literacy Guide, Willms, Friesen & Milton, 2009*

Working alongside, and in solidarity with students, how might we design rich learning experiences that are in keeping with this solidarity? Are we clear and transparent with our expectations of the task, providing each student with the opportunity to demonstrate the full range of his/her understanding, knowledge, and skills?

**Key Ideas:** A rich learning experience

- is anchored on big ideas and overall expectations of the curriculum, aligned to learning goals and success criteria,
- is balanced across the categories of the Achievement Chart,
- builds on previous learning experience,
- allows students to demonstrate what they know and are able to do; the doing and the learning are the same,
- is complex, requiring students to be discerning thinkers and allowing for integrative thinking,
- is relevant and engaging to students through real life connections,
- allows for multiple entry points,
- encourages students to choose how they will demonstrate their learning.
## Questions to self-assess a learning experience:

Is the prompt/task/question…  OR  Does the prompt/task/question…

- open-ended (many possible solutions) or open-routed (one solution with different ways to come to the solution?)
- allow for multiple entry points so that all students can enter into the thinking of the task at some level?
- allow for multiple perspectives?
- allow for higher order thinking/critical thinking?
- allow for all students to learn through a variety of learning styles?
- lead to further investigation/inquiry?
- require students to justify/defend/explain/extend thinking with supporting evidence?
- require students to make and use personal, text, media, world and faith connections?
- generate conversation and debate?
- anchored in the curriculum and learning goals?
- challenge through questioning?
- link to other curriculum areas?
- allow the use of background information/schema and new knowledge?
- allow for students to show learning in multiple ways (including first language)?
- refer to a big idea?
- supported by a text or a text set with multiple supports for meaning (multimodal)?

### Resources:

AER: Planning Assessment with Instruction: Gathering Evidence that Demonstrates Learning

http://www.edugains.ca/newsite/aer2/aervideo/planningassessmentwithinstruction.html

Curriculum Services: Webcasts: Planning for Authentic, Integrated Learning

http://www.curriculum.org/content/30/planning-for-authentic-integrated-learning
Opportunity for Professional Dialogue #5

Before exploring each action under the second essential ‘if’ statement of the theory of action, discuss with a colleague key messages that resonate with you or that push your thinking.

If Catholic educators design faith-based communities for all learners,

- and educators and students are collaborative partners in assessment and instruction,
- and learning goals are the anchors for learning,
- and success for all is constructed by describing success,
- and students act as a resource for each other through peer and self-assessment,

Suggestions:

- Choose one of the scriptural references or one of the quotations linked to designing faith-based communities for all learners,

- Discuss one of the questions listed at the beginning of this section,

- Analyze the suggested Links to Catholic Graduate Expectations and Gospel values and see if you and your colleague would alter the list or add others to the list,

- Reflect on one of the selections in the “Making Connections” section,

- Deepen understanding by exploring one of the resources listed at the end of the section.
In the second section of the theory of action, the educators, having clearly identified the vision for each other, work within classrooms.

If Catholic educators design faith-based communities for all learners,
- and educators and students are collaborative partners in assessment and instruction,
- and learning goals are the anchors for learning,
- and success for all is constructed by describing success,
- and students act as a resource for each other through peer and self-assessment,

There are different kinds of gifts, but the same Spirit distributes them. There are different kinds of service, but the same Lord. There are different kinds of working, but in all of them and in everyone it is the same God at work.

1 Corinthians 12:4-6

Let us discern for ourselves what is right; let us learn together what is good.

Job 34:4

What good is it my brothers and sisters, if you say you have faith, but do not have works? Can faith save you? If a brother or sister is naked and lacks daily food, and one of you says to them, "Go in peace; keep warm and eat your fill," and yet you do not supply their bodily needs, what is the good of that? So faith by itself, if it has no works, is dead. But someone will say, "You have faith and I have works." Show me your faith apart from your works, and I by my works will show you my faith.

James 2: 14-18

How might involving students as partners in the assessment and instructional process maximize learning?

How do learning goals act as a guide or an anchor for the learning?

How might we leverage the strategies of the assessment loop as steps to success for each student? How will these steps build success for educators?

How might peer and self-assessment (i.e. assessment as learning) support each student in the learning community achieve his or her God-given potential?

If Catholic educators design faith-based communities for all learners:
As educators, we must empower our students to take initiative for their learning. Students must begin to “show their works” and to use their God-given talents in order to succeed. It is not
enough for students to say that they “want” to learn or to just “be” in the classroom; they need to take an active role in their learning. We can assist our students in this role by creating a learning environment which involves students in the planning and implementing of assessment and instruction. Students help shape how they will learn and help develop what success will look like. Through this process, educators uphold the dignity of all students and develop a trusting relationship with them that will help them to be successful now and in their future.

When learning is transparent, students are able to see where their learning is going and therefore begin to set goals for themselves, allowing them to take an active role and to be more accountable for their own learning. Part of the goal setting process, being able to critically look for areas of strength and improvement, defines the process of reflection. Both goal setting and reflection are important skills for students to learn to help them to be life-long learners, reflective thinkers, and discerning decision makers.

Part of building a faith-based learning community for all students means creating an environment where the learning is transparent. Educators are called to develop a community within their classroom where the learning goals are visible and in student-friendly language and where students are given a clear picture of the criteria needed for success. In a setting where students have a clear idea of what they are learning and where they have taken an active part in building the criteria needed for success, students learn that they have a voice in the classroom, that they are understood and respected, and that their ideas and interests matter.

Members of a community should feel safe to express their opinions. The oral and written descriptive feedback students receive from their teacher throughout the learning process is not only beneficial in helping students improve, but it models what good feedback looks like. “In giving students descriptive feedback, you have modelled the kind of thinking you want them to do as self-assessors.” (Chappuis, 2005) Peer and self-assessment give students time to reflect on their learning and develop a plan to help them improve. Through this process, students learn how to speak respectfully and gently, ensuring the dignity of every person. As a result, students will not only learn from each other they will continue to build stronger and healthier peer relationships. They will learn how to become responsible for their own success and accountable for their own actions and efforts, therefore grow into more independent and self-aware individuals.
Community envelops and supports each student to grow to be independent, reflective thinkers while appreciating that they are interdependent. Seeing how each person is unique contributes to the realization of each group member’s own talents and gifts.

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**Links to CGEs:**

- **A self-directed, responsible, lifelong learner** – who develops and demonstrates their God-given potential and sets appropriate goals and priorities in school, work, and personal life (CGE4e)

- **An effective communicator** - listens actively and critically to understand and learn in light of Gospel values (CGE2a)

- **A collaborative contributor** - who develops one’s God-given potential (CGE5c) and who respects the rights, responsibilities and contributions of self and others (CGE5e)

- **A reflective, creative and holistic thinker** - who creates, adapts, evaluates new ideas in light of the common good (CGE3b)

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**Links to Gospel Values:**

"Justice empowers persons to participate in decisions affecting their own lives... Justice demands that individuals receive what they need, not what others believe they deserve. Justice is the cornerstone of human togetherness and authentic community."

*(Planting Seeds for Success- Gospel Values Links, EOCCC)*

- **Justice** - acknowledges the dignity of each person; empowers persons to participate in decisions affecting their own lives

- **Forgiveness** - accepting yourself and letting go of past failures

- **Excellence** - talents, gifts and skills are used to the fullest

- **Community** - is welcoming and inclusive; allows us to exist, grow and flourish in all of our giftedness

- **Love** - is considerate, respectful, and courteous; demonstrates peace, good relationships, solidarity

- **Hope** - takes responsibility both for ourselves and for others

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43
Seeing Through the Eyes of Jesus:  
Growing Success for Students in Catholic Schools

Making Connections:
The lyrics of the song below show the growth in a student-educator relationship.

**Planting Seeds of Hope**

I've been asked to understand, I've been expected to succeed,
But I'm not as smart or able, so the problem must be me.
I've listened and I've tried but I just don't think I can reach these expectations unless someone takes me by the hand.
And then there were those teachers
Who seemed different than the rest.
Who showed a lot of patience when I put them to the test.
Who took the time and sat with me, who planted seeds of hope,
So I could start to see how I learn, who I am, and who I can become.

God help me love, like You, each child,
Though the process might be slow.
God help me plant the seeds
and trust that You will make them grow
(1 Cor. 3)

God help me find a way to serve the needs of every child.
To see and discern, what will open up their hearts and minds.
To sit with them and listen, and to plant those seeds of hope.

So You can help them see,
how they learn, who they are,
and who they can become.

So You can help us see,
how we learn, who we are
and who we can become

Eliane Guité & Tori Apedaile

[http://www.eoccc.org/content/pdf/Final_Planting_Seeds-2011-Gr1-12-REV.pdf](http://www.eoccc.org/content/pdf/Final_Planting_Seeds-2011-Gr1-12-REV.pdf)

**Resources:**
Planting Seeds for Success: Gospel Values and Scripture Links, EOCCC
[http://www.eoccc.org/content/csfc/index.htm](http://www.eoccc.org/content/csfc/index.htm)
If Catholic educators design faith-based communities for all learners,
- and educators and students are collaborative partners in assessment and instruction,
- and learning goals are the anchors for learning,
- and success for all is constructed by describing success,
- and students act as a resource for each other through peer and self-assessment,

The indispensable condition for improvement is that the student come to hold a concept of quality roughly similar to that held by the teacher, is able to monitor continuously the quality of what is being produced during the act of production itself, and has a repertoire of alternative moves or strategies from which to draw on at any given point. Sadler, 1989

Adapted from: Seven Strategies of Assessment for Learning, J. Chappuis. 2009.

Once assessment is designed to be educative, it is no longer separate from instruction; it is major, essential, and an integrated part of teaching and learning.


How might involving students as partners in the assessment and instructional process support the spirit of assessment as a tool to maximize learning?

Key Ideas:
- Through collaborative inquiry, educators come to understand the connections and interrelationships between assessment for, as and of learning and how these support the process of evaluation,
- Students learn the language of assessment and contribute, not only to their own success, but to the success of the learning community,
- Components of the “assessment loop” are aligned and linked to each other, creating an iterative process of setting and sharing goals, describing success, reflection and checking back,
- The “assessment loop” progressively leads students towards self-assessment and personal goal setting leading to independent learning,
- Making the learning transparent to students supports the gathering of evidence and monitoring toward specific goals.
Educators and Students as Collaborative Partners in Assessment and Instruction Involves:

- activating prior knowledge and uncovering background knowledge,
- setting and sharing learning goals with students, as appropriate to the sequence of learning,
- engaging students in the process of describing quality work by comparing and contrasting poor and high quality samples of student work,
- planning what and how evidence of learning will be gathered over time to show growth and making both educators and students responsible for gathering evidence aligned to success criteria,
- understanding that student work has a broader scope than just written work (ie. oral products, demonstrations, performances),
- checking for understanding and uncovering possible misconceptions through questioning, observations and conversations with students throughout the cycle of learning,
- intentionally anchoring instruction, learning conversations and feedback on learning goals and success criteria,
- providing opportunities for specific, description and timely feedback, aligned to success criteria and samples, from individual peers, the learning community and educators,
- intentionally creating structures that promote metacognition and self-assessment leading to personal goal setting.

“Metacognition refers to students taking active control over their thinking processes so that they understand themselves as learners, they understand a variety of strategies and how to use them in a variety of situations”

Adolescent Literacy Guide, p. 22
If Catholic educators design faith-based communities for all learners,

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The Lord answered me and said: Write the vision; make it plain on tablets, so that a runner may read it. For there is still a vision for the appointed time; it speaks of the end, and does not lie. If it seems to tarry, wait for it; it will surely come, it will not delay.

Habakkuk 2:2-3

To begin with the end in mind means to start with a clear understanding of your destination. It means to know where you’re going so that you better understand where you are now so that the steps you take are always in the right direction.

Covey, 1989

How might learning goals act as a guide or an anchor for the learning?

**Key Ideas:** A learning goal...

- respects the students as a partner in the educational process,
- provides a vision and rationale for the learning by focusing on what students will be learning rather than just what they are doing,
- provides an anchor or a hinge point for the learning and provides scaffolded steps to build student’s knowledge and skills respecting the need for multiple entry points,
- encourages students to become responsible and ‘own’ the learning destination,
- sets high expectations by using language that provokes higher-order thinking,
- makes the curriculum accessible to all learners by restating the educational jargon into student-friendly and grade-appropriate language that can be easily understood,
- uses language that is clear, specific and refers to observable actions,
- is stated from the student’s perspective (e.g. ‘We are learning to...’ or ‘I can...’). This leads student thinking to self-assessment.
Involves:

- Setting the learning goals:
  - Educators need to clearly identify for themselves and intentionally plan the learning goals prior to partnering with students in the classroom. This is not in contradiction with inquiry-based learning, however, educators must know the curriculum well in order to have the flexibility to cluster expectations differently in order to achieve the expectations while respecting the wondering and inquiry of students,
  - Working collaboratively with colleagues in the same grade, division, course or across schools will help to establish learning goals and then to align success criteria.

- Sharing learning goals:
  - Educators use their professional judgment to decide when to share learning goals with students. Engaging students in the process is more important than merely telling students the learning goal. This can be done at the beginning of a learning period or after a consolidation phase as students are sharing their insights,
  - Linking learning goals to learning skills and work habits reinforces academic behaviours that describe the complexity of thinking. (e.g. Linking a problem-solving learning goal in mathematics with the learning skill and work habit of collaboration supports the need to work together and share ideas in order to innovate.),
  - Anchoring instruction to learning goals and sharing them in different ways (e.g. posted in the classroom, copied into individual student’s portfolios, aligned in monitoring checklists and rubrics) highlights their importance.

- Clarifying learning goals:
  - Learning goals need to be ‘unpacked’ through discussion to model the process of goal setting. Students who can articulate the learning goal can see the vision of the learning. The learning destination is not a mystery,
  - Checking for understanding is vital in the process of using learning goals effectively,
  - Working with students to construct the learning goal together directly from curriculum expectations allows educators to assess what students already know,
  - Asking students to rephrase the learning goal in their own words or asking “What are you learning?” allows educators to uncover and then address misconceptions.

Information from clarifying learning goals is considered feedback to the teacher (i.e.
assessments for learning) and guides instructional decision-making,

- Clarifying learning goals leads to discussions which describe success criteria,
- Anchoring learning goals explicitly to success criteria and to educator feedback, coupled with peer and self-assessment, allows for transparency and precision leading to students becoming independent goal setters. This defines the assessment loop.

Resources:
AER: Planning Assessment with Instruction: Making the Learning Transparent to Students
http://www.edugains.ca/newsite/aer2/aervideo/planningassessmentwithinstruction.html
If Catholic educators design faith-based communities for all learners,

- and educators and students are collaborative partners in assessment and instruction,
- and learning goals are the anchors for learning,
- and success for all is constructed by describing success,
- and students act as a resource for each other through peer and self-assessment,

Phillip ran up to [the chariot] and heard the court official reading the prophet Isaiah. He asked, “Do you understand what you are reading? [Phillip] replied, “How can I, unless someone guides me?”

Acts of Apostles 8: 30-31

If you can’t visualize every child being successful, then it will never happen.  
Mark Reardon

Students can hit any target they see that stands still for them.  
Rick Stiggins

How might we leverage the strategies of the assessment loop as steps to success for each student? How will these steps build success for educators?

Key Ideas:

- Educators have a flexible plan for the learning destination aligned to overall expectations and clusters of specific expectations,
- Students and educators work collaboratively to answer the questions, “What does success look like?” and “What evidence will we gather to show that we have learned?”
- Students need multiple opportunities to practice, coupled with opportunities for descriptive feedback, throughout the assessment cycle,
- Feedback is aligned to learning goals and success criteria,
- Feedback is precise and personalized for each student; one significant next step is more effective than a list of next steps,
- Learning takes place in a risk-free learning environment where attempts, misconceptions, or errors are seen as opportunities for growth rather than mistakes,
Criteria is used by both educators and students to monitor success in learning,
Samples are used as evidence of the learning journey and steps for improvement,
Instructional rubrics are useful tools for showing how to progress from one stage of quality to the next rather than as evaluative judgments,
Evidence of conversations and observations are gathered systematically and are seen as feedback to the educator - seeing through the eyes of students!

Involves:
- Sharing and clarifying learning goals with students in order to engage students in the vision of the learning. Note: Learning goals do not always have to be shared at the beginning of a cycle of learning! When students are engaged in inquiry learning, learning goals may be co-constructed during the consolidation phase of a learning period (i.e. What have we discovered through our inquiry?),
- Engaging students in describing success by comparing and contrasting samples of varying degrees of quality,
- Co-constructing success criteria is the consolidation phase of the process of comparing and contrasting samples,
- Providing students with opportunities to show what they already know by activating prior knowledge,
- Allowing students to suggest how they may best demonstrate their learning based on the learning goals and success criteria and then working with them to design rich learning experiences,
- Intentionally choosing instructional strategies that match the needs of the whole group as well as targeted groups of students and individual needs. (e.g. modelled-shared-guided-independent practice, inquiry learning, explicit teaching, small group instruction)
- Using guiding questions to promote students’ understanding, reveal thinking, encourage reflection based on the success criteria,
- Explicitly modelling how to give feedback using the co-constructed criteria,
- Providing feedback that is timely, specific and includes what was done well and what needs improvement with specific suggestions for improvement. Feedback is focused on the greatest need, is manageable and personalized for each student,
• Collaboratively creating learning walls and respectfully using samples to show progression of improvement based on success criteria,
• Celebrating each small success and using feedback to encourage another small step forward.

Resources:
AER: Planning Assessment with Instruction: How do we Design Assessment with Instruction? and Aligning Assessment with Instruction
http://www.edugains.ca/newsite/aer2/aervideo/planningassessmentwithinstruction.html
If Catholic educators design faith-based communities for all learners,

- and educators and students are collaborative partners in assessment and instruction,
- and learning goals are the anchors for learning,
- and success for all is constructed by describing success,
- and students act as a resource for each other through peer and self-assessment,

The most empowering and loving thing we can do is help students learn how to learn for themselves.

Never Work Harder than Your Students. Robyn Jackson.

Confidence and efficacy play a critical role in accurate and meaningful self-assessment and goal-setting. Rolheiser, Bower, and Stevahn (2000) argue that self-confidence influences “[the] learning goals that students set and the effort they devote to accomplishing those goals. An upward cycle of learning results when students confidently set learning goals that are moderately challenging yet realistic, and then exert the effort, energy, and resources needed to accomplish those goals” (p. 35). By explicitly teaching students how to set appropriate goals as well as how to assess their work realistically and accurately, teachers can help to promote this upward cycle of learning and self-confidence (Ross, 2006).

Capacity Building Series: Student Self-assessment.

When I have to do an assignment that relates to me. I get a further understanding of everything to do with the topic.”

Adolescent Literacy Guide, Grade 10 student, p. 41

How peer and self-assessment (i.e. assessment as learning) support each student in the learning community achieve his or her God-given potential?

Key Ideas:

- Engaging students in the creation and clarification of learning goals supports each student to identify and internalize what is expected,
- Co-constructing success criteria by deconstructing samples helps students describe and visualize success,
- Rich learning conversations allow students to hear the thinking of other students and make connections to their own thinking by challenging or reinforcing ideas,
- Assessment as learning supports students in building their capacity to reflect on their thinking and learning, to monitor their own learning, to determine next steps and to set personal goals.
**Involves: Students**

- understanding the assessment language and processes,
- engaging as co-learners when developing learning goals, success criteria, anchor charts, learning walls and rubrics,
- acting as a learning resource for peers and as a collaborative contributor to the learning community,
- actively participating in peer and self-assessment,
- monitoring their progress and setting personal learning goals,
- taking ownership of their own learning and advocating for themselves and their ideas.

**Involves: Educators**

- modelling and intentionally teaching how to reflect on a sample of work in order to improve,
- providing a variety of opportunities for reflection (e.g. surveys, interest inventories, checklists, journal writing, blogging, conferences, sentence stems/exit cards/entrance cards)
- creating a learning environment where everyone feels respected and safe to engage in conversations about improvement,
- understanding that peer and self-assessment are skills that take practice and require feedback as a process,
- engaging in personalized conversations about comparing the student’s self-assessment to the educator’s or to a peer’s feedback to look for gaps and calibrate understanding,
- engaging in personalized conversations about goal setting that will help students become able to monitor and set personal goals,
- communicating to students and parents/guardians* that peer and self-assessment are valuable tools to improve student work but are not evaluative and will not be used in determining a grade.

*Future reference to parents includes parents and guardians.

**Resources:**


AER: Planning Assessment with Instruction: Students as Partners in the Learning


Capacity Building Series: Student Self-assessment

Opportunity for Professional Dialogue #6

Before exploring each action under the third essential ‘if’ statement of the *theory of action*, discuss with a colleague key messages that resonate with you or that push your thinking.

If Catholic educators and students learn and grow together,

- in a safe learning environment where inquiry fuels wonder and curiosity of God’s creations,
- and are challenged by questions, engaging in rich learning conversations,
- and intentionally gather evidence of learning,

Suggestions:

- Choose one of the scriptural references or one of the quotations linked to designing faith-based communities for all learners,

- Discuss one of the questions listed at the beginning of this section,

- Analyze the suggested Links to Catholic Graduate Expectations and Gospel values and see if you and your colleague would alter the list or add others to the list,

- Reflect on one of the selections in the “Making Connections” section,

- Deepen understanding by exploring one of the resources listed at the end of the section.
The third section of the theory of action explores the processes and strategies that help educator(s) and students become partners in the learning community.

If Catholic educators and students learn and grow together,
- in a safe learning environment where inquiry fuels wonder and curiosity of God’s creations,
- and are challenged by questions, engaging in rich learning conversations,
- and intentionally gather evidence of learning,

Listening is the beginning of understanding... Wisdom is the reward for a lifetime of listening. Let the wise listen and add to their learning and let the discerning get guidance.  
Proverbs 1:5

Ask and it will be given to you; seek and you will find; knock and the door will be opened to you. For everyone who asks receives; the one who seeks finds; and to the one who knocks, the door will be opened.  
Matthew 7:7-8

After three days they found [twelve year old Jesus] sitting among the teachers, listening to them and asking them questions. All who heard him were amazed at his understanding and his answers.  
Luke 2:46-47

Jesus spoke all these things to the crowd in parables; he did not say anything to them without using a parable.  
Matthew 13:34

How do we maintain a sense of wonder, curiosity and awe and then transform wonder into knowledge?

In what ways did Jesus challenge thinking through questioning? How might we challenge students through questioning and enter into rich learning conversations?

How might the learning community intentionally gather evidence of learning through observations, conversations and products that accurately reflects what each student knows and is able to do?
If Catholic educators and students learn and grow together:

What does it mean to learn and grow together? In this document, a powerful quotation within “Setting the Context” sets the focus for this document, the covenantal relationship between educator and student. God calls us to love each student and accept them unconditionally. In his book *Becoming Human*, Jean Vanier states, “We are not called by God to do extraordinary things, but to do ordinary things with extraordinary love.” Listening, observing and engaging in conversations are at the heart of building relational trust with students, parents and colleagues. These actions are foundational to gathering evidence of learning that accurately portrays understanding.

“When children are loved, they live off trust; their hearts open up to those who respect and love them, who understand and listen to them.”

*Becoming Human, Jean Vanier*

“Relation trust is built on movements of the human heart such as empathy, commitment, compassion, patience and the capacity to forgive.”

*Landscape of a Teacher’s Life, Parker J. Palmer*

Knowing and understanding who students are as learners helps to develop a community where learning is transparent and where students feel safe, respected and welcomed. Educators become role models to students by showing them what compassion, empathy and solidarity look like in a learning community. Educators show students how to challenge themselves and to set goals so that they begin to take initiative for their own learning.

“The learning environment is “the third teacher” that can either enhance the kind of learning that optimizes our student’s potential to respond creatively and meaningfully to future challenges or detract from it.” (Capacity Building Series, 2012) Once students feel safe and comfortable in their learning environment, they will feel comfortable asking questions, trying out new things, and collaborating with others. All members of the community come to see one another as a source
of inspiration and knowledge to the other, each accepting strengths and possible areas of growth. Students develop their own unique voice and identity by making connections to the experiences and ideas, values, culture and interests of others.

Learning and growing together is experiential and takes time. Students need to know that sometimes failure is part of learning. It can be argued that without failure there is no learning! Just as the father forgives his son in the parable of the prodigal son, similarly educators are called by Jesus to support learning. Students might make errors and stray off the path set out for them, but Jesus challenges Catholic educators to be compassionate, to love unconditionally and to learn and grow alongside students.

<table>
<thead>
<tr>
<th>Links to CGEs:</th>
<th>Links to Gospel Values:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A discerning believer</strong> - who recognizes that &quot;sin, human weakness, conflict and forgiveness are part of the human journey&quot; (CGE1j)</td>
<td><strong>Colossians 3:12-14</strong>&lt;sup&gt;12&lt;/sup&gt; Put on then, as God's chosen ones, holy and beloved, compassionate hearts, kindness, humility, meekness, and patience, &lt;sup&gt;13&lt;/sup&gt;bearing with one another and, if one has a complaint against another, forgiving each other; as the Lord has forgiven you, so you also must forgive. &lt;sup&gt;14&lt;/sup&gt;And above all these put on love, which binds everything together in perfect harmony.</td>
</tr>
<tr>
<td><strong>A reflective, creative and holistic thinker</strong> - who creates, adapts, evaluates new ideas in light of the common good (CGE3b) and who thinks reflectively and creatively to evaluate situations and solve problems. (CGE3c)</td>
<td><strong>Forgiveness</strong> - accepting yourself and letting go of past failures</td>
</tr>
<tr>
<td><strong>A self-directed, responsible, lifelong learner</strong> – who responds to, manages and constructively influences change in a discerning manner (CGE4d) and who applies effective communication, decision-making, problem-solving, time and resource management skills. (CGE4f)</td>
<td><strong>Community</strong> - is welcoming and inclusive; allows us to exist, grow and flourish in all of our giftedness</td>
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<td><strong>A collaborative contributor</strong> - who respects the rights, responsibilities and contributions of self and others (CGE5e)</td>
<td><strong>Love</strong> - is considerate, respectful, and courteous; demonstrates peace, good relationships, solidarity</td>
</tr>
<tr>
<td><strong>A responsible citizen</strong> - who seeks and grants forgiveness. (CGE7c)</td>
<td></td>
</tr>
</tbody>
</table>
Seeing Through the Eyes of Jesus:
Growing Success for Students in Catholic Schools

Making Connections:
The following song was written for educators. It reminds us to ask questions, to take the time to discover and to explore. While learning and growing together with our students in our faith-based learning communities, we give ourselves permission to slow down, to reflect, to question and to stand in wonder of the learning journey we’ve taken so far.

Stand in Wonder
(song lyrics)
You’re standing at a door unable to get in
So many things remain unresolved in your heart
You can’t wrap your mind around all that I am
You’re curious about the stirring in your soul

I can’t right now give you the answers
I can’t right now give you the key, but for now
(Chorus1)
Enjoy the journey, stand in awe, discover yourself,
Discover your world
Stand in wonder, discover Me
I’ll counsel as you question, I’ll guide as you explore
As we work together, you’ll discover so much more
Let me challenge your thinking, be patient as you learn
One day you will see it was all about the journey
(Chorus2)
Enjoy the journey, stand in awe
Discover yourself, discover your world
Stand in wonder, stand in wonder, stand in wonder, discover Me.

Jesus taught through parables. Making connections to the parable of the talents, challenges both educators and students to use their gifts to their greatest potential. The parable of the prodigal son speaks to us of unconditional love, acceptance and redemption.

**Parable of the Talents**

_For it is as if a man, going on a journey, summoned his slaves and entrusted his property to them: to one he gave five talents, to another two, to another one, to each according to their ability. Then he went away. The one who received the five talents went off at once and traded them and made five more talents. In the same way, the one who received two talents made two more talents. But the one who received the one talent went off and dug a hole in the ground and hid his master’s money._ (Matthew 25:14-18)

**Parable of the Prodigal Son**

_And he said, “There was a man who had two sons. And the younger of them said to his father, ‘Father, give me the share of property that is coming to me.’ And he divided his property between them. Not many days later, the younger son gathered all he had and took a journey into a far country, and there he squandered his property in reckless living. And when he had spent everything, a severe famine arose in that country, and he began to be in need. I will arise and go to my father, and I will say to him, “Father, I have sinned against heaven and before you. I am no longer worthy to be called your son. Treat me as one of your hired servants.”’ And he arose and came to his father. But while he was still a long way off, his father saw him and felt compassion, and ran and embraced him and kissed him. And the son said to him, ‘Father, I have sinned against heaven and before you. I am no longer worthy to be called your son.’ But the father said to his servants, ‘Bring quickly the best robe, and put it on him, and put a ring on his hand, and shoes on his feet. And bring the fattened calf and kill it, and let us eat and celebrate. For this my son was dead, and is alive again; he was lost, and is found.’ And they began to celebrate._ (Luke 15: 11-32)

**Resources:**

Capacity Building Series: The Third Teacher, 2012
Inquiry requires more than simply answering questions or getting a right answer. It espouses investigation, exploration, search, quest, research, pursuit and study... it is enhanced by involvement with a community of learners, each learning from the other in social interaction.

Kuklthau, Manitoes and Caspari. 2007, p.2

How do we maintain a sense of wonder, curiosity and awe and then transform wonder into knowledge?

Key Ideas:
- Honour the wonder and awe of God and creation that are at the heart of curiosity and learning,
- Know the curriculum and understand what students are expected to know and do,
- Harvest wonderings and questions that students have about a concept or topic. Foster this sense of wonder in all content areas,
- Allow interests to drive collaborative groupings and instructional decisions, such as, when to explicitly teach to the whole group, in small groups or conferences with individual students.
- Ask questions that challenge, foster discussion, debate and risk-taking as Jesus did,
- Design tasks that are challenging, meaningful, relevant to students and have multiple entry points for all learners,
- Construct and consolidate meaning as a group. Allow students to demonstrate learning in a variety of ways,
- Understand that students may demonstrate their understanding in a variety of ways, but success criteria/rubrics do not have to be different for each product if the focus is on evaluating the overall expectations and the learning is balanced across the categories of the Achievement Chart.
Listen and observe students at work because it may be the most powerful assessment tool an educator has to discover what a student knows and can do.

Involves:

- Focusing on the big ideas and the overall expectations of the curriculum,
- Connecting learning experiences to real-world authentic experiences,
- Asking students, “What do you want to understand more deeply? What is important to you? What do you wonder about?”
- Activating, provoking, questioning and facilitating academic learning conversations and thinking rather than telling and directing,
- Creating thinking spaces¹:
  - caves (a space for personal reflection),
  - campsites (a space to share stories),
  - watering holes (a space to come together and share ideas),
  - sand box (a space to play with ideas),
  - mountain tops (a space to celebrate and post successes),
- Slowing down to the speed of learning, reflecting on what students are actually learning, and making daily decisions about where to go next,
- Connecting to learning goals and allowing for flexibility; seeing the big idea of the curriculum as a tool rather than the specific expectations of the curriculum as a rule,
- Asking students how they think they might best demonstrate their learning,
- Mutually agreeing on what evidence of learning will look like and what will be gathered,
- Planning next steps together.

Resources:

Capacity Building Series: The Third Teacher

Capacity Building Series: Getting Started with Student Inquiry
http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/CBS_StudentInquiry.pdf

Capacity Building Series: Inquiry-based Learning
http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/CBS_InquiryBased.pdf

AER: Planning Assessment with Instruction: Designing Instruction to Empower Students
http://www.edugains.ca/newsite/aer2/aervideo/planningassessmentwithinstruction.html
If Catholic educators and students learn and grow together,
- in a safe learning environment where inquiry fuels wonder and curiosity of God’s creations,
- and are challenged by questions, engaging in rich learning conversations,
- and intentionally gather evidence of learning.

If an educational goal is to equip students for thinking in adult life, then discourse in school ought progressively to approximate the discourse adults engage in when they are seriously trying to understand something, to reach a decision, to solve a problem, or to produce a design.


Questioning is a powerful instructional strategy. Open ended questions that are related to the big ideas embedded in the curriculum expectations and learning goals will excite student curiosity, provoke critical thinking, elicit reflection and help students construct meaning... their responses will help teachers assess what students know and what next instructional steps might be.

*Capacity Building Series: Asking Effective Questions*

In what ways did Jesus challenge thinking through questioning?

How might educators challenge students through questioning and enter into rich learning conversations?

**Key Ideas:**

- Well-structured questions include: an invitation to think, a cognitive process, a specific topic and a context, ¹⁰
- Questioning leads to rich learning conversations,
- Conversation builds¹¹
  - language through listening, talking, and negotiating meaning,
  - vocabulary through its use in authentic contexts,
  - literacy skills, oral language and communication skills,
  - critical thinking skills and cognitive processes necessary in every content area,

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○ an understanding of different perspective, empathy and equity,
○ creativity, making connections, co-constructing meaning,
○ self talk, metacognition, student voice, choice and student empowerment.

Questions to consider:

- Will the question prod the student to challenge the rigour, the relevance, the relationships or the connections of and between ideas?
- What will be the purpose of the question?
  ○ to link to an essential idea; to evoke curiosity and hook the student,
  ○ as a diagnostic question to activate prior knowledge or to probe for misconceptions or to clarify a response,
  ○ to ask students to infer, interpret, predict or reflect to construct their own meaning,
- What cognitive processes will be engaged?
  ○ Remembering: (recognizing, recalling)
  ○ Understanding: (Interpreting, illustrating, classifying, summarizing, inferring, comparing)
  ○ Applying: (carrying out, implementing)
  ○ Analyzing: (differentiating, organizing, attributing)
  ○ Evaluating: (checking, critiquing, judging)
  ○ Creating: (generating, planning, producing, designing, constructing)
- What social context will best fit the learning experience? (whole group, individual, pairs, collaborative groupings)
- What skills will students need to demonstrate?
  ○ elaborating and clarifying
  ○ supporting ideas with examples
  ○ building on or challenging a partner’s idea
  ○ paraphrasing
  ○ synthesizing

Resources:
Capacity Building Series: Asking Effective Questions
http://www.edu.gov.on.ca/eng/literacynumeracy/increase/research/CBS_AskingEffectiveQuestions.pdf
AER: Planning Assessment with Instruction: Questioning
http://www.edugains.ca/newsrow/aer2/aervideo/questioning.html
If Catholic educators and students learn and grow together,

- in a safe learning environment where inquiry fuels wonder and curiosity of God’s creations,
- and are challenged by questions, engaging in rich learning conversations,
- and intentionally gather evidence of learning,

As this learning partnership grows stronger... teachers and students work together to gather information about the strengths and weaknesses of their performances in ways that inform all learners and all learning in the classroom.

Moss and Brookhart, 2009

How might the learning community intentionally gather evidence of learning through observations, conversations and products that accurately reflect what each student knows and is able to do?

Key Ideas:

- Intentionally plans for reliable and valid evidence of learning by aligning the learning goals, success criteria, task(s), and the gathering of evidence with the learning destination (i.e. Assessment of learning) and reporting,
- Develops and respects the covenant with students that defines what is expected to be learned and how each student will know he or she has been successful,
- Ensures students know what it means to achieve the learning goals through the co-construction of success criteria and applying the criteria to their work,
- Ensures the community has developed a common understanding of how to refine, revise and monitor their learning through instruction and feedback,
- Uses appropriate tools to assess, monitor and record student progress,
- Places value the contribution of each student and sees each student as a capable learner,
- Ensures each student can articulate and document how his or her work aligns with the success criteria and can describe his or her growth over time,
- Uses multiple sources to triangulate evidence (i.e. observations, conversations and products) to ensure that evidence is valid and reliable,
- Balances evidence across the categories of the achievement chart.
Involves:

- Constructing success criteria that is specific to the learning rather than the appearance of the product,
- Aligning the learning goals and success criteria with the assessment tasks and learning experiences that evidence of learning is reliable and valid,
- Ensuring both educators and students are responsible for gathering and documenting evidence of learning,
- Deciding on appropriate methods of collecting and managing information,
- Recording student thinking in picture, video and audio formats to collect evidence of learning in a variety of formats,
- Engaging in ongoing documentation of learning,
- Support students in making connections between what is expected, what they are doing and what they are learning,
- Conferencing regularly with students to avoid making assumptions and faulty judgments and asking students to explain their thinking and reasoning.

Resources:

Planning Assessment with Instruction: How will we know they have learned? and Gathering Evidence that Demonstrates Learning
http://www.edugains.ca/newsite/aer2/aervideo/planningassessmentwithinstruction.htm

Capacity Building Series: Pedagogical Documentation
**Opportunity for Professional Dialogue #7**

Before exploring each action under the fourth essential ‘if’ statement of the *theory of action*, discuss with a colleague key messages that resonate with you or that push your thinking.

If Catholic educators honour and respect growth over time,

- and select, analyze and interpret a body of evidence that accurately reflects what each student knows and can do in order to determine a grade,
- and if we communicate and report achievement clearly to uphold the dignity of each learner,

**Suggestions:**

- Choose one of the scriptural references or one of the quotations linked to designing faith-based communities for all learners,

- Discuss one of the questions listed at the beginning of this section,

- Analyze the suggested Links to Catholic Graduate Expectations and Gospel values and see if you and your colleague would alter the list or add others to the list,

- Reflect on one of the selections in the “Making Connections” section,

- Deepen understanding by exploring one of the resources listed at the end of the section.
The fourth section of the theory of action highlights the process of evaluation and reporting.

If Catholic educators honour and respect growth over time,
- and select, analyze and interpret a body of evidence that accurately reflects what each student knows and can do in order to determine a grade,
- and if we communicate and report achievement clearly to uphold the dignity of each learner,

Examine yourselves to see whether you are in the faith; test yourselves. Do you not realize that Christ Jesus is in you.  
2 Corinthians 13:5

“For I know the plans I have for you,” declares the Lord, “plans to prosper you and not to harm you, plans to give you hope and a future.”  
Jeremiah 29:11

I don’t mean to say that I have already achieved these things or that I have already reached perfection. But I press on to possess that perfection for which Christ Jesus first possessed me.  
Philippians 3:12

I can do all things through him who strengthens me.  
Philippians 4:12-13

How might we gather valid and reliable evidence of learning to inform educators’ professional judgment so that we can communicate effectively about student learning (including determining a grade)?

How might we communicate and report results below the provincial standards with hope while preserving and honouring the dignity of each student?

If Catholic educators honour and respect growth over time:
Under the theory of action proposed in Seeing Through the Eyes of Jesus, the complex process of evaluation becomes a journey about revealing the learning of each student. Both educators and students gather evidence of learning together over time based on strategies and processes mutually defined and agreed upon. Selecting appropriate evidence, analyzing different types of evidence, and determining a grade require educators to apply the fundamental principles of assessment and evaluation.
It is important to remember that determining a grade takes place within the context of the faith-based learning community that has been established where all students take an active part in their learning. In this community clear learning goals and success criteria have been developed and students have been given multiple opportunities to demonstrate their learning with some element of choice based on interest and strengths. During this process, the educator and student have developed a relationship based on trust, love, and empathy. Both have been a partner in selecting and articulating their understanding of the learning.

The learning process is a gift, always honoured in Catholic tradition through the highest esteem for discernment. When students feel a part of this process, owning their own journey, they are empowered to seek out challenge. Their involvement has given them confidence that they are invested in what is planned and facilitated. Critical reflection is a personal skill that will serve students throughout their lives. When learners can clearly see their progress and challenges, they can set goals accordingly.

Throughout the assessment process, students have been given the opportunity to advocate for themselves and give feedback to their teachers. Together, educators, students and parents can reflect back on the learning journey. There shouldn’t be “surprises” at reporting times since all have been partners in the covenant they have made together.

Reporting learning should not be based on a deficit model but one of hope. In 1 Peter: 3-15 we are called to witness to the ‘hope’ that lies within each one of us. Students are a visible sign of this hope. A grade is a mere symbol on a document. Providing a meaningful comment on a report card gives feedback on a significant strength and an area for improvement. Coupled with an appropriate and attainable next step offers hope and guides the learning journey. Conferencing before and after the reporting period ensures respectful dialogue between educators, parents and students.

Paul says in his letter to the Philippians: “I can do all things through him who strengthens me.”
(Philippians 4:13). Regardless of curriculum, every student must experiences success. Let us give strength to our students to help them reach their fullest potential and challenge them to live out the Gospel values, becoming responsible, reflective, and caring members of our community.

> “Only the gift of hope guaranteed by God can transform our many defeats and sufferings into signs of hope. This guarantee takes us to the core of the theological virtue of hope, a virtue rooted above all in the paschal mystery of Christ.”

Harring, 1997

<table>
<thead>
<tr>
<th>Links to CGEs:</th>
<th>Links to Gospel Values:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>An effective communicator</strong> - listens actively and critically to understand and learn in light of the Gospel values (CGE2a) and who presents information and ideas clearly and honestly and with a sensitivity to others (CGE2c)</td>
<td><strong>Dignity</strong> - recognizes the worth inherit in all human life; is welcoming and attentive; has integrity</td>
</tr>
<tr>
<td><strong>A self-directed, responsible, lifelong learner</strong> – who responds to, manages and constructively influences change in a discerning manner (CGE4d)</td>
<td><strong>Justice</strong> - acknowledges the dignity of each person; empowers persons to participate in decisions affecting their own lives;</td>
</tr>
<tr>
<td><strong>A responsible citizen</strong>- who accepts accountability for one’s own actions (CGEb)</td>
<td><strong>Hope</strong> - takes responsibility both for ourselves and for others</td>
</tr>
<tr>
<td></td>
<td><strong>Excellence</strong> - talents, gifts and skills are used to the fullest</td>
</tr>
</tbody>
</table>

**Making Connections:**

No matter how often we say that reporting needs to be an objective process, we need to recognize that for students reporting is very personal and sometimes difficult experience.

> *It is worth noting, right from the start, that assessment is a human process, conducted by and with human beings, and subject inevitably to the frailties of human judgement. However crisp and objective we might try to make it, and however neatly quantifiable may be our “results”, assessment is closer to an art than a science. It is, after all, an exercise in human communication.*

_Growing Success, Sutton_, p.29.

A grade affects self-worth by adding to a celebration of success or a mindset of defeat. As the quotation above suggests, reporting is about communication. Done poorly, assessment practices can be punitive and break relational trust. Done well, assessment practices support ongoing learning and empower students to take ownership of their own learning and understand who they are becoming. How can we give love and hope to every student entrusted in our care?
When we consciously see through the eyes of Jesus we feel the potential in each student. Copied below are the lyrics to the song Through My Eyes. The song writer explains why she wrote this song. "I wrote this song for a teenage girl as I prayed for her to see herself through Jesus’ eyes. It is written as if He is seeing through our eyes. As I have seen myself more and more through His eyes, it has helped me to be much more confident and secure." (Eliane Guité)

Through My Eyes

Like a flower that is waiting for spring
Concealing much of its beauty within
So it is with you, so it is with you
(Chorus)

If only you could see yourself through My eyes
You’d like what you’d see if you’d look through My eyes
Potential so amazing, a beauty so unique
A strength you never knew for dreams you will pursue
You’d like what you’d see if you’d look through My eyes

Like a painting that is incomplete
Envisioned to be a masterpiece
So it is with you, so it is with you
Like a song that has just begun
Touching hearts as it is sung
So it is with you, so it is with you
Like a seed buried in the ground
Like a treasure that is yet to be found
So it is with you, so it is with you

Music and Lyrics written by Eliane Guité. Download music at www.eoccc.org

Resources:
If Catholic educators honour and respect growth over time,
> and select, analyze and interpret a body of evidence that accurately reflects what each student knows and can do in order to determine a grade,
> and if we communicate and report achievement clearly to uphold the dignity of each learner,

*Teachers’ professional lives might be simpler if evaluating and reporting could be tidy and objective, but the process is inherently subjective. The more reliable and valid the evidence collected and the longer the period of time over which it is collected, the more confidence everyone can have in the evaluation. Also, when students and their parents are engaged in reviewing the evidence and affirming whether or not the evaluation makes sense, sound judgments are more likely. By looking for patterns and trends over time, based on multiple sources, (triangulation) of reliable and valid evidence, the teacher can report in a professional manner.*

*Making Classroom Assessment Work, Anne Davies, p. 94.*

How might we gather valid and reliable evidence of learning to inform educators’ professional judgment so that we can communicate effectively about student learning (including determining a grade)?

**Key Ideas:**
- Evaluation is “the process of judging the quality of student learning on the basis of established criteria and assigning a value to represent that quality. Evaluation is based on assessments of learning that provide data on student achievement at strategic times throughout the grade/subject/course, often at the end of a period of learning.” *(Growing Success, p. 147)*
- “The evaluation of student learning is the responsibility of the teacher and must not include the judgements of the student or of the student’s peers.” *(Growing Success, p. 39)*
- The process of evaluation begins through intentional planning at the beginning of the school year or term by creating an assessment plan that considers the interrelationships between assessment for, as and of learning with evaluation and reporting.
- Respecting the uniqueness of each student informs the process of gathering and managing valid and reliable evidence of learning and comparing it to criteria of excellence.
Involves: The Thinking Process of Determining the Grade

Gather a mark set:
- Track by overall expectations and groups/clusters of specific expectations,
  - Consider balance across achievement chart categories,
- Organize and manage evidence of learning based on assessment for and as learning,
  - Separate assessments of learning.

Select the evidence of learning through triangulation that accurately reflects what a student knows and can do:
- Products: selecting evidence of learning from
  - assessments of learning including end of ‘unit’ assessments, performances, portfolios showing growth over time, oral demonstrations of learning, demonstrations of overall expectations during the learning when students show a readiness to demonstrate,
- Conversations: selecting evidence of learning gathered from
  - recording thinking when students are working on a skill or a task
  - responses to questions asked that reveal the way students analyze a problem and how they arrive at a solution,
  *(Based on professional judgment, this information may override a performance on a more traditional assessment!)*
- Observations: selecting evidence of learning from
  - intentionally listening to students (e.g. students teaching each other or debating about a problem).

Analyze trends/patterns within the evidence:
- Knowing the curriculum well and anchor analysis of evidence to it,
- Consider the trends and patterns within the categories of the achievement chart,
- Recognize the developmental nature and readiness for learning,
- Match the mark set with what is known about the students and their ‘learning story’ by knowing the context behind the evidence,
- Check that there are no outliers within the mark set and dismiss outliers,
Consider ‘student voice’. What evidence have students selected to be included in the body of evidence? What are students saying about their work?

- Consider the trends and patterns of all the information in order to identify strengths and areas for improvement.

Interpret the trends and patterns in order to determine a grade:

- Determine most consistent level of achievement with consideration of more recent evidence of learning (Growing Success, p. 390) by looking at student’s growth over time,
- Determine the level and identify the letter grade (Grades 1 to 6). Identify the range of possible grades (Grades 7-12) and translate to a percentage grade.

Resources:
If Catholic educators honour and respect growth over time,
- and select, analyze and interpret a body of evidence that accurately reflects what each student knows and can do in order to determine a grade,
- and if we communicate and report achievement clearly to uphold the dignity of each learner,

In Catholic Education we too will keep the dialogue alive with a new generation by helping them to see the mystery of God’s presence and action in the world and in their lives.

*Build Bethlehem Everywhere, CCSTA*

How might we communicate and report results below provincial standards with hope while preserving and honouring the dignity of each student?

**Key Ideas:**
- Reporting is not an event. It is an ongoing process of communication and meaning-making about the progress of each student’s learning over time,
- Every time a student discusses a sample of work and articulates what he/she has learned, he/she is reporting,
- Formal reporting is required through policy as a means of documenting a permanent record for each student,
- Involving students and parents/guardians in the ongoing communication and reporting process respects the learning process, respects the members of the student’s learning community (i.e. parents, child, teachers) and promotes reflection by students and their parents,
- The grade on a report card is only a synthesized snapshot of the student’s achievement at a specific point in time,
- The comment on the report card coupled with the grade provides a better understanding of achievement than the grade alone,
- Samples over time provide supporting documentation of the learning. Evidence, aligned to co-constructed criteria, gathered and maintained in portfolios by students and teachers provides a vision of students’ understanding.
Seeing Through the Eyes of Jesus:  
Growing Success for Students in Catholic Schools

Involves:

- Writing effective report card comments means a focus on what students have learned, describing significant strengths and identifying next steps for improvement,
- Comments should be written in concise and plain language without educational jargon or terminology to respect the need for clear communication with all parents/guardians,
- Comments should provide meaningful feedback to parents/guardians regarding possible strategies to support students at home,
- The student’s ability to articulate his/her learning, explain the grade and use that information to set personal goals gives meaning to the grade. ‘Putting the face’ on the grade gives meaning to the classroom learning,
- Student-led conferences give students opportunities to showcase their learning samples over time and explain their personal goals.

Resources:

Reporting Student Learning: Guidelines for Effective Teacher-Parent-Student Communication, 2010
http://www.edugains.ca/resourcesAER/PrintandOtherResources/ReportingStudentLearning_Engfinal.pdf
The purpose of this document is to propose a theory of action for Catholic educators. Schools or Boards are encouraged to use sections of the document as it aligns with your own learning journey to generate discussion and inquiry questions. Remember that each section and essential ‘if’ statement is dependent on the other. Focus on one section, if needed, but consider the theory of action as a whole in the quest for deep understanding.

If Catholic educators establish a faith-based professional learning community,
- and understand the workings of an effective community of professional learners,
- and explore the power and gift of collaboration,
- and design rich learning experiences for all learners,

If Catholic educators design faith-based communities for all learners,
- and educators and students are collaborative partners in assessment and instruction,
- and learning goals are the anchors for learning,
- and success for all is constructed by describing success,
- and students act as a resource for each other through peer and self-assessment,

If Catholic educators and students learn and grow together,
- in a safe learning environment where inquiry fuels wonder and curiosity of God’s creations,
- and are challenged by questions, engaging in rich learning conversations,
- and intentionally gather evidence of learning,

If Catholic educators honour and respect growth over time,
- and select, analyze and interpret a body of evidence that accurately reflects what each student knows and can do in order to determine a grade,
- and communicate and report achievement clearly to uphold the dignity of each learner,

Then, each student will feel a sense of belonging as a valued member of a Catholic learning community,
- where each student feels safe, understood, respected, and valued,
- where each student accepts himself/herself and others as unique and beautiful creations of God,
- where each student has grown to be a reflective and creative thinker, a reflective communicator and a collaborative contributor,
- where, as discerning believers, each student learns and practices living the Gospel values.
Then, each student will feel a sense of belonging as a valued member of a Catholic learning community,

- where each student feels safe, understood, and respected,
- where each student accepts himself/herself and others as unique and beautiful creations of God,
- where each student has grown to be a reflective and creative thinker, a reflective communicator and a collaborative contributor,
- where, as discerning believers, each student learns and practices living the Gospel values.

The final section of the *theory of action* lists the expected impact on students as a result of the implementation of the strategies and processes articulated by the essential ‘if’ statements.

How might *Seeing Through the Eyes of Jesus* support the work of Catholic educators?

How might formal and informal leaders use the *theory of action* to support the implementation of *Growing Success*?
We conclude by connecting scripture with song to support our never ending learning journey.

“Those who trust in the Lord will find new strength. They will soar high on wings like eagles; they will run and not grow weary, they will walk and not faint,” Isaiah 40:31

A Love You Never Knew

You were made to soar on wings of eagles
You were made to fly to glorious heights
So lift up your eyes and look only to Me my child

(Chorus)
And a love you never knew,
A love you never knew will be made known to you
A love so faithful, love so patient, a love so pure
A love so forgiving, a love so unchanging
Will make you spread your wings, will make you spread your wings
And soar on wings of eagles

When others pull you down just listen for My voice
And when you fall remember you’re forever Mine
So lift up your eyes and look only to Me my child

Music and Lyrics written by Eliane Guité. Download music at www.eoccc.org

Summer 2006: Tofino, Vancouver Island

Soar on! Hélène Coulombe
Seeing Through the Eyes of Jesus:
Growing Success for Students in Catholic Schools

A support document for the implementation of
Growing Success: Assessment, Evaluation and Reporting in Ontario Schools,
First Edition covering Grades 1 to 12

Appendices
Catholic Professional Learning Cycle within a Collaborative Inquiry Framework

**Plan (Envision)**

1. Examine data/evidence to determine an area of need related to student achievement and/or engagement.
2. Select a learning focus that addresses the area of student need; what are the learning goals? What is the hypothesis about student learning?
3. Determine educator learning (i.e., what and how) required to address the area of student need (e.g., review current instructional practice and research related to learning goal and hypothesis).
4. Plan ‘with the end in mind’. How will we know if students have learned as a result of the actions taken?

**Act (Sow)**

5. Implement evidence-based strategies and actions:
   - Implement instruction adjusting as needed based on ongoing assessment and feedback from students.
   - Engage in professional learning (e.g., co-teaching, peer observation, lesson study, coaching/mentoring) to build a collective understanding of the instructional approach.
   - Access professional learning resources (e.g., release time, class coverage, learning materials, subject-specific support and a DI knowledgeable team leader).

**Observe & Gather (Nurture)**

6. Monitor student learning and educator learning:
   - Share, examine and record evidence of student learning through observation of student work inclusive of oral, written and actions.

**Reflect (Discern)**

7. Examine, analyze and assess results:
   - Co-assess student work, share student feedback, display results.
   - Decide, based on evidence, the extent to which the area of student need has been addressed.
   - Reflect on educator inquiry and decide next steps.
   - Share instructional practice, discuss instructional issues, find solutions for challenges, and determine next steps for educator inquiry.

**Our Catholic Faith Made Visible**

- Which Catholic Graduate Expectation(s) will frame your planning?
- What explicit connections can be made with Virtues / Gospel Values?

- How will your practices meet all individual student needs and reflect the dignity of the human person?
- What Catholic resources are appropriate in this situation?

- How will you journey with all of your students as they learn in the light of faith?
- How are the Catholic Graduate Expectations evident through your collaboration with other Catholic educators?

- How can you celebrate the gifts and the learning of all students?
- How has this collaborative discernment process transformed the learning community?

- How will you collaborate with other Catholic educators to address the area of student need?
Ontario Catholic School Graduate Expectations

A Discerning Believer Formed in the Catholic Faith Community

CGE1a Illustrates a basic understanding of the saving story of our Christian faith.
CGE1b Participates in the sacramental life of the church and demonstrates an understanding of the centrality of the Eucharist to our Catholic story.
CGE1c Actively reflects on God’s Word as communicated through the Hebrew and Christian scriptures.
CGE1d Develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity and the common good.
CGE1e Speaks the language of life... “recognizing that life is an unearned gift and that a person entrusted with life does not own it but that one is called to protect and cherish it.” (Witnesses to Faith)
CGE1f Seeks intimacy with God and celebrates communion with God, others and creation through prayer and worship.
CGE1g Understands that one’s purpose or call in life comes from God and strives to discern and live out this call throughout life’s journey.
CGE1h Respects the faith traditions, world religions and the life-journeys of all people of good will.
CGE1i Integrates faith with life.
CGE1j Recognizes that “sin, human weakness, conflict and forgiveness are part of the human journey” and that the cross, the ultimate sign of forgiveness is at the heart of redemption. (Witnesses to Faith)

An Effective Communicator

CGE2a Listens actively and critically to understand and learn in light of Gospel values.
CGE2b Reads, understands and uses written materials effectively.
CGE2c Presents information and ideas clearly and honestly and with sensitivity to others.
CGE2d Writes and speaks fluently one or both of Canada’s official languages.
CGE2e Uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life.

A Reflective, Creative and Holistic Thinker

CGE3a Recognizes there is more grace in our world than sin and that hope is essential in facing all challenges.
CGE3b Creates, adapts, evaluates new ideas in light of the common good.
CGE3c Thinks reflectively and creatively to evaluate situations and solve problems.
CGE3d Makes decisions in light of Gospel values with an informed moral conscience.
CGE3e Adopts a holistic approach to life by integrating learning from various subject areas and experience.
CGE3f Examines, evaluates and applies knowledge of interdependent systems (physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society.

A Self-Directed, Responsible, Lifelong Learner

CGE4a Demonstrates a confident and positive sense of self and respect for the dignity and welfare of others.
CGE4b Demonstrates flexibility and adaptability.
CGE4c Takes initiative and demonstrates Christian leadership.
Seeing Through the Eyes of Jesus:  
Growing Success for Students in Catholic Schools

CGE4d Responds to, manages and constructively influences change in a discerning manner.
CGE4e Sets appropriate goals and priorities in school, work and personal life.
CGE4f Applies effective communication, decision-making, problem-solving, time and resource management skills.
CGE4g Examines and reflects on one’s personal values, abilities and aspirations influencing life’s choices and opportunities.
CGE4h Participates in leisure and fitness activities for a balanced and healthy lifestyle.

A Collaborative Contributor
CGE5a Works effectively as an interdependent team member.
CGE5b Thinks critically about the meaning and purpose of work.
CGE5c Develops one’s God-given potential and makes a meaningful contribution to society.
CGE5d Finds meaning, dignity, fulfillment and vocation in work which contributes to the common good.
CGE5e Respects the rights, responsibilities and contributions of self and others.
CGE5f Exercises Christian leadership in the achievement of individual and group goals.
CGE5g Achieves excellence, originality, and integrity in one’s own work and supports these qualities in the work of others.
CGE5h Applies skills for employability, self-employment and entrepreneurship relative to Christian vocation.

A Caring Family Member
CGE6a Relates to family members in a loving, compassionate and respectful manner.
CGE6b Recognizes human intimacy and sexuality as God given gifts, to be used as the creator intended.
CGE6c Values and honours the important role of the family in society.
CGE6d Values and nurtures opportunities for family prayer.
CGE6e Ministers to family, school, parish and wider community through service.

A Responsible Citizen
CGE7a Acts morally and legally as a person formed in Catholic traditions
CGE7b Accepts accountability for one’s own actions.
CGE7c Seeks and grants forgiveness.
CGE7d Promotes the sacredness of life.
CGE7e Witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society.
CGE7f Respects and affirms the diversity and interdependence of the world’s peoples and cultures.
CGE7g Respects and understands the history, cultural heritage and pluralism of today’s contemporary society.
CGE7h Exercises the rights and responsibilities of Canadian citizenship.
CGE7i Respects the environment and uses resources wisely.
CGE7j Contributes to the common good.
**Appendix C**

**Seeing the Spiritual within Assessment and Evaluation**

<table>
<thead>
<tr>
<th>Fundamental Principles of <em>Growing Success</em></th>
<th>Gospel Values and Catholic Graduate Expectations</th>
<th>Seeing Connections</th>
</tr>
</thead>
<tbody>
<tr>
<td>The primary purpose of assessment and evaluation is to improve student learning.</td>
<td>The primary purpose of Catholic education is to embrace each student as a child of God worthy of being educated with genuine respect and sensitivity by creating a culture of hope within our classrooms and schools.</td>
<td>Reflect on the scripture passage listed below. How might the ideas from the passage inform the connections between these concepts?</td>
</tr>
</tbody>
</table>
| To ensure that assessment, evaluation, and reporting are **valid and reliable**, and that they lead to the improvement of learning for all students, teachers use practices and procedures that: | Catholic educators who reflect on their assessment and instructional practices and refine them to suit the needs of individual students will be able to gather evidence of learning that is valid and reliable. Underlying this work is the need for educators to **truly know and respect** each student. | Reflect on the scripture passage: **The Woman at the Well**

What did Jesus see when He saw the woman at the well? How did He show her respect? |
| **...are fair, transparent, and equitable for all students;**  
**...support all students, including those with special education needs, those who are learning the language of instruction (English or French), and those who are First Nation, Métis, or Inuit;** | The ultimate principle that anchors the work of Catholic educators is the **dignity of persons**. All students, children of God, deserve to be uplifted by unleashing their God-given talents and gifts. No child should be marginalized or left feeling poor in spirit in our Catholic schools.  
CGE5d: Finds meaning, dignity, fulfillment and vocation in work which contributes to the common good.  
CGE5e: Respects the rights, responsibilities and contributions of self and others. | Reflect on the scripture passage: **Jesus Heals the Leper**

Mark 1: 40-45.  
What did Jesus see when He saw the man with leprosy? |
| | | As an educator, how do you ensure that assessments are equitable for all students? |

What does this look like in your classroom?
### Seeing Through the Eyes of Jesus:
*Growing Success* for Students in Catholic Schools

| CGE7e: Witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society. | When we see through the eyes of Jesus we value each child as unique and distinct. While the Ministry curriculum and other policy documents provide content and performance standards that guide assessment and instruction and provide a basis for feedback for students, curriculum can be addressed through differentiation in individual classrooms and schools by aligning them to the interests, needs, and learning preferences of our students. CGE 3c: Thinks reflectively and creatively to evaluate situations and solve problems. CGE 4e: Sets appropriate goals and priorities in school, work and personal life. CGE5e: Respects the rights, responsibilities and contributions of self and others. | Reflect on the scripture passage: *The Death of Lazarus*
John 11:1-45
How did Jesus respond when he found out that his friend was dead?
As an educator, how do you show compassion for each student?
What does this look like in your classroom?
*Alternative passage:*
The Little Children and Jesus
Matthew 19:13-15 |

| …are carefully planned to relate to the curriculum expectations and learning goals and, as much as possible, to the interests, learning styles and preferences, needs, and experiences of all students; | Living in **community** means building collaborative, trusting, transparent relationships. A learning destination should not be a mystery; a vision or roadmap should be shared but understood that there are many ways to get there. By doing this we promote accountability; foster responsibility; encourage support, understanding and motivation between family members. CGE2c: Presents information and ideas clearly and honestly and with sensitivity to others. CGE 6a: Relates to family members in a loving, compassionate and respectful manner. CGE5a: Works effectively as an interdependent team member. CGE 6c: Values and honours the important role of the family in society. CGE7b: Accepts accountability for one’s own actions. | Reflect on the scripture passage: *Jesus Washes His Disciples’ Feet*
John 13: 1-16
What message was Jesus trying to portray by washing the feet of his disciples?
As an educator, how do you show that each student is an important member of the classroom community?
What does this look like in your classroom? |

| …are communicated clearly to students and parents at the beginning of the school year or course and at other appropriate points throughout the school year or course; | | |
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<table>
<thead>
<tr>
<th>Seeing Through the Eyes of Jesus: Growing Success for Students in Catholic Schools</th>
</tr>
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<tbody>
<tr>
<td>Seeing through the eyes of Jesus helps us to realize that the definitions of learning, assessment and evaluation have shifted in the last decade. Accepting the uniqueness of each child acknowledges the right of each child to demonstrate their learning in a variety of ways. It also acknowledges that not all students will learn at the same pace or make the same connections as the educator or other students. Making meaning is flexible and dynamic and so assessment practices need to demonstrate those qualities as well.</td>
</tr>
<tr>
<td>CGE5g: Achieves excellence, originality, and integrity in one’s own work and supports these qualities in the work of others.</td>
</tr>
<tr>
<td>CGE1d: Develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity and the common good.</td>
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<tr>
<td>CGE2b: Reads, understands and uses written materials effectively.</td>
</tr>
<tr>
<td>CGE2d: Writes and speaks fluently one or both of Canada’s official languages.</td>
</tr>
<tr>
<td>Reflect on the scripture passage: The Sermon on the Mount Matthew 5:1-11 The Beatitudes What does Jesus say about those who will inherit the kingdom of heaven? As an educator, how do you model the beatitudes? What does this look like in your classroom?</td>
</tr>
<tr>
<td>There is no learning without feedback! Learning happens in community with others who share perspectives and ideas while challenging, extending, revising, evaluating and creating new knowledge. Errors are seen as the place for hope and potential. The opportunity for redeeming oneself is part of the learning process.</td>
</tr>
<tr>
<td>CGE 2a: Listens actively and critically to understand and learn in light of Gospel values.</td>
</tr>
<tr>
<td>CGE3a: Recognizes there is more grace in our world than sin and that hope is essential in facing all challenges.</td>
</tr>
<tr>
<td>CGE5a: Works effectively as an interdependent team member.</td>
</tr>
<tr>
<td>CGE 5c: Develops one’s God-given potential and makes a meaningful contribution.</td>
</tr>
<tr>
<td>CGE5e: Respects the rights, responsibilities and contributions of self and others.</td>
</tr>
<tr>
<td>Reflect on the scripture passage: The Parable of the Lost Son Luke 15:11-32 What does Jesus say about the son who became lost to him? As an educator, how do you create an environment where students feel that they can make mistakes? What does this look like in your classroom?</td>
</tr>
</tbody>
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...are ongoing, varied in nature, and administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning;...provide ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement;
### Seeing Through the Eyes of Jesus:
*Growing Success* for Students in Catholic Schools

<table>
<thead>
<tr>
<th>CGE5g: Achieves excellence, originality, and integrity in one’s own work and supports these qualities in the work of others.</th>
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</table>

...develop students’ self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning.

<table>
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<tr>
<th>We seek to develop discerning believers. The root word of assessment means ‘to sit beside’ – to guide and coach. Within the Catholic context the mindset of assessment fosters a desire for our students to achieve their full academic, personal and spiritual potential within a safe and caring environment that responds to the unique needs and talents of each student. The role of assessment is to build capacity within students to discover more fully who they will become!</th>
</tr>
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<table>
<thead>
<tr>
<th>Reflect on the scripture passage: <em>The Parable of the Talents</em> Matthew 25: 14-30</th>
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<tr>
<th>What is Jesus’ message about sharing one’s talents?</th>
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<tr>
<th>As an educator, how do you encourage each student to develop and share his/her talents and abilities?</th>
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<tr>
<th>What does this look like in your classroom?</th>
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*Planting Seeds for Success, p. 9*

CGE 1: A discerning believer formed in the Catholic faith community.

CGE3a: Recognizes there is more grace in our world than sin and that hope is essential in facing all challenges.

CGE 3b: Creates, adapts, evaluates new ideas in light of the common good.

CGE 3c: Thinks reflectively and creatively to evaluate situations and solve problems.

CGE4e: Sets appropriate goals and priorities in school, work and personal life.
Appendix D

Questions Sets: A Sample Response – A Roadmap Analogy

During the consolidation phase of a Catholic Professional Learning Cycle session, a group of intermediate/secondary educators responding to the three sets of questions in a jigsaw format created a roadmap analogy to make meaning of assessment and evaluation strategies. You may choose to use this sample as an activation for your group!

Assessment and Evaluation- A Road Map Analogy
(March 22, 2013)

As a teacher, educating an entire class is not a straight road, but curvy and bumpy… thus, we begin with this imagery!

Teacher begins the course with personalization (informal curriculum… dignity of the human person) and overall expectations (formal curriculum).

Teacher packs an essentials suitcase keeping the following in mind:

- Overall expectations/Big Ideas
- Achievement Chart
- Meta-cognition
- Rich learning/assessment tasks
- Planning with the end in mind
- Catholic Graduate Expectations
- Gospel values… Catholic Character Formation

This suitcase gets unpacked throughout the course by the teacher; students come to pack their own suitcase!

The roadway that the students will take will not be the same as the one that the teacher has in mind. There will be different entry points! Thus, the teacher must be flexible in providing directions and instructions.
**Evidence of learning** - as the students come to sights along the way, they collect "souvenirs" of learning to remember their trip by and pack it in their suitcase. At the end of their journey, they unpack their suitcase and are able to proudly and excitedly display and describe the meaning of these souvenirs (evidence) (**meta-cognition**).

As for the students, because of who they are in their unique capabilities, will take a different roadway in their learning! Some will go way off. Some will hit dead ends and will have to return. Some will have detours. At different times student learning will readily merge with the teacher’s roadway… at other times, further direction is required. Therefore, the teacher’s roadway and the students’ will be different.

**Legend- “Learning Signs”**

- **Triangle** = triangulation of evidence (conversations, observations, product)
- **Yield** = clarifications required (assessment for and as learning)
- **Bumps** = bumps in the road (e.g. issues a student may have to deal with, issues a teacher may have to deal with, adjusting to school activities/events, issues outside of the school)
- **Stop** = includes such things as a student not knowing where they are going or what they are doing; scared or fearful of the learning; needing more time to process; evidence of student success (e.g. assessment of learning and term mark)
- **Detours** = barriers that exist to student learning (e.g. do not understand instructions, substance abuse, difficulty in personal life, etc.)
Seeing Through the Eyes of Jesus:
Growing Success for Students in Catholic Schools

Construction zone = times to slow down to process learning, learning is interrupted, working on assessment for learning

Stuck/black ice/pot holes/flat tire = need to ask questions for clarification, require extra help, feedback required, assistance from others (parent, friend, another teacher). Also, the teacher may need help from the support team (pit crew) to restart the car (learning)

Tow Truck = support systems may need to be in place… student services, parents, administration, social worker, psychologists, etc.

Major Accident = a student falls off the grid… “mortality of learning”… hopefully, through “rehab”, the student completes their formal learning at a later time

The path of learning is seldom what the teacher originally envisions - sometimes purposeful detours are taken to see points of interest and we might stay there longer than anticipated... sometimes we don't always fully complete the journey as originally planned, but we get to have so many rich experiences along the way, that students still meet overall expectations, they might just do it differently than originally planned.

**End goal**: rich understandings and meta-cognition skills that enhances lifelong learning! Student completes the course with success based on their ability!
Resources

Catholic Curriculum Websites:

Catholic Principals’ Council of Ontario
Website: http://www.cpco.on.ca/

Catholic Curriculum Corporation
Website: http://catholiccurriculumcorp.org/

Curriculum Support for Catholic Schools 2.0. EOCCC, 2005.
Website: http://www.eoccc.org/content/csfcs/index.htm

Eastern Ontario Catholic Curriculum Cooperative
Website: www.eoccc.org

Institute for Catholic Education
Website: www.iceont.ca/

Northern Ontario Catholic Curriculum Cooperative
Website: www.noccc.on.ca/

Ontario English Catholic Teachers Association
Website: http://www.oecta.on.ca

Ontario Catholic School Graduate Expectations. ICE, 2012
Website: http://www.iceont.ca/page13015019.aspx

Our Language, Our Story. EOCCC, 2009
Website: http://www.ourlanguageourstory.org/

Planting Seeds for Success: Exploring Learning Skills and Work Habits from a Catholic Perspective, Grades 1 to 12
Website: http://www.eoccc.org/
Resources

**Edugains** is the web portal to resources developed and provided through the Ministry of Education and focused on learning – student learning and educator learning from Kindergarten to Grade 12. The grouping of resources includes: Assessment and Evaluation, Differentiated Instruction, ELL Gains, Financial Literacy, International Languages, Kindergarten, Literacy, LNS Math Resources, Math Gains, Professional Learning Cycle, and Ministry Digital Resources.

Website: [http://www.edugains.ca/newsite/index.html](http://www.edugains.ca/newsite/index.html)

**Video Resources with accompanying viewing guides** from AER Gains Video Library:

- Planning Assessment with Instruction (8 segments)
  Website: [http://www.edugains.ca/newsite/aer2/aervideo/planningassessmentwithinstruction.html](http://www.edugains.ca/newsite/aer2/aervideo/planningassessmentwithinstruction.html)

- Learning Goals and Success Criteria (6 segments)
  Website: [http://www.edugains.ca/newsite/aer2/aervideo/learninggoals.html](http://www.edugains.ca/newsite/aer2/aervideo/learninggoals.html)

- Questioning (6 segments)
  Website: [http://www.edugains.ca/newsite/aer2/aervideo/questioning.html](http://www.edugains.ca/newsite/aer2/aervideo/questioning.html)

- Descriptive feedback (5 segments)
  Website: [http://www.edugains.ca/newsite/aer2/aervideo/descriptivefeedback.html](http://www.edugains.ca/newsite/aer2/aervideo/descriptivefeedback.html)

- Self-assessment (5 segments)
  Website: [http://www.edugains.ca/newsite/aer2/aervideo/selfassessment.html](http://www.edugains.ca/newsite/aer2/aervideo/selfassessment.html)
Appendix E3

Resources

Capacity Building Series: Although many of the Ministry monographs are labelled for educators of primary or junior classrooms the ideas and concepts are relevant from Kindergarten to Grade 12. Listed below are some of the monographs connected to the ideas found in Seeing Through the Eyes of Jesus: Growing Success for Students in Catholic Schools.

Website: [http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/capacityBuilding.html](http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/capacityBuilding.html)

Collaborative Teacher Inquiry:

Pedagogical Documentation:

Getting Started with Student Inquiry:

Asking Effective Questions:

The Third Teacher:

Grand Conversations in the Primary Classroom:

Grand Conversations in the Junior Classroom:

Student Self-assessment

Teacher Moderation
Resources

Webcasts/Additional Resources for Educators
This site provides access to archived webcasts. Listed below are some titles that may be of interest to educators interested in exploring elements of *Seeing Through the Eyes of Jesus: Growing Success for Students in Catholic Schools.*
Website: [http://www.curriculum.org/content/webcasts](http://www.curriculum.org/content/webcasts)

Planning for Authentic, Integrated Learning
[http://www.curriculum.org/content/30/planning-for-authentic-integrated-learning](http://www.curriculum.org/content/30/planning-for-authentic-integrated-learning)

Conversations for Learning
[http://www.curriculum.org/content/30/conversations-for-learning](http://www.curriculum.org/content/30/conversations-for-learning)

Students of Mystery: The Student Work Study Initiative
[http://www.curriculum.org/content/30/students-of-mystery-a-student-work-study-teacher-initiative](http://www.curriculum.org/content/30/students-of-mystery-a-student-work-study-teacher-initiative)

Discovering Voice
[http://resources.curriculum.org/secretariat/discovering/](http://resources.curriculum.org/secretariat/discovering/)

From The Eye of the Learner: From Study Work to Teacher Practice
[http://resources.curriculum.org/secretariat/eyes/index.shtml](http://resources.curriculum.org/secretariat/eyes/index.shtml)
Text Resources:
Barr, Robert D. and Gibson, Emily L. (2013) *Building a Culture of Hope: Enriching Schools with Optimism and Opportunity*. Bloomington, IN: Solution Tree Press


Harvard Project Zero: Thinking Routines. Available at: http://www.visiblethinkingpz.org/VisibleThinking_html_files/03_ThinkingRoutines/03c_CoreRoutines.html


Seeing Through the Eyes of Jesus:  
Growing Success for Students in Catholic Schools

Appendix F

Growing Success: FUNDAMENTAL PRINCIPLES

The primary purpose of assessment and evaluation is to improve student learning. The following seven fundamental principles lay the foundation for rich and challenging practice. When these principles are fully understood and observed by all teachers, they will guide the collection of meaningful information that will help inform instructional decisions, promote student engagement, and improve student learning.

The Seven Fundamental Principles

To ensure that assessment, evaluation, and reporting are valid and reliable, and that they lead to the improvement of learning for all students, teachers use practices and procedures that:

…are fair, transparent, and equitable for all students;

…support all students, including those with special education needs, those who are learning the language of instruction (English or French), and those who are First Nation, Métis, or Inuit;

…are carefully planned to relate to the curriculum expectations and learning goals and, as much as possible, to the interests, learning styles and preferences, needs, and experiences of all students;

…are communicated clearly to students and parents at the beginning of the school year or course and at other appropriate points throughout the school year or course;

…are ongoing, varied in nature, and administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning;

…provide ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement;

…develop students’ self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning.
Definitions from Glossary of *Growing Success*:

**Assessment:** The process of gathering, from a variety of sources, information that accurately reflects how well a student is achieving the curriculum expectations in a subject or course.

**Assessment as learning:** The process of developing and supporting student metacognition. Students are actively engaged in this assessment process: that is, they monitor their own learning; use assessment feedback from teacher, self, and peers to determine next steps; and set individual learning goals. Assessment as learning requires students to have a clear understanding of the learning goals and the success criteria. Assessment as learning focuses on the role of the student as the critical connector between assessment and learning. (*Adapted from Western and Northern Canadian Protocol for Collaboration in Education, 2006, p. 41.*)

**Assessment for learning:** The ongoing process of gathering and interpreting evidence about student learning for the purpose of determining where students are in their learning, where they need to go, and how best to get there. The information gathered is used by teachers to provide feedback and adjust instruction and by students to focus their learning. Assessment for learning is a high-yield instructional strategy that takes place while the student is still learning and serves to promote learning. (*Adapted from Assessment Reform Group, 2002.*)

**Assessment of learning:** The process of collecting and interpreting evidence for the purpose of summarizing learning at a given point in time, to make judgements about the quality of student learning on the basis of established criteria, and to assign a value to represent that quality. The information gathered may be used to communicate the student’s achievement to parents, their teachers, students themselves, and others. It occurs at or near the end of a cycle of learning.

**Evaluation:** The process of judging the quality of student learning on the basis of established criteria and assigning a value to represent that quality. Evaluation is based on assessments of learning that provide data on student achievement at strategic times throughout the grade/subject/course, often at the end of a period of learning.
**Professional judgement:** Judgement that is informed by professional knowledge of curriculum expectations, context, evidence of learning, methods of instruction and assessment, and the criteria and standards that indicate success in student learning. In professional practice, judgement involves a purposeful and systematic thinking process that evolves in terms of accuracy and insight with ongoing reflection and self-correction.

**Reliability:** The degree to which an assessment or evaluation is consistent and stable in measuring what it is intended to measure. An assessment or evaluation is considered reliable when the same results occur regardless of when or where the assessment or evaluation occurs or who does the scoring.

**Validity:** The degree to which an assessment or evaluation actually measures what it claims to measure and the extent to which inferences, conclusions, and decisions made on the basis of the results are appropriate and meaningful.
Excerpts from Growing Success Supporting the Process of Evaluation

Page 16:
G1. Assessment and evaluation will be based on both the content standards and the performance standards.

- Taken together, the overall and specific expectations represent the mandated curriculum – the content standards.
- The performance standards are outlined in the achievement chart.

G2. [The achievement chart] enables teachers to make consistent judgements about the quality of student learning based on clear performance standards and on a body of evidence collected over time. It also provides teachers with a foundation for developing clear and specific feedback for students and parents.

Page 17:
G3. The four categories should be considered as interrelated, reflecting the wholeness and interconnectedness of learning.

G4. In all subjects and courses, students should be given numerous and varied opportunities to demonstrate the full extent of their achievement of the curriculum expectations (content standards) across all four categories of knowledge and skills.

G5. Teachers will ensure that student learning is assessed and evaluated in a balanced manner with respect to the four categories, and that achievement of particular expectations is considered within the appropriate categories.

G6. The emphasis on “balance” reflects the fact that all categories of the achievement chart are important and need to be a part of the process of instruction, learning, assessment, and evaluation in all subjects and courses. However, it also indicates that for different subjects and courses, the relative importance of each of the categories may vary. The importance accorded to each of the four categories in assessment and evaluation should reflect the emphasis...
accorded to them in the curriculum expectations for the subject or course, and in instructional practice.

Page 38:

G7. The primary purpose of assessment and evaluation is to improve student learning.

G8. Evaluation refers to the process of judging the quality of student learning on the basis of established performance standards and assigning a value to represent that quality.

G9. Evaluation accurately summarizes and communicates to parents, other teachers, employers, institutions of further education, and students themselves what students know and can do with respect to the overall curriculum expectations.

G10. Evaluation is based on assessment of learning that provides evidence of student achievement at strategic times throughout the grade/course, often at the end of a period of learning.

G11. For Grades 1 to 12, all curriculum expectations must be accounted for in instruction and assessment, but evaluation focuses on students’ achievement of the overall expectations.

- A student’s achievement of the overall expectations is evaluated on the basis of his or her achievement of related specific expectations.
- The overall expectations are broad in nature, and the specific expectations define the particular content or scope of the knowledge and skills referred to in the overall expectations.
- Teachers will use their professional judgement to determine which specific expectations should be used to evaluate achievement of the overall expectations, and which ones will be accounted for in instruction and assessment but not necessarily evaluated.

G12. For students with special education needs and English language learners who may require accommodations but who do not require modified expectations, evaluation of achievement will be based on the appropriate subject/grade/course curriculum expectations and the achievement levels, as described in Chapter Four, students who require modified or alternative expectations, evaluation of achievement will be based on the modified or alternative expectations rather than the regular subject/grade/course curriculum expectations.
G13: Evidence of student achievement for evaluation is collected over time from three different sources – observations, conversations, and student products.

G14: Using multiple sources of evidence increases the reliability and validity of the evaluation of student learning.

G15: “Student products” may be in the form of tests or exams and/or assignments for evaluation. Assignments for evaluation may include rich performance tasks, demonstrations, projects, and/or essays.

G16: To ensure equity for all students, assignments for evaluation and tests or exams are to be completed, whenever possible, under the supervision of a teacher.

G17: Assignments for evaluation must not include ongoing homework that students do in order to consolidate their knowledge and skills or to prepare for the next class.

G18: Assignments for evaluation may involve group projects as long as each student’s work within the group project is evaluated independently and assigned an individual mark, as opposed to a common group mark.

G19: The evaluation of student learning is the responsibility of the teacher and must not include the judgement of the student or of the student’s peers.

G20: Teachers will take various considerations into account before making a decision about the grade to be entered on the report card.

- The teacher will consider all evidence collected through observations, conversations, and student products (tests/exams, assignments for evaluation).
- The teacher will consider the evidence for all the tests/exams and assignments for evaluation that the student has completed or submitted, the number of tests/exams or assignments for evaluation that were not completed or submitted, and the evidence of achievement that is available for each overall expectation for a subject in a particular grade or course.
In addition, the teacher will consider that some evidence carries greater weight than other evidence; for example, some performance tasks are richer and reveal more about students’ skills and knowledge than others.

Teachers will weigh all evidence of student achievement in light of these considerations and will use their professional judgement to determine the student’s report card grade. The report card grade represents a student’s achievement of overall curriculum expectations, as demonstrated to that point in time.

G21: Determining a report card grade will involve teachers’ professional judgement and interpretation of evidence and should reflect the student’s most consistent level of achievement, with special consideration given to more recent evidence.

Page 41:
G22: For Grades 9 to 12: Seventy per cent of the grade will be based on evaluation conducted throughout the course. This portion of the grade should reflect the student’s most consistent level of achievement throughout the course, although special consideration should be given to more recent evidence of achievement.

G23: For Grades 9 to 12: Thirty per cent of the grade will be based on a final evaluation administered at or towards the end of the course. This evaluation will be based on evidence from one or a combination of the following: an examination, a performance, an essay, and/or another method of evaluation suitable to the course content.

G24: The final evaluation allows the student an opportunity to demonstrate comprehensive achievement of the overall expectations for the course.

Page 44:
G25: Late and missed assignments for evaluation will also be noted on the report card as part of the evaluation of a student’s development of the learning skills and work habits.

G26: School board policies relating to late and missed assignments for evaluation will ensure that mark deduction will not result in a percentage mark that, in the professional judgement of the teacher, misrepresents the student’s actual achievement.
G27: For Grades 1 to 12, two distinct but related aspects of student achievement are evaluated: (1) the achievement of curriculum expectations, and (2) the development of learning skills and work habits.

G28: The evaluation of learning skills and work habits, apart from any that may be included as part of a curriculum expectation in a subject or course, should not be considered in the determination of a letter grade or percentage mark for that subject or course.