

**Figure 1.6** First Page of the 14 Parameter System and School Self-Assessment Tool for Improvement

The 14 Parameters	Assessment literate learners	Teaching with a literacy focus K–12	Early leveled literacy K–2	Instructional coaching cycle	Collaborative Inquiry	Leadership skills and behaviors
<b>1. Shared Beliefs and Understandings</b> <ul style="list-style-type: none"> <li>• <b>All students</b> can achieve high standards given the right time and the right support.</li> <li>• <b>All teachers</b> can teach to high standards given time and the right assistance.</li> <li>• <b>High expectations and early and ongoing intervention</b> are essential.</li> </ul>	<ul style="list-style-type: none"> <li>• Believe that assessment literacy is foundation of quality teaching &amp; right of every student</li> <li>• Demonstrate belief that students are partners in learning</li> <li>• Empower students to own their learning</li> <li>• Articulate how the assessment literacy of teachers and students is</li> </ul>	<ul style="list-style-type: none"> <li>• Create the right Learning Intentions and Success Criteria (SC) to ensure that every student can achieve</li> <li>• Open up critical thinking to be “A”-level thinking to all students</li> <li>• Articulate the processes in every subject area used to</li> </ul>	<ul style="list-style-type: none"> <li>• Know that what happens in Kindergarten predicts secondary school graduation</li> <li>• Witness literacy explicitly taught in a joyful learning environment</li> <li>• Embrace that early literacy includes oral language, reading, writing, viewing, representing, mathematics, and critical thinking</li> </ul>	<ul style="list-style-type: none"> <li>• Co-plan how to deconstruct Learning Intentions from curriculum and co-construct Success Criteria with students that opens critical thinking (“A”-level thinking) to all learners</li> <li>• Articulate and demonstrate how teachers’ capacity</li> </ul>	<ul style="list-style-type: none"> <li>• Reflect continuously on data to inform Collaborative Inquiry (CI) that is grounded in evidence of student learning to progress the teaching</li> <li>• Examine and co-assess student work as evidence of learning</li> <li>• Stay true to the CI cycle with operating norms, protocols, and</li> </ul>	<ul style="list-style-type: none"> <li>• Build consensus with all staff about shared beliefs and understandings</li> <li>• Model the consistent belief that all teachers can learn to teach and all students can learn, given the right time and assistance</li> <li>• Articulate the above vision; provide rationale why teachers, students do what they do every day</li> </ul>

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<ul style="list-style-type: none"> <li>• <b>All leaders, teachers, and students</b> can articulate what they do and why they lead, teach, learn the way they do every day (adapted from Hill &amp; Crévola, 1999).</li> </ul>	built through collaborative learning processes	move from curriculum expectations addressed in Learning Intentions, through SC and Descriptive Feedback, to rich assessment tasks	<ul style="list-style-type: none"> <li>• Use an effective balanced literacy approach to ensure all students are reading with fluency and comprehension by the end of Grade 1</li> <li>• Expect that students will progress in literacy learning in alignment with the expectations for their grade level</li> <li>• Articulate how the three cueing systems are used as a tool to target book introductions and instruction within early leveled reading</li> </ul>	is built by assessing individual needs through the 4 C's Cycle: Co-Planning, Co-Teaching, Co-Debriefing and Co-Reflecting	a structured, collaboratively planned approach to inquiry	<ul style="list-style-type: none"> <li>• Model and monitor high expectations for all learners</li> <li>• Ask, continuously, if the expectations are set high enough</li> <li>• Ask, “Is the teaching aligned to the curriculum expectations?” and “How has the teaching caused learning?”</li> <li>• Participate in CI alongside teachers</li> </ul>