Introduction

In 2005, the Department of Education and the Council of Yukon First Nations began the Yukon Education Reform Project. The project resulted in 2008’s *Education Reform Final Report*, which outlined 207 recommendations for reform in Yukon public education. To address the recommendations, the Department and Council launched *New Horizons: Our Commitment to the Future*, which marked the beginning of significant changes for Yukon learners and educators alike.

This toolbox has been designed to help explain the key concepts and changes that are a part of New Horizons. It contains a variety of language and visual representations of concepts that might otherwise be difficult to explain to people who are not familiar with the specialized language of educators—like parents, the media, or community members. It’s especially handy for teachers and school administrators when talking to parents, and the toolbox can be used by any educator who needs to communicate information about changes in Yukon’s public school education.

It’s useful to keep in mind that many parts of New Horizons are either in their infancy, or still in the process of being implemented. It will take time for the entire picture to unfold. Understanding what the changes are and how they benefit Yukon learners and educators is crucial to making this major transition in our public education system as successful as possible.

It’s our hope the *Yukon Public Schools Communication Toolbox* will help provide clarity and understanding of New Horizons and foster continuing support from educators, parents, school councils and communities.
Toolbox Contents

How to Use the Toolbox ................................................................. 1

Shifting Currents ........................................................................ 2
How education has changed

The Purpose of Assessment ......................................................... 4
An overview of summative and formative assessment

Yukon’s Public Education Journey .............................................. 6
A timeline of milestones

Yukon Assessment Matrix ............................................................ 10
An overview of assessment tools

Support That Works ..................................................................... 12
An introduction to the Pyramid of Intervention

Success for Each School ............................................................. 14
The School Growth Process

Supporting Success ..................................................................... 16
The Yukon Education Accountability Framework

Frequently Used Terms ............................................................. 18
Understanding the language of educators
How to Use the Toolbox

Each section of this toolbox describes a different aspect of New Horizons. You’ll find a combination of text, illustrations and tables that provide different ways to explain each section’s topic. You may use each section as a whole, or you can choose to use parts of it (simply copy and paste), depending on who you are communicating to.

Most sections contain additional text in green boxes, which are especially useful for communicating to parents. Those are examples of that section’s topic, or an alternative way to describe that particular aspect of New Horizons.

Examples

Let’s say you wanted to explain the difference between formative and summative assessment in a school newsletter. From The Purpose of Assessment section, you could use the table that compares the two and the example of how it works in the green box. You might also cut and paste some of the additional text to round out the information. If there’s room, maybe the illustrations could be added—an other way to present the concept as well as make it look more inviting.

Maybe you’re a teacher, and you have a meeting with the parent of one of your students. This parent is concerned about how her son is being evaluated and wants more information. Depending on where the conversation goes, you have an illustration of the Yukon Assessment Matrix with an example of how it’s used, a table that clearly outlines the difference between summative and formative assessment and an explanation of the Pyramid of Intervention at your fingertips.
Shifting Currents

How education has changed

All over the world education is changing. The industrial model of public education developed in the 19th century no longer fulfills the needs of 21st century learners. We need to prepare our children to communicate and function in a globalized, media-saturated and increasingly complex world. Critical thinking skills, respect for diversity, value of flexibility, creativity and collaboration provide children with the tools they need to thrive.

Education is moving toward greater student engagement:

<table>
<thead>
<tr>
<th>FROM</th>
<th>TO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Passive learning: students receive information; memorize facts</td>
<td>Active learning: students work collaboratively with teachers, classmates and others</td>
</tr>
<tr>
<td>Teacher is the provider of information</td>
<td>Teacher is a facilitator of learning</td>
</tr>
<tr>
<td>Curriculum relates to isolated information</td>
<td>Curriculum relates to real-world experience</td>
</tr>
<tr>
<td>Memorization</td>
<td>Critical thinking</td>
</tr>
<tr>
<td>Textbook-driven</td>
<td>Experiential</td>
</tr>
<tr>
<td>Fixed structure</td>
<td>Flexible structure</td>
</tr>
<tr>
<td>Conformity</td>
<td>Diversity</td>
</tr>
<tr>
<td>Lesson-based technology e.g. chalkboards and paper</td>
<td>Interactive and dynamic technologies e.g. digital, online, mobile</td>
</tr>
</tbody>
</table>
Education used to focus on fixed structures and conformity

Education is now more flexible and diversified
The Purpose of Assessment
An overview of summative and formative assessment

Assessment practices are designed to tell us where we are in both learning and teaching, and what we need to do next. Formative and summative assessments are needed to understand student progress and learning needs.

### Summative assessment
- Students are assessed *at the end of a learning process*
- Measures students at a specific point in time
- Focus is on the final product
- Used to measure and describe students according to a known standard
- Often described as “assessment of learning”
- Adult-driven
- Provides accountability

### Formative assessment
- Students are assessed *as part of a learning process*
- Focus is on improving student engagement in learning
- Focus is on ongoing assessment of teaching and learning processes
- Used to identify and respond to student’s individual learning needs
- Often described as “assessment for and as learning”
- Student–adult collaboration
- Provides direction

Education used to focus more on summative assessment. The measure of student achievement was based mostly on exam results and the ability to retain fact-based knowledge. Educators now understand that in order for all students to have an equal opportunity to succeed, student assessment and relevant feedback should be used to help students along every step of their learning path, not just as a measurement of achievement.

---

**Summative assessment**

happens *after* learning, measures achievement and informs next steps for instruction
How does formative and summative assessment work in the classroom?

Michael’s teacher, Mr. Bradley, explains the learning intention (what he wants students to understand and be able to do) for the daily math lesson. He makes sure that every student knows what is expected. As a class, the criteria (how to achieve the learning intention) for the learning activity is made clear.

As the students work, Mr. Bradley checks for understanding. He asks students to explain their thinking and how they got their answers. Since the students are clear about what they are supposed to be learning and what the criteria are, they are able to see for themselves if they are on track. They can also work with a learning partner to check each other’s understanding. Mr. Bradley sometimes uses samples for students to compare their work.

The next day, Mr. Bradley reviews yesterday’s lesson, checks in with the class for understanding and re-teaches any concepts that students have questions about.

Mr. Bradley’s students are able to set goals for their own learning since they know where they are going and what the next steps in their learning will be. Since Mr. Bradley uses formative assessment in his everyday practice, his students are ready to show what they know when it comes to summative assessment of their learning.

Formative Assessment:
- teacher checks for student understanding
- students able to monitor their own understanding and set their own learning goals

Summative Assessment:
- projects, unit tests, exams

Formative assessment happens during learning and aims to improve the learning process.
Yukon’s Public Education Journey

A timeline of milestones

The journey of public education in Yukon has been influenced by developments that affected education across the country, and challenges unique to our territory. Milestones of adaptation, growth and positive change mark an evolution that spans well over a century.

The most recent advancement in our journey has been New Horizons—the implementation and monitoring phase of changes to Yukon’s public school education. The goal of this initiative is to move Yukon education forward into the 21st century and provide the educational conditions that both students and educators need for success.

Canadian context

pre-1900  First Nations education is family-based and centred around oral and land-based learning
1870–1910 Missionaries and governments aim to integrate aboriginal children into non-aboriginal society
1898  Yukon becomes a territory
1920  School becomes mandatory for all children aged seven to 15 in Canadian provinces

Yukon’s history of formal education

1931  Yukon residential schools are established
1951  *Indian Act* is amended, transferring the responsibility for education of status Indians to the territorial government
1958  Yukon’s first integrated school opens in Dawson City
1960s  Last of the residential schools closes
1973  *Together Today for Our Children Tomorrow* by the Yukon Native Brotherhood addresses the achievement gap between First Nations and non-First Nations children
1987  *Kwiya Final Report* by the Joint Commission on Indian Education and Training outlines concerns regarding education
1990  *Education Act* is amended in response to issues outlined in reports (*Together Today for Our Children Tomorrow* and *Kwiya*)
1995  Four First Nation Self-Government Agreements are signed. *Section 17* allows the First Nations to deliver education programs for their own citizens
1996  Catholic Education Association of Yukon is established
Commission Scolaire Francophone du Yukon is established
<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1999–2001</td>
<td>Connect Yukon—high speed Internet makes resources available to all rural and urban students</td>
</tr>
<tr>
<td>2002–04</td>
<td><em>Education Act</em> is reviewed to address systemic issues in Yukon education</td>
</tr>
<tr>
<td>2003</td>
<td>The <em>Yukon Act</em> formalizes powers of the Yukon government</td>
</tr>
<tr>
<td>2004</td>
<td>Videoconferencing technology is introduced in schools so rural students can participate in classes with other rural and urban students</td>
</tr>
<tr>
<td>2005</td>
<td>Full-day Kindergarten begins</td>
</tr>
<tr>
<td></td>
<td>Individual Learning Centre opens its doors to re-engage youth who have left school</td>
</tr>
</tbody>
</table>

**Education Reform Project**

<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005–07</td>
<td>Education Reform Project is undertaken in partnership between Department of Education and Council of Yukon First Nations</td>
</tr>
<tr>
<td>2008</td>
<td><em>Education Reform Final Report</em> is released, outlining 207 recommendations</td>
</tr>
<tr>
<td></td>
<td>Department of Education and Council of Yukon First Nations jointly launch <em>New Horizons: Our Commitment to the Future</em> to address recommendations in <em>Education Reform Final Report</em></td>
</tr>
<tr>
<td></td>
<td>Auditor General's Report on Education is received</td>
</tr>
<tr>
<td></td>
<td>Yukon Education Leadership Program is established</td>
</tr>
<tr>
<td>2009</td>
<td>Yukon Student Information System (YSIS) establishes common format for report cards and individual education plans</td>
</tr>
<tr>
<td></td>
<td>Pyramid of Intervention is introduced</td>
</tr>
<tr>
<td></td>
<td>Leaders in Education/Innovation Fund is established</td>
</tr>
<tr>
<td></td>
<td>One Vision, Multiple Pathways – the Secondary School Program Review is finalized</td>
</tr>
<tr>
<td>2009–10</td>
<td>Revised School Growth Process is fully implemented</td>
</tr>
<tr>
<td>2010</td>
<td><em>Reporting on Student Progress in Yukon Schools</em> is published</td>
</tr>
<tr>
<td>2010</td>
<td>Staffing Allocation Formula is launched by the Department of Education to promote equitable, predictable and sustainable staffing</td>
</tr>
<tr>
<td>2010–11</td>
<td>Yukon Assessment Matrix is finalized</td>
</tr>
<tr>
<td>2011</td>
<td><em>Yukon Education Strategic Plan 2011–16: Our Commitment to New Horizons</em> is released</td>
</tr>
<tr>
<td>2011–12</td>
<td>Pyramid of Intervention is adopted as Yukon's instructional model</td>
</tr>
<tr>
<td>2012</td>
<td>Yukon Education Accountability Framework is launched</td>
</tr>
</tbody>
</table>
Yukon’s Public Education Journey

A visual timeline of milestones

1931
Yukon residential schools are established

1951
Indian Act transfers the responsibility for education of status Indians to the territorial government

1958
Yukon’s first integrated school opens in Dawson City

1951
Indian Act transfers the responsibility for education of status Indians to the territorial government

1960s
Last residential school closes

2004
Videoconferencing technology is introduced in schools so rural students can participate in classes with other rural and urban students

2005
Individual Learning Centre opens its doors to re-engage youth who have left school

2005
Full-day kindergarten begins

2005 – 07
Education Reform Project Begins

2008
Education Reform Final Report is released, outlining 207 recommendations

Department of Education and Council of Yukon First Nations launch New Horizons: Our Commitment to the Future

Auditor General’s Report on Education is received

Yukon Education Leadership Program is established

2009
Yukon Student Information System (YSIS) establishes common format for report cards and individual education plans

Pyramid of Intervention is introduced

Leaders in Education/Innovation Fund is established

One Vision, Multiple Pathways – the Secondary School Program Review is finalized

2008
Education Reform Final Report is released, outlining 207 recommendations

Department of Education and Council of Yukon First Nations launch New Horizons: Our Commitment to the Future

Auditor General’s Report on Education is received

Yukon Education Leadership Program is established

2009
Yukon Student Information System (YSIS) establishes common format for report cards and individual education plans

Pyramid of Intervention is introduced

Leaders in Education/Innovation Fund is established

One Vision, Multiple Pathways – the Secondary School Program Review is finalized

2005
Full-day kindergarten begins

2005
Individual Learning Centre opens its doors to re-engage youth who have left school

2004
Videoconferencing technology is introduced in schools so rural students can participate in classes with other rural and urban students

2005 – 07
Education Reform Project Begins

2008
Education Reform Final Report is released, outlining 207 recommendations

Department of Education and Council of Yukon First Nations launch New Horizons: Our Commitment to the Future

Auditor General’s Report on Education is received

Yukon Education Leadership Program is established

2009
Yukon Student Information System (YSIS) establishes common format for report cards and individual education plans

Pyramid of Intervention is introduced

Leaders in Education/Innovation Fund is established

One Vision, Multiple Pathways – the Secondary School Program Review is finalized
1973
Together Today for Our Children Tomorrow by the Yukon Native Brotherhood addresses the achievement gap between First Nations and non-First Nations children.

1987
Kwiya Final Report by the Joint Commission on Indian Education and Training outlines education concerns.

1990
Education Act is amended in response to issues outlined in reports (Together Today for Our Children Tomorrow and Kwiya).

1995
First four First Nation Self-Government Agreements are signed. Section 17 allows the First Nations to deliver education programs for their own citizens.

1996
Commission Scolaire Francophone du Yukon is established.

1996
Catholic Education Association of Yukon is established.

1999–2001
Connect Yukon—high speed Internet makes resources available to all rural and urban students.

2002–04
Education Act is reviewed to address systemic issues in Yukon education.

2003
The Yukon Act formalizes powers of the Yukon government.

2009–10
Revised School Growth Process is fully implemented.

2010
Reporting on Student Progress in Yukon Schools is published.

2010–11
Yukon Assessment Matrix is finalized.

2011
Yukon Education Strategic Plan 2011–16: Our Commitment to New Horizons is released.

2011–12
Pyramid of Intervention is adopted as Yukon’s instructional model.

2012
Yukon Education Accountability Framework is launched.
Yukon Assessment Matrix

An overview of assessment tools

The Yukon Assessment Matrix is a checklist of different formative and summative assessments we use to identify areas where students individually and collectively may need help in all stages of their Yukon public school education.

<table>
<thead>
<tr>
<th>ASSESSMENT:</th>
<th>EDI, EYE-TA</th>
<th>Kindergarten Screen</th>
<th>Observations</th>
<th>Grade to grade transitions</th>
<th>Attendance</th>
<th>Demographic</th>
<th>Literacy—writing School Wide Writes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-K</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Kindergarten</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Grade 1</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Grade 2</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Grade 3</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Grade 4</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Grade 5</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Grade 6</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Grade 7</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Grade 8</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Grade 9</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Grade 10</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Grade 11</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Grade 12</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Grade 12+</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

**EDI (Early Development Instrument):** The EDI is a checklist that Kindergarten teachers complete for each student in the class. It indicates development in five key areas: physical health and well-being; social knowledge and competencies; emotional health and maturity; language and cognitive development; and communication skills and general knowledge.

**EYE (Early Years Evaluation survey):** The EYE survey measures development in areas similar to the EDI, but is given to students on an individual basis specifically to determine if there is a need for early intervention or extra support.

**Kindergarten Screen (Boehm):** We assess student understanding of 50 basic concepts most frequently used by Kindergarten teachers to measure language comprehension skills and identify children who may be at risk in their learning.

**School Wide Writes:** This is an assessment that enables teachers to give feedback to students about the strengths and weaknesses in their writing skills through a personal writing assignment.
The Yukon Assessment Matrix provides a “big picture” of assessment practices. The data recorded in the Matrix shows trends in student learning over time. Finalized in 2012, it will become an increasingly stronger tool as time passes and data accumulates.

<table>
<thead>
<tr>
<th>Literacy—reading DART</th>
<th>Numeracy problem solving</th>
<th>Literacy—reading YATs</th>
<th>Mathematics YATs</th>
<th>Literacy—writing YATs</th>
<th>Final grades</th>
<th>Completion rates</th>
<th>Required Exam¹</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

**DART (District Assessment Reading Team):** DART is an assessment that gives teachers information about students’ reading comprehension and thinking skills. It’s given twice a year in Yukon schools to help improve teaching methods and student learning.

**YATs (Yukon Achievement Tests):** The YATs are tests that measure the performance of students’ abilities in Language Arts and Math against the learning expectations established for their grade level.

¹ **BCPs (B.C. Provincial Exams):** The BCPs are mandatory tests that students complete to meet the B.C. graduation requirements. The tests are: Grade 10 English, Math and Science; Grade 11 Social Studies; Grade 12 English; Grade 12 First Peoples English or Grade 12 Communications; and Langue Française for bilingual certification.
Support That Works

An introduction to the Pyramid of Intervention

The learning needs of most students are met within the core curriculum and classroom practices in Yukon public schools. Since student progress is continually monitored, we can identify students who need extra or alternative supports that build on universal classroom strategies. Intervention applies equally to students who face barriers to learning and to those who significantly exceed the benchmarks of their grade level.

Supporting Jackie’s Learning

In Grade 10, Jackie’s grades dropped dramatically. Usually a lively student, she became withdrawn and stopped socializing. Her teachers were concerned.

After a lot of discussion with Jackie’s family and then health care professionals, Jackie was diagnosed with clinical depression. A Student Learning Plan was developed to help her manage her schoolwork while she got the care she needed.

It took a while, but Jackie’s mood and focus began to improve. The Student Learning Plan helped Jackie balance her schoolwork and healing process. In Grade 12 she no longer needed the targeted assistance of a Student Learning Plan to help her focus in school.

Before Grade 10: Tier 1
During depression: Tier 2
Grade 12: return to Tier 1

Each student faces different obstacles along their educational journey. Like a river, some children flow swiftly down the mainstream while others need various levels of support along their way.

That’s what the Pyramid of Intervention is all about—with the right support, every student has the opportunity to succeed.
TIER 1 (80–85%) Universal

Students participate in regular learning activities in the classroom setting.

TIER 2 (10–15%) Targeted

Specific learning needs are targeted with a Student Learning Plan and immediate assistance in the classroom or in small groups.

TIER 3 (5%) Intensive

At this level, students face challenges that require the most intensive support with highly focused intervention, often over an extended period of time.
Success for Each School

The School Growth Process

Each Yukon school participates in their own School Growth Process. Staff, students, parents, school councils, First Nations and other community members are involved in its creation and implementation, which has three components:

Focus
Students are assessed throughout the year. This guides their learning in areas that need greater focus. The Yukon Assessment Matrix, surveys and other reports are part of the process.

Act
Based on the assessments, each school develops and implements an annual School Growth Plan that focuses on improving student outcomes and conditions for learning.

Monitor and Adjust
Each school reviews the effectiveness of their School Growth Plan annually and makes adjustments where needed. An external review of each school by a team of educational partners is completed every three years.
Imagine, a few years ago, the Yukon Assessment Matrix showed the reading ability of boys in grades 3 and 4 at Klondike Elementary School was lower than the ideal level. Reports from both teachers and parents supported this finding.

As a result, Klondike Elementary worked with a School Growth Team of parents, students, educators, school council members and community leaders to create strategies for improving the reading skills for these students. The strategies became part of the School Growth Plan for Klondike Elementary. Throughout the next year, Klondike Elementary implemented all the actions outlined in the Plan.

At the end of the year, the School Growth Team found that scores from particular sections of the Assessment Matrix indicated a minor improvement in the reading skills of the grade 3 and 4 boys. Strategies to further improve this issue ended up being a part of Klondike Elementary’s School Growth Plan for the next two years.

When it came time for the external review of the School Growth Plan, Klondike Elementary was proud to report that not only did the boys’ reading skills improve, they were successful in implementing 90% of all strategies for other areas contained in the Plan.
Supporting Success

The Yukon Education Accountability Framework

Everyday educators are at work teaching students, monitoring their progress and recording data.

Accountability in Action

All of this information informs the ongoing School Growth Process—each school’s action plan for growth. Every year a team of students, educators, parents, and community members develops a School Growth Plan largely based on the data recorded daily in the classroom.

Accountability for student success depends on recording what’s happening in the classroom. It provides the evidence educators need to address challenges at every level of students’ education journey.

Main Framework

This is the primary structure.

- **School Growth Process** — ensures each Yukon school has a yearly plan that addresses the unique learning needs of its students and community.

- **Yukon Assessment Matrix** — ensures both formative and summative assessments are used effectively to monitor student progress.

- **Pyramid of Intervention** — ensures that all Yukon students receive the necessary level of support to fully access their individual path to success.

Support

These practices factor into the main framework continually, contributing to its overall strength.

- **Social Emotional Learning** — fosters an educational environment based on emotional health by building classroom communities, providing emotional literacy instruction and fostering teacher wellness.

- **Leadership Development** — supports educators with resources for growth and tools for practical, collaborative leadership.

- **Partnerships/Networks** — provides educators and learners with access to knowledge, resources and input from a wide variety of relevant sources.

- **Reporting to Parents** — ensures that parents have enough information about their child's progress and the programming used to address their learning needs.

Supporting Success

The Yukon Education Accountability Framework is about collective responsibility and creating a supportive environment for both students and educators. The framework is the foundation for helping everyone contribute to the success for each learner.

Everyone involved in the education of Yukon’s children is responsible for supporting student success—educators, parents, school councils and community leaders alike.

The **Yukon Education Accountability Framework** is about collective responsibility and creating a supportive environment for both students and educators. The framework is the foundation for helping everyone contribute to the success for each learner.
Pyramid of Intervention sounds serious, but it’s really just the framework for different levels of support required by individual students.

A checklist of assessments that educators use to record student progress data. It provides a “big picture” of where we are and what we need to do next.

The ongoing work of addressing challenges and making improvements for student success in each school.
21st Century Education
This is education that departs from the 19th century model many of us grew up with.

Appreciative Inquiry
A method that focuses on increasing what we do well rather than concentrating on what is done badly.

Differentiated Instruction
This involves adjusting (adapting or modifying) teaching and learning to better enable students of various abilities, interests, and special educational needs to successfully meet curriculum goals.

District Assessment Reading Team (DART)
DART is an assessment that gives teachers information about students' reading comprehension and thinking skills. It's delivered twice a year in Yukon schools to help improve teaching methods and student learning.

Early Development Instrument (EDI)
The EDI is a checklist that Kindergarten teachers complete for each student in the class. It measures a child's development in five key areas: physical health and well-being; social knowledge and competencies; emotional health and maturity; language and cognitive development; and communication skills and general knowledge.

Early Years Evaluation (EYE)
The EYE survey measures the same or similar areas in child development as the EDI, but students are assessed on an individual basis to gauge the need for early intervention.

Early Years Transition Initiative
This initiative began in 2010. It targets pre-Kindergarten to Grade 3 students by identifying learning vulnerabilities and easing transitions between pre-Kindergarten and Kindergarten. The initiative includes the Learning Together program, the EDI and a Yukon-wide welcome to Kindergarten program called Stepping into Kindergarten.

Formative Assessment
This is assessment as and for learning. It's used for ongoing instructional planning and student feedback to help the student identify and meet the specific needs of his/her learning plan.

Graduating Gifts
At the 2010 New Horizons Education Summit, more than 100 education partners worked together to identify the graduating gifts we want our students to have when they leave the public school system. Physical: self-motivation, enjoyment of physical activity, healthy lifestyle/balance. Emotional: self-awareness, confidence and self-esteem, resiliency. Intellectual: strong literacy skills.

Individual Education Plans (IEP)
An individual education plan outlines the education program and/or services required by a particular student who has unique educational needs. The department has improved the format of IEPs and established a new system for auditing to ensure they are current, completed and include measurable goals and objectives.

Learning Communities
Learning communities are groups that could include staff, students, parents and community members who work together to promote shared leadership, collaborative work and ongoing learning to support student success. Learning communities have a commitment to collective inquiry and turning new learning and insights into action.
Lifelong Learning
This is the “lifelong, voluntary, and self-motivated” pursuit of knowledge. It enhances social inclusion, active citizenship and personal development. The term recognizes that learning is not confined to childhood or the classroom, but takes place throughout life and in a range of situations.

New Staffing Formula
The Department introduced a new formula for assigning staff and resources to schools that will lead to equitable, predictable, and sustainable staffing for all Yukon schools. The model was developed by a multi-party advisory committee, and represents a move toward collaborative planning rather than competition for resources between schools. The Staffing Allocation Formula Advisory Committee includes representation from the Yukon Teachers’ Association, Association of Yukon School Administrators, area superintendents, Association of Yukon School Councils, Boards and Committees, and members from four school councils and the Catholic Education Association of Yukon.

Resiliency Initiative
During the 2010–11 school year the department started preliminary work on a resiliency initiative. Led by Dr. Wayne Hammond, the work continues during the 2011–12 school year to deliver a resiliency survey to all Grade 3–12 students. The information from this survey will help educators focus on programming on social-emotional learning and provide information to inform the Rural Strategy.

Rural Strategy
In order to address unique needs and challenges in Yukon rural communities the department works with partners to develop strategies to address the needs of rural learners to ensure they are supported throughout their school career. Specifically, we will examine the diversity and flexibility of program offerings, course delivery, scheduling and the role of trades.

School Wide Writes (SWW)
This is an assessment that helps teachers strengthen students’ writing skills through a personal and impromptu writing assignment. It is delivered to grades 2 through 9 twice a year and is based on the British Columbia Performance Standards. SWW focuses on assessment for learning to provide meaningful feedback to students about their strengths in writing and to identify areas for improvement.

Social Emotional Learning (SEL)
SEL is both a philosophy and a process for helping children and adults develop the fundamental skills of respect, kindness, compassion, conflict resolution, responsible decision making and self-discipline for life effectiveness. SEL focuses on three areas: building communities in classrooms, emotional literacy instruction and teacher wellness.

Summative Assessment
This is assessment of learning. It measures students’ competencies and skills and reports their level of learning in relation to the established grade level learning outcomes.

Yukon Student Information System (YSIS)
YSIS is a centralized, technology based system used to manage attendance, report cards, graduation program tracking and individual education plans.