

SCHOOL ORIENTATION FRAMEWORK ELEMENTS

Primary Purpose(s) + Aligned Curriculum	Developmental Needs	Learning Theories	Cognitive Profile Strengths	Pedagogy	Approach to Discipline	Assessment
<p>(1) Academic (“core” focus)</p> <p>(2) Cognitive (reasoning, remembering)</p> <p>(3) Physical</p> <p>(4) Social</p> <ul style="list-style-type: none"> ○ Social awareness ○ Relationship skills ○ Responsible decision-making <p>(5) Emotional</p> <ul style="list-style-type: none"> ○ Functionalist perspective ○ Discrete states perspective ○ Systems perspective <p>Focus:</p> <ul style="list-style-type: none"> ○ Self-awareness ○ Self-management <p>(6) Moral education</p> <ul style="list-style-type: none"> ○ Character education ○ Infusion approach ➤ <i>Values articulation</i> ➤ <i>Curriculum embedded</i> <p>(7) Relationship to community</p> <ul style="list-style-type: none"> ○ Functional approach ○ Foundational approach <p>(8) Sense of self</p> <ul style="list-style-type: none"> ○ Self-concept ○ Self-esteem <p>(9) Sense of purpose</p> <p>(10) Social justice</p> <p>(11) Educational equity</p> <ul style="list-style-type: none"> ○ Addressing disparities (group) ○ Meet needs of <u>each</u> learner (individual) 	<p>(1) Academic</p> <p>(2) Cognitive</p> <p>(3) Physical</p> <p>(4) Social</p> <ul style="list-style-type: none"> ○ Social awareness ○ Relationship skills ○ Responsible decision-making <p>(5) Emotional</p> <ul style="list-style-type: none"> ○ Self-awareness ○ Self-management <p>(6) Relationship to community</p> <ul style="list-style-type: none"> ➤ <i>Authenticity</i> <p>(7) Sense of self</p> <ul style="list-style-type: none"> ○ Self-concept (self-understanding, authenticity) ○ Self-esteem <p>(8) Sense of purpose</p>	<p><u>Teacher-focused</u></p> <p>(1) Behaviorism</p> <ul style="list-style-type: none"> - Linear - Uniform pacing - Sequential - Standardized notions of “rigor” <p>(2) Cognitivism</p> <ul style="list-style-type: none"> - Sequential - Standardized notions of “rigor” <p><u>Student-focused</u></p> <p>(3) Constructivism</p> <ul style="list-style-type: none"> - Focus on individual zone of proximal development - Bursts of understanding <p>(4) Connectivism</p> <ul style="list-style-type: none"> - Learner makes connection between old and new info (create learning “network”) - Need diversity of opinions to develop knowledge - Must identify connections between concepts 	<p>(1) Verbal</p> <ul style="list-style-type: none"> ○ Language proficiency ○ Verbal communication ○ Writing <u>skills</u> ○ Written <u>communication</u> <p>(2) Visual/perceptual</p> <p>(3) Processing speed</p> <ul style="list-style-type: none"> - Rate of taking in information, making sense and responding - Ability to work under time pressure <p>(4) Working memory</p> <ul style="list-style-type: none"> - Ability to follow long discussions, recall information immediately <p>(5) Attention: executive functioning</p> <p>(6) Attention: planning and organization</p> <p>(7) Attention: memory</p> <p>(8) Socio-emotional factors</p> <ul style="list-style-type: none"> ○ Social ○ Emotional 	<p>(1) Teacher-directed</p> <p>(2) Teacher-guided</p> <p>(3) Enquiry-based</p> <p>(4) Situational learning</p> <p>(5) Design-based learning</p> <p>(6) Play-based</p>	<p>(1) Consequentialist (modified zero tolerance)</p> <p>(2) Positive Behavioral Interventions and Supports (PBIS)</p> <p>(3) Restorative Connections</p>	<p>(1) Summative standardized</p> <p>(2) Interim standardized</p> <p>(3) Teacher observation</p> <p>(4) Student self-assessment</p> <p>(5) Portfolios</p> <p>(6) Exhibitions</p> <p>(7) Passages</p> <p>(8) Authentic assessment pieces</p>