



## Engaging in Data-Based Reflective Practise Using Skill Tracker

### Prompts for Teachers

- Does my planning match what students believe they have learned?
- Are students able to accurately identify their ATL skill level using appropriate evidence?
- Is my ATL skill teaching balanced across categories? Does it need to be?
- To what extent are all students engaged in skill development?
- Am I adapting units based on data collection in Skill Tracker?
- Do my students record similar ATL skills compared to students in the same class taught by other teachers?
- Have I had conversations with my students about the data they are collecting?

### Prompts for Coordinators

- Does unit planning match what students believe they have learned?
- Is ATL skill teaching balanced across categories and subjects? Does it need to be?
- Does the data indicate ATL skill development vertically through subjects?
- To what extent are all students engaged in skill development?
- Are our teachers adapting units based on this data collection?
- Have I planned professional development time for teachers to reflect and act on the data generated in Skill Tracker?
- What aspects of ATL skill development do we need to focus on for our next school year?

