

School District of Greenfield Professional Learning (Grades 6-12)

@ Greenfield High School

October 29, 2015 7:30 a.m. – 4:00 p.m.

*Please bring your charged laptop to access internet sites and resources

The School District of Greenfield believes all learning begins with meaningful relationships. Our mission is to develop learners who can apply knowledge and think innovatively as a result of engaging in rigorous and relevant opportunities.

AGENDA

Enduring Understanding:

Upgrading instructional practices to meet the expectations of Greenfield's Pathways to Success can further enhance student learning and achievement

Overarching Essential Questions:

- *How might revising practical resources and practices that foster a growth mindset meaningfully support and assess student learning?*
- *How might we begin to create an array of high-quality performance tasks to assess student understanding and support students' abilities to meet 21st Century Expectations?*
- *How might crafting and utilizing aligned learning intentions and success criteria enhance student performance?*

7:30 – 9:15 – Rubrics to Support a Growth Mindset – Room 117 (audience = those who have not yet engaged in this session and those who would like to join us again) – Facilitator = Patrice Ball

9:30 – 10:30 – GMS in Room 117; GHS in LMC (foci = see below)

- **Topic = Deconstruction: Topical Essential Questions =** *What similarities and differences exist between and among learning intentions, learning targets, and standards/goals? Why does it matter? [Room 117] – Facilitators = Patrice Ball and Lois Calloway*
- **Topic = Performance Tasks: Topical Essential Questions =** *How do we use target-method-match to determine the need for performance tasks? How do we construct performance tasks that to assess application and understanding, and to support 21st Century skills? [LMC] – Facilitators = Lisa Elliott and Samantha Goodger*

10:45 – 11:45 – GMS in LMC; GHS in Room 117 (foci = see above)

11:45– 1:00 – Lunch (*On Your Own*)

1:00 – 2:30 – 21st Digital Portfolios – Demonstration, Rationale, Process, and Resources - **GHS PAC**

2:30 – 4:00 – Collaborative Discussions and Actions – **See department-specific room assignments (*)**

- (A) Discussing and planning **Next Steps**, including timelines
- (B) Development and Revision of **Growth Mindset Rubrics** – General and Task-Specific
- (C) Drafting and/or revising **Performance Tasks**, utilizing the GRASPS format
- (D) Solidifying expectations and construction of **Learning Intentions and Success Criteria**

Rubrics to Support a Growth Mindset

Topical Essential Questions = *What are the key distinctions between criteria and directions? How might we provide feedback designed to create high-quality rubrics that align to a growth mindset approach?*

Session Description: Rubrics are common tools for assessing and evaluating learners' performance. Quality rubrics are aligned to established learning targets, include dimensions of quality, and provide reachable next steps to future possibilities. Depending on how they are constructed, rubrics can either encourage and assist or deflate and label. In this session we will review our district's mission statement then explore the research of Carol Dweck, Peter Johnston, and others as we focus on how we can build and/or revise rubrics that support growth and assess student learning.

Expectation: *Moving forward, use criteria of effective growth mindset rubrics to revise and/or compose rubrics aligned to high-quality performance assessments.*

Performance Tasks

Topical Essential Questions = *How might we use target-method-match to determine the need for performance tasks? How do we construct performance tasks that to assess application and understanding, and to support 21st century skills?*

Session Description: Rich performance tasks are set within the curriculum, recur and become increasingly sophisticated over time, assess understanding and promote authentic contexts for academic achievement, integrate 21st century skills with discipline area content, and assess student progress with established growth mindset rubrics. In this session we will review the elements of our *Pathways to Success*, examine examples of rich performance tasks, review a set of practical task frames for building such tasks, and preview many online resources you can use to support effective task and rubric design.

Expectation: *By the end of January, 2016, all 6-12 teachers will revise or create at least one high-quality performance task*, administer the assessment and submit, along with at least two proficient samples of student work (*alternately – submit two examples of proficient teacher-created work along with complete performance task design).*

Deconstruction

Topical Essential Questions = *What similarities and differences exist between and among learning intentions, learning targets, and standards/goals? Why does it matter?*

Session Description: According to John Hattie, teacher clarity and self-reported grades/student expectations can have a huge impact on student learning (effect size of .75 and 1.44, respectively). In this session we will review the differences between and among three levels of expectations: standards, learning targets, and learning intentions. We will refine existing learning intentions and success criteria and provide feedback to peers.

Expectation: *Teachers will create and regularly communicate expectations to students via high-quality daily learning intentions with aligned success criteria.*

2:30 – 4:00 p.m.

****Department-specific room assignments***

Social Studies – 105 (9-12) 106 (6-8)

World Language – 123 (9-12) 122 (6-8)

English – 206 (9-12) 205 (6-8)

Math – 222 (9-12) 221 (6-8)

Science – 237 (9-12) 236 (6-8)

Art – 142

FACS – 151

Business – 120

PLTW – 234

PE – 150

JROTC – 154

Academy of Math – 330 (all day)

Collaborative Discussions and Actions

(A) Discussing and planning **Next Steps**, including timelines

(B) Development and Revision of **Growth Mindset Rubrics** – General Task-Specific

(C) Drafting and/or revising **Performance Tasks**, utilizing the GRASPS format

(D) Solidifying expectations and construction of **Learning Intentions and Success Criteria**

G.R.A.S.P.S. Template

Content Area(s) = _____

Aligned Standard(s), Goal(s), or Learning Target(s):

Prompt	For the Student:
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For the Teacher:

Goal:

Role:

Audience:

Situation:

Product or Performance and Purpose:

Standards and Criteria for Success:

Guidelines for Quality GRASPS

Directions

- Assessment is one page in length
- Standard(s), Goal(s) or Learning Target(s) are listed
- Print is 12 or 14 point Arial, Times, Courier or Helvetica font
- All components are complete (G-R-A-S-P-S)
- A rubric is included to assess task
- A checklist with directions is provided
- Task has been proofread; ready for publication

Criteria

<u>Not Yet</u>	RUBRIC	<u>Met</u>
	<ul style="list-style-type: none">* All components are clearly written <i>(appropriately composed for intended audience)</i>* Task is plausible and authentic <i>(connected to work people do and value in the real world)</i>* Task is accurately aligned to the demands of identified Standard/Goal/Learning Target(s) <i>(solid example of target/method match)</i>* Task is engaging <i>(worthwhile and interesting)</i>* Task is developmentally appropriate <i>(evidence of developmental and physiological considerations)</i>* Whenever possible, task is flexibly designed <i>(includes choice in interest, topic and/or performance/product to support differentiation)</i>* The criteria in the rubric are well-written and accurately aligned to the expectations of the task <i>(valid assessment)</i>	

Glossary of Terms related to focus for October 29th

Click [HERE](#) for entire Glossary of Terms

Learning Intention – The learning intention for a lesson or series of lessons is a statement which describes clearly what the teacher wants the students to know, understand, be able to do, and/or be like as a result of the learning experiences and activities designed by the teacher. The teacher knows why the students are engaged in a particular activity, but the students are not always able to differentiate between the activity and the learning that it is meant to promote. A carefully framed learning intention will direct students' attention to the learning. The learning intention emphasizes what the students will *learn*, rather than what they will *do*. Early in the lesson, the teacher shares this learning intention with his or her students, either orally or in writing. The learning intention is referred to throughout the lesson and revisited at the end of the lesson to allow the teacher to assess student performance in order to use the results to make instructional modifications in future lessons. Revisiting the learning intention also provides students with the ability to self-assess to see to what degree they have met the expectation(s) of the learning target by comparing their current performance to the expectations of the aligned success criteria *(Adapted from the Assessment Reform Group)

Learning Target – Standards-based, grade-specific statement of what students should know and be able to do in various content areas; learning targets are labeled as one of the following, based on the level of expectation: knowledge, understanding, reasoning (ability), skill, product or performance, or disposition; learning targets are the teachable components of the standard *(Stiggins, R.)

Performance Task – An authentic, meaningful task that requires the students to synthesize knowledge and skills learned apply them to construct a response, create a product and/or performance that demonstrates understanding *(DOD Schools)

Standard – Defines the level of skill students must demonstrate on the learning outcome

Success Criterion/Criteria – A success criterion (plural = criteria) describes the expected degree to which the learner must reach in order to be successful in the learning intention. When quality is expected (vs. simple completion), success criteria are written using qualitative language designed to indicate levels of performance *(Adapted from the Assessment Reform Group)