Pittsfield Middle High School

Authentic Assessment/IBL Team

Working Group Meeting

November 29, 2012
11:00am – 6:00pm

CSSR
The Center for Secondary School Redesign

Designs newvista for Learning

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EXPECTED OUTCOMES: By the end of the session we will have…

- Debriefed F-Question implementation and Late Start Wednesday session
- Developed IBL Website framework and plan for moving forward
- Developed ideas for classroom posters/diagrams to facilitate the IBL process
- Practiced using a Looking at Student Work Protocol
- Begun to discuss a protocol for future classroom observations

11:00 – 11:30 **Opening Activities**

a) Teacher-led activator (Brian)
b) Review of agenda
c) Review of norms

11:30 – 12:00 **Check-In on F-Question Implementation in Class**

a) How did it feel in the classroom?
b) What worked?
c) What needs improvement?

12:00 –12:15 **Late Start Wednesday Review**

a) Bill
b) Upcoming (Katie)

12:15 – 1:00 **IBL Website Charrette**

David presents and Arnie facilitates:
a) Overview
b) Reflections & small group work on the content & structure
c) *What are the key elements of the website?*
d) *How do we organize them into a coherent whole?*
e) *Next Steps*

1:00 – 1:30 **LUNCH**

1:30 – 2:30 **Text Based Discussion Using 4A'S**
Neumann article (volunteers)

2:30 – 4:00 **Design a diagram**

a) Work/Pair/Share
b) Choose a few models for posters
c) Gallery walk with stickies
d) Quick, Modified Tuning Protocol
e) Next Steps

4:00-4:15 **BREAK**

4:15 – 5:00 **Looking at Student Work Protocol**

a) Review a sample of student work
b) Practice the process

5:00 – 5:45 **Pre-Planning for Classroom Observation**

c) Protocol to introduce the process
d) Mechanics

5:45 – 6:00 **Closing Activities**

a) Journaling
b) Norms Review
c) Driving and Restraining Forces (Force Fields)

PMHS INQUIRY-BASED LEARNING

www.pmhsprojects.weebly.com

INQUIRY-BASED LEARNING AT PITTSFIELD MIDDLE HIGH SCHOOL

As part of its plan to transform Pittsfield Middle High School (PMHS) into an increasingly inquiry-based, student-centered, and 21st century learning environment, the Pittsfield School District is seeking to build capacity and expertise in its approach to rigorous and project-based teaching and learning. This website serves as a resource for PMHS faculty to share examples of inquiry-based learning units, project ideas, resources and tools.

IBL AT -A- GLANCE

- Why Inquiry-Based Learning (IBL)
- IBL PD at PMHS
- The PMHS AA-IBL Team
- IBL and 21st Century Skills

IBL RESOURCES

- Project Tools
- Project Samples
- Project Videos
- Project Websites
- Photo Gallery

PMHS INQUIRY-BASED LEARNING

www.pmhsprojects.weebly.com

- Home
- Project Tools
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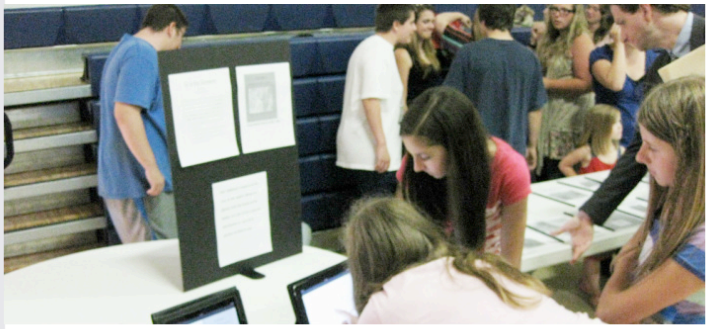
- Photo Gallery
- Why IBL
- IBL PD
- AA - IBL Team
- 21st Century Skills



PROJECT PLANNING

The following DRAFT project planning tools have either been developed, borrowed, or adapted by the AA-IBL Team for piloting within PMHS classrooms. Please feel free to use and adapt them as you see fit, and be sure to let a member of the team know of any questions, edits, and ideas that you have regarding their use!

TOOLS

- PMHS Project Template
- PMHS Project Chart
- The 6 A's

LINKS

- HTH Projects
- Buck Institute
- Expeditionary

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newvista
Designs for Learning

National School Reform Faculty

Harmony Education Center

www.nsrfharmony.org

Four "A"s Text Protocol

Adapted from Judith Gray, Seattle, WA 2005

1. The group reads the text silently, highlighting it and writing notes in the margin on post-it notes in answer to the following four questions (you can also add your own "A"s
   - What Assumptions does the author of the text hold?
   - What do you Agree with in the text?
   - What do you want to Argue with in the text?
   - What parts of the text do you want to Aspire to?

2. In a round, have each person identify one assumption in the text, citing the text (with page numbers, if appropriate) as evidence.

3. Either continue in rounds or facilitate a conversation in which the group talks about the text in light of each of the remaining "A"s, taking them one at a time – what do people want to argue with, agree with, and aspire to in the text? Try to move seamlessly from one "A" to the next, giving each "A" enough time for full exploration.

4. End the session with an open discussion framed around a question such as: What does this mean for our work with students?

5. Debrief the text experience.

Authentic Instruction AND Assessment

Common Standards for Rigor and Relevance in Teaching Academic Subjects

Fred M. Newmann, M. Bruce King, Dana L. Carmichael

Prepared for the Iowa Department of Education, 2007

Contents

Chapter 1
Authentic Intellectual Work: Criteria and Rationale

For most students, the usual work demanded in school is rarely considered meaningful, significant, or worthwhile. Learning tasks call for specific memorized information, retrieval of given information, or application of routine computational procedures, but rarely do they call for higher-level thinking, interpretation, or in-depth conceptual understanding. Schoolwork is regarded largely as a series of contrived exercises necessary to earn credentials (grades, promotions) required for future success, but for many, especially poor students of color, this work leads to disengagement and dropping out. The challenge for students is to figure out how to comply with teachers' and tests' requirements, rather than to use their minds to solve important meaningful problems or answer interesting challenging questions.

What is meaningful intellectual work? To define it more specifically, we analyzed the kinds of mastery demonstrated by successful adults who continually work with knowledge; for example, scientists, musicians, childcare workers, construction contractors, health care providers, business entrepreneurs, repair technicians, teachers, lobbyists, and citizen activists. Adults in these diverse endeavors face a common set of intellectual challenges that can serve as guidelines for education that extends beyond basic skills to more complex academic work.

We do not expect children to achieve the same level of mastery accomplished by skilled adults, but identifying the nature of intellectual work in these professions can help to define criteria for intellectual performance necessary for success in contemporary society. Consider, for example, an engineer designing a bridge. To complete the bridge design successfully, the engineer relies on extensive factual knowledge from engineering, architecture, science, and mathematics. But the particular context for the bridge, such as its length, height, peak points of stress and load, and the impact of local variation in weather conditions, require the engineer to organize, analyze, and interpret all this back-

ground information to make a unique product. Consider also a citizen trying to make an informed decision about whether an elected officeholder has done a good enough job to be reelected over the challengers, or trying to make a convincing public statement to increase local funding for school security. Finally, consider a single mother of pre-school children who calculates the costs and benefits of working outside the home, paying for childcare, and deciding how to choose among childcare providers. The examples illustrate how diverse endeavors of work, citizenship, and personal affairs present adults with intellectual challenges that differ from those commonly experienced by students in schools. Such challenges can serve as guidelines for curriculum, instruction, and assessment that extend beyond the basics and extensive lists of content standards to more complex intellectual work.

Compared to the work of students in school, which often seems contrived and superficial, the intellectual accomplishments of adults in diverse fields seem more meaningful. As a short-hand phrase that signifies the difference between the intellectual accomplishment of skilled adults and the typical work that students do in school, we refer to the more complex adult accomplishments as "authentic" intellectual work. "Authentic" is used here not to suggest that students are always unmotivated to succeed in conventional academic work, or that basic skills and proficiencies should be devalued, but only to identify some kinds of intellectual work as more complex and socially or personally meaningful than others. More specifically, authentic intellectual work involves original application of knowledge and skills, rather than just routine use of facts and procedures. It also entails careful study of the details of a particular problem and results in a product or presentation that has meaning beyond success in school. We summarize these distinctive characteristics of authentic intellectual work as ***construction of knowledge,*** through the use of ***disciplined inquiry,*** to produce discourse, products, or performances that have ***value beyond school.***

CRITERIA

Construction of Knowledge

Skilled adults in diverse occupations and participating in civic life face the challenge of applying basic skills and knowledge to complex problems that are often novel or unique. To reach an adequate solution to new problems, the competent adult has to "construct" knowledge because these problems cannot be solved by routine use of information or

skills previously learned. Such construction of knowledge involves organizing, interpreting, evaluating, or synthesizing prior knowledge to solve new problems. Teachers often think of these operations as higher order thinking skills. We contend, however, that successful construction of knowledge is best learned through a variety of experiences that call for this kind of cognitive work, not by explicitly teaching a set of discrete "thinking skills."

Disciplined Inquiry

Constructing knowledge alone is not enough. The mere fact that someone has constructed, rather than reproduced, a solution to a problem is no guarantee that the solution is adequate or valid. Authentic adult intellectual accomplishments require that construction of knowledge be guided by disciplined inquiry. By this we mean that they (1) use a prior knowledge base; (2) strive for in-depth understanding rather than superficial awareness; and (3) develop and express their ideas and findings through elaborated communication.

- ***Prior knowledge base.*** Significant intellectual accomplishments build on prior knowledge accumulated in an academic or applied discipline. Students must acquire a knowledge base of facts, vocabularies, concepts, theories, algorithms, and other conventions necessary to conduct rigorous inquiry. Transmitting a knowledge base, along with basic skills, is usually the central focus of direct instruction in content areas.
- ***In-depth understanding.*** A knowledge base of value to students involves more than being familiar with a broad survey of topics. To be most powerful, students must have a complex understanding of that knowledge that helps them gain deeper understanding of specific problems. Such understanding develops as one looks for, imagines, proposes, and tests relationships among key facts, events, concepts, rules, and claims in order to clarify a specific problem or issue.
- ***Elaborated communication.*** Accomplished adults in a range of fields rely upon complex forms of communication both to conduct their work and to present its results. The tools they use—verbal, symbolic, graphic, and visual—provide qualifications, nuances, elaborations, details, and analogies woven into extended narratives, explanations, justifications, and dialogue. Elaborated communication

may be most often evident in essays or research papers, but a math proof, CAD drawing, complex display board, or musical score could also involve elaborated communication.

Value Beyond School

Finally, meaningful intellectual accomplishments have utilitarian, aesthetic, or personal value. When adults write letters, news articles, organizational memos, or technical reports; when they speak a foreign language; when they design a house, negotiate an agreement, or devise a budget; when they create a painting or a piece of music—they try to communicate ideas that have an impact on others. In contrast, most school assignments, such as spelling quizzes, laboratory exercises, or typical final exams are designed only to document the competence of the learner, and lack meaning or significance beyond the certification of success in school.

The call for "relevant" or "student-centered" curriculum is, in many cases, a less precise expression of the view that student intellectual accomplishments should have value beyond simply indicating school success. While some people may regard the term "authentic" as equivalent to education that is "relevant," "student-centered," or "hands-on," we do not. Value beyond school is only one component of authentic intellectual work. Further, for this criterion we deliberately do not use any of the three adjectives just mentioned. We use it to emphasize not simply activity or topics that may be interesting to students, but those involving particular intellectual challenges that when successfully met would have meaning to students beyond complying with teachers' requirements. Intellectual challenges raised in the world beyond the classroom are often more meaningful to students than those contrived only for the purpose of teaching students in school.

The three criteria—*construction of knowledge, through disciplined inquiry, to produce discourse, products, and performances that have meaning beyond success in school*—provide a foundation of standards for the more complex intellectual work necessary for success in contemporary society. All three criteria are important. For example, students might confront a complex calculus problem demanding much analytic thought *(construction of knowledge and disciplined inquiry),* but if its solution has no interest or value beyond proving competence to pass a course, students are less likely be able to use the knowledge in their *lives beyond school.* Or a student might be asked to write a letter to the editor

about a proposed social welfare policy. She might say she vigorously opposes the policy but offer no arguments indicating that she understands relevant economic and moral issues. This activity may meet the criteria of *constructing knowledge to produce discourse with value beyond school,* but it would fall short on the criterion of disciplined inquiry, and thereby represent only superficial awareness, not deep understanding, of the issue. As a final example, students might be asked to interview family members about experiences during wartime, or to conduct a survey of peer opinion on job conditions or musical preferences. These activities would connect schoolwork to *students' lives beyond school,* but if students only reported what the interviewees said, without summary or analysis or drawing connections to disciplinary content, there would be virtually no *construction of knowledge or disciplined inquiry.* Judgments about the extent to which intellectual work is "authentic" should be made on a continuum, from less to more, depending on how fully all three criteria are met.

EXAMPLES

What does authentic intellectual work by students look like? The following examples illustrate, in different subjects and grade levels, students constructing knowledge through disciplined inquiry to produce intellectual work that has meaning and value beyond completing tasks in school. This report is intended primarily for high schools, and all examples in Part II (which includes specific standards and scoring rubrics for evaluating instruction, assignments, and student work according to the main criteria) are drawn from high schools or eighth grade, but in this section we include examples from earlier grades to illustrate the framework's applicability from elementary school through high school.

Student Authentic Intellectual Work Example, Third Grade Mathematics.[2]

Assignment: "We have been working on looking for clues in word problems all year. Let's take a look at these word problems. Let's read the directions. We know that these word problems will be either multiplication or division problems. Read the first problem silently. Look for a clue word or words that will tell you if this is multiplication or division. Do the number problems in the work space. Does this answer make sense? Underline any clue words that helped you decide on dividing or multiplying. Do the rest of the problems in this manner."

After checking the answers and discussing clue words, students were told:
"Write five word problems of your own on a separate sheet of paper for homework. We will read these problems in class tomorrow, looking for clue words. If we hear your clue words and your problems make sense, you will win a prize (sticker)."

156 · Problem Solving

Which operation would you use? Write X or ÷.

1. Julia shopped at 4 stores. She bought 7 shirts at each store. How many shirts did she buy in all? 7 X 4 = 28
2. Bernie's stamp album has 54 stamps. There are 9 stamps on each page. How many pages are there in the album? 54 ÷ 9 = 6
3. Carolyn's home has 8 rooms. Each room has 7 pictures. How many pictures are there in all? 8 x 7 = 56
4. Curtis has 16 marbles in his pockets. Each pocket has 4 marbles. How many pockets are there in all? 16 ÷ 4 = 4
5. Juanita planted 64 flowers in rows. Each row has 8 flowers. How many rows are there in all? 64 ÷ 8 = 8
6. Bernadette read 3 books a week. How many books did she read in 4 weeks? 4 X 2 = 12
7. Ralph's apartment building has 9 floors. Each floor has 9 apartments. How many apartments are there in the building? 9 X 9 = 81

1 Ron went to 4 toy stores. He bought 7 toys at each store. How many toys Did he get in all? 7X4=28

2 Jamie has a baseball card album. He has 54 cards. There are 9 cards on each page. How many pages are there in the album? 54÷9=6

3 Jake's school has 8 gym rooms. Each gym has 7 trampolines. How many are there in all? 8X7=56

4 Zack has 16 balls in his pockets. Each pocket has 4 balls. How many pockets are there in all? 16÷4=4

[2] From Newmann, Lopez, & Bryk, 1998, p. 22.

The student constructed knowledge by inventing word problems illustrating concepts of multiplication. Correct answers on the worksheet and in the student-constructed problems indicated understanding of the concept, and the details offered in the word problems indicated elaborated writing. The problems posed extended beyond the classroom and their solution required application of mathematics.

Student Authentic Intellectual Work Example, Fifth Grade Language Arts.[3]

Students were instructed, "Write a fable. Choose two animal characters. Think of some advice that will work as the moral of a fable. Then write a short fable that illustrates the moral. The fable must include conversation (dialogue)."
One student wrote,

The Bear's Decision

There once was a bear who ruled the forest of animals. He was looking for helpers to help him with the land's decisions. A dog, sparrow, rat and monkey became the bear's helpers.

One day a hyena came to the forest. He heard that the lord was looking for one more helper for the king. He went to the bear's castle. He spoke to the bear. He said, "Is it true that you seek help to govern the land?" The bear said, "You have heard correctly." The hyena then said, "You must let me become your helper, because if you don't, I will destroy you, and I will become king!" The bear, upset about the hyena said, "You think I'm scared? Guards, take this lunatic away from my sight! He does not deserve anything for threatening me!" That was what the guards did.

A cat also heard of this and spoke to the king. The cat told the king he was without a job because he was blamed of something he didn't do. The cat said, "I have looked for jobs, only to find nothing. I will be of use for the rest of your life." The bear said, "You are noble and good. You will become my helper."

The hyena heard of the cat. He learned this lesson too late. Persuasion is better than getting what you want through force.

[3] From Newmann, Lopez, & Bryk, 1998, p. 20.

By inventing and organizing the story's different parts, the student constructed knowledge. The details of the story, coherently developed, illustrate elaborated writing and in-depth understanding of the concepts of fable and moral/lesson of a fable. The intellectual work was directed to a persistent problem relevant to lives of students and others outside of school—the use of force verses reason to solve problems.

Student Authentic Intellectual Work Example, 12th Grade History.[4]

Students were instructed to develop a "position paper" on a controversial issue. The following excerpts are from one student's longer paper justifying U.S. intervention in Kuwait in the Persian Gulf in 1991.

> *There have been numerous instances when the world has witnessed what happens when aggressors are not stopped. Let us look back to 1935 when Mussolini decided to invade and annex Ethiopia. Ethiopia's emperor appealed to the League of Nations, but nothing was done.*
>
> *Soon afterwards, in 1936, Adolph Hitler reoccupied the Rhineland, thereby violating the Treaty of Versailles. Again, the world ignored these blatant displays of hostility and power…*
>
> *When Emperor Hirohito of Japan attacked Manchuria in 1931, and then China in 1937, he was simply scolded by the League of Nations…*
>
> *In 1938, Hitler united Austria and Germany. The world protested, but then gave in to Hitler who said he only wanted to unite the German people. Then, Hitler took the Sudentenland from Czechoslovakia. As before, concessions were made to appease the aggressor…*
>
> *In all the examples of unchecked aggression, the moral is the same. The school bully who demands lunch money from other children will not stop until someone stands up to him. If the bully is allowed to harass, intimidate, and steal from other children, it is giving him silent permission to use power against the weak…*

[4] From Newmann, Secada, & Wehlage, 1995, pp. 55-56.

Those who complain about the United States acting as a "police nation" would do well to remember that Desert Storm has been a United Nations effort, not solely a U.S. effort. The U.N. Security Council condemned Iraq's invasion and annexation of Kuwait, as did the Arab League. The U.N. imposed mandatory sanctions, forbidding all member states from doing business with Iraq. The European Community, the United States and Japan froze Kuwaiti assets. The United States, Britain, France, Canada, Australia, West Germany, the Netherlands, and Belgium; acted in accordance with the United Nations and with the support of its many members.

There is a time for peace and a time for war. War is a horrible situation, but it is imperative that countries learn to recognize when it is necessary. Perhaps someday the world will be able to solve its problems without violence. In the meantime, we would endanger international security to allow people like Saddam Hussein and his terrorist goons to threaten and overpower independent countries such as Kuwait.

By organizing an argument for intervention to stop international aggression, especially when international support for the action is evident, the student constructed knowledge. Elaboration was offered by citing historical instances where aggression, if not stopped, led to a chain of negative consequences. In addressing an important policy issue of the day, the student produced intellectual work connected to issues beyond school.

RATIONALE

Why Should Schools Promote Authentic Intellectual Work?

With schools being called upon to meet a myriad of purposes (e.g., teach basic skills in literacy and mathematics, prepare students for higher education and democratic civic participation, encourage responsible social behavior, celebrate cultural diversity, provide information on health and consumer success, and develop workplace technical and human relations skills), why add an apparently additional educational goal?

Strong cases can be made for the purposes above, but schools, teachers, and students can be overwhelmed, especially when topics, standards, and courses are taught as separate, unconnected items, and when there is so much to cover within a limited time frame

that students and teachers rarely have opportunities to reflect carefully on what they are learning. Since the 1980s the comprehensive high school has been aptly described as a "shopping mall" of fragmented learning opportunities of wide-ranging quality that fails to serve many students.

Promoting authentic intellectual work should not be seen as a project that adds yet a new or different educational goal. Instead, authentic intellectual work provides a framework for teaching and assessing any goal that relies on knowledge from an academic or applied discipline. The framework does not recommend how schools should arrive at priorities among the many tasks they are asked to perform. These issues must be resolved through democratic processes in communities, states and the federal system. The framework does insist, however, that whenever a school or teacher is involved in teaching knowledge or skills from an academic or applied discipline, serious effort should be devoted to helping students to produce authentic intellectual work. The rationale for this position rests on three main points.

Better Preparation for Intellectual Demands of the Workplace, Citizenship, and Personal Affairs

Studies of cognitive demands in modern workplaces document the importance of workers' problem-solving skills, in-depth understanding of problems and specific vocational content on the job, and elaborated nuanced forms of communication.[5] While thousands of jobs continue to require only low-level skills, as a matter of fairness, all students deserve the opportunity to be educated for the demands of more intellectually challenging workplaces.

Public investment in education is justified not only for its contribution to individual economic success, but also for building civic competence and skills in managing personal affairs. From Aristotle to Jefferson to Dewey to contemporary political scientists, the argument for democracy assumes that citizens are capable not only of basic literacy, but also of exercising principled and reasoned judgment about public affairs. Arriving at defensible positions on controversial public issues—from local disposal of toxic waste to national regulation of campaign financing, whether to support a school referendum, whether to vote for a candidate who most consistently agrees with your

[5] See Cappelli, Bassi, Katz, Knoke, Osterman, & Useem (1997); Decker, King Rice, Moore, & Rollefson (1997); Murnane and Levy (1996); National Center on Education and the Economy (1990).

positions but is not likely to win, or how to best allocate scarce personal time to participate in local volunteer organizations—all require interpretation, evaluation, in-depth understanding, and elaborated communication that extends well beyond traditional tests of knowledge.[6]

Finally, education should reinforce intellectual competence needed to maximize individual health, safety, and personal fulfillment. Consider the intellectual competence required in contemporary society to care for one's family and friends, to be safe and maintain health, to manage one's time and resources, and to develop rewarding hobbies and relationships. Coping with escalating and often conflicting information in each of these areas presents daunting challenges of interpretation, analysis and synthesis, in-depth understanding of specific problems, and working with elaborate forms of written, oral, and electronic communication.

Increased Opportunities for Student Engagement in Learning

Participation in authentic intellectual activity is more likely to motivate and sustain students in the hard work that learning requires. Teachers report that authentic intellectual work is often more interesting and meaningful to students than repeated drills aimed at disconnected knowledge and skills.

Almost 50% of high school dropouts leave because school is not interesting for them and almost 70% say they are not motivated to work hard.[7] Research indicates that students exposed to authentic intellectual challenges are more engaged in their schoolwork than students exposed to more conventional schoolwork.[8]

When students have opportunities to construct knowledge, rather than only reproduce what they have been given, to understand topics in depth instead of only superficially, to express themselves by explaining their ideas, and to study topics that have some significance beyond the classroom, they are more likely to care about and be interested in learning and willing to devote the serious effort that learning requires. Increased opportunities for student engagement offered through authentic intellectual work not only make schooling more "fun;" they lead to more effort which pays off in increased

[6] Aristotle (trans. 1946), Barber (1984), Dewey (1916/1966), and Jefferson (1939 version).

[7] Bridgeland, DiIulio, & Morison (2006).

[8] For evidence of the connection between authentic intellectual work and student engagement, see Newmann and Associates (1996); Kane, Khattri, Reeve, Adamson, & Pelavin, Research Institute (1995); Marks (2000); Avery (1999).

student achievement on both basic skills and more complex intellectual challenges which are likely to be recalled as valuable parts of one's education.

Intellectual Mission Strengthens Professional Community

The criteria for authentic intellectual work, along with more specific standards described next, provide a common, substantive language for teachers and administrators to use in describing the intellectual mission of the school, in selecting curricular content and instructional activities, and in evaluating their progress and their students' accomplishments. By defining the kinds of intellectual work to be nurtured in common across subjects and grade levels, this framework transcends lists of specific content and skills unique to different subjects and grade levels, thereby strengthening unity on the academic purpose within a school.[9]

The concepts embodied in the criteria and specific standards for evaluating instruction and student work stimulate teacher dialogue and cooperative planning within and across grade levels and subjects, whether the school is engaged in curriculum mapping, backwards planning, school improvement plans, interdisciplinary teaming, the vertical articulation of content, or other efforts to improve. Because the dialogue is grounded in generic intellectual activities, the framework itself becomes more meaningful to professionals than school missions expressed, for example, as "success for all students," or "proficiency in each content area." Because the latter missions usually depend on students at each grade level in each content area mastering discrete lists of skills and content, teachers in the different subjects and grades share no explicit intellectual goals. But if the mission is to promote authentic intellectual work, they can meaningfully collaborate to devise ways to teach the skills and content in their area according to the criteria for authentic intellectual work.

[9] Louis, Kruse, & Marks (1996) showed that schools with higher levels of professional community were more likely to show higher levels of authentic pedagogy.

The Center for Secondary School Redesign

CSSR

ACTION PLANNER FOR 2012-2013
PITTSFIELD MIDDLE HIGH SCHOOL

① ③ ②

WHERE ARE WE NOW (12/11)?	STEPS TO ACCOMPLISH GOAL	WHERE WILL BE IN JUNE '13
• Functioning team with definition of work with enthusiasm and buy-in • Faculty has basic understanding of need to think "outside the box" (some not vested because it is a "it will change" thing, some not open to other options, thought process) • SLC work has begun (used but needs improvement) • Some teachers willing to step into the AA/IBL work—responsibility • Some resistance from students—level of challenge/independence • Middle school has started a cultural change that will progress up through grade levels • Need work on the idea of essential questions (individual, content, et cetera)	• Members of the i3 Team with the support of outside facilitators will provide training to their colleagues in development and implementation • Time during LSW, faculty meetings, possibly department meetings, monthly Thursday i3 meetings?? • All faculty members will have common definitions of authentic assessment, essential questions, et cetera. The Best Practices sub-committee from Community Advisory Council compiled a preliminary "dictionary" that's on the CAC website—possibly use that? Alexandra and students go to all CPTs with the same message (LSW? Department meetings?). • Moderation protocols—there are preliminary rubrics from New York Consortium • Formative assessment to drive PD vis a vis SCL. Training through modeling. Sessions should be interactive—learn by doing. Model the concepts trying to be addressed. • Training for students as well	• Between September and January, all faculty will be trained with the support of already-trained peers in student-centered classroom practices. By June, with the support of already-trained faculty, all teachers will implement at least one student-centered unit in their classroom that culminates with an authentic summative assessment. • The i3 Team will include actively engaged members from ALL CPTs.

newvista
Designs for Learning

IBL SMART Goals as Modified and Accepted During the Summer

IBL SMART Goal 1:
By the end of the 2012-2013 year the i3-IBL Team will have defined, distilled, recorded and informed the PMHS community of the common "language" that describes the inquiry-based learning (IBL) process at PMHS, that is easy to understand, and connects to the work of the varied PMHS professional development teams.

IBL SMART Goal 2:
By the end of the 2012-2013 year the i3-IBL Team will have created a set of materials to describe and record their work that includes project design template, assessment rubrics, POL (Presentations of Learning) and exhibition guidelines, and sample project overviews.

IBL SMART Goal 3:
During the 2012-2013 year members of the i3-IBL Team will expand school-wide awareness of i3-IBL materials, methods, and professional development practices by sharing them with their respective CPT teams at least once a month, while Arnold Clayton and David Stephen will each visit every CPT team a minimum of two times.

IBL SMART Goal 4:
During the 2012-2013 year members of the i3-IBL Team will work to create a framework and materials that describe a process for student Presentations of Learning (POLs) at PMHS and then pilot this process within each of their classrooms at least two times.

IBL SMART Goal 5:
During the 2012-2013 year members of the i3-IBL Team will work to refine a framework and materials that describe the process for the public exhibition of student work at PMHS and then pilot this process in the spring of 2013, engaging 50% of the faculty and 75% of the student body.