



Pittsfield Middle High School **Authentic Assessment/IBL Team Working Group Meeting**

September 7, 2012
8:30 – 3:00

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

- Reviewed meeting norms and adopted a provisional set for the team
- Reviewed the action plan for 2012-2013 and listed specific goals to work on
- Developed a format and initial plans for the PD the team will lead on late-start Wednesdays
- Worked on a glossary/word wall of terms related to student-centered learning
- Reviewed and refined the calendar of activities for the AA/IBL team in 2012-2013

8:30 – 9:00

Opening Activities

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

9:00 – 9:20

Team-Led Activity Debrief

9:20 – 10:30

Goals for 2012-2013

- a) Review action plan developed in August
- b) Develop work-specific goals for each section of the June 2013 outcomes
- c) Create calendar-based action plan for implementing the goals
- d) Focus on authentic assessment practices (David)
 - POLs
 - Student-led conferences
- e) Focus on classroom strategies (Arnie)
 - Community in the classroom: opening and closing activities
 - Strategies for creating successful cooperative learning groups

10:30 – 10:45

Break

10:45 – 11:30

Late Start Wednesday PD's

- a) Recipe for success
- b) Support from the coaches
- c) Structuring a successful presentation: the components
- d) Work plan for the afternoon

- 11:30 – 12:00 **Lunch**
- 12:00 – 1:00 **Planning Time**
- a) Planning and agenda development for the session that each member will lead during late start Wednesdays
 - b) Consider content as well as web-based resources
 - c) Topics include:
 - Inquiry-based questions with concrete concepts – Paul
 - Collaborative skills and practices - Arnie
 - Inquiry-based questions with abstract concepts – Brian
 - Seminars and other text-based discussions - Katie (maybe when Kevin is around?)
 - Rubrics & Tuning Protocols - Josh (Arnie would be an asset to this and could follow up in CPTs. He would need a date to plan.
 - Authentic Assessment – Alexandra, Students and David)
- 1:00 – 2:30 **Group Presentations**
- a) Mini-presentations of workshop agendas and ideas
 - Limit presentations to 5-8 minutes to allow time for discussion and feedback
- 2:30 – 3:00 **Closing Activities**
- a) Journaling
 - b) Norms Review
 - c) Driving and Restraining Forces (Force Fields)

AA Team Norms

(Modified December 14, 2011)

- Pursue a spirit of inquiry
- Pause
- Paraphrase
- Probe
- Presume Positive Intentions
- Put ideas on & off the table
- Pay attention to self & others

Procedural Norms

- Team will develop agenda at end of meeting
- Members can submit additional agenda items
- Agenda should go out the Friday before the meetings
- Begin and end meetings on time
 - Work Session 3:30-6:00
 - Dinner 6:00-6:30

PMHS i3/IBL Team Group Norms from 2011-2012

1. Follow 7 Norms of Collaboration
2. Active and respectful listening
3. Share airtime and allow all participants to have a voice
4. Table conversations that are taking the group off course
5. Individual group members will take responsibility to keep the group on task and following norms
6. Prioritize agenda items will be identified at the beginning of each meeting
7. Engage in a whole group check-in at the beginning of each meeting
8. 10 minute project review for each group member
9. Norm check in/reflection on what went well and could go better

ACTION PLANNER FOR 2012-2013 PITTSFIELD MIDDLE HIGH SCHOOL

① → ② → ③

WHERE ARE WE NOW (12/11)?	STEPS TO ACCOMPLISH GOAL	WHERE WILL BE IN JUNE '13
<ul style="list-style-type: none"> 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) 	<ul style="list-style-type: none"> 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 via 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 	<ul style="list-style-type: none"> Between September and January, all <u>faculty</u> 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 <u>CPTs</u>.

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.

PMHS 21st Century DRAFT Expectations and Competencies – June 2012

1. Students will demonstrate the ability to be productive, self-directed learners.
2. Students will demonstrate the ability to be an engaged and responsible member of their community.
3. Students will demonstrate the ability to communicate.
4. Students will demonstrate the ability to acquire and synthesize information.
5. Students will demonstrate the ability to identify and solve problems.

PMHS Definitions

INQUIRY-BASED LEARNING

Inquiry-based learning (IBL) is a student-centered and teacher-guided instructional approach that engages students in posing and answering real-world questions. IBL builds on student's natural curiosity so that they learn by investigating ideas alone and with others, explaining the evidence they collect and demonstrating the knowledge and skills they have gained publicly.

IBL complements traditional instruction by providing a vehicle for extending and applying the learning of students in a way that connects with their interests and challenges them to acquire and analyze information, develop and support propositions, provide solutions, and create products that demonstrate their thinking and make their learning visible. The benefits of IBL include the:

- Practice of problem-solving and critical thinking skills
- Deepening of connections to disciplinary content
- Transfer of concepts to new problems and questions
- Development of self-directed learning skills
- Promotion of student ownership, engagement, and interest

STUDENT-CENTERED LEARNING

Student-centered learning holds the student at its center instead of the teacher. As students take on the role of "pro-active learner," they are challenged to become aware of their needs, abilities, interests, and learning styles as the teacher takes on the role of "coach or facilitator" of learning. This classroom teaching method acknowledges student voice as central to the learning experience for every learner.

This is similar to the way athletes learn to play a sport or musicians, an instrument. The teacher acts as a coach, briefly explaining new ideas and skills and then sets up effective learning activities and practice sessions so the students can develop knowledge and proficiency at their own pace. The students are the workers while the teacher coaches them and monitors their progress. Like athletes and musicians the students demonstrate what they have learned in a public performance.