

Building an Aligned System of Deeper Learning Scope of Work

A. What are our goals?

1. Finalize the Graduate Profile and position it as the organizing principle for school design and structures.
2. Create the vision & structure of a Portfolio & Defense that would measure the skills of the Graduate Profile.
3. Map backwards from the Graduate Profile & Defense in order to create an aligned system of Performance Assessment tasks and integrated curriculum that will provide evidence of student growth and proficiency of the Graduate Profile skills.

B. How will we know we have reached them?

By June 2018, the school, with support from ELP, will have...

1. finalized a Graduate Profile, synthesizing school-side outcomes from various sources; including a draft of a portrait of what proficiency looks like.
2. finalized a fleet of shared rubrics to assess Graduate Profile skills & established a plan for those rubrics to guide curricular and instructional planning (PBL units, etc).
3. drafted a vision for a comprehensive Performance Assessment system, including a culminating Portfolio Defense of learning.
4. Planned a cohesive incoming teacher summer professional development series to orient them to these things.

C. How will we get there?

YEAR 1

1. Graduate Profile (2017-2018) ½ day

Essential question: What do we want our graduating students to know and be able to do so they are prepared to succeed, and be leaders in their community? Why?

- Needs Assessment, Observations & Interviews.
- Design Team Retreat: Graduate Profile Investigation & Working Draft Creation.

2. Graduate Profile Skill Rubric Fleet & Curricular Design (2017-2018) 2 days

Essential question: How do we describe proficiency for each of the Grad Profile skills, and what is the best tool to use for assessing those skills? How do we design PBL units and assessments that both communicate and measure Graduate Profile outcomes for our students?

- Gathering resources & assembling drafts
- Guidelines for curricular design with Grad Profile in mind

3. Performance Assessment System Design (2017-2018) 3 days

Essential question: What do we envision for our culminating assessment moment, and how would we map backward from that to design experiences so students are practicing and gathering evidence of their growth in the skills of the Grad Profile?

- Ideating a defense prototype
- vertical planning, aligned to Graduate Profile skill development and practice

4. Teacher Induction Professional Development plan & Facilitation (2017-2018/19) 4 ½ days

Essential question: How do we plan for teachers to learn this model in a way that feels inspiring and cohesive?

- PD plan with Grad Profile at the center
- Co-facilitation of a portion of that PD, if desired

Prep Time & Follow-up 2 days

- ½ day prep for each day
- Check-in phone calls & short meetings with leaders to prepare / follow-up

YEAR 2

1. Initial Implementation of System Elements (2018-2019) 8 days

September - October – Performance Assessment planning, revision & feedback cycles with individuals and/or teacher teams. 1 day

November – Student Work Analysis & Reflection. 1 day

December – Finalize scoring criteria for Defenses for 2018-2019. 1 day

January – Create a visual representation of Defense System. Vertical planning. 1 day

February – Design systems & structures of support for getting students to a Defense. Identify high leverage pedagogies in this context, and create a timeline for further PD & schoolwide alignment to Graduate Profile. 1 day

March – Proficiency calibration. 1 day

May - Defenses! 1 day

June – Reflection. Apply learning to create action plan and tools/materials for next year. 1 day

Prep Time & Follow-up Included

- ½ day prep for each day

- Check-in phone calls & short meetings with leaders to prepare / follow-up

YEAR 3

1. Defense Showcase (2019-2020)

4 days

Essential question: How can our Defenses be rigorous & unique expressions of student growth & proficiency in our Graduate Profile skills? How can we showcase this to those outside of our school community?

August – Showcase Planning: objectives, staff & student support, community involvement, other audiences/communication. 1 day

January – Showcase Huddle: check in on progress, review/edit materials. ½ day

March - Proficiency calibration. 1 day

March/April – Student Ambassador Prep. ½ day

May – Defense Presentation Showcase! 1 day

Prep Time & Follow-up

Included

- ½ day prep for each day
- Check-in phone calls & short meetings with leaders to prepare / follow-up