

Curriculum Update



December 10, 2018

Presentation Overview

Integration of Profile of a Graduate with Curriculum, Instruction & Assessment

K-12 Profile of a Graduate Assessment Work

Overview of Performance Tasks / Capstone Tasks

K-5 Capstone Task Update

*Ms. Caitlin Steinly - 1st Grade - Grade Level Coordinator - Oak Flat

*Mrs. Alisha Willis - 3rd Grade - Grade Level Coordinator - Oak Flat

*Ms. Melissa Sheffer - 5th Grade Teacher - Newville

Profile of a GRADUATE

BIG SPRING SCHOOL DISTRICT



GLOBAL CITIZEN /
EMPATHETIC ADVOCATOR



CREATOR / INNOVATOR

COLLABORATOR



CONTINUOUS LEARNER

CRITICAL THINKER /
PROBLEM SOLVER



COMMUNICATOR

Systems Alignment with the Profile of a Graduate



Systems Alignment with the Profile of a Graduate

Curriculum - Integration of Performance Tasks / Capstone Tasks K-12

Instruction - Intentional articulation and instruction of 6Cs (K-5)

EdLeaderWork (6-8)

Inclusion on High School Instructional Framework (9-12)

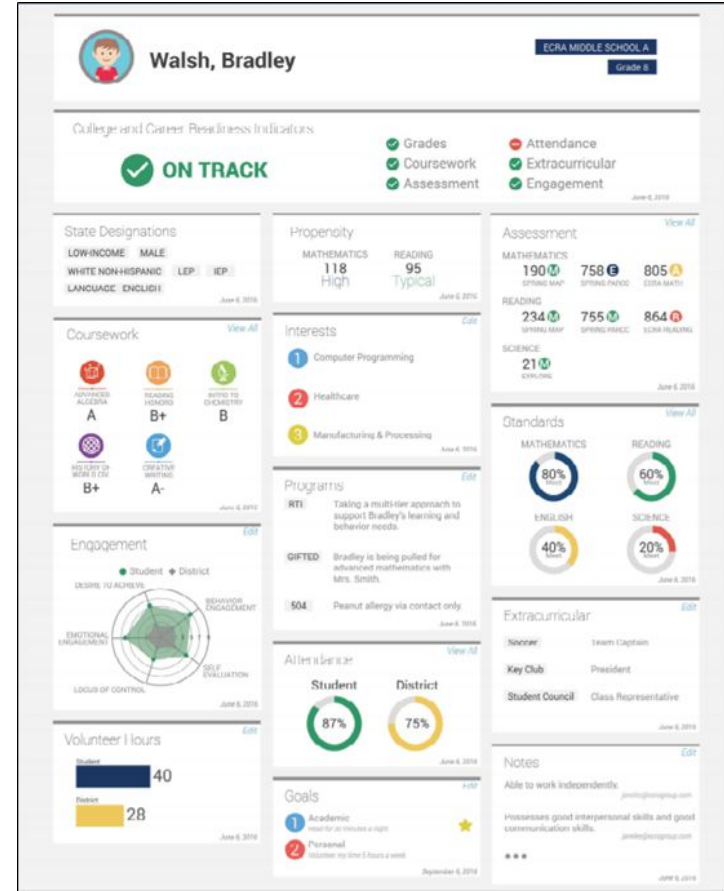
Assessment - How do we measure and report progress on meaningful indicators to our stakeholders?

Professional Learning- Dedicated time and focus on understanding, teaching and assessing the 6Cs.

Support Systems (technology, finance, maintenance)- Ensuring necessary resources in support development and integration of PoG

Personalized Learner Profile

- Reporting mechanism that reflects a more holistic approach to reporting a student's progress rather than limiting it to standardized test results;
- Paints a portrait of a student against a backdrop of their interests, motivations, goals, and aspirations;
- Customizable at the local level
- Can include the reporting on various components.



Overview of December 5th Work Session

Objective

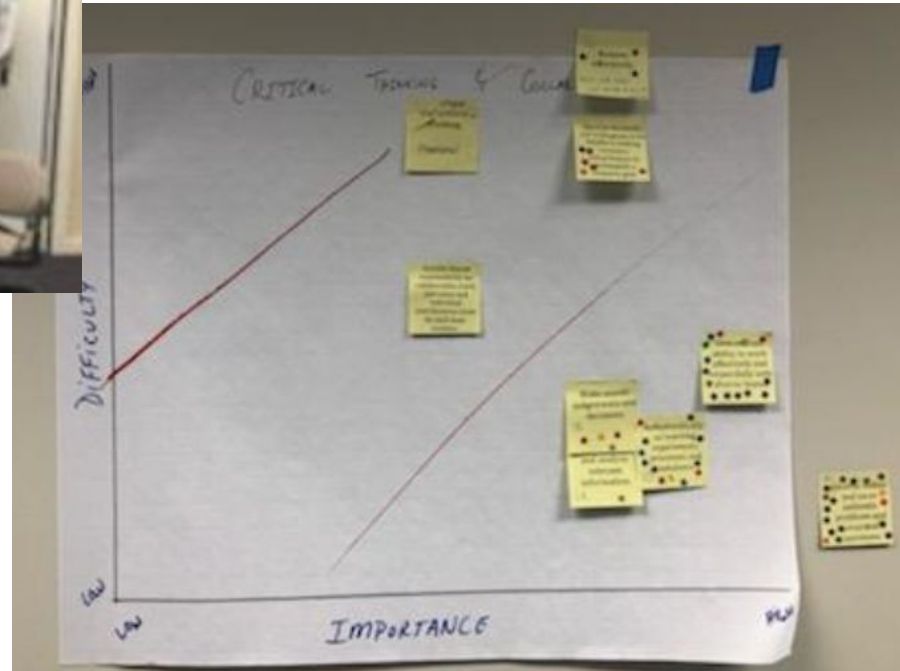
Identify, prioritize, and personalize Personalized Learner Profile tiles to report on Profile of a Graduate measures.

Philosophy

“I don't skate to where the puck is, I skate to where it is going to be.”

-Wayne Gretsky

Pictures of December 5th Work Session



Top Tiles for PLP

Grade Band	Top Tiles for PLP
K-2	<ul style="list-style-type: none">● On-Track (ELA/Math indicators, Attendance, 6cs)● Interests● Goals● Notes (teacher)
3-5	<ul style="list-style-type: none">● Attendance● Assessment● Personal Goals Statement
6-8	<ul style="list-style-type: none">● 6C Tile● Goal Setting● Interest/Activities/Extracurricular (Life-Readiness Activities)
9-12	<ul style="list-style-type: none">● 6C Tile● Career Readiness Indicator Tile(s)● Personal Statement

Next Steps

- Thought Exchange -- staff and community
- Work with ECRA to build out PLP
- Establish Criteria for 6C Tile and On-Track Measures

Curricular Integration of 6Cs

Overarching Goals for Curriculum Revision

- *Strategically* embed 21st Century learning into the curriculum.
- Focus on deeper understanding and transfer skills related to the *most* important content.
- Create rigorous essential questions that lend themselves to higher levels of learning.
- Create common evidence of learning using performance tasks and projects.
- Integrate literacy and technology into the curriculum across all content areas.
- Align courses to support personalized diploma and Portrait of a Graduate.

Backwards Design Model

1. ANALYZE STANDARDS

Identify desired results

- Transfer Goals
- Enduring Understandings

2. DESIGN ASSESSMENTS

Determine acceptable evidence

- Performance Tasks
- Common Assessments

3. DEVELOP LEARNING ACTIVITIES

Plan learning experiences and instruction

Curriculum Revision Process

Backwards Design Steps	COURSE LEVEL	UNIT LEVEL	LESSON LEVEL
Identify Desired Results	Content Standards/Big Ideas Enduring Understandings Transfer Goals	Essential Questions	Knowledge and Skills / Learning Goals
Determine Acceptable Evidence	Capstone Tasks	Performance Tasks w/ rubrics Common Assessments	Assessment Prompts Formative Assessment
Plan Learning Experiences and Instruction	(Student Direct) Learning Plan Building Knowledge Spiral Content	Learning Activities / Key Resources	Hands On / Learning Activities



What is a Capstone Task?

An end of course assessment/project that integrates and assesses grade level content (standards) and skills (6Cs).

Typically “authentic” in nature with a real world audience or application.

Capstone Assessment - Communication	
GOAL/DRIVING QUESTION	How can I communicate to others what makes my school unique?
ROLE (YOU ARE, HAVE BEEN ASKED TO, YOUR JOB IS...)	You have been asked to interview peers and teachers about what they like best about our school. After the interview, you will analyze and graph the data. Your job will be to present the top reasons why your school is unique.
AUDIENCE	The first grade classes in your school, your future teachers, new students, and the community.
SITUATION/REAL WORLD PROBLEM/CHALLENGE/ISSUE	You have been asked by the district to create a presentation to showcase what makes your elementary school unique.
PRODUCT/PERFORMANCE AND PURPOSE (YOU WILL CREATE A ...IN ORDER TO...)	<ul style="list-style-type: none">• In pairs, students will complete the interview graphic organizer by asking a peer not in first grade and staff member, "What is your favorite part about being at this school?"<ul style="list-style-type: none">◦ Students will need to ask a follow up question for each interview.• As a class, students will analyze and create a tally chart based on their interview answers.<ul style="list-style-type: none">◦ Students will determine the top 8-10 choices to create a presentation on. (Teachers determine number of choices based on the number of groups).◦ Students will then graph the data on their own bar graph.• Students will create an informational writing using three factors from our data about what makes our school unique.
STANDARDS AND 4 C's FOCUS	
Math	How do I represent and interpret data using a chart? (CC.2.4.1.A.4)
ELA	Write informative/ explanatory texts to examine a topic and convey ideas and information. (CC.1.4.1.A)

Capstone Task

G – real-world goal

R – authentic role of student

A – audience

S – situation

P – performance / product

S – standard(s) for success



Elementary - 6C Alignment

Kindergarten - Citizenship

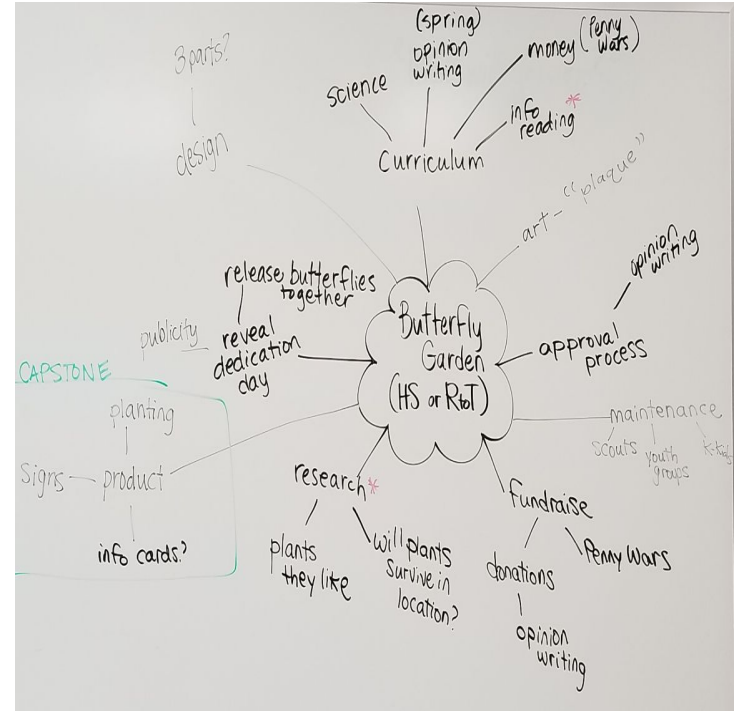
First - Communication

Second - Collaboration

Third- Critical Thinking

Fourth- Creativity

Fifth- Continuous Learner



Elementary Capstone Tasks

Kindergarten - Citizenship - K Registration Buddies

First - Communication - Unique Schools

Second - Collaboration - Butterfly Gardens

Third- Critical Thinking - PA Endangered Species

Fourth- Creativity - Create a Game

Fifth- Continuous Learner - 5th Grade Promotion

1st Grade Capstone Task - How can I communicate to others what makes our school unique?

“C” - Communication

- Asking questions on topic
- Commenting or asking follow up questions
- Focused
- Listen to peers
- Effectively communicate ideas

Content/Standards

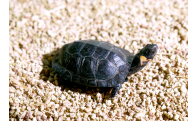
Math - Data and Graphing

ELA - Informational Writing/Conventions



- Interview - “What is your favorite part about being at this school?”
 - One student and one staff member
 - Ask a follow-up question
- Tally, Analyze, Graph
 - Compile class data, find top choices, graph final results
- Informational Writing
 - Partners create writing with facts about topic/event
 - Guide presentation
- Gallery Walk
 - Student choice presentation (brochure, poster, video, etc)
- Final District Video
 - Compile photos and video into one for teachers and district website

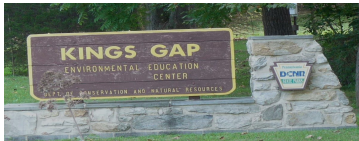
3rd Grade Capstone Task - Save PA Endangered Species!



3rd grade “C” = Critical Thinking

- Problem Solving & Discovery
- Interpretation & Analysis
- Reasoning
- Finding Solutions
- Justifying Choices
- Reflection

Content Standards: Science,
Research & Technology integration



GOAL/DRIVING QUESTION:

HOW CAN WE, AS THIRD GRADERS, BRING AWARENESS TO OUR COMMUNITY ABOUT WAYS IN WHICH WE CAN HELP REVERSE OR MINIMIZE THE CRITICALLY ENDANGERED SPECIES POPULATIONS IN PENNSYLVANIA?

ROLE OF STUDENTS:

You are a steward of the environment, a responsible citizen who protects the environment through purposeful actions. You have been asked to choose an endangered Pennsylvania species to research, plan and implement a project that could help reverse or minimize the decline of the species.



3RD GRADE CAPSTONE TEAM:

HEIDI BADDA - 3RD GRADE TEACHER, NEWVILLE

MOLLY KORDES - 3RD GRADE TEACHER, MT. ROCK

MEGAN LARSEN - 3RD/4TH LEARNING SUPPORT, OAK FLAT

ALISHA WILLIS - 3RD GRADE TEACHER, OAK FLAT

5th Grade Capstone Task: 5th Grade Promotion



“C”- Continuous Learner

- Long and short term goals
- Time management/workload
- Persistence

Content Standards

- **Math**-measurement, problem solving
- **ELA**-narratives
- **Careers**-job applications

● Reflective Essay

- Quote, Memory, Lessons, Thankful For, Future Goals
- Copies of essays

● Product Choice

- Based on quote
- Displayed during promotion

● Committees

- Jobs-interior designer, graphic designer, stagehand, public relations

● Legacy Gift

Next Steps with Capstone Tasks

Roll out to grade level teams at January In-Service.

Implement Spring 2019.

Review, Revise, and Improve for the 19-20 school year.

2018-2019 School Year

- K-5: Develop Grade Level Capstone Tasks
- 6-12: Build Capacity in Department Chairs/Teacher Leaders for development of Performance Tasks / Authentic Assessment
- HS: Develop *Student Learning Outcomes* for Graduation Competencies aligned to Portrait of a Graduate Six Cs

