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The Journey to Success

Backwards Planning Instruction From Portfolio Defenses

ENVISION
LEARNING PARTNERS
Inspiring Results

Do

Learning Target

I can plan a powerful, engaging, student-centered “journey to success” for my performance assessment, full of opportunities for students to acquire mastery in high leverage skills (Competencies + Leadership Skills)

Know

Reflect

How do these **core** ideas drive the journey for students and teachers?

- **competencies** v. coverage
- **demonstration** v. regurgitation
- **revision for quality** v. single attempts

How do these **core** ideas drive the journey for students and teachers?

- **competencies** v. coverage

How do I become a competent researcher, investigator, analyst, and communicator?

How do these **core** ideas drive the journey for students and teachers?

- **demonstration** v. regurgitation

How will I show what I think, how I think, and what I can do?

How do these **core** ideas drive the journey for students and teachers?

How will I come to see learning as a process of discovery and adjustment?

- **revision for quality** v. single attempts

Do

A Teacher's Role:

Asking questions

you already know the answers to

v.

presenting challenges

or problems to be solved

Know

Reflect

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RICA rubric “wordle”

- Most commonly used words
- Implications for our instruction

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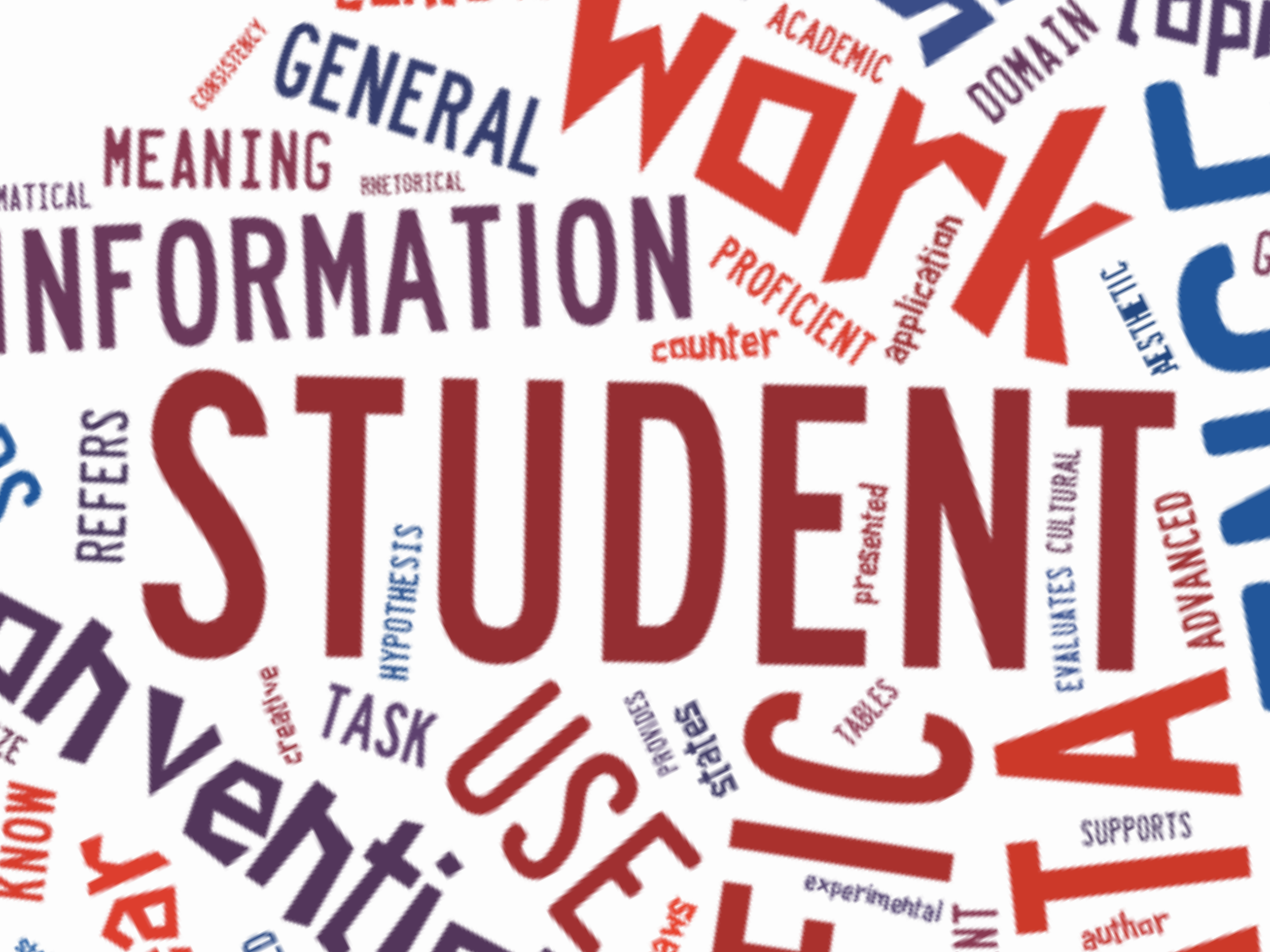
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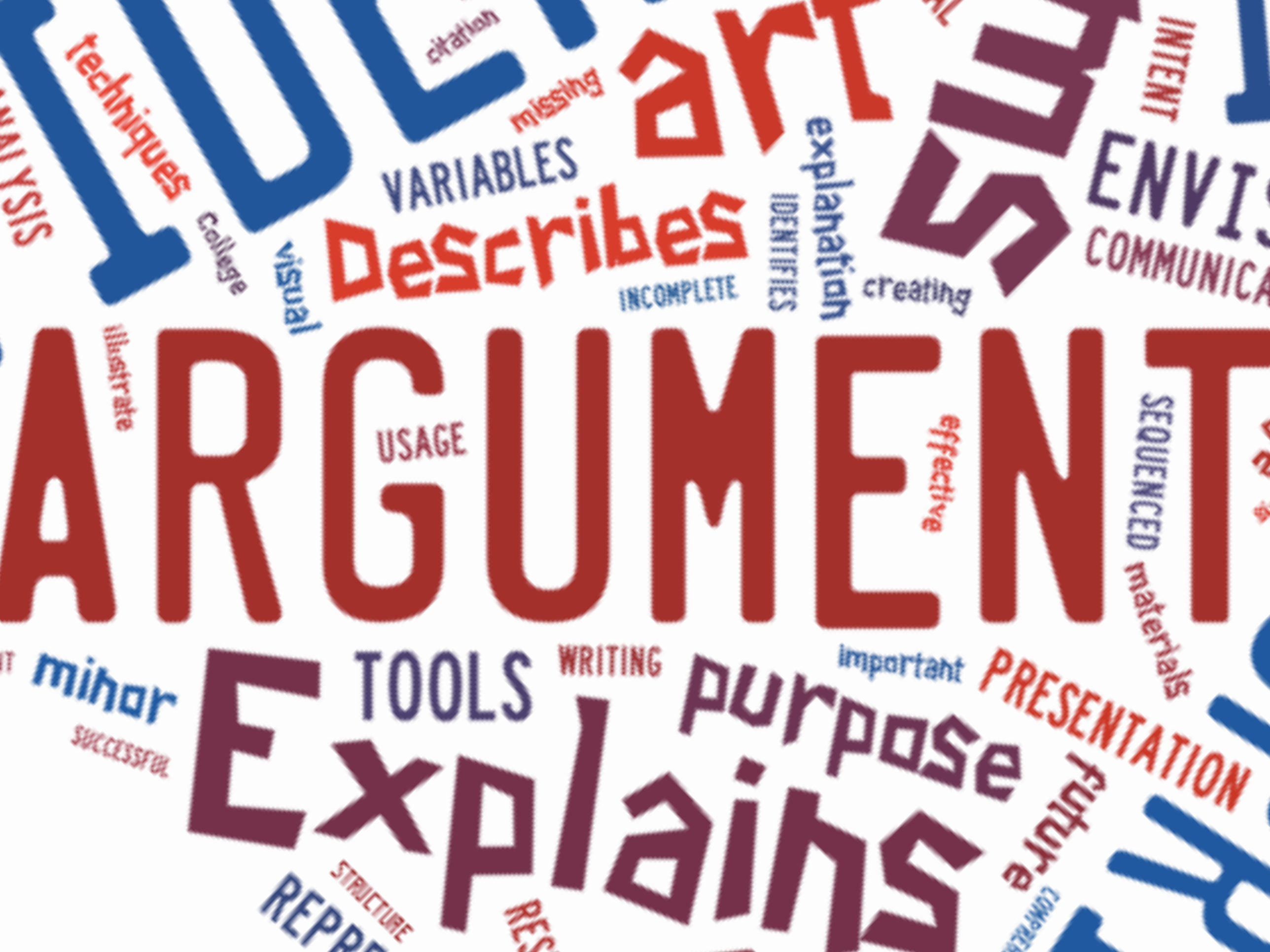
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REPRESENTATIONS

ACTIVE

VOCABULARY

AUDIENCE

How do these interdisciplinary **skills** become second nature to our students?

- **CREATE**
- **JUSTIFY**
- **REFLECT**
- **REVISE**

Know

Framing:

CREATE

JUSTIFY

REFLECT

REVISE

Choose 2 target students:

inclusion or struggling

& **advanced**

Framing:

Design with
inclusion students &
advanced students
in mind

CREATE
Choice
Levels

JUSTIFY
Evidence:
Quantity
Quality

REFLECT
Learning styles
BASix Skills
Growth
IEP Goals

REVISE
3 revisions to advanced
12 revisions to developing

Framing:

Design with
inclusion students &
advanced students
in mind

relevance —locally, personally, politically—increases student engagement, makes learning meaningful for the individual, and fosters academic identity in students who have never done well in school.

CREATE

building in **choice**: increasing student engagement, differentiating, and making learning meaningful to the individual

Argument

Prompt

Problem

Audience

Topic

Product type

Text

Project

CREATE

Post a strategy you have that allows students to take ownership of their learning, or **CREATE** or **CHOOSE** at any level, in any way.

1. Go to the website
2. Double-click the background
3. Title post: **CREATE**
4. Explain your strategy and its application — **Be specific!**
5. Take a selfie

Prompt **Argument** **Problem**

Topic **Audience** **Project**

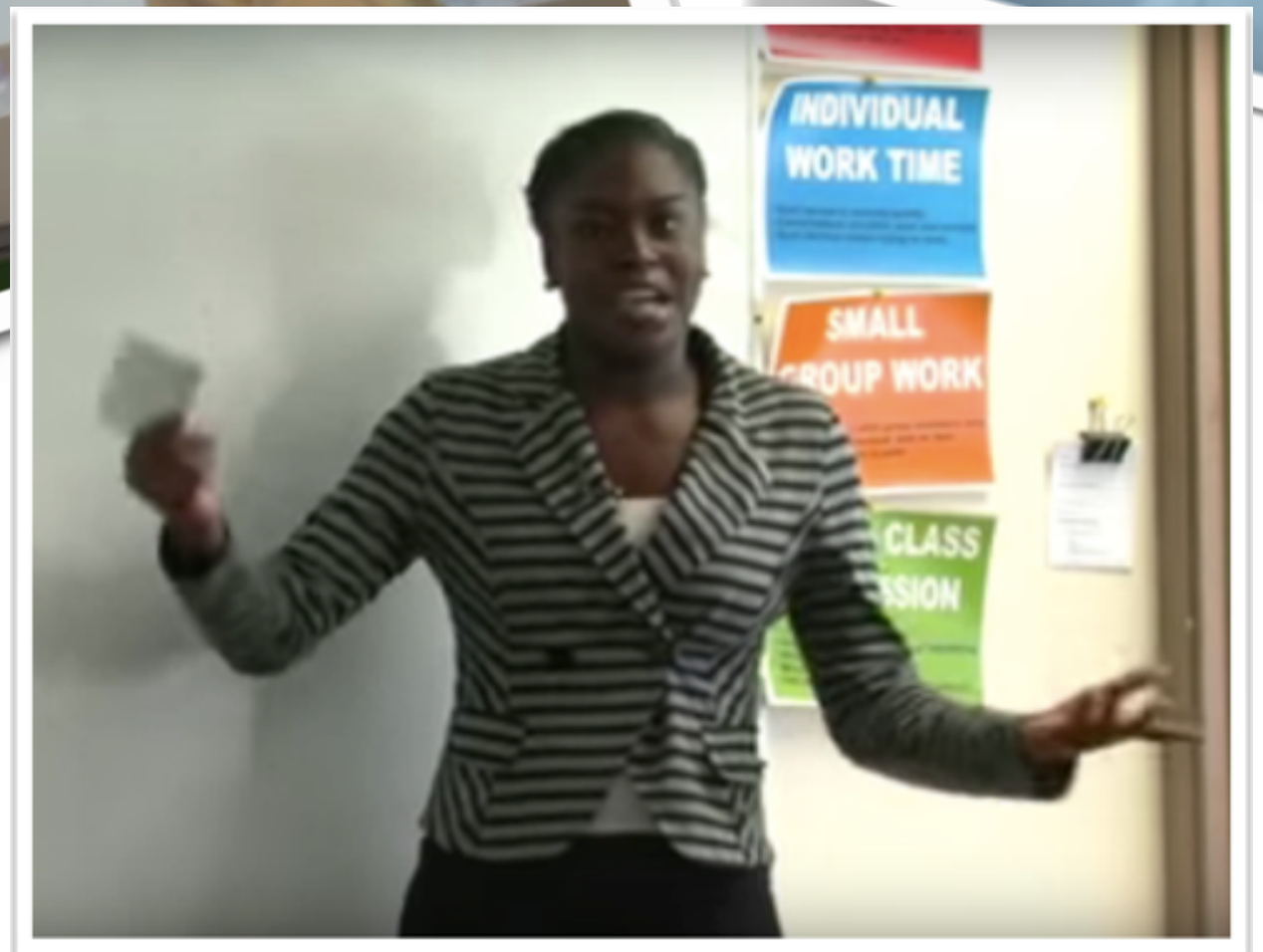
Text **Product type**

Know

We will use "padlet" to share our strategies in real time. Go to:

bit.ly/
CreateJustifyReflectRevise

Gravity Car Lab Report - Physics
Task Part 1: Build and test gravity car
Task Part 2: Modify and re
Content: Newton's 3


INDIVIDUAL
WORK TIME
SMALL
GROUP WORK
CLASS

JUSTIFY

putting **thinking** on display

using evidence

considering perspective

arguing

“showing your work”

explaining method, process

What makes you say that?

Why?

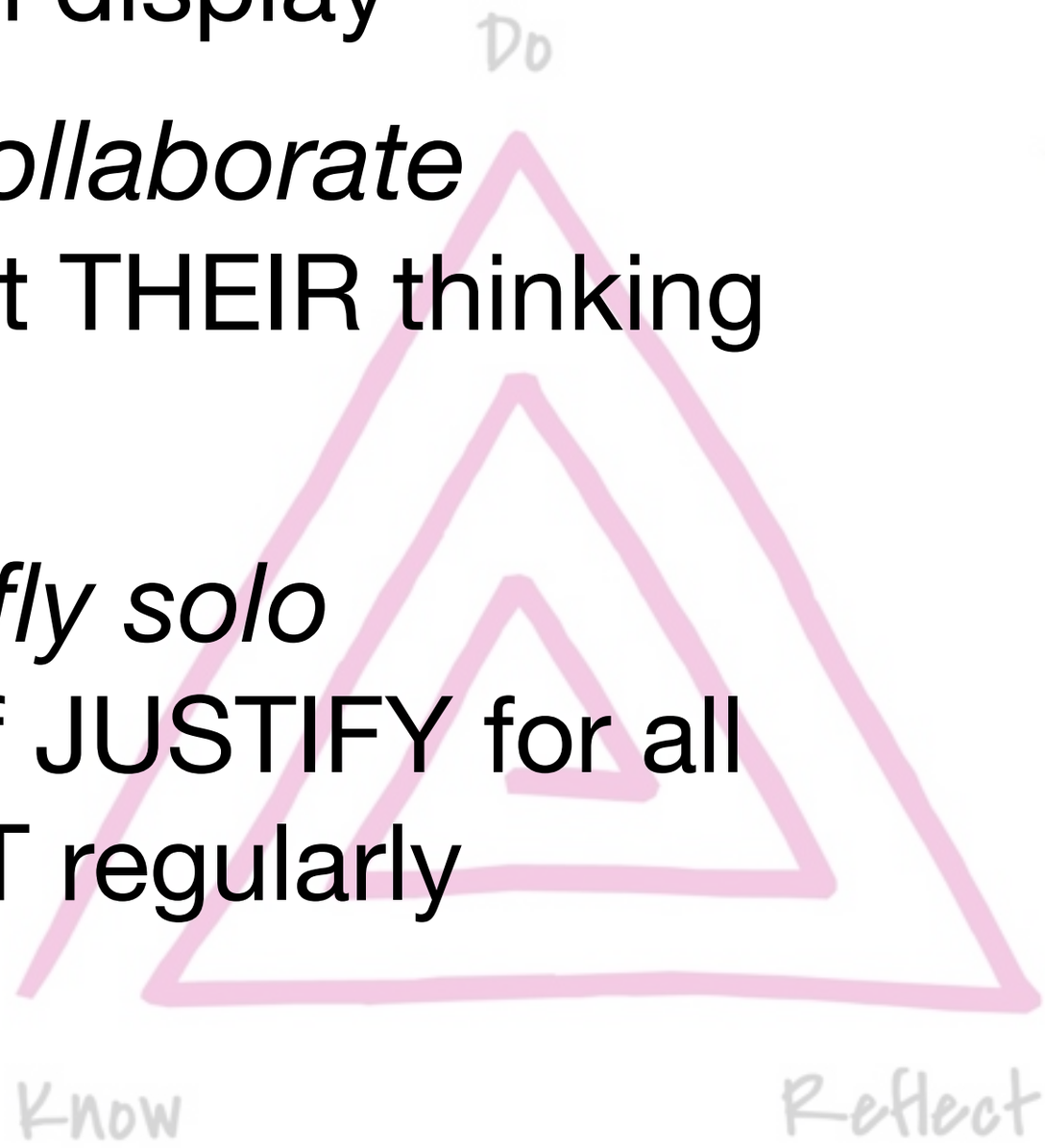
So what?

JUSTIFY

Working the **workshop model**

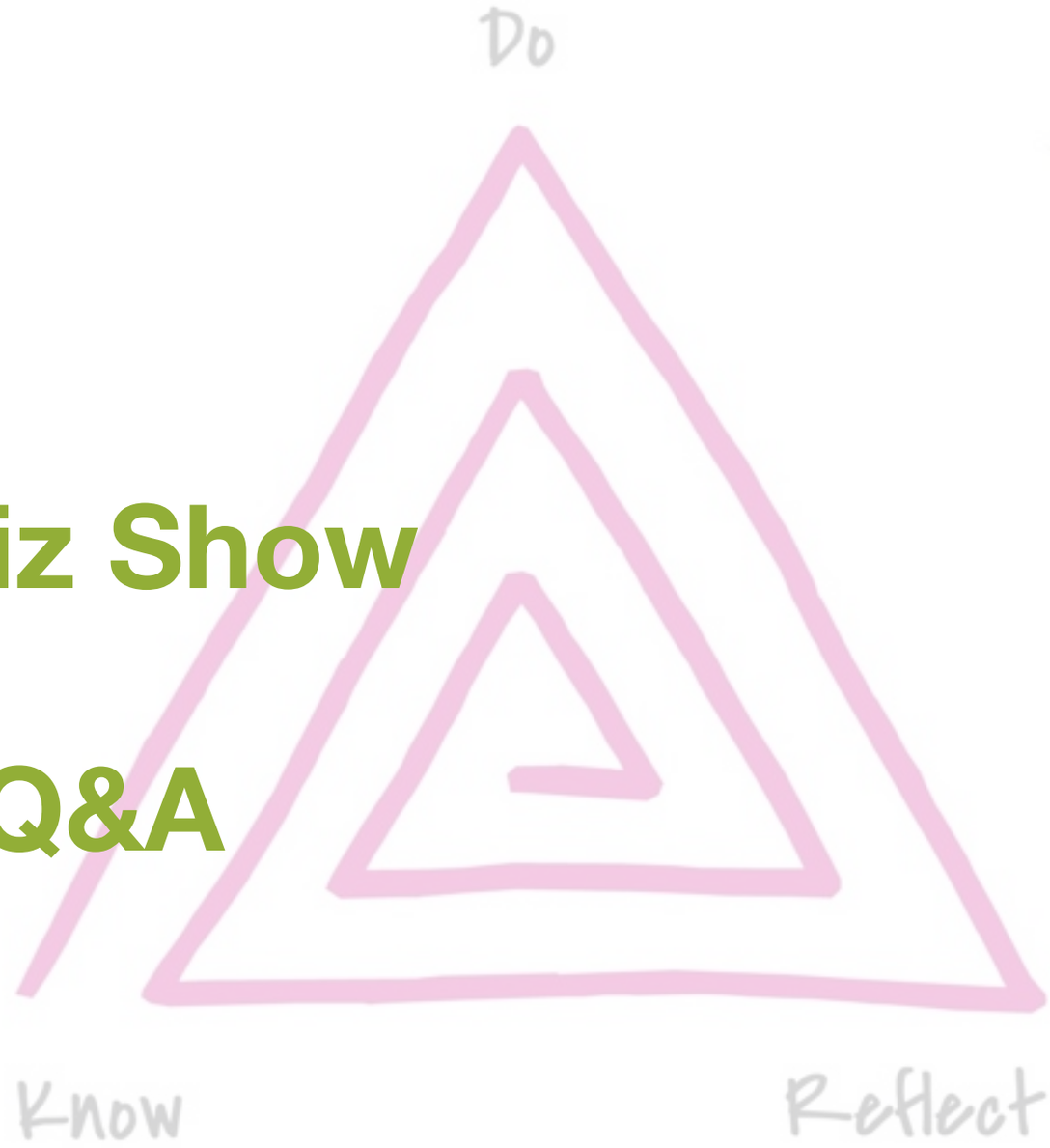
- **I DO.** *Model mastery*
  + Put YOUR thinking on display
- **WE DO.** *Students collaborate*
  + Select students to put THEIR thinking on display
- **YOU DO.** *Students fly solo*
  + Include an element of JUSTIFY for all students, and REFLECT regularly

- **JUSTIFY**



What kind of **activities** require this kind of thinking?

- **Think-aloud**
- **Think-pair-share**
- **“Trivia night” / Quiz Show**
- **Presentations w/ Q&A**



Post a ready-to-go routine or strategy that requires students to **JUSTIFY** their thinking.

students are…

using evidence "showing their work"

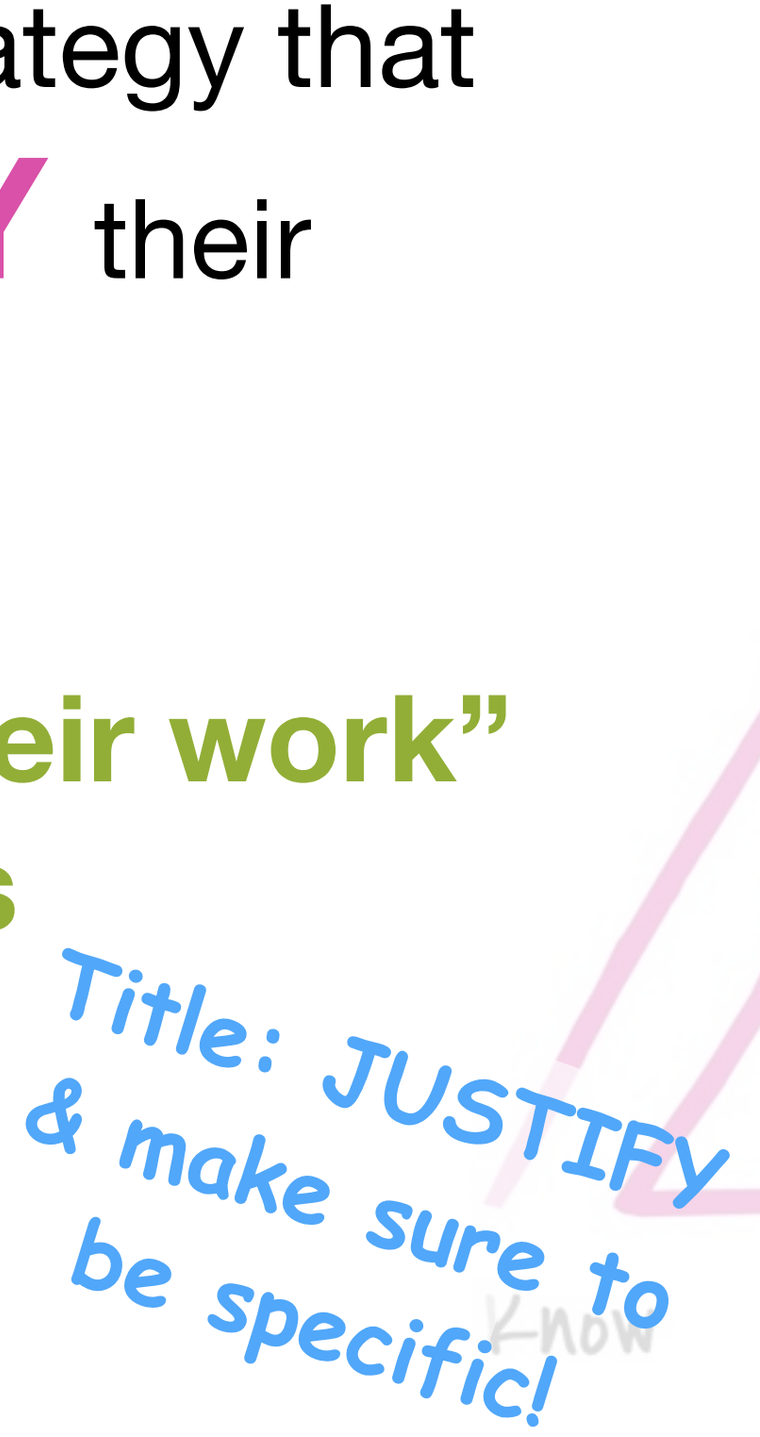
arguing explaining process

considering perspective

teachers are…

working the workshop model

asking probing questions



bit.ly/CreateJustifyReflectRevise

REFLECT & REVISE

fostering a **growth mindset**

purpose

process

strengths

progress

areas for growth

strategy

method

REFLECT

Post a ready-to-go routine or strategy that requires students to **REFLECT**.

1. Go to the website
2. Double-click the background
3. Title post: **REFLECT**
4. Explain your strategy and its application — **Be specific!**
5. Take a selfie

purpose **process**

strengths **progress**

areas for growth

method **strategy**

Go to:

bit.ly/CreateJustifyReflectRevise

fostering a **growth mindset**

“think like a scientist”

learning as discovery

collaborate

proposals

celebrate curiosity

benchmarks

model risk-taking

talk about your “mistakes”

REVISE

post an example of an activity requiring

revision at one or more of these levels

“think like a scientist”

collaborate

celebrate curiosity

model risk-taking

learning as discovery

proposals

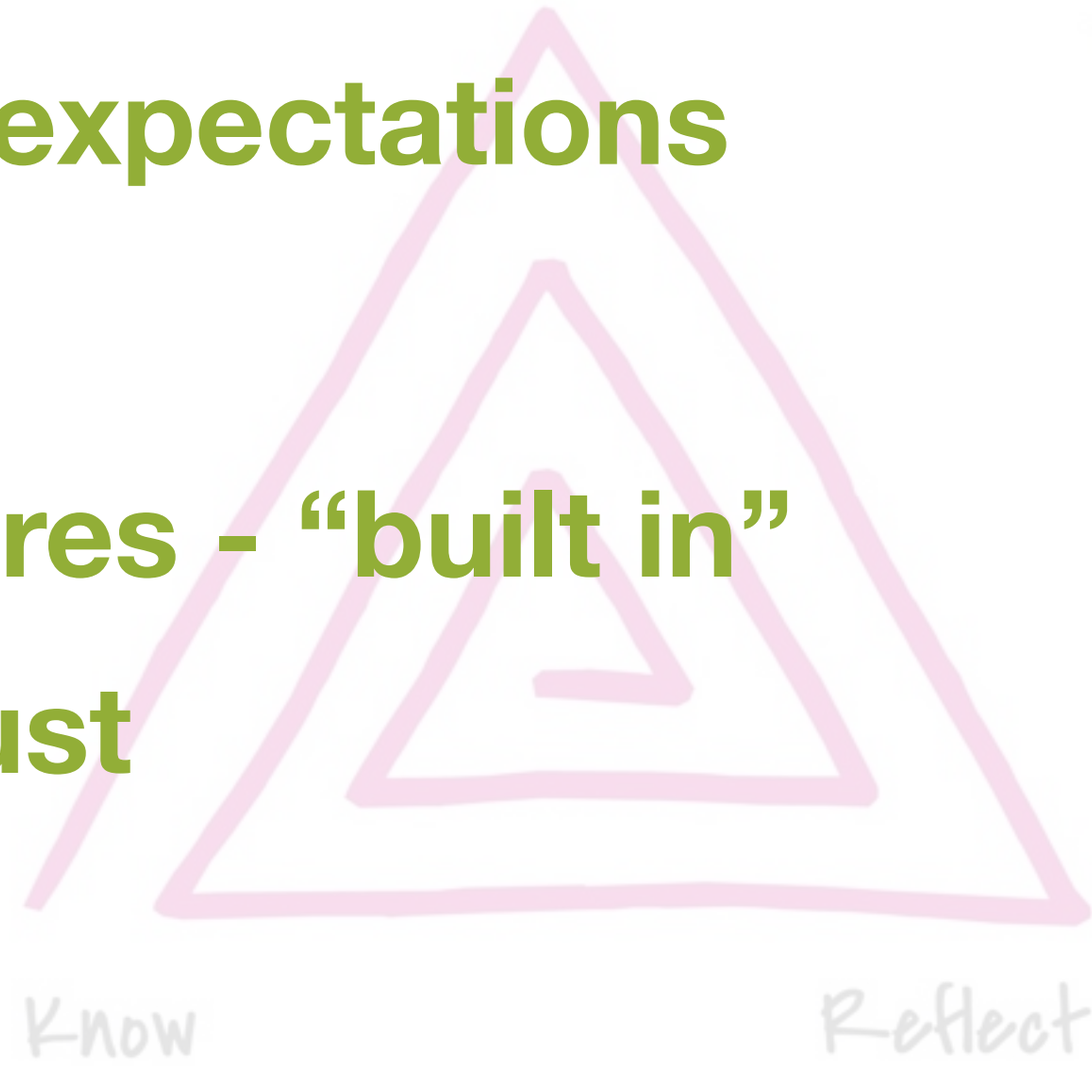
benchmarks

talk about your “mistakes”

bit.ly/CreateJustifyReflectRevise

What kind of **culture** promotes this kind of thinking?

- **TEACHER MODELLING**
- **implicit & explicit expectations**
- **time allocation**
- **routines & structures - “built in”**
- **relationships & trust**



Back to **BASix**

Communicate Effectively and Persuasively

Think Critically

Express Creatively

Manage Projects Effectively

Solve Problems Resourcefully

Collaborate Productively

What makes you say that?

Design a scientific experiment

Identify areas for growth, and a plan or strategy

Peer feedback rubric activity

CREATE **JUSTIFY** **REFLECT** **REVISE**

Adding to your arsenal of routines & activities…

Our "padlet"
bit.ly/CreateJustifyReflectRevise

Visible Thinking Project
http://www.visiblethinkingpz.org/

HAVE A GREAT DAY!

Today's "binder" - tiny.cc/PAdesign