DESIGNING PERFORMANCE TASKS TO POWER LEARNING

The Second of Four Workshops in Our Series:
Using Neuroscience to Make Standards Work for All Students

Wi-Fi Access:
Username: capitolconf
Password: summit

Today's **WORK**shop Leader: Bill Rich (william_rich@ymail.com)

HERE WE GO!

Your table team's first two tasks (yes, you're a member of a team!):

1. Name your team; display team name on table.

2. Archeological Dig: Memory Exercise

Name Big Idea	Explain Big Idea	Image of Big Idea

?

Is it possible that these big ideas have been influencing how we're thinking about and designing learning,

even if we weren't able to recall them right now?

3 RECURRING BIG IDEAS

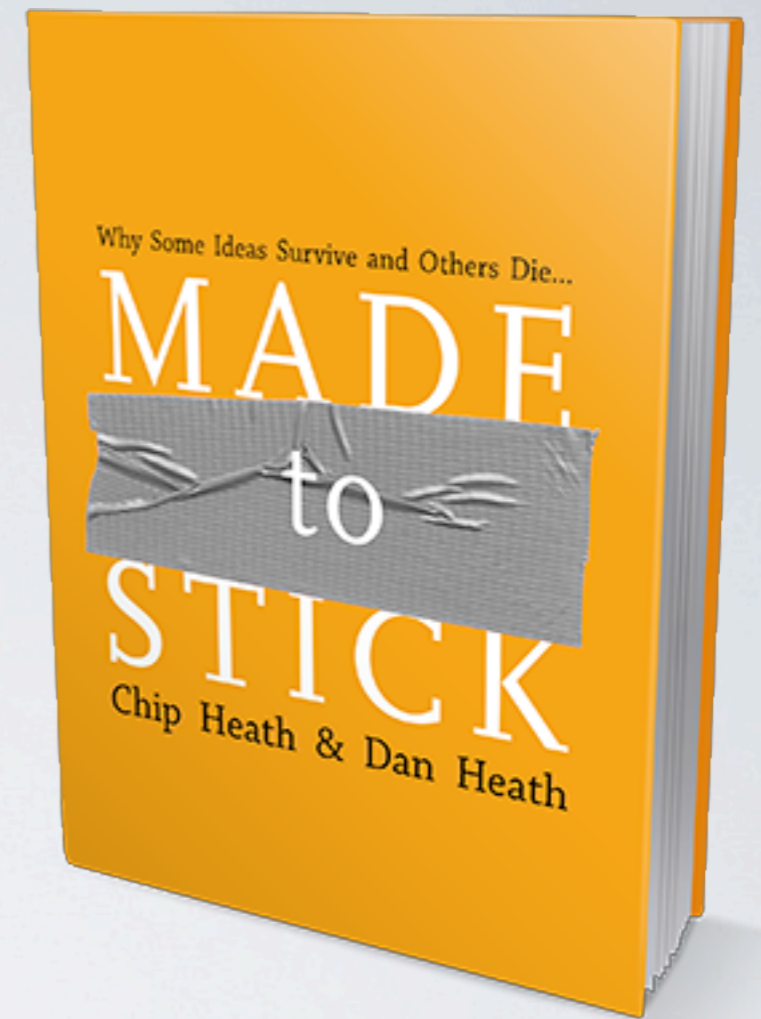# YOU CREATED A TABLE THAT LOOKED LIKE THIS

Name Big Idea	Describe Big Idea	Image of Big Idea

BIG IDEA #1

Tappers & Listeners

Expert Blind Spot

The human brain's tendency to overestimate (by a whole lot) our capacity to explain/ convey what's in our heads to others.

"Wowie-zowie, huh, guys?"

CONTENDING WITH OUR BLIND SPOTS

"**Clarity** dissolves resistance."

-Heath and Heath

"Clarity creates **competence**."

-Rick DuFour

ERGO

Educators should go to great lengths to make clear to students' what learning matters most (**Learning Targets**)
and what students can do to make progresses toward and beyond a Learning Target (**Learning Scales**).

BIG IDEA #2

Consolidation

Interference

ERGO

Educators should require students to regularly return to a few recurring big ideas and practice a limited set of transferable skills over time to diminish **interference** and tap the power of **consolidation**. (Resist coverage!)

BIG IDEA #3

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Phase 1	Phase 2	Phase 3
I planned what I was going to do during class.	I designed what the learners were going to do in class.	I design learning so that the learners will use their learning after the learning experience.

ERGO

Educators should go to great lengths to help learners **make the connection** between today's practice and an upcoming performance.

OUR BRAIN-BASED CONCEPTUAL FRAMEWORK

Expert Blindspot	Educators should go to great lengths to make clear to students' what learning matters most (**Learning Targets**) and what students can do to make progresses toward and beyond a learning target (**Learning Scales**).
Consolidation	Educators should require students to regularly return to a few recurring big ideas and practice a limited set of transferable skills over time to diminish **interference** and tap the power of **consolidation**. (Resist coverage!)
Useful	Educators should go to great lengths to help learners **make the connection** between today's practice and an upcoming performance.

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DEFINING PERFORMANCE-BASED ASSESSMENTS (PBA)

1. Access: pklresources.weebly.com

2. Access the "Performance-Based Assessment" page

3. Read through PART 1 on the "Performance-Based Assessment" page and prepare to discuss:

I really like...
I'm less fond of...
I wonder...

TABLE PROMPT:

1. I really like...

2. I'm much less fond of...

3. I wonder...

Think, Pair, Share:

Think about the process of getting licensed to teach. What part(s) of that education were most meaningful and helpful to your learning how to teach, and what parts were less helpful?

GRANT WIGGINS

"The research on transfer stresses that students need to be given tasks in which the setting/format/context/mode/language is sufficiently varied over time that students learn they have to think more flexibly...
Make clear that the initial recipe/structure/scaffold is just that--a scaffold or crutch to be eventually replaced by fluid decision making."

WIGGINS AND MCTIGHE

"Until we grasp the idea that a curriculum has no coherence or power divorced from vital accomplishments related to transfer and meaning, we will not avoid aimless coverage of content objectives.
Nor will we have a mechanism for doing what we so badly need in order to achieve our goals an effective method of prioritizing and pruning content."

GUIDED PRACTICE

-Explore resources / models.

-Draft / refine a PBA.

(Feedback Triad Forecast)

FEEDBACK TRIADS DEBRIEF

MEMORY EXERCISE

OUR BRAIN-BASED CONCEPTUAL FRAMEWORK

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PAUSE FOR THE CAUSE

IMPORTANT REMINDER

Ours is not the task of fixing the entire world all at once, but of stretching out to mend the part of the world that is within our reach.

-Clarissa Pinkola Estes

EXIT CARD