


Writing into our Work:

Significant Learning Experiences

- How might you define or describe it?
 - What might be some examples in your own experience or for students in your classroom?
 - What might be some “near examples”? For example what might look/sound/feel like significant learning but really isn't?
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ASSIGNMENTS MATTER

Designing Significant Learning Experiences

NAEP STUDY

1998 NAEP study of 200 classrooms

Secondary Study Proposed by NWP and ETS: Are there specific features of assignments that contribute significantly to the effectiveness of student writing?

identified characteristics of strong writing assignments in four areas:

content and scope

organization and development

audience and communication

engagement and choice



TEACHER ASSIGNMENTS, STUDENT WORK

2001 AED Report

"authentic intellectual work"--the original application of knowledge and skills rather than the routine use of facts and procedures (Newmann, Lopez, and Bryk 1998)

45 NWP teacher assignments studied, a majority provided students with an opportunity to perform authentic intellectual work.

For example, over half (52 percent) required students to construct knowledge through analysis, synthesis, evaluation, and interpretation;

53 percent explicitly asked students to connect their topic to their own lives

67 percent required students to demonstrate an understanding of concepts in a content area, rather than just a superficial awareness.



LITERACY DESIGN COLLABORATIVE

LDC modules are developed in four steps:

The student performance *task* called a “teaching task” that teachers design using LDC templates aligned to the CCSS.

A *skills* list that engages teachers in backward mapping to identify the reading, writing, and thinking skills students will need to complete that task.

An *instructional* plan in which teachers create or select predesigned student activities, called “mini-tasks,” and instructional strategies that develop students’ literacy skills and guide them toward completing the teaching task.

A *results* section that shows sample student responses to the task and how those pieces scored on an LDC rubric, as well as an option for teachers to design a summative assessment related to the teaching task.



JURYING RUBRIC

GQ1: Does the teaching task, along with texts, content and writing product, have a clear and coherent purpose and focus, allow for diverse responses, and require students to respond to texts?

GQ2: Does the teaching task build students' content knowledge, enduring understandings, and complex, higher order thinking skills central to the discipline?

GQ3: Are the provided text(s) engaging, authentic, accessible, tightly relevant to the prompt, and appropriately complex, requiring students to apply CCSS reading skills?

GQ4: Does the teaching task engage students in applying CCSS writing skills to produce writing in a genre that is appropriately challenging, central to the discipline, and appropriate for the task content?



WHAT WE WILL DO

Today

- Access all the tools you'll need to begin
- Plan for year's work
- Calendar support

This School Year

- Lead a group of 15 teacher leaders
- Who will each work with 10 teachers
- Make some great assignments

Summer

- Assignments Matter Summer Event

Annual Meeting 2017

- Presentation of our work
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TODAY

Writing into the day
Introductions

Contextualizing our Work (Tanya)
Making Assignments

Giving and Receiving Feedback
Revising and sharing assignments
Reflecting on the experience
Planning for the spring semester



Starting in our own practice

Let's write about the tasks we brought

Rooting Assignment-Making in Our Own Work



Literacy Design Collaborative provides a framework to design meaningful assignments that matter.

Anatomy of a Template Task



Anatomy of a Template Task



The framework is used to design tasks aligned to CCSS when students are writing in response to texts.



The writing is text dependent.

The language of the template tasks assures the assignment is aligned to CCSS.

- Example: Specific verbs (compare, argue, evaluate, identify, discuss, explain, analyze, etc.) guarantee tasks address CCSS.




Mode: All LDC template tasks are designed for tasks that involve students writing in response to reading or research. They are clustered by the writing modes described in the CCSS: argumentative, informative/explanatory, and narrative.

Note: In LDC a narrative refers to non-fiction narrative and involves students in applying a journalistic style appropriate to relating an event or interview.)



How can one (or more) of these modes be used to demonstrate learning in your discipline?

- Argumentative
 - Informative/Explanatory
 - Narrative
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Texts: The term “text” refers to a range of artifacts, including print and visual types. The best choices allow students to engage deeply with texts that involve them in concepts, ideas, or questions. These are called “short profound texts” in the form of a chapter, section of a play, or shorter poem or speech.




What text types are relevant in your discipline?

- Short stories
- Essays
- Speeches
- Short novels
- Poetry
- Video
- Chapters
- Social Media
- Political Cartoons
- Scripts/Storyboards

- Maps
- Art works
- Timelines
- Data
- Political texts (laws, policies, etc.)
- Games
- Dance
- Other?

Products: Teaching tasks can engage students in a variety of products. Each product signals a writing context and requires students to adjust language choices and rhetorical strategies to meet the needs of a context for writing, purpose, and audience.

Examples: An essay signals a formal situation with an academic purpose and audience. An article for a school magazine signals a less formal context, a journalistic purpose, and a general or peer audience.



What products are relevant in your discipline?

- Essays
- Reports
- Speeches
- Research reports
- Critical reviews
- Editorials
- Proposals
- Lab Reports
- Manuals
- Interviews
- Cost/benefit analyses
- Discussions - blogs
- Videos

- Journalistic products, such as feature articles
- Formal letters, as to a State official
- Memos, to include reports
- Presentations to include a speech or written product
- Exhibits to include a written product
- Response/Reaction papers
- Songs
- Character Sketches
- Everything we just said as text
- Pre-writing
- Mind maps
- Rants
- Artistic endeavors - drawings

What is your assignment?

What are you asking students to do?

Turn and share your assignment.

They say . . . I say (naming your assignment)

Where does your assignment fit in the template task bank?




Where does your assignment fit in the task bank?


LDC Template Tasks



What's a good task? Here's one take...

What elements make tasks high quality?

- Does the task use the template correctly?
 - Is it written in student friendly language?
 - Is the language of the task concise and accurate?
 - Is the task “doable” within the amount of time provided for the assignment?
 - Does the product match the demands?
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- Is the topic and text of value in the discipline?
 - Does the task require critical thinking?
 - Does the task allow for multiple responses (is it written without bias)?
 - Is the task clearly aligned to specific standards?
 - Is the product meaningful?
 - Does the task set up a clear purpose for writing a response?
 - Are there an appropriate number of texts?
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How does Kate Chopin use character development to shape themes for larger political and social commentary? After reading *The Awakening* and “Désirée's Baby,” write a book review in which you analyze character development specifically in relation to other characters in the texts and generally in relation to social and political context, providing examples to clarify your analysis.

(English 11-12)

Task 21



What processes result in the formation of igneous rocks?

After reading the science articles on rock cycles, write a report and provide illustrations in which you describe each stage of a cycle and address the question. Support your discussion with evidence from the text.

Task 14



After reading “Hog Farmer Found Not Guilty of Several Other Charges,” “PETA and Euthanasia,” “Death on a Factory Farm,” and “Animal Rights vs. Animal Welfare,” write an editorial in which you argue for animal rights.

- Does it follow the template?
- Number of texts?
- Bias?
- Text complexity?
- Is this topic key to the discipline?

Argument Task




What is your social contract? After reading an excerpt from Rousseau's "Social Compact" about individual rights and group association, write your own social contract that relates what you want from this class association and what you intend to contribute, as an individual, throughout the year.

Task 16



What is the theme of *The Giving Tree*? After reading the story, write two paragraphs in which you analyze the author's style. Support your discussion with evidence from the text.

Task 21 (partial)



Should your novel be required reading in high school English class? After reading one of the novels on the AP English list, reflecting upon your own experiences with reading in high school, analyzing articles discussing the creation of and relevance of the literary canon, and researching published reviews of the novel, write an essay that discusses the appropriateness and importance of the novel in a high school setting and evaluates whether it should be required reading for all students. Be sure to support your position with evidence from the texts.

Task 6



Are there limits to medical research? After reading *The Immortal Life of Henrietta Lacks*, write an essay in which you answer the question and argue whether the medical community was ethical in the use of her DNA. Support your position with evidence from the text.

Task 2



Was the United States justified in their Indian Removal policy and treatment of Native Americans in the Southeastern United States? Defend.

(Texts provided were short quotes from historical documents.)



Should seat belts be required by law? Read the *National Highway Transportation Safety Administration's Summary of Vehicle Occupant Protection Laws*, and *2006 Motor Vehicle Occupant Protection Facts for Children, Youth and Young Adults*, write a public service announcement that addresses the question and support your position with evidence from the texts. Acknowledge competing views and give examples from past or current events or issues to clarify your position.



After researching informational texts on the structure and function of bridges, developing a hypothesis, and conducting an experiment examining live load forces on bridge stability, write a laboratory report in which you explain your procedures and results and confirm or reject your hypothesis.

D3 What conclusions can you draw?



Task 17

Reflect

Name your learning.

Twitter hashtag #tasksmatter #nwp

Consider the goals for the year--What are you still pondering and questioning?



Writing Our Own (Practice) LDC Task



Feedback and Planning

1. **Next steps for you**

- a. posts your tasks by Dec 19?
- b. 25 participants for a local task jam on January 24
- c. names and emails to Kathleen on or before Jan 24

2. **Next steps for us**

- a. **revisions, resources, additional supports?**
- b. **how to capitalize on the national experience**
 - i. photos?
 - ii. dial in an expert
 - iii. webinars/