


@kjdoublet 

ENGAGEMENT THROUGH THE USE OF PERFORMANCE TASKS AND PBL

Kristina J. Doubet, PH.D. • doubetkj@jmu.edu
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Based on McTighe, Doubet, & Carbaugh (2019)

Download Handouts at www.KristinaDoubet.com

Authenticity Four Ways

1) Context (e.g., What kinds of problems do historians investigate?)	2) The use of real world processes, tasks, tools, and quality standards (e.g., what level of precision is necessary when designing a scientific experiment?)
3) Impact on others (e.g. how might these findings help improve society?)	4) Personal authenticity (e.g. how does the media impact how my family perceives important issues?)

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Authentic Product

What do people in the real world produce? How might those same products capture the kinds of skills we are trying to teach?





BOOK CREATOR

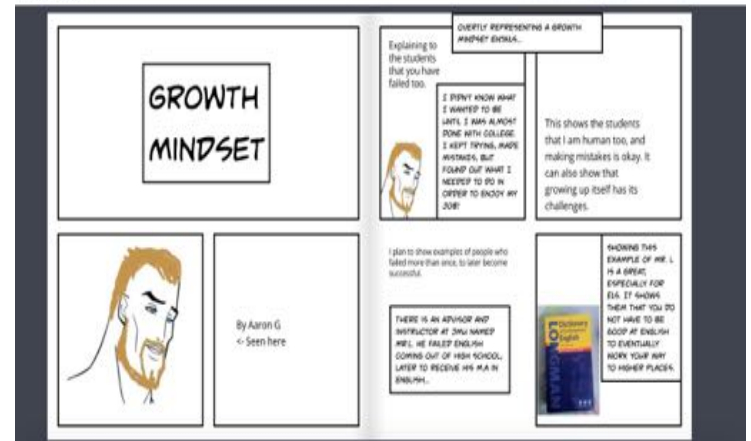
<https://read.bookcreator.com/>

Book Creator is open-ended, creative and cross curriculum. Create your own teaching resources or have your students take the reins.

Combine **text, images, audio** and **video** to create:

- Interactive stories
- Digital portfolios
- Research journals
- Poetry books
- Science reports
- Instruction manuals
- 'About me' books
- Comic adventures

Classroom environment plan by Aaron Grabinski



Infographics (They're Everywhere!)



New York Times

Doubet & Southall, 2018

Real Simple magazine



Infographic Directions

- GO to Commonlit.org
 - Click on "Library" in top left
 - Select "Genre" from the dropdown menu
 - Choose "Informational Texts"
- Choose and read an article that looks interesting to you.
- Go to Canva and choose "infographic" from the menu on the left
- Explore the kinds of infographic templates available. Pay particular attention to "Education," "Process," and "Timeline."
- Browse the selections and choose one that might be of interest (and on grade level for) your students.
- Look back at the Canva Infographic templates. Choose one that might be the most helpful for capturing the information from the article.
- Choose the "just right" words and images to capture the essence of your article in an infographic!

Other Ideas for “FUN With Canva Templates”

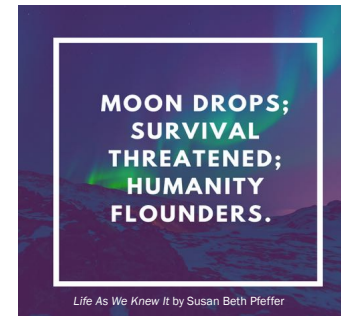
- Students create personal “Postcards” to introduce themselves at the beginning of the year.
- Students utilize characterization techniques to create “business cards” or “resumes” for characters, historical figures, etc.
- Students summarize a text by making a “10 Things you Need to Know” infographic
- Students use a “process” infographic template to chart the evolution of a character, scientific process, mathematical problem-solving process, historical trend, etc.



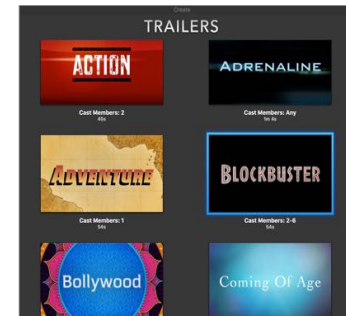
Doubet, 2018

Digital Format Choices

CANVA – 6-Word Memoir



iMovie Trailer Templates



iMovie Trailer

Teacher Use

- Use a combination of videos and text to use as a summary, a hook, or a transition in a lesson or unit

Student Use

- Students – individually or in groups – create and combine videos and text to demonstrate mastery of learning goals in a succinct format

A Look Inside a Classroom



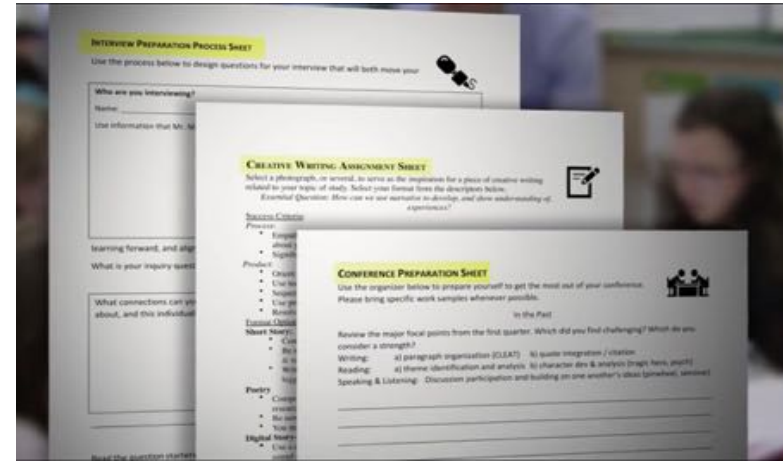
- What strategies does this teacher use to foster interest and investment in his classroom?
- How does this teacher use technology to make his instruction more
 - Authentic?
 - Personalized?
 - Efficient and Effective?

<https://www.teachingchannel.org/videos/workshop-model-customized-learning>

Personalized Learning

"Allows students to make choices around content while we're still unified around skills."

- Commonalities
 - ✓ EQ: "How do we pursue Justice?"
 - ✓ Skills
 - ✓ Product (Public Awareness Campaign)
- Differentiation
 - ✓ Interest (Topic)
 - ✓ Readiness (Skills)
- Teacher
 - ✓ Provided a menu of choices and selected the topics of top interest to students. Grouped them according to interest
 - ✓ Pulled resources for them to use as they researched their topics and created their final products
 - ✓ Created organizers, online tutorials/modules, schedules for small groups, etc.
- Lesson We Saw:
 - ✓ Interest groups working on what was needed for their product (same interest; mixed readiness)
 - ✓ Small group working on Creative Writing (mixed interest; like readiness)
 - ✓ Small group working with teacher on a skill (mixed interest; like readiness)



Debrief – Technology Uses

- ✓ Laptops for research
- ✓ iPods for interviews with experts
- ✓ Teacher's phone for formative assessment
- ✓ Digital tutorials for reteaching
- ✓ Digital tutorials for enrichment
- ✓ Laptops for collaboration with peers and completion of final projects.



High Impact Tech Tools

- Canva
- Flipgrid
- Padlet
- Kidblog
- Mentimeter
- Google Forms
- Commonlit.org
- GoFormative
- iMovie
- Audio Recording: Voicethread, Audacity, Synth
- Screencastify
- Sceencastomatic
- QuikTime
- Story Jumper
- Book Crrreator

Many of these tools can be used to build classroom community, monitor student understanding/progress, provide targeted feedback and/or additional scaffolding, and to design equitable learning opportunities to engage all students.

PLEASE SIT IN LIKE-DISCIPLINE AREA GROUPS

ELHS - January 8, 2019

www.KristinaDoubet.com

In Your Teams

Share the work you completed over the last two days:



- Find someone in your group who worked with Kristina today and has a “Pacing Calendar”. Share this with your group.
- Find someone who has a completed **Skills Calendar/Goal Reflection** for at least one marking period. The more completed the better. Share this with your group.
- Find someone in your group who has a complete **UBD Unit** that he/she feels is solid. Share this with your group.

Pacing Calendar/Outline for _____

Day	Lesson Focus/Purpose

SEPTEMBER 2018

Pacing Calendar for _____

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
	3	4	5	6	7	8
			Norming	Norming	UNIT 1 QUADRILATERALS CLASSIFY QUADRILATERALS: discovery project	
9	10	11	12	13	14	15
			Norming Day	DISCOVERY project part 3 reflect on how quads relate to each other	Synthesize discovery data in a tree diagram	
16	17	18	19	20	21	22
	Analyzing diagrams of quadrilaterals	Analyzing word problems and diagrams of quadrilaterals		Analyzing word problems and diagrams of quadrilaterals	Quadrilateral UNIT EXAM	
23	24	25	26 PT conference	27	28	29
	UNIT 2: RIGHT TRIANGLE SIMILARITY Pythagorean theorem discovery	Pythagorean theorem and similarity EXPLORE 30-60-90 triangles	Pythagorean theorem and similarity EXPLORE 45-45-90 triangles	Apply triangle similarity to find missing sides in diagrams		

Skills Pacing Calendar/Course Reflection for _____

Content Skill/Benchmark Taught	DOK Skill	Activity/Task Used to Engage Students	Type(s) of Formative/Summative Assessment	Necessary Revisions
Unit: Basketball Pass	Demonstrate the chest and bounce pass using all cues. Analyze cues of the chest and bounce pass	-Teacher demo chest and bounce pass. Small group practice with leaders first stationary, then moving across gym. Relay race group against group. -Game: in circle, add defense. -Students watch teacher pass, on index card identify which cue the teacher missed.	-Exit ticket of missed cues. -Participation and effort	
Dribble	Demonstrate the dribble using correct cues. Explain the purpose and use of the dribble, rules of dribble.	-Teacher demo dribble cues. Small group practice: leader has cues sheet for feedback watch dribble standing still, then holding up numbers, then simultaneously moving. Lead up game: shark -Small groups, identify purpose and use of the dribble- how can it help me the game?	-Participation and effort -Small group short answer- one member records what other members say Q: when should you dribble and why? Do we need travel rule?	
Shooting- lay up, three point, jump shot	-Demonstrate the three different shots using correct form. Compare/contrast the technique of the different	-Student leaders at each hoop with cues sheet for feedback. Each hoop designated for specific shot, students move freely from one to another as they see fit. After appropriate time, teacher circulate to each hoop designating different game based on skill level (2 v 2, "21", Knock-out) -Then shooting competition by hoops- first to make 10 shots wins, shooter gets own rebound, count	-Participation and effort- student leaders verbal feedback- psychomotor demonstration of cues.	

Government Unit 6: Foreign Policy

Essential Questions:

- EQ1: How have historical circumstances influenced US foreign policy in the past and present? (Context & Chronology)
- EQ2: To what extent does the power of the president determine foreign policies and actions? (Power & Authority)

Understanding Goals:

- U1: Students will understand that there are limitations to the power of the presidency in terms of executing foreign policies.
- U2: Students will understand that the foreign policy ideas and actions by presidents throughout history have been influenced by domestic and foreign historical circumstances.
- U3: Students will understand that current events can be evaluated through the lens of previous historical circumstances, foreign policies and actions.

Knowledge Goals:

- K1: Washington's policy of neutrality
- K2: Polk's expansionism
- K3: Monroe Doctrine
- K4: McKinley's imperialism
- K5: T. Roosevelt's Big Stick
- K6: FDR's Good Neighbor Policy
- K7: Truman's containment
- K8: Nixon's detente
- K9: Clinton's humanitarian interventions
- K10: Bush's anti-terrorism

Skills Goals:

- S1: Determine how domestic and international historical circumstances have influenced presidents' foreign policy decisions throughout US history. (Analyze)
- S2: Determine the domestic and foreign impacts of presidents' foreign policy ideas and actions. (Analyze)
- S3: Examine current event through the historical perspectives of three presidents (Analyze)
- S4: Hypothesize presidents' reactions to current event based on historical evidence (Evaluate)
- S5: Craft a dialogue reflecting and justifying presidents' reactions to current events (Create)

UBD UNIT STAGE 1

UBD Unit Stage 2

Performance Assessment
<p>GOAL: Should we use pesticides to eliminate rodents from our subway system or should we leave them alone?</p> <p>ROLE: You are an environmental scientist.</p> <p>AUDIENCE: You are advising the CEO of the MTA.</p> <p>SITUATION: Rodents are pests in New York City that cause sanitation problems because they carry pathogens that can cause disease in humans. The CEO of the MTA wants to execute a plan to eliminate all rodents from the New York City subway. He plans to use pesticides. As an environmental scientist working for the CEO, you will advise the CEO on executing this plan. Should the CEO use pesticides to eliminate rodents from the subway system? Why? Is there a better alternative?</p> <p>PERFORMANCE/PRODUCT: Video Conference or Written Proposal</p> <p>CRITERIA FOR SUCCESS: Students show a clear understanding of the effects of environmental changes using the concept of</p> <ul style="list-style-type: none"> Natural selection Variation Adaptive value of a variation Survival Reproduction Rodent Management Plan Addendum <ul style="list-style-type: none"> Write a paragraph description of your alternative solution and at least one diagram you can use to explain your plan to someone. Explain the solution/diagram to someone not in Living Environment Record their reaction and any questions they ask about your plan. Describe an environmentally friendly way to remove rodents from the subway system. Describe how this method affects the rodents.

NOW...

- Review the strategies we discussed yesterday
 - Authentic products (books, infographics, etc.)
 - Tech tools (see "high Impact" slide)
 - Recorded tutorials for stations
 - Flexible grouping
- Choose two strategies/tools that might help you make instruction more effective/efficient.
- Discuss how you might implement them...
 - One before the end of the semester
 - One in your first unit next semester





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