CLARITY: What am I aiming for?

Goal clarity serves as a "North Star" that helps students focus on a task's purpose and how it relates to broader aims of schooling. The contemporary challenge is not the quality of the standards we have but how to leverage those standards to create meaningful, personalized learning experiences for our students.

Long-Term Goals	Role of Teacher	Role of Student
A handful of subject area/schooling priorities that are performance based, develop and deepen over time, and are worthy of significant time and attention	• Make long-term goals visible and refer to them often • Share connections between a given task and long-term goals • Identify and communicate short-term learning goals (by class or by student) to focus instruction	Internalize long-term goals through asking questions, developing ideas, and tracking progress

SUBJECT-BASED GOALS	RELATED CRITERIA
History/Social Studies: Use knowledge of historical, geographical, and economic patterns to better understand the present and prepare for the future.	• Find a pattern from past events • Apply a pattern to different situations/eras • Evaluate appropriateness of the pattern as a basis for making predictions/drawing conclusions
Math: Address complex (messy) problems using mathematical reasoning and perseverance	• Clarify the nature of the problem • Apply appropriate tools/strategies • Evaluate reasonableness of solution • Communicate solution/process using mathematical language
Speaking/Writing (Narrative) Speak/write in various genres for various audiences in order to entertain and/or challenge (satirical).	• Convey ideas and emotions • Align techniques (e.g., content and style) to purpose and audience • Use conventions effectively
Engineering: Define a need/problem and develop a solution	• Identify and clarify problem and constraints • Create and test model(s) • Use feedback for redesign

CROSS-DISCIPLINARY GOALS	RELATED CRITERIA
Collaboration: Work effectively with others to achieve a desired result.	• Work toward achievement of group goals • Demonstrate effective interpersonal skills • Contribute to group maintenance • Self-assess and monitor own behavior within a group
Creative Thinking: Perceive the world in new ways, find hidden patterns, make connections between seemingly unrelated phenomena, and generate new and imaginative solutions.	• View a situation outside the boundaries of standard conventions • Generate multiple and alternative statements of a problem • Connect disparate elements or ideas • Generate novel/unorthodox solutions or products • Evaluate possibilities to determine best course of action

Your Ideas:

CONTEXT: Why is it relevant?

The underlying shift is one toward **co-creation**: an opportunity for students to work with educators as learning partners to have an increasing stake in the "what" and "how" of schooling. Such an opportunity is far from a "free-for-all" or independent study with no parameters. Rather, we begin to invite students to the design table to define problems that are worth solving, share ideas that are worth pursuing, and develop action plans that are worth accomplishing.

Task	Role of Teacher	Role of Student
Co-creation of a challenge that is authentic, relevant, and meaningful to the student	• Identifies a curriculum task, broader topic, or established inquiry • Designs parameters to spark student imagination, curiosity, and deeper learning	Defines and articulates the problem, idea, design, or investigation.

Getting Started
- Go personal — an opportunity to explore who you are and how you present yourself to others.
- Go local — an opportunity to consider the challenges or problems in a given community and take action by investigating root causes and developing an idea, design, prototype to address it.
- Go global — an opportunity to investigate a global problem through investigating root causes and developing an idea, design, prototype to address it mindful of alternate perspectives about root causes and reception of ideas

Your Ideas:

Audience	Role of Teacher	Role of Student
Work matters for more than a grade; it has an impact on a broader audience	Helps to establish an appropriate audience (e.g., competition, publishing opportunities) to support students as they take risks to go public with their work in places with potentially the most impact	Identifies and engages with an authentic audience to help create, test, and refine product/performance

Getting Started
- Seek out local experts.
- Conduct a needs assessment of your community.
- Focus on audience AND format.
- Give students to select panelists/judges/audience members for presentation.
- Create partnerships for ongoing collaboration.
- Provide opportunity to do a task where there is an established audience already.

Your Ideas:

CULTURE: What are the tenets of this learning environment?

Teachers need to do more than just get along with students. They need to partner with students to jointly create a safe and respectful environment were deep thinking is **expected**, **messy**, and **out in the open**. **Expected** indicates that every student is involved in deep thinking — there are no bystanders to the heavy lifting that meaning making requires. **Messy** means that because students are working on rich problems, texts, or tasks everyone knows that part of everyone's journey will be dead ends, mistakes, and failures. **Out in the open** signifies that students will be engaged in dialogue to test out assumptions, perspectives, or solutions; finding and examining evidence; and pursuing inquiry.

Intellectually Safe	Role of Teacher	Role of Student
Being intellectually stretched on a daily basis requires perseverance, reflection, flexibility, and respect	• Models examples of "getting stuck" as inherent to any messy task • Listens to student(s) and pose questions to further thinking and development	• Articulates the "roadblock" • Uses resource(s) to figure out a way over or around the roadblock (which may mean starting over with a new approach/idea)

Getting Started
- Take a look at the posted policies in your classroom (physical and online, communication to students and parents) and ensure alignment with perseverance, reflection, flexibility, and respect.
- Identify formative assessments that give you good information on how student(s) are making sense of information and applying it.

Feedback	Role of Teacher*	Role of Student
Regular feedback based on established criteria informs the effectiveness of efforts in relation to a goal	Provides descriptive, actionable feedback throughout the task *Teacher also can be an expert, outside reader, customer, etc.*	Seeks and uses on going feedback based on audience interaction to create, test, and refines product/performance

Getting Started
- Collectively identify and study examples of quality that was produced inside and outside of "school."
- Provide students to regularly be part of the feedback process — giving and receiving based on established criteria.
- Separate feedback from grades as much as possible.

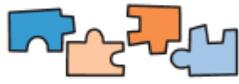| Opportunity	Role of Teacher	Role of Student
Time and other resources are provided to become immersed in the task at hand and take action on feedback	• Develops pacing guides responsive to student needs and demonstration of long-term goals and established criteria • Identifies resources and encourages use	Manages task project that focuses on quality and timeliness

Getting Started
- Identify performances and tasks that are worth slowing down for to make space for multiple revisions and refinements.

CAPITAL: How do we collectively improve performance?

Demonstration of Learning	Role of Teacher	Role of Student
Captures learning through the use of multi-faceted tasks to develop pride in their work, agonize over details, and work through challenges	• Evaluates task and reports on progress based on long and short-term goals • Celebrates the success and achievements of the student • Works with student to identify areas of growth for next time	• Evaluates task and reports on progress based on long and short-term goals • Celebrates success and achievements demonstrated • Works with teacher to identify areas of growth for next time

Sample from Newport News on Effective Problem Solving in Mathematics, Grades 2-5

Criteria	1	2	3	4
I understand the problem.	I read the problem but did not understand what it was asking.	I read the problem and tried to figure out what was important.	I read the problem and identified what was important.	I read the problem and identified what was important and the idea behind it
I have a plan to solve this problem.	I selected a strategy to solve the problem, but it didn't work, so I didn't finish.	I selected a strategy to solve the problem, but needed assistance to get unstuck.	I came up with a strategy, used it on my own, and it worked.	Through lots of revision, I came up with a strategy that worked or I came up with another way of solving it.
I use mathematical language to show my thinking.	I used mathematical language, but it didn't help me solve the problem.	I used accurate mathematical language but had minor errors.	I used accurate mathematical language to solve the problem correctly.	I used efficient and/or sophisticated mathematical language to solve the problem correctly.
I explain how my answer makes sense for this problem.	I explained my answer, but it didn't make sense.	I explained my thinking by restating the steps I took for this problem.	I justified why my answer makes sense for this problem.	I justified why my answer makes sense for this problem and made connections to other types of problems (within and beyond math).

Getting Started
- Develop and use rubrics to measure what matters — a change in topic or problem does not mean a change in established criteria. Focus on rubrics that go beyond a given task so students can better understand and improve upon that measurement.
- Engage students in the evaluation of a task to determine accomplishments and areas of growth.
- Have each student create and curate a portfolio of student work that is anchored in the demonstration of long-term goals.

Your Ideas: