

Things Administrators Need to Know

About Performance-Based Learning and Assessments

1. Authentic learning slides 8-14 (day 1)
2. More collaboration→team teaching?
3. GRASPS
4. Overview of the goals of learning
5. Authentic learning (slides 8-11)
6. What are your learning principles?
7. Slides 8-11 (day 1)
8. Requires top-down expectation, guidance, and collaboration
9. The process for developing a PBA is a long process.
10. Review authentic learning
11. Overview of goals of learning
12. PBA – needs to be engaging
13. Overview of GRASPS
14. I learn like a _____ because of _____.
15. PLC time for PBA development
16. Restructure PLC to incorporate PBA planning
17. More TIME for departmental and SPED collaboration of planning
18. Different forms of assessments can be fun and engaging.
19. Be flexible.
20. Allow for flexibility.
21. Allow time to implement new strategies.
22. Mentimeter feed – emphasis on PBAs
23. Refine existing PBAs – not add on new (Quality)
24. Know that engagement may look messy.
25. Collaboration takes time.
26. School-level staff development to support teachers as they experience “change” in assessment
27. Classroom instruction/assessment needs to prepare students for rigorous

performance-based LDAs.

28. This is a journey, and they are on it with us.
29. This is going to be messy, and we need them to be patient and supportive.
30. This will require some risk taking, and they need to let us try and sometimes fail without recrimination.
31. Provide meaningful staff development.
32. Provide time for planning.
33. Teams – Competitive protectionism is contrary to growth/improvement.
34. Principals need to check and make sure that teachers are offering clear and precise details when it comes to PBAs.
35. We would like time during PLCs to create PBAs.
36. Recognize and accept my work.
37. Understand the challenges that come with creating PBAs and realistically implementing them in schools
38. Teachers need time to plan for PBAs.
39. Please don't make a new requirement for teachers. That will make it a negative experience.
40. SLOW implementation – Give teachers time to get used to the idea and feel comfortable.
41. We are all learning.
42. Teachers will stumble and fall.
43. The concept of PBAs and SOL testing culture don't mix.
44. Give teachers opportunities to develop PBAs in inservice or PLCs.
45. How is this going to look for self-contained SPED students as well as inclusion students?
46. Collaborate with other same-subject and SPED teachers along with experts for PBAs.
47. Implement PBAs slowly!
48. Everyone collaborate.

49. Every voice matters.
50. Constructive and specific feedback
51. Time
52. Consistency
53. Help kids see the value.
54. This can work . . . with time and patience!
55. PBA is a great tool – How do we create a shift and replace older methods?
56. What will be given up?
57. The power of voice from students to teachers, staff to administrators
58. The significance of goals, relevance, and engagement (What is it?)
59. Balance of authentic learning
60. Learning principles activity
61. #5 – Clarity for staff and students
62. We need to introduce the ideas, but then allow teachers time to process, examine ideas, and slowly move into the ideas of PBAs so that they don't feel overwhelmed.
63. How do PBAs fit and are not in addition to?
64. Other schools come together to create new ideas and activities.
65. Rather than performance tasks being added to our requirements, they need to be blended into curriculum.
66. Using PLCs to create PBAs
67. How valuable might it be to have staff development exercises where teachers teach our schools designs for learning?
68. The PLC process needs to transform to include instruction and PBAs.
69. South Tama, Iowa learning principles
70. Collaboration with all teachers designing and assigning (PLCs)
71. What things will be taken from our schedules/plate?
72. Engaged students and meaningful learning
73. Please schedule an inservice day for us to collaborate with colleagues

and work on being trained to create the PBAs.

74. Trust us as professionals to design PBAs without drowning us in paperwork to “prove” ourselves.
75. Make PLC time more sacred for focused, intense planning.
76. How will we prepare teachers to have success with PBAs?
77. Bell schedules need to be blocked to allow real engagement.
78. Help us facilitate creation of PBAs and be “appropriately uncomfortable.”
79. Don't let this become another fading “best practice.”
80. PBAs require a great deal of time to create and implement.
81. PBAs make learning/assessment more engaging.
82. Time should be given to employ this.
83. TIME – in and out of the classroom
84. Period of adjustment while teacher learns how to create and implement PBAs
85. Patience and acceptance of our attempts at PBAs
86. Half days at elementary need to be devoted to developing PBAs.
87. We need time to collaborate.
88. Get a timeline for the roll out of PBAs to replace SOLs.
89. Clearly define implementation expectations.
90. Trust the teachers without requiring tremendous paperwork.
91. They need to fully understand that this is a creative, flexible, and engaging process.
92. Have a PBA expert in buildings.
93. Balance between SOL testing and PBAs.
94. Importance of engagement
95. All classrooms should be accountable for engagement.
96. Collaborate with other history teachers from the area to produce PBAs.
97. Love the focus on PBAs – What will be taken off our plates to make room (time-wise) for these new practices?
98. Would like for my administrator to understand the climate involved in

planning assessments and activities – the time it takes and the importance of consistent motivation and relevance to importance.

99. Was today's purpose to sell us on PBAs or to learn how to develop PBAs?
100. Clear, complete, transparent priorities of where we begin as a staff
101. What will PBAs replace?
102. How/who will determine if PBAs are appropriate once developed by staff?
103. The importance of providing time to collaborate
104. Importance of active listening . . . Allow ideas to flow and teachers to be heard.
105. Please give us specific guidelines/timelines for implementation.
106. How PLCs could develop PBAs together
107. How often should PBAs be done or developed?
108. Developing the mindset for PBAs can't happen overnight.
109. Give teachers time to develop PBAs.
110. Reassure teachers that PBAs in each subject can't be developed right away.
111. Incremental implementation is key.
112. Incremental implementation of new testing vehicles
113. Time management
114. Remind them to listen to their teachers' ideas.
115. Ample timelines for PBA/LDA development
116. Alignment to framework – essential knowledge and skills to see the whole picture – the big idea behind the PBA
117. What engagement looks like
118. Have common planning embedding in school day. ☺
119. We need time together to develop PBAs.
120. Be open to us wanting to try new ideas.
121. Please allow collaborative planning time for this time-consuming process.
122. How to communicate the end goal

123. Collaboration is key.
124. Time for it is needed.
125. Classroom schedule freedom
126. Time during PLC
127. This process is time consuming. Allow the time.
128. Share resources and information received from this group.
129. Time to implement
130. Don't implement PBAs for everything right away.
131. Better communication of expectations
132. Learning active process – Question – Feedback – Change
133. We have to take it slow: crawl, walk, run
134. Build a resource bank for school and division.
135. Establish non-negotiables with teacher input.
136. Provide clear expectation for leaders on how to monitor and implement.
137. Provide clarity on what PBAs are to the group.
138. Teach GRASPS and list for PBAs.
139. Teachers will need time and resources to successfully implement PBAs.
140. Permission for instruction to look different to reflect PBL
141. Time
142. Introduce slowly and do in steps
143. Lower grades need to help build process.
144. TIME
145. FEEDBACK
146. Time (during school) to work together with teachers in our content area
147. ENCOURAGEMENT
148. Take some work/responsibilities away in order to give time.
149. This is not one and done. It is a mind shift.
150. PBL/PBA needs to be incorporated with FOCUSED and REALISTIC expectations.
151. The learning principle of reflection and self-assessment

152. Use model of this class for PLCs for the coming year.
153. We need to take baby steps with the staff.
154. Need a "bank" for schools to share ideas, lessons and assessments
155. A performance-based learning environment
156. Stress that teachers need time to create them.
157. Process
158. Changes the way we teach
159. Freedom to create meaningful lessons
160. Move away from standardized testing.
161. Understanding the importance of engagement
162. Develop a learners "Bill of Rights" for our school.
163. Freedom of teaching and learning
164. Diversity in groupings
165. Needs to hear that this is a process and can't be implemented fully tomorrow
166. Learning varies among students in different grade levels.
167. The PBAs will be a work in progress.
168. Give us ample time to work on this.
169. Learning needs to be meaningful to students, but SOL limits teachers.
170. We need to take baby steps to build up to full implementation.
171. Needs to be collaborative
172. This should be implemented (slowly) at all levels.
173. We need time to collaborate and to create them.
174. Teachers need realistic expectations and time to develop and/or revise existing PBAs.
175. Set the tone for all subject areas/grade levels that a realistic expectation is to review existing PBAs.
176. Teachers need more time during the school week to plan and create PBAs.
177. Use PLCs to design PBAs.

178. Teachers need time to collaborate on revising current PBAs.
179. Teachers need time to create PBAs.
180. Allow teachers to use well-designed PBAs before having to design them.
181. Vertical articulation when considering PTK
182. How can teachers be at the forefront of creating these as a team?
183. Great for PLCs
184. Provide time for teachers to create these.
185. Importance of performance task criteria when creating assessments
186. Discuss a realistic way to embed these PBAs one at a time.