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By	AW



**OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Board of Education**

To: Board of Education
From: Antwan Wilson, Superintendent
Subject: **District Submitting Grant Proposal**

ACTION REQUESTED

Approval and support by the Board of Education of District applicant submitting grant proposal for OUSD’s Linked Learning Office for fiscal years 2013-14 and 2014-15 to accept same, if granted, in whole or in part, pursuant to the terms and conditions thereof and to submit amendments thereto, for the grant year, if any.

BACKGROUND

Grant proposal for OUSD’s Linked Learning Office for the 2013-2014 and 2014-15 fiscal years were submitted for funding as indicated in the chart below. The Grant Face Sheet and grant proposal are attached.

File ID #	Backup Document Included	Type	Recipient	Grant’s Purpose	Time Period	Funding Source	Grant Amount
	Yes	Grant Proposal	Oakland Unified School District Linked Learning	To increase the number of students who graduate from college and are career ready	July 2013 to June 2015	Envision Learning Partners	\$90,000

DISCUSSION

The District created a Grant Face Sheet process to:

- Review proposed grant projects at OUSD sites and assess their contribution to sustained student
- Identify OUSD resources required for program success

OUSD received a Grant Face Sheet and a completed grant proposal for the program listed in the chart.

FISCAL IMPACT

The total amount of the grant will be provided to Linked Learning from the funder.

- Grant valued at: \$90,000

RECOMMENDATION

Approval and support by the Board of Education of District applicant submitting a grant proposal for OUSD’s Linked Learning Office for fiscal years 2013 – 2014 and 2014-15 to accept same, if granted, in whole or in part pursuant to the terms and conditions thereof and to submit amendments thereto, for the grant years, if any.

Attachments:

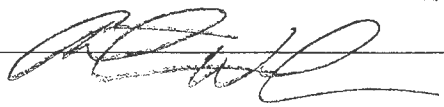
Grant Face Sheet and Grant Proposal

OUSD Grants Management Face Sheet 2014-15

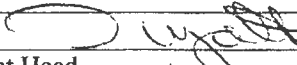
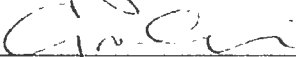
Title of Grant: Envision Learning Partners Bay Area Performance Assessment Network	Funding Cycle Dates: JULY 2013 - JUNE 2015
Grant's Fiscal Agent: Envision Learning Partners	Grant Amount for Full Funding Cycle: \$90,000.00 (\$45,000 cash and \$45,000 in kind services from Envision Learning Partners)
Funding Agency: ENVISION LEARNING PARTNERS	Grant Focus:
List all School(s) or Department(s) to be Served: College and Career Pathways at Fremont High, Oakland Tech, Skyline High, and Bunche High will serve as pathway pilot sites	

Information Needed	School or Department Response
How will this grant contribute to sustained student achievement or academic standards?	Currently the OUSD Senior Project graduation requirement is defined in subjective terms and implementation of this graduate requirement varies widely at high school sites within the district. This grant will stipend teachers to define the criteria for a rigorous performance based senior project that aligns to the OUSD Graduate Profile and Pathway Student Learning Outcomes
How will this grant be evaluated for impact upon student achievement?	The grant requires the development of various data points and is being monitored by an outside evaluator. Pathway teams of teachers will be required to complete surveys, share exemplary work and be available to the outside evaluator.
Does the grant require any resources from the school(s) or district? If so, describe.	District is required to match the grant in the second year of implementation in the amount of \$45,000.00 Match can be in the form of services or in-kind.
Are services being supported by an OUSD funded grant or by a contractor paid through an OUSD contract or MOU? (If yes, include the district's indirect rate of 5.17% for all OUSD site services in the grant's budget for administrative support, evaluation data, or indirect services.)	No
Will the proposed program take students out of the classroom for any portion of the school day?	No
Who is the contact managing and assuring grant compliance? (Include contact's name, address, phone number, email address.)	Donna Wyatt, Manager Linked Learning Office 2607 Myrtle St., Room 104 Oakland, CA 94607 Donna.Wyatt@ousd.k12.ca.us 510-273-2373

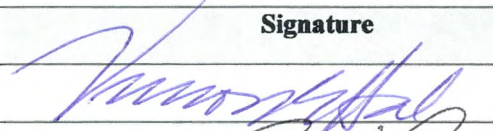
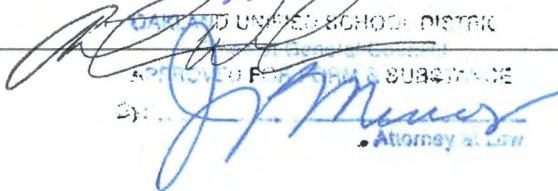

James Harris
President, Board of Education

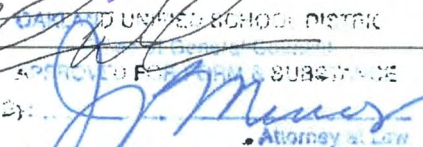
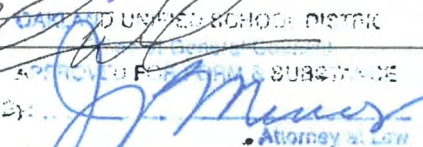

Antwan Wilson
Secretary, Board of Education

Applicant Obtained Approval Signatures:

Entity	Name/s	Signature/s	Date
Principal	Donna Wyatt		6/19/14
Department Head	Gretchen Livesey		6/2/14

Grant Office Obtained Approval Signatures:

Entity	Name	Signature	Date
Fiscal Officer	Vernon Hal		
Superintendent	Antwan Wilson		


 OAKLAND UNIFIED SCHOOL DISTRICT
 APPROVED FOR THE BOARD'S SUBSTANTIVE
 BY: 
 Attorney at Law



Envision Learning Partners

District Assessment System Design Partners Request for Proposals March 2013



Dear School District Official,

Envision Learning Partners (ELP), with support from the William and Flora Hewlett Foundation, is seeking proposals from Bay Area school districts for grants of up to \$45,000 in cash and \$45,000 in in-kind services from ELP for a total of \$90,000 per year over two years. Interested districts are, additionally, expected to contribute a value of \$45,000 in year two.

About Envision Learning Partners

Envision Schools has developed a unique system of student assessment that ensures students are truly prepared for college and career success. Students assemble a portfolio of their best work, which they must defend in front of an audience of educators, peers and community members, demonstrating both their subject-matter mastery and their ability to communicate, collaborate, and think critically. Students graduate only if they can show and apply what they know, ensuring they are well prepared to succeed in college. Envision Learning Partners brings this assessment approach to other schools and districts through coaching and professional development.

Our Goal

To increase the number of students who graduate from college and are career ready.

Our Immediate Objective

To partner with a local school district in the creation of a balanced assessment system that provides stakeholders with the ability to gauge what their graduates know and do. We are seeking to partner with a district in the planning and implementation of a coherent performance-based assessment system. This system creates vibrant Common Core aligned classrooms and schools, where all students think critically and demonstrate what they **know, do, and reflect** through high-quality performance tasks and portfolio defenses.

Eligible Applicants

Bay Area school districts committed to the implementation of a student assessment system with performance assessment at its core.

Application Process

- | | |
|---|---|
| <input type="checkbox"/> March 11, 2013 | Intent to apply: Send email to Rachel@envisionlearning.org |
| <input type="checkbox"/> April 15, 2013 | Completed application submitted to Envision Learning Partners |
| <input type="checkbox"/> April 15-May 1, 2013 | Application review period |
| <input type="checkbox"/> May 1-May 15, 2013 | Applicant interview period |
| <input type="checkbox"/> May 17, 2013 | Announcement of selected district |
| <input type="checkbox"/> May 28, 2013 | Partners begin co-creation of a work plan |
| <input type="checkbox"/> August 2013 | Work commences |

Envision Learning Partners' Role in Assessment System Design Partners Grant*

During the 2013-2014 and 2014-2015 school years, Envision Learning Partners will provide a package of services to support the implementation of the goals determined together by the school district and ELP and indicated in the work plan. Districts can access any of the following services for up to 20 days of work total:

- Facilitation of Assessment System Design Team meetings
- Thought partnership with key personnel, leadership or cabinet members
- Strategic planning and goal setting
- Full-day professional development workshops
- Classroom observations and feedback
- Coaching: teacher, coach, principal, district office leader
- Leadership cohort meetings / Professional development
- Design Studios: Learning visits to other Bay Area Performance Assessment Network (BAPAN)/ Partner Schools and Envision Schools
- Participation in BAPAN Summer Institute 2013 and 2014
- Use of our portfolio assessment rubrics for college and career readiness (co-developed with Stanford's SCALE)

*See the last three pages for more information about ELP

District Role in Assessment System Design Partners Grant

Prior to any work commencing, ELP and the school district (in the form of an Assessment System Design Team) will co-create a work plan that identifies: (1) the vision; (2) measurable and achievable end results; (3) evidence and/or data points; and (4) roles and responsibilities of both school district/ participating schools and ELP personnel. Following this, a Memorandum of Understanding will be created, which outlines the specific types of services ELP will provide and the anticipated dates the services will be provided. It is recommended that the \$90,000 cash award (and other district funds, if available) be applied in a way that enhances this work. Options include staffing, stipends for participants, substitute coverage for professional development, tools and materials, and/ or additional services may be purchased from ELP by the school district if deemed helpful to achieve the end results and does not impede on the school district's ability to match the service amount in dollars (\$45,000) for the 2nd year.

Evidence of Learning

As part of the on-going work, the school district and its participating schools will be responsible for sharing evidence that demonstrates an increased understanding of the performance assessment work and what is being learned through the ELP partnership. Dates and types of evidence will be determined during the creation of the work plan at the beginning of the partnership.

Evaluation

Learning about new designs for district assessment systems is a critical aspect of ELP's work. It is also a specific expectation of the Hewlett Foundation, which is underwriting this project, and it is of interest to school districts around the country. Specifically, we seek to learn how

school districts can best create balanced assessment systems that measure the complex skills embedded within the Common Core State Standards and the district graduate profile – with the goal of marrying initiatives into a coherent whole. As part of ELP's evaluation process, we will ask teachers and school leaders to: (1) complete evaluation surveys; (2) share exemplary work; and (3) be available to our outside evaluator for either a focus group or phone interview. We will strive to minimize the time required and will provide ample advance notification. All data collected will be held in confidence by the ELP team and our outside evaluator. Reporting of progress toward project outcomes will be done in the aggregate; no individual teacher's or school's activities will be reported without written consent.

District Assessment System Design Partners Request for Proposals (RFP)

All proposals must adhere to the following guidelines. Please read ALL the information in this packet and if you are interested in working with Envision Learning Partners as our District Assessment System Design Partner during the 2013-2015 academic years, please complete the three sections of this application in full and return to: **Rachel Maida, Program Manager, Envision Learning Partners** at rachel@envisionlearning.org. If you have questions please contact **Erika Nielsen Andrew, Executive Director, Envision Learning Partners** erika@envisionlearning.org

Applications are due on **April 15th** and notifications will be sent out by **May 17th**

PART ONE: Please answer the following questions (5 page limit):

1. What is your vision for student success? How do you define successful results or outcomes for students (often referred to as a graduate profile)? How do you currently measure/ know when you have arrived at this vision of success? Attach any pertinent documents. (5 points)

The vision for student success in Oakland Unified School District is that every student graduate college, career and community ready. This vision is outlined in detail in the OUSD Strategic Plan which includes five overarching goals:

Safe, Healthy and Supportive Schools

Every student in the Oakland Unified School District will attend a **SAFE, HEALTHY, and SUPPORTIVE SCHOOL** that collaborates with civic and community partners to reduce violence in the community and schools, thereby creating secure campuses where a culture of calm prevails

Prepared for Success in College and Careers

Every student in the Oakland Unified School District will learn the knowledge, skills, and abilities to be **PREPARED for SUCCESS in COLLEGE and CAREERS** when they graduate from high school, to ensure that they can read, write, speak, think critically, and reason mathematically for post-secondary success.

High Quality and Effective Instruction

Every student in the Oakland Unified School District will have **HIGH QUALITY and EFFECTIVE INSTRUCTION** with excellent teachers for every day of the school year.

Building a Full Service Community District

The Oakland Unified School District will become a **FULL SERVICE COMMUNITY DISTRICT** that is in service of and fully supporting the success of community schools and thriving students

Accountability for Quality

The Oakland Unified School District will be **ACCOUNTABLE** for **HIGH QUALITY** for its schools and in its work across the organization.

In 2012, under the guidance of the director of the College and Career Readiness office, a diverse group of district leaders, principals, teachers, and community partners created the OUSD Graduate Profile. The graduate profile closely aligns to the goals outlined in the strategic plan and work continues to define each of the attributes of the graduate profile. Within OUSD, district departments are coming together to better coordinate the strategic plan work and to attain the vision of student achievement set within the graduate profile. CCRO, which leads the Linked Learning work, is joining with the Leadership, Curriculum and Instruction(LCI) unit, effective the 2013-2014 school year. Additionally close collaboration between CCRO and the Full Service Community Schools office has lead to increased opportunities for work-based learning experiences and a sharing of community resources. All OUSD departments continue to leverage resources (both financial and human) to reach the vision of OUSD as a Full Service Community District.

2. What is limiting about the way you currently measure your graduate profile? What thoughts do you have for a new vision of balanced assessment in your district? (5 points)

Currently there is no system in place for measuring college, career and community readiness within OUSD. The committee that created the graduate profile is currently in the process of defining each of the six attributes of the profile, as part of this process, they will begin to look at measurements.

There is currently a requirement in the district for every student to produce a senior project, but there is no agreed upon definition/set of criteria for this project. Projects vary widely according to the school site and range from comprehensive three year pathway portfolio defenses to simple three page research papers.

The offices of College and Career Readiness and Leadership, Curriculum and Instruction wish to align the OUSD Senior Project to the graduate profile. This alignment would provide guidance on the type of student product(s) that can demonstrate individual attainment of the graduate profile. Clear and concise rubrics for each of the six attributes of the graduate profile would assist students in the work of revising their projects and ultimately be used by educators and community members to measure attainment of each of the six attributes.

3. How do you believe building a balanced assessment system will advance your vision for student success? Examples include a portfolio defense, wall-to-wall performance assessment, a system of performance tasks and rubrics that are used district-wide or team-wide, a professional development vision for performance assessment, etc. (10 points)

OUSD has a vision for student success as outlined in both the OUSD Strategic Plan and the Graduate Profile, but no district-wide system for measuring college, career and community readiness against an agreed-upon standard. Currently many of our career pathways use a combination of comprehensive portfolios and defenses for students to demonstrate attainment of Pathway Student Learning Outcomes(PSLO). Those PSLO's measure Habits of Mind criteria, 21st Century Skills, college and career readiness skills and industry specific career skills.

The OUSD Graduate Profile has just been introduced to our pathways and the work of aligning their PSLO's to the graduate profile began this spring and will continue in this year's Linked Learning Summer Institute.

Many of our schools and pathways have expressed the desire for some autonomy in designing the type and format of an assessment system but at the same time recognize the need for alignment of the senior project graduation requirement. It is through the alignment of the OUSD Senior Project and Graduate Profile that we see the greatest possibility for the development of a district-wide assessment system for college, career and community readiness.

Since our pathways and schools are familiar with, and many are currently using, portfolios as their senior project this would be a familiar place to begin the work of creating an assessment system aligned to the graduate profile.

This system would still allow for individual pathways to add their own criteria for assessing their unique pathway student learning outcomes within the larger senior project graduation requirement.

Rubrics would be designed and used throughout the portfolio creation process, so that students receive feedback throughout, and are given the opportunity to revise their work based upon that feedback.

4. What initiatives are you thinking about including as you consider a balanced and coherent assessment system design? (e.g., Common Core roll-out, LDC or MDC efforts, Linked Learning, district formative assessment, grading practices, principal learning community, coaching learning community, other support providers, etc.) As part of this answer, please include: who organizes/designs/implements your PD vision, strategy and agendas? Is it a person or a team? What is the process? (20 points)

This work will be held and lead by the College and Career Readiness office (CCRO), Leadership, Curriculum, and Instruction (LCI) and Full Service Community Schools (FSCS). The College and Career Readiness office, which leads the Linked Learning work for the district, will become part of the larger Leadership, Curriculum and Instruction unit in 2013-14. This merger will allow for closer collaboration and alignment of the work of both departments. LCI leads the work on Common Core, the Literacy Design Collaborative, Next Generation Science Standards and Teacher Leadership while CCRO heads the Linked Learning Initiative, the OUSD Graduate Profile, California Partnership Academy, Career Technical Education and the development of internal Linked Learning Pathway Coaches. Full Service Community Schools will bring expertise in the areas of social and emotional learning and community outreach to the work of designing a balanced district-wide assessment system.

A team of district leaders within secondary education and civic engagement have begun the work of aligning professional development for 2013-14. With the Strategic Plan goal of 80% of OUSD students enrolled in Linked Learning Pathways by 2015 it is imperative that LCI and CCRO coordinate professional development offerings for pathway teachers to stay current in their specific content areas and provide opportunities for them to come together as a community of practice.

The professional development system currently in place forces pathway teachers to have to choose between professional developments offered at the same time during the school year and summer. Professional developments are created by departments in isolation of each others work.

This spring secondary leaders came together to prioritize the work and look for opportunities where professional development offerings could be aligned with one another rather than in competition.

Two professional development opportunities are currently being planned for this spring between LCI and CCRO. One is the training of LCI staff to serve as additional internal Linked Learning Pathway coaches and the other is the inclusion of pathway teams for training on the Literacy Design Collaborative.

Further work on a coordinated OUSD 2013-14 professional development calendar will continue through spring and begin in earnest this summer aligning the work of the curricular departments of English Literacy, Social Science, Science, Linked Learning, Math, and Civic Engagement.

5. What do you hope to learn and/ or transform in your district through a partnership with Envision Learning Partners? (20 points)

Over the last three years as a Linked Learning initiative district, OUSD has had the opportunity to work with and learn from Envision Learning Partners through the ConnectEd Linked Learning Pathway Leadership Series. Numerous pathway teams have been exposed to the portfolio defense assessment system utilized by Envision Schools. Many of our teams have taken what they learned at the Leadership Series and implemented it in their pathway portfolios.

Our hope for the work with Envision is to use their model of an assessment system and apply it to the work currently underway with our Graduate Profile. While the creation of the profile was the first step in defining what an OUSD graduate looks like and can do we have a long way to go in creating a system of assessment that measures college, career and community readiness.

Since our Linked Learning pathways are already familiar with the Envision work we seek to expand our collaboration with Envision and bring it to a wider audience within the district. This partnership can then be leveraged to move the graduate profile and senior project work forward to create a cohesive system of assessment aligned to our graduate profile.

Through the work with Envision we also hope to establish a clear set of criteria/guidelines for the OUSD Senior Project. The senior project is currently a graduation requirement for all students but the evidence included in the senior project has been left to school sites to establish. Consequently the rigor of the senior project varies greatly, not only from school to school, but often amongst pathways and academies on the same school site. Our hope is to establish criteria that allow students to demonstrate not only achievement of the OUSD Graduate Profile but achievement of the unique learning outcomes of their pathways.

6. While we will create a two-year work plan together, and revise as we learn, give us your best thinking to date about the following: (40 points)

- a) Your goals for the partnership
- b) What success looks like
- c) What key strategies you can imagine implementing (design team, pilot sites, leader learning teams, etc.)
- d) What support you need in achieving your goals
- e) Key dates or opportunities to partner
- f) How you might contribute \$45,000 in year two and for what purpose?
Your contribution can take the form of in-kind donation of services, internal staffing costs, or payment to ELP for additional service to your district.

Goals: 1) Creation of a district-wide aligned system of assessment to measure college, career and community readiness as defined by the OUSD Graduate Profile 2) Creation of a set of guidelines/criteria for the OUSD Senior Project Graduation requirement and 3) deepen the relationship and continue the work already begun with Envision Learning Partners

Success: 1) A clear set of guidelines around the requirements for the OUSD Senior Project that allows for some flexibility according to school site and individual pathway outcomes. 2) OUSD Senior Project evidence that is aligned to and demonstrates achievement of the six attributes of the OUSD Graduate Profile. 3) A rubric system that allows for student revision and refinement of Senior Project evidence. 4) The development of a certificate of college, career and community readiness that is endorsed by the local community and the Oakland Workforce Investment Board which would lead to an increase in employment opportunities with local industry and business for Oakland youth who earn this certificate.

Key Strategies: There is currently a team of educators, district leaders, and principals working on the graduate profile as a whole and smaller teams working on different attributes of the profile. An assessment design team would come from these teams with further recruitment of teacher leaders throughout the district. Currently the civic engagement team is reviewing senior projects from around the district to begin the discussion of what elements should be included in a high quality, evidence based senior portfolio project. This is the team that would most likely lead this work with support from LCI and CCRO.

Supports: 1) Thought partners with a critical eye to the work already being done in the district. 2) Examples of assessments and modeling of their use in the classroom. 3) Dedicated professional development time for the design team. 4) A work plan for the design, implementation, revision and initial roll out of the assessment system.

Key dates: Our plan would be to begin the initial work mid-summer (July) with the identification key team members from each of three departments previously mentioned. This team, along with our Envision Partners, would build a work plan for the design, implementation, revision and roll out of the assessment system at trial school sites and pathways in the 2013-14 school year. Work would continue in 2014-15 on refining the process via feedback from trial school sites and pathways.

Matching Funds: Matching funds would come from internal staffing costs related to leading this district work and in additional services with Envision Learning Partners to continue this work and the work begun during the 2013 Linked Learning Summer Institute.

PART TWO: Agreement/ Criteria for Partnering School Districts

Please initial to signify your commitment:

District leaders are committed to co-creating a quality work plan in service of the agreed upon goals before the partnership begins.

dw

District leaders are committed to developing deeper learners through the development, refinement and/ or implementation of a graduate profile and performance tasks and/ or student portfolio defense systems that measure this profile.

dw

School classroom teachers and leaders are committed to developing deep understanding of and implementation of a Common Core aligned **Graduate Profile**.

dw

The district is committed to identifying appropriate district leaders, classroom teachers and principals who are eager and willing to be part of an Assessment System Design Team.

dw

The Assessment System Design Team is committed to: (1) thinking systemically and coherently about the Common Core and about assessment system design, (2) a more balanced assessment system, including **Performance Tasks and/ or Student Portfolio Defense Systems**, and (3) working and modeling the ways of professional learning communities.

dw

District leaders and Assessment System Design Team members are committed to building their capacity to co-lead this work together, and committed to full attendance at all agreed-upon ELP professional development activities, both on-site and off-site.

dw

The district is committed to allowing ELP coaches full access to the leaders and teachers identified in the work plan for on-site coaching, thought partnership, and professional development.

dw

District and school leaders are committed to providing access to classrooms for ELP team members to observe and provide feedback.

dw

District and school leaders and classroom teachers agree to act as 'demonstration sites' when appropriate for existing and future ELP partnering and future partner schools.

dw

District and school leaders and classroom teachers agree to upload and share teacher and student work resulting from the partnership.

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PART THREE: School District Information

Contact Information:

Name of school district: Oakland Unified School District

Superintendent: Tony Smith

Name and title of person who directs/ coordinates professional development:

Maria Santos, Deputy Superintendent Instruction Leadership and Equity

Name and title of person who directs/ coordinates assessment:

Maria Santos, Deputy Superintendent Instruction Leadership and Equity

Name and title of primary contact:

Donna Wyatt, Coordinator College and Career Readiness Office

Primary contact email: donna.wyatt@ousd.k12.ca.us

Primary contact address: 2607 Myrtle Street, Suite 104

Primary contact phone: 510-273-2351

School district demographics (including #s of: students, ethnic breakdown, ELL population and FRPL)

Total students enrolled 2011-12 46,486

Ethnic Breakdown: Latino 41.8%, American Indian .34%, Asian 13.5%, Pacific Islander 1.07%, Filipino

Description of other organizations or entities, if any, providing related support and/ or professional development. This information will help us to understand how you are thinking about a coherent assessment initiative.

ConnectEd, New Teacher Center, National Academy Foundation, California Academy Support Network

Anticipated Assessment System Design Team members, including name and role:

Gretchen Livesey, Director College and Career Readiness, Sarah Breed, Literacy Coordinator, Young w

Number of schools estimated to be impacted by this partnership:

13 secondary schools in initial implementation

Total number of teachers estimated to be impacted by this partnership:

approximately 1,000 secondary teachers and counselors

Total number of students estimated to be impacted by the partnership:

approximately 10,000 secondary students



What is Envision Learning Partners all about?


Vibrant schools full of college ready kids. We have a vision of inspiring results that is anchored in three deceptively simple questions:

- What are your **outcomes** for students?
- How will you **know** students met the outcomes?
- How will students get **better**?

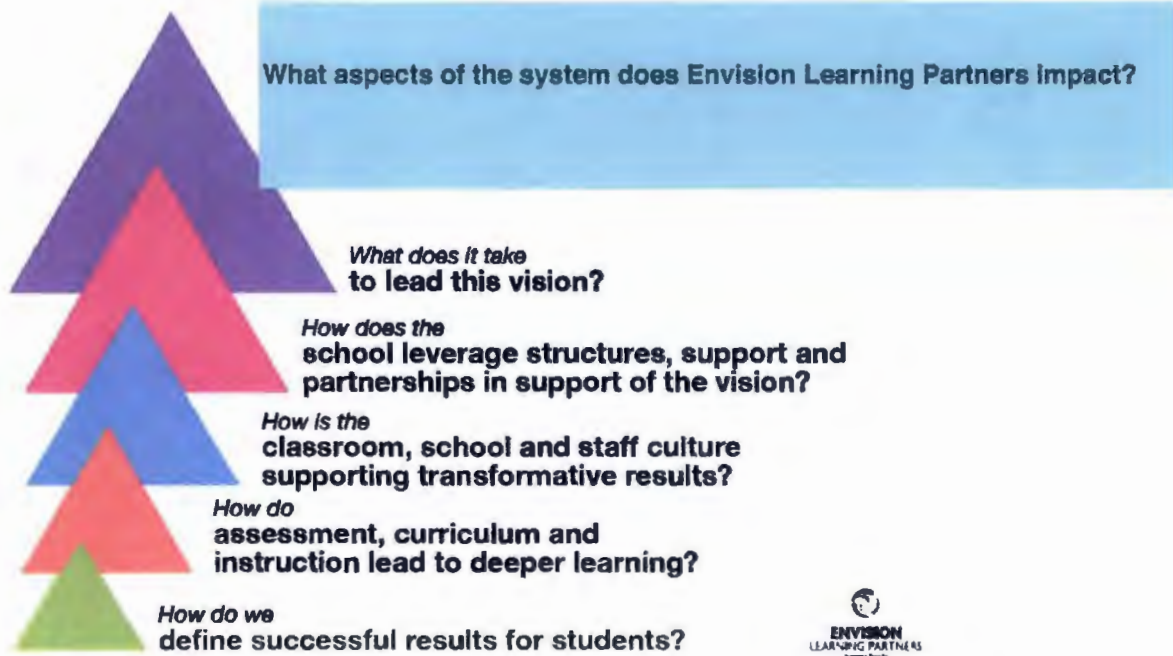
Outcomes: We think outcomes need to be about deeper learning alignment as well as a student's ability to know, do and reflect.

Know: How will we know students have met these outcomes and demonstrate **competency**? Evidence looks like **demonstration** through performance assessments -- though we also agree there is a need for more traditional testing to balance out the whole picture of student learning. Our College and Career Student Assessment System is just this.

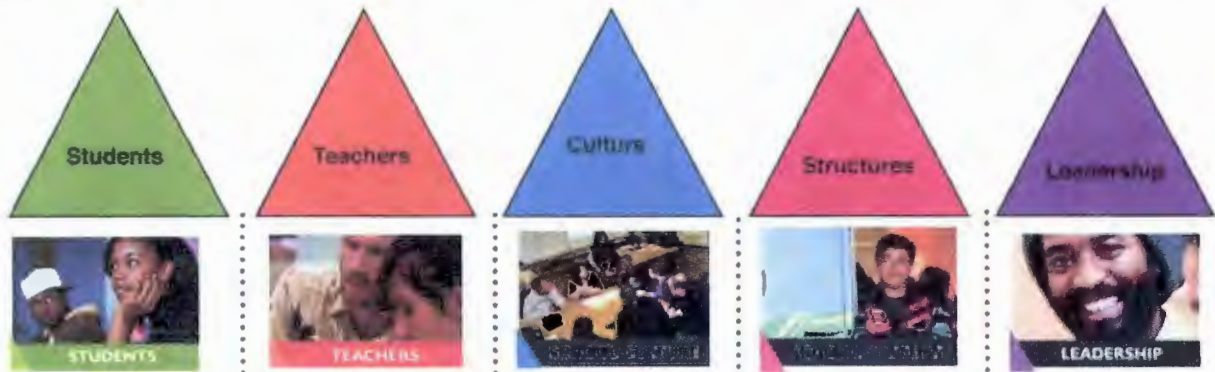
Better: We believe in an authentic pedagogy that engages students in getting better, and developing agency through practice, feedback and **revision**.

Thus, what is  to our vision of inspiring results is **competency, demonstration and revision**.





How do you see that impact?



How do we define successful results for students?

How do assessment, curriculum and instruction lead to deeper learning?

How does the class, school and staff culture support transformative results?

How does the school leverage structures, supports and partners?

What does it take to lead this vision?

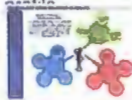
Step 1: What are your outcomes for students?

- I can create a graduate profile
- I can create high quality rubrics that paint a picture of quality for all
- I can explain the value of common rubrics



Step 2: How will you know they have met the outcomes?

- I can create tasks to measure the graduate
- I can use rubrics effectively
- I can create new rubrics

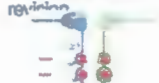


Step 3: How will students get better?

- I can design high quality meaningful learning experiences

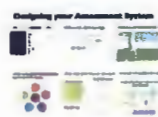
Step 4:

- I can create expectations and systems that promote a college going culture
- I can design practices that create a culture of revision



Step 5:

- I can create an assessment system anchored by a culminating moment
- I can align schedules, school structures professional development to the graduate profile
- I can implement systems of support for students and staff grounded in evidence of progress



Step 6:

- I can articulate a vision for student success
- I have a well thought out theory of action to develop teaching and learning in alignment with the vision of deeper learning
- I can develop a leadership team to jointly guide the vision
- I can develop a high functioning school community