

TEWKSBURY PUBLIC SCHOOLS OBSERVABLE VISION OF A LEARNER

COLLABORATIVE LEARNER

Students:

When our students are demonstrating collaborative learning, you will observe each of them...

CLS1	Able to co-create, demonstrate, monitor and reflect upon group norms in completing tasks.
CLS2	Able to tell us what their group is working on, the role of each team member, and how they are fulfilling their role and monitoring progress.
CLS3	Able to tell us the goal of the task, why it is important, where they are at in achieving the goal, and next steps for the team.
CLS4	Able to give, receive and demonstrate their use of peer and teacher feedback to meet additional achievement criteria for the task/assessment
CLS5	Able to demonstrate an achievement level at/above proficiency on specific standards connected to our vision of a collaborative learner.

Educators:

In order to help each of our students learn to demonstrate our vision for collaborative learning above, you will observe our educators...

CLE1	Co-creating classroom norms and task criteria with their students and using the criteria for self-, peer- and teacher assessment of collaborative groups.
CLE2	Designing relevant tasks that are (i) connected to current student context and (ii) require students to determine what skills, roles, steps and criteria will need to be considered for the group to successfully start, monitor and complete the group task.
CLE3	Using formative assessments and prior knowledge/interest inventories to determine relevant group tasks that connect current student context to the content standard
CLE4	co-creating peer feedback protocols with their students, including examples of what it looks like to give, receive and use feedback that is specific and based on criteria)
CLE5	Selecting 'effective communication standards' and co-creating proficiency criteria with students to help them create connections between content standards and collaborative learning.

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CREATIVE PROBLEM SOLVER

Students:

When our students are demonstrating creative problem solving, you will observe each of them...

CPS1	Able to tell us what the problem is, the steps and strategies they need to use to solve it, and why they are choosing that approach.
CPS2	Able to demonstrate resilience by making multiple attempts at problems using varied problem-solving strategies
CPS3	Able to design and apply different strategies to solve 'in class' and 'out of class'/authentic problems.
CPS4	Able to reflect on their problem-solving approach and solution and tell us what went well and what they might do differently in the future with a similar problem.
CPS5	Able to demonstrate an achievement level at/above proficiency on specific standards connected to creative problem solving.

Educators:

In order to help each of our students learn to become creative problem solvers, you will observe our educators...

CPE1	Demonstrating multiple problem-solving strategies/examples and requiring students to present and defend their solutions to their teacher and/or peers for feedback
CPE2	Using multiple methods (such as interest surveys, identity projects, formative assessments) to co-create connections with their students between course standards and current problems to solve in the class/local/global community
CPE3	Co-creating problem-solving routines and protocols with students that guide students to next steps to solve in- and out of class problems.
CPE4	Modeling hypothesis development and reflection protocols that require students to analyze, compare and contrast their problem-solving method(s) to other potential solutions.
CPE5	Selecting 'creative problem solving standards' and co-creating proficiency criteria with students to help them create connections between content standard and creative problem solving.

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EFFECTIVE COMMUNICATOR

Students:

When our students are demonstrating effective communication, you will observe each of them...

ECS1	Able to tell us where they are at in their learning, where they want/need to go, and what supports and steps needed to get there .
ECS2	Able to tell us/demonstrate how they have understood the needs/perspectives of their audience in what they say, do, write and/or create.
ECS3	Able to use multiple methods (i.e.: writing, speaking, creating, drawing...etc.) to make their individual thinking/learning observable for varied audiences.
ECS4	Able to meet/exceed criteria on specific standards connected to effective communication.

Educators:

In order to help each of our students learn to demonstrate our vision for effective communication above, you will observe our educators...

ECE1	Co-creating and modeling the setting of student learning goals, goal monitoring (peer and teacher) and reflection protocols for content units.
ECE2	Co-constructing self-to-self, self-to-other and self-to world connections between their content standards and their students/the broader community.
ECE3	Using protocols and strategies that allow students to make their thinking observable in multiple ways (written, verbal, graphic, technology-assisted)
ECE4	Selecting effective communication standards' and co-creating proficiency criteria with students to help them create connections between content standards

***Tasks, Activities, & Assessments:**

The tasks, activities and assessments that will allow us to observe each of our students being effective communicators will include...

ECT1	Tasks/assessments that require all students to set goals, monitor their own progress, use varied supports and tell us where they are at in their learning of a standard.
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