TEWKSBURY PUBLIC SCHOOLS OBSERVABLE VISION OF A LEARNER

COLLABORATIVE LEARNER

Student	s:
When or them	ur students are demonstrating collaborative learning, you will observe each of
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.
Educato	nke.
	to help each of our students learn to demonstrate our vision for collaborative Jabove, 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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*Tasks, Activities, & Assessments:		
The tasks, activities and assessments that will allow us to observe each of our students being collaborative learners will include		
CLTI	Tasks/assessments that require all students to take and fulfill roles, demonstrate norms and monitor progress in varied groups to solve a problem in their school, local or global community	
CLT2	Tasks/assessments that require each student to describe their role, the role of group members, where the group is at and next steps in solving a problem or challenge.	
CLT3	Tasks/assessments that require all students to articulate how they and their group accomplished the task, why the task is important, and how the task connects the content standard to their context.	
CLT4	Tasks/assessments that require all students to demonstrate how they have used individual/group feedback to meet additional task/assessment criteria.	
CLT5	Tasks that simultaneously require students to demonstrate effective communication and to tell us how effective communication helped deepen their understanding of a content standard.	
* NOTE: the following task and assessment descriptors are not written to tell educators what they 'must do'. Instead, they are written to allow teachers to analyze/reflect on their current tasks or in the design of new tasks or assessments to require students to demonstrate the TPS Vision of Collaborative Learning. For example: "Do our current tasks require all students to articulate how they and their group accomplished the task, why the task is important, and how the task connects the content standard to their context.? How might we add this?"		

TEWKSBURY PUBLIC SCHOOLS OBSERVABLE VISION OF A LEARNER

CREATIVE PROBLEM SOLVER

Students:			_	
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When our students are demonstrating creative problem solving, you will observe each of
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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...

our educ	our educators		
CPEI	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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*Tasks, Activities, & Assessments:		
The tasks, activities and assessments that will allow us to observe each of our students being creative problem solvers will include		
CPT1	Tasks/assessments with problems that have multiple solutions and require all students to create/present their problem-solving plan to others.	
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CPT2	Tasks/assessments that demonstrate teachers have used the current context of their students to design relevant, authentic problems that allow all students to demonstrate problem-solving skills and the content standard(s).	
СРТ3	Tasks/assessments that require students to use and evaluate protocols created by the students and their teacher in solving real-world problems.	
CPT4	Tasks/assessments that require students to make predictions about a problem and potential steps and solutions, to implement a solution, and then tell us how their solution worked and what they would have done differently.	
СРТ5	Tasks that simultaneously require students to demonstrate creative problem-solving and to tell us how creative-problem solving helped deepen their understanding of a content standard.	
* NOTE: the following task and assessment descriptors are not written to tell educators what they 'must do'. Instead, they are written to allow teachers to analyze/reflect on their current tasks or in the design of new tasks or assessments to require students to demonstrate the TPS Vision of Creative Problem-Solvers. For example "Do our current tasks have multiple solutions and require students to create a problem-solving plan? How might we add this?"		

TEWKSBURY PUBLIC SCHOOLS OBSERVABLE VISION OF A LEARNER

EFFECTIVE COMMUNICATOR		
Students	s:	
When ou them	ır students are demonstrating effective communication, you will observe each of	
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, drawingetc.) to make their individual thinking/learning observable for varied audiences.	
ECS4	Able to meet/exceed criteria on specific standards connected to effective communication.	
Educato	Educators:	
In order to help each of our students learn to demonstrate our vision for effective communication above, you will observe our educators		
ECEI	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:		
	s, activities and assessments that will allow us to observe each of our students fective 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.	

ECT2	Tasks/assessments that require all students to get feedback from their audience to assess, monitor, reflect and connect their actions and words to the impact on others
ЕСТ3	Tasks/assessments that allow all students choice in how they demonstrate their individual understanding of a standard (written, verbal, graphic, technology-assisted)
ECT4	Tasks that simultaneously require students to demonstrate effective communication and to tell us how effective communication helped deepen their understanding of a content standard
they 'mus tasks or i TPS Vision students	ne following task and assessment descriptors are not written to tell educators what st do'. Instead, they are written to allow teachers to analyze/reflect on their current in the design of new tasks or assessments to require students to demonstrate the nof of Effective Communicators. For example: "Do our current tasks require all to get feedback from their audience to assess, monitor, reflect and connect their and words to the impact on others? How might we add this?"