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K12-University IB partnerships: Supporting authentic intellectual work through collaborative conversations

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How can ALL students have access to high-quality IB units and assessments?



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Today's Roadmap

Share details of K12-University Partnership



Introduce AIW framework



Explore AIW tools within an IB context



Reflect on possibilities and challenges



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The Partnership: Context, People & Goals

Green Lake School District



UW-Madison: ELPA



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"I expect you all to be independent, innovative, critical thinkers who will do exactly as I say!"



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Authentic Intellectual Work is...

...the *construction of knowledge*, through the use of *disciplined inquiry*, to produce discourse, products or performances that have *value beyond school*.

--Newmann & Associates, 1996; Newmann, Carmichael, & King, 2016

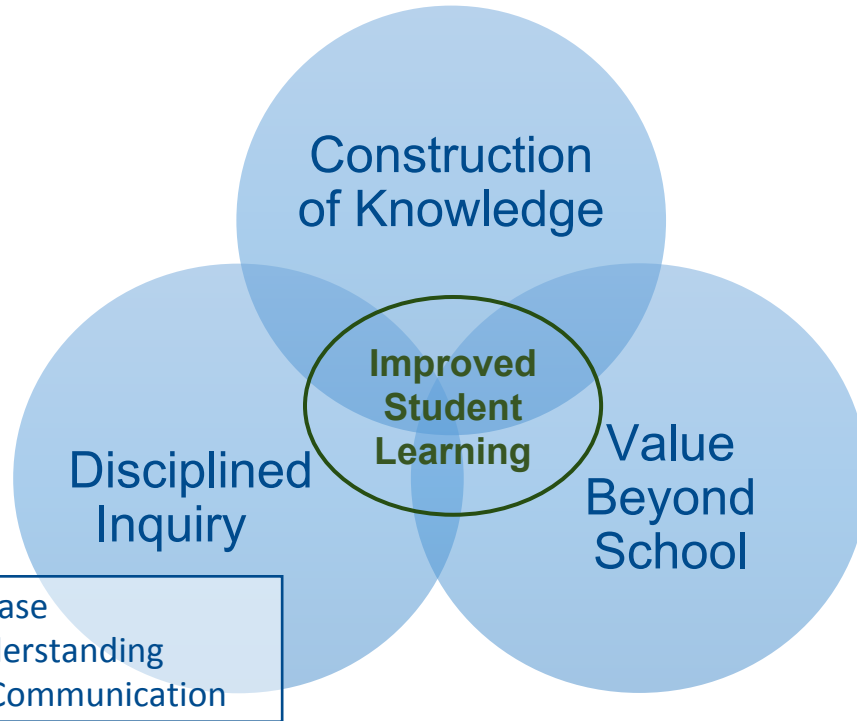


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Authentic Intellectual Work [AIW] Criteria



#IB

Teacher Tasks

Student Performance

Instruction

AIW applications to IB

Teacher Tasks

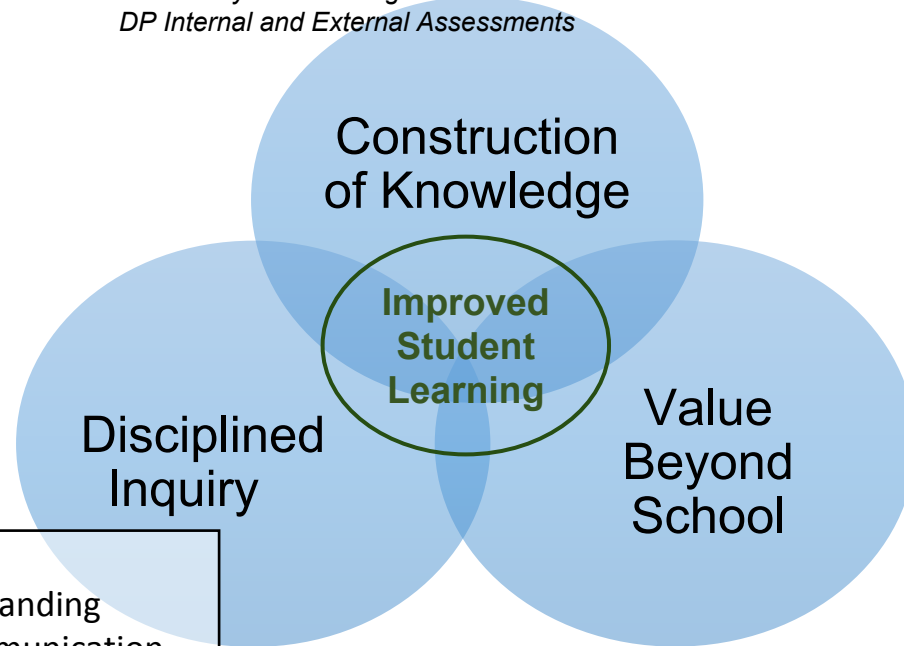
IB unit plans
Formative Assessments
Summative Assessments

Student Performance

PYP Exhibition
MYP Personal Project
MYP Service Learning
DP Extended Essay
DP Creativity, Action & Service
DP Theory of Knowledge Course
DP Internal and External Assessments


Instruction

ATL
Interdisciplinary units
Global awareness



Knowledge Base
In Depth Understanding
Substantive Communication

AIW applications to IB: the MYP Unit Planner

 International Baccalaureat
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MYP unit planner

Teacher(s)	Cathy Moore, Green Lake School District	Subject group and discipline	Language A, American Literature		
Unit title	Struggle for Freedom	MYP year	Level 5	Unit duration (hrs)	15

INQUIRY: Establishing the purpose of the unit

Key concept	Related concept(s)	Global context
Communication <i>(Conceptual Learning)</i>	Purpose, Context	Fairness and Development → Knowledge Base → Value Beyond School
Statement of inquiry		
Throughout history, language has been used to inspire and influence.		
Inquiry questions		
Factual – How did American forefathers use language to achieve freedom?		
Conceptual – How do we use language to our own purposes?		
Debatable – Is language reliable?		

Construction of Knowledge

Disciplined Inquiry

MYP Unit planner PILOT

Construction of Knowledge

Objectives	Summative assessment	
<ul style="list-style-type: none">• understand and analyse the language, content, structure, meaning and significance of both familiar and previously unseen oral, written and visual texts• analyse the effects of the author's choices on an audience• compose pieces that apply appropriate literary and/or non-literary features to serve the context and intention• compare and contrast works, and connect themes across and within genres• use language to narrate, describe, analyse, explain, argue, persuade, inform, entertain and express feelings• use language accurately• use correct grammar and syntax• use appropriate and varied sentence structure	<p><i>Outline of summative assessment task(s) including assessment criteria:</i></p> <ul style="list-style-type: none">• Students will create a mark up of a speech, pointing out and presenting the rhetorical devices they have learned about through the literature.• Students will identify a problem they feel strongly about. They will then propose a solution for that problem through a persuasive essay that employs rhetorical devices.• Students will convert their persuasive essay into a persuasive speech and deliver it.	<p><i>Relationship between summative assessment task(s) and statement of inquiry:</i></p> <ul style="list-style-type: none">• Students will be able to identify specific language (connotation, denotation, allusion, repetition, parallelism, elevated language, imagery, and logical, emotional, as well as ethical appeals) used to inspire or influence.• By writing a persuasive essay, students will learn to use the techniques they have identified.• By delivering their essay as a speech, student will gain the experience using language to inspire or influence verbally.

In-depth Understanding

Value Beyond School

← Value Beyond School

Approaches to learning (ATL)

Communication: Students will read American Revolution and Civil Rights era literature critically and for comprehension. They will have the opportunity to make inferences about the context of this literature and the perspective of the authors and audience. They will analyse the language devices the American forefathers used. They will write and then publically speak to persuade.

Social: Students will actively listen to each other's analysis of language and delivery of original speeches to gain perspective and ideas.

Self Management, Organizational Skills: Students will plan and organize persuasive essays and speeches.

Self Management, Emotional Skills: Students will use strategies to reduce stress in order to deliver a speech.

Research: Students will evaluate information that may or may not support their persuasive essay and speech argument.

Thinking: Students will transfer the language techniques they have learned in order to deliver a compelling argument.

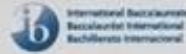
ACTION: Teaching and learning through inquiry

Content	Learning process
Speech in the Virginia Convention	Learning experiences and teaching strategies
The Declaration of Independence	
The Rights of Man	Students will read American Revolution and Civil Rights era literature critically and for comprehension. They will have the opportunity to make inferences about the context of this literature and the perspective of the authors and audience. They will analyse the language devices the American forefathers used. They will write and then publically speak to persuade.
Poor Richard's Almanac	Students will actively listen to each other's analysis of language and delivery of original speeches to gain perspective and ideas.
Stride for Freedom	
Necessary to Protect Ourselves	Students will plan and organize persuasive essays and speeches.
Rhetorical Devices	Students will use strategies to reduce stress in order to deliver a speech.
Persuasive Essay Organization review	Students will evaluate information that may or may not support their persuasive essay and speech argument.
Speech techniques	Students will transfer the language techniques they have learned to deliver a compelling argument.

Construction of Knowledge

Value Beyond School

Construction of Knowledge



	<p>Formative assessment</p> <p>Close analysis of techniques presentation</p> <p>Visualization and explanation (presentation) of Poor Richard's Almanac</p> <p>Graphic organizer for Civil Rights rhetoric/speeches</p>
	<p>Differentiation</p> <p>Students have the option of reading simpler versions of the text.</p> <p>They may work with a partner, if comprehension is difficult.</p> <p>Students can also opt to do a short analysis of the works.</p> <p>Students may deliver their speech to a smaller audience, or the teacher alone.</p>
Resources	
The Language of Literature, American Literature, McDougal Littell, 2002.	

REFLECTION: Considering the planning, process and impact of the inquiry

In Depth Understanding (from practitioner's point of view)

Prior to teaching the unit	During teaching	After teaching the unit
<p>I am always concerned about how students will handle the archaic and complex language of the Revolutionary War era.</p> <p>I make an effort to reach all levels of students by presenting a variety of formative assessments.</p>	<p>The student is always my concern. I am monitoring their reactions, especially those where students look confused or frustrated. I also look at which topics appeal or light up students in order to promote a deeper understanding in that area.</p>	<p>I think the most difficult thing to maintain in this unit is the intensity. I always feel that by the end, when students are delivering their speeches, that enough is enough. Last year, students requested that their speeches be chosen and lined up in such a manner as to facilitate debate. They loved it. It was one of those teachable moments where</p>

In addition to the Unit Planner, MYP also encompasses:

Service Learning and The Personal Project, holistic projects that guide students through inquiry, research, action, presentation and reflection - employing all of the elements in AIW.

AIW applications to IB: DP approaches and assessments

The new DP Unit Planner

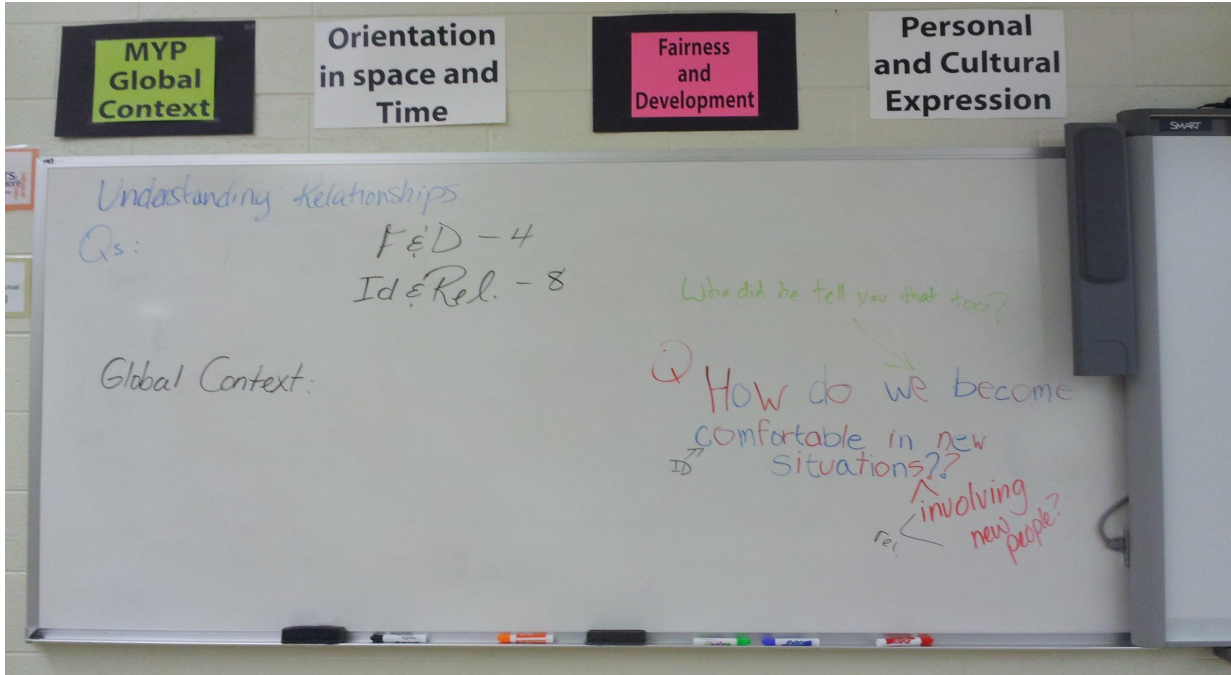
- Begins with inquiry (**Disciplined Inquiry**)
- Inquiry and Action sections are all addressed in content - based, skill - based, and concept - based manners (**Construction of Knowledge**)
- Learning Process often employs Socratic Seminar, Individual Presentations, Group Presentations (**Substantive Communication**)
- Approaches to Learning (**Value Beyond School**)
- Metacognition (**In Depth Understanding**)
- TOK Connections (**Disciplined Inquiry & Construction of Knowledge**)
- CAS Connections (**Value Beyond School**)



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Exploring IB-AIW in context

The planning process and student voice



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Research Foundations

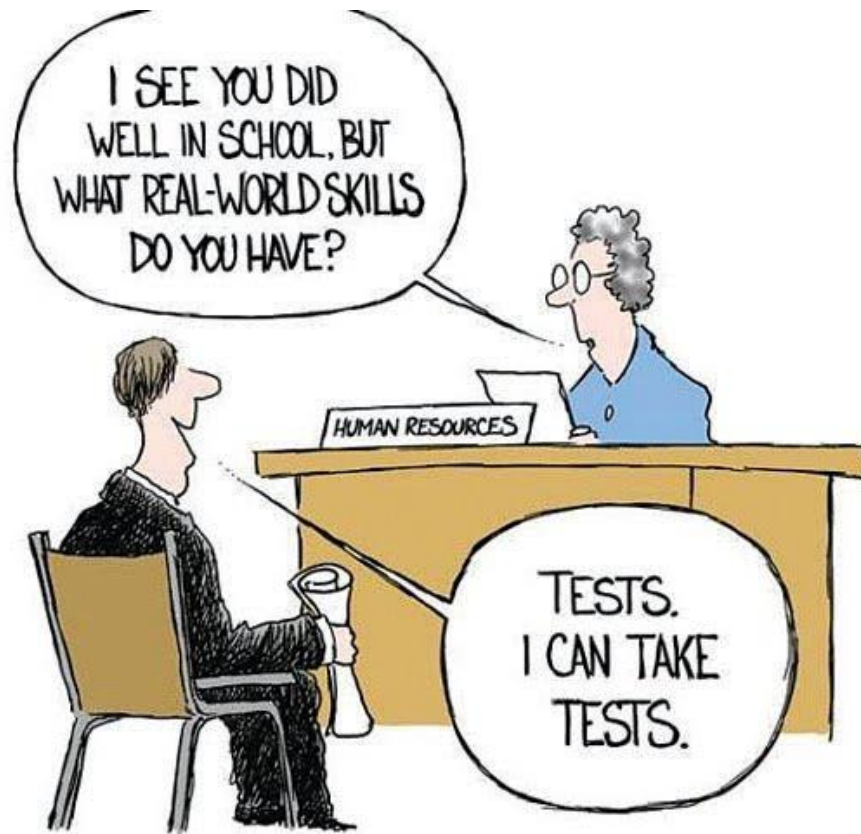
Over 20 years of research in diverse contexts has shown the power of AIW for higher and more equitable student learning outcomes



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<http://weknowmemes.com/2013/06/what-real-world-skills-do-you-have/>



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Subjects and Grade Levels Where Research Shows Authentic Pedagogy Benefits Student Learning

Authentic Achievement:

- ★ Math (3, 4, 5, 6, 7, 8, 10, 9-12)
- ★ Science (4, 8, 9-12)
- ★ Social Studies (4, 5, 8, 10, 11, 9-12)
- ★ Literacy/Language Arts (3, 4, 6, 8, 9-12)
- ★ PDHPE (4, 8)

Standardized Achievement:

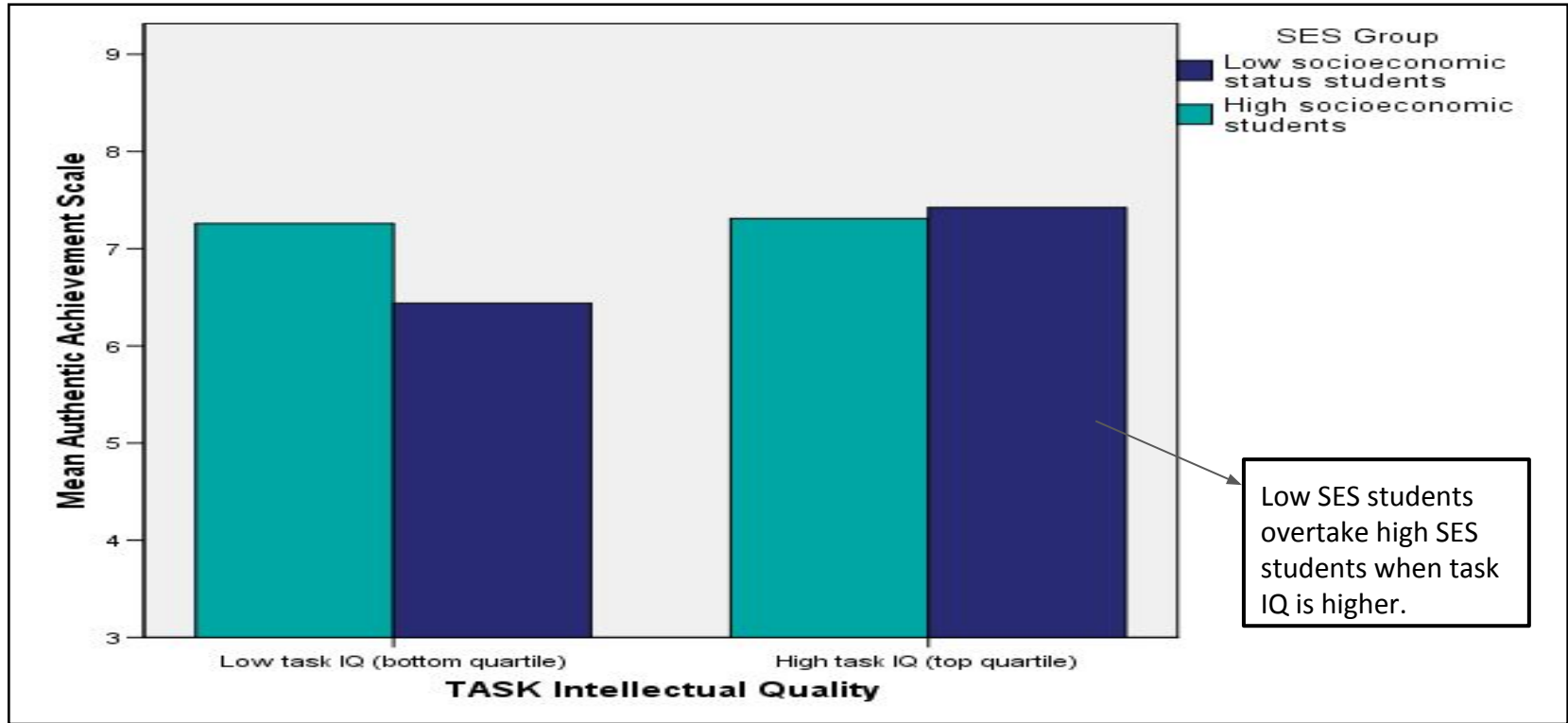
- ❖ Math (3, 6, 8-10, 10-12)
- ❖ Reading (3, 6, 8)
- ❖ Writing (3, 6, 8)
- ❖ Social Studies (8-11)
- ❖ Science (8-10, 10-12)



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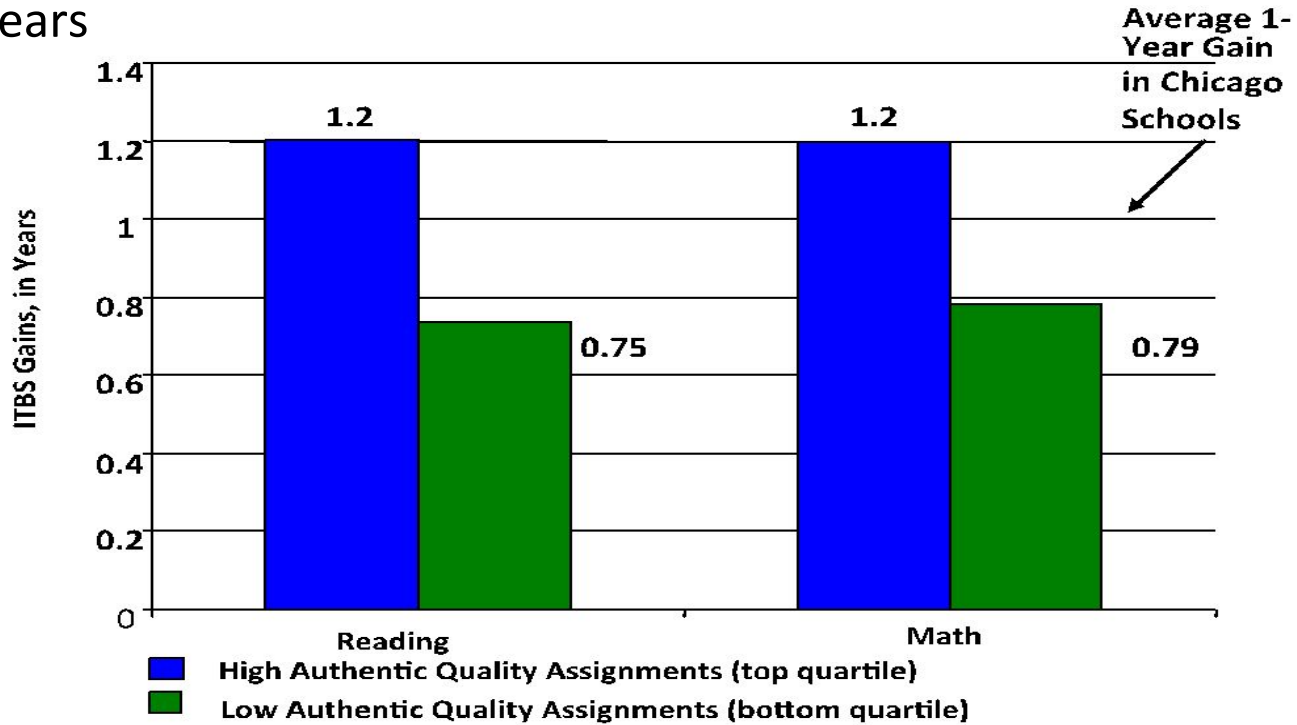
Research in NSW, Australia

Task Quality and Authentic Achievement, SES

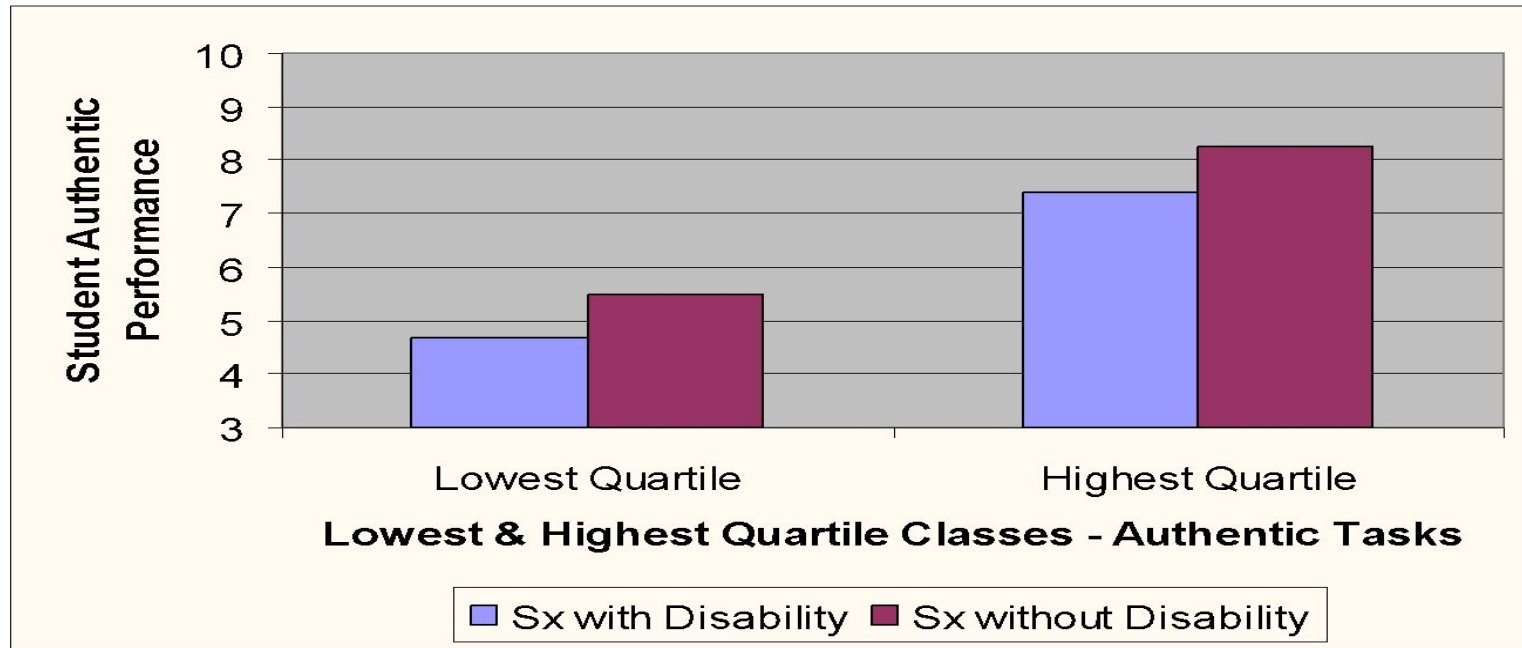


Amosa, W., Ladwig, J., Griffiths, T., & Gore, J. (2007). [Equity Effects of Quality Teaching: Closing the Gap](#). Paper presented at the Australian Association for Research in Education Conference, Fremantle, Western Australia.

Students' Gains in Reading and Mathematics on the Iowa Test of Basic Skills (ITBS) According to Quality of Teachers' Assignments in Reading and Mathematics in 46 Chicago Schools with Gain Scores Averaged Across Grades 3, 6, and 8 for 3 years



Authentic performance for students with and without disabilities in the classes with highest and lowest authentic tasks—4 Inclusive High Schools





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Equity Results

- Student Background Need Not Influence Degree of Exposure to Authentic Pedagogy
- Achievement Benefits of Authentic Pedagogy Are Positive and Virtually Equal for Students of All* Backgrounds



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Preparing for collaboration

Speaking the same language

**Instructional leaders'
roles**

AIW coaches' roles

**Shared Vision of School
Improvement, Instruction**



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AIW Rubrics: Scoring Teacher Tasks

Animal Area Project
7th grade Math
Ms. Washkovick



AIW Rubrics...Scoring Teacher Tasks

Construction of Knowledge

Elaborated Communication

Value Beyond School

Score	Criteria	Notes
3	The task's dominant expectation is for students to organize, interpret, analyze, synthesize, or evaluate mathematical information rather than merely to reproduce information.	
2	There is some expectation for students to organize, interpret, analyze, synthesize, or evaluate mathematical information rather than merely to reproduce information.	
1	There is very little or no expectation for students to organize, interpret, analyze, synthesize or evaluate mathematical information. The dominant expectation is for students to retrieve or reproduce fragments of knowledge or to repeatedly apply previously learned algorithms, definitions, rules and procedures.	



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Posting Group Scores

	Construction of Knowledge	Elaborated Communication	Value Beyond School
Walter	3	2	2
Lydia	2	2	2
Jesse	2	3	2
Marie	3	3	1
Gustavo	2	2	3
Saul	1	2	1



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Disciplined Inquiry... through Elaborated Communication



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AIW Rubrics...Scoring Student Performance

Conceptual Understanding Construction of Knowledge

Elaborated Communication

Score	Criteria	Notes
4	Elaborated communication is exemplary. Explanations or arguments are clear, complete, accurate, coherent and convincing, with no significant errors.	
3	Elaboration is offered. Explanations or arguments are reasonably clear and accurate but lack sufficient support or coherence to be convincing.	
2	Some elaboration is present, but explanations or arguments are significantly incomplete, contain significant errors, or are incoherent.	
1	Little or no elaboration is offered.	



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The Principal's Many Roles

- Articulate purpose
- Make connections
- Communicate with coaches
- Organize logistics and strategic grouping
- Observe and participate



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“How are you going to lead [students] to the point where they can complete this summative assessment successfully?”

-Mary



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The AIW Coaches' Roles

- Co-plan team meetings
- Create a safe space
- Model AIW rubrics, language
- Pose questions
- Record observations
- Celebrate team expertise



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Coaches' Questions & Prompts

“Will the student’s responses show you that they have the conceptual understanding that you hope they will have?”

“Have you considered situating the summative assessment in a real-world context?”

“How and when do you see substantive conversation happening during this lesson/unit?”

“Consider the extent to which the prompt encourages students to communicate elaborately about their process and thinking.”



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The Teachers' Roles

In Advance:

- Re-familiarize with the focus AIW Standard (Higher Order Thinking, Depth of Knowledge and Student Understanding, Substantive Conversation, or Value Beyond School)
- Select an artifact that needs improvement

During AIW Collaboration:

- Engage in Substantive Conversation with peers
- Active Listening and Questioning



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Teachers' comments

“This is super inspiring because you guys have these amazing things.”

“I need ideas from you guys for a summative assessment.”

“I love the question: Do we need games. Maybe another question is: Do we need rules? That’s a great question for 7th graders to answer.”

“Maybe at the end you could do a Socratic circle. Discuss whether people should change the way they speak in a given context.”



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Green Lake - UW Partnership

The Possibilities and Challenges of Our Work



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Effective Partnerships Require...

That university partners

- Value existing expertise and prior knowledge
- View themselves as “partners”
- Be flexible, yet maintain focus on agreed-upon goals

That K-12 administrators and coordinators

- Openly share what’s working, not working with partners
- Remain active participants in the work
- Identify and support ongoing, emergent needs



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“...we have found the single factor common to every successful change initiative is that relationships improve. If relationships improve, things get better. If they remain the same or get worse, ground is lost. Thus leaders must be consummate relationship builders with diverse people and groups...” (Michael Fullan, 2002)

<http://www.michaelfullan.ca/media/13396053050.pdf>



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Your Questions and Comments



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GREEN LAKE
SCHOOL DISTRICT
AN ENVIRONMENT OF EXCELLENCE



 **AIW Institute**
Authentic Intellectual Work

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