

**All students will be able to transfer their learning, think critically, and effectively solve problems as graduates of BPS.**

**Backward-Design template for School Reform – 2014/2015 School Year**

**Stage 1 - Desired Results**

**Established Goals:**

**This Year: The quality of our formative and summative assessments will improve with authentic assessment as a focus. Staff will be expert in developing formative and summative assessments that are explicitly linked to the mapped curriculum and accurately measure student growth in understanding and transfer of skills and knowledge.**

**Understandings:** *What do we want staff to understand, to really own?*

All of the above will understand that UBD, instructional approaches demanded by the Common Core and NGSS (including SRSD as a writing tool), educator evaluation with focus on DDMs, and feedback loops are all integrated and connected to developing and implementing quality formative and summative assessments.

All of the above will understand that we must fail forward in order to learn and continuously improve.

ATLAS supports horizontal and vertical alignment and is an excellent communication tool for curriculum/instruction/assessment in the district.

**Essential Questions:** *What essential questions do staff members have to confront, and work through, if the goal is to be achieved? What new knowledge and skills are required to effectively enact the desired reforms?*

- How is everything on our educator plates connected and integrated?
- How will developing and implementing quality formative and summative assessments improve student growth and learning?
- How will we know if our students are growing?
- Why should we adjust instruction based on assessment results? How do we do that?
- How is ATLAS central to my classroom and my practice?
- How do we use backwards design in our instruction?
- How do we develop independence and reflection in our students?

**Knowledge:** *What knowledge will teachers, administrators, policymakers, parents, and students need for this vision to become a reality?*

- Self-assessment is required for quality goal-setting.
- Student growth analysis is required for quality goal-setting.
- ATLAS Stage 1 determines focus of assessments.
- Formative assessments give
- Summative assessments give

**Skills:** *What skills will teachers, administrators, policymakers, parents, and students need for this vision to become a reality?*

- Educators will be able to set goals based on student data and their own reflective assessments on their practice.
- Educators will be able to apply backwards design principles to units and lessons.
- Educators will be able to effectively assess what they mean to assess.
- Educators will be able to implement quick formative assessments to inform instruction.
- Students will be able to self-assess using rubrics.

## Stage 2 – Assessment Evidence

**Direct Evidence:** *how will we know if we have achieved the desired results? What will we see if we are successful? What will we accept as evidence of staff understanding and proficiency? What data do we need from the start to set a baseline in relationship to our goals, to measure the gap between goal and reality? How will we track our progress along the way? By what feedback system will we make timely adjustments to our plans to achieve our goals?*

Baseline is summary of DDMS

**Indirect Evidence:** *What other data (e.g. achievement gaps; staff understandings, attitudes, and practices; organizational capacity) should be collected?*

## Stage 3 – Action Plan

*What professional development activities and support will equip staff with the needed knowledge and skills to perform effectively and achieve desired results? Who is responsible for various actions? What time schedule will we follow? What resources are needed to accomplish the goals? Is the overall plan coherent?*

- Create sample professional and student goals
  - Create a sample self-assessment.
  - Create sample goals focused on assessment.
- Highlight exemplary teaching (building administrators and directors)
  - Through peer observation and debriefing with learning coaches.
- Make ATLAS the communication portal for learning and teaching in the district.
  - Post PD plan there
- Develop needs inventory for DDM work and obtain feedback from staff
  - Review information from 6/6/14 In-Service DDM checklists (must be collated and organized for analysis)
- PD in developing rubrics and training students to consistently use them to score their own work
- Through embedded PD, all staff become backwards designers of units, assessments, lessons
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