

## Goal and Work Choices for 2007-08 School Year:

### **Goal for the year:**

Teachers will identify and work toward resolving issues around the most promising opportunities for making progress toward arts standards implementation at the classroom, school and/or district levels.

*These are the possibilities as we see them for choices for work this school year. Each choice is an important part of the learning we need to do together professionally to enable teachers, schools and districts in this state to implement standards in arts.*

*Working through one of these choices and determining how to do it in your classroom or school will provide other schools, districts and individual teachers with a pathway to implement the K-12 arts standards.*

1. Revise an existing lesson/unit or develop a new lesson/unit using the Stiggins process to create clear, aligned learning goals, assessments, and evaluation tools for each assessment activity based on one or more standard benchmarks. (It would be nice to delineate incremental, intentional teaching strategies and learning tools that are aligned to the learning goals on Large Learning Process chart—but not necessary.) This is a necessary step to become standards-based and improve student achievement.

2. Select one (*or more* but one is enough) benchmark and trace foundational learning activities and formative assessments (including summative assessment as appropriate) from the beginning of working on the benchmark with your students to a “final evaluation” in grade book. (It would be helpful if you tracked these activities on a Large Learning Process chart, labeling each activity.) The question you are answering is, “What does it look like to become standards-based in teaching, learning, assessment and evaluation in the real, everyday classroom?” (Working with a reasoning benchmark would be helpful to all of us as reasoning benchmarks have been identified as difficult to assess.)

3. Take **one unit** and track student learning benchmark by benchmark—formative assessment by formative assessment using whatever device (grade book, spread sheet, narrative notes) that is reasonable and works in your classroom. The question you are answering is, “How do we manage and track standard benchmark information about student learning so it is a reasonable expectation for teachers and schools?”

4. Change your grading and evaluation to benchmark by benchmark for every student for an entire grading period or the entire year. The questions that you are answering are, “How will it look when a teacher becomes totally standards based in grading and reporting? What will be different from the way teachers evaluate and grade now? What changes in thinking, tracking and recording student learning are necessary?”

**NOTE: In the standards-based system we envision and are working toward implementing, a teacher would have to accomplish Assignment Choice #1 to be able to do any of the following 3 assignment choices. If you as a classroom practitioner can see another way, we would really like to discuss that with you.**