(http://csmatters.org/pd-new) C - 03

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# Create Performance Task Work Sessions

**Unit Create Performance Task**

**Revision Date:** Sep 07, 2019
**Duration:** 365 50-minute sessions

## Lesson Summary

This unit is made up of three separate sessions, spread out over days 4 and 5 of the in-person training. In it, teachers develop their own Create Performance Tasks including the program, written response, and program code document.

Outcomes:

- Teachers will practice their coding skills and create a working program in pairs or working with facilitators.
- Teachers will gain fluency in the Create Performace Task and its requirements.
- Teachers will record insights as they work through the task, and share them with the other teachers.
- Teachers will build a community through working on the task in pairs.

Overview:

Session 1:

- Choose a purpose and a programming environment for a Create Task.
- Discuss collaboration strategies.
- Plan program design
- Construct the first phase of their program.
- Identify a multilevel algorithm they will implement that uses math or logic.
- Identify an abstraction they will use to manage complexity.

Session 2

- Teachers continue refining both their algorithms and abstraction.
- Teachers complete their programs.
- Teachers create the written response and the video

Session 3

- Teachers use the rubric to anonymously score the created tasks and share their insights into the Create Performance Task and scoring.

Learning Objectives

## CSP Objectives

**Big Idea - Professional development provides ongoing opportunities for teachers to examine a variety of classroom assessments, practice using them in their classrooms, and analyze the results to (1) understand and report on student mastery of Maryland content standards.**

- LO 1c - Professional development provides ongoing opportunities for teachers to examine a variety of classroom assessments, practice using them in their classrooms, and analyze the results to (1) understand and report on student mastery of Maryland content standards.

**Big Idea - Professional development provides ongoing opportunities for teachers to practice working with colleagues, including other teachers, principals, counselors, social workers, and others, and emphasizes that collaboration is a means and not an end in addressing issues related to school improvement and improved student learning.**

- LO 3a - Professional development provides ongoing opportunities for teachers to practice working with colleagues, including other teachers, principals, counselors, social workers, and others, and emphasizes that collaboration is a means and not an end in addressing issues related to school improvement and improved student learning.

**Big Idea - Professional development provides opportunities for teachers to develop and demonstrate the knowledge and skills necessary to design and implement instructional and assessment strategies that meet diverse student learning needs and help all students master Maryland content standards.**

- LO 4b - Professional development provides opportunities for teachers to develop and demonstrate the knowledge and skills necessary to design and implement instructional and assessment strategies that meet diverse student learning needs and help all students master Maryland content standards.

**Big Idea - Professional development matches learning experiences, including the intensity and duration, with individual teacher needs, current knowledge and skills, and learning goals.**

- LO 9a - Professional development matches learning experiences, including the intensity and duration, with individual teacher needs, current knowledge and skills, and learning goals.

**Big Idea - Professional development combines a variety of learning experiences, including, but not limited to, individual study, demonstrations, observation, practice, feedback, and reflection as well as opportunities for collaboration and problem solving among colleagues.**

- LO 9b - Professional development combines a variety of learning experiences, including, but not limited to, individual study, demonstrations, observation, practice, feedback, and reflection as well as opportunities for collaboration and problem solving among colleagues.

## Key Concepts

Teachers should understand:

- The expectations and general format of the Create Performance Task
- The tools that students can use and the skills that students need to be successful in the task
- What constitutes a good and bad submission

## Teacher Resources

Create Performance Task Folder (https://drive.google.com/open?id=0B9aVxjdD4rTDUm0zeHh3N21IWHM)

## Lesson Plan

TOTAL: 3 sessions

### Session 1: (120 min)

#### Part 1: Teamwork discussion (20 min)

- For the remainder of these sessions, teachers will work in pairs (with at most one team of three)
  - A purpose and a programming environment for a Create Task.
  - A collaboration strategy.
  - A program design
- Teachers pick partners and the instructor leads a discussion on what constitutes an effective partner relationship for the Create Performance Task.
  - Effective communication
  - Accountability
  - Active listening
  - Being supportive of other ideas
  - Identifying strengths and weaknesses in knowledge and skills for the completion of the task

### Part 2: Begin work on task (40 min)

- Teachers should spend this time planning the program part of the task. They are encouraged to use Python through Earsketch or their chosen IDE, but they may use any language.
- Teachers should record insights and/or ideas for student instruction as they work on the task (these can be recorded on a common document or in journals). They should continue to do this for the remaining sessions and be prepared to share their work during the last session.
- Regroup and share ideas, be prepared to compare goals set with a realistic time it actually takes to accomplish factoring in the experience levels of the teachers.

### Part 3: Work in pairs (60 min)

- Construct the first phase of the program.
- Identify a multilevel algorithm they will implement that uses math or logic.
- Identify an abstraction they will use to manage complexity.
- Small content review break out groups meet separately for those who feel the need to learn basic Python rather than apply it to a performance task (30 min each max)
    - To plan these groups, teachers should each give comfort ratings on each of the lessons in the python unit (happy/ok/sad sticky notes on a chart is one way to get ratings). Those topics with the lowest confidence ratings overall will be reviewed. Teachers are encouraged to participate in reviews, but mind their time in order to finish their tasks.
- Facilitators remind teachers to record their insights.

## Session 2: (165 min)

- Teachers work in pairs to complete as much of the task that can be done.
    - By the last hour, teachers should begin the writing portions of the task.
- Optional break-out small content review groups meet if requested by teachers (30 min each max)
    - Before the session starts, take another confidence poll to decide on topics (some topics may need to be repeated for teachers who could not participate in session 2).
- Facilitators remind teachers to record their insights.

## Session 3: (75 min)

- Share projects, concerns, and thoughts
- Teachers use the rubric to anonymously score the created tasks.
    - If you have enough time have teachers score at least 2-3 tasks.
    - Collect the scores from the teachers via a Google Form.
    - Share the results.
- Teachers share their insights about the create performance task and scoring.

## Evidence of Learning

### Formative Assessment

Supplemental session will be held to fill gaps in teacher's understanding of content needed for the task.

### Summative Assessment

- Teachers will recieve grades on their practice tasks from the other teachers.

 (http://www.umbc.edu/)  (http://www.umd.edu/) 

(http://www.nsf.gov/)

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