



EXPEDITIONARY LEARNING

Quality Work Protocol Summary Sheet

School Name	Harborside
Date of Protocol	9/12/14
Participants (Name and Role)	1. Brian Bieri- Spanish (new to Harborside) 2. Ashley Vanderhoef- Spanish: postcards and travel videos 3. Mike Underwood-Business 4. Caris Alan- PE/Health: advertisements for health, journals from gym (new to Harborside) 5. Sarah Henkel- Art: 10 conceptual photographs series 6. Mandy Mahaffey-Art: watercolor fingerprint mixed media 7. David Kotlewski-Orchestra: performance with Kenosha orchestra 8. John Nepper-Band: essay on art in life/music in film
Based on today's protocol, what conclusions did you draw about the level of quality displayed in the student work? ● Authenticity -was professionally shown or performed. ● Process and performance mirrored in real life situations. ● Craftsmanship was tied to authenticity. ● Pieces seemed to excel at one of the attributes but had pieces of the others. Questions: ● How do you create a product for the intangible? ● A lot of the attributes would have been evident in the process the students took to create the final product.... So how do you show process? Do we need to show process? ● What technology can we use to showcase process and capture the intangible ?	
Based on today's protocol, what conclusions did you draw about the tasks and scoring tools that teachers are designing? ● High level of expectation. ● Learning targets are aligned to the described steps for the project/product/performance. ● Expectations are clear and easy to follow. ● What was missing is how students receive a score (what is the difference between a 2 and a 3). There are not many rubrics with descriptors. ● The terms descriptor and rubric are not being used consistently ● The three dimensions of quality are not consistently showing up in any products ● There is confusion over product, performance and process and how to showcase those.	

- Products are authentic in process but not always audience.

Based on these conclusions, what goals and action steps did you determine?

Goal	Action Steps/Dates
Each elective teacher will develop one descriptive rubric (focused) around current content and including indicators of the dimensions of high quality for one project/product per semester per course they teach.	• Semester 1: Elective teachers will create a rubric for on summative assessment that they are focusing on creating a high quality final product with. This rubric will include indicators of the dimensions of high quality. The rubistar.com resource can be utilized. The rubrics will have clear descriptors related to the score given for each learning target. • Semester 2: Elective teachers will share their rubrics and provide feedback based on the criteria listed above • Annual High Quality Work Protocol: Teachers will include a product that utilized a descriptive rubric that includes criteria related to the dimensions of high quality. Following School Years: Elective Teachers will continue to create descriptive rubrics with an end goal of eventually having a descriptive rubric for all high quality summative products.

Which student work, representative of school-wide quality, will you be archiving from this protocol?

- Travel Video from Spanish Class
- Watercolor Finger Print from Foundations of Drawing and Design
- Photograph Series from Photography

Which student work, if any, will you be submitting to EL's Center for Student Work?

- Tbd based upon conversation with Instructional Coach to review the criteria for the Center of Student Work.