

Glen Taylor ES Design Team



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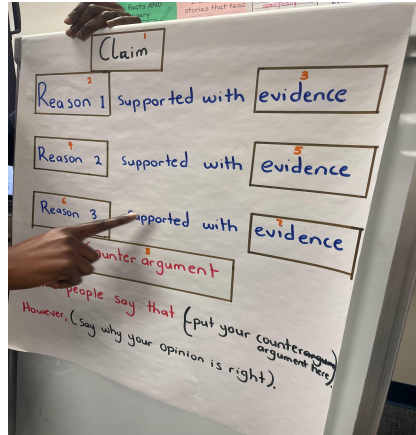
1. What is your Design Challenge?

- ☐ **Context/Background - what emerged in the empathy process that helped you focus your priority?** Poor student attendance and poor student engagement during learning activities.
- ☐ **Share the focused “How Might We” question...?** How might we get students to engage in authentic learning?
- ☐ **Artifact #1:** [Student survey results](#)

2. What did you do?

- ☐ **Describe what happened.**

Our design team focused on creating opportunities for students to be actively engaged and recognized by both their teachers and peers. This was achieved through the implementation of Authentic Learning activities supported by Social and Emotional Learning (SEL) practices. Our goal was to ensure that every student felt noticed and valued within the classroom community.
- ☐ **What draft competencies may have emerged in your project?**
 - Collaboration: working with peers for a shared purpose
 - Critical thinking: applying creative thinking skills within an academic and social context.
 - Solution-oriented: Demonstrating problem solving strategies to solve problems.
 - Application of Knowledge: Explaining ways their knowledge and skills can impact their communities.
 - Self Advocacy: Evaluating resources and seeking guidance to overcome challenges.
 - Resilience: Showing persistence in overcoming identified challenges.
- ☐ **Artifacts #2:** [STEAM Night Parent Letter About Invention Project](#), [Invention Project Student Planning Guide](#), [Intermediate Invention Rubric \(3-5\)](#), and SEL Artifact (see below)



Engaged in a debate during SEL

3. What was the biggest surprise/barrier in implementation? What was the impact?

We discovered during the implementation of authentic learning through the science curriculum that many students did not possess the speaking, listening, or self-management skills needed to complete larger tasks. As a result, we provided additional support in these areas in the forms of daily SEL focused lessons outside the science classroom as well as direct instruction within the classroom as well. Creating a culture where students have the fundamental skills to tackle authentic tasks in a safe and supported environment is key.

The most tangible impact of the design process was our ability to recreate a safe environment that unlocked student agency.

Ms. Ward (Math Teacher)

AUTHENTIC LEARNING RUBRIC

Taken from Employability Skills for Career Readiness Standards

Standard	Indicator	Meets	Approaches
1.0 Demonstrate teamwork skills by contributing to the success of the team, meeting objectives, and respecting team members' individual contributions and responsibilities.	• contributes to the success of the team by completing assigned tasks, supporting team members, and respecting individual contributions and responsibilities • listens to team members and their opinions • follows team rules and helps to keep the team on track	• contributes to the success of the team by completing assigned tasks, supporting team members, and respecting individual contributions and responsibilities • listens to team members and their opinions • follows team rules and helps to keep the team on track	• contributes to the success of the team by completing assigned tasks, supporting team members, and respecting individual contributions and responsibilities • listens to team members and their opinions • follows team rules and helps to keep the team on track
1.1 Demonstrate creativity and innovation by contributing ideas and working with others.	• generates ideas and contributes to the team's success • works with others to develop and implement ideas • follows team rules and helps to keep the team on track	• generates ideas and contributes to the team's success • works with others to develop and implement ideas • follows team rules and helps to keep the team on track	• generates ideas and contributes to the team's success • works with others to develop and implement ideas • follows team rules and helps to keep the team on track
1.2 Demonstrate effective listening and working with others by contributing ideas and working with others.	• listens to team members and their opinions • follows team rules and helps to keep the team on track • works with others to develop and implement ideas	• listens to team members and their opinions • follows team rules and helps to keep the team on track • works with others to develop and implement ideas	• listens to team members and their opinions • follows team rules and helps to keep the team on track • works with others to develop and implement ideas
1.3 Demonstrate critical thinking and problem-solving skills by analyzing and evaluating information and making decisions.	• analyzes information and makes decisions • works with others to develop and implement ideas • follows team rules and helps to keep the team on track	• analyzes information and makes decisions • works with others to develop and implement ideas • follows team rules and helps to keep the team on track	• analyzes information and makes decisions • works with others to develop and implement ideas • follows team rules and helps to keep the team on track
1.4 Demonstrate teamwork skills by contributing to the success of the team, meeting objectives, and respecting team members' individual contributions and responsibilities.	• contributes to the success of the team by completing assigned tasks, supporting team members, and respecting individual contributions and responsibilities • listens to team members and their opinions • follows team rules and helps to keep the team on track	• contributes to the success of the team by completing assigned tasks, supporting team members, and respecting individual contributions and responsibilities • listens to team members and their opinions • follows team rules and helps to keep the team on track	• contributes to the success of the team by completing assigned tasks, supporting team members, and respecting individual contributions and responsibilities • listens to team members and their opinions • follows team rules and helps to keep the team on track

1: 9:42 AM Student Survey (Pre)

What are the things you dislike about the learning in your classroom?

29 responses

kids screaming like first graders
being bored
my seating
nothing
The point system Mrs. Lencinifelters class and no fun activities and the only thing after we finish being reading
What I dislike is it's kinda boring
Loudness
people

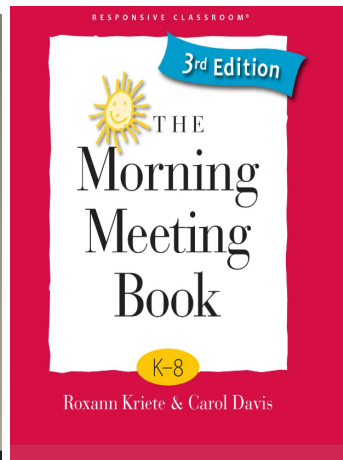
4. What was the greatest success? How did this success impact young people or how might it impact young people on your campus? What are their perceptions?

Our greatest success is increased student engagement, which has positively impacted our overall school attendance. Furthermore, in the classroom that piloted the use of the morning meeting book, students unanimously agreed that the best part of their day is when they get to "share" and participate in a "group activity" during the SEL meeting. Consequently, the school administration is seeking a schoolwide adoption of the morning meeting book as the key driver of our social emotional learning next school year.

Academically, the successes we recorded were evident in our 5th graders' growth in abilities to make positive learner-centered choices when given the opportunities. For instance, students were able to self-manage and self-regulate when actually put into an authentic situation: making their inventions for STEAM Night. Students were able to use the tools and equipment properly, think about and answer questions about all of the different buttons and components they were adding, make corrections to their display explanations or explain the purpose and reasoning for their choices.



Improved attendance/engagement



School wide adoption of SEL Resource



Steam Night Invention

5. What's next? How does your team plan to evolve this work? What are the most significant pieces of learning you see impacting adult work and young people's experiences? What school level, district level, state level policy may need to be addressed?

☐ **What's next? How does your team plan to evolve this work?**

As we move forward, our team plans to focus on ensuring strong teacher buy-in as a critical component of sustaining and expanding authentic learning practices. Our staff presentation will not only explain what authentic learning is and why it is important but will also showcase the amazing ways it is currently being used at Glen Taylor. This approach will highlight the successes and provide inspiration for other teachers. Additionally, we will share simple but effective first steps for integrating authentic learning into their own instruction, such as modifying the prompts in their writing assignments. Our first step is to plan a professional development training for the staff in the fall that shares current practices and simple ways to get started. This will help teachers feel supported and empowered to incorporate authentic learning practices into their classrooms.

This strategy ensures that our educators are equipped and motivated to create engaging and meaningful learning experiences for our students, fostering a culture of innovation and continuous improvement.

☐ **Artifact #4:** [Authentic Learning Professional Development Slides](#)

☐ **As adult learners, what is shifting about your mindset about empowering young people with voice, agency, and influence in your classroom?**

We are shifting from compliance to agency. We have spent a greater part of our career as educators ensuring we teach lessons that have opportunities for high student engagement. However, we now realize that in order to become more effective as educators, we need to empower students to own their learning via goal setting, encourage student voice and encourage collective efficacy. Thus, authentic learning is not only an amazing engagement strategy, it is also an excellent tool/opportunity for students to learn/demonstrate resilience and competencies.

☐ **What insights do you have around assessment?**

For the academic content:

- **Provide Clear Criteria and Rubrics:** Use detailed rubrics to clarify expectations and provide consistent, objective grading.
- **Incorporate Multiple Assessment Methods:** Use a variety of assessment types to capture different aspects of student learning and skills.
- **Ensure Fairness and Equity:** Design assessments that are accessible and fair to all students, taking into account diverse backgrounds and learning styles.

Furthermore, to assess learners on their ability to demonstrate the competencies while participating in authentic tasks, teachers can use the “Authentic Assessment Rubric” (see below). This rubric uses the [Employability Skills for Career Readiness Standards](#) to assess students ability to work within a team, use their creativity and problem-solving skills, communicate effectively, and manage their time and resources appropriately. All of these critical 21st century skills are critical for students to master as they engage in more, complex real-world activities.

☐ **Artifact #5: [Authentic Assessment Rubric](#)**

☐ **How might it need to evolve locally to include a broader set of outcomes?**

It is our hope that the following types of learner assessment below are evident in all classrooms:

- **Peer Assessment:**
 - Purpose: Involves students assessing each other’s work.
 - Benefits: Enhances critical thinking and evaluative skills. Provides diverse perspectives and promotes a collaborative learning environment.
- **Performance-Based Assessment:**
 - Purpose: Students demonstrate their knowledge and skills through real-world tasks and projects.
 - Benefits: Encourages deeper learning and application of skills in practical contexts. Assesses higher-order thinking skills and creativity.

☐ **What implications may exist around accountability?**

- Validity and Reliability: Ensuring assessments are valid (measuring what they intend to measure) and reliable (providing consistent results) is critical. Poorly designed assessments can lead to inaccurate conclusions about student learning and progress.

- Bias and Fairness: Assessments must be free from bias and accessible to all students. This includes accommodating diverse learning needs and ensuring cultural and linguistic inclusivity.
- Balancing Formative and Summative Assessments: While both types are important, an overemphasis on summative assessments can lead to "teaching to the test" and undermine personalized learning. A balanced approach is necessary to support ongoing learning and growth.

☐ **Artifact #6:** [Steam Night Photographs](#)

6. Research + Resources that inspired and informed our thinking

- ☐ **In what ways has participating in the network supported your learning and unlearning this year?** Participating in the network has been pivotal in helping the Glen Taylor Team examine our current practices within our human-centered learning system and reimagine our approach to educating 21st-century students.
- ☐ **What more do you look forward to?** We look forward to seeing how the Nevada Competencies/ Portrait of a Nevada Learner are demonstrated in our day-to-day learning activities at Glen Taylor. In addition, we are excited to continue our adventure into authentic learning leading our first authentic learning professional development for our teachers in Fall 2024. Subsequently, our team will hold another training session with teachers on the important link between SEL and authentic learning and the need for students to have the self-regulation and self-management skills to participate in real-world learning experiences.
- ☐ **Hyperlink texts, case studies, blogs, and additional media that inspired the work**
[KnowledgeWorks: Exploring Personalized Competency Based Learning Canvas Course Case Studies and Articles](#)