



PETE'S TEAMS

Problem of Practice, Theory of Action, Instructional Focus 2017-2018

Problem of Practice

Context: Learning Environment survey data suggested that students believe courses are not as rigorous as our teachers do. Teachers state that kids are not engaged in classes and often don't submit necessary work to show mastery of standards. We believe this is because there is a disconnect between what we say we're doing (driving your own learning, design thinking) and what is happening in our learning at UA Maker. In June, we asked: How do we develop student-driven projects aligned to our mission and core values, to increase engagement?

That question led us to realize that we needed to ask the same question for our whole school, that we must hold ourselves accountable to doing what we believe is the best kind of learning with everyone in our community.

UA Maker POP

Therefore, our 2017-18 Problem of Practice is: **how do we create an environment that allows all learners to engage in the design thinking process and ask and answer questions to further their own learning?**

Theory of Action

IF we adopt a whole school approach to our Instructional Focus, with a symmetry between how adults learn best and how students learn best and engage our adult and student learners in an inquiry process THEN we will see all learners more accountable to their learning, resulting in higher levels of mastery & engagement.

Our group POP

Engagement with a performance task may be improved through utilizing the 5D's more consistently, (leading to students asking and answering questions to further their own learning).

Instructional Focus Look Fors

- Evidence of student engagement in the design process.

<i>For the administrative team this means...</i>	<i>For teachers this means...</i>	<i>For students this means...</i>
P and AP engage in inquiry around the supports students and teachers need in their	Teachers engage in inquiry through instructional rounds to explore their POP, to	Students ask questions* to further their project**, and



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learning, to move the school closer to the core values and mission.	move the school closer to the core values and mission.	identify and use resources*** to answer them.
		*content rich, higher order **students are agents of their own learning outcomes ****resources could include: peers, teachers, books, internet

Students learn best when they are engaged in inquiry and have the opportunity to (productively) struggle through learning, and to reflect on their learning and monitor their own next steps

WHY (Belief)	WHAT (Big Ideas of the Strategy)	How (Specific Moves)
<p>Students learn best when they have choice, and can monitor their own learning. SO,</p> <p>teachers design pbl units that allow for student choice, peer and self progress monitoring.</p> <p>Teachers develop workshops for direct instruction based on student questions</p> <p>, but not all instruction is provided through “sage on the stage” full class lectures.</p>	<p><u>Planning for Student Inquiry (Domain 1: 1a/1e)</u></p> <p>Teachers anticipate and plan for what students will need to know and intentionally plan for opportunities to address those questions/areas of need, including:</p> <ul style="list-style-type: none"> • Allowing multiple chances for students to create and ask questions • Creating experiences that engage students in conversation, in service of inquiry and prompt student questions • Planning direct instruction(sparingly!), derived from student questions • Adjusting instructional plans based on student questions and mastery 	
<p>Monitoring progress throughout the learning to master</p>	<p><u>Assessment and Monitoring of Outcomes and Pathways Domain 3: 3b & 3d</u></p>	<p>Knows and Need to Knows - students monitor progress of knows and need to knows to resolve their driving question.</p>



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standards in their project	<p>Teachers and students establish outcomes and pathways for learning. We see it in action <u>every day</u> as students and teachers:</p> <ul style="list-style-type: none"> ● Self-monitor learning ● Frequent feedback loops ● Monitoring learning in conferences - peer, teacher, student 	<p>Direct instruction is explicitly linked to resolve need to know, or to queue up additional questions.</p> <p>-</p>
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UA Maker Projects include

- **Entry Event** that launches a unit
- **Driving Question** that has no clear answer
- **Knows and Need to Knows** that drive instruction
- **Core Values** that guide and support behavioral decisions
- **Authentic Context** “Get on the Spectrum”
- **Daily Activities** that engage students in grappling with challenging problems and building skills to produce meaningful work products
- **Benchmark Tasks** that uphold the rigor of the unit and assess student mastery of essential skills (Lab Report, DBQ,...)
- **Performance Tasks** that students deliver (Multimedia Narrative, Presentation...)
- **Opportunities for Reflection and Revision** that allow students to identify what they still need to master



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