Complete one of the 3 assignments that appeals to you

☐ Write your own definition of Performance Based Instruction

☐ Compare / contrast a PBI activity and a more typical activity

☐ Tell about a time when you had a class that would have been better if the teacher had used PBI.
Performance Based Instruction

**How** and **why** to create performance tasks for students
Ga. Dept of Education Says...

By teaching curriculum just around content...

instead of desired performances requiring understanding...

we ensure that uncritical thinking, inert knowledge, and lack of transfer will be the rule, not the exception.

GADOE.org
Why do schools need to have performance based instruction?

The true mission of schooling enables learners to achieve intellectual accomplishments by:

- Their ability to transfer their learning **with understanding** to worthy tasks
- Their ability to create mature **habits of the mind**

_Schooling by Design, Wiggins & McTighe, 2007_
What are habits of the mind?

A focus on **performance** under challenging conditions using:

- strategic reasoning
- insightfulness
- perseverance
- creativity
- craftsmanship

Why should we develop habits of the mind?

- The critical attribute of intelligent human beings is to not only have information, but also know how to act on it.

- A Habit of Mind is knowing how to behave intelligently when you DON'T know the answer.

### The 16 Habits of Mind
by Costa and Kallick

<table>
<thead>
<tr>
<th>Persisting</th>
<th>Thinking about thinking (metacognition)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thinking and communicating with clarity and precision</td>
<td>Taking responsible risks</td>
</tr>
<tr>
<td>Managing impulsivity</td>
<td>Striving for accuracy</td>
</tr>
<tr>
<td>Gathering data through all senses</td>
<td>Finding humor</td>
</tr>
<tr>
<td>Listening with understanding and empathy</td>
<td>Questioning and posing problems</td>
</tr>
<tr>
<td>Creating, imagining, innovating</td>
<td>Thinking interdependently</td>
</tr>
<tr>
<td>Thinking flexibly</td>
<td>Applying past knowledge to new situations</td>
</tr>
<tr>
<td>Responding with wonderment and awe</td>
<td>Remaining open to continuous learning</td>
</tr>
</tbody>
</table>
Teaching the Curriculum

Curriculum is not a list of input to be taught but...

- a plan for achieving performances

- by applying the content to create understanding with performance tasks

- not just a plan for “coverage” of content.

Teaching the Curriculum

Curriculum must be written (and taught) to help students “do the subject” not just learn its findings.

Watch this concept in action....
Thoughts?

Talk with your elbow partner about the value of this experience for these teenagers.
Performance-Based Instruction is...

- Engaging
- Simulates real-world experiences
- Authentic
- Differentiated
- Higher-order thinking
- Promotes collaboration
- Enduring understanding
How has Performance Based Instruction changed the classroom?

<table>
<thead>
<tr>
<th>Traditional</th>
<th>Performance-Based</th>
</tr>
</thead>
<tbody>
<tr>
<td>□  Planning from a topic</td>
<td>□  Planning from standards</td>
</tr>
<tr>
<td>□  Memorization of facts and details</td>
<td>□  Student is responsible for their work (goal setting, monitoring)</td>
</tr>
<tr>
<td>□  Skills covered in isolation</td>
<td>□  Concepts apply across disciplines</td>
</tr>
<tr>
<td>□  Lecture presentation</td>
<td>□  Hands-on learning</td>
</tr>
<tr>
<td>□  Passive learning (listening)</td>
<td>□  Active learning (doing)</td>
</tr>
<tr>
<td>□  Teacher transmits information</td>
<td>□  Teacher models and facilitates</td>
</tr>
<tr>
<td>□  Non-collaborative silent independent work</td>
<td>□  Collaboration with higher order thinking</td>
</tr>
<tr>
<td>□  Short term understanding that is not transferred to real-world settings</td>
<td>□  Enduring understanding which can be applied to real-world settings</td>
</tr>
</tbody>
</table>
What tools do I need to create a Performance-Based Classroom?

1. Identify desired results from Standards:
   - What do I want the students to know, understand, and be able to do?

2. Determine acceptable evidence:
   - How will the students show their understanding of concepts?

3. Plan learning experiences:
   - What activities will engage the students to facilitate and ensure an enduring understanding of the standard?
Types of Products

- **Written products**: proposals, poems, brochures, letters, lab reports, etc.

- **Concrete Products**: building a model, repairing an engine, creating artistic representations, making films, etc.

- **Verbal Products**: speeches, songs, monologues, presentations, etc.
Assessments for PBI

Inauthentic
- Fill in the blank
- Select an answer from a set of given choices
- Answer the questions at the end of the chapter
- Solve contrived problems

Authentic
- Purposeful writing
- Scientific investigation
- Issues debate
- Primary research
- Interpret literature
- Solve “real-world” problems

Jay Mc Tighe
Examples of Performance Tasks

1. Produce an orientation video for new English Lit students.

2. Design a cardboard package that is most economical for given dimensions and weights of the intended contents. Justify your design.

3. Determine how many people are in attendance at a major event by sampling areas within a photograph.
Your turn to create...

- Use the list of suggested tasks to brainstorm a performance task for an upcoming unit or lesson.

- In a small group of “content colleagues” design a performance task on your worksheet.
Consider the following steps for designing a performance task:

- Identify outcomes and indicators of standard attainment
- Create a meaningful task
- Identify product or performance
- Consider options
- Plan activities
- Identify evaluative criteria
- Generate a response
- Decide about scoring
Sharing and Final Thoughts...