Sanborn Regional School District
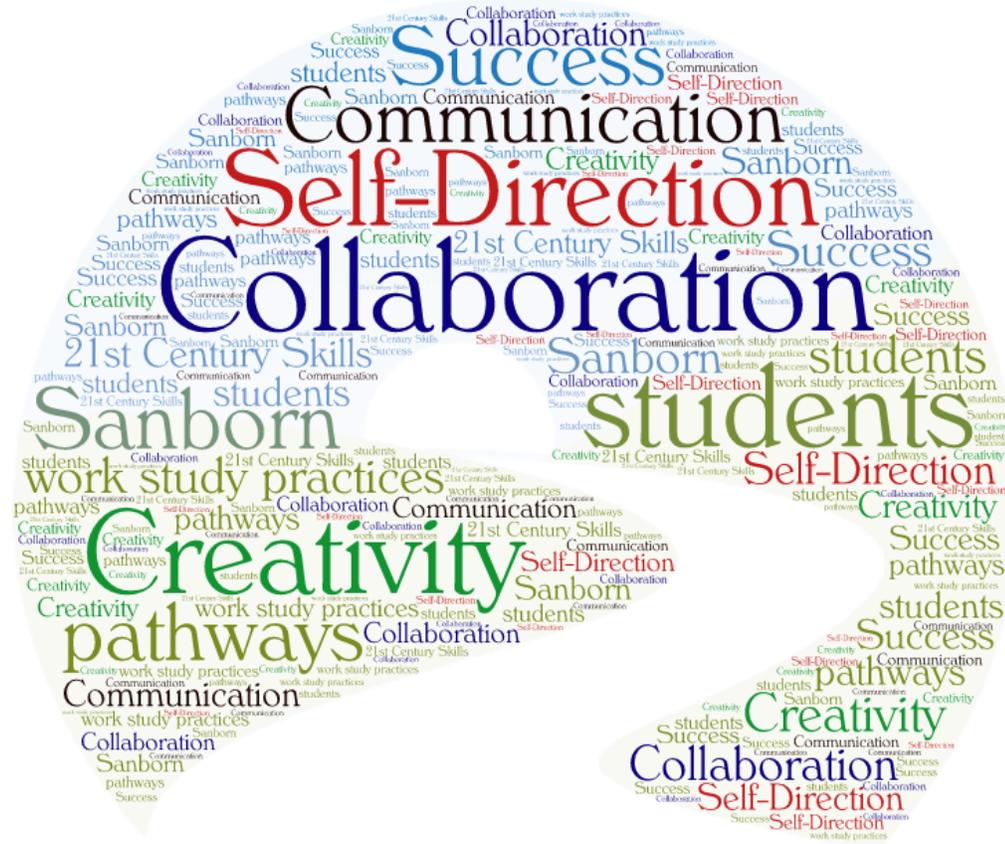
Work Study Practices Handbook

District Work Study Practices Team

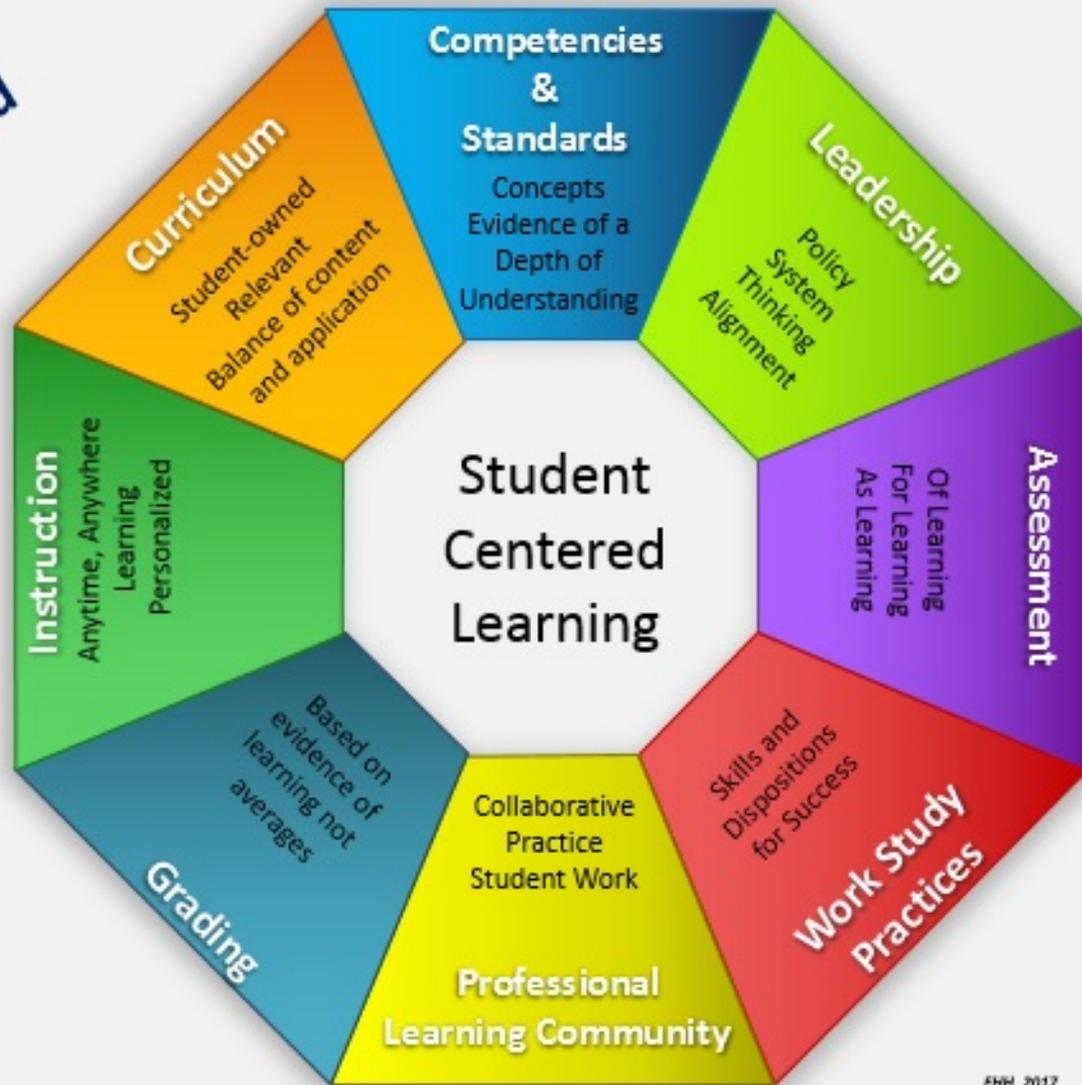| D. J. Bakie School	Memorial School	Middle School	High School
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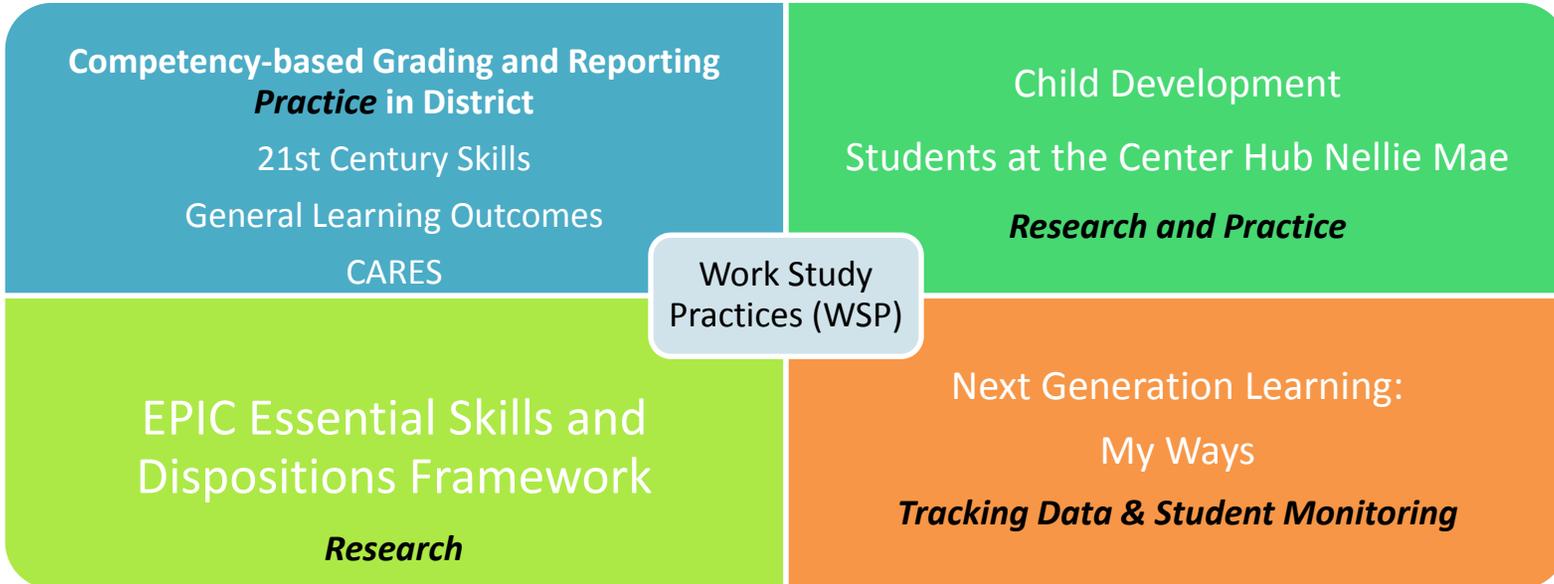Work Study Practices Handbook

Table of Contents

What Defines Competency-based Learning?

Student Centered Learning

Competencies & Standards — Concepts, Evidence of a Depth of Understanding

Leadership — Policy, System Thinking, Alignment

Assessment — Of Learning, For Learning, As Learning

Work Study Practices — Skills and Dispositions for Success

Professional Learning Community — Collaborative Practice, Student Work

Grading — Based on evidence of learning not averages

Instruction — Anytime, Anywhere Learning, Personalized

Curriculum — Student-owned, Relevant, Balance of content and application

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Sanborn Regional School District
Work Study Practices
Informed Decision-making Chart

Competency-based Grading and Reporting **_Practice_ in District** 21st Century Skills General Learning Outcomes CARES	Child Development Students at the Center Hub Nellie Mae **_Research and Practice_**
EPIC Essential Skills and Dispositions Framework **_Research_**	Next Generation Learning: My Ways **_Tracking Data & Student Monitoring_**

Work Study Practices (WSP)

Practice: Competency-based grading and reporting practices (8 yrs.) have provided a frame of reference for understanding the value and leverage that WSP represent in helping improve student achievement and understanding about themselves as learners.

Research: Researching models and understanding about how students develop and understand themselves as learners and as people.

Tracking Data and Student Monitoring: Learning about tools for helping students (student agency) monitor their progress and set goals for themselves.

Work Study Practices (WSP) Assessment for Deeper Learning

Traditional Assessment	Grade-Level Assessment	Curriculum Embedded Assessment	WSP Competency Specific Assessment	Student Growth Assessment
CONTINUUM OF ASSESSMENT FOR WORK STUDY PRACTICES DEEPER LEARNING				
Traditional assessment of work study practices focuses mostly on compliance or a student's ability to follow rules and behave based on required elements not connected to any one task. The assessment does not recognized the student as an individual, but instead is guided by the set requirements for all students that do not change during the school year.	Grade-Level assessment of work study practices focuses mostly on compliance or a student's ability to behave like their peers. The assessment does not recognized students as individuals, but instead evaluates students based on "typical" grade level behavior. In some cases these distinctions are based on child development research or the collective experiences and observations of the grade level teachers.	Curriculum embedded assessment of work study practices focuses on identifying the skills and dispositions that are the most logical contributors to a successful learning experience within the curriculum or unit of study. Students are recognized both as members of a collaborative group but also as individual learners developing the skills and dispositions needed to demonstrate competency for that task. Students are asked to think of these skills as an integrated part of their learning.	Competency specific assessment of work study practices focuses on identifying the skills and dispositions that are the most logical contributors to a successful learning experience. This assessment may occur within multiple units of study, across all learning experiences, as well as for a specific task. Students are recognized as individual learners developing skills and dispositions that transfer to all their learning experiences. Students reflect on their own growth when communicating their understanding of how WSP impact their learning and as evidence of demonstrating competency.	Student growth assessment of work study practices focuses on WSP competency specific expectations as well as individual student needs. Students evaluate the work they produced and analyze, and revise their behaviors and habits. Students are the primary evaluators and use self-assessment, goal setting, and reflective learning to monitor their progress.
Examples… ▪ Classroom rules ▪ Assignment completion ▪ Behaving cooperatively in a group	Examples… ▪ Class goals for all homework completed ▪ Rewards for whole class/grade behavior (group goals)	Examples… ▪ Identifying that collaboration with other students supports quality research. ▪ Identifying exemplars of positive WSP behaviors	Examples… ▪ Student-driven identification of WSP goals ▪ Evidence of learner reflection ▪ Students approaching WSP as a progression overtime and within a learning experience	Examples… ▪ WSP addressed first when approaching a new learning task ▪ Student awareness across disciplines, situations, and grade-bands about their own growth in WSP
Reported As… ▪ Effort Grades ▪ Conduct Grades ▪ Assignment Completion/HW %	Reported As… ▪ Class goals and accomplishments ▪ Team rewards	Reported As… ▪ Embedded as an expectation in the rubric and evidence collected ▪ Discussed as a component of successful demonstration of a quality product	Reported As… ▪ Embedded as an expectation in the rubric and evidence collected ▪ Tracked by the student	Reported As… ▪ Embedded as an expectation in the rubric and evidence collected ▪ Tracked by the student

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SANBORN REGIONAL SCHOOL DISTRICT-WIDE WORK STUDY PRACTICES
STATE OF NEW HAMPSHIRE: *WORK STUDY PRACTICES*

COMMUNICATION	CREATIVITY	COLLABORATION	SELF-DIRECTION
Use various media to interpret, question, and express knowledge, information, ideas, feelings, and reasoning to create mutual understanding.	Use original and flexible thinking to communicate my ideas or construct a unique product or solution.	Work in diverse groups to achieve a common goal.	Initiate and manage my learning through self-awareness, self-motivation, self-control, self-advocacy and adaptability as a reflective learner.
Graduating seniors will be able to demonstrate that they can: • Communicate effectively using multiple modalities • Interpret information using multiple senses • Demonstrate ownership of the work	*Graduating seniors should be able to demonstrate that they can:* • Think originally and independently • Take risks • Consider alternate perspectives • Incorporate diverse resources	*Graduating seniors will be able to demonstrate that they can:* • Contribute respectfully • Listen and share resources and ideas • Accept and fulfill roles • Exercise flexibility and willingness to compromise	*Graduating seniors will be able to demonstrate that they can:* • Persevere in completing complex, challenging tasks • Use self-reflection to influence work and goals • Engage stakeholders to gain support

High School *Work Study Practices*

COMMUNICATION	CREATIVITY	COLLABORATION	SELF-DIRECTION
Use various media to interpret, question, and express knowledge, information, ideas, feelings, and reasoning to create mutual understanding.	Use original and flexible thinking to communicate my ideas or construct a unique product or solution.	Work in diverse groups to achieve a common goal.	Initiate and manage my learning through self-awareness, self-motivation, self-control, self-advocacy and adaptability as a reflective learner.

Middle School *Work Study Practices*

COMMUNICATION	CREATIVITY	COLLABORATION	SELF-DIRECTION
Use various media to interpret, question, and express knowledge, information, ideas, feelings, and reasoning to create mutual understanding.	Use original and flexible thinking to communicate my ideas or construct a unique product or solution.	Work in diverse groups to achieve a common goal.	Initiate and manage my learning through self-awareness, self-motivation, self-control, self-advocacy and adaptability as a reflective learner.

Elementary School Grades K-5 *C.A.R.E.S*

COOPERATION	ASSERTION	RESPONSIBILITY	EMPATHY	SELF- REGULATION/CONTROL
Student work together to help each other and to solve problems.	Students speak up for themselves and others and participate in directing their learning.	Students take care of themselves and work hard at their learning.	Students understand and respect others feelings and opinions.	Students control their own actions and emotions in a safe way.

Work Study Practices

Work Study Practices

Communication

Collaboration

Self-Direction

Creativity

Grade Level
Work Study Practices

Personalized
Student
Goals and
Targets

**Instructional Strategies
Under the surface ...**

Embedded in Units of Study

WORK STUDY PRACTICES LEARNING GUIDE

The transition to putting work study practices at the core of student learning is essential for building a student-driven learning environment.

Here are some important factors to keep in mind when using the WORK STUDY PRACTICES (WSP) READINESS TOOL for monitoring progress:

1. The WSP READINESS TOOL is a guide to help support the steps a teacher and a team of teachers take toward emphasizing the importance of *Collaboration*, *Creativity*, *Communication*, and *Self-Direction* in a learning environment.
2. Remember to keep students at the center of the transition.
3. Remember to define what success looks like for your students.
4. Take small steps; WSP as school expectations; as classroom expectations; as part of defining the quality of an activity or product/performance assessment; as a component to the student's personal growth.

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SCHOOL-CLASS-TEACHER WORK STUDY PRACTICES READINESS TOOL

READINESS INDICATORS	PERFORMING	DEVELOPING	INITIATING
WORK STUDY PRACTICES COMPETENCIES	• **WORK STUDY PRACTICES** ARE IDENTIFIED FOR THE SCHOOL • **WORK STUDY PRACTICES** INCLUDE EXPLICIT, MEASUREABLE, TRANSFERABLE LEARNING OBJECTIVES THAT EMPOWER STUDENTS • **WORK STUDY PRACTICES** ARE TRACKED AND SHARED WITH STUDENTS AND PARENTS • LEARNING OUTCOMES EMPHASIZE COMPETENCIES THAT INCLUDE APPLICATION AND CREATION OF KNOWLEDGE ALONG WITH THE DEVELOPMENT OF **WORK STUDY PRACTICES** • STUDENT CHOICE IS EVIDENT IN PROVIDING EVIDENCE OF **WORK STUDY PRACTICES** GROWTH • STUDENTS ARE EXPECTED TO ACQUIRE **WORK STUDY PRACTICES** THROUGH SCHOOL, GRADE-LEVEL, COURSE, AND PERSONAL EXPERIENCES • WORK STUDY PRACTICES ARE ALIGNED THROUGHOUT THE DISTRICT FOR A CONSISTENT MESSAGE ABOUT THEIR VALUE AND IMPORTANCE IN THE LEARNING PROCESS.	• **WORK STUDY PRACTICES** ARE IDENTIFIED IN SOME COURSES • **WORK STUDY PRACTICES** PROVIDE SOME EXPLICIT, MEASUREABLE, TRANSFERABLE LEARNING OBJECTIVES THAT EMPOWER STUDENTS • SOME **WORK STUDY PRACTICES** ARE TRACKED • SOME STANDARDS ARE ALIGNED WITH COMPETENCIES • LEARNING OUTCOMES INCONSISTENTLY EMPHASIZE **WORK STUDY PRACTICES** THAT INCLUDE APPLICATION AND CREATION OF KNOWLEDGE ALONG WITH THE DEVELOPMENT OF **WORK STUDY PRACTICES** • SOME STUDENT CHOICE EVIDENT IN DETERMINING LEARNING OF **WORK STUDY PRACTICES** • STUDENTS ARE OFFERED SOME OPPORTUNITY FOR **WORK STUDY PRACTICES** LEARNING • WORK STUDY PRACTICES ARE SOMEWHAT ALIGNED THROUGHOUT THE DISTRICT FOR A CONSISTENT MESSAGE ABOUT THEIR VALUE AND IMPORTANCE IN THE LEARNING PROCESS.	• **WORK STUDY PRACTICES** ARE NOT IDENTIFIED • **WORK STUDY PRACTICES** ARE NOT CLEARLY DEFINED WITH EXPECTATIONS • **WORK STUDY PRACTICES** ARE NOT TRACKED • STANDARDS ARE NOT ALIGNED WITH **WORK STUDY PRACTICES** • LEARNING OUTCOMES DO NOT INCLUDE APPLICATION AND CREATION OF KNOWLEDGE ALONG WITH THE DEVELOPMENT OF **WORK STUDY PRACTICES** • NO STUDENT CHOICE IN LEARNING **WORK STUDY PRACTICES** • NO OPPORTUNITY FOR **WORK STUDY PRACTICES** COMPETENCY LEARNING IN PLACE • WORK STUDY PRACTICES ARE NOT ALIGNED THROUGHOUT THE DISTRICT FOR A CONSISTENT MESSAGE ABOUT THEIR VALUE AND IMPORTANCE IN THE LEARNING PROCESS.
CURRICULUM AND INSTRUCTION	• **WORK STUDY PRACTICES** ARE MESASURED IN ALL COURSES AND FOR ALL STUDENTS • **WORK STUDY PRACTICES** ARE EMBEDDED IN PERFORMANCE ASSESSMENTS • **WORK STUDY PRACTICE**S ARE REPORTED TO PARENTS AND STUDENTS • **WORK STUTY PRACTICES** ARE IDENTIFIED FOR PERFORMANCE ASSESSMENTS AND EVIDENCE IS COLLECTED ON HOW THOSE PRACTICES IMPACTED THE QUALITY OF THE PRODUCT • STUDENTS ARE ASKED TO SOLVE REAL WORLD AND AUTHENTIC CHALLENGES UTILIZING THEIR **WORK STUDY PRACTICES** • CURRICULUM MATERIALS AND RESOURCES ALLOW TEACHERS THE FREEDOM TO OFFER STUDENTS CHOICE AND PERSONALIZED PATHWAYS WHEN LEARNING • INSTRUCTIONAL PRACTICE IS FOCUSED ON MASTERY OF SKILLS AND KNOWLEDGE RATHER THAN "GETTING" THROUGH THE CURRICULUM, AND THEREFORE WORK STUDY PRACTICES ARE ALWAYS PART OF THE PLAN AND INSTRUCTION.	• **WORK STUDY PRACTICES** ARE IDENTIFIED FOR STUDENTS • **WORK STUDY PRACTICES** ARE NOT EMBEDDED IN PERFORMANCE ASSESSMENTS • **WORK STUDY PRACTICES** ARE NOT MEASURED OR REPORTED TO PARENTS AND STUDENTS • STUDENTS ARE ASKED TO SOLVE SOME REAL WORLD AND AUTHENTIC CHALLENGES USING **WORK STUDY PRACTICES** BUT THEY ARE THE EXCEPTION • CLASSROOM INSTRUCTION REFLECTS SOME STUDENT DRIVEN LEARNING ENVIRONMENTS. • CURRICULUM MATERIALS AND RESOURCES ALLOW TEACHERS SOME FREEDOM TO OFFER STUDENTS CHOICE WHEN LEARNING. • INSTRUCTIONAL PRACTICE IS FOCUSED LITTLE ON MASTERY OF SKILLS AND KNOWLEDGE AND MORE ON "GETTING" THROUGH THE CURRICULUM, SO THERE ARE FEW OPPORTUNITIES FOR STUDENTS TO PRACTICE THEIR WORK STUDY PRACTICES.	• **WORK STUDY PRACTICES** ARE NOT IDENTIFIED • **WORK STUDY PRACTICES** ARE NOT MEASURED • STUDENTS ARE NOT ASKED TO SOLVE SOME REAL WORLD AND AUTHENTIC CHALLENGES • CLASSROOM INSTRUCTION REFLECTS NO STUDENT DRIVEN LEARNING ENVIRONMENTS. • CURRICULUM MATERIALS AND RESOURCES DO NOT SUPPORT TEACHER FREEDOM TO OFFER STUDENTS CHOICE WHEN LEARNING • INSTRUCTIONAL PRACTICE IS FOCUSED ONLY ON "GETTING" THROUGH THE CURRICULUM SO THERE ARE NO OPPORTUNITIES TO EMBED WORK STUDY PRACTICES INTO THE LEARNING.
ASSESSMENT	• TEACHERS USE PROGRESSIONS TO MONITOR STUDENT LEARNING OF **WORK STUDY PRACTICES**	• SOME EVIDENCE OF THE USE OF PROGRESSIONS TO MONITOR STUDENT LEARNING OF **WORK STUDY PRACTICES**	• NO USE OF PROGRESSIONS TO MONITOR STUDENT LEARNING OR **WORK STUDY PRACTICES**
GRADING	• GRADING PRACTICES ARE ALIGNED WITH COMPETENCY-BASED EDUCATION • GRADING PRACTICES SEPARATE **WORK STUDY PRACTICES** FOR COMPETENCY GRADES.	• GRADING PRACTICES ARE ALIGNED WITH STANDARDS-BASED EDUCATION • GRADING INCLUDES **WORK STUDY PRACTICES**	• GRADING PRACTICES ARE NOT ALIGNED WITH COMPETENCIES OR STANDARDS • GRADING INCLUDES **WORK STUDY PRACTICES**
PROFESSIONAL LEARNING COMMUNITIES STUDENT WORK REVIEW	• GRADE LEVEL TEAMS HAVE ESTABLISHED TIME (WEEKLY) TO REVIEW STUDENT **WORK STUDY PRACTICES** • TEACHERS WHO SHARE STUDENTS HAVE COMMON MEETING TIME • STUDENT WORK REVIEW RESULTS IN CHANGES TO INSTRUCTIONAL PRACTICE AND IMPROVEMENTS TO ASSESSMENTS AND CURRICULUM DESIGN	• GRADE LEVEL TEAMS HAVE SOME OPPORTUNITIES FOR REVIEW OF STUDENT **WORK STUDY PRACTICES** • TEACHERS WHO SHARE STUDENTS ARE NOT SCHEDULED FOR COMMON MEETING TIME • SOME CHANGES ARE MADE TO INSTRUCTION AND ASSESSMENTS AS A RESULT OF THESE REVIEWS	• GRADE LEVEL TEAMS HAVE NO OPPORTUNITIES ESTABLISHED FOR REVIEW OF STUDENT **WORK STUDY PRACTICES** • SCHEDULE IS NOT DESIGNED TO CREATE THE OPPORTUNITY FOR TEACHERS TO SHARE STUDENTS

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Work Study Practices Rubric

Embedding expectations for student behaviors connected to learning, plays an important role in the assessment of student performance for Work Study Practices (WSP). WSP Assessment expectations (skills and dispositions) should reflect the developmental level of students.

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Work Study Practices (WSP) Competency Rubric Development Guidelines for Teachers					
A competency rubric is designed to be used as an instructional tool; often designed to be read left to right. The goal of developing this tool is to focus on the ***positive*** evidence of student work rather than to focus on what is missing. The goal is for students to see their progress as a ladder and to build upon their secure competencies as a step to the next level.					
WSP District Competencies	**4** **Emerging Expert**	**3** **Strategic Learner**	**2** **Advanced Beginner**	**1** **Beginner**	
Communication Use various media to interpret, question, and express knowledge, information, ideas, feelings, and reasoning to create mutual understanding.		SCALE = 4-0			
Creativity Use original and flexible thinking to communicate my ideas or construct a unique product or solution.					
Collaboration Work in diverse groups to achieve a common goal.					
Self-Direction Initiate and manage my learning through self-awareness, self-motivation, self-control, self-advocacy and adaptability as a reflective learner.					

Developing Work Study Practice (WSP) Rubrics & Performance Indicators

1. **WSP** should be assessed separately from the academic expectations. **WSP** rubrics should be separate charts.
2. **WSP** should be selected for assessment in a task, based on how the positive behaviors of the WSP will enhance the development of a quality product for students. [Example: How would Collaborating help produced a quality product]
3. **WSP** are competencies but they are also personal skills and should be identified for a task with the student; students should identify what they need to demonstrate as individual learners to show improvement.
4. **WSP** should include an opportunity for students to reflect on their WSP skills and what evidence exists to show how the student addressed the WSP and improved.

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Active Engagement of All Levels of Expertise

Active descriptions of learning are incorporated at every level of expertise, including for beginners. A beginner is anyone learning a skill, whether an adult, teenager, or young child. Regardless of age, beginners can be active explorers, capable of observing, mimicking, and learning from others, IF given the right support within a conducive environment.

	BEGINNER	ADVANCED BEGINNER	STRATEGIC LEARNER	EMERGING EXPERT
EXPERIENCE	*Is new to task and context.*	*Is familiar with specific task and context.*	*Completes different forms of task in related contexts.*	*Experiences wide variations of task in different contexts.*
APPROACH	*Follows directions.*	*Understands and follows rules.*	*Analyzes situations to plan an approach.*	*Acts on intuition, but turns to analysis in unfamiliar contexts.*
ENGAGEMENT	*Tinkers with and mimics modeled behavior.*	*Purposefully explores through trial and error.*	*Refines approaches by testing in unfamiliar situations.*	*Seeks connections to other contexts to broaden abilities in own filed.*
ROLE OF OTHERS	*Responds to guidance.*	*Looks to others for support.*	*Selectively draws on the expertise of others.*	*Organizes collaborative engagements to enhance approach and outcomes.*
TRANSFER	*Learns to use skills within a controlled context.*	*Uses known steps to complete similar tasks.*	*Identifies familiar aspects of tasks in unfamiliar contexts to draw on relevant strategies.*	*Looks for connections in other areas and tailors application of skills.*
PERCEPTIONS	*Considers what is presented.*	*Discovers patterns.*	*Identifies relationships.*	*Anticipates consequences, noticing antecedents and what is missing.*

EPIC Essential Skills and Dispositions Framework, NCIE 2015

Sanborn Regional School District

COMPETENCIES	Work Study Practices Instructional Template				
Instructional Goals	☑ Provide definitions of WSP ☑ Provide models for each practice	☑ Provide activities and learning opportunities for students to practice skills and reflect on their performance.	☑ Identify how WSP performance will impact the quality of the learning and the quality of the product. ☑ Expect students to demonstrate WSP within performance assessments and well as within the learning community.	☑ Support student self-evaluation and reflections. ☑ Guide goal setting.	☑ As an instructor reflect on what needs to be improved in the lesson or assessment to further promote the development of WSP.
	Define	**Practice**	**Apply**	**Evaluate**	**Assess**
Communication					
Creativity					
Collaboration					
Self-Direction					

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Sanborn Regional School District

Rubric Template

COMPETENCIES	4	3	2	1
	Emerging Expert	**Strategic Learner**	**Advanced Beginner**	**Beginner**
Communication				
Creativity				
Collaboration				
Self-Direction				

Modeled after the EPIC Essential Skills and Dispositions Framework, NCIE 2015

	Sanborn Regional School District				
COMPETENCIES	*C.A.R.E.S. Instructional Template*				
	☑ Provide definitions of WSP ☑ Provide models for each practice	☑ Provide activities and learning opportunities for students to practice skills and reflect on their performance.	☑ Identify how WSP performance will impact the quality of the learning and the quality of the product. ☑ Expect students to demonstrate WSP within performance assessments and well as within the learning community.	☑ Support student self-evaluation and reflections. ☑ Guide goal setting.	☑ As an instructor reflect on what needs to be improved in the lesson or assessment to further promote the development of WSP.
	Define	**Practice**	**Apply**	**Evaluate**	**Assess**
Cooperation					
Assertion					
Responsibility					
Empathy					
Self- Direction /Regulation					

Elementary Work Study Practices

"I Can" Statements for Grades K-2

C	A	R	E	S
COOPERATION	**ASSERTION**	**RESPONSIBILITY**	**EMPATHY**	**SELF-CONTROL/ REGULATION**
Student work together to help each other and to solve problems.	Students speak up for themselves and others and participate in directing their learning.	Students take care of themselves and work hard at their learning.	Students understand and respect others feelings and opinions.	Students control their own actions and emotions in a safe way.
★ I can work well with others. ★ I can take turns. ★ I can share.	★ I can ask for help. ★ I can use my words. ★ I can make choices to help my learning.	★ I can take care of my things. ★ I can do my best work.	★ I can help others feel better. ★ I can use kind words. ★ I can respect others' opinions.	★ I can have a safe body. ★ I can manage my feelings.

"I Can" Statements for Grades 3-5

C	A	R	E	S
COOPERATION	**ASSERTION**	**RESPONSIBILITY**	**EMPATHY**	**SELF-CONTROL/ REGULATION**
Student work together to help each other and to solve problems.	Students speak up for themselves and others and participate in directing their learning.	Students take care of themselves and work hard at their learning.	Students understand and respect others feelings and opinions.	Students control their own actions and emotions in a safe way.
★ I can work with others (partner, group, whole class) to accomplish a task. ★ I can listen to others' ideas and offer feedback.	★ I can confidently share my opinions and feelings. ★ I can advocate for myself as a learner. ★ I can advocate for others when necessary.	★ I can follow classroom routines. ★ I can complete my work in a timely manner. ★ I can consistently do my best work.	★ I can be understanding of the needs of others. ★ I can thoughtfully listen to others' opinions. ★ I can respectfully respond.	★ I can act appropriately in a variety of environments. ★ I can manage my feelings.

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Instructional Targets: What should students know, understand and be able to demonstrate?

Please note that the phrase learning continuum will be used to describe the standards or the expectations of what students should be able to do. The term learning progression is used to refer to the domain-specific, research-based instructional strategies that will help students move from one concept to the next (i.e., how to help students progress). One way to think about the difference is that the learning continuum is the "what," and the learning progression is the "how."

GRADE K-5	**Work Study Practices Instructional Progression**				
	Instructional Target Statements for Work Study Practices: What will students experience to practice and apply WSP?				
	C	**A**	**R**	**E**	**S**
Competencies	COOPERATION	ASSERTION	RESPONSIBILITY	EMPATHY	SELF-CONTROL/ REGULATION
	Student work together to help each other and to solve problems.	Students speak up for themselves and others and participate in directing their learning.	Students take care of themselves and work hard at their learning.	Students understand and respect others feelings and opinions.	Students control their own actions and emotions in a safe way.
Communication Use various media to interpret, question, and express knowledge, information, ideas, feelings, and reasoning to create mutual understanding.	• *Working in teams students will select a mode for communication and take turns, reporting out their progress during the {Westward Expansion Simulation}*				
Creativity Use original and flexible thinking to communicate my ideas or construct a unique product or solution.				• *Research independently from the point of view of a new citizen to the country, to determine what needs to improve at Ellis Island. {Immigration Persuasion Project}*	
Collaboration Work in diverse groups to achieve a common goal.					
Self-Direction Initiate and manage my learning through self-awareness, self-motivation, self-control, self-advocacy and adaptability as a reflective learner.			• *Teach another student about an important member of the school community. {Community Member Project}*		

★ **ALL Class Discussion: What is a quality product for this assignment?**
★ **Activity: How to create communication plan for a group; shared voice, everyone is heard, common focus and theme.**
★ **Activity: Understanding point of view.**
★ **Self-Assessment Activity: How to monitoring independent research; use checklist for each task, design a timeline, plan to evaluate completion, types of reflection of learning and how to design next steps.**
★ **Activity: Why is it important to make sure that your work is accurate? Who will be impacted if you are not a careful researcher?**

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GRADE K-5	**Work Study Practices Continuum**				
	"I Can" Statements for Work Study Practices for Performance Assessments-Units of Study: What should students know, understand, and do to demonstrate growth in WSP?				
UNIT OF STUDY	**C**	**A**	**R**	**E**	**S**
Competencies	COOPERATION Student work together to help each other and to solve problems.	ASSERTION Students speak up for themselves and others and participate in directing their learning.	RESPONSIBILITY Students take care of themselves and work hard at their learning.	EMPATHY Students understand and respect others feelings and opinions.	SELF-CONTROL/ REGULATION Students control their own actions and emotions in a safe way.
Communication Use various media to interpret, question, and express knowledge, information, ideas, feelings, and reasoning to create mutual understanding.	□ I can report out/summarize the progress for a group I am working with. *{Westward Expansion Simulation}*	□	□	□ I can communicate ideas for improving a situation using research and facts. *{Immigration Persuasion Project}*	□
Creativity Use original and flexible thinking to communicate my ideas or construct a unique product or solution.		□	□	□ I can research independently. □ I can understand a situation from the point of view of another. *{Immigration Persuasion Project}*	□
Collaboration Work in diverse groups to achieve a common goal.	□	□	□	□	□
Self-Direction Initiate and manage my learning through self-awareness, self-motivation, self-control, self-advocacy and adaptability as a reflective learner.	□	□	□ I can work independently to select a community member and tell about who they are and why they are important to the community. *{Community Member Project}*	□	□

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Grade 5 Westward Expansion

Pioneer Rubric				
Role	4	3	2	1
Banker **Black-Smith** **Doctor** **Farmer** **Hunter** **Scout**	**Emerging Expert**	**Strategic Learner**	**Advanced Beginner**	**Beginner**
Communication				
Creativity				
Collaboration				
Self-Direction				

EXAMPLE

MIDDLE

Work Study Practices			
Middle level 6-8			
Communication	**Creativity**	**Collaboration**	**Self-Direction**
Use various media to interpret, question, and express knowledge, information, ideas, feelings, and reasoning to create mutual understanding.	*Use original and flexible thinking to communicate my ideas or construct a unique product or solution.*	*Work in diverse groups to achieve a common goal and produce a quality product.*	*Initiate and manage my learning through self-awareness, self-motivation, self-control, self-advocacy and adaptability as a reflective learner.*
★ I can communicate effectively using multiple modalities ★ I can interpret information using multiple senses ★ I can demonstrate ownership of the work	★ I can think originally and independently ★ I can take risks ★ I can consider alternate perspectives ★ I can incorporate diverse resources	★ I can contribute respectfully ★ I can listen and share resources and ideas ★ I can accept and fulfill roles ★ I can exercise flexibility and willingness to compromise	★ I can persevere in completing complex, challenging tasks ★ I can use self-reflection to influence work and goals ★ I can engage stakeholders to gain support

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Instructional Targets: What should students know, understand and be able to demonstrate?

Please note that the phrase learning continuum will be used to describe the standards or the expectations of what students should be able to do. The term learning progression is used to refer to the domain-specific, research-based instructional strategies that will help students move from one concept to the next (i.e., how to help students progress). One way to think about the difference is that the learning continuum is the "what," and the learning progression is the "how."

GRADE 6-8	Work Study Practices Instructional Progression			
	Instructional Target Statements for Work Study Practices: What will students experience to practice and apply WSP?			
Competencies	**Communication**	**Creativity**	**Collaboration**	**Self-Direction**
	Use various media to interpret, question, and express knowledge, information, ideas, feelings, and reasoning to create mutual understanding.	Use original and flexible thinking to communicate my ideas or construct a unique product or solution.	Work in diverse groups to achieve a common goal.	Initiate and manage my learning through self-awareness, self-motivation, self-control, self-advocacy and adaptability as a reflective learner.
COOPERATION **CITIZENSHIP -EMPOWERMENT** Student work together to help each other and to solve problems.	• *Working in teams students will select a mode for communication and take turns, reporting out their progress during the {GILDED AGE Unit}*			★ **ALL Class Discussion: What is a quality product for this assignment?** ★ **Activity: How to create communication plan for a group; shared voice, everyone is heard, common focus and theme.** ★ **Activity: Why is it important to make sure that your work is historically accurate? Who will be impacted if you are not a careful researcher?** ★ **Self-Assessment Activity: How to monitoring independent research; use checklist for each task, design a timeline, plan to evaluate completion, types of reflection of learning and how to design next steps.**
ASSERTION **STUDENT AGENCY-RISK-TAKING** Students speak up for themselves and others and participate in directing their learning.		• *Playing the role of a museum curator, students will use their creativity to design a museum exhibit. {CRISIS AT THE MUSEUM}*		
RESPONSIBILITY **INTEGRITY** Students take care of themselves and work hard at their learning.		• *Using their understanding of history students will responsibility produce a historically accurate product for a museum exhibit {CRISIS AT THE MUSEUM}*	• *Working in teams students will work in collaborative groups to share resources and analyze information to choose an invention. {MIGRATION PROJECT}*	
EMPATHY **UNDERSTANDING-DISCOVERY** Students understand and respect others feelings and opinions.		• *Using their understanding of history students will take on the role of a museum curator to produce a historically accurate product.{CRISIS AT THE MUSEUM}*		
SELF-CONTROL/ REGULATION **INDEPENDENCE-PERSONALIZATION** Students control their own actions and emotions in a safe way				• *Using their understanding of how a social issue can be perceived in multiple ways, students will select a research topic of interest to them to study. {RESEARCH: WHAT IMPACTS SCHOOL PERFORMANCE?}*

Instructional Targets: What should students know, understand and be able to demonstrate?
Please note that the phrase learning continuum will be used to describe the standards or the expectations of what students should be able to do. The term learning progression is used to refer to the domain-specific, research-based instructional strategies that will help students move from one concept to the next (i.e., how to help students progress). One way to think about the difference is that the learning continuum is the "what," and the learning progression is the "how."

GRADE 6-8	Work Study Practices Instructional Continuum			
	"I Can" Statements for Work Study Practices for Performance Assessments-Units of Study: What should students know, understand, and do to demonstrate growth in WSP?			
Competencies	**Communication** Use various media to interpret, question, and express knowledge, information, ideas, feelings, and reasoning to create mutual understanding.	**Creativity** Use original and flexible thinking to communicate my ideas or construct a unique product or solution.	**Collaboration** Work in diverse groups to achieve a common goal.	**Self-Direction** Initiate and manage my learning through self-awareness, self-motivation, self-control, self-advocacy and adaptability as a reflective learner.
COOPERATION *CITIZENSHIP -EMPOWERMENT* Student work together to help each other and to solve problems.	• I can report out/summarize the progress for a group I am working with.*{GILDED AGE Unit}*			
ASSERTION *STUDENT AGENCY-RISK-TAKING* Students speak up for themselves and others and participate in directing their learning.		• I can create a product that reflects my own creative thinking {*CRISIS AT THE MUSEUM}*		
RESPONSIBILITY *INTEGRITY* Students take care of themselves and work hard at their learning.		• I can create a product that responsibly reports accurate historical information {*CRISIS AT THE MUSEUM}*	• I can work collaboratively in a group to share the responsibility (contributing/benefitting from) for researching and analyzing information. *{MIGRATION PROJECT}*	
EMPATHY *UNDERSTANDING-DISCOVERY* Students understand and respect others feelings and opinions.		• I can put myself in another's shoes and understand the responsibility they have for completing a product. {*CRISIS AT THE MUSEUM}*		
SELF-CONTROL/ REGULATION *INDEPENDENCE-PERSONALIZATION* Students control their own actions and emotions in a safe way				• I can select a topic to study and work independently to gather research and perspectives for my argumentative essay *{RESEARCH: WHAT IMPACTS SCHOOL PERFORMANCE?}*

HIGH

Work Study Practices			
HIGH SCHOOL 9-12			
Communication	**Creativity**	**Collaboration**	**Self-Direction**
Use various media to interpret, question, and express knowledge, information, ideas, feelings, and reasoning to create mutual understanding.	*Use original and flexible thinking to communicate my ideas or construct a unique product or solution.*	*Work in diverse groups to achieve a common goal and produce a quality product.*	*Initiate and manage my learning through self-awareness, self-motivation, self-control, self-advocacy and adaptability as a reflective learner.*
★ I can communicate effectively using multiple modalities ★ I can interpret information using multiple senses ★ I can demonstrate ownership of the work	★ I can think originally and independently ★ I can take risks ★ I can consider alternate perspectives ★ I can incorporate diverse resources	★ I can contribute respectfully ★ I can listen and share resources and ideas ★ I can accept and fulfill roles ★ I can exercise flexibility and willingness to compromise	★ I can persevere in completing complex, challenging tasks ★ I can use self-reflection to influence work and goals ★ I can engage stakeholders to gain support

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Instructional Targets: What should students know, understand and be able to demonstrate?

Please note that the phrase learning continuum will be used to describe the standards or the expectations of what students should be able to do. The term learning progression is used to refer to the domain-specific, research-based instructional strategies that will help students move from one concept to the next (i.e., how to help students progress). One way to think about the difference is that the learning continuum is the "what," and the learning progression is the "how."

GRADE 9-12	Work Study Practices Instructional Progression			
	Instructional Target Statements for Work Study Practices: What will students experience to practice and apply WSP?			
Competencies	**Communication** Use various media to interpret, question, and express knowledge, information, ideas, feelings, and reasoning to create mutual understanding.	**Creativity** Use original and flexible thinking to communicate my ideas or construct a unique product or solution.	**Collaboration** Work in diverse groups to achieve a common goal.	**Self-Direction** Initiate and manage my learning through self-awareness, self-motivation, self-control, self-advocacy and adaptability as a reflective learner.
PERSONALIZATION SELF-CONTROL/ REGULATION **INDEPENDENCE-**				
RISK-TAKING ASSERTION **STUDENT AGENCY-**		• Proposing a warrant article to the selectman; based on an argument of how money should be spent in the community. **{COMMUNITY NHPACE}**		
INTEGRITY RESPONSIBILITY **TRUSTWORTHINESS-**		• *Design a water park attraction that is mathematically accurate and profitable.* **{DESIGN YOUR OWN WATER PARK}**	• *Working in pairs students will take on the challenge of designing a water park attraction that will make money.* **{DESIGN YOUR OWN WATER PARK}**	
DISCOVERY EMPATHY **UNDERSTANDING-**			• *Working in teams students will take on the view of another to create a treaty for the* **{ISRAELI-PALESTINIAN CONFLICT}**	
EMPOWERMENT COOPERATION **CITIZENSHIP -**	• Participating in a mock town meeting, students will select a role as a local resident and take the position of that resident in a debate, communicating those needs in the meeting. **{TOWN MEETING SIMULATION}**			

★ **Self-Assessment Activity: How to monitoring independent research; use checklist for each task, design a timeline, plan to evaluate completion, types of reflection of learning and how to design next steps within a collaborative group.**

★ **Activity: Why is it important to make sure that your work is mathematically accurate? Who will be impacted if you are not a careful mathematician?**

★ **Activity: What is expected on citizens in a town meeting?**

★ **ALL Class Discussion: What is a quality product for this assignment?**

Instructional Targets: What should students know, understand and be able to demonstrate?

Please note that the phrase learning continuum will be used to describe the standards or the expectations of what students should be able to do. The term learning progression is used to refer to the domain-specific, research-based instructional strategies that will help students move from one concept to the next (i.e., how to help students progress). One way to think about the difference is that the learning continuum is the "what," and the learning progression is the "how."

GRADE 9-12	Work Study Practices Instructional Continuum			
	"I Can" Statements for Work Study Practices for Performance Assessments-Units of Study: What should students know, understand, and do to demonstrate growth in WSP?			
Competencies	**Communication**	**Creativity**	**Collaboration**	**Self-Direction**
	Use various media to interpret, question, and express knowledge, information, ideas, feelings, and reasoning to create mutual understanding.	Use original and flexible thinking to communicate my ideas or construct a unique product or solution.	Work in diverse groups to achieve a common goal.	Initiate and manage my learning through self-awareness, self-motivation, self-control, self-advocacy and adaptability as a reflective learner.
PERSONALIZATION SELF-CONTROL/ REGULATION **INDEPENDENCE-**			• I can participate in a public forum, working collaborative within the community. **{TOWN MEETING SIMULATION}**	
RISK-TAKING ASSERTION **STUDENT AGENCY-**		• I can create an argumentative essay that conveys my position and is a unique product to me as an individual **{COMMUNITY NHPACE}**		
INTEGRITY RESPONSIBILITY **TRUSTWORTHINESS-**	• I can participate in a public forum, conveying my opinion and the facts that support my ideas in a clearly, well planned and responsible way. **{TOWN MEETING SIMULATION}**	• I can create a product that responsibly reports accurate mathematical information *{DESIGN YOUR OWN WATER PARK}*	• I can work collaboratively in a group to share the responsibility (contributing/benefitting from) for researching and analyzing information. *{ISRAELI- PALESTINIAN CONFLICT}*	
DISCOVERY EMPATHY **UNDERSTANDING-**		• I can put myself in another's shoes and understand the responsibility they have for completing a product. *{ISRAELI-PALESTINIAN CONFLICT}*		
EMPOWERMENT COOPERATION **CITIZENSHIP -**				

STUDENT

GOAL SETTING

TRACKING WORK STUDY PRACTICE