



# EXPEDITIONARY LEARNING

## Odyssey - Student Achievement Work Plan – Page 1 2011-2012

### Student Achievement Goal #1:

Odyssey students create high-quality products that have personal and/or social value while developing the necessary habits of a learner.

**Links to EL Core Practices:** CP 5: Designing Projects and Products; CP 7: Producing High-Quality Student Work; CP 19 B: Fostering Performance Character; CP 24: Using Student-Engaged Assessment to Create a Culture of Engagement and Achievement

Faculty Learning Targets	Structures and Leadership Actions	EL Support and Services	Data Points/Evidence for Monitoring Progress
<p><b>Habits of a Learner</b></p> <p>A. I can use rubrics to help me plan, instruct to, and assess habits.</p> <ul style="list-style-type: none"> <li>I can use rubrics to provide written formative feedback to students about their progress toward the habits.</li> </ul> <p>B. I can support students in documenting their proficiency with habits.</p> <ul style="list-style-type: none"> <li>I can use rubrics to help students track data about how they are doing with their habits over time (number of opportunities, their performance, etc.)</li> </ul> <p><b>Quality Product</b></p> <p>C. I can analyze and reflect on how a product impacts student achievement and engagement.</p> <p>D. I can leverage my reflections to meet the goal.</p>	<ul style="list-style-type: none"> <li>Revise Habits continuum over the summer– give</li> <li>Share the big-picture vision re: Why this goal? at Fall Institute</li> <li>Support K-1 teachers to understand how the work is applicable at their level, using progress reports as an entry point.</li> <li>Choose/create criteria for high quality products (6 As)</li> <li>Set expectations around the number of high quality products that have personal and/or social value</li> <li>Plan cycles for PD on calendar along with assessments to monitor teacher progress</li> <li>Schedule cycles of looking at student work</li> <li>Support teachers with target-assessment plans and scaffolding/project plans</li> </ul>	<ul style="list-style-type: none"> <li>Participate on instructional leadership team</li> <li>Plan and facilitate leadership team meetings</li> <li>Facilitate PD and support others' facilitation of PD</li> <li>Help to revise Habits continuum and criteria for high-quality work</li> <li>Help create student survey (with ILT)</li> </ul>	<p><b>Evidence of Teacher Growth</b></p> <ul style="list-style-type: none"> <li>Product rubric/criteria list</li> <li>Product task description for students</li> <li>Annotated Habit continuum</li> <li>Target-Assessment plans</li> <li>Original and annotated scaffolding/project plans</li> <li>Observation feedback - instruction toward habit targets</li> <li>Teacher reflections that focus on student growth</li> </ul> <p><b>Evidence of Student Growth</b></p> <ul style="list-style-type: none"> <li>Student reflections that focus on growth – pre and post</li> <li>Interim student work related to the product and habits as measured by a rubric or criteria list</li> <li>Passage portfolios and subject-area portfolios show summative evidence of high-quality end products based on clear criteria - in or out of expedition</li> <li>Student survey to measure personal/social value</li> </ul> <p>Three students – 100% proficient and documented</p> <p>Criteria lists/rubrics show proficiency with habit targets – 90% or more by passages</p>

