

# From Principles to Practice: Curriculum Embedded Performance Tasks

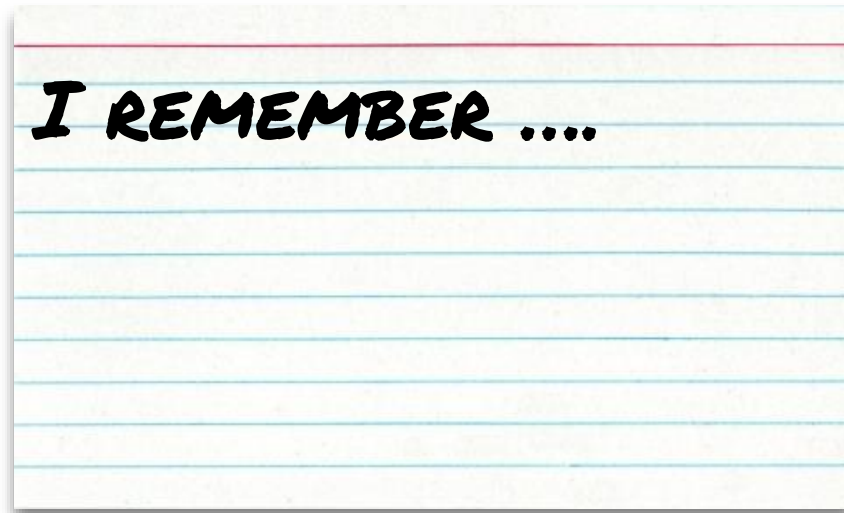
## Curriculum & Support

Jeff Christiano

Jodi Cook

Debbie Gerritz

When you think of your high school experiences - what are the things you remember to this day?



# Theory of Practice: Why CEPTs at East?

## DEEPER LEARNING

“...an American Institutes of Research study found promising results for schools embracing deeper learning, including better student-collaboration skills, higher levels of motivation and self-efficacy, and higher on-time graduation and enrollment rates.

Better yet, **it wasn't just the most academically accomplished students or those in one racial or ethnic subgroup, who benefited from deeper learning. Students benefited across the board.**”

(Student Motivation, Chip & Dan Heath, Education Week, Jan 10, 2018)

## AUTHENTIC & RELEVANT

“...a culmination of preparation and practice, delivered in front of an audience, with real stakes and immediate feedback.”

**“...what more closely resembles work in the real world: the intense collaboration of an exhibition requiring students to frame and deliver a project under deadline pressure so that an audience can view and critique it? Or an exam with 10 multiple-choice and three short answer questions?”**

(Student Motivation, Chip & Dan Heath, Education Week, Jan 10, 2018)

# Theory of Practice: Why CEPTs at East?

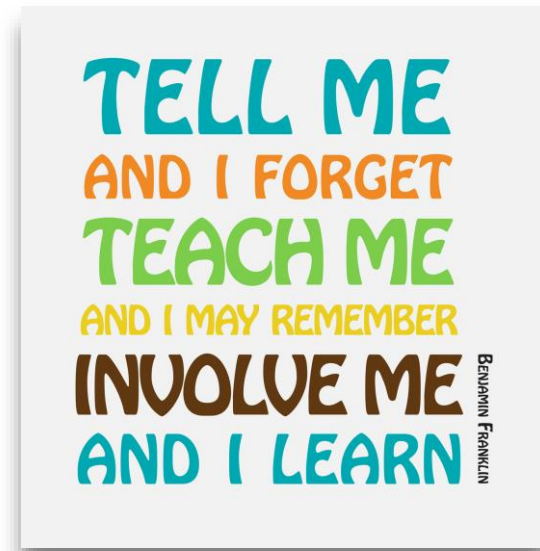
## MOTIVATION

“By embedding performance assessment in curriculum...we can promote, measure, and guide deeper student learning. In part...encouraging and empowering students to carry out richer, more rigorous, and meaningful work. In so doing, **we promote students’ motivation to learn, an essential ingredient in student success.**”

(Re-Balancing Assessment, P. Hofman, B. Goodwin, & S. Kahl, 2015)

## EAST MISSION & VISION

“At East we are taking charge of our future by **being tenacious, thinking purposefully, and advocating for self and others.**”



# Role of the University

(EPO Proposal, June 2014)

- The daily emphasis on common planning will enhance curriculum, assessment design and lesson development, **making school more interesting and relevant.**
- Assessments will align with the cognitive structure of the content and will **engage students in a variety of experiences which introduce them to the world of each discipline to enable their future selection of preferred courses of study for further learning.**
- Assessments will include **authentic tasks reflective of the key accomplishments and challenges** in the disciplines

# CEPTs vs Other Assessments

## CEPTs

- Focused on the content (what), process (how), and product (end)
- Scholar and teacher assess the learning throughout
- Designed with assessment goals in mind from the start
- **Allows scholars to stay actively engaged in the process of learning**
- Involves meaningful tasks

## TRADITIONAL ASSESSMENTS

- Test what's easy to measure, not necessarily what matters
- **Narrow focus**= basic skills

## PROJECT BASED ASSESSMENTS

- Assessed at the end of the assignment
- **Single focus**= happens once in short time span

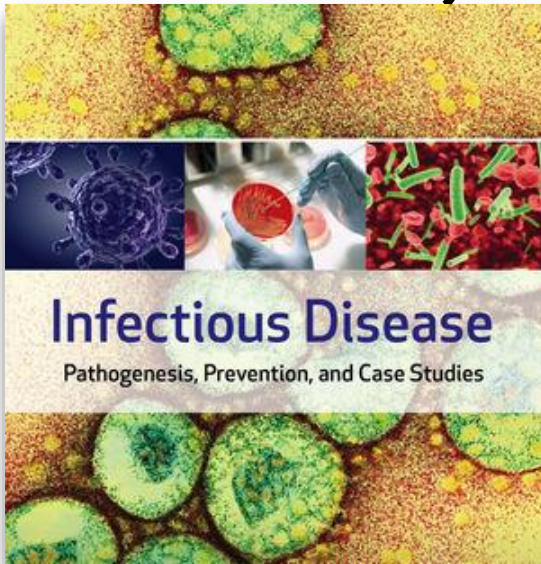
# Evolution of the CEPT Initiative

<b>Year 1:</b>	Traditional Written or Project Based Assessments
<b>Year 2:</b>	Moving in the direction of Project Based Assessments with work towards putting together CEPTs
<b>Year 3:</b>	Implement CEPTs for each unit & revise where needed
<b>Year 4:</b>	Full Implementation of revised CEPTs

# Our CEPT Successes/Challenges

Jodi Cook

Infectious Disease  
Case Study



Debbie Gerritz

Employability  
Getting Hired



Jeff Christiano

Jimmy Mustache  
Award



All In: When Theory Meets Practice in School Reform  
CUES Spring Symposium – April 28, 2018



# Discussion

Look at a sample project or think of a project you have done in your classroom, using the planning form & checklist turn the project into a CEPT



# Take Aways/Questions

- CEPT Checklist
- Sample CEPTs
- Resource sheet with links

