Chapter 3 Resources

School and district teams can use the following questions and activities to put the concepts from this chapter into action. Teams should retain artifacts resulting from these exercises to inform later work.

Collaborative Inquiry

Consider the following questions, then discuss your answers as a team.

- What does our learning about the future tell us about new challenges and opportunities our students might face?

- How might we help students address these opportunities and challenges with skill and confidence?

- What makes our impacts different now from how we may have thought about them in the past? How has the context changed?

- What performance areas are important for us to focus on, and how do we state them simply? How might we move beyond the generic and create modern performance areas?

- What might a student do to demonstrate these performance areas?

- What implications do the answers to the preceding questions have for teachers?

Collaborative Activities

The following activities will help you and your team operationalize the ideas from this chapter. Each activity builds on the one before it, so we recommend completing them in the order shown. Be sure to review the instructions in advance and gather any needed materials, such as markers and chart paper.

Pin the Tail on the Future

As part of building an informed view of the future, develop a future narrative or imagine future artifacts to help gather your team's learning in a more concrete way. This helps the team bring shared learning into focus and develop insights. Remember, however, you are exploring the possible future that awaits your students, not trying to predict it in definitive terms. Try some of the following prompts.

- Create a day-in-the-life narrative for a thirty-year-old person in 2040.

- Make a video diary entry or a daily schedule for a ninth-grade student in 2025.

- Create some advertisements for new jobs in 2030.

- Develop a sample transcript or college application for 2030.

- Write a job description for an educator in 2035.

Again, the goal here is to explore the future in creative and engaging ways. This can also help create illustrative artifacts that vividly communicate the team's learning in appealing ways.

Define Performance Areas

After you have articulated a manageable number of impacts, develop a few performance areas for each. To get going, you can use the starter list in the appendix (page 125) or ask the following questions.

- What does this impact look like in a modern context? How might it differ from past understandings?

- What do we feel is important to focus on as performance areas of this impact, and why?

- What does a person who excels at this impact do well?

- What are the chunks or segments to doing or fulfilling this impact?
- Can the performance area be demonstrated and observed?
- Is the performance area important to all subject areas and ages? Why and how?

Define Performance Indicators

Once you have arrived at the performance areas for your impacts, you will need to brainstorm some possible performance indicators to populate the grade bands. You can find some resources for sample performance indicators online at **go.SolutionTree.com/leadership**. The following eleven-step activity can begin to fill in the blanks. It is meant to be tactile and relatively quick, and lead to dialogue.

1. Gather sample indicators for your impacts or use some from this book's list or another existing resource. Print and cut these out so that each possible indicator is on its own slip of paper. These samples should span all grade levels. Categorize these indicators by impact, and write the name of each impact on the outside of its own large envelope. Put the indicators in the impact envelope they correspond to.

2. On blank poster paper, create a grid like the following.

Impact: _____			
Grade Bands	**Performance Area:** _____	**Performance Area:** _____	**Performance Area:** _____
PreK–2			
3–5			
6–8			
9–12			

3. Divide your team into groups of three or four people. Give one impact envelope and grid to each group. Ask the groups to write their impact and performance areas in the appropriate boxes. Provide them with glue sticks and sticky notes.

4. Ask each group to empty its envelope of sample performance indicators.

5. Provide groups with forty-five minutes to sort their pile of indicators under the appropriate performance areas and grade bands. They can also use sticky notes to add new indicators where they see fit.

6. Encourage lots of talk, but also advise groups not to get stuck on details at this stage.

7. After the work period, do a brief gallery walk so that everyone can see how each impact is coming together.

8. Photograph each piece of poster paper. Transcribe the posters' text into a digital document, and distribute that document to groups a few days later.

9. Give groups the opportunity to tweak their work a bit. These adjustments would occur on each group's own time over the course of perhaps two weeks.

10. Distribute the resulting drafts to willing teachers at various grade levels. (Only give them the content for their grade bands, or else they may become overwhelmed.)

11. Ask these teachers to look at the performance indicator grids over the next couple of weeks and respond to some simple questions, such as:

    - Does the basic structure (impact to performance area to performance indicator) make sense to you?
    - Do you already recognize some of these performance indicators in your classroom?
    - When and how do your students demonstrate some of these?
    - Are the indicators appropriately challenging so that they represent where we want our students to get to, rather than where they are?
    - What other indicators might you add?
    - How might you help your students understand these?

The goal of this activity is to relatively quickly prototype impacts, performance areas, and performance indicators, and to engage teachers in that process. You don't want to get bogged down trying to make everything perfect. If you've worked with committees on academic standards, you know that this can take an inordinate amount of time and kill enthusiasm. You are not after a concrete checklist of impact standards. You want to engage people in trying out these indicators and developing them in a thoughtful manner. Also, you want them to understand the structure being employed.

Goal-Clarification Template

Impact	Understanding	Essential Questions

Template for Operationalizing Impacts

Impact:			
Performance Areas			
High School Indicators			
Middle School Indicators			
Upper–Elementary School Indicators			
Lower–Elementary School Indicators			
Impact:			
Performance Areas			
High School Indicators			
Middle School Indicators			
Upper–Elementary School Indicators			
Lower–Elementary School Indicators			
Impact:			
Performance Areas			
High School Indicators			
Middle School Indicators			
Upper–Elementary School Indicators			
Lower–Elementary School Indicators			

Impact:			
Performance Areas			
High School Indicators			
Middle School Indicators			
Upper–Elementary School Indicators			
Lower–Elementary School Indicators			
Impact:			
Performance Areas			
High School Indicators			
Middle School Indicators			
Upper–Elementary School Indicators			
Lower–Elementary School Indicators			