

LAUNCH TO BOARDS	Explanation of Task: You will be looking at a 5th grade performance task, designed to prepare students for end of year summative testing. We will randomize you to your group. When you get your groups, you will ask each other their names and answer a very important question - to be given later. You will also draw an arrow (draw arrow) and label it starting at “be certain” and moving towards “be curious.” Turn to your thinking partner, what does it mean to be certain versus curious? <i>T&T. Take some ideas.</i> At the boards, you will start by working through the task as a learner. You can use the boards to do the problems out. When you feel like you’re finished, look at this board to see what you should do next. Your very important question to ask is as follows: milk first or cereal first? <i>Randomize and send to boards.</i>
GROUP TASK #1 - Do the Task	Work through the problems.
GROUP TASK #2 - Identify the Skills	Now that you have done the task, what are the MATH SKILLS that you would need to complete this assessment? What are the “OTHER” (Executive Functioning) SKILLS (anything that is not math) that is needed to complete the assessment? <i>Provide a model of how to record their thinking using a T-Chart.</i>
GROUP TASK #3: Identify Current Strengths	Using the list that you just generated, look at the student data. Which skills (both math and executive functioning) are currently being demonstrated by the sample? Provide student data: PDF Student Data Samples - Turtle Task FINAL.pdf <i>Give a different colored marker for people to add to their t-chart. Remind that new skills may appear as you look at student data.</i>
GROUP TASK #4: Identify Next Steps Given Current Skills	For students who are demonstrating the skills that you have identified, what would be the next appropriate skill(s) to work on?
GROUP TASK #5: Groups Match Up to Consider Best Way Forward	Compare with a group near you -- do you agree on the same skills and next steps? Come to consensus on what the appropriate next steps are and for whom. Start to generate tools, activities, representations that you would want to begin working on in your hypothetical classroom.

RELAUNCH	Collect people into the center of the room: We've been experiencing LASW in a BTC setting. Now, we want to shift and have you do some reflecting about if/how these practices impacted your experience. Ask: Which BTC practices were utilized while you were looking at student work? Re-randomize and send to the boards.
BOARD WORK: Reflecting on Protocol	Extension Questions: What impact did those practices have on your experience as a teacher in the student work protocol? How did the practices and the protocol center asset-based views of students? What wasn't present in the protocol?
CONSOLIDATION: Discussion	Discussion: <i>How did the practices and protocol center asset-based views of students?</i> - Only asked for what they <i>can</i> do and what is the next step - We started with where we wanted to go, and know where they are. We are now focused on stepping stones to get there - Never asked for weaknesses or gaps (but it did come up – what does that say about us as educators?) - We need to reframe our mental models of looking at student work to center what students can currently do and where they need to go. When we use language that highlights students gaps and weaknesses, then students begin to adopt that language about themselves. - Give yourself permission to do something different than what you've always done or experienced yourself.