

# Complete one of the 3 assignments that appeals to you

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- Write your own definition of Performance Based Instruction
  - Compare / contrast a PBI activity and a more typical activity
  - Tell about a time when you had a class that would have been better if the teacher had used PBI.
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# Performance Based Instruction

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**How** and **why** to create  
performance tasks for students

# Ga. Dept of Education Says...

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By teaching curriculum just around content...

**instead of desired performances  
requiring understanding...**

we ensure that uncritical thinking, inert knowledge, and lack of transfer will be the rule, not the exception.

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# Why do schools need to have performance based instruction?

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The true mission of schooling enables learners to achieve intellectual accomplishments by:

- **Their ability to transfer their learning with understanding to worthy tasks**
- **Their ability to create mature habits of the mind**

# What are habits of the mind?

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A focus on **performance** under challenging conditions using:

- strategic reasoning
- insightfulness
- perseverance
- creativity
- craftsmanship

# Why should we develop habits of the mind?

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- The critical attribute of intelligent human beings is to not only have information, but also know how to act on it.
- A Habit of Mind is knowing how to behave intelligently when you DON'T know the answer.

# The 16 Habits of Mind

by Costa and Kallick

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- ❑ **Persisting**
  - ❑ **Thinking and communicating with clarity and precision**
  - ❑ **Managing impulsivity**
  - ❑ **Gathering data through all senses**
  - ❑ **Listening with understanding and empathy**
  - ❑ **Creating, imagining, innovating**
  - ❑ **Thinking flexibly**
  - ❑ **Responding with wonderment and awe**
  - ❑ **Thinking about thinking (metacognition)**
  - ❑ **Taking responsible risks**
  - ❑ **Striving for accuracy**
  - ❑ **Finding humor**
  - ❑ **Questioning and posing problems**
  - ❑ **Thinking interdependently**
  - ❑ **Applying past knowledge to new situations**
  - ❑ **Remaining open to continuous learning**
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# Teaching the Curriculum

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Curriculum is not a list of input to be taught but...

- a plan for achieving performances
- by **applying** the content to create understanding with performance tasks
- not just a plan for “coverage” of content.



# Teaching the Curriculum

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Curriculum must be written (and taught) to help students

**“do the subject”**

not just learn its findings.

Watch this concept in action....

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# Thoughts?

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Talk with your elbow partner about the value of this experience for these teenagers.

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# Performance-Based Instruction is...

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- Engaging**
  - Simulates real-world experiences**
  - Authentic**
  - Differentiated**
  - Higher-order thinking**
  - Promotes collaboration**
  - Enduring understanding**
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# How has Performance Based Instruction changed the classroom?

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## Traditional

- ❑ Planning from a topic
- ❑ Memorization of facts and details
- ❑ Skills covered in isolation
- ❑ Lecture presentation
- ❑ Passive learning (listening)
- ❑ Teacher transmits information
- ❑ Non-collaborative silent independent work
- ❑ Short term understanding that is not transferred to real-world settings

## Performance-Based

- ❑ Planning from standards
  - ❑ Student is responsible for their work (goal setting, monitoring)
  - ❑ Concepts apply across disciplines
  - ❑ Hands-on learning
  - ❑ Active learning (doing)
  - ❑ Teacher models and facilitates
  - ❑ Collaboration with higher order thinking
  - ❑ Enduring understanding which can be applied to real-world settings
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# What tools do I need to create a Performance-Based Classroom?

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1. Identify desired results from Standards:

***What do I want the students to know, understand, and be able to do?***

2. Determine acceptable evidence:

***How will the students show their understanding of concepts?***

3. Plan learning experiences:

***What activities will engage the students to facilitate and ensure an enduring understanding of the standard?***

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# Types of Products

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- **Written products**: proposals, poems, brochures, letters, lab reports, etc.
  - **Concrete Products**: building a model, repairing an engine, creating artistic representations, making films, etc.
  - **Verbal Products**: speeches, songs, monologues, presentations, etc.
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# Assessments for PBI

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## **Inauthentic**

- Fill in the blank**
- Select an answer from a set of given choices**
- Answer the questions at the end of the chapter**
- Solve contrived problems**

## **Authentic**

- Purposeful writing**
- Scientific investigation**
- Issues debate**
- Primary research**
- Interpret literature**
- Solve “real-world” problems**



# Examples of Performance Tasks

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1. Produce an orientation video for new English Lit students.
  2. Design a cardboard package that is most economical for given dimensions and weights of the intended contents. Justify your design.
  3. Determine how many people are in attendance at a major event by sampling areas within a photograph.
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# Your turn to create...

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- Use the list of suggested tasks to brainstorm a performance task for an upcoming unit or lesson
  - In a small group of “content colleagues” design a performance task on your worksheet
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# Consider the following steps for designing a performance task:

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- Identify outcomes and indicators of standard attainment
  - Create a meaningful task
  - Identify product or performance
  - Consider options
  - Plan activities
  - Identify evaluative criteria
  - Generate a response
  - Decide about scoring
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# Sharing and Final Thoughts...

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