

KICK-OFF CONFERENCE
AUTHENTIC INTELLECTUAL WORK (AIW) IN IOWA HIGH SCHOOLS
PILOT PROJECT, 2007-08

Pre-Conference Preparation

1. Read *Authentic Instruction and Assessment: Common Standards for Rigor and Relevance in Teaching Academic Subjects* by Newmann, King, & Carmichael.
2. Bring written responses to the questions in the **Study Guide for Reading**. You will have the opportunity to share your responses at the conference. We would also like to collect them to help understand your initial reactions to the book.
3. Bring two samples of student written work to the conference with enough copies for your school team plus at least three extra copies. Use these guidelines in choosing the student work: (1.) both samples should come from ONE assessment task or assignment that you consider to be an important indicator of what students learn in one of your classes; (2.) samples should be from TWO different students and reflect different levels of success on the task. We will score these samples during the conference.

STUDY GUIDE FOR READING

*Authentic Instruction and Assessment:
Common Standards for Rigor and Relevance in Teaching Academic Subjects*

Please draft written responses to these questions and bring them with you to the conference. The questions are most directly oriented toward teachers. Feel free to adapt any question to your role or position, as needed.

Part I

1. To what extent do you agree or disagree with the criteria and rationale for authentic intellectual work as a goal of high school teaching across subject areas? What clarification questions do you have, if any?
2. What findings from the research on the effects of authentic instruction on student achievement did you find to be most important? Why?

Part II

3. To what extent are the standards and rubrics for instruction, assignments, and evaluating student work consistent with best practice in your subject area? Are they consistent with content standards and the scope and sequence of curriculum in your school?
4. Considering Table 3, the chart on criteria and standards, in your current teaching which of the standards do you think you already meet most and least frequently in a) your lessons; b) your assignments to students; and c) how you evaluate and grade students?

Part III

5. What steps would you like to take for the first year of implementation? Why would these be helpful?
6. Which of the types of support recommended in Chapter 7 do you think are needed for the first year? Which ones are already in place? Which ones can be realistically provided?