Michaela Mal	pe Challenge #1 5/7/23 EDCI 60002c Summer '23	
SUPRA-BADGE:	Professional Foundations in LDT	
SUB-BADGE:	ID Knowledge, Skills, And Attitudes	
CHALLENGE:	Participate in professional development activities	
ARTIFACT:	Work Professional Development (End of Year Demonstrations of Learning PD)	
CRITERIA:	Criteria for successful completion of this challenge: Evidence demonstrating completion of professional development training –and/or— membership in professional communities or associations.  Reflection must address: How professional development opportunities have helped you grow your instructional design	
	skill set (especially with the rapid changes that occur in the instructional design field).	

#### **Competency and artifact identification**

My **End of Year Demonstrations of Learning PD** from my workplace provides the evidence for the sub-badge, <u>ID Knowledge, Skills, And Attitudes</u>, and the challenge, "Participate in professional development activities". This artifact provides evidence that I can participate in professional development activities in my school building and connect it to my work in instructional design. The professional development for the school is about creating a unit plan for a project for students using the app Defined Learning for an end-of-the-school-year demonstration of the students learning.

#### Description of how the artifact supports the competency

The artifacts of materials from the End of Year Demonstrations of Learning PD include a slideshow describing the project tasked to teams of teachers, information about the Defined Learning Program, and a planning document for the teams of teachers to fill in to manage their unit planning and give a chance for feedback from the Model Lead Teacher in our school building. All of this aligns with instructional design because it gave me a chance to practice designing an instructional project for students with other members of my grade level team and gives me a chance to use some of my instructional design experience from this program to help make the unit plan even better. These professional development and planning documents are helping me learn new resources, such as a SCRUM Board for visual project management for students and teachers.

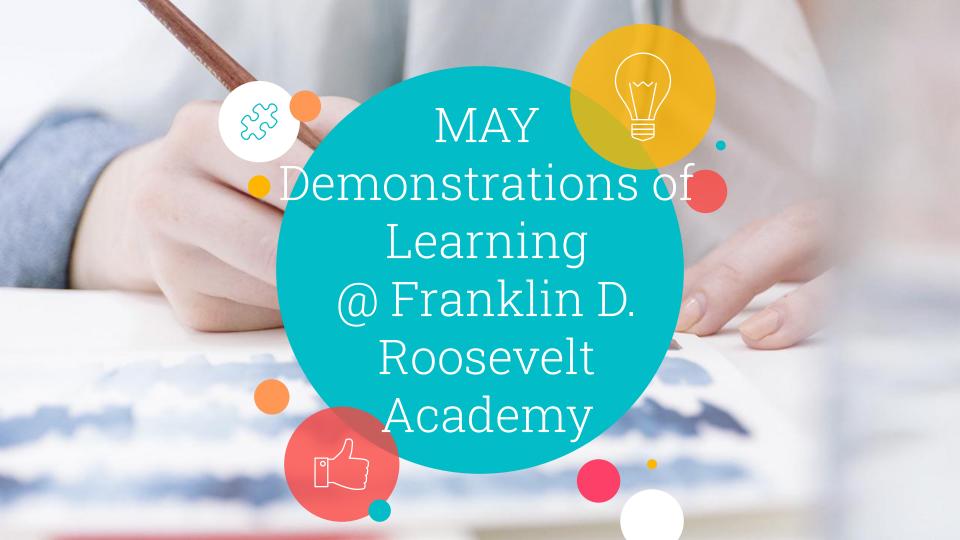
#### Competency alignment with prior knowledge and experience

This professional development aligns with my prior knowledge and experience in this school building. This is my fourth year working there and we tend to try a new type of student-centered project at the end of the school year to help develop us as professionals and help give the students a chance to show what they know and have more control over their learning. I've also had multiple professional developments with our Model Lead Teacher to help me develop different teaching skills and learn how to use our school's instruction model better, which is an Inquiry Model. In instructional design, most of my development is centered around classwork, information from the professors, and resources such as

our textbooks. I also am trying to use some time over the summer to get some Google Certifications to develop more in my technology skills to help both my teaching and instructional design work.

#### **Reflection on experiences**

Overall, this challenge has been a helpful way to reflect on how what I do in my teaching career can help me develop my instructional design skills and vice versa. I am grateful to the members of my school building who create these professional developments and want to step in to help create some of my own using the information that I've learned from my instructional design experience. I think there are always new things to learn and new ways to go about solving a problem in both areas of work and school. I strive to be open to new knowledge and experiences personally and professionally to become a more rounded employee, student, and individual.





# COLLABORATION

- Following group norms and processes
- Share ideas with the teams
- Develop ideas and create products as a team
- Apply their knowledge in new/challenging ways.

# **DEMONSTRATIONS OF LEARNING**

- Demonstrate and communicate an understanding of the topic/EQ
- Explain new learning using, facts, details and opinion.
- Collaborate with teachers peers to demonstrate their new knowledge
- Elaborate on their content by connecting to POG indicators

# **REFLECTIONS**

- Use rubric/class chart/ or checklist to display and monitor how they are working toward their goals
- Use feedback to make meaningful changes to work products
- Provide feedback to peers to help them grow
- Reflect on mistakes and keep trying
- Monitor their progress towards reaching goals by utilizing rubric checklists and adult supports

# Profile of a Graduate Indicators

# **Academic Mindset**

 I use feedback to make meaningful changes to my own work. I provide feedback to peers to help them grow.

#### Collaboration

- I develop ideas and create products as a team.
- I help to create roles on my team that allow every member to contribute to our goals.
- I understand and follow group created norms and processes.
- I am polite and kind to teammates.
- I listen to other points of view with kindness and respect.

## **Creativity and Innovation**

- I help create something unique and useful.
- I develop original ideas for products demonstrated with a variety of tools & skills, digital and non-digital.

## **Critical Thinking and Problem Solving**

- I ask questions and explain what I would need to know to be able to answer an essential question.
- I use information from different sources to solve a problem.
- I choose sources that are relevant and support my learning.





- a. K-5 teachers choose the project to be completed in your class.
- b. 6-8 teachers provide students two choices.
  - i. ELA teachers drive the selections for 6th grade.
  - ii. Science teachers drive the selections for 7th grade.
  - iii. Social Studies teachers drive the selections for 8th grade
  - iv. Math teachers provide support.
  - v. ELA teachers could support using Defined Careers connections if possible.(PACE)





# Defined Learning Website Exploration



Teachers complete the **Google Form** 

- Make the choice(s) regarding which project the classes will use.
- Identify essential questions, focus questions, standards, and POG indicators.

The Google Form will be shared with D. Laufenberg









# Big concept

Allowing student voice and choice, working collaboratively, and effectively using peer feedback to make modifications

# Collaboration

Students must work in teams of 2-4 or more. NO SOLO projects.

# Mandatory Requirements

# Peer Feedback

Student must have checkpoints to receive teacher/peer feedback for modifications

# **Student Voice & Choice**

Student choose their partners/groups

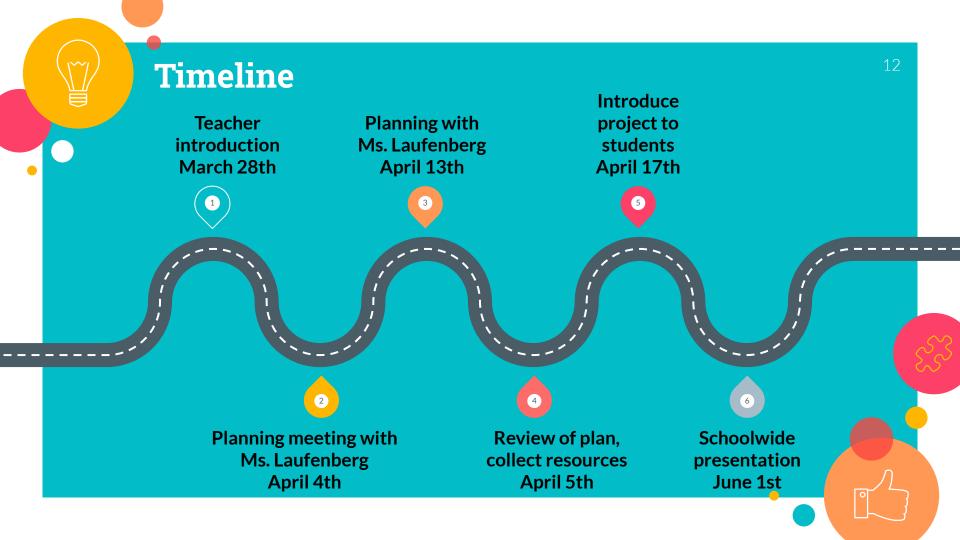
MS students choose their topics

All students choose how they will present their learning

Educators - Schedule time to meet with Ms. Laufenberg complete the unit and the timeline.











# Thanks!

Any questions?

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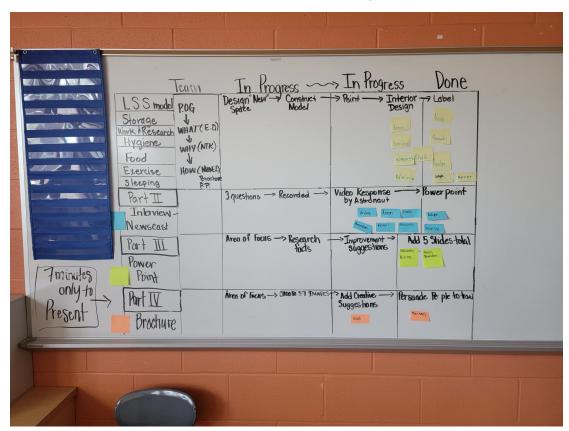
<u>diana@inquiryschools.org</u>



# **Demonstration of Learning Resources**

<u>Defined Learning Units</u> - If you are looking for your unit, please click this link to get to the unit plans

- Provide students the opportunity to share their learning with each other then make corrections or discuss the results.
- Peer review templates (2 cycles)
- Checklist to self-monitor and self-assess
- Use a SCRUM board to monitor and track student progress.
  - A Scrum board is a visual way to manage and organize projects, breaking them down into defined "sprints" of time. It is a key part of a larger project management system known as the Scrum process or Scrum framework.
  - <a href="https://threeteacherstalk.com/2019/01/25/using-scrum-in-the-classroom/">https://threeteacherstalk.com/2019/01/25/using-scrum-in-the-classroom/</a>



SCRUM board example from Mrs. Sensabaugh's classroom during Summer Learning



- We hope to make two schoolwide boards in both cafeterias K-4 1st floor; 4 8 2nd floor
- Chart paper and post-its are needed for make a SCRUM board for the classroom.
- Prep Day Gold Day; Black Day normal schedule
  - The Gold and Black Day is for you to use in your classroom to prepare students for the how your classroom will run. For example, if gold days are Thursday and Friday from 11:00 am - 12:30 pm, that is the time and day that students will work on their projects. Students can then prepare the items that they need to be a success on those days.
  - Collaboration can look like feedback! It is also an awesome time for check in on their progress, and give feedback. I would also suggest that teachers take this time to allow students to present.
- Provide success criteria before starting with deadlines for students to track and monitor progress.
- Help students to plan how they are going to achieve the goal.

# **Project Planning Template**

**Project Title: Wildlife Biologist:** 

**Project Grade Level: 7th** 

**Project Content Area: Science** 

**Step 1: BEGIN WITH THE END IN MIND** 

Science  - Plants use the energy in light to make sugars out of carbo and water (photosynthesis). These materials can be used of for later use. Organisms that eat plants break down plants to release the energy and produce the materials they need survive. The organism may then be consumed by other organism may then be consumed by other organisms and energy.  - Energy can transform from one form to another in living and Animals get energy from oxidizing food, releasing some of as heat.  - The total amount of matter and energy remains constant though its form and location change.  - Ecosystems are dynamic in nature; the number and types species fluctuate over time. Disruptions, deliberate or inaction the physical (abiotic) or biological (biotic) components or the physical (abiotic) or biological (biotic)	
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to the physical (abiotic) or biological (biotic) components (	
	of an
ecosystem impact the composition of an ecosystem.	
Math  8.EE.6 Use similar triangles to explain why the slope m is	
between any two distinct points on a non-vertical line in the	
coordinate plane; derive the equation y = mx for a line thre	
origin and the equation y = mx + b for a line intercepting the	ne vertical
axis at b.	
8.F.4 Construct a function to model a linear relationship	between
two quantities. Determine the rate of change and initial va	
function from a description of a relationship or from two (	
values, including reading these from a table or from a grap	- ·
Interpret the rate of change and initial value of a linear fur	
terms of the situation it models, and in terms of its graph of	
of values.	
8.F.5 Describe qualitatively the functional relationship be	etween
two quantities by analyzing a graph, e.g., where the functi	
increasing or decreasing, linear or nonlinear. Sketch a grap	
exhibits the qualitative features of a function that has bee	
described verbally.	

<b>Competencies Aligned</b>	Indicators of Success (What will we see students doing as an
to the CMSD Profile of	indication they are developing the selected competencies)
a Graduate (Select	
from below. Quality	
projects should involve	
at least two	
competencies)	
Collaboration	
Critical Thinking &	
Problem Solving	
Creativity and	
Innovation	
Global Citizenship	
Communication Skills	
and Information	
Technology	
Academic Mindset	
Social and	
Cross-Cultural Empathy	

# **Step 2: DESIGN THE PROJECT SKETCH**

Project Sketch What is the scenario that will guide student inquiry throughout the project?	Most of the causes related to tiger endangerment are tied to human influences. A number of species of tigers around the world are close to extinction. Some members of these species may be found in zoos around the world. Much debate exists as to whether these animals should be moved from zoos and back into the wild or to a sanctuary.
<b>Driving/Essential Question</b> Open-ended, high interest, and thought provoking.	EQ: How do organisms interact with the living and nonliving environments to obtain matter and energy?
	Focus Questions:
	<ul><li>Why are bats useful on our planet?</li></ul>
	<ul> <li>Why is it important to estimate the number of bats?</li> </ul>
Demonstration of Learning How will students demonstrate their	Magazine Article
response to the driving/essential question?	People in the local parks have been complaining about seeing bats. As a result, The Office of Parks and
	Recreation has asked you to write an article about bats

for their magazine. They would like you to educate the public on myths and realities about bats to reduce unnecessary fear. Most importantly, explain how bats help to cycle matter and energy among the living and nonliving parts of the habitat (ecosystem). Some topics to consider including are: how bats help control the bug population, bats and pollination, bats and soils. You are encouraged to provide diagrams and pictures with captions to help tell your story.

#### **Multimedia Presentation**

Your task is to develop a presentation (using PowerPoint, Prezi, etc.) that highlights unique or interesting facts about bats. To begin, you will want to share information you have found through research that discusses the various sensory receptors of bats, including echolocation, that respond to stimuli and send messages to the brain resulting in immediate behavior. You might also discuss myths about bats, how bats control the bug population, or any other topic you find of interest. By the end of the presentation your goal is for viewers to have a more positive view of bats than when you started.

#### **Board Game**

Create a board game that will educate people about the benefits of bats. A strong game will include well-written instructions for how to play. Having players answer trivia questions about bats might be a good way to structure your game. Some trivia categories to consider include: myths about bats, bat habitat, what bats eat, sonar and bats, a history of bats, or bat related movies.

#### **Worthy of Productive Struggle**

How will you make this project as real-world as possible? Who will help you? AND/OR

How will this project lead students to dream big and imagine new possibilities?

There is a delicate balance in the world's ecosystem - and understanding how each member of that ecosystem contributes to the function of that place is important. People generally are freaked out by bats, but they play important roles in the community. By taking time to understand their role and value, hopefully the students will be able to better appreciate them as members of the community.

# **Project Hook**

What will be the hook to spark curiosity and initiate the inquiry? How will you introduce students to the task and their role?

Scientists figure out how vampire bats got a taste for blood

**Bat Conservation International** 

### **Step 3: CREATE THE PATH**

Consider the sequence of learning that will need to take place based on the targeted standards and competencies. Determine what benchmarks students will need to hit along the way to help stay on track to share their final product on Celebration of Learning Day. Each day does not need a detailed plan. But projects will need to have an idea of what types of learning activities students should engage in to support their projects.

Day of the	Week 1
Week	
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	

Day of the Week	Week 2
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	

Day of the	Week 3
Week	
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	