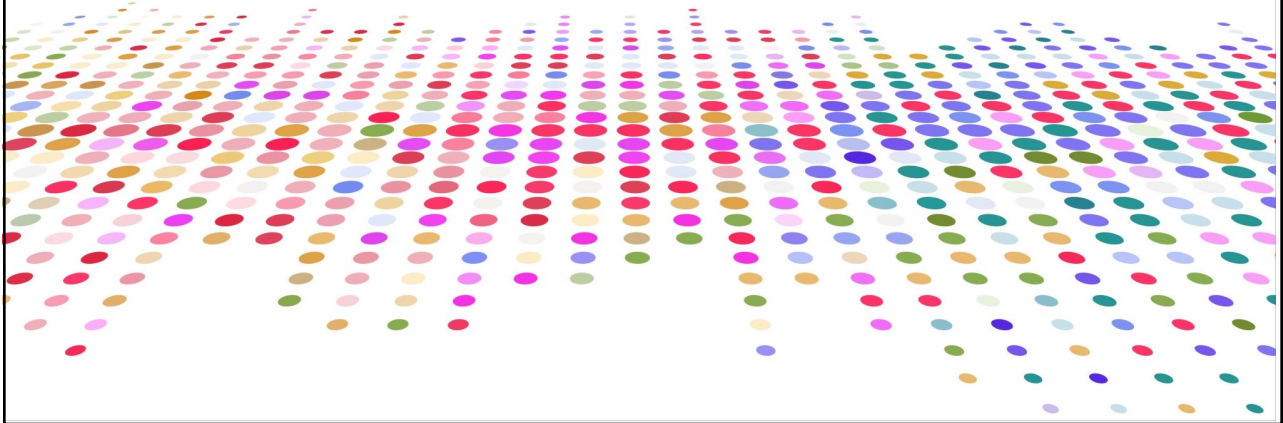


PASCD Pre-Conference- March 27, 2022

*The Student Facing Classroom:
Capturing Emergent Learning to Ignite, Excite and Engage!*

Dr. Heidi Hayes Jacobs

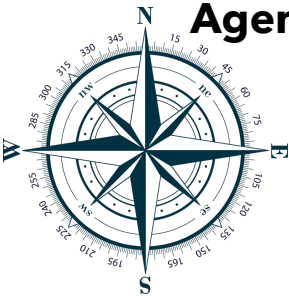


1



Our Essential Question:
How can we prepare our learners for now
and the future?

2



Agenda/ Community Doc

1:00 PM-1:20 PM: *Our Focus/ Team Building /Protocols*

1:20 PM-2:15 PM: *Part 1- Pitching Phenomena-Based Learning*

- Who is this for?
- What is Phenomena-Based Learning and why do we need it?
- What is a process for pitching possibilities?

2:15 PM-2:30 PM: *Break*

2:30 PM-3:45 PM- *Part 2- Generating Authentic Evidence*

- What are the conditions for authentic assessment?
- How can we craft modern authentic deliverables?
- How might we involve our learners in the process?

3: 45 PM- 4:00 PM - *Debrief/ Q and A*

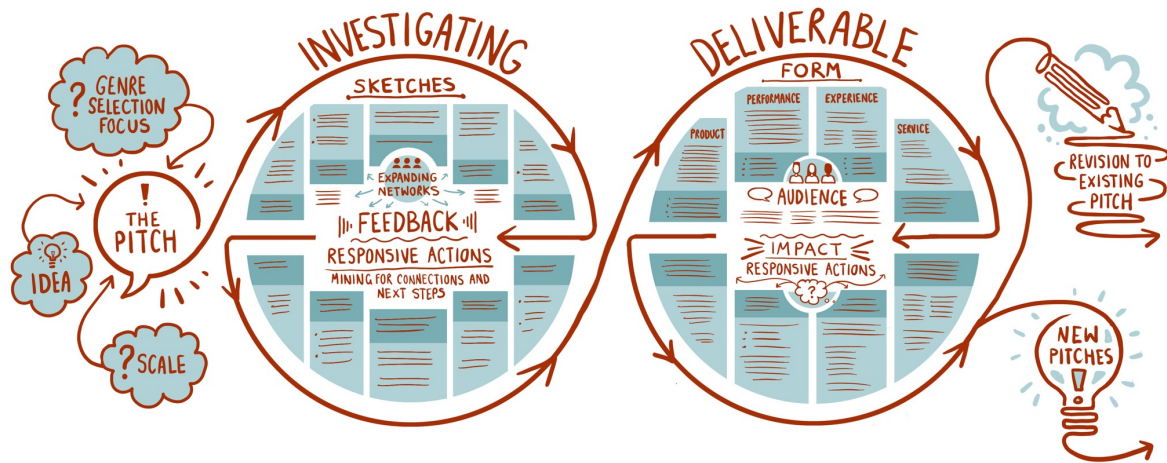
3

Outcomes

- Develop skills to assist our students in pitching ideas, inquiries, and possibilities based on emergent learning.
- Develop a pitch to practice and refine our skills with a team.
- Give and receive feedback on our pitches.
- Develop our skills to craft authentic assessment in response to our pitch and in response to our ongoing curriculum.
- Enjoy *throwing clay on the table and beginning to sculpt a possibility.*

4

Pitch to Pitch Model for Phenomena Based Learning



Developed by H.H. Jacobs and A.G. Zmuda (2021)

5

Who is this for? What roles are we developing?



6

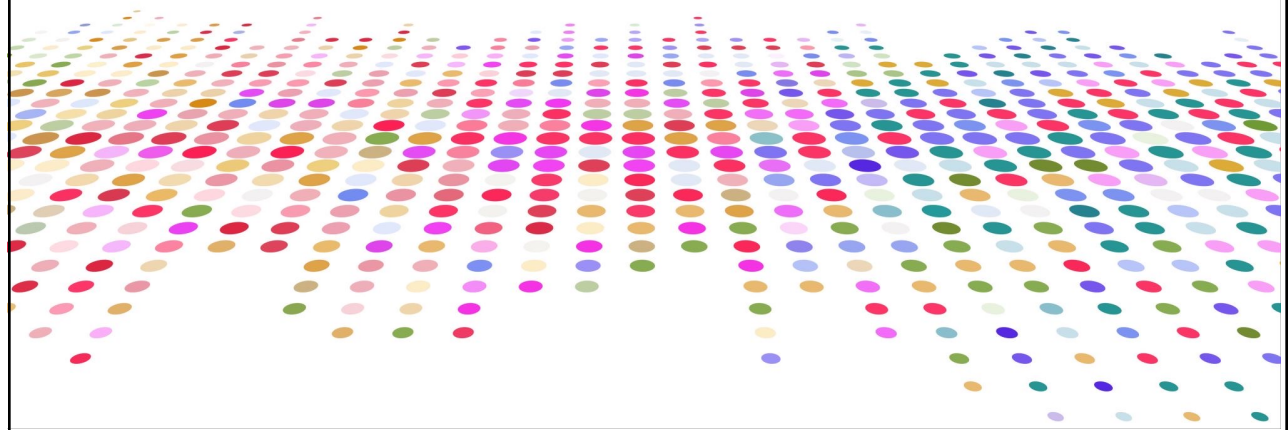
Form a pitch team

- Groups of 3 to 4 are suggested.
- Introduce yourselves to one another.
- Determine your protocols. (Habits of Mind.)
- Discuss who will be the target group for your project. (Students or Professionals).



7

Who is this for? What roles are we developing?



8

Pedagogy Drives Our Choices

Antiquated

Classical

Contemporary

What to cut?

What to keep?

What to create?

9

SELF-NAVIGATOR



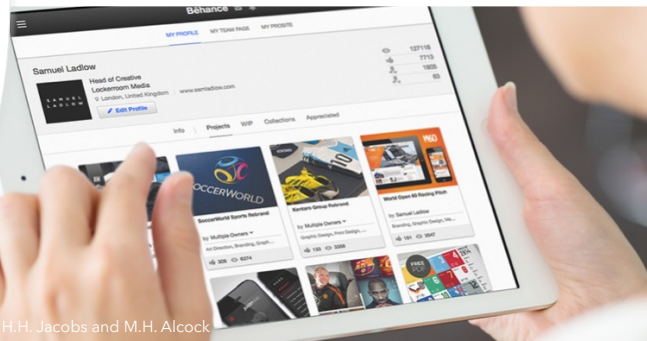
10

DIGITAL CITIZEN



11

MEDIA CRITIC



H.H. Jacobs and M.H. Alcock

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MEDIA MAKER

13



MINDFUL CONTRIBUTOR

14

GLOBAL AND LOCAL AMBASSADOR



15

AGENT FOR LEARNING



16

COLLABORATIVE PARTNER



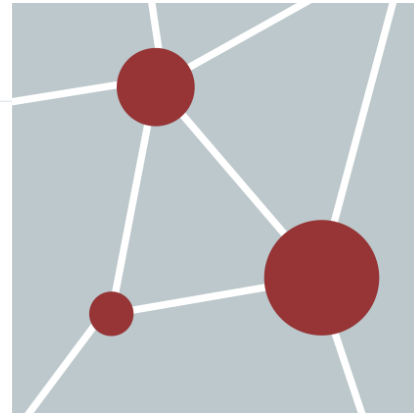
17

INNOVATIVE DESIGNER



18

Self-Navigator
 Digital Citizen
 Media Critic
 Media Maker
 Mindful Contributor
 Global and Local Ambassador
 Agent for Learning
 Collaborative Partner
 Innovative Designer



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What is phenomena-based curriculum?

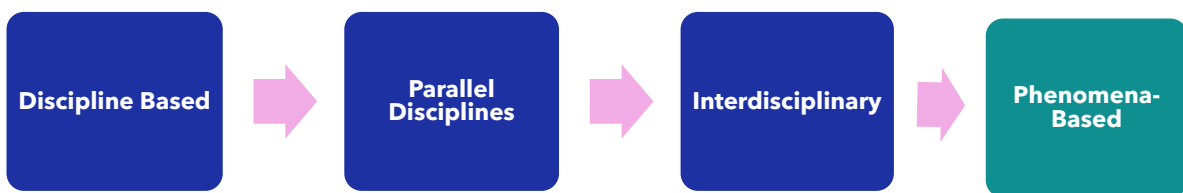


20

Why?

- Need to bring Emergent/ Phenomenon based – the heart of relevance- Right-Now Learning.
- Need to get past “token” student-interest projects.
- Need to provide ways to expand the ongoing curriculum with the right-now.
- Need to develop independent self-navigating students.

21



A Continuum of Curricular Options

H.H. Jacobs and A.G.Zmuda 2021

22

phenomenon*noun*

/fə'nɒmɪnən/

/fə'nɑ:mɪnən/

(plural **phenomena**)

/fə'nɒmɪnə/

1. a fact or an event in nature or society, especially one that is not fully understood

1. cultural/natural phenomena

2. phenomenon of something *the global phenomenon of climate change*

3. Globalization is a phenomenon of the 21st century.

4. Early retirement is a relatively new phenomenon in Britain.

5. We were hoping science could somehow explain this strange phenomenon.

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What is Phenomena Based Learning?

Captures the emergent.

Includes element of surprise - not predictable or prescriptive.

Requires working with ambiguity.

Based on what fascinates the learner.

24

Growing Inquiry

How can we grow our students' curiosity and deepen their investigations?



25

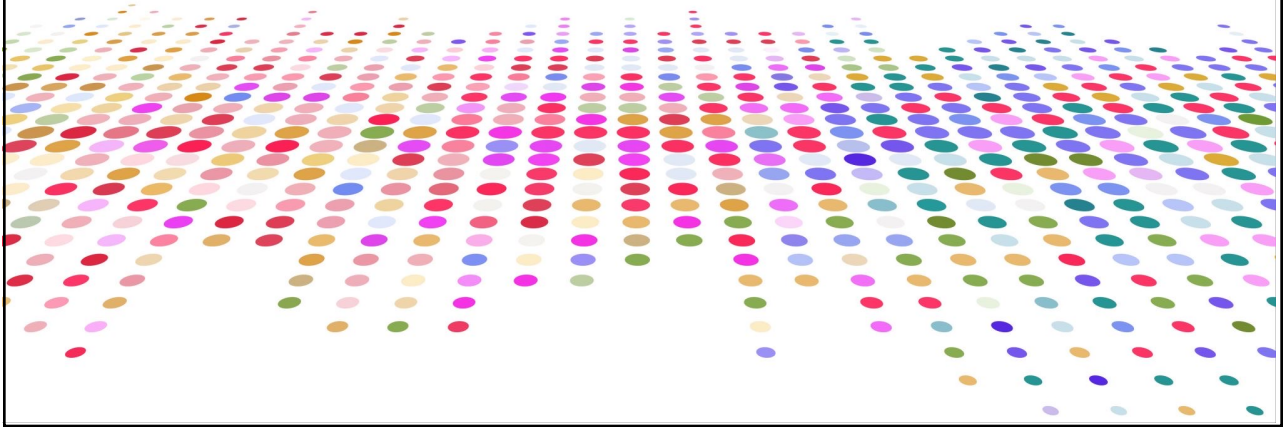
In your group:

Discuss why Phenomena-Based Learning matters for your students.

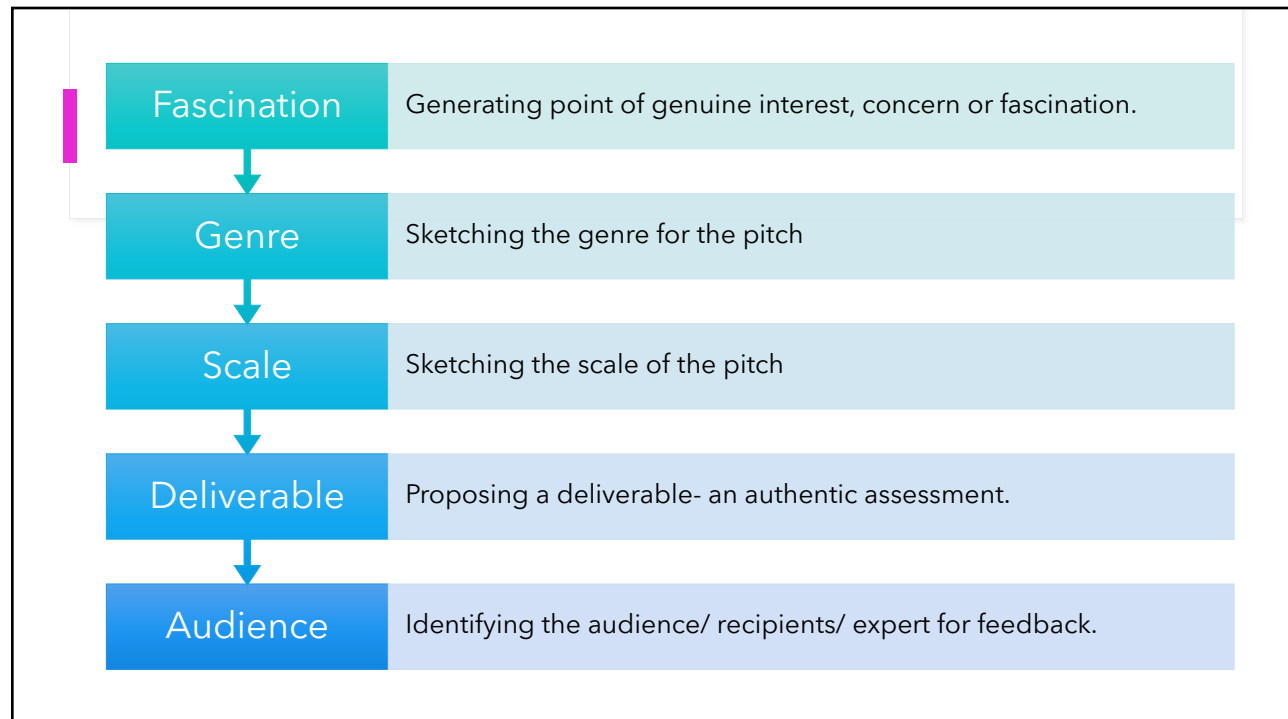


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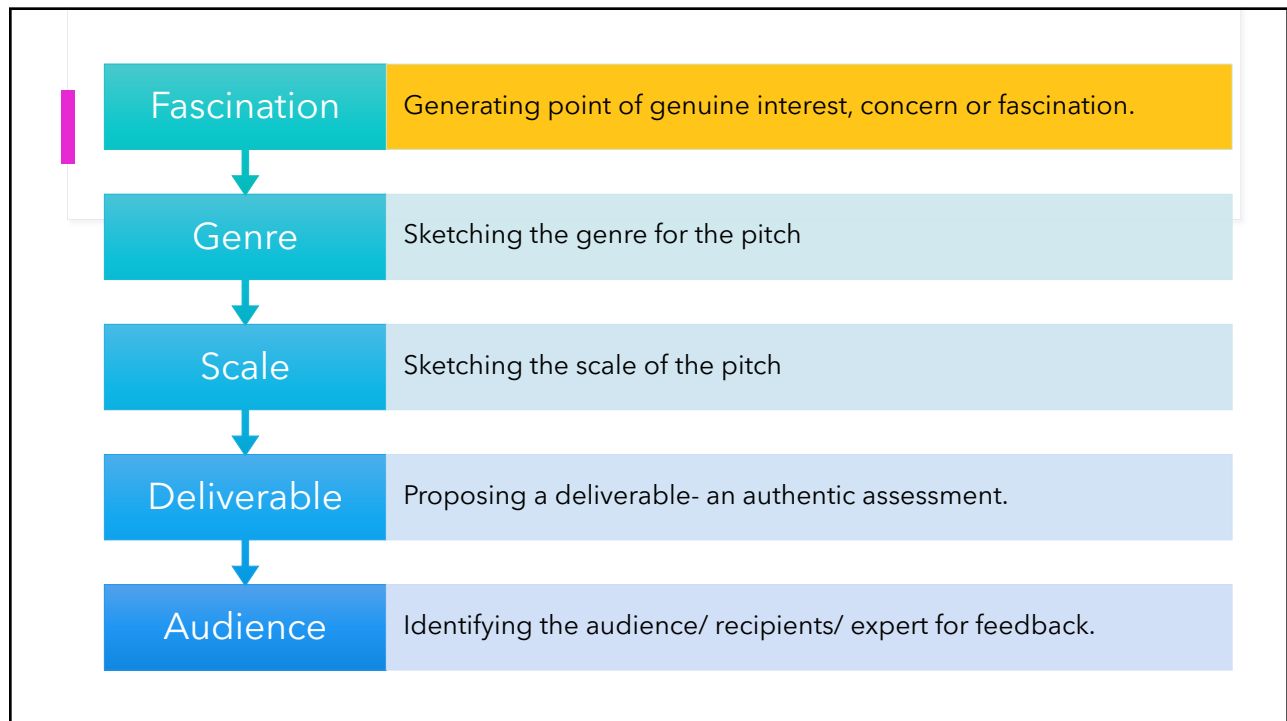
A process for developing phenomena-based learning experiences



27



28



29



Captivating genuine
interest, concern,
fascination in the world
right-now.

30

Sources

STAYING ALERT TO WHAT INTERESTS US

- Individual fascination
- News and media sources
- Friends and family
- Family experiences
- Global concerns



31

Curricular offshoots
can and do
stimulate interest.



32

Power of the process of hearing each other's stories.



Pay attention when kids first have an idea, when someone takes the time to listen- it breeds motivation and action.

Impact of VOICE and LISTENING.

33



Turn to your team:

Getting to know what's on our minds



Over the past year, what has captivated you personally?



Over the past year what has captivated your students?



Is there a unit of study in your curriculum that has sparked student interest?



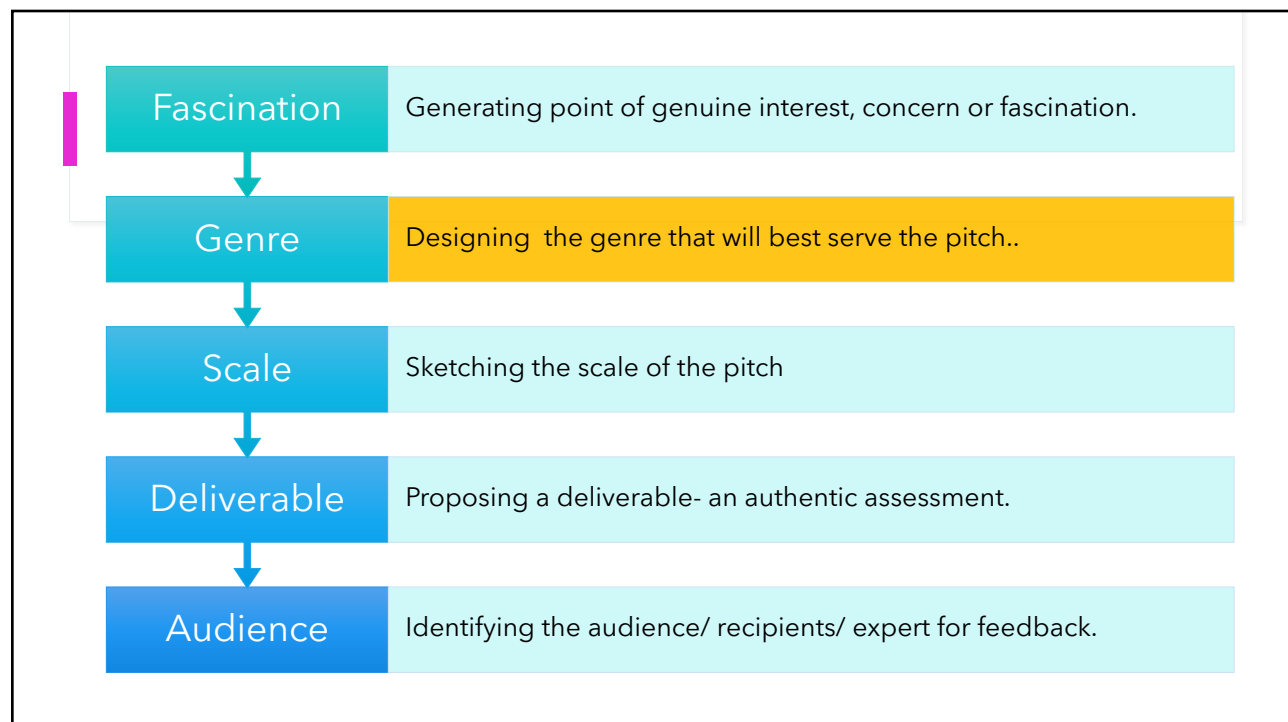
Is there an area of interest or concern that for your faculty?




34

Out of your discussion
choose a fruitful idea for an
initial pitch.

35



36

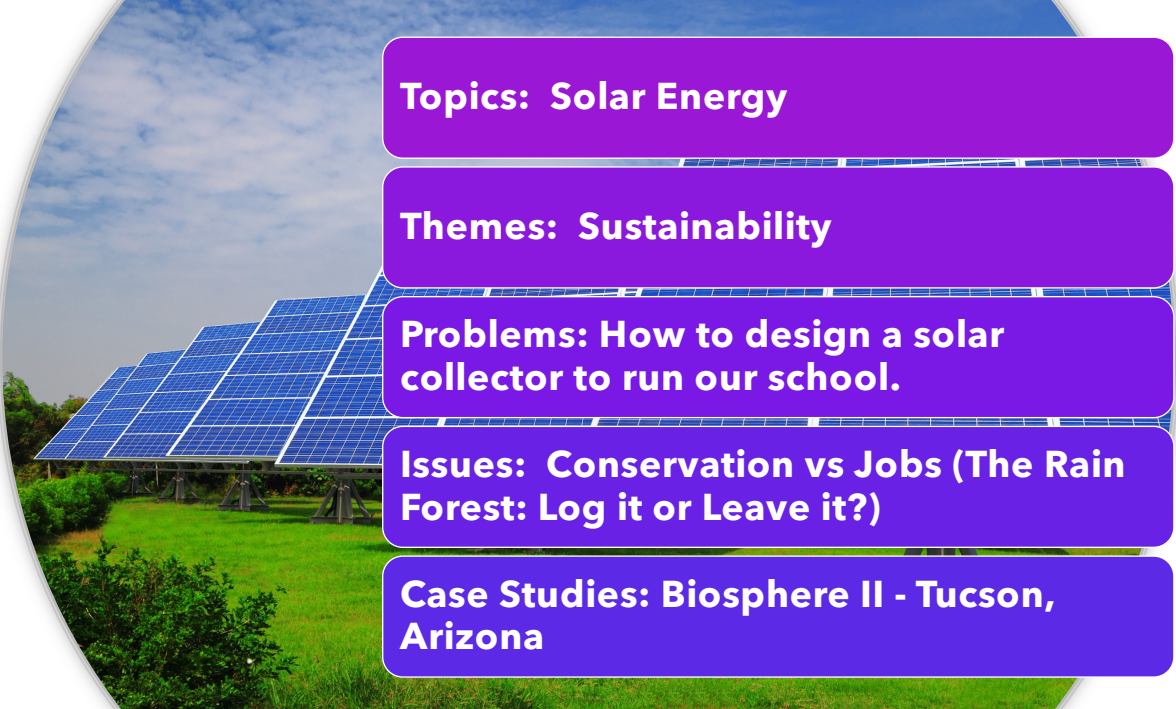


FIVE GENRES: A CURRICULAR LENS TO ENGAGE LEARNERS

- **Topics:** Subject matter groupings emphasis on information and background
- **Themes:** Conceptual emphasis that ties together information and background; frequently interdisciplinary in nature.
- **Problems:** Focus on addressing a problem with the goal of a solution; information serves the inquiry.
- **Issues:** Examining a point of controversy to consider points of view; perspectives; and consequences.
- **Case Studies:** A specific situation or text where considering the granular can shed light on other situations.

H.H. Jacobs and M.H. Alcock

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Topics: Solar Energy

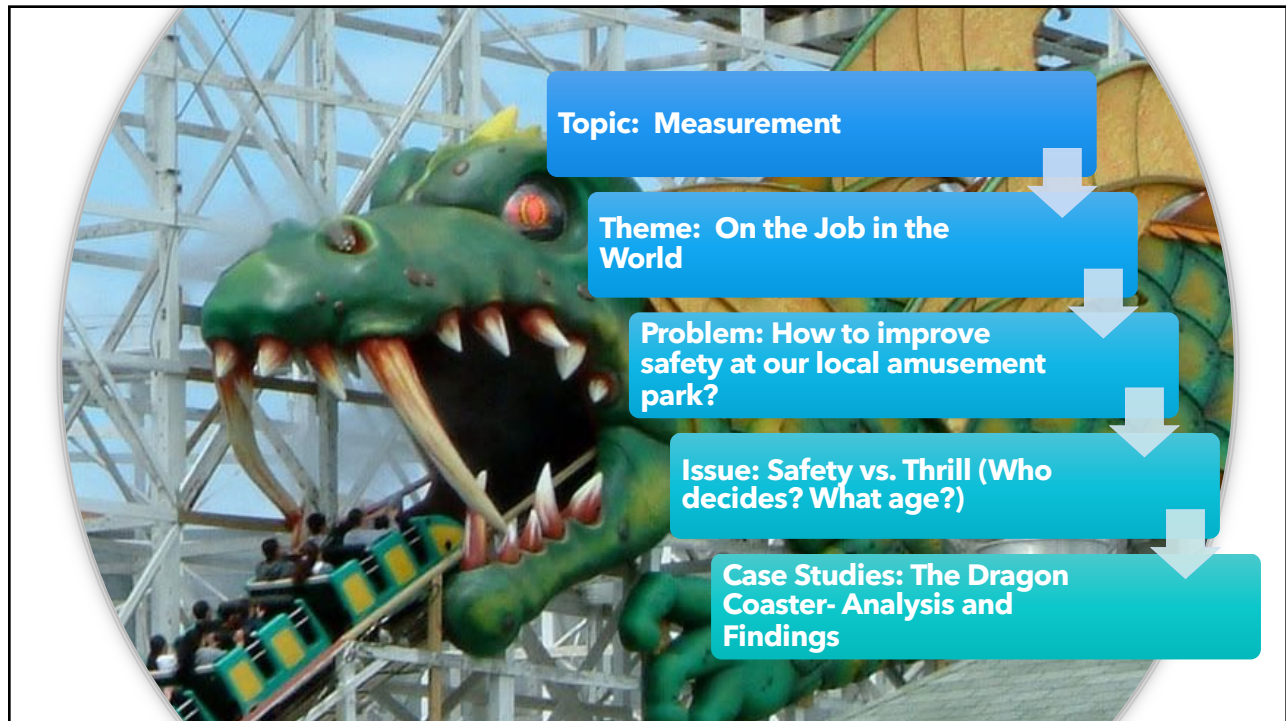
Themes: Sustainability

Problems: How to design a solar collector to run our school.

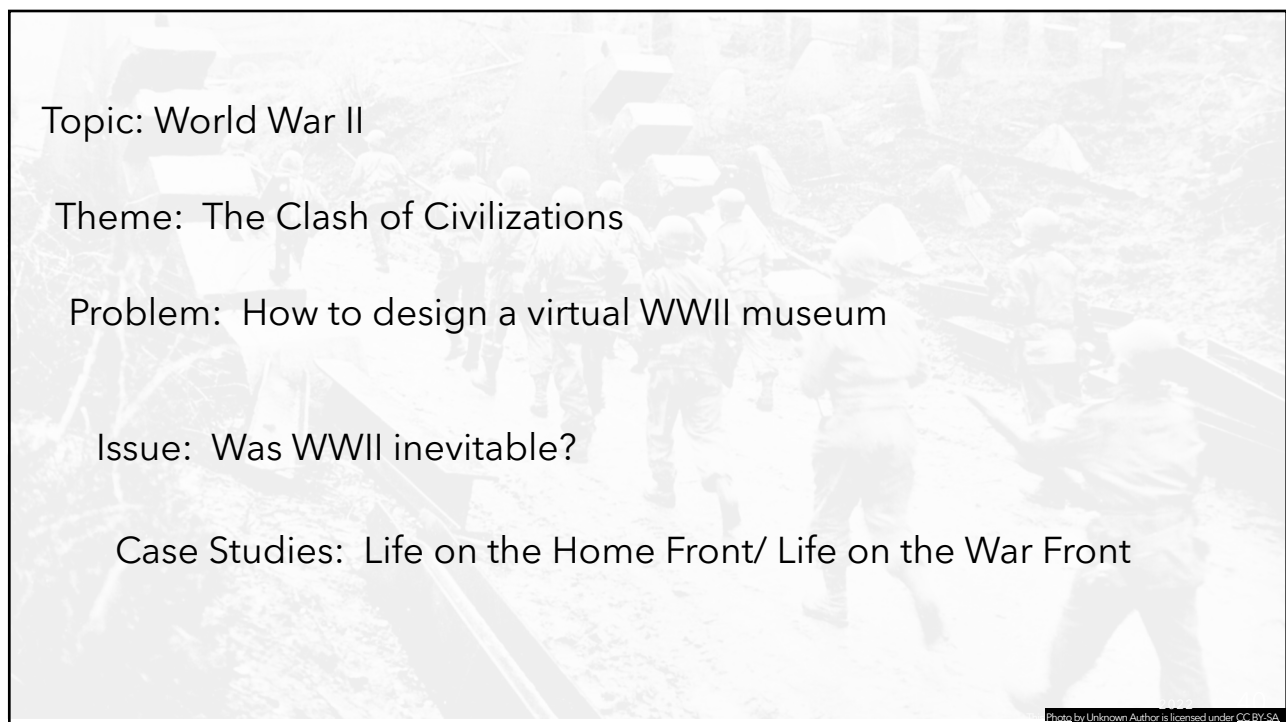
Issues: Conservation vs Jobs (The Rain Forest: Log it or Leave it?)

Case Studies: Biosphere II - Tucson, Arizona

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39



40



Topic: Animal Habitats

Theme: Communities!

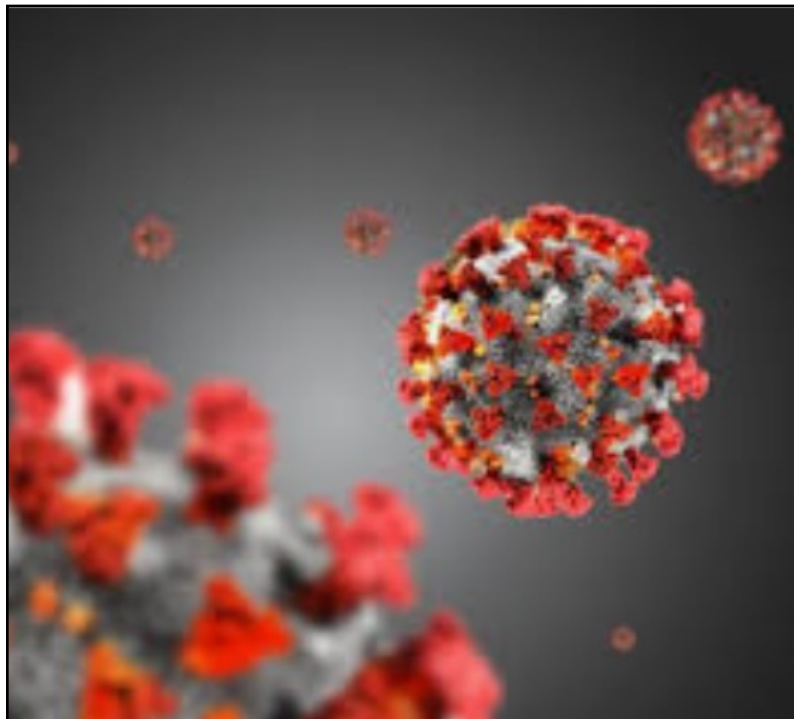
Problem: How to provide better care for our school pets.

Issue: Should there be zoos?

Case Studies: The World Outside My Window: Habitats in Our Neighborhood

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41



Topic: Pandemics

Theme: Quarantine

Problem: How to return to school with social distancing

Issue: Who decides who is essential in a pandemic?

Case Study: COVID19-comparative global responses

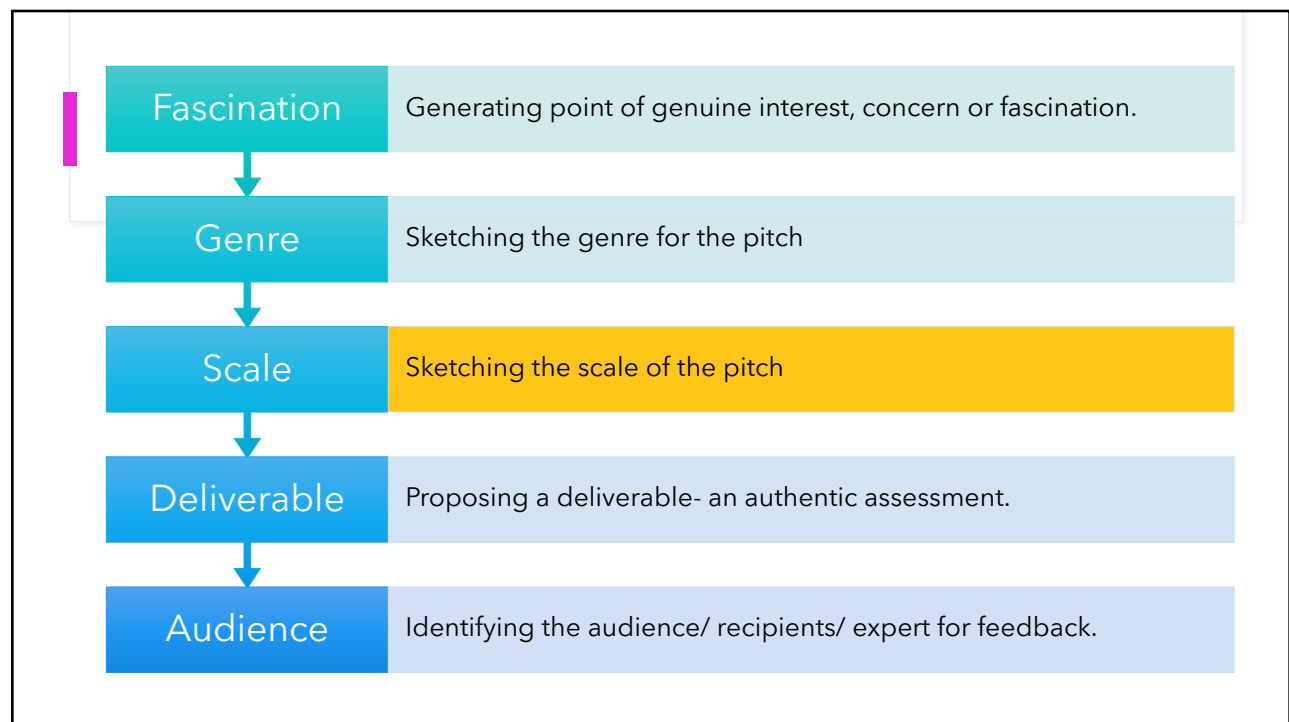
42

In your groups sketch your pitch!

Draft your pitch in at least two different genre to help clarify what will propel the inquiry.



43



44



45



46



In your groups sketch your pitch!

CONSIDER the SCALE of the project and add any specific info about the situation.

Enter your initial draft in the Google Slides in our Community Doc.

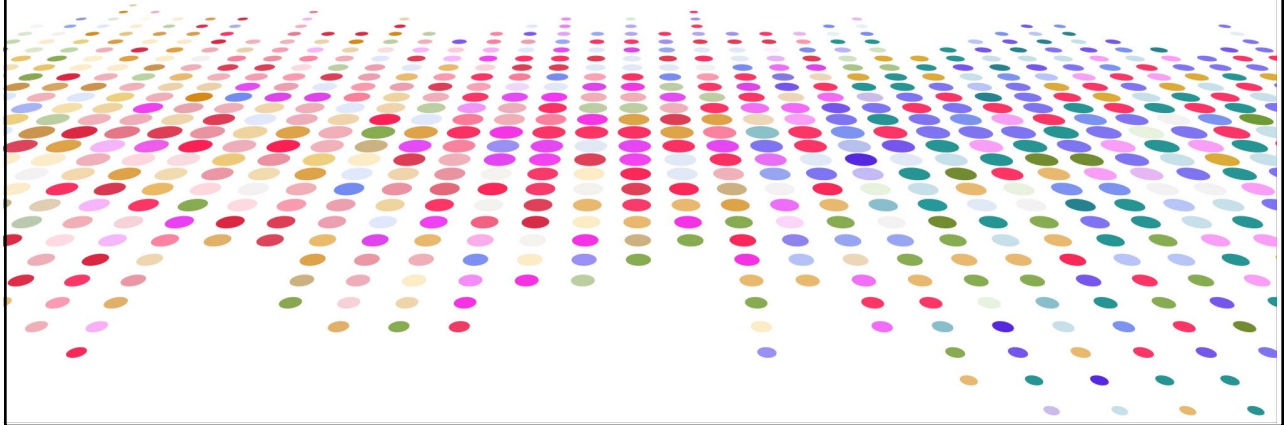


DRAFT COMPELLING QUESTIONS

Develop engaging inquiry questions to encourage the initial exploration and provoke different perspectives.

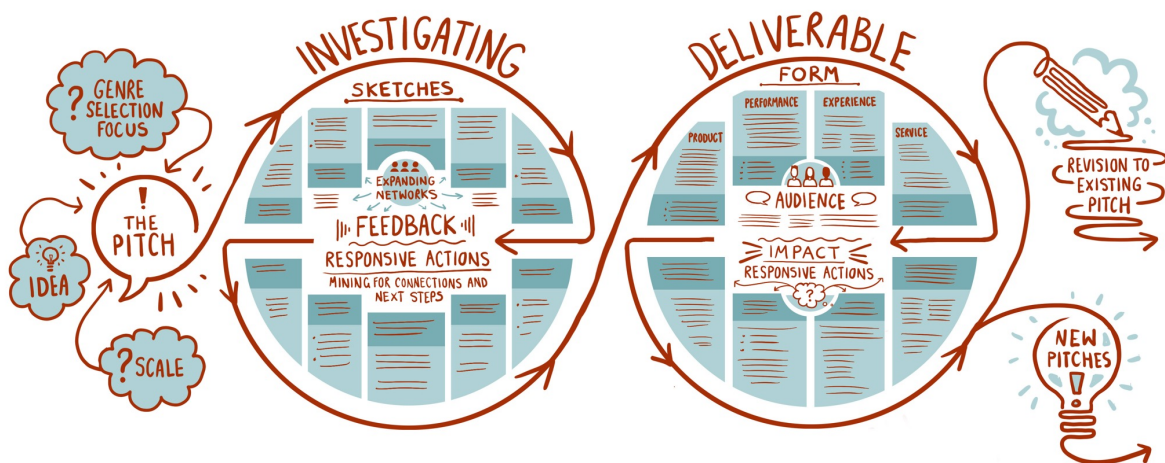
Generate these with your learners.

Generate these with colleagues in adjacent groups for fresh points of view.



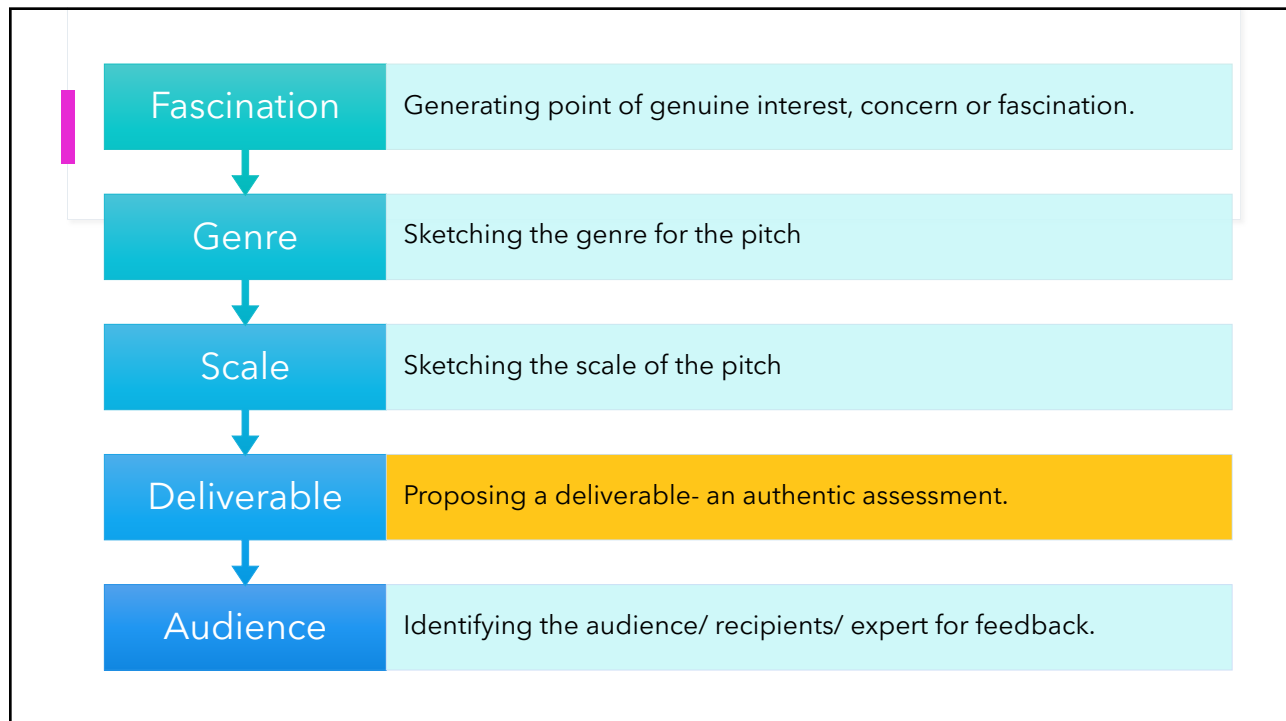
49

Pitch to Pitch Model for Phenomena Based Learning

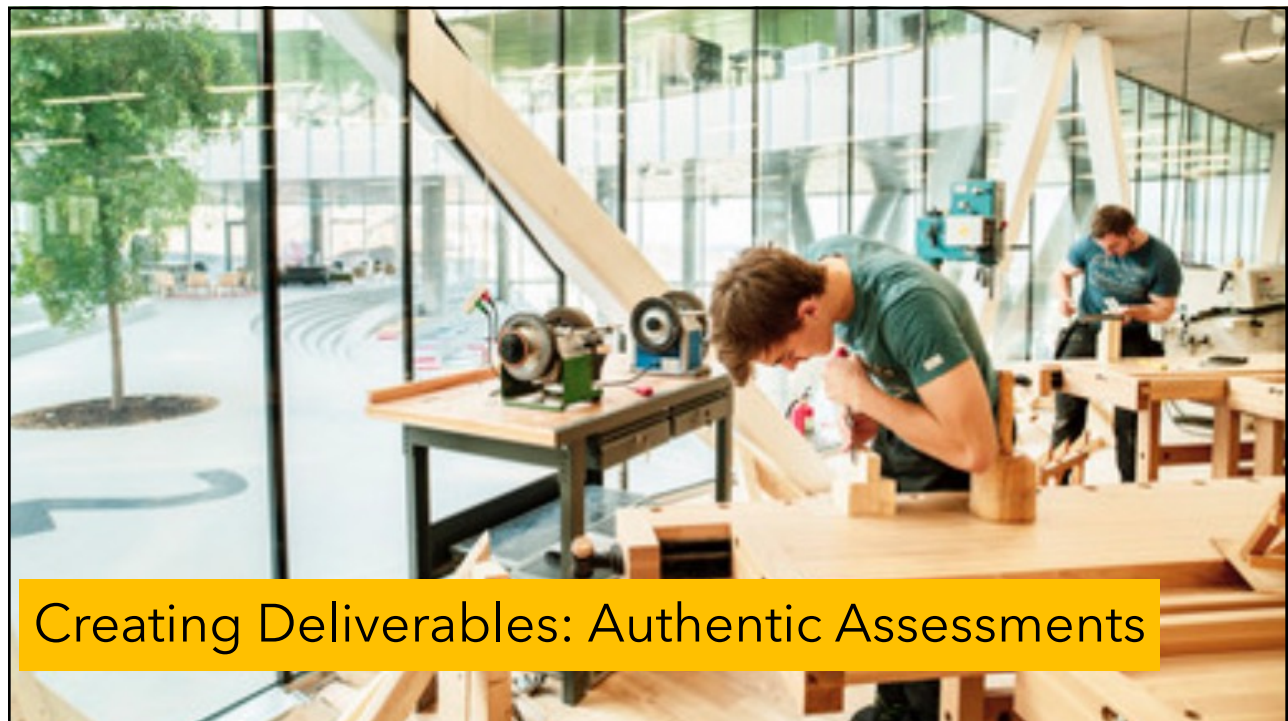


Developed by H.H. Jacobs and A.G. Zmuda (2021)

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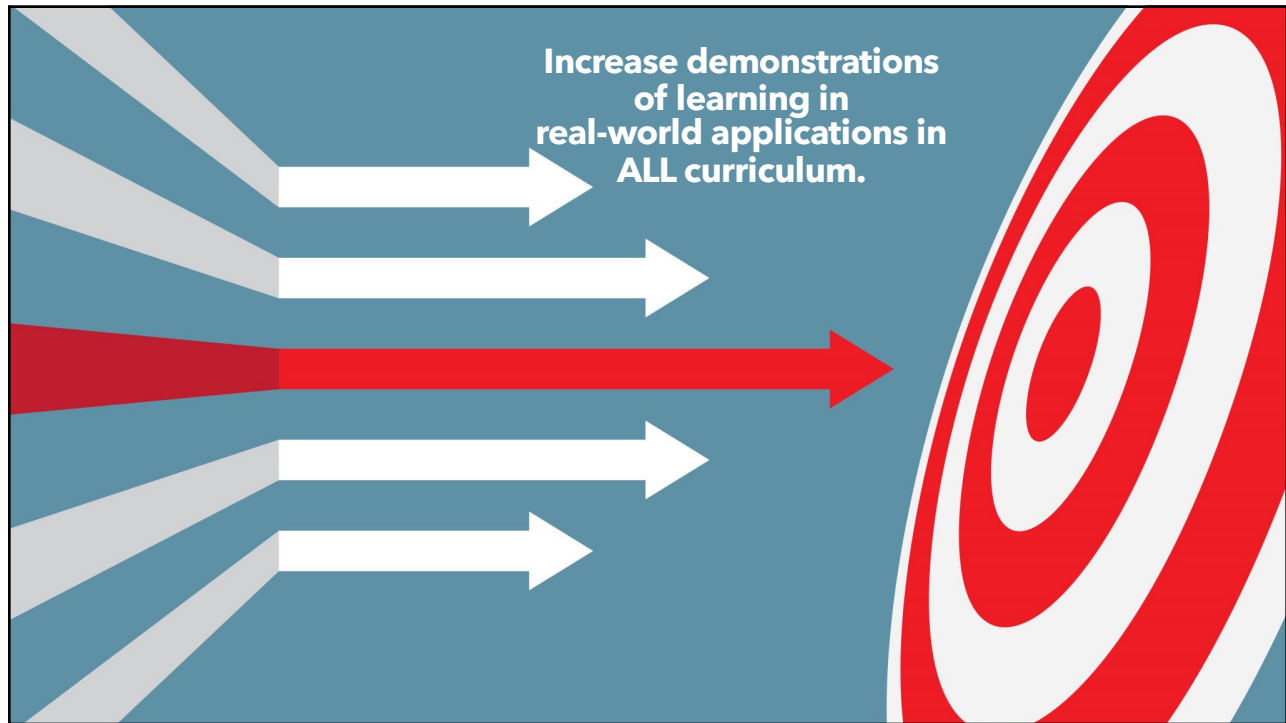


51



Creating Deliverables: Authentic Assessments

52



53

ASSESSMENT IS EVIDENCE OF LEARNING

- Evidence of developing habits of mind and critical thinking.
- Evidence of academic proficiency
- Evidence of knowledge and understanding.
- Evidence of collaborative and social skills.
- Evidence of self-management and self-navigation.
- Evidence of innovation and creativity.



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Assessment is on Three Levels of Performance



Drill and Practice



Rehearsal and Scrimmage



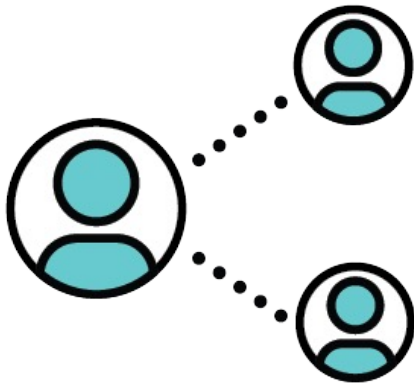
Authentic Performance

55



Three Tiers of Assessment

56



In our Community Doc,
put in examples of the
three tiers of
assessment.

57

Purposeful Drill and Practice

Learner specific needs

Provides opportunity to develop
in small moves

Students can see progress even if
gradual

Can be customized

58

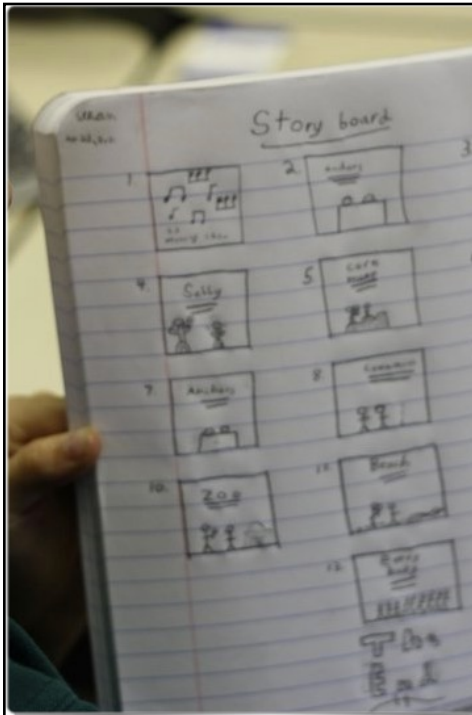
Selected responses

- Choose from options that have already been determined and are provided for the student.
- Multiple Choice
- True/False
- Matching
- Short Answer Fill in



59

59



Graphic Representations

- Story Boards
- Story lines
- Graphs
- Charts
- Observational drawing
- Note cards

60

60

Oral responses

- One on one recall
- Informal conversation
- Formal discussion responses
- Memorization
- Sharing and presentation
- Podcast recordings



61

Importance of rehearsal and simulation

Opportunity to field test combined skill sets

Opportunity for the coach or teacher to make observations

Opportunity to use critical thinking when applying skill sets

Develops growing confidence

Provides insight into drill and practice work that may be needed

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Extended written response

- Student is asked to respond in written form with complete sentences that could range from a small number of sentences to a complete written work depending upon the task assigned.
- Personal Essay
- Persuasive Essay
- Analytic Essay
- Descriptive Essay
- Simple research paper
- Complex research paper
- Brief Response

63

63

Performance demonstration tasks

- Can be observed from observation during work, observation of work in process to final product of work.
- It must include scoring criteria in advance of the observation.



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Simulated vs Actual

Simulated	Actual
Flight simulator	Pilot flies plane between two locations
Classroom grocery store	Shopping trip to local grocery store coupled with interviews with grocer Set up booth at local farmers market
Board game on environmental issues	Work with TakingIt Global on environmental issues
Analyzing primary source document from AP history course	Working as an historian to interpret found artifacts for display local historical society

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Authenticity:
What does it look like in
demonstrations of learning?



66

What are the design conditions for designing authentic assessments?

There are four design choices to consider that create the conditions for authentic levels of performance. Authentic situations are not static. As you read through the design choices, note the possibilities for how the assessment might grow over time.



Genuine Inquiry or idea: *Does the situation provide a real opportunity to solve an actual problem?* Students need to dive into a problem or explore an idea that has merit and purpose. Certainly, the problem can evolve over time and will possibly expand or narrow its focus as learners make their query.



Place-based context: *Is the opportunity anchored in a specific place and context?* Whether it is personal, local, or global, the situation is a real, not simulated, situation. Note, too, that an authentic learning experience can grow. For example, it might begin on the personal or local level and then expand to a broader situation. Conversely, a global project might eventually zoom into a highly personal situation.



Deliverable for a Target Audience: *Is there an audience for this demonstration?* Whether recipients for service learning, an audience for a performance, users of a product or design, an expert who reviews a model, or readers of a publication, the learning opportunity is targeted to that audience who will also provide feedback to the student.



Time and Management: *Is there adequate time to develop the authentic demonstration?* Pending on the nature of the problem and the resources available, a realistic time frame is necessary to provide a meaningful and fruitful experience for the learner. Part of authentic demonstrations is authentic planning and monitoring of progress which should be a significant part of the learning experience. Consider, too, that there is the real possibility of a long-term, multi-year authentic performance.

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Genuine Inquiry or idea:

Does the situation provide a real opportunity to solve an actual problem?

68

situation

noun

US /ˌsɪtʃ.uˈeɪ.ʃən/

UK /ˌsɪtʃ.uˈeɪ.ʃən/

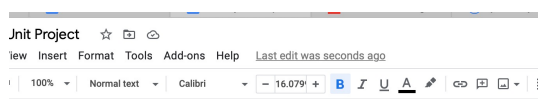
- the set of things that are **happening** and the **conditions** that **exist** at a **particular time** and **place**:
- the **economic/political** situation
- Her **news** put me **in** a **difficult** situation.
- "Would you get **involved** in a **fight**?" "It would **depend on the** situation."
- I'll **worry** about it **if/when/as** the situation **arises** (= if/when/as it **happens**).

69

Moving to REAL- WORLD from **rehearsal**



Community Connectors!
East Rock, New Haven and the World



Geometry A: Room Remodel (Similarity Project)



With our Hybrid Learning Schedule this school year, our rooms have become much more than just a place to sleep, sit, relax, learn, and sleep: all from the same location! As we want our rooms to be as multi-purpose as possible, you can convince your guardians it's time for a remodel!

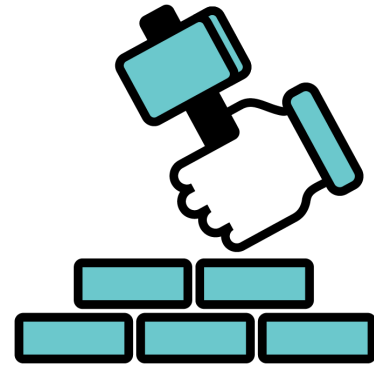
Create a draft for your "dream" room. You must use your existing space (convincing your family to sell be a hard-sell, don't you think?) and stay within a reasonable budget. You can include any you want for your room (using any existing furniture, and/or purchasing new); just don't forget, your room serve as both your "classroom" as well as your bedroom.

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Place-based context:

Is the opportunity anchored in a specific place and context?

PERSONAL
LOCAL
GLOBAL





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



72


CREATING A COMMUNITY: CSI
TWITTER

 tell size of whole animal, but seems to be raccoon or opossum. With the skull maybe a opossum."
 cbrannon, [+] Thu 03 Dec 11:50 via web in reply to...

 @langwitches I have veterinarians on the case :)
 zcontreras, [+] Thu 03 Dec 11:59 via web

 @langwitches I sent it to my colleagues in the Environmental Studies dept here at Antioch University New England. Maybe they can help?
 CriticalSkills1, [+] Thu 03 Dec 11:52 via web

 @lanawitches- here with some biologists from the MN DNR- our guess is a opossum
 mateslk, [+] Thu 03 Dec 12:48 via web

 @lanawitches <http://twitpic.com/rzcen->

7
3

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Developed by H. H. Jacobs

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In our community doc:

Share an example of a specific place-based learning experience with an authentic problem to address from your personal practice or colleagues.



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Deliverable for a Target Audience:

Is there an audience for this demonstration?



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80



81

amazon prime Deliver to Heidi Rye 10580 Kindle Store

Hello, heidi Account & Lists Returns & Orders Cart

All Customer Service Prime Buy Again Prime Video Outdoor Recreation Sports & Fitness Amazon Basics Groceries Watch. Wear. Making the Cut

Buy a Kindle Kindle eBooks Kindle Unlimited Prime Reading Best Sellers & More Kindle Vella Kindle Book Deals Kindle Singles Newsstand Manage content and devices

Lily Fisher

+ Follow

Follow to get new release updates and improved recommendations

About Lily Fisher

I am a middle school student and I love to write. I've been writing since I was very young - poems, short stories, and longer works. This year I also started writing for my school's newspaper! More about me: I love

Author Updates

WINDVITATION
Lily & Michael Fisher
Kindle Edition
\$1.99

Cracking Geodes: A How-To Book
Lily & Charlotte Fisher
Paperback
\$7.99

Meet My Great Grandfather: Snapshot of a Veteran
Lily Fisher
Paperback
\$7.99

WE CAN ALWAYS BE KIND
Lily Fisher
Paperback
\$4.39

EVEN MORE ELEMENTARY WRITING PROMPTS FOR ELEMENTARY
Lily Fisher
Paperback
\$10.99

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Feedback from an expert



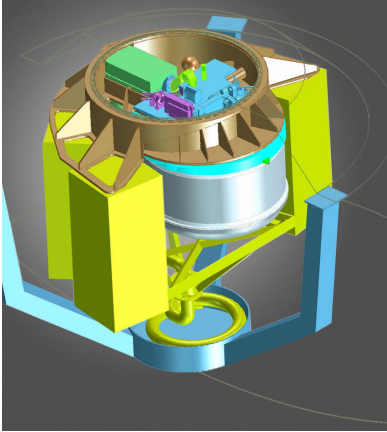
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The Deliverable: products, performances, service



84

What do modern scientists, designers, mathematicians, service providers, historians, writers and professionals produce and perform ?



2022



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85

Authentic means
what is actually being
produced and performed now
In the real-world.

Go to our Community Folder
and examine Contemporary
Assessment Types

Upgraded Modern Assessment Formats: A-Z			
<ul style="list-style-type: none"> • Ambassadorships • Animated Shorts • Animated Narrative • APP Development • Audio Commentary • Artifact Analysis On Website • Broadcasting Channel • Bulletin To Specific Groups • Comedy Routine • Catalog Development - Digital • Clearinghouse Curation • Case Studies On Website • Coding • Captions With Digital Photos Database Creation • Documentary - Full Length • Documentary - Short • Docent For Museums Or Exhibits • Digital Portfolio • Edited Versions In Media • Edited Versions In Writing Drafts • Edited Versions In Prototype Development • E-publication • Entrepreneurial Plan 	<ul style="list-style-type: none"> • Forum On Issues • Film Study-critique • Game Design • Grant Proposal • Green Screening • Global Forum • Gallery-digital On Website • Global Partnerships On Projects • Hosting -Podcast Channel Infographics • Jam-Board • Mentorships • Music - Playlist Sharing • Music - Soundcloud Publishing • Music - iTunes Publishing (Also Potentially Entrepreneurial) • Museum Design- Virtual • Marketing/Buzzing • Marketing Plan • Media - Critiques • Narrative Film • One Act Play • Pitch An Idea For A Prototype • Pitch A Marketing Plan • Playlist (Wide Array Of Possibilities) 	<ul style="list-style-type: none"> • Poetry Slams • Participation For A Local/Global Organization • Petition Pitch An Idea • Podcast- On An Issue • Podcast Series • Podcast -Narrative • Podcast - Interview • Portfolio-digital • Publication- Digital • Programming-coding • Political Action Committee For Local Issue • Political Action Committee For National Or Global Issue • Response Plan To A Specific Organization's Needs • RSS Feeds -Policy And Use • Streaming-Series • Screen-casting • Screenplay • Scripts- Documentary, Animation, Media Formats • Storytelling -Live • Storytelling- Video • Storytelling -Audio 	<ul style="list-style-type: none"> • Socratic Seminar- Virtual • Sketch-noting • Simulation Design • Simulation Virtual Participation • Software Solution -Design A Platform • Survey Design For Digital Distribution • Start-up Proposal For Business Or Service • Service- Learning Project -Short Term • Service- Learning Project - Long Term • 3-D Printer Prototypes • 3-D Renderings Using Software Tools • Ted Talks-student • Trailers • Timeline-interactive (Timetcast) • Twitter Chat With Hashtag • Virtual Conferences • Virtual Performances • Viral Videos • Videos With Digital Effects • Website Design

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Upgraded Modern Assessment Formats: A-Z

- Ambassadorships
- Animated Shorts
- Animated Narrative
- APP Development:
- Audio Commentary
- Artifact Analysis On Website
- Broadcasting Channel
- Bulletins To Specific Groups
- Comedy Routine
- Catalog Development -Digital
- Clearinghouse Curation
- Case Studies On Website
- Coding
- Captions With Digital Photos
- Database Creation
- Documentary - Full Length
- Documentary - Short
- Docent For Museums Or Exhibits
- Digital Portfolio
- Edited Versions In Media
- Edited Versions In Writing Drafts
- Edited Versions In Prototype Development
- E-publication
- Entrepreneurial Plan
- Forum On Issues
- Film Study-critique
- Game Design
- Grant Proposal
- Green Screening
- Global Forum
- Gallery-digital On Website
- Global Partnerships On Projects
- Hosting -Podcast Channel
- Infographics
- Jam-Board
- Mentorships
- Music - Playlist Sharing
- Music - Soundcloud Publishing
- Music - iTunes Publishing (Also Potentially Entrepreneurial)
- Museum Design- Virtual
- Mashing/Remixing
- Marketing Plan
- Media -Critiques
- Narrative Film
- One Act Play
- Pitch An Idea For A Prototype
- Pitch A Marketing Plan
- Playlist (Wide Array Of Possibilities)
- Poetry Slams
- Participation For A Local/Global Organization
- Petition Pitch An Idea
- Podcast- On An Issue
- Podcast Series
- Podcast -Narrative
- Podcast - Interview
- Portfolio-digital
- Publication- Digital
- Programming-coding
- Political Action Committee For Local Issue
- Political Action Committee For National Or Global Issue
- Response Plan To A Specific Organization's Needs
- RSS Feeds -Policy And Use
- Streaming- Series
- Screen-casting
- Screenplay
- Scripts- Documentary, Animation, Media Formats
- Storytelling -Live
- Storytelling- Video
- Storytelling -Audio
- Socratic Seminar- Virtual
- Sketch-noting
- Simulation Design
- Simulation Virtual Participation
- Software Solution - Design A Platform
- Survey Design For Digital Distribution
- Start-up Proposal For Business Or Service
- Service- Learning Project -Short Term
- Service- Learning Project - Long Term
- 3-D Printer Prototypes
- 3-D Renderings Using Software Tools
- Ted Talks-student
- Trailers
- Timeline-interactive (Timetoast)
- Twitter Chat With Hashtag
- Virtual Conferences
- Virtual Performances
- Viral Videos
- Videos With Digital Effects
- Website Design

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Upgraded Modern Assessment Types: By Category

PROTOTYPE PRODUCTS

- Infographics
- Blueprints
- 3-D renderings
- Physics- STEM models
- Interactive simulations
- Design solutions - create a software platform
- 3-D printer prototypes
- Catalog development
- Virtual Museums

COMPOSITION ACTIONS

- Mashing/remixing
- Choreographing dance
- Prototype development
- Artwork
- Curated collections
- Virtual museum
- Cultural event or culture themed performance
- Timeline -interactive

EXPLANATION/PERSUASION

- Infographics
- Mathematical modeling
- Scientific Modeling
- Business plan
- Film critique
- Position statement
- Storyboarding
- Spoiler Type Reviews

MEDIA FORMATS (Audio Only)

- Podcast- on an issue
- Podcast series
- Podcast -narrative
- Podcast - interview
- Music - Playlist sharing
- Music - Soundcloud Publishing
- Music - iTunes Publishing

TECHNICAL/EMPIRICAL

- Scientific study
- Abstract
- Forecasting / projecting
- Survey design and collection
- Hypothesis and testing
- Ethnographic study
- Data collection

DISCOURSE FORMATS

- Global forum- on site/ virtual
- Local issues forum
- Simulations Socratic Seminar
- Spider Web
- Website forum
- Video forums
- Reddit Topic
- Twitter Chat with Hashtag
- Audio Commentary

VISUAL MEDIA FORMATS

- Documentaries
- Trailers
- Animated shorts
- Animated narrative
- Narrative film
- Streaming- Series
- Screencasting
- Ted Talks-Student
- Videos with Digital Effects

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Upgraded Modern Assessment Types: By Category

Performances –recorded

- Recorded and edited performances
- Live performance
- Design pitch
- Game play
- Storytelling
- Poetry slam
- One act play
- Comedy Routine

Entrepreneurial Opportunities:

- Self Publish a Book
- Monetized video product
- Quality products of value
- Consumer report
- Analysis of demographic groups
- App Creation and Publishing
- Community Service

Services

- Response plan to a specific organization's needs
- Response plan to an individual
- Participation in a local/global organization
- Petition for a cause
- Docent service for museums or exhibits
- Mentorship
- Ambassadorships

Application Development

- Task Manager
- Gamification
- Media Content Development
- Sketchbook for Creative Ideas
- Media Curation

Reflections

- Memoir
- Observations as journalist
- Observations as scientist
- Ethnographic observation
- Diary
- Notebook
- Log
- Satire
- Portfolio
- Sketch-noting

Want to share your modern assessment type? Click [here](#) to share with us.

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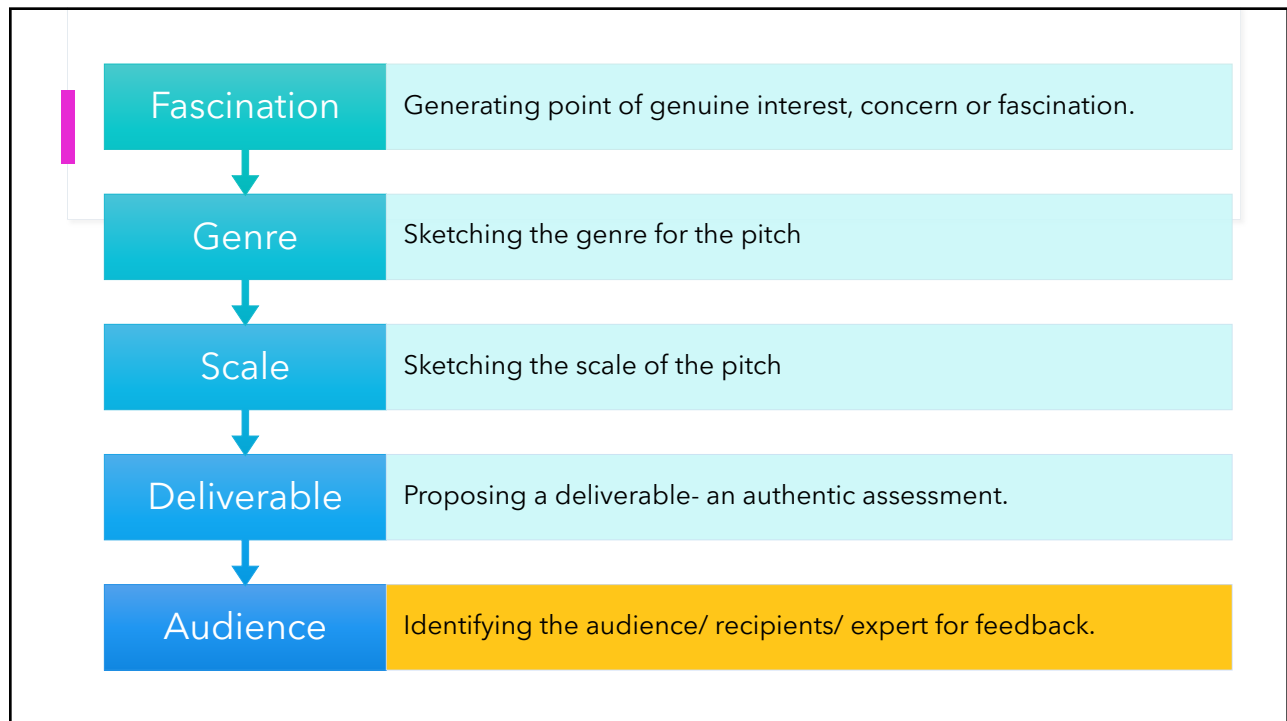
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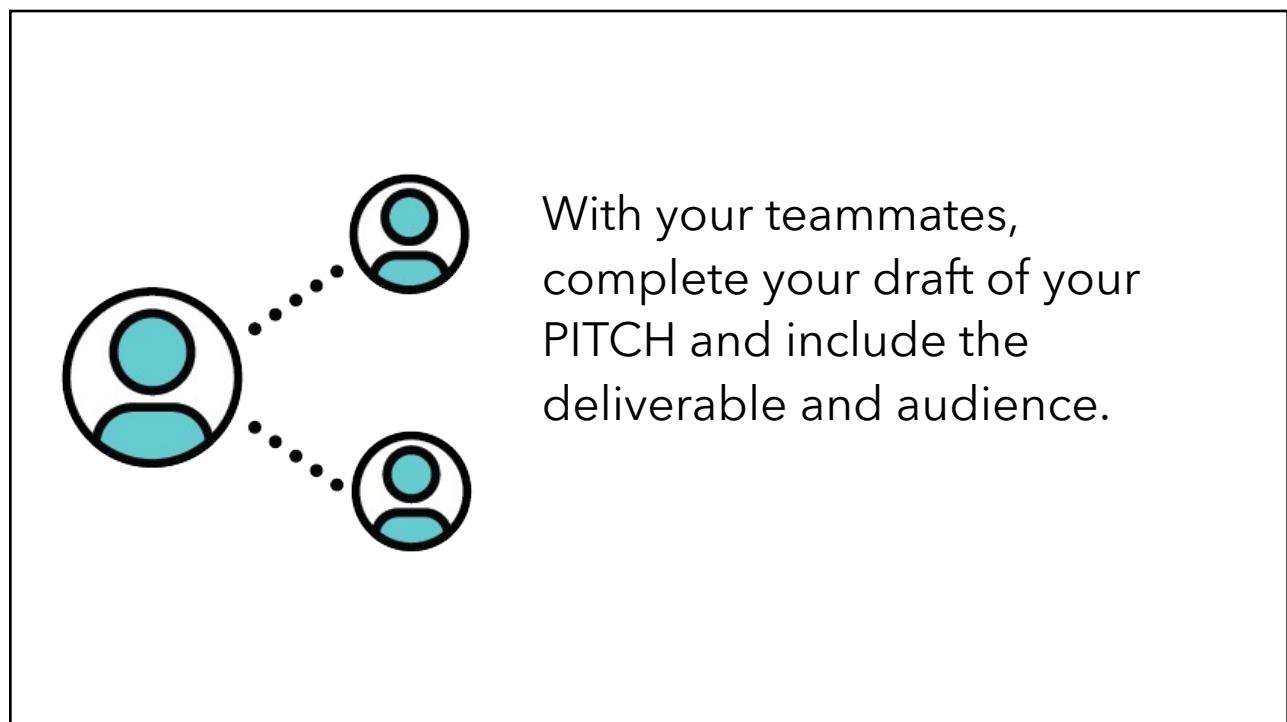
Developed by H. H. Jacobs

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Time and Management:

Is there adequate time to develop the authentic demonstration?

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Strengthening Authentic Assessment through Time Management

-  Finding the natural places in the calendar that lend themselves to authentic investigations.
-  Opening up options for periodic personalized quests.
-  Engaging learners as self-managers.

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Spotting possibilities for authentic demonstrations during the school year

✉ 5 Curriculum Developers

Course Description Unit Calendar Curriculum Map

	Lessons	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																											
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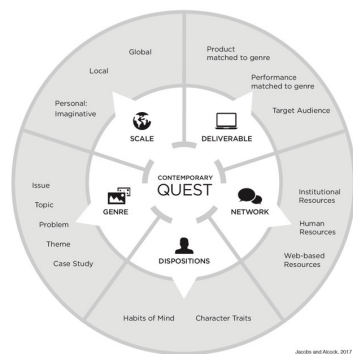
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QUEST DESIGN PLANNER

NAVIGATOR:

COACH:

CONTEMPORARY QUEST TITLE:



GENRE	
SCALE	
DELIVERABLE	
DISPOSITIONS	
NETWORK	

STANDARDS EMBEDDED

MISSION STATEMENT OF LEARNING SETTING

PERSONAL MISSION STATEMENT

Jacobs and Alcock, 2017

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Co-creating management tools to monitor assessment design



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QUEST ACTION PLANNER

NAVIGATOR:

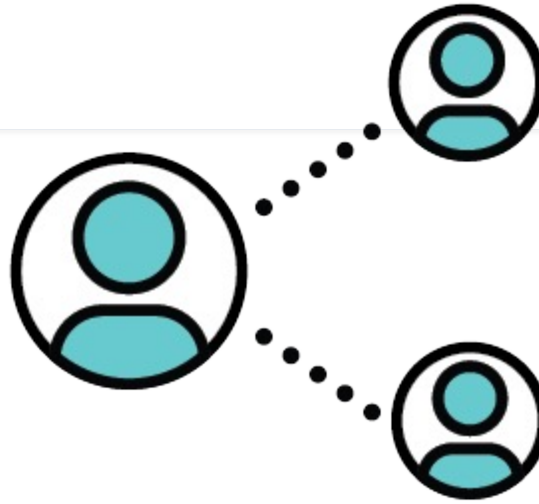
COACH:

CONTEMPORARY QUEST TITLE:

Dates						
Essential Question/ Guiding Questions						
Research Action						
Development Action						
Deliverable/ Publication						
Audience/Feedback						
Reflections/ Feedback spiral/ Revisions based on learning						

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- To what extent do our learners manage their time and task completion.
- To what extent to our learners self-evaluate and self-assess their performance.
- Do you see a need to build these schools systemically? Is it on each teacher to address these skills? Do you see them as essential?



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Co-create Checklists for Investigations

Capstone Checklist		
<p>A couple of things to remember:</p> <ol style="list-style-type: none"> 1. All forms, rubrics and instructions detailing the Capstone process can be found on the school website under the Capstone link. 2. When you finish a task, upload it into Google Classroom of your adviser. 		
<p>Item that Needs to be Completed</p>		
<p>Proposal</p> <ul style="list-style-type: none"> <input type="checkbox"/> To begin the process each student must submit a proposal and receive successful or highly successful on the rubric <ul style="list-style-type: none"> <input type="checkbox"/> Make sure to state the type of project. <input type="checkbox"/> Make sure student has one Academic Expectation <input type="checkbox"/> Make sure student has one Social or Civic Expectation <input type="checkbox"/> Make sure student has two other learning goals specific to their project 		
<p>Research Logs on Academic Goals</p> <ul style="list-style-type: none"> <input type="checkbox"/> This is how you will demonstrate you have completed your Academic Learning Goal <input type="checkbox"/> You will doing some basic research <input type="checkbox"/> Students will use a variety of sources to further their knowledge of their project <input type="checkbox"/> The research log consists of MLA citations of their sources and the notes they take from the sources <input type="checkbox"/> In total, there should be a total of notes on <u>2 different sources</u>, and <u>25 notes</u> <input type="checkbox"/> Make sure to complete a reflection paragraph about your research. 		
<p>Carrying Out Your Project</p> <ul style="list-style-type: none"> <input type="checkbox"/> You will either be completing <ul style="list-style-type: none"> <input type="checkbox"/> A student interest project <ul style="list-style-type: none"> <input type="checkbox"/> Complete 3 work log entries which keep track of your hours and progress. <input type="checkbox"/> 15 hours must be spent working towards the completion of your Personal Interest Project. <input type="checkbox"/> Internship/job shadow <ul style="list-style-type: none"> <input type="checkbox"/> The process should take 15 hours total <input type="checkbox"/> 15 hours must be at location <input type="checkbox"/> (To be involved in a job shadow experience all social distancing guidelines must be followed. Your job shadow will not be approved by your adviser unless a clear detailed plan is created on how you will maintain social distancing through the experience.) <input type="checkbox"/> Complete a timesheet that is signed by someone at job shadow. <input type="checkbox"/> Virtual Career Exploration <ul style="list-style-type: none"> <input type="checkbox"/> The process should take 15 hours total <input type="checkbox"/> conduct two interviews with individuals who are knowledgeable about and have first hand experience in the careers you are considering (electronic or scripted) <input type="checkbox"/> Pose a minimum of 5 questions that will help you to determine if this is the right career for you. <input type="checkbox"/> Complete 3 work log entries which keep track of your hours and progress <input type="checkbox"/> Community Impact Engagement in the Community 		

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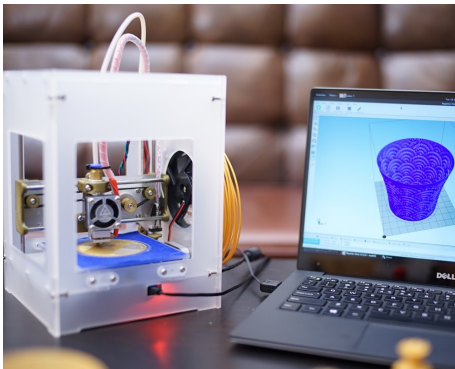
Independence: The Confident Self- Navigator



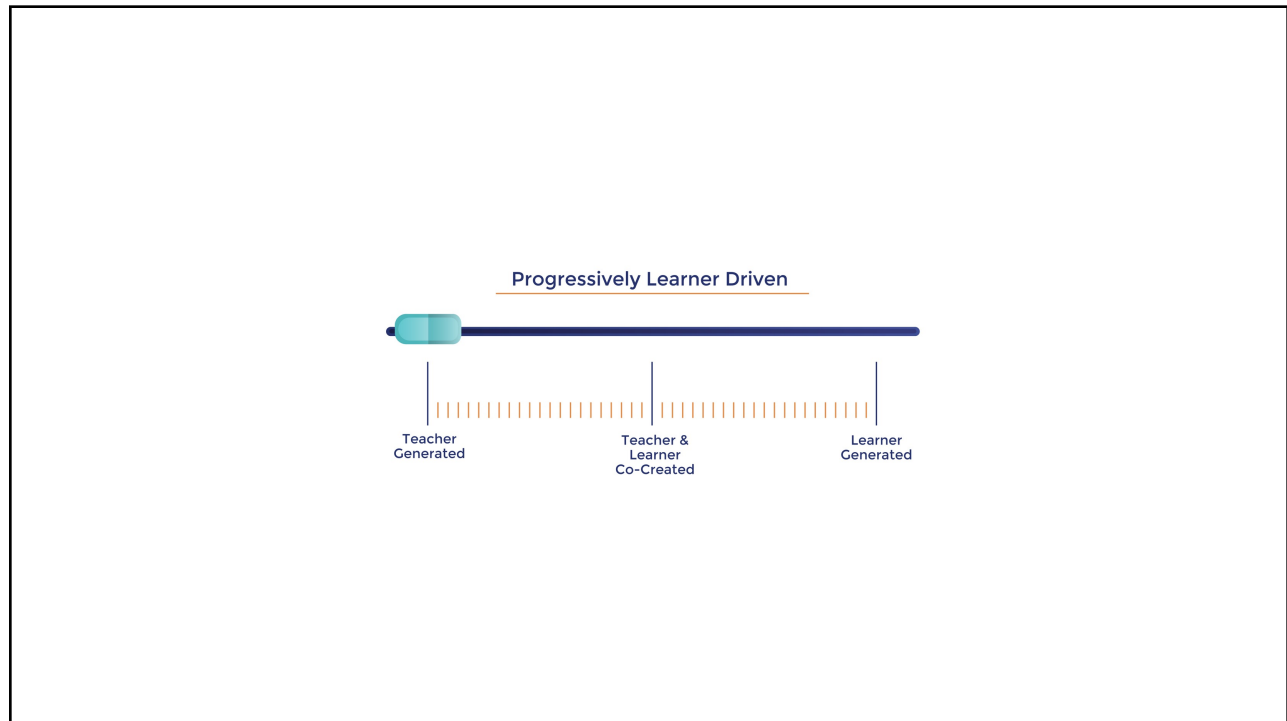
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Voice and Choice:

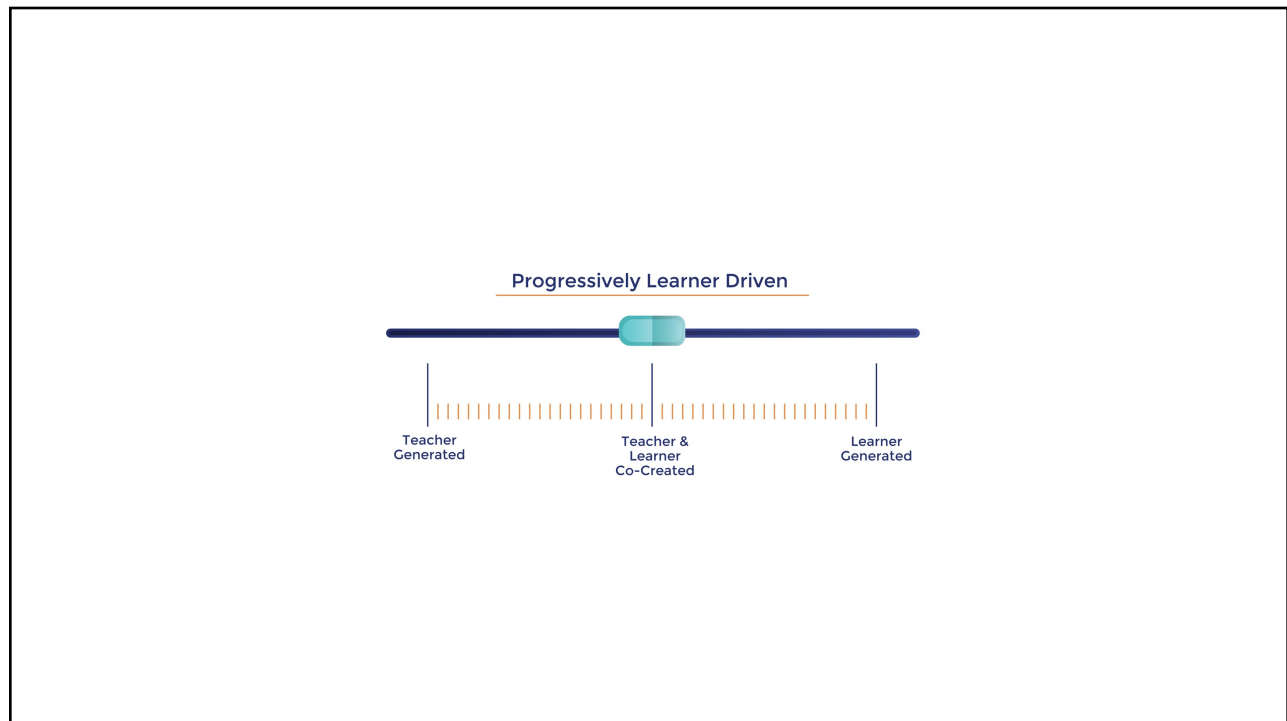
Expand the menu for modern demonstrations of learning



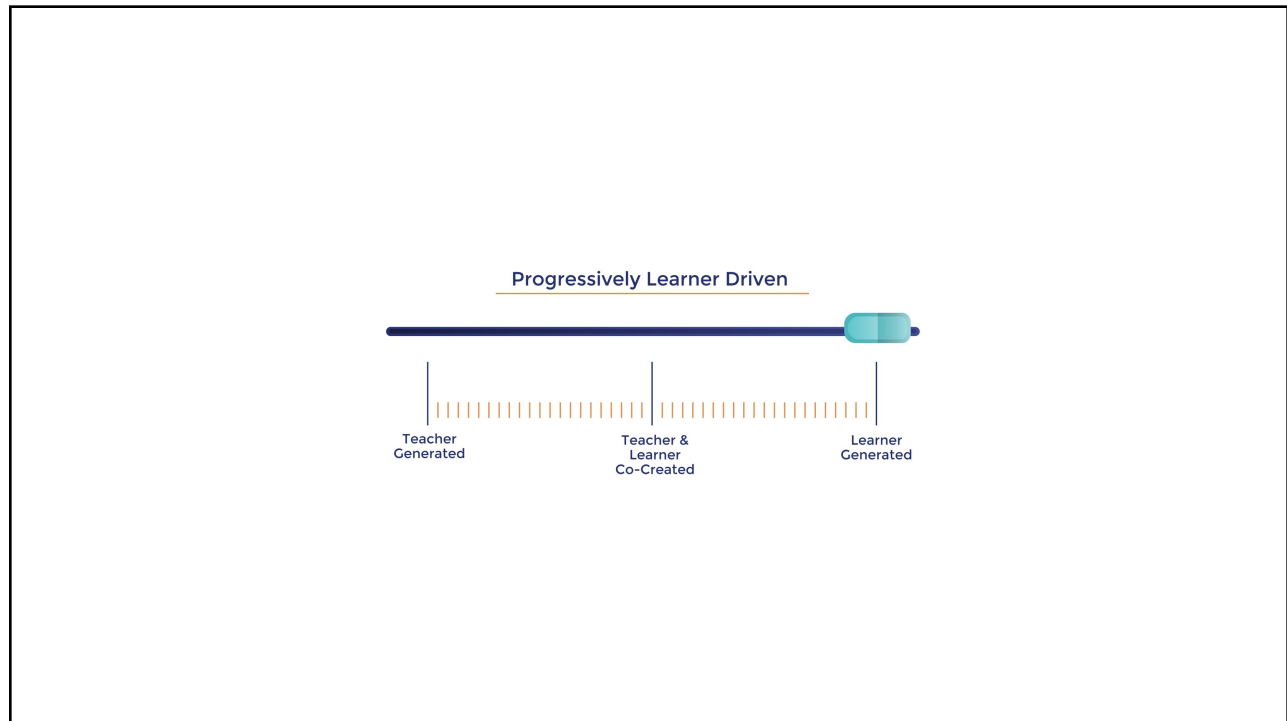
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Authenticity and Personalized Learning

Role of the Teacher as Students Become Progressively More Learner Driven

The visual below describes personalized learning as a set of controls, much like the controls on a sound board. Teachers can change the volume to amplify or reduce student agency as both parties become more comfortable with student self-direction.

Progressively Learner Driven

Teacher Generated Teacher & Learner Co-Created Learner Generated

When designing assessments *for* students that are intended to be meaningful, authentic, and rigorous, the task may connect with some students more than others. Variables such as readiness, interest, access to resources makes it next to impossible to design a one size that will spark all learners.

When designing assessments *with* students requires their active engagement through questions and ideas that they are curious about and want to pursue further. Co-creating potential audiences and formats, and strategies for how to manage the task is at the heart of launching students as self-navigators in the future.

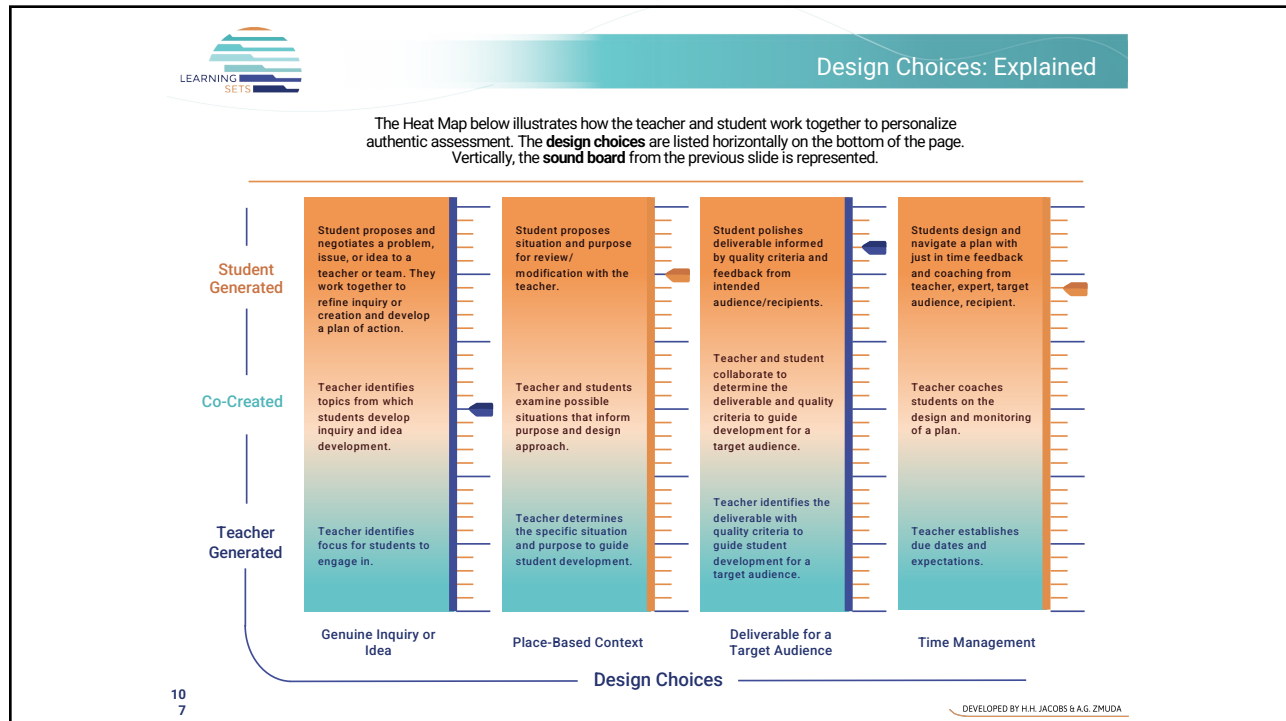
The teacher plays a vital role in designing and coaching the authentic assessment regardless of where students are located on the sound board. There are some key actions that teachers make in service to development of the assessment:

- Identifies a curriculum task, broader topic, or established inquiry. The design of experiences serve as a catalyst to spark student imagination, curiosity, and deeper learning. *(Design Choice: Inquiry/Idea Development)*
- Shares resources, networks, and texts to provide access to the timeliness, significance, and challenges of the situation. *(Design Choice: Match Purpose to Context and Place)*
- Clarifies an appropriate format and audience (e.g., competition, publishing opportunities) to support students as they take risks to go public with their work in places with potentially the most impact. *(Design Choice: Deliverable for a Target Audience)*
- Coach students through the process such as providing graphic organizers to develop their ideas, action planning tools to keep focus on goals and timelines, regular feedback to grow their thinking about the content and process, and "just in time" instruction. *(Design Choice: Time and Task Management)*

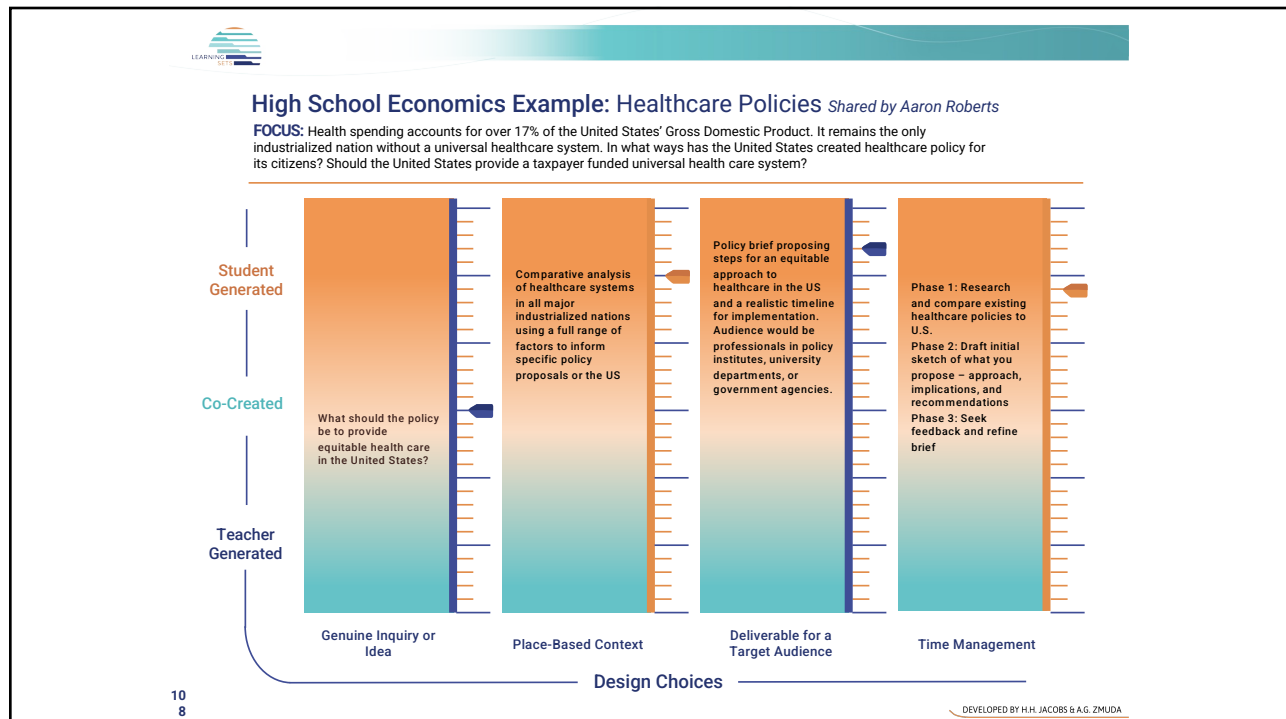
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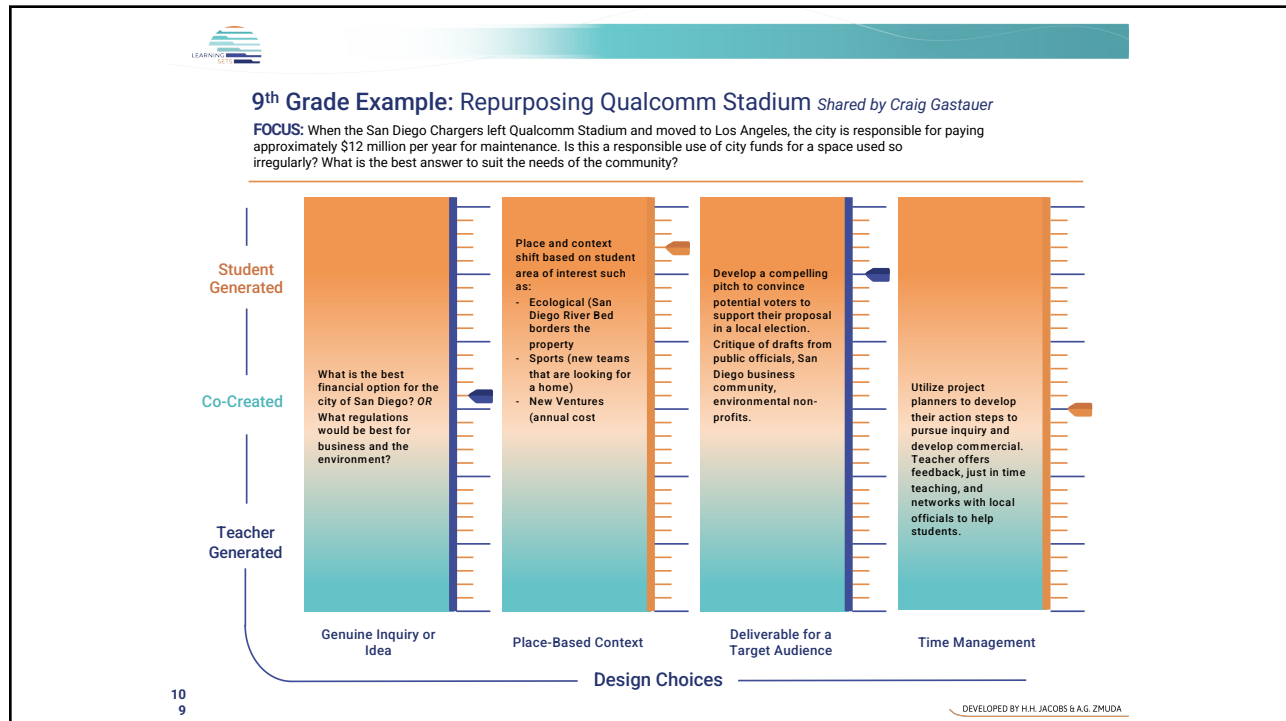
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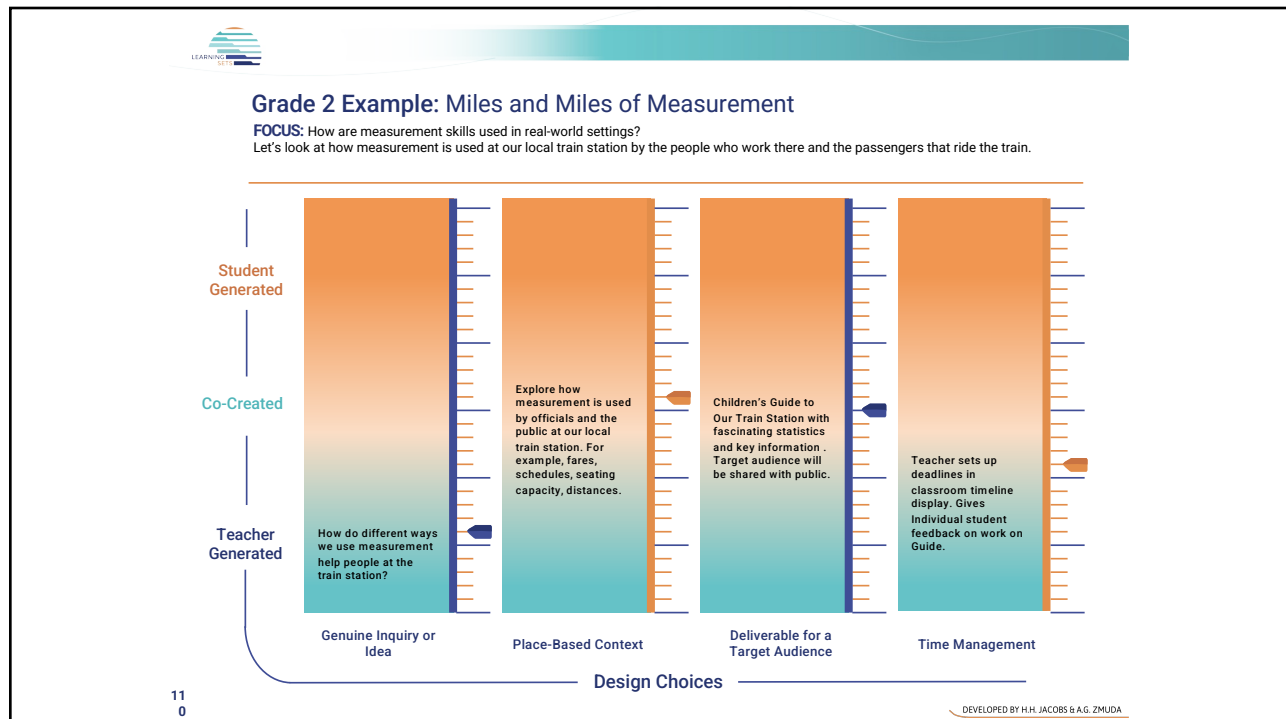
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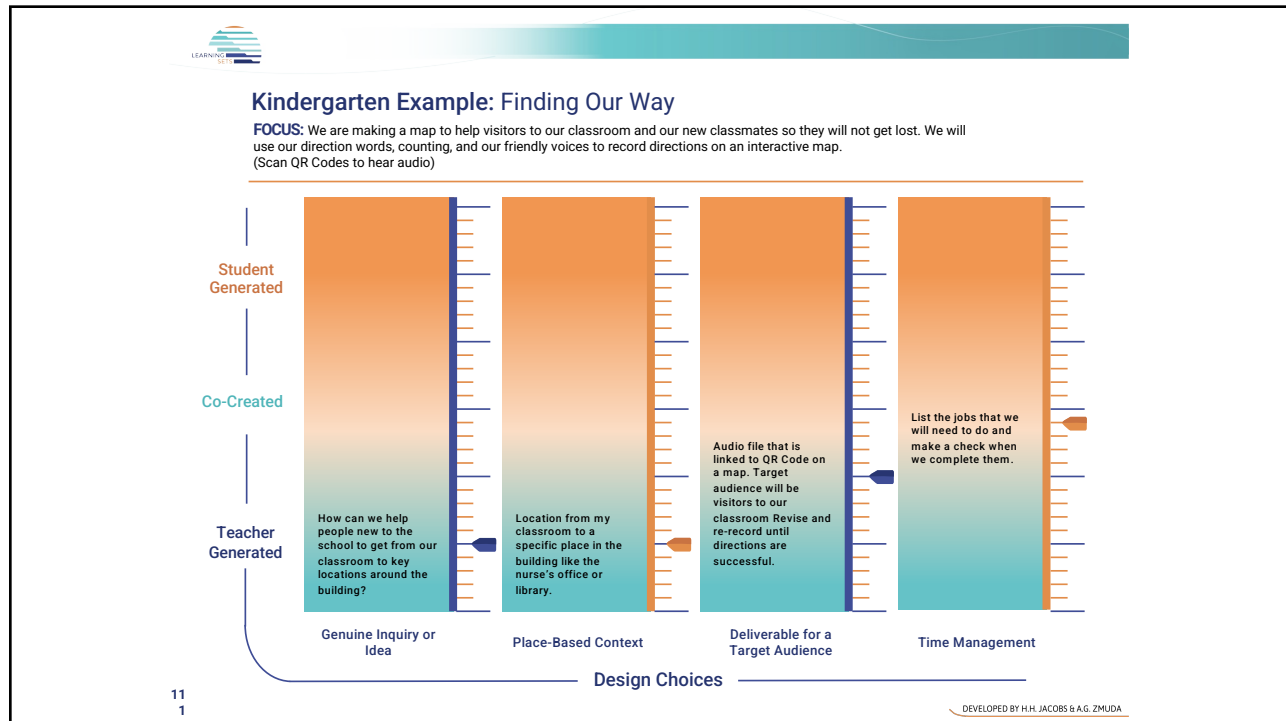
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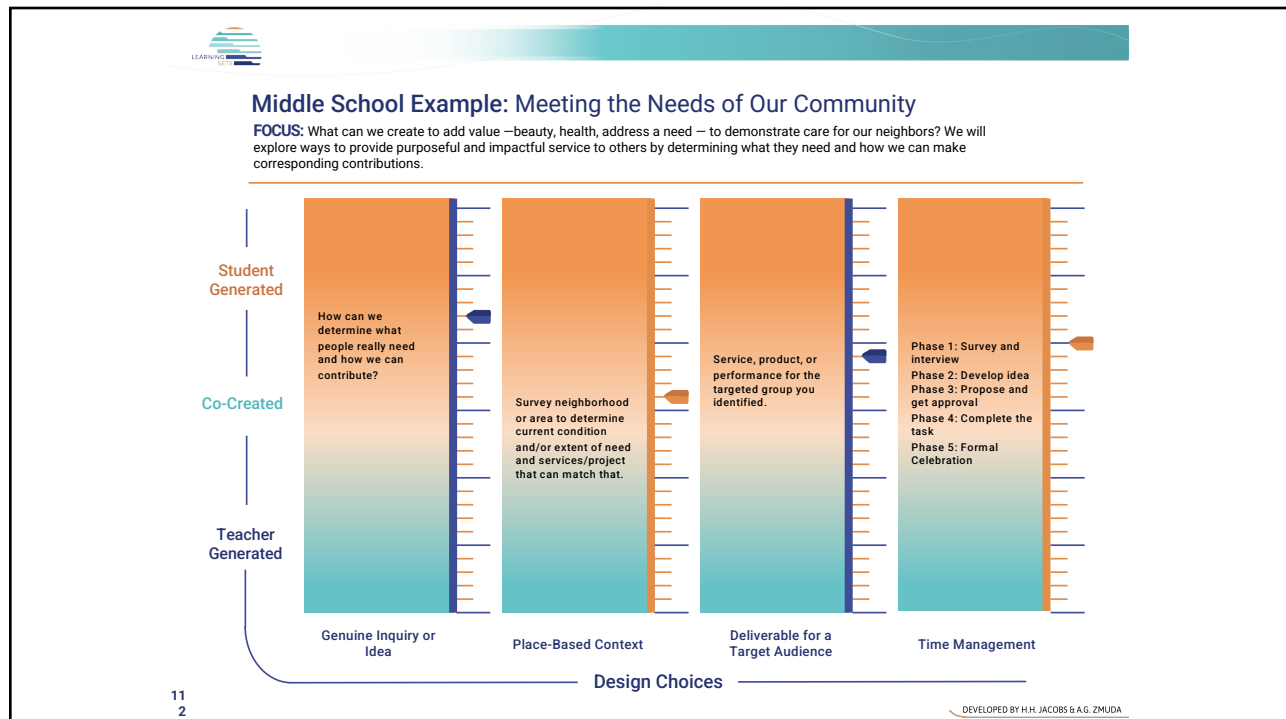
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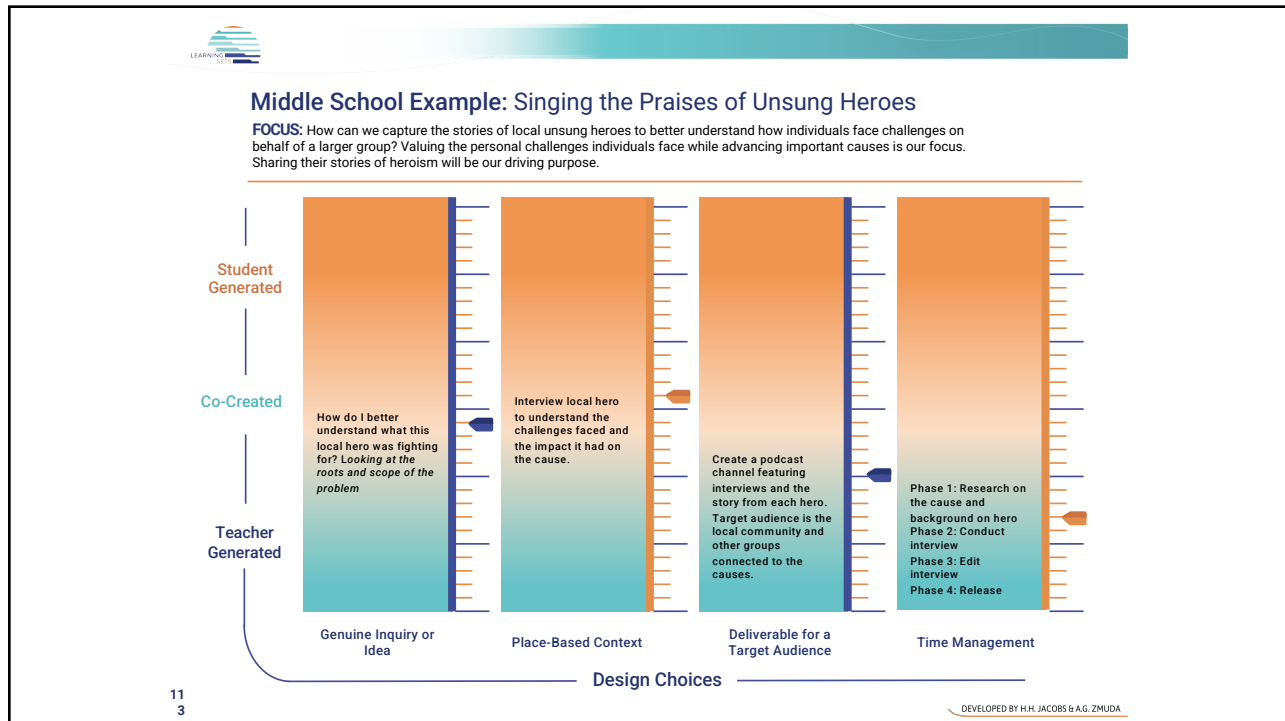
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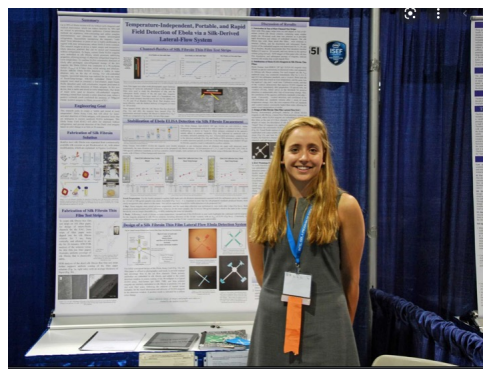
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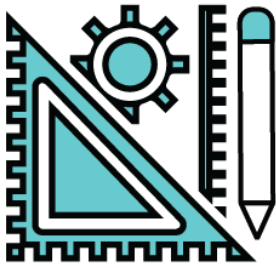
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OUR CHALLENGE and OPPORTUNITY

DESIGNING for Voice and Choice and Authenticity

Identify an upcoming unit of study that you could increase voice and choice through the heat map.

[Download the Heat Map Template.](#)

Begin sketching your possibilities and build the experience with your learners.

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Thank you!

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