Agenda

Day One
8:00 A.M. – 5:00 P.M.

- Welcome and Framing the Professional Development

- Project Design Elements and Strategic Planning

- Authentic Problem-Solving in Business/Industry and Life

- Developing a Scenario: Driving Questions and Connecting Academic, Technical, and Employability Standards and Skills

Day Two
8:00 A.M. – 3:00 P.M.

- Welcome Back: Reflection and Revision Gallery Walk and Constructive Feedback

- Developing a Mapping of the Project

- Designing Supporting Instruction

- Assessment and Professional Notebooks

- Action Planning and Next Steps

Marty Sugerik

Mathematics Specialist
Project-Based Learning and Trainer/Coach

After a six year enlistment as Nuclear Engineer/Instructor in the U.S. Navy, Marty decided to pursue a career in teaching. During his tenure in Ohio and North Carolina, he taught every course in 6-12 math in a variety of urban and rural settings. As adjunct faculty of UNC-Wilmington, Marty focuses on preparing STEM teachers for teaching in schools of "high need". Marty plans to continue his education on a doctorate in with a focus on Instructional Technology and Math Literacy. Marty served at NCDPI from 2006 to 2011 as an instructional coach for the High School Turnaround Team. He worked in over 100 Middle and High Schools across the state. During his coaching, he supported teachers implementing alternative assessments, standards-based Project Based Learning, and formative assessment. Marty joined SREB in 2011. During his tenure he has served HSTW/MGTW as a Mathematics Consultant training and coaching schools and districts transitioning to Career and College Readiness Math Standards and Practices. With Marty's experience in Project-Based Learning and STEM instruction, he is now continuing his work as a member of the TCTW team as a School Improvement Consultant specializing in alternative assessment, performance tasks, and problem-based learning.

$GENERATIO_{n+1}$

Wyoming Department of Education Presents:

Blended and Balanced Instruction: A starter toolkit to embed direct instruction performance tasks with authentic projects.

How do we plan, launch, and manage an authentic project? How can we transform daily instruction to support authentic projects?

September 14th & 15th, 2015
Little America, Cheyenne, WY

September 17th & 18th, 2015
Cody, WY

Rationale:

Career and College readiness is nothing new. Most educators know that to be successful in life and the workplace requires a combination of academic and technical standards complimented with employability skills and behavioral traits. One major obstacle is how to achieve this during the school year where we all know does not provide 180 instructional days.

In 1998, I began a journey into alternative assessment in graduate school. It was inquiry into Standards-based Projects that served as a catalyst for me to begin to transform my classroom. As a product of a Career Technical background, I began a process of implementing performance tasks that focused on students working independent of the teacher but in collaborative settings. According to the Buck Institute for Education, there are specific elements necessary to ensure a project is rigorous and authentic. However, designing and implementing projects without modifying my daily instruction limited the growth of my students. I discovered that Project Based Learning does not occur in a vacuum.

This workshop provides a progression of tools that balance direct instruction and performance tasks. It also allows us to blend technical, academic, employability, and behavioral into alternative assessment that compliment Project Based Learning.

My workshop will employ research to practice. For example, the following is the model from which the workshop aligns to.

INTRODUCTION: WHAT IS UbD™ FRAMEWORK?
The Understanding by Design® framework (UbD™ framework) offers a planning process and structure to guide curriculum, assessment, and instruction. Its two key ideas are contained in the title: 1) focus on teaching and assessing for understanding and learning transfer, and 2) design curriculum "backward" from those ends

Let's design a project first. By creating an authentic project we will begin identify elements that we can embed into other forms of instruction and assessment. From bell-ringers/warm-ups through short and medium cycle formative assessments such as stations and labs, we will build a progression to support PBL in our classrooms.