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.

As a product of a Career and Technical background, Marty 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 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 educators to blend technical, academic, and employability into alternative assessment that compliment Project Based Learning.

Register

https://goo.gl/forms/JR1MOIUK7UCQVZN2

More Information

edu.wyoming.gov/educators/pd/

Contact Us

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307-777-3549

WYOMING
DEPARTMENT OF EDUCATION

PROJECT-BASED LEARNING

A starter toolkit to embed direct instruction performance tasks with authentic projects.

Free Professional Development Opportunity for Wyoming Educators

May 3-4, 2017

Lander, WY

Learning that works for Wyoming
CTE™

MARTY SUGERIK

Mathematics Specialist, Project-Based Learning and Trainer/Coach

As adjunct faculty of UNC-Wilmington, Marty focuses on preparing STEM teachers for teaching in schools of high need" Marty served as an instructional coach for the High School Turnaround Team. He has 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 has served 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 school improvement consultant specializing in alternative assessment, performance tasks, and problem-based learning.

Agenda

May 3, 2017

8 AM - Noon

The Design Process

- Participants will be taught how to use backwards design
- Sample projects will be showcased a at all levels (Elementary through Secondary) and a variety of content areas (Academic and CTE)
- Modeling the design process

Lunch on your own

1:30 PM - 3:30 PM

Parallel Teaching

- Focus on creating projects at appropriate developmental levels
- Key Design Elements: begin project design
- Open Mic

You are encouraged to bring a team from your school/district to brainstorm and begin developing co-curricular projects.

Agenda Cont.

May 4, 2017

8 AM - Noon

Gallery Walk

- Deconstructing and assessing projects
- Developing Standards-based projects
- Project work time
- Open Mic

Lunch on your own

1:30 PM - 3:30 PM

Presentations

- Gallery Walk/Peer Review

Action Planning

- Project work time—Implementation design

This professional development opportunity qualifies for 1.0 PTSB credit or 1.0 graduate credit through University of Wyoming.