Agenda: HIDoE Course PD184957

1/3/20: Leeward Community College, O'ahu 8:30am-3:30pm or https://zoom.us/j/807843652

Today's Agenda

8:30-8:35am:	Welcome
8:35-10:00am:	PBL Primer
10:00-10:10am:	***BREAK***
10:10am-12pm:	BizzyB Training • Introduction • Set Up • Create a Project • Personal Profiles (portfolio & assessments) • Groups (classes)
12-1pm:	***LUNCH (bring your own)***
1-3:30pm:	BizzyB Training • Mentors • Parents • Curriculum Authoring • Take Training • Contests Learning Portfolio Options (Templates, Lessons, Contests, Projects)

Resources & Submissions (BizzyB.com/teachers)

- Agenda (download PDF)
- Primer (download PDF)
- Appendix A. Course Details
- Learning Portfolio Filings (upload form)
- HIDoE Reader Area (password-protected)

Instructors

Steve Sue, steve@bizgenics.org | (808) 220-6449

Steve holds a BA in design from UCLA and a JD from UC Berkeley. Steve donates most of his time to Bizgenics Foundation, provider of youth innovation and entrepreneurship programs including Lemonade Alley, Project Lemon Tree (an eco-STEM program), and BizzyB.com (a Cloud-based project-based learning platform). Steve serves on a number of advisory boards including the National Ecosystem Advisory Council (EAC) for the STEM Learning Ecosystems Community of Practice (SLECoP), Hawai'iloa EcosySTEM Cabinet, A'o Aloha Social Emotional Learning Collaborative, Hawai'i State Workforce Development Council, James Campbell High School Academy Advisory Board and Entrepreneurs Foundation of Hawai'i. Steve also mentors at Aloha Chapter, Scouting BSA (Steve is an Eagle Scout), UH Entrepreneurs and Blue Startups.

Erin Yagi, mseyagi@gmail.com | (808) 377-0679

Erin is an experienced Science Teacher with a demonstrated history of working in the education management industry. Erin has served as an Academy Coordinator, taught Career Technical Education (CTE) Media courses, secondary science, and served in the Hawaii State DOE offices in science and CTE. Yagi is now with Hawaii P-20 as a Workforce Alignment and Learning Opportunities Specialist. Skilled in Science Education, K-12 Education, Technology Needs Analysis, Classroom Management, and Educational Psychology. Strong education professional with a Master of Education (MEd) focused in Educational Psychology from the University of Hawaii at Manoa.

Learning Portfolio Requirements

Learning Portfolio Requirements

- **Unit Plan:** At least one (1) Unit Plan (overall teaching protocol),
- **3 Lesson Plans:** A minimum of three (3) Lesson Plans. Choose from free features including create Template, Lesson or Contest. Also can choose to execute a pay Project (you will be provided 5 Project Tokens as part of this training session fee).
- **3 Student Work Samples per Lesson Plan:** A minimum of three (3) Student Work Samples per Plan.

Captioned Work Samples

Learning Portfolio documents MUST be captioned. Captions transform documents into evidence and assist teachers in articulating their thoughts. A caption describes:

1. What the document is;
2. Why it is evidence;
3. What it is evidence of.

Additional Requirements

Prior approval from respective principal or supervising administrator as needed to use this course reclassification (Form 201a). This course is for secondary teachers teaching students in grades 7-12. Teachers must have access to a computer with internet connectivity.

Two forms must be completed for each participating student:

- **Student Audio/Video Release Form:** In order to protect student's rights to privacy as outlined in the Family Educational Rights and Privacy Act (FERPA) and the Protection of Pupil Rights Amendment (PPRA), students are asked to give HIDoE permission to create or use digital or print media of student's name, voice, likeness or images of students for describing this program. Make sure that each student has a HIDoE Form SP/VR on file for your program that is completed and signed by a legal guardian.

- **Technology Responsible Use Form:** Each student and his or her parent(s) or guardian(s) must review the Technology Responsible Use Guidelines for digital devices, network, and Internet services owned or leased by the Hawaii State Department of Education for its students, known as "Technology Responsible Use Guidelines" ("TRUG") and sign the "Technology Responsible Use Form" (("TRUF") for access to digital devices, Internet and network services, including online educational services.

Appendix A. HIDoE PD184957 Course Details

Course Summary

Course Title: Utilize Digital Project-Based Learning System BizzyB.com to Engage Learners (Live & Online)

Course Description: Learn how to manage a digital learning environment at BizzyB.com to empower learners, grades 7-12, to work online as project teams in solving PBL challenges. Student features include online project journal collaboration, personal digital portfolios and personal soft skills assessments. Participants will learn how to author challenges, author PBL curriculum, moderate groups, facilitate teams, manage mentors and assess student outcomes.

Number of Credits: (Hours for Non-Credit Courses): 3.0 PD Credit

Allow Audit: No

Course Type: Live (in-person & online)

Category: Professional Development

Course Provider: Department Sponsored

Prerequisites: Access to computer and Internet.

Syllabus

Specific Objectives:

- Create collaborative project-, problem-, place-based lessons/units for secondary students (Grades 7-12)
- Collaborate with teachers, mentors, and course instructors to develope lessons/units
- Deliver high-quality, standards-based lessons to students

Activities to Achieve Objectives:

To introduce participants to strategies for coordinating and organizing problem-, project-, and place-based learning options to engage students and provide skills that are relevant to the workforce. Utilizing a digital project-based learning system to collaborate with teachers, industry mentors, and course instructors, participants will learn how to:

- Author projects
- Share projects with colleagues
- Monitor project progress
- Facilitate discussions
- Organize mentors for students
- Assess student content and soft skills

- Provide feedback
- Share best practices with colleagues

Content of Learning Portfolio:
Each participant's Learning Portfolio may contain a variety of documents but each document MUST have a caption. Captions transform documents into evidence and assist teachers in articulating their thoughts. A caption describes: 1) What the document is; 2) Why it is evidence; and 3) What it is evidence of.

Requirements for the Learning Portfolio:
At least one (1) unit plan with a minimum of three (3) lesson plans.

Student Work Samples:
For each lesson, at least three (3) student work samples with captions for each work sample. Caption statements for evidence documents in the portfolio should be explicit and include what the document is, why it is evidence, and what it is evidence of. Student/curricular artifacts should demonstrate the expected outcomes of specific learning targets.

Course Requirements: (Prerequisite skills, text reading) Prior approval from teacher's principal or supervising administrator as needed to use this course reclassification (Form 201a).nThis course is for secondary teachers teaching students in grades 7-12. Teachers must have access to a computer with internet connectivity.

Fee Payment To:
Fee payment of $75 to: Bizgenics Foundation c/o 1012 18th Avenue, Honolulu, HI 96816
Email Steve Sue (steve@bizgenics.org) if financial assistance is needed.

Program Plan

Qualifications of Instructors:
Steve Sue holds a BA in design from UCLA and a JD from UC Berkeley. Steve donates most of his time to Bizgenics Foundation, provider of youth innovation and entrepreneurship programs including Lemonade Alley, Project Lemon Tree (an eco-STEM program), and BizzyB.com (a Cloud-based project-based learning platform). Steve serves on a number of advisory boards including the National Ecosystem Advisory Council (EAC) for the STEM Learning Ecosystems Community of Practice (SLECoP), Hawai'iloa EcosySTEM Cabinet, A'o Aloha Social Emotional Learning Collaborative, Hawai'i State Workforce Development Council, James Campbell High School Academy Advisory Board and Entrepreneurs Foundation of Hawai'i. Steve also mentors at Aloha Chapter, Scouting BSA (Steve is an Eagle Scout), UH Entrepreneurs and Blue Startups.

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professional with a Master of Education (MEd) focused in Educational Psychology from the University of Hawaii at Manoa.

Purpose of the Activity:
To introduce participants to strategies for coordinating and organizing problem-, project-, and place-based learning options to engage students and provide skills that are relevant to the workforce. Utilizing a digital project-based learning system to collaborate with teachers, industry mentors, and course instructors, participants will learn how to:

- Author projects
- Share projects with colleagues
- Monitor project progress
- Facilitate discussions
- Organize mentors for students
- Assess student content and soft skills
- Provide feedback
- Share best practices with colleagues

Budget Plan Details:
Cost of course covers all logistical planning, course materials, and facilitation fees.

Elements of Quality PD

Focus on the Hawaii Core Standards:
(HCPS III, CCSS, NGSS, HCSSS), CSTA K-12 Computer Science Standards, the General Learner Outcomes (GLOs), HA: Identifies content/performance focus. Describes how the identified content/performance will broaden/expand participants' knowledge of the content they teach. Matches state standards, school curriculum, and/or assessment of student learning for enduring effects. Instructors will work closely with teachers to:

- Identify appropriate standard(s).
- Develop standards aligned projects and upload to the digital portfolio system.
- Focus on Target-Method-Match to ensure alignment of projects to standards.
- Align access to mentors to projects to enhance the content and performance standards being addressed.
- Assess the professional skills the students utilize in the projects.

Focus on the State Strategic Plan/Complex Area Plan/School Academic Plan:
Professional Development course is an integral part of school-wide goals. State Strategic Plan/Complex Area Plan/School Academic Plan supports the need for the professional development course. Project/Problem/Place-Based Learning allows teachers to bring student voice into classroom experiences. The digital portfolio system will allow for teachers to deliver, monitor, and assess integrated/interdisciplinary projects. Teachers will also be able to find and maintain connections to mentors for student projects.

Focus on Student Learning, Results-Oriented:
Demonstrates impact on student action and accomplishment. Develops learning and

results outcomes (product specification and standards for performance/practice). Generates quality student performance and products. Instructors will work with teachers to:

- Develop clear learning outcomes.
- Align with mentors to develop indicators for quality student products and/or performances by eliciting input from all stakeholders.
- Educate students on best practices to work with mentors and external agencies.
- Provide opportunities for formative feedback from various stakeholders throughout the process.

Appropriate Content:
Incorporates content knowledge and specific research validated practices. Links new to prior knowledge. Delivers content appropriate for participants. The digital portfolio system provides sample project/problem/place-based units and lesson plans. Teachers will be able to connect prior knowledge to new examples shared as well as network with colleagues on content. All content shared with the online community is reviewed prior to posting.

On-going and Sustained:
Is long-range and supported over time. Dedicates time for participants to experiment/reflect on their practices. Teachers will create a project/problem/place-based lesson plan that will be implemented with students. Instructors will work with teachers to provide support throughout the course through online monitoring/mentoring sessions. Teachers will reflect on their practices by utilizing qualitative data from the creation, delivery, and implementation processes that are required of the Learning Results Portfolio.

Active Engagement:
Models what needs to occur in the classroom. Is inquiry-based, varied and engaging models practice by facilitator/instructor. Instructors will provide models of what project/problem/place-based learning looks like in the digital portfolio system. Teachers will complete project journals to document progress.

Collegial/Collaborative:
Brings teams together to converse on issues of teaching practice and student learning. Requires participants to design and implement activities that have direct application to work. Teachers will work together during the face-to-face session to develop project/problem/place-based learning units. Through the online digital portfolio system, teachers will receive and provide feedback and have the opportunity to work with industry mentors.

Job-Embedded:
Is an integral work of the school/classroom that leads to improved practice. Represents mutual obligation and requires planning and reflecting on practice. This course assists teachers with the creation, delivery, and monitoring of student progress for project/problem/place-based learning experiences. Parents, business, and community partners will provide mentorship to students. Teachers will utilize the digital portfolio system to monitor and assess student attainment of the content and professional skills.

Systemic Perspective:

Incorporates stakeholder group(s). Creates responsibilities in the change process. Project/problem/place-based learning helps students voice their ability to develop and propose solutions to real-world problems. Teachers will also be able to create, deliver, monitor and assess student progress within the digital portfolio system. In addition, the system tracks community resources and mentorship opportunities.

Client-Focused and Adaptive:
Based on interest/needs of participants, school, and change over time. Based on formal analysis of needs. Acknowledges and embraces the participant's voice and professional purpose. Business/community partners are able to pose real-world problems that students will have the opportunity to solve. The end goal is to support teacher/student/workforce collaborative portfolios which includes life-skills assessments.

Incorporates Reflection:
Provides time for participants to analyze and reflect on their new knowledge and applied learning/practice. Challenges, enhances and connects with practice. Aware of the relevance and personal significance of their learning. Teachers will reflect on the following utilizing the collaborative project journaling feature in the digital portfolio system. There will be a total of six checkpoints during the course. Teachers can also contact instructors for assistance and support.

Requires Learning Portfolio From Each Participant:
Mutual agreement on the content of the portfolio. Portfolio is a reflection and evidence of new learnings and shift in instructional practice. Incorporates Essential Features of a Learning Results Portfolio. Each participant's Learning Portfolio may contain a variety of documents but each document MUST have a caption. Captions transform documents into evidence and assist teachers in articulating their thoughts. A caption describes:

1. What the document is;
2. Why it is evidence, and;
3. 3) What it is evidence of.

Requirements for the Learning Portfolio

1. At least one (1) unit plan with a minimum of three (3) lesson plans.
2. Student Work Samples.
3. For each lesson, at least three (3) student work samples with captions for each work sample.
4. Caption statements for evidence documents in the portfolio should be explicit and include
5. what the document is, why it is evidence, and what it is evidence of.
6. Student/curricular artifacts should demonstrate the expected outcomes of specific learning
7. targets.

Sponsor Assures Quality PD Activity:
PD application accurately reflects course content and implementation. Instructor delivers course content as specified in the application. Instructor/sponsor ensures quality portfolios; reviews all portfolios and requests revisions as necessary. Application documents include timelines, including how and when post-events activities will be completed. The course activities and assignments are aligned with the course objectives listed in the course syllabus. Instructors are aware of the

guidelines for quality portfolios and will review all portfolios and request revisions as necessary. Teachers will be given class schedules, course assignments, and due dates. Follow-up and reminders are provided to participants, as needed, for successful completion of the course.

Feedback:
Supports participants in making ongoing adjustments to their learning as needed. Provides "coaching" and expert support by the instructor during implementation of new learning/strategies. Addresses content/discipline specific (middle/secondary) and/or grade level (elementary) concepts and skills. Ongoing support and feedback will be provided for the duration of the course. Teachers can also contact instructors at any time during the process for assistance and support. Content addressed will reflect the grade level standards being taught by the teacher.