

---

# ExTReme Make-Overs

Turning UP the **H.E.A.T.**<sup>TM</sup>



Created by Bernajean Porter  
[CoachingHEAT.wikispaces.com](http://CoachingHEAT.wikispaces.com)

---

# Getting Started

*Where ever you Are - Whatever you Know - That is Our Starting Place! Let yourself experience adventurous artistic learning designed to inspire, nourish affirm and restore your spirits, skills and natural talents!*



## Workshop Goals

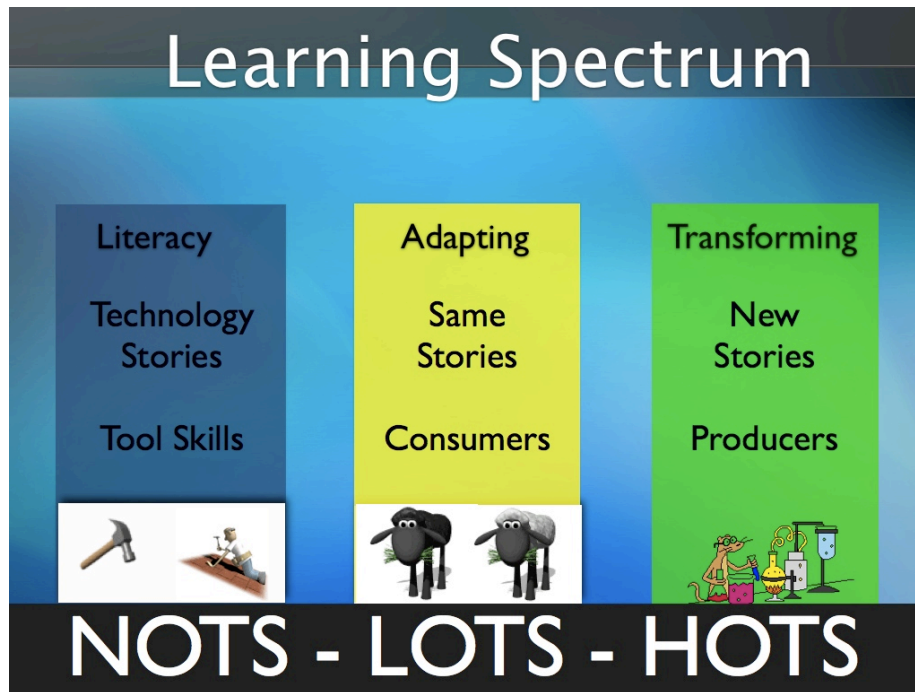
- ☐ Elevate the rigor and relevance of student tasks and products
- ☐ Use *Turning UP the H.E.A.T.*™ strategies to elevate student thinking
- ☐ Understand NOTS vs LOTS vs HOTS uses of technology
- ☐ Identify TYPES of communication
- ☐ Identify strategies for engaging learners / increasing “AGENCY”
- ☐ Transform CLOSED Questions into OPEN Questions
- ☐ Develop real-world collaborative (G.R.A.S.P.S.) tasks a la Wiggins
- ☐ Master value-added technology uses for transformational learning
- ☐ Expand strategies and abilities to mentor others in effective uses of technology

## Share ONE inspiring best idea for learning using technology

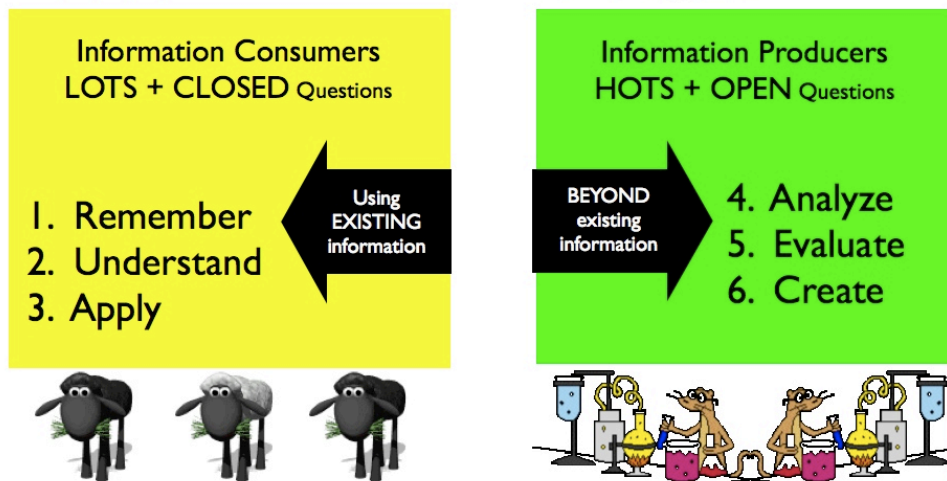


# Literacy-Adapting-Transforming

*All Technology Uses are NOT Equal - Three Categories of Uses for Learning*



## **Rigor** Bloom's Back (DOK)



## Sorting NOTS-LOTS-HOTS

### Technology Literacy Uses

Technology Focus - Learning/Acquiring/Practicing Technology Skills NOT Curriculum\*  
 "Just-in-case" technology skills are acquired for possible future needs

- Literacy classes
- Learning hardware and software
- Students projects are technology focused rather than expecting standards to intentionally drive the use of technology for learning
- Curriculum provides "topics" for technology uses

#### Instructional Focus

Technology-centered pedagogy  
 ■ Teacher talk is "technology talk" rather than "learning talk."

Technology uses are organized for their own sake

- Acquiring and assessing technical skills
- Offered as separate and/or optional experiences/programs
- Allowed when "real work" is completed or considered alternative/"reward" activities
- Research done to learn tools and processes
- Teachers view technology as something to learn or do

#### \* NOTS Content

#### Staff Development Focus

Designated "experts" tend to be self-initiating in learning on their own. Other interested staff mostly learn on their own time and own dime.

### Adapting Uses

Technology Focus - Optional/Adaptive Learning Tasks-InformationConsumers\*  
 Integrating is translated into "use it for something, anything...just use it"

- Drill and practice with content software
- Instructional games
- Productivity tools used to adapt assignments/tasks given in the past without technology
- Curriculum provides "topics" for technology uses

#### Instructional Focus

Teacher-centered, Direct Instruction pedagogy  
 ■ Teacher talk is "same stories with new tools" – there is confusion that new tools make new instructional stories.

Technology uses are adapted/provided but still optional for traditional curriculum goals.

- Teacher and student roles remain the same
- Learning/assessment practices are unchanged
- Student experiences depend upon teacher directed assignments
- Research is "go look up" and "tell me back" (LOTS)
- Teachers view technology as interesting but optional and not necessary to achieve present curriculum goals

#### \* CLOSED or LOTS Questions

#### Staff Development Focus

Participation and support while encouraged is still optional as well as unfocused. Staff development funding is inadequate – less than 30% of total technology budget supports staff development.

### Transforming Uses

Technology Focus - Essential -Information Producers\*  
 Integrating is "just-in-time" technology skills as needed for learning tasks/projects

- Complex learning and thinking tools
- Community learning tools
- Assessment tools
- Productivity tools used to construct meaning, and produce information useful and beneficial to others

#### Instructional Focus

Student-centered, constructivist pedagogy  
 ■ Teacher talk is "new stories with new tools."

Technology uses enable new learning tasks not possible without technology

- Student roles expand to include explorers, producers of knowledge, communicators and self-directed learners
- Teacher roles expand to include facilitators, designers, learners, and researchers
- Learning and assessment practices are changed
- Students initiate technology uses as they create their own learning experiences
- Research is sustained inquiry for original thinking and conclusions useful to others
- Teachers view technology as essential for development of higher-order thinking skills (HOTS)

#### \* OPEN or HOTS Questions

#### Staff Development Focus

Essential skills and practices are articulated, expected, supported and measured for all/teachers. Adequate funding of at least 30% of technology budget is in place.



# H.E.A.T. Factors

## ubd classrooms



	H	E	A	T
L				
A				
T				

# H.E.A.T.-ing UP Tasks

**H.E.A.T.-ing UP™ Student Performance Tasks for Transformational Learning**

	<b>H</b> = Higher Order Thinking Creates Rigorous Cognitive Challenges AND Purpose for Task	<b>E</b> = Engaged Students Creates Curiosity AND Self-Responsible Learners	<b>A</b> = Authentic Tasks Creates Context AND Usefulness for Others	<b>T</b> = Technology Uses Culminates in the Focus for MODES and TOOLS
<b>L I T E R A C Y</b>	TASK: Content superficial or missing (NOTS)  Requires students to demonstrate acquiring technology skills – focused primarily on experiencing and mastering technical tools  Curriculum used as “topics” to learn/practice technology tools and processes  Student projects focused on acquiring or demonstrating technical skills rather than having a TYPE of Communication that identifies the purpose/audience for content.	QUESTIONS: Missing or Implied – not considered necessary as focus is on technology skills  Teacher organizes questions, tasks, processes, and assessments  All students work on same task – cookie cutter type products apparent	Context SCENARIO missing – context with relevance to real-world challenges not developed or expected.  N/A Group work may or may not be part of the technology task.  Student work is evidence of learning and mastering technology skills.	MODES and TOOLS targeted as skills to be mastered not curriculum content. (NOTS)  Technology uses create “technology stories” about the tools  Learning technology tools and processes “JUST-in-case” they will be useful in learning and communicating
<b>A D A P T I N G</b>	TASK: Go-look-UP and-tell-me-About requiring knowing ABOUT facts (LOTS)  Requires students to demonstrate being information consumers –focused on understanding of existing information  Cognitive Difficulty (Bloom’s Taxonomy): Remember, Understand, and Apply  Student project purpose identifies “TYPE of Communication” as primarily Summary Reports	QUESTIONS: CLOSED (gathering) with right answers that develop summary reports ABOUT information  Teacher organizes questions, tasks, processes, and assessments using student input  Students provided with teacher-developed choices to address interests and learning styles	Context SCENARIO developed as role-playing relevant to curriculum goals  Tasks designed for individual work  Student work developed as evidence of learning for the teacher.	MODES and TOOLS used to do the same cognitive tasks (LOTS) – information consumption but using different technologies  Technology uses create “same stories” for learning and teaching even though using new tools
<b>T R A N S F O R M I N G</b>	TASK: Making meaning requiring reasoning/thinking using facts (HOTS)  Requires students to demonstrate being knowledge producers – focused on creating evidenced or logic based thinking beyond existing information  Cognitive Difficulty (Bloom’s Taxonomy): Analyze, Evaluate, and Create  Student project purpose identifies “Type of Communication.” as going beyond Summary Reports into persuasive and /or original work.	QUESTIONS: OPEN (reasoning/ thinking) with no right or wrong answers – complex issue calling for own developed perspective / solution  Students guided to take responsibility or AGENCY for developing their OWN questions, tasks, managing processes, and defining assessments (based on mastering designated concepts or standards)  Students guided to incorporate their interests and affinities	Context SCENARIO explicitly developed as context that replicates relevant, real-world challenges.  Tasks designed for collaborative groups modeling real-world work  Student work developed as evidence of genuine learning considered useful and beneficial for simulated or authentic audience	MODES and TOOLS used to accelerate rigorous cognitive tasks (HOTS) that would be impossible or impaired without them – students are meaning makers constructing knowledge  Technology uses create “new stories” for learning and teaching with new tools  Learning technology tools and processes “JUST-in-time” to accelerate thinking, learning and communicating tasks  www.DigiTales.us
Copyright by Bernajean Porter 2007		Duplication w/o Permission Prohibited		Contact (720) 381-6336

# JigSaw Learning for **H.E.A.T.**

## Outcomes

- To familiarize yourself with the **H.E.A.T.** indicators
- To experience brainstorming ideas to increase **H.E.A.T.** with student work

For each ROUND of student work - number off at tables with four letters: **H.E.A.T.**

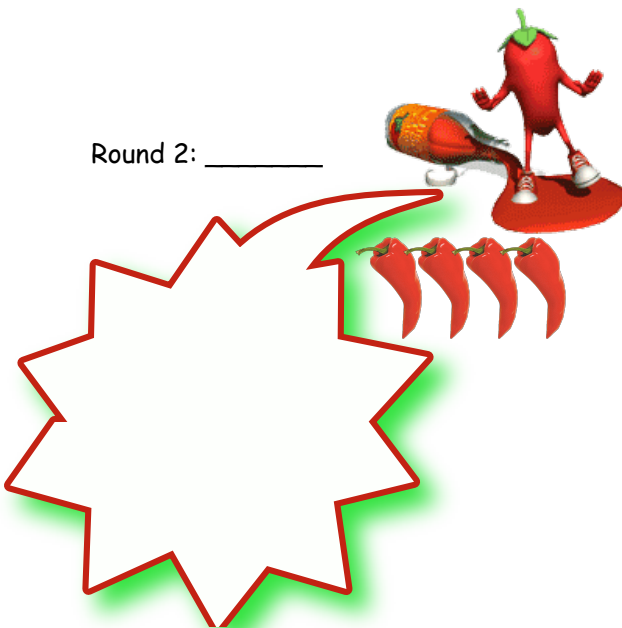
Working with a learning partner

- Review the indicators for YOUR letter
- Reflect on the student work
- Rank (L-A-T) for your letter
- Share your ranking and WHY with tablemates
- ONLY "T's" get a pepper!
- How many peppers together did IT get?
- Any ideas for HEAT-ing up even more?

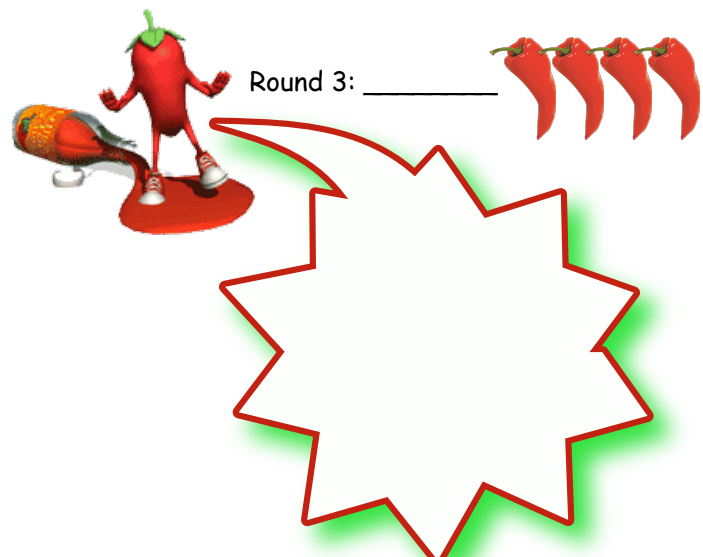


Round 1: \_\_\_\_\_

Round 2: \_\_\_\_\_



Round 3: \_\_\_\_\_



# Organizing for - **H**igher order Thinking



## TYPES OF COMMUNICATION

**NARRATIVE**

1. PERSONAL EXPRESSION
2. SHORT STORY
3. MYTHS/TALES

**NEW!** DOCU-DRAMAS

**PERSUASIVE**

8. ADVERTISEMENTS / PSA
9. DESCRIBE/CONCLUDE
10. ANALYZE/CONCLUDE
11. ANALYZE/PERSUADE
12. COMPARE/CONTRAST
13. CAUSE/EFFECT

**NEW!** DOCUMENTARY

**INFORMATIVE/EXPOSITORY**

4. SUMMARY REPORT
5. BOOK REPORT
6. HOW-TO DIRECTIONS
7. BIOGRAPHIES

**ENVIRONMENTS**

14. PARTICIPATORY



# CODING FOR . . . . **H**

**Title AND  
Driving Question aka  
Reasoning & Thinking** \_\_\_\_\_


**Bloom's Taxonomy**

	Knowledge (Remember) of existing information: define, report, list, tell
	Comprehension (Understand) of existing information: describe, summarize, discuss
	Application (Apply) of existing information: translate, interpret, apply, solve
	Analysis (Analyze) of existing information: compare, contrast, criticize, debate
	Synthesis (Evaluate): invent, develop, hypothesize, design
	Evaluation (Create): predict, evaluate, judge, appraise, critique

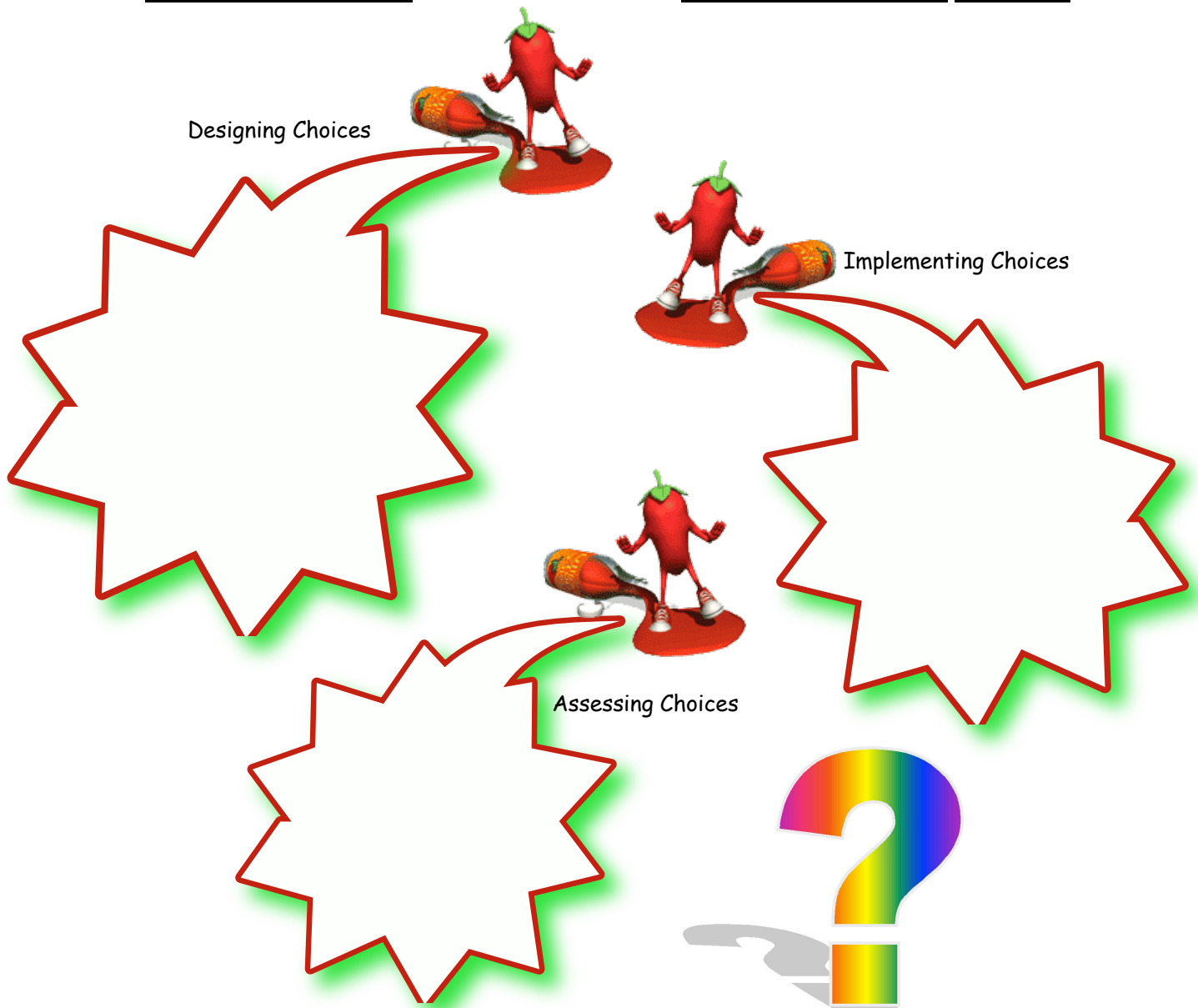
**TYPE of Communication**

Narrative Types	Information/Expository Types
1. Personal expression	4. How-to directions
2. Myths/folk tales	5. Biographies
3. Short story	6. Summary reports
New! Docu-drama	7. Book reports

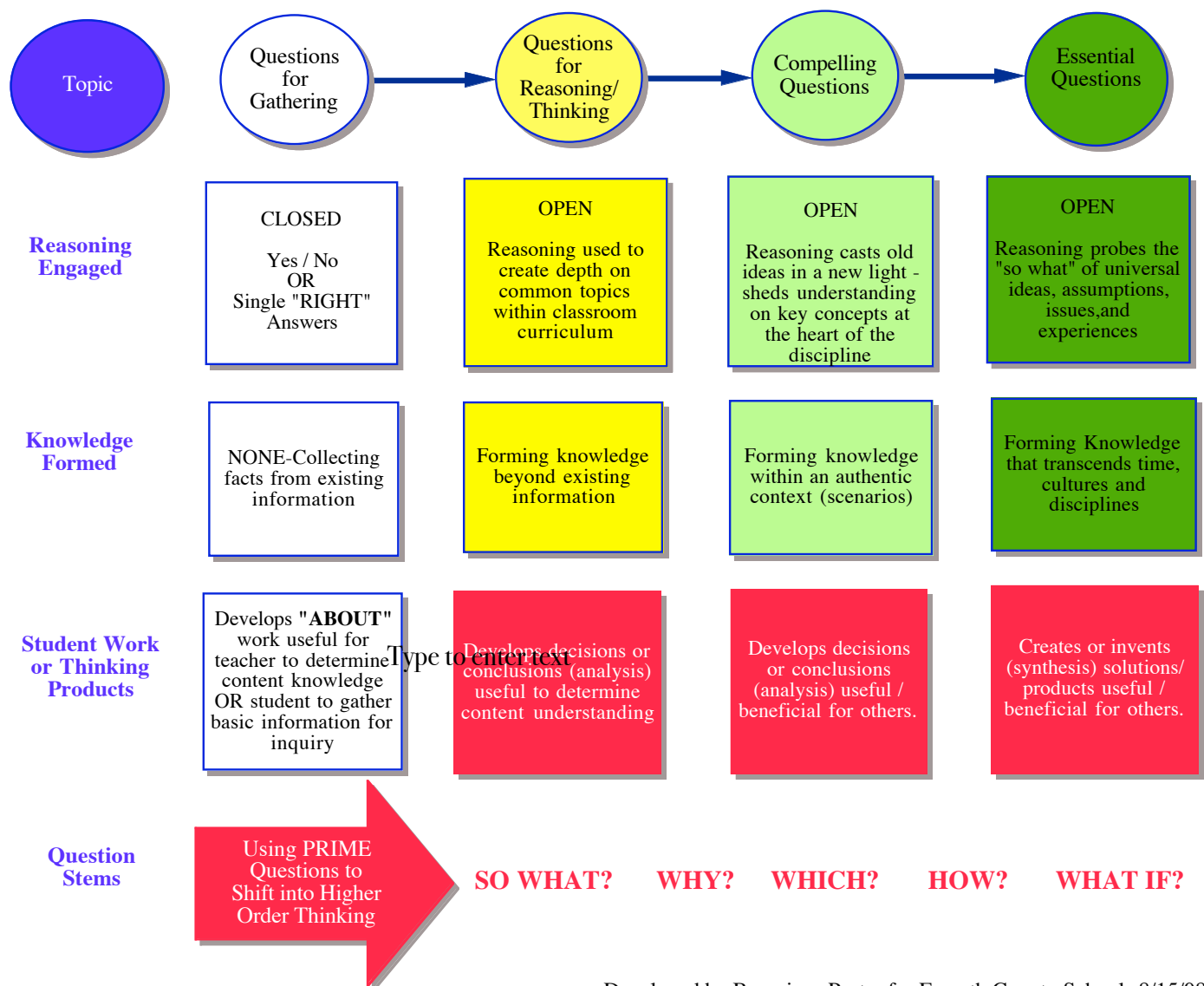
Persuasive Types	Collaborative Environment Types
8. Advertisements / Public Service	<input type="checkbox"/> 14. Participatory (users contribute on-going content to author's product) Watch IF content is summary report telling ABOUT!
9. Describe and conclude	
10. Analyze and conclude	
11. Analyze and persuade	
12. Compare and contrast	
13. Cause and effect	
New! Documentary	

 <p><b>What would you recommend to make it even an even HOTTER task?</b></p>	<b>Bloom's Verb (DOK)</b>
	<b>TYPE of Communication</b>

# Organizing for - **E**ngaged Learners



# Depth of Questions Spectrum



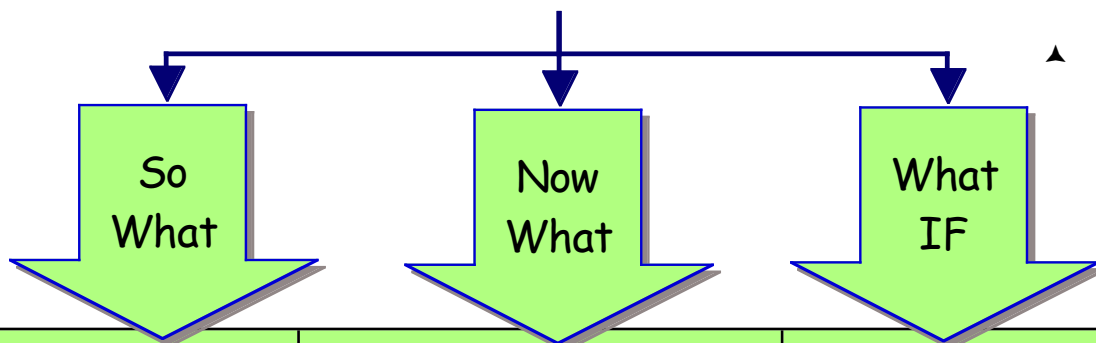
Developed by Bernajean Porter for Forsyth County Schools 8/15/08  
Based on McKenzie, Wiggins and other National Curriculum w/ Questions

# The Power of SO WHAT

*Asking students to report ABOUT a topic requires them to research, gather, and report known facts using CLOSED questions. Topical student work demonstrates being information consumers of existing facts.*

- Write a report ABOUT the planets in our solar system.
- Create a PowerPoint ABOUT the Civil War.

## Transforming with Reasoning/Thinking (OPEN) Questions



DECISION-MAKING	AN ACTION PLAN	INVENTING
Asking SO WHAT tasks students to analyze the facts in order to make an evidence-based decision or conclusion. (analysis)	Asking NOW WHAT requires students to develop a plan of action that analyzes the facts to shape a quality, evidence-based resolution. (analysis)	Asking WHAT IF invites students to synthesize information in order to generate plausible alternatives or likely scenarios to worthy issues or situations. (synthesis)
<ul style="list-style-type: none"> <li>• What invention of the 20th Century has had the greatest impact?</li> <li>• Does it matter if animals are extinct?</li> <li>• What makes a human being smart?</li> <li>• Are there really aliens?</li> <li>• Who is the greatest running back?</li> <li>• Why should high-energy physics research continue to be funded by the United States government?</li> <li>• Can novel XXX be justifiably banned to students in our schools?</li> <li>• Who would Abraham Lincoln give his “swing vote” to in this presidential election?</li> <li>• What is ONE invention you couldn’t live without today?</li> <li>• What makes a great leader?</li> <li>• Should we be afraid of snakes?</li> </ul>	<ul style="list-style-type: none"> <li>• Salmon are endangered - now what?</li> <li>• The auto industry is almost bankrupt - now what?</li> <li>• What would you do to create a habitat that would make your animal happy and healthy in your local zoo?</li> <li>• What is the most economical plan to reduce the impact of zebra mussels on the Great Lakes ecosystem?</li> <li>• How would you solve the problems caused by urban deer? Include no more than two strategies?</li> <li>• How would you develop a healthy lifestyle plan for a client profile (famous, family or friend)?</li> <li>• Animals are becoming extinct - now what?</li> <li>• The main character of a book is struggling with a conflict – now what?</li> <li>• There are school bullies - now what?</li> </ul>	<ul style="list-style-type: none"> <li>• How would you design and build a car IF you needed to increase the fuel mileage?</li> <li>• What IF ALL insects were eliminated?</li> <li>• What IF humans could live forever?</li> <li>• How would you design and market XXXX product IF it needed less environmental impact?</li> <li>• What IF you could invent a “green laws” bill for local lawmakers to pass - what would you recommend that was doable and makes the highest impact?</li> <li>• What IF you were asked to design an ideal habitat for a favorite animal to be moved into your community’s zoo?</li> <li>• What IF people stopped shopping?</li> <li>• What would you choose to create IF you designed an invention that would most benefit to your schoolmates?</li> </ul>

# Organizing for - **A**uthenticity



## Construct a G.R.A.S.P.S. Task a la Wiggins

- ❑ A Real-World **Goal**
- ❑ A Meaningful **Role** for the Students
- ❑ Authentic (or simulated) Real-World **Audience**
- ❑ **Situation** that Involves Real-World Application
- ❑ Student-Generated Culmination **Product and Performance**
- ❑ Consensus-Driven Performance **Standards** (Criteria) for Judging Success



*As you answer your reasoning/thinking question - use these stem sentence starters to generate ideas for a performance vignette task for WHY the expertise you would develop during inquiry would matter:*

### Goal

- ▲ Your task is . . .
- ▲ The goal is . . .
- ▲ The problem or challenge is . . .

### Audience

- ▲ Your clients are . . .
- ▲ The target audience is . . .
- ▲ You need to convince . . .

### Role

- ▲ You are . . .
- ▲ You have been asked to . . .
- ▲ Your job is . . .

### Situation

- ▲ The context you find yourself in is . . .
- ▲ The challenge involves dealing with . . .

### Product or Performance

- ▲ You will create \_\_\_\_\_ in order to \_\_\_\_\_
- ▲ You need to develop \_\_\_\_\_ so that \_\_\_\_\_



# Crafting a “SO WHAT” Scenario Task

## Determine Student Roles (□) and Audiences (○)

Choosing roles provides context for WHY and HOW the Topic will be useful or replicate a REAL-WORLD challenge or task. Who in the real-world would be investigating this question or task? Who in the real-world would find the investigation/answer to the question useful or beneficial? Brainstorm the potential “stakeholders” that might connected to the topic or task?

<input type="checkbox"/> ○ Actor	<input type="checkbox"/> ○ Author	<input type="checkbox"/> ○ ZooKeeper	<input type="checkbox"/> ○ Chairman of
<input type="checkbox"/> ○ Coach	<input type="checkbox"/> ○ Engineer	<input type="checkbox"/> ○ Historical Figure	<input type="checkbox"/> ○ Tour Guide
<input type="checkbox"/> ○ Judge	<input type="checkbox"/> ○ Sculptor	<input type="checkbox"/> ○ Curator	<input type="checkbox"/> ○ Archeologist
<input type="checkbox"/> ○ Poet	<input type="checkbox"/> ○ Travel Agent	<input type="checkbox"/> ○ Ambassador	<input type="checkbox"/> ○ Detective
<input type="checkbox"/> ○ Park Ranger	<input type="checkbox"/> ○ Reporter	<input type="checkbox"/> ○ BusinessPerson	<input type="checkbox"/> ○ Mayor
<input type="checkbox"/> ○	<input type="checkbox"/> ○	<input type="checkbox"/> ○	<input type="checkbox"/> ○

Develop a narrative performance task scenario that describes the APPLICATION of your topic information to a real-world situation and what you will need to produce with your information for your audience.

## Sample Performance Task Samples

### Saving the Environment (Grade 3-4)

*Your consulting team has been hired by the President of the US to recommend the fastest and most effective solution to address the many problems that endanger our climate, environment and welfare.*

### Chemical Equilibrium (Chemistry Grades 11-12)

*You are a researcher hired by a group of expert mountain climbers to advise them on best precautions needed to avoid hypoxia. Hypoxia is the set of symptoms that comes from a lack of oxygen in the body tissues. It is often felt by climbers as they ascend altitude quickly. Sherpas, mountain guides, seem to avoid hypoxic discomfort. Why might that be? Design a series of investigations and experiments that would test the difference in hypoxic symptoms between mountain climbers and sherpas to yield information for your best health recommendations on their next climb.*

### Emergency Care (Language Arts Grades K-2)

*You are an extinct animal who needs to get a special message of advice to human beings on how to save your life. Be ready to be interviewed on a special guests radio show exploring how you got on the “endangered” list and your best advice to human beings on what to do to save your life.*

### Mythical Job Search (Literature Grade 9-10)

*Your task is to select an epic hero from the literature we have been reading and send a video resume to the author applying to be part of the adventure. Be sure to make the message persuasive – you are selling yourself and the value you would bring to them in handling the situations and difficulties.*

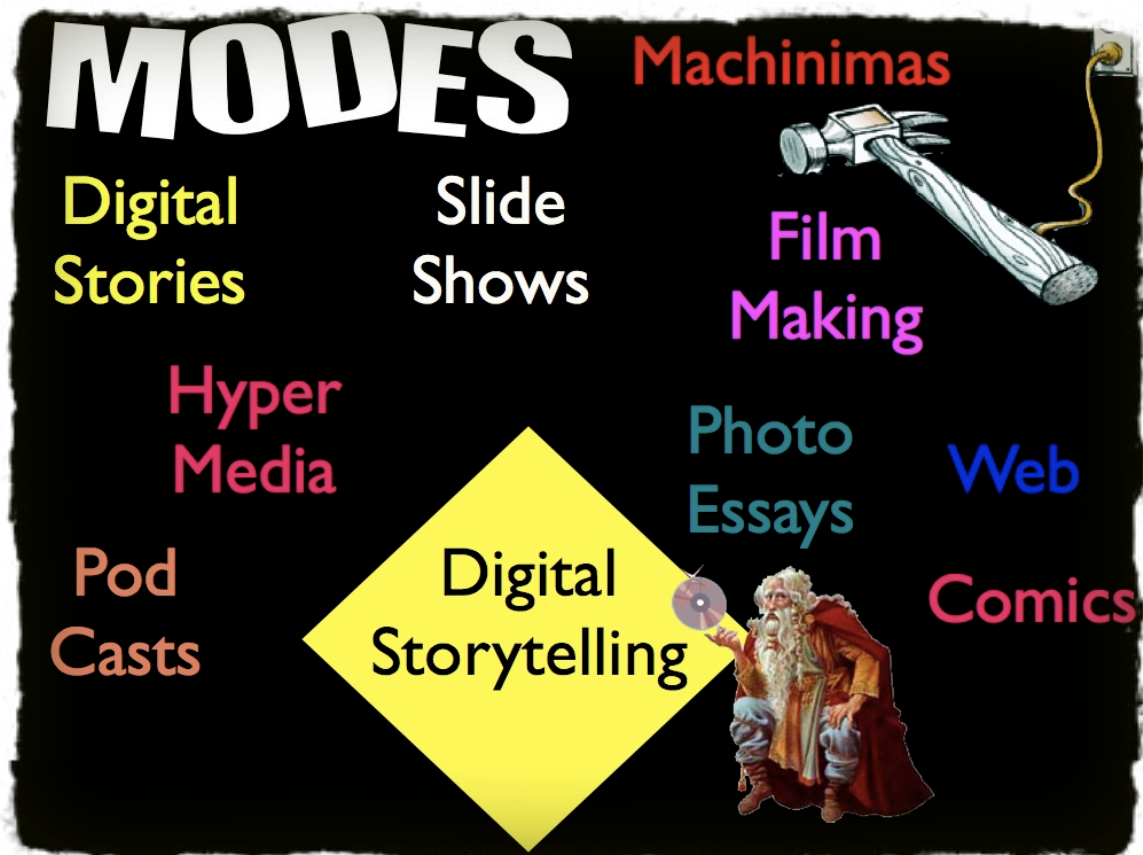
### Designing Containers Mathematics Grades 6-8

*You are an engineer in the packaging department of the M&M’s candy company. You need to design a shipping container for safe and cost-effective shipping of M&M’s. You will need to develop a persuasive proposal with diagrams that convinces penny-pinching company officers that your container will provide maximum cost savings, safe shipping and maximize the shipping volume of bulk quantities of M&M’s.*

# Organizing for - **T**ransforming Uses



## Just-in-Time Learning



# TYPES & MODES of Communication

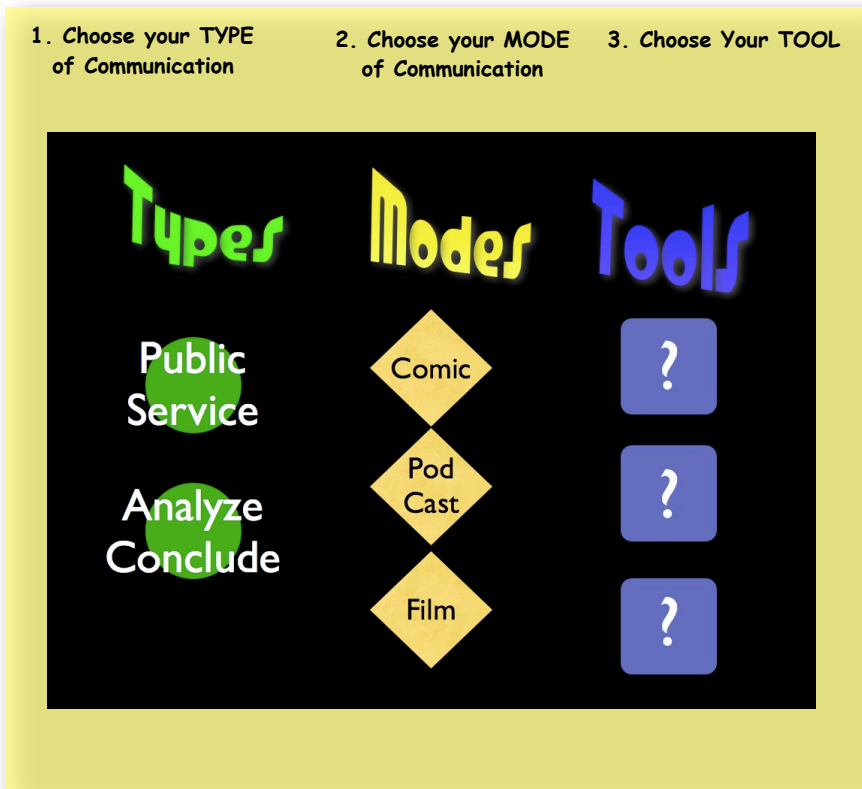
## Scoring Nine Traits

- **PREPARATION TASKS**
- **CONTENT KNOWLEDGE**
- **FORMAT / STRUCTURE**

- **TEXT**
- **IMAGE**
- **VOICE / SOUND**
- **DESIGN**
- **PRESENTATION**
- **INTERACTIVITY**

Think PURPOSE and AUDIENCE not tools! If you are making a digital product to *STOP BULLYING* - the medium or MODE may vary but the expectations and scoring for rigorous content depends on knowing the TYPE of Communication - e.g. a Public Service announcement! Scoring Guides for Student digital Products are based on TYPE then for Craftsmanship of Communication. These Scoring Guides are free to classroom teachers and students for personal use @ [www.DigiTales.us](http://www.DigiTales.us)

## Media-Making DECISION chart



**TYPES** of communication define the purpose and audience needs. The TYPE of Communication organizes your content like docudrama or PSA.

**MODES** are the generic mediums that used to package your message for others like podcasting, comic books, dramatic blogs, or movies.

**TOOLS** are the software choices available to create your Type & Mode. Tools will vary over time by grade level, hardware and software access.

---

# Craftsmanship of Communication

When a story is finished ☼ it should be remembered for its soul not the bells and whistles of technology

Bernajean Porter, 20



Craftsmanship of Communication addresses the artful mix of mediums into illuminated understandings. While new users of media often experience a delight of play while experimenting (novelty bumps), a message with impact uses each medium with purpose and impact! Scoring Guides for student digital products can be found @ [www.DigiTales.us](http://www.DigiTales.us).

Starting with CONTENT first - each media choice should be selected to unfold the message. Choices are intentionally made to go beyond the literal while adding value to the experience, understanding and impact of the message!

## All That Glitters

- DESIGNING INFO
- IMAGES
- SOUND / MUSIC
- VOICEOVERS
- TRANSITIONS
- SPECIAL EFFECTS

Decorating  
Illustrating  
ILLUMINATING

## Showing NOT Telling

Reading  
Reciting  
PERFORMING

# ExTReme MakeOver Challenge

## DESIGNING: A Student Performance Task Template

### Essential or Driving Question / Enduring Understandings (E)

*What is/are the overarching reasoning/thinking question(s) and/or big idea(s) that guide this performance task?*

--

### Standards / Key Concepts

*What standard(s) or key concepts are students expected to demonstrate mastery of with this performance task?*

--

### Context for Assignment

*Provide any additional background information that sets the stage for this assignment.*

--

### Scenario (A)

*Develop a narrative performance task scenario that describes the APPLICATION of your topic information to a real-world situation and what you will need to produce with your information for your audience.*

--

### Cognitive Difficulty Level (NEW Bloom's Taxonomy) (H)

	Recalling, identifying, or describing EXISTING information (Remembering - LOTS)
	Understanding, summarizing, or paraphrasing EXISTING information (Understanding - LOTS)
	Using EXISTING information in a new way (Applying - LOTS)
	Comparing, breaking down, deciding or re-organizing BEYOND existing information (Analysis - HOTS)
	Judging, hypothesizing, or critical thinking BEYOND existing information (Evaluating- HOTS)
	Constructing, planning, inventing or producing BEYOND existing information (Creating – HOTS)

### Type of Communication (Purpose) (H)

*The types of communication represent possible student products in the various genres of writing. Choose the type of communication to be used by students in their product.*

	Personal Expression (Narrative)		Summary Report (Informative/Expository)
	Myth/Folk Tale (Narrative)		Book Report (Informative/Expository)
	Short Story (Narrative)		How-to Directions (Informative/Expository)
	DocuDrama (Narrative)		Biography (Informative/Expository)
	Advertisements/PSA (Persuasive)		Describe/Conclude (Persuasive)
	Documentary (Persuasive)		Analyze/Conclude (Persuasive)
	Cause/Effect (Persuasive)		Analyze/Persuade (Persuasive)
	Compare/Contrast (Persuasive)		Participatory (Persuasive) – users contributes content



### Student-Driven Learning (E)

*Who owns the choices and responsibility for planning, implementation, and assessment of this task?*

<input type="checkbox"/>	Teacher takes the lead in organizing the task – the same task for all – no choices - differentiation – no student input
<input type="checkbox"/>	Teacher takes the lead in organizing the task developing multiple student choices – no student input
<input type="checkbox"/>	Teacher organizes tasks with multiple choices using student interests and differentiation strategies with student input
<input type="checkbox"/>	Students guided to take responsibility for developing OWN topic and task along with implementation and assessment

### Student-Empowered Agency / Affinity (E)

*What processes are targeted to increase student AGENCY / AFFINITY for activating ownership/responsibility/voice in learning?*

<input type="checkbox"/>	(Topics) Students guided to take responsibility for developing OWN topic that demonstrate understanding of key concepts
<input type="checkbox"/>	(Topics) Students guided to take explore and use their individual interests in demonstrating understandings of key concepts
<input type="checkbox"/>	(Questions) Students guided to take responsibility for developing OWN reasoning questions for learning tasks/projects
<input type="checkbox"/>	(Scenarios) Students guided to take responsibility for developing OWN scenarios for roles/audiences and learning tasks
<input type="checkbox"/>	(Implementation) Students guided to take responsibility for choosing / using tools that match interest and purpose in tasks
<input type="checkbox"/>	(Implementation) Students guided to take responsibility for processes, resources and learning activities needed
<input type="checkbox"/>	(Implementation) Students guided to take responsibility for pacing, mapping goals and meeting deadlines
<input type="checkbox"/>	(Assessment) Students guided to take responsibility for designing or co-designing assessment tools for exemplar work
<input type="checkbox"/>	(Assessment) Students guided to take responsibility for formal / informal reflection DURING learning tasks / projects
<input type="checkbox"/>	(Assessment) Students guided to take responsibility for CRITICAL FRIEND feedback during learning tasks / projects
<input type="checkbox"/>	(Assessment) Students guided to take responsibility for CULMINATING assessment of learning tasks / projects

### Cognitive Apprenticeship: Learner's Role (A)

*Choosing roles provides context for WHY and HOW the Topic will be useful or replicate a REAL WORLD challenge or task. Who in the real-world would be investigating this question or task to develop expertise in these concepts?*

<input type="checkbox"/> Actor	<input type="checkbox"/> Coach	<input type="checkbox"/> Judge	<input type="checkbox"/> Poet	<input type="checkbox"/> Park Ranger
<input type="checkbox"/> Author	<input type="checkbox"/> Engineer	<input type="checkbox"/> Sculptor	<input type="checkbox"/> Reporter	<input type="checkbox"/> Travel Agent
<input type="checkbox"/> Curator	<input type="checkbox"/> Ambassador	<input type="checkbox"/> Chairman	<input type="checkbox"/> Detective	<input type="checkbox"/> Historical Figure
<input type="checkbox"/> ZooKeeper	<input type="checkbox"/> Archeologist	<input type="checkbox"/> Mayor	<input type="checkbox"/> Tour Guide	<input type="checkbox"/> Business Person

Other (Explain below)

### Cognitive Apprenticeship: Audience's Role (A)

*Who in the real-world would find the investigation/answer to the question or expertise in these concepts useful or beneficial?*

<input type="checkbox"/> Actor	<input type="checkbox"/> Coach	<input type="checkbox"/> Judge	<input type="checkbox"/> Poet	<input type="checkbox"/> Park Ranger
<input type="checkbox"/> Author	<input type="checkbox"/> Engineer	<input type="checkbox"/> Sculptor	<input type="checkbox"/> Reporter	<input type="checkbox"/> Travel Agent
<input type="checkbox"/> Curator	<input type="checkbox"/> Ambassador	<input type="checkbox"/> Chairman	<input type="checkbox"/> Detective	<input type="checkbox"/> Historical Figure
<input type="checkbox"/> ZooKeeper	<input type="checkbox"/> Archeologist	<input type="checkbox"/> Mayor	<input type="checkbox"/> Tour Guide	<input type="checkbox"/> Business Person

Other (describe below)

---

**Cognitive Apprenticeship: Useful and Beneficial (A)**

*To what degree is the student product useful and beneficial to others?*

	Student work not developed to be useful or beneficial beyond a learning experience for the student (no rubric or grade)
	Student work developed as evidence of learning curriculum concepts for the teacher
	Student work developed as evidence of genuine learning useful and beneficial for simulated or authentic audience

**Collaboration (A)**

*To what degree do students collaborate to design, implement and assess the learning task / project? Is there any work with experts outside the classroom planned to support the learning tasks / projects?*

	Task(s) designed for individual work (none)
	Task(s) designed for small groups (unstructured teamwork)
	Task(s) designed for cooperative groups (teacher-directed, structured intra-dependence w/ designated roles)
	Task(s) designed for collaborative groups modeling real-world work (self-organizing/self-managing)
	Task(s) designed to engaged experts outside the classroom as resources to investigation and/or critical friend feedback

**Where is technology used in the learning process? Identify specific technology tools being engaged (T):**

	Communication / Collaboration - Processes	
	Pre-Planning – Meaning Making	
	Research/Investigation – Meaning Making	
	Knowledge Construction - Meaning Making	
	Media Editing / Construction – Media Making	
	Final Product Development - Media Making	
	Publishing - Processes	
	Assessment - Processes	
	Reflection/Feedback - Processes	

**Overall Role of Technology Use in Learning Tasks / Projects (T)**

	Literacy = Technology used but expectations for content superficial, students focused learning/practicing tech skills
	Adapting = Technology use connected to fact-based content but role of students is primarily information consumers
	Transforming = Technology use connected to rigorous content with role of students as information producers

**Assessment Tools To Be Used**

*List and attach assessment instruments (rubrics, checklists, student exemplars) to be used to evaluate this student performance task.*

--

# Reflections

