

# Competency Focus: Communication

## Exemplar Project: Exoplanet Enterprises

1. Access the note catcher table for your team.

[Note catcher for members from Team A](#): Boston Prep, Franklin, Margarita Muniz, WMEC-Mt. Abram

[Note catcher for members from Team B](#) : Danbury, Lowell, Meriden, Stratford

[Note catcher for members from Team C](#): Berkshires, MWCC, Springfield

2. Designate one person from the team to take notes in your team's table.
3. Select one person to share a highlight with the full group after the breakout.
4. Use the questions in the first column of the table to guide your inquiry as you share observations and discuss the **Communication** exemplar project. In the second column, record the key takeaways from your discussion. By capturing the thinking of multiple teams, this document will serve as a crowd-sourced resource to inform the work in the upcoming individual team breakouts.

### Peer Team A Table: Boston Prep, Franklin, Margarita Muniz, WMEC-Mt. Abram

Question 1. What is/are the main <b>content</b> topics at the heart of this learning experience? What is the level of rigor/challenge of the expectations around content?	
Question 2. What forms and types of <b>communication</b> do learners engage in? What do the specific tasks and activities reveal about how these educators “define” communication?	
Question 3. What do students produce? How (and how well) do these deliverables demonstrate <b>content knowledge</b> and competence in	

<b>communication?</b>	
Question 4. How are the <b>learners' roles and experiences</b> throughout this project different from those in traditional pedagogy?	
Question 5. What <b>conditions</b> would support this kind of learning for all students? Identify some of the structural changes your school or district could make to enable this kind of learning experience (e.g., use of time and space, role of teachers, practices around teaching and assessment)?	

**Peer team B Table: Danbury, Lowell, Meriden, Stratford**

Question 1. What is/are the main <b>content</b> topics at the heart of this learning experience? What is the level of rigor/challenge of the expectations around content?	Step one is data analysis, they used items that students are interested in like basketball. Students have to understand how data can be utilized. There are several content areas, art, physics, non fiction writing conventions, and math. Depth of Core content. It implies that there is a team of teachers and organized curriculum. There can be mini lessons.
Question 2. What forms and types of <b>communication</b> do learners engage in? What do the specific tasks and activities reveal about how these educators "define" communication?	The actual task leverages non-fiction writing communication. They did presentations to their team. They need relevant media so all group members could contribute to the project. They all knew what their roles were. They went to essential questions of what is important to communities such as equity. Critical thinking and problem solving are included here. They have to communicate scientific ideas as well as other to their targeted audience.
Question 3. What do students produce? How (and how well) do these	For them to communicate their learning in multiple ways. Specific roles students take to grow their personal expertise

deliverables demonstrate <b>content knowledge</b> and competence in <b>communication</b> ?	
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Question 4. How are the <b>learners' roles and experiences</b> throughout this project different from those in traditional pedagogy?	Teachers are impressive to have the structures in place so they can provide support to students, The students roles are more real world based as opposed to traditional ( note takers vs engineers) Who is going to apply the data.
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Question 5. What <b>conditions</b> would support this kind of learning for all students? Identify some of the structural changes your school or district could make to enable this kind of learning experience (e.g., use of time and space, role of teachers, practices around teaching and assessment)?	They are going to have give support t and the teachers are going to be coaches. It relies on student ownership so this is going to have to be developed so students can have ownership. Looks like models from Finland where teachers move around as opposed to teachers. Schools will have to be restructured and this would have to start when students are very Young
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**Peer Team C Table: ~~Berkshires~~, MWCC, Springfield + Franklin**

Question 1. What is/are the main <b>content</b> topics at the heart of this learning experience? What is the level of rigor/challenge of the expectations around content?	<p>ELA Social Studies Science Engineering Humanities (Arts)</p> <p>In terms of rigor, level of challenge, the deliverables, both quantity and type, reflect a high level of expectation and rigor. I think the requiend of rement to document and reflect on multiple iterations of the deliverables seems key to the learning process.</p> <p>There is perhaps a missed opportunity to show/encourage connection to Math, we know this is happening, but need to make it explicitly clear to students AND teachers how math skills are being applied</p>
Question 2. What forms and types of <b>communication</b> do	<p>Presentations Visual and oral presentations</p>

learners engage in? What do the specific tasks and activities reveal about how these educators “define” communication?	<p>Including to public</p> <p>Writing</p> <p>Art</p> <p>Project plan</p> <p>I really like that there is a focus on visual communications within this project, which is often overlooked by instructors in a more traditional setting. It is VITAL for students to have!</p>
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<p>Question 3. What do students produce? How (and how well) do these deliverables demonstrate <b>content knowledge</b> and competence in <b>communication</b>?</p>	<p>Students are producing both written and visual products as well as engaging in a “performance task” by presenting their work to an actual audience. I like that this demonstrates mastery of multiple modes of communication. I looked at the Axis Mundi example and it is very impressive in presentation and reflects high expectations.</p> <p>Students are responsible for sharing their learning with others and providing explanations to questions- reflections and “teach” others what they have learned</p> <p>Models use a visual mode of communication</p> <p>Public presentation that includes experts in the field</p> <p>There is an opportunity at the conclusion of this project to reflect on how this theoretical project connects to students’ own community. How might they show leadership or take action on some of the ideas in their community?--as an extension into civic engagement and community service.</p>
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<p>Question 4. How are the <b>learners’ roles and experiences</b> throughout this project different from those in traditional pedagogy?</p>	<p>Multi-modal learning</p> <p>High interest</p> <p>Collaboration</p> <p>Creativity</p> <p>Communication</p> <p>Real World connections</p> <p>Choice</p> <p>Authentic problem solving</p> <p>Contextualized learning</p>
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<p>Question 5. What <b>conditions</b> would support this kind of learning for all students? Identify some of the structural changes your school or district could make to enable this kind of learning experience (e.g., use of time and space, role of teachers, practices</p>	<p>Trust among teachers</p> <p>Common planning time</p> <p>Teachers letting go of control</p> <p>Time and space</p> <p>Materials and tools to provide authentic and valuable presentations</p> <p>Scheduling flexibility to create longer interdisciplinary classroom time</p> <p>Teachers as guides only, student-led and student-created</p> <p>Time ahead of when classes start to talk and plan</p>
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around teaching and assessment)?	Connections with community partners with specialities/knowledge in the fields being explored Common self-assessment tool/rubrics Money Modeling, coaching, training
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