



USAGE SUMMARY

Prepared for: Fabian Cone, Teacher Professional Learning and Growth, Broward County Public Schools
Prepared by: Johnjoe Farragher, President and Founder, Defined Learning
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BROWARD USAGE SUMMARY

Mission Statement

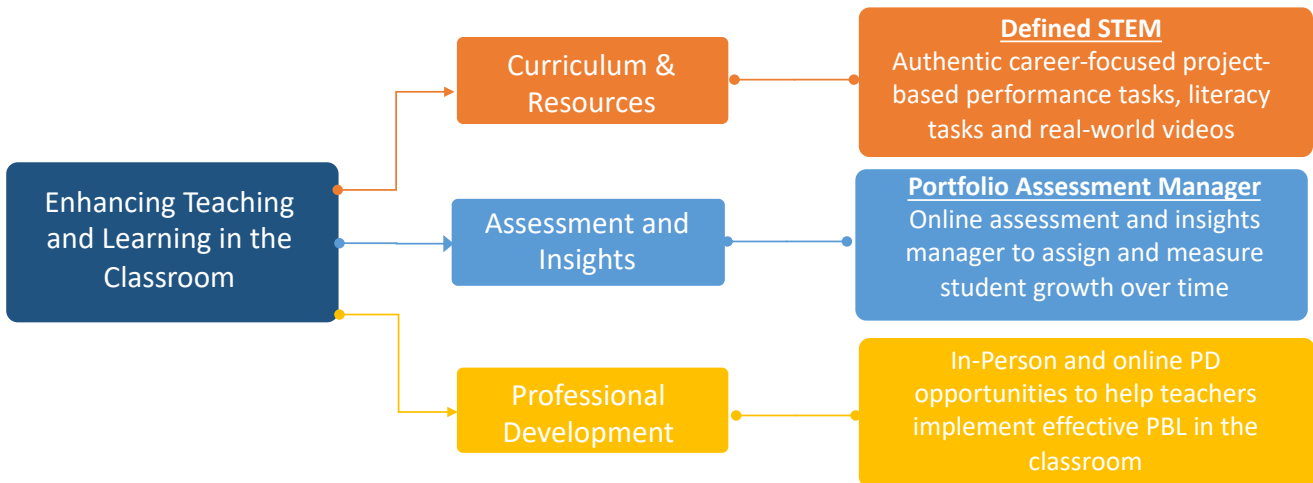
Defined Learning’s mission is to inspire and empower students to develop the critical **21st-century skills** they need to succeed in college, career, and life.

Our online solution is designed to provide school districts with the tools they need to implement and assess engaging **real-world project-based** lessons that **connect classroom content with career pathways**.

What We Offer

Defined STEM provides teachers with interdisciplinary **project-based lessons built around careers**. Our standards-aligned units provide opportunities for students to apply their knowledge in **real-world** scenarios and deepen their understanding.

Our framework follows the **Understanding by Design (UbD™)** Model by Jay McTighe to empower teachers with a planning process and structure for effective PBL implementation.



Defined STEM Certified Teacher Survey

- **Name:** Yolanda Hankerson
- **School:** Plantation High School, Broward County
- **Students response to Defined STEM:** *The students enjoyed learning how backpacks were made. They really took to the **creative process**. I adapted the situation to suit my **classroom goals**.*
- **Defined STEM Buildin on 21st-century Skills:** *Several students gathered at a table engaged in a high-level task, discussing, debating an issue, making shared decisions, and designing a product that demonstrates a **deeper learning**.*
- **Strategy with Students:** *Students were allowed to create their own groups following a set of criteria: leader (organizes and keeps group on task), artists (does the actual design and drawing with group input) and spokesperson (presents design and concept to class also does additional research with group leader).*
- **Defined STEM Overall Reflection:** *Students featured their design on chart paper. After designs were completed students participated in a gallery walk where they were given colored dots to vote on which design they liked the most, they were also given post it notes to add questions or additional feedback.*
 1. *I edited the Situation to meet the needs of my World History and U. S. History classes.*
 2. *Students used the additional questions to answer questions they had regarding the process.*
 3. *Backpacks are very popular among students students had to design a product using materials specific to that time period (no artificial materials i.e. plastic, zippers, etc)*
 4. *It caused the students to research time period more in depth.*

Defined STEM Certified Teacher Survey

- **Name:** Tahra Nayelli
- **School:** Country Isles Elementary
- **Students Response to Defined STEM:** *The students loved doing this project. They especially liked the products and were very much engaged in completing them.*
- **Defined STEM Buildin on 21st-century Skills:** *The nature of the project **empowered** my students to use their **21st century skills**. They had to collaborate to come up with solutions, which also means they were thinking critically and communicating.*
- **Strategy with Students:** *I grouped the students according to ability, interest, and personalities.*
- **Defined STEM Overall Reflection:**
 1. *I edited the task from researching earthquakes to researching hurricanes since we live in Florida. It was perfect timing since it was around the same time we were impacted by hurricane Irma. The students were highly motivated because they knew just how important the job of emergency services director is to public safety.*
 2. *They utilized the **research resources** on their own laptops in class. I gave them links to the resources and they used the ones they needed to complete their task.*
 3. *Students completed a newspaper article, web page, and an oral presentation with a Power point or SWAY. I allowed each group to decide on their product because they were excited to be able to choose and were much more **engaged**.*
 4. *I think that this task improved student learning because they were fully **engaged** in the process. They were happy to read, research, write, and come up with **solutions to problems**. It was also helpful that they had **first-hand experience** with the natural disaster that they were researching. This fact added to the level of engagement.*
 5. *Next time I might have the students create more products. There is a lot we can do to incorporate map skills, which is something we do around this time in social studies.*

Defined STEM Certified Teacher Survey

- **Name:** Michelle Cruz
- **School:** Pembroke Lakes Elementary
- **Students response to Defined STEM:** *The students [responded to] the research part and the videos.*
- **Defined STEM Buildin on 21st-century Skills:** *Plenty of opportunities for **collaboration** and **creativity**. The activity is challenging making students apply **critical thinking skills**.*
- **Strategy with Students:** *I grouped students by final product interests (Research, create movie poster, map and write up, etc...).*
- **Defined STEM Overall Reflection:** *The task was implemented based on students interests and standards. The teacher edited the task to be at a student independent reading level. The students utilize the research resources as a source of information to conduct research, and to watch the videos provided to understand some of the technical topics. The students chose the products to complete, some products choices were research power point or sway, movie poster, map and write up.*

The tasks impacts student learning by:

1. *providing opportunities to conduct research and learn facts about a topic independently,*
2. *providing opportunities for **collaboration, communication, and creativity,***
3. *apply computers skills,*
4. *learn in a fun way,*
5. ***connects the curriculum** with real world situations.*

*Also, integrating social studies curriculum provides students opportunities to examine economic, political, and social issues that can directly or indirectly impact design decisions. Reading, writing, and speaking are important aspects of **communication** and also play an integral role in the STEM activity. Aligning the curriculum in this way helps students make purposeful and useful connections for different subject areas skills while they are building and practicing those skills in **authentic learning environments**, providing the student with a clear lens to view the entire picture of **real world situations** and **21st Century skills** expectations.*

Usage

- The usage below reflects:
 - the access and use of Defined STEM and its content between 6/14/2017 through 6/20/2017
 - the number of times an individual content piece was selected

Building	Performance Tasks	Literacy Tasks	Totals
BROWARD	3994	357	4,351
PLANTATION HIGH SCHOOL	2272	45	2,317
WESTERN HIGH SCHOOL	1770	96	1,866
BEACHSIDE MONTESSORI VILLAGE	839	35	874
DEERFIELD BEACH MIDDLE SCHOOL	737	114	851
MANATEE BAY ELEMENTARY SCHOOL	695	12	707
WINSTON PARK ELEMENTARY SCHOOL	474	13	487
COCONUT PALM ELEMENTARY SCHOOL	368	90	458
BAYVIEW ELEMENTARY SCHOOL	276	1	277
COLBERT ELEMENTARY SCHOOL	199	16	215
LANIER-JAMES EDUCATION CENTER	190	7	197
BAIR MIDDLE SCHOOL	148	22	170
NOB HILL ELEMENTARY SCHOOL	125	3	128
PEMBROKE LAKES ELEMENTARY SCHOOL	101	14	115
SEA CASTLE ELEMENTARY SCHOOL	91	4	95
PARKSIDE ELEMENTARY SCHOOL	81	10	91
LAUDERDALE LAKES MIDDLE SCHOOL	75	11	86
PINE RIDGE ALTERNATIVE CENTER	49	8	57
CYPRESS RUN ALTERNATIVE/ESE	54	2	56
MILLENNIUM MIDDLE SCHOOL	51	5	56
WILLIAM DANDY MIDDLE SCHOOL	27	0	27
PARK LAKES ELEMENTARY SCHOOL	14	10	24
WILTON MANORS ELEMENTARY SCHOOL	16	7	23

Building	Performance Tasks	Literacy Tasks	Totals
SUNSHINE ELEMENTARY SCHOOL	17	2	19
THE QUEST CENTER	17	0	17
ORANGE BROOK ELEMENTARY SCHOOL	16	1	17
ATLANTIC WEST ELEMENTARY SCHOOL	14	1	15
APOLLO MIDDLE SCHOOL	11	0	11
GRIFFIN ELEMENTARY SCHOOL	11	0	11
PASADENA LAKES ELEMENTARY SCHOOL	9	1	10
CORAL GLADES HIGH SCHOOL	5	0	5
PINEWOOD ELEMENTARY SCHOOL	2	2	4
STRANAHAN HIGH SCHOOL	3	0	3
PLANTATION ELEMENTARY SCHOOL	3	0	3
INDIAN RIDGE MIDDLE SCHOOL	2	1	3
MARGATE MIDDLE SCHOOL	2	1	3
FALCON COVE MIDDLE SCHOOL	2	0	2
Total	12,760	891	13,651