## Education 3.0 Inventory

*for [Name], taken on [Date]*

### How many of your students today...

#### Worked on Problems Worth Solving:

- [ ] <25%
- [ ] 26-50%
- [ ] 51-75%
- [ ] >75%

- Worked with a collaborative project group to solve an issue of public interest as well as academic importance.
- Found the concepts in one subject fully coordinated with the topics and assignments of the others.
- Learned the aspects of their subjects actually used in the real world, such as probability and statistics, estimation and measurement in math.
- Worked at a community internship to build elements of character that complement academic work.

#### Collaborated Productively:

- [ ] <25%
- [ ] 26-50%
- [ ] 51-75%
- [ ] >75%

- Worked in a credit-bearing team project group with a faculty coach, during time allotted for this purpose within the school day.
- Met with their peers in spaces designed especially to facilitate small-group project work.
- Used desktop videoconferencing for distance-learning, discussions with subject-matter experts, guest speakers, or remote teachers.
- Discussed with their families the ideas they encountered at school, using the family discussion questions from the school's web site.
- Connected to multilingual, multicultural and international resources, and applied them to their academic projects.

#### Engaged in Self-Directed Research:

- [ ] <25%
- [ ] 26-50%
- [ ] 51-75%
- [ ] >75%

- Effectively searched online sources, determined their authority and reliability, and skimmed the search results to find what they seek.
- Used real-time data from their own digital probes and from sources all over the world to explore issues and solve problems.
- Used an extensive library of electronic texts, tutorials, and online courses that they downloaded to their laptops and iPods.
- Used digital communication technologies to tap the knowledge of peers and online experts.
- Completed much of their academic work – especially their independent and group project work – outside of school hours.

#### Learned How to Tell a Good Story:

- [ ] <25%
- [ ] 26-50%
- [ ] 51-75%
- [ ] >75%

- Employed images, video, music, and animation to bring deeper understanding to their academic work and presentations.
- Borrowed from the school's lending library of devices to make media capture and editing and display possible.
- Published their work to an online multimedia portfolio that provides evidence of learning.
- Presented the results of their work to an audience outside the school, combining oral presentation and digital media.
Employed Tools Appropriate to the Task:

... used digital communication technologies such as instant messaging to work with teachers, peers, and community.

... listened to podcasts on mobile devices, that extended and enhanced their academic work.

... used digital tools such as videoconferencing, shared documents, and learning management systems to get their work done.

... used digital tools to develop animations, videos, presentations, and podcasts that supported their academic work.

Learned to be Curious and Creative:

... identified opportunities to extend their studies in new directions, then applied the necessary tools to get the job done

... were rewarded for discovering new patterns and relationships.

... applied artistic appreciation, composition, and expression to their problem-solving and academic work

... were assigned tasks that expected them to seek out new approaches and design unheard-of solutions.

... ended the day with a sense of wonder and curiosity linked to important academic objectives.

About your school

Number of students:

Number of faculty:

Grades or ages:

Start time and end time:

Graduation rate:

College entrance rate:

College completion rate:

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