

Notice & Wonder Protocol (Revised)

20 minutes

A protocol for looking at work developed by Daniel R. Venables

Purpose: To look descriptively and inferentially at a document.

Roles: *Facilitator, participants, timekeeper

Context (3 minutes)

The presenting staff member gives the context for the work she has shared. Other team members are silent and take notes. *After* the presenting staff member has offered context, she passes out relevant documents for the team to review.

Clarifying Questions (2 minutes)

The team asks clarifying questions of the presenter. These questions should be free of judgement and are asked to provide additional information. Answers to these questions are short, often a single statement.

Notice Statements (5 minutes)

Step 1: Quietly and individually, participants write 2 or 3 **Notice Statements** based on observations they make in the work. These observations must be free of inference, judgement, and speculation; they are factually based from what is *present* in the work. Each Notice Statement starts with the phrase "*I notice that...*" (2 minutes)

Step 2: In turn, each participant reads aloud one new **Notice Statement**, each time beginning with the phrase "*I notice that...*" The process continues until all Notice Statements have been shared aloud, *without discussion*. (3 minutes)

Wonder Statements (5 minutes)

Step 1: Quietly and individually, participants write 2 or 3 **Wonder Statements** about the work. These may or may not relate directly to Notice Statements shared in round 1. Sometimes they offer a suggestion, other times they are merely inquiries to help the presenting teacher think more expansively about her work. Each wonder statement starts with the phrase, "*I wonder why ...*", "*I wonder if ...*", "*I wonder how ...*", or "*I wonder whether ...*" (2 minutes)

Step 2: In turn, each participant reads aloud one new **Wonder Statement**. This process continues until all Wonder Statements have been shared aloud, *without discussion*. (3 minutes)

Small Group Debrief (5 minutes)

The team debriefs the experience they have just shared.

**D214 Multimedia Pathway Advisory Team Meeting
Document #1: Postsecondary Planning**

Where are we HEADED?

Based on **feedback** from not only industry and postsecondary partners, but also the **economic outlook**, **current college course offerings**, and **existing pathway data**, what **updates** should be made to our existing Multimedia Pathway?

Common Dual Credit

Course Title	Partner	Partnering Institution Course Code	Transfer Research
Composition	EIU	ENG1001G	*IAI Gen Ed
Speech	EIU	CMN1310G	*IAI Gen Ed

**State of Illinois guaranteed transferability*

Multimedia Degree Options / Common Coursework

Media	Communication	Journalism	Broadcast/Radio	Advertising / Social Media Digital / PR
Global Media/ Sports Media	Mass Communication	Photojournalism	Production	Advertising
Media Communication	Argumentation & Critical Thinking	Multimedia Journalism	Interviewing	Digital and Social Media Strategy
Photojournalism / Promotional Communication	Communication Research Methods	News Media / Visual Journalism	Visual Reporting	Copywriting, Intro to Public Relations

D214 Multimedia Pathway Advisory Team Meeting Document #2: Illinois/National Economic Outlook

	Employee Education				Annual Median Salary		Illinois Job Outlook		National Job Outlook		
	HS Diploma	Associates or Certification	Bachelors	Masters	Illinois Median Pay	National Median Pay	2018 Jobs in Illinois	Projected 2029 Jobs in Illinois	2019 Jobs Nationally	Projected 2029 Jobs Nationally	Growth
Camera Operators, Television, Video, and Film	18%	61%	15%	No Data	\$47,870	\$57,200	680	700	29,270	33,800	4%
Audio and Video Technicians	25%	20%	43%	No Data	\$43,200	\$47,920	3,110	3,450	91,800	103,100	12%
News Analysts, Reporters, and Journalists	No Data	No Data	Recommended	No Data	\$47,850	\$49,300	1,340	1,160	52,000	46,200	-11%
Broadcast Technicians	17%	43%	27%	No Data	\$35,380	\$43,750	1,400	1,390	32,700	33,700	3%
Film and Video Editors	16%	17%	65%	No Data	\$64,550	\$67,250	390	420	38,300	46,500	22%
Producers and Directors	No Data	No Data	No Data	No Data	\$62,330	\$76,400	3,629	3,700	159,500	175,500	10%
Public Relations Specialists	No Data	No Data	92%	8%	\$58,690	\$62,810	10,650	11,120	274,600	294,300	7%
Broadcast Announcers and Radio Disc Jockeys	10%	10%	55%	No Data	\$29,850	\$36,700	1,180	1,100	40,800	38,700	-5%
Sound Engineering Technicians	19%	22%	22%	No Data	\$41,240	\$53,520	250	250	15,800	16,700	6%
Writers and Authors	No Data	No Data	Recommended	No Data	\$65,580	\$67,120	4,320	4,210	131,200	128,200	-2%
Media Programming Directors	13%	12%	65%	No Data	\$64,500	\$76,400	3,620	3,700	159,500	175,500	10%
Technical Writers	No Data	35%	33%	No Data	\$73,190	\$74,650	1,560	1,600	58,400	62,700	7%
Graphic Designers	No Data	23%	62%	No Data	\$55,170	\$53,380	14,260	14,530	281,500	270,800	-4%
Photographer	28%	20%	No Data	No Data	\$53,230	\$41,280	5,980	4,760	133,500	128,700	-4%
Printing Press Operators	73%	19%	No Data	No Data	\$35,560	\$37,780	9,730	9,350	181,400	157,200	-13%

Sources: US Bureau of Labor Statistics
O*NET

D214 Multimedia Communications Pathway Advisory Team Meeting
Document #3: Technical & Curricula Competencies for Multimedia Communications

Where are we HEADED?

Based on *feedback* from not only industry and postsecondary partners, but also the *economic outlook*, *current college course offerings*, and *existing pathway data*, what *updates* should be made to our existing Multimedia Communications Pathway?

A) Technical & Essential Employability Competencies:

 TOP 10 TECHNICAL COMPETENCY STATEMENTS FOR ARTS AND COMMUNICATIONS	
CREATIVE PROCESS COMPETENCIES	
Creating	Students apply their understanding of idea generation, conceptualization of work, and work plans in order to produce, adapt, refine, and complete work.
Presenting, Performing, & Producing	Students can use their ability to select, interpret, and present artistic work in order to convey meaning and share ideas with an audience.
Responding	Students can use their ability to perceive, analyze, and interpret work in order to evaluate and apply meaning to a creative presentation.
Connecting	Students can use their understanding of how societal, cultural, and historical context influences ideas and works in order to deepen understanding and evaluation of creative work.
Investigation & Research	Students can use their ability to identify and evaluate appropriate content and data in order to apply knowledge, revise, and refine individual works and presentations.
CREATIVE CAREERS COMPETENCIES	
Project Management	Students can use their understanding of setting project deadlines, task-breakdown, and delegation in order to successfully complete projects independently or as part of a team.
Creative Technology & Design	Students can use their understanding of digital technology, cloud computing artistic elements, and composition techniques in order to create, edit, and complete work.
Resource Management	Students can use their understanding the principles of managing, monitoring, and controlling resources including assets, money, and products in order to successfully achieve project expectations.
Brand Identity, Marketing, & Brand Management	Students can use their understanding of developing and adhering to an identity and core message in order to maintain consistency, market, and influence customer and community behavior.
Human Interaction	Students can use their understanding of communication, listening, and collaboration in order to ensure audience, customer, and team satisfaction.

B) Targeting Key Curricula Competencies in Early College Courses:

1. Introduction to Digital Design

INTRODUCTION TO DIGITAL DESIGN <i>Key Competencies</i>	
Principles and Theory of Design	<ul style="list-style-type: none">• Students are aware of intellectual property rights and understand ethics of copyright laws.• Students can demonstrate proficiency in industry-standard software and techniques as a graphic design tool.• Students can recognize and use foundational skills of the digital design industry to employ appropriate processes and design thinking.• Students understand current and future trends in the field of digital design in order to create and prepare for a personal career plan.
Application	<ul style="list-style-type: none">• Students can employ digital equipment and applications to create, manage, modify and present images.• Students can use their ability to identify and evaluate appropriate content and data in order to apply knowledge, revise, and refine individual works and presentations.• Students can apply effective visual design, media integration and layout principles in order to produce a cohesive work.• Students can design solutions to real-world problems by applying design principles and ethics using design thinking to emphasize, define the problem, ideate, prototype, and test.
Communicating a Message	<ul style="list-style-type: none">• Students can create a product that solves creative problems with visual clarity in alignment with audience/client expectations.• Students can critically assess their artwork through self-reflection and visual analysis.• Students can use their understanding of developing and adhering to an identity and core message in order to maintain consistency, market, and influence customer and community behavior.• Students can use marketing research, analytical thinking, and problem-solving techniques to adapt their message and communicate effectively with diverse audiences, including people with varying abilities, cultures, and backgrounds.

2. Multimedia Production

MULTIMEDIA PRODUCTION <i>Key Competencies</i>	
Application of Design Principles	<ul style="list-style-type: none"> • Students can prepare basic planning and design documents for a multimedia program that include a goal statement, program objectives, navigation and layout diagrams, and an audience analysis. • Students can use their understanding of email, keyboarding, word processing, and digital media to convey work that is clear, direct, courteous, and grammatically correct. • Students can demonstrate project and asset management skills in order to organize and archive files logically and effectively. • Students can apply effective visual design, media integration, and layout in order to create well-designed and cohesive multimedia publications.
Analysis of Design/ Message	<ul style="list-style-type: none"> • Students can demonstrate media literacy in order to deconstruct media messages and produce and consume messages responsibly. • Students can identify the claim, data, and appeals in messages in order to deconstruct the quality of others' arguments found in written and a variety of visual forms (i.e. video; website, publications). • Students can use their understanding of how societal, cultural, and historical context influences ideas and works in order to deepen understanding and evaluation of the power, responsibility, and influence of multimedia.
Storytelling	<ul style="list-style-type: none"> • Students can use their ability to select, interpret, and present artistic work in order to convey meaning and share ideas with an audience. • Students can maintain a theme across storytelling elements, including visual aids, in order to maintain consistency in a message. • Students can develop multidimensional characters and plots in order to present compelling stories to diverse audiences. • Students can use research, analytical thinking, and problem-solving techniques to communicate effectively with diverse audiences, including people with varying abilities, cultures, and backgrounds.
Working on a Team	<ul style="list-style-type: none"> • Students can use their understanding of diversity and inclusion to communicate and work effectively across a multitude of abilities, cultures, and backgrounds. • Students can use adaptability, conversational involvement, conversational management, empathy, effectiveness, and appropriateness, in order to achieve appropriate and effective communication with diverse collaborators. • Students can work cooperatively and communicate effectively within a team and through digital collaboration platforms in order to set project deadlines, assign tasks, and meet deadlines. • Students can demonstrate effective conflict management techniques in order to productively manage conflict that leads to consensus-building.

[Resource Document](https://edsystemsniu.org/model-programs-of-study-guides/)

<https://edsystemsniu.org/model-programs-of-study-guides/>

D214 Multimedia Communications Pathway Advisory Team Meeting

Guided Notes: Where are we NOW?

What are the *courses, co-curriculars, and work-based learning opportunities* that are currently available to students in our Multimedia Pathway?

	What I learned is ...	What I still want to know is ...
Introductory Course Stef McCleish & Will Hansen, BGHS		
Media Ethics Kelli Lussow, RMHS		
Interviewing Kevin Modelski, EGHS		
Photojournalism Jason Block & Nicole Stoltz, PHS		

<p>Online Platform Todd Hatfield, JHHS</p>		
<p>Podcasting Jason Block, PHS & Kevin Modelski, EGHS</p>		
<p>Livestreaming Kyle Reinhart, WHS</p>		

Pause & Reflect:

How do the existing courses and opportunities in the D214 Multimedia Pathway prepare students for overall postsecondary success?

Career Pathway Orientation Course

The primary objective of the orientation course should be to advise, confirm and challenge a student's career decision making. This includes providing an understanding of career pathway opportunities and working conditions, education requirements and employment outlook within the field in our community.

Career pathway orientation course objectives:

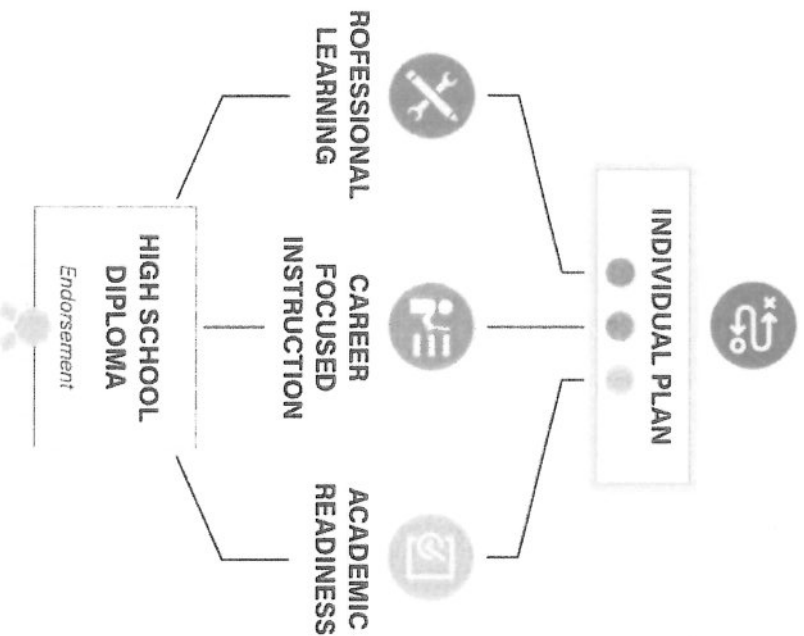
- An exploration of career opportunities and working conditions
- A foundation of knowledge and skills
- Integration of career counseling and advising supports including identification of resources and information on related fields
- Career exploration activities
- Reflection of student's career decision-making point in regards to career cluster identification
- Intentional efforts to represent a diversity of career options and professionals in the career area

Upon completion of an orientation course students should have an in-depth understanding of:

- Sequence of Coursework in Pathway
- Work Based Learning Experiences
- Related Cocurricular Opportunities
- Related Community Service Activities
- Early College Credit Options
- Industry Credential Opportunities
- Postsecondary Education Options
- Postsecondary Employment Opportunities



College and Career Pathway Endorsement Framework



INDIVIDUAL PLAN

Each student completing an endorsement must have an individualized plan, which includes college planning linked to early understanding of career goals, financial aid, resume, and personal statement.

PROFESSIONAL LEARNING

Awareness, exploration, and preparation activities that provide opportunities for students to interact with adults in their workplace

9th	10th	11th	12th
At least 2 career exploration activities or 1 intensive experience		60 cumulative hours of paid or credit supervised career development experience with a professional skills assessment	
At least 2 team-based challenges with adult mentoring			

Through these experiences, a student gains essential employability and technical competencies in their identified sector.

CAREER-FOCUSED INSTRUCTIONAL SEQUENCE

Two years of secondary coursework, or equivalent competencies, that articulate to a postsecondary credential with labor market value. Must include at least 6 hours of early college credit.

9th	10th	11th	12th
Orientation / Introduction			
Skill Development			
Capstone / Advanced Courses			

ACADEMIC READINESS

Ready for non-remedial coursework in reading and math by high school graduation through criteria defined by district and local community college

Multimedia Communication Pathway DRAFT



ORIENTATION

Career and Post-Secondary Awareness

SKILL DEVELOPMENT

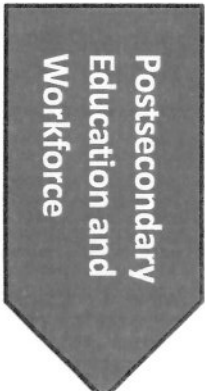
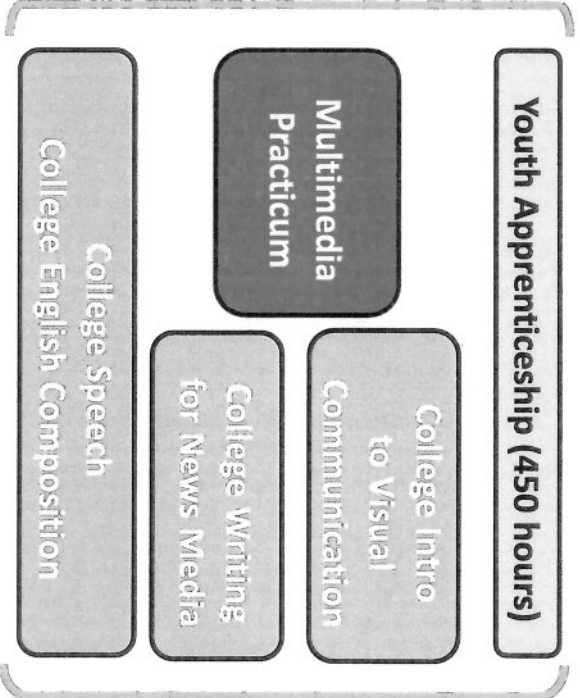
Refinement of career decision making

CAPSTONE

Early College, Certifications, Career Affirmation

POST SECONDARY

Completion Focus



- 12+ Sem Hrs College Credit
- ADOBE Certification
- Editor: Youth Apprenticeship

ISBE Arts & Communication Endorsement