Maker Ed

Stages of Development

Outcomes & Indicator for Educators

Setting Goals

	Getting Started	Exploring & Developing	Implementing & Integrating	Embedding, Sustaining, & Sharing
Goals: Values	Sets goals based primarily on values imposed by external organizations	Sets goals based on the values of the educator and institution	Sets goals aligned to community values, including learners, families, educators, institution and standards	Collaboratively sets goals with their community
Multidimensional Learning	Creates goals around one of the following: content, skill, or mindset	Sets goals that include two of the following: content, skill, and mindset	Sets goals that include all of the following: content, skill, and mindset	Sets goals that include all three categories collaboratively with other educators
Learning Dimensions	Identifies mindsets already present	Uses the Learning Dimensions to set a goal for mindsets for or with youth	Uses the Learning Dimensions to set a goal for all five mindsets for or with youth	Integrates all five Learning Dimensions into mindset goals at a variety of levels

Planning Activities and Lessons

	Getting Started	Exploring & Developing	Implementing & Integrating	Embedding, Sustaining, & Sharing
Approaches	Plans for a single type of learner-driven activity.	Plans learner-driven activities, using at least two of the maker-centered approaches to learning	Plans a variety of learner-driven activities, using the following maker-centered approaches to learning: tinkering to discover, making to learn, application projects, and community impact projects	Leverages a combination of the maker-centered approaches to support deeper learning.
Content integration	Tries out stand-alone making projects	Experiments with making activities to support pre-existing lessons & activities.	Integrates maker-centered learning across content areas.	Integrates maker-centered learning across content to support deeper learning.
Multidimensional Learning	Focuses on one of the following: content, skills, or mindset.	Integrates a second area of focus for learning between content, skills, and mindset	Plans for a balance of learning around content, skills, and mindset.	
Agency Building: Ownership of Learning	Creates activities where learners are led (by educator) through the process of understanding, problem solving, and skill building	Creates activities where learners have occasional opportunities to build understanding for themselves	Creates activities where learners have consistent opportunities to problem solve and build understanding and skills for themselves	Facilitates an environment where learners problem solve and build understanding and skills for themselves
Agency Building: Learner Driven	Learners have opportunities share their values, understanding, and reflection about their learning	Learner values, understanding, and reflections are incorporated into activities	Learners have opportunities to drive the direction of learning based on their values, understandings, and reflections	Learners frequently drive the direction of learning based on their values, understandings, and reflections
Learning Dimensions	Notices where mindset development is present in their activities	Plans for one mindset to show up throughout an activity	Plans for multiple mindsets to show up throughout an activity	Plans activities that support the development of multiple mindsets at a variety of levels
Goals	Plans activities that relate to goals some of the time	Plans activities that are related to goals most of the time	Plans activities in alignment with goals	

Planning Learning Progressions

	Getting Started	Exploring & Developing	Implementing & Integrating	Embedding, Sustaining, & Sharing
Approaches	Plans making activities as seperate from the core learning of a progression	Integrates making into a progression once or twice, often as an application project at the end of a progression	Integrates making throughout a progression to support inital learning, including opportunities to tinker to discover and make to learn	Integrates authentic project, theme, or frame into the entire learning progression
Progressions	Plans a progression of activities based on the learning goals	Plans a progression of activities culminating in an application project	Frames progression through an authentic context or purposeful area of learning (e.g. based on real world contect or community values or interest)	
Agency Building: Collaboration	Designs progressions where most support comes from the educator	Creates a few opportunities during a progression for learners to provide each other with support and inspiration	Creates consistent opportunities throughout a progression for learners to provide each other with support and inspiration	Creates an environment where learners turn to each other for support and inspiration
Learning Dimensions	Notices where the mindset development is present in a planned progression	Plans for the development of one mindset throughout a progression.	Plans a progression that supports the development of multiple mindsets	Plans a progression that supports the development of multiple mindsets at a variety of levels
Goals	Plans a progression of learning that aligns to the goals some of the time	Plans a progression of learning that generally aligns to the goals, but may not return to goals for spiraled learning	Plans a progression of learning that supports learners in continually returning to goals through spiraled learning	

Facilitation

	Getting Started	Exploring & Developing	Implementing & Integrating	Embedding, Sustaining, & Sharing
Techniques	Tries out 1-3 learner-driven facilitation techniques	Regularly integrates 2-3 facilitation techniques; tries out 2-3 additional facilitation techniques	Flexibly and strategically utilizes a variety of classroom facilitation techniques	Flexibly and strategically uses a variety of classroom facilitation techniques in all areas of practice
Agency Building: Ownership of Learning	Notices when learners need extra support to problem solve and build understanding and skills for themselves	Facilitator uses visible thinking strategies and probing questions to support learners as they problem solve and build understanding and skills	Learners use questioning techniques and visible thinking strategies on their own to solve problems and build understanding	Facilitates an environment where learners problem solve and build understanding and skills for themselves
Agency Building: Collaboration	Occasionally gives learners opportunities to share their work and get feedback	Provides consistent opportunities for learners to share their work and give each other feedback and support	Redirects learners to other learners for feedback, guidance, support, and inspiration	Facilitates an environment where learners independently and collectively provide each other with feedback, guidance, support and inspiration.
Learning Dimensions	Notices how facilitation moves support mindset development	Deliberately modifies facilitation techniques to encourage mindset development	Fluidly reacts to environment with facilitation techniques that support mindset development	
Goals	Uses facilitation techniques that do not always support learners to move toward goals	Sometimes aligns facilitation techniques to goals	Consistently and purposefully aligns facilitation techniques to goals	

Documenting and Assessing

	Getting Started	Exploring & Developing	Implementing & Integrating	Embedding, Sustaining, & Sharing
Ongoing	Collects and assesses data at a few points throughout a progression of learning	Collects and assesses data multiple points throughout a progression of learning	Consistently collects and assesses rich data for ongoing understanding of learning and impact on practice	[Support students as they collect ongoing documentation and data as part of a portfolio](#)
Forms of Evidence	Documents and collects data in one or two forms	Documents and collects data in multiple forms	Documents and collects data in multiple forms and sizes integrated into activities and progressions	Documents and collects data in multiple forms and sizes as a part of the learner experience
Multidimensional	Captures data or evidence related to one of the following: content, skill, or mindset	Captures and collects evidence to make visible more than one of the following: content, skill, or mindset	Uses multiple kinds of evidence to assess for content learning, skill-building, and mindset development	
Agency Building: Self-Assessment	Occasionally facilitates learner reflections	Starts to use learner reflection as evidence of learning	Consistently facilitates reflections and self-assessment on progress towards learning	Creates an environment that supports learners to reflect on and assess their own learning in an ongoing way
Learning Dimensions	Notices signs of mindsets in evidence captured	Collects evidence that is aligned with goals set around mindsets	Designs learner reflections or observational protocols in order to assess growth around mindset	Designs assessments of mindsets that support learner reflection and educator ability to observe growth over time
Goals: Values	Designs assessments that are related to goals	Designs assessments that align to goals	Designs assessments that are deeply aligned to and measure growth in goals	Designs assessments that are deeply aligned to and allow learners to measure growth toward goals

Maker Ed is excited to share our educator stages of development, which we hope will provide the maker educator community with common language and practice around making in educational spaces as we all work towards youth-agency, equity and hands-on learning. And thank you to Infosys Foundation USA for supporting us to create this!