

1. Building Collegial attitudes for Inquiry: [Mod2_BuildingAttitudes_Philip_Haitz](#)

Competency: In this assignment I define the challenges of implementing an integrative STEM program that incorporates characteristics of inquiry.

Context: The essential question of this artifact is “what challenges do you face when implementing an integrative STEM program that incorporates inquiry.

Content: I gained new knowledge of the inquiry process and what that looks like in an integrative STEM environment and compared what that looks like to my current classroom practices. I then tried to modify my current classroom practices to look more like an integrative STEM classroom.

Process: I compared what characteristics of an integrative STEM classroom that incorporates inquiry to my current teaching position. I found that inquiry does not fit well in a math curriculum that is data driven and has high stakes testing that is required by the state. I could incorporate bits and pieces of integrative STEM and inquiry where they fit nicely into my math teaching strategies.

Evidence: My reflections serve as evidence of me doing the competency

Connections: I can connect and apply learning from the artifact to my classroom and teaching practices. I could incorporate bits and pieces of integrative STEM and inquiry where they fit nicely into my math teaching strategies.

Leadership Skills: I used critical thinking to reflect on my own teaching style and classroom management skills to determine where I can implement integrative STEM and inquiry seamlessly into my curriculum and daily routines.

Growth and Improvements: I was able to grow professionally by honestly reflecting on my own teaching practices and management style to incorporate integrative STEM and inquiry into my daily routines.

2. Inspiring Divergent thinking: [Mod2_InspiringDiv_Philip_Haitz](#)

Competency: In this assignment I tried several different divergent thinking strategies in my classroom and reflected on the experience.

Context: I was studying divergent thinking strategies and tried implementing them into my classroom. I also reflected on my own use of the strategies and came up with others that I would like to try in my classroom.

Content: I learned about implementing divergent thinking strategies in my classroom to help students build and improve upon their critical thinking skills.

Process: I completed this artifact by doing research online and comparing divergent thinking strategies. I determined which ones were the best fit for myself and my classroom, then implemented them into my teaching practices.

Evidence: My reflections serve as evidence of me doing the competency.

Connections: I can connect and apply learning from the artifact to my classroom and teaching practices.

Leadership Skills: I used critical thinking in the process of completing this artifact.

Growths and Improvements: I grew as a teacher through this artifact as I implemented divergent thinking strategies into my classroom. To continue to improve I need to work on divergent thinking strategies, I came up with some other strategies that I plan to implement into my classroom to improve critical thinking skills of my students.

3. Role of a STEM teacher: [Mod3ImpDES Philip Haitz](#)

Competency: In this assignment I define what the role of a STEM teacher is and what it looks like in the classroom.

Context: I was comparing the qualities of traditional teachers' vs those of STEM teachers and their roles in the classroom.

Content: I learned the difference between learning through STEM practices and traditional learning in the classroom.

Process: I completed this artifact by doing research online, comparing STEM teachers and traditional teacher roles in the classroom.

Evidence: My reflections serve as evidence of me doing the competency.

Connections: I can connect and apply learning from the artifact to my classroom and teaching practices.

Leadership Skills: I used critical thinking and reflection in the process of completing this artifact.

Growths and Improvements: I grew as a teacher by completing this artifact as I began to implement best practices of STEM teachers and shifted my philosophy to that of a STEM teacher.

4. Creativity and Innovation Rubrics: [Mod2_CreativityInnov Philip Haitz](#)

Competency: The competency associated with this artifact is how to teach and measure creativity and innovation using rubrics.

Context: The main focus was how to teach and measure creativity and innovation using rubrics. It also focused on using rubrics for students to reflect and take responsibility for their own learning and having powerful evidence to show learning took place.

Content: I learned that using rubrics one is able to measure creativity and innovation and assign a numerical score to students work based on the rubric. I also learned that rubrics should be provided to students so that they can measure their learning and take some responsibility for their learning.

Process: To complete this artifact. I researched how to measure creativity and innovation using resources provided and did some critical thinking and reflection of my own on how to measure the attributes. I reflected on my own use of rubrics and how students could use them to monitor their own learning.

Evidence: My reflections serve as the evidence of this competency. Through my reflections I prove that I have demonstrated that rubrics along with powerful evidence is the best way to assess creativity and innovation.

Connections: I can connect and apply learning from the artifact to my classroom and teaching practices.

Leadership Skills: I used critical thinking and reflection in the process of completing this artifact.

Growths and Improvements: I have grown from learning about rubrics and powerful evidence that can be used to measure creativity and innovation. I have learned to share rubrics with students so that they can self-monitor their learning and give themselves a numerical score based off of the rubrics.

5. What does it mean to be a STEM-literate citizen? [Mod2 STEMlit Philip Haitz](#)

Competency: In this artifact I reflected on how I was unaware STEM principles were already in place in my classroom as I implanted a new math program that has STEM principles already built into the curriculum.

Context: The focus of this artifact was to implement STEM principles which include the 4C's into my current teaching practices.

Content: I gained knowledge of what it means to be a STEM literate citizen by incorporating STEM principles into my teaching practices without even knowing it.

Process: After reading an article on what it means to be a STEM literate citizen, I reflected on my own teaching and where I can implement and have already unknowingly implemented STEM principles into my classroom practices.

Evidence: My reflections serve as evidence of this competency as I have demonstrated that I know what qualities a STEM Literate citizen should possess.

Connections: Being a STEM literate citizen applies to a way of thinking and problem solving. It is applicable to all subject areas not just the core STEM subject areas.

Leadership Skills: I used critical thinking and reflection in the process of completing this artifact.

Growths and Improvements: I have grown from learning about the qualities of a STEM literate citizen and that the qualities are not limited to the core STEM subject areas. The applications apply to all subject areas and situations where learning occurs.