



ERWIN NATARENO

LEARNING & DEVELOPMENT

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BACKGROUND



10+ years across science teaching and curriculum. Approximately five years of teacher and staff development, including PLC leadership.

TOOLS



Canvas: approximately four years. Schoology: approximately three years. PowerPoint, Google Slides and ClickUp.

EVIDENCE



Actual training excerpts and app captures are labeled. Developing programs and fictional demonstrations are identified separately.

SELECTED WORK

I make complex work easier to learn.

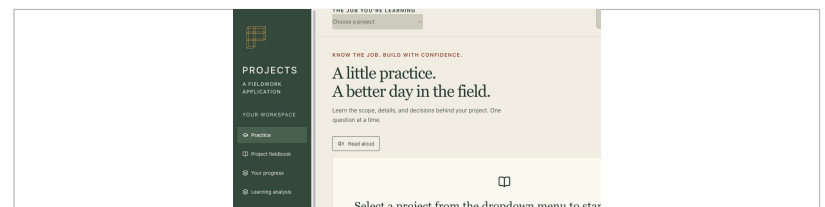
These pages show the materials, decisions and practice behind my work. Each example names my contribution and its current status.

01 / DELIVERED ADULT TRAINING



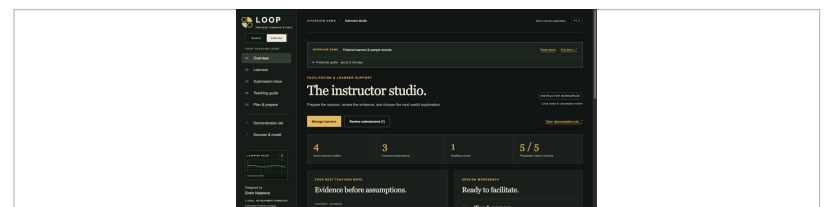
ClickUp: shared habits for daily work.

02 / LEARNING TOOLS IN USE



PROJECTS: practice tied to an assigned job.

03 / INTERACTIVE PRACTICE



LOOP: inspect the reasoning behind a decision.

Also inside: Fieldwork, wastewater learning, program architecture and a new science-teaching demonstration.



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AUDIENCE



Approximately 30 colleagues learning to organize project work and communicate through one shared platform.

CONTRIBUTION



Training design, company-wide facilitation, workflow explanation and practice design.

STATUS



Training delivered. This is an anonymized source excerpt. The broader PC/PM rollout remained separate and incomplete.

CLICKUP TRAINING

Turn a tool into working habits.

Every ClickUp User Has Four Basic Responsibilities

These are the minimum habits that make the system work for everyone.

1

Check your assigned work

Know what you owe and when it is due.

2

Update task status

Keep the project view current without extra meetings.

3

Document blockers

Flag missing information, material, approvals, or access.

4

Attach evidence

Upload photos, files, approvals, or notes when work is complete.

The system is only as accurate as the updates people put into it.

Original training excerpt: four observable responsibilities, rather than a tour of every feature.

THE LEARNING PROBLEM

People need to find assigned work, understand its status, identify blockers and leave evidence the next person can use.

THE DESIGN DECISION

Start with the daily task. Explain the workflow, model an update, then ask the learner to identify where their own responsibility begins.

WHAT I WOULD CHECK

An accurate update with a source, owner and next action. A knowledge check supports recall; ongoing adoption also depends on leadership follow-through and the tool itself.

INSPECT THE SOURCE & TRY A FICTIONAL EXERCISE



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PURPOSE



A personal learning application for the equipment and systems I encounter on wastewater projects.

CONTRIBUTION



Learning concept, content direction, question design and review, visual direction and iterative testing.

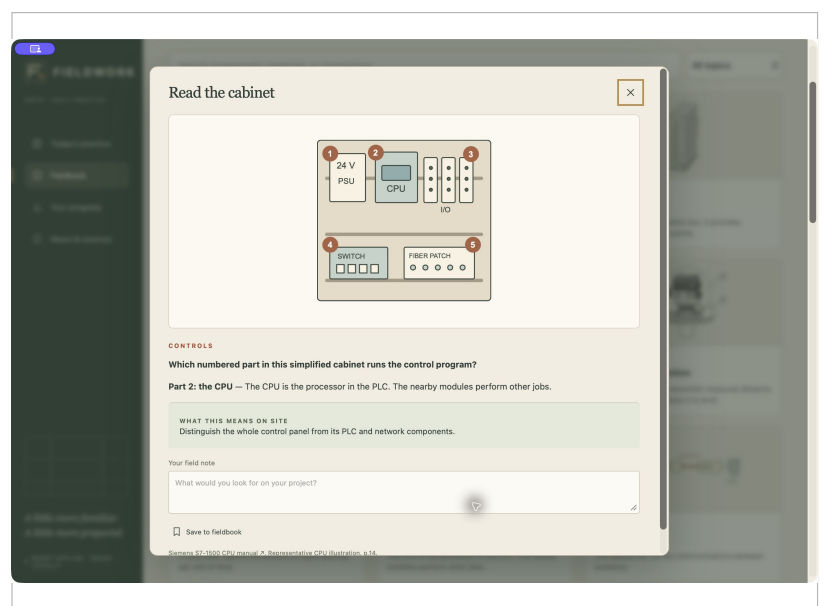
STATUS



Working personal Mac application. AI tools assisted implementation. It is not a certified controls course or operating procedure.

FIELDWORK

Five questions before the next site walk.



Actual app capture: an illustrated cabinet, explanatory feedback, a field observation and a personal note.

HOW IT WORKS

A short round connects recognition with explanation. The learner can return to a visual fieldbook and record something to look for in the field.

WHY I BUILT IT

I wanted a way to make technical learning easier to revisit alongside my project responsibilities. A useful explanation should help someone notice and ask a better question.

EXPLORE FIELDWORK



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AUDIENCE



Employees learning the scope, records and decisions connected with an assigned project.

CONTRIBUTION



Product and learning concept, project-content structure, question review, user-experience direction and iteration.

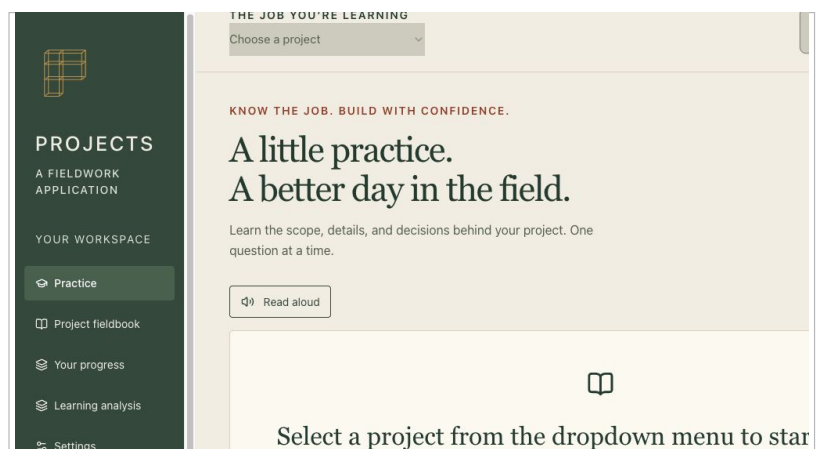
STATUS



Working private learning application; still developing. AI tools assisted implementation. No organization-wide adoption or measured business gains are claimed.

PROJECTS

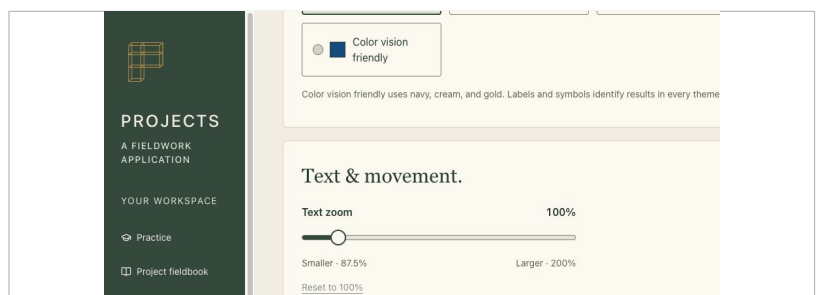
Learn the job you have been assigned.



Actual app capture: project context is selected before project-specific learning.

THE DESIGN CHOICE

Fieldwork builds general familiarity. PROJECTS connects learning to an assigned job, its source records and the questions a learner needs to investigate.



Actual preferences screen: text sizing and color-vision options support access.

INSPECT THE PROJECTS CASE STUDY



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AUDIENCE



Project employees who need to understand how treatment processes relate to equipment, instrumentation, electrical work and controls.

CONTRIBUTION



Learning direction, content organization, visual explanations, assessments and review.

STATUS



Training materials developed; broader program in development. Source excerpts are anonymized, not operational instructions.

WASTEWATER LEARNING

Connect the process to the work.

WHAT ENTERS

Not everything in wastewater should move forward

The influent carries both treatable waste and equipment-damaging material.

REMOVE NOW

- 1 Wipes / rags **SCREEN**
- 2 Trash / plastic **SCREEN**
- 3 Rocks / sand **GRIT**

Headworks decision

What should be removed now – and what should continue to later treatment?

CONTINUE TO TREATMENT

- 4 Organic waste

Dissolved and suspended organic material continues downstream to biological treatment.

Next stop → Aeration

Original slide excerpt: screening and grit removal in the larger treatment sequence.

FROM EXPLANATION TO A DECISION

A visual process explanation leads to a sorting activity. Learners distinguish what screening removes from what grit removal handles, then compare their reasoning with the answer.

CHECK YOUR UNDERSTANDING 1

What belongs to screening vs. grit removal?

Use the visual clues to decide where each item is removed.

Sort these items

- 1 Wipes
- 2 Plastic bottles
- 3 Rags
- 4 Sand
- 5 Small rocks
- 6 Gravel

Question: Which items are caught by the screen, and which settle out as grit?

Pause → decide → advance to reveal

Original activity excerpt: classify the items before the answer is shown.

[VIEW THE ACTIVITY & ITS ANSWER KEY](#)



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NEED



An onboarding path that connects separate materials with role expectations, practice and mentor review.

CONTRIBUTION



Program proposal, curriculum architecture, role-based progression, assessments, reference materials and leadership discussion.

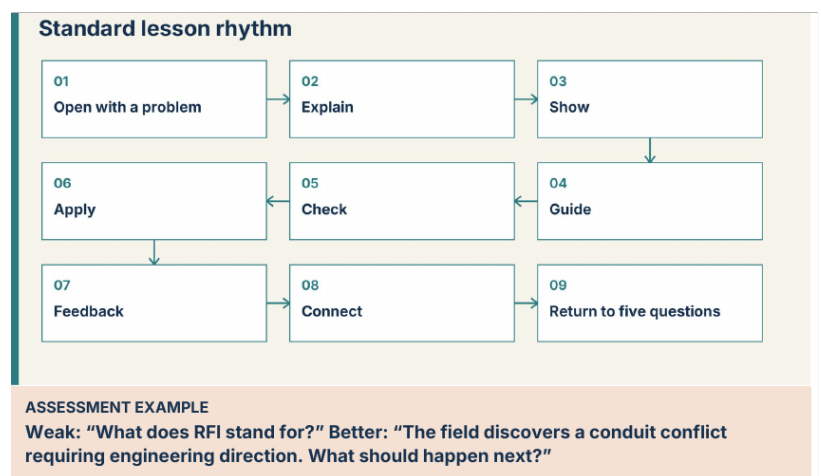
STATUS



EAC Project Delivery Academy is developing and piloting. Source curriculum specification: 103 pages. The full program is not launched.

LEARNING PROGRAM

Give the materials a path and a purpose.



Anonymized source excerpt: a lesson rhythm from the curriculum specification.

SEQUENCE THE LEARNING

Start with a problem. Explain and model the fundamentals. Use guided practice, a check and feedback before asking the learner to apply the idea independently.

MAKE THE EVIDENCE USEFUL

A proposed readiness review examines the work and the explanation behind it. Mentors can identify what needs more practice instead of relying on completion alone.

KEEP THE SCOPE CLEAR

Program architecture and materials exist. Operational rollout, staffing, ownership and sustained measurement remain implementation work.

INSPECT THE ACADEMY DESIGN



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PURPOSE



An independent conceptual learning prototype that makes a learner decision, its evidence and instructor feedback inspectable.

CONTRIBUTION



Learning structure, scenarios, assessment and feedback design, visual direction and review, with AI-assisted implementation.

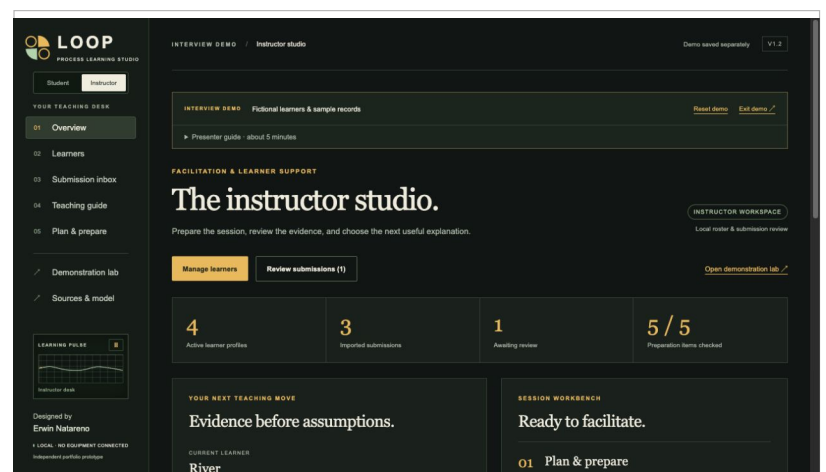
STATUS



Fictional demonstration learners and records. Not a Schneider product, endorsement, real equipment connection or deployed workforce intervention.

LOOP / PRACTICE

See the reasoning behind the answer.



Actual prototype capture. Demonstration content and learner records are fictional.

THE LEARNING DESIGN

A learner works through a conceptual process scenario, makes a decision and explains the supporting evidence. The instructor view helps a reviewer inspect the explanation and give feedback.

WHAT THIS DEMONSTRATES

Scenario-based practice, assessment alignment and reviewable feedback. A working prototype makes the intended experience tangible before a broader program is built.

WHAT IT DOES NOT PROVE

The demo does not establish vendor proficiency, validated controls behavior or measured improvement in employee performance.

TRY THE GUIDED INSTRUCTOR DEMO



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EXPERIENCE



Courses and materials in Chemistry, Physics, IPC, Forensic Science and Physics-in-a-Box. Teacher development in rigor, hands-on learning and cross-disciplinary design.

PRACTICE



Use exit tickets, formative checks, lab responses and informal assessment to locate gaps. Revisit arithmetic, use visual vocabulary and offer sentence stems.

STATUS



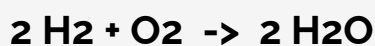
New portfolio demonstration below. Original HISD lesson files are not included. The example is not presented as a historical district artifact or measured learner outcome.

SCIENCE & TEACHERS

Scaffold the skill, then test the transfer.

This compact stoichiometry example shows the sequence I use: check the foundation, model the ratio, then ask for an explanation.

NEW DEMONSTRATION / LIMITING REACTANT



Start: 3 mol H₂ and 1 mol O₂

Need: 2 mol H₂ per 1 mol O₂

O₂ limits the reaction.

Result: 2 mol H₂O; 1 mol H₂ remains.

CHECK THE FOUNDATION

First ask the learner to explain a 2:1 ratio and calculate how much hydrogen one mole of oxygen needs. Model the arithmetic if it is missing.

ASK FOR THE REASONING

Sentence stem: Oxygen is limiting because _____. Next, change the starting amounts and ask for an independent explanation, rather than repeating the same answer.

DEVELOP THE TEACHER, TOO

In professional learning, I would model the scaffold, let teachers adapt it to their own content, then review a learner response together and revise the support.

EXPLORE THE RIGOR & TRANSFER EXERCISE