Implementation Tools

Student Weekly Planning Sheet

Project: Student: Date:

This week I will work on the following products:		
1.	Begin	By myself
	Continue	With_____
	Complete	With_____
2.	Begin	By myself
	Continue	With_____
	Complete	With_____

This week I will carry out the following investigations:		
1.	Begin	By myself
	Continue	With_____
	Complete	With_____
2.	Begin	By myself
	Continue	With_____
	Complete	With_____

End of week reflections: what did I learn?

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Student Product Brief

Project: Student(s):   Date:

What products do I/we want to construct?

What research do I/we need to conduct?

What are my/our responsibilities for this product?

I/we expect to learn the following from working on this product:
I/we will demonstrate what we've learned by:
I/we will complete the product by:

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Student Learning Log

Project: Student: Date:

I had the following goals:

I accomplished the following:

My next steps are:

My most important concerns/problems/questions are:

I learned:

"Student Learning Log" is adapted from materials developed by Autodesk Foundation and Sir Francis Drake High School.

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Student Investigation Brief

Project: Student(s):   Date:

The question(s) I will investigate:	

The data I will collect:	The method of data collection:

Who will do...	What?

How will this investigation take the project to the next step?

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Student Planning Brief

Project: Student(s):   Date:

The overall challenge that defines this project is :

I/we intend to investigate :

I/we need to complete the following activities:

What will I/we do?	How will I/we do it?	Date due

I/we need the following resources and support:

At the end of the project, I/we will demonstrate learning by:

What?	How?	Who and Where?

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Student Presentation Brief

Project: Student(s):   Date:

What will the audience learn from my presentation?
(If group presentation) What part am I responsible for?
My plan to make a successful presentation:

I expect to learn the following from making this presentation:

Specific skills I plan to work on are:

I need the following technology/equipment for my presentation:

I need the following visual for my presentation:

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Research Log

Project: Student: Date:

Source Record Complete Citation	Note **Describe What You Learned**

"Research Log" is adapted from The Big Picture Company, **The New Urban High School: A Practioner's Guide** *(Providence, Rhode Island: United States Department of Education, 1998).*

Project Milestones

Project: Student: Date:

Milestone	Due Date	Completed
		☐
		☐
		☐
		☐
		☐
		☐
		☐
		☐
		☐
		☐
		☐
		☐
		☐
		☐
		☐
		☐

Implementation Tools

Progress Report
Following an Investigation

Project: Student: Date:

I investigated:

I performed the following steps:

I found out that:

I learned how to do the following things:

As a result of my investigation, I think we should make the following changes in the project:

Groups

Grouping Strategies

Grouping decisions involve the size of the groups, who is in the group, the roles assigned to different group members, and the tasks assigned to the groups themselves.

Different project activities lend themselves to different grouping arrangements. Some activities may best be accomplished by students working by themselves. Other activities may lend themselves to students participating in pairs, in small groups, or as a whole class. Grouping decisions should reflect the nature of the activity and the learning goals envisioned. For example:

Group Size Considerations

SIZE OF GROUP	BEST USES
Individuals (students working alone)	Learning (and teaching) fundamental skills. Researching in the library or on the Web.
Pairs	Providing one-on-one feedback, editing, peer assessment Providing one-to-one support or training
Small Groups	Working on tasks that have multiple dimensions or steps. Sharing perspectives or reaching consensus.
Mid-Size Groups	Holding discussions, debates, role play activities
Whole Class	Presenting orientations, debriefings, progress checks

The location of project activities also influences the size of groups. In many projects, each major activity might have a different location. For example:

Potential Project Sites

LOCATION	USEFUL FOR
In-class	Orientation, coordination, group work, etc.
Home	Generating ideas, revising work, reading, note taking
Library	Research, reading, using technology
Other classroom	Presenting, getting feedback, gathering data
Community	Gathering data, observing, interviewing, collaborating
With mentor	Modeling, getting advice, getting feedback
With electronic partner	Collaborating, sharing information, getting feedback

Groups

Group Observation Checklist

Project: Group Members: Date:

Observe a group for five to ten minutes. Check the boxes that best describe group member participation.	All Members	Most Members	Some Members	Few Members	Not Applicable
When starting a new task, group members:					
Agree on an agenda or plan	☐	☐	☐	☐	☐
Begin work promptly	☐	☐	☐	☐	☐
Get out project materials	☐	☐	☐	☐	☐
Figure things out without teacher assistance	☐	☐	☐	☐	☐
Share responsibilities	☐	☐	☐	☐	☐
When conducting research, group members:					
Consult primary sources	☐	☐	☐	☐	☐
Take notes	☐	☐	☐	☐	☐
Have relevant conversations	☐	☐	☐	☐	☐
Evaluate the significance of new information	☐	☐	☐	☐	☐
Stay on task	☐	☐	☐	☐	☐
When discussing project work, group members					
Ask clarifying questions	☐	☐	☐	☐	☐
Give each other a chance to speak	☐	☐	☐	☐	☐
Make decisions efficiently	☐	☐	☐	☐	☐
Record decisions and plans	☐	☐	☐	☐	☐
Share essential information	☐	☐	☐	☐	☐
Stay on task	☐	☐	☐	☐	☐

Groups

Group Contribution Self-Assessment

Project: Student: Date:

I have contributed to group progress in the following way:
In this group, it is hard for me to :
I can change this by :
I need to do the following to make our group more effective :

Groups

Group Learning Log

Project: Group Members: Date:

We had the following goals:
We accomplished:
Our next steps are:
Our most important concerns/problems/questions are:
We learned:

"Group Learning Log" is adapted from materials developed by Autodesk Foundation and Sir Francis Drake High School.

Evaluation and Reflection

The Fishbowl Method

1. Arrange students in a large circle.

2. Place a smaller circle of five to seven chairs in the center of the larger circle.

3. Have selected students sit in the inside circle. Keep one chair vacant.

4. Students in the inner circle discuss the outcomes of the project. The audience in the outer circle listens. The vacant chair is for any member of the audience who wants to join the discussion to add a comment or ask a question. Once the comment has been made or the question asked, the participant returns to the audience so that another member of the audience may join the inner circle.

Note that the fishbowl method can also be used for project planning or other tasks that require a group discussion.

Evaluation and Reflection

End-of-Project Self-Assessment

Project: Student: Date:

I completed the following tasks during the project:

As a result, I learned the following:

About the subject matter

About working in a group

About conducting an investigation

About presenting to an audience

About

I learned that my strengths are:

I learned I need to work on:

I would make the following changes if I were to do the project again:

Sample Letter to Parents

Date_____

Dear Parents,

I am writing t tell you about an innovative learning experience we are about to undertake in (*name of teacher, period, and class*). Your son or daughter will be participating in a project entitled (*name of project*). We will be working on this project for approximately (*duration*) weeks.

The purpose of this project is to (*project purpose*). Your student will be involved in the following activities (*researching in the library, interviewing community members, preparing an oral presentation, using the Web to communicate wit students in other countries, etc.*).

At the conclusion of the (*name of project*), students will present to the public what they have learned. This presentation will take place in the (*location*) and is scheduled for (*date*) at (*time*). We hope you will be able to attend.

Project work requires more resources than traditional teaching. It would be a great help if parents could contribute the following items (*art supplies, city maps, refreshments, expertise, etc.*).

Please contact me if you have any questions about the (*name of project*). My telephone number at school is (*number*). The best time to call me is (*time*). My e-mail is (*teacher@school.org*).

Sincerely,
(*Name of Teacher*)

(*Note: If parent permission is needed, it can be solicited below.*)

I give my permission for my son/daughter

_____to participate in the (*name of project*).
(print name of son or daughter)

_____Date_____
(signature of parent/guardian)

**Parental permission is necessary before
your student can participate in this project.**

Please return to (*teacher's name*) **by** (*date*)

Tuning Protocol

1   Choose two groups of four to five students each. These should be groups of students who have worked together on a project or on one aspect of a project.

2   Group A presents, outlining vision, project activities, and outcomes. Group B listens without responding or questioning (*seven minutes*).

3   Group B asks *clarifying* questions (*four minutes*).

4   Group B pauses to reflect on "warm" and "cool" (warm is positive, cool is critical) questions to ask (*two minutes*).

5   Group B discusses what they have heard among themselves, offering warm feedback. Group A takes notes and does not respond (*four minutes*).

6   Group B discusses what they have heard *among* themselves, offering cool (no cruel) feedback. Group A takes notes and does not response (*four minutes*).

7   Group A responds and engages in open conversation with Group B (*four minutes*).

This method can also be used with three groups. Groups rotate until all three groups have presented and have received feedback. Times can be adjusted according to the needs of the groups, but each step is important.