

P R O J E C T D E S I G N : O V E R V I E W

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Name of Project: Students reflecting as learners

Duration: year long,
in 2 sections, fall and
spring.

Subject/Course: all students

Teacher(s): all

Grade Level: all

Other subject areas to be included, if any:

**Key Knowledge and
Understanding**
(CCSS or other standards)

1.3 - Continuous Improvement — Leaders use assessments, data systems and accountability strategies to monitor and evaluate progress and close achievement gaps.

3.1 - Operational Management — Strategically aligns organizational systems and resources to support student achievement and school improvement.

4.1 - Family, Community and Stakeholder Engagement — Uses professional influence to promote the growth of all students by actively engaging and collaborating with families, community partners and other stakeholders to support the vision, mission and goals of the school and district.

4.2 - School Culture and Climate — Establishes a positive climate for student achievement, as well as high expectations for adult and student conduct. (*Connecticut Leader Evaluation and Support Rubric 2017*)

SL.11-12.1a - Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas

SL.11-12.1b - Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed

SL.11-12.1d - Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

W.9-10.1 - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.9-10.6 - Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

W.11-12.7 - Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

(*CONNECTICUT CORE STANDARDS ENGLISH LANGUAGE ARTS, 6–12 STANDARDS PROGRESSION*)

Success Skills (to be taught and assessed)	Critical Thinking/Problem Solving	X	Self-Management	X
	Collaboration	X	Other:	
Project Summary (include student role, issue, problem or challenge, action taken, and purpose/beneficiary)	Students will use data collected from their formative and summative performance exams, progress report and report cards and other sources (teacher conversations etc)...to analyze and reflect upon their strengths and weakness as a student in all of their school courses. Students will determine areas in need of further growth developing a personalized action plan to improve over the course of the school year. Students will share their action plans ongoing with their advisory teacher, classroom teachers and parents. Action plans for improvement will become part of the classroom discussions among teachers and students. The purpose of this plan is for students to monitor their own learning and reflectively provide suggestions for making positive change with their academics. Students will take more ownership for their learning throughout this process. An additional goal is to eliminate the need for students to participate in costly summer credit recovery through closely monitoring their progress throughout the year.			
Driving Question	“How can students track their progress as learners in school in order to take actionable steps to be more successful students, reaching their maximum potential in all courses?”			
Entry Event	Students will choose 1-2 song to listen to from the follow song list . Class discussion: what do these songs have in common? What challenges have you faced in the past and how have you overcome these challenges? What do you think we will be focusing on? Then share driving question with students.			
Products	Individual: - Collaboration Rubric for PBL - Journals - Exit Slips - Critical Thinking Rubric for PBL	Specific content and competencies to be assessed: Speaking and Listening SL. 11-12.1a, SL. 11-12.1b, SL. 11-12.1d, SL. 11-12.3 Writing W. 9-10.1, 9-10.6		
	Team: - Collaboration Rubric for PBL - Action Plan Draft 1 (gallery walk) - Action Plan Draft 2 (charrette protocol)	Specific content and competencies to be assessed: Speaking and Listening SL. 11-12.1a, SL. 11-12.1b, SL. 11-12.1d, SL. 11-12.3 Writing W. 9-10.1, 9-10.6		

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Making Products Public (include how the products will be made public and who students will engage with during/at end of project)	<p>Students will share their data, results, and conclusions with their teachers and parents twice per year in a formal setting during student lead conferences.</p> <p>Students will have the option of sharing their action plans with other students who may be struggling with the same situations.</p>
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Resources Needed	<p>On-site people, facilities:</p> <ul style="list-style-type: none"> Time - Students will need time to check in on their progress and analyze data. Time for students could be provided during Tuesday advisory days, on a rotating basis. (bi-weekly)
	<p>Equipment:</p> <ul style="list-style-type: none"> Laptops – students to access grade, to store information and notes in folder (portfolio online), and to use as a journaling tool through the use of google documents.
	<p>Materials:</p> <ul style="list-style-type: none"> Guidance and administrators to print student grades, and attendance for all students individually, multiple times per year in order to give students access to hard paper copies of data.
	<p>Community Resources:</p> <ul style="list-style-type: none"> Parent/community liaison to communicate student lead conference dates and remind parents and students of work that needs to be completed. Communication can be online (school website) and through the use of weekly newsletter.

Reflection Methods (how individual, team, and/or whole class will reflect during/at end of project)	Journal/Learning Log	X	Focus Group	
	Whole-Class Discussion	X	Fishbowl Discussion	X
	Survey	X	Other: Conversations with teachers and parents	X

Notes:

PROJECT DESIGN: STUDENT LEARNING GUIDE

Project: Students reflecting as learners

Driving Question: “How can students track their progress as learners in school in order to take actionable steps to be more successful students, reaching their maximum potential in all courses?”

Final Product(s) Presentations, Performances, Products and/or Services	Learning Outcomes/Targets knowledge, understanding & success skills needed by students to successfully complete products	Checkpoints/Formative Assessments to check for learning and ensure students are on track	Instructional Strategies for All Learners provided by teacher, other staff, experts; includes scaffolds, materials, lessons aligned to learning outcomes and formative assessments
Individual I can develop an action plan to improve my learning process as a student, allowing me to be more successful in school. W.11-12.7	I can work with my peers to make decisions as to how to adjust my action plan to make it more effective. SL.11-12.1b I can respond thoughtfully to my peers to help them improve upon their ideas. SL.11-12.1d I can write arguments using data to support areas in need of growth, using relevant and sufficient evidence. W.9-10.1	1. Collaboration Rubric for PBL (individual) p.81 2. Critical Thinking Rubric for PBL (individual) p. 83	Presentation Rubric : to use if students plan to share their work with others
	I can write arguments using data to support areas in need of growth, using relevant and sufficient evidence. W.9-10.1 I can use technology to produce, and update my journal entries, showing information in a flexible format. W.9-10.	1. Journal Entries 2. Exit Slips 3. Entry and Exit Surveys	1. Teacher guides students through entry survey 2. Discussion of survey results from perspective of teacher 3. Teacher models journal entries 4. Students complete journal entries 5. Students to complete exit survey upon completion of program
Team I can help others to improve upon their action plans and accept feedback from my peers as to how to improve my own work. SL.11-12.1d & SL.11-12.1b	I can come to discussions prepared having researched my personal data ready to engage in discussion with my peers and exchange ideas with one another. SL.11-12.1a	1. Collaboration Rubric for PBL (group and teacher assessed) p.79 2. Conversations & share outs	1. Students create a draft of action plan. 2. Students share their ideas with one another, asking for feedback to improve upon their projects. <i>This process can be repeated multiple times.</i>
	I can work with my peers to make decisions as to how to adjust my action plan to make it more effective. SL.11-12.1b I can respond thoughtfully to my peers to help them improve upon their ideas. SL.11-12.1d	1. Action Plan draft 1 (peer feedback via charrette protocol) additional reference 2. Action Plan draft 2 (peer feedback via gallery walk) gallery walk video reference	1. Students participate in the charrette protocol to make their plans more effective and to help others. 2. Students participate in a gallery walk to make their plans more effective and to help others.

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Project:			Time Frame:	
W e e k 1	W e e k 2	W e e k 3	W e e k 4	W e e k 5
Students complete entry survey at home the night before (posted online). Students and teacher discuss project plan and question as well as results from survey. Students have time to brainstorm areas of strength and areas in need of growth. Data given to students to review and think about.	Teacher models appropriate journal entry. Student writes their first journal entry, using data.	Student writes journal entry 2.	Student writes third journal entry 3. Start Draft of action plan	Charrette Protocol Journal entry 4 to be written at home before next week's meeting
NOTES:				
W e e k 6	W e e k 7	W e e k 8	W e e k 9	W e e k 10 - 14
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NOTES:				
Continue Draft of action plan Journal Entry 5 to be written at home before next week	Continue draft of action plan Journal Entry 6 to be written at home before next week	Gallery Walk using current action plans Journal Entry 7 to be written at home before next week	Finalize action plan Journal Entry 8 to be written at home before next week	Week 10-13 Utilize action plan putting into practice. Each week student writes a new journal entry new journal entries 9, 10, 11 & 12. Week 14 – Final reflection / survey and presentations to other students Then restart process (back to week 1)

Project Assessment Map

