Teacher Journal/Anecdotal Notes

What Worked:

-Career clusters traits were helpful in offering guidance

-Student project managers—helpers did a great job in assisting others

-Most (80%) enjoyed the research and personality test.

-Class Exit Survey: Was this beneficial?: 88% (16/18). Did you learn something about what you wanted to do?: 83% (15/18). Class 2: 22/23—96%; 21/23—91%, respectively.

-For most, the pacing was fine.

-Seemed to be about the same amount of redo after reviewing student work. Several (4 out of the two classes required 3 reviews to meet the critera. I would guess that over 85% of the students got it in the first review with the others requiring 2

What Did Not

-Weblinks: some tricky for some students—control/right mouse click

-This execise was done with softcopy files—all previous projects done with hard copy. Thought they would like the weblinks and paperless views. Some did, others did not.

-Difficulty understanding what a trait

-Difficulty taking the individual test and understanding the results

-Difficulty in taking the notes and copying them to a word file

-Project description confusing/too long for some

- -Too accelerated on the PPT and Word demonstration in the scaffolding

-Keyword searches were good for most. Sped and ESL had problems

-Difficulting presenting, did not project well, read from the slides

-Did not follow the design concepts of CRAP and DEAPR—random order, too much text.

-pictures pixilated—did not get the best pictures.

-Some websites for test did not work—just came up with them. Need to have backups

-Some jobs that were recommended were over the heads of the students (actuarian, Chemical Engineer, etc.).

-Some students seemed overwhelmed—sped and ESL, slower learners

-Sometimes the results did not match what the students really wanted to do

-Sometimes the matches came back with nothing—upsets some students feeling they were not smart enough to do anything.

-Some had difficulty following the Project description

Improvements/Modifications:

More time—3-4 class blocks, if I teach this as a culminating classroom activity. More model, coach, fade. Increased scaffolding with more “mini projects” that will lead up to a larger, more comprehensive. Cut down on the number of test sites. Try to find sites that are more age appropriate with traits or get a list for the students with some simplified traits. Piece meal the steps. Different break down for differentiation of SPED, ESL. This project is designed to be a second quarter (more experience under their belts, better act directions, copy/cut/paste/searching).

-Performed as a whole class, normally done by individual student paced progress. and a per student basis (ie every 4 lessons, students do a lesson). This keeps the number of students in class doing projects to 5. Much easier for me to manage. Ease frustration on students. Made classroom management difficult. I prefer more detailed one on one more time. With 18 students doing this, difficult--3 managers.

-Offload more to students managers or class as a whole. Example: when I would tell a student to do something, check for understanding, they would not….I would leave and they would ask a neighbor the same, repeat the same solution but the student would process better.

Check point Rubric—ensures students are making the proper progress. Serves as a preliminary check list to cursorily check that the students are following the Project Desription

1. Traits—more details, less details
2. Slides—5 slides follows the formatting details

Overall Rubric: See project—add them in the project description C-RAP and DEAPR

Key issue: Measuring Learning 1) measuring learning—self assessment exit survey results are hight; 2) empirical grading results analysis—those that got higher grades on the check point, on average, earned higher grades. Those that received lower marks, on average, tended to get lower grades. May seem common sense but now there is data to back this up, in this case; 3) Students in both classes tended to do better as the project went on (i.e. they scored successively higher on teach as this project progressed (see results), percentage increase calculation.

Hypothesis--What will be proven: Rubric for Learning (see if those that had higher presentation grades vs. Trait start is what WILL BE proven)…..Step by step learning occurance (better over time?)