Career Pathways
PBL Leadership Academy

Spring Leadership Institute

PBL Planning Resources

Please use the following documents to develop curricula, drive staff meetings, and as common resources. Please share these with colleagues.

Modular Project Planner

Projects typically feature many—or likely, all—of the following elements. Some beg to be at the beginning of a project, others are likely found towards the end, and others are used throughout.

Project Launch	
An engaging, active experience with multiple entry points for diverse learners that invites multiple perspectives and fosters diverse, innovative thinking.	*My ideas…*

Essential Questions	
Open-ended questions—relevant to academia, students' lives and the world beyond school—expressed in student-friendly language and encourage diverse thinking and further inquiry.	*My ideas…*

Brainstorming	
Students and teachers collaborate to generate and share important ideas and to save and post their creativity, plans, concepts, suggestions, questions and more for future inspiration.	*My ideas…*

Critique	
Students and teachers use structures to regularly analyze work samples for meaning, the principles that contribute to their effectiveness, to identify important learning targets.	*My ideas…*

Drafting & Revision	
Students and teachers generate multiple iterations of their work informed by critique, models, or instruction, in a trajectory towards increasingly meaningful and beautiful work.	*My ideas…*

Exhibition	
Bring student work into the "real world" to share work with important community members and to foster meaning by putting student work in the position of serving others.	*My ideas…*

Assessment	
Projects lend themselves to multiple forms of assessment, and assessment is informative, reflective and collaborative.	*My ideas…*

Reflection	
Students and teachers look at their work and ask questions designed to foster thoughtful, deliberate practice.	*My ideas…*

Throughlines
Concepts deliberately woven into the fabric of HTH projects & practices.

Voice & Choice
Projects are designed to include student, parent & community voice in the co-design of educational experiences

- How are students included in the project planning processes?
- How are parents invited into the various processes of the project?
- How are community members or experts used in planning, critique or revision of student work?
- How might students, parents, community members and experts be included in assessment?

Equity & Diversity
Projects are designed to provide access and challenge for all students to engage in meaningful work. Projects are designed to value a wide range of perspectives, skills, knowledge, content, and products.

- How will struggling students access this work?
- How will all students find moments of challenge in this work?
- How are meaningful connections created for all students with peers, experts and teachers?
- What are different ways in which students may shine in this project?

Reflective Practice
Projects are designed to foster thoughtful, deliberate practice.

- How are opportunities created for students and teachers to collect their thoughts about their work?
- How does this project foster collegial relationships designed to help students and teachers meditate on their experiences?
- How might reflections be incorporated in assessment?
- How are reflections incorporated in the thoughtful development of deliberate practice?

Passion
Projects are designed to tap into students' and teachers' personal questions, values, and passions.

- Why is this work important?
- What makes this work authentic?
- How might students and teachers engage in deep inquiry through this project?
- Where will the project live after the exhibition is over?

Student-Centered Project Planner

What is the enduring understanding sought through this project?
What is most important to teach and learn? What are the essential questions?
Write one or two ideas here.

What is important to know and/or do?
What are good things for the students to practice?
Write three to five things here.

What is worth being familiar with?
What are good things for the students to see, hear about and/or try? What are students exposed to through this project?
Write as much as you like here.

Six A's of Project-Based Learning

Adapted from *Real Learning, Real Work*, by Adria Steinberg

Routledge, New York, NY, 1998

Academic Rigor

Projects address **key learning standards** identified by the school or district and helps students develop **habits of mind and work** associated with academic and professional disciplines.

- Does the project lead students to acquire and apply knowledge central to one or more disciplines or content areas?
- Does the project challenge students to use methods of inquiry central to one or more disciplines (e.g., to think like a scientist)?
- Do students develop higher order thinking skills and habits of mind (e.g., searching for evidence, taking different perspectives)?

Authenticity

Projects use a **real world context** (e.g., community and workplace problems) and address **issues that matter** to the students.

- Does the project emanate from a problem that has meaning to the student?
- Is it a problem or question that might be tackled by an adult at work or in the community?
- Do the students create or produce something that has personal and/or social value beyond the school setting?

Applied Learning

Projects engage students in **solving semi-structured problems** calling for competencies expected in **high-performance work** organizations (e.g., teamwork, problem-solving, communication, etc.).

- Does the learning take place in the context of a semi-structured problem, grounded in life and work in the world beyond school?
- Does the project lead students to acquire and use competencies expected in high performance work organizations (e.g., teamwork, appropriate use of technology, problem solving and communication)?
- Does the work require students to develop organizational and self-management skills?

Active Exploration

Projects **extend beyond the classroom** and connect to work internships, field-based investigations, and community explorations.

- Do students spend significant amounts of time doing field-based work?
- Does the project require students to engage in real investigations, using a variety of methods, media and sources?
- Are students expected to communicate what the are learning through presentation and/or performance?

Adult Connections

Projects **connect students** with adult mentors and coaches from the wider community.

- Do students meet and observe adults with relevant expertise and experience?
- Do students have an opportunity to work closely with at least one adult?
- Do adults collaborate on the design and assessment of student work?

Assessment Practices

Projects involve students in **regular exhibitions and assessments** of their work in light of personal, school and real-world standards of performance (e.g., internships, field-based investigations, and community explorations).

- Do students reflect regularly on their learning using clear project criteria that they helped set?
- Do adults from outside the classroom help students develop a sense of real world standards for this type of work?
- Will there be opportunities for regular assessment of student work through a range of methods, including exhibitions and portfolios?

PROJECT DEVELOPMENT EXPRESS

PROJECT NAME:

ESSENTIAL QUESTION:

PRINCIPLE	DESCRIPTION	IDEAS & PROJECT ELEMENTS
ACADEMIC RIGOR	Projects address key learning standards identified by the school or district and helps students develop habits of mind and work associated with academic and professional disciplines.	
AUTHENTICITY	Projects use a real world context (e.g., community and workplace problems) and address issues that matter to the students.	
APPLIED LEARNING	Projects engage students in solving semi-structured problems calling for competencies expected in high-performance work organizations (e.g. teamwork, problem-solving, communication, etc.).	
ACTIVE EXPLORATION	Projects extend beyond the classroom and connect to work internships, field-based investigations, and community explorations.	
ADULT CONNECTIONS	Projects connect students with adult mentors and coaches from the wider community.	
ASSESSMENT PRACTICES	Projects involve students in regular exhibitions and assessments of their work in light of personal, school and real-world standards of performance.	

Adapted from *Real Learning, Real Work* by Adria Steinberg

BACKWARDS PLANNING FOR PBL

Planning Backwards—Part 1: **Vision**

1.   YOUR VISION OR PROJECT "SEED"

What do you want students to create, build, or do? *List ideas of final products:*	What will the students learn?
Who is the authentic audience for your students' work?	Where will your products "live" after the project ends?

2.   PURPOSE & ENGAGEMENT

Why does this work matter? What is authentic about this project? What will make students excited to come to school every day to participate in this project? How will this work make a positive difference?

How will you launch your project? Will students develop and/or discover the essential question at this time?

3.   YOUR ESSENTIAL QUESTION
What is your essential question? (Teacher-driven or student-driven?)

1.   ACADEMIC CONTENT
What specific ACADEMIC CONTENT will the students learn? How will they learn it?

CONTENT GOALS (Include Standard Number)	How?

Opportunities for INTERDISCIPLINARY COLLABORATION

CROSS-CURRICULAR COLLABORATION	How?

2.   LITERACY
What will students READ?

What will Students WRITE?

DIFFERENTIATION:

	Reading Supports:	Writing Supports:
Special Needs/IEP		
English Learner		
Ready for Challenge		

REFLECTIVE QUESTIONS:
Use these reflective questions at any time to reflect on the design and implementation of these educational experiences.

Voice and Choice:
● How are these experiences designed to include student, parent, and community voice in the co-design of educational experiences?

Equity and Diversity:
● How are these experiences designed to provide access and challenge for all students to engage in meaningful work?

● How are these experiences designed to value a wide range of perspectives, skills, knowledge, content, and products?

Reflective Practice:
● How are these experiences designed to foster thoughtful and deliberate practice?

Passion:
● How are these experiences designed to tap into students' and teachers' personal questions, values, and passions?

Language Arts

Content & Experiences	Products

History

Content & Experiences	Products

Technology

Art

Language

Other

Essential Question

Science

Content & Experiences	Products

Math

Content & Experiences	Products

Developed by
Jesse Wade & Janel Holcomb

High Tech High
San Diego, CA

July 11, 2006

PBL Planner with HTH Design Principles

Personalization	**Adult World Connection**
• How is student voice incorporated into this project?	• What is the real world application for this project?
• How will strong students be challenged by this work?	• Who is the audience for this project?
• How will struggling students be supported?	• How will you connect adults (and professionals) from outside of the school with this work?
• How will ELL students and those with IEPs access this work?	• How will this work be displayed and showcased?
Common Intellectual Mission	**Teacher as Designer**
• What content will students learn in this project?	• What makes this work important?
• What type of original research will students conduct?	• What opportunities for interdisciplinary collaboration exist?
• How will the products allow students to demonstrate their learning?	• How are you bringing your passions to this work?
• How will students transform knowledge through this work?	• How are you using planning time to shape this project?

PBL Planning—The Basics!

Essential Question	Content Knowledge & Skills*
• An open-ended question that invites diverse, innovative thinking.	• How will students master core academic content? • How will students think critically and solve complex problems? • How will students work collaboratively? • How will students learn how to learn? • How will students develop academic mindsets? *These are the deeper learning competencies, as articulated by the Hewlett Foundation*
Exhibition	**Assessment**
• What will students make, build and do in this project? • How will work be showcased in the community? • How will this work have a life beyond the classroom? • How will this work serve a need in the community?	• How is assessment informative? • How are assessment practices reflective? • How are assessment practices collaborative?

Levels of Support for Beautiful Work
Thank to Ron Berger, Expeditionary Learning

1. **Assignment:** Make a poster showing what you have learned about ancient Greece.
   What kind of work might you expect from students?
   What else would they need?

2. **Name of components** of the product: Your poster has to be 2 ft. by 3 ft. It must represent culture, politics, religion, or architecture. There must be a title and captions for each illustration or photo explaining why it is important. There has to be a map of ancient Greece. There has to be an example of how that aspect of ancient Greece affects out culture today, etc.
   How might this poster be higher quality than the first one?
   Would describing the components be enough?

3. **Characteristics of a quality poster** (or whatever format you use): Has to be organized; balanced; good use of color; effective use of space; creative; pleasing to the eye; effective use of border, etc.
   How would this help increase the quality?
   What else would be needed?

4. **Models** of strong and weak work to be able to picture what quality looks like: what does "organized" look like? Balance? How can color enhance meaning? What is effective use of space? What does "creative" look like? How can you use the border?
   How would this increase quality?
   Would it be enough?

5. **Design rubric** describing different levels of quality. Look at student work and professional models to name the attributes of weak and strong work. Identify 4, 3, 2, and 1 levels.
   What does this add?
   What else would students need?

6. **Mini-lessons and workshops** to teach skills needed to complete the product. Lessons on organization, determining importance, balance and color, word choice, sentence fluency, etc.
   Is this enough?
   What else?

7. **Self-assessment.** They need to assume some responsibility for their own learning. They can assess themselves on the rubric.
   What else?

8. **Feedback** from others. We have to teach them how to give effective feedback, based on the rubric, that is kind, helpful, and specific.
   Enough?

9. **Multiple drafts.** Students need to focus revision on one aspect at a time. Each revision followed by some sharing for feedback.
   Surely this will produce the highest quality of work. No?

10. **Conference** with teacher. Now student is ready for feedback from the teacher, before they produce the final draft.
    Enough!?

11. **Exhibition.** Public display of work.

12. **Reflection.** What did I do well? Where did I meet the learning targets? Where did I fall short? What do I need to work on to reach them next time?

Writing Reflection and Self-Assessment—Example from a Humanities class

***Note: This reflection was used in the determination of students' final grades on a Humanities project. Please adapt this for your purposes. With edits, this could be used as a reflection, self-assessment of grade-defense in essentially any class.

***Siteology* Article Reflection**
Congratulations on publishing our class' first book: *Siteology,* HTHMA's first anthology of original journalism and anthropology exploring the cultural DNA of San Diego! Now, it is time to look back at our work and see what we have done well and what can be improved. How does our work measure up to the work of professionals and how can we change to continue to improve?

Step #1: Get the work!
Open your final draft of your article. Open at least one professional example that I gave to you. Open at least one example of writing of your choice that you respect and influenced your work.

Step #2: Answer the following…
Overall...
1. What are you most proud of about your writing in the *Siteology* book?

Your Writing...
2. In what ways did your writing measure up positively to professional examples? Copy/paste at least one sample of professional writing and describe how your work compares favorably to professional writing.
3. In what ways can you develop your writing to meet (or exceed) professional standards? Copy/paste relevant samples of outstanding writing and describe the steps that you can take to continue to improve your work or do better next time.

Your Research...
4. In what ways did your research & research methods measure up positively to professional examples? Copy/paste at least one sample of professional writing that reveals his/her research & research methods and describe how your work compares favorably to professional work.
5. In what ways can you develop your research & research methods to meet professional standards? Copy/paste relevant professional samples of outstanding professional research & research methods and describe the steps that you can take to continue to improve your work or do better next time.

Critiques, Drafting & Revision...
6. What was the most effective feedback that you received while drafting & revising your article? Copy/paste the feedback below and describe with evidence how it influenced your subsequent work.

Overall...
7. What questions do you have about your work?
8. Overall, out of 50 points, what would you award to your work & why?

Step #3: Check your work & turn it in before the end of class on Thursday, Dec. 18

SLC Progress Report #1

Student:_____ Date:_____

Project 1: We All Fit In!

I learned_____

_____

Something I did really well was _____

_____

Something that was challenging was _____

_____

Project 2: High Tech High 5

I learned_____

_____

The High Tech High 5 word I show the most is _____

because_____

The High Tech High 5 word I need to practice more is _____

_____

Math:

The addition strategies I learned are_____

_____

The subtraction strategies I learned are_____

_____

One thing I need to practice more is_____

_____

Literacy:

This is how I feel about my reading level.

I feel confident about my reading level.	I feel ok about my reading level.	I want to improve my reading level.
🙂	😐	🙁

My goal for reading is_____

_____

This is how I feel about my writing level.

I feel confident about my writing.	I feel ok about my writing.	I want to improve writing.
🙂	😐	🙁

My goal for writing is_____

_____

Citizenship:

This is how I feel about my behavior at school.

I feel confident about my behavior.	I feel ok about my behavior.	I want to improve behavior.
🙂	😐	🙁

One goal for my behavior is _____

_____

Student Led Conference Brainstorm

Project Work

What are we learning to do in this project?
    (Share an artifact of project work that you are proud of. <u>Explain</u> why you chose it.)
 	
Describe the <u>*detective methods*</u> - **What** *are they?* **How** *do you use them in solving mysteries?*
 	
   _____
 	
   _____
 	
   _____
 	
I have been successful using the method _____ because I _____
 	
_____.
One method that I still find challenging is the method _____
 	
because _____.
One goal that I have for exhibition in December is _____
 	
_____. I
 	
plan to reach that goal by _____
 	
_____.

Helpful Words: mysteries, detectives, method, observations, inferences, questions, hypothesis, test, because.

Sentence Starters:
- Detective work is important because . . .
- As a detective, I've learned that . . .
- As a detective, I have grown by . . .
- My detective team has helped me by . . . I have helped my detective team by . . .

Choose a transition…
- Now I will move on to . . .
- In this next section, you will learn about . . .
- Next, I would like to share . . .
- Coming up next, I'd like to talk to you about . . .

Reading
1) I am reading at a level _____ on my own. A book that I am currently reading at this level is _____ (book title).   *(Share something fun that you do with your book group that helps you be a better reader)*   2) In my book group, I enjoy when we _____.   It helps me be a better reader because _____   _____.

Writing
3) Tools that I have been using in class to help me with my writing are_____   _____.   These help me to be a better writer because_____   _____.   *(**examples**: spelling dictionary, word wall, reading more on my own, brainstorm maps, drawing before writing, sharing my idea with a partner)*   4) <u>Share a piece of writing</u> that you have worked on.   I chose this piece of writing to share because _____   _____.   5) My goal for writing between now and April is to _____.   I think this is a good goal for me because _____   _____.

Helpful Words: strength, challenge, improve, focus, goal, strategy, because!

Sentence Starters:
- I have learned that . . .
- In reading, I have become really good at . . .
- In reading, I am trying to get better at . . .
- In writing, I have become really good at . . .
- In writing, I am trying to get better at . . .
- Reading and writing are important to me because . . .

Choose a transition...
- Now I will move on to . . .
- In this next section, you will learn about . . .
- Next, I would like to share . . .
- Coming up next, I'd like to talk to you about . . .

Math

6) My goal was to be at _____% on ST Math at this time. I am currently at _____% on ST Math. I (did / did not yet) reach my goal. My new goal is to be at _____% by April. Here is what I plan to do to reach that goal: _____

_____.

You can help me to reach that goal by_____ _____

_____.

7) In math, we are learning about _____.

Something that I really love that we do for math is _____. I enjoy this because _____

_____.So mething that I find challenging that we do for math is _____. Here is how I could get better at it: _____

_____.

Sentence Starters:
- I have learned that . . .
- In math, I have become really good at . . .
- In math, I am trying to get better at . . .
- Math is important to me because . . .
- Helpful Words: addition, subtraction, area, perimeter, strategy, algorithm, pictures, because

Choose a transition...
- Now I will move on to . . .
- In this next section, you will learn about . . .
- Next, I would like to share . . .
- Coming up next, I'd like to talk to you about . . .

Community Member
Explain what you do to be a positive community member in your class and at school: _____ _____ Explain what you would like to work on to be a better community member in your class and school: _____ _____

Helpful Words: community, norms, strengths, growth areas, empathy, reflection, curiosity, confidence, integrity

Sentence Starters:
- As a community member, I help others by…
- Other community members help me by…
- One norm that I follow is…
- One norm that I would like to follow more is…

Project Prompts:
- What do detectives do? Why is detective work important?
- What mystery are trying to solve at the moment?
- What is hard about detective work?
- What have you learned about being a detective?
- How have you grown as a detective?
- As a detective, what can you do now that you couldn't do before?
- How do your friends help you solve mysteries? How do you help your friends?

Reading/Writing Prompts:
- What kinds of books do you like to read?
- What have you learned from reading?
- What parts of writing do you enjoy?
- What strategies help you to read and write?
- How have you grown as a reader and writer?
- As a reader/writer, what can you do now that you couldn't do before?
- How do your friends help you with reading? How do you help your friends?

Math Prompts:
- What parts of math do you enjoy?
- What kinds of problems can you solve?
- What strategies do you use to solve problems?
- What have you learned?
- How have you grown as a mathematician?
- As a mathematician, what can you do now that you couldn't do before?
- How do your friends help you with math? How do you help your friends?

Community Member Prompts:
- What are the High Tech High Five?
- Which one is most important to you?
- What are some of the norms in your classroom?
- Which norms are easy for you to follow? Which norms are a little more challenging?
- How do you help your classmates? How do they help you?

Transitional Presentations of Learning
Team Sanchez-Wakefield
2009

Student Name _____   **Evaluator** _____

NOTE: Students are required to present at least three (3) artifacts (work products) from their work over the past year. At least one of these artifacts must be from a major project. At least one must be from their work in humanities. At least one must represent their work in math/science. Students will be given 7 minutes for presentation with an additional 7 minutes of questions from the panelists. Students are expected to discuss the connection between their work and the real world beyond school.

*The digital portfolio can be used in support of the TPOL.

THE ESSENTIAL QUESTIONS	COMMENTS
Innovation & Ownership: How have I developed as a thinker this year or creative designer this year? What has contributed to that development?	
• Artifact _____ • Real World Connection _____	
Wonder & Evidence: What "big questions" have I been asking over the course of the year? How have I demonstrated the use of evidence to support my ideas?	
• Artifact _____ • Real World Connection _____	
Perspective: How have I demonstrated an understanding of perspective in my work?	
• Artifact _____ • Real World Connection _____	
Mindfulness: How or when have I demonstrated mindfulness in my life and/or work at HTHMA?	
• Artifact _____ • Real World Connection _____	
Presentation Values	
• Display of professional behavior _____ • Use of appropriate language _____ • Eye contact _____ • Strong, energetic voice _____	
Audience Participation	
• Listens respectfully _____ • Asks good questions _____ • Provides feedback that is kind, specific, and helpful _____	

Final Score _____/15

Pass   Another Opportunity

Innovation and Ownership: *What new approaches are possible / Is this my best work?*

Step 1: Which assignment/project made you think in a different way or was new to you?
Step 2: How/ why did it make you think differently and why?

Wonder and Evidence: *Why/What if? / How do I know what I know?*

Step 1: Think about the year and your classes, when did you ask yourself why/what if? This can pertain to a topic, assignment, or project.
Step 2: How did you come about this question? What made you think of it?
Step 3: Evidence factor: Did you come up with an answer(s), if so, how?

Perspective: *How would others see this?*

Step 1: Think of a project or assignment where you had to place yourself in someone else's situation?
Step 2: You can also think about an assignment or project that you produced that put your audience in someone else's shoes, or even in your shoes.
Step 3: Why is perspective important? Why is it important to see things differently?

Mindfulness: *How do my actions affect others?*

Step 1: A project or assignment, One World Week, or behavior that you displayed or changed so that you have a more positive impact on those around you.
Step 2: What brought forward this change?
Step 3: How did it make you feel?

Essential Question

POL: _____

Date & Time:

Location:

POL Description:

POL Details

What work will be displayed?

How will you display work so that it emphasizes what the students have learned?

Who will you invite? How are they involved?

How is the POL connected to the outside world?

Planning

Rehearsal/Practice Schedule:

Set-up:

Invitations:

Publicity:

Presenter Name _____**Date**_____

Audience Member Name _____

Professional Background _____

Presentation Of Learning

High Tech High projects strive to create well-rounded, reflective individuals. We have developed a few habits that we believe every High Tech High student will possess when they graduate. Students are expected to discuss at least three of these characteristics. Feel free to use these habits to guide your questions.

Habits of Mind
Significance – What was the most significant moment in your learning or development over the course of the second semester?
Perspective – When was a time that your perspective was challenged or changed?
Evidence – What is an academic opinion that you have developed as a result of your work this semester?
Connection – When did you truly connect with a person, project, or learning experience?
Supposition – When would you have done something differently and what would the possible results have been?

Habits of Heart
Self-Advocacy – In what ways have you been prepared, professional, or held high expectations for yourself?
Intellectual Curiosity – In what ways have you explored new ideas or attempted to seek solution?
Unlimited Potential – In what ways have you been dedicated and motivated?
Integrity – In what ways have you recognized social responsibility and served with your mind and heart?
Cooperation – In what ways have you supported members of your community, upheld unity, or appreciated diversity?

Question	Comments
What strikes you about this presentation? What are the strengths of this presentation?	
What questions do you have for this presenter?	
What constructive feedback can you offer? (remember to be kind, specific, and helpful)	

Presenter's Name: _____
Panelist's Name: _____

Question	Comments
What strikes you about this presentation? What are the strengths of this presentation?	
What questions do you have for this presenter?	
What constructive feedback can you offer? (remember to be kind, specific, and helpful)	

Presenter's Name: _____
Panelist's Name: _____

Question	Comments
What strikes you about this presentation? What are the strengths of this presentation?	
What questions do you have for this presenter?	
What constructive feedback can you offer? (remember to be kind, specific, and helpful)	

The Internship Photo Essay Project Sheet

What stories do I see at my internship? An Internship Photo-Essay

To complete this photo essay, you must return to school with 5 photographs and accompanying captions that tell a unique and compelling story inspired by your internship experience.

Create photo-assignments for yourself by combining different elements from the following lists & categories. There is no limit to the number of elements from each category that you pick and you may certainly add or create any new ones that suit your creative vision.

Suggested Techniques
- Rule of Thirds
- Backlighting
- Side-lighting
- Reflected light
- "Rembrandt lighting"
- Vignetting
- Texture
- Overexposure & underexposure
- Foreground & background
- Candid photojournalism
- Posed portraits
- Reflections
- Macro photography
- Unique perspectives
- Focus? Unfocus? Defocus?
- Bokeh
- Movement
- Slow shutter speed

- Depth of field (Shallow? Wide?)
- Contrast
- Polarization and/or filtering

Possible Subjects
- You
- Your mentor
- Co-workers
- Equipment for work
- Architecture
- Technology (old & new)
- Human resources
- Natural resources
- Our economic footprint
- Culture
- Action
- Natural Life
- Work, Projects, Productivity
- What else can you think of?

Every photograph will be accompanied by a caption of approximately 200 words. Captions should expand the audiences' understanding of your overall ideas, taking them further into the world of the photographer and the photograph. Captions might include quotes, evidence, dialogue and more.

Your photographs and captions must work together to tell a story and develop a theme. Choose your photographs & words wisely!

You may shoot in black & white, color or both. You may digitally and/or artistically alter your photographs. If you are using a digital camera, please use one that is 5 megapixels or greater.

All photographs and captions must be in school in digital draft-form ready for critique on

_____.

Please bring all images to school at their full, native resolution. All photographs must be turned in as high quality jpg's or png's at 300 dpi with no perceivable, unintentional pixilation at a reasonably large print size. If you are unsure how to accomplish this, take pictures at the highest resolution possible on your camera and simply bring these raw, unedited images to school and we will handle all technical specifications in class.

Your final photographs & captions are due on _____.

The Mentor Interview

The mentor interview is a great chance to learn a lot about someone that you work with at your internship.

Your final product will consist of an introductory article followed by an edited transcript of your interview.

Before the interview:
- **Do your homework**—learn everything you can in advance, so that way your questions go deeper in the mentor's personal story. For example, one interviewer might ask, "Where did you go to college?" while another interviewer could ask, "How did you decide to go to UCLA?" The second question will probably get a more interesting answer!
- **Conduct the interview in a familiar, comfortable setting.** If you want to use a conference room or go to lunch together, you may need to schedule this ahead of time.

During the interview:
- **Let the interview be a conversation**—you don't need to stick to a script. Keep your interview open. Allow yourself to ask questions that come to mind as your listening to the conversation. Even more important, be open to what the person wants to tell you. An answer that seems off-topic might lead to an important personal story.
- **Record the interview** (don't forget to ask permission!). Be ready to go back to your recording later.
- **Ask simple questions that require deep answers.** Questions that start will "Tell me about…" or "What stands out most..." often work well. Steer clear of multi-part, complex questions.

After the interview:
- **Go over your notes and recording as soon as possible.** Expand on them. Ask yourself if you got everything you wanted.
- **Set up a "follow up" if necessary.** Many professional interviewers go back for more after the initial interview. Sometimes they have more ideas after they listen to the tapes. Sometimes they want to clarify ideas when they are creating a final written product. It is highly professional to ask for a follow up in which you focus on a certain part of the original interview.
- **Send a professional, written thank you note or e-mail to the interview subject.**
- **Edit the interview carefully to create a piece of text that "reads well."**

Please do your background research before: _____

Please generate your mentor interview questions before:_____

Bring your written transcript to class on: _____

Bring a draft ready for critique on: _____

Bring a final draft to class on: _____

2014 Internship iPOL requirements:

On the final day of your internship experience, you will present your culminating thoughts and reflections to a panel of teachers, family, co-workers and students.

Your iPOL will take approximately twenty minutes—half of the time should be used for your presentation and half for questions from your panel. All presentations must be anchored by a digital slideshow of supporting materials.

Your presentation should include **all** of the following, in a structure that you craft:

1. Present a project that you worked on/completed during your time at internship. Use digital artifacts to show your process and products.

2. Reflect on and describe what you learned through your mentor interview. Choose three quotes you get from your mentor interview and integrate those into your POL presentation. These quotes should be viewable by your audience. In your presentation you must discuss the significance of these quotes and your reflections on them.

3. Incorporate the photos from your photo essay into your iPOL. You can use this photo essay to document/present your project (see requirement #1) or share an important story from internship that is not otherwise in your iPOL through your project or mentor interview. Examples of other possible ways to use your photo-essay are: document your co-workers and your relationships with them; document your work spaces and the activities within them; document your routines; document how your confidence and role in your internship evolve over time. In any case, your photo-essay must be thoughtfully incorporated into your iPOL.

4. Post your iPOL slideshow to your DP by the day of your iPOL (must include your photo-essay and quotes from your mentor).

Assessment

You will receive a pass or re-do grade from your teacher, based on satisfactorily meeting standard HTHMA 11th grade expectations for professionalism in all aspects of your presentation. In the event of a re-do, your teacher will communicate specifically what needs to be addressed and a timeline for you to do so.

Frequently Asked Questions

How is my iPOL scheduled?
Your iPOL will be scheduled through a teacher from HTHMA—most likely your advisor.

Do my parents/guardians/etc. have to be there?
Your family is always welcome at all of your presentations, but we realize that work schedules, school and many other obligations make this difficult. If it is possible for at least one parent, guardian or other family member to attend, that is great and we will greatly appreciate their presence.

Does my mentor have to be there?
Yes, unless he or she is absolutely, completely indisposed. If this is the case, be sure to bring an important coworker in your mentor's place. And, remember to invite other co-workers as well, as they are likely interested in better understanding your experience.

What should I wear?
You should wear professional business attire such as a jacket & tie, business suit, blouse & skirt, etc.

Even if no one else at my internship ever wears that?
Yes.

Can I use physical evidence at my iPOL?
If it is legally and/or physically impossible to photograph the evidence, then yes. If not, then no.

Do I have to use PowerPoint?
No, there are numerous competitor products to PowerPoint that can also create digital slideshows or similar presentations.

Can I do something creative outside of the style of presentation listed on this sheet?
Possibly, if it is approved in writing in advance of your iPOL. Email your ideas to your cohort teacher and the teacher that will see you on the day of your iPOL.

The HTH Teacher 2.0

(Think of the sections below as the three legs of a tripod. Each leg draws strength and stability from the others.)

Relationships
- The HTH teacher fosters constructive relationships with **and** among students, with colleagues, families, and the community.
- The HTH teacher provides unwavering support for his/her advisees and their families.
- The HTH teacher's authority derives from his/her role as learner, co-designer, facilitator, and custodian of the school's core values.

Authentic Work
- The HTH teacher designs curriculum driven by projects rich in student voice, choice, and purpose.
- The HTH teacher works with students and colleagues to design projects in which students collaborate, engage with academic content, encounter the world, and create meaningful products/performances for authentic audiences.

Reflective Practice
- The HTH teacher solicits feedback from students, colleagues, and parents.
- The HTH teacher contributes to an adult culture of mutual respect and collaboration.
- The HTH teacher draws on best practices for equity to reach every student, tap motivation, foster peer critique and revision, develop deeper learning, and document student growth.

The HTH Director

1. Hires fantastic teachers and staff.
2. "Gets it."
    a. Understands and can articulate HTH design principles and philosophy.
    b. Is a "capital L" leader as well as a "small m" manager.
3. Pushes on the school regarding:
    a. Project based learning.
    b. Interdisciplinary curriculum.
    c. Authentic assessment.
    d. No ability grouping.
    e. Promoting public displays of student work.
4. Removes obstacles that get in the way of teaching and learning.
    a. Creatively non-complies with dictates from above.
5. Ensures compliance with necessary federal, state, and district mandates.
6. Is solution oriented when problems arise.
7. Finds time to think.
8. Has integrity. Is honest and admits mistakes.
9. Strikes a balance between supporting and evaluating teachers.
    a. Supports a model of teacher-to-teacher critique and feedback.
    b. Does not micro-manage teachers' daily activities.
    c. Provides clear and direct feedback to teachers on how they are doing.
    d. Makes good decisions when a teacher is not working out.
10. Makes as few decisions as possible.
11. Celebrates excellence within the school community.
12. Works well with parents.
13. Is improving as a reflective practitioner.
14. Strives to develop a strong student culture.
    a. Encourages teachers to deal with "every-day" discipline issues in the classroom.
    b. Takes on challenging student issues.
    c. Encourages and models a respectful tone between students, teachers, and staff.
15. Connects with all students.
    a. Is fair and supportive.
    b. Believes all students are contributors to the community.
    c. Is honest and sincere with student feedback
16. Strives to develop a strong staff culture.
    a. Balances having a "teacher run school" with the need to make decisions efficiently.
    b. Works to create a team culture among staff.
17. "There are no emergencies."
    a. Maintains a calm presence under fire.
18. Effectively manages the school budget.
    a. Is developing or maintaining a prudent reserve.
    b. Makes good decisions about purchasing.
    c. Minimizes shrinkage of school books and supplies.