

# Teacher's Post-Project Review

**Project:** \_\_\_\_\_

**Teacher:** \_\_\_\_\_

**Date:** \_\_\_\_\_

*Select the items upon which you would like to reflect. Ignore the rows that you do not intend to discuss during the reflection.*

Project Idea, Design, and Implementation Considerations	Sample Discussion Questions	Reflections
Student engagement	<ul style="list-style-type: none"><li>• What was the level of student engagement during the project?</li><li>• What key aspects of the project design or delivery contributed to the level of student engagement?</li></ul>	
Overall idea for the project	<ul style="list-style-type: none"><li>• What reflections do you have about the overall idea for the project?</li></ul>	
Overall results for student learning	<ul style="list-style-type: none"><li>• What goals did you establish regarding student performance on the culminating products?</li><li>• To what degree did you achieve your goals?</li><li>• What key aspects of the project design or delivery contributed to the overall results for student learning?</li></ul>	
Authenticity of project tasks and products	<ul style="list-style-type: none"><li>• Did the project focus on actual community issues? If so, what issues? If it did not, could it be refined to focus on actual issues?</li><li>• Was the project useful to an outside audience? Did it meet an authentic need? If it did not, could it be refined to meet an authentic need?</li><li>• Did students present to an audience beyond families or the classroom teacher? If not, would this enhance the project?</li></ul>	

	<ul style="list-style-type: none"> <li>• Were students required to consider multiple perspectives on issues? If not, could the project be refined to enable them to do so?</li> <li>• Were experts from the community utilized to help students critique their work against professional standards? If not, would this enhance the project?</li> </ul>	
Quality and use of Driving Question	<ul style="list-style-type: none"> <li>• Were your students able to easily read and comprehend the Driving Question?</li> <li>• The driving question should clearly state the purpose of the project and give a focus to all of the tasks students do. To what degree did your Driving Question accomplish this?</li> <li>• How effectively did your students answer the Driving Question in their products and performances?</li> <li>• What strategies did you use to maintain a focus on the Driving Question throughout the project?</li> <li>• Do you plan to refine the Driving Question before launching this project in the future?</li> </ul>	
Scope: - Length of time - Complexity - Number of subjects/people/organizations involved - Use of technology	<ul style="list-style-type: none"> <li>• Would you adjust the scope of the project before launching this project in the future? <ul style="list-style-type: none"> <li>○ Duration?</li> <li>○ Complexity?</li> <li>○ Interdisciplinary planning?</li> <li>○ Involvement with local experts?</li> <li>○ Use of technology?</li> </ul> </li> </ul>	
Selection of content standards	<ul style="list-style-type: none"> <li>• To what degree did the project demand breadth and depth of specific knowledge of central concepts?</li> <li>• To what degree were the Driving Question, end products, rubrics, and key learning experiences aligned and linked to the selected standards?</li> </ul>	
Selection of appropriate 21st century skills	<ul style="list-style-type: none"> <li>• What 21st century skills did you teach and assess?</li> <li>• Would you add any additional 21st century skills in subsequent projects?</li> </ul>	
Selection of culminating	<ul style="list-style-type: none"> <li>• How well did your culminating products and performances align with</li> </ul>	

products and performances	<p>your intended outcomes?</p> <ul style="list-style-type: none"> <li>● How authentic were the products and performances? (How similar was the student work to the work in the professional world?)</li> </ul>	
Effectiveness of Entry Event	<ul style="list-style-type: none"> <li>● How effective was your Entry Event in sparking student interest and igniting their curiosity?</li> <li>● Did your Entry Event cause your students to pose questions about the topic and tasks?</li> <li>● Would you make any revisions to your Entry Event or adjust your approach when launching the project in the future?</li> </ul>	
Quality of rubrics	<ul style="list-style-type: none"> <li>● Ideally, your rubrics clearly articulate the criteria for success to enable students to easily use the rubric to evaluate their own work during the revision process. To what degree did your rubrics accomplish this?</li> <li>● Did you use your rubric as a teaching tool?</li> </ul>	
Quantity and mix of scaffolding and learning activities	<ul style="list-style-type: none"> <li>● How well did you build your students' background knowledge for inquiry?</li> <li>● How effective was your project scaffolding. (To what degree did you provide the necessary amount of skill instruction, mini-lessons, and use of models and drafts to build the understanding and skills needed to produce high quality work?)</li> </ul>	
Ability of students to work well in teams	<ul style="list-style-type: none"> <li>● How well did the students work in groups?</li> <li>● How did your selected project management strategies/structures contribute to your students' level of success with team work?</li> </ul>	
Ability of students to work independently	<ul style="list-style-type: none"> <li>● How well did the students work independently?</li> <li>● How did your selected project management strategies/structures contribute to your students' level of success in working independently?</li> </ul>	
Ability of students to use inquiry skills and think deeply	<ul style="list-style-type: none"> <li>● What did you observe about your students' ability to use inquiry skills and think deeply about the topic of study?</li> </ul>	
My	<ul style="list-style-type: none"> <li>● What role did you play while students were engaged in group work?</li> </ul>	

management of the process, coaching of students, and provision of support	<ul style="list-style-type: none"> <li>• How did you respond when students needed support?</li> <li>• To what degree did you promote a culture of independence?</li> </ul>	
Involvement of other adults	<ul style="list-style-type: none"> <li>• What role did adults from the community, or other places beyond the community, play in your project?</li> <li>• Were they involved in helping you design the project? Teaching the students? Critiquing work against professional standards?</li> <li>• Were they helpful? Would you make any adjustments in the way in which you used these resources in the future?</li> </ul>	
Adequacy of resources	<ul style="list-style-type: none"> <li>• Would you make any adjustments to the resources that you provided students to help them engage in inquiry?</li> </ul>	

**Notes:**

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