MYP Community Project Supervisor Training

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ASSIGNMENT SPECIFICS ~ From Julie

Upload (as attachments) the 3 components of your project:
- product
- extracts from the process journal
- report
If a file is too large, then provide a link and access via Google docs.

I suggest that you follow all the strands of each criterion to complete the report. Summarize all the information you have for each criterion. Don't forget to choose appendices coming from your process journal to support the information you write in each criterion.

OUR GOAL

Have supervisors and students participate actively in the grading of the project by working through a booklet on Google Docs that introduces them to a sample project, asks them questions about the project and its possible grade, and then has them use the ATL skill of reflection in response to the actual grades.

PRODUCTS (these are individual uploads)

1. Student Questionnaire
2. Potential Advisor/ Mentor Questionnaire
3. Community Project Guide for Advisor/ Mentors, Students, and Parents
4. Training Materials
   a. Agenda for Advisors/ Mentors
   b. Questionnaire to guide Advisors/ Mentors and Students as they grade sample projects

EXTRACTS FROM THE PROCESS JOURNAL

Approaches to learning (ATL)			
ATL Skills Category	**ATL Skill Cluster**	**Specific ATL Skills**	**Learning Experiences**
Communication	Communication Skills	Reading, writing and using language to gather and communicate information	• ***Give and receive meaningful feedback*** Our entire blog/ process journal was and exchange of ideas, thoughts, and perspectives. • ***Negotiate ideas and knowledge with peers and teachers*** The basis of our project was to communicate the needed information to our potential mentors and to the students that they will be serving. We have created a training program and the necessary materials to effectively work with all stakeholders. • ***Collaborate with peers and experts using a variety of digital environments and media*** In this case, we were the peers and Julie was the expert. Our group would propose and discuss ideas. Julie would then come in and answer our questions and point us into the direction of additional resources.
			• ***Write for different purposes*** Specific pieces of our project were design to reach the students, other pieces to reach advisors, yet everything was to reach the goal of providing materials for the Community Project. • ***Organize and depict information logically*** Our projects follow sequential and logical forms such that they are easy to follow and can be used as training material
Social	Collaboration Skills	Working effectively with others	• ***Delegate and share responsibility for decision-making*** Our group divided up the work and each of us created different components that could be integrated as a complete and useable end product • ***Build consensus*** Throughout our journal entries, our group is "bouncing ideas" off of each other and coming up with a consensus that we can all work with. • ***Listen actively to other perspectives and ideas*** Our group demonstrated active listening in that we altered our original product into multiple products as additional ideas came to us while we were working on our individual components. Our original idea of a single brochure isn't sufficient to encompass all that we have gleamed from this project.

ATL Skills Category	ATL Skill Cluster	Specific ATL Skills	Learning Experiences
Self-management	Organization Skills	Managing time and tasks effectively	• *Plan short- and long-term assignments; meet deadlines* Our group demonstrated this by dividing up the components of the project and each taking a piece so that we could meet or deadlines. We began in a timely manner and we have been progressing through the components according to the deadline.
		Reflection Skills	• *Consider ATL skills development (What can I already do? How can I share my skills to help peers who need more practice? What will I work on next?)* In our initial stages of the project, we all brainstormed with ideas of what we could accomplish and how we would divide up the work. We planned how we would work through the project and what parts should be completed "next". • *Keep a journal to record reflections* The blog/journal entries that we have been making throughout the stages of this project demonstrate how we have recorded out reflections. As we have review the entries, it is easy to see how we progressed from Jacob's initial idea to this culminating project.
Research	Information Literacy Skills	Finding, interpreting, judging and creating information	• *Access information to be informed and inform others* As we were completing the project, we didn't know all of the information and we had to access documents contained in the files of this course. From our findings, we have created documents to use to inform both advisors and students. • *Make connections between various sources of information* Our group has created both a student questionnaire and an advisor questionnaire to be used at the beginning of this process. The Community Project Guide and Training materials are to be used with both students and advisors. All of our products were created from examining multiple sources of information and considering our target audiences.

ATL Skills Category	ATL Skill Cluster	Specific ATL Skills	Learning Experiences
Thinking	Critical Thinking Skills	Analyzing and evaluating issues and ideas	• *Consider ideas from multiple perspectives* This particular ATL trait is evidenced in our initial planning stages. All three of us had very different perspectives and we came up with a way of working together on this task. • *Identify obstacles and challenges* Our initial obstacles and challenges were trying to narrow down the scope of the project into something that was manageable in the time frame allotted. Initially there were so many ideas and points of view to consider. However, through discussion we were able to fine tune our ideas and goals.
	Creative Thinking Skills	Generating novel ideas and considering new perspectives	• *Create original works and ideas; use existing works and ideas in new ways* All of the products that we created are original works that we have based on researched material. In a way we have 're-packaged" what we've discovered into a form that is usable for our purposes.
	Transfer Skills	Using skills and knowledge in multiple contexts	• *Apply skills and knowledge in unfamiliar situations* All of us are taking this course because we don't know the answers and we are on a journey to discover more about both personal project and the community project. • *Combine knowledge, understanding and skills to create products or solutions* This particular project is a device to have us apply our prior knowledge, discover new knowledge and package it in a form that is useable.

REPORT

Our team started with an interest in training both students and supervisors. After exploring several possible goals, we settled on helping supervisors better understand the project by grading a sample project.

Our team experienced some creative friction in the Investigating stage as we refined our goal and worked to include ideas from each of our team members. We solved this by being specific, clear, and persistent in our feedback. During the Planning stage, we collaborated by dividing the tasks and ensuring each person's work connected well with the other pieces of the project.

The Action Stage was completed when we integrated our materials into a training for supervisors. This addresses their needs by allowing them to improve their creative process by reflecting on the key components of the project and by grading a sample project. Reflecting on our own mini-project will help us support our supervisors and students.

RESOURCES
- Sample Project B: Making recycling bins out of recycled materials to attract interest
- Projects guide (MY IB, PRC)