

**Plan-Do-Study-Act Work Template**

**( Make a copy and the use this template)**

**NOTE: The report will not be graded without accompanying data.**

*This template is based on the work of Ambitious Science Teaching and was created by Jeanne Norris, Lead Instructional Specialist, Institute for School Partnership, Washington University in St. Louis, Dr. Rachel Ruggirello, Associate Director, Institute for School Partnership, and Sarah Schondelmeyer, Elementary Teacher, Maplewood Richmond Heights School District.*

*You can focus on a single tool throughout. You will implement the chosen tool, share and collect data related to its classroom use, suggest improvements based on data analysis and reflection, and then use it again while integrating those improvements for the second and third time. Each time, you will collect relevant data and analyze it.*

*OR*

*You can choose different tools for each report, trying three distinct tools. In this case, you will collect data on the use of each tool, reflect on its effectiveness, and suggest potential changes for the future. However, with this option, you will not immediately act on those suggested improvements but will instead move on to the next tool.*

**PROJECT TITLE ( Which AST tool are you planning to use in your classroom to complete this report ( Provide the link of the tool)**

START DATE:

| PROJECT  GOAL: |  |
| --- | --- |
| PLAN | |
| **Describe the Plan ( 5 points, minimum 150 words) :** Now that you have the tool, describe when and how you are going to use it. Say during which lesson, which unit ( a series of lessons) and how the tool will be used in the lesson/ unit. Provide as much information as possible based on what you anticipate on how and when you plan to use the tool or where you see it fitting in your lessons and class periods. Make sure that for your data to be reliable use the tool for the same set of students for at least 3-4 times across class periods. | |
|  | |
| **Make a Prediction ( ( 5 points, minimum 150 words))** | |
| What do you think will happen as a result of using this tool in your classroom? And Why?  What are you expecting as a result of using this tool , in other words what outcomes for yourself as a teacher and also what outcomes for your students.  Predict what short term changes are you expecting ? | |

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| What will happen in the long term (e.g., by the end of the semester or year) to let you know your change is working on that timescale? **( 5 points, minimum 150 words)** |
| --- |
| **Collect data on how this tool’s implemented in the classroom**: You must collect data from at least 2-3 instances, in other words, class periods or repeat use of 2-3 times so that you have some level of argument that you did give the tool a good try based on your understanding. |
| What data can you collect to show how this tool is supporting instruction in your classroom? Consider both qualitative and quantitative data. You will be required to submit data with the report in Canvas. You can discuss with me the nature and amount of data that would be considered adequate, depending on the tool   1. **Gather Student Work Samples (images)/ artifacts(images) related to the use of the tool ( this data is Mandatory as an evidence of you using this tool in the classroom)**   Collect samples of student work generated while using the tool. It can also be something that you completed in small groups or a whole class. ( At Least 8-10 samples of student work, and or 2-3 examples of classroom artifacts )   1. **Observational Notes:**    * While using the tool, take quick observational notes. These notes can be expanded upon later as needed. You can choose to focus on your own experiences as the teacher or on your students' interactions with the tool.    * If focusing on yourself:      + Observe how the tool is supporting your teaching. Note how it helps you position yourself during instruction.      + Identify any challenges you face while using the tool, and make note of them for reflection and improvement.      + Highlight any new affordances the tool provides for your instruction that were not possible before.    * If focusing on students:      + Observe how students are engaging with the tool during lessons.      + Note which parts of the tool students are engaging with more than others, if applicable.      + Consider how students are positioned as learners while you are using the tool, and whether it promotes active participation and inquiry. 2. **Recording Instructional Snippets:**    * Record short video snippets of your instruction while using the tool in the classroom. Later, review these recordings to assess student reactions, engagement levels, and your own teaching strategies.   **Talk to me of you need help on what data to collect**  These methods of data collection will provide valuable insights into how the tool is affecting both your teaching and your students' learning experiences. They allow for a comprehensive assessment of the tool's impact and help in making informed decisions for instructional improvement. |

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| --- |
| STUDY |
| **Analyze What Happened ( This part will be based on your analysis of your data, minimum 500 words, 15 points** |
| Look at the data you collected—and notice important qualities or patterns. What does it tell you? Are you having the impact you predicted? If so, why? If not, why not? You can study both *integrity* (did we do what we said we would do) and *impact* (is what we are doing making any desired change). |

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| ACT |
| --- |
| **Do Something Based on What You Figured Out ( minimum 250 words, 10 points)** |
| What tweaks, adjustments, or transformations will you make because of what you figured out? Intentionally focus on educational equity as you envision these changes.  What will you keep doing because it’s working?  What new questions or issues occur as you continue to use this tool? |

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