Accelerated Project Tuning

1. Presenter – Explain the gist of your project (product, process, content) and, if you can, explain an "issue" you have that you would like the group to focus on. (4 minutes max – *group may only listen, not talk).*

2. Clarifying questions – Tuners have an opportunity to ask "clarifying" questions in order to get information that may have been omitted in the presentation and that they feel would help them better understand the project and/or issue. *Responses should be short or yes/no.* (3 minutes max)

3. Probing questions – Participants write down probing questions on post-its or slips of paper. Each participant reads off one question at a time and then gives the post-it to the presenter. Keep going around the circle until all presenters have given all post-it questions to the presenter. (4 min max)

4. The presenter chooses 1-3 of the post-it questions to focus on and then sits quietly, physically pulls back from the group and listens (may not talk). The presenter should take notes as the participants discuss the project with one another and share warm and cool feedback. *Please, do not involve the presenter in this step.* (7 minutes)

5. Reflection – Presenter speaks to what s/he got out of the listening experience. (4 minutes)

6. Reflection – Participant comment on the process (2 minutes)

7. Extended conversation

The Six A's of Designing Projects

- **Academic Rigor**
  o How do the projects address key learning concepts, standards or help students develop habits of mind and work associated with academic and professional disciplines?

- **Authenticity**
  o How do the projects use a real world context (e.g., community and workplace problems) and address issues that matter to the students?

- **Applied Learning**
  o How do the 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**
  o How do the projects extend beyond the classroom and connect to work internships, field-based investigations, and community explorations?

- **Adult Connections**
  o How do the projects connect students with adult mentors and coaches from the wider community?

- **Assessment Practices**
  o How do the projects involve students in regular exhibitions and assessments of their work in light of personal, school and real-world standards of performance?