Toolkit Item Report Guidelines

Cohorts will produce a Toolkit Item Report, to be included with their toolkit item submission. The description and guidelines below will assist cohorts in developing this report.

Since teaching is highly contextual, the primary goal of the Toolkit Item Report is to tell a story that provides enough information for readers to understand the contexts in which you used your tool so they can consider how to apply what you learned to their contexts. In this way, they can build on what you learned. Also, toolkit item users need to understand your assumptions and rationale for the decisions you made, in order to compare their contexts to yours and how your intervention relates to their understanding of the problems. Finally, if possible, a submission should help the reader learn something new or help them have a deeper understanding of the problem you have studied and addressed with your toolkit item.

To complete your Report, please draw on the documents or presentations you have completed for each STC meeting. To assist in drawing on these resources, a Google Doc folder has been set up for each CoP that includes all documents the CoP has uploaded to Canvas throughout the project. These might include:

- Presentations and posters
- Guidelines for developing a problem of practice
- Interim report

Guidelines for Report Content:

- ***Who is in your cohort and what are your teaching contexts?***
  Provide detailed description so that readers can understand what your student population (e.g. alternative high school with small classes, or community college calculus class with motivated students heading for four-year universities, but with full-time jobs).
- ***Briefly describe yourselves professionally.***
  For example: how long have you been teaching? What other projects have you been in? What has interested you professionally, or how have you changed your teaching? What problems of education have most bothered you? You may want to include any insights you gained from your cross-sector observations in the project, especially as these may relate to the problem that you targeted.
- ***What significant problem of practice did your intervention target?***
  Why did you pick that problem? What more specific problem statement did you derive from that? How do these relate to the problem of successfully transitioning from high school to college? What evidence did you have of the current state of your problem?
- ***What CCSS relate to this problem and how (including portraits and math practices)?***
- ***What scholarship (articles, books, reports) did you consult and how did it inform your project?***
  Provide a brief survey/summary of the sources you consulted.
- ***What intervention did you test and how did each person in your cohort try it?***
  What were the specific challenges in implementing your intervention? (It might help for each person to tell a brief account of his/her experience). Attach any artifacts you used such as rubrics test items, etc.
- ***How did you determine the effectiveness of your intervention?***
  Note: this is often where a project gets messy and hasn't turned out the way you wanted, but learning occurs at these messy points. You can say, "Next time we want to try…"
- ***How did students respond?*** (Anecdotal evidence is acceptable here.)
- ***In what ways has your work changed your thinking about students' transitions or your teaching?*** What do you still wonder?

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