**CiTi Coaching Minutes**

**February 11, 2015**

**1:15 to 2:45 p.m.:** Dan Shaver

Dan and I had a coaching conversation around Problem-Based Learning, which sounded more appealing to Dan for this project.

Problem-Based Learning focuses on one or two standards, a process rather than a product, and it is shorter in length.

**Project Idea and End Products:**

Dan plans to give his student teams different engine failures with information about the customers who have experienced the engine failure. Students will be required, three students per team, create three different estimates. They will then present the three estimates or options to the customer, who will be played by Dan. He is considering asking Marla or another CiTi employee to evaluate students as they present.

The individual product is a written recommendation, where students will take into consider the customer’s needs in getting their engine repaired or replaced using their estimates

**Significant Content:**

Industry standards and writing standards.

**Driving Question:**

What is the “best” way to repair an engine with a major failure?

**Instructional Strategies and Assessments:**

We discussed the following:

* using Coxhead’s Academic Word List in verbal and written instructions to help students develop the necessary vocabulary they need to comprehend technical manuals
* creating a graphic organizer students can use to collect information during the customer interview
* allowing students to use a template to help with writing the recommendation
* having students within the group exchange estimates to critique for revision
* forming students teams with second year students acting as foremen who will use the Employability Profile as means to provide feedback for improvement

**Next Steps:**

Dan’s project plan is complete; however, there are some things he will need to do prior to implementation.

1. Write the customer scenarios
2. Develop lessons, which includes co-planning with Lou Ann the Math practices found in this project
3. Create templates and graphic organizer
4. Develop necessary rubrics—written recommendation, estimates, and presentation