

# Useful Stuff

## CTE Revive and Thrive Conference

October 4, 2013

Hyatt Regency

Buffalo, NY

### Project Planning Forms:

- Project Overview
- Project Teaching and Learning Guide
- Project Calendar

### Rubric for 21<sup>st</sup> Century Skills:

- Collaboration
- Presentation

Project Management Log: Group Tasks

Project Work Report: Individual

Project Work Report: Group

Project Group Contract

Presentation Day Checklist

Project Presentation Audience Feedback form

Student Self-Reflection on Project Work form

Teacher's Post-Project Review form

(courtesy of [www.bie.org](http://www.bie.org))



# PROJECT OVERVIEW

|  |  |                          |                          |
|--|--|--------------------------|--------------------------|
| <b>Name of Project:</b>  |  | <b>Duration:</b>         |                          |
| <b>Subject/Course:</b>   |  | <b>Grade Level:</b>      |                          |
| <b>Other Subject Areas to Be Included:</b>   |  |                          |                          |
| <b>Project Idea</b><br>Summary of the challenge, investigation, scenario, problem, or issue:   |  |                          |                          |
| <b>Driving Question</b>  |  |                          |                          |
| <b>Content and Skills Standards to be addressed:</b>   |  |                          |                          |
|  | T+A  | E                        | T+A E                    |
| <b>21st Century Skills</b><br><i>explicitly taught and assessed (T-A) or encouraged by project work, but not taught or assessed (E):</i> | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> |
| Collaboration  | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> |
| Presentation   | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> |
| Critical Thinking  | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> |
|  | Other: <input type="checkbox"/>  |                          |                          |
| <b>Culminating Products &amp; Performances</b>   |  |                          |                          |
| <b>Group:</b>  | <b>Presentation Audience:</b>  |                          |                          |
|  | <input type="checkbox"/> Class<br><input type="checkbox"/> School<br><input type="checkbox"/> Community<br><input type="checkbox"/> Experts<br><input type="checkbox"/> Web<br><input type="checkbox"/> Other: |                          |                          |
| <b>Individual:</b>   |  |                          |                          |

P R O J E C T O V E R V I E W

|  |  |  |   |
|--|--|--|---|
| <p><b>Entry Event to launch inquiry and engage students:</b></p> |  |  |   |
| <p><b>Assessments</b></p>  | <p><b>Formative Assessments (During Project)</b></p>   | <p><b>Quizzes/Tests</b><br/>Journal/Learning Log<br/>Preliminary Plans/Outlines/Prototypes<br/>Rough Drafts<br/>Online Tests/Exams</p> | <p><input type="checkbox"/> Practice Presentations<br/><input type="checkbox"/> Notes<br/><input type="checkbox"/> Checklists<br/><input type="checkbox"/> Concept Maps<br/><input type="checkbox"/> Other:</p> |
|  | <p><b>Summative Assessments (End of Project)</b></p>   | <p>Written Product(s), with rubric:<br/>Oral Presentation, with rubric<br/>Multiple Choice/Short Answer Test<br/>Essay Test</p>        | <p><input type="checkbox"/> Other Product(s) or Performance(s), with rubric:<br/><input type="checkbox"/> Peer Evaluation<br/><input type="checkbox"/> Self-Evaluation<br/><input type="checkbox"/> Other:</p>  |
| <p><b>Resources Needed</b></p>                                   | <p><b>On-site people, facilities:</b></p> <p><b>Equipment:</b></p> <p><b>Materials:</b></p> <p><b>Community resources:</b></p>   |  |   |
| <p><b>Reflection Methods</b></p>                                 | <p><i>(check all that will be used)</i></p> <p><input type="checkbox"/> Journal/Learning Log<br/><input type="checkbox"/> Focus Group<br/><input type="checkbox"/> Whole-Class Discussion<br/><input type="checkbox"/> Pishbowl Discussion<br/><input type="checkbox"/> Survey<br/><input type="checkbox"/> Other:</p> |  |   |

**PROJECT TEACHING AND LEARNING GUIDE**

| Project:   | Course/Semester:   |
|--|--|
| <p><b>Knowledge and Skills Needed by Students</b><br/>to successfully complete culminating products and performances, and do well on summative assessments</p> | <p><b>Scaffolding / Materials / Lessons to be Provided</b><br/>by the project teacher, other teachers, experts, mentors, community members</p> |
|  | ↑  |
|  | ↑  |
|  | ↑  |
|  | ↑  |
|  | ↑  |
|  | ↑  |
|  | ↑  |
|  | ↑  |



Project: \_\_\_\_\_ Start Date: \_\_\_\_\_

| MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|--------|---------|-----------|----------|--------|
|--------|---------|-----------|----------|--------|

**PROJECT WEEK ONE**

|  |  |  |  |  |
|--|--|--|--|--|
|  |  |  |  |  |
|  |  |  |  |  |
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|  |  |  |  |  |

**PROJECT WEEK TWO**

|  |  |  |  |  |
|--|--|--|--|--|
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

**PROJECT WEEK THREE**

|  |  |  |  |  |
|--|--|--|--|--|
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

1. Taking Responsibility for One's Own Learning and Performance

NOT PROFICIENT

- Student does not take responsibility for or does not complete his/her tasks within the group (e.g., does not make an effort to do high-quality, on-time work)
- Student is often off-task or disengaged (e.g., doesn't say much; isn't listening attentively; isn't doing related work)
- Student does not use feedback in a constructive way (e.g., becomes defensive, does not use feedback from others to improve his/her work or understandings)

PROFICIENT

- + Student takes responsibility for and completes his/her tasks within the group (e.g., making an effort to do high-quality, on-time work)
- + Student is on-task and engaged in whatever the group is doing/discussing (e.g., is contributing relevant knowledge, opinions, and skills; is listening attentively to others)
- + Student uses feedback in a constructive way (e.g., does not become defensive, uses feedback from others to improve his/her work or understandings)

NP = Not proficient P = Proficient

Notes:

Points earned / Points possible

2. Maximizing Group Task Performance

NOT PROFICIENT

- Student does not pay attention to the quality of the work and understanding of other members and of the group as a whole
- Student does not use discussion facilitation strategies for improving the effectiveness of the group's task-related conversations (e.g., does not summarize comments, ask for clarification, build consensus)
- Student does not use project management strategies — when applicable — for improving the effectiveness of the group's work on the task (e.g., does not create timelines; identify or set goals; prioritize and allocate tasks; organize resource-gathering; monitor progress; keep group on task)

PROFICIENT

- + Student pays attention to the quality of the work and understanding of other members and of the group as a whole, taking action to improve it when appropriate (e.g., offering feedback/assistance to others)
- + Student uses discussion facilitation strategies for improving the effectiveness of the group's task-related conversations (e.g., summarizes comments, asks for clarification, builds consensus)
- + Student uses project management strategies — when applicable — for improving the effectiveness of the group's work on the task (e.g., creates timelines; identifies or sets goals; prioritizes and allocates tasks; organizes resource-gathering; monitors progress; keeps group on task)

NP = Not proficient P = Proficient

Notes:

Points earned / Points possible

3. Managing Social Relations

NOT PROFICIENT

- Student generally does not show respect for the ideas, opinions, values and feelings of other group members (e.g., is rude, does not acknowledge what others have to say, uses putdowns)
- Student is generally not able to work well with diverse group members (e.g., withdraws, is uncooperative, causes conflict)
- Student does not actively encourage group cohesion (e.g., does not help manage/resolve conflict within the group; does not set a positive tone in words and actions)

PROFICIENT

- + Student consistently shows respect for the ideas, opinions, values, and feelings of other group members (e.g., is polite, acknowledges what others have to say, offers only constructive criticism — no put-downs)
- + Student works well with diverse group members; cooperates and does not cause conflict
- + Student actively encourages group cohesion (e.g., by helping to manage/resolve conflict within the group or by setting a positive tone in words and actions)

NP = Not proficient P = Proficient

Notes:

Points earned / Points possible

# 21ST CENTURY SKILLS ASSESSMENT RUBRIC: PRESENTATION

## Part I—Individual Components\*

### 1. Style of Presentation

#### NOT PROFICIENT

- Student does not choose the style of presentation most appropriate for its goals (e.g., is too informal or does not take it seriously)
- Student does not adjust wording, style of delivery, and the amount and kind of information communicated to fit the needs of the specific audience (e.g., says too little or too much, or uses unfamiliar terms and concepts without explaining them)

#### Notes:

#### PROFICIENT

- + Student chooses the style of presentation most appropriate for its goals (e.g., to persuade, inform, explain, entertain)
- + Student adjusts wording, style of delivery, and the amount and kind of information communicated to fit the needs of the specific audience (e.g., does not say too little or too much, or use unfamiliar terms and concepts without explaining them)

Points earned / Points possible

### 2. Delivery (appearance, voice, eye contact)

#### NOT PROFICIENT

- Student does not have appropriate body posture, movement, use of gestures, or attire
- Student's voice is too quiet or unclear; delivery may be too rushed and/or have interruptions, hesitations, or excessive use of filler words (e.g., "um," "you know," "so...")
- Student does not make frequent eye contact (e.g., screen or notes are read or referred to excessively without looking at audience)

#### Notes:

#### PROFICIENT

- + Student has appropriate body posture, movement, use of gestures, and attire
- + Student's voice is consistently audible and clear; delivery is not too rushed and is without interruptions or hesitations, with minimal use of filler words (e.g., "um," "you know," "so...")
- + Student makes frequent eye contact (e.g., if notes are used they are only glanced at)

Points earned / Points possible

### 3. Response to Questions (from audience or teacher)

#### NOT PROFICIENT

- Student does not have a response or the response is not precise or to the point of the question (e.g., too brief or long, or off topic)
- Student does not respond appropriately to questions that are unclear or problematic (e.g., is inpolite in his/her response, gives an answer that shows the question was misunderstood, or tries to give an answer even though he or she does not know enough)

#### Notes:

#### PROFICIENT

- + Student's response is precise and to the point of the question (e.g., not too brief or long, or off topic)
- + Student responds appropriately to questions that are unclear or problematic (e.g., politely asks clarifying questions, repeats or rephrases questions to be sure of understanding, explains that the question is beyond the scope of the project and would require more research)

Points earned / Points possible

\* If group presentations are given, each group member (presenter) is typically scored individually on each of these dimensions.



# 21ST CENTURY SKILLS ASSESSMENT RUBRIC: PRESENTATION

## Part II — Group Components\*

| NOT PROFICIENT   | PROFICIENT  | Points earned /  | Points possible |
|--|---|--|-----------------|
| <b>1. Organization &amp; Selection of Content</b>  |   |  |                 |
| <ul style="list-style-type: none"> <li>- Presentation does not move in a logical progression from introduction to supporting details to conclusion (e.g., is hard to follow)</li> <li>- Presentation does not emphasize key ideas/information that is accurate and appropriate for the purpose of the presentation (e.g., it has too little or too much information, or uses information and ideas that are not relevant, not important, or inaccurate)</li> <li>- Presentation's introduction does not use techniques to engage audience; the conclusion does not leave audience with a clear message or strong impression</li> </ul> | <ul style="list-style-type: none"> <li>← NP ----- Approaching ----- P →</li> <li>← NP ----- Approaching ----- P →</li> <li>← NP ----- Approaching ----- P →</li> </ul> <p style="text-align: center;">NP = Not proficient    P = Proficient</p> | <ul style="list-style-type: none"> <li>+ Presentation moves in a clear, logical progression from an introduction to supporting details to a conclusion, with smooth transitions (e.g., is easy to follow)</li> <li>+ Presentation emphasizes key ideas/information that is accurate and appropriate for the purpose of the presentation (e.g., it has the right amount of information, and all information and ideas are relevant, important, and accurate)</li> <li>+ Presentation's introduction uses techniques to engage audience; the conclusion leaves audience with a clear message and/or strong impression</li> </ul> | _____           |
| <b>Notes:</b>  |   |  |                 |
| <b>2. Timing &amp; Participation</b>   |   |  |                 |
| <ul style="list-style-type: none"> <li>- Presentation does not stay within time limits, and/or significant parts are too long or too brief</li> <li>- Presentation is not structured so that all members of the group participate equally (e.g., only one or two members of the group spoke substantially)</li> </ul>  | <ul style="list-style-type: none"> <li>← NP ----- Approaching ----- P →</li> <li>← NP ----- Approaching ----- P →</li> </ul> <p style="text-align: center;">NP = Not proficient    P = Proficient</p>   | <ul style="list-style-type: none"> <li>+ Presentation stays within time limits, and no part is too long or too brief</li> <li>+ Presentation is structured so that all members of the group participate equally (e.g., every one speaks or answers questions, on topics of significance, for about the same length of time)</li> </ul>   | _____           |
| <b>Notes:</b>  |   |  |                 |
| <b>3. Use of Presentation Media</b>  |   |  |                 |
| <ul style="list-style-type: none"> <li>- Presentation aides are not used, not clearly visible to the audience, or have significant mistakes</li> <li>- Presentation aides do not include features that effectively enhance communication (e.g., uses ineffective or distracting graphics, color, sound, images, or animation)</li> </ul>   | <ul style="list-style-type: none"> <li>← NP ----- Approaching ----- P →</li> <li>← NP ----- Approaching ----- P →</li> </ul> <p style="text-align: center;">NP = Not proficient    P = Proficient</p>   | <ul style="list-style-type: none"> <li>+ Presentation aides are clearly visible to the audience, and free of mistakes (e.g., are neat and carefully produced)</li> <li>+ Presentation aides include features that effectively enhance communication (e.g., use of graphics, color, sound, images, or animation) to help achieve purpose of presentation, convey meaning, or emphasize key points)</li> </ul>   | _____           |
| <b>Notes:</b>  |   |  |                 |

\* If group presentations are given, all students within the group typically receive the same score on each of these dimensions. If individual presentations are given, the score are assigned to the individual.



# PROJECT WORK REPORT - INDIVIDUAL

|                             |                           |              |  |
|-----------------------------|---------------------------|--------------|--|
| <b>Project Name:</b>        |                           |              |  |
| <b>Student Name:</b>        |                           | <b>Date:</b> |  |
| <b>For the Time Period:</b> | Day(s): _____ Week: _____ |              |  |

|  |   |  |
|--|---|--|
| <b>During this time period I had the following goals for project work:</b> | 1 |  |
|  | 2 |  |
|  | 3 |  |
|  | 4 |  |
|  | 5 |  |

|  |   |  |
|--|---|--|
| <b>During this time period I accomplished:</b> | 1 |  |
|  | 2 |  |
|  | 3 |  |
|  | 4 |  |
|  | 5 |  |

|                             |   |  |
|-----------------------------|---|--|
| <b>My next steps are...</b> | 1 |  |
|                             | 2 |  |
|                             | 3 |  |
|                             | 4 |  |
|                             | 5 |  |

|   |   |  |
|---|---|--|
| <b>My most important concerns, problems or questions are...</b> | 1 |  |
|   | 2 |  |
|   | 3 |  |
|   | 4 |  |
|   | 5 |  |

# PROJECT WORK REPORT: GROUP

|                             |                           |              |  |
|-----------------------------|---------------------------|--------------|--|
| <b>Project Name:</b>        |                           |              |  |
| <b>Members of Group:</b>    |                           | <b>Date:</b> |  |
| <b>For the Time Period:</b> | Day(s): _____ Week: _____ |              |  |

|   |   |  |
|---|---|--|
| <b>During this time period we had the following goals for project work:</b> | 1 |  |
|   | 2 |  |
|   | 3 |  |
|   | 4 |  |
|   | 5 |  |

|   |   |  |
|---|---|--|
| <b>During this time period we accomplished:</b> | 1 |  |
|   | 2 |  |
|   | 3 |  |
|   | 4 |  |
|   | 5 |  |

|                            |   |  |
|----------------------------|---|--|
| <b>Our next steps are:</b> | 1 |  |
|                            | 2 |  |
|                            | 3 |  |
|                            | 4 |  |
|                            | 5 |  |

|  |   |  |
|--|---|--|
| <b>Our most important concerns, problems or questions are:</b> | 1 |  |
|  | 2 |  |
|  | 3 |  |
|  | 4 |  |
|  | 5 |  |

| PROJECT GROUP CONTRACT |  |
|------------------------|--|
| Project Name:          |  |
| Members of Group:      |  |

## Our Agreement

- We all promise to listen to each other's ideas with respect.
- We all promise to do our assigned work to the best of our ability.
- We all promise to turn in our work on or before due dates.
- We all promise to ask for help if we need it.
- We all promise to share responsibility for our success and for our mistakes.
- We all promise to turn in work that is our own.

If someone in our group breaks one or more of our rules, the group has the right to call a meeting and ask the person to follow the rules. If the person still breaks one or more of our rules, we have the right to vote to fire that person.

Date: \_\_\_\_\_

Group member signatures:

|       |       |
|-------|-------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

## P R E S E N T A T I O N   D A Y   C H E C K L I S T

- Schedule of presentations set
  
- Guests/audience know when/where to attend
  
- Guest/audience materials duplicated
  
- Room arranged for presenters and audience
  
- Equipment / student materials in place
  
- Equipment tested (and tech support on stand-by)
  
- Teacher's materials in place
  
- Audience role explained
  
- Timekeeping device ready

## PROJECT PRESENTATION AUDIENCE FEEDBACK

|               |  |       |
|---------------|--|-------|
| Group:        |  |       |
| Project Name: |  | Date: |

Thank you for attending our project presentations and taking the time to write thoughtful answers to the following questions:

1. What did you learn from this presentation, or what did it make you think about?

2. What were the strengths of this presentation?

3. How might this presentation be improved?

4. Any other comments about this presentation?

# SELF-REFLECTION ON PROJECT WORK

Think about what you did in this project, and how well the project went.

Write your comments in the right column.

|   |  |
|---|--|
| <b>Student Name:</b>  |  |
| <b>Project Name:</b>  |  |
| <b>Driving Question:</b>  |  |
| <b>List the major steps of the project:</b>                                       |  |
| <b>About Yourself:</b>  |  |
| <b>What is the most important thing you learned in this project:</b>              |  |
| <b>What do you wish you had spent more time on or done differently:</b>           |  |
| <b>What part of the project did you do your best work on:</b>                     |  |
| <b>About the Project:</b>   |  |
| <b>What was the most enjoyable part of this project:</b>                          |  |
| <b>What was the least enjoyable part of this project:</b>                         |  |
| <b>How could your teacher(s) change this project to make it better next time:</b> |  |



# TEACHER'S POST-PROJECT REVIEW

|  |                    |              |  |
|--|--------------------|--------------|--|
| <b>Project:</b>  |                    | <b>Date:</b> |  |
| <b>Project idea, design and implementation considerations</b>  | <b>Reflections</b> |              |  |
| Student engagement   |                    |              |  |
| Overall idea for the project   |                    |              |  |
| Overall results for student learning   |                    |              |  |
| Authenticity of project tasks and products   |                    |              |  |
| Quality and use of Driving Question  |                    |              |  |
| Scope: <ul style="list-style-type: none"> <li>▶ Length of time</li> <li>▶ Complexity</li> <li>▶ Number of subjects/ people/ organizations involved</li> <li>▶ Use of technology</li> </ul> |                    |              |  |
| Selection of content standards   |                    |              |  |

|  |  |
|--|--|
| Selection of appropriate 21st century skills                                 |  |
| Selection of culminating products and performances                           |  |
| Effectiveness of entry event   |  |
| Quality of rubrics   |  |
| Quantity and mix of scaffolding and learning activities                      |  |
| Ability of students to work well in groups                                   |  |
| Ability of students to work well independently                               |  |
| Ability of students to use inquiry skills and think deeply                   |  |
| My management of the process, coaching of students, and providing of support |  |
| Involvement of other adults  |  |
| Adequacy of resources  |  |