

***THE CAPSTONE INITIATIVE***  
***of the***  
***Rutland Region Education Alliance***

***A Manual for Practitioners***

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## **DEDICATION**

*THIS FIRST MANUAL IS DEDICATED TO DR. JANET JAMIESON, WHOSE VISION AND PERSISTANCE HAVE INSPIRED AND SUPPORTED THIS WORK, IN AN ERA WHEN THERE WERE SO MANY OTHER AND DIFFERENT THINGS TO BE DONE.*

*AND...*

*TO THE EDUCATORS WHO DEMONSTRATED THEIR OWN VITAL RESULTS DURING THREE, LONG YEARS OF CAPSTONE WORK AS THEY CREATED THE CONTENT FOR THIS MANUAL WITH THEIR PILOT PROJECTS, DISCUSSIONS AND WRITING, FOR THEIR*

*DEDICATION  
VISION  
PERSISTANCE  
HIGH STANDARDS  
GREAT DEBATE  
CARING CONCERN FOR COLLEAGUES  
INNOVATIVE IDEAS  
COLLABORATION AND TEAMWORK*

*AND WHO GAVE:*

*TIME, TIME, TIME, TIME, TIME, TIME, TIME*

*MARGIE CONGDON  
SALLY CRANDELL  
MICHELLE FOLGER  
CAROL FRITZ  
KATHY JACOB  
MONDA KELLEY*

*NANCY MARK  
GEORGE MOECKEL  
JEAN OAKMAN  
CAROLYN RAVENNA  
KAREN WHITE  
DIANA WILSON*

*TO:*

*DR. VIRGINIA LARRABEE, WHO BEGAN THIS WORK WITH THE LEADERSHIP TEAM, AND TO DR. CAROL SPENCER, FOR HER ENERGY AND LEADERSHIP, AS SHE WILLINGLY AND LOVINGLY GUIDED THE ENTIRE PROCESS;*

*AND FINALLY, TO:*

*CARIN DEMAYO, THE DIRECTOR OF THE RREA, WHOSE ENERGY, CREATIVITY, AND GENIOUS ALWAYS MADE ANYTHING SEEM POSSIBLE TO ACHIEVE.*

## *The History of the Rutland Region Education Alliance*

### ***CAPSTONE INITIATIVE***

The Capstone idea evolved from discussions that included the Rutland Region superintendents, curriculum coordinators, business leaders, and representatives from higher education, adult education and classroom teachers. As a result of those discussions, the participants agreed that high school graduates from the Rutland Region should earn diplomas that reflected common skills and knowledge, while preserving the individuality of the seven high schools in the area.

The Curriculum Committee of the Rutland Region Education Alliance was awarded several study and implementation grants, to create a team who would define experiences for all pre-K-12 students. The group decided on four types of experiences and assessments that would be common for all students in the Region:

- Personal Performance Projects
- Work-Based Learning experiences
- Community Service Learning experiences
- Personal Development Collection

The Capstone Leadership Team first met during the summer of 1997. There were two representatives from each Rutland Region supervisory union on the team, including classroom teachers and administrators. A part-time coordinator for the project was hired.

The Leadership Team members have continued to meet monthly since that time. Their work has been two-fold: to develop the guidelines for each of the four Capstone components and to help educators throughout the Region to become familiar with the Capstone Initiative.

During the summer of 1998, a second group of educators, the Implementation Team, joined the Initiative. This group of implementers expanded significantly through a state-wide institute held in the summer of 1999. At the present time, there are many pilot projects happening throughout the Region.

The Capstone Initiative has had three funding sources: Goals 2000 grants, School-To-Work grants, and local district budget funds.

This manual is a guidebook for educators who wish to implement one or more of the components of the Capstone Initiative. Each section defines the learning opportunity, identifies the standards from the Vital Results of the Vermont "Framework," and lists steps to help implement the projects.

## *The Capstone Initiative*

### **MISSION STATEMENT**

The Capstone Leadership Team of the Rutland Region Education Alliance, believes our schools must provide more meaning to our high schools' diplomas. All students, parents, schools and communities in the Rutland Region need to be accountable and responsible for ensuring that students demonstrate a solid work ethic, high academic achievement, effective social skills, good citizenship and a sense of altruism that lead to informed decision-making and responsible action. Participation in the Capstone Initiative provides opportunity and support for our each of our students to reach this goal.

We believe that:

- School programs should address and respect each of our student's diverse learning style, talent, interest and skills.
- Our schools should require all of its students to demonstrate their achievement of the Vital Results.
- Our schools should provide regularly scheduled time and resource support for students to work on and to achieve their Vital Results standards.
- Students should be guided toward self-directed learning.
- Students should have tangible evidence of what they know and can do, thereby enhancing and validating their self confidence.
- When students actively demonstrate their learning, it provides the public, post-secondary schools, and prospective employers with meaningful information about their achievement.

By allowing our children, K – 12, to develop a locus of confidence and control of learning within themselves, and by honoring it, we powerfully demonstrate how much we respect them.

In order to achieve our mission, the Capstone Initiative proposes a set of four performance assessments, completed annually, by each student in the Region:

- Personal Performance Projects
- Work-Based Learning experiences
- Community Service Learning experiences
- Personal Development Collection

These Capstone experiences and assessments allow students to draw their learning together in complex, original, applied ways and to demonstrate that learning publicly.

*Rutland Region Education Alliance*

*Capstone Initiative*

**FOREWORD**

The Capstone Initiative is a vehicle for students to integrate their learning from many different sources—school, personal, family and community. It is a commitment of the greater Rutland Community to support every child in the Region to:

- Show evidence of students' continuous advancement in meeting the standards of the Vermont Framework
- Learn through community service and through work-based experiences, in standards-based units of study
- Show achievement through benchmarked performance tasks, that take place both in the classroom and outside of the school environment
- Show that students can apply what they learn in school to future learning and work experiences outside of school
- Complete a high school culminating project reflecting the Capstone Guidelines, as a condition of earning a high school diploma in any high school in Rutland County.

**Capstone has four components:**

- **Personal Development Collection**
- **Work-Based Learning experiences**
- **Community Service Learning experiences**
- **Personal Performance Projects**

**Each of the four components is matched to Vital Results Standards. Teacher and Student Guidelines are drawn from the Learning Opportunities, best practice research and from our own pilot projects. Students should participate in all four components of the Capstone Initiative each year, pre- K – 12.**

## **The Four Components of the Capstone Initiative**

### ✓ **PERSONAL DEVELOPMENT COLLECTION (PDC)**

A Personal Development Collection is each student's comprehensive collection of products, performances and reflections, that shows his/her accomplishments of Vermont's Vital Results. The **PDC** is a process as well as a product. It includes an annual, student-led conference, at which each student presents and assesses his/her progress towards achievement of Vital Results Standards to educators, parents and peers.

### ✓ **PERSONAL PERFORMANCE PROJECTS (PPP)**

A Personal Performance Project is an investigation designed and carried out by individual students. Students then share their learning in some original way with a jury of peers, mentors, experts and family, in a public performance or expressive presentation. The work is done in a combination of school, community and research settings. Students undertake a Personal Performance Project each year, pre-K–12, with increasing independence in all phases of the work, from topic selection to presentation format. In the senior year of high school, this project is a culminating exhibition required for graduation. The student puts some of this work into his/her Personal Development Collection, demonstrating Vital Results Standards in progress or met.

### ✓ **COMMUNITY SERVICE LEARNING EXPERIENCES (CSL)**

When students use their school and personal knowledge and skills to address actual human or environmental needs in their communities, they are learning through a curriculum and instructional method called Community Service Learning. In Community Service Learning units of study, students develop a mutually beneficial relationship that balances their need to learn, with the community's genuine need for service. Through these experiences, students gain a sense of empowerment, as they learn that they can make a real and unique difference in the world, as individuals. The student puts some of this work into his/her Personal Development Collection to document Vital Results.

### ✓ **WORK-BASED LEARNING EXPERIENCES (WBL)**

When students make active connections among their school learning, their personal learning and the workplace, they are learning through a curriculum and instructional method called Work-Based Learning. In Work-Based Learning units of study, students experience the four stages of career development: awareness, exploration, preparation and development. Through these experiences, students begin to integrate the academic skills they have acquired in the classroom setting, with the work related skills they will need. The student places some of this work into his/her Personal Development Collection to document Vital Results Standards addressed.

## **WHY THE VITAL RESULTS?**

### **. . . Because the parts have to add up to a whole.**

Vermont's Vital Results are the qualities and skills we want each of our students to be able to demonstrate. In the early 1990's, thousands of Vermonters identified these qualities and skills as the assets our children must have by the time they graduate from our high schools.

Going from class to class, subject to subject, year to year, with caring, highly competent teachers, with rich curriculum and ample learning opportunities, with strong focus on the Fields of Knowledge Standards, much of our children's education in the present system ends up being fragmented, despite our best efforts to the contrary. The significant question remains: Do the various parts of each child's education add up to a cohesive whole for the child? Can the child accurately describe his/her past and present accomplishments? Can the student talk concretely about ongoing and future goals?

In the language of the Vital Results, after 13+ years of education, how well can each child communicate and solve problems? How strong is each student's capacity for personal development? In what ways does the student practice civic responsibility? How do we hold ourselves accountable for the student as a whole, the student as citizen, the student as a competent, caring, ethical young adult ?

Students who develop strong personal assets by the age of 18, are more likely to succeed in school, to grow into responsible citizens and to lead healthy, productive lives. Vermont's VITAL RESULTS represent our best thinking about what those assets are.

Students with more assets have higher achievement and fewer risk behaviors during their school years and after, than students with fewer assets. Family, school and community experiences all play a role in helping students to gather their assets.

We believe that this vision of successful students as productive citizens, is one envisioned as well, in the State's **School Quality Standards**, in its requirement that each school adopt a local, comprehensive assessment system by September 1, 2001, reporting on both Fields of Knowledge and Vital Results standards (s.2120.2.2). And, in its requirement of new Graduation criteria by June, 2005: *"(1) the student demonstrates that he or she has attained or exceeded the standards contained in the Framework or comparable standards as measured by results on performance-based assessments, .... (s. 2120.8.2.1)*

Capstone educators believe that part of our role as teachers is to ensure that every child in the Rutland Region, consciously and systematically builds his or her collection of achieved standards and assets. We believe that it is the role of the schools to provide organized, regular ways for students to plan and carry out their own projects; to take stock of themselves; to talk with adults about what and how they are learning; and to set and work on new goals, both inside and outside of school.

***It is these Capstone experiences, we believe, that help students to strengthen and achieve their Vital Results.***

# Vermont's Framework of Standards and . . . "Learning Opportunities" in the Capstone Initiative

*"To achieve the high standards presented in Vermont's Framework, every student needs:"*

## **A. ACCESS**

- A.2.2.b Instructors working with others (e.g., colleagues, parents, other community members, and students) to plan and assess curriculum.
- A.3.a Frequent opportunities to engage the community as a resource and a learning laboratory (e.g., learning from artists, businesses, health-care providers, town records, town meeting, community theater, the local landfill).
- A.4 Time built in for collaboration (e.g. student with teacher, teacher with teacher, teacher with family).

## **B. INSTRUCTION**

- B.1.d Prompting of students to support their statements with evidence.
- B.1.e Strategies that help students organize and interpret new learning.
- B.1.f Questions that extend and refine learning.
- B.2 Teacher as explorer and co-learner.
- B.3.c Pursuit of individual concerns, learning interests, and projects.
- B.3.d Co-design (e.g. with teachers, peers) of learning activities.
- B.4.a Extended investigations through which students address essential questions.
- B.4.b Opportunities to transfer learning from one format or context to another.
- B.4.c Experience with designing products, services and systems.
- B.4.d Student planning of activities, implementation of teaching-and-learning activities, and carrying out of projects that meet real needs.
- B.4.f Opportunities for reflection through a variety of modes
- B.5.c Collaboration among those involved with the child's learning experience (e.g. family members, teachers, health care providers, bus drivers) in order to meet student needs.
- B.5.d An environment in which standards are the constant and time, strategies, and approaches are the variables, based on individual differences, strengths and needs.

## **C. ASSESSMENT AND REPORTING**

- C.1 A balance and variety of assessment strategies, used to gain information and provide feedback about student learning (e.g., performance assessments, self-assessments, paper and pencil tests, checklists, etc.)
- C.2.a. Assessments clearly define student products and/or performances, and judge with observable criteria based on standards.
- C.2.b. Public display of student work samples (e.g., on walls, bookmarks, newsletters, discussion at open houses) that illustrate identified criteria.
- C.3.d. Collaboration in assessment: gathering information from students, parents, other teachers, and/or community members to help build a more complete picture of student growth and achievement.
- C.4.a. Peer conferencing and self-reflection activities that use identified criteria (e.g. students setting criteria for assessment, or using rubrics to assess cooperative group activities).
- C.4.b. Involvement by students in setting and monitoring progress toward learning goals.
- C.5.a. Assessments that are summarized in relation to standards.
- C.5.f Student involvement in parent conferences (e.g. reviewing the quality of work and setting goals.)

## **D. CONNECTIONS**

- D.1.a. Direct experience with “real-world” questions, problems, issues, and solutions that are complex and that cross discipline boundaries (e.g. students design and build a nature trail using math skills, mapping, and principles of design) as opposed to contrived or superficial themes.
- D.1.b. Application of skills learned in one discipline to other disciplines.
- D.1.c. Investigation of problems that lend themselves to the scope of interdisciplinary work.
- D.2.a. Thematic studies that allow students to draw connections between their lives and the world beyond the classroom.
- D.2.b. Involvement by students in the development of study units, and in pursuing their own questions to extend or focus a unit.
- D.2.c. Service-learning experiences that are linked to classroom learning
- D.3.c. use of a variety of learning environments that are available in the community.
- D.3.d. Service-learning experiences that help students discover how communities work and their own role in them.

## **PERSONAL DEVELOPMENT COLLECTION**

A Personal Development Collection (**PDC**) is each student's comprehensive collection of products, performances and reflections, that shows his/her accomplishment of Vermont's Vital Results.

The purpose of the **PDC** is to help students to understand, and to set deliberate goals for, their intellectual and personal growth over time. They do this by selecting work from school, home or community that they believe shows evidence of the Vital Results, by reflecting on their work and goals, and by presenting the **PDC** annually to an audience of adults and peers. The Capstone PDC is both a tangible hard-copy or electronic product, and a dynamic process of reflection, presentation, and assessment.

The PDC is based on a belief that each student needs to become clear and articulate about his/her strengths, to value those strengths, and to use school, home and community experiences throughout K – 12 to enhance them.

By repeatedly working with the Vital Results standards, students can use them as a tool for intellectual and personal growth. There is a direct relationship between achieving the Vital Results and developing the assets students need in order to become resilient adults. As they create, present and assess progress in the **PDC** each year, students become increasingly competent, confident, and resilient.

### **Criteria for High Quality Collections**

- **PDC contents reflect a high degree of student choice and ownership**
- **Evidence shows accomplishments in school, at home and in the community**
- **Clear, identified evidence of the student's accomplishment of the Vital Results**
- **Annual, student-led presentations to explain progress to adults and peers**
- **Presentation shows increasing independence, reflection, accuracy and competence in explaining achievement of the Vital Results**

## **Across the years . . .**

The Personal Development Collection will become more complex and more comprehensive as the student grows, and as teachers, parents and mentors, gain more experience with the **PDC**. At first the **PDC** may focus on a simple theme, such as “Who Am I.” As they move up the grades, and with more **PDC** experience, students will be able to work on specific Vital Results areas, to reflect on and summarize their accomplishments, and to set new goals for growth or improvement. Eventually, the **PDC** should contain evidence of and reflections about all of the Vital Results. It will serve as one of the ways students document their achievement for graduation from high school.

As **students** grow older, and have participated in the **PDC** process repeatedly, they must take on primary responsibility for choosing, managing and presenting their work, and for setting meaningful goals. Although there is a requirement that the **PDC** contain evidence of all of the Vital Results, the content and organization of the Collection are essentially personal. It represents **more of what the student thinks of himself and his own work, than what others think of these things.**

**Teachers** need to evolve into sophisticated mentoring roles, providing both technical assistance, and facilitative coaching. The Kindergarten process and product will vary tremendously from the 5<sup>th</sup> grade or high school product and process. The role of teachers at each level will be significantly different. Teachers will be more in charge in the early years; they cannot be in charge later on, for the **PDC** to be an effective Vital Results tool.

The **School** should devise ways to use the Collection throughout each year. Teachers and mentors in elementary, middle and high schools need time within the schedule to work with small numbers of students on their **PDC**, and to become knowledgeable about the **PDC** process, and about each student for whom they serve as mentor. Ideally teachers will work with students as their **PDC** mentor for more than one year. The **District** needs to create a system that allows the Collection to “graduate” with the student from one level to the next, for ongoing use throughout Pre-K – 12<sup>th</sup> grade.



<b><i>GUIDELINES FOR STUDENTS</i></b>	<b><i>GUIDELINES FOR SCHOOLS, AND TEACHER- MENTORS</i></b>
<p>1. Become familiar with the Vital Results Standards.</p> <ul style="list-style-type: none"> <li>• Be able to explain each standard in your own words</li> <li>• Look at samples of accomplishments that match standards</li> <li>• Talk about how those samples show the standard</li> </ul>	<p>1. Decide on how to pilot this work in your school, including:</p> <ul style="list-style-type: none"> <li>• who will serve as <b>PDC</b> mentor for each student</li> <li>• ways in which mentors and students may remain together for more than one year</li> <li>• scheduled times when work on the Collection will take place</li> <li>• variety of ways to help students to become familiar with the Vital Results and examples</li> <li>• how the Collections will be passed on from grade to grade</li> </ul>
<p>2. Gather examples of work, projects and experiences from school, home and community, that you believe match the standards.</p>	<p>2. Make time and provide students with the resources they need to work on their Collections, including:</p> <ul style="list-style-type: none"> <li>• The container students will use—hardcopy or electronic</li> <li>• A place for the Collections be stored</li> </ul>
<p>3. Choose examples that best represent your progress towards, or completion of each Vital Result standard. Decide on a way to organize your Collection.</p>	<p>3. Help students to organize their thoughts:</p> <ul style="list-style-type: none"> <li>• Ask probing questions that allow student to clarify for himself/herself, and for you, how the work relates to the standard.</li> <li>• Show students a variety of ways to organize the Collection, e.g. into the four sections of the Vital Results; by personally chosen categories; into Home-School-Community sections.</li> </ul>
<p>4. Create a tag for each example you choose that explains:</p> <ul style="list-style-type: none"> <li>• What is the example?</li> <li>• Why did you choose it?</li> <li>• What standard does it match?</li> <li>• Is this a work in progress or have you met the standard?</li> <li>• What is your next goal in this area?</li> </ul> <p>Place each chosen example and tag into the Collection.</p>	<p>4. Help students identify, think through, and assess their Vital Results.</p> <ul style="list-style-type: none"> <li>• Use discussion and examples to guide students in self-assessing work</li> <li>• Provide support for editing and polishing tags.</li> <li>• Provide technical assistance for creating “original” tags, e.g. electronic support, or colored paper and pinking shears.</li> </ul>
<p>5. Organize the Collection into an original and polished format.</p>	<p>5. Provide technical assistance, e.g. electronic scanning, photographs, notebooks, plastic sleeves, electronic templates.</p>
<p>6. Write a summary and reflection of the contents of the <b>PDC</b>:</p> <ul style="list-style-type: none"> <li>• What goals were worked on this cycle?</li> <li>• What progress was made on these goals?</li> <li>• What are you proudest of in the Collection and why?</li> <li>• In what way does the <b>PDC</b> show your growth since last time?</li> <li>• What are your new goals?</li> </ul>	<p>6. Decide on a variety of ways to integrate <b>PDC</b> goals and process with ongoing learning, teaching and assessment activities:</p> <ul style="list-style-type: none"> <li>• Students should actively work on their goals during the year</li> <li>• Students need regular feedback on progress towards goals, e.g. in classwork, homework and report cards</li> <li>• Assessment discussions and tools used during standards-based units, and other learning activities during the school year should help students to become increasingly proficient at identifying when they have met a standard.</li> </ul>
<p>7. Organize a presentation of your Collection, summary and goals, and rehearse your presentation with peers and with your <b>PDC</b> mentor teacher.</p>	<p>7. Provide students with rehearsal time with peers and <b>PDC</b> mentor</p> <ul style="list-style-type: none"> <li>• Help students to go beyond superficial presentation, and to become polished at talking about their work, strengths, and goals.</li> </ul>
<p>8. Lead a presentation at which you discuss your <b>PDC</b>, your strengths, your reflective summary, and your goals.</p> <ul style="list-style-type: none"> <li>• Make a presentation</li> <li>• Allow for questions and comments</li> </ul> <p>Consider those questions and comments as you begin your new cycle</p>	<p>8. Provide logistical help for your <b>PDC</b> students to hold their conferences:</p> <ul style="list-style-type: none"> <li>• Decide how you can help your students to be as independent as possible during this process, given their age and skill at running their conference</li> <li>• Help parents and peers to ask useful questions, and to provide useful feedback</li> </ul>



## The Role of Assessment in the PDC

The **Personal Development Collection** contains evidence that students identify that they are working on or have met Vital Results standards. Educators may have formally assessed some of the items the students place into their Collections. Other items may have been assessed only by the student, may have been judged by a person or organization outside of school, or may never have been assessed at all.

Each time a student places an artifact into the **PDC**, s/he identifies it with a tag. This tag is a form of self-assessment. It is this conscious decision making process and judgment by the student that distinguishes a **PDC** from a scrapbook or treasure box. It is this step in the **PDC** process that forms the core of the assessment part of the **PDC**.

Selecting work for the **PDC** gives the students the chance to think and talk about themselves; about the quality of their work, accomplishments and improvements through **their own eyes**; about feelings such as pride or concern, indifference or ambition; about how they see and judge themselves. It is through this experience, including the expert coaching and guidance from teachers and parents, that students develop the all important third eye, which will guide them all their lives. More than the artifacts themselves, it is in the 'judging' and the 'telling' that the unique factor of metacognition kicks in. It is in telling what s/he knows and how s/he knows it (metacognition), that a person gets ready for the next learning step. It is this step that helps to raise overall achievement in school, and beyond.

In addition to self-assessment and guided assessment, creating a **PDC** provides teachers and students the opportunity to actively work on and assess some of the Vital Results standards. In the Capstone Project, we have matched the "Guidelines for Students," to standards that can be assessed at each part of the **PDC** process. Students should work on their Collections and present them at least once each year throughout K – 12. The Vital Results standards in the chart that follows, should be assessed specifically in the **PDC** process once at each level, at the end of K-4, 5-8, and 9-12.

The **Personal Development Collection** should be a part of the district's local assessment plan. It can also serve as a powerful vehicle for discussion and coordination wherever in the pre-K-12 system there are transition points (e.g. K-6 to 7-12), or years across which districts desire increased coordination (e.g. 5<sup>th</sup> – 8<sup>th</sup> grade, which often take place in different buildings and jurisdictions). Built over thirteen years, the **PDC** should be considered a part of each student's requirements for graduation.

**ASSESSING VITAL RESULTS STANDARDS  
AS PART OF  
THE PERSONAL DEVELOPMENT COLLECTION**

<b>Guidelines for Students</b>	<b>Possible VR Standards to Assess</b>
<p><b>Preparing the Collection:</b></p> <ol style="list-style-type: none"> <li>1. Become familiar with the Vital Results.</li> <li>2. Gather examples of work, projects and experiences from school, home and community, that you believe match the standards.</li> <li>3. Choose examples that best represent your progress towards, or completion of each Vital Result standard. Decide on a way to organize your Collection.</li> </ol>	<ol style="list-style-type: none"> <li>2.8 Students demonstrate a willingness to take risks in order to learn.</li> <li>2.9 Students persevere in the face of challenges and obstacles.</li> <li>2.14 Students plan and organize an activity.</li> <li>3.14 Students demonstrate dependability, productivity, and initiative.</li> </ol>
<p><b>Analyzing and Reflecting</b></p> <ol style="list-style-type: none"> <li>4. Create a tag for each example you choose.</li> <li>5. Organize the Collection into an original and polished format.</li> <li>6. Write a summary and reflection of the contents of the Collection.</li> </ol>	<ol style="list-style-type: none"> <li>1.10 Students organize and relate a series of events into a coherent whole.</li> <li>2.6 Students apply prior knowledge, curiosity, imagination, and creativity to solve problems.</li> <li>3.1 Students assess their own learning by developing rigorous criteria for themselves, and use these to set goals and produce consistently high quality work.</li> <li>3.2 Students assess how they learn best, and use additional learning strategies to supplement those already used.</li> <li>3.13 Students analyze their roles and responsibilities in their family, their school, and their community.</li> <li>3.16 Students develop a plan for current and continued education and training to meet personal and career goals.</li> </ol>
<p><b>Presentation</b></p> <ol style="list-style-type: none"> <li>7. Organize a presentation of your Collection, summary and goals, and rehearse your presentation with peers, and with your <b>PDC</b> mentor teacher.</li> </ol> <p>Lead a conference at which you present and talk about your <b>PDC</b>, your strengths, your reflective summary, and your goals.</p>	<ol style="list-style-type: none"> <li>1.13 Students listen actively and respond to communications.</li> <li>1.15 Students use verbal and nonverbal skills to express themselves effectively.</li> <li>2.7 Students respond to new information by reflecting on experience and reconsidering their opinions and sources of information.</li> <li>2.14 Students plan and organize an activity.</li> </ol>

## PERSONAL PERFORMANCE PROJECT

A Personal Performance Project (**PPP**) is an investigation designed and carried out by individual students. Every year from K through 12, each student chooses a topic, problem, or area of interest that is especially interesting or important to him/her. Through research, experiences outside of school, and creativity, with support from teachers and outside experts, s/he learns about the topic.

The student then shares that learning in some original way with a jury of peers, mentors, experts and family, in a public performance or expressive presentation. Throughout the process, teachers help students to develop and assess a variety of Vital Results qualities and skills. The student places some of this work into his/her Personal Development Collection.

The vision that underlies the Personal Performance Project, is that each student identifies and does work that is important to him or her, in a combination of school, research and community settings. The Project itself should motivate and stimulate the student to delve deeply and intensely into the topic. The **PPP** is both a process and a product. We believe that through this intellectually intense work, across each of the K through 12 years, students will eventually produce independent, creative and high quality work envisioned in the Vital Results.

### Criteria for High Quality Personal Performance Projects

- There is a high degree of student choice of topic, methods of inquiry and presentation.
- The **PPP** is a powerful intellectual and creative learning experience for the student
- The student does Project work with active support from teachers in facilitator roles.
- The **PPP** has a natural, significant connection to the community outside of school.
- The student shows growth in some Vital Results, and new achievement in others.

## **Across the years. . .**

Personal Performance Projects will become more complex and more comprehensive as a child grows. At first, the **project** may focus on a simple topic of choice, such as an animal, or a hobby. By the intermediate and middle grades, PPPs may be stand-alone, standards-based units themselves. Or they may be individual investigations embedded within more complex discipline-based or interdisciplinary studies. By the last year in high school, the **PPP** becomes linked to a graduation performance or exhibition. It is a graduation requirement that helps students to demonstrate their achievement of some of Vermont's standards.

**Teachers** are familiar with research procedures, and have for many years, assigned students to "do" research. The evolution of thinking and practice in the **PPP** is from teacher-assigned to student-designed research. Teachers evolve, across the years, into sophisticated mentoring roles, providing both technical assistance, and facilitative coaching.

**Students** are familiar with research procedures, and have for many years, been assigned to 'write research papers' on assigned topics. While often producing a useful school-related set of knowledge and skills, these are not always transferable skills. As students participate in the **PPP** repeatedly, across their pre-K through 12<sup>th</sup> grade years, they take on primary responsibility for choosing study problems and research topics, for planning their work, for carrying it out in both the school and the community settings, for designing their presentation, and for assessing the work that they do. Eventually, they are able, within their school years, to create standards-based productions, products or processes, which are useful or appreciated both inside the classroom and outside of school.

# Guidelines for Students

## A. DESIGN AND PLAN THE PROJECT

1. Become familiar with the Vital Results Standards
  - Be able to explain the Vital Results standards in your own words.
  - Look at samples of accomplishments that match standards.
  - Talk about how those samples show the standard.
2. Select a topic of personal interest to you, and explore the topic.
3. Develop a project plan including:
  - The topic you have chosen, and some sense of its importance to you
  - An important question about the topic or some problem in the topic that you want to answer or solve, that explains what it is you are trying to learn
    - An outline of what research will be done.

Vermont's Vital Results standards suggest specific evidences for high quality research :

- Ask different kinds of question about the topic that lead to comparing, connecting, and understanding the parts of the topic.
  - At 5<sup>th</sup> grade and older, ask critical evaluation questions that show judgment about the project and topic.
  - At 9<sup>th</sup> grade and older, ask questions about the judgments of experts in the field and from other disciplines.
  - Use primary and secondary sources to conduct research about the topic.
  - Make a connection with a person, event or organization in the greater community outside of school.
  - Use print materials from traditional sources such as books, documents and magazines.
  - Use electronic materials such as website documents, cd roms, videos and interactive discussion sites.
  - Use the internet and the library
- A description of a project
  - A list of all the things you need to do , in order to accomplish the learning
  - A timeline for the research, the meetings with the advisor, and the completion of the project
  - At least one way in which you will connect the topic to the community outside of school
  - At least one way in which you will work on or achieve one standard from the Fields of Knowledge during the project
  - A specific identification of the Vital Results standards you will work on
  - A plan for how the project and learning from the project will be assessed
  - At least one person with expert knowledge about the topic who will be available to help you
  - What kind of a journal you will keep about the project

## B. Complete the Project

4. Carry out the Project plan, including research activities.
5. Maintain and share a journal, keeping track of project experiences, work towards standards, and assessment feedback. Each entry should answer these questions:
  - What did I accomplish?
  - How much time did I spend?
  - What do I do next?
  - What are the challenges?
  - How will I try to meet them?
  - Respond to the questions from the project advisor, in the journal.

## C. Create and Carry Out a Performance or Demonstration of the Research and the Project

### 6. Organize and present your Project.

- Organize information, and put it together into a product, demonstration or performance, that can be performed for a live audience. The performance, product or demonstration must involve at least one artistic or electronic form of communication.
- Rehearse and polish the demonstration or performance.
- Prepare an explanation about the Project for the audience:
  - How did you go about learning this topic?
  - What did you learn that was new?
  - How well did you do on your Project?
- Help to plan the presentation event, including audience of peers, parents, teachers, and an expert from the project field.
- Present the Project
  - Carry out the demonstration, or performance.
  - Explain your learning to the audience.
  - Hold a discussion with your audience about your Project.

### 7. Assess the work.

Write a self assessment of the learning at the end of the **PPP**, following the Presentation event.

- Assess the learning you accomplished
- Assess the way in which you carried out the Project
- Assess the quality of the final Performance Project and presentation

### 8. Place evidence of your achievement of the Vital Results into your Personal Development Collection.

# Guidelines for Teachers

Our role as educators, mentors and parents is to create a strong support system to ensure that each student succeeds in doing this work. The essence of the **PPP** is that we help each student to research, think, experiment and demonstrate knowledge in his or her own unique way.

1. Decide on how to pilot this work in your school, including:
  - who will coordinate the development of the **PPP** pilot project
  - who will serve as the **PPP** advisor for each student
  - whether to offer credit for this work
  - how to phase in the **PPP** as an eventual graduation requirement
  - if the **PPP** will be offered within one class, across a team, as a separate class, or in an alternative format matched to the culture of the school
  - what students, in which grades will begin the pilot project
  - the plan for evaluating and growing the pilot project within your school
2. Help students become familiar with the Vital Results Standards.
  - Collect and show students samples of work that matches standards
  - Help students to explain standards in their own words
  - Guide students in explaining how examples meet standards
  - Help students identify which Vital Results they will be working on during the Project
  - Work with students to identify ways of and tools for assessing work
  - Decide on the role in assessments for the student, yourself as advisor, and the expert mentor
3. Make time and provide resources for students to develop and plan their project.
4. Establish and maintain working relationships with community members who can help students in a variety of ways.
5. Develop professional knowledge of the teacher's roles and responsibilities in facilitating project-based learning, and student-directed research strategies.
6. Provide technical and logistical assistance to students as they plan their presentations.
7. Provide students with repeated rehearsals, and opportunities for mutual feedback, prior to their presentation event. This allows students to:
  - Have genuine experience in giving each other important feedback
  - Receive feedback from peers and adults prior to the event
  - Polish their work based on the feedback, and their own awareness
8. Help students to create a performance event at which they can present their project work to an audience of peers, educators, family and community.
9. Work closely with students throughout the **PPP** on their self-assessments, and conduct teacher assessments, using standards-based tools, and checklists throughout the process.

## ASSESSING WORK AND LEARNING IN THE PERSONAL PERFORMANCE PROJECT

<b>Guidelines for Students</b>	<b>CHOOSE STANDARDS THAT CAN BE WORKED ON AND/OR ASSESSED</b>
<b>A.  Design and Plan the PPP</b>	2.8 Students demonstrate a willingness to take risks in order to learn.
<b>B.  Complete the PPP</b>	<p>1.18 Students use computers, telecommunications, and other tools of technology to research, to gather information and ideas, and to represent information and ideas accurately and appropriately.</p> <p>1.19 Students use organizational systems to obtain information from various sources, including libraries and the Internet.</p> <p>2.2 Students use reasoning strategies, knowledge, and common sense to solve complex problems related to all fields of knowledge.</p> <p>2.6 Students apply prior knowledge, curiosity, imagination, and creativity to solve problems.</p> <p>2.9 Students persevere in the face of challenges and obstacles.</p> <p>2.10 Students generate several ideas using a variety of approaches.</p> <p>2.13 Students design a product, project, or service to meet an identified need.</p> <p>3.14 Students demonstrate dependability, productivity, and initiative.</p>
<b>C.  Perform and Assess the PPP</b>	<p>(1) Specific Field of Knowledge standard</p> <p>(1) Vital Results Medium of Expression standard</p> <p>1.12 In personal essays, students write effectively.</p> <p>1.14 Students critique what they have heard.</p> <p>1.15 Students use verbal and nonverbal skills to express themselves effectively.</p> <p>1.16 Students use a variety of forms, such as dance, music, theater, and visual arts, to create projects</p> <p>1.20 Students use graphs, charts, and other visual presentations to communicate data accurately and appropriately.</p> <p>1.21 Students select appropriate technologies and applications to solve problems and to communicate to an audience.</p> <p>2.7 Students respond to new information by reflecting on experience and reconsidering their opinions and sources of information.</p> <p>2.14 Students plan and organize an activity.</p> <p>3.1 Students assess their own learning by developing rigorous criteria for themselves, and use these to set goals and produce consistently high-quality work.</p>

## **COMMUNITY SERVICE LEARNING**

When students use their school and personal knowledge and skills to address actual human or environmental needs in their communities, they learn through a curriculum and instructional method called Community Service Learning. **(CSL)** **CSL** projects take place in a planned variety of settings, including the students' family setting, school, and the greater community outside of school. Community Service Learning strives to meet a genuine need within the community.

**CSL** projects involve students in an active, hands-on method of learning. Students have a significant role in choosing, planning and carrying out their Community Service. When students volunteer, they work to develop a mutually beneficial relationship with those they serve. This relationship strikes a balance between the student's need to learn, and the recipient's need for service. Students reflect on the service they provide, assess their learning, and present their work to an audience of peers and adults.

The vision which underlies **Community Service Learning** projects is this: students will come to understand, talk about and act upon, the difference that one person can make in the life of another, or in the life of the community. Students gain a sense of empowerment, because they learn that they can make a real difference as individuals. At the same time, they can come to experience the group cohesion, and good spirit that results from people's combined efforts. Students and community members develop a sense of unity and common purpose, as they work side by side.

### **CRITERIA FOR HIGH QUALITY COMMUNITY SERVICE LEARNING**

- **Clear, identified evidence of the student's accomplishment of the Vital Results**
- **A high degree of student choice and ownership in all phases of the CSL project**
- **A fully developed project plan, including link to Vital Results and Fields of Knowledge**
- **Annual participation in CSL experiences throughout K – 12, in a variety of settings**
- **Students meet a genuine need in the family, school, community or environment**
- **Learning as a result of the experience is identified, and assessed**
- **Results become a part of the student's Personal Development Collection**

## Across the years . . .

Students participate in **CSL projects** repeatedly throughout their primary, intermediate, middle and high school years. Projects can be at the center of a standards-based unit of study. There is also evidence that projects embedded within larger units of study, and directly tied to school-based academic learning, help to raise students' academic achievement. Thus, projects may be embedded into an interdisciplinary standards-based unit, or a unit within a discipline, as teachers gain experience in planning for Community Service Learning.

**Projects** may start out as whole group efforts, planned primarily by teachers. As teachers and students gain more experience, the emphasis shifts from large group experiences. Experiences that students have during their primary years may center around the classroom and the school. They should be as authentic as possible within those settings. This holds true as projects become more focused around the family setting, the greater community, and the outdoor environment.

As **students** mature, they need to have greater voice in the types of service learning they do. They also need to take on primary responsibility for identifying needs within the community, in planning and in carrying out their projects. Students need to become progressively better at setting goals for what they hope to accomplish in a project, and increasingly skilled at assessing their results.

**Teachers** need to evolve into sophisticated mentoring roles, brokering relationships and services that help to blur the lines between school and community, and coaching students in their planning and service work. The process and projects students experience in Kindergarten will vary tremendously from the 5<sup>th</sup> grade or high school product or process. The role teachers play in communities which have not participated in widespread student activism, will be very different from more experienced communities.

Through **CSL** projects across the years, students learn to be compassionate towards others, and they develop a sense of stewardship for the environment. They gain insights into themselves and others that allow them to fulfill both the letter and the spirit of Vermont's Vital Results standards.

# Guidelines for Students

## A. Design and Plan the Project

1. Decide which Vital Results and Fields of Knowledge standards are linked to the project:
  - Become familiar with the Vital Results and Fields of Knowledge
  - Decide which standards you will be working on
  - Decide which standards you will meet and assess
  - Decide how assessments will take place during the project
2. Identify a service s/he believes is necessary.
3. Verify the need for the service.
4. Develop a project plan including:
  - Vital Results and Fields of Knowledge Standards
  - Service learning activities
  - Supplies or equipment needed
  - Other students involved
  - On-site contact person and communication
  - Timeline and schedule for activities
  - Necessary permission and legal forms
  - Transportation arrangements
  - Behavior standards necessary to the service area
  - Any other specific requirements of the project

## B. Complete the Project

5. Carry out the project activities.
6. Maintain and share a journal keeping track of project experiences, work towards standards, and assessment feedback.

## C. Assess and Publish the Project

7. Create a presentation using some visual format, e.g. a collection of pictures or drawings put into poster or book form; a working model; a Powerpoint demonstration.
8. Present project learnings to an audience, including peers, teachers, family and members of the community.
9. Assess the outcomes of your project. Reflect on what you have learned. Identify progress you made on attaining the standards you identified at the beginning of your project.
10. Place evidence of standards worked on and/or met into Personal Development Collection.

## Guidelines for Teachers

Our role as educators, mentors and parents is to create a strong support system to ensure that each student is able to carry out Community Service Learning projects. In the long run, it is not our role to determine the need in the community, or to select the service the student will perform.

1. Identify **CBL** Coordinator who will oversee the process for a group of students. This may be a classroom teacher, homeroom teacher, TA advisor, community mentor, or others that your school identifies.
2. Make time and provide resources for students to develop and plan their project.
  - Decide on relationship between **CSL** work and ongoing units
  - Help students to integrate project work with school-based work
3. Help students become familiar with the Vital Results Standards.
  - Collect and show students samples of work that matches standards
  - Help students to explain standards in their words
  - Guide students in explaining how examples meet standards
  - Help students identify which Vital Results Standards they will be working on during the project
  - Work with students to identify ways of and tools for assessing work
  - Decide whether the on-site contact person will participate in assessments
4. Work with students as they create their plan, to ensure feasibility and level of detail needed to establish workable relationship.
5. Provide students with necessary time and support to complete project, using in school time or a combination of in school and out of school time.
6. Provide on-site support and supervision as needed.
7. Provide technical assistance for students as they design their project visual.
8. Provide students with rehearsal time, so that they become polished at talking about their work, connecting it with standards, and identifying new goals.
9. Help students to create an event at which they can present their project work to an audience of peers, family and community.
10. Work closely with students on their self-assessments, and conduct teacher assessments, using standards-based tools, and checklists throughout the process.

# ASSESSING STANDARDS IN COMMUNITY SERVICE LEARNING

Guidelines for Students	Choose Standards that Can Be Worked On And/or Assessed
<p><b>Design and Plan the Project</b></p>	<p>1.18 Students use computers, telecommunications, and other tools of technology to research, gather information and ideas, and to represent information and ideas accurately and appropriately.</p> <p>1.19 Students use organizational systems to obtain information from various sources.</p> <p>2.2 Students use reasoning strategies, knowledge, and common sense to solve complex problems related to all fields of knowledge.</p> <p>2.3 Students solve problems of increasing complexity.</p> <p>2.6 Students apply prior knowledge, curiosity, imagination, and creativity to solve problems.</p> <p>2.8 Students demonstrate a willingness to take risks in order to learn.</p> <p>2.10 Students generate several ideas using a variety of approaches.</p> <p>2.12 Students modify their original ideas and/or the ideas of others to generate innovative solutions.</p> <p>2.13 Students design a product, project, or service to meet an identified need.</p> <p>2.14 Students plan and organize an activity.</p> <p>3.1 Students assess their own learning by developing rigorous criteria for themselves, and use these to set goals and produce consistently high quality work.</p>
<p><b>Carry Out the Project.</b></p>	<p>1.13 Students listen actively and respond to communications.</p> <p>1.15 Students use verbal and nonverbal skills to express themselves effectively.</p> <p>2.7 Students respond to new information by reflecting on experience and reconsidering their opinions and sources of information.</p> <p>2.8 Students demonstrate a willingness to take risks in order to learn.</p> <p>2.9 Students persevere in the face of challenges and obstacles.</p> <p>3.2 Students assess how they learn best; use additional strategies to supplement those already used.</p> <p>3.3 Students demonstrate respect for themselves and others.</p> <p>3.11 Students interact respectfully with others, including those with whom they have differences.</p> <p>3.14 Students demonstrate dependability, productivity and initiative.</p>
<p><b>Present the Project</b></p> <p><b>Assess Community Service Learning</b></p>	<p>1.15 Students use verbal and nonverbal skills to express themselves effectively.</p> <p>1.18 Students use graphs, charts, and other visual presentations to communicate data accurately and appropriately.</p> <p>2.11 Students represent their ideas and/or the ideas of others in detailed form.</p> <p>2.4 Students devise and test ways of improving the effectiveness of a system.</p> <p>3.9 Students take steps to protect and repair the environment.</p> <p>3.13 Students analyze their roles and responsibilities in their family, their school, and their community.</p> <p>3.14 Students develop a plan for current and continued education and training to meet personal and career goals.</p> <p>4.1 Students take an active role in their community.</p> <p>4.2 Students participate in democratic processes.</p> <p>4.3 Students demonstrate understanding of the cultural expressions that are characteristic of particular groups.</p> <p>4.4 Students demonstrate understanding of the concept of prejudice, and of its effects on various groups.</p> <p>4.5 Students understand continuity and change.</p>

## **WORK-BASED LEARNING**

Among the many purposes of schooling, one of them is helping students to begin their life-long process of career development. When students make active connections among their school learning, personal learning and the workplace, they are learning through a curriculum and instructional method called Work-Based Learning (**WBL**).

Through **WBL** activities, students experience the four stages of career development: they become aware of careers and the working world, they explore different kinds of jobs, they begin to integrate academic skills with work related skills, and they begin to apply these skills to their own career planning.

**WBL** experiences allow students to meet academic standards in a hands-on, out-of-school environment. Students have a significant role in choosing, planning and carrying out their work related projects. They engage in activities such as job visits, job shadowing, apprenticeships, student entrepreneurship, internships, supported employment, mentor relationships, or cooperative employment. These may include unpaid work experiences, paid work experiences, short or long term experiences. Students reflect on their work experience, assess their learning, and present their findings to an audience of peers and adults.

The belief that underlies **WBL** is that as students try out a variety of work settings, roles and responsibilities, they will develop confidence and a strong sense of themselves 'out in the world.' Through their Work-Based Learning experiences, students will gain self-knowledge, personal and career preparation, and the knowledge about the economy and work that families, schools and society envisions for them, and expects of them.

### **Criteria for High Quality Work-Based Learning**

- **Clear, identified evidence of the student's accomplishment of the Vital Results**
- **An increasing degree of student choice and ownership in WBL experiences**
- **Progression of activities during K-12 years, through the four stages of WBL:  
Awareness => Exploration => Preparation => Application**
- **Annual participation in WBL activities, in a variety of settings**
- **Learning as a result of the experience is identified, and assessed**
- **Results become a part of the student's Personal Development Collection**

## Across the years . . .

Work-Based Learning experiences help to link the student, what s/he learns in school, the working world, and the student's future careers. **WBL experiences** benefit all **students**. They should be designed to enable students at all grade levels, K – 12, to evolve in their thinking, through the **four stages of career development**:

➤ **Career Awareness:**

*Helps students develop a general awareness of themselves in relation to the working world and connections to education. Examples of these types of activities include: field trips, information interviews with professionals, classroom speakers, and job shadowing experiences.*

➤ **Career Exploration:**

*Helps students to research and learn about what people do for a living, and to observe and interact with employees to learn more about skills needed in the workplace. Examples are: aptitude and interest assessment, journal writing, research papers, special projects, job shadowing, informational interviews, and paid and non-paid work experience.*

➤ **Career Preparation:**

*Integrates academic skills learned in the classroom with work-based skills learned on the job. Emphasis is on skill building, understanding the concept of transferable skills, learning to work as a team member, establishing relationships, ethics and honesty, and relating personal interests and abilities to existing and future career opportunities. **Many students select a career interest or focus during this stage of their development.** Examples are: paid and non-paid work, work-based mentorships, student enterprises, and technical education courses.*

➤ **Career Application:**

*The student applies skills s/he has learned to the next step in his/her personal and career planning, including these commonly accepted workplace skills and attitudes:*

The student-employee can plan and organize work, complete tasks, and produce high quality work.

S/he demonstrates work ethics and honesty, and accepts and values diversity.

The student-employee is punctual, responsible and cooperative.

S/he can resolve conflicts and solve problems.

The student-employee takes pride in his/her work, and has initiative on the job.

In the **students'** early years, they need to experience classroom instruction based on the Vital Results standards and other skills needed for work. As students move through the grades, their experiences will become more career specific and job site oriented. By the time the student graduates, s/he will have experienced the transition from school based experiences to workplace learning.

As **teachers** develop connections to community workplaces, and have experience with the kinds of learning results that come from **WBL**, it is important that they make strong connections between academic curriculum and work-based curriculum. Work-Based projects can stand alone as standards-linked activities or units, planned with specific standards in mind, and assessed against those standards. Students will increasingly benefit, if teachers, across the years, weave work-based and discipline-based knowledge together, into a coherent, dynamic, applied academic curriculum. In this way, Work-Based Learning experiences will provide students with many opportunities during their school years to demonstrate their accomplishment of Vermont's Vital Results standards.

# Guidelines for Students

## A. Design and Plan the Project

- Become familiar with the Vital Results
  - Be able to explain each standard in your own words
  - Look at samples of accomplishments that match standards
  - Talk about how those samples show the standard
- Decide which Vital Results and Fields of Knowledge standards you will work on through a **WBL** project. Answer these questions:
  - Is this a standard in progress that you are working on?
  - Is this a standard that you will meet and assess?
  - How will assessments take place during the project?
- Choose a work related project from one of the four areas of career development:

<p style="text-align: center;"><b><u>CAREER AWARENESS</u></b></p> <p>Develop an awareness of yourself, the working world, and the connections to your education.</p> <p>Interest inventory            Capstone Personal Performance Project            Capstone Personal Development Collection            Journal            Field Trip            Job/Career Survey            Job Shadow            Course selection based on WBL experiences            College search based on WBL experiences</p>	<p style="text-align: center;"><b><u>CAREER EXPLORATION</u></b></p> <p>Research what people do for a living:</p> <p>Job Shadow            Interviews out in the community            Research: the economy and future jobs            Field Trip            Guest speakers at school            Simulation            Salary/lifestyle study</p>
<p style="text-align: center;"><b><u>CAREER PREPARATION</u></b></p> <p>Integrate skills you have learned in school with skills you learn in a workplace.</p> <p>Community Service Learning project            Paid work experiences            Unpaid work experiences            Mentor from the community with whom you work            Apprenticeship            Student-run Business</p>	<p style="text-align: center;"><b><u>CAREER APPLICATION</u></b></p> <p>Apply skills to the next step in your personal and career development.</p> <p>Design a work-based <b>Personal Performance Project</b></p> <p>Demonstrate, assess, and document your Vital Results in your <b>Personal Development Collection</b></p>

- Develop your project plan including:
  - Vital Results and Fields of Knowledge Standards
  - Work-based learning activities
  - Supplies or equipment needed
  - Other students involved
  - On-site contact person and communication
  - Timeline and schedule for activities
  - Necessary permission and legal forms
  - Transportation arrangements
  - Behavior standards necessary to the workplace
  - Any other specific requirements of the project

## **C. Complete the Project**

5. Carry out the project activities.
6. Maintain and share a journal keeping track of project experiences, work towards standards, and assessment feedback.

## **D. Assess and Publish the Project**

7. Create a presentation using a visual format, e.g. a collection of pictures or drawings put into poster or book form; a working model; a Powerpoint demonstration.
8. Present project learnings to an audience, including peers, teachers, family and members of the community.
9. Assess the outcome of your project. Reflect on what you have learned, and on the progress you have made on attaining the standard(s) you identified at the beginning of your project.
10. Place evidence of standards in progress or met into Personal Development Collection.

## **Guidelines for Teachers**

Our role as educators, mentors and parents is to help students to begin their life-long process of career development and application. We need to understand that students must participate in the different stages of career growth through **WBL** curriculum experiences, so that they can eventually make a conscious and informed choice about what jobs and careers they will have in their lives, rather than leaving this important decision to chance.

1. Serve as a conscious role model for your students in your approach to your own career development and professional work.
2. Identify **WBL** Coordinator who will oversee the process for a group of students. This may be a classroom teacher, homeroom teacher, TA advisor, community mentor, or others that your school identifies.
3. Help students become familiar with the Vital Results Standards.
  - Collect and show students samples of work that matches standards
  - Help students to explain standards in their words
  - Guide students in explaining how examples meet standards
  - Help students identify which Vital Results Standards they will be working on during the project
  - Work with the students to identify ways of and tools for assessing work
  - Decide whether the on-site contact person will participate in assessments.

4. Provide time and resources for students to explore the stages of career development, by helping them to plan a variety of activities and projects.
  - Decide on relationship between **WBL** work and ongoing academic units
  - Help students to integrate project work with school-based work
  - Work with students as they create their plan, to ensure feasibility and level of detail needed to establish workable relationship.
  - Assist students with the logistics of their workplace experiences
  - Provide students with necessary time and support to complete project, using in school time or a combination of in school and out of school time.
  - Provide on-site support and supervision as needed.

5. Provide classroom opportunities in cooperative learning and team building skills.

6. Hold students accountable for work-related skills:

- The student-employee can plan and organize work, complete tasks, and produce high quality work.
- S/he demonstrates work ethics and honesty, and accepts and values diversity.
- The student-employee is punctual, responsible and cooperative.
- S/he can resolve conflicts and solve problems.
- The student-employee takes pride in his/her work, and has initiative on the job.

7. Establish and maintain working relationships with community members who can host students in a variety of ways, in the workplace.

8. Work with students to plan a variety of field trips to explore career related topics.

9. Provide technical assistance for students as they design their project visual.

10. Provide students with rehearsal time, so that they become polished at talking about their work, connecting it with standards, and identifying new goals.

11. Help students to create an event at which they can present their project work to an audience of peers, family and community.

12. Work closely with students on their self-assessments, and conduct teacher assessments, using standards-based tools, and checklists throughout the process.

# ASSESSING STANDARDS IN WORK-BASED LEARNING

Guidelines for Students	Choose Standards that Can Be Worked On And/or Assessed
<p><b>A.</b></p> <p><b>Design and Plan the Project</b></p>	<p>1.18 Students use computers, telecommunications, and other tools of technology to research, gather information and ideas, and to represent information and ideas accurately and appropriately.</p> <p>1.19 Students use organizational systems to obtain information from various sources.</p> <p>2.2 Students use reasoning strategies, knowledge, and common sense to solve complex problems related to all fields of knowledge.</p> <p>2.3 Students solve problems of increasing complexity.</p> <p>2.6 Students apply prior knowledge, curiosity, imagination, and creativity to solve problems.</p> <p>2.8 Students demonstrate a willingness to take risks in order to learn.</p> <p>2.10 Students generate several ideas using a variety of approaches.</p> <p>2.12 Students modify their original ideas and/or the ideas of others to generate innovative solutions.</p> <p>2.13 Students design a product, project, or service to meet an identified need.</p> <p>2.14 Students plan and organize an activity.</p> <p>3.1 Students assess their own learning by developing rigorous criteria for themselves, and use these to set goals and produce consistently high quality work.</p>
<p><b>B.</b></p> <p><b>Carry Out the Project.</b></p>	<p>1.13 Students listen actively and respond to communications.</p> <p>1.15 Students use verbal and nonverbal skills to express themselves effectively.</p> <p>2.7 Students respond to new information by reflecting on experience and reconsidering their opinions and sources of information.</p> <p>2.8 Students demonstrate a willingness to take risks in order to learn.</p> <p>2.9 Students persevere in the face of challenges and obstacles.</p> <p>3.2 Students assess how they learn best; use additional strategies to supplement those already used.</p> <p>3.3 Students demonstrate respect for themselves and others.</p> <p>3.11 Students interact respectfully with others, including those with whom they have differences.</p> <p>3.14 Students demonstrate dependability, productivity and initiative.</p>
<p><b>C. Present the Project</b></p> <p><b>Assess Work-based Learning</b></p>	<p>1.15 Students use verbal and nonverbal skills to express themselves effectively.</p> <p>1.20 Students use graphs, charts, and other visual presentations to communicate data accurately and appropriately.</p> <p>2.11 Students represent their ideas and/or the ideas of others in detailed form.</p> <p><b>A. Develop personal and career awareness:</b></p> <p>2.1 Students ask a variety of questions.</p> <p>3.3 Students demonstrate respect for themselves and others.</p> <p>3.15 Students know about various careers.</p> <p><b>B. Understand what people do for a living:</b></p> <p>3.8 Students demonstrate an understanding of personal economic decisions, and account for their decisions</p> <p>3.13 Students analyze their roles and responsibilities in their family, their school, and their community.</p> <p><b>C. Prepare for jobs and careers:</b></p> <p>1.13 Students listen actively and respond to communications.</p> <p>2.2 Students use reasoning strategies, knowledge, and common sense to solve complex problems...</p> <p>2.8 Students demonstrate a willingness to take risks in order to learn.</p> <p>2.9 Students persevere in the face of challenges and obstacles.</p> <p>3.10 Students perform effectively on teams that set and achieve goals, conduct investigations, solve problems and create solutions.</p> <p>3.11 Students interact respectfully with others, including those with whom they have differences.</p> <p>3.12 Students use systematic and collaborative problem-solving processes, including mediation, to negotiate and resolve conflicts.</p> <p>3.14 Students demonstrate dependability, productivity, and initiative.</p> <p><b>D. Apply skills in personal and career development:</b></p> <p>2.4 Students devise and test ways of improving a system.</p> <p>3.16 Students develop a plan for current and continued education and training to meet</p> <p>4.5 Students understand continuity and change.</p>

