

# Sessions 14 & 15 — Milestone Project:

## Construction & Feedback

### Navigating the Course - *Where are we in the course?*

OVERVIEW: Students were assigned a Milestone Project at the beginning of Unit 3. Students have continually worked toward completing the project throughout the past 13 sessions. These two sessions allow for students to revise and refine their artifact and for the teacher to provide students with formative feedback prior to the final evaluation of the product.

#### Unit Concepts & Essential Questions Addressed in This Session

- What does it mean to be career-ready?
  - A career-ready person capitalizes on personal strengths, talents, education, and experiences to bring value to the workplace and the community through his or her performance, skill, diligence, ethics, and responsible behavior.
- What is the right career path for me?
  - The right career path will allow me to lead a fulfilling life.
  - Effective career plans are the catalyst to a successful career. They are living documents with core components that will allow me to reflect and adjust my plan based on evolving opportunities.
  - It is normal and healthy for me to change my mind during the process if I make the necessary adjustments to my plan.
- How will my choices today affect my future?
  - My activities, work experiences and courses have relevance in shaping my career path.
  - Completing high school and post-secondary education are not my only goals; they are the means to my real goal of being career-ready.

### Session Vitals – *What must I know to facilitate this session?*



#### Session 14 Snapshot

1. Suggested Bell Work Activity	Time Varies
2. Set Up Work Time and Feedback	15 min.
3. Provide Feedback & Coaching to Students	35 min.
<b>Estimated Time to Complete</b>	<b>50 min.</b>

**Session 15 Snapshot**

1. Continue to Provide Feedback & Coaching to Students 45 min.
2. Closing Comments and Highlight Showcase Session 5 min.

**Estimated Time to Complete** 50 min.

**Preparing for Today's Session**

1. Review lesson plan and materials provided for the session.
2. Load the PowerPoint slides for today's session.

**Estimated Time to Complete** 20 min.

**Materials Used**

- ✓ Unit 3: Sessions 14 & 15 PowerPoint Slides
- ✓ Unit 3 Activity Sheets, Pages 3-5 (Used Previously)

**Room Set Up**

- ✓ Secure an LCD projector.

## Entry Points – How do I prime students for learning today?



### Bell Work Activity – Time Varies

Students complete a productive task while the teacher completes regular class routines.

**Snapshot of the Event:**

- Step 1:** Students review their notes about the Unit 3 Essential Questions.
- Step 2:** Complete regular class routines while students work on the task.
- Step 3:** Bring class back together and transition to the next learning event.

**Materials Used:**

- Notebook
- PowerPoint Slide #2

### How this event might *look* and *sound*...

**NOTE:** This event will be conducted at the beginning of Session 14 only. At the beginning of Session 15, students should continue working on their Unit 3 Milestone Projects.

**Step 1: Students review their notes about the Unit 3 Essential Questions.**

Show PowerPoint Slide #2.



*Welcome! Pull out your notebooks and hold them up high! Inside your notebook is a wealth of information in which you have poured your thought and effort into developing a foundation for career readiness.*

*In the next four minutes, flip through your notebook and find one of the Essential Questions we have covered in this unit. The Unit 3 Essential Questions are also posted at the front of the room. Select one*

*Essential Question and write three to five sentences reflecting on what you have learned about that question.*

*How can I clarify?*

*Begin!*

**Step 2: Complete regular class routines while students work on the task.**

While students create their lists, complete regular tasks such as taking roll, lunch count, etc.

**Step 3: Bring class back together and transition to the next learning event.**



*During this session and the next, we will take a closer look at your Unit 3 Milestone Project. You'll have time to revise and refine your project using feedback – all before you need to have a final version of the project ready. Our goal is to make sure that your project represents something that gives you pride and a sense of accomplishment.*

## Core Instruction – *How do I facilitate instruction on the core topics?*



### Set Up Work Time and Feedback — 15 minutes

Students will understand expectations for the work session and know how feedback will be delivered to them.

**Snapshot of the Event:**

**Step 1:** Introduce expectations for the session.

**Step 2:** Explain how the feedback process will work.

**Step 3:** Review the criteria on the Unit 3 Activity Sheets, pages 4-5.

**Step 4:** Encourage students to complete an evaluation of their project and responses to the questions using the Unit 3 Activity Sheets, pages 4-5.

**Step 5:** Release students to work on their Unit 3 Milestone Projects and self-assessment.

**Materials Used:**

- Unit 3 Activity Sheets, Pages 4-5
- PowerPoint Slide #3

### How this event might *look and sound...*

**NOTE:** This event will only be conducted during Session 14. During Session 15, it will be useful to continue to display the questions students will be asked during the showcase either on the board or via PowerPoint. At the beginning of Session 15, you may also wish to discuss any observations about student work or behavior (positive or areas for improvement) from the previous session. This is also a time to reestablish certain ground rules as students start working again.

**Step 1: Introduce expectations for the session.**

Highlight any resources students have available to them (e.g., computers, art supplies, etc.). Explain any other ground rules you expect them to follow while they work.

**Step 2: Explain how the feedback process will work.**

Provide students with a copy of Unit 3 Activity Sheets, pages 4-5. Explain that this is the criteria that will be used when their Unit 3 Milestone Project is assessed during the Unit 3 Milestone Project showcase. Let them know you will meet with them individually over the next two days to share some initial feedback so that they may make improvements before the final showcase.

**Step 3: Review the criteria on the Unit 3 Activity Sheets, pages 4-5.**

Review the criteria on the rubric with the students. Explain that they will have two items assessed during the final showcase. First, the actual Unit 3 Milestone Project or Career-Readiness Plan will be assessed using the first set of criteria shown on the rubric. Second, let students know that you will ask questions about the project and/or their understanding of concepts studied in Unit 3 and they will need to respond. You will evaluate their response to the questions based upon the second set of criteria outlined on the rubric.

Write the following on the board or show PowerPoint Slide #3.

- What makes you tick? Be prepared to explain what motivates you and how you will find that motivation in your career.
- What steps will you take in the near future? Be ready to share three to five steps you can take in the next six to eight years to become career-ready.
- What skills will you develop? Be prepared to explain three Nebraska Career-Readiness Standards and Skills you want to develop as you implement your plan.
- Who will be part of your support team on the journey to be career-ready? Be ready to identify at least three individuals and explain their roles in your future.

Explain that they will be evaluated based being able to respond to these four questions as well. They should think about them over the next two sessions.

**Step 4: Encourage students to complete an evaluation of their project and responses to the questions using the Unit 3 Activity Sheet, pages 4-5.**

*A great place to start the session is to complete an evaluation of what you have so far. Use the criteria on the rubric and see how you would rate your project. When you're done rating your project, figure out what you need to do to improve.*

**Step 5: Release students to work on their Unit 3 Milestone Projects and self-assessment.****Provide Feedback & Coaching to Students – 35 minutes**

Students are engaged in receiving formative feedback and coaching on the Unit 3 Milestone Project.

**Snapshot of the Event:**

**Step 1:** Allow students time to begin working. Answer initial questions students may have about the work time and/or project.

**Step 2:** Meet with students individually to review progress and provide feedback using the Milestone Project Rubric: Unit 3.

**Step 3:** If students happen to finish early, encourage them to complete one of the Learning Expeditions they did not choose to complete earlier in the unit.

**Materials Used:**

- PowerPoint Slide #3
- Milestone Project Description: Unit 3
- Milestone Project Rubric: Unit 3

### How this event might *look* and *sound*...

**NOTE:** This event will consume the majority of the time during Session 15. As soon as students arrive, they should begin working on their Unit 3 Milestone Project. As soon as possible, you should resume providing feedback and reviewing student progress.

**Step 1:** Allow students time to begin working. Answer initial questions students may have about the work time and/or project.

**Step 2:** Meet with students individually to review progress and provide feedback using the Unit 3 Activity Sheets, pages 4-5.

Some students may require more attention but meet with each student at least once over the two-day construction session.

As you meet with each student, do the following:

- Review the self-assessment they completed on the project as a place to start.
- Review their Career Readiness Plan with them.
- Provide feedback to them using the criteria on the rubric.
- Ask students the questions they will be asked during the showcase.
- Provide feedback and coaching to them on their responses using the rubric.
- Highlight at least one relevant Nebraska Career Readiness Standard you notice the student exhibiting.
- Provide additional encouragement and praise!

Similar to the Learning Expeditions in this unit, the focus is on mastery and integration of the concepts addressed into a meaningful project. It is best if all students are provided with some element upon which they may improve. Be cautious of showing only one right way to complete the Unit 3 Milestone Project.

**Step 3:** If students happen to finish early, encourage them to complete one of the Learning Expeditions they did not choose to complete earlier in the unit.

## Bring Closure & Look Ahead – *How do I conclude the session?*



### Closing Comments & Highlight Showcase Session – 5 minutes

Bring closure to the Unit 3 Milestone Project construction sessions and set up the Unit 3 Milestone showcase.

#### Snapshot of the Event:

**Step 1:** Provide closing comments about the Unit 3 Milestone Project construction sessions.

**Step 2:** Set context for the Unit 3 Milestone Project showcase.

#### Materials Used:

- None

### How this event might *look* and *sound*...

**NOTE:** The closing comments shown here should be provided at the conclusion of Session 15. At the conclusion of Session 14, remind students that they will have one more session to work on their projects.

**Step 1: Provide closing comments about the Unit 3 Milestone Project construction sessions.**



*Thank you for two productive sessions! I am proud of the effort you've put into your Unit 3 Milestone Project. You should be, too! This is quite an accomplishment.*

**Step 2: Set context for the Unit 3 Milestone Projects showcase.**

Highlight the structure and purpose of the showcase session. Explain that students will need to come to the next session with the final version of their Unit 3 Milestone Project in hand. They should also be prepared to answer the questions outlined for the verbal explanation section of the project.



*During our next session, we'll have a showcase of the talent in this room. What is a showcase?*

Elicit Responses. Listen for, "An event where people bring their best work to display for others to see."



*Bring your final version of your Career Readiness Plan with you to the showcase session. Be ready to share your plan with your classmates. Be prepared to stand up and proudly show us what you've created. During that time, I'll ask you the questions we've been studying. You respond with your best thinking as always!*

Answer any questions students may have about the Unit 3 Milestone Project showcase.

## Assessment – How do I assess student work from the session?



### OPTIONAL: Scoring Participation – After the Session

Use the following scale as a simple rubric for assessing student participation today.

#### Snapshot of the Event:

**Step 1:** Score student participation and effort over two days using the criteria provided.

#### Materials Used:

- None

### How this event might *look* and *sound*...

**Step 1: Collect student maps.**

**Step 2: Score student work on the following scale:**

Completed a self-assessment of the project	5
Exerted adequate effort in revisions on Unit 3 Milestone project	5
<b>Total</b>	<b>10</b>