**Project Narrative (10 Points) -Describe the project. This is an overview of what you plan to do**

Portfolios are a necessary tool for every job interview. They provide evidence such as a resume, an award, or a work sample to back up in visuals what is said in words. Unfortunately, there’s a problem with these traditional paper portfolios. First, they are not travel-friendly. As more papers are added, they become heavier, often discolor, and wrinkle with age. Another dilemma is that a paper portfolio does not stay overnight with employers. So if a hiring committee needed a second look at a candidate’s credentials, they would have to rely on memory alone. With the importance of going green spreading in America, what a waste of paper every time a document is updated. It is clear that a multimedia, web-based collection works best for a world driven by technology. I would like to use new equipment such as a video camera, headsets, digital cameras, flash drives, and scanners as the fuel for creating digital portfolios that will ultimately highlight the wonderful achievements that our students have to offer future employers.

**Project Need -(10 Points)  
Describe the circumstances which illustrate the need for this project.**

Currently, I teach a class called Career/Technology Foundations where ninth-grade students explore the world of work by researching career choices, master the art of interviewing, learn how-to document format, and most importantly build a professional portfolio. Last year, students created a traditional paper portfolio that generated excitement and a sense of accomplishment. But a change from paper to digital allows students more opportunity. A student could use his or her camcorder to shoot a theatrical performance where he or she had a lead role or a basketball game demonstrating teamwork and share these moments as a video. They could also create podcasts of an English presentation or use a photostory to share spectacular designs created in an art class. Using multimedia and technology to enhance a portfolio will definitely give my students an edge.

According to the Bureau of Labor Statistics, the national unemployment rate was at 8.9 percent in April. Teenagers are struggling to find employment due to our economic status. Places are just not hiring. And much like the excitement of peeling the winning McDonald’s monopoly sticker to get that free fry, even if a job opening is found and the thrill is intense, it is not long-lived. Competition is stiff. Although creating a digital portfolio does not solve our economic woes, it does give students a greater chance for employment and a leg up over other teenagers who are not equipped with such a professional tool. Telling an employer about your accomplishments is fine. However, showing a hiring panel with videos, pictures, and sounds is extraordinary and convincing of their potential.

In addition to the need of this project, these visions will also compliment the National Educational Technology Standards found <http://www.iste.org/Content/NavigationMenu/NETS/ForTeachers/2008Standards/NETS_T_Standards_Final.pdf>. Students are engaged when meaningful technology is used. With the use of Weebly, a free online web site with a simple drag and drop interface, to house the portfolio and various technology tools that will be used to create several interactive pieces, the educational learning process will be much more effective.

Due to district financial limitations, my school is unable to support this request. Through department funds, I have been successful in receiving one scanner that is shared within the department and throughout the entire school. I have also been able to borrow cameras from other departments for limited use, but because of the limited time-frame and reluctance of allowing multiple people to use high-end equipment, this project has not been able to get off of the ground. The need for this project is highly supported by colleges who have added digital portfolios as a requirement for graduation.

Newsletters, bulletin boards, telephone calls, and word of mouth are all methods of communication. Although these tools have been effective for years, they are ordinary and expected. To create a positive buzz in our school district and as a platform for extraordinary communication among parents, teachers, staff, and administrators alike, I plan to use my web design students as catalyst for redesigning our school’s web page. Along with teaching students design principles and code, I would like to use new equipment such as a video camera, digital cameras, microphones to podcast announcements, create video segments featuring classroom and extracurricular events, and display photo stories. This will also be a great additional use of the grant equipment.

**Project Goals-(10 Points)  
Describe the general aim or purpose of the project.**

The purpose of this project to transform traditional paper portfolios into electronic portfolios by using digital cameras, flash drives, a video camera, headsets, and scanners. These digital works would be housed on individual Weebly web sites. This project would be aligned to the National Educational Technology Standards as well as Michigan’s new high school reform curriculum that mandates an online learning experience. This will be more meaningful to students because technology use will increase excitement for learning. Likewise, it will be more management to students because assignments can be updated with ease.

**Project Objectives-(15 Points)  
Describe the specific measurable outcomes (e.g. Participants will...)**

To achieve these goals, participants will…

1. Interpret information using a variety of career assessments to identify career interests and abilities
2. Apply technology to workplace or career situation. Include research and a written paper/presentation
3. Determine goals and develop and action plan to accomplish them within a given time frame
4. Accurately complete records/documents to support job applications
5. Apply career and labor market information to seek and obtain employment and/or pursue goals
6. Use a portfolio as self-marketing tools to demonstrate interest and competence
7. Continue the EDP process including an annual review with student and counselor

**Project Activities -(15 Points)  
-Describe the specific activities and relate them to the stated objective.**

1. Weebly will be introduced to the class. Students will be given the requirements of the electronic portfolio and an explanation of all necessary components will be addressed.
2. Students will be given multiple pretests that will help them discover their values, interests, and personality traits that will match specific career fields.
3. Using the Occupational Outlook Handbook, students will research a selected career field and discover its nature of work, working conditions, education, job outlook earnings, and a related occupation. A written paper and presentation will be submitted. Instead of these traditional formats, a photostory of their careers could be substituted.
4. Short term and long term goals will be discussed in class and developed. A timeline will be created to keep students organized, on-track, and ready for accomplishment.
5. Awards and certificates will be scanned. Pictures and videos of activities will be placed in their portfolios. A lesson on how-to complete a job application will help students understand the need for professionalism and organization.
6. Professional career documents such as letters of introduction, resumes, cover letters, references, letters of appreciation, letters of recommendation, thank you letters, and mission statements will be created and placed on their Weebly web sites in PDF files.
7. Mock interviews featuring what to do and common mistakes will be featured as vital learning experiences and practice for authentic interviews.
8. Educational Development Plans will be created for students to reference as they continue through the next three years of high school toward graduation. Students need to be reminded of what classes would match their career pathways.

**Equipment/Materials (5 Points) - List materials and equipment and explain how it will be used in the instructional process.**

To create their electronic portfolios, students would need:

1. Flash drives (15) – Students can save files, transfer them home and back to school in a flash.
2. Digital cameras (2) – These cameras will help students capture their accomplishments and create photostories of their career goals.
3. Video camera (1) – Many curricular and extracurricular events are held throughout the school year. Students must participate in one event and capture a portion on film to use as a work sample. This video camera will also be a vital part of our mock interview lesson.
4. Scanners (2) – Scanned awards and certificates displayed on digital portfolios will create one more reason why employers should consider the candidate.
5. Headsets (15) – Explanations of projects and photostories will be enhanced using sound on the microphones of these headsets.

**Timeline (5 Points) - Include specific timeline related to the proposed activities.**

August 2009: An example portfolio website will be created to help students stay on track. Rubrics will be developed. All handouts, directions, and tutorials will be housed on Blackboard for students to access.

September 2009: We will begin the new school year discussing the importance of a career portfolio and the elements that each student is responsible for by the end of the trimester. Weebly websites will be created. Introductory surveys and polls to discover student’s strengths and weaknesses will be given.

October 2009: One job and one career of interest will be researched. Using the Occupational Outlook Handbook, students will match their goals to information found on this site. A photostory outlining the nature of work, working conditions, education, job outlook, earnings, and a related occupation will be created.

November 2009: All elements related to finding a locating a job such as a resume, cover letter, references, etc. will be discussed and developed. Mock interviews will create an authentic learning experience for students.

December 2009: Digital portfolios will be completed, graded, and listed on my Blackboard site. The trimester ends.

January/February 2010: I plan to present these digital portfolios as described in the next section. Writing a journal article for MACUL and prepare presentation for MACUL 2010 Conference will also happen during these two months.

March 2010: I am looking forward to presenting at the MACUL conference!

**Plan for Sharing- (10 Points)  
Describe the method for sharing the project with other educators, in addition to writing a MACUL Journal article and presenting a session at the MACUL Conference.**

Because three teachers in the business department teach this course, I want to share with them the effectiveness of digital versus paper portfolios during PLC meetings. Likewise, at a Career Technology Education advisory committee meeting, I would showcase these professional works with employers to raise an awareness of what is happening inside the classroom. My hope is that employers will be impressed by the accomplishments and knowledge of the work world at such a young age. The maturity will create a different impression on those who seek teenagers for employment. The results will also be shared on my website so other teachers and students have access to examples. MACUL will be a great venue to share this project with other professionals, too.

**Evaluation-(10 Points)  
Describe a plan for evaluating the effectiveness of the project. Include expected impact on students, impact on school and/or colleagues.**

I plan on using the following evaluation techniques:

1. Chapter quizzes and tests to gage understanding of world of work concepts
2. Use of a career portfolio rubric to guide student development (see below). Students will preview it before beginning and it will be used to evaluate their work. Examples of all requirements will be on Blackboard as well as a detailed point scale.
3. Reflective business letters will be assigned for students to share their overall learning experience. By monitoring their Weebly websites, it will be evident that students will or will not continue to update their portfolios
4. Feedback from employers gathered through advisory committee meetings will showcase whether students have the skills needed to become employed

Classroom realities can make teaching difficult. In attempt to make this project effective, I must do the following. First, I will create a fun, inviting atmosphere. I have an energetic personality which lends to jokes and quirky remarks in the classroom. It is extremely important to build rapport and get to know students. Then, I will know the educational backgrounds and goals my students have and frame my class around those student’s needs. Furthermore, I am insanely passionate about the subject of business and technology which brushes off on my students. Instant bonds form when you enjoy your job and the kids take note of it. This is why this assignment will provide a lot of student choice and individual thought versus teaching with right or wrong answers in mind. When students are given compassion from the teacher, understand why the assignment has value, and they are able to make personal choices about their projects, they will certainly have a more positive experience. This career portfolio is about them. They can infuse personal elements using technology and feel a sense of accomplishment from their work.

I believe the best way to pay it forward is by training other educators on ways to use technology to create similar projects that have a high impact on students. I *love* technology. Much like some spend their evenings reading, cooking, or watching television, I am likely to be spending it with my laptop beside me, dabbling in another new Web 2.0 program. My talent and love to create useful projects using these programs should be shared with others; in the end, a new form of excitement among staff members and students will be created.

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| **2009-10 MACUL Grant Information** |
| [application](http://www.macul.org/page.php?pid=77) | [rubric](http://www.macul.org/page.php?pid=155) | [timeline](http://www.macul.org/page.php?pid=154)  **OVERVIEW OF THE MACUL GRANT PROGRAM**  Purpose: To encourage and support members interested in promoting effective instructional uses of the computer or related-equipment. Grant Goal: Each project should focus on an instructional use of the computer or related equipment, which has the potential of being replicated in other educational settings. Grant Limit per Application: $1,500 Eligible Applicants: MACUL members who are classroom teachers, coordinators, administrators, media specialists, or higher education faculty or staff.  MACUL Grant recipients from the last two years are ineligible to apply. Requirements for Acceptance of Grant Funds:  1)    Complete a MACUL-Grant Project Summary Form and Budget Report, 2)    Carry out plan for sharing the project with other educators and MACUL members, 3)    Submit a MACUL Journal article on the project and present the project at the MACUL Conference in either a one-hour session or a poster session. Length: The recommended overall length of a MACUL Grant is 2000-2500 words.  **GENERAL GRANT WRITING TIPS**  When writing a grant, think about the following: 1)    What do you want the target audience to do, to learn, to experience, to know at the end of the project? 2)    Who is the target audience? 3)    Did you include all the information in the appropriate categories?  4)    Does the reader know exactly what the project is, how the project is to be conducted, what the participants will accomplish, and how you are going to evaluate the project for success? 5)    Is there an expression of a bias or personal opinion? The reader may not agree with you and deduct points. 6)    Write a grant that describes a project that you want to do whether you get the grant or not. Have every detail planned out. If you are unsure of how the project will work, the reader will be unsure as well. 7)    Grants can be obtained to purchase computers for specialized projects or applications. Rather than developing proposals to equip a school with computers, seek to build computer purchases into budgets of larger projects whenever possible. 8)    Write the grant proposal in Word or other word processing software and cut and paste the proposal into the online application.  This will enable you to review, edit and save your proposal.  Also check your word count to see if your proposal falls within the recommended length.  **BUDGET FOR THE MACUL GRANT PROGRAM**  Description: The budget provides cost information (both requested funds and funds that are being provided by the district) related to the project. Tips for writing the Project Budget: • Equipment and materials you are requesting must be in alignment with the rest of the grant proposal. • Equipment and software should be related to the instructional use of technology.Equipment and materials you are requesting must be in alignment with the rest of the grant proposal; remember that this is essentially a technology & instruction grant. •     Use the best, currently available prices in the budget, including, the REMCBid project:remcbid.org •     Include in-kind contributions as well as costs for items being requested in the budget. •     Do not request more than the maximum limit for the grant. •     Add explanations if you feel they are important. •     Itemize all costs; don’t lump things together. • Remember, the committee may award partial funding of a grant--so be prepared to negotiate. PROJECT NARRATIVE FOR THE MACUL GRANT PROGRAM  Description: The Project Narrative is simply a brief description or overview of what you plan to do—it is almost a summary or abstract of your proposal. Tips for writing the project narrative: You may want to write the Project Narrative last so that you are sure that it accurately describes what you plan to do and is clearly aligned with the rest of the proposal.  **PROJECT NEED FOR THE MACUL GRANT PROGRAM**  Description: The Project Need illustrates the need for the project. Tips for writing the Project Need: -    Give a good explanation of why you feel your request is important. -    Describe the problem and how your project will solve the problem. -    Show that there is a legitimate need for your request. -    Provide evidence/data to support the stated need (questionnaires, surveys, teacher requests, test results) -    Show how your project will help improve the educational process. -    Explain why the school district or school cannot support your program.  **PROJECT PLAN FOR THE MACUL GRANT PROGRAM**  Description: The Project Plan consists of a description of the 1) goal, 2) objectives, 3) activities, 4) equipment and materials, and 5) timeline: Tips for writing the project plan:  1) Project Goal The purpose of the goal is to: • provide the framework for the project • help MACUL decide if they want to be a part of the project • provide a basis for the recruitment of financial resources for the project The project goal(s): • should be a general statement(s) of anticipated outcomes • should reflect the general aim or purpose of the project • should be aligned with the project need  2) Project Objectives The purpose of objectives is to: • provide a basis for meaningful evaluation • provide direction for people involved Objectives: • are specific statements of anticipated outcomes • are measurable and related directly evaluation • should clearly identify the desired results • should be concrete/precise/prioritized • should be based on identified needs • should be realistic  3) Project Activities Activities: • relate specifically with stated objectives • should be clearly described • should have stated reasons for selection • must be reasonable in scope so that they can be conducted within the time constraints and resources of the program  4) Project Equipment and Materials Be sure to: • indicate the equipment and/or materials to be used in the instructional process • include the equipment and/or materials that will be used in the budget • mention the equipment and/or materials used in specific activities  5) Timeline Be sure to: • outline specific dates and times event(s) will be taking place • describe how long it will take to accomplish each activity/event • describe the feasibility of accomplishing the timeline • note where the evaluation process falls in the timeline • include all activities, evaluation, sharing with MACUL members and other educators  **PLAN FOR SHARING FOR THE MACUL GRANT PROGRAM**  Description: In addition to presenting the project at the MACUL Conference and submitting a MACUL Journal article pertaining to the project, the plan for sharing should describe the method for sharing the results of the project with other educators. Tips for writing the Plan for Sharing: • Describe how the project will be shared with other educators, the district, the community, the ISD or other appropriate group. • Be specific about your plan for sharing.  • Don’t use words like “could” or “might”.   • Be definite about how you will disseminate the information.  **EVALUATION PLAN FOR THE MACUL GRANT PROGRAM**  Description: In this part of the plan applicants should describe their plan to evaluate the effectiveness of the project. The plan should include the anticipated impact on targeted group. Tips for writing the Project Evaluation Plan: • Know what and how you are going to evaluate. • Have an evaluation form already developed. • Describe how the success of the project will be evaluated. • Make sure that the evaluation process is in alignment with the rest of the plan and activities.  **BEFORE SUBMITTING YOUR PROPOSAL:**   1. **Check to make sure that the proposal does not mention a specific teacher, school district, school building or geographic reference.** 2. **Check to make sure that you have included your plans to present your project at the conference and your plans to submit a journal article.** 3. **Make sure that you are a current MACUL member.** 4. **Make sure that you have not received MACUL Grant funding within the last two years.**   Contact the MACUL office at 517.882.1403 if you have questions regarding your eligibility. |