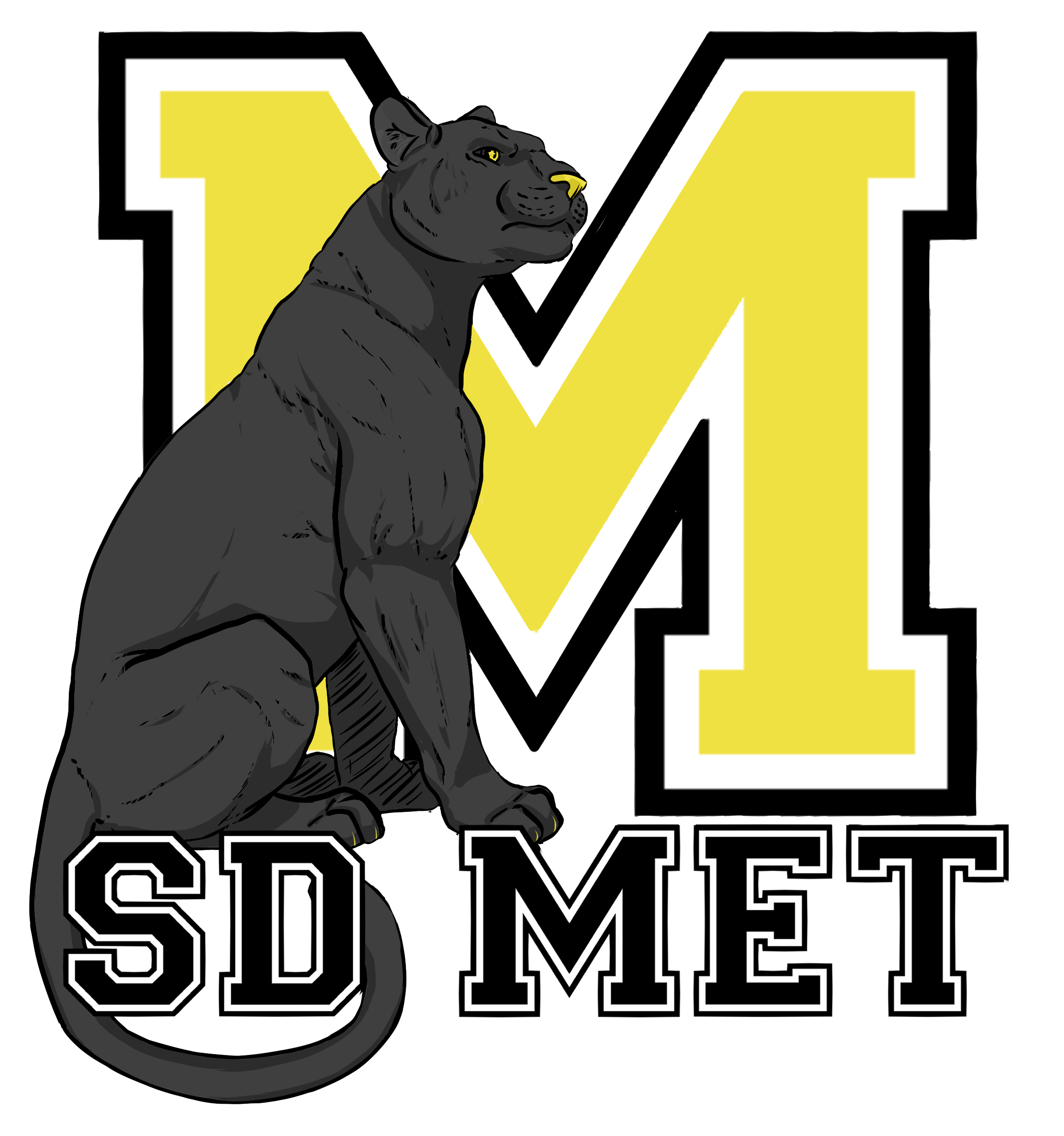
**San Diego Met High School**



**LTI Project**

**Handbook**

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**LTI Project Overview**

***What is an LTI Project?***

The LTI Project is an opportunity for you to pursue a project with real-world impact that arises out of your personal interests combined with the goals of your internship site. The LTI Project should benefit not only your educational growth, but ideally also the mentor and/or a community beyond the immediate school setting.

***What guidelines or restrictions will I have for doing this?***

You should feel free to be creative and imaginative with your project. There is not just one way to do an LTI Project, since every internship is different, and every student is unique. You are most likely to be successful if you start by thinking about what is most interesting to you about your internship work and the related career fields. You should also talk with your mentor to identify some needs or opportunities at your internship site, then do a lot of brainstorming about ways to approach those needs. Whatever you decide to do, make sure it is interesting to you, since it is your passion for this project that will motivate you to do well.

***Do I have to create something?***

Yes! The specifics of what you create are up to you! The first thing that comes to mind might be a physical product, but the possibilities go far beyond just tangibles.

**Intangible creations** may include: planning a community event or fundraiser, putting on a play or other kind of show, teaching a lesson to children or adults, performing arts (like dance or live music), organizing a march or protest, etc.

**Tangible products** are great too, including: artwork and murals, wood and metal crafts, screenprinted t-shirts, fashion designs and sewn clothing, machines or pieces of technology, culinary/food creations, etc.

And some projects are **somewhere in between tangible and intangible**, such as: a published piece of writing, filming a promotional video, recording a song or radio program, photo portfolios, creating a website or social media campaign, writing the code for a software program or video game, etc.

What’s most important is not the “thing,” but the goal you’re trying to achieve with your project. Being very clear about your goal, reason, or cause will help you narrow down what type of creation to make.

In fact, the most extensive projects often have all of the above types. For example, if you were to plan an event, you would probably make decorations, a brochure, and signs, which are all **tangible** products. The event itself (the biggest part of the project!) would be **intangible**. But you might do video recording at the event, and the finished video would be **somewhere in between tangible and intangible**. All of these “things” would be relevant to your overall project!

***What are the steps?***

There are 4 stages in the LTI Project life cycle:

1. **Project Proposal**

|  |
| --- |
| Brainstorm possible projects that would be interesting and relevant. Get feedback from peers and teachers. Write up a proposal to be reviewed and approved by teachers and mentor. |

1. **Making Progress**

|  |
| --- |
| Develop skills and knowledge at the internship that will be applied to the LTI Project. Create outlines, schedules, and rough drafts. Engage in trial and error. Meet regularly with mentors and teachers for feedback, advice, and guidance. Document progress with photos or video. Write about your learning process. |

1. **Project Completion**

|  |
| --- |
| Finish the tangible and/or intangible products, activities, events, audio/visuals, or other deliverables that will demonstrate that you have completed your LTI Project. |

1. **Presentation of Learning**

|  |
| --- |
| Present the LTI Project to a panel of teachers, mentors, and peers for assessment. Explain the context of your internship site and why your project is relevant to the site and to your interests. Be ready to answer questions from your audience. |

***When am I expected to do the work?***

All of the brainstorming, outlining, and writing assignments can be done during your LTI-related class. You will develop your skills, learn about your topic, and meet with your mentor during internship days. Depending on the type of project, some of the work, particularly preparing your presentation, will likely have to be done as homework and/or during IWT.

***How will I know if I’m doing enough?***

Use the Outlines and Rubrics in this Handbook to guide your thinking and planning. Go step by step, from your proposal, to making the project, to preparing your presentation. At each step, if you can answer all the questions in the Outline fully and confidently, then you’re on the right track! Also, check in with your mentor and teachers frequently to get their feedback on your progress! They’ll let you know how you’re doing.

**Check-In Calendar**

|  |  |
| --- | --- |
| **Check-In Description** | **Due Date** |
| **Introductory Workshop**   * Review guidelines, check-ins, and rubrics * View, assess, and ask questions about sample LTI Projects * Brainstorm LTI Projects for your actual or potential internships * **If you have an internship**: Create a list of questions and ideas for your mentor regarding project possibilities, and plan a meeting with mentor * **If you DO NOT have an internship**: Brainstorm how to pursue your interests through a project, and the kind of internship where you could do this project * **Activity**: Pitch project ideas in small groups and get clarifying questions and feedback * **Activity**: Start on your Proposal Outline | **9th/10th Pre-Work**  **3/1/2017**  **All Grades Workshop**  **3/3/2017** |
| **Check-In #1**   * Proposal Outline completely filled out * Journal Entry #1: Overview of opportunities/needs at your internship site * Journal Entry #2: Project expectations/goals and initial findings | **All Grades**  **3/24/2017** |
| **Check-In #2**   * Project Outline completely filled out * Notes from your project planning meeting with mentor * Visual documentation (photos/videos/plans/drafts) of project progress * Present your progress to peers in small groups for feedback * Journal Entry #3: Project research, investigation, and fieldwork so far | **9th/10th**  **4/19/2017**  **11th/12th**  **4/21/2017** |
| **Check-In #3**   * Project complete (turn in tangible products, or turn in visual documentation for non-tangibles, e.g., event, social media campaign, website, demonstration, etc.) * Presentation Outline completely filled out * List of resources used (should be divided into categories - people, books, websites, tools/equipment, etc.) * Journal Entry #4: Conclusions and self-assessment, comparing expectations with outcomes, examining personal growth and skills developed through this internship and project | **9th/10th**  **5/22/2017**  **11th/12th**  **5/24/2017** |
| **Final Presentation**   * All work complete and collected in Google Classroom E-Portfolio (project proposal, journal entries, list of resources, visual documentation, other check-in documents) * Oral presentation * Visual aid (PowerPoint, Prezi, poster, board, artwork, blog, etc.) * Finished Project (Present tangible products. Show intangible products through visual documentation in your E-Portfolio.) | **5/30/2017**  **or**  **6/1/2017** |

**Check-In Rubrics**

***Check-In #1: March 17, 2017***

|  |  |
| --- | --- |
| **Requirements** | **Score** |
| Proposal Outline completely filled out | \_\_\_/30 |
| Journal Entry: Overview of opportunities/needs at your internship site | \_\_\_/10 |
| Journal Entry: Project expectations/goals and initial findings | \_\_\_/10 |
| Total Possible Points = \_\_\_\_\_/50 | |

***Check-In #2: April 21, 2017***

|  |  |
| --- | --- |
| **Requirements** | **Score** |
| Project Outline completely filled out | \_\_\_/10 |
| Written notes from your project planning meeting with mentor | \_\_\_/10 |
| Visual documentation (photos, videos, plans, drafts, etc.) of project progress | \_\_\_/10 |
| Present your progress to peers in small groups for feedback and questions | \_\_\_/10 |
| Journal Entry: Project research, investigation, and fieldwork so far | \_\_\_/10 |
| Total Possible Points = \_\_\_\_\_/50 | |

***Check-In #3: May 24, 2017***

|  |  |
| --- | --- |
| **Requirements** | **Score** |
| Project complete (turn in if it’s a tangible product, or turn in visual documentation if it’s not tangible, e.g., event, social media campaign, website, demonstration, etc.) | \_\_\_/20 |
| Presentation Outline completely filled out | \_\_\_/10 |
| List of resources used (should be divided into categories - people, books, websites, software programs, tools/equipment, etc.) | \_\_\_/10 |
| Journal Entry: Conclusions and self-assessment, comparing expectations with outcomes, examining personal growth and skills developed through this internship and project | \_\_\_/10 |
| Total Possible Points = \_\_\_\_\_/50 | |

**Proposal Outline**

**Due 3/24/2017**

The Proposal should explain your motivation for pursuing this project, and why you think it will be authentic and meaningful. This outline will help you organize your ideas.

|  |  |
| --- | --- |
| **Topic** | *What is the general topic, theme, or idea for my project?*  **To create multiple projects that aid in my learning and progress, while also working on projects that aid UCSD’s goals** |
| **Personal Relevance** | *Why is this topic interesting or relevant to me?*  **I enjoy technology and want to pursue what a career centered around computers looks like. These projects help me gain my own knowledge on the field and help UCSD in any way I can using what I have learned.** |
| **Impact** | *Will this project make a positive impact on my workplace or community? How?*  **Some of my projects should be aiding UCSD in various tasks they have to complete. While these projects may not be large, they should be contributing using the knowledge I have learned.** |
| **Knowledge and Research** | *What do I need to do to learn about this topic?*  **I need to be researching and gaining knowledge on formatting and coding languages such as HTML and Javascript. This is aided by projects I complete, along with support from my mentor and co-workers.** |
| **Relationships** | *Which adults will I work with or observe on this project? In what ways?*  **Alex Wu, my mentor, will be aiding me by assigning and overseeing the various projects I am given. Christian Horta and Ivan Wu will also be sources of help if I need advice on a project.** |
| **Deliverable** | *What will I create to demonstrate that I have met the goals of the project? Will it be tangible, intangible, or a mix of the two?*  **Likely a mix of the two. Because my limited time/knowledge I can only contribute to a few projects. I will probably create a presentation that just shows all of my projects as examples as to what I have accomplished** |
| **Assessment** | *How will I judge if my work is complete and how successful it is?*  **This area is a little harder considering the nature of my work. Because I started with minimal knowledge and am learning as I go, any projects I complete are significant to my own growth. If I can successfully complete, document, and show how I have created multiple projects that aid my learning as well as helping UCSD, I have succeeded.** |

**Proposal Rubric**

**All Grades Due Date: 3/24/2017**

|  |  |  |
| --- | --- | --- |
|  | **ACCEPTABLE** | **NOT ACCEPTABLE** |
| **Topic** | The topic is appropriately challenging and has a clear connection to the internship site. | The topic is inadequate - too simplistic, too vague, or does not have a clear connection to the internship site. |
| **Personal Relevance** | The project is of personal interest to the student, which provides motivation for pursuing and completing the project. | The project is not personally interesting to the student, and there is no assurance that the student will stay motivated. |
| **Impact** | The project has a clear positive impact on the site and/or community, and the student’s interest in creating this impact provides the purpose that drives the project forward. | The project does not have a clear positive impact on the site and/or community, and the student does not have a clear interest in creating an impact. |
| **Knowledge and Research** | The project allows for in-depth, focused research into resources and materials outside of the school setting. The student will need to gather information and learn skills from authentic sources, and then apply these toward solving problems related to the project. | The project does not encourage or allow for in-depth, focused research into resources and materials outside of the school setting. No new knowledge and skills are required, or they do not derive from authentic sources, and are not applied toward solving problems related to the project. |
| **Relationships** | The project requires the student to observe and work closely with multiple adults who have relevant expertise, and who can answer questions, provide feedback, and offer advice. Adult connections occur in authentic work environments, such as internship sites. | The project does not require or encourage the student to observe and work closely with one or more adults who have relevant expertise. Adult connections occur primarily in a school setting instead of authentic work environments, such as internship sites. |
| **Deliverable** | The project includes a workable idea for a finished deliverable that has relevance to the topic, is of personal interest to the student, and can be used for the benefit of the internship site and/or community. | The project does not include a workable idea for a finished deliverable that is relevant to either the topic or the student's personal interests. There is no clear indication of a culminating task that provides benefit to the internship site and/or community. |
| **Assessment** | The project allows for clear assessment of the student’s progress and growth throughout the project and of how the project will be useful in a real-world setting. The student’s personal measures of success are included, and can be used to assess the finished project. | The project does not allows for clear assessment of the student’s progress and growth in creating the project, or of how the project will be useful in a real-world setting. The student’s personal measures of success are not clearly conveyed. |

**Project Outline**

**9th and 10th Grade Due Date: 4/19/2017**

**11th and 12th Grade Due Date: 4/21/2017**

After your Proposal is approved, use this outline to plan how you will do the project, make it useful for both you and your audience, and keep it realistic within constraints of time and resources.

|  |  |
| --- | --- |
| **Synopsis** | *This is a detailed description of my overall project and the steps I will take:* |
| **Application** | *How will my project help solve or address a real-world problem?* |
| **Time** | *How much time will I need to complete this project? Is this time commitment realistic?* |
| **Resources and Materials** | *What resources and materials will I need, and will I be able to obtain them easily?* |
| **Accessibility** | *Why will my audience be interested in this project?* |
| **Personal Growth** | *What knowledge or skills will I learn or gain by creating this project?* |
| *This is a rough sketch, outline, or diagram of what I will create for my project:* | |

**Project Rubric**

**9th and 10th Grade Due Date: 5/22/2017**

**11th and 12th Grade Due Date: 5/24/2017**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **EXCELLENT** | **GOOD** | **DEVELOPING** | **NEEDS IMPROVEMENT** |
| **Quality** | High quality in all respects. Uses appropriate resources and/or materials. Visually pleasing. Free from errors, blemishes, or shortcomings. | Good quality in all respects. Uses appropriate resources and materials. Visually pleasing. Mostly free from errors, blemishes, or shortcomings. | Functional quality. Uses appropriate resources and materials, but lacks polish, durability, and/or visual appeal. Some errors, blemishes, or shortcomings. | Inadequate quality, inappropriate resources and materials, or otherwise demonstrating lack of appeal. Many errors, blemishes, or shortcomings. |
| **Effort** | Shows significant effort. Evidence of revision. Required a considerable amount of the allotted time. | Shows good effort. Some evidence of revision. Required a reasonable amount of the allotted time. | Shows basic amount of effort. Little evidence of revision. Did not make best use of the allotted time. | Shows minimal effort. Little or no attempt at revision. Minimal time was spent on the project. |
| **Creativity** | Highly creative, original, and thoughtful. Shows student’s personality and perspective. | Shows creativity within established genres. Generally shows student’s personality and perspective. | Shows some original touches. Student’s personality and perspective are minimally represented. | Shows lack of creativity, original thought, and student perspective. |
| **Authentic Problem Solving** | Shows relevance and purposefulness, as well as a strong understanding of a real-world problem. Project can be applied to solve an identified problem. | Shows relevance, and has potential real-world application. | Shows relevance, but lacks clear application to a real-world problem. | Shows lack of relevance and does not identify a real-world problem. |
| **Research Based** | Extensive research is integrated into project. Information, materials, and knowledge come from diverse relevant sources. | Adequate research is integrated into project. Information, materials, and knowledge come from relevant but not varied sources. | Some research is integrated into project. Information, materials, and knowledge come from limited or only partially reliable sources. | Project does not integrate appropriate or sufficient research, or did not require use of new information, materials, and knowledge. |
| **Completion** | Project is in finished form and fulfills its intended purpose, with all components at a professional standard. | Project is finished and can fulfill its intended purpose, but lacks some final revision or components. | Project might partially fulfill its intended purpose, but is incomplete in some ways and in need of more revision. | Project is incomplete and does not fulfill its intended purpose. |

**Presentation Outline**

**9th and 10th Grade Due Date: 5/22/2017**

**11th and 12th Grade Due Date: 5/24/2017**

The Presentation is your opportunity to talk about your internship and show your finished project to your teachers, mentors, and peers. It should include the following components:

|  |  |
| --- | --- |
| **Introduction** | *What is the context for my project? Include details about my site and my role as an intern.* |
| **Project Overview** | *Explain the topic and purpose of my project.* |
| **Actions and Methods** | *What were the steps and activities in completing my project?* |
| **Obstacles and Challenges** | *What obstacles and challenges did I face in completing my project?* |
| **Project Evidence** | *Show the evidence of my finished project (e.g., completed tangible, documentation of an intangible project, etc.) and explain how it relates to my topic.* |
| **Results and Reflection** | *How would I rate the success of my project? How could I go further with this project? What related projects or research could this lead to?* |
| **Conclusion** | *Summarize my learning and growth from working at this internship and doing this project.* |

**Presentation Rubric**

**To be scheduled for 5/30/2017 or 6/1/2017**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **EXCELLENT** | **GOOD** | **DEVELOPING** | **NEEDS IMPROVEMENT** |
| **Preparation** | Well-prepared and clearly rehearsed. All materials ready at hand and on time. Dressed for success. | Generally well-prepared. Student adapts for materials that may not be ready. Dressed for success. | Ready to present, but missing materials or notes. Attire is more casual than dress for success. | Unprepared and missing materials. Unprofessional attire. |
| **Content Depth** | Shows strong depth of knowledge about topic, clear purpose, and insightful perspective. Information is relevant and accurate, with supporting evidence. Able to fully answer all questions. | Shows adequate depth of knowledge about topic and clear purpose. Information is relevant and accurate, with some supporting evidence. Able to answer most questions. | Shows basic knowledge about topic, but purpose is unclear. Information is occasionally irrelevant and/or inaccurate, with minimal supporting evidence. Able to answer some questions. | Shows lack of basic knowledge about topic. Information is irrelevant and/or inaccurate, with no supporting evidence. Unable to answer questions. |
| **Organization and Time Management** | Presents information in a logical sequence that audience can follow. Compelling introduction, middle, and conclusion. Meets time requirement. | Presents information in a logical sequence that audience can follow. Meets time requirement. | Presents information in a somewhat unclear sequence, making it hard for audience to follow. Close to meeting time requirement. | Does not present any clear sequence of information. Does not meet time requirement. |
| **Non-Verbal Skills** | Highly confident and engaging. Consistently appropriate eye contact. Minimal reliance on notes. | Comfortable presenting and recovers quickly from mistakes. Appropriate eye contact. Some use of notes. | Seems mildly nervous, but recovers from mistakes. Eye contact is inconsistent. Somewhat dependent on notes. | Seems highly uncomfortable presenting, has difficulty recovering from mistakes, and avoids eye contact. Primarily reads notes. |
| **Verbal Skills** | Demonstrates enthusiasm and positivity about the topic throughout the presentation. Clear, audible voice. | Generally shows interest in the topic. Generally clear, audible voice. | Shows only moderate interest in the topic. May be hard to hear throughout the presentation. | Shows lack of interest or positivity. Speech is hard to hear, unclear, or otherwise inappropriate. |
| **Visual Aids** | Presents and thoroughly explains finished project and its relevance. Visuals are relevant and high quality, and may include PowerPoint, video, poster, blog, etc. | Presents finished project and its relevance. Visuals are relevant, and may include PowerPoint, video, poster, blog, etc. | Presents finished project, with minimal explanation. Visuals are relevant but not highly polished, and may include PowerPoint, video, poster, blog, etc. | Presents no finished project, or does not explain its relevance. Visuals are irrelevant or incomplete. |

**E-Portfolio Outline and Rubric**

**Due at Presentation Date: 5/30/2017 or 6/1/2017**

The E-Portfolio is a collection of all the writing and documentation assignments you completed throughout the semester. Submit through Google Classroom (except physical products - submit those separately).

|  |  |
| --- | --- |
| **Contents** | **Score** |
| Proposal Outline |  |
| Journal Entry 1: Site opportunities and needs |  |
| Journal Entry 2: Expectations, goals, and initial findings |  |
| Project Outline |  |
| Notes from Mentor Meeting |  |
| Visual Documentation of internship and project progress |  |
| Journal Entry 3: Research, investigation, and fieldwork |  |
| Presentation Outline |  |
| List of Resources |  |
| Journal Entry 4: Conclusions and self-assessment |  |
| Project Evidence (audio/visual and web-based evidence; submit physical products separately) |  |
| Presentation Visual Aid |  |
| **Total Score = \_\_\_\_\_** | |

Turn for E-Portfolio Rubric -->

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **EXCELLENT** | **GOOD** | **DEVELOPING** | **NEEDS IMPROVEMENT** |
| **Content Depth** | Shows strong depth of knowledge, thoughtful reflection, and overall thoroughness. Includes all required contents. | Shows adequate depth of knowledge, some reflection, and overall thoroughness. Includes all required contents. | Shows basic knowledge and reflection, but lacks thoroughness and effort. Includes all required contents. | Shows lack of basic knowledge, reflection, thoroughness, and effort. Does not include all required contents. |
| **Language and Mechanics** | Shows fluid and high-level command of language and is free of errors. | Shows good command of language and is mostly free of errors. | Shows adequate command of language, but there are some errors that indicate lack of proofreading. | Writing has many errors throughout, which make text hard to read. No indication of proofreading. |