# Student Guide

## Lesson 5.10: Project Presentation: Explore Education & Training Pathways

Name:

Date:

**Bellringer:**

1. Review your outline with your partner (or individually) to make sure your information is accurate and prepared for your presentation.
2. What is the major “selling point” (the key value of your program to attract your potential student) that you will be highlighting during your presentation?

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| **Educator Preparatory Program High School College Fair****Description** You are a new recruiter for an Educator Preparation Program in Texas. Every year, a member of your team goes to local High School College Fairs to represent your program to potential students and answer any questions.A recruiter is meant to attract a student to the program and provide an explanation to students on how to achieve their education and training goals through the specific program. Your job is to:* provide a general overview of the program
* a timeline of courses and a description of those courses
* degree/program requirements
* application requirements and next steps
* costs and financial aid opportunities

As a first-year recruiter, you need to prepare your own materials as well as need to be ready to answer any questions a student might have about these programs and the steps necessary. You will want to provide a list of resources to students, contact information of relevant individuals, funding opportunities and information, and contact information of relevant individuals to speak with for that student. Students have varying education backgrounds, desired pathways, and outcomes. You will present your information at the College Fair, which you will share with prospective students.  |
| **Directions**With a partner, and using the probing questions, you will identify an EPP that matches the education and training goals of you or your partner, research the program and its requirements, prepare a short presentation of your program, and you will present to the class. The class will act as potential students and ask you questions.**Phase 1: Research Your EPP**Using the probing questions below and the Research Table, you will research and prepare the information you need to make your presentation at the College Fair and to high school students (your classmates on presentation day.) **Phase 2: Prepare Your Presentation**Create an outline with clear descriptions to address all the key topics and any potential questions prospective students might have about your program and its steps/requirements. This will be presented during the College Fair. **Phase 3: Finalize and Practice**Reviewing the Presentation Rubric, refine your materials and your presentation. Practice with your partner and finalize any specific changes which need to be made. **Phase 4: College Fair**On the day of the College Fair, you will present to “prospective students” or your classmates on your EPP. Your classmates will act as prospective students and ask clarifying questions **Goal and Grading:** Your presentation should meet the goal of “selling” your EPP at the College Fair to students. Your presentation should address *each* key topic from the research table.  |

**Directions:** This outline and the bullets each key point is intended to guide your presentation. The outline is meant to guide you, not limit you.

**General Program Overview**

* Name of Institution, program title, and location
* Program type
* Program length
* Program certification type
* Program outcomes

**Courses and Course Descriptions**

* Number of courses per semester + number of hours/courses required to graduate
* List course types (Pre-requisite, required, electives/optional, etc.) and number of each needed to graduate
* List main courses and brief descriptions
* Highlight any interesting/relevant courses and work experience
* Course schedules (full-time/part-time)

**Application Process and Requirements**

* Steps and materials to apply
* Deadlines
* Recommended profile for applicants (who the course is for)
* Prerequisites to apply

**Costs and Financial Aid Opportunities**

* Tuition per semester
* Additional costs (books and materials, housing, food)
* Financial aid opportunities available for students provided by the EPP
* In-state and out-of-state tuition

**Potential Next Steps and Additional Information**

* Upcoming events
* Meeting opportunities or school representative information sessions
* Potential areas of interest to attract students outside of course of study

**PRESENTATION RUBRIC for College Recruiter Presentation** Course 1 Unit 5 Lesson 11

|  | **Below Standard** | **Approaching Standard** | **At Standard** | **Above Standard** |
| --- | --- | --- | --- | --- |
| **Presentation Content** |  |  |  |  |
| **Accuracy of Information** | * Does not include key topics for the presentation
* Information presented may be inaccurate, misleading, or incomplete
* Does not clearly articulate information as outlined in the goal
 | * Key topics for the presentation are presented but unclear
* Information presented is accurate but inconsistent or lacks clarity
* Some information which aligns with the goal is clearly presented
 | * Key topics for the presentation are well defined
* Information presented is accurate and concise
* Information presented clearly aligns with the goal
 | * The presenter returns to key topics at the end of the presentation to discuss how they were met
* All information presented is accurate and, where appropriate, sources are cited
 |
| **Organization** | * Presentation is inconsistent or disheveled
* Presentation materials are not prepared
* Length of presentation does not fit the guidelines (too short or too long)
* Does not include all components as outlined in the instructions
 | * Presentation mostly follows a logical sequence
* Presentation materials are mostly prepared
* Presentation is unbalanced for time (too much or too little time focused to particular ideas)
* Includes almost all presentation components as outlined in the instructions
 | * Presentation sequence is logical and sequential
* Materials are appropriate for the content and easily accessible during the presentation
* Presentation is well timed with appropriate time designated to the topic(s)
* All presentation components are present as outlined in the instructions
 | * Presentation sequence is logical and sequential
* Presentation is well timed to include pauses for questions or appropriate audience interaction
* Presentation components are present and error free
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| **Use of Presentation Materials** | * Visual aids/materials are incomplete or missing
* A.V. difficulties as result of user error (**if applicable**)
* Presenter does not appear confident with the use of the materials and/or the content provided through the materials
 | * Visual aids/materials are complete but lack accuracy or detail
* Presenter has difficulty in connecting the presentation materials to the learning objectives
 | * Visual aids are complete and used without incident
* Presenter clearly demonstrates how the presentation materials align with the learning objectives
 | * Presenter uses a variety of presentation materials to connect the information to the audience **(if applicable)**
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| **Communication Skills** |  |  |  |  |
| **Voice** | * Inconsistent pacing (speaking too quickly or too slowly)
* Mumbles or uses excessive “filler” words (example: “like” or “um”)
* Volume is too loud or too soft to be heard by all participants
* Monotone
 | * Has consistent pacing at least half of the time
* Uses filler words some of the time
* Does not mumble most of the time
* Has appropriate volume/tone most of the time
 | * Pacing is on target with the objective
* Rarely mumbles or uses filler words
* Maintains an appropriate volume
 | * Pays attention to cues to determine if pacing changes are needed
* Does not mumble or use filler words
* Adjusts volume as needed without prompting
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| **Body Language** | * Frequently turns back to audience
* Slouches or appears disconnected to the information
* Does not make eye contact with audience
 | * Makes corrections to positioning when turning away from the audience
* Makes corrections to posture when slouching
* Occasionally makes eye contact with the audience
 | * Positions themselves so that audience members can see and hear them clearly
* Does not slouch
* Makes eye contact with some audience members
 | * Positions themselves as appropriate to engage audience (might involve movement)
* Uses gestures and posture to show comfortability with the content
* Makes eye contact, smiles, and interacts with the audience to read verbal and non-verbal cues
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| **Audience Engagement** | * Does not interact with audience
* Does not ask audience questions
* Does not answer questions from audience members
 | * Has some interaction with the audience, but primarily reads notes/slides
* Does not ask the audience questions
* Answers questions from audience members but leaves out important content
 | * Interacts positively with audience
* Asks questions to check for understanding
* Provides detailed answers to questions from audience members
 | * Uses multiple presentation methods to interact with audience
* Has a method for collecting audience questions to answer throughout presentation
* Thoroughly answers questions from audience
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| **Notes Section for Potential Questions**  |
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