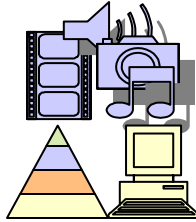


Curriculum Technology Showcase (CTS)



Two goals of the Pacific Curriculum Technology Showcase (CTS) are to (a) emphasize technology integration into standards-based curriculum lessons and (b) showcase all students and staff entries in as many venues as possible at three different education levels. Thus, entries must be standards-based and must match what is being taught in the classroom.

The school will be the CTS focal point. Students and staff may submit entries for the CTS. The school can showcase these entries many ways: (a) school INTRANET, (b) school Curriculum Technology Showcase Evening (community may be invited), (c) school meetings and trainings, (d) school-wide broadcast of morning announcements, (e) visitors, and (f) other school communication outlets. All entrants will receive a certificate of participation signed by the DoDDS Pacific Director. In addition, a school may choose to give its own certificate of merit. The PDO is supplying the school with a “Curriculum Component” rubric and a “Technology Component” rubric. A school may modify these rubrics as needed or use its own rubric to determine the merit of entries for local school certificates of merit.

A local CTS committee may choose entries to share with the DSO and PDO. A school can send up to three (3) entries to the DSO and PDO. Schools with a student population over 800 are welcome to send up to six (6) entries to the DSO and PDO. Both the DSO and the PDO can showcase these three school entries many ways: (a) INTRANET, (b) meetings, conferences, and trainings, (c) visitors, and (d) other communication outlets.

Only the local school will do any “judging” to decide which three/six projects to share with the DSO and which three/six projects to share with the PDO. A school can use the supplied rubrics, modify those rubrics, or use another scoring method to determine which projects to send to the DSO and PDO for showcasing. The projects sent to the DSO do not have to be the same as the projects sent to the PDO.

Curriculum Technology Showcase Guidelines

- 1. To promote showcasing student and staff entries, schools are asked to showcase all entries a variety of ways. For further showcasing a variety of ways, schools can select three/six entries from any curriculum or technology to send to the District Superintendent's Office (DSO) and Pacific Director's Office (PDO). The entries sent to the DSO do not have to be the same as the entries sent to the PDO.**
- 2. Any current DoDEA curriculum must be the curriculum component of the project. Projects must be based on DoDEA curriculum standards.**
- 3. Curriculum technology must be created with any DoDEA supported software and hardware.**
- 4. Student Work--**Teachers and parents must exercise a "hands-off" approach and allow the students to produce the projects for entry in the Curriculum Technology Showcase. By submitting the project a school staff member verifies the entry was original and produced by the student(s). **All sources must be cited.**
- 5. Group entries--** Four or more students are considered a group and must have a group name. Classes, clubs, teams, etc. may also enter as a group. The oldest student in the group will determine the entry level of a group.
- 6. Use of Entries--**The school Curriculum Technology Showcase review committee, DSO, and PDO reserve the right to make copies of an entry for dissemination through DoDEA Intranets, publications, broadcasts, and other modes of presentation.
- 7. Exclusion of Inappropriate Content--**DoDEA promotes the rights of individuals to be free from exposure to objectionable material. This exclusion covers material which promotes criminal activities, voices hate speech towards any group or individual, espouses extremist views, encourages the use of drugs or alcohol, is demeaning to any group (including sexual exploitation), encourages irresponsible sex, or advocates conduct otherwise inconsistent with the shared values of a civilized social order. DoDEA students and staff must be sensitive to these issues and take steps to insure that objectionable material and material that patently has no educational value is excluded. This includes the use of links to sites which contain such material. -- DoDEA Communications Office
- 8. A sample "Technology Curriculum Showcase Electronic Entry Form" is included. A school may choose to use it or a modification for their local entries.**
- 9. A sample "Curriculum Technology Showcase Rubric" is included. A school may choose to use it or a modification for their local entries. Since the curriculum is the focus, notice the extensive rubric for the "Curriculum Component". Some "Curriculum Component" categories may not apply to a project, so "N/A" (Not Applicable) can be recorded for "Points."**

***If you have questions or additional information is required, please contact the DoDDS Pacific Curriculum Technology Showcase coordinator, at DSN 644-5758.**

Curriculum Technology Showcase
Electronic Entry Form

Suspense Date for DSO and PDO: Friday, March 19, 2004
Please use this form for the three/six submissions to the DSO and PDO.

Entrant Name(s)					
School					
Teacher Name					
Entry Grade Level (Put an "X" by the appropriate grade level.)	___ K	___ 4	___ 7	___ 9	___ Group
	___ 1	___ 5	___ 8	___ 10	___ Adult
	___ 2	___ 6		___ 11	
	___ 3			___ 12	
Curriculum					
Curriculum Standard(s) List the standards number(s) or text.					
Entry Title					
Explanation (It may be helpful to include a brief written explanation, including directions to run the entry.)					
Software used					
Operating System (Put an "X" by the appropriate level.)	___ NT ___ Windows 2000 ___ Windows XP ___ Macintosh OS X.X (fill in version)				

The submission of the project indicates that a school faculty member has reviewed the project and endorses its originality by the entrant(s).

Curriculum Technology Showcase Rubric

Curriculum Component

“N/A” can be used as “Points” for categories that are “Not Applicable”.

<u>Category</u>	<u>Exemplary (4)</u>	<u>Good (3)</u>	<u>Satisfactory (2)</u>	<u>Needs Improvement (1)</u>	<u>Points</u>
Curriculum Standards	Standards from multiple curriculums listed.	Standards from one curriculum listed.	Curriculum standards minimally listed.	No curriculum standards listed or standards not match the project.	—
Classroom Curriculum Match	The project matches what is being learned in more than one class or is an extension of what is being learned in more than one class.	The project matches what is being learned in class or is an extension of what is being learned in class.	The project minimally matches what is being learned in class or minimally is an extension of what is being learned in class.	The project does not match what is being learned in class or is not an extension of what is being learned in class.	—
Curriculum Purpose	Curriculum purpose of the project is clear and flows logically from beginning to end.	Curriculum purpose of the project is mostly clear and mostly flows logically from beginning to end.	Curriculum purpose of the project is minimally clear and minimally flows logically from beginning to end.	Curriculum purpose of the project is unclear and does not flow logically from beginning to end.	—
Assignment Completeness	All items attempted	9/10 of items attempted.	At least 1/2 of the items attempted.	Less than 1/2 of all items attempted.	—
Accuracy	All items are correct.	9/10 of items are correct.	Between 1/2 and 9/10 of items are correct.	Less than 1/2 of all items are correct.	—
Demonstrated Curriculum Knowledge	Shows complete understanding of the questions, ideas, and processes.	Shows substantial understanding of the problem, ideas, and processes.	Response shows some understanding of the problem, ideas, and processes.	Response shows a complete lack of understanding for the problem, ideas, and processes.	—
Problem Requirements	Goes beyond the requirements of the problem.	Meets the requirements of the problem.	Minimally meets the requirements of the problem.	Does not meet the requirements of the problem	—
Organization	Information in logical, interesting sequence which reader can follow.	Student presents information in logical sequence which reader can follow.	Reader has difficulty following work because student jumps around.	Sequence of information is difficult to follow.	—
Timeline Documentation of Events	At least six (6) significant events are present. This includes date and description.	At least five (5) significant events are present. This includes date and description.	At least three (3) significant events are present. This includes date and description.	Less than three (3) significant events are present. This includes date and description.	—
Topic Questions	Student(s) properly generate questions and or problems around a topic.	Student(s) generate questions and or problems.	Student(s) require prompts to generate questions and or problems.	Questions or problems are teacher generated.	—
Introduction	All questions were answered completely and rationales for the answers were clearly stated.	All questions were answered completely, but rationales for the all the answers were not clearly stated.	Not all questions were answered completely, or greater than 2 rationales for the all answers were not clearly stated.	All questions were not answered completely.	—

Originality	The ideas expressed by the body of work demonstrate a high degree of originality.	The ideas expressed by the body of work are mostly original. The group may have improved upon a previous idea.	The ideas expressed by the body of work demonstrate a low degree of originality.	There were no original ideas expressed in this project.	_____
Task	All areas of the task were addressed and handled with a high degree of sophistication. The plan followed by the team demonstrated a great deal of thought.	At least one area of the task was not addressed. The plan followed by the team demonstrated a great deal of thought.	At least two areas of the task were not addressed. The plan followed by the team demonstrated a moderate level of thought.	The task is incomplete and/or it is apparent that little effort went into the development of the task.	_____
Conclusions Reached	Numerous detailed conclusions are reached from the evidence offered.	Several detailed conclusions are reached from the evidence offered.	Some detailed conclusions are reached from the evidence offered.	A conclusion is made from the evidence offered.	_____
Information Gathering	Information is gathered from multiple electronic and non-electronic sources and cited properly.	Information is gathered from multiple electronic and non-electronic sources.	Information is gathered from limited electronic and non-electronic sources.	Information is gathered from non-electronic or electronic sources only.	_____
Counter Examples	Includes appropriate counter examples.	Includes an appropriate counter example	Counter example is ineffective or not appropriate.	Does not include counter examples.	_____
Explanation	A complete response with a detailed explanation.	Good solid response with clear explanation.	Explanation is unclear.	Misses key points.	_____
Teamwork	It is evident that a mutual effort and cohesive unit created the final product.	The team worked well together, but could have utilized each other's skills to a better degree.	The team had problems working together. Little collaboration occurred.	The final product is not the result of a collaborative effort. The group showed no evidence of collaboration.	_____
Grammar and Spelling	Presentation has no misspellings or grammatical errors	Presentation has no more than two misspellings and/or grammatical errors.	Presentation has three misspellings and/or grammatical errors.	Work has four or more spelling errors and/or grammatical errors.	_____
				Total	_____

Reviewer Comments:

Technology Component

(TIP: When using "Hyperstudio," do not choose the transition called "Dissolve." It freezes the cards and limits movement within the stack.)

"N/A" can be used as the "Points" for categories that are "Not Applicable".

<u>Category</u>	<u>Exemplary (4)</u>	<u>Good (3)</u>	<u>Satisfactory (2)</u>	<u>Needs Improvement (1)</u>	<u>Points</u>
Team Workload	The workload is divided and shared equally by all team members.	The workload is divided and shared fairly by all team members, though workloads may vary from person to person.	The workload was divided, but one person in the group is viewed as not doing his/her fair share of the work.	The workload was not divided OR several people in the group are viewed as not doing their fair share of the work.	___
Software Features Used	Uses a variety of many software features which promote the purpose of the project (i.e. tables, columns, borders, graphics/pictures, bullets, auto timing, transitions, animations, buttons, audio clips, video clips, formulas, charts, outlines, etc.)	Uses several software features which promote the purpose of the project (i.e. tables, columns, borders, graphics/pictures, bullets, auto timing, transitions, animations, buttons, audio clips, video clips, formulas, charts, outlines, etc.)	Uses a few software features which promote the purpose of the project (i.e. tables, columns, borders, graphics/pictures, bullets, auto timing, transitions, animations, buttons, audio clips, video clips, formulas, charts, outlines, etc.)	Uses none or one software feature which promotes the purpose of the project or software features do not promote the purpose of the project.	___
Software Features Work	All software features worked correctly (i.e., menus, buttons, formulas, links)	All but one software feature worked correctly (i.e., menus, buttons, formulas, links)	Some software features worked correctly (i.e., menus, buttons, formulas, links)	Very few or no software features worked correctly (i.e., menus, buttons, formulas, links)	___
Attractiveness	Makes excellent use of font, color, graphics, effects, etc. to enhance the presentation.	Makes good use of font, color, graphics, effects, etc. to enhance to presentation.	Makes use of font, color, graphics, effects, etc. but occasionally these detract from the presentation content.	Use of font, color, graphics, effects etc. but these often distract from the presentation content.	___
Organization	Content is well organized using headings, tables, columns, or bulleted lists to group related material.	Uses headings, tables, columns, or bulleted lists to organize, but the overall organization of topics appears flawed.	Content is logically organized for the most part.	There was no clear or logical organizational structure, just lots of facts.	___
Project Originality	Product shows a large amount of original thought. Ideas are creative and inventive.	Product shows some original thought. Work shows new ideas and insights.	Uses other people's ideas (giving them credit), but there is little evidence of original thinking.	Uses other people's ideas, but does not give them credit.	___
				Total	___