

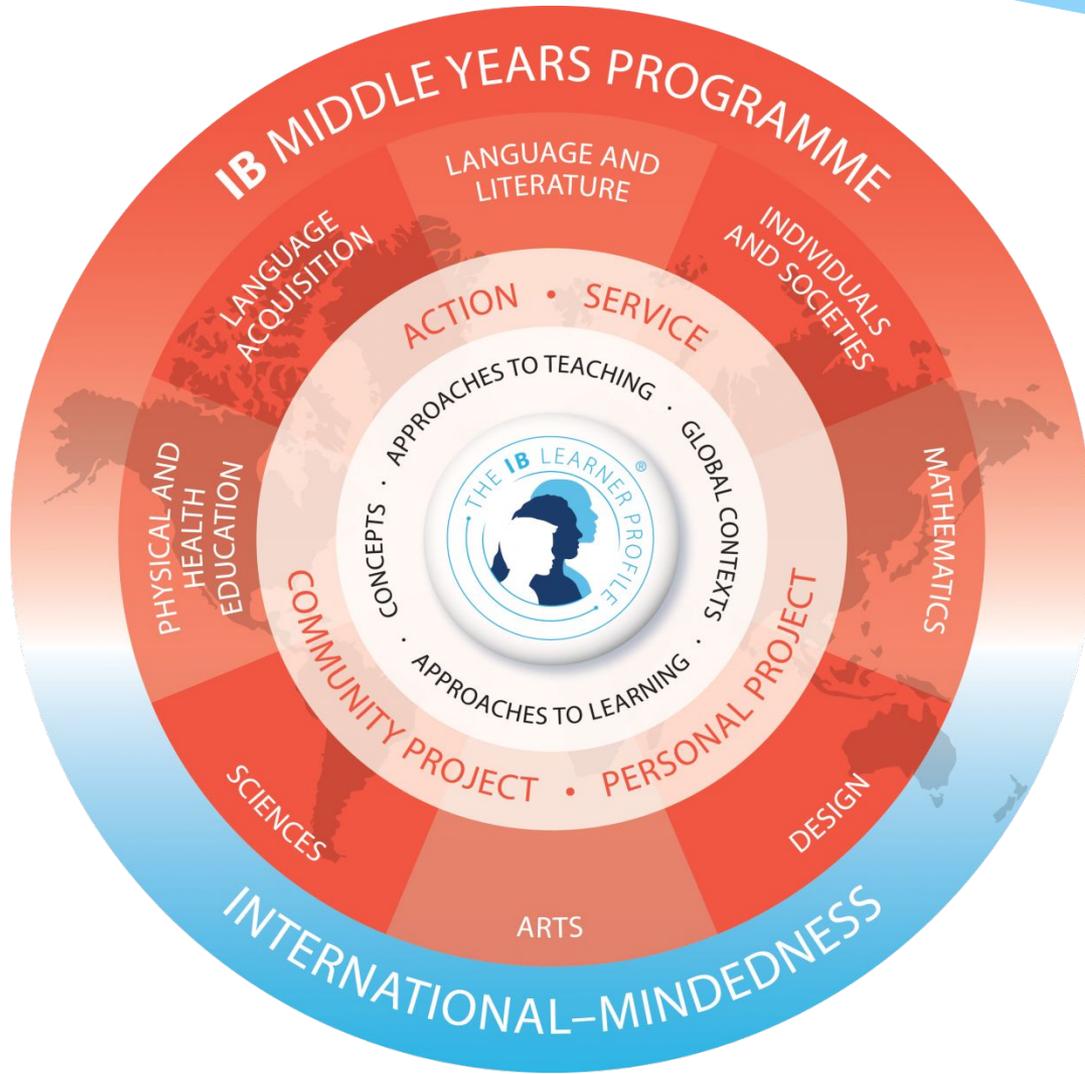


Welcome to the ROHS Personal
Project Information Night!

What is the Personal Project?

An independent, capstone project in which students:

- * select a topic of personal interest
- * determine a goal for creating a product or outcome based on this topic
- * use and reflect on skills and content knowledge they developed in MYP to aid their project
- * learn how much they are capable of achieving and how what they learn in school impacts the world and community outside the classroom



The Personal Project is a core element of MYP.

Students use the Approaches to Learning skills and their understanding of Global Contexts to take action.

Examples



Learning how to paint with oils



Building a Mac Computer



Crafting a Muppet

Managing Business Media Outlets

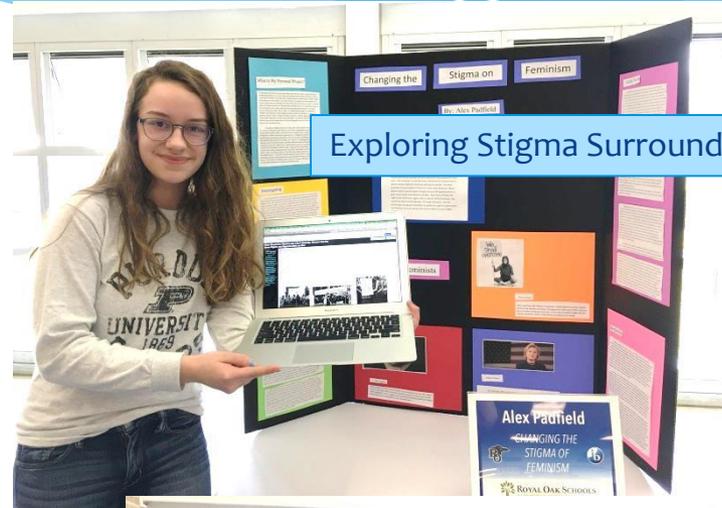


Examples

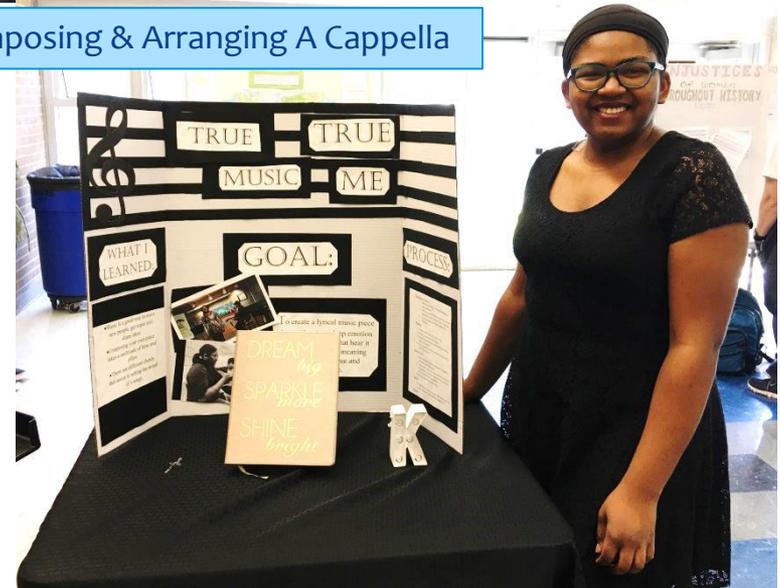
How painting style impacts interpretation



Exploring Stigma Surrounding Feminism



Composing & Arranging A Cappella



Starting a Clothing Business



Overview of Project

Students will:

- * Choose a topic/problem of **personal interest**
- * Determine a **goal** geared toward creating a product or outcome
- * **Research** their topic and create a **plan** of action
- * Reflect on their process and skills in a **process journal**
- * Create their **product** or **outcome** and **reflect** on their learning
- * Write a **report** about their process
- * **Share and celebrate** their hard work at spring exhibition

Investigating

In the first part of the project, after determining their topic, students:

- * Develop a clear and challenging SMART **goal** based on personal interest
- * Select a **Global Context** to explore through creating the project
- * Identify relevant **prior learning** and subject-specific knowledge relevant to their project
- * Research their topic using their **information and media literacy skills** to evaluate sources and construct a bibliography



Planning

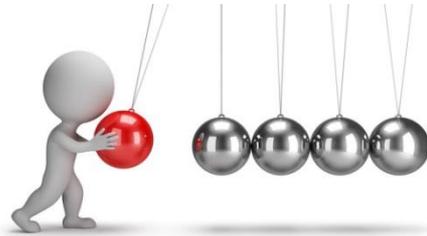
After students have investigated their topic, they need to determine an action plan by:

- * Developing specific and substantial **criteria** for measuring their success
- * Create a **detailed plan** broken into steps
- * Record their **process** & project **development** and how closely it corresponds to their plan
- * Discuss and evaluate the **organization and affective skills** they used throughout the process



Taking Action

Once students have a plan in place, they can begin to take action by:



- * **Creating** a quality product or successful outcome
- * **Analyzing** if they achieved their goal
- * **Evaluating** if their product/outcome with their success criteria
- * Discussing and evaluating their use of **critical and creative thinking skills**, and how they transferred their learning from class into action
- * Discussing and evaluating their use of appropriate **communication skills** and **collaboration** with others

Reflecting

Finally, upon completing their projects, students reflect on:

- * the **quality** of their product/outcome
- * how the project **extended or impacted** their knowledge and understanding of subject-specific content and the wider world
- * their development as an **IB learner**



When does this all take place?



- * Students start the project in 4th quarter of freshman year, both in school during ELT (Seminar) and outside of school.
- * By the end of the year, students will have completed the Investigating portion of their project.
- * Over the course of their sophomore year, they will finish the project.
 - * Completing their product/outcome around November
 - * Submitting their written report around January

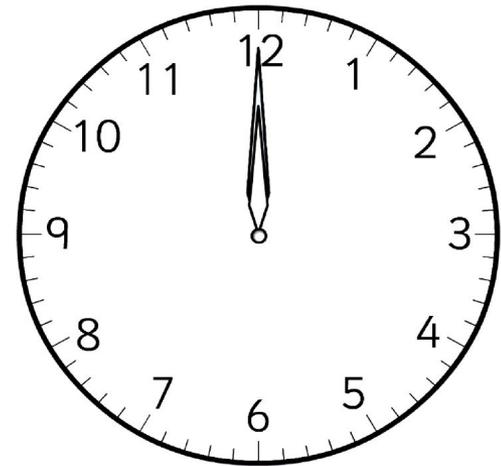
Supports for Students

Students are supported throughout the Personal Project in a few ways:

- * Supervisors – Students’ Seminar teachers serve as their Project supervisor, providing help and feedback throughout the process and meeting with students approximately once a week.
- * ELT – Students meet 30-40 minutes almost every week to collaborate, get updates and guidelines, provide evidence for feedback at check-in points, and work on elements of the Project.
- * Workbook & Handbook – Students have received a digital workbook to guide them through the steps of project and a handbook to consult for guidance about the Project’s different required components.
- * Google Classroom – Each supervisor has a Google Classroom with resources that push right into students’ Google Drives and deadlines that push right into students’ calendars.
- * Projects and MYP webpages – Both Royal Oak’s [MYP website](#) and the [Projects website](#) have a wealth of information.

How much time should my child be spending on the project?

- * Students spend an average of about 25 total hours on the entire process.
- * That is about an hour a week.
- * Outside of ELT, that equates to about 25-30 minutes of work per week.
- * Students plan their schedule, so the amount of time they spend each week might fluctuate.



The Benefits of the Personal Project

Engaging in an independent capstone project sets MYP students apart by demonstrating their development of skills and attitudes necessary to be successful world citizens after high school:

- * Flexibility of thinking, creativity, and problem solving
- * Creating a vision/goal and creating an action plan to achieve it
- * Effectively using a variety of modes of communication
- * Working collaboratively with others to achieve a greater goal
- * Managing emotions and reactions in situations that are challenging or frustrating
- * Reflecting on processes to make improvements in the future

Being part of a larger world community

Canadian International



Western International School of Shanghai



Island Pacific Academy



Royal Oak High School



Yokohama International School



Somersfield School



ROHS students are sharing an experience that other students around the nation and world are, too!

Royal Oak Designations



ROYAL OAK SCHOOLS

A COMMUNITY OF EXCELLENCE

- * Personal Projects are internally assessed and awarded final scores of 1-7. Then they are sent to IB examiners to be moderated.
- * Students who complete the Project receive a distinction on their transcript:
 - * 1-3: Transcript notes completion of Project
 - * 4-7: Transcript notes completion and passing of Project, student receives a Royal Oak MYP certificate, and student receives honor cords

How can I help?

- * Visit the [Royal Oak MYP](#) and [Personal Project](#) websites
- * Have your child share his or her Google Calendar with you
- * Remind your child to focus on the process and not perfection
- * Encourage your child to persevere
- * Serve as a mentor to your child or another student



The Summary Version

- * Independent project
- * Scored in four parts:
 - * *Investigating, Planning, Taking Action, and Reflecting*
 - * Scoring rubric is [available here](#) (from our [Projects website](#))
- * Building and demonstrating skills for lifelong success
- * Students meet approximately weekly to make progress
- * At-home work is also necessary for successful completion
- * Quick Timeline:
 - * Start now
 - * Finish *product/outcome* in November 2017 (approximately)
 - * Finish *report* in January 2018 (approximately)
- * Successful completion = Recognition on transcripts and more

Contact Us

If you or your child have any questions or concerns during the Personal Project process, please feel free to contact us!

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Presentation Handouts

The documents linked below were handed out during the live presentation on 4/19/17.

[Personal Project Overview](#)

[How can I support my child during the Personal Project?](#)

Questions & Answers

These questions were asked during the live presentation on 4/19/17, and are captured here for those unable to attend.

Since the Project is not required, how do I motivate my child?

Focus on your child's interests/passions, and don't feel like you're the lone motivator. The ROHS MYP and projects coordinator, administration, and teachers are here to help motivate students, so please reach out to them to let them know how they can help.

What is the participation of past cohorts of students?

Participation has varied from year to year, but roughly between 25-30% of students have participated. As we continue to improve our supports for students and for teacher supervisors, we anticipate participation will continue to increase.

What is the importance of the Project in college admissions?

There is not one way that colleges structure their admissions processes, but what we find often is that schools discuss the importance of authentic and meaningful experiences students can draw upon during the admissions process. The Personal Project allows students to discuss in a profound and meaningful way such an experience and the skills and realizations they learned from it.

What do students know as of today (4/19) and by what methods?

Students were introduced the project at the end of March in a full grade-level assembly lead by Mr. McMann and Ms. Belzyt. During their ELT class all students signed up for the communication mechanisms and began working on the first pages of their workbook.

Q & A

Continued

These questions were asked during the live presentation on 4/19/17, and are captured here for those unable to attend.

What is the Remind account sign-up information?

Text @ro2020 to 81010.

What is the pass rate?

The world-wide the passing rate (score of 4 or higher) is around 60%. Last year our passing rate was 60.2%. This year, our predicted scores indicate a passing rate of 75%.

Can students revise/redo if not satisfied with their score?

Students can submit a revised report to be re-assessed internally by Royal Oak staff and then have the designation changed on their transcript. Once they pass the IB deadline in April, we cannot resubmit it to IB.

How do parents stay “in the loop” on the Project?

We are working on sending out bi-weekly messages to parents to keep them in the loop. Also, we encourage parents to have their children share their Royal Oak Schools Google calendar with them.

Do students have the same Seminar (ELT) teacher for 4 years?

Yes and no. To reduce the number of students assigned to a Project supervisor, some Seminar classes were split for the duration of the Project. They will return to their assigned seminar teacher after the Project time is complete. They will have the same teacher for the entire Project process.

How do students get in contact with Project leaders?

Students can always email the Project leaders, visit them, and sign up for help. Mr. Giromini has a sign-up sheet in the main office, Ms. Belzyt is available on Tues, Wed, and Fri morning, and Mr. McMann has release 4-6 period.