

Regional Micro-Enterprise Credential: Self-Assessment Presentation Implementation Guide

(Updated: June 12, 2017)

We have provided an extensive series of resources and student exercises that we hope helps students develop and then make an effective presentation to their business mentor.

The table below provides grouping and sequencing recommendations for using these resources and student exercises.

All implementation notes are suggestions only and may be altered according to the needs of the students and teachers. Anticipated times are based only on the implementation notes provided and may vary.

Resource	Purpose	Implementation Notes	Anticipated Time
05-02 Self-Assessment Presentation Guidelines	Provides guidelines for effectively communicating results from self-assessment.	Students will reflect and use form to outline their talking points for the presentation. Teacher should scaffold sections 1-4 to ensure adequate reflection and completion.	60 minutes (15 minutes per section)
<p><i>*Teachers should create presentation expectations that focus on mentor engagement rather than length and format. 10-20 minutes is a recommended timeframe for the presentation. PLEASE DO NOT ALLOW students to read self-assessment to mentors. Presentations can include: a) prepared materials (students may speak from notes); and b) Q&A with the mentor</i></p>			
05-04 Mentor Role Description <i>(includes Student Presentation Checklist)</i>	Provides guidelines for the mentor to assess student reflection and critical learning from self-assessment.	Students can review guidelines to understand how they will be assessed by mentor.	10 minutes
05-05 Self-Assessment Presentation Essay Form	Provides students with a guided form that will enable them to answer questions based on their self-assessment results.	Students will use the Presentation Guideline form previously filled out and develop their talking points into an essay using this graphic organizer or a teacher made graphic organizer (ex. PowerPoint Template).	90 minutes
05-07 Student Guidelines for Interaction with Mentors	Provides students with three suggestions for interacting with mentor.	Teacher will discuss and model 3 points that students will need to address when interacting with their mentor.	15 minutes
05-08 Mentor Student Prep Sheet	Provides students with a guided form that steps out researching mentors and developing engaging questions.	Student will utilize the guided form to research and develop questions for engaging with their mentor.	40 minutes

05-09 Mentor Presentation Outline	Provides the teacher with an outline to explain mentor presentation expectations. Can be used with Nepris or in-person mentor.	Presenters will follow the guidelines for presentation so that the desired mentoring outcome is achieved.	15-20 minutes
<p align="center"><i>*Students <u>must</u> write a thank you note to their mentor.</i></p> <p align="center"><i>Teachers need to review and correct the thank you notes (if necessary) before they are mailed or sent electronically.</i></p> <p align="center"><i>Teachers, not students, should send thank you notes.</i></p> <p align="center"><i>Typed thank you notes are <u>strongly</u> recommended.</i></p> <p align="center"><i>Teachers may consider collaborating with Business English teacher.</i></p>			
05-10 Writing Thank You Notes	Provides situational information, benefits of writing thank you notes and how to write thank you notes.	Teacher will discuss and model how to write a thank you note.	25 minutes
05-11 Writing Thank You Notes Student Exercise	Provides students with a sample thank you note and lists 3 scenarios for individual responses.	Students will analyze a sample thank you note and then write thank you notes that respond to 3 different scenarios.	60 minutes

The table below provides teacher resources.

Teacher Resources
05-03 Guidelines for Selecting Mentors Teacher Guide
05-06 Self-Assessment Presentation Essay Form Teacher Guide
05-12 Writing Thank You Notes Student Exercise Teacher Guide