

PROJECT CHARTER

Project Title

Career Connect 1 Hybrid eLearning Course Development

Project Description

This project focuses on redesigning an existing synchronous Career Connect 1 unit into a **hybrid eLearning module within Schoology** that allows students to complete coursework asynchronously while still engaging in meaningful, real-world career readiness learning.

The module will include **chunked instruction, multimedia learning experiences, scenario-based assessments, and project-based applications** aligned with 21st-century skills such as communication, problem solving, and leadership.

The goal is to create a scalable model that can eventually expand into a fully hybrid course offered across the district.

Project Sponsor

- District CTE Director
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Project Goals and Deliverables

Goals:

- Develop a **Schoology-based eLearning module** that supports hybrid delivery
- Ensure alignment with **state CTE standards and district framework**
- Provide **accessible, multilingual, and flexible learning opportunities** for students
- Incorporate **real-world, scenario-based applications of 21st century skills**

These align directly with the course's goal of helping students **master and apply workplace skills through scenarios and assessments**.

Deliverables:

- Completed eLearning module (1 of 6 total units)
- Pre- and post-assessment tools (Microsoft Forms)
- 7 skill-based modules with:
 - Instruction (videos, readings, infographics)
 - Knowledge checks (quizzes/discussions)

- Scenario-based mini projects
- Student usability testing feedback
- Revised and finalized module ready for pilot implementation

The structure reflects my project's initial prototype model of **instruction → knowledge check → application → mastery assessment**.

Project Budget

- **Direct Cost:** Minimal (existing tools: Schoology, Microsoft Forms, district resources)
 - **Indirect Cost:** Personal time and professional development hours
 - **Future Consideration:** Potential release time/sabbatical for full course build-out
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Project Stakeholders

- District CTE Director (Sponsor)
 - District Director of eLearning
 - CTE Career Exploration Curriculum Specialist
 - Districtwide Career Exploration Teachers
 - Student Testers (3 students)
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Roles and Responsibilities

Project Lead / Instructional Designer (You)

- Design and build module in Schoology
- Align content with standards and learning objectives
- Facilitate feedback cycles and revisions

Districtwide Career Exploration Teachers

- Provide existing resources and content
- Give feedback on clarity, usability, and engagement
- Ensure alignment with classroom realities

CTE Curriculum Specialist

- Ensure alignment with **district framework and state standards**

- Provide feedback on scope, sequence, and rigor

District CTE Director

- Ensure inclusion of **real-world applications and work-based learning opportunities**
- Approve pilot readiness

Director of eLearning

- Ensure proper build in **Schoology LMS**
- Verify **ADA accessibility compliance and district eLearning guidelines**
- Confirm equitable access using district-provided tools

This connects directly to our need to ensure **ADA-accessible, chunked, and structured LMS-based instruction**.

Student Testers

- Navigate the prototype module
- Provide feedback on usability, clarity, and accessibility
- Confirm ability to complete work using school-provided devices and tools

Project Constraints

- Limited time (developed alongside teaching responsibilities)
- Need for district approval for scaling beyond pilot
- Technology limitations within Schoology
- Ensuring accessibility and multilingual support
- Balancing asynchronous learning with **authentic CTE application needs**

Project Milestones

- **Initial Design + Prototype Completion**
- **Stakeholder Feedback Round 1 (teachers, specialist)**
- **Technical and Accessibility Review (eLearning Director)**
- **Student Testing Phase (pilot group)**
- **Revision and Refinement**
- **Fall Pilot Implementation (Career Connect class)**

- **Final Presentation for District Expansion Approval**

These follow a critical timeline for **testing with students and revising before full rollout**.

Success Measures / KPIs

- Student completion of module using only Schoology tools
- Student demonstration of **21st century skills in scenario-based assessments**
- Positive usability feedback from student testers
- Alignment approval from curriculum specialist and CTE director
- ADA accessibility compliance confirmed
- Improved student engagement compared to click-through lessons

This directly improves on a previous assignment's identified issue of **low-value click-through content**.

Communication Plan

1. How Updates Will Be Communicated to Sponsors & Stakeholders

- **Bi-weekly progress updates via email or Teams**
 - Major checkpoints shared as **brief progress summaries (1–2 pages)**
 - Key approvals (e.g., pilot readiness) presented in **scheduled virtual meetings**
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2. How Project Members Will Communicate With Each Other

- **Microsoft Teams (Primary Communication Tool)**
 - Ongoing messaging and file sharing
 - **Scheduled Check-ins (every 2–3 weeks)**
 - Short virtual meetings focused on feedback and next steps
 - **Feedback Cycles**
 - Structured review of module drafts (using shared docs or Schoology preview)
 - **Quick “stand-up style” check-ins** when nearing major deadlines
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3. Source of Truth (Central Hub for Project Information)

The “**source of truth**” will be a dedicated Microsoft Teams folder and/or shared project document, including:

- Project charter
- Module drafts and updates
- Feedback notes from stakeholders
- Version history of revisions

Additionally:

- The **Schoology course shell itself** will function as the **live prototype reference**

This is critical because the project relies heavily on **seeing and interacting with the LMS build**, not just documents.

4. Managing Miscommunication & Conflict

- All feedback documented in shared space (no side conversations as “final decisions”)
- Clarify expectations for feedback rounds (what type of feedback is needed each time)
- Final decisions communicated clearly by the project lead after input is gathered
- Revisit project goals to stay aligned when disagreements arise

This aligns well with my focus on **communication planning and clarity as a core skill being taught in the course itself**.

My thoughts on this plan:

What I like about this plan is that it mirrors what we try to teach students—clear communication, defined roles, and intentional planning. If we don’t build that into the project from the start, it’s really easy for things to get messy, especially with this many stakeholders involved.

At the same time, this structure still leaves room for iteration—which fits well with the way this course is designed to evolve through testing, feedback, and real student experience.