MONROE HIGH SCHOOL SENIOR PROJECT HANDBOOK 2018-2019

Senior Project Handbook

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MONROE HIGH SCHOOL'S

SENIOR PROJECT

INFORMATION FOR PARENTS AND STUDENTS ON SENIOR PROJECT

Senior Project is a required component for graduation from Monroe High School. This experience is designed to prepare students for the "next steps" beyond high school and for students to develop a collection of evidence that will meet the state of Oregon diploma requirements—specifically meeting the sufficiency requirements for Extended Application and Career-Related Learning Standards. A copy of Oregon's diploma requirements can be found on the Oregon Department of Education's website: www.ode.state.or.us

Extended Application:
Extended application is defined as the application academic and specialized knowledge and skills within the context of a student's personal, academic and career interests and post-high school goals. Students design a project that extends what they have learned in the classroom and apply their knowledge and skills in complex or non-routine settings. At Monroe High School this is done through the Senior Project.

Specialized knowledge and skills are those specific skills, abilities and knowledge used by people in an occupation closely associated with the student's project: e.g., architect, electrician, nurse, teacher, firefighter, police officer, lawyer, scientist, etc.

The extended application (project) must be academically rigorous, personally relevant for the student and contain some aspect of student reflection in connection to their applied learning and their personal goals.

Career-Related Learning Standards:
The Career-Related Learning Standards (CRLS) are fundamental skills essential for success in employment, college, training, family, and community life – often these are referred to as "soft skills" or "workplace readiness skill" – needed to be successful beyond high school.

Through the work on their "senior project", students will demonstrate achievement of the CRLS, specifically:
- **Personal Management** – exhibit appropriate work ethic and behaviors
- **Problem-Solving** – apply decision-making and problem-solving techniques
- **Communication** – demonstrate effective communication skills to give/receive information
- **Teamwork/Collaboration** – demonstrate effective teamwork
- **Employment Foundations** – demonstrate academic, technical and organizational knowledge and skills required for successful employment in the future
- **Career Development** – demonstrate career development skills in planning for post high school experiences

<u>**Collection of Evidence:**</u>
In addition to the Extended Application and CRLS, the student's Collection of Evidence will include:
- Evidence of academic rigor, personal relevance and reflection on applied learning and connection to goals
- Evidence of demonstration of all six CRLS and explicit connection between student's work and the specific CRLS
- Evidence of educational planning appropriate to the student's personal, educational and career interests, including planning for "next steps" after high school
- Compilation of an educational profile that documents progress and achievements
- Evidence of student's participation in career-related learning experiences (job shadows, internships, work experience, school or community-based learning experiences)

<u>**About the Senior Project:**</u>
Students will begin their Senior Project during the fall of the senior year or earlier with approval. Through their Senior Advisory, students will be given direction and assistance in completing their projects. Students will earn a .50 credit for successful completion of their Senior Project during the spring of their senior year. Students who do not successfully complete their projects will not receive a diploma or be allowed to participate in graduation exercises.

During Senior Advisory, students will go through a step-by-step process to develop their collection of evidence that demonstrates:
- Personalized learning
- High academic expectations
- Relevant academic learning
- Learning beyond the classroom
- Immersion in the adult world
- Post high school planning

While each student's work will be unique, **every Senior Project must include the following five components**:

- **Project Proposal** – Students will present their formal project proposal to a panel for approval prior to completion of their project. This will include an annotated bibliography.
- **Mentorship Connection** – Students must work with a mentor outside of the classroom who serves as a community-based consultant.
- **Product/Experience** – The Senior Project results in the creation of a tangible, hands-on product that demonstrates the student's acquisition and use of specific skills and knowledge and that documents significant workplace experience. This product is evidence of a student's learning.
- **Oral Presentation** – Students will present their Senior Project experience before a panel of teachers. Parents/guardians, relatives and/or friends may not sit on the panel; however, they may attend the presentation upon invitation by the student.
- **Reflection** – Students will provide a written reflection of their Senior Project, detailing the processes that they went through to complete it. Reflection will be done at a senior level and should be a minimum of two pages in length.

Each student is expected to take charge of his or her Senior Project. Limited time in class may be available, but ultimately it will take time outside of the normal school day in order to complete the project. Senior advisors and other staff will be available to help guide the student through the process.

An approved Senior Project will meet the following criteria:

- *It demonstrates meaningful learning for the student.* The Senior Project is based on a problem or question that has personal relevance to the student. The student frames his/her work around a clearly stated essential question that has academic and real-world consequences.

- *It reflects a career interest of the student.* The Senior Project is tied to the student's post-high school and career plans and goals.

- *It requires intellectual challenge for the student.* The student creates a product or engages in a work experience that is complex in nature and incorporates relevant professional standards of quality.

- *It requires the guidance of a qualified mentor.* The student collaborates with the mentor throughout the project. The mentor serves as a guide, helping the student learn and apply the professional standards for work and behavior. Family members, friends and current employers are not eligible to be mentors for your Senior Project.

- *It results in a tangible end product or performance* that can solve a problem, benefit others, design or invent something original, and/or conduct an experiment or other in-depth research.

- *It requires a formal presentation of comprehensive knowledge gained and used through the process.* The final presentation includes a product and presentation or demonstration of the Senior Project experience. During the presentation the student states the purpose of the project, delivers a well-organized and thoughtful presentation, conveys a sense of mastery of the material and awareness of the audience, and prepares and uses supporting materials that enhance the presentation.

Through the successful completion of this project, students will:

- Recognize that subject area studies in school are related
- Take the lead in planning and completing a major component of their education
- Experience a sense of success and accomplishment
- Feel comfortable taking a risk and seeking a new challenge
- Increase their involvement with members of the community
- Demonstrate communication and personal management skills
- Have the opportunity to contribute to their community
- Develop a greater understanding of where they are headed after high school
- Complete all required components for their high school diploma in the state of Oregon

Successful completion of a Senior Project is a graduation requirement. It will represent successful completion of all 2018-19 Oregon diploma requirements, including meeting the Career-Related Learning Standards, as well as the standard for Extended Application. Students who have not met project standards will not participate in graduation exercises and will not earn a diploma until their projects are judged to be complete.

SENIOR PROJECT STANDARDS

The standards for successful completion of the Senior Project are in three broad categories: Career-Related Learning Standards (CRLS), the Extended Application Standard, and the Collection of Evidence Standards.

The following specific standards must be met in order to successfully complete your Senior Project:

I. Career-Related Learning Standards:
Personal Management: Exhibit appropriate work ethic and behaviors in school, community, and workplace.
Problem-Solving: Apply decision-making and problem-solving techniques in school, community, and workplace.
Communication: Demonstrate effective communication skills to give and receive information in school, community, and workplace.
Teamwork: Demonstrate effective teamwork in school, community and workplace.
Employment Foundations: Demonstrate academic, technical, and organizational knowledge and skills required for successful employment.
Career Development: Demonstrate career development skills in planning for post high school experiences.

II. Extended Application Standard:
The student will be able to apply and extend academic and career-related knowledge and skills in new and complex situations appropriate to the student's personal, academic, and/or career interests and post-high school goals.

III. Collection of Evidence Standard:
The collection of evidence must include:
- Evidence of all six Career-Related Learning Standards.
- Evidence that reflects the scope (depth and breadth) of the CRLS.
- Explicit connection between the work done and the CRLS.
- Direct evidence of each of the CRLS (video, photos, written products, etc.) OR corroborated evidence of each of the CRLS (teacher, employer, advisor, coach, etc. corroborates student's explanations and reflections on work completed).

The collection of evidence must show:
- A clear relationship to the student's educational plan (including school, community, and/or workplace experiences) through student descriptions.

Make sure that you review all assessment information included in this guide.

IV. Writing Standards:
It is expected that **all work** will be word-processed and done in a professional manner. Remember that your Senior Project is to reflect senior-level work. All written papers will follow this standard format:
- Title, full name, and date
- Typed in 12 point font (all)
- One inch margins around the border of the paper (both sides and top/bottom)
- Double-spaced in body (unless single-spacing is required by formatting requirements)

CAREER-RELATED LEARNING STANDARDS

PERSONAL MANAGEMENT	
Exhibit appropriate work ethic and behaviors in school, community, and workplace.	Identify tasks that need to be done and initiate action to complete the tasks.
	Plan, organize, and complete projects and assigned tasks on time, meeting agreed upon standards of quality.
	Take responsibility for decisions and actions and anticipate consequences of decisions and actions.
	Maintain regular attendance and be on time.
	Maintain appropriate interactions with colleagues.

PROBLEM SOLVING	
Apply decision-making and problem-solving techniques in school, community, and workplace.	Identify problems and locate information that may lead to solutions.
	Identify alternatives to solve problems.
	Assess the consequences of the alternatives.
	Select and explain a proposed solution and course of action.
	Develop a plan to implement the selected course of action.
	Assess results and take corrective action.

COMMUNICATION	
Demonstrate effective communication skills to give and receive information in school, community, and workplace.	Locate, process, and convey information using traditional and technological tools.
	Listen attentively and summarize key elements of verbal and non-verbal communication.
	Give and receive feedback in a positive manner.
	Read technical/instructional materials for information and apply to specific tasks.
	Write instructions, technical reports, and business communications clearly and accurately.
	Speak clearly, accurately, and in a manner appropriate for the intended audience when giving oral instructions, technical reports, and business communications.

TEAMWORK	
Demonstrate effective teamwork in school, community, and workplace.	Identify different types of teams and roles within each type of team; describe why each role is important to effective teamwork.
	Demonstrate skills that improve team effectiveness (e.g., negotiation, compromise, consensus building, conflict management, shared decision-making and goal-setting).

EMPLOYMENT FOUNDATIONS	
Demonstrate academic, technical, and organizational knowledge and skills required for successful employment.	Apply academic knowledge and technical skills in a career context.
	Select, apply, and maintain tools and technologies appropriate for the workplace.
	Identify parts of organizations and systems and how they fit together.
	Describe how work moves through a system.
	Describe the changing nature of work, workplaces, and work processes on individuals, organizations, and systems.
	Demonstrate dress, appearance, and personal hygiene appropriate for the work environment and situation.
	Explain and follow health and safety practices in the work environment.
	Explain and follow regulatory requirements, security procedures, and ethical practices.

CAREER DEVELOPMENT	
Demonstrate career development skills in planning for post high school experiences.	Assess personal characteristics related to educational and career goals.
	Research and analyze career and educational information.
	Develop and discuss a current plan designed to achieve personal, educational, and career goals.
	Monitor and evaluate educational and career goals.
	Demonstrate job-seeking skills (e.g., writing resumes, completing applications, and participating in interviews).

SENIOR PROJECT PHASES AND TIMELINE

Phase One: Formal Proposal

Item	Site/Responsible	Completion Date
Senior Project Proposal (Formal)		
Must include:	Senior Advisor	November 7th
• Formal Proposal Outline (complete)		
• Student & Parent Learning Agreement		
• Letter to Mentor		
Presentation to Panel	Proposal Panel	November 13th -15th
Annotated Bibliography	Senior Advisor	December 14th

Phase Two: Mentorship and Work

Item	Site/Responsible	Completion Date
Initial Mentor Learning Agreement	Senior Advisor	December 14th
Mentor Learning Checkpoint #1	Senior Advisor	January 24th
Mentor and Project Log Progress	Senior Advisor	January 24th

Phase Three: Project Presentation

Item	Site/Responsible	Completion Date
Product Completed	Senior Advisor	April 5th
Thank you Letter to Mentor	Senior Advisor	April 5th
Written Self-Reflection	Senior Advisor	April 5th
Presentation Packet to Committee	Senior Advisor	April 5th
Final Presentation	Presentation Panel	April 10th

.50 credit for Senior Project will be granted upon successful completion of all Senior Project components.

Successful completion of Senior Project is a diploma and graduation requirement

SENIOR PROJECT FORMAL PROPOSAL

The purpose of the Senior Project Proposal Presentation is to help you in selecting the Senior Project that is best for you. Through this proposal you will gain familiarity with the Career-Related Learning Standards required for graduation and you will gain knowledge about yourself and your post-high school plans. The proposal also requires a formal presentation before a panel which will be similar to your final Senior Project presentations this spring.

The Senior Project Proposal also allows you an opportunity to check in with staff to ensure that your project will successfully meet all requirements and that you are on the right track. These presentations will be scheduled early in the school year in order to give you plenty of time to revise your plans, if necessary, and still be on track to complete your project. In order to prepare a successful Proposal you will need to think through your plans as completely as possible.

Students will be expected to be prepared to <u>discuss and explain</u> the following concepts:
- Relationship between proposed product and post-high school plans (**Relevance**)
- Relationship between research paper, product and work experience (**Application**)
- Plans for documenting work (**Collection of Evidence**)
- **Rigor** of proposed course of action (in what way will this project be a challenge?)

<u>Required components for the Senior Project Proposal:</u>
1. Formal Project Proposal (see outline)
2. All Required Proposal Forms (Sample Letter to Mentor, Learning Agreement)
3. Portfolio Binder

<u>Assessment of Senior Project Proposal:</u>
1. Relevance of your Senior Project (alignment with post high school goals and learning objectives)
2. Rigor of your Senior Project (Project reflects senior level work)
3. All required components are present, complete, and reflect senior level work.

<u>Formal Project Proposal Outline:</u> (all components are required)
Your written proposal should be completed using the following format. Indicate each heading in some way and be sure to address each area. No hand-written work will be accepted except for work pages that you include. All writing is expected to be done at a senior level.

Page One:
1. **<u>Personal Statement</u>**: Who are you? What are your interests in school and outside of school? Describe some of the activities that you have participated in that you feel have led you to this point. What is your overall post-high school goal? What are you going to be doing and why are you interested in this area?

Page Two:
2. **<u>Senior Project Learning Objectives</u>**: Describe the purpose of your Senior Project by answering the following questions: **What is the title of your project? Why did you select this particular project? What are three things that you hope to learn from the project? How will this project help to prepare you for your post-high school plans?**

Page Three:
   3. **Career-Related Learning Standards:** Review the Career-Related Learning Standards (pages 7-8). Write a short statement for **each standard (6)** that describes how you plan to meet the standard through your senior project. *"I plan to meet the personal management standard by....."*

Page Four:
   4. **Plans for Product / Experience**: What will you create in your Senior Project or describe the Career-Related Work Experience that you will participate in.

   5. **Plans for Mentorship**: Name at least one potential contact to serve as your project mentor and describe what you hope to learn from this person. Explain in at least one paragraph how you plan to complete your mentorship hours in a timely manner.

   6. **Plans for Documenting the Work I will be doing**: What tools will you use to accurately document your time spent working on your project and your mentorship hours? Journals, forms, video, etc....are acceptable forms of documentation.

Page Five:
   7. **Rigor of Proposed Project**: Write a paragraph on how your project will represent senior level work?

   8. **Relevance of Proposed Project**: Write a paragraph on how your senior project fits into your post high school plans and strengths?

Attachments:

   1. **Letter to Mentor**
   2. **Learning Agreement (w/ all signatures)**
   3. **Other materials that you would like to include**

Senior Project Binder: This proposal will be the first completed section of your Senior Project portfolio. This portfolio will serve as final documentation of the successful completion of your project and is required for the final evaluation. **All relevant materials must be kept in this portfolio until your Senior Project is completed. This is your Collection of Evidence.**

LEARNING AGREEMENT

MONROE HIGH SCHOOL SENIOR PROJECT

An essential step in your Senior Project is for your parent/guardian, and community mentor to sign the following learning agreements, which spell out each person's responsibilities.

Parent/Guardian – Please read this section carefully, your signature indicates acknowledgement and approval of the project. I understand that the Senior Project is an academically and personally challenging endeavor that is a requirement for graduation. I recognize my responsibilities are to:

• Read and understand the components and expectations for the successful completion of my student's Senior Project.
• Support my student in his/her efforts throughout the process.
• Discuss with my student the Senior Project expectations and plans as detailed in my student's formal project proposal.

Parent/Guardian -- I understand that the subject for the project and research for the Senior Project at Monroe High school is chosen voluntarily by the student. I agree to release, waive and discharge any and all rights and claims for damages against any and all employees of Monroe High School and of Monroe School District for all claims of damages, demands, and actions whatsoever in any manner arising or resulting from my student pursuing, researching or doing the Senior Project topic, activities and locations identified above. I authorize my senior to participate in the Senior Project topic, activities and locations identified in his/her formal proposal.

Parent/Guardian --I also understand that the Senior Project is a diploma requirement at Monroe High School and that failure to successfully complete the Senior Project, including all of it components, according to the established timeline will result in my student not receiving a diploma from Monroe High School. Students not receiving a diploma will not be permitted to participate in Monroe High School graduation ceremonies, as per school board policy.

Student—I have read and understand the expectations for the Senior Project requirement. I understand that it is my responsibility to fulfill all requirements, within the established timeline, of the Senior Project in order to receive a Monroe High School diploma and to participate in the high school graduation ceremonies.

_____
Parent/Guardian Signature   Date

_____
Student Signature   Date

FORMAL PROPOSAL ASSESSMENT

Student Name:_____

Name of Project:_____

SENIOR PROJECT ASSESSMENT CRITERIA FOR THE RIGOR AND RELEVANCE OF THE FORMAL PROPOSAL

	SENIOR PROJECT RIGOR	SENIOR PROJECT RELEVANCE	OVERALL QUALITY OF PROPOSAL	PROPOSAL PRESENTATION
E X C E E D S	The student's senior project reflects senior-level work, or beyond, and will clearly challenge the student.	The student: - Designed an experience clearly connected to career interests - Communicated a clear relationship to post high school plans and/or a personal interest - Exhibited personal growth as a result of the senior project experience		
M E E T S	The student's senior project reflects senior-level work and will be an appropriate challenge for the student.	The student: - Designed an experience appropriate career interests - Communicated a clear relationship to post high school plans	The senior project proposal is complete, organized according to the outline.	The senior project proposal presentation was organized. The student presented material appropriately and all work was complete.
N E E D S W O R K	The student's senior project proposal will not present a senior-level challenge and should be revised.	The student attempts/did not: - Connect the experience to student career interests - Communicate a relationship to post high school plans	The senior project proposal is incomplete, disorganized, or does not reflect senior-level work. The proposal needs to be revised.	The senior project proposal presentation was unorganized. The student presentation was not appropriate or was disorganized. The presentation needs to be redone.

PROPOSAL EVALUATION (RIGOR AND RELEVANCE)		
EXCEEDS	MEETS	NEEDS WORK

Notes:

Resubmit Date (if needed):_____

ANNOTATED BIBLIOGRAPHY GUIDELINES

Create a bibliography citing five sources of information that are related to your senior project topic. Review each resource and create an annotated bibliography that includes a summary after each citation. <u>Each summary should be a minimum of one paragraph per source.</u> You may choose to do more than five sources. Cite your sources correctly (examples are listed below). Sources can include books, magazines, research articles, websites, newspapers, etc…. and your bibliography needs to contain a mix of sources (no more than three online sources).

- Order entries alphabetically by authors' last name, or, if author is not given, by the first important word in the title, excluding "a," "an," and "the."
- If more than one work by an author is cited, do not repeat the author's name, but use three hyphens and a period (---.) for the author's name in the second and subsequent entries, and alphabetize the works by the first important word in each title.
- Hanging indentation: Indent all lines of each entry five spaces, except the first line, which is flush with the left margin. Use a period at the end of each entry.
- Underline the titles of works published independently--books, plays, long poems, pamphlets, periodicals, films and magazines.
- Use quotation marks to indicate the titles of short works that appear in larger works.
- Use Arabic numerals except with names of monarchs (Elizabeth II) and except for the preliminary pages of a work (ii-xix), which traditionally use Roman numerals.
- Use the appropriate citation format like the one below for books.

Author (last name first). Title of book (underline). Publication city (nearest your state): Publisher, Date of publication (most recent).

- Separate author, title, and publication information with a period followed by one space. The title of a periodical does not require a period.
- Abbreviate the names of months except May, June, and July. The day of the month comes before the month.

MLA Works Cited Sample

"China's Age of Invention." <u>PBS</u>. Nov. 2000. 4 Apr. 2003 <http://www.pbs.org/
   wgbh/nova/lostempires/china/age.html>.

Dowling, Mike. <u>The Electronic Passport to Marco Polo</u>. 30 Apr. 2002. 5 Apr. 2006
   <http://www.mrdowling.com/613-marcopolo.html>.

"The Great Explorers." <u>Boys' Life</u> Dec. 2000: 50. <u>Kids Search</u>. EBSCOHost. Jefferson El. School,
   Medford, OR. 5 Apr. 2003 <http://search.epnet.com/ >.

Parker, John. "Polo, Marco." <u>World Book Online</u>. 2005. 7 Apr. 2006
   <http://www.worldbookonline.com/>.

Roth, Susan. <u>Marco Polo: His Notebook</u>. New York: Doubleday, 1990.

SENIOR PROJECT MENTORSHIP CONNECTION

The student must have the following pieces for the mentorship part of the Senior Project:
- Letter to Mentor
- Initial Mentorship Agreement Form
- Mentor Checkpoint Form
- Mentor Final Assessment
- Mentor Log with mentor's signature
- Mentorship Self-Evaluation and Reflection (written)

During the Mentorship, you will work closely with at least one adult outside of the classroom, who serves as a mentor. This is the time for you to gain insight, skills and knowledge from a practicing professional. At least ten (10) hours of time must be spent with the mentor. All of the following steps should be taken one at a time to ensure a successful experience. They are as follows:

1. The **Letter to Mentor** should include:
   - Background information about the senior project (What is a senior project?)
   - Your individual plan for the project – why is this project of importance to you? Career goals?
   - How the mentor will be involved
   - Why your project is beneficial to your learning and/or community
   - Ask the potential mentor if s/he is willing and able to put in the time as your mentor
   - Description of the presentation and an invitation to the mentor to be on your panel (this is not required for mentorship)

2. **All Mentor Forms** (Initial Mentorship Agreement Form, Mentor Checkpoint Form, Mentor Final Assessment Form) must be completed properly and signed by your mentor.

3. **Fill out your Mentor Log sheet** to keep a record as you proceed of your hours spent on the project and product hours that took place with your mentor (all hours must be signed-off by your mentor). Fill out your log immediately so that you don't forget.

4. **Complete the Mentorship Self-Evaluation** and turn this into your Senior Project advisor with the Mentorship scoring rubric for final assessment. Make sure that all Mentorship forms are completed with Mentor signatures.

Contacting a Possible Mentor:

This step is often one of the most difficult for students. It requires them to contact someone they probably do not know personally and can be intimidating without some planning. Parents can help walk their students through this process and school staff is also willing to help.

Here are some guidelines and ideas as you prepare to contact your mentor:

Email can be an effective way to reach a mentor, but it often not the best choice to make an initial contact. Emails can be easily ignored or discarded, especially if someone is busy. Try to make a personal contact by phone or, even better, in person.

When using email, remember to be professional. Always use a salutation ("Good morning, Mr. (or Mrs.)_____") and double check your grammar, conventions, and your spelling as your recipient will probably expect this to be correct. Often, seniors will use email to communicate with their mentors as their projects progress, but again, it is not a great choice for making your initial contact. If you do try to email someone, follow up with a phone call or visit.

Phone calls (or personal visits) are your best choice for initial contact. The following scripts can help you plan for this conversation and be more comfortable:

Calling when you have a specific person in mind:

"Hello, my name is _____and I'm a student at Monroe High School.
                   your name
May I please speak to _____? Hello, _____this is _____
              mentor name   mentor name   your name
from Monroe High School. As part of my senior project I am calling to see if I could job shadow you at

work for 10-30 hours over the next few months. My goal is to learn more about the career area of

_____."
   their occupation

If yes, arrange a good day to meet with them to fill out mentor paperwork, set a time, meeting place, appropriate dress, and ask for directions if necessary.

Then say: "Thank you, and I look forward to seeing you on_____."
                                 Date/time
If no, ask if they have any suggestions as to whom you can call instead. Thank the person for his/her time.

When calling a business with no specific person in mind: "Hello, my name is _____and I'm a
                                                  your name
student at Monroe High School. As part of my senior project I am calling to see if I could shadow

someone in your business for 10-30 hours over the next few months. My goal is to learn more about

the career area of _____." Who would you suggest I speak with to set up a job shadow? Thank
                 your interest
you."

MENTOR LOG SHEET

PLEASE DOCUMENT ALL TIME SPENT WITH YOUR MENTOR ON THIS PAGE

(Make copies of page for more pages)

DATE	ACTIVITY	TIME SPENT	MENTOR SIGNATURE
EXAMPLE: 11/23/04	sawed 4 logs down to appropriate lengths for bed frame	1.5 hours	

INITIAL MENTOR LEARNING AGREEMENT

Student Name: _____

Mentor Name: _____

Address: _____

_____

Contact Number: _____

Mentor Fax: _____

Mentor Email: _____

As a Senior Project Mentor, I understand that the student is undertaking a Senior Project that will integrate learning at school with learning in the community. My responsibilities in assisting the student with the completion of the Senior Project are:

- Review the Senior Project proposal and timeline with the student and discuss the time frame for successful completion of the project.
- Serve as a mentor, guiding and supporting the student throughout his/her Senior Project.
- Assist the student in making mid-Senior Project corrections to the timeline as needed.
- Assess the student's work accurately and conscientiously.
- Assess the student's progress mid-way through the project and upon completion of the project using the Mentor Assessment forms (2).
- Work directly with the student for a minimum of 10 hours (or more depending on the individual student plan). This is face-to-face time spent with the student.

_____   _____

Mentor Signature   Date

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MENTOR CHECKPOINT ASSESSMENT FORM

Date: _____

Student Name: _____

Senior Project Advisor: _____

To Be Filled Out By Mentor Only:

Mentor Name: _____

Mentor Address: _____

_____

Contact Number: _____

Mentor Fax: _____

Mentor Email: _____

Please describe briefly the work that you have done with your student up to this point:

Based upon your observations and interaction, please describe the progress that the student has made towards completion of his/her Senior Project and his/her goals:

To what degree are you satisfied with the student's progress at this point in time?

(Low)   1   2   3   4   5   (High)

_____   _____

Mentor Signature   Date

MENTOR FINAL ASSESSMENT FORM

Date: _____

Student Name: _____

Senior Project Advisor: _____

To Be Filled Out By Mentor Only:

Mentor Name: _____

Mentor Address: _____

_____

Contact Number: _____

Mentor Email: _____

Approximately how many times did you meet with the student for the Senior Project?

How many hours of time did the student spend with you directly working on his/her Senior Project?

Please describe briefly the role that you played in helping this student complete his/her Senior Project:

Please describe briefly the skills and/or knowledge that the student learned through the mentorship process:

To what degree are you satisfied with the student's overall effort and learning?

(Low)   1   2   3   4   5   (High)

Final Comments:

_____   _____

Mentor Signature   Date

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MENTORSHIP EXPERIENCE SELF EVALUATION

Answer the following questions in written form. The self-evaluation is a reflection of your overall mentorship experience. All mentor check forms must also be completed and turned in. **Your reflection should be at least one page in length and should follow the standard format as detailed in the writing standards.**

Questions to Answer in your self-evaluation:

1. Who was your mentor? What do they do in connection to your project? What was your role with your mentor?

2. Describe your mentorship experience and how it fit into your Senior Project and career interests.

3. How did your mentorship experience help you to gain a broader perspective on your Senior Project?

4. What did you learn from your mentor and how did they help you in completing your Senior Project?

To be completed by your Senior Project Advisor:

	SELF-EVALUATION	MENTORSHIP STANDARDS
MEETS	The self-evaluation is well-written, properly formatted and answers all questions completely	All forms are turned in and the student meets all mentorship requirements. The mentorship had a direct relationship to the student career interests and Senior Project.
NEEDS WORK	The self-evaluation is poorly written, improperly formatted or does not answer all questions.	Mentor forms are missing and/or hours are not complete. The mentorship has no connection to career interests or Senior Project.

QUALITY OF MENTORSHIP/REFLECTION OVERALL EVALUATION		
	MEETS	NEEDS WORK

Attach this form to the front of the self-evaluation document.

Senior Advisor Signature:_____

SENIOR PROJECT PRODUCT/EXPERIENCE

Senior Projects take many forms—some are based around the creation of a product, with minimal mentor/mentor work place experiences, while others are mostly an on-site based experience, or internship, and don't necessarily lead to the creation of a typical tangible, substantial product. In an effort to balance these elements, a "sliding scale" will be used as a guide to the minimum amount of time that should be spent on the different parts of the project. **Students must spend a minimum of 65 documented hours (equal to .5 credit) working on the Senior Project, 40 of which will be devoted to the mentorship and the final product.** A minimum of 10 hours must be spent working with a mentor. The remaining hours are to be spent completing the product. It is assumed that students will complete the remaining 25 hours through meetings, class time activities, presentations, and the research paper.

Time spent with Mentor:	Time spent on Product:
10 hours	30 hours
20 hours	20 hours
30 hours	10 hours (minimum)

Total time spent must equal 65 hours (minimum). In other words, a Senior Project that involves extensive workplace experience with a mentor would require much less in terms of a product. At the same time, a Project that involved very little time with a mentor would be expected to have a much more intensive product. All time spent on your Senior Project must be documented if you expect credit.

In order to properly track and document the time that you spend on the various components of the Senior Project you will be expected to fill out two separate logs:

- **Mentor Log: keep track of all time spent with a mentor and at the workplace on this log. Be sure to differentiate between mentor time and workplace time, if not the same. In addition to your Senior Advisor, your mentor or workplace supervisor will also be required to sign off on this log.**

- **Senior Project Log: keep track of all time spent on your Senior Project on this log that does not involve your mentor. Include time spent in class working on your project, time spent working on your proposal, presentations, etc….**

You will have your logs checked on a monthly basis by your Senior Advisor.

Selecting an Appropriate Product:

Showcasing your product and learning is the focus of your Senior Project. Consider this part of the project an opportunity to share your talents and learning. Select a project that is new to you, something that challenges you beyond your past accomplishments. It should be a tangible (something you can see, hear, touch, taste, or smell) demonstration of your learning. Below are a few examples of some products. In parentheses are examples of a few of the steps it would take to create each product. The steps you outline should be as specific as possible. Note: None of these products can be created without an investment of significant time, energy, planning and thoughtfulness. The possibilities for products for you Senior Project are endless…..be creative!

- Write a screenplay *(….research screenwriting techniques, develop the idea, write a draft, organize a read-through or actual presentation with student actors.…)*
- Produce and edit a video *(…do a budget, recruit and train a crew, study lighting techniques, draft a production schedule.…)*

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- Conduct and analyze the findings of a survey *(.…research survey tools, draft a survey and screen with a focus group, select a random sample.…)*
- Organize and facilitate a workshop *(…write a workshop promotion, research workshop topics, produce a PowerPoint presentation.…)*
- Design, program and test a website *(.…brainstorm site architectures, assess content and graphic requirements, do HTML and JAVA programming.…)*
- Write a new student orientation guide *(.…survey current freshmen, organize an advisory team, draft content, design page layout.…)*
- Launch a small business *(.…evaluate niche markets in the school and community, write a business plan, develop a product prototype.…)*
- Construct a scale model of a new shopping mall *(.…analyze city landscaping records of the site, draw a site blueprint, calculate scale ratio.…)*
- Take, develop, and edit images for a photo essay *(.…identify a subject, outline a message for the essay, shoot photos to communicate the message.…)*
- Record and analyze the oral histories of elderly community members *(.…locate and contact people interested in sharing their stories in the community, design an interview protocol, research local history relevant to your project.…)*
- Do a comparative study of garden fertilizers *(.…choose seasonable vegetation, create controlled planting situations, design research plots.…)*
- Write a travel guide for a city or area *(.…decide on the target audience, brainstorm a list of "must see" attractions, keep a journal of your visits to various locations.…)*

In choosing a product that will work well with your Senior Project think about the following terms: ***Build, create, develop, design, draw, research, draft, demonstrate.*** Be creative and be sure to share your ideas with advisors, teachers, parents, staff members.

SENIOR PROJECT WORK LOG SHEET

DOCUMENT ALL <u>NON-MENTOR</u> TIME SPENT ON YOUR PROJECT ON THIS PAGE

(Make copies of page for more pages)

DATE	ACTIVITY	TIME SPENT	ADVISOR SIGNATURE
EXAMPLE: 11/23/04	sawed 4 logs down to appropriate lengths for bed frame	1.5 hours	

SENIOR PROJECT PRESENTATION

The final exhibition of work includes a product and a presentation or demonstration of the final Senior Project experience. During the presentation the student states the purpose of his/her project, delivers a well-organized and thoughtful presentation, conveys a sense of mastery of the material and awareness of the audience, and prepares and uses supporting materials that enhance the presentation.

Presentation Content Outline
This outline will be a plan for your presentation that will include content criteria. In addition, you will also include a short summary or list that will demonstrate how you plan to meet visual and delivery criteria.

Visual
All presentations will include some type of visual (charts, diagrams, pictures, overheads the project you completed, etc.).

Presentation Packet
You will turn in to your <u>Senior Advisor</u> a Senior Project portfolio by <u>April 5th, 2019</u>. The portfolio will include:
- All Formal Proposal Materials
- All Final Journals and Logs (with minimum of 10 hours signed off by mentor)
- Student Letter to Panel Members (student written)
- Written Reflection (Self-Evaluation and Final Reflection form)

> **You will not be permitted to present without a presentation packet completed and to your panel prior to the presentation date.**

Practice Presentations
Practice is an essential piece of a quality and effective final presentation. Students may request practice sessions during study hall time or during classes. This practice will provide constructive feedback and give you the opportunity to make time, content, visual, and delivery adjustments as needed. Presentations should be at least 10 minutes and should not exceed 15 minutes; overtime sessions may be stopped. Only two minutes of your presentation should be demonstration.

Panel Presentations
Presentations will be in the spring. You will sign up for a time slot and be expected to show up at least 5 minutes early ready to go. You will receive more information during your Senior Advisory. Parents, relatives and friends may not serve as panel members. They may attend the presentation by invitation only as a spectator, but must leave the room with the presenter during the scoring discussion.

PRESENTATION ASSESSMENT FORM

Student Name:_____

QUALITY OF PRESENTATION

SENIOR PROJECT ASSESSMENT CRITERIA FOR FINAL PRESENTATION

	ORGANIZATION	DELIVERY	MATERIALS
E X C E E D S	The student presented: • A strong, creative introduction that brought the audience to the topic and created a desire to hear more, • A clear organizational structure that enhanced the audience's understanding of the purpose and message, • Smooth, well-designed transitions, • A well-designed conclusion that matched the essential question and content.	The student demonstrated: • Effective eye contact • Variations in rate, volume, tone, and voice inflection, • Fluent delivery that engages the audience, • Clear command of words, technical language, grammar and usage, • Exceptional use of nonverbal techniques	The student: • Presented materials in a clear, concise, and well-organized manner that commanded the audience's attention, • Used a variety of supporting materials (e.g. handouts, brochures, posters) and/or technology that enhanced the presentation.
M E E T S	The student presented: • An effective introduction that brought the audience to the topic • A clear organizational structure that was relatively easy to follow, • Smooth transitions, • A planned conclusion that matched the essential question and content.	The student demonstrated: • Eye contact was present, • Rate, volume, tone, and voice inflection that was appropriate to the audience, • Fluent delivery with some reading of content, • Competent use of words, technical language, grammar and usage that was usually correct, • Appropriate use of nonverbal techniques.	The student: • Presented materials in a clear, concise, and well-organized manner, • Used supporting materials (e.g. handouts, brochures, posters) and/or technology that supported the presentation.
N E E D S W O R K	The student presented: • A simplistic or awkward introduction • An unclear organizational structure, • Vague or repetitive transitions, • An underdeveloped conclusion that failed to match the essential question and content. • No apparent organization structure; it was difficult to follow or understand	The student demonstrated: • Minimal eye contact to no eye contact • Little control of variation in rate, volume, tone, and voice inflection, • A halting delivery with frequent space fillers, e.g. "um," "like" • Fluency is distracting words, grammar and usage, that was vague, inadequate or misused • Inconsistent use of appropriate nonverbal techniques. • Few, if any, appropriate nonverbal techniques.	The student: • Presented materials in a poorly organized manner, • Used supporting materials and/or technology that detracted from the presentation. • Did not use supporting materials and/or technology.

QUALITY OF PRESENTATION OVERALL EVALUATION		
EXCEEDS	MEETS	NEEDS WORK

Panel Member Signature_____

SELF-EVALUATION & FINAL REFLECTION FORM

Name_____   Date_____

Estimated total hours spent on project_____   Advisor_____

Looking back on your Senior Project experience, please reflect on the following (you may write paragraph length responses for individual questions, or compose a short essay which addresses all of the prompts). Do not write on this form. <u>Your reflection must be word processed and turned in with your presentation packet</u>. Reflections should be a minimum of 2 pages in length. Use this page as your final reflection cover page.

1. Describe your Senior Project. What was your topic and how did it relate to a career interest?

2. Describe your mentorship experience. Who was your mentor and what were his/her qualifications to be a mentor for your project. What did you learn from this person?

3. Describe the product that you completed for your Senior Project. Describe how this product relates to your overall project.

4. What problems or obstacles did you experience during the process of completing your Senior Project? Describe how you overcame these issues.

5. What new knowledge did you gain as a result of completing this Senior Project?

6. Explain how your learning experience through Senior Project will (or will not) connect with your current post-high school plans.

OVERALL ASSESSMENT OF THE SENIOR PROJECT

The assessment of the Senior Project is a continuous, reflective process. The students, mentors, advisors, and the presentation panel all play a role in evaluating the work and its progress. The Senior Project is evaluated based on the following assessment criteria:

- **Rigor and Relevance** measures the degree to which the senior project is framed around a clearly stated essential question, communicates a clear relationship to post high school plans, and demonstrates a command of subject matter and use of evidence to adequately support decisions and solutions.
- **Quality of Presentation** examines how well students organize and present their work, and how effectively they prepare and utilize supporting materials.
- **Quality of Mentorship** as indicated by student self-evaluation and mentor feedback. The senior advisors will make sure that all documentation of the mentorship is present.
- **The Self-Reflection** examines how students reflect on the purpose, product, and process of their work and how the project relates to their career plans.

The following tools will be used to formally assess your Senior Project. Look at each scoring rubric closely and make sure that you are familiar with the expectations.

1. **Formal Presentation Rigor and Relevance Rubric**
2. **Quality of Formal (Final) Presentation**
3. **Mentorship Reflection and Self-Assessment**
4. **Comprehensive Assessment Summary**

Senior Project
Portfolio Review and Final Assessment

Student Name:_____

Proposal (Panel Sign Off)	**Due:**	**Completed:**		**Score:**	**Advisor Sign Off:**
☐ Personal Statement	Nov. 7th	Yes	No	Overall:	
☐ Learning Objectives	Nov. 7th	Yes	No	R M E	_____
☐ Career Related Learning Standards	Nov. 7th	Yes	No		
☐ Plans for Product	Nov. 7th	Yes	No		
☐ Plans for Mentorship	Nov. 7th	Yes	No		
☐ Plans for Documenting Work	Nov. 7th	Yes	No		
☐ Project Rigor	Nov. 7th	Yes	No		
☐ Project Relevance	Nov. 7th	Yes	No		
☐ Parent/Student Learning Agreement	Nov. 7th	Yes	No		
☐ Letter to Mentor (typed)	Nov. 7th	Yes	No		
☐ Annotated Bibliography (Advisor)	Dec. 14th	Yes	No	R M E	_____

Mentorship (Advisor Review)	**Due:**	**Completed:**		**Score:**	**Advisor Sign Off:**
☐ Mentor Learning Agreement	Dec. 14th	Yes	No	R M E	_____
☐ Mentor Checkpoint	Jan. 24th	Yes	No	R M E	_____
☐ Mentor Log (progress)	Jan. 24th	Yes	No	R M E	_____
☐ Product Log (progress)	Jan. 24th	Yes	No	R M E	_____
☐ Mentor Final Assessment	April 5th	Yes	No	R M E	_____
☐ Thank you Letter to Mentor (typed)	April 5th	Yes	No	R M E	_____
☐ Mentor Self-Evaluation (Typed)	April 5th	Yes	No	R M E	_____
☐ Mentor Evaluation Scoring Guide	April 5th	(to be completed by advisor)			

Final Project Materials (Advisor Review)	**Due:**	**Completed:**		**Score:**	**Advisor Sign Off:**
☐ Self-Evaluation (Typed)	April 5th	Yes	No	R M E	_____
☐ Project/Product Log	April 5th	Yes	No	R M E	_____
☐ Self-Evaluation Scoring Guide	April 5th	(to be completed by advisor)			

Presentation/Final Assessment

☐ **Final Presentation (Panel)**	**April 10th**	**Yes**	**No**	**R M E**

Overall Final Assessment (Advisor & Panel) Resubmit   Meets   Exceeds   **Resubmit Date:_____**
Comments:

Final Sign Off:
Advisor Signature: _____   **Date:_____**

Panel Member Signature: _____   **Date:_____**

SAMPLE THANK YOU LETTER

Your mentor volunteered their time to help you with your senior project. They invested their personal time and professional skills in order to give you the best possible experience. These professionals still had to meet their own job deadlines. A thank you note to them will show your appreciation. In addition, it builds good relationships with the workplace so that other students will be able to participate in internships in the future.

Unlike a personal thank you note you may be used to writing, a business thank you is short and focused. Professional quality mandates that it be a typed, formal letter or a neatly written (in ink) card, with no grammatical or spelling errors.

Please give your thank you note, along with a stamped and addressed envelope, to your senior advisor for mailing.

The following is a sample thank you note:

Dear Mrs. Smith:

Thank you so much for being my senior project mentor. I had a great time learning about what is involved in being a successful interior designer and enjoyed the time I was able to spend with you and your clients.

The best part of the experience was being able to accompany you to the trade show in order to learn about the wholesale side of the business. Your beautiful store certainly reflects your creative talent.

I appreciate the time you spent and the effort you went to in helping to make this a valuable learning experience for me.

Sincerely,

Jennifer Brown

MODIFICATIONS FORM

(**To be completed if student changes project plan after approval of Formal Proposal**)

As you are working on your Senior Project, you may decide that it is necessary to modify your plans. Keep track of all changes you make. You need the approval of your Senior Project advisor and administrator if you make changes after you have submitted your **Senior Project Proposal**.

Student Name: _____ Date: _____

Senior Project Topic:

- How do you wish to change your proposed Senior Project?

- Why do you feel this change is necessary?

- How will this change affect the goals and/or the timeline of your Senior Project?

_____

Signature: Student   Date

                                        O Change Approved

                                        O Change Denied

_____

Signature: Advisor   Date

_____

Signature: Administrator   Date

_____

PLAGIARISM

What is plagiarism?
Plagiarism is the act of using another person's ideas or expressions in your writing without acknowledging the source. To plagiarize is to give the impression that you have written or thought of something that you have, in fact, borrowed from someone else. The Web makes it more tempting to plagiarize ideas because copying and pasting is so simple. However, the Web makes it easier for teachers to check particularly eloquent writing by doing a Google search on your writing in quotes and locating sources that clearly match your wording. Even if you change words around, it is still plagiarizing.

It is illegal, unethical, and if discovered, will result in a loss of credit for the project and perhaps a failure for the course.

Plagiarism can take several forms:

- Copying any direct quotation from your source material without providing quotation marks or crediting your source
- Paraphrasing of a borrowed idea without introducing and documenting the source of the idea
- Copying another paper, either from someone else or your own paper from a previous assignment

You may avoid plagiarism by:

- Acknowledging borrowed material with an introduction and citing the source page number: "According to Smith," "Smith points out, 24," etc.
- Paraphrasing material by writing in your style and language and citing the source of the information
- Enclosing quotation marks around all material that is directly quoted and citing the source for the information

Parent/Guardian Signature   Date

Potentially Hazardous Activities

(To be indicated by advisor as appropriate)

θ Your senior has selected a topic for his/her Senior Project that may include potentially hazardous
 activities. Misuse of resources, materials, equipment, processes and products may lead to injury or even death.

I give my permission for my senior to participate in the potentially hazardous Senior Project topic, activities and locations
identified above.

_____

Parent/Guardian Signature   Date