Monroe High School Senior Project Guide 2026-2027

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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 of 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 skills" – 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

About the Senior Project:

Students will begin their Senior Project during the fall of the senior year. Through their Senior Advisory, students will be given direction and assistance in completing their projects. Students will earn a .50 credit for career development during the fall of their senior year as well as .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 components:

- Declared Action Plan - Must include documentation/approval of all items on the chosen action plan.
- Mentorship Connection – Students must connect with a mentor outside of the classroom, at least once, who serves in the field that they are researching. (Zoom meeting, interview call, face to face, etc)
- Reflection – Students will provide a written reflection of their Senior Project, detailing the processes that they went through to complete it. This reflection will include a portfolio full of research/documents/notes/etc. While all parts are important, this is the most extensive part of the project.
- 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.

COMPONENTS

Declared Action Plan

At the beginning of the year, students choose one (1) of three (3) different action plans, depending on their post-high school plan. These one-page documents will serve as a checklist for seniors to follow throughout the year and the process of finishing their project.

All items from the action plan must be documented or signed off by an advisor/administrator to be considered finished.

Mentorship Connection

Seniors are required to connect (at least once) with someone from the career field which they are choosing to research. This connection can be via zoom, phone call, or face to face if applicable. In this connection, they will need to compose questions to ask the professional, related to their career field. These questions must be approved by an advisor or admin before the initial connection.

Reflection

This will be the most extensive part of the entire project. Along with their action plan, seniors will document each step of their experience. The end result will be a folder full of research, documents,

notes, assignments from an advisor, etc. Using all of this information, a reflection paper will be written, as well.

You may write paragraph-length responses for individual questions, or compose a short essay that addresses all of the following prompts (plus more if applicable). Your reflection must be word-processed and turned in before your presentation. Reflections should be 2-3 pages in length and created with senior level work.

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

2. Describe your mentorship connection. 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. If you chose to shadow your mentor for a day, explain what activities you participated in, what you observed, details from the day.

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 the unseen/unexpected information you learned while completing the mentorship connection. Describe what you gained from those surprises.

7. Explain how your learning experience through the Senior Project will (or will not) connect with your current post-high school plans. Is this still the path you plan to pursue?

Oral Presentation - April 16th, 2027.

The last part of this project will be presented to a panel of teachers/staff members. During this presentation, seniors will highlight what they learned during this process. Students should focus on what they learned, what surprised them, if their opinions have changed, etc. Presentations must be 8-12 minutes in length. Use reflection paper as a guide for what to include.

More information about the oral presentation will be given when it nears the date.

Due Date Timeline

- Career Exploration- October
- Final Resume- October
- Final Cover Letter- October
- Decided Action Plan- November
- Final Letter of Recommendation Form- November
- Approved Mentorship Questions- December
- FAFSA & OSAC Application- January
- Mentorship Connection- January
- Thank you letter to Mentor- January
- Folder & Action Plan Check in with Advisors- February
- 1st Draft of Reflection Essay- March
- 2+ Scholarships applied to - March
- Completed Action Plan- March
- Completed Reflection Essay- April 9rd
- Oral Presentation- April 16th
- Completed Folder & Presentation Rubric
- Final Meeting with Advisors