Homedale High School Senior Project Handbook

Homedale High School

203 E Idaho Ave

Homedale, Id 83628

(208) 337-4613

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Dear Senior Student and Parents/Guardians,

Beginning in the 2012-13 school year all seniors in the state of Idaho were required to participate in a senior research project in order to graduate from high school. Homedale High School is one of twenty-seven in the state of Idaho to receive the Albertson's Foundation "Go On" grant. This grant is providing the funding enabling Homedale High School to enroll all seniors in a senior project course for academic credit. Because of the success of the senior project program at Homedale High School, the class of 2016 will continue the tradition. The project and course provide an opportunity for students to develop lifelong, self-directed learning habits. The projects encourage school, community, and family involvement as seniors see their projects through to successful completion. In order to meet the requirements, the project must challenge the students and be of significant value to the student, the school and/or the community.

The Senior Project consists of four components: **Career Preparation, Community Service, Self-Directed Project, and Presentation.** Each component integrates gained skills and knowledge, allowing students to demonstrate their readiness to graduate. The standards for each component are located in the Senior Project Handbook. The instructor will help guide the students as they put together their portfolios with all of the project components and prepare for a presentation at the end of the course. Senior project classes will be offered 3rd and 6th periods and the all projects must be completed within the semester.

We are asking for your help with two things. The first is to read through the senior project handbook with your son or daughter. The second is to help your son or daughter as they brainstorm ideas for this project. We are asking that the selection of this project represent a learning stretch. Your son or daughter is equipped to complete all the standards necessary for this project, and have developed unique interests and learning styles that may help direct them. The project may be almost anything that the student is interested in, but we ask that he or she conforms to commonly recognized safety standards and procedures. Homedale School District and Homedale High Project Committee may deny approval for any proposal that includes an activity judged to be unsafe or hazardous.

We look forward to working with you and your son/daughter in completing the Senior Project graduation requirement.

Respectfully,
Debbie Flaming
Student Services Specialist
Senior Project Coordinator

Janee Brumfield
GEAR UP Coordinator
Senior Project Instructor

Senior Project Course

Course Description:

Senior Project is a course designed to give students support in the process of completing their senior project and preparing for the final presentation of the project. The course will largely address the portfolio and research component of the project. Over the semester, the course will address the following components: Career preparation, the self-directed project, a bibliography, the research paper and the final presentation. The course instructor will help students develop skills in the areas of writing a project proposal, selecting a mentor, meeting required deadlines, and presenting project information to a panel of HHS staff.

Course Expectations:

1. Students will come to class everyday committed to working towards creating a high quality end product.

2. Students will be responsible for finding and securing an outside resource person with some expertise in the area to use as a mentor. **The mentor must be 21 or older and cannot be a relative.** The mentor will have to meet all requirements of the Homedale School District background policy to be approved. This mentor will approve the proposal and certify satisfactory completion of the work. It is acceptable to have more than one mentor for your project.

3. Students will **document every stage** of their project and have a visible record of their work as shown in log entries, journal entries, annotated bibliographies, and other evidences such as photos, videos, etc. Students must also provide contact information for all Community service/ Job shadowing components.

4. Students **must meet standard completion by final due date** on all course components to present their project - which is a class requirement.

SENIOR PROJECT CONTRACT

_____ 1. My signature confirms that I have carefully read this handbook and I have made note of any questions I have for class discussion.

_____ 2. My signature confirms I will ask my parents to read my Senior Project Handbook and have them sign this contract.

_____ 3. My signature confirms that I understand the importance of turning in assignments on or before deadlines

_____ 4. My signature confirms I understand that all of the components of my project must handed in, in order to pass the class and be eligible to present my project.

_____ 5. My signature confirms I understand I must do at least one prepared, 10 minute rehearsal prior to the end of the semester in order to be allowed to present to the Senior project Committee.

_____ 6. I understand if my presentation to the panel does not meet all presentation standards, my semester grade will change to an **Incomplete** for the Senior Project course. I will meet with my Senior Project advisor within one week of my presentation to arrange a re-do of my presentation. Once I meet all standards on my presentation, my grade will change from an incomplete to the letter grade I have earned.

Student Signature _____   Date_____

Student Cell Phone _____ ____   E-Mail _____

Parent Signature _____   Date _____

Parent Cell Phone_____ __   E-Mail_____

Choosing a Project

Your choice of a topic or focus for your research is critical to your success.

How do I pick a project?

Because the Senior Project is one of the most important assignments of your high school career, not to mention the fact that it will take up much of your time in the coming months, you need to consider your choice of project very carefully.

Pre-planning

Think about all of the things you are interested in—things you would like to fix, do, learn, understand, see, improve, create, experience, or own. Brainstorm your ideas as they come to you; don't edit yourself at this point. If you're into sailing and want to sail solo to Hawaii, write it down. You can always eliminate ideas later if they turn out to be impractical or too expensive. Narrow your ideas down to three or four ideas which are able to do and prioritize them. In deciding whether or not a particular project idea will work, take into consideration whether or not research information is available and whether the project is one you can afford. Your project should take you *at least* fifteen hours to complete, should maintain your interest for an extended period of time, and meet the approval of your parents. Also, remember that in order to qualify as a Senior Project, your plan needs to be one which will stretch your abilities and challenge your limitations.

Minimum Requirements of the Project

Your project must…
- be a personal stretch and challenge,
- Be career or community related
- be an EXTENSION of a current interest or pursuit of a new interest, not merely a continuation of a current interest
- take a minimum of fifteen hours outside of class time to complete
- Minimum of 2 hours Job Shadow and Minimum 6hrs of a completed project
- be approved by your Senior Project Advisor and by your parents
- produce a product/performance
- be individual—no group or collaboration projects
- include work with an adult mentor
- and, last but not least, be legal!

Acceptable Topics and Projects

ACCEPTABLE PROJECT EXAMPLES

The following sample projects reflect *Stretch* and *Challenge*. Only finished projects reflecting quality will be accepted:

TOPICS AND RELATED PROJECTS
• Down Syndrome
      • Coach a Special Olympics team
• Effective strategies for teaching reading
      • Design a lesson and work as a teacher's aide for an elementary school teacher
• Industry standards and E-coli bacteria
      • Test and monitor E-coli bacteria in local groundwater
• Prevention of alcohol abuse
      • Design and implement a Red Ribbon campaign for an elementary school
• Effects of high-impact exercise
      • Develop and choreograph a low-impact exercise program and teach a class

UNACCEPTABLE PROJECTS
These projects will cause problems and are not acceptable for your Senior Project.
      • Weather dependent projects: landscaping a garden may be fun and productive, but what will you do when it snows frequently from January to May? Idaho weather is very unpredictable.
      • Illegal activities: sorry, but running for most public offices is restricted to age 18 or older.
      • Group or collaboration projects: you may be reliable, but your friends and colleagues may let you down. No collaboration or joint projects will be allowed.
      • Unfinished work: we know you mean well when you say you will write a novel, but turning in three chapters is not quality, finished work and will not be accepted.
      • No stretch or challenge: building a dog-house, painting a room, baby-sitting your nephew, painting a mural, learning minimal tasks that don't require a substantial learning stretch (ex. Fishing, knitting, etc.) taking pictures of your friends and family demonstrate no effort. This is your opportunity to take a risk and do something worthwhile for yourself or your community.

ADDITIONAL IDEAS FOR SENIOR PROJECTS
• CAREER-RELATED
Train for fire fighting
Become EMT certified
Wildlife forensics
Explore nursing or medical career
Teach an elementary, middle or high school class
Design and draft architectural plans
Learn cosmetology skills
Journalism: write an article for a local paper
Law enforcement: participate in a ride-along

• LEARN OR DEVELOP SKILLS OR INTERESTS
  o Become certified and teach an aerobics class
  o Learn massage or physical therapy skills
  o Create a stock portfolio and invest
  o Direct or assist-direct a school play
  o Compose and/or perform a piece of music
  o Learn to play an instrument
  o Create art (learn oil painting, create a portfolio, etc…)
  o Coach a sports team
  o Learn photography
  o Build a wood or welding project
• VOLUNTEER WORK OR COMMUNITY SERVICE
  o Organize an Agriculture Day for elementary schools, a Health Fair, or a Business
  Day for high schools in our area
  o Work with Alzheimer patients
  o Become a crisis hotline worker
  o Become a hospice volunteer
  o Tutor a child or adult who needs help
  o Organize a program, such as Adopt-a-Grandparent or Big Brother/Sister

The Senior Project Proposal

Once you're convinced you've got some workable possibilities, prepare your Senior Project Proposal. Before you can begin work on your project, you will need to get approval from your Senior Project Advisor and your parents. See the timeline in this handbook for the due date. Be sure to give your advisor a copy of the approved proposal and place a copy in your Portfolio as well.

As with all projects, students who job shadow must provide evidence to what they did.

PROJECT PROPOSAL

Student Name:

Project Title:

Overview
Description of Project: (Briefly state what you will do: design, investigate, build, learn, produce, develop, etc.)
Significance of Project: (What is the significance of this project to you, the school, and/or the community?)
Choice of Mentor: (Provide the first and last name and phone/Email of your mentor, and explain why he/she is a qualified person to mentor you in this project)

Determining Learning Goals
Prior Knowledge and Skills: (What do you already know regarding your project? What have you already done in this area? What have you already done in this area? Do you have any formal training, have you taken any classes or are you currently taking a class in this area?)
Learning Stretch: (How will this project be a new and meaningful challenge for you?)
Learning Outcome/Goals: (What will you understand and/or be able to do a result of this project? Six or more goals must be listed and stated in concrete and measurable terms. One of the project goals must relate to research and one must be to interview an adult who has extensive experience in the area of your project.) 1. 2. 3. 4. 5. 6. 7. 8.

I approve my student's senior project proposal

Parent Signature:_____ **Date:**_____

MENTOR AGREEMENT FORM

STUDENT'S NAME: _____

SENIOR PROJECT TITLE: _____

Mentor/Student: Briefly describe project: _____
_____
_____

MENTOR'S NAME:_____

(Please Print)

MENTOR'S PHONE: HOME: _____ WORK: _____

Mentor: Briefly describe your experience or expertise in the student's field of interest:
_____
_____

_____* Please initial here that you have read the prospective mentor letter, discussed it with the student, and agree to the following:

I agree to work as a mentor with _____ on the product described above. I will meet at least three times with the student, realizing that it is the student's responsibility to make arrangements to meet with me and to notify me if he or she needs to change or to cancel an appointment. The student and I have discussed the time I will spend with him or her and have decided on the following:

Days: _____

Times: _____

At the conclusion of the agreement period, I will verify that the student has spent at least fifteen (15) hours working on this product by signing a Mentor Verification Form. I will evaluate both the process and the product with the student by talking with the student and submitting a short written evaluation on the verification form. If I cannot verify that the student spent at least fifteen hours working on this product, or if the student has failed to meet with me or contact me during the year, I will not sign the verification form.

Mentor's Signature: _____   Date: _____

My son/daughter, _____, has permission to work with his/her mentor, _____, on their senior Project.

Parent Signature: _____   Date:_____

Project Proposal Rubric

Student _____

Meets Standard _____   Needs Revision _____

____ At Standard Explains the significance of the project to the student, the school and/or the community	**____Not at Standard** Significance of project is missing, unclear, weak; little attention is given to project's importance.
____ At Standard Prior knowledge and skills are clearly established; learning stretch is explained and adequate.	**____Not at Standard** Prior knowledge and skills are not established; project does not appear to be an adequate learning stretch.
____ At Standard Identifies at least six measurable goals that represent a challenge to the student. Project goals include research and an interview.	**____Not at Standard** Learning goals are missing, unclear, or immeasurable. Project goals do not include research nor an interview.
____ At Standard Identifies a qualified mentor who approves the project proposal.	**____Not at Standard** Mentor's expertise is not clearly established; project is missing mentor signature.
____ At Standard Parent approves of this project and shows this approval with a signature.	**____Not at Standard** Parent approval is not evident due to lack of signature.

Mentor/Instructor Overview

Your Senior Project teacher will guide you through the phases of your project. However, you must find a mentor (21 or older) with expertise in your area of interest. In addition, if your mentor cannot commit the time to teach you, you may choose to find a second expert to give you direct instruction on what you want to learn. In other words, **your mentor may be your instructor and your evaluator or your mentor may just evaluate your progress after another instructor teaches you. Students are not required to have an instructor, you can self-teach**. Remember, a parent, relative or peer may serve as your instructor, but not as your mentor/evaluator.

You must complete and submit the mentor form as soon as you have identified a mentor. **Do not begin working with your mentor until approval by the Senior Project Committee has been obtained.** Once the mentor is approved, meet as soon as possible to have our Project Proposal reviewed and approved by the mentor. Then submit it to your project class instructor. We strongly advise that your parents help you arrange meetings and work time with your mentor. Your parents should support and encourage you with your project and should be in regular contact with your mentor, but ultimately, the success of your project is dependent on you.

Mentors should:
* Assist you in formulating your Project Proposal and sign the required Project Proposal form and any requested evaluations.
* Be a resource for you; however, you are expected to do your own work with mentor assistance only when needed.
* Provide guidance on the shape or form of the project. The Senior Project teacher will help determine whether or not a project is too broad or too narrow, but the mentor will help determine the form the project takes and what your need to learn in order to accomplish the goals of the project.
* Mentors should help students get started and then guide them through the process of deciding what steps to take and in what order. The mentor should not make the decisions.
* Provide emotional support when you experience roadblocks and setbacks. The mentor can also help brainstorm alternative plans.
* Be able to attest to what they have seen. Mentors will be asked to complete two evaluations of the student's work. They should be prepared to submit a final evaluation on the completed project to the Senior Project teacher who will use the information from the mentor and possibly other experts in the field to make a final assessment of the project phase.
* Mentors should be available for scheduled meetings throughout the semester and complete evaluations in a timely manner.

Instructors (if different from the mentor) should:
* Play the same role as the mentor except that of evaluator
* Do most of the direct teaching required for you to achieve your earning goals.

Contacting Mentor Guidelines

One of the most challenging tasks for some seniors is finding an appropriate mentor to help them complete their project and fulfill the class requirements. Contacting a person in this type of situation is a very "real life" skill.

This first contact with a potential mentor may be done in person, over the telephone, or by email. It is important that you behave in a mature and respectful manner and that you clearly explain your needs and this person's potential role as a mentor.

Below is a list of you should conduct this first contact:

1. Introduce yourself giving your name, that you are a senior at HHS, and that you are in the process of doing your senior project. Provide any other relevant background information.
2. Explain how you got this person's name to contact.
3. State what your idea for a senior project is and what you hope to accomplish.
4. Explain that you are checking to see if this person would consider being a mentor. Answer any questions about what the expectations are for a mentor.
5. If the person is interested in being a mentor, ask to set up a time to meet in person This meeting will likely take 20-30 minutes and the two of you will go over your proposal together and the mentor will complete the necessary forms.
6. Find out when and where you will meet.

After this initial contact, you should be able to complete parts of the Mentor Information Form.

Guidelines for Students Working in the Community

1. Ask your parents/guardians to approve your plans. Always tell them:
    a. With whom you are meeting
    b. Where you will be meeting your mentor/instructor
    c. How long you plan to meet
    d. Meet in a public place

2. Set up meetings well ahead of time and then call to confirm immediately before the planned date. When requesting a meeting date/time, remember to clearly state your purpose and always respect others' busy schedules. Be accommodating, polite and flexible when a community member is taking time to help you. Consider a follow-up thank you if appropriate.

3. When communicating by email or voice mail, be sure to have complete information, especially your full name, the reason for your call, and how to reach you.

4. Give people time to respond to your messages. However, do not hesitate to send or leave another message if the initial message is not acknowledged within a reasonable time frame.

Mentor Mid-Year Review

Satisfaction with the demonstrated learning to date
Evidence   **____ Satisfied**
                                                          ____ Not Satisfied

Student is exhibiting persistence in completing the project
Evidence   **____ Satisfied**
                                                          ____ Not Satisfied

Student is open to ideas and suggestions
Evidence   **____ Satisfied**
                                                          ____ Not Satisfied

Student demonstrates good time management skills
Evidence   **____ Satisfied**
                                                          ____ Not Satisfied

Parent Signature _____   **Date _____**

Mentor Signature _____   **Date _____**

<div align="center">**Research: Annotated Bibliography**</div>

What is an annotated bibliography?

As you are preparing and doing your senior project, you need to learn how to do it correctly. As you stated in your project proposal, this will be a learning stretch. So, how do you learn what you need to know? Research. Research can be found in many ways including, but not limited to: reading articles, books, (sections and chapters of books count), manuals, documents, videos and interviewing people with experience in the field of your project.
An annotated bibliography is a documentation of your research done in a very precise way (we will be using the MLA style you've used before in your English classes). Each citation is followed by an annotation.

An Annotation
* Is a brief (minimum of 125 words) descriptive and evaluative paragraph.
* Informs the reader of the relevance, accuracy, and quality of sources cited.
* Explains what is useful to you about this source.
* Explains how you will use the information when doing your project

Simply stated, the citation is how you let your reader know where the information came from. It is the first thing you see when you look at an annotated bibliography (it has the author's name, title of the work, etc.) The annotation is the paragraph that explains why the source was useful, and in what way you used the information.

Typed Citations
* Only list sources that were helpful with your project
* List your 5+ varied sources alphabetically. You must use at least three different types of
   sources, including one interview.
* Double space if the citation is two or more lines, and indent the second line a half inch.
* Refer to examples handed out in class. Your English teachers have a copy of the MLA
   Handbook if you need to refer to that.

Typed Annotations
* Leave one blank line after the citation
* Type a single-spaced summary (annotation) of your source. Be sure to left indent the summary
   a half inch as the sample shows.
* Use size 12, Times New Roman font and 1" margins
* Minimum of 5 resources

Determining Credibility of Sources

How do you determine if the Internet source is credible or not? Below is a guide to help you answer that question. After answering the questions below as they relate to authority, content and links, you can then decide if a site is credible and appropriate or not.

Authority
* Who created/sponsored the page?
* Who is the author?
* What credentials does the author have?
* Is the author listed and/or is the email address included?
* What is the authority or expertise of the author?
* How complete is the information presented?
* Does the domain (edu., com., gov., org., etc.) on the page influence your evaluation of   the site?
* Are you positive that the information on this site is true?
* What can you do to prove that it is true?
* When was the page created and last updated? Is this reasonable?

Content
* What is the title of the page?
* Is the title indicative of the content?
* Is the purpose of the page indicated on the home page?
* Is the page organized so it is easy for you to use?
* Who is the audience for this page?
* Is the information useful for your purpose?
* Does the author project any kind of bias?
* Does the information contradict something you found elsewhere?
* Would information from elsewhere be different?

Links
* How accurate and complete are the links provided?
* Are the links relevant and appropriated for the site?
* How up to date are the links?

Plagiarism and Misrepresentation

The most important part of any educational experience is academic honesty. For the most part, you control what you learn, and your ethics, or lack thereof, can shape your academic decisions.

You are responsible for ensuring that you do not plagiarize or misrepresent yourself in any way.

What constitutes plagiarism?

• Directly copying from another source without using quotation marks and/or without giving credit to the author by citing your sources.
• Not paraphrasing the information completely or correctly.
• Using another person's work, in part or as a whole, as your own.
• Using work that you have completed for another teacher without approval. (You may expand on previous research, but you must have approval first.)
• Using research that you do not include in your research folder or that the teacher cannot verify with the material in your folder.
• Passing on your work to another student in another class and/or in another school.

What constitutes misrepresentation?

• Claiming you have had no previous experience or knowledge in a given area when you actually have.
• Falsifying documents and assignments.
• Using a family member as a mentor or interview subject.
• Allowing other people to complete portions of your assignments.
• Committing any other breach of the project assignments.

Senior Project Activity Log
&
Reflective Journal

Your log and journals are important references of the time you spend and the work you do on your project. It is very important that each week you document all the hours you've put in and everything you've done for your project. Your journals and logs should cross-reference each other. You briefly list the activity and amount of time in you your log, but your journal should include a more in-depth description of your work process.

Beginning the 4th week of the semester, your advisor will collect your logs and journals and expect to see the following documentation:

For the Journal

* A description of your progress, accomplishments, successes and any roadblocks.
* Reflections on your experiences, thoughts on your personal growth, feelings about your successes and setbacks.
* A plan of what tasks you need to do next and a plan for getting them accomplished.
* Explanation of obstacles you encountered and ways you overcame them.
* At the end of the term, you must have your eight journal and log entries in your notebook for the panelists to look over.

For the Activity Log

* Clearly list the tasks you have accomplished such as planning, designing, constructing, interviewing, reading, etc.
* Include the date, an entry detailing the work you did and the number of hours spent that day. Record time in no smaller than 1/4 hour (15 minutes) increments.
* Keep your log up to date and organized (type your entries using the form from the handbook on the senior project website).
* Save all completed entries to a USB drive.
* Total the time in each column at the end of the week. Beginning with the 2nd journal entry, add the new time to the previous time and include the total time worked on the project.

SENIOR PROJECT LOG

Student_____

Advisor_____

Project _____

Mentor_____

On this form you will keep a record of what you did while working on your project. This is your documentation of the time you have spent on this project; it will help you pace yourself.

Date/Time Spent	Description of what you did	Resources used	Next step in plan

The Portfolio

What's this! I have to do a portfolio too?

Your Senior Project Portfolio is simply a collection of all forms, documentation, and evidence you have collected, neatly packaged in a portfolio. Your Senior Project Portfolio documents the entire Senior Project process. The portfolio must be placed in 3-ring binder (not to exceed ½‖ in thickness). Use dividers to neatly divide your contents.

How to complete your portfolio and when to turn in all the various components of the portfolio will be thoroughly explained by your Project Advisor.

Your portfolio must include…
- Cover Page (first and last name, year of graduation, project title)
- Table of Contents
- Senior Project Contract
- Mentor Agreement Form
- Signed Plagiarism and Misrepresentation Pledge
- Project Proposal and Parent Signature
- Project Proposal Letter to Board
- Approval Form
- Mentor Mid-Year Review
- Mentor Final Evaluation Form
- Copy of Mentor Thank-You Letter
- Letters and other communications relevant to the project
- Journal Entries
- Photos of project work (at least 5) or a video clip of at least 5 minutes length
- Project log (15 hr. minimum)
- Senior Project Report
- Self-Evaluation

The Presentation

The final step…

Public speaking! A great opportunity to publicize your hard work!

If you have finished your research, completed your project, and prepared your portfolio, you shouldn't be nervous about your presentation. You should be proud of the work you have done. The Senior Project Presentation is your opportunity to shine—to showcase what you have accomplished.

The Presentation

The culminating activity for your Senior Project will be your Presentation. Your Panel will consist of your Advisor, Mentor (optional), and one other teacher or community member. Your speech will be ten to twelve minutes in length with a five minute question and answer period. You should plan to be rehearsed and professional in your manner, dress, and appearance. This is your last big performance of your high school career. Be sure to practice your presentation and refine your presentation skills.

Minimum Requirements of the Presentation

- Your presentation must… Be ten to twelve minutes in length, with a five minute question and answer period
- Include a visual and/or audio aid to provide physical evidence of your accomplishments
- Address not only the project and the research, but challenge(s) the project required, and your personal and academic growth

*If you produce a video/audio recording for your project you may play a clip that lasts no longer than two (2) minutes.

That's it?
Congratulations! You made it. If all went well, the Senior Project should be a memorable experience, partly because you designed the project from start to finish. And don't forget all the many years of hard work you spent honing the skills you put to good use in your senior year.

We are proud to send you off into the world as a High School graduate!

Presentation Requirements

Presentations: Minimum 8 Minutes & Maximum 15 Minutes

Opening/Ice Breaker
          ____Presentation opens creatively. This should take 1 - 2 minutes.
          ____Student introduces self to panelists.
          ____Opening leads fluidly to your presentation of project

Discussion of Your Project
          ____Explain how and why you selected your project. Include the significance of your project to yourself and others.
          ____Explain how the project represents a learning stretch for you.
          ____Explain the completion of the project:
               * What were your learning goals?
               * What were your steps in completing the goals?
                    **How well did you do as a self-directed learner?
                    **What were some problems you encountered? How did you solve them?
                    **Were you satisfied with your time management?
               * What sources did you use in your research? How did they help?
               * Mentor/Instructors Role
                    **How did you choose your mentor?
                    **What kind of relationship did you develop with your mentor?
                    ** How helpful was he/she? How much did you rely on him/her?
               * What new skills and knowledge did you gain while completing your project?
          ____Provide a visual or demonstration to support your presentation. You can do this at the end or throughout the explanation of your project. If your project includes an audio or video portion, **keep it under three minutes.**

Readiness to Graduate and Assume Responsibility for Lifelong Learning
This discussion does not necessarily need to focus on your senior project.
          ____Why are now ready to leave the sheltered environment of high school?
          ____What do you know about yourself as a learner and a person that will help you be successful in the "real world"?
          ____What are your future plans? If you are going to college, which one? Have you applied and been accepted? Do you know what you plan to study? What do you know about yourself that supports this choice? If you plan to work, what will you do, and why this choice? Travel? Why and where?
          ____Link learning experiences with future goals and plans (education, work, travel), leading to your closing.

Conclusion
It is important to conclude and not just taper off.
          ____Thank the panel for their time and interest.
          ____Offer to answer any questions they may have.

Presenter:_____

Presentation Rubric

Organization	Content	Delivery	Impromptu Responses
____/5 Presentation opens to introduce senior project topic ____/5 Proceeds in a clear and organized manner ____/5 Transitions are smooth ____/5 Closing ends by thanking audience and offers to answer any questions	Presentation includes: ____/5 Project goals ____/5 Steps taken to complete the project ____/5 Mentor's role ____/5 Justification of readiness to graduate. Specific plans for future ____/5 Student reveals expertise/ insight explaining, his/her work ____/5 Student clearly explains what was learned by doing this project ____/5 Student demonstrates ability as an independent learner who can take on challenging projects	____/5 Visual/audio is well integrated into the presentation ____/5 Student has eye contact with the audience/ the presentation is delivered not read ____/5 Language is fluent, strong and appropriate for the presentation ____/5 Presentation (excluding Q & A) is between 7-10 minutes in length ____/5 Student is professional in appearance	____5/ Student provides in-depth responses to questions, further revealing expertise of project **Total Points:** ____/ _85_

5= Excellent
4= Very Good (what is expected)
3= Good
2= Fair
1= Poor

Self-Evaluation Paper

After completing your project, you will complete a self-evaluation. This allows you to offer the panelists your insight to the strengths and weaknesses of your project. The evaluation should be a 1-2 page typed paper that includes the following:

1. What were the total hours spent on the project?
2. What were some of the biggest problems you encountered as you worked on the project?
3. What did you do to manage your time?
4. If you worked with other people, what did you learn from that experience?
5. Describe what you learned by completing this project. Include what you consider to be the "stretch" in this project for you.
6. What personal satisfaction was gained from this project experience?
7. How were your original plans for the project the same or different from the final outcome of your project?
8. What did the project teach you about yourself?
9. What would you do differently now that you have finished your project?
10. What grade would you give yourself? Give your justification for the grade.

As usual, your essay must be single spaced, size 12 font, Times New Roman type.

Criteria for Specific Projects

The product must meet the following criteria. If you have a product that does not fit one of these categories, you will need to submit a plan to your advisor who will help you to create an outline of your intentions.

Technical products (please note – all content included in the products below must be entirely appropriate for the school environment):

Video:

The student must…

- Create a video or documentary film demonstrating mastery of all the elements of production
- Including music (if appropriate) and text (title, credits, etc.)
- Provide documentation that details all phases of production, including planning, scripting,
- Filming, editing, and final production
- Keep a typed log with a thorough description of all activities
- Work with a mentor and have times, dates, and activities verified by the mentor

CD:

The student must…

- Create a CD of an original song or performance demonstrating mastery of all the elements of
- Production
- Provide documentation that details all phases of production including planning, recording,
- Editing, and final production
- Create a CD cover with a description of the music to accompany the CD
- Keep a typed log with a thorough description of all activities
- Work with a mentor and have times, dates, and activities verified by the mentor

Website:

The student must…

- Extend beyond classroom work or his/her current level of expertise
- Create a website that is appropriate for his/her topic
- Show mastery of graphics and text
- Use information that relates to the research and presents ideas in a new and useful manner

- Use text that is original with appropriate documentation of sources
- Use text that is grammatically correct and worthy of review in the community
- Create a website that is well developed and includes different pages as well as links to other
- Useful sites
- Keep a typed log with a thorough description of all activities
- Work with a mentor and have times, dates, and activities verified by the mentor

Computer Programming:

The student must…
- Extend beyond classroom work or his/her current level of expertise
- Keep a typed log with a thorough description of all activities
- Work with a mentor and have times, dates, and activities verified by the mentor
- Discuss specific guidelines with his/her teacher before starting work
- Work with a mentor/expert/supervisor and have times, dates, and activities verified by the mentor/expert/supervisor

Learning a new skill:

The student must…
- Have a learning experience that adds up to at least 15 hours
- Work with a mentor/expert/supervisor and have times/dates, and activities verified by the
- Mentor/expert/supervisor
- Keep a typed log with a thorough description of all activities and details of meeting dates
- Create a tangible, concrete visual that demonstrates what you have learned during the required 15 hours. This ―physical evidence‖ should demonstrate or extend your learning experience and be informational, educational and professional in quality.

Job shadowing/Internships:

The student must…
- Job-shadow with a mentor for at least 15 hours
- Be responsible for all the arrangements related to the job-shadowing experience
- document work (through video, photographs, audiotapes, etc.)
- Keep a typed log with a thorough description of all activities
- Work with a mentor and have times, dates, and activities verified by the mentor
- Create a tangible, concrete visual that demonstrates what you have learned during the required 15 hours. This physical evidence should demonstrate or extend your learning experience and be informational, educational and professional in quality. (Job shadow a dentist: make a mold of your teeth and create sealants for them; job shadow a neo-natal nurse: create a handbook teaching parents how to care for their newborns…)

Community service/volunteer work:

The student must…
- Provide service or volunteer for at least 15 hours
- Work with a mentor and have times, dates, and activities verified by the mentor

- Be responsible for all the arrangements related to the service/volunteer experience
- Document his/her work (i.e. video, photographs, or audiotapes)
- Keep a typed log with a thorough description of all his/her activities
- Create a tangible, concrete visual that demonstrates what you have learned during the required 15 hours. This physical evidence should demonstrate or extend your learning experience and be informational, educational and professional in quality.

Building a product: paintings, models, costumes, computer programs, set designs
The student must…
- Create a log and pictorial account of the steps in creating the invention or product
- Create a product that reflects attention to detail and application of research
- Create a product that is of greater quality than just a model or superficial design
- Keep a typed log with a thorough description of all activities
- Work with a mentor and have times, dates, and activities verified by the mentor

Teaching experiences, group presentations or performances:
The student must…
- Teach a class, clinic, or workshop; this also includes organizing and conducting assemblies, seminars, or shows
- Submit a typed log detailing the planning and organizing of the product and include a video of the product. If no video is provided, the teacher must be present during the product.
- Be responsible for ensuring that he/she has an audience
- Keep a typed log with a thorough description of all activities
- Work with a mentor and have times, dates, and activities verified by the mentor

Publications: short story, novella, children's book, book of poetry
The student must…
- Show a substantial mastery of graphics and text
- Follow the publication guidelines that relate to the genre of his/her product 25
- Interview a published author

Research Paper:
The student must…
- Turn in all work used to write the paper, including notes, previously revised drafts, copies of articles, etc. Failure to submit material in the folder that is cited in the paper constitutes plagiarism and will result in a score of ―Fail.
- Write a research paper of 8 pages (minimum) or longer (not including Works Cited page)

- Double space everything within the paper; use 12 point font (Times New Roman font); use 1 inch margins on all sides of paper
- Include an annotated bibliography page that properly follows MLA format
- Only use charts and graphs when appropriate, but not clip-art and drawings merely for the sake of decoration

- Have a controlling central idea (thesis) with clear specific thesis statement with an effective introduction
- Include supporting details, specifics, quotations, and explanations that inform and/or persuade
- Write fully developed, unified paragraphs with effective transitions and sentences that provide a consistent logical focus throughout the paper on the idea established in the thesis statement
- Use correct punctuation, spelling, and grammar
- Show control of language and writing techniques such as varied sentence structure, use of vocabulary, limited use of passive voice, and avoidance of redundancy, vague language, and wordiness
- Work with a mentor/expert/supervisor and have times/dates, and activities verified by the
- Mentor/expert/supervisor
- Keep a typed log with a thorough description of all activities and details of meeting dates

SENIOR PROJECT MENTOR EVALUATION FORM

The mentor evaluation is a very important part of the Senior Project experience. Your honest appraisal of the student, including specific information, will be helpful to the student.

Mentor Name:_____

Student Name: _____

Project Title: _____

I can verify the student spent 15 or more hours on her/his project. Please verify time log on back of document.

     Yes_____   No_____

Did the student meet with you at least three times during her/his project so you could provide information, feedback, make suggestions, or discuss project progress?

     Yes_____   No_____

Please place a checkmark in the appropriate column:

	Unsatisfactory	Satisfactory	Exemplary
General Appearance			
Makes Scheduled Meetings			
Attitude			
Efficiency			
Effort			
Follow through			
Punctuality			
Shows initiative			

Overall Assessment:
- ❑ Exemplary
- ❑ Met requirement successfully
- ❑ Failed to meet minimum requirement

I recommend this student:
- ❑ Enthusiastically
- ❑ Confidently
- ❑ With reservation
- ❑ Do not recommend

Comments:

_____   _____
Mentor Signature   Date

Name:		
Senior Project Time Log		
Date	**Hours**	**Description**
Total Hours:		