Project Overview

This year you will (finally) get to choose what and how you want to learn! Senior Project is designed to encourage lifelong learning, and your project should be as fun, challenging, and stimulating as possible. The final reward is knowing you did a great job on a great project.

Goals for the Senior Project
♦ To encourage you to be an independent, organized, lifelong learner.
♦ To promote your interests, career choices, and writing, speaking, and research abilities.
♦ To promote persistence, time-management skills, and goal setting.
♦ To support a collaborative environment in which students are mentored and coached by school officials and teachers while the community is involved as mentors and board members.

Requirements
The Senior Project has three parts: a research *paper*, a physical *project* and a *presentation*.

NOTE: Whether a project takes place on or off-campus, it is school related and you are bound by the Four County Career Center Code of Conduct as explained in the Student Handbook. If your behavior falls below these standards, you will receive appropriate school discipline and your senior project and possibly graduation will be jeopardized.

The MLA Research Paper
The research paper showcases your research, analysis and MLA formatting skills and encourages you to become an expert on your topic. Your senior English teacher and lab instructor will provide you with guidelines for length and topic selection.

The Physical Project
The physical project involves a minimum of 20 hours of documented work. A potentially excellent project is a minimum of 40 documented hours. The project provides you the opportunity for a link between you, your school, your mentor and your community, as you work to complete your project.

The Presentation
The presentation is your chance to show peers, faculty and community members what you learned while completing the project. You must demonstrate proficient speaking techniques and present information in an organized way using at least one self-created visual (e.g. PowerPoint, poster, video tape, animation, model, etc.).

Timeline: 2015-2016

Assignment	Date Due	Comments
Mentor/Student Agreement Form due		If required
Parent Awareness Form due		
Senior Project Proposal due in required format		Mentor/Student Agreement (if required) and Parent Awareness Forms must be submitted before a proposal will be considered for evaluation
Checkpoint #1: Minimum of 5 hours logged on project. Lab instructor or mentor verification may be required		All hours must be signed/verified by lab instructor or mentor. Last day to change project topic without a formal letter
Checkpoint #2: Minimum of 15 project hours logged		All hours must be signed/verified by lab instructor or mentor
Project **finished** on or before this date ● *Signed Log of Hours* ● *Final Mentor Verification form (if required) (on Log of Hours)* ● *Reflection and Self-Assessment form* ● *Additional materials as requested by your lab instructor*		No additional hours will be counted after this date
Presentation practice with required visual		
Portfolio: ♦ **Your portfolio should reflect pride in yourself and your project.** ♦ Cover shows name, lab instructor, and project title. ♦ See the Portfolio Checklist for the list of required and optional components specific to your project. ♦ **Correct spelling, grammar, punctuation, and formatting on all documents.**		
Senior Presentations		Seniors who do not present their projects are at risk of failing lab.
Graduation		Congratulations!

- Your English teacher will assign the research paper portion of your project; the dates will be given at the beginning of the year.
- All senior research paper assignments must be turned in **during your English class on the date due** for credit. At the discretion of the teacher, **late assignments <u>may</u> be accepted to check progress for reduced or no credit.**

Advice for Planning

September - October
- Read the Senior Project Handbook
- Pre-Senior Project assignments and discussions
- Explore the following:
  - ➢ brainstorm ideas for project
  - ➢ review the model project proposal
  - ➢ find and interview possible project mentors
  - ➢ pre-search information for project
- **If you plan to job shadow or do a volunteer/service project you need to find a mentor <u>before</u> you write your proposal**. Some places may not accept volunteers and some may require training or interviews or only have certain hours available to you.
- **Senior Project Proposal, Parent Awareness Form and Mentor/Student Agreement Form are due Thursday, October 2015.**

November through the end of project
- Follow timeline for project deadlines.
- Log the hours you spend making or doing your physical project *<u>as you complete them</u>*. Detailed notes will help you plan a more effective presentation.
- **Take photos and gather documents during each stage of your project.** Pay special attention to photo documentation requirements for your specific project. **If you are working with minors, you must get photo release forms with parent permission to use their child's images.**
- Begin to assemble portfolio components specific to your type of project.

January through March
- **January 2016** is the last day to adjust or change your senior physical project without permission of Lab Instructor.
- Checkpoint for minimum of **5** hours completed on project **January 2016.**
- Checkpoint for minimum of **15** hours completed on project **April 2016.**

April and May
- Complete last items on portfolio checklist.
- Physical project completed, with all forms, the log of hours and final mentor verification by **April 2016.**
- **Portfolios are due May 2016.**
- Create and practice your presentation.

May 2016 are Presentation Dates. Good luck!

Choosing a Project

1. **Questions to Consider When Choosing a Project**
   - ☐ What do you want to be when you grow up? Job-shadow projects can help you decide!
   - ☐ What do you enjoy doing in your spare time?
   - ☐ What have you always wanted to do but didn't have the time or support to do?
   - ☐ Do you think there is a pressing need for people to know or understand something?
   - ☐ Is there any social problem you would like to investigate? Consider volunteering!
   - ☐ Do you have an invention or creative vision or story idea you would like to further explore?
   - ☐ Is there a class outside of school you'd like to take?
   - ☐ Have you enjoyed being involved in a school, community, or state activity?
   - ☐ If you could pursue your wildest dream what would it be?
   - ☐ Have any travel experiences given you ideas?
   - ☐ What skill would you like to enhance or what new area would you like to explore?
   - ☐ What is one of the biggest problems facing the world today?
   - ☐ What would you like to be doing ten years from now?
   - ☐ Is there something you would like to improve about yourself? Your community?
   - ☐ **Will you still have the interest and energy for your project months after you start it?**

2. **Boundaries**
   - ☐ Projects must include a challenge or some way in which you go out of your comfort zone.
   - ☐ Find a way to do your project safely.
   - ☐ Projects should be completed by **April 30th, 2016** unless there is a valid reason that both your English teacher and the lab instructor understand and accept.
   - ☐ **You may not make a profit on your project**. Contact the FCCC Treasurer and fill out the appropriate paperwork if you will handle cash. Any money raised should be donated to an established charity or organization that is identified on your proposal.
   - ☐ Whether your project takes place on or off-campus, your senior project is school related and you are bound by the Four County Career Center Code of Conduct as explained in the Student Handbook. If your behavior falls below these standards, you will receive appropriate school discipline and your senior project and possibly your graduation will be jeopardized.
   - ☐ Any falsifying of hours or photo documentation, plagiarizing in the research paper, or any other dishonest act associated with your project may result in you having to choose a different project and possibly jeopardize your graduation.

Activities not covered by district insurance or not allowed by FCCC administration:

Air or flight activities	Firearms or weapons of any type	Foreign travel without a district employee
Watercraft over 26 feet in length	Tattooing or piercing	as a chaperone
Whitewater rafting and jet skis	Motorized races and contests	

3. **The Challenge**
   - ☐ The project must be challenging to you in some way and take you out of your comfort zone.
   - ☐ Everyone is busy! Merely spending time doing your project is not enough of a challenge.
   - ☐ Your project should have an element of problem solving in the areas of self-discipline, organizing, finding solutions to difficulties, overcoming hurdles, and using outside resources.

4. Questions to Consider When You Have Chosen a Project
- ☐ List everything you know about your topic.
- ☐ List everything you need to know about your topic.
- ☐ What are potential resources? Consider books, magazines, and primary sources such as staff members and other experts in your topic.
- ☐ What special items will you need for your project? Where and how will you get them?
- ☐ Are you prepared to bring your project in to present, even if it's something large?
- ☐ Have you anticipated any problems you will have? Consider finances, transportation, time constraints, resources, mentors, and computer time.
- ☐ If your project will be expensive, how can you manage or reduce the cost? Some facilities may charge for their use.
- ☐ If your project depends on the reliability of others, do you have a back-up plan in case they don't come through?
- ☐ If your project seems too ambitious and time-consuming, how can you reduce its scope?

5. Proof Other Than a Log of Hours: Your Visual(s)
- ☐ **Take photos or videos of the beginning, middle stages, and completion of your project. Please make the effort to include yourself in some of the media.**
- ☐ **Remember, you need photo release forms signed by parents for any minors pictured.**
- ☐ Find strategies to work around issues regarding privacy and confidentiality. Don't wait until the end of your project to tackle this problem!
- ☐ If possible, show your actual physical project to your lab teacher to verify progress.
- ☐ Provide a media display of your experience and/or completed evaluation forms.
- ☐ Design a visual that exhibits quality, effort, and professionalism.

6. Time Spent
- ☐ Minimum time spent is 20 hours. A potentially excellent project is a minimum of 40 hours. The mentor(s) named on your proposal must verify all hours in your hour log. Note for Job Shadow and Volunteer projects, a **minimum** of 20 hours must be spent **on site**.

Late Work and Code of Conduct Policies

♦ Your English and Lab teachers will amend or add assignments and assign points to facilitate success. These practices will vary from teacher to teacher.
♦ **Your proposal is a contract.** Your Lab teacher will score your project based on what you state you will do in your proposal.
♦ **Communicate.** If your project changes in any way, please discuss the circumstances with your Lab teacher **before due dates**. If you are asked to change your proposal, write a new one and give copies to both your Lab and English teachers.
♦ Whether your project takes place on or off-campus, your senior project is school related and you are a representative of Four County Career Center. **As such, you are bound by the Four County Career Center Code of Conduct as explained in the Student Handbook.** If your behavior falls below these standards, you will receive appropriate school discipline and your senior project and possibly your graduation will be jeopardized.

LATE POLICIES:
● January 2016 **is the last day to change your project. Thereafter, you will have to write a formal letter explaining the circumstances of your changes to your Lab teacher.**
♦ **If you do not turn in a research paper for English 12, you are in danger of failing that class.**
♦ **If you do not complete your senior project, you are in danger of failing lab.**

Pre-Project Forms

The following must be completed before you may begin your project:
1. Completion and submission of the **Parent Awareness Form**
2. Completion and submission of the **Student/Mentor Agreement** if needed.
3. Submission and approval of a **Senior Project Proposal**

<u>**Your proposal is a contract**</u> you will be expected to fulfill.
- □ Follow the required format exactly.
- □ Your proposal will need to be as specific, clear, and thorough as possible.
- □ Give your mentor's name, phone number or e-mail, and explain how s/he is qualified to help you if needed.
- □ In the **"Project Task Analysis"** section, list at least five detailed steps for your project.
- □ In the "**Challenge"** section, be very clear about how this project stretches you beyond your previous experiences.
- □ In the **"Final Product"** section, be specific about what you will do or make to show your project. **Refer to the proper "module" in this handbook for the specific requirements of your project category.**
- □ Be sure to address any safety concerns and expense issues.
- □ **Be thorough.**

Parent Awareness Form

Student Name:

Project Category: □ Job Shadow/Early Placement   □ Volunteer/Service
□ Fundraising/Event   □ Physical Fitness   □ Construct/Create (General)

As a parent/guardian of a senior at Four County Career Center, I fully understand that if my student does not complete the physical project, the research paper, and a project presentation that his/her lab and/or English grade may be in jeopardy. My student has decided to do the following physical project:

_____
_____
_____
_____
_____

If a mentor is required or recommended for this project, the mentor/contact person for the project will be:

Name: _____   Relationship to Student: _____
Contact Information: Email: _____
                        Phone: _____
This person was chosen to be a mentor/contact person because:
_____

I fully understand that these topic and mentor choices are made independently of the staff and administration of the high school. The staff and district will not be held liable for my student's choice of a mentor.

The estimated cost of the project is _____

His/her final product will be _____

I am familiar with the deadlines and the Senior Project Handbook. I acknowledge that if my student falsifies any part of the project or paper, s/he will be penalized.

Parent/guardian signature _____   Date: _____

Student signature: _____   Date: _____

Student/Mentor Agreement Form
This side is only to be completed by the student who has a mentor.

Student's name and contact info:	
Lab teacher's name and school email:	
Mentor's name and contact info:	

This form will accommodate all mentor situations; fill out as much as is applicable to your project. Students should first read the pages in the Senior Project Handbook titled "Senior Project: Mentors." Then fill out this page, arrange a meeting with your mentor, and fill out the back page together.

Project Category:
☐ Fundraising/Event

☐ Job Shadow/Early Placement   ☐ Volunteer/Service
☐ Physical Fitness   ☐ Construct/Create (General)

1) Describe your project:

2) What is your mentor's expertise in the area of your project?

3) Identify specific information and/or skills you will need to obtain from your mentor.

4) How frequently will you meet or correspond with your mentor?

5) If corresponding via email or phone, when is a good time for you to contact your mentor? If meeting face-to-face, what days of the week and times are you usually free to meet?

6) Write at least three questions for your mentor about your project.

Student/Mentor Agreement Form

This side to be filled out by the mentor and student.

- ▪ Thank you for helping this senior with his/her project!
- ▪ Please read the student's plan on the **January 2015** reverse side of this form.
- ▪ Discuss the student's plan and make changes where needed.
- ▪ Please work with the student to fill this form out during your meeting.

Date and time of first meeting: _____

Location of meeting: _____

GOALS: Please discuss, set, and record at least two or three goals for this student's project:

EXPECTATIONS: What do you expect this student to accomplish with his/her senior project?

EXPECTATIONS: What do you expect this student to accomplish by the next time you confer?

ARRANGEMENTS for the next meeting/contact:

Mentor's signature: _____Date: _____

Senior Project Proposal

An electronic version of this form is available on the student intranet…type directly onto it and save it to your device!

Student Name:	**Category of Project:**
Student ID #:	▢ Job Shadow/Early Placement
Date:	▢ Volunteer/Service
Approval of Lab Instructor: _____ Date: _____	▢ Construction or Creation (General)
Approval of English Teacher: _____ Date: _____	▢ Fundraising/ Event
	▢ Physical Fitness

1. Project Description: Identify your project and its goal(s). Be as specific and concrete as you can. If you do not think your project will be completed by the deadline listed in the handbook, explain here.

2. Mentor (If required): Select a mentor who will verify your hours. If not a teacher, this person should not be under 25 years of age (unless pre-approved).

Name:
Relationship to you:
Contact Information: (phone and email)
Mentor's area of expertise:
If your mentor is a FCCC Teacher, have them sign and date here:

3. Project Task Analysis: List at least five specific steps necessary to complete your project:

4. Final Product: What will you present in order to demonstrate successful completion of your project? Create a checklist of documentation (pictures or images) or physical evidence you will include for your project.

5. Prior Experience: What is your previous experience in this area?

6. Challenge: In what specific ways will this project be a challenge for you? How will this experience motivate you? What else would you like your lab instructor to consider as he/she determines whether to approve your project proposal?

7. Academic Integrity: Explain how you will preserve the integrity of your project experience as well as your research paper.

8. Additional Requirements: What additional requirements are necessary for your category of project? Refer to the project module sections of the Senior Project Handbook.

Example Proposal

Student Name: Jane Papermaker	**Category of Project:**
Student ID #: 38015 R	□ Job Shadow/Early Placement
Date: 4 October 2014	□ Volunteer/Service
Approval of Lab Instructor: _____ Date: _____	□ Construction or Creation (General)
Approval of English Teacher: _____ Date: _____	□ Fundraising/ Event
	□ Physical Fitness

1. Project Description: Identify your project and its goal(s). Be as specific and concrete as you can. If you do not think your project will be completed by the deadline listed in the handbook, explain here.

I plan to improve the student and staff involvement in recycling at Four County Career Center. I will promote school-wide involvement in recycling, hopefully initiating a "recycling system" in classrooms and commons areas with bulletin notices and posters. I will make the recycling of various materials (paper, glass, plastic, etc.) easier with more recycling bins. I will also attempt to reduce waste production by initiating programs to reuse paper. The success of the project can be measured by data I collect from garbage audits, in which the school's garbage is sorted and the amounts of specific types of waste are measured. I will compare data from garbage audits conducted before and after initiating my project. I hope the data from the final waste audit will show fewer discarded materials and more recycled materials.

2. Mentor (If required): Select a mentor who will verify your hours. If not a teacher, this person should not be under 25 years of age (unless pre-approved).

Name: Katie Long
Relationship to you: No Relation
Contact Information: (phone and email) 360 866-5750, Katie.long@email.com
Mentor's area of expertise: Mrs. Long is the research coordinator for Waste Connections Vancouver
If your mentor is a FCCC Teacher, have them sign and date here:

3. Project Task Analysis: List at least five specific steps necessary to complete your project:

1. Inform and involve the entire student body and staff for the need to recycle and recycling options via posters, video bulletin announcements, etc.
2. Arrange and take part in at least two waste audits and calculate data.
3. Measure before and after classroom and commons involvement in recycling.
4. Contact waste-collection facilities for advice about solid waste recycling programs.
5. Make graphs that display my results.

4. Final Product: What will you present in order to demonstrate successful completion of your project? Create a checklist of documentation (pictures or images) or physical evidence you will include for your project.

I will create a PowerPoint to show my board photos of my process as well as graphs to show changes in recycling behavior. I will provide photos that show bulletin boards and posters I created for advertising. I will show a clip from the video bulletin announcement I create to support the recycling efforts.

5. Prior Experience: What is your previous experience in this area?

I have always recycled and tried to encourage friends and peers to do so too. I have tried to start a FCCC Recycle Club every year but there is not enough interest.

6. Challenge: In what specific ways will this project be a challenge for you? How will this experience motivate you? What else would you like your lab instructor to consider as he/she determines whether to approve your project proposal?

I have never organized any kind of school-wide campaign or activity. Designing the posters will challenge my artistic skills. Motivating people to increase their recycling will be difficult since it's not a glamorous cause and I will have to try to change

their habits permanently. The math part will also be a challenge for me.

7. Academic Integrity: Explain how you will preserve the integrity of your project experience as well as your research paper.

I will not falsify any research or records or misrepresent or exaggerate my project in any way.

8. Additional Requirements: What additional requirements are necessary for your category of project?

I understand that I will need to have my posters approved by my lab teacher.
I understand that I will also need to collect data and have photo documentation.

WORK ORDER PROPOSAL

Date _____   Work order number _____
Customer Name _____   Phone Number _____
Equipment Make _____   Equipment Model _____
Date Requested by _____   Hours _____
Description of work to be completed   VIN number _____

If more room is needed us back of sheet.

Estimated Parts

If extra room is needed use back of sheet.

Estimated shop material

Estimated Labor @ $_____P/hour Rate$ _____
Estimated Parts $ _____
Estimated shop materials $ _____
Total $ _____

Proposal Checklist

Student: Lab Instructor: Date:

Conventions/Sentence structure/fluency:
 YES   NO   Grammar, spelling, punctuation, and formatting are <u>perfect</u> and sentences are complete.

1) & 2) Project Description & Mentor: The more detail the better. Names, dates, times, places, contact info.
YES   NO   Is the project safe? Check the Senior Project Handbook "Choosing a Project: Boundaries"
             section for guidelines.
YES   NO   Is the project description clearly stated and described?
YES   NO   Does the student clearly explain any terminology?
YES   NO   Does the student address confidentiality or any legal issues? For example, hospital job-shadows
             or police ride-along projects require prior contact with a person in charge. What forms/training
             will need to be completed?
YES   NO   Does the project seem substantial enough to require a minimum of 20 hours?
YES   NO   Is the mentor's name, position/qualifications and phone number listed (if required)?

3) Project Task Analysis:
YES   NO   The student lists at least five detailed steps for his/her project.
YES   NO   The steps are **not** simply listing the checklist items for the final portfolio.

4) Final Product:
YES   NO   Is the final product something tangible the student will actually **show** during the presentation?
             (It may be something physically created. It may be a job shadow/volunteer notebook. It may
             be a slide show, or a tri-fold poster, etc.)

5) Previous Experience:
YES   NO   If the student has had background experience in this area, does he or she explain how this
             project is at least "one step beyond" the prior experience?

6) The Challenge and Other Considerations:
YES   NO   Does the student clearly explain how the project will be a challenge?
YES   NO   Does the student address other questions that the audience would want to have answered?
             For example, how s/he will manage a project that seems too ambitious to be completed by May,
             or pay for a project that is costly?

8) Extra notebooks, required meetings, paperwork, or other requirements for your kind of project:
YES   NO   Does the project list all extra components required for the final portfolio?

Project denied_____   Project needs revision_____   Project approved_____

Comments:

Project Modules

There are many options for what you can complete for your Senior Project. Identify what kind of project you intend to complete, and carefully study the requirements outlined in that specific module (section) of this handbook.

Job Shadow/Early Placement Experience

In a Job Shadow/Early Placement, either you attend your mentor's workplace for a minimum of twenty hours, observing their work and documenting your experience (Job Shadow) or you document your work experience at your early placement facility. Select a Job Shadow experience in a profession or occupation you might consider for your own future in order to make the experience most worthwhile. At least 20 hours must be completed with your mentor on the job site(s). For Early Placement you may use your current work place for this module.

Volunteer or Service Experience

Many organizations function with the volunteer efforts of community members. Volunteerism can be incredibly rewarding and even life-changing. If there is a social, political, environmental or other cause that you find inspiring, consider finding a way to volunteer your time and energy for that cause. At least 20 hours must be completed with your mentor at the volunteer site(s).

Construct or Create Something (General)

If your idea does not fit into any of the above categories, then consider it a "General" project. Typically, a "General" project will involve constructing or creating something, but do not be limited by those concepts. Talk to your English teacher or the lab instructor if you have trouble thinking about the details of your project.

Physical Fitness Experience

Setting a personal physical health and fitness goal for yourself can be a very worthwhile endeavor. This kind of a project will involve a great deal of measurement and data tracking over a <u>minimum of 12 weeks,</u> it is not as simple as just "working out," so make sure to inform yourself about the requirements. Extensive documentation is required - such as photos, videos, charts, graphs, etc. detailing your progress toward your goals.

Fundraiser/Event

Organizing an event is far more challenging than you think. If you are interested in hosting a concert, conducting a sports camp, or facilitating any kind of event that might be attended by others, this would be the project for you. Be aware of special requirements for sports camps, handling money, and scheduling facilities!

Senior Project: Mentors

Mentors are required for job shadow/early placement senior project students; at the very least they will need to verify your hours. Reminder: your mentor should be over 25 years old (unless pre-approved).

WHAT IS A MENTOR?
- A person who will listen.
- A person who will provide expertise, support, advice, perspective, feedback, and encouragement.
- A person who will verify your project hours and evaluate you and your project.
- A person whom the student can trust and with whom the student can develop a relationship.
- Fellow students don't have the experience to be good mentors.

WHERE DO YOU FIND ONE?
- Check with your lab instructor for mentors in your area of interest.
- People you already know who have expertise in your area of interest
- Staff members at the high school, middle schools, or elementary schools
- Retired people
- Professional people in the community

PREPARE TO FIND A MENTOR: Know your project.
- Never hesitate to ask for support. Most people enjoy sharing their expertise!
- What exactly do you expect the end result of your project to be?
- How much time to you think you will need? What materials will you need?

BEFORE THE INITIAL CONTACT: Be able to define the mentor's commitment.
- What information or help will you need from your mentor?
- When, where and how often will you be able to meet? Meetings should be held in public places.
- Will you commit to being on time?
- What will the two of you need to discuss at these meetings?
- What will the mentor expect of you?
- Before you contact your mentor, develop a mental "script" of what you want to say by rehearsing your ideas, plans and answers to the questions above.
- Practice speaking clearly and distinctly.
- Keep the Senior Project Timeline handy and give or email a copy to your mentor.
- Be ready to propose three dates and times for your first meeting.

DURING THE PROJECT
- Make sure that your mentor signs your hour log as you complete the time.
- Set up the next meeting at the end of each meeting. Then call, text, or e-mail the day before to verify.
- **Remember your mentors are busy people! You cannot expect them to be available at the last minute to sign hours or to complete forms. Give them plenty of notice regarding due dates, and work around their schedules.**

AFTER THE PROJECT
- Make sure that your mentor fills out the final Log of Hours and Mentor Verification form. They should evaluate your performance in the comments section on the Mentor Verification form.
- A verbal thank you is always appreciated, but a written thank-you note is required for your portfolio.

Job Shadow Project Module Requirements

☐ **At least 20 hours of on-site job shadowing is required.** To qualify for an "excellent," at least 40 hours must be documented on-site. This on-site time can include observing your mentor or a co-worker of your mentor or engaging in a safe and appropriate job activity *under the supervision of your mentor*. The documentation of this is recorded in the **Log of Hours**.

☐ **Photo documentation is required.** Take photos of your experience over the course of your project. **Photos should feature you and your mentor at the place of the job shadow.** If confidentiality or security policies prevent you from documenting your experience in photos, please immediately contact your English teacher or the lab instructor for advice about how to proceed. This will be included in your final portfolio. Photos are still required, but may be more limited. **If you are working with minors, you must get photo release forms with parent permission to use their child's images.**

☐ **A job summary is required.** Present a typed overview of the job/position you have shadowed. You are expected to do research. This will be included in your final portfolio. Include:
  o *Job Title*
  o *Duties Performed*
  o *Average Salary*
  o *Work Conditions*
  o *Education, Training, Certifications or other special requirements*
  o *Entry Methods (how to get the job; jobs which may lead to this career)*
  o *Employment Outlook*
  o *Proper MLA citation of all sources used in this research*
  o *Personal Skill Assessment (100-150 word paragraph detailing an assessment of your traits, skills, abilities, work values, temperament and interests that would (or would not) make you a good fit for this career)*
  This research *cannot* be counted in your required twenty on-site hours.

☐ **An interview is required.** Include a typed transcript of at least ten thoughtful interview questions you asked your mentor (or other qualified adult) AND their responses to the questions. This will be included in your final portfolio.

☐ **A thank-you acknowledgement is required.** At the conclusion of your job shadow, you are to write and send a professional thank-you letter to your mentor. A copy of this letter will be included in your final portfolio.

Job Shadow Project Log of Hours Form

- *Your log should reflect the pride you feel in your project.*
- *Your name and the title "Log of Hours" goes at the top.*
- *Please use the table format. Have as many pages as you need.*
- *Your log should be typed or handwritten in legible blue or black ink.*
- *Each entry includes the date, detailed description of the work you did, the time you spent, and the mentor's initials. **Complete this as you complete your hours. Do not wait until the end!***

DATE	DESCRIPTION	Hours: Minutes	MENTOR/ CONTACT INITIALS
Sample entry: March 31, 2012	In this space, include specific details about what you observed or completed during the job shadow. Discuss the day's challenges and your emotions. This should be written in completed sentences (see the paragraph format for an example). **DO NOT simply copy and paste the same description into multiple boxes.** Each row of boxes represents one work session. Today I had the chance to watch Dr. Smith work with a patient recovering from a shoulder injury. He used resistance bands to work the patient's range of motion, and gradual stretching to determine the degree of discomfort or pain that the injury was causing. It made me nervous to be around a real patient, but the patient was very welcoming. I learned the relationship between the physical therapist and the patient is very important.	6:45 to 7:30 pm 45 minutes **Post the total hours on last page of your log!**	BFF

*A final mentor verification form will be completed **when all project hours are finished**. Use this template to create a form for your mentor so they can provide feedback on your time working with them.*

Final Mentor Verification
Mentor's Signature: Date:
Total hours the mentor can verify:
Job Title/Relationship to student:
Mentor Comments:

Job Shadow Project Portfolio Checklist

Student Name: _____   Teacher: _____

These items should appear in the portfolio __in this order__ and the requirements below should be met before the portfolio is turned in.

1) On front cover of binder: Name, teacher's name, and project title

2) Copy of the Portfolio Checklist

3) Updated, professionally formatted résumé

4) College admissions essay, scholarship essay, or personal statement

5) Senior Project Proposal, including any amended proposals

6) Senior Research Paper with Works Cited

7) Reflection and Self-Assessment

8) Log of Hours with total hours *and* Final Mentor Verification form

9) Project Evaluation Form (to be completed by your English teacher)

10) Photo verification (with captions)

11) Typed and cited job summary (see module requirements)

12) Interview questions and responses (see module requirements)

13) A copy of the professional thank-you letter you sent to your mentor

Volunteer Experience or Service Project Module Requirements

☐ **At least 20 hours of on-site volunteer effort is required.** To qualify for an "excellent," at least 40 hours must be documented on-site. This on-site time can include any safe and appropriate service or volunteer tasks under the supervision or guidance of your mentor. The documentation of this is recorded in the **Log of Hours**.

☐ **Photo documentation is required.** Take photos of your experience over the course of your project. Photos should feature you **and** your mentor at the place of the volunteer experience or service project. If confidentiality or security policies prevent you from documenting your experience in photos, please immediately contact your lab instructor for advice about how to proceed. This will be included in your final portfolio. Photos are still required, but may be more limited. **If you are working with minors, you must get photo release forms with parent permission to use their child's images.**

☐ **An organization summary is required.** Present a typed overview of the organization for which you are volunteering. You are expected to do research. This will be included in your final portfolio. Include:
- o *The mission statement or primary goal of the organization*
- o *How, when, and by whom the organization was founded*
- o *Approximate number of employees and volunteers*
- o *The scope of your organization (Local? Regional? Global?)*
- o *Who or what your organization benefits*
- o *The services or activities your organization provides*
- o *How your organization acquires volunteers, goods, and/or money for its cause*
- o *Proper MLA citation of all sources of information*
- o *Personal Skill Assessment (100-150 word paragraph detailing an assessment of your traits, skills, abilities, work values, temperament and interests that would (or would not) make you a good fit for this career)*

    This research *cannot* be counted in your required twenty on-site hours.

☐ **An interview is required.** Include a typed transcript of at least ten thoughtful interview questions you asked your mentor (or other qualified adult) AND their responses to the questions. This will be included in your final portfolio.

☐ **A thank-you acknowledgement is required.** At the conclusion of your volunteer experience, you are to write and send a professional thank-you letter to your mentor. A copy of this letter will be included in your final portfolio.

Volunteer/Service Project Log of Hours Form

- *Your log should reflect the pride you feel in your project.*
- *Your name and the title "Log of Hours" goes at the top.*
- *Please use the table format. Have as many pages as you need.*
- *Your log should be typed or handwritten in legible blue or black ink.*
- *Each entry includes the date, detailed description of the work you did, the time you spent, and the contact person's initials. **Complete this as you complete your hours. Do not wait until the end!***

DATE	DESCRIPTION	Hours: Minutes	CONTACT PERSON'S INITIALS
Sample entry: March 31, 2012	In this space, include specific details of the work you are accomplishing during your volunteer or service session. Use as many lines as is needed. Discuss the day's challenges and your emotions. This should be written in completed sentences (see the paragraph format for an example). **DO NOT simply copy and paste the same description into multiple boxes.** Each row of boxes represents one work session. Today I worked with several dogs to help them socialize. I tested to see how well they would handle walking on a leash. One of them got very excited when he saw the leash, which my mentor said was a sign that he had been socialized before. It was challenging to control Rocky, who did not like being on the leash and kept chewing at it. My mentor gave me some advice about using verbal commands to redirect him.	6:45 to 7:30 pm 45 minutes Post the total hours on last page of your log!	BFF

*A final contact person verification form will be completed **when all project hours are finished**. Use this template to create a form for your contact person so they can provide feedback on your time working with them.*

Final Contact Person Verification

Contact Person's Signature:	Date:

Total hours the contact person can verify:

Job Title/Relationship to student:

Contact Person Comments:

Volunteer/Service Project Portfolio Checklist

Student Name: Teacher:

*These items should appear in the portfolio **in this order** and the requirements below should be met before the portfolio is turned in.*

1) On front cover of binder: Name, lab instructor's name, and project title

2) Copy of the Portfolio Checklist

3) Updated, professionally formatted résumé

4) Senior Project Proposal, including any amended proposals

5) Senior Research Paper with Works Cited

6) Reflection and Self-Assessment

7) Log of Hours with total hours *and* Final Contact Person's Verification form

8) Photo verification (with captions)

9) Typed and cited organization summary (see module requirements)

10) Interview questions and responses (see module requirements)

11) A copy of the professional thank-you letter you sent to your contact person

Construction or Creation (General) Project Module Requirements

☐ **At least 20 hours of work is required.** To qualify for an "excellent," at least 40 hours must be documented. The documentation of this is recorded in the **Log of Hours**.

☐ **Photo documentation is required.** Take photos of your experience over the course of your project. Photos should feature you engaged in activity involved with the planning, creation and construction of your project. Photos should document all stages of your project from beginning to end. **Do *not* only feature photographs of your final product.** This will be included in your final portfolio.

☐ **Some other form of documentation is required.** Examples can include:
  - formal schematics, blueprints, or design plans
  - a detailed budget and/or materials list
  - a summary of detailed research you use to guide your project
  - an evaluation of the final product from your lab instructor
  - another formal artifact or set of artifacts to verify/illustrate your project

☐ **You must demonstrate __new learning__ with at least TWO skills and provide documentation of your learning.** That documentation may be screen shots of online tutorials, certificates of completion from classes taken, photocopies from books or instruction manuals, etc. You should include both the physical documentation and an explanation of the learning in your final portfolio.

<u>Examples of skills learned</u>

☐ painting	☐ building/assembling	☐ cooking/baking
☐ sewing	☐ refinishing	☐ restoring
☐ construction	☐ computer technology	☐ editing
☐ carpentry	☐ music performance	☐ other teacher approved
☐ cosmetology skills		skills

☐ **An interview is required.** Include a typed transcript of at least ten thoughtful interview questions you asked your mentor (or other qualified adult) AND their responses to the questions. This will be included in your final portfolio.

☐ **A thank-you acknowledgement is required.** At the conclusion of your project, you are to write and send a professional thank-you letter to your mentor. A copy of this letter will be included in your final portfolio.

Construction or Creation Log of Hours Form

- *Your log should reflect the pride you feel in your project.*
- *Your name and the title "Log of Hours" goes at the top.*
- *Please use the table format. Have as many pages as you need.*
- *Your log should be typed or handwritten in legible blue or black ink.*
- *Each entry includes the date, detailed description of the work you did, the time you spent, and the lab instructor's initials.* **Complete this as you complete your hours. Do not wait until the end!**

DATE	DESCRIPTION	Hours: Minutes	LAB INSTRUCTOR INITIALS
Sample entry: March 31, 2012	In this space, include specific details of the work you are accomplishing on your project. Use as many lines as is needed. Discuss the day's challenges and your emotions. This should be written in completed sentences (see the paragraph format for an example). **DO NOT simply copy and paste the same description into multiple boxes.** Each row of boxes represents one work session. Today I finished sanding the entire frame for the greenhouse. I used the power sander, which made it much easier, except I noticed that a few of the joints I had built were kind of shaky, so that is something I will need to go back and fix next time. I think they need stronger fasteners, so for the corners I might end up using plates instead of just lag screws. It is nice to see the whole frame coming together, and I can really picture what the final greenhouse will look like.	6:45 to 7:30 pm 45 minutes Post the total hours on last page of your log!	BFF

*A final lab instructor verification form will be completed **when all project hours are finished**. Use this template to create a form for your lab instructor so they can provide feedback on your time working with them.*

Final Lab Instructor's Verification
Lab Instructor's Signature: Date:
Total hours the Lab Instructor can verify:
Job Title/Relationship to student:
Lab Instructor Comments:

Construction or Creation Project Portfolio Checklist

Student Name: Teacher:

These items should appear in the portfolio __in this order__ and the requirements below should be met before the portfolio is turned in.

1) On front cover of binder: Name, Lab Instructor's name, and project title

2) Copy of the Portfolio Checklist

3) Updated, professionally formatted résumé

4) Senior Project Proposal, including any amended proposals

5) Senior Research Paper with Works Cited

6) Reflection and Self-Assessment

7) Log of Hours with total hours *and* Final Lab Instructor Verification form

8) Photo verification (with captions)

9) Extras to verify your project: photos, rubrics, or project documents such as planning drafts, blueprints, schedules or other documentation (see module requirements)

10) Documentation of your new learning (see module requirements)

11) A copy of the professional thank-you letter you sent to your Lab Instructor

Health or Physical Fitness Project Module Requirements

☐ **Concrete and Measurable goals are required.** Identify what you would like to accomplish and be very clear about how you will assess your progress or success. These goals might include desired changes of body mass, weight, or measured size (waist girth, bicep girth, etc.). These goals might also include completion of specific tasks, competition in a challenging event, or measurable increase in speed, strength, or performance. **This should be typed up at the beginning of your project and should include specific, detailed plans, for accomplishing your goals.**

☐ **At least 20 hours of activity is required.** At least 40 hours are required to qualify you for an "excellent."

☐ **Monthly photo documentation showing your progress towards your stated goals is required.** "Before" and "after" documentation is expected. This will be presented in your portfolio.

☐ **Monthly data collection is required.** Keep track of fitness and/or dietary progress as part of your **Log of Hours**. This will be presented in tables, graphs, and/or charts in your portfolio.

☐ **Evidence of accomplishment is required.** You may prove that you have mastered your project goals by one of the items below:
- o   Getting a certification
- o   Having your mentor assess you before and after
- o   Competing in a formal event
- o   Formally teaching your mentor or a class, one of the skills you have mastered
- o   Videotaping instructions or a step-by-step demonstration
- o   Composing a photo album or slide show of the skills mastered

☐ **An interview is required.** Include a typed transcript of at least ten thoughtful interview questions you asked your mentor (or other qualified adult) AND their responses to the questions. This will be included in your final portfolio.

☐ **A thank-you acknowledgement is required.** At the conclusion of your volunteer experience, you are to write and send a professional thank-you letter to your mentor. A copy of this letter will be included in your final portfolio.

Health or Physical Fitness Project Log of Hours Form

- *Your log should reflect the pride you feel in your project.*
- *Your name and the title "Log of Hours" goes at the top.*
- *Please use the table format. Have as many pages as you need.*
- *Your log should be typed or handwritten in legible blue or black ink.*
- *Each entry includes the date, detailed description of the work you did, the time you spent, and the contact person's initials. **Complete this as you complete your hours. Do not wait until the end!***

DATE	DESCRIPTION	Hours: Minutes	CONTACT PERSON'S INITIALS
Sample entry: March 31, 2012	**A health or physical fitness project requires much more frequent data recording than other projects.** In this space, include specific details of the exercise, nutrition plan, or other project related activities you conduct. Use as many lines as is needed. Discuss the day's challenges and your emotions. See the paragraph format for an example. Each row of boxes represents one work session. Weight: 164.25; Measurements: Biceps: 17". Chest 38", Waist 32" Today I completed three circuits of weight training based on what my mentor suggested for building endurance and stamina, focusing on upper body: Bench: 5 sets of 15 reps at 135# Dumbbell Curls: 5 sets of 15 reps at 20# each arm Triceps Dips: 5 sets of 15 reps (no assist) Pulll-ups: 5 sets of 8 (no assist) I feel my endurance increasing, though by the third rotation through, I was getting a little winded and had to take longer breaks than the 60 seconds my mentor suggested.	6:45 to 7:30 pm 45 minutes Post the total hours on last page of your log!	BFF

*A final contact person verification form will be completed **when all project hours are finished**. Use this template to create a form for your contact person so they can provide feedback on your time working with them.*

Final Contact Person Verification
Contact Person's Signature: Date:
Total hours the contact person can verify:
Job Title/Relationship to student:
Contact Person Comments:

Health or Physical Fitness Project Portfolio Checklist

Student Name: _____   Teacher: _____

These items should appear in the portfolio __in this order__ and the requirements below should be met before the portfolio is turned in.

1) On front cover of binder: Name, lab instructor's name, and project title

2) Copy of the Portfolio Checklist

3) Updated, professionally formatted resumé

4) Senior Project Proposal, including any amended proposals

5) Senior Research Paper with Works Cited

6) Reflection and Self-Assessment

7) Log of Hours with total hours *and* Final Contact Person's Verification form

8) Photo verification (with captions)

9) A clear goal statement, followed by a summary of weekly data collection (this may be in the form of a narrative but should include charts and or graphs to illustrate change or progress)

10) Evidence of final accomplishment

11) A copy of the professional thank-you letter you sent to your contact person

Fundraiser or Event Project Module Requirements

☐ **At least 20 hours are required.** To qualify for an "excellent," at least 40 hours must be documented on-site. These hours can include planning and implementation of the fundraiser or event.

☐ **Attendance at the Fundraiser/Event informational training is required.** You will receive information about these trainings. Your project cannot be completed without attendance at this training. This training will inform you about requirements for reserving location, handling money, liability, and other issues.

☐ **Calendar/Event Request Paperwork must be submitted no later than the deadline listed on the timeline in this handbook.**

☐ **Photo documentation is required.** Do not only document the final event. Take photos over the entire course of your project experience, from planning to organization to implementation. This will be presented in you portfolio

☐ **Audience or participant evaluation and feedback is required.** Participants or audience members of your event must complete a form that evaluates areas such as:
   o *Effectiveness of advertising*
   o Quality of presentation
   o Organization of presentation
   o Professionalism of playbills, programs, menus, or handouts
   o Other applicable criteria
   o A "comments" section is required

● **Evident of planning is required.** As part of your portfolios, include materials that demonstrate planning and forethought. Examples of this can include:
   ○ Drafts of materials such as advertising, handouts, programs, or menus
   ○ A summary of the marketing plan to promote the event and an analysis of its effectiveness
   ○ A detailed schedule, timeline, or script of the event
   ○ Summaries of informational meetings held with volunteers or collaborators on the event
   ○ A list of participants and their specific responsibilities to the event
   ○ A detailed budget of expected expenses and funds raised compared with the actual expenses and funds raised.

● **Final clearance from the Lab Teacher is required before the event may be scheduled**

● An interview is required. Include a typed transcript of at least ten thoughtful interview questions you asked your mentor (or other qualified adult) AND their responses to the questions. This will be included in your final portfolio.

☐ **A thank-you acknowledgement is required.** At the conclusion of your volunteer experience, you are to write and send a professional thank-you letter to your mentor. A copy of this letter will be included in your final portfolio.

Fundraiser or Event Project Log of Hours Form

- *Your log should reflect the pride you feel in your project.*
- *Your name and the title "Log of Hours" goes at the top.*
- *Please use the table format. Have as many pages as you need.*
- *Your log should be typed or handwritten in legible blue or black ink.*
- *Each entry includes the date, detailed description of the work you did, the time you spent, and the contact person's initials. **Complete this as you complete your hours. Do not wait until the end!***

DATE	DESCRIPTION	Hours: Minutes	CONTACT PERSON'S INITIALS
Sample entry: March 31, 2012	In this space, include specific details of the work you are accomplishing during your volunteer or service session. Use as many lines as is needed. Discuss the day's challenges and your emotions. This should be written in completed sentences (see the paragraph format for an example). **DO NOT simply copy and paste the same description into multiple boxes.** Each row of boxes represents one work session. Today I met with the volunteers to assign who would be in charge of which part of the basketball camp. I had already planned out these assignments, but I figured out that some people did not want to do what I assigned them, so we had to negotiate who was going to coach at each station. We also talked about marketing for the camp, and I showed them the draft flyer. They like it, and we set up a schedule for copying them and who could distribute them to the other schools and the JWR.	6:45 to 7:30 pm 45 minutes Post the total hours on last page of your log!	BFF

*A final contact person verification form will be completed **when all project hours are finished**. Use this template to create a form for your contact person so they can provide feedback on your time working with them.*

Final Contact Person Verification
Contact Person's Signature: Date:
Total hours the contact person can verify:
Job Title/Relationship to student:
Contact Person Comments:

Fundraiser or Event Project Portfolio Checklist

Student Name: Teacher:

These items should appear in the portfolio __in this order__ and the requirements below should be met before the portfolio is turned in.

1) On front cover of binder: Name, lab instructor's name, and project title

2) Copy of the Portfolio Checklist

3) Updated, professionally formatted résumé

4) Senior Project Proposal, including any amended proposals

5) Senior Research Paper with Works Cited

6) Reflection and Self-Assessment

7) Log of Hours with total hours *and* Final Contact Person's Verification form

8) Photo verification (with captions)

9) EXTRAS to verify the quality of your project: photos, rubrics, or project documents such as planning drafts, blueprints, schedules, or other documentation

10) A copy of the professional thank-you letter you sent to your contact person

Project Evaluation Form

Student Name: _____ **Teacher:** _____ **Overall Score: E   P   D**

	EXCELLENT	PROFICIENT	DEVELOPING
USE OF TIME	• A minimum of 40 hours • Demonstrates consistent, efficient, thoughtful use of time	• Meets or exceeds minimum requirement of 20 hours • Demonstrates time management skills	• Has fewer than 20 hours • Lacks evidence of time management
VERIFICATION ITEMS	• Student is self-directed and turns in all verification items on time • Met deadlines for all required Senior Project assignments	• Student turns in items after a reminder or a few reminders from the instructor	• Student does not turn in verification items unless constantly reminded by the instructor • Student does not turn in verification items
QUALITY	• Superior effort or craftsmanship, and attention to detail • The project is well organized and reflects pride • A challenge is evident	• Good effort and attention to detail • The project is organized • A challenge is evident	• Little or no effort evident • Student overlooks details • The project is disorganized • No challenge is evident
PROBLEM SOLVING	• Uses appropriate problem-solving skills to overcome difficulties • Persists until problems are solved • Seeks advice or help when needed • Consults other sources to find solutions • Explores new ideas or creative solutions	• Uses problem-solving skills to overcome difficulties • Tries to solve a problem several times before quitting • Seeks advice or help when needed • Tries to consider new ideas or creative solutions	• Has little or no understanding of difficulties and no plans to overcome them • Quits immediately • Fails to seek advice or help • Fails to consider new ideas or creative solutions

PORTFOLIO/PROJECT MODULE MATERIALS	• All required documents are present according to appropriate checklist • Documents are ordered according to the checklist provided • Superior effort or craftsmanship, and attention to detail is demonstrated • All text is neat and easy to read • Additional features such as graphics/illustrations, photos, etc., add to the overall presentation of the portfolio and are relevant to the project • Few errors in spelling, capitalization, or punctuation • All documents are final, edited drafts without comments and/or marks	• All required documents are present according to appropriate checklist • Documents are ordered according to the checklist provided • Overall look is professional and well-crafted • Good effort and attention to detail is demonstrated • All text is neat and easy to read • Additional features such as graphics/ illustrations, photos, etc., are included • Minimal errors in spelling, capitalization, or punctuation are present in documents • Almost all documents are final, edited drafts without comments and/or marks	• One or more required documents are missing according to appropriate checklist • Documents are not ordered according to the checklist provided • Overall look is messy or unprofessional, little effort and attention to detail is demonstrated • Some text is not neat or easy to read • No additional features are included • Multiple or serious errors in spelling, capitalization, or punctuation are present in documents • Some documents are not final, edited drafts or include those with comments and/or marks

Reflection and Self-Assessment

Type out your responses in <u>complete sentences</u> to these questions. Be thorough, thoughtful, and specific.

1. In a complete paragraph describe <u>your project</u>. Summarize your project experience, including the following details: Total hours spent on the project, an overview of the critical steps involved in the completion of your project and the date range of your project (starting date and finishing date).

2. Before you began your project, what did you think would be involved? What was the picture in your mind before you started working on it? How does the outcome of your project compare with your first perception of your project?

3. Describe the problems and/or challenges you encountered as you completed this project. Consider physical, time management, emotional, and intellectual challenges.

4. How did you handle these problems and/or challenges?

5. List at least three important things that you learned from completing this project.

6. Would you recommend your project for future seniors? Would you consider having your paper, project and portfolio on file as a model for next year's seniors? Explain why or why not.

7. What comments about your project have you heard from other students, parents, teachers, or community members?

8. Is your project original or creative in any way? Explain why or why not.

9. If given the opportunity to redo your project, what would you do differently since you have already gone through the process?

10. Beyond the project itself, what did you learn about yourself?

11. Using language from the Teacher Project Evaluation rubric, explain the grade you believe you deserve for your project. Justify why you think you deserve the grade (Excellent, Proficient, or Developing) in **each** category with specific evidence.

12. What are you planning to do next year? How is your project related (if at all)? What have you done (taking certain classes, applying to colleges, choosing your particular senior project) to realize your plans for the future?

Presentation Requirements

Your presentation will be the culmination of your high school career. You will be well prepared and your audience will be small and supportive. This is your chance to show off and shine.

Requirement	Explanation
Time	The entire presentation, not including the impromptu question and answer period: ● To qualify for an "excellent" the time should be **between 8 and 10 minutes**. ● To qualify for a "proficient" the time should be **between 7 and 11 minutes**. ● **Under 7 minutes or over 11 minutes** are unsatisfactory.
Impromptu Q&A	Following your presentation, your panel will have the opportunity to ask you a variety of questions. To prepare, consider brainstorming: ● *If you were a judge listening to your speech, what would you want to know?* ● *What would you like people to ask?* ● *What unusual qualities does your project have that might spark interest?* ● *What controversial topics, if any, do you touch on?* ● *What inspired you to choose this topic?* ● *Who helped and how?* ● *How did you finance it?*
Attire	You will be assessed on the professionalism of your attire, just as would be the case in a job interview. If not presented in your clean lab uniform, the following guidelines are acceptable. **Gentlemen should wear** ● nice slacks and button-down shirts with ties or sweaters ● sports jackets or suits ● clean, professional footwear **Gentlemen should not wear** ● jeans or pants which sag ● headwear **Ladies should wear** ● dresses, dressy slacks, pant suits or dress suits **Ladies should not wear** ● tight or revealing clothing or skirts shorter than school policy ● flip flops

Visual Aid	You are required to have some form of visual aid. Your visual must be fluidly integrated into the content of your speech. **Your visual *should not* be an outline of your speech content** (as some PowerPoint presentations tend to be). Rather, your visual aid should be what the name suggests: a visual which aids your audience in understanding your project. A few pointers:
	● Avoid passing objects around during your presentation, as this can be distracting.
	● Focus on pictures, charts or graphs rather than text. The panel should be listening to you, not reading a screen. **Slides should have large-scale images and titles only.**
	● Make sure your visual has a purpose, and plan where it will serve your speech (illustrating a point rather than being an "add on" to the end).
	● Remember that the goal of your visual is to help your audience understand and "visualize" the experience you underwent in your project. Options *may* include:
	    ○ PowerPoint **(remember--very little text!)**
	    ○ Foam-core or tri-fold board (print photos large enough to see from a distance!)
	● If your project included creating something, make sure to bring that item or a large picture of that item to share with the panel.

Presentation Rubric

Student: Project: Date:

CONTENT	Excellent	Proficient	Developing
Time limit: 8-10 minutes for excellence; 7-11 for proficiency			
Introduction: The Speaker is in control. Opening statement is engaging, content is focused, and purpose is clear.			
Research, expertise and application of learning are apparent through clear main points and appropriate supporting details. Terminology is used and explained. Self-discovery statements such as "I learned" and "I never knew" reflect the speaker's growth.			
Organization: Speech is logically ordered and transitions linking various parts make the speech easy to follow.			
Conclusion: Major points reviewed, emphasis on student learning, final sentences make the speech seem complete.			

DELIVERY			
Language Usage: Word choice is mature and precise.			
Greeting and Eye Contact: Speaker shakes hands or greets the panel and makes eye contact throughout the speech.			
Effective Speech Techniques: Speaker is poised. Rate, volume and gestures make speech easy to listen to. Filler words are minimal.			
Dress and Appearance: Speaker's dress is professional.			
Visual/Audio aid(s): Smoothly integrated into presentation, easily visible or audible, relevant, and professional. Focuses primarily on images, is not overly wordy.			

IMPROMPTU			
Impromptu skills: Answers are fluent and confident.			
Quality of response: Answers reflect expertise.			

COMMENTS are greatly appreciated by the students, especially if the "developing" column is marked. Students need to understand their strengths and weaknesses.

Advice for Presentation

Presentation Arrangements
- What is the best way to present your project to the panel?
- What kind(s) of AV equipment and technology do you want to use in your presentation?
- If you need any special or extra equipment, request it from the lab instructor.
- If you are using a projector or a DVD, you should go to your scheduled classroom ahead of time to practice with the remotes and technology.
- If you have an unusual visual, such as an animal, a large object, or a car, have you notified the lab instructor?

Presentation Visual(s) Criteria
- Any equipment needed for a Sr. Project (DVDs, special projectors, extension cords, etc.) must be reserved with the help desk AND tested before the event. No last-minute requests will be honored.
- The visual should be created by you—not someone else—and should be professional in appearance.
- To bypass technical difficulties with the Internet, use screen shots or download websites.
- Photos clearly show the progress of your project, and are large enough to be seen from a distance (a minimum size of 5 x 7). Captions tell the "story" of your project and give insight into what you accomplished.
- Ensure that spelling and grammar conventions are perfect.
- Minimal text-focus on pictures, graphs, charts, etc.
- Refer to all visuals in your presentation.

Plan Ahead: Organize Your Speech!
Your purpose is:
- to prove you are an expert on your project and related topics
- to explain the process--what happened as you worked
- to explain what you learned about yourself and how your project changed you
- to show you took responsibility for your project

Assemble your speech from what you have already done, by getting material from:
- Your Senior Project Proposal: task analysis
- Your Reflection and Self-Assessment: highlights of how you changed and what challenges you encountered
- Your Log of Hours/Mentor or Contact Person's Verification Form: general subjective and objective information, comments from your mentor/contact person
- Any interesting, unique, or exciting events or discoveries as you worked on your project

What are you going to talk about?
Make sure to answer the following questions:
- How did you get from zero to the finished product?
- What emotions did you experience as you worked through the project? (Anger? Excitement? Pride? Frustration?)
- What problems did you encounter? (Money? Time management? Skill deficiencies?)
- Explain how you overcame challenges.
- What personal growth did you gain from the project? What self-knowledge did you gain?
- What knowledge of your topic did you gain?

- ▪ How did the project affect your plans for your future? Explain.
- ▪ What project advice would you pass on to next year's seniors? Explain.
- ▪ Consider doing a little research to add pertinent quotes, details, statistics, anecdotes, or facts.

Now that you sort of know what you're going to say, how are you going to say it?
- ▪ Follow the good speaker's rule: tell them what you're going to say, then say it, then tell them what you said.
- ▪ **A great speech is written just like a great essay.**
- ▪ Write an outline that arranges your material in an order that is logical and clear to the listeners.
- ▪ Put your best stuff at the introduction and the conclusion.
- ▪ Remember that you are now an expert and your panel will probably not have the expertise you do. Explain terminology clearly and concisely.
- ▪ For the BEST RESULTS: write out your entire speech word by word and memorize it.

Sample Outline
I. Introduction
- ▪ Grab the attention of your audience while being pertinent to your topic. **Don't** just start with your name!
- ▪ For a hook: a quotation, fact, dramatic reading, , joke, survey or other audience participation, demonstration, or question
- ▪ It could discuss your general interest/background in the topic of your project, how you decided to do this project, or what your vision of this project was.
- ▪ Thesis: Make a clear, general point about what you did and learned.
- ▪ Pause after your thesis before you start the body of your speech.

II. Transitions throughout
- ▪ What will you say to let the listeners know you are switching from one part of your speech to the next?
- ▪ You may use "first, second, finally…" or "After I finished my ---, I started my ---."

III. Project Arrangements and Procedure
- ▪ What did you actually do during all your hours?

IV. Problems and how you solved them; successes and how you achieved them

V. What you learned from your project
- ▪ Information from your research paper (if relevant) and observations on your project
- ▪ Comments of your mentor/contact person/lab instructor or others who are familiar with your project

VI. Conclusion
- ▪ Clearly signal your conclusion is coming by pausing or saying "Overall" or "In conclusion."
- ▪ You could discuss what you learned about yourself, how you handle challenges, how your project changed you, and/or the impact of your project on your future plans.
- ▪ Try to refer back to something from your introduction for a complete, full circle effect.

Speech Techniques
- ▪ Eye contact is extremely important. Practice often enough that you seldom or never need to look at your note cards. Better still, do without a note card. Remember your panel has chosen to be here today to see students succeed. Since you need the reinforcement that their encouraging expressions will give you, look at them. True communication happens with the eyes.

- ▪ Timing devices are fine as long as they don't ruin your eye contact or make noise during your speech.
- ▪ Posture: Stand proud! You have accomplished a great deal!
- ▪ You want your audience to pay attention to what you are saying, so avoid:
  - o Gripping the podium--white knuckles are so unattractive.
  - o Locking your knees--you've come too far to faint now.
  - o Twitching, fidgeting, shaking, scratching, playing with hair or jewelry.
- ▪ Voice: Be loud enough to be heard and try to vary your pitch to avoid droning.
- ▪ Gestures: Use your hands to help make your point. Gestures should be natural and spontaneous, not choreographed and mechanical. Keep your hands out of your pockets.
- ▪ **Practice your speech.** Deliver your speech to your dog, to your mirror, to your friends…

Attitude
- ▪ **Be enthusiastic!** If you do not communicate interest in your project, your panel will not be as interested!
- ▪ Before your presentation, picture yourself successfully completing it.
- ▪ Avoid the "P" word in your presentation; most of your classmates procrastinated to some extent, and your panel will not be impressed if you mention it. Discuss time management issues.
- ▪ Avoid saying things that convey a lazy or negative attitude, such as "I didn't like doing my project" or "I waited forever for my mentor to call me back."
- ▪ Yes, it was a long, tough process, but be positive! When you think about it, you probably did learn a lot. It's all right to be critical of the system, but be brief and constructive.

Panel Speech Scoring
- ▪ Familiarize yourself with the "Presentation Rubric" in this handbook.
- ▪ In order to be judged proficient, your speech must be 7 to 11 minutes long and the majority of your panel needs to agree that your speaking skills are proficient in all areas on the rubric.
- ▪ In order to be judged excellent, your speech must be 8 to 10 minutes long with almost all of your panel agreeing that your speaking skills are excellent in all areas on the rubric. If two judges agree that the same area is proficient, your speech is not excellent.