

Sumner School District



CULMINATING
SENIOR PROJECT
STUDENT MANUAL

2009-2010

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Sumner School District: Culminating Senior Project Timeline 2009 - 2010

- September 30:** Journal Hours and Project Hour Log due
- September 30:** Growth Over Time Data Graphing (Tab 3) due
Academic Goal (Tab 2) due
Citizenship Goal (Tab 2) due
- October 21:** Manuals and Proposal forms distributed to students
- October 28:** Career Goal (Tab 2)
- November 4:** Project Proposal (Tab 1) due to Senior Project Coordinator
Academic Inventory (Tab 2) due
- November 18:** Parental Permission Slips (Tab 1) due
Mentor Contact Card (Tab 1) due
- November 25:** Resume (Tab 2) due
- December 9:** Mentor Verification #1 (Tab 1) due
- December 16:** Financial Plan (Tab 3) due
- January 6:** Four Year Plan (Tab 2) due
- January 13:** Letter of Recommendation (Tab 2) due
- January 27:** Four completed journal pages (Tab 1) due
Mentor Verification #2 (Tab 1) due
- February 10:** Transcript (Tab 3) due
Growth Over Time Performance Charting Packet (Tab 3) due
- March 3:** Mentor Verification #3 (Tab 1) due
Journal pages 5-8 (Tab 1) due
15 Hour Project Log (Tab 1) due
- March 10:** Conference Packet (Tab 2) due
High School and Beyond Plan (Tab 2) due
- March 24:** Work Samples (Tab 3) due
- Research paper
 - Additional work sample with rationale
- April 7:** Capstone Letter (Tab 1) due
Thank-you notes (copies) to Mentor and Advisor (Tab 1) due
- April 14:** Citizenship Documentation Packet (Tab 4) due

April 21: COMPLETED PORTFOLIO DUE WITH ALL REQUIRED SIGNATURES.

Portfolios will be reviewed by a committee for sanctioning. If all components are in and meet standard, portfolio will be “sanctioned” and placed on May boards. If components are missing or not complete, portfolio will be returned to the student with a copy of the rubric that indicates what is missing or needed to get project to meet standards. These projects will be considered “unsanctioned.”

April 22-May 6: Students with unsanctioned portfolios may receive assistance and complete work to gain sanctioned status.

May 6: FINAL PORTFOLIO ACCEPTANCE DATE.

If portfolio is turned in for the first time on this date or remains incomplete, it will not be reviewed and will go to May boards as unsanctioned. If corrections have been made from first turn in date, and the portfolio now meets standards, it will be sanctioned for May boards.

May 19 and 20: Senior Boards

June 17: Boards for students who missed May 6th turn in or those who were assigned June boards as a result of breaching integrity commitment.

Philosophy of the Culminating Project

Opportunity is missed by most people because
it comes dressed in overalls and looks like work.
- Thomas Edison

What are some of the skills that are needed to ensure that you will be successful in the 21st century?

Whether you are planning on entering the work force immediately after high school or entering it after you complete some formal training, we know that effective communication –both in speaking and writing– is necessary. We also know that citizens must be able to reason critically, acquire and use information, work well with people, behave honestly and ethically, and use the resource of time effectively. That’s what your twelve years of schooling has helped you achieve.

The Culminating Project, a graduation requirement of the Sumner School District and of Washington State, is a fitting conclusion to your education because you are expected to demonstrate that you can write, speak, and organize information into a portfolio. This is the real-world application of all your learning so far. To showcase your accomplishments we invite the members of the community to come and listen to what you have learned.

The Culminating Portfolio is divided into five sections including:

Forward: Capstone Letter

Tab 1: Senior Culminating Project – 15 hours to be completed outside of the regular school day.

Tab 2: Educational Plan

Tab 3: Growth-Over-Time

Tab 4: Citizenship

As you work through your manual, you will notice that examples of the following checklist items are not included – Annual Goals, Conference Packet, Academic Inventory, Financial Plan and Citizenship Charting Packet. These are documents that will be generated during Advisory and therefore it is critical that you attend and participate in all Advisory sessions. You are expected to complete all sections of the portfolio, while meeting deadlines, with care and thoughtfulness. When you do, you will truly prove that your diploma represents mastery of skills that are valued in the real world.

Tab 1:

Senior Project

Tab 1: Senior Project

Self-Directed Learner & Quality Producer Evidence

Capstone Letter	Due: April 7	_____
Project proposal	Due: November 4	_____
Required signatures pages	Due: November 18	_____
Reflective Journal (8 pages)		
• Pages 1-4	Due: January 27	_____
• Pages 5-8	Due: March 3	_____
Mentor Verifications (3)		
• Mentor Verification #1	Due: December 9	_____
• Mentor Verification #2	Due: January 27	_____
• Mentor Verification #3	Due: March 3	_____
15 Hour Project Log	Due: March 3	_____
Mentor Contact Card	Due: November 18	_____
Copy of Thank You notes	Due: April 7	_____
• Mentor		
• Advisor		

Tab 1 Completed

Advisory Teacher Signature: _____

Date: _____

Capstone Letter: Pre-Writing Questions

Capstone (n): something considered to be the highest achievement or most important action in a series of actions.

Capstone Letter (n): the first document your Board members will read, the piece of paper that will shape their impression of you before they ever see or hear you.

The capstone letter is your opportunity to reflect on your high school learning experiences the last four years. Since your project experience represents the culmination of 12 years of skill building, it is truly the most important action in the series of actions you have taken towards becoming a competent adult—toward being an informed citizen, a community contributor, a collaborative worker, an effective communicator, a quality producer, a critical thinker, and most importantly, a self-directed learner.

Your letter needs to be at least one page in length, written in a business letter format addressed to the Senior Board Judges.

As you prepare to write your capstone letter, use the format below and think about how your experiences in high school helped you grow in each of the following District Learner Outcome areas:

- Self-Directed Learner
- Quality Producer
- Informed Citizen
- Community Contributor
- Collaborative Worker
- Effective Communicator
- Critical Thinker

Your letter should include evidence from classroom, advisory, and portfolio experience.

<u>Introduction</u>	The Sumner School District Culminating Project helped me grow as a/an _____ by / because . . .
<u>Learner Outcome 1</u>	(identified in the topic sentence): May explain learning stretch
<u>Learner Outcome 2</u>	(identified in the topic sentence): May discuss the challenges, surprises, progress, and growth during Culminating Project experience
<u>Learner Outcome 3</u>	(identified in the topic sentence): May explain what you most want the judges to know about you when they are judging your project.
<u>Conclusion</u>	Consider addressing both your strengths and your needs for further learning. Reviewing your Reflective Journals will also help with this process.

Format of Capstone Letter

April 21, 2009

(2 blank single space lines)

Jill Zimmerman
12438 E. Cedar Lane
Bonney Lake, WA 98392

(4 blank single space lines)

Senior Project Board Judge
Sumner School District
1202 Wood Avenue
Sumner, Wa 98390

Dear Board Judges:

Write 4 to 5 paragraphs, including
an introduction and a conclusion .

Your letter may be one to two pages in length.

Follow the information on the previous page as
to what should be included in this letter.

Sincerely,

(4 blank single space lines)

Jill Zimmerman

April 15, 2010

Jill Zimmerman
12438 E. Cedar Lane
Bonney Lake, WA 98392

Senior Project Board Judge
Sumner School District
1202 Wood Avenue
Sumner, Wa 98390

Dear Senior Board Judges:

My project was to instruct Mountain View Middle School students how to march well. We helped prepare the students for high school band, as well. I was nervous when I first began because I had no idea about how to instruct people, especially such a large and diverse group of middle school students. I quickly had to learn that I had to tailor my teaching methods for each type of person in the band. I'm usually not comfortable talking to large groups of strangers about anything, and this was no exception. Even though I have a brother that attends that school, I was shaky and awkward in front of his peers.

I wasn't sure what to expect because I remember going to that middle school, and I remember that the students in band were out of control and rude. However, these students were not at all like that. Most of them were very courteous and tried their very hardest to please my mentor, Mr. Pyle, and me. Although, there were a few kids who would always try to prove me wrong about music and what I was teaching because I acted as an authority figure. This was very difficult for me to overcome because I have never been comfortable standing up to people and proving them wrong, even when defending myself. However, I quickly earned the respect and friendship of many of the students, especially the drum majors.

When you are evaluating this project, please realize how irreplaceable this project was for me. I gained so much confidence! I am now able to work with, advise, and instruct people of all ages, and I couldn't before. I enjoyed this so much that I am going to Lakeridge Middle School to explain the band program to those students and how it will affect the futures of those students. I am also considering a career in education now because of this experience. I love being around people of the middle school age now, and I owe it to the project that I originally saw as just more busy work. Thank you again for taking the time to evaluate my project.

Sincerely,

Jill Zimmerman

Choosing a Project

How to pick something that's fun, interesting, and worthwhile!

Senior Project is about choosing with your heart and mind! This is a chance to choose what interests you and to put together a Culminating Project. Sometimes though, making that decision is a little bit easier said than done. Senior Projects come in all kinds of formats, so whatever you choose to do, **remember to meet the basic requirements:**

- Does the project require a learning stretch* - is this something that goes beyond what you already know how to do? Will it take you out of your comfort zone? Take a risk! Expand yourself!
- Does the project look like it will reasonably fit the minimum required time frame of 15 hours?
- Is the project something you will do **OUTSIDE** of your regular class or co-curricular requirements?
- Can I miss school in order to complete my project? No. Absences from school for Senior Project time will not be excused. All work must be completed outside of the school day.
- Will the project involve tangible evidence of your work through either a performance or a product?
- Is the project something that requires attendance in a class? (**Mandatory** for all computer programming and computer building projects outside of the regular school day)

You will want to make sure your project fits into one of the following categories:

1. **Physical Projects:**

A project that is created—something that can be seen and touched when you are finished. For example:

- Make a quilt
- Restore a piece of furniture
- Build a model house
- Write and illustrate a children's book
- Build a porch

2. **Performance Projects:**

A project that requires the student to do something like acting, singing, teaching, coaching, or directing. For example:

- Direct a play
- Coach a sport
- Learn an instrument
- Teach French to elementary students
- Coordinate a benefit for your favorite cause

3. **Experiential:**

Job Internships or Volunteer/Learning Projects: All experiential projects need physical documentation that communicates the skills, attitudes and knowledge gained through the experience. Job Internships must be hands on with active involvement in the profession. Job Shadows (where you are a passive learner) are not allowed.

- * Volunteer at a shelter or nursing home
- * Volunteer on a Political Campaign
- * Complete job internship with a professional in the field of your choice

* *Learning Stretch: The act of making great demands upon one's abilities while gaining knowledge, comprehension or mastery through experience or study.*

Project Ideas

Activist
Alzheimer's patients and care
Art class/drawing
Baby sign language
Baseball clinic
Bass guitar lessons
Body work/painting a car
Build a composting system
Build a deck
Build a parade float
Build a porch
Car repair
Children's literacy, volunteer at a library
 reading to children
Classic car restoration/rebuild
Coach a little league team
Coach youth basketball
Coach youth hockey team
Community cultural fair
Conduct a science experiment
Coordinate a benefit for your favorite cause
Create activities for residents at a retirement
 center
Dance - class or choreography
Design and build a greenhouse
Design and make clothes
Design a commercial building-class or work
 with company or city
Design an anti-drug program or campaign
Documentary
Forensic science
Get CPR and First Aid trained
Help at a homeless shelter
Improvisation workshop for students
Learn to oil paint
Learn the violin, piano, etc.,
Learn Yoga or Karate
Make a movie
Make a Kimono
Martial Arts
Organize volunteer activities with youth
 groups
Organize a 3-on-3 basketball tournament
Plan and participate in a fun run
Put on a benefit concert
Rebuild a dirt bike
Run a clothing drive for a homeless shelter
Run a marathon
Set up a spelling bee for elementary
 students
St. Andrews - feed homeless
Start a new club at a local school
Take a class on cooking, investing,
 photography, real estate, etc.
Teach ASL
Teach French to 3rd graders
Train for and work on a crisis hotline
Tutor in the subject area of your choice
Upholstery
Volunteer at a shelter, nursing home, food
 bank, hospital, Habitat for
 Humanity, Red Cross, World Vision,
 American Cancer Society, Special
 Olympics, etc.
Volunteer at Nisqually Refuge
Volunteer on a political campaign
Voter's Drive
Write and illustrate a children's book

Approved by _____
Date _____
Not Approved by _____
Revised and approved by _____
Date _____

Student name: _____
Bonney Lake HS **Sumner HS** **Summer start** **Fall start**

For the 15 hours of my project, I propose to complete the following:
 (Describe the project as specifically as possible)

This project is a learning stretch for me because

Alternate project _____

My mentor will be _____
 (If unsure, list of couple of possibilities – you **MUST** have a mentor before you start your 15 hours)

My mentor's qualifications include _____

- Check if you will be:
- Taking a class
 - Working with a certified professional (i.e.: mechanic, A+ computer cert. etc.,)
 - Interning
 - Other _____

Restrictions:
 Culminating Senior Project hours must be completed outside of school time. Absences will not be excused for project hour completion. Joint projects with other senior students are not permitted.

Proposal Acceptance Process:
 I understand that this proposal will be reviewed by the Proposal Committee and that I must wait for approval before beginning my project. If I need to change my project activity, I will notify the Senior Project Coordinator and submit a new proposal.

Student signature : _____ Date: _____

Parent/guardian signature : _____ Date: _____

E-mail address _____ Contact number _____

Student name: _____

Culminating Project Selection Guidelines

Risk Management Limitations

The Culminating Project requires students to select a topic that is outside or extends beyond school curricula. Projects will not be allowed that are morally or socially objectionable, illegal, or unsafe.

Due to inherent risks, students may **absolutely not do** any project on the following list:

- Water activities, either on the water or underwater (including water craft, jet skis, or water rafting)
- Air or flight activities
- Racing or stunt-driving of any motorized vehicle or boat
- Use of weapons or making of weapons, fireworks or rockets
- Mountain climbing, snowboarding, or skiing or instruction thereof
- Paint-balling, skating, rollerblading or skateboarding
- Amusement park activities
- Projects with horses or other animals involving strays, handling, wild animals

Other Projects Not Permitted

- Activities not permitted under child labor laws for minors (WAC)
- Fundraising projects that focus on money collection as the primary activity

Projects Cautioned by Risk Management

The projects below are risky, and **we strongly advise against them**. Students and parents will need to consider whether the learning objective is worth the risk of injury or if there is a safer way to meet the student's objective. The school will require a completed Informed Parent Consent Form and may require additional assurances and/or written rationale from parents and/or other adults involved for any of the following:

- Non-WIAA athletic activities (powder puff football, high-impact aerobics, trampolines, etc.)
- Cooking, except as part of vocational education programs, and no offering of home-cooked foods to others
- Wilderness activities
- Travel to do activities in other states or countries
- Athletic camps (require special insurance at student's expense)

Event Senior Projects

Summary of Additional Requirements for Event-Based Senior Projects

- **Event Senior Projects: Outside Activities**

Students may participate in events planned and administered by other organizations as part of their culminating project. Details of a culminating project/event must be included in the project approval process. All procedures regarding insurance, supervision and money handling must be supervised and administered by the sponsoring organization. Examples include previously established charity events and operations such as the Red Cross Blood Drive, March of Dimes Mothers Walk, and Relay for Life.

- **Event Senior Projects: School Activities**

Events involving students, school personnel, equipment or fundraising must be approved through the high school's ASB process and administration. Students are discouraged from selecting fundraising activities as part of their culminating projects. If a fundraising component exists, all ASB procedures regarding insurance, supervision and money handling must be followed.

Public or school wide events planned by the student as a component of a culminating project need to be approved 3 months in advance. A high school staff advisor and administrator approval must be in place before arrangements are made for the event or activity. All costs associated with the event or fund-raiser are the responsibility of the senior holding the event.

- **Scheduling**

In order to use Sumner School District facilities, all events must be scheduled through the Facilities Scheduling Office. Facility use procedures are necessary for school as well as public activities/events. Application procedures, facility use requirements and fee information can be found on the Facility Use page of the District website or through the Facility Scheduling Office. Your high school administrator in charge of ASB activities can provide additional information.

<http://www.sumner.wednet.edu/arounddistrict/pages/facility.html>

Extending a Project

Science projects, DECA, FFA, Speech and Debate, IB, or similar projects cannot be recycled for the Culminating Senior Project. However, projects may be extended through the regular Culminating Project process or a unique focus may be identified. Students will need to provide a rationale for a project extension and have it signed off by the instructor who supervised the original activity.

Parent Consent for All Senior Projects

Student Name _____

As a parent/guardian of a Sumner School District senior, I am aware that my son/daughter must successfully complete the Senior Culminating Project as a graduation requirement. Successful completion means the project meets standards of quality and integrity as defined by the various project rubrics.

Parent Name _____ Date _____

Parent Signature _____

Integrity Commitment for All Senior Projects

Honesty and integrity are important character traits. Unethical behavior has severe consequences to an organization and to the individual in the work world, in personal life, and the Culminating Project. While we fervently hope that no student will behave unethically, we want to be very clear that cheating has severe consequences, up to removing students from commencement exercises – you would not walk at graduation.

We define cheating as:

- Plagiarizing (claiming work is yours that is not) any part of the Culminating Project
- Lying about or exaggerating the quality and/or quantity of the time spent working on the project
- Inventing or exaggerating a mentor relationship
- Misrepresenting documentation (forging or asking someone else to forge signatures)

The signatures below indicate your understanding of the integrity commitment and understanding of the consequences of cheating.

Student _____

Parent/Guardian _____

Informed Consent Form Cautioned by Risk Management
Parent/Legal Guardian/Participant

_____ (Student's full name) has my consent and authorization to participate in the following as part of the student's Senior Project.

My student will participate in a project which includes:

I realize that Sumner School District will not have staff present during this project. I assume responsibility for supervising my child for all the activities involved in the project. The district is not sponsoring the project and will not be responsible or liable for any activities the student chooses for this project. I am fully aware of the special dangers and risk inherent in the project, including physical injury, death, or other consequences that may arise or result directly or indirectly from the project. Being fully informed and aware of the risks associated with this project, I hereby give my consent for the above named student to participate in the project described. Additionally, I assume all risk of injury or liability and waive any right of recovery from or to bring suit against the Sumner School District for any personal injury, death, or other consequences arising out of participation in the project, except for the sole negligence of the Sumner School District.

Parent or Legal Guardian signature reflects their knowledge and approval of the project described.

Signature of Student: _____ **Date:** _____

Parent/Guardian printed name: _____ **Date:** _____

Parent/Guardian signature: _____

Phone number and best time to call: _____

Email address: _____

Choosing Your Mentor

What is a project mentor? A mentor is “a wise and trusted counselor or guide.” Your mentor will be your most valuable resource. He/she must be a practicing professional or someone well versed--**a minimum of two years experience in the field.** She/he will provide you with the advice and feedback necessary for you to complete your project successfully. The quality of your project will be directly affected by the choice of your mentor. **Your mentor will be contacted by your advisor or another teacher at your high school..**

What is the role of the mentor?

- Provides expertise in the project area.
- Gives you advice.
- Is supportive of your efforts.
- Gives you feedback for learning growth.
- Evaluates your 15-hour project.
- Must be willing to complete your verification forms and contact advisor to confirm participation/involvement.

Before you choose a mentor:

- Clearly define your project.
- Be clear and specific about what you expect from your mentor, including the time commitment required from the mentor.
- Be able to show how entering into a mentorship will benefit the mentor.

How do I choose a mentor?

- Brainstorm for possible experts within your chosen field of interest.
- Talk with parents, friends, and teachers for possibilities.
- Look for someone who has the expertise and an interest in mentoring you through your project.

Who is **NOT** a mentor?

- A fellow student, at this or any other high school.
- A recent graduate – within five years.
- A parent or close family member (one of the purposes of a mentorship is to connect you to the larger community).
- A teacher at BLHS or SHS

What you must know about your mentor:

- Name
- Age (must be at least 23)
- Place of employment/Job title
- Years of experience in project area
- E-mail address
- Mailing address
- Work phone and/or home phone
- Your reasons for selecting this mentor
- Must be willing to call your Culminating Project Advisor to commit to being your mentor

Contacting a Mentor

Most professional people are interested in helping students and will be supportive in assisting you in completing a Culminating Project. As you think about what you are going to say, remember that you need to be considerate and to the point because professional business people are accustomed to dealing with other professional people who have busy schedules.

Be clear in your own mind about what your expectation is from your mentor:

- Provides advice as you work through your project. They do not have to spend all of the project hours with you.
- Evaluation of your progress.
- Arrange three brief meetings, prior to when mentor verification forms are due

Initial contact:

Hello, my name is John Smith. I'm a senior at _____ High School working on a graduation requirement called Culminating Project. Is it possible for me to speak with Henry Jones?

Explanation of project:

I'm a senior at _____ High School working on a graduation requirement called Culminating Project. One of the requirements of this project is that we contact a local community member who might be able to give us guidance and expertise in our chosen area. I have designed a project in the area of _____ and would like very much to schedule a time when I might speak with you for about 15 minutes about my project.

If your proposed mentor is interested:

Set a date and time for your initial meeting and thank him/her for the time. Provide them with your Culminating Project Advisor Contact letter and ask them to confirm their role by calling your advisor as soon as possible.

If your proposed mentor is not interested:

Ask if s/he knows of another expert in the field you might contact. Regardless of the response, thank him/her for the time.

Mentor Contact Card

Mentor qualifications:

- Expert in the field* a practicing professional or has a minimum of 2 years of experience in the field of your project.
- Objective* not a parent or relative by blood or marriage, close family member, boyfriend/girlfriend or family member thereof
- Adult* not a student at this or any other high school; is at least 23 and/or 5 years out of high school
- Available* able to meet with senior at least three times; is willing to support and evaluate the 15-hour project; will complete forms and communicate with the advisor

Complete the mentor information:

Name: _____

Age: _____

Place of employment/Job title: _____

Years of experience in area: _____

Email address: _____

Mailing address: _____

Work phone and/or home phone:

Work: _____

Home: _____

Reasons for selecting mentor (e.g. availability, expertise): _____

Mentor Verification #1

Thank you for volunteering your time to serve as a mentor for the Sumner School District Culminating Project. We appreciate the time and effort that you will spend with this senior as he/she works toward completion of this state graduation requirement.

Each student must commit a minimum of fifteen hours to the project. Since the time this student will spend on his or her project will be out of class, verification of the student's efforts is necessary.

After your first meeting with our student, please give us feedback on his/her efforts and professionalism. If you would like to give feedback to the school confidentially please feel free to contact the senior project coordinator.

Bonney Lake High School: Traci Lewis-(253) 891-5719

Sumner High School: Karen Wilkerson-(253) 891-5500

Student
Name: _____

Mentor
Name: _____

	Professional	Proficient	Provisional
Arrived punctually	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Behaved in a polite, professional manner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Effectively described the project proposal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Responded to suggestions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Seemed positive and committed to project	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other Comments:

Signature of Mentor: _____ Date: _____

Signature of
Student: _____ Date: _____

Signature of
Parent/Guardian: _____ Date: _____

Mentor Verification #2

If you would like to give feedback to the school confidentially please feel free to contact the senior project coordinator.

Bonney Lake High School: Traci Lewis-(253) 891-5719

Sumner High School: Karen Wilkerson-(253) 891-5500

Student
Name: _____

Mentor
Name: _____

	Professional	Proficient	Provisional
Shows responsibility by meeting deadlines and keeping appointments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Shows commitment to project by working steadily	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sets and meets goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is on target for completion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is a person I would hire and/or with whom I would enjoy working	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Hours completed to date that you can verify: _____

Other Comments:

Signature of Mentor: _____ Date: _____

Signature of Student: _____ Date: _____

Signature of Parent/Guardian: _____ Date: _____

Mentor Verification #3: Final Verification

If you would like to give feedback to the school confidentially please feel free to contact the senior project coordinator.

Bonney Lake High School: Traci Lewis-(253) 891-5719

Sumner High School: Karen Wilkerson-(253) 891-5500

Student Name: _____

Mentor Name: _____

- 1.) In what area did this student show the most growth as a result of this project?

- 2.) During this project, how did the student show professionalism?

- 3.) What would you consider to be this student's greatest strength during this project?

- 4.) What could this student have done differently in order to improve the quality of this project were he/she to undertake it again?

Additional Comments:

Hour Verification (initial one): ____ I can verify that this student spent 15 hours on the project ____ I can verify that this student spent ____ hours on the project ____ I am unable to vouch for the time spent on the project
--

Signature of Mentor: _____ Date: _____

Signature of Student: _____ Date: _____

Signature of Parent/Guardian: _____ Date: _____

Reflective Learning Log Criteria

What is a reflective learning log?

A reflective learning log tracks your progress on your project and demonstrates your skills as a reflective thinker. This demonstrates your growth as a learner, as well as your thoughts and feelings along the way.

What type of information should I include in my entries?

Consider basic questions all journalists must answer in their writing: Who? What? When? Where? Why? How? Answer these questions about your activities each day. Include thoughts and feelings before, during, and after your session. Give specific examples of your accomplishments on your project so that the reader of your learning logs understands and learns more about your project. Cover your entire project beginning, middle, and end throughout your learning logs.

How long should each entry be?

As a guide, each hour should equal approximately a ½ double spaced page; however, at times you may have more to write about while other times you may have less. Keep in mind that all entries combined must equal 8 minimum and 15 maximum pages.

What should each entry look like?

1. Font size: 12
2. Type of font: Arial or Times New Roman
3. Spacing: Double (paragraphs are indented, no additional space between paragraphs)
4. Heading: Date that entry comes from
5. 1 inch margins around entire paper
6. See following page for an example

Sample Heading for Session #1

Date: November 1, 2009

Today was the first day I visited the nursing home. The first thing I saw when I entered the room was two men playing checkers. They were laughing

Sample Heading for Session #2

Date: November 12, 2009

My mentor called me at home this morning to ask if I would be available to have dinner with one of the residents who was feeling sad.

December 15, 2009

This afternoon I was able to spend time outside with my digital camera to practice many of the skills and techniques I have been learning in my Wednesday night class at Pierce College. I decided to shoot in the evening because Mrs. Smith said the light at this time is very soft, making it easy to determine exposure and avoid producing photos with highlights. I am excited to try some new techniques, but nervous that I won't remember everything from class. At the time I was shooting, there were several small birds playing in my yard, staying low to the ground and moving slowly. I was able to get within several feet of them. Switching out my wide-angle lens for my 70-300mm telephoto, I found a comfortable yet stable position, adjusted my exposure and white balance settings, and began to shoot full frame shots of the birds at play. Then I changed positions so that I was closer to the birdhouse, zoomed and focused on the birdhouse so it filled most of my frame, and waited. My patience was rewarded and after five minutes the bird poked his head out of the birdhouse with a piece of straw in its beak.

I'm glad that I'm doing this work on a digital camera so I can see my pictures right away. When I looked at the pictures of the birds playing, I realized that some of them turned out a little blurry. Hopefully I'll be able to fix some of that when I edit them. Fortunately, the pictures of the bird in the birdhouse turned out great!

The hour I spent outside flew by. It was a challenge to figure out ways to artistically compose my shots to make them visually appealing, but I think I did well and I can't wait to bring my pictures to class on Wednesday to show Mrs. Smith so she can critique them. I feel like I am becoming a more skilled photographer.

December 17, 2009

I brought a CD to class today with all of my pictures on it. My professor and I looked at

15 Hour Project Log

Fill in the following information each time you work on your own project. You must document a total of 15 hours.

Date	Start Time	End Time	Mentor Present	One Highlight of Session	Total Time

Student Signature _____ Parent/Guardian Signature _____ Mentor Signature _____

Writing a Thank You Note

Who should you write a thank you note to?

You should write a thank you note to your mentor and to your advisor.

What should you write in the notes and what should the note look like?

You should write about how these people helped you with your project. Thank them for specific things that they did. Tell your mentor and/or advisor something you learned from your project and/or something you might do in the future.

The thank you notes may be in any format. You may choose to write a formal business letter or simply write in a thank you card. You will need to make a copy of the note you send and place it into your portfolio.

When should you write your thank you notes?

The thank you note to your mentor should be written as soon as you have completed your project hours. The thank you note to your advisor should be written in the beginning of March. Both letters need to be completed no later than March 6th.

Where should your thank you notes go in your portfolio?

Copies of your thank you notes should be placed in Tab 1 after the Mentor Contact Card.

Why should you write a thank you note?

Everyone should know how to write a good thank you note because it is polite, it shows you value a person and it expresses your appreciation for the time they invested in you and your project.

Thank you notes are a polite, formal way of thanking someone. When someone does something for you in everyday life, you thank them. This courtesy is just as important in written correspondence. When someone receives a thank you note from another person they feel stronger about that person's character. This gesture shows them you possess a caring attitude and care about details.

Thank you notes allow the people receiving them to know that you value them. Most people like to receive thank you notes because it shows that they are valuable to you.

Thank you notes--more than anything else--show appreciation for something a person has given; this could be anything from a gift to attendance at an occasion. Thank you notes are very personal and they take time and thought to create, so when a person receives a well-thought-out note, they feel your appreciation even more.

Thank you notes are a polite way of showing people you value and appreciate them. They are personal and make the receiver feel special. Everyone should know how to write a good thank you note for these reasons.

Tab 2: Educational Plan

Tab 2: Educational Plan

Goal-Oriented Planner Evidence

Annual Goals(advisory document)

- Academic Goal Due: September 30 _____
- Career Goal Due: October 28 _____

Conference Packet (advisory document) Due: March 10 _____

High School and Beyond Plan (advisory document) Due: March 10 _____

Four-year plan (advisory document) Due: January 6 _____

Academic Inventory(advisory document) Due: November 4 _____

Current resume with references Due: November 25 _____

Letter of recommendation Due: January 13 _____

Student Learning Plan (if applicable) Due: April 7 _____

Tab 2 Completed

Advisory Teacher Signature: _____

Date: _____

Writing Your Resume

Your resume presents you- your skills, knowledge and experiences to a prospective employer. It is a vivid word picture of your skills, knowledge, and past responsibilities. It says exactly who you are, by providing the kind of information listed below:

- Personal Data:** name, address, phone, e-mail address
- Job Objective:** the type of position you want and the type of organization you want to work for
- Education:** where you went to school, what your GPA was, a list of classes you took that might apply to the job
- Employment:** positions you've held, and the dates you had them (where and when), specific duties and accomplishments. Include volunteer work
- Activities:** all school activities in which you participated. Write them all down including leadership positions or if you started a group yourself
- Honors:** academic, athletic, or community awards
- Skills:** examples include: speaking another language, knowledge of a computer program, typing speed, etc.

Tips for Resume Writing

1. Design each resume to fit the particular job.
2. Be specific – use numbers, dates, names.
3. First present information that is the most impressive and/or most important to the job for which you are applying. This guideline will help you determine whether to put experience of education first.
4. Use everyday language and short, concise phrases.
5. Use boldface type, underlining, white space, and indentations to make your resume more readable and professional.
6. Get someone else's reaction before typing the final copy.
7. Proofread for spelling, punctuation, and typographical errors.
8. Resume should be limited to one page.

John Doe

123 MAIN STREET
Bonney Lake, WA
253-555-1212

Career Objective: To obtain a position in a communications, public relations, or advertising firm or department.

Employment

LIFEGUARD (2007 – present)

BONNEY LAKE COUNTRY CLUB

- Monitored pool area for violations and potential hazardous situations
Assisted in maintaining pool and recreation areas. Taught summer swimming class

EDITOR OF CAMPUS NEWSPAPER (2008 – present)

BONNEY LAKE HIGH SCHOOL

- Technical writing, advanced composition, classes of word processing, desktop publishing

CAMPUS NEWSPAPER STAFF (2007 – present)

BONNEY LAKE HIGH SCHOOL

- Researched and gathered information for news articles using library and Web sources

Education

Bonney Lake High School (2006 – present)	3.8 GPA
Mountain View Jr. High (2004 – 2006)	3.9 GPA

Activities

National Honor Society, Chess Club

Honors

Washington Media Association Scholarship recipient
2008 Best High School Newspaper Design
Vice President of National Honor Society, 2006-2007

References

Mr. Mike Olson, Math Teacher, Bonney Lake High School	253-891-5717
Ms. Lyn Mot, Newspaper Advisor, Bonney Lake High School	253-891-5717
Mr. Ron Smith, Manager, Bonney Lake Country Club	253-555-5555

Letter of Recommendation

A letter of recommendation can be used for many things including applying for a job, college admission, and a scholarship.

One current letter of recommendation is required in Tab 2. Ask a person you know well and feel comfortable with to write you a letter of recommendation. There are three different types of letters of recommendation to choose from including an employment recommendation letter, character recommendation letter, and an academic recommendation letter.

Given a choice about who to ask to write your letter, you should ask someone who:

- * Is comfortable writing a letter for you
- * Can write well and write easily
- * Has experience writing letters of recommendation
- * Is familiar with your work
- * Knows you well enough to be able to include personal anecdotes in the letter
- * Has a high and/or most relevant job title

Allow the person you ask a few weeks to complete your letter. DO NOT WAIT UNTIL THE DAY BEFORE THIS IS DUE! See the CIC/Career Center for a “Letter of Recommendation Packet” to use when asking for your letter of recommendation.

Tab 3:

Growth-Over-Time

Tab 3: Growth Over Time

Knowledgeable Person, Complex Thinker, Effective Communicator

Updated Growth Over Time chart(advisory document)

Due: February
10 ____

Transcript(advisory document)

Due: February
10 ____

Work Samples

- Research Paper
- Additional Work Sample with Rationale

Due: March 24

Financial Plan(advisory document)

Due: December
16 ____

Tab 3 Completed

Advisory Teacher Signature: _____

Date: _____

Growth Over Time: Collection of Evidence

Class of 2010

- **Growth Over Time Evidence #1:** **One research paper** must be submitted into your portfolio.

One research paper must be included in your portfolio. Specific rubrics and information can be found on the next page of your manual.

If you do not have a research paper from one of your classes you will need to make an appointment with the Writing Center in order to write a paper that will satisfy the research paper requirements. You should schedule an appointment as soon as you know you will need to write a paper.

Attach the following to your research paper:

- **Research Paper Checklist Worksheet** signed by student and advisory teacher.
- **Growth Over Time Evidence #2:** **One example of class work** must be submitted into your portfolio.

Choose a graded sample of your work from any one of your classes. This could be a paper that you wrote in CW or English, a math test that you did well on, an assignment that you completed, or another relevant work sample that you are proud of. Your chosen product should represent your best work. It can be from your junior or senior year.

Along with this work sample, you need to write a one to two paragraph rationale for choosing this sample. Put a heading at the top of the paper, attach it to your work sample and then put in your portfolio.

Describe the following attributes when writing your rationale about why you chose this piece of work.

Pride: Why are you proud of this piece? What do you want people to notice?

Improvement: How does this piece of work show improvement in the subject area?

Perseverance: I did my best on this because....

RESEARCH PAPER CHECKLIST WORKSHEET

To make sure you choose a research paper that meets all the Best Works requirements (Tab 3 in Senior Portfolio), you must use the following worksheet/checklist.

My paper meets these requirements:

- It is from an 11th or 12th grade class where I had to write a research paper as a competency.
- It is the original final paper with the teacher score and/or scoring guide.
- It isn't a copy that I made corrections to or printed up after I received my final copy back from my teacher. (Unless I made corrections needed to pass and had the Theme Readers grade.)
- My paper passed/meets standard for my class (70% or above on a percentage scale).
- My paper is 3 to 5 full pages of text, typed, double spaced, one inch margins, and 12 point Times New Roman or Arial font. (Social Studies CBAs can be handwritten.)
- My paper follows the MLA or APA format.
- My paper includes 5 to 8 text notes.
- My paper has a minimum of 3 sources with a Works Cited Page.
- If I went to the Writing Center for proofreading, I am including any rubrics or noted corrections from the Theme Readers, too.
- The grade I received on this paper was: _____
- This paper is from _____ class and was completed in _____ grade.
- The teacher's name who assigned this paper was: _____

Student Signature: _____ Date: _____

Advisory Teacher Signature: _____ Date: _____

*If you would like to continue to work on an existing research paper that was originally scored below 70%, see the Theme Readers in the Writing Center for assistance. **Do not** bring a rewritten paper to your teacher to grade unless it is an option the teacher offers to the class.

**If you want to write a new paper for the Culminating Project, you may do so. Please go to the Writing Center for details on how to utilize this option.

Tab 4: Citizenship

Tab 4: Citizenship

Collaborative Worker & Community Contributor

Annual Goals Sheet(advisory document)

Due: April14_____

Citizenship Documentation Charting
Packet(advisory document)

Due: April14_____

OR

Reflective Letter

Due: April 14_____

- In order to prepare myself for the responsibilities of citizenship in a democratic society, I have...

Tab 4 Completed

Advisory Teacher Signature: _____

Date: _____

Tab 4: Citizenship Requirements

In order to prepare myself for the responsibilities of citizenship in a democratic society, I have...

REQUIRED DOCUMENTS:

1. Complete Annual Goals sheet –document will be provided during Advisory
2. Complete Citizenship Documentation Charting Packet – document will be provided during Advisory.

- **OPTIONAL DOCUMENTS:** You may include any types of certificates of accomplishment, awards, photos, or other mementos from extracurricular or community service activities in which you participated during 12th grade.

OR

Write a one-page business letter (see example of letter on next page) about how you have prepared yourself for the responsibilities of citizenship in democratic society.

A student's first responsibility is to be a student, so any time spent participating in or contributing to any community (family, school, church, city, state, etc) is a sign of good citizenship.

Sample Citizenship Reflective Letter

April 21, 2009

(2 blank single space lines)

Jill Zimmerman
12438 E. Cedar Lane
Bonney Lake, WA 98392

(4 blank single space lines)

Senior Project Board Judge
Bonney Lake High School
10920 199th Avenue Court East
Bonney Lake, WA 98391

Dear Board Judges:

Write 4 to 5 paragraphs, including
an introduction and a conclusion .

Your letter may be one to two pages in length.

Follow the information on the previous page as
to what should be included in this letter.

Sincerely,

(4 blank single space lines)

Jill Zimmerman

Preparing Your Binder for Submission to Senior Project Coordinator

Quality Producer

Portfolio Due Dates:

- **Completed Portfolio with all signatures due April 21 to Senior Project Coordinator for committee review to sanction**
- **Unsanctioned portfolios due May 6**

Assembling Your Culminating Senior Project Portfolio

Most members of your Board will first become acquainted with you only through what they see in your portfolio. This body of work is what the judges will review prior to your presentation. What you compile is testimony to the work that you have accomplished the past four years. It is very important that you prepare all documents carefully and thoroughly and complete all the required forms accurately and neatly.

Here is what you will need to assemble your portfolio:

1. 1 ½ inch three ring binder with clear cover on front in which to place a creative cover sheet.
2. Sumner School District Culminating Project Tabs (Forward, Tab 1: Senior Culminating Project, Tab 2: Educational Plan, Tab 3: Growth-Over-Time, Tab 4: Citizenship) will be placed in your binder to help you organize the different parts of your project.
3. Do not use sheet protectors unless you are including photos or other valuables as Senior Project evidence.

Culminating Portfolio Tabs and Assembly

Required: Forward

- Capstone Letter

Required: Senior Culminating Project (Tab 1) items in this order:

- Tab 1 Signature/Check off page
- Project Proposal (your copy is yellow)
- Required Signature Pages: Parent Consent, Integrity Commitment, Informed Consent Risk Management form
- Mentor Contact Card
- 15 hour project log
- Mentor Verifications #1, #2, and #3 all signed by mentor
- Reflective journals
- Copy of thank-you notes to mentor and advisor

Other items which may be appropriate to your project under Tab 1:

- Pictures (**These pictures will remain in the portfolio and cannot be used for your presentation.** Be sure that you have permission to use these pictures.)
- Certificates of completion (if applicable)

TABS 2, 3 AND 4 WILL BE DISCUSSED FURTHER IN ADVISORY. IN ORDER FOR SENIORS TO ASSEMBLE THIS PART OF THEIR CULMINATING PORTFOLIO THEY MUST ATTEND ADVISORY AS SCHEDULED.

Required: Educational Plan (Tab 2) in this order:

- Tab 2 Signature/Check off page
- Annual Goals
- Conference Packet
- High School and Beyond Plan
- Four Year Plan
- Academic Inventory
- Resume with references
- Letter of Recommendation
- Student Learning Plan (if applicable)

Required: Growth Over Time (Tab 3) in this order:

- Tab 3 Signature/Check off page
- Updated Growth-Over Time Chart
- Updated Transcript
- Work Samples, with reflection
 - Research paper with required documentation
 - One additional class work sample
- Financial Plan

Required: Citizenship (Tab 4) in this order:

- Tab 4 Signature/Check off page
- Annual Goals
- Citizen Documentation Charting Packet
- Optional letter

Additional information to be aware of:

1. In order to have your Culminating Project Portfolio **Sanctioned** (approved) by the Culminating Portfolio Committee, you must have all pieces of your project completed and signed off. You will need to submit your portfolio to the Senior Project Coordinator on April 21 for review. If the committee finds that your portfolio is ready for boards (has met all standards and is complete), your portfolio will be sanctioned, kept by the committee, and submitted to Senior Project Coordinator for May boards. If your portfolio is not ready, it will be marked unsanctioned and be returned to you. You will have until May 6th to make the necessary changes that are required for May boards. This will allow you ample time to make corrections.
2. Once your portfolio has been submitted and has been sanctioned for May Boards, you will not be able to add anything else to it. Make sure that it is complete!

3. A second review will occur by the Culminating Project Committee on May 6th for unsanctioned portfolios. All portfolios are due by 3:00 PM on May 6th.

After the committee review you will be notified that either:

1. Your portfolio is sanctioned and you have qualified for May boards.

OR

2. Your portfolio is not sanctioned for May boards.

4. Failure to submit a portfolio on May 6th will result in the loss of your privileges to walk at graduation. You will be placed on June Boards.

What does it mean for you for your project to be Sanctioned or Unsanctioned?

A sanctioned project is one that has had several drafts proofread by your advisory teacher and that has been completed to the best of your ability. Your portfolio is complete with all required signatures and documents. When the Culminating Project Committee sanctions your project, they are saying that your project needs no further revisions and that you, in their opinion, have successfully fulfilled all the documentation of the Senior Project. As your project is being judged, your board will know that you have met deadlines along the way and that your advisor feels you have successfully completed your culminating portfolio.

Presentation to Board

Effective Communicator and Quality Producer

Presentation to Board

Effective Communicator and Quality Producer

- **Presentation Dates: May 19 and 20**

Speech Organization—Senior Board Presentation

DIRECTIONS: A suggested format of organizing your presentation is to complete the following outline blanks which will utilize your learning log, your self-evaluation and any other pertinent information. Then, practice, practice, practice and you'll be ready to complete your quest for your certificate of mastery—your diploma. Be sure to review the Effective Communicator Speech Rubric at the end of your manual and complete your speech practice verification forms. Visual aids are highly recommended. However video clips can be no longer than two minutes of your speech. Remember, your speech is a minimum of **eight** minutes, a maximum of **ten** minutes.

- I. **INTRODUCTION:** Check to see that you have a point, thesis statement, and a “hook” -- some interesting, relevant attention-grabber to “catch” your audience’s attention. Be sure to include your name at some point.

- II. **BODY:** List and explain the 3-4 points you want to make, and be sure to **describe your learning stretch*** at one or more of these points.
 - A. **1st Point:** TAB 1: What interested you in your project?
 1. Example/Detail
 2. Example/Detail

 - B. **2nd Point:** TAB 1: Describe your project and what you learned.
 1. Example/Detail
 2. Example/Detail

 - C. **3rd Point:** TAB 3: Growth Over Time
 1. Example/Detail: Describe your work samples and what they say about you as a learner. What is your learning style?
 2. Example/Detail: Classes and grades throughout school: Are there any trends that you found?

 - D. **4th Point:** TAB 4: Citizenship (Attitudes, Skills, Knowledge)
 1. Example/Detail
 2. Example/Detail

 - E. **5th Point:** TAB 2: Educational Plan
 1. Example/Detail: What you plan to do in the future?
 2. Example/Detail: How the Culminating Project experience has affected you?

- III. **CONCLUSION:** End with a connection to your introduction and/or a possible extension -- implications of your learning.

Success Strategy: After completing outline, transfer to note cards w/key words in large font. Practice, Practice, Practice!

* Learning Stretch: The act of making great demands upon one’s abilities while gaining knowledge, comprehension or mastery through experience or study.

Speech Practice Form
(8-10 minutes) To be turned in at Boards

Name (please print): _____

Using the Effective Communicator Speech Rubric, have a friend, advisor, teacher or family member listen to your entire Culminating Project Presentation and then complete the form below. Make sure each listener times your speech and addresses helpful comments in the appropriate area. You must practice the entire speech at least two separate times -- More is better!

Practice #1

Comments

Speech Preparation

- purpose/audience
- organization: introduction, body, conclusion
- concrete detail
- commentary

Speaking

- vocal variety: volume, pace, expression
- enunciation
- body language
- eye contact

Speech Length _____

8-10 minutes

Listener's signature: _____

Practice #2

Comments

Speech Preparation

- purpose/audience
- organization: introduction, body, conclusion
- concrete detail
- commentary

Speaking

- vocal variety: volume, pace, expression
- enunciation
- body language
- eye contact

Speech Length _____

8-10 minutes

Listener's signature: _____

Delivery: _____

Professional

Proficient

Provisional

Audience:

Adjusts speech and attire for professional presentation
Arrives on time and is prepared



Dynamics:

Uses sufficient volume, appropriate pace, varied expression, clear pronunciation



Nonverbal Interaction:

Employs appropriate posture, eye contact, gestures, facial expressions



Support Materials:

Uses audio and/or visual aids to enhance communication



Comments:

**Question and Answer:
(impromptu skills)** _____

Professional

Proficient

Provisional

Knowledge



Poise/Fluency



Comments:

Judge's Signature: _____

Date: _____

