



**SENIOR PROJECT:
DOCUMENTATION, REFLECTION,
AND PRESENTATION**

April 14, 2010

Presented by Ronnie Manlin

EXPECTATIONS DURING EXPERIENTIAL PHASE

- Experiential Phase occurs May 10-27
- Advisors contact mentors via telephone twice
 - To confirm placement, early to mid-April
 - To verify project's process, early May
- Advisors meet face-to-face with students twice
 - Students share 4-7 entries during meeting #1
 - Students share 8-14 entries during meeting #2
- Outside Facilitator Evaluation Form and Log Sheet are collected at presentation. This is required for graduation.



THE PURPOSE OF THE NOTEBOOK DURING THE EXPERIENTIAL PHASE

- Notebook can be digital or handwritten
- Students are expected:
 - to have their notebook each day during the experience
 - to make daily observations and record them in their notebook
 - to reflect on their observations each evening



TOOL FOR REFLECTION: THE TWO-COLUMN APPROACH

- What is this?
- In the left column, students make a list of observations, incidents, or happenings.

I watched the buyer rearrange the entire layout of the store today. Everyone one of the 300 pieces of inventory was catalogued, placed on hangers, and moved off the store floor. Only the permanently attached display shelves and centers remain. It took three hours.	



CAPTURING STUDENTS REFLECTION

- At the end of the day students will reflect, returning to these observations to record:
 - Thoughts
 - Conclusions
 - Questions
 - Opinions
 - Insights
 - Feelings
- This will make it easier:
 - For advisors to review information in a short time
 - For students to recursively build their presentation



REFLECTIONS IN THE TWO-COLUMN APPROACH

I watched the buyer rearrange the entire layout of the store today. Everyone one of the 300 pieces of inventory was catalogued, placed on hangers, and moved off the store floor. Only the permanently attached display shelves and centers remain. It took three hours.

When I first saw this, I thought to myself, “What a waste of time? Now really do we have to move the blue shifts to where the red shirts were?” But then I watched the designers and the directors of marketing transform the store. In a mere three hours, the store looked like a totally different place. I understand now, how this “new layout” can keep even regular customers thinking they are “getting something new.”



PREPARATION FOR PRESENTATION

- Last year explicit questions guided presentation
- This year, those same question need to be addressed in the presentation
- BUT the format in which these questions will be addressed should be crafted based on the specific learnings and experience of the student.
 - Not everyone should have a eight-slide PowerPoint with one slide per question.
 - Students can demonstrate something they learned
 - Students can center presentations on a few of the questions and quickly address the others.



SAMPLE PRESENTATION STRATEGY INFORMED BY THE TWO-COLUMN APPROACH

Essential Question: How does presentation affect the customer?

Presentation:

The student may bring pictures of a floor set up in the store

The student may spend the first two minutes of the presentation, describing (1) Why the student chose this interest (2) What obstacles the student encountered (3) How this experience moves the student into the future?

The next ten minutes of the presentation may center on (1) what skills and knowledge did you learned. As the students tells the story of the process and events that led up to this set up, all or many of the 8 questions will be answered. Any that are left can still be included in a conclusion or wrap up.

The final three minutes of the presentation, describing (1) Why did the student chose this area of interest (2) What were the students' greatest strengths and (3) What did the student learn about him/herself?



TELLING THE STORY: NOT “SAYING” THE QUESTIONS

- Page 18 and 19 of the Senior Project Handbook explains what is expected from the presentation and how it is delivered. It is expected that:
 - The presentation is rehearsed and formal
 - Contains a formal salutation and conclusion
 - Is academic in terms of tone
 - Is meaningful and well-organized in terms of content.
 - The student arrives with enough time to set up.
 - The student begins the presentation on time.
 - The student is appropriately dressed.
 - The student demonstrates strong public speaking skills.
 - The student answers questions after the presentation.



HOW THE PRESENTATION TIME IS USED

- Student sets up.
- Student gives advisor outside completed facilitator evaluation/log,
- Student greets guests, making sure everyone has a seat.
- Advisor introduces the student.
- Student formally presents.
- Advisor solicits (and poses) questions.
- Student answers questions.
- Student thanks everyone for attending.



GRADING

- As per School Board Policy
 - Students must PASS two (2) of three (3) grading opportunities.
 - Students must make honest efforts to PASS the Final Presentation.
 - If a student does NOT PASS the presentation, after successfully passing the first two grading opportunities, THEN the issue is referred to the principal.
 - The principal will likely require the student to represent in order to march during commencement ceremonies.
- If a student does not successfully complete his/her Final Presentation, the Senior Project Advisor should IMMEDIATELY contact Ronnie Manlin at x1938.



MOVING FORWARD

- The spirit of this program is more like a college course than a high school class. This makes sense since one of the goals of Senior Project is transition. While Senior Project does not meet as a class, students are learning a great deal in this process. Between now and the Final Presentation, there is ample time for serious engagement in the work of Senior Project, an experience that is as worthwhile as we hold it to be.

