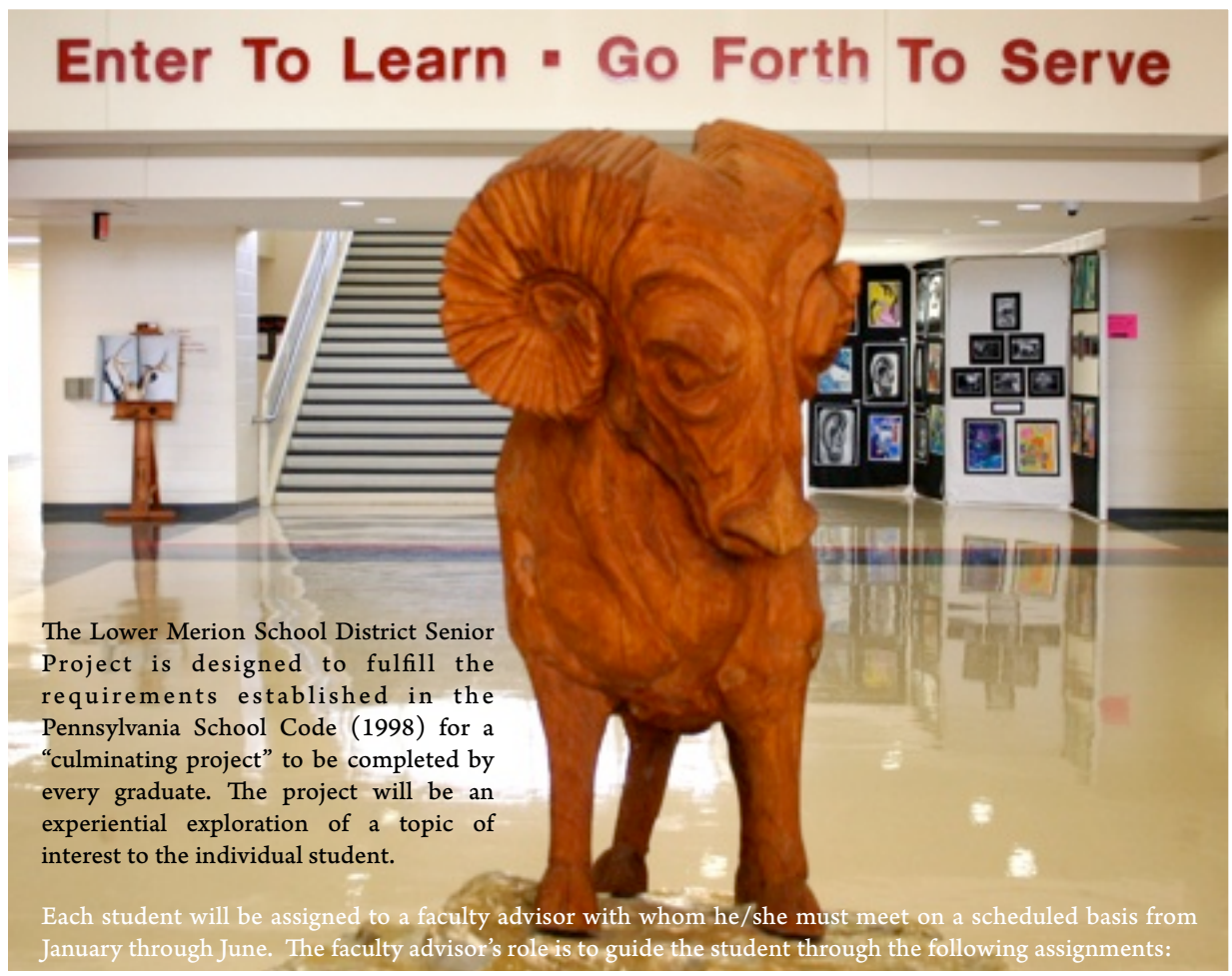




SENIOR PROJECT

Harriton High School

General Overview



- Assignment 1: What do I have to do to pass the senior project?
- Assignment 2: What do I have to do to make the senior project meaningful for me?
- Assignment 3: What do I know about and how will I learn about my area of interest?
- Assignment 4: Submitting your essential question.
- Assignment 5: How do I use my personal network to find a mentor/placement?
- Assignment 6: Submit your form for placement.
- Assignment 7: How has the skill of reflection prepared me for my placement?
- Assignment 8: What have you learned through the skill of reflection during your experiential learning phase?
- Assignment 9: Give presentation, demonstration, or performance
- Assignment 10: Submit outside mentor forms.

Senior Project on Moodle



All assignments for this project will be found on Moodle. All written assignments

will be completed in Moodle. Although the senior can download copies of important forms from Moodle, those forms must be submitted in hard copy to his or her advisor.

Seniors should access the Moodle site at the following address:

<http://studentmoodle.lmsd.org>

Seniors and advisors will log in to Moodle by using his/her LMSD username and password. Once logged in, seniors and advisors will follow instructions to find the appropriate senior project section:

- Click on "Harriton High School"
- Look for and click on "Senior Project (Your Advisor's Name)"
- Click "Yes" to enroll.

General Information

Seniors will end the third quarter on **March 16, 2012** although the distribution of report cards will be on the same date as the entire school. Seniors will end fourth quarter class work on **May 4, 2012**, although distribution of report cards will be on the same date as the remainder of the school.

Senior final exams will be conducted on **May 1, 2, 3, and 4, 2012**. From **May 7 through May 24** (3 weeks), seniors will dedicate 70 hours to the placement and report to school for mandatory meetings with their faculty advisors (1 each week for a total of 3 meetings). Preparation for the final presentation, demonstration, or performance is completed outside of the 70 hours. Presentations, demonstrations, or performances will be scheduled from **May 29 – June 5, 2012**. On his/her assigned day, the student will present, demonstrate, or perform for a panel of two staff members. The presentation, demonstration, or performance will be given no more than ten minutes with up to ten minutes of questions from the panel.

Seniors will earn .5 of a credit for the senior project during the second semester of the senior year. Each senior will earn a grade ("P" or "F") for each of the following: third quarter, fourth quarter, and the final presentation. The student must pass at least two of these grading periods to earn a "P" for the senior project. If a student does not make a final presentation, demonstration, or performance, the student automatically fails senior project. **The Pennsylvania School Code mandates that students must complete this project satisfactorily to graduate.**

Information can also be found at the project Website: <http://www.lmsd.org/staff/crookep/seniorproject/home.html>

Student Responsibilities



The Project will be graded on a Pass/Fail basis. Students must earn a "P" on all assignments during each marking period to earn a "P" for that marking period. Students who do not earn a "P" for the third quarter or fall behind on the deadlines during the fourth quarter, will be assigned additional responsibilities by the advisor to help ensure the smooth completion of this project. Grade appeals for any of the assessments must be made directly to the Principal or his/her designate. **Students who fail to meet the project responsibilities will not walk at graduation and will not graduate.**

Types of Projects

The type of project a student selects will provide an opportunity to explore, through an authentic experience, an essential question while enhancing his/her knowledge of a particular area of interest. Examples of past projects can be found at the senior project Website:

<http://www.lmsd.org/staff/crookep/seniorproject/Home.html>

Independence and Initiative

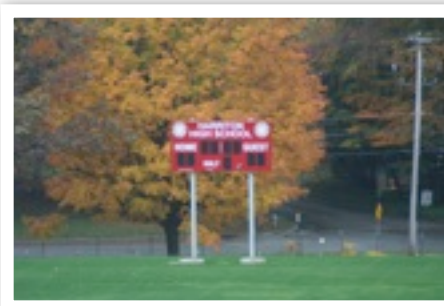
This project is intended to be a student-centered and student-driven project. Students hold the responsibility to meet all deadlines, make appointments to meet with his/her faculty advisor, and make all contacts for the experiential learning phase. It is the advisor's responsibility to engage in the student's project and to offer guidance to the student during the project.

Support Roles

Each student is required to engage the assistance of important adults with various parts of the senior project: the faculty advisor (to be assigned by the school); the outside mentor (to be identified by the student); and other adults as needed, such as the senior project coordinator, a parent, a family friend, or other associates.

Faculty Advisor: The faculty advisor is a key figure in the support of the senior during the project, conducting mandatory meetings as scheduled by the coordinator and principal and outlined in this handbook. The faculty advisor's role is to meet with the student and offer advice, guidance, and feedback on the development of the project through discussions based on the work the student has completed in his/her senior project notebook prior to each meeting. The advisor also contacts the outside mentor by phone twice during the project: once before the placement period, to confirm placement and to answer any questions the outside mentor might have; and once during the placement to confirm the student is at the placement and to discuss with the outside

mentor the student's experience. The advisor will contact parent and project coordinator as situations warrant. The advisor is encouraged to visit the student placement, if possible, during the experiential learning phase. Additionally,



the faculty advisor will collect necessary forms and documents. At the end of each marking period, the faculty advisor will grade the student based on the project rubrics.

Outside Mentor: Students will be expected to engage an outside mentor for the experiential learning phase of their project. The outside mentor will be a resource in a particular area of interest related to the student's essential question,

and/or will provide facilities or other support for the completion of the project. Resourcefulness, independence, and the ability to learn are traits measured by this project; therefore, it is important that seniors demonstrate the ability to identify, locate, contact, an outside mentor, and use specific skills developed during the project to ensure learning. Like the faculty advisor, the outside facilitator should see his/her role as a mentor rather than as a supervisor. The outside mentor will be asked to submit feedback that identifies the student's willingness to learn and a signed log sheet that identifies the 70 hours logged by the student.

Senior Project Coordinator: The senior project coordinator oversees the project. The coordinator conducts activities that support the advisor, the senior, and the development of the project. The coordinator establishes all scheduling and logistics. Questions that cannot be answered by the advisor can be directed to the coordinator.

The Project & Other Programs

Community-Based Learning: We see an important link between the Educational Field Experience, Cooperative Work Program, Community Service, and Career Symposium. These programs and the Senior Project afford students the opportunity to gain life long learning skills. Students will learn to:

- understand how to learn from a community-based experience using a focused, reflective and structured process.
- understand how to move from essential questions to experience to knowledge

Additionally, Educational Field Experience, Cooperative Work Program, Community Service, Job Shadowing, and Career Symposium afford students the opportunity to complete important tasks for the senior project. Students will have an opportunity to:

- secure a sponsor for their senior project
- do research in the community to gain more information to help design a senior project proposal
- develop essential questions for future experiential learning.

One cannot, however, make one program's work count for the other programs because the requirements for each program are different. The placement for Educational Field Experience or Cooperative Work Program may be the same as senior project. However, hours before May cannot count toward senior project time requirements. In addition, the Educational Field Experience and Work Program coordinator will visit and assess the student's work before May

and the Senior Project advisor will visit and assess the students after May if the placements are the same. Lastly, these programs are all meant to compliment each other and give our students the best possible opportunity and guidance to learn in and out of the classroom. Our hope is that each student will leave the Lower Merion School District with a strong foundation of traditional academics, a clearer picture of the adult world, and a better understanding of themselves.

The International Baccalaureate Diploma

Program: The International Baccalaureate Diploma Program booklet states, "Beginning with the class of 2003, all students will be required to complete a culminating project [senior project] in order to earn a high

school diploma in the Commonwealth of Pennsylvania. The combination of CAS and the extended essay will satisfy this requirement for IB students." The IB coordinator will supervise this culminating project and require a reflective essay on the overall experience in the IB program. Additionally, the IB coordinator and the senior project coordinator will conduct an exit interview as part of the requirements for the culminating project.

Transition Programs: Transition programs aid certain students as they transition from high school to post high school life, whether it be at college or in the work place. These students will be encouraged to use their transition goals at part of their senior projects.

I believe that all education proceeds by the participation of the individual in the social consciousness of the race.

John Dewey



Timeline

January 30 - February 2, 2012

(Meeting 1) Student/Advisor/Coordinator Meeting Senior project coordinator conducts this meeting for the purpose of helping the student and advisor begin a productive project.

- Coordinator distributes senior project handbook.
- Coordinator introduces the senior project and Moodle.
- Coordinator introduces assignment 1 (see attachments).
- Advisor and senior confirm that assignment 1 is due next meeting.
- Advisor and senior confirm the date of next meeting.

February 9 - 14, 2012

(Meeting 2) Student/Advisor Meeting The purpose of this meeting is to accomplish the following:

- Advisor and senior engage in discussion regarding Assignment 1, which should be completed before this meeting, to ensure that senior understands how to pass senior project.
- Advisor and senior discuss how assignment 1 fits into the rest of the project.
- Advisor helps student solve any confusion about the project.
- Advisor introduces assignment 2 (see attachments).
- Advisor and senior confirm that assignment 2 is due next meeting.
- Advisor and senior confirm date for next meeting.

February 23 - 28, 2012

(Meeting 3) Student/Advisor Meeting The purpose of this meeting is to accomplish the following:

- Advisor and senior engage in discussion regarding Assignment 2, which should be completed before this meeting, to ensure that senior has identified an area of interest.
- Advisor and senior discuss how assignment 2 fits into the rest of the project.
- Advisor helps student solve any confusion about the project.
- Advisor introduces assignment 3 (see attachments).
- Advisor and senior confirm that assignment 3 is due next meeting.
- Advisor and senior confirm date for next meeting.

March 7-12, 2012

(Meeting 4) Student/Advisor Meeting The purpose of this meeting is to accomplish the following:

- Advisor and senior engage in discussion regarding Assignment 3, which should be completed before this meeting, to ensure that senior understands what an essential question is.
- Advisor and senior discuss how assignment 3 fits into the rest of the project.
- Advisor helps student solve any confusion about the project.
- Advisor introduces assignments 4 and 5 (see attachments).
- Advisor and senior confirm that assignments 4 and 5 are due next meeting.
- Advisor and senior confirm date for next meeting.

Quarter 3 ends for seniors on March 16, 2012

March 23-28, 2012

(Meeting 5) Student/Advisor Meeting The purpose of this meeting is to accomplish the following:

- Senior submits assignment 4 to advisor.
- Advisor and senior engage in discussion regarding Assignment 5 to ensure that senior is using his/her personal network to obtain a placement.
- Advisor and senior discuss how assignment 5 fits into the rest of the project.
- Advisor helps student solve any confusion about the project.
- Advisor introduces assignments 6 and 7 (see attachments).
- Advisor and senior confirm that assignments 6 and 7 are due next meeting.
- Advisor and senior confirm date for next meeting.

Timeline (continued)

April 11-16, 2012

(Meeting 6) Student/Advisor/Coordinator Meeting The purpose of this meeting is to accomplish the following:

- Senior submits assignment 5 and 6 to advisor.
- Coordinator introduces Assignments 8, 9, and 10 (see attachments).
- Coordinator helps senior and advisor solve any confusion about the remainder of the project.
- Advisor and senior engage in discussion regarding Assignment 7 to ensure that the senior understands the skills needed to have good experiential learning phase.
- Advisor and senior discuss how assignment 7 fits into the rest of the project.
- Advisor helps student solve any confusion about the project.
- Advisor introduces assignment 8, which is a discussion of assignment 7 and occurs during the ELP meetings (see attachments).

Quarter 4 ends for seniors on May 4, 2012

Experiential Learning Phase Runs May 7-24, 2012

May 7-11, 2012

(ELP Meeting 1) Student/Advisor Meeting The purpose of this meeting is to accomplish the following:

- Advisor and senior engage in discussion regarding placement to ensure that the senior understands how to proceed through placement.
- Advisor and senior discuss how the experiential learning phase fits into the rest of the project.
- Advisor and senior begin discussions on assignment 7.
- Advisor helps student solve any confusion about the project.
- Advisor discusses assignment 9 (see attachment), the presentation, demonstration, or performance, with senior. Advisor and senior confirm date for final presentation, demonstration, or performance.
- Advisor and senior confirm date for next meeting.

May 14-18, 2012

(ELP Meeting 2) Student/Advisor Meeting The purpose of this meeting is to accomplish the following:

- Advisor and senior engage in discussion regarding placement to ensure that the senior understands how to proceed through placement.
- Advisor and senior discuss how the experiential learning phase fits into the rest of the project.
- Advisor and senior continue discussions on assignment 7.
- Advisor helps student solve any confusion about the project.
- Advisor helps senior with the development of assignment 9, the presentation, demonstration, or performance.

May 21-24, 2012

(ELP Meeting 3) Student/Advisor Meeting The purpose of this meeting is to accomplish the following:

- Advisor and senior engage in discussion regarding placement to ensure that the senior understands how to proceed through placement.
- Advisor and senior finish discussions on assignment 7 and discuss assignment 8, which should be completed before this meeting.
- Senior submits assignment 8 and discusses entire journal with advisor.
- Advisor offers senior feedback on the senior project journal.
- Advisor helps senior with the final pieces of Assignment 9, the presentation, demonstration, or performance.

May 24-June 7, 2012

Reflective essay and exit interview for **IB seniors**

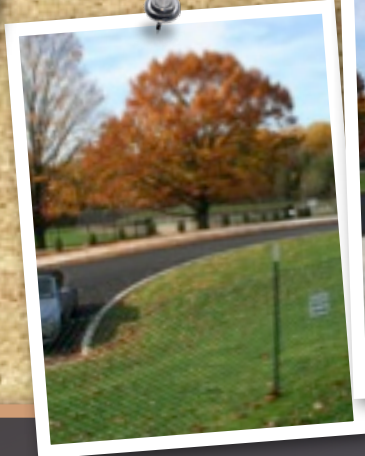
May 29-June 5, 2012

Presentation, Demonstration, or Performance

- Senior presents, demonstrates, or performs final project This is assignment 9.
- Senior submits Assignment 10 (see attachments).

Attachments

- Assignment 1 (Journal: Completed in Moodle)
 - Assignment 2 (Journal: Completed in Moodle)
 - Assignment 3 (Journal: Completed in Moodle)
 - Assignment 4 (Submit: Form SP1 in Hard Copy to Advisor)
 - Assignment 5 (Journal: Completed in Moodle)
 - Assignment 6 (Submit: Forms SP2 and SP3 in Hard Copy to Advisor)
 - Assignment 7 (Journal: Completed in Moodle)
 - Assignment 8 (Journal: Completed in Moodle)
 - Assignment 9 (Presentation: Final Presentation, Demonstration, or Performance)
 - Assignment 10 (Submit: Form SP4 in Hard Copy to Advisor)
-
- Rubric (Quarter 3)
 - Rubric (Quarter 4)
 - Rubric (ELP/Final)



Mr. Peter Crooke
Project Coordinator
610-658-3980
crookep@lmsd.org
<http://studentmoodle.lmsd.org>
<http://www.lmsd.org/staff/crookep/seniorproject/home.html>





Assignment 1

To be completed on *Senior Project Moodle site*

What do I have to do to pass the Senior Project?

Introduction: Any project begins with identifying resources and examining how those resources are organized. It is always worthwhile to envision the end of the project in its simplest terms. In this assignment, you are asked to answer the following question: What do I have to do to pass the Senior Project?

Instructions: On your Senior Project **Moodle site**, answer the following 5 questions. You will be able to answer these 5 questions by examining the **Senior Project Handbook**. Bring this handbook to your next meeting with your advisor where you will discuss the steps of the project.

Questions:

1. What is the end product of this project?
2. What assignments must be completed to get to that final product?
3. When is each of these assignments due?
4. Who can guide me in these steps?
5. What other resources do I have available to me?

Conclusion: You have taken the first step to a successful project: You have envisioned the steps that you must take to be successful.

Assignment 2

To be completed in *Senior Project Moodle Site*

What do I have to do to make the Senior Project meaningful for me?

Introduction: Now that you have completed assignment 1, we want you to think about this project in a deeper way. In other words, you know the steps that you have to take. Now how will you make the project more than just following certain steps? We want you to be able to answer the following question: What do I have to do to make the Senior Project meaningful for me? We do that through a process called reflection.

Instructions: On your Senior Project **Moodle site**, answer the following 3 questions. You will only find the answers to these 3 questions in your own mind, in your own thinking. During your next meeting with your advisor, you will discuss the direction of your project.

Questions:

1. Looking at the answers from assignment 1, which steps do you think that you will find easy and why?
2. Looking at the answers from assignment 1, which steps do you think that you will need help with and why?
3. At this point, what do you think your senior project can be about? Explain why you are heading in that direction.

Conclusion: You have just used reflection as a tool to process information that you gathered during assignment 1 and began to develop ideas and possibilities for your project. You will be asked to use the tool of reflection throughout the senior project. If you have trouble answering the above questions, you could discuss the following additional questions with your advisor: What are my interests? How do I like to spend my free time? What activities do I like to do with my friends? What activities do I like to do alone? When I was in elementary school, what did I dream of doing when I grew up? What do I dream of becoming as an adult? What are my talents or best skills? What adults in my life do I find most interesting and why?



Assignment 3

To be completed in *Senior Project Moodle Site*

What one question can I create to drive my senior project?



Introduction: Now that you have completed assignment 2, it is time to consider developing your own questions that will drive your project. Your goal is to create a single question, your essential question, that will guide you through your experiential phase and to your final product.

Instructions: On your Senior Project **Moodle site**, answer the following 2 questions and complete the following 3 instructions. During your next meeting with your advisor, you will continue to discuss the direction of your project.

Questions:

1. Reflecting on the answers from assignment 2, what do you already know about this area of interest?
2. Reflecting on the answers from assignment 2, what do you want to know about this area of interest?
3. Provide the following resources:
 - A. Find at least two articles on your area of interest. Give the bibliographic entry (MLA format) for each one and explain what you learned about your area of interest.
 - B. Find at least two Web sites on your area of interest. Give the bibliographic entry (MLA format) for each one and explain what you learned about your area of interest.
 - C. Conduct at least one interview with a person who knows something about your area of interest. Give the bibliographic entry (MLA format) for each one and explain how each interview will help you understand your area of interest.
4. After completing the above list at least 5 questions that come to mind that would help you satisfy your interest in this area? Below is a list of examples of questions that are derived from an interest in **film**.
 - A. How does film tell a story?
 - B. What equipment is needed to make a good film?
 - C. How does a director manage the people involved in making a film?
 - D. What jobs are available in the filmmaking industry?
 - E. What is the job of a director?
5. Select one of these questions; revise it and reword it so that it will keep you focused on the rest of your project. Or, combine two or more of these questions into one to keep you focused on the rest of your project. This will be your essential question. Below is an example.
 - A. How can I use my equipment (camera, dollies, arms, computers) to tell a good a story?
 - B. What jobs are available in the filmmaking industry and what training do I need to be hired for one of these jobs?

Conclusion: You have now completed the steps to get you to your essential question. Remember that your essential question can be adjusted and revised as you go through the project. Sometimes, experience and research requires such revisions.

Assignment 4

Submit completed form SP1 to your advisor

Form SP1

The Essential Question

Student Name: _____

Student Signature: _____

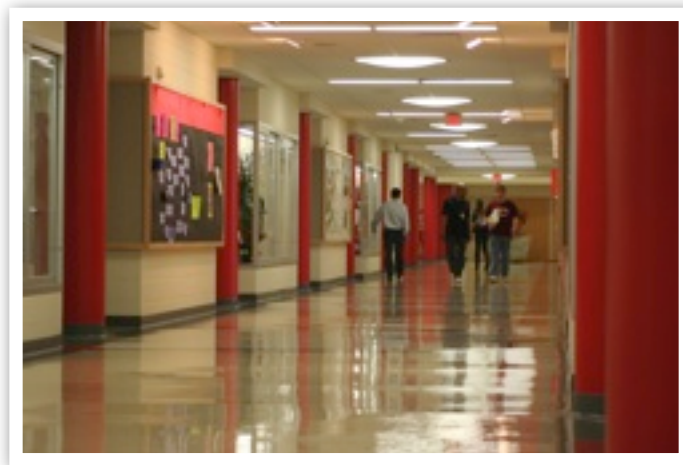
My Essential Question: _____

Parent Name: _____

Parent Signature: _____

Advisor Name: _____

Advisor Signature: _____



Assignment 5

To be completed in *Senior Project Moodle Site*

How do I find a mentor/placement who/which will help me pursue my essential question?

Introduction: In order to find an excellent placement, you will need to understand that a good placement is not just a place, but also a place where a mentor will guide you. The mentor will sign an agreement saying that he/she will act as mentor in your pursuit of your essential question, be the person to whom you will answer, and sign off on your 70 hours. Therefore, when approaching a potential mentor, you will want to bring your notebook because in that notebook is all of the thinking that you have done on your project so far. It includes what you want to pursue, research in that area, and most important, your essential question. Your potential mentor will be very interested in knowing that you have given this placement some serious thought. The potential mentor will also ask you questions about the project itself. It will be useful to not only rely on assignment 1 in your notebook, but to bring the senior project handbook along. With this information and thoughtfulness, you should have a good chance finding a mentor and good placement for your project.



Instructions: On your Senior Project **Moodle site**, answer the following question and respond to the following assignment. Bring the handbook to your next meeting with your advisor, where you will discuss the steps of the project.

Questions:

1. Reflecting on your essential question, do you know anyone that works in your area of interest? List those people.
2. List all the people in your personal network.

Note: A personal network includes all the people that you know or come in contact with on a regular basis, such as friends, family, your friend's family, family friends, neighbors, teachers, classmates, doctors, shopkeepers, etc. You never know who might know someone that can be a possible placement/mentor or knows someone who can help. Your chances of finding a satisfying mentor/placement is better if you talk to more people and tell more people about your interest and project.

Conclusion: Many adults, in fact most adults, are intensely interested in helping young people in real world projects. Don't be afraid to approach people in your personal network with your ideas about your senior project. Additionally, you might find that when you approach one person about your project, you will also meet a number of other people who can be helpful. Secretaries, assistants, colleagues of the person that you intend to see often are just as helpful as the person that you intend to see. While looking for a placement, you automatically extend your network of contacts.

Assignment 6

Submit forms SP2 and SP3 to your advisor

Form SP 2

Parental Authorization/Release for Participation

This completed form is to be returned to the faculty advisor.

Student: _____

The undersigned being the parent or guardian of above student, hereby authorizes student to attend and participate in the Harriton High School Senior Project for the current school year.

It is hereby understood and agreed that transportation for student to and from the location of the Senior Project site is the responsibility of the student and the parent (s) and guardian(s). The undersigned acknowledges that there is insurance coverage provided by student, parent, or guardian for student while traveling to and from the location of the Senior Project site and that the amount of this coverage is satisfactory to the undersigned.

In consideration of the training and experience which student will receive through this program, the undersigned agrees to release and to indemnify, defend and hold harmless, including reasonable attorneys' fees, the Lower Merion School District and its employees and representatives and the employer of **outside facilitator** and their employees, agents and representatives from any claims or liability of any kind arising out of this program including, without limitation, injuries to student, or third parties, as a result of action or inaction of student.

Intending to be legally bound hereby, the undersigned executes this Authorization and Release on the date indicated below.

Signature of Parent or Guardian

(Date)

Form SP 3 (page 1 of 2)

Outside Facilitator Agreement

Dear Facilitator:

The seniors of Harriton High School will participate in a final project designed to allow the student to experience an authentic learning environment by taking part in a community activity. This senior project is a self-directed exploration of a topic of interest to the individual student. Beginning in early May students will receive release time from all classes for approximately fourteen (14) days and seventy (70) hours, which will facilitate an intense focus on an essential question created during the semester. The student who has given you this letter believes that you could provide some assistance in this experiential phase of the project.

The intent of this letter is to introduce the student and program to you, a potential facilitator. Without partners like you from our community, the program could not function. Your willingness to consider being a facilitator is appreciated. I am sure it will prove to be a mutually rewarding and satisfying experience.

During your initial meetings with the student, you will see the senior project student handbook—which describes the role of the facilitator and the responsibilities of the student. Also, the facilitator agreement form and the facilitator evaluation will enhance the understanding of your role in the project. Again, thank you for consideration to assist us in making the senior project a truly worthwhile experience for our students at Harriton. If you have any questions please don't hesitate to call me at 610-658-3980 or via email: crookep@lmsd.org. You can also find more information at our Web site:

<http://www.lmsd.org/staff/crookep/Seniorproject/Home.html>

Yours truly,
Peter Crooke
Senior Project Coordinator

Form SP 3 (page 2 of 2)

Outside Facilitator Agreement

I have read the information about the Harriton High School senior project. I have met with the student, explored the student handbook, and discussed the program. I understand the purpose of the program and will strive to provide experiences for the student to achieve goals that relate to his/her interests.

I agree to serve as a Facilitator for _____
(student name)

for fourteen(14) days, five (5) hours a day or the equivalent. I also agree to document the student's hours by signing his/her log sheet.

Facilitator Name _____

Facilitator Signature _____

Institution/Business _____

Address _____

Phone Number _____

Email (optional) _____

Questions may be directed to
Peter Crooke crookep@lmsd.org
Harriton High School
600 N. Ithan Avenue
Rosemont, PA 19010
610-658-3980

Please return this form to the student. The student will submit it to his/her Advisor.

Assignment 7

To be completed in *Senior Project Moodle Site*

What have I learned through the reflection process during the experiential phase of the senior project?

Introduction: Moving into the experiential phase of the project, you will now find the skill of reflection to be a most important tool. In order to gain the most from your experience/placement, you need to observe and record what you think was the most important event of that day. Learning from that event does not happen until you reflect on it.

Instructions: On your Senior Project **Moodle site**, answer the following questions each day of your experience, so that at the end of your experience you will have 14 entries. During each of the remaining meetings with your advisor, you will have a discussion about the experience based on your entries.

Questions:

1. Identify and list an important person, event, or new skill that you learned while at the placement (in left column of journal).
2. Why do you think it was important (in right column journal).



Conclusion: The experiential phase is never complete unless you learn from that experience. This occurs when you notice and think about what is going on around you and in what you have participated. This reflective piece creates an opportunity for you to gain much from this phase of the project and prepares you to answer your five questions in your final presentation, demonstration, or performance.

Assignment 8

Discuss your Senior Project Journal

What have I learned through the feedback from my advisor?

Introduction: You have completed your senior project journal. It is now time to look back at your entries from the beginning and discuss your accomplishments with your advisor. Your advisor will also provide feedback on your journal.

Instructions: During the ELP meetings, you will discuss your journal, your project, what you have learned, and what that will mean to your presentation, demonstration, or performance. Your advisor will also provide feedback on your journal.

Questions: In Moodle, please answer the following question:

What have I learned through the feedback from my advisor?



Conclusion: Feedback is important. That is why this assignment is the last piece of the puzzle before you “go public” with your presentation, demonstration, or performance

Assignment 9

Final presentation, demonstration, or performance

In a formal presentation, demonstration, or performance, tell your audience:

1. how this experience moves you into your future.
2. what skills you learned.
3. what you learned about yourself.
4. what obstacles you had to overcome.
5. what your essential question was.
6. to what understanding did your essential question lead.

Introduction: It is now time to draw conclusions and look into the future based on the above. You may choose to make a formal presentation, make a demonstration, or make a performance. In any case, you will want to communicate the above. You must also respond to your own essential question.

Instructions: Arrive at your location for your final presentation, demonstration, or performance, early so that you can prepare any resources that you will use. Do not take up time during the presentation itself to download resources. This is a formal event. Please dress professionally. You will present before a panel of two faculty members who will judge you based on the rubric found in this booklet. Your presentation time is 10 minutes. The panel will take 10 minutes to ask questions.

Questions: See above

Conclusion: Congratulations. You have completed your senior project in the most professional manner. Here is a final question that you should take with you as you go: What proposal or plan can you make for your own future as a result of what you learned from your project.

Definitions

Presentation: This is a formal speech. You must engage the audience with good public speaking skills that you have learned during your twelve years of school. Those skills include rhetorical skills (developing your idea clearly and logically, etc.) and presentation skills (making eye contact, having your speech internalized, etc). Please see resources on the senior project Web page.

Demonstration: This requires students to demonstrate their knowledge, skills, and strategies by showing how something works, how something is built or created, or how to do something.

Performance: This requires students to act in the role of some professional capacity. Singing a song, playing an instrument, performing a skit are all examples of a performance.

Assignment 10

Submit completed form SP4 to your advisor

Form SP4 Student Hours Log

Student's Name _____

Outside Facilitator _____

| Date | Start Time | End Time | Total Hours | Facilitator's Signature |
|--------|------------|----------|-------------|-------------------------|
| May 7 | | | | |
| May 8 | | | | |
| May 9 | | | | |
| May 10 | | | | |
| May 11 | | | | |
| | | | | |
| May 14 | | | | |
| May 15 | | | | |
| May 16 | | | | |
| May 17 | | | | |
| May 18 | | | | |
| | | | | |
| May 21 | | | | |
| May 22 | | | | |
| May 23 | | | | |
| May 24 | | | | |

Facilitator's Signature _____

Rubric (3rd Quarter)/Evaluation Report

Student must earn a “P” on all steps in order to pass for the third quarter.

| | P | F |
|-----------------------------|--|--|
| Assignment 1 | Completes the journal entry thoughtfully, answering all five questions and the driving question of this assignment. | Fails to complete the journal entry thoughtfully, or fails to answer all five questions or the driving question of this assignment. |
| Assignment 2 | Completes the journal entry thoughtfully, answering all three questions and the driving question of this assignment. | Fails to complete the journal entry thoughtfully, or fails to answer all three questions or the driving question of this assignment. |
| Assignment 3 | Completes the journal entry thoughtfully, answering all five questions and the driving question of this assignment. | Fails to complete the journal entry thoughtfully, or fails to answer all five questions or the driving question of this assignment. |
| Independence and Initiative | Handles appointments and deadlines in a timely and responsibly fashion. | Fails to handle appointments and deadlines in a timely and responsibly fashion. |



Rubric (4th Quarter)/Evaluation Report

Student must earn a "P" on all steps in order to pass for the fourth quarter.

| | P | F |
|-----------------------------|---|---|
| Assignment 4 | Successfully completes and submits form SP1. | Fails to successfully complete and submit form SP1. |
| Assignment 5 | Completes the journal entry thoughtfully, answering both questions and the driving question of this assignment. | Fails to complete the journal entry thoughtfully, or fails to answer both questions or the driving question of this assignment. |
| Assignment 6 | Successfully completes and submits forms SP2 and SP3. | Fails to successfully complete and submit forms SP2 and SP3. |
| Independence and Initiative | Handles appointments and deadlines in a timely and responsibly fashion. | Fails to handle appointments and deadlines in a timely and responsibly fashion. |



Rubric (ELP/Final)/Evaluation Report

Student must earn a “P” on all steps in order to pass the final exam.

| | P | F |
|-----------------------------|---|--|
| Assignment 7 | Completes the journal entries thoughtfully, with 14 entries, answering both questions and the driving question of this assignment. | Fails to complete the journal entries thoughtfully, or has fewer than 14 entries. |
| Assignment 8 | Completes the journal entry thoughtfully and engages in discussion and accepts feedback from advisor. | Fails to engage in discussion or accept feedback from advisor. |
| Assignment 9 | Presentation, demonstration or performance answers the six guiding questions from the assignment. Student makes a professional appearance and responds to his/her own essential question. | Presentation, demonstration or performance does not answer all six guiding questions from the assignment, or student fails to make a professional appearance or respond to his/her own essential question. |
| Assignment 10 | Submits completed form SP4 with at least 70 hours. | Fails to submit completed form SP4 or has fewer than 70 hours. |
| Independence and Initiative | Handles appointments and deadlines in a timely and responsibly fashion. | Fails to handle appointments and deadlines in a timely and responsibly fashion. |

