

MOLALLA HIGH SCHOOL



SENIOR PROJECT RESOURCE PACKET

Students: There is nothing more satisfying in life than following your passion. Each one of us has a unique set of skills and talents just waiting to be discovered. Some of us have already discovered these traits and are reaping the benefits. The goal of the Senior Project is to bring relevance to your learning and discover, develop, and showcase your unique talents highlighting who you are as a person. The Senior Project can be a testament to your abilities and can be a valuable tool as you enter the world of college and career. Some colleges require a portfolio of work for entrance. At times when students are not accepted to their college of their dreams an appeal process is in place and a portfolio of work that showcases your talents could you tell the college more about you than your grades or SAT/ACT scores. The project also enhances your resume and gives you something specific to talk about in a job interview, giving you an edge over others that have no such relevant experience. Essentially the Senior Project gives you the results you desire. Students who take advantage of this opportunity will likely produce an exceptional project and have a very rewarding experience for now and in the future.

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MAJOR COMPONENTS OF THE SENIOR PROJECT

1. One-on-one conference with your Homeroom Teacher

During this conference you will discuss and decide upon your Senior Project (needs parent/guardian approval as well).

2. Completion of Senior Project

This project is a focused exploration of an idea, theme, technique or process.

3. Notebook/Portfolio:

You will document the entire process of creating the project through your notes, logs, drawings or other artifacts. You will present this notebook to your Homeroom Teacher and presentation panel for review and assessment.

3. Project Support People or Experience

As you develop your project you will need to include some type of outside support or experience in completing your project. Depending on your project your support could vary. Some will seek a professional mentor (such as a doctor, engineer, welder, mechanic, etc.). Others may seek someone with more knowledge than yourself in the area such as a parent, relative, or family friend. Others may find an internship or job shadow is all they need to complete a successful project. In summary, you will need to access someone else beside just yourself for the project.

3. Reflection Paper

This is a 2-4 page typewritten paper (MLA format) in which you will reflect on the Senior Project from beginning to end.

This paper should include:

- How and why you chose your project
- A discussion of the content, concept or themes relating to your project
- Whom you shadowed, had as a mentor, or interned for, and how working with that person related to your project
- Your brainstorming and research process
- Challenges and struggles you faced and how you overcame them or lessons learned
- Successes!
- What you learned about the topic, materials, processes or career area you worked with or explored
- What you learned about yourself through the process of creating this project
- How this project will impact you in the future
- In what ways could the skills you acquired or the project itself benefit the community?
- Notes, drawings and/or photos documenting your project (process and final product)

4. Senior Project Presentation

This is a visual presentation (i.e., PPT, poster displays, etc.) in which you present your Senior Project in Homeroom to a group of peers, teachers, your parents and mentor/community member (if possible). At least one mentor/support person/ or

community member is required to be present for the presentation. This will be a polished and professional well-thought-out presentation.

STEP 1: CHOOSE A PROJECT

The Senior Project is meant to allow you to engage in meaningful work connecting your interests and learning with the world outside of school.

In choosing a project, you should address at least one of the following elements:

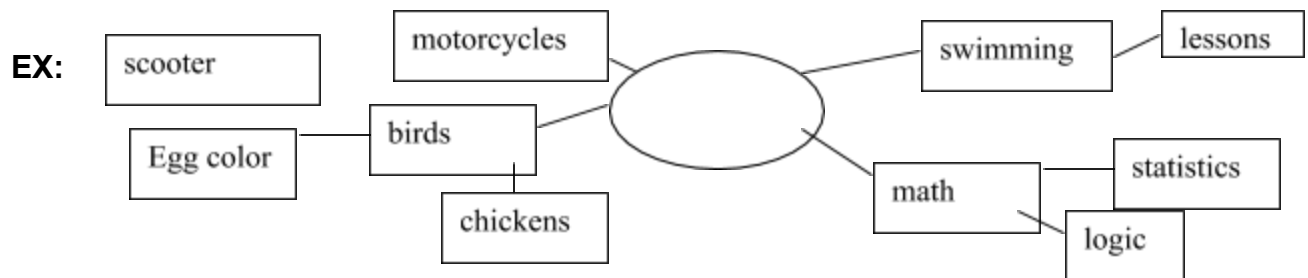
- Invention, design or creative work
- Solving a problem
- Making a service contribution to the community
- Performance
- Conducting an experiment
- Research/Demonstration of knowledge in a field

Choosing a Senior Project may be the most challenging step of your project. There are many tools and people that can assist you. Your goal is to create a successful project, so remember “I” – I want to have *Interest* and be *Invested* in my project. Choosing a project that you have a strong interest in will cause you to be more invested in it as well. The greater the interest/investment, the greater the likelihood of achieving success.

The following is just one idea for a process you could use to determine your senior project. You may change this process to better fit your needs.

1. Brain Web

- a. On a blank piece of paper, place your name in the middle. Give yourself about 10 uninterrupted minutes to create a “Web” of your interests and activities



- b. Continue adding topics and expanding your web until you have exhausted all ideas.

2. General Research

- a. Choose 1-3 areas on your web that you think you have the most interest in and gather new/additional information about those areas. Good places to go: library/librarians, Internet, experts in the field (mentors), teachers, family, friends, local/regional organizations, etc.
3. After doing research, you should have a narrower selection of topics/ideas for your project. However, you may choose to do a series of "Brain Webs" and then more specific research, continuing to narrow your focus each time. With each successive brain web, you would start with a narrowed topic or idea in the middle and expand the web from there. For more ideas, see your classroom teacher in the area of interests and/or your Homeroom teacher.
 4. Finally, review your notes, looking at questions and ideas that really stand out, especially ones that you are *Interested in Investing* of your time:
 - a. Examples of generic ideas:
 - i. How would a type of artwork appear if completed with a different/new method or a different/new medium?
 - ii. What type of success would a business experience if they used different/new method for a particular process?
 - iii. How does the correlation of variable X and variable Y change when processed under a different/new environment?

Provide yourself time to complete this step. Having patience here will increase the chance of you developing an interesting topic for your senior project. An interesting topic to you means an enjoyable experience. Remember, your Homeroom Teacher and parent/guardian must approve your topic before you begin!

STEP 2 AND 3: BEGIN WORKING ON YOUR PROJECT AND ASSEMBLING YOUR NOTEBOOK/PORTFOLIO

For your Senior Project, use the three ring binder you have been using for Homeroom since your Freshman year. If your current binder is not large enough you may need to purchase another one. Include the following sections using dividers to separate. Put your notebook **in the following order**.

- o **Table of Contents:** Clearly labeled table that guides the reader through your portfolio or notebook like page 2 of this document.
- o **Senior Project Checklist:** Print out the checklist on the last page of this resource packet and include in your binder
- o **Abstract:** This should be a summary of what the project is about, referencing any relevant research, experiences or processes that are of importance. The reader of the abstract should come away with a solid understanding of your project without even seeing or speaking with you. The length of the abstract can vary but is generally no more than a page in length.
- o **Senior Project:** Include the project in this section. Most likely the project will be an object and obviously cannot fit into the notebook. If this is the case place a picture of the finished product in this section.
- o **Support Person/Experience Documentation:** Correspondence with support person or experience (e-mails, phone logs, CRLE form, notes from support person, etc.) (see p. 8 for further explanation).
- o **Senior Project Notes:** Include all brainstorming notes, photos, brochures, and anything relevant to the project including a budget if necessary for your project.
- o **Reflection Paper:** The format should be in MLA and the length is to be 3-4 pages. The paper should be grammatically correct and represent your best work
- o **Senior Project Log and Personal Reflections:** You will be keeping track of the time spent on the project and write a brief reflection of your experience during the time you logged (see p. 7 for further explanation).
- o **Thank You Card-** Hand written card to each of your supports. A copy of the card(s) should be included in your notebook/portfolio.

STEP 4: CREATE YOUR SENIOR PROJECT LOG

Keep a log that demonstrates your experience and records the time spent throughout your project. The log will assist you in recalling the details of your work. The log will also assist your Homeroom teacher in helping you. There are two components of your log:

Time Log and Reflection:

This is a timeline and reflection of the work that you have put into your project. These should be brief informal personal reflections that are written about the progress of your project. Focus on your senior project, but include the other components, as well. Include triumphs, frustrations, and goals. Keep up with these, as they should be meaningful and not written all together at the end. Do not procrastinate! See example below:

Activities that you should log: Time spent working on project (see example below)

- Thinking time
- Activity/preparation time
- Library/computer research
- Seeking / securing materials
- Calendar of events
- Research experiences
- Writing and editing of paper
- Preparing visuals for your project presentation
- Writing and practicing the presentation
- Organizing your portfolio

Example of one format for your time log and reflection:

DATE: Jan. 10

TIME: 12:30 – 1:30

This was "serious planning time" about how to get some of that material I need. I will check the Molalla library and see if any of the things are there. It's too late to change the topic! Besides, I will be looking for information in periodicals and there is a film in the media center. Maybe I can set up some interviews.

STEP 4: FIND A SUPPORT PERSON

The Senior Project is designed to be a culminating experience of your education. It is up to each student to locate a support person who agrees to guide and assist the development of this project. Students may work with more than one support person. We encourage this support person to be an adult outside of Molalla High School, though it is not required. Parents/guardians will need to monitor your work, your support person, and to stay informed of your progress. Students should never work alone with a support person unless it is a family member. Parents need to understand that their student is not supervised by Molalla River School District personnel while working with their support person.

When working with a support person as a part of the project, you will record each contact you have including emails, phone calls, visits, etc., in your Notebook/Portfolio. It is important that each contact be logged for tracking purposes. If, at any time, the parent and/or student are not comfortable with the support person situation, the relationship should be terminated and reported to your Homeroom teacher.

Family members, friends and neighbors, and members of the professional business community all are excellent sources to consider when seeking a project support person. Local professionals you do business with such as the medical community, financial institutions, retail businesses, etc., are all potential contacts. In addition, sources beyond the local community are potential support as well. Email support people may be found through professional organizations such as the American Medical Association, etc.

SUGGEST SCRIPT FOR CONNECTING WITH A POSSIBLE SUPPORT PERSON

Initial call to receptionist or a contact if you are looking for a mentor at an office:

Hi, my name is _____ and I am a senior at Molalla High School. I am doing a senior project in the area of _____ and one of the requirements is to have a mentor in the community who will guide me in this career field and through my senior project. I was given your name by _____ and was hoping you have someone who can help me as a mentor. Can you refer me to anyone within your office? (Or, "Would you be able to help me through this project?" My senior project is _____.

If they say no or that it doesn't fit, ask them: If this project is not right for you to mentor, do you have anyone who you can refer me to?

Then...get their contact information and attempt to set up a meeting with them in person to discuss your project. First, offer to go to their office or set a meeting place such as a Starbucks.

If they say no to that question, thank them and say goodbye and try another contact.

When you meet with your support person:

- Explain the entire senior project and its purpose
- Update them on your senior project and why you are so passionate about it
- Explain what you need help with and their role in the project
- Let them know that you would really like them to go to your project presentation and when that is scheduled.
- Set plans for the next meeting and what you need from them.
- Be organized and assured.
- Dress professionally each time you meet with them.
- Always thank them and follow up a meeting with a thank you note sent to their office thanking them.

STEP 5: WRITE YOUR REFLECTIVE PAPER

The reflective paper offers a formal way of documenting your research and learning. In this type of paper, all of your work for the Senior Project is compiled in a narrative that provides your audience with a first hand account of your research and its effects on your project. You tell the story of your project. This type of paper must have a component of research, as well, such as what your questions were, where you looked for information, what you found and how that information helped you complete your project or provided you with a greater understanding of the area you explored. Your reflective paper will need be done in MLA format and 2-4 pages in length.

Questions that must be addressed within the paper include:

- What factual knowledge did I learn?
- How might this knowledge help me now or in the future?
- What did I learn about myself as a self-directed, lifelong learner?
- What was new for me in this learning process?
- What did I learn about myself
- In what ways could the skills you acquired or the project itself benefit the community?
- After completing this project, how do I feel about a career in this industry?

ABSTRACT

An abstract is a brief statement that summarizes what the project is about referencing any relevant research, experiences or processes that are of importance. The reader of the abstract should come away with a solid understanding of your project without even seeing or speaking with you. The length of the abstract can vary but is generally no more than a page in length.

STEP 6: CREATE AND PRESENT YOUR PRESENTATION

Each senior will give a 20-minute presentation about his/her Senior Project.

Your support person should attend your presentation, if at all possible. In addition, you should invite additional community members, parents or family friends, underclassmen, teachers and friends. You are required to have at least one outside person at your event.

Your Collection of Evidence notebook will be given to your Homeroom teacher for review prior to the presentation at the deadline set. The notebook will then be brought to the presentation and given to the panel. If there are any concerns or questions regarding your notebook, you will have some limited time to make revisions and resubmit it for your presentation.

Checklist of what to include in your presentation:

- The presentation should last about 20 minutes and 10 minutes worth of questions.
- Include a background about yourself including your future aspirations.
- Thoroughly explain your Senior Project. What was your process for choosing a topic? What was your Senior Project? Explain everything from the beginning chronologically up until now. The more details the better! Include who your mentor was and how they helped you through the project.
- Present your topic and the information about it that you found. You will be presenting to people who might not be familiar with your topic, so explain in detail and clearly. This should be very prepared. Convince your panel that you know a lot about your topic. Be prepared for questions.
- Explain your overall reflections from the doing the project:
 - How did you grow as a person?
 - What did you learn about the people you worked with?
 - What things would you do the same? What would you do differently?
 - How could/did this project benefit the community?
 - What are you doing in the future? Can you see yourself working in this field?

When presenting, remember:

- **Eye contact is important.** Practice often enough that you rarely need to look at your notes. (Remember, this is a friendly audience and they are pulling for you).
- **Posture. Stand proud:** you have the right to be. You have accomplished something special.
- **Voice. Be clear and audible.** Try to sound natural. Avoid distracting mannerisms.
- **Dress for Success.** Wear clothing appropriate for an interview for your particular project.
- **Visual aides are helpful.** Use natural gestures to help make your point. Consider the room you will be presenting in and plan for any equipment needed for your visual presentation (projectors, easels, etc.) ***Presentation is important – spend time to make your visual presentation as crisp and neat as your personal presentation.***
- You welcome to bring snacks such as cookies and a beverage for your presentation.

Your audience and panel will use this the following rubric during your presentation:

ORAL PRESENTATION RUBRIC

CATEGORY	4 Exceeds Standard	3 Meets Standard	2 Below Standard	1 Insufficient Evidence
Preparedness	Student is completely prepared and has obviously rehearsed.	Student seems pretty prepared but might have needed a couple more rehearsals.	The student is somewhat prepared, but it is clear that rehearsal was lacking.	Student does not seem at all prepared to present.
Comprehension	Student is able to accurately answer almost all questions posed by the panel about the topic.	Student is able to accurately answer most questions posed by the panel about the topic.	Student is able to accurately answer a few questions posed by the panel about the topic.	Student is unable to accurately answer questions posed by the panel about the topic.
Relevance	Demonstrates evidence of Personal relevance	Shows evidence of new learning, ideas, results, or conclusions	Shows some evidence of new learning, ideas, results, or conclusions.	Does not show evidence of new learning, results or conclusions
Rigor	Applies academic and specialized knowledge and skill in complex or non-routine situations where there is some individual responsibility and autonomy.	Applies and extends academic and specialized knowledge and skills to new situations	Applies some academic and specialized knowledge and skills.	Does not show evidence of academic or specialized knowledge.
Reflection	Reflects on relevance of evidence (i.e., application is appropriate academic and specialized knowledge and skills in complex or non-routine situations.	Reflects on learning and connection to goals	Reflects on some learning and connections to goals	Does not show learning and connections to goals.

Student Name: _____

Homeroom Teacher: _____

Project Title : _____

Scoring Teacher's Name: _____

In order to pass, a student must earn at least a 3 in each of the categories above.

Passed Did Not Pass

Please return this form to the student's Homeroom Teacher listed above.

HOMEROOM SENIOR PROJECT TIMELINE

ACTIVITY	DESCRIPTION	DUE DATE
SEPTEMBER		
Senior Project Overview		
Senior Project Review		
OCTOBER		
Declare Project Topic	Turn in Senior Project Declaration Form/ p.14	10/9
NOVEMBER		
Project Check In/Start Evidence Notebook	Homeroom Teacher to Check Progress	11/3
	Student should have started Notebook	
DECEMBER		
Project Check In	Homeroom Teacher to Check Progress	12/16
	Initial timeline and proposed budget started	
JANUARY		
Project Check In	Homeroom Teacher to Check Progress	1/22
	Project should be underway	
FEBRUARY		
Project Check In/Start Reflection Paper	Homeroom Teacher to Check Progress Begin outline/draft of reflection paper	2/12
MARCH		
Project Check- In	Reflection Paper	3/5
APRIL		
Project Presentation	Review Requirements p. 11-12	4/4
Turn in Evidence Notebook	Turn in finished Evidence Notebook and presentation criteria	4/30
	Senior Project Due	04/30
MAY		
Presentation Day 1	You will be assigned a time and location	5/16
Presentation Day 2		5/21
Presentation Day 3		5/22

SENIOR PROJECT DECLARATION FORM

(Print Page)

Student Name:

Project Title:

Project Description:

Support Person(s)

Name:

Expertise:

Name:

Expertise:

By signing below you approve of the project and support people presented above.

Parent Approval (project and support people)

Date

Homeroom Teacher Approval
(project only)

Date

Notebook Contents

- Table of Contents
- Abstract
- Senior Project
- Support Person/Experience Documentation
- Senior Project Notes
- Reflection Paper
- Senior Project Log and Personal Reflections
- Copies of handwritten thank you letters to your supports

Presentation (3 or higher in each of the following areas)

- Preparedness
- Comprehension
- Relevance
- Rigor
- Reflection

Student Name: _____

Homeroom Teacher Signature: _____
(Signature designates student has fulfilled the above requirements)

Date