

WINDSOR HIGH SENIOR PROJECT 2018-19



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Introduction

Purpose

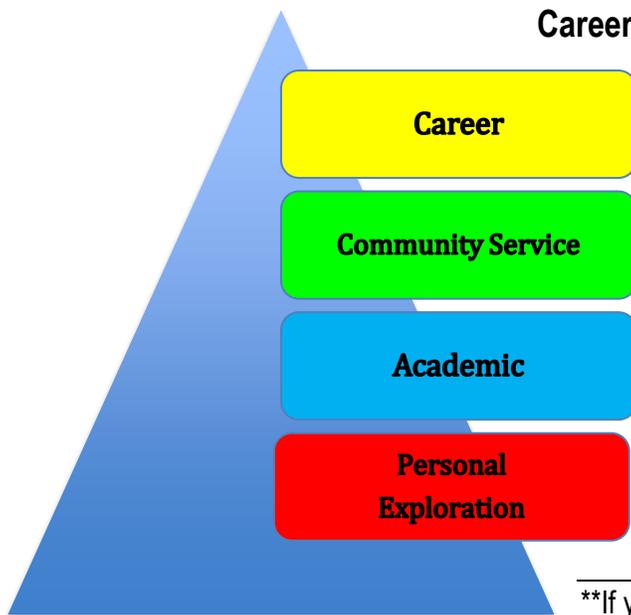
The Senior Project is your chance to broaden a curiosity into a particular goal or product, grapple with some real life problem solving, and time management skills. Helping you learn to set and achieve goals is essential for success. Experience with senior projects has shown that asking you to select, plan, implement, document, evaluate and present a project *of your own design* is an excellent way to prepare you for the world outside high school. You will learn about your project topic and gain skills relevant to it, but you will also learn how to solve real-life problems, how to deal with adults you do not know, how to recover from setbacks, and how to explain your accomplishments. The finishing piece of the project is speaking to a panel about your project: sharing the photos, the challenges and the impact the project had on your life. The most common fear that people share is that of public speaking. While not every career requires you to speak to a small or large audience, nearly every job interview does. Naturally, your high school wants to prepare you for that experience.

All Windsor High School Seniors must successfully complete a Senior Project to graduate. Your Core Advisor and School Administrator must approve all Senior Projects Form A before beginning your project hours.

Choice

Choose a project that allows you to pursue a personal interest. Choose it because you love it, because it will be helpful for your next stage of life, because you want to give back to the community or because it sounds so interesting that you just have to do it. Do not choose a project because it sounds easy or because other people tell you that you should do it. ***Some cores require a project to fit their core's career themes. Check with your Core Advisor for your specific 11/12 Focus Area requirements.***

Senior Projects will fall into one of the following categories:



Career: Related to student's focus area and/or provides extended learning experience or internship that may explore future employment goals

Community Service:** Provides a needed and viable service to the community—a non-profit agency or a non-profit organization.

Academic: Formal instruction from a professional resulting in credit, certification, licensure or documentation of completion.

Personal Exploration: Represents an exploration in an unfamiliar area of interest

If you choose **Community Service it must be:

- An organization approved by your Core Advisor and Administrator.

- Non-remunerative (not paid) service to a non-profit organization and/or the community
- Serving an organization with which you have not previously volunteered

Community Service Examples: Nursing homes, Police Departments, libraries, elementary/middle schools, Parks & Recreation Department, Ambulance Corps are a few project ideas.

Senior Project Requirements

General:

- Minimum of 30 completed project hours outside the regular class requirements and outside your class schedule.
- Unpaid. Students may not choose a project that culminates in material personal gain.
- Completed by an individual student (no partner projects unless individually approved by the Senior Project School Administrator)
- (Form A) Approved Proposal/Mentor Agreement (note restrictions below on who can be your mentor)
- (Form B) Timecard/Notes/Evidence
- (Form C) Reflection/Speech Notes Document
- (Form D) Project Verification by Mentor, signed by mentor and emailed directly from your mentor to your Core Advisor
- A Presentation spoken to a formal panel on Senior Project Night with a PowerPoint earning a passing grade



Forms A-D:

Your focus area will decide HOW these forms will be maintained, stored, and collected. Falsifying or plagiarizing any portion of these documents is a serious issue, subject to our Academic Honor Code and school discipline including loss of Senior-In-Good-Standing.

Form A – Approved Proposal/Mentor Agreement

Consult with parents, core advisor, and potential mentors **before** completing the form. When you have a solid project then type the form. Be as detailed as possible. Include why, what, where, how and when details. Seek help if you need it. Obtain all signatures and submit the form on time to your Core Advisor. Your mentor CANNOT be a family member or a WHS staff person. Check with your Core Advisor and School Administrator if you have mentor questions.



Form B – Timecard/Notes/Evidence

Fill this form out every time you work on your project. Include notes and details about what you did and how it went. Take digital photos every time you work on the project; transfer these photos from the phone or camera to a home computer or digital key chain drive to avoid losing these important photos. These photos may become part of your required PowerPoint or other visual requirement from your Core. Some agencies and businesses may restrict your ability to take photos inside their business or with clients due to privacy concerns. Discuss this with your mentor and Core Advisor to be certain you have evidence of your project.

Form C – Reflection/Speech Notes Document

Type your responses to the prompts as you complete the project hours or workdays. Do not wait until the end to complete this form. Seek help if you need it. Some Focus Area cores will expand this reflection into a formal essay or portfolio. This form can assist you brainstorming your formal essay and/or your speech for your formal presentation on Senior Project Night. Each question on FORM C should be answered in a 2 paragraph typed format (200-250 words).

Form D – Verification by Mentor – a very important document. Your adult mentor confirms your participation and hours on the project. Fill in the Email addresses for your Core Advisor then have your mentor email this form to your mentor when you have completed your project. **Your mentor should email the form directly to your Core Advisor by the established deadline.**

SENIOR PROJECT TIME LINE

Students must closely follow the time line in order to successfully complete their project in time for graduation.

STEP ONE: *Carefully read the entire Senior Project packet.* Decide upon your senior project and find a mentor (not family or WHS staff member).



STEP TWO: Have your written proposal of your senior project (Form A) with your mentor's agreement to assist you on your project, with required signatures and have this **APPROVED** by your Core Advisor and the Senior Project Administrator; *do not skip this step.* STEP ONE and TWO **NEED TO BE COMPLETED BY WEDNESDAY, OCTOBER 3rd (or sooner if your core has a different deadline.)**

STEP THREE: Keep your time card (Form B) and mini reflections up-to-date as one of your core teachers will be indicating your progress of your senior project **with the regular progress grade report card.** This will inform parents that you are on track with this graduation requirement or having difficulties.



STEP FOUR: All written documentation and project verification-mentor forms (Forms C & D) **MUST BE COMPLETED BY WEDNESDAY, MARCH 13, 2019.** Check with your English teacher about reflection paper or portfolio requirements for your core specifically.

NOTE: WUSD Spring break is March 18-22, 2019. **ALL PROJECT HOURS MUST BE COMPLETED BY WEDNESDAY, MARCH 13, 2019.**

STEP FIVE: Prepare and **PRACTICE** your speech and PowerPoint during spring break or earlier for presentation night. Also, plan your wardrobe, from head to toe, and be sure to check the appropriateness of your outfit with 3 different adults early.



STEP SIX: After finding out room assignment for your presentation, bring your finished PowerPoint on a USB drive or in Google Docs. Check to be sure your presentation opens on the Teacher Computer in your presentation place **no later than Friday, April 5th.**



STEP SEVEN: SENIOR PROJECT PRESENTATIONS, WEDNESDAY, APRIL 10th.

FAILURE TO COMPLETE THE SENIOR PROJECT, OR FALSIFICATION OF ANY PORTION THEREOF, WILL RESULT IN FAILURE TO GRADUATE.

Further information or assistance will be communicated through core teachers. Basic PowerPoint workshops and deadlines will be advertised during the school year via student bulletin/video bulletin.

Senior Project Administrator: Ms. Zigler; Assistant Principal, azigler@wusd.org, 707-837-7767 ext 2106.



MENTORS

What is a mentor?

A mentor is someone with knowledge and experience in your topic who can provide support and guidance.

What can a mentor do for me?

They can answer questions, provide guidance, provide encouragement and motivation, give information on how to access resources, help you develop relevant research topics and research questions, and just provide general support. Your mentor can also provide a lot of “how to” information for your project.

How do I find a mentor?

Ask people! People are your best resource. Ask friends, family, teachers, etc. if they know anybody in your topic area who would be willing to mentor you. Search in the community for someone working in the field. If you have been involved with an organization doing community service, they may be of help to you.

How involved does the mentor need to be?

Very involved. You are required to have your mentor verify all project hours. Your mentor must be aware of each step you are accomplishing. This person will be responsible for signing your timecards and completing a Mentor Project Verification form on completion of your project.

Who can be a mentor?

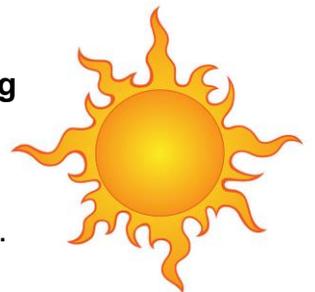
An adult, 21 years or older, who has expertise and experience in your topic area. Be selective in your decision. Make sure this person has the knowledge and experiences that will help your specific project. Also, be sure this person is available to meet when you are available.

Who cannot be a mentor?

Parents, relatives, and WHS staff cannot be mentors unless you get approval from The Senior Project Administrator, and these will only be granted after you have sought other mentors in the field.

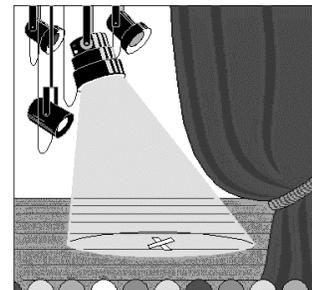
EARLY SUMMER SENIOR PROJECT

Students who wish to begin their Senior Projects in the **summer preceding their senior year must request permission in writing in the form of a business letter to their Core Advisor and current Senior Project Administrator prior to the END of their junior year.** Students must communicate monthly (3 times) with their Core Advisor during the summer. Students are subject to the **same requirements** as those who complete during the Senior Year. Students may not just complete “hours” without doing the paperwork and check-in requirements.



THEATER USE POLICIES

Seniors who hope to use the WHS Theater for their Senior Project **MUST** apply in August/September to the Theater Coordinator. Please consider the following factors before applying:



- Project needs to merit the expense of a 287-seat facility that has great electrical demand, air conditioning/heating, personnel, and elaborate cleaning charges by classified staff.
- Depending on the time of year, the amount of empty stage floor varies greatly.
- Several large WHS programs occupy the theater calendar: Theater Arts classes; Jaguar Troupe; Instrumental Music, Vocal Music, Nueva Core and various counseling/registration events.
- Parent-chaperones and at least one school district employee are required for any and every practice or performance.
- Fees for use of facility may apply, especially on weekends as determined by district office.
- Only standard lighting effects are available
- Theater is equipped for simple microphone inputs (4 max) controlled by a small panel onstage, no special training required.
- Any guitar/music amplification is not allowed to tap into theater sound system; therefore, bring your own amps and extension cords.
- Access to upstairs control room requires the senior to have successfully completed Theater Design class and/or have pre-approved by Theater Coordinator.
- Historically, student directors of plays have always completed several WHS Theater Arts classes and have already participated in Windsor Jaguar Troupe productions and are selected and planned for at the end of their junior year with the approval of the WHS Theater Arts Instructor.
- If WHS theater stage is unavailable, there are several other theaters in Windsor that can be applied for (Windsor Middle School, Brooks Elementary, Windsor Creek, the Community Center behind Safeway, and outdoor stage space in Keiser Park or Town Green, churches...).

MONEY & FUND-RAISING POLICY

While the Senior Project was designed for you to grow, stretch, and explore your mind and self-confidence, it **CANNOT** expand your wallet.

You cannot use your senior project or senior project hours to fund-raise for yourself (i.e. airfare/hotel for a personal trip, airfare/hotel for a trip that you are chaperoning younger kids; college tuition, college textbooks, customizing your car...etc).

Fund-raising should be a heart-warming experience that you feel good about, and you have selected a non-profit organization that is really making a positive difference in the world to humankind, needy children, the animal kingdom or the planet (*the organization should be identified on your FORM A Senior Project Proposal and be discussed with your Senior Project Advisor*).



Discuss any income or fund-raising that is part of your Senior Project with the Administrator at your earliest opportunity to discuss protocols for handling funds and/or transferring funds to a non-profit.

Presentations for Senior Project Night



PowerPoints or Google Slides

- Seniors are expected to demonstrate what they learned and show that the project has been completed.
- Evidence, such as digital photos, will be contained in the PowerPoint. The structure of your PowerPoint should be created from your Reflection (Form C) and the Senior Presentation Rubric (pg. 10).
- Add details to make your presentation interesting, and in order to meet the time requirements. While there is no minimum number of slides, you should have sufficient pictorial evidence to support the project.
- Use a professional Microsoft PowerPoint template and DO NOT include animated text or sounds of any kind.
- Your PowerPoint must be **pre-loaded** onto the computer in your assigned room **BEFORE the deadline, Friday, April 5th**. This will allow a test run of your slideshow and any adjustment of text (sometimes going from a PC to a Mac will change the font appearance or size). Please be respectful of host teacher's time when you ask permission to load.
- Each student will have a **maximum of 5-7 minutes** to present the PowerPoint to the panel. Based upon the evaluations of these panelists, the senior presenter will be awarded a grade of "No Pass," "Pass," or "Honors."
- It is **strongly recommended** that students **rehearse** their PowerPoint presentations ahead of time. Be sure that your PowerPoint meets the time requirements. Each room will have a computer for your presentation.
- One workshop will be offered for the most basic PowerPoint skills. Watch student bulletin for dates.

The following requirements apply to the Senior Project Presentation:

- Students must arrive on time. Students who are late will miss their assigned presentation slot and may not be able to present that evening. Students must appeal to Administration to present at another time.
- Students should be dressed appropriately (part of presentation grade by panel). Dress as you would for a business interview: Dress should be neat and tidy. Business casual is usually appropriate. No jeans or shorts, no tank tops, crop tops, or anything low cut (shirt or pants) or too short (skirt or blouse) - keeping everything professional is a must.
- Your shoes should be moderate including heel height. Avoid strappy "date/dressy" shoes or extreme platforms, flip-flops, or over-worn tennis shoes.
- If you do not own appropriate clothing, you may want to borrow from a friend or seek out inexpensive clothing at a quality second-hand source. Consult your core advisor, counselor, or administration if you have concerns about access to appropriate clothing.
- PowerPoints along with your speech must be 5-7 minutes in length, with up to 3 additional minutes allotted for questions from the panel. *Note:* if you are including a demonstration this must still conform to the 5-7 minute time limit. Practice integration time between the PowerPoint and the demonstration.
- A panel of teachers, students and community members will evaluate PowerPoint presentations.



Presentation Techniques



*There are always three speeches,
For every one you actually gave.
The one you practiced, the one you gave,
And the one you wish you gave.*
~Dale Carnegie

- Your audience, a panel, starts to form an opinion of you when you walk into the room. This is why your clothes, hair, smile, and even the confidence in your walk matters. Your attitude makes a tremendous difference in the success of your speech. Show your enthusiasm from the very start. Let your audience know that you are extremely pleased and cannot wait to share the experience of your project with them.
- Remember, this panel is not a captive audience. They chose to be there which means they are more tolerant and accepting than a captive audience. This is a friendly audience; they are pulling for you!
- Eye contact is important, but for *some* this is easier said than done. The more rehearsed your speech is, the less likely that your eyes will be trapped in your notes. If you memorize the first 3 sentences of your speech and the last 3 sentences of your presentation, these are the two best places to look the panelists in the eye, the beginning and the end.
- Posture--stand straight with pride. You have accomplished a great deal. This is your project; you are the expert.
- Place your notes on the podium or table.
- Place your weight evenly on both feet. This not only helps you feel in control but also helps prevent you from rocking back and forth on your heels. Putting most of your weight on one foot pushes your hip out which can make you look conceited or that you do not care about your grade.
- Your voice needs to be loud enough to be heard, but also should vary in pitch and tone to be interesting. If you have a soft voice, practice your speech with a recording device across the room. Playing it back will prove to you how much louder you need to be. Practice with a buddy across the room with music playing; can you be louder than the music and be heard by your partner? Almost all infants are born with the ability to be LOUD. Volume has more to do with your mind and lifetime habits than physical ability. Like singing, good speech volume has to do with the amount of air you take in.

Senior Project Grading

Students must successfully complete all the components of the Senior Project (as listed below) in order to receive a passing score.



- Minimum of 30 completed project hours outside your regular class requirements and your class schedule.
- The four forms for the project will be evaluated by your Core Advisor:
 - Approved Proposal/Mentor Agreement
 - Timecard/Notes/Evidence
 - Reflection/Speech Notes Document
 - Project Verification by Mentor
- A PowerPoint Presentation presented on Senior Project Night, earning a passing grade
- Evaluators will conclude whether the student's efforts and outcomes merit a mark of *Honors*, *Pass*, or *No Pass*.
- The Presentation will be open to the public and evaluated by a panel composed of WHS faculty, WHS students, and members of the Windsor Community.
- Each evaluator will assign a mark of Honors, Pass, or No Pass based upon the Presentation Rubric (pg. 10). A presentation must receive three agreeing scores (either passing or not passing).
- **Honors** shall be awarded by the unanimous agreement of the panel.
- An **Honors Project** will exhibit one or more of the following:
 - Work well above and beyond the basic requirements.
 - Risk taking and intellectual/emotional/social stretching beyond personal limitations.
While there is no limit on the number of projects that can earn honors, this recognition is reserved for those projects that are truly outstanding. In order to earn Honors on the Project, all core teachers must recommend the project for such a designation and comment on the project's worthiness (pg. 11).
- Students who successfully complete all elements of the Senior Project with score "**Honors**" will be noted on the student's transcript.

NOTE: See the rubric for the presentation on the next page to see how you will be graded.

Senior Project – Presentation Rubric

Presenter's Name _____

Overall Evaluation (circle one)

Panelist's Name _____

Honors

Pass

No Pass

BASIC REQUIREMENTS:

Student honors time requirements (begins on time; speech is 5-7 minutes; A/V is 2 min. max)	Yes	No
Dress is appropriate (interview-appropriate attire or a uniform relevant to topic)	Yes	No
Student is courteous at all times	Yes	No
Adequate evidence is offered to demonstrate that project has been completed	Yes	No

H=honors; exceptional

P=passing; competent

NP=not passing

Reasons for selection of project are clear	H	P	⋮	NP
Mentor's role and community contacts clearly described	H	P	⋮	NP
Process of completion of project described	H	P	⋮	NP
Specific incidents of challenge, success and insight given	H	P	⋮	NP
Personal growth and student learning are evident	H	P	⋮	NP
Questions handled knowledgeably & honestly	H	P	⋮	NP
Organization of presentation is effective, including intro, conclusion, and smooth transitions	H	P	⋮	NP
Presentation style is smooth (poise, voice, enthusiasm)	H	P	⋮	NP
Good use of supporting elements (visuals, demonstrations)	H	P	⋮	NP

COMMENTS:

There are eight categories above. Whichever gradient is most frequently circled is the overall score (to be circled at top).

A presentation that earns at least three (3) NPs earns an overall score of "No Pass". Honors shall be awarded by the unanimous agreement of the panel.

Nomination for HONORS

STUDENT NAME _____

The purpose of this form is to acknowledge students for completing projects that demonstrate excellence in the Senior Project. An honors project will exhibit one or more of the following:

- Work well above and beyond the basic requirements
- Risk taking and intellectual/emotional/social stretching beyond personal limitations



While there is no limit on the number of projects that can earn honors, this recognition is reserved for those projects that are truly outstanding. In order to earn Honors on the Project, **all core teachers** must recommend the project for such a designation and comment on the project's worthiness below.

Core Advisor

Core Teachers' Comments