STUDENT HANDBOOK
For Senior Project 2017-2018

Wheeler High School
North Stonington, CT

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Wheeler High School Graduation Requirements

Senior Project   1.0 credit

MISSION

Wheeler High School/Middle School, in partnership with families and community, is to provide students with the education that will best help them to live a life of accomplishment and satisfaction in a complex and changing world.

ACADEMIC EXPECTATIONS

Reading
Writing
Problem Solving
Critical Thinking
Communication
Collaboration
Technology

SOCIAL/CIVIC EXPECTATIONS

Demonstrate Honesty
Demonstrate Responsibility
Demonstrate Respect
Demonstrate Safety

CORE VALUES

We are committed to the belief that ALL children are capable and have a fundamental right to attain high levels of educational achievement so they can have highly rewarding lives and demonstrate responsible citizenship.

We believe that in order to have the largest impact upon student learning and to provide opportunity for high level achievement, it must start with the instructional core, specifically through:
~Changing the role of the student in the instructional process to be active participants;
~Ensuring a high level of complexity of the content within the curriculum;
~Supporting the knowledge and skill development of teachers

We believe that in order to ensure an environment for continuous improvement we must constantly review and improve systems and structures so our focus can remain on learning for ALL students.

Senior Project Mission Statement

The Wheeler Senior Project challenges students to demonstrate and display mastery of the skills acquired while attending Wheeler High School. One of the goals of the Senior Project is to allow students to take control of and have a powerful voice in their own education and development, both as learners and as individuals. Student choice and personal interest are valued and recognized during each phase of the Senior Project. It is an opportunity for students to demonstrate what they know and are able to do by showcasing these achievements in a real world situation.

OVERVIEW

The Senior Project program provides students with the opportunity to apply and broaden their knowledge and skills in an area of personal interest. Throughout their senior year, under the guidance of community mentors, teaching staff and the Senior Project Committee, seniors will complete an educational experience determined to be worthy in scope and content. This project requires students to demonstrate Wheeler High School's Academic Expectations. By successfully completing the components of this project students demonstrate how to write effectively, read effectively, speak effectively, problem solve effectively, and critically think effectively.

While these skills have been taught throughout students' high school careers, this is the time for them to demonstrate:

- Immersion in an area of interest

- Thinking beyond the conventional academic experience. Students may explore an academic interest, social service, a possible career, or a creative project

- Development of independent learning techniques, application of knowledge outside the classroom, development of self-direction, self-reliance, and confidence

- Personal and intellectual growth, decision making, and independent research skills as a transition to the worlds of college and work

- Making connections in the community through networking and developing critical communication skills

Basic program requirements include adequate research in the area of study, contact with related professionals outside the school, journaling, a senior project paper, a portfolio, and a final presentation. Each student gives an oral presentation to an audience that may include mentors, community members, parents, teachers, and other students. Students will receive a grade based on their proposal, paper, completed portfolio and presentation. Wheeler High School faculty and the English teacher will determine the final grade.

Senior Project Components

The Senior Project has five major components: proposal, fieldwork, paper, portfolio and presentation.

Proposal/Letter of Intent – The proposal is the foundation of the Senior Project experience. During the junior year, students will explore possibilities and develop essential questions that can be turned into a project proposal. After approval for the project, students will create a formal Letter of Intent. The proposal and letter must outline how they will be challenging their current knowledge and how they plan to conduct their fieldwork. The Wheeler High School Academic Expectations students will demonstrate through this component are to write, problem solve, and critically think effectively.

Fieldwork – Students must complete a **minimum** of 15 hours of fieldwork with an expert in the chosen field of study. To accomplish this, a student must secure a community mentor who has a proven record of success in this field. Reflective journals must be kept on the field work experience. An average of 1 page per fieldwork hour is expected in journals (for a minimum of 15 pages of fieldwork journals). The Wheeler High School Academic Expectations students will demonstrate through this component are to write, speak, problem solve, and critically think effectively.

- ALL community mentors must be approved by the Senior Project Committee. Fieldwork must be completed prior to the end of the first semester.

- Fieldwork cannot start until community mentor forms are completed and the community mentor and Senior Project proposal are approved.

- Students cannot use a staff member at Wheeler High School/Middle School or a relative as a community mentor. Students CANNOT be paid to complete fieldwork.

- All fieldwork hours must be completed outside of the school day. However, students are authorized to miss ONE pre-approved school day or two half days to complete fieldwork, but proper paperwork must be completed and signed by teachers, parents, and the community mentor**.**

Paper –Students will need to choose a paper topic that will help them learn more about their chosen field. The Senior Project paper will be supported in the senior English classes. The Senior Project paper is 6-8 pages that can consist entirely of research or a mix of research and fieldwork. The paper must be in the form of an argument. The Wheeler High School Academic Expectations students will demonstrate through this component are to write, read, problem solve, and critically think effectively.

Portfolio – A large portion of the Senior Project will be done outside of school, requiring students to keep accurate records and journals. Their experiences will result in many artifacts they can showcase to other students, faculty, parents and the community. The portfolio includes the components that are compiled from the project throughout the year. Items such as pictures, lesson plans, drawings and other items should be saved and incorporated into the portfolio. The portfolios will be used for the Senior Project presentations and for school/community exhibitions. The Wheeler High School Academic Expectations students will demonstrate through this component are to write, problem solve, and critically think effectively.

Presentation – The Senior Project presentation is a culminating experience to showcase students' accomplishments. They will make a 15 minute presentation to a panel of judges, during which visuals will be used to explain a portion of what was learned through their Senior Project experience.

Senior Project Completion

Students must complete and successfully pass ALL required components of the Senior Project. They cannot move onto the next phase of the project until the prior component is handed in and earns a passing grade. For example, students cannot hand in their portfolios unless the paper receives a passing grade. Students will receive a final Senior Project grade which is the average of the research paper grade, the portfolio grade, and the presentation grade. Students will also be graded on all components in their English class.

Missed Deadlines
Students who miss deadlines noted in the timeline **may be** subject to late penalties, losing senior privileges including (but not limited to) late arrival, early release, use of senior lounge, exam exemption, Senior Week and other activities as determined by administration and the Senior Project Committee. Missing critical due dates for community mentor paperwork, fieldwork completion, research paper and portfolio may result in after school sessions and/or prevent a student from graduating.

Senior Project Topic and Mentor Approval

Senior Project Committee approval
Approval of students' projects is indicated by a signature on the Wheeler Senior Project Proposal Form.

Parent/Guardian approval
Parents/ Guardians are required to sign off on the Senior Project Proposal, the Parent Acknowledgement, and the Mentor Application certifying that they understand and approve their child's Senior Project topic and mentor.

Students with Disabilities
Students with Individualized Education Plans (IEPs) or 504 Plans may require accommodations and/or modifications to complete the Senior Project. These students will be supervised by the special education teacher who will be responsible for their special education plan.

Senior Project Support

Senior Project Committee
The committee is available to all students, teachers, and parents who have questions or concerns about the Senior Project. The Senior Project Committee is a resource for community contacts, program information, and other areas as needed by participants.

English Teachers
English teachers are available for support with all of the Senior Project components.

Community Mentor
The community mentor will serve as an expert in the field the student has chosen to explore. The mentor will provide access to fieldwork, workplace materials, and other useful contacts to offer each student a rich and rewarding experience.

Parent/Guardian
Parents/Guardians are highly encouraged to be involved in the Senior Project experience by attending the orientation, informational meetings, and final presentations. We also encourage parents/guardians to look at the journals, portfolios, and papers over the course of the year.

Senior Project Timeline

Due Date	SP Component
April 28, 2017 (Junior Year)	Initial Project Proposal Student & Parent Acknowledgement Form *Parent must sign off on project proposal*
May 23, 2017 (Junior Year)	Initial Letter of Intent
June 6, 2017 (Junior Year)	******In order to do summer fieldwork these items are due: • Community Mentor Paperwork • Letter of Intent • Student & Parent Acknowledgement Form *Note: You MUST get approval from the Senior Project Committee for your community mentor and fieldwork prior to starting or hours will NOT count.*
September 15, 2017 (Senior Year)	Final Proposals *Parent must sign off on project proposal*
September 29, 2017 (Senior Year)	Final Letter of Intent
October 10, 2017 (Senior Year)	Signed Mentor Information Forms
January 5, 2018 (Senior Year)	Fieldwork hours (minimum of 15 hours) Senior Project Journals
February	Outline and Rough Draft completed in English Class Quarter 3
March 5, 2018 (Senior Year)	Research Paper Draft
March 23, 2018 (Senior Year)	Final Research Paper
April 27, 2018 (Senior Year)	Portfolio
June 1, 2018 (Senior Year) Subject to change	Presentation

**If a student finds a mentor during the summer and would like to earn hours they may. They must turn all of these forms into the Wheeler High School Office prior to beginning those hours.

If used please credit North Stonington Public Schools

Senior Project Topic Selection

The selection of a project topic is the most important phase of the Senior Project experience. The topic chosen will affect all components of the Senior Project experience and a student's senior year. The topic selected can be a hobby, career path, or community service. The chosen topic must be of enough magnitude that it requires at least fifteen (15) hours of independent work.

Students must choose a project that is a **stretch** for them. For instance, a senior who has taken dance lessons for several years could not, as a project, choose "dance" if that student had already mastered the art. Such a student would need to **stretch** a little further, perhaps choreograph or teach dance to youth.

Students will submit the proposal to the Senior Project Committee for approval. The committee will review the project proposals, approve them or make suggestions so the student can revise them and resubmit for final approval. If a student opts to change his/her project, he/she must submit a NEW project proposal and get approval.

Senior Project Proposal

Please complete the form and attach a typed title and answer for the Background & Rationale and Fieldwork & Community Mentor.

Due Date: **April 28, 2017**

Name_____

Home Telephone_____

Parent E-mail_____ Student E-mail _____

TITLE: Your title should provide a **solid definition** of the work you plan to do.

BACKGROUND AND RATIONALE: Why do you want to do this project? What experience do you currently have in this area? How will this be a STRETCH for you? What are some questions you have about your topic that you would like to answer while at your fieldwork?

FIELDWORK & COMMUNITY MENTOR: What type of fieldwork might you do to learn more about your chosen topic? At what stage are you in securing a community mentor? (Please list who the mentor is (if you know) and whether you have made any contact with him/her).

DO YOU PLAN TO COMPLETE ANY FIELDWORK HOURS DURING THE SUMMER?   **Y   N**
If yes, please note that Community Mentor paperwork must be completed and submitted by **June 6, 2017**.

SIGNATURES:

Student: _____ Date_____

Parent(s): _____ Date_____

Senior Project Committee: ☐ Approved   ☐ Not Approved
Signature: _____ Date: _____

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Comments

Senior Project Letter of Intent

After approval to work on the Senior Project, students will write a Letter of Intent that outlines the project and explains how the Senior Project experience aligns with Wheeler High School's Academic Expectations.

The Letter of Intent should be written according to the following format:

1. Letters must be typed and single-spaced using a legible 12-point font

2. Follow Block Style Letter format

3. Letters must be addressed to the Senior Project Committee and signed

4. Each paragraph of the letter must address the following questions answering each question specifically and with as much detail and explanation as possible

The Letter of Intent should answer the following questions in detail:

Paragraph 1:

What is the topic or area of study on which you will focus your Senior Project? Why did you choose this topic area of study? What previous knowledge or experience do you have in this area?

Paragraph 2:

How does this project represent a "learning stretch" for you as an individual? How might this project challenge you?

Paragraph 3:

What will you do for your fieldwork? Who might be a potential community member to serve as your mentor and what is his/her experience or expertise in your chosen field? Describe your fieldwork in as much detail as possible, discussing your plans for the project and the involvement of your mentor.

Paragraph 4:

How will you meet and demonstrate all seven of Wheeler High School's Academic Expectations through the successful completion of your Senior Project? Explain in detail how the work you will do for your project will satisfy each of the five expectations.

Senior Project Journal Requirements

Student Senior Project journals are an important component of the Senior Project experience. All fieldwork hours will be documented through this written form. In addition to fieldwork journals, scope journals will be created to explore related topics. Although three scope journals are required, students may choose to write up to two additional selections.

Required Senior Project Scope Journals

1. **Required**: In order to become familiar with the safety procedures at the location of your fieldwork, your mentor should explain the precautions, procedures, and emergency plans at the place of your fieldwork. After these lessons, please write a journal in which you give a detailed explanation of the safety measures you learned.

2. **Required**: Topic of choice

3. **Required**: After you have finished your field work hours please look back and write a journal in which you describe your overall experience. What were some of the best parts of your fieldwork, the worst parts, and what would you change if you had to do all over again? You should also look back at your letter of intent and review the paragraph on the 5 Wheeler High School Academic Expectations. How well did you meet these expectations and in what ways did you EFFECTIVELY accomplish them?

Senior Project Research Paper

Research Paper Expectations

Through the English classes students will be assigned a Senior Project research paper. As they work on their project and complete fieldwork, they will need to choose a paper topic that will help them learn more about the chosen field. The Senior Project paper will be 6-8 pages that can consist entirely of research or a mix of research and fieldwork. The paper must be in the form of an argument. Students will demonstrate how to write, read, problem solve, and critically think effectively.

Academic Integrity
Documentation of all sources is important to avoid plagiarism, which is the stealing of another's ideas, words, writing, or academic work, and implying that it is original. Both quoting and paraphrasing information from an outside source, including any technology, without crediting that source is a form of plagiarism. Students who are found cheating or plagiarizing will be subject to the following actions:
First offense:
- Academic penalty up to and including zero
- Parent contacted
- Administration notified (by teachers completing a discipline form)
Subsequent offenses:
- Academic penalty up to and including zero
- Parent contacted
- Disciplinary action by administration which may include office detention or suspension

Senior Project Portfolio

The Senior Project portfolio records the history of the Senior Project journey. From the Senior Project Letter of Intent to the final draft of the paper, the portfolio is a window through which another person can view any accomplishments over the last year. Students will demonstrate how to write, problem solve, and critically think effectively.

Senior Project Presentation

The final phase of the Senior Project is the oral presentation to a panel of judges during which visuals will be used to explain a portion of what was learned through their Senior Project experience. Students will demonstrate how to write, speak, problem solve, and critically think effectively.

The Senior Project presentation must:

- Range between 8-15 minutes in length.

- Have a recognizable introduction and conclusion.

- Describe the learning stretch.

- Include an effective and appropriate audio/visual aid (student choice). **PowerPoint is an organizational tool, but it does not constitute a visual aid.**

Student Name_____ **Topic** _____ **Date**_____

Teacher_____

Senior Project Paper Rubric (DRAFT)
Please make constructive comments – students appreciate your feedback.

Expectations	Exceeds Expectations 4	Meets Expectations 3	Approaching Expectations 2	Below Expectations 1	Score
Thesis/ Argument • Clarity • Originality • Reasoning	Thesis clearly & concisely states the main idea; thesis is original, insightful, & arguable; reasons (support) are (is) stated	Thesis is promising but is slightly unclear or lacking in originality, insight, or argumentation; reasons may be unclear	Thesis is difficult to identify; bland restatement of obvious point; presents a weak argument; no reasoning is given	Thesis is not present and/or does not mirror overall paper reasoning and argument	
Thesis/ Argument Score: _____ X 2=_____					
Paper Structure • Organization	Sequence of ideas is effective, logical, & concrete	Sequence of ideas is mostly effective, logical, & concrete	Sequence of ideas is somewhat effective, logical, & concrete	Sequence of ideas is not effective, logical, & concrete	
Introduction	Broad and topic-specific introduction grabs reader's attention; provides background and context for topic; includes a thesis	Broad and topic-specific introduction is interesting; provides some background and context for topic; includes a thesis	Broad and topic-specific introduction provides limited background and context for topic; may or may not include a thesis	Broad and topic-specific introduction does not provide sufficient background and context for topic; may or may not include a thesis	
Conclusion	Conclusion presents final thoughts on the topic and leaves the reader with a complete understanding of the paper's argument	Conclusion presents some final thoughts on the topic and leaves the reader with a sufficient understanding of the paper's argument	Conclusion presents minimal final thoughts on the topic and leaves the reader with a limited understanding of the paper's argument	Conclusion does not present final thoughts on the topic and leaves the reader unclear of the overall argument	
Paragraph Structure • Topic Sentences • Focused • Transitions	Paragraphs start with strong topic or transitional sentences; contain only information relevant to the paragraph's main idea; smooth transitions are incorporated	Paragraphs start with clear topic or transitional sentences; mostly contain information relevant to the paragraph's main idea; transitions assist the reader in moving from one idea to the next	Topic or transitional sentences are weak; information is not always relevant to the paragraph's main idea; transitions are weak	Topic or transitional sentences are unclear or not present; information does not support the paragraph's main idea; transitions are not present or are ineffective	
Structure Score: _____					
Reasoning • Logical • Explained • Counter-argument if appropriate	• Reasoning is clearly stated, original, & valid in supporting thesis • Analysis and explanations of ideas are in-depth, thorough, & insightful • Author anticipates and successfully defuses counter-arguments if appropriate	• Most reasoning is clearly stated, original, & valid in supporting thesis • Most analysis and explanations of ideas are in-depth, thorough, & insightful • Author attempts to anticipate and defuse counter-arguments if appropriate	• Reasoning is stated & valid in supporting thesis • Analysis and explanations of ideas are weak but somewhat insightful • Author acknowledges the counter-arguments if appropriate	• Reasoning is unclear, unoriginal, & invalid • Analysis and explanations are not thorough or insightful • Author should but did not acknowledge a counter-argument	
Reasoning Score: _____X 3=_____					

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Expectations	Exceeds Expectations 4	Meets Expectations 3	Approaching Expectations 2	Below Expectations 1	Score
Examples/ Research • Accuracy & relevance • Amount & presentation • Explanation & connection	• Research illuminates thesis and topic sentences; is accurate • Appropriate number of examples; is a fluid combination of summaries, paraphrases, and direct quotes • Examples are described clearly and completely	• Research is mostly relevant to thesis and topic sentences; mostly accurate • Appropriate number of examples; is a combination of summaries, paraphrases, and direct quotes • Most examples are described clearly and completely	• Research is somewhat relevant to thesis and topic sentences • Few examples; is not a combination of summaries, paraphrases, and direct quotes; not incorporated fluidly • Some examples are described clearly and completely	• Research is lacking or irrelevant to thesis and topic sentences • Lacking examples; is not a combination of summaries, paraphrases, and direct quotes • Examples are not described clearly and completely	
Examples/ Research Score: _____ X 3=_____					
Style/ Mechanics/ Fluency	Excellent spelling, sentence structure, grammar, and academic diction	Few errors in spelling, sentence structure, and grammar; diction is appropriate	Somewhat awkward sentence structure and grammar; obvious spelling errors; diction needs improvement	Unclear sentence structure, grammar, and diction; many errors in spelling	
General Requirements • MLA Heading • In-text citations & Works Cited • Sources • Paper length • Title	• Applies MLA style with correct heading and no errors in in-text citations • 100% correct works cited • 7 or more valid sources • Between 6-8 pages • Title is interesting	• Applies MLA style with correct heading and few errors in in-text citations • Mostly correct works cited • 6 valid sources • 6 pages • Title is accurate to the topic	• Incorrect heading and many errors in in-text citations* • Works cited needs improvement • 5 valid sources • 5 pages • Title is simplistic	• Incorrect heading and in-text citations* • Incorrect works cited* • 4 or fewer valid sources • 4 pages (student may not submit paper if less than 4 pages) • Title does not fit the topic or is not included	
Teacher Feedback	Quality of the paper was substantively improved due to incorporation of teacher comments	Quality of the paper was mostly improved due to incorporation of teacher comments	Quality of the paper was somewhat improved due to incorporation of teacher comments	Little to no incorporation of teacher comments	
General Requirements Score:_____					
				Total:_____ / 60=_____%	

* Assignments that require research and do not include in-text citations or a works cited page will be deemed plagiarized, and students will receive a zero.

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Student Name_____ Topic _____ Date_____ Grader _____

Senior Project Portfolio Rubric (DRAFT)
Please make constructive comments- students appreciate your feedback.

Expectations	Exceeds Expectations 4	Meets Expectations 3	Approaching Expectations 2	Below Expectations 1	Score
Required Items					
• 3-ring binder • Letter of Intent • Graded SP paper • Parent/student ack. form • Mentor application /Code of Conduct	All items are present	Missing one item	Missing two items	Missing more than two items	
Corrected SP paper	All corrections are made, including sentence structure, grammar, MLA formatting, and spelling	Most corrections are made, including sentence structure, grammar, MLA formatting, and spelling	Some corrections are made, including sentence structure, grammar, MLA formatting, and spelling	*If no corrections are made, this category receives a zero	
Cover Page	Creative; attractive; clearly illustrates topic; student name included	Attractive; illustrates topic; student name included	*A score of a 2 may be given if it falls between the two descriptors	Bland; does not clearly illustrate topic; student name may not be included	
Table of Contents	Creative; clearly written; illustrates topic; clearly organized	Clearly written; attractive and organized	*A score of a 2 may be given if it falls between the two descriptors	Bland; may be lacking organization	
Resume	Professional and attractive; clearly organized; includes many categories and category descriptors	Attractive; organized; includes some categories with some category descriptors	*A score of a 2 may be given if it falls between the two descriptors	Unattractive; disorganized; few categories and few descriptors	
Organization & Appearance	Logically organized; neat & professional; purposeful photos & graphics which enhance portfolio	Organized; somewhat neat & attractive; photos & graphics relate to the portfolio	*A score of a 2 may be given if it falls between the two descriptors	Organization is weak; constructed without care; few photos & graphics that do not necessarily relate to portfolio	
Thank You Letter	Well-written; specific about experience & learning; correct block-letter format; grammar is advanced and flawless	Adequately written; mentions experiences & learning; mostly correct block-letter format; grammar is mostly correct	*A score of a 2 may be given if it falls between the two descriptors	Poorly written; no mention of experiences & learning; incorrect block-letter format; obvious grammar errors which distract from content	
Required Items section total: _____					

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Fieldwork					
Signed Fieldwork *Min. of 15 Hrs*	20 or more hours	15-19 hours		*A minimum of 15 fieldwork hours are required	

Fieldwork section total: _____ x 3 =_____

Journals					
Quality	Often references time/place; discusses specific details and observations of fieldwork in conjunction with your mentor; shows in-depth reflection	References time/place; discusses some details and observations of fieldwork in conjunction with your mentor; some reflection included	May reference time/place; minimal details and observations are discussed in conjunction with your mentor; reflection is sporadic and weak	Little to no reference to time/place; few details and observations included; little to no clear connection with mentor; little to no reflection; little to no connection to research	
Fluency, Mechanics, and Formatting	Fluency and mechanics are advanced and flawless; includes terminology and proper diction related to the topic; proper MLA format	Fluency and mechanics are mostly correct; include some terminology and proper diction related to the topic; proper MLA format	Obvious errors in fluency and mechanics, yet they do not detract from the meaning; diction is average, and may not be specific to project topic; minor MLA errors	Errors in fluency and mechanics that detract from the meaning; diction is weak; obvious MLA errors	
Quantity	18+ fieldwork pages and 5 scope entries (at least 1 page each)	15-17 fieldwork pages and at least 3 scope entries (at least 1 page each)		*A minimum of 15 fieldwork pages and 3 scope journals are required	

Journal section total: _____ x 2 =_____

Total:_____ / 64 = _____%

__%

Students may have one or more of the following portfolio enhancements: letter of recommendation from mentor; workplace materials; fieldwork photographs; articles about the project; final product(s); informational interviews; etc.

	+3	+2	+1
Portfolio Enhancements	Numerous portfolio enhancements; captions when necessary; neat and organized	Some portfolio enhancements; captions when necessary; neat and organized	Few portfolio enhancements; may or may not include captions; neatness and organization below average

Required Work Score _____ + Portfolio Enhancement Score_____= Final Grade_____

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Student Name_____ Topic _____ Date_____ Panelist_____

Senior Project Presentation Rubric (DRAFT)

Please make constructive comments- students appreciate your feedback.   Panelists may score with ½ points when appropriate

Expectations	Exceeds Expectations 4	Meets Expectations 3	Approaching Expectations 2	Below Expectations 1	Score
Introduction *Opening* *Topic*	Opening is unique, interesting and appropriate; creatively informs audience of topic	Opening is interesting and appropriate; informs audience of topic	Opening is appropriate; informs audience of topic	Opening is dull; topic is unclear	
Focus *Clarity* *Main Idea*	Presents an insightful and focused main idea; strong, clear connections between the main idea and related ideas	Presents a main idea with adequate insight and focus; some connections between main ideas and related ideas	Presents a main idea with little to no insight and focus; insufficient connections between main idea and related ideas	Main idea is unclear; little to no connections between main ideas and related ideas	
Speech Body *Grammar* *Transitions* *Organization*	Oral and written grammar is advanced and flawless; transitions are seamless; organization is logical and sequential	Oral and/or written grammar is mostly correct; mistakes do not detract from presentation; smooth transitions; organization is appropriate	Oral and/or written grammar is somewhat correct; mistakes are evident; weak transitions; organization needs improvement	Oral and/or written grammar errors distract from presentations; transitions are inconsistent or missing; lack of organization	
Conclusion *Clarity* *Impact*	Finalizes the main idea and makes a lasting impact on audience	Connects to the main idea and makes a final point	Clear and consistent with speech body; sense of completion	Included but irrelevant or inconsistent with speech body	
Presentation Structure Total:_____					
Learning Stretch *Stretch*	Learning stretch is evident and thoroughly explored throughout the presentation	Learning stretch is evident and addressed in a portion of the presentation		Learning stretch is mentioned but not thoroughly explained	
Evidence of Knowledge *Research* *Details/* *Examples*	Includes in-depth research; provides a variety of supporting details and concrete examples	Includes appropriate and related research; provides supporting details and examples	Research is integrated into the presentation; details and examples are weak	Limited research demonstrated; details and examples do not support the main focus	
Knowledge Total:_____ X 3 =_____					

Panel Questions *Composure Knowledge*	Answers questions with ease and expertise; shows a mastery in the content area	Answers questions with ease; shows a clear understanding of the content area	Capable of answering questions; shows an emerging understanding of the content area	Struggles to answer questions; shows some knowledge but limited understanding of content area	
Voice Quality *Inflection Volume Pace*	Skillfully uses voice inflection; projects voice well; clear articulation; even pace	Expressive voice; appropriate volume; mostly even pace	Attempt at voice inflection; inconsistent volume and pace	Little to no voice inflection; difficult to hear; speaks too fast or mumbles	
Poise/Delivery *Body Language Attitude Eye Contact*	Relaxed body language; enthusiastic and confidence; consistent and effective use of eye contact	Good posture; calm and confident; eye contact with minimal note reading	Attempt at good posture, nerves are evident; struggles with eye contact and often reads notes	Weak public speaking skills; lacks confidence and enthusiasm; clearly reading from notes	
Attire *Professional Appropriate to Topic*	Professional attire and/or clothing clearly relating to topic	Neatly dressed but lacking appropriate professionalism and/or clothing relating to topic		Too casual and/or clothing does not relate to topic	
Presentation Skills:_____					
Visual *Quality Appropriate*	Multiple effective visuals; attractive design; professional appearance; strong connection to topic	Some effective visuals; professional appearance; clear connection to topic	Few visuals related to topic but do not enhance presentation	Few visuals included but are not clearly related to topic	
Visual: _____ X 2=_____					
Speech Length *15 min. w/ 5 min. for Q&A*	Presentation is between 13-15 minutes	Presentation is between 10-12 minutes	Presentation is between 5-9 minutes or cut off after 15 minutes	Presentation is fewer than 5 minutes	
Length:_____ X 2=_____					
Comments:					

Total:_____ / 72 = _____ %

Senior Project Fieldwork Time Log

Student's Name: _____

Mentor's Name: _____

Mentor's Occupation: _____

Date	# of Hours	Description of Field Work	Mentor's Initials

Total _____

As a mentor, I assure the Senior Project Committee that the student spent a minimum of 15 hours on the fieldwork.

Mentor's Signature: _____ Date: _____

*This form can be downloaded from the school website and must be typed.

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Wheeler High School Field Trip Permission
SENIOR PROJECT SCHOOL ABSENCE

- **Eligible students may take one full day or two half-day absences for shadowing.**
- **To be completed by STUDENT at least one week prior to requested date.**

Please excuse _____ (name of senior) from classes on _____ (date of shadowing). He/She will be shadowing his/her mentor, and is able to do so only during school hours. The student understands that he/she must make up all work, and must do so within **two days** following the absence. This absence is an excused field trip and should not count against the Attendance Policy.

Reason for shadowing:
_____
_____

Why this cannot be done outside of school hours:
_____

I affirm that all of the above information is true and accurate:

_____   _____
(1)*Student signature* (required)   **(2)***Parent signature* (required)

(3)<u>TEACHERS:</u> Please sign below to verify that you have been notified of this absence:

Period 1: _____   Period 2: _____

Period 3: _____   Period 4: _____

Period 5: _____   Period 6: _____

Period 7: _____

(4) *Senior Project Coordinator*   *Date*

_____   _____

- -

I affirm that _____ (student name) shadowed

_____ (community mentor) on the date noted above from _____ to

_____ (indicate times).

Community Mentor Signature:_____   Date:_____

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Wheeler High School
Senior Project Community Mentor Application

Print Student Name: _____

Print Mentor's Name: _____

Professional Experience:

Mentor's Organization: _____

Mentor's Position/Title: _____

Nature of Business: _____

Mentor's Phone Number: _____

Mentor's Address: _____

Mentor's Email: _____

Education:

School	No. Years Attended	Graduation

Fieldwork:

Type of work the mentee will be doing: _____

_____

_____

Parent Acknowledgement

Project (be specific):

Parent Name (Printed): _____

Parent Signature *: _____

*Signature represents parent acknowledgement & approval of student's mentor choice

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History Check:

Have you ever been convicted of a crime or are you presently charged with a crime?

Yes _____ No _____ If Yes, please explain: _____

Mentor's Signature: _____ Date: _____

Each local or regional board of education shall (1) require each applicant for a position in a public school to state whether such person has ever been convicted of a crime or other criminal charges are pending against such person at the time of application, and (2) require each person hired by the board after July 1, 1994, to submit to state and national criminal history record's checks.

Required Statement from Community Mentor:

Your application will not be processed without this addendum completed, signed and dated.

1.   Have you ever been convicted of a felony or any other criminal offense, either within or outside the State of Connecticut?   _____ Yes   _____ No

If so, identify the approximate date, location and nature of each such conviction below:

_____

2.   Are any criminal charges currently pending against you either within or outside of the State of Connecticut?   _____ Yes   _____ No

If so, identify the jurisdiction in which charges are pending, nature of charges and an explanation below:

_____

3.   Are you currently enrolled in a program of deferred adjudication (e.g. accelerated rehabilitation, pre-trial drug or alcohol education pursuant to Connecticut General Statutes)?   _____ Yes   _____ No

If so, identify the jurisdiction in which such program is pending and explanation below:

_____

I, hereby authorize any and all law enforcement agencies, current and former employers, and academic institutions to supply any information regarding my background to the North Stonington Public School System and to its agents and employees, and I hereby release all such former employers, law enforcement agencies and academic institutions, their agents and employees from any liability arising from the supplying and use of this information.

Signature: _____

Date: _____

Community Mentor Code of Conduct

The following are the policies that establish the framework for the Wheeler High School Senior Project program. All mentors are expected to abide by these policies. The community mentor:

- Will not have contact with the student outside of the planned program

- Will meet with the student throughout the school year to be sure that the student is on track with his or her duties

- Will keep the communication lines open between the Senior Project Committee and the mentee/mentor relationship

- Will not smoke or use tobacco products in the presence of the student mentee

- Will not use, possess or be under the influence of alcohol at any time while volunteering

- Will not use, possess or be under the influence of illegal drugs at any time

- Will not transport the student unless arranged in advanced with a parent/guardian of the student

- Will use positive reinforcement rather than criticism, competition or comparison when working with student mentee

- Will support Wheeler High School faculty and staff and not criticize or make negative comments about them to, or in front of, the student

- Will exhibit behavior that is respectful and will not make any comments that can be construed as racist, sexist or bigoted.

- Will not engage in religious proselytizing with the mentee

- Will not force personal beliefs on the mentee.

I, _____, mentor to _____, agree to abide by this Code of Conduct.

Mentor's Signature: Date:

 * The Wheeler High School Senior Project Advisory Committee reserves the right to request the resignation of any community mentor.

Parent Acknowledgement & Permission Slip

As you know, your son/daughter will be engaged in the Wheeler Senior Project during the course of the school year. This project will provide many benefits to your son/daughter, both now and in the future. It also will be a valuable tool in determining his/her mastery of our graduation expectations in the areas of knowledge, communication, problem-solving, and responsibility.

I have read the Senior Project handbook and I am aware of the expectations and that my son/daughter must complete all phases of the project – proposal, project paper, fieldwork, portfolio and oral presentation – in order to meet the graduation requirements at Wheeler High School.

I/We fully understand that students and parents select the project but this selection must be approved by the staff and/or administration of the high school. I/We further understand that the chosen community mentor cannot be a family member and my son/daughter cannot be paid for the Senior Project fieldwork. I/We understand that my son/daughter must complete a minimum of fifteen hours of fieldwork with a Community Mentor.

Student Name: _____ Printed Parent/Guardian Name: _____

Parent Phone #: _____ Parent Email: _____

Signature of Parent/Guardian: _____ Date: _____

Student Acknowledgement

I understand that I must conduct myself at all times as an adult, to be considerate, cooperative and congenial with all persons at all times. I must be aware that I represent myself, my parents, my school and the Senior Project program in my behavior.

I understand that I must dress appropriately for my Senior Project environment. I understand that I must conform to all school polices and regulations. I also understand that I must assume the responsibilities of a regular employee and observe employment regulations in regard to reporting to my field work. I understand that I must become aware of and strictly abide by the safety rules and requirements in the workplace.

If I am not able to attend a scheduled fieldwork session because of illness or emergency, I understand that I must call my community mentor. I understand that it is my responsibility to rearrange my schedule in order to meet the required hours. If there are concerns about my community mentor, fieldwork or project, I will inform my teacher advisor or a member of the Senior Project Committee immediately and give all of the details.

I understand that I must spend a minimum of 15 hours doing field work for my Senior Project and that my community mentor must sign off on those hours. I understand that my Community Mentor cannot be a family member and I cannot get paid for completing fieldwork hours.

I understand that I am responsible for all phases of the Senior Project program (proposal, paper, portfolio, presentation) and I have read the Senior Project Handbook.

Print Student Name: _____

Signature of Student: _____ Date: _____

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