



**PHILOMATH HIGH SCHOOL
SENIOR PROJECT
HANDBOOK
2011-2012**

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SENIOR PROJECT HANDBOOK

Table of Contents

SENIOR PROJECT CHECKLIST	1
GENERAL OVERVIEW	3
• What is the Senior Project? 3	
• Frequently Asked Questions 3	
EXPLANATION OF THE PARTS	4
• Senior Project Proposal Defense.....	4
• Research Paper.....	4-5
• Fieldwork	6-7
• Presentation.....	7-8
ASSESSMENT OF THE SENIOR PROJECT.....	9
• Research Paper Evaluation	10
• Quality of Fieldwork.....	11
• Content of Presentation 12	
• Quality of Presentation 13	
• Sr. Project Comprehensive Assessment Summary	14
WORK PAGES/FORMS.....	15
• Choosing a Topic	15-16
• Project Proposal Defense.....	17
• Sample Timeline.....	18
• Sample Letter of Intent/Mentor.....	19
• Learning Agreement (parent).....	20
• Budget Form	21
• Learning Agreement (mentor)	22
• Learning Agreement (access teacher).....	23
• Modifications Form	24
• Journal/Log	25
• CRLS Form.....	26-27
• Letter to Panel Member (Principal)	28
• Letter to Panel Member (Student).....	29
• Sample Thank You Letter.....	30
• Plagiarism Form.....	31

SENIOR PROJECT

All Seniors at Philomath High School will complete a Senior Project

WHAT IS THE SENIOR PROJECT?

The Senior Project provides students the chance to design and implement a complex learning experience that represents their interests, the knowledge and skills they have gained in school, and their vision for the future.

While each student's work will be unique, every Senior Project must include the following five parts:

- **Project Defense** – Students meet with an advisory panel to outline their plans for the project. Students must be prepared to defend the rigor and relevance of their planned activities. The defense must be approved before the student can count hours for their field work.
- **Research paper** – The research paper requires the student to produce a formal, word-processed document.
- **Mentorship Connection** – Students must work with a mentor outside the classroom, who serves as a community consultant.
- **Product/Experience** – The Senior Project results in the creation of a tangible, hands-on, product that demonstrates the student's acquisition and use of specific skills and knowledge and that documents a significant workplace experience (internship) This product is evidence of a student's learning.
- **Oral Presentation** – Students present their Senior Project experience before a panel of teachers and community experts. Parents/guardians, relatives and/or friends may not sit on panel; however, they may attend the presentation.

An approved applied project has the following components:

- *It demonstrates meaningful learning for the student.*
- *It reflects a career or personal interest of the student.*
- *It requires intellectual challenge for the student.*
- *It requires the guidance of a qualified mentor.*
- *It results in a tangible end product or performance.*
- *It requires a formal presentation of comprehensive knowledge.*

FREQUENTLY ASKED QUESTIONS

HOW IS THE SENIOR PROJECT RELEVANT TO THE STUDENT'S WORK IN HIGH SCHOOL?

All juniors and seniors have indicated their interest in one of the six career pathways:

Arts & Communication

Business & Management Systems

Health Occupations

Human Resources

Industrial & Engineering Systems

Natural Resources

Most students pursue specialized study in classes related to their area of interest through electives and core area classes. These classes often lead students to experiences beyond the classroom which may be school- (extracurricular) or workplace-based. Students choose a project that reflects a career interest in one of these specialized areas of study. A teacher in the endorsement area will supervise the project. Students will have regularly scheduled times to meet with their Senior Project advisors.

WHO IS EXPECTED TO "TAKE CHARGE" OF THE SENIOR PROJECT EXPERIENCE?

The student is responsible for fulfilling all project requirements **adequately** and **on time**.

- Some project elements **may** be included in coursework requirements for classes
- Students will have a Senior Project advisor who will check that they are on track to complete the project in a timely fashion.

WHAT HAPPENS IF THE SENIOR PROJECT IS NOT SUCCESSFULLY COMPLETED?

Students who have not met project standards will not participate in graduation activities and will not earn diplomas until their projects are successfully completed.

EXPLANATION OF THE PARTS

I. SENIOR PROJECT PROPOSAL/DEFENSE Students must defend their project proposal with the senior advisor for their focus area (Addiego, Babcock, Ballard, Dunham, Eldridge, Melonuk, Carter, Stueve) and should be prepared to explain and discuss the following:

- Essential question for Research Paper
- Explanation of fieldwork, a.k.a. product and mentorship (see sliding scale explanation)
- Plans for documenting work
- Rigor of proposed course of action (in what ways will this project be a challenge?)
- Relevance of proposed project (how does this project fit with the student's interests/abilities?)
- Individual Homeroom Teachers may require written documentation of plans at this time
- Letter to Mentor
- Projected timeline
- Budget Sheet

II. RESEARCH PAPER: Students may chose either the Thesis paper or the Annotated Bibliography for their research paper. The finished work must contain:

Thesis	Annotated Bibliography
Title Page	Title Page
Outline (see WFC textbook)	Outline
Essential Question	Essential Question
Interview quotes/excerpts	Interview quotes/excerpts
Minimum 8 research citations	
Minimum of 5 sources	Minimum of 8 sources
Body: 6 full pages; double-spaced; 2000 words	Body: 5 full pages; single-spaced
Works cited page (includes interview)	Bibliography included within the paper
Plagiarism signature	Plagiarism signature

You will be expected to follow the requirements of the MLA format of documentation, a well-established format of documentation. All the information you need is in the Write for College textbook.

Process:

1. Choose an area of research that relates closely to your project and in which you have a strong interest. Investigate the available sources, both primary and secondary.
2. Based on your initial search, narrow your research into a specific topic.

3. Write a clear statement of purpose that will guide your acquisition of information. Keep refining this sentence until you create the thesis statement that you will use in your paper.
4. Collect as much information as you need from both primary and secondary sources, and record the information on note cards or notebook paper. Make sure you use a new card/sheet for each source of information and record all requisite works cited information.
5. Find an expert in your area of research to interview. Record the interview information, just as you would record information from a book, magazine, or pamphlet
6. Using your notes, organize your information into an outline to guide you in writing the paper. Make sure you revise this in the end if you make any changes to it as you type your paper. Your final outline must reflect what is actually written in your paper.
7. Using your outline as a guide, write a research paper that develops and supports your thesis statement. Document with citations all borrowed information attributable to a particular author. Include the correct works cited pages at the end of your paper.

The following is a Resource Guide for the development of the Research Paper.

NOTE TAKING: Skills That Will Save You Time

1. Narrow topic before note taking
2. Write name of book and works cited information top of page
3. Use separate sheet for each source, staple together and keep organized in one place. It is essential that each source is on a different page so that you can cite your sources accurately in your paper.
4. Focus note taking on topic
Note-taking is a process in which you put the ideas you've read into your own words
Record page number for each note
Put direct quotes in quotation marks
Always record the name of the person quoted
Rephrasing someone else's ideas still requires page number, name of person, and should be cited in paper
5. Write question/contradictions/new thoughts/connections that come up during research

The Research Paper Format—see Write for College, page 363

INTERVIEW

After you have completed at least a week research, you need to make arrangements for an interview. The interview is very important and **MUST** be referred to in your paper, or the paper will not meet minimum standards (and will fail). Therefore, you will need to give careful thought to your interview questions, so you will get information you can use in your paper. The information can be quoted, paraphrased, or summarized – but it must be in your paper – and listed on your works cited page.

Once again, plan ahead. Think about WHO you might interview, HOW you will contact this person, WHEN you can schedule your time together and WHAT you will ask. Decide what to do if you leave several messages and your calls are not returned. When you go to do the interview, make sure you have everything you need. If you choose to record the interview, be sure to ask permission to tape your interview. This may be helpful because it can be difficult to listen, ask questions, and take notes.

III. FIELDWORK

Fieldwork consists of working with a mentor and creating an original product. A minimum of 70 hours of fieldwork are required.

SENIOR PROJECT “SLIDING SCALE”

Senior projects take many forms—some are based around the creation of a product, with minimal mentor/workplace experiences, while others are mostly a workplace-based experience, or internship, and don’t focus on the creation of a tangible product. A “sliding scale” has been created as a guide to the minimum amount of time that should be spent on the different parts of the fieldwork. Students must spend a minimum of 70 documented hours total working on the fieldwork. A minimum of 10 of these documented hours must be spent working with a mentor. The remaining hours are to be divided as necessary between different aspects of the project.

Example 1: A student spending 40 documented hours working on a product must document at least 30 hours in a relevant workplace experience.

Example 2: A student spending 60 documented hours in an internship experience must produce a product requiring a minimum of 10 hours of documented work.

MENTORSHIP

The student must have the following pieces for the mentorship part of the Senior Project:

- Letter of Intent/Mentor
- Mentorship Agreement Form (1 form stays with mentor, 1 form goes to Access teacher)
- Journal/Log with mentor’s signature

During the Mentorship, you will work closely with at least one adult outside of the classroom (no family members), who serves as a community consultant. This is the time for you to gain insight, skills and knowledge from a practicing professional. At least ten (10) hours of time must be spent with the mentor. All of the following steps should be taken one at a time to ensure a successful experience. They are as follows:

1. The **Letter of Intent/Mentor** should include: (See “Forms” – page 19)
 - Background information about the senior project (What is a senior project?)
 - Your individual plan and defense for the project – why is this project of importance to you?
 - How the mentor will be involved
 - Why your project is beneficial to your learning and/or community (this may be part of the defense)
 - Ask the potential mentor if s/he is willing and able to put in the time as your mentor
 - Description of the presentation and an invitation to the mentor to be on your panel (this is not required for mentorship)
2. **Fill out Journal/Log sheet** to keep a record of your hours spent on the fieldwork (minimum 70 hours) and the hours spent with your mentor (minimum 10 hours).

PRODUCT

Students must document their work on their product through:

- Journal/Log
- Photographs, videos, audio, etc.

In choosing and completing your fieldwork consider the following:

1. **Choose your project early (September) and begin contacting people and collecting materials.**
2. Schedule your 10 mentor hours. Be sure to check the time frame and required deadlines. TIME MANAGEMENT is absolutely necessary for meeting deadlines.
3. Be sure an adult is working with you or knows what you are doing in detail and document and have the mentor sign-off on the hours.
4. **Collect proof of your project as you work. Write a journal documenting your activities and complete the log sheet. Take pictures, prepare a video tape, create handouts or brochures or any other final product that visually shows what you've completed.**
5. **Be creative! Use your imagination! Enjoy your accomplishments!**

IV. PRESENTATION

Presentations will be April 12 and 13. All other senior project work must be completed prior to this presentation. Your presentation panel will include the person who read/evaluated your paper, the staff person they are partnered with, and your mentor.

Presentation Requirements

- Presentation packet given to each member of your panel by **April 5, 2012**.
- Visuals must be included in presentation.
- Presentations must be at least 10 minutes and cannot exceed 15 minutes.
- Presentation must be organized with a clear introduction, body, and conclusion.

Presentation Packet

You will present each member of your panel a packet by **April 5, 2012**. The packet will include:

- Table of contents for packet
- General letter to panel members (pg. 28)
- Student letter to panel members (example pg. 29)
- Final Journal/Log with a minimum of 10 hours signed off by mentor (pg. 25)
- Research Paper
- Scoring Guides (pgs. 11-14)
- Completed CRLS form (pg. 26-27)
- Approved Project Proposal Defense
- Thank you note/letter to mentor and a copy to other panel members (example pg. 30)

Presentation Content:

In an organized manner, share with your panel members what you did and what you learned, both academically and personally, from the senior project experience. Use the following list to help you construct your presentation.

- Include your essential question.
- Explain what your research paper was on, but do not speak at length about the paper. It has already been read by panel members.
- Describe your field experience, including your mentorship and product work.
- Explain how your fieldwork is related to your academic content.
- Describe how this project is relevant to you and your future.
- Describe the challenges you faced throughout this project and how you overcame them.
- Discuss any new learning, ideas, or results that you discovered.
- Describe what you would do differently.

Helpful Hints For a Successful Presentation

- Practice! You may request practice session during Access.
- Practice using any equipment before the presentation.
- Dress professionally.
- Arrive at least 5 minutes early.
- No relative or friend may be a panel member. They may attend the presentation as a spectator, but must leave the room during the scoring session.
- Use the scoring guides (pp.11-14) in your Senior Project Packet to make sure that you have met all grading criteria.

ASSESSMENT OF THE SENIOR PROJECT

The assessment of the Senior Project is a continuous, reflective process. The students, mentors, and the presentation panel all play a role in evaluating the work and its progress. The Senior Project is evaluated based on the following assessment criteria:

- **The Research Paper** measures the research and writing skills of the student.
- **Quality of Fieldwork** measures the real-world value of the Senior Project and the degree to which it incorporates professional standards for quality.
- **The Presentation** demonstrates the student's communication skills. It will include the assessment of content, organization, delivery, and use of visuals.

NAME _____ ACCESS TEACHER _____

THESIS PAPER EVALUATION

	YES	NO	If these minimums are not met, the paper will be returned to the student without grading.
Minimum length (6pages)			
Minimum of citations (8)			
Minimum # of sources (5)			
Minimum # of 1 interview cited in text			
Proofread and spell checked			
Signed plagiarism form included			

COMMENTS:

AREA: MECHANICS	MEETS	NEEDS WORK
FORMAT		
Proper Title Page Format		
Proper Outline Format		
Pagination		
Proper Margins Font and Size		
Includes graphs, diagrams, or visuals where appropriate		
Proper Works Cited Page		
Proper Citation		
CONVENTIONS		
Spelling		
Punctuation		
Usage/Grammar		
Complete Sentences		
No "I," "You," "We"		

AREA: CONTENT and ORGANIZATION	MEETS	NEEDS WORK
Clear Thesis		
Paper supports thesis with direct evidence		
Clear introduction		
Effective Conclusion		
Effective transitions between ideas		
Appropriate paragraphing		
Cited information balanced with analytical statements		
Appropriate writing level (vocabulary, sentence variety, voice)		

OVERALL: PASS REVISE Assessor Signature _____

Philomath High School QUALITY OF FIELDWORK

SENIOR PROJECT ASSESSMENT CRITERIA FOR “QUALITY OF FIELDWORK”

	REAL WORLD VALUE	PROFESSIONAL STANDARDS
MEETS	The product/experience could be used in the real world and/or could make a contribution to the community.	The product/experience exhibits standards of professional quality.
NEEDS WORK	The product/experience has limited to no use in the real world and/or makes no contribution to the community.	The product/experience exhibits few to no standards of professional quality.

QUALITY OF PRODUCT/EXPERIENCE OVERALL EVALUATION		
CIRCLE ONE:	MEETS	NEEDS WORK

STUDENT NAME _____

ACCESS TEACHER _____

MENTOR _____

Philomath High School

CONTENT OF PRESENTATION

SENIOR PROJECT ASSESSMENT CRITERIA FOR “CONTENT OF PRESENTATION”

	CRITICAL THINKING	ESSENTIAL QUESTION	ACADEMIC CONTENT	PERSONAL RELEVANCE
M E E T S	The student used evidence adequately to support decisions or solutions through an objective analysis.	The student: <ul style="list-style-type: none"> Clearly stated a complex essential question or hypothesis with potential academic and/or real world impact, Stated the connection between the question and the senior project experience 	The student demonstrated evidence of the appropriate academic knowledge and skills (<i>e.g. math, science, language arts, applied and fine arts, social science</i>).	The student: <ul style="list-style-type: none"> Designed an experience appropriate to the Senior Project CAM or career area Communicated a clear relationship to post high school plans
N E E D S W O R K	The student either did not use supporting evidence or used evidence with little or no analysis.	<ul style="list-style-type: none"> The student did not have a well-developed essential question or hypothesis. The connection between the questions and the senior project experience was vague. 	The student does not demonstrate evidence of academic knowledge and skills (<i>e.g. math, science, language arts, applied and fine arts, social science.</i>)	The student attempts/did not: <ul style="list-style-type: none"> Connect the experience to the Senior Project CAM or career area Communicate a relationship to post high school plans

RIGOR AND RELEVANCE OVERALL EVALUATION

CIRCLE ONE:	MEETS	NEEDS WORK
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Philomath High School

QUALITY OF PRESENTATION

SENIOR PROJECT ASSESSMENT CRITERIA FOR “QUALITY OF PRESENTATION”

	ORGANIZATION	DELIVERY	MATERIALS
M E E T S	<p>The student presented:</p> <ul style="list-style-type: none"> • An effective introduction that brought the audience to the topic • A clear organizational structure that was relatively easy to follow, • Smooth transitions, • A planned conclusion that matched the essential question and content. 	<p>The student demonstrated:</p> <ul style="list-style-type: none"> • Eye contact was present, • Rate, volume, tone, and voice inflection that was appropriate to the audience, • Fluent delivery with some reading of content, • Competent use of words, technical language, grammar and usage that was usually correct, • Appropriate use of nonverbal techniques. 	<p>The student:</p> <ul style="list-style-type: none"> • Presented materials in a clear, concise, and well-organized manner, • Used supporting materials (e.g. handouts, brochures, posters) and/or technology that supported the presentation.
N E E D S W O R K	<p>The student presented:</p> <ul style="list-style-type: none"> • A simplistic or awkward introduction • An unclear organizational structure, • Vague or repetitive transitions, • An underdeveloped conclusion that failed to match the essential question and content. • No apparent organization structure; it was difficult to follow or understand 	<p>The student demonstrated:</p> <ul style="list-style-type: none"> • Minimal eye contact to no eye contact • Little control of variation in rate, volume, tone, and voice inflection, • A halting delivery with frequent space fillers, e.g. “um,” “like” • Fluency is distracting words, grammar and usage, that was vague, inadequate or misused • Inconsistent use of appropriate nonverbal techniques. • Few, if any, appropriate nonverbal techniques. 	<p>The student:</p> <ul style="list-style-type: none"> • Presented materials in a poorly organized manner, • Used supporting materials and/or technology that detracted from the presentation. • Did not use supporting materials and/or technology.

QUALITY OF PRESENTATION OVERALL EVALUATION

CIRCLE ONE:	MEETS	NEEDS WORK
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SR. PROJECT COMPREHENSIVE ASSESSMENT SUMMARY PHILOMATH HIGH SCHOOL

BELOW IS A COMPREHENSIVE ASSESSMENT SUMMARY SHEET. USE THIS TO COLLATE ALL OF THE INPUT FROM THE PRESENTATION PANEL MEMBERS AND THE COMMUNITY MENTOR.

	Fieldwork	Presentation	Research Paper
Panel Member #1 (Mentor)			
Panel Member #2			
Panel Member #3 (Faculty Advisor)			
Panel Member #4 (optional)			

STUDENT NAME _____

SR. PROJECT SCORE

MEETS

REVISE

CRLS COMPLETED

EDUCATION PLAN & PROFILE COMPLETED

DATE: _____

FACULTY ADVISOR SIGNATURE: _____

HOW DO I GET STARTED?

This handbook is your key to successful completion of your Senior Project. Use it to guide you throughout the year. On the following pages provide forms that may help you begin the process of deciding upon the project of your choice. This section includes the following:

Choosing a Topic
Framing an Essential Question
Budget Sheet
Journal/Log

CHOOSING A TOPIC

Now is the time to begin narrowing and organizing your ideas for your Senior Project. Review your initial idea. Are you still interested in that topic or did something more compelling surface?

Whatever you decide, your topic should be interesting to you and has to:

- *Demonstrate meaningful learning for the student*
- *Reflect a career interest of the student*
- *Require intellectual challenge for the student*
- *Require the guidance of a qualified mentor*
- *Result in a tangible end product or performance*
- *Require a formal presentation of comprehensive knowledge*

Once you decide on a topic, you can begin forming an essential question that will frame your work for the year. The following questions may help you along this process.

- The topic of my Senior Project is:

- How does your topic relate to your CAM interest area?

- Why did you choose this topic?

- What are your goals for this Senior Project?
- How will your Senior Project solve a problem, benefit others, design or invent something original, and/or conduct an experiment or other in-depth research?
- What adult(s) in the community would be (a) good consultant(s) for you?
- What kinds of budget issues will you have to consider to carry out your Senior Project?
- What is your essential question for your Senior Project?
- In your journal reflect on the following questions: What do you already know about your Senior Project topic? What skills and knowledge do you want to learn

Approved by: _____

Date Approved: _____

(staff person)

School district approval is required for all projects that involve school property or funding. If appropriate, please have the following district personnel sign indicating their approval:

(Mr. Ball)

(Mr. Forbess)

(Mr. Howard)

Project Proposal Defense (Example)

Essential Question for Research Paper: Last year I was diagnosed with celiacs disease; that is why my project is going to be about this disease. My essential question is, "What are the symptoms, treatment, and prognosis for those people with celiacs disease?" Additionally I would like to find out about the physiology of this disease.

Possible Sources of Information:

Wharton, Phillip. The Celiacs Handbook. Maximum Time Books, NY: Maximum International, Inc.
Tortora, Gerard. Principles of Anatomy and Physiology. USA, John Wiley and Sons, Inc., 2003
Tanten, Michele, and Selene Yeager. "What to Eat and What Not to Eat." Prevention. Vol. 55. Issue 7, Page 68. July 2004. Ebsco. On-line. Nov. 20, 2003
Personal Interview

Plans for Fieldwork: Since very little is known about this disease, I would like to put on an informational seminar for students at PHS as well as community members. This seminar would focus on coping skills in dealing with having celiacs disease. I plan on including recipes and baked goods as well as internet sites that are helpful.

I will be taking Health Occupations this year and plan on getting about 20 internship hours through the HOC rotations. I will try to get as many of these hours as possible in the field of nutrition. I will also contact Carol Walsh, the nutritionist at Corvallis Clinic to see if she would be my mentor. I would like to do about 20 more internship hours with her.

I plan on spending a total of 40 hours on my work experiences and internships. This will mean that I will work a minimum of 30 hours on getting the seminar ready to go.

Plans for Documenting the Work I will be doing: I will use the required journals and forms from Health Occupations to document those work experience hours and will use a similar approach for my internship hours with the nutritionist. Since my work to prepare for the seminar will be done independently, I plan on keeping a journal as well as taking photographs of the process. I will make sure to videotape the actual seminar.

Rigor of Proposed Project: This project will be challenging for several reasons. Understanding the complex physiology of this disease will be difficult. Finding and developing helpful resources will take time. I will need to try out each resource.

Relevance of Proposed Project: This is not only relevant to my life because I have celiac's disease, but also because I plan on studying nutrition in college, hopefully to develop recipes and diets for others that have this disease

Please see the following attachments:

1. Letter to my mentor
2. Proposed Timeline
3. Budget

Timeline Example

Wh en	What	Notes
Early Sept.	Find a mentor	Call school nurse (Mrs. Ertle) Email Carol Walsh at Corvallis Clinic
Early Sept.	Write essential question and find resources	Ask mentor for help in refining essential question Go to OSU library Find internet sources
October	Write research paper	Use 1st period off-campus to write paper Plan around volleyball schedule
November	Set up schedule to meet with mentor	Plan around basketball schedule Need to get about 10 hours this month
December	Meet with mentor	Plan on using some vacation days for longer sessions with mentor Need to get about 15 hours this month
January	Start working on product	Compile and test recipes for celiac diet Start writing “helpful hints” for eating out Pick a date for seminar, get on calendar Need 15 product hours this month
February	Product work and mentor hours	Get feedback from mentor Organize lesson plans for presentation Advertise seminar (fliers, posters, GT, school announcements) Plan on spending about 20 hours this month
March	Product and mentor work	Discuss presentation lesson plan with mentor Revise lesson plans Make copies, prepare materials for seminar Mid-March: Coping with Celiacs Presentation Plan on 15 hours for preparation time
Early April	Prepare for presentation	Make packets for panel members Prepare power point Practice
Mid April	Panel presentation	Pass the first time!

SAMPLE LETTER TO MENTORNecessary
Components:

- *Career/interest indicated*
- *Mentor Expectations*
- *An essential question to answer*
- *Evidence of intellectual challenge*
- *A tangible product or performance*
- *A formal presentation*

September 25, 2011

Dear Dr. ABC,

The purpose of this letter is to inform you of my intentions for my senior project and find out if you would be willing to act as my mentor over the course of this project. Following high school, I would like to go into a *musical career*, preferably piano performance. With this goal in mind, I will define my senior project.

With your help, I plan to learn four piano pieces in different genres. I would like meet with you at least once every two weeks between November and March to discuss the music, my performances, and suggestions for improvement. In my research, I will gather background information about the composers and the specific compositions that I will perform. *I will try to understand how, or if, the knowledge of the composer and the conditions under which a piece was written influences the piano player's techniques when a specific piece is performed.* Winter term, in addition to private lessons, I will sign up for a class at OSU in music theory, and I will take the AP exam for ear training. Practicing will be daily and at least one session per day will be spent on the pieces I have to learn and perfect. *The university level class, the private lessons and the ear training will move me into an advanced level of music learning as I have not yet been involved in this type of music education.*

I plan to put the musical pieces I work on into a *CD*. All the information I gather will be in the liner notes, and my *full piano performance* will be on the CD. When the time comes to give my presentation, I will perform excerpts from each of the pieces, explaining why I chose that specific part and/or a little bit about the composer. *The presentation* itself will not be a formal recital; instead, it will be more for educational purposes about music. With this project, I hope to:

- Expand my knowledge of music theory
- Learn advanced piano playing techniques
- Investigate the connection between composer, creation of a piece, and playing techniques
- Demonstrate my learning through a piano performance
- Expand my skills to better enable me to apply my talents to future experiences (college)

I will do the best I can to accomplish all of these tasks in order for this project to be enjoyable and a great learning experience. I hope that you will be willing to assist me in this project by acting as my mentor. Please contact me at 555-2222 at your earliest convenience

Sincerely,

XYZ

PARENT/GUARDIAN LEARNING AGREEMENT

PHILOMATH HIGH SCHOOL SENIOR PROJECT

An essential step in your Senior Project is for your parent/guardian, and community consultant(s) to sign the following learning agreement, which spells out each person's responsibilities.

Parent/Guardian – Please read this section carefully, your signature indicates acknowledgement and approval of the project. I understand that the Senior Project is an academically and personally challenging endeavor that is a requirement for graduation. I recognize my responsibility to:

- Support _____ in his/her efforts throughout the process.
(students' name)

Transportation to Off-Campus Senior Project Activities

Mark All That Apply

YES

NO

- | | | |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | Student driving private vehicle - no passengers |
| <input type="checkbox"/> | <input type="checkbox"/> | Student driving private vehicle - passengers okay |
| <input type="checkbox"/> | <input type="checkbox"/> | Student riding as a passenger - driven by another parent |
| <input type="checkbox"/> | <input type="checkbox"/> | Student riding as a passenger - driven by another student |

I understand that the subject for the project and research for the Senior Project at Philomath High school is chosen voluntarily by the student. I agree to release, waive and discharge any and all rights and claims for damages against any and all employees of Philomath High School and of Philomath School District for all claims of damages, demands, and actions whatsoever in any manner arising or resulting from my student pursuing, researching or doing the Senior Project topic, activities and locations identified above. I authorize my senior to participate in the Senior Project topic, activities and locations identified above.

Parent/Guardian Signature

Date

Potentially Hazardous Activities

(To be indicated by teacher/advisor as appropriate)

- Your senior has selected a topic for his/her Senior Project that may include potentially hazardous activities. Misuse of resources, materials, equipment, processes and products may lead to injury or even death.

I give my permission for my senior to participate in the potentially hazardous Senior Project topic, activities and locations identified above.

Parent/Guardian Signature

Date

BUDGET SHEET

(Required)

Project costs: What kinds of materials or expenses will you need to plan and carry out your Senior Project? For example, will you need paper, binders, long distance phone calls, bus fare, gas money, etc? You are responsible for all expenses. Remember, you are not required to spend money on your Senior Project.

Item	Cost	Date Needed By
1.		
2.		
3.		
4.		
5.		

Exhibition costs: What kinds of materials will you need to present your work? Will you need poster board, tri-folds, markers, video tape, computer disks, overhead transparencies, photocopies for handouts, etc.

Item	Cost	Date Needed By
1.		
2.		
3.		
4.		

PARENT SIGNATURE: _____

Mentor Learning Agreement (Mentor's copy)

(Student's name)

Mentor/Community Consultant(s) -- I understand that the student is undertaking a Senior Project that will integrate learning at school with learning in the community. I understand that at Philomath High School the Senior Project entails four components:

- Research paper
- Working with a mentor
- Creating an original product
- Presentation of his/her work to a small panel

Student's Responsibilities:

- Initiate regular communication with mentor
- Ask for assistance when needed
- Ask for feedback
- Act as a responsible individual in the student/mentor relationship

Mentor's Responsibilities:

- Review the Senior Project plan/letter of intent with the student and discuss the time frame for completion.
- Serve as a mentor, guiding and supporting the student throughout his/her Senior Project.
- Assist the student, when appropriate, with decisions about his/her product.
- Assist the student in making mid-Senior Project corrections to the plan as needed.
- Assess the student's work regularly and provide feedback to the student about his/her work.
- Communicate regularly with the student.
- Share your professional expertise as needed and when appropriate
- Review the student's documentation of his/her internship. This documentation could include journals, photographs, videos, etc.
- Help to assess the student's final product.
- Help to assess the student's final presentation of his/her senior project at _____ (date and time).

Community Consultant Name

Place of Business/Title

Address

Phone #

e-mail

Community Consultant Signature

Date

Thank you for your help. If there are any concerns or questions about the Senior Project, please feel free to contact _____ who will be acting as a teacher-advisor to this student.

Phone: 929-3211

Email: _____

Additional Senior Project information is available at www.philomath.k12.or.us/phs/

Mentor Learning Agreement (Access Teacher's copy)

(Student's name)

Mentor/Community Consultant(s) -- I understand that the student is undertaking a Senior Project that will integrate learning at school with learning in the community. I understand that at Philomath High School the Senior Project entails four components:

- Research paper
- Working with a mentor
- Creating an original product
- Presentation of his/her work to a small panel

Student's Responsibilities:

- Initiate regular communication with mentor
- Ask for assistance when needed
- Ask for feedback
- Act as a responsible individual in the student/mentor relationship

Mentor's Responsibilities:

- Review the Senior Project plan/letter of intent with the student and discuss the time frame for completion.
- Serve as a mentor, guiding and supporting the student throughout his/her Senior Project.
- Assist the student, when appropriate, with decisions about his/her product.
- Assist the student in making mid-Senior Project corrections to the plan as needed.
- Assess the student's work regularly and provide feedback to the student about his/her work.
- Communicate regularly with the student.
- Share your professional expertise as needed and when appropriate
- Review the student's documentation of his/her internship. This documentation could include journals, photographs, videos, etc.
- Help to assess the student's final product.
- Help to assess the student's final presentation of his/her senior project at _____ (date and time).

Community Consultant Name

Place of Business/Title

Address

Phone #

e-mail

Community Consultant Signature

Date

Thank you for your help. If there are any concerns or questions about the Senior Project, please feel free to contact _____ who will be acting as a teacher-advisor to this student.

Phone: 929-3211

Email: _____

(Student: Please give one copy of this signed Learning Agreement to your mentor and one copy to your advisor)

MODIFICATIONS FORM

(To be completed if student changes project plan after Project Proposal Defense)

As you are working on your Senior Project, you may decide that it is necessary to modify your plans. Keep track of all changes you make. You need the approval of your senior advisor and/or administrator if you make changes after you have submitted your *Parent Notification*.

Student Name: _____ Date: _____

Senior Project Topic:

-
- How do you wish to change your proposed Senior Project?

 - Why do you feel this change is necessary?

 - How will this change affect the goals and/or the timeline of your SSE?

Change Approved
 Change Denied

Signature: Focus area Advisor/Administrator

Date

Parent/Guardian Signature Date

JOURNAL/LOG SHEET
PHILOMATH HIGH SCHOOL
(Make copies of page for more pages)

DATE	ACTIVITY	TIME SPENT	MENTOR SIGNATURE

CRLS

Be sure to get evidence from two or more classes/activities, confirmed by at least two different adults

Personal Management	Explanation of Standard	Description of Task
<p>Exhibit appropriate work ethic and behaviors in school, community, and/or workplace.</p> <p>Teacher/Mentor Signature: _____</p> <p>Date: _____</p>	<ul style="list-style-type: none"> • Identify tasks that need to be done and initiate action to complete the tasks. • Plan, organize, and complete projects and assigned tasks on time, meeting agreed upon standards of quality. • Take responsibility for decisions and actions and anticipate consequences of decisions and actions. • Maintain regular attendance and be on time. • Maintain appropriate interactions with colleagues. 	<ol style="list-style-type: none"> 1. 2. 3. <p>Additional Evidence on pages:</p>
Problem Solving	Explanation of Standard	Description of Task
<p>Apply decision-making and problem solving techniques in school, community, and/or workplace.</p> <p>Teacher/Mentor Signature: _____</p> <p>Date: _____</p>	<ul style="list-style-type: none"> • Identify problems and locate information that may lead to solutions. • Identify alternatives to solve problems. • Assess the consequences of the alternatives. • Select and explain a proposed solution and course of action. • Develop a plan to implement the selected course of action. • Assess results and take corrective action. 	<ol style="list-style-type: none"> 1. 2. 3. <p>Additional Evidence on pages:</p>
Communication	Explanation of Standard	Description of Task
<p>Demonstrate effective communication skills to give and receive information in school, community, and/or workplace.</p> <p>Teacher/Mentor Signature: _____</p> <p>Date: _____</p>	<ul style="list-style-type: none"> • Locate, process, and convey information using traditional and technological tools. • Listen attentively and summarize key elements of verbal and non-verbal communication. • Give and receive feedback in a positive manner. • Read technical/instructional materials for information and apply to specific tasks. • Write instructions, technical reports, and business communications clearly and accurately. • Speak clearly, accurately and in a manner appropriate for the intended audience when giving oral instructions, technical reports and business communications. 	<ol style="list-style-type: none"> 1. 2. 3. <p>Additional Evidence on pages:</p>

Teamwork	Explanation of Standard	Description of Task
<p>Demonstrate effective teamwork in school, community, and/or workplace.</p> <p>Teacher/Mentor Signature: _____</p> <p>Date: _____</p>	<ul style="list-style-type: none"> Identify different types of teams and roles within each type of team; describe why each role is important to effective teamwork. Demonstrate skills that improve team effectiveness (e.g., negotiation, compromise, consensus building, conflict management, shared decision-making and goal-setting). 	<ol style="list-style-type: none"> <p>Additional Evidence on pages:</p>
Employment Foundations	Explanation of Standard	Description of Task
<p>19 19</p> <p>Demonstrate academic, technical, and organizational knowledge and skills required for successful employment.</p> <p>Teacher/Mentor Signature: _____</p> <p>Date: _____</p>	<ul style="list-style-type: none"> Apply academic knowledge and technical skills in a career context. Select, apply, and maintain tools and technologies appropriate for the workplace. Identify parts of organizations and systems and how they fit together. Describe how work moves through a system. Describe the changing nature of work, workplaces, and work processes on individuals, organizations and systems. Demonstrate dress, appearance, and personal hygiene appropriate for the work environment and situation. Explain and follow health and safety practices in the work environment. Explain and follow regulatory requirements, security procedures, and ethical practices. 	<ol style="list-style-type: none"> <p>Additional Evidence on pages:</p>
Career Development	Explanation of Standard	Description of Task
<p>Demonstrate career development skills in planning for post high school experiences.</p> <p>Teacher/Mentor Signature: _____</p> <p>Date: _____</p>	<ul style="list-style-type: none"> Assess personal characteristics related to educational career goals. Research and analyze career and educational information. Develop and discuss a current plan designed to achieve personal, educational, and career goals. Monitor and evaluate educational and career goals. Demonstrate job-seeking skills (e.g., writing resumes, completing applications, and participating in interviews). 	<ol style="list-style-type: none"> <p>Additional Evidence on pages: (Attach LBCC Job Fair Certificate)</p>



Philomath High School

A Learner-Centered Community
Committed to Excellence

Ken Ball
Principal

Jon Bartlow
Assistant Principal

April 1, 2012

Dear Panel Member:

Thank you for agreeing to serve as a panel member for the final round of Philomath High School's Senior Project presentations. These presentations serve as the culminating event for the student's yearlong work on their senior project topics. The senior projects would not be possible without the assistance of many generous and concerned people in the local community.

The presentation will take place April 12 or 13, 2012. During their presentations, the students will share the story of their senior projects: what they learned, what challenged them, what they enjoyed or didn't enjoy, and what they might do differently if they had the chance to do it all over again.

Included in this presentation packet is the student's research paper, a letter from the senior you will be evaluating, and evaluation criteria sheets, which you will use to evaluate the student's presentation. Please review these materials and bring them with you to the presentation.

We have allotted half an hour for each student's presentation. We ask that you arrive five minutes before the student's scheduled presentation time so that we can conclude the presentation on time. When you arrive at the high school, please stop by the front office for directions unless otherwise indicated in the student's letter to you. The presentation format will be as follows:

- Brief introductions (2-3 minutes)
- Student presentation (8-15 minutes)
- Questions from the panel members for the student (5 minutes)
- Student will leave and panel will complete their evaluations (5 minutes)
- Review results with student (5 minutes)

If you have any questions or comments, please contact the PHS main office. Again, thank you for your willingness to be involved with these students' education. We look forward to seeing you at the presentation.

Sincerely,



Ken Ball, Principal

Letter to Panel Members

Center the letter vertically on the page.
Use an appropriate letter format (block style is shown below—no indentations. Use a colon after the salutation (greeting) and a comma after the complimentary closing (Sincerely).
Make your letter heartfelt and sincere.

Use the correct

March 31, 2012

Use the correct

Panel Member's Name
Street Address
City, State ZIP Code

Insert your panel

Dear Panel Member:

The first paragraph of your letter to your panel member should introduce your topic, research, and mentorship project.

The second paragraph should discuss the presentation. Be sure to include the correct date, time, and place of the presentation

The third paragraph should thank the panel member for his or her time and contribution to your senior project experience.

Sincerely,

Your Name

Sample Thank You Note

Your mentor volunteered their time to help you with your senior project. They invested their personal time and professional skills in order to give you the best possible experience. These professionals still had to meet their own job deadlines. A thank you note to them will show your appreciation. In addition, it builds good relationships with the workplace so that other students will be able to participate in internships in the future.

Unlike a personal thank you note you may be used to writing, a business thank you is short and focused. Professional quality mandates that it be a typed, formal letter or a neatly written (in ink) card, with no grammatical or spelling errors.

Please give your thank you note, along with a stamped and addressed envelope, to your senior advisor for mailing.

The following is a sample thank you note:

Dear Mrs. Smith:

Thank you so much for being my senior project mentor. I had a great time learning about what is involved in being a successful interior designer and enjoyed the time I was able to spend with you and your clients.

The best part of the experience was being able to accompany you to the trade show in order to learn about the wholesale side of the business. Your beautiful store certainly reflects your creative talent.

I appreciate the time you spent and the effort you went to in helping to make this a valuable learning experience for me.

Sincerely,

Jennifer Brown

Senior Project Research Plagiarism Signature Form

Plagiarism--copying material without acknowledgment or claiming others' ideas as your own--is a serious breach of ethics and academic rules. Students who plagiarize will face the following sanctions:

Immediate ineligibility for all extracurricular activities until the final project is completed.

Student must start a new project from the project defense stage.

Recording of an F on student's transcript for senior project credit.

Plagiarism includes the following:

A. Submitting another author's published or unpublished work, in whole, in part, or in paraphrase, as one's own work, without fully and properly crediting the other author with footnotes, citations or other bibliographical reference.

B. Submitting as one's own original work any material, including data, tables, graphs, charts, or other visual material obtained from any source, without acknowledgement and citation of the source.

C. Submitting as one's own original work material produced through unacknowledged collaboration with others.

Definition derived from <http://law.slu.edu/policies/plagiarism.html> - May 16, 2008

I understand the above definition and certify that this paper does not contain plagiarized information.

Student Signature

Date