

**Tiverton High School
Senior Project
Student Handbook
2017-2018**

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THE SENIOR PROJECT AT TIVERTON HIGH SCHOOL

THE PURPOSE OF THE SENIOR PROJECT:

The Senior Project at Tiverton High School (THS) is an opportunity for you to demonstrate what you know and to showcase your achievement. **It must be successfully completed to graduate from THS, as mandated by the Rhode Island Department of Education.** A graded Senior Project class will guide students through the process, but most of the work will be completed outside of class. Senior Project has been highly acclaimed and proven successful in many high schools across the country.

The Senior Project is a fitting conclusion to your high school education. Through the project, you are able to demonstrate accumulated skills in time-management, research, problem-solving, human interaction, organization, and public-speaking. This is appropriate as the culmination of your K-12 education because these are the very skills and abilities which you will be expected to demonstrate as college students and/or employees.

THE FOUR PHASES OF THE SENIOR PROJECT:

- **Research – Annotated Bibliographies and the Research Paper:** You must research and document information on a subject of your choice -- a subject in which you have an interest, but are not already an expert. Your research must be a learning stretch beyond what you already know. As part of your research, you must obtain a mentor to assist in advising you throughout the project. Your mentor cannot be a family member or anyone under 21 years of age. Your mentor must be someone who is knowledgeable or a professional in the area of your interest. Your mentor will be evaluating your field work. **Note: THS faculty will be allowed to mentor only in areas in which they do not teach. For example, an art teacher may not mentor a student in oil painting. Faculty may mentor only one student. If a teacher is your mentor, mentor hours cannot be completed during class time.**

- **Product:** Applying the information you have gained from your research to manufacture a "product." Your product may be an actual physical product, a performance, demonstration, or a service. There must be a clear relationship between your research and your product. Select a product within your financial budget, keeping in mind that **you are not expected to spend money in order to complete the Senior Project.** However, if you select a senior project that requires a financial commitment, you will be responsible for those expenses. **The product will be assessed during the oral presentation.**

- **Portfolio:** You must keep good records of your progress and preserve everything in a portfolio that demonstrates your journey throughout the entire Senior Project. These documents include personal notes, photographs, and time logs with your mentor, journal entries, receipts, letters, your annotated bibliography, etc. Although components of the portfolio will be graded throughout the year, your Senior Project teacher will grade the entire portfolio for completeness and aesthetics at the end of the school year.

- **Oral Presentation:** This will be a presentation of between eight to fifteen minutes, given before a board of judges comprised of faculty and staff from throughout the Tiverton school system and community members. You will be assigned a date and time for your presentation well in advance. This presentation will also count as the final exam for your Senior Project class. **To graduate, you must pass the oral presentation with minimum grade of 70.**

If you adhere to the guidelines, meet the deadlines, and put forth your best effort, you will know that you have been successful in a life-long learning experience. The information included in this handbook will be supplemented by your Senior Project teacher. It is imperative that you maintain good attendance so that you can be aware of any changes in dates or other vital information that becomes necessary as you move through the year.

REQUIREMENTS for SUCCESSFUL COMPLETION of SENIOR PROJECT

ANNOTATED BIBLIOGRAPHIES AND RESEARCH PAPER

1. **Two copies of final annotated bibliographies and research paper (one for grading, one for portfolio)**
2. **Three sources minimum**
3. **MLA Documentation**
4. **Free from plagiarism (Plagiarism is cheating and results in an automatic zero.)**
5. **Turned in on or before due dates**
 - **Your Senior Project teacher will provide additional requirements for the annotated bibliographies and the research paper.**

PRODUCT

1. **Minimum of fifteen (15) contact hours with mentor**
2. **Mentor time log required, with mentor's signature for each contact**
3. **Product may be tangible, service oriented, or skill-based**
4. **Product must present a learning stretch, taking you beyond what you have ever done before**
5. **Product related to research**
6. **Product completed by student...NOT by mentor or parent**
7. **Product will be assessed during oral presentation**

PORTFOLIO

1. **Title page**
2. **Table of Contents**
3. **Letter to the Judges**
4. **Signed Parent Consent Form**
5. **Teacher Approval of Senior Project Research and Product**
6. **Signed Consequences of Failure to Meet Deadlines Form**
7. **Approved Letter of Intent**
8. **Clean copy of Annotated Bibliographies and Research Paper**
9. **Signed and completed Mentor Logs**
10. **Journal Entries (5 minimum, 200 words each)**
11. **Mentor Information Form**
12. **Thank-you note to Mentor**
13. **Mentor Written Evaluation**
14. **Supplemental items including pictures, letters, plans, receipts, etc.**

PRESENTATION

1. **Between 8 and 15 minutes long**
2. **Judged on content and delivery**
3. **Appropriate business-style dress (unless attire relates to project)**
4. **Visual to enhance understanding of product (poster, outline on flip chart, photo collage, PowerPoint, costume, tangible product)**
5. **Portfolio available to panel**

SENIOR PROJECT TIME LINE: 2017-2018

Months	Events	Due Dates
September	Consequences of Failure to Meet Deadlines	9/12/17
	Teacher Approval of Senior Project Proposal	9/19
October	Parent Consent Form	10/03
	Letter of Intent	10/10
	Mentor Information and Agreement Form	10/17
	Project Journal entry #1	10/24
November	Annotated Bibliography #1	11/7
	Project Journal entry #2	11/28
December	Annotated Bibliography #2	12/5
January	Mentor Hours Log (7 hours due)	1/2/18
	Project Journal entry #3	1/2
	Annotated Bibliography #3	1/9
	Project Journal entry #4	1/30
February	Research Paper: Rough Draft (3-4 pages)	2/13
March	Research paper: Final Draft (3-4 pages)	3/6
	Mentor Hours Log (remaining 8 hours TOTAL =15)	3/20
	Mentor evaluation form	3/20
	Thank-you note to mentor	3/20
	Project Journal #5	3/27
April	Product due	4/10
	Letter to the Judges	4/24
May	Portfolio (See note on page 4.)	5/1
	Senior Project Oral Presentation	5/23
	Make-up period	TBA

TOPIC SELECTION GUIDELINES

- **The topic should be one in which you are highly interested, but not yet an expert. If you have been a black belt in karate and have studied martial arts for many years, you probably already know a great deal about the subject of karate. Such a topic would not yield much new learning for you and would, therefore, not qualify as a "learning stretch."**
- **The topic should be broad enough to allow you access to enough information, but narrow enough to make the research scope reasonable. For example, a student choosing the topic *First Aid* would find it impossible to include everything about first aid (home remedies, history of emergency services, the treatment of burns, the evolution of first aid courses, etc). On the other hand, a student choosing to research the *Application of Band-Aids to Skin Abrasions* would probably have difficulty finding enough information. A more reasonable topic might be *Lifesaving Techniques Used by Emergency Medical Technicians*.**
- **The research topic should be one that is intellectually and creatively challenging. Take care not to choose a topic that is limited to relatively simple ideas or one that has little application or extension possibilities. Such a choice would make the resulting paper, product, and presentation uninteresting for both you and the judges. The topic should represent an intellectual s-t-r-e-t-c-h for you and one that is worthy of investigation.**
- **Be mindful that your topic should lend itself to the creation of a product, learning of a skill, or performance of a service. Choose your topic with the ultimate product in mind. Some students even begin by determining something they would love to do or make (product) and tailor their research topic around their product.**
- **Avoid choosing topics that might involve expenses that you are not prepared to handle. There is no required expenditure for the research or the product. If you do not drive, do NOT plan research that requires you to go to distant locales; if you do not have much money, do not plan research that will involve purchasing costly equipment or committing you to a series of expensive lessons. Keep in mind that your grade on the research/product is not affected by your expenditures.**
- **Topics that are illegal, immoral, dangerous to you or to someone else, or prohibited by Tiverton Public Schools will not be approved. For example, avoid experiments that are potentially explosive; stay away from activities such as handling poisonous snakes; steer clear of investigations of pornography web sites or other unsavory areas; do not connect your product to any type of weapon.**
- **Primary research shows originality and intellectual maturity. Choose a topic that will allow you to do a personal interview, survey, scientific experiment, etc., for research.**
- **Before making your final choice, do some preliminary research. Investigate your main areas of interest to be sure that you can locate abundant research material to complete your annotated bibliography. This exploration might open new possibilities for your final topic.**
- **Use good judgment when selecting your topic. Not only must your topic be approved by your parents and your teacher, but your ultimate presentation must be appropriate for a review board of community and faculty judges. Select a topic that is complex enough to warrant your time and one that you will be proud to share with others. Do not waste time investigating topics that will be rejected.**

TOPIC IDEAS FOR BRAINSTORMING

Music

- Learn a musical instrument
- Compose a piece of music
- Perform a Dance

Physical Fitness

- Diet
- Physical goals
- Careers
- Learn a new sport

Health

- Volunteer opportunities
- Alternative health
- Drug Abuse

Social Studies

- Historical Study
- Cultural Study
- Political Involvement

- Fine Arts, Crafts
- Sewing
- Pottery
- Jewelry
- Stained Glass

Math, Science

- Computers/Internet
- Mathematics theory
- Astronomy
- Environmental Issues

Education

- Learning Styles
- Early Childhood Education
- School Reform

Religion, Philosophy

- Comparative Studies
- Develop a Personal Religion/Philosophy

Space

- Exploration
- Extraterrestrial Theories
- New Discoveries

Home Economics

- Cooking
- Gardening

Social Issues

- Child Abuse
- Volunteer Work
- Homelessness
- Teen Suicide

Literature

- Creative Writing
- Folklore
- Children's Literature
- Poetry

Business

- Entrepreneurship
- Trends
- Mock Investments
- Job Shadowing

Travel

- Vacations
- Language
- Explorations

Careers

- Job Market Research
- Job Shadowing
- Personal Goals

Technical Arts

- Wood
- Metal
- Cars/Motorcycles
- Book Illustration

Photography, Film

- Make a Movie
- Learn photography
- Animation

Outdoors

- Scientific field research
- Hiking/Orienteering
- Mountain climbing

List your ideas here:

INTEREST SURVEY

Use this survey to identify topic areas of interest. Answer the following questions with as much detail as possible:

- 1. Within the next five years, what things do you hope to have accomplished?**
- 2. What things would you like to be able to do better?**
- 3. What do you wish you had more time for?**
- 4. What things would you like to learn more about?**
- 5. List experiences you really wish you could have.**
- 6. What controversial issues do you feel strongly about?**
- 7. What is a profession you think about but have not seriously explored?**
- 8. What is one condition you believe needs to be improved?**
- 9. What classes have you taken that you really liked?**
- 10. What is one handcrafted item you wish you could own?**
- 11. What do you wish would happen in your life?**
- 12. What goal have you avoided?**
- 13. What do you complain about?**
- 14. What would you like to get others to do?**
- 15. What is unique or special about you?**
- 16. What community group do you admire?**
- 17. What can't you do, but would like to do?**

SAMPLE IDEAS: RESEARCH AREA to PRODUCT

REQUIREMENT: Both the Research and the Product MUST be a "LEARNING STRETCH" for you.

RESEARCH AREA	POSSIBLE PRODUCT
Fashion and social change	Design and construct a 20's era gown
Vietnam veterans	Volunteer work with vets
Robotics	Construct a robotic hand
Aluminum welding	Construct a model (or actual) river boat
Musical arranging	Write an orchestration for school band or orchestra
Adoption laws	Find biological parent
Art of silk screening	Design and create a T-shirt logo for school club
Waste disposal and the environment	Organize group to pick up trash in town
Importance of fathers in the home	Form a fatherhood club; create agendas for meetings
Historical sites in Tiverton	Create a walking tour of Tiverton; with a brochure
Progression of 20 th Century architecture	Design a modern building; make a model
History of sailing vessels	Make a model of a sailboat; take sailing lessons
Stained glass through the ages	Take stained glass lessons; create a project
Golf course management	Design and make a model of an 18 hole golf course
History of "belts" in the martial arts	Learn karate with a goal of reaching a belt level
Harmonica in blues music	Learn to play the harmonica
Crimes against women	Take a self-defense class
History of the VW Beetle	Remodel/Rebuild a 1964 VW
Health benefits of Yoga	Take Yoga lessons and chart progress w/ photos
Marine biology	Set up and maintain a salt water aquarium
Illiteracy in Rhode Island	Teach an adult to read
Vincent Van Gogh	Learn to oil paint
Homelessness	Volunteer at a homeless shelter
Astronomy	Build a telescope
Financial Planning	Create a financial plan for your future
The filmmaking of Stanley Kubric	Create and edit an original film
Braking devices on automobiles	Make a brake rebuilding video
Sports medicine	Learn to wrap and treat sports injuries
Obesity	Design/monitor a weight loss program for an adult
Sports and Asthma	Volunteer to work with asthmatic child in a sport
The poetry of William Blake	Write and bind a book of personal poetry
Illustration as a career	Write and illustrate a children's book
Head trauma	Make and label a model of the brain
Radio communication	Build a radio or become a ham radio operator
Wildlife art	Make a book or video of wildlife in Georgia
Drunk driving and MADD	Create a school program against drinking/driving
Horticulture	Construct a greenhouse
Hearing impaired	Learn sign language
Child development	Volunteer at a Day Care Center; make a book

LETTER of INTENT "YES" TEST

Here is a list of criteria on which your Letter of Intent will be evaluated. You should be able to check "YES" for each item on the checklist before submitting your letter to your Senior Project teacher. Your Letter of Intent **MUST** be approved by your teacher before you begin your annotated bibliography or your product.

Student: _____ Research Topic: _____
 Product: _____

YES	NO	ELEMENTS to EVALUATE
MECHANICS		
		Is your letter typed?
		Is your letter free of mechanical and spelling errors?
FORM		
		Is there a date?
		Is there an inside address of a Senior Project teacher at Tiverton?
		Is there a greeting followed by a colon?
		Is the letter in block paragraphs with double space between each?
		Is the closing capitalized and followed by a comma?
		Did you sign the letter?
		Is your home address on the letter?
CONTENT		
		Is the reason for your interest in the area explained?
		Did you clarify any prior knowledge of the area?
		Did you clearly state what the product will be?
		Did you consider an estimate of the cost of the product?
		Did you explain plans for obtaining a mentor?
		Is there a clear connection between the research and the product?
		Is there an acceptable "learning stretch" for you in both the research and product?
		Is the last paragraph a clear definition of plagiarism and its consequences?

SAMPLE LETTER of INTENT

101 Senior Drive
Tiverton, RI 02878
September 5, 2003 ↓3

Your address

Date

Spacing

Use 1" margins on the sides.

Ms. Senior Project Teacher
Tiverton High School
100 North Brayton Road
Tiverton, RI 02878 ↓2

Senior Project teacher and school address

Describe your general area of interest and explain why you chose this topic. State your level of experience in this area.

State your product plans and discuss the costs involved.

Dear Ms. Senior Project Teacher: ↓2

For as long as I can remember, I have been interested in woodworking, specifically the design and manufacture of home furnishings like chairs and tables. I have virtually no experience in this area, aside from making a cutting board and a mailbox for my grandmother five years ago in middle school wood shop class; so I would be learning almost from scratch.

↓2

I plan to build two Adirondack chairs with footstools and a matching small table. I recently purchased a table saw for my shop, so I will be able to work at home during the winter, after school, and on weekends. I haven't priced wood recently, and I'm not sure yet what wood I will use, but I expect this project to cost about \$100 for the wood, sandpaper, screws, and paint. I'm not sure how long the entire project will take, but I expect to spend three to four weeks on it, working several hours at a time, two to three days a week. Given my lack of previous woodworking experience, completing two chairs with footstools and a table will be quite a challenge and certainly a stretch of my current abilities.

Connect your research to your product

↓2

To help me settle on the exact design of the chairs and table, I will research the history and evolution of Adirondack furniture. Using both woodworking and historical sources, I hope to find the origin of this distinctly American design and some of the reasons Adirondack furnishings have remained so popular through the years.

State your plans for a mentor

↓2

I have already asked Ron Sterni, a former shop teacher and cabinetmaker living in Marietta, to be my mentor. He is used to working with both beginning and advanced students, and he has been building beautiful cabinets and furniture for over 35 years.

Sincerely,

Closing ↓3

Signature

Jane Smith ↓4

Jane Smith

TEACHER APPROVAL OF SENIOR PROJECT TOPIC

Name _____ Date _____

What topic would you like to research? Be sure to limit the topic to a manageable one.

What is your essential question that will apply to your research?

What product would you like to work on that is connected to your research topic?

How would doing this product be a “stretch” for you (something challenging, that you’ve never done before)? _____

The above information is true and accurate: _____

Student Signature

Action taken:

_____ **Research Topic** *approved*

_____ **Research Topic** *rejected*

_____ **Product Proposal** *approved*

_____ **Product Proposal** *rejected*

Reason for rejection (need to resubmit proposal):

Signature of Senior Project teacher or Advisor teacher required:

_____ **Date** _____

PROJECT JOURNAL LOG

Keeping a journal will help you record important questions, ideas, and discoveries as you develop your project. A minimum of 5 typed entries, at least 200 words each, is required for your portfolio. Each entry will be graded. A schedule of due dates will be provided.

What should I write in my journal?

1. Project ideas, plans, reflections, questions
2. Informal notes and bits of information
3. Accounts of conversations with your mentors or others
4. Things you are thinking about

When should I write?

1. After you have worked with your mentor and/or completed an assignment for Senior Project
2. Early in the morning, end of day, or any time
3. Whenever you have a problem to solve, decision to make, etc.
4. Whenever you need to think something out

How should I write?

1. Quickly and freely, getting lots of ideas on paper
2. In any form that makes sense to you (Graded entries must be typed)
3. In your own voice

Who will read my journal?

1. Your Senior Project teacher will review your journal
2. No one will read entries that you prefer to keep private
3. You will be asked to share at least 5 entries with the Senior Project judges

Suggestions

1. Date each entry and start each new entry on a new page
2. Write often; regular writing is what makes a useful journal
3. Whenever you can, write long enough to develop ideas fully

Annotated Bibliography

A bibliography is a list of sources (books, journals, Web sites, periodicals, etc.) one has used for researching a topic. An annotation is a summary and assessment. Therefore, an annotated bibliography includes a summary and assessment of these sources.

The following are a list of questions to address when compiling your annotated bibliography:

Summarize (3rd person) 75-125 words:

- **What are the main arguments?**
- **What is the point of this book or article?**
- **What topics are covered?**
- **If someone asked what this book/article is about, what would you say?**

Assess (3rd person) 100-175 words:

- **Is it a useful source?**
- **Is it current and relevant?**
- **How does it compare with other sources you are using?**
- **Is the information reliable?**
- **Is this source biased or objective?**
- **What is the goal of the source?**
- **How does the source help you answer your essential question?**

Basic Requirements:

- **Modern Language Association (MLA) format and documentation**
- **Typed, double spaced in 12 point font, one-inch margins**
- **Consistent voice; 3rd person**
- **Essential question explored**
- **All questions answered**

Adapted from the Purdue University Online Writing Lab

Bethany Alvarez

Mr. Forrest

Senior Project

17 November 2015

Annotated Bibliography #1

Essential Question: What are some of the physiological and psychological effects marathon training has upon the body?

Lobby, Mackenzie. "The Benefits of Long Runs in Marathon Training." Active.com. Active Network, n.d. Web. 17 Nov. 2015.

Credibility: Mackenzie Lobby is an independent writer from Minneapolis and photographer with a Master's in Kinesiology from the University of Minnesota. She has accomplished 10 marathons in addition to being a USATF certified coach.

Summary: Lobby's article contains straightforward, helpful, information concerning the positive effects that long-distance marathon training can have on the overall physiology and wellbeing of the body and mind. She offers brief explanations on how such training will result in a remarkable strengthening of both fast and slow-twitch muscles within the body along with increased aerobic capacity. She also notes how the long runs involved in marathon training will teach the body to store greater amounts of glycogen which ultimately will help the body sustain its energy during the grueling marathon distance. In addition, she notes the mental toughness and sense of confidence runners gain from such training feats.

Assessment: Lobby does an excellent job of convincing her readers that long runs are indispensable to runners interested in completing a marathon. For example, she does not gloss over the difficulties of training, rather, acknowledges that unpleasant things such as cramps, blisters, and stomach aches are bound to happen; for this reason, the long training runs can effectively teach the runner to endure and push through this pain. In addition, she

addresses the immediate mental and physical benefits of training without use of excessive detail. Though this article is not especially complex or detailed, it offers an unbiased, simple outline of what a runner beginning his or her long-distance training journey should expect as their mileage increases. This article is important because it is blunt and concise, it offers encouraging and helpful advice to novice and experienced runners alike. This source aims to offer a general description of the physiological benefits one can expect to reap from the long-distance runs one accomplishes during training. It is accessible, easy to understand, and is fairly objective considering the writer herself has experienced all of the events she writes about. Her writing is encouraging yet realistic, emphasizing the benefits and rewards runners will reap from their hard work, not only physically, but psychologically and spiritually. This all-encompassing article is a quick yet essential read for any beginner in the marathon realm.

STUDENT/MENTOR RESPONSIBILITIES

The senior student is responsible for:

- 1. Completing requirements of the project in accordance with the timetable established by the Senior Project Advisory Board.**
- 2. Selecting a mentor.**
- 3. Maintaining copies of all work in progress.**
- 4. Submitting a Senior Project proposal form and Mentor Agreement form to the Senior Project teacher.**
- 5. Submitting five annotated bibliographies to the Senior Project teacher.**
- 6. Submitting an annotated mentor interview to the Senior Project teacher.**
- 7. Documenting project process through journal entries and a time log.**
- 8. Developing an oral presentation for the faculty/community panel.**
- 9. Developing a portfolio to display work.**
- 10. Writing and distributing a thank you letter to the mentor(s) and panelists.**

Mentor qualifications:

- ♦ **Cannot be a member of the student's family.**
- ♦ **Must be an adult (at least 21 years of age).**
- ♦ **Must be an expert or professional in the field/area of mentoring**
(See page 1 for THS faculty mentor requirements.)

A Senior Project Mentor is responsible for:

- 1. Assisting and advising students in technical aspects of the Senior Project.**
- 2. Serving as a resource to the student in all phases of the project including the development of the annotated bibliographies and oral presentation.**
- 3. Allocating time and making arrangements to work with student as needed (at least 15 hours).**
- 4. Signing and returning Mentor Agreement form.**
- 5. Providing accurate and honest verification of the student's work.**
- 6. Completing and returning a Senior Project Program Evaluation.**

Suggested resources to find a mentor:

- ♦ **Family members**
- ♦ **Friends of family**
- ♦ **Friend's and their family members**
- ♦ **Tiverton teachers / personnel**
- ♦ **Other educational facilities**
- ♦ **Employers and co-workers**
- ♦ **Associates through religious organizations**
- ♦ **Associates through civic and community organizations**
- ♦ **Associates through athletic organizations**
- ♦ **Community businesses**
- ♦ **Professional organizations**
- ♦ **Newspapers**

How to make the initial mentor contact:

- ♦ **A mutual friend or acquaintance may make the initial contact for you**
- ♦ **Telephone (be prepared to leave an appropriate voice mail message)**
- ♦ **Letter**
- ♦ **E-mail**

MENTOR HOURS VERIFICATION LOG

Mentor Log for: _____ **Senior Project Teacher** _____
Student's Name

Product: _____ **Mentor:** _____

The Mentor Logs will be checked and graded on designated days.

Date of Meeting: _____ **Amount of Time Spent:** _____

Activity/Item Discussed: Initial Meeting

Any suggestions:

I have met with the student named above for the purpose of discussing their senior project.

x _____ **Mentor Signature**

Date of Meeting: _____ **Amount of Time Spent:** _____

Activity/Item Discussed:

Any suggestions:

I have met with the student named above for the purpose of discussing their senior project.

x _____ **Mentor Signature**

Date of Meeting: _____ **Amount of Time Spent:** _____

Activity/Item Discussed:

Any suggestions:

I have met with the student named above for the purpose of discussing their senior project.

x _____ **Mentor Signature**

Date of Meeting: _____ **Amount of Time Spent:** _____

Activity/Item Discussed:

Any suggestions:

I have met with the student named above for the purpose of discussing their senior project.

x _____ **Mentor Signature**

Date of Meeting: _____ **Amount of Time Spent:** _____

Activity/Item Discussed:

Any suggestions:

I have met with the student named above for the purpose of discussing their senior project.

x _____ **Mentor Signature**

Date of Meeting: _____ **Amount of Time Spent:** _____

Activity/Item Discussed:

Any suggestions:

I have met with the student named above for the purpose of discussing their senior project.

x _____ **Mentor Signature**

Date of Meeting: _____ **Amount of Time Spent:** _____

Activity/Item Discussed:

Any suggestions:

I have met with the student named above for the purpose of discussing their senior project.

x _____ **Mentor Signature**

**SENIOR PROJECT MENTOR VISIT
SCHOOL ABSENCE FORM**

- Students may receive an excused absence from school for one full day to meet with her/his mentor for Senior Project activities.
- Students may use this excused absence only if no other time can be arranged.
- Mentor, Senior Project Coordinator, student, parent, and Senior Project teacher signatures are required prior to approval of the excused absence.

Please excuse _____ (Name of senior) from classes on _____.
They will be shadowing his/her mentor and is able to do so only during school hours. The student understands that they must make up all work following the absence.

Senior Project Coordinator

Senior Project Teacher

**Parent signature (required)*

**Mentor signature (required)*

To be completed by STUDENT prior to signing by teachers, parent, and mentor:

Reason for shadowing: _____

Why this cannot be done outside of school hours:

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

**Student Signature (required)*

This form MUST be turned in to your Senior Project teacher at least two days prior to the mentor shadowing absence!

MENTOR THANK-YOU NOTE

Your mentor has spent many hours helping you through your product, so it is important that you express your thanks. Rather than purchase a card-shop thank-you note, take the time to write a personal note; or write a thank-you letter. A copy of the thank-you should be included in your portfolio. Here are some guidelines to follow:

- 1. Start your thank-you with Dear _____ ,**
- 2. Be sure to include mention of what you are thanking your mentor for. A statement beginning with, "I want to thank you for all of the hours you spent helping me carve my walking stick," or "I want to thank you for allowing me into your classroom to observe and help the children develop their reading skills." Express your thanks simply and directly.**
- 3. Next, include a line or two to say specifically what you appreciate about your mentor: a specific quality, feature, or action would be appropriate. "You were always there when I needed you, and you always seemed happy to see me when I arrived for our sessions," or "Your skill on the guitar was an inspiration to me throughout each of my lessons," or "You had such great patience with me, even when I made really big mistakes." Just be sure that you are honest in your comments.**
- 4. Finally, you should end the note with a general statement such as, "You have really made a difference in my life, and for that I am truly grateful," or "My Senior Project would not have turned out so well without your help," or "You have really opened my eyes to how helpful an adult can be," or "I hope that you will continue to mentor young people, because you have so much to offer."**
- 5. Some further thoughts:**
 - ◆ Be sure to close the note with a word or phrase such as "Sincerely," or "With gratitude," and then sign your name!**
 - ◆ Whatever you do, never belittle your mentor's help in any way!**
 - ◆ Make sure your mentor's last impression of you is a good one.**

PORTFOLIO CHECKLIST

Items should be fully completed and signed where appropriate.

✓	ITEM
	Title Page
	Table of Contents
	Letter to the Judges
	Signed/Dated Parent Consent Form
	Signed/Dated Consequences of Failure to Meet Deadlines Form
	Teacher Approval of Senior Project Proposal
	Approved Letter of Intent
	Three Annotated Bibliographies
	Research Paper
	Completed Mentor Information and Agreement Form with signatures
	5 Journal Entries
	Senior Project Mentor Log: 15 documented mentor hours minimum - signed by mentor for each meeting.
	Copy of Thank-you letter/Thank-you note to Mentor
	Mentor Evaluation Form
	Additional material collected by student, including photographs of product involvement, interview questions and notes, names, addresses, and phone numbers of people contacted, plans, outlines, receipts, journal notes, etc.

**Keep items neatly in your portfolio as you complete them.
Your portfolio is your record of your Senior Project.**

LETTER to the JUDGES FORMAT

The Letter to the Judges should be the first page of your portfolio following your Table of Contents. It is written after completion of your product.

Your Address

Tiverton, RI 02878

The date

Judges, Senior Project

Tiverton High School

100 North Brayton Road

Tiverton RI 02878

Dear Judges:

Paragraph 1: Discuss your personal interests and background as they relate to your Senior Project. Tell the judges something about your accomplishments and challenges during your high school years. Help them get to know you.

Paragraph 2: Explain why you chose your particular research topic and the ultimate product you spent time preparing. Discuss the easiest and hardest parts of Senior Project for you. Tell about the assistance you got from your mentor and others. Provide a self-evaluation of your product.

Paragraph 3: Tell the judges what you learned from doing Senior Project. What skills did you gain from doing it? What lessons (positive and negative) did you learn? What would you advise future students as they approach their Senior Project year?

Paragraph 4: Thank the judges for taking the time to look at your portfolio and to hear your presentation.

Sincerely,

Signature

Your Name

PRESENTATIONS: A GUIDE

8-15 MINUTES

The three areas of consideration for your presentation should be

- I. **Content**
- II. **Visual**
- III. **Delivery and Appearance**

Content

Introduction

- > Introduce yourself
- > Attention getter
 - o Startling fact
 - o Create suspense/curiosity
 - o Tell a story
 - o Ask a rhetorical question
 - o Quotation
- > Brief explanation of your senior project (paper and product)
 - o What you chose and why
 - o How it was a stretch for you
 - o What you hoped to learn/accomplish

Body

- > Annotated Bibliography
 - o Elaborate on topic—unexpected/interesting facts, what else you learned
 - o **Connect research to product**
- > Product
 - o Why you chose it
 - o **How it was a stretch for you**
 - o Steps you took
 - o How your mentor helped you
 - o What you learned

Conclusion

- Sum up – What did you learn about the process and yourself
- Thank the judges for their time and attention. They will then ask questions.

Note: THE QUESTION AND ANSWER PERIOD DOES NOT COUNT TOWARDS THE 8-15 MINUTES

Be sure your speech in some way answers the following questions:

- ✓ Why did you pick this topic for your research?
- ✓ What did you hope to gain by researching this topic?
- ✓ What did you gain from your research?
- ✓ Explain the process in producing your product.
- ✓ How did you tie your product to your research topic?
- ✓ What was your stretch in doing this particular product?

- ✓ What role did your mentor play in your product?
- ✓ What challenges did you face in doing your Senior Project?
- ✓ What benefits did you derive from it?

If you do not address these questions in your speech, the judges will ask them!

Visual

- > Can be something that helps the audience understand the content of your presentation as well as a device to keep your speech on track and organized.
- > Can be an outline of your talking points, and could be in any number of forms (handout, transparency, poster, powerpoint)
- > A secondary visual may include photographs, a video, a demonstration of a skill, or the showing of a tangible product.
- > Be aware that any type of technology used in presentation (TV, computer, overhead) may fail, so have a backup plan.

Delivery and Appearance

1. Delivery

- > Note cards may be used, but they should not be read; use your visual outline as you proceed through your presentation (by pointing to items as you speak)
- > Feel free to walk around a bit, within a defined area
- > Use your hands to gesture for emphasis if you are comfortable enough to do so
- > Use voice inflection and repetition to highlight important points and to keep interest
- > Make eye-contact with all of the judges—not just one
- > Face the audience at all times! Do not turn your back on your audience to look at a TV screen or an overhead projection.

2. Appearance

- > You should be clean and well-groomed
- > Your clothes should represent your respect for your audience
- > You should remove face rings and distracting jewelry, unless they are an integral part of your presentation
- > Your mannerisms should not be distracting to the audience.

MENTOR EVALUATION FORM

(To be completed by the Mentor and returned to: Lee Ann McCarthy, Tiverton High School, 100 North Brayton Road, Tiverton RI 02878. FAX: 401-624-8495)

Student's name: _____ Mentor's name: _____

Project: _____

Please verify this student's efforts on their Senior Project by answering the following:

1. Verify the number of hours you spent with the student on this project. Hours: _____

Comments:

2. Have you seen the project in different stages of completion, not just the final phase?

Yes: ____ No: ____ Comments:

3. What challenges did the student encounter, and how did they overcome them?

4. Would you be willing to mentor again? Yes: ____ No: ____ Comments:

5. What recommendations would you offer to improve the Senior Project program for students and mentors?

6. Did you receive a thank you note from your student? Yes: ____ No: ____

Thank you for participating in the Tiverton High School Senior Project program.

Signature: _____

Title/Occupation: _____

Date: _____

Phone: _____

PETITION TO SENIOR PROJECT ADVISORY BOARD

This form should be used to petition the Senior Project Advisory Board for:

- Change of your Senior Project topic
- Early start for your Senior Project (summer prior to senior year)
- Deadline extensions (must be submitted 3 school days prior to deadline)
- Appeal of a Senior Project topic denial

Form should be completed and returned to your Senior Project teacher as soon as possible. The Senior Project Advisory Board will notify student of action.

Printed Name: _____ Date: _____

Parent/Guardian Signature: _____ Date: _____

Senior Project Teacher's Signature: _____ Date: _____

Please state the nature of your appeal and the reasons for thinking your appeal should be granted. Supporting documentation should be attached. A personal appearance before the Senior Project Advisory Board will only be arranged when the circumstances require a personal presentation.

Request Section - Must be typed

Applicant's Signature: _____

Senior Project Advisory Board Recommendation: _____

Signature of Board Representative: _____ Date: _____

