

• Overview	2
• Senior Project Timeline	3
• Guidelines for Determining an Appropriate Topic	4
• Senior Project Proposal Requirements	5
• Guidelines for Expert Advisor	6
• Interview with Expert Advisor	7
• Senior Project Research Assignment	8
• Senior Project format for the Journal/Time log	9
• Reflection on Learning Guidelines	10
• Senior Project Notebook Checklist	10
• Notebook Grading Rubric	11
• Presentation Guideline	12
• Exhibition Grading Rubric	13-14
• Summary of Due Dates	15

Senior Project Overview

Please read this packet carefully as there is much important information included in it. If you have questions, please see Ms. Tolentino in room 102 or email her at djtolentino@seattleschools.org. Good luck as you undertake your senior project.

This year you will have the opportunity to spend time and earn credit learning a new skill that is of particular interest to you. This project will demonstrate your ability to organize your time, motivate yourself, and sustain effort to achieve a goal over a long period of time. It is designed to encourage life-long learning, so it should be as fun, challenging, stimulating, fulfilling, and rewarding as possible.

The Senior Project you choose will fulfill one of Nathan Hale High School's graduation requirements and will have many positive personal benefits for you.

The Senior Project is designed to:

- Produce original and scholarly work
- Give you the opportunity to synthesize your knowledge and develop your expertise, which may or may not be directly related to your course work at Hale.
- Allow the opportunity for creative self-expression.
- Provide additional practice in writing for a variety of purposes.
- More actively involve the community in the learning process.
- Increase school-to-work connections.
- Encourage independent problem solving, time management, and achievement skills.

Important steps to completing a successful project:

- Choose your topic wisely and early
- Submit a formal project proposal
- Complete a research assignment (3 sources – 1 page on each source)
- Work on your project at least 50 hours throughout the year [Note: Class time spent in Nathan Hale or running start classes does NOT count toward these 50 hours.]
- Meet on a weekly basis with the mentorship teacher assigned to you.
- Document and reflect on your project in regular journal entries and time log
- Create a product/performance/demonstration of learning
- Write a reflection paper
- Assemble and submit your notebook
- Complete a dry run and tech check
- Give an exhibition

Senior Project information may be found on the Nathan Hale website.

<http://www.seattleschools.org/schools/hale/>

Senior Project Timeline

- _____ Select a Topic.
- _____ Choose an Expert Advisor.
- _____ Complete the Expert Advisor interview and commitment sheet. This is due to you mentor teacher by **November 8th**.
- _____ Meet regularly with this person (6-8 times throughout the year.)

- _____ Write a Project Proposal. It is due to Ms. Tolentino in room 102 on **November 8th**. The senior project committee will review it and either approve or reject the proposal. The earlier you turn in the proposal the earlier you may begin working on the rest of the project.
- _____ Research Assignment. (3-5 pages, details are found on page 8 of this packet. Complete this by **January 24th** and show it to your mentor teacher.)

- _____ Keep a time log and journal of your hours (at least 15 journal entries documenting 50 hours of work.)

- _____ Meet weekly with your NH mentor to review notebook, log and journal.

- _____ Keep and submit a notebook/collection of all written work. Due **March 28th** to Ms. Tolentino in room 102. You must complete this by **March 28th** to be eligible to present your project.

- _____ Complete a dry run (rehearsal) of your exhibition presented for your NH mentor teacher. This must be completed before **April 20th** to be eligible to present during exhibition night. [Note: Practice BEFORE the dry run!]

- _____ Technology Check. A technology check must be completed with Ms. Winard before your exhibition. This must be completed before **April 20th** to be eligible to present during exhibition night.

- _____ Give the exhibition. **This will happen on May 16th after school.** Conflicts must be discussed with Ms. Tolentino prior to May 16th.

**PARENTS OR FRIENDS ARE NOT ALLOWED TO BE PRESENT
DURING THE SENIOR PROJECT EXHIBITION**

Guidelines for Determining Acceptable Senior Projects

The following are some guidelines to help determine what is a valid project. You should be able to answer yes to all of the questions below:

- Am I excited and passionate about this project?
- Will I learn something NEW?
- Can I easily identify the NEW skills/knowledge I will learn?
- Will this topic involve learning something beyond ordinary life skills?
- Is this something that goes beyond the learning requirements of a class, club or team I am in/on at Nathan Hale?
- Is it reasonable that this project will take at least 50 hours to complete?
- Does it have enough complexity and significance to make it a major accomplishment?

Topics that may be questionable or unacceptable:

Questionable senior projects topics include: sports, cooking, building a computer, building a web page, auto rebuilds, playing in a band. In your proposal you should give a very strong defense of your projected new learning and background information (especially the Learning Targets and Research Focus). It is also recommended that you take an organized class outside of Nathan Hale or learn from an expert on a regular basis. Documentation of your meetings with an expert will be very important. Also, it is important that you have an outcome or demonstration of the learned skill and can show before and after progress through a video, photos, and/or Power Point presentation.

If you decide to include a video in your presentation, you must make a VHS or DVD version of the video. Hooking up a video camera directly to our projectors will not be allowed. Also, no personal computers may be hooked up to the school's network. Projects involving computers or needing Internet connectivity must be approved by Ms. Winard as well as by the senior project committee.

Anything that is dangerous or risky is not an acceptable topic because Seattle Public Schools could be liable in the case of an accident.

Senior Project Proposal Requirements

Due Date: November 8th

In a two-page typed proposal, write a short paragraph for each of the following items. Include the following **BOLD** heading items as a heading at the beginning of each separate paragraph.

Project Overview

Briefly summarize your project.

Prior Experience

List the relevant skills and experiences you bring to this project at the outset.

Learning Targets

Identify the new knowledge and/or skills you aim to acquire by undertaking this project.

Research Focus

Identify the background information you will need to collect in order to have a meaningful experience in working on this project.

Expert Advisor

Before beginning the project, find a community member knowledgeable in your subject area and talk to him/her about being your expert advisor. Be sure to ask this person about the specifics of your project goal and what is reasonable to accomplish in 50 hours. Include their comments in this section.

Project Stages

Outline the steps you will take to complete this project. Include a monthly timeline.

Presentation

Describe your vision of your final project presentation including how you will incorporate any visual aids.

Evidence

Describe the product and materials you will submit as evidence of your work and progress on the project.

Evaluation

Explain how you and the panelists at your presentation will know that you have undertaken and completed a high quality project.

Guidelines for an Expert Advisor

Senior Project is a graduation requirement at Nathan Hale High School. During their Senior year, students select a topic and develop a proposal for a project, based on something in which they are interested. Students must spend 50 hours learning the topic area and developing a project. They will present their project before a panel of judges on a Senior Project Exhibition Night.

All students are required to work with an “expert advisor”, a community member who is willing to help a young person grow and learn in the topic area of his/her Senior Project.

Please note: A student’s parent is **NOT** allowed to be his/her expert advisor.

The following information states guidelines required of an expert advisor.

Skills/Knowledge

- Understanding of senior project and students goals
- Expertise in student’s topic area

Time Commitment

- Meet at least 6-8 times with student throughout course of school year **OR** 6-8 times during a shorter range of time when student is mastering topic.

Please include this completed commitment form in your project notebook.

ADVISOR CONTACT AND COMMITMENT FORM

Student _____

Mentorship Teacher _____

Project Title _____

Expert Advisor _____ **Phone No.**

I commit to being an Expert Advisor for
_____. **I will mentor the student by giving**
lessons, and/or helping him/her to accomplish senior project goals.

Signature _____

Date _____

Senior Project Interview with Expert Advisor

Here is a list of possible questions to ask your expert advisor. You may include others in your interview, but remember the purpose of the interview is to get to know your expert advisor. It should be the beginning of a longer conversation and working relationship around your topic.

- What is your specific expertise that will help me to accomplish my goals? Is it through your career/work? A hobby?
- What caused you to become interested in my topic?
- How did you learn about it? What skills/knowledge will you be able to teach me?
- What are some of the resources that could help me learn about my topic?
- What are some challenges involved in mastering my topic?
- What do you find rewarding about my topic?
- Do you have a particular approach or angle on this, different from others?
- How do you think this will change in the future?
- When are you available to work with me?

Senior Project Research Assignment

Due Date: Students should complete this by January. It is meant to deepen and enrich your learning process. It is not meant to be supplemental work completed in April. Please include it in your project notebook, as it will be assessed when the notebook is graded.

Purpose: To deepen and diversify the scope of your project
To add professional, academic or real-world elements to your project
To improve the quality of your final project and product

Requirements: Use three **different kinds** of sources (possibilities include the Internet, periodicals, books, informational videos, live performances, etc.)

For **each** source do the following (details follow below):

- Citation
- Notes
- Summary
- Application

The research assignment should be typed in 12 pt. font, single-spaced. Use one page for each source, with notes attached. The citation should serve as the title for the page. Summary and Application should be approximately one-half page each, single-spaced.

Citation: Include title, author, and publisher/copyright date or website address for any print resource. For other types of sources use name, position, and contact information. For performance use date, time, place, name of performance/performer.

Notes: These can be the actual notes you take from the reading, from viewing or listening to a tape, from an interview, from watching a performance, from studying a piece of art, etc. For print material it can also include a highlighted copy of the article with marginal notes.

Summary: Summaries should be one-half page, single spaced, and should include the main points of your reading, viewing, interviewing, and observing. The summary shows the *content* you obtained in your research.

Application: The application should be one-half page single-spaced. In the application you explain how the content you collected in your research applies to your project. What information will you use? How will it help you? How does it help your learning? How does it improve, add to, change, or help define what you want to do? What will this do for your project?

Senior Project
Format for the Journal/Time log

Journal entry #: _____

Date: _____

Number of hours toward project: _____

Record one of the following activities:

Research	Expert Advisor Time	NH Mentor Conference	Class/Training
Practice/DoingEvent	Other		

_____ use your own notebook paper _____

Journal entries should address some of the following prompts, but is not limited to them.

- Discuss the advisor’s expertise and evaluate its usefulness.
- Explain how the time spent for this entry moved you closer toward your learning targets.
- Explain any new knowledge gained.
- What are some challenges that you are facing in your project?
- What are some strategies for surmounting these challenges?
- How does your prior experience play into reaching your learning targets?
- How has your understanding of the topic changed?
- Identify your emotions in this experience.

Reflection on Learning

Length: No less than 1 full typed page. Address all the following questions thoughtfully

Questions:

- What new knowledge and/or skills did you acquire?
- What is the difference between your learning targets at the project's outset and the actual outcomes? What adjustments did you make?
- How could your project have been improved or made more meaningful?
- What contributions did your expert advisor make?
- What did you learn from your research?
- Compare your learning in this project to classroom learning. Is self-directed learning important? Why? What impact will this project have on your future learning within and outside the classroom?
- What have you discovered about yourself as a learner? How does this connect to your prior knowledge of your particular learning style?

Senior Project Notebook Checklist

The notebook is an organized place to keep the documentation of your learning process. It must include the following seven items in this order. Please use tabs or dividers to separate the notebook into sections. Also, do not submit a notebook that is missing items.

1. Proposal
2. Expert Advisor Commitment Form
3. Expert Advisor Interview
4. Research Assignment
5. Journal/Time log (at least 15 entries)
6. Reflection on Learning
7. Presentation Outline, Script, or Note cards

- The notebook is due before the exhibition night. It will be assessed by a Nathan Hale teacher and returned before the exhibition night. You must turn in a notebook in order to be eligible to present your project.
- The rubric used to grade the notebook is included on the next page. Note that all items on the checklist need to be included in the notebook in order to pass.
- You must score a total of 10 points, **with no zeros**, to pass the notebook. This grade does not factor into your exhibition grade.

Notebook Rubric

Proposal	The Senior Project Committee reviewed the proposal. Please score a 1 (included in the notebook) or 0 (missing from the notebook)		
-----------------	---	--	--

Score Comments

Item:	Missing	Below Standard	Meets Standard	Excellent		
Expert Advisor Interview and Commitment Form <i>See page 7 of senior project packet</i>		Is incomplete OR cursory.	Addresses all questions without adding much to the depth of the project	Addresses all questions in a meaningful and thoughtful manner which adds depth to the project		
Research Assignment <i>See page 8 of senior project packet</i>		Includes fewer than three sources OR is missing more than two of the notes, summary, or application subsections	Includes three sources BUT one or two notes, summary, or application subsections are missing or incomplete	Includes three different kinds of sources; each source contains clearly written citation, notes, summary (1/2 page), and application (1/2 page) subsections		
Journal/Time Log <i>See page 9 of senior project packet</i>		Records fewer than 15 entries; entries lack description and detail	Records 15 entries BUT entries lack complete description and details of the work accomplished	Records 15 or more entries that are detailed and descriptive; each entry addresses one or more of the prompts		
Reflection on Learning <i>See page 10 of senior project packet</i>		Does not respond to the questions in the senior project packet	Responds to most of the questions in the packet BUT in a cursory manner	Responds thoughtfully to the seven questions in the senior project packet		
Presentation Outline <i>See page 12 of senior project packet</i>		Relies on poorly written outline/note cards; reader cannot ascertain what the presentation will entail	Contains clearly written outline/note cards BUT not detailed enough to give a complete overview of the presentation	Employs detailed outline/note cards that give(s) the reader a thorough overview of what the presentation will entail		

0
1
2
3
Score
Comments

Nathan Hale High School Senior Project Presentation Guideline

Your presentation should be 15-20 minutes. Leave a few minutes at the end for questions.

I. Introduce Topic

- A. What is it?
- B. Why did you choose it?
- C. What is your background with this topic?

II. Demonstration of Research

- A. Interview with expert advisor & what you learned from your expert advisor
- B. What did you learn from your research?

III. Demonstration of Learning or Process of Doing

- A. How did you get from your idea to today?
- B. What did you do and how did you do it?

IV. Demonstration of Product

V. Reflection on Learning

- A. What new knowledge and/or skills did you acquire?
- B. What is the difference between what you predicted and the actual project outcomes? What adjustments did you make?
- C. How could your project have been improved, or made more meaningful?
- D. What contributions did your expert advisor or other resources make?
- E. Is self-directing learning important? Why? What does that say about your future learning?
- F. What have you learned about yourself as a learner?
- G. Do you see any similarities between strengths or challenges with this project and strengths or challenges you encounter in other academic subjects?

VI. Presentation Skills

- A. Is your presentation well organized?
- B. Do you skillfully include visual aids (power point, video, overhead, or display board)?
- C. Do you maintain eye contact and professional posture?
- D. Do you speak loudly enough? Do you vary your tone and pitch?
- E. Is your pacing appropriate (not too fast and not too slow)?
- F. Is your word choice professional and effective?
- G. Are conventions handled professionally?
- H. Are you well rehearsed? (Rehearse at least ten times)

VII. Questions

- A. Are you prepared to answer questions in a way that reveals your understanding of your topic?

Using the rubric on the next two pages, have a parent, friend, family member, or teacher grade your presentation before you do your dry run.

Nathan Hale High School Senior Project Rubric

Content of Project/Quality of Work

1

2

3

1.1	Simply lists activities; no selection of events or explanation of their importance; too brief	Communicates the important highlights of the project through relevant details, anecdotes, and information.	Narrates the key developmental moments of the project and fully conveys the significance of the experience
1.2	Does not address growth and progress made on project from beginning to end	Demonstrates progress made on project from beginning to end by addressing initial starting point and growth in skill development and understanding	Gives substantial evidence of progress made on project from beginning to end by establishing initial starting point and an evolution in skill development and understanding
1.3	Demonstrates little or no understanding of ideas, concepts and skills related to project focus	Demonstrates awareness of the ideas, concepts and skills related to the project's focus	Demonstrates complex understanding and wide overview of the ideas, concepts and skills related to project's focus
1.4	Does not explain how research assignment and interactions with expert advisor impacted learning	Explains how research and work with expert advisor improved the quality of the project	Describes in detail and with clarity the ways research and advisor feedback enriched the learning process

Presentation

1

2

3

2.1	Appears disorganized and unfamiliar with content. Reads from notes	Appears practiced and prepared. Refers to notes sparingly	Presents content with confidence. Maintains eye contact with audience
2.2	Lacks continuity, unfocused	Proceeds with clear and organized opening, body and closing	Prepares an engaging introduction and conclusion and leads audience with clear transitions and connections between ideas
2.3	Speaks too fast, too quietly, or without expression	Uses a clear voice, appropriate rate, volume, and pacing. Varies tone and pitch	Controls volume, tone, pitch, enunciation, and pacing to engage the audience and add to understanding of content
2.4	Repeats and misuses words and/or uses slang	Uses words and grammar that are appropriate for the topic, purpose and audience	Uses effective word choice and correct grammar to create a professional quality presentation
2.5	Poor demonstration of what was done	Demonstration of project (what was done) is adequate	Outstanding demonstration of project

Reflection on Learning

1

2

3

3.1	Does not discuss development as a learner	Defines self as a learner with examples and elaboration	Clearly expresses understanding of what factors have in the past, and will in the future, support ability to learn
3.2	Does not reflect on new skills and knowledge acquired	Adequately reflects on new skills and knowledge acquired	Thoroughly and deeply reflects on new skills and knowledge acquired
3.3	Does not reflect on problems and solutions in carrying out this major independent project	Assesses own strategies and shortcomings in carrying out this major independent project	Elegantly discusses own strategies and shortcomings while making generalizations about lifelong learning

Score from Content _____ x 187.5 = _____

Score from Presentation _____ x 120 = _____

Score from Reflection _____ x 160 = _____

Add the scaled scores together Sum = _____

Divide the total by 61 _____/61

Add 10 +10

_____ Final Score

70% (or all 2's) required to pass

Senior Project Summary of Due Dates

What is due?	When is it due?	To Whom is it due?	Completed?
• Proposal	November 8th	Ms. Tolentino room 102	
• Expert Advisor Interview	November 8th	Mentor Teacher	
• Research Assignment	January 24 th	Mentor Teacher	
• Notebook	March 28th	Ms. Tolentino room 102	
• Dry Run	April 20th	Mentor Teacher	
• Technology Check	April 20 th	Ms. Winard library	
• Dry Run/Tech Check Form	April 20 th	Ms. Tolentino room 102	
• Exhibition	May 16th		