

# Davenport H.S.

# Senior Project

# 2023-2024



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**\*\*Read all information carefully to be sure you adhere to the guidelines and understand how to complete this course successfully.**

**Ask questions whenever necessary!**

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**Culminating Project Teacher**  
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**Adapted from: Colville High School's Culminating Project Guidelines**  
**Revised by DHS May 2023**

## Senior Project Overview & Guidelines

This course is a **5-component endeavor**:

1. Project proposal letter to obtain approval for the culminating project
2. Mentor/Job-shadow supervisor agreement and project verification forms
3. Reflection essay addressing all required topics/questions
4. Presentation of successfully completed project to panel comprised of school staff and community members to demonstrate completion process and personal growth
5. Compilation portfolio to document items listed above and other documents the student will find useful for his/her post-high school pursuits (resumè, college application, transcript(s), certifications, test scores, etc.)

**\*\*Failure to satisfactorily complete any of these steps will jeopardize project success and put the student's graduation from Davenport High School at risk.**

**\*\*Students will have the option to present their project on either the January or May presentation dates (see the school calendar).**

For the most part, students are allowed to choose their project. There are, however, some guidelines.

- The Culminating Project team must approve project proposal letters prior to the start of the project or the project may not be accepted.
- Once approved, students cannot change his/her entire project without formal approval from the culminating project team and completion of project addendum form (see page 13 in this packet).
- Students must document the project process carefully. A large portion of the product and presentation evaluation is based on evidence of following a process to complete the project. **Take pictures and screenshots along the way!**
- Students must find a non-relative, adult mentor/supervisor with expertise directly related to the student's project. The mentor will sign a mentor contract, verify hours, and provide help/guidance/suggestions during the project completion. Mentorship communication should be through in-person meetings, but online exceptions can be made if necessary.
- Projects must not be physically dangerous (sky-diving, race car driving, etc.)
- Projects do not need to cost anything! Students can spend little or nothing completing the hands-on product. If a student chooses a project which requires a large monetary commitment, he/she must plan carefully so that the project is completed.

## **Key Information and Advice for Students**

1. The senior Culminating Project is a requirement to walk/graduate from Davenport High School.
2. The Culminating Project teacher is here to support your efforts to complete your project.
3. Communicate clearly with your mentor/job-shadow supervisor and Culminating Project teacher. It is the student's job to initiate and continue communication with these key adults throughout the process. **The Culminating Project course is a successful team effort when the student initiates communication.**
4. All submitted work must be word processed, not handwritten. Back-up/save your work frequently.
5. Submit your work in Google Classroom by the due date. When required, print your assignments out the day before they are due. \*\*Computer problems are not an excuse for late work.
6. Budget your time to avoid procrastination.
7. For the final presentation, dress as if you were going to a job interview. The school has a supply of professional attire that we are happy to share if this option would be helpful.
8. Each component has an example and/or a scoring rubric to guide student work toward successful completion of the overall Culminating Project course.
9. After the final presentation, the panel will recommend a pass, or partial/full re-do of the inadequate component(s) of the student's culminating project. If a partial/full re-do is necessary, a deadline and expectations will be communicated with the intent that graduation requirements can still be met with diligent effort to meet all expectations.
10. There will be two opportunities for presentations: one date will be in January, the other will be in May. If possible, it is suggested that students get their presentations done early. Spring is packed with sports, scholarships, field trips, AP tests, club activities, etc.
11. \*\* Your Culminating Project teacher will be available to meet with students over the summer via Google Meets for any questions and to approve proposal letters. It is the student's responsibility to initiate this contact. Please contact your teacher via email at [tvanpevenage@davenportsd.org](mailto:tvanpevenage@davenportsd.org) regarding any questions or for proposal approval.

## Running Start Project Guidelines

Culminating project requirements apply to all graduating seniors of Davenport High School. Students who choose to take Running Start classes must still meet all requirements. To ensure that all students are treated equitably, the following guidelines are in place for the 2023-24 school year:

1. It is the responsibility of the student to meet with the Culminating Project teacher in order to clarify the requirements and due dates for the project's assignments, including those listed on page 2 of this packet.
2. Due dates must be met. **If there is a conflict, the student still needs to submit the assignment by the due date or request special arrangement PRIOR to the deadline with Ms. Hawley or the Culminating Project teacher.**
3. If a student needs assistance with any assignments, he/she must contact the Culminating Project teacher and/or Ms. Hawley immediately to determine a time to meet.
4. Culminating Project Course packets are handed out in Junior English classes and/or mailed to junior families in the spring in preparation for the upcoming senior year. It is also located as a linked file under the "Student Resources" tab on our district website. It is the responsibility of each student to become familiar with the course requirements.

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Detach the lower portion of this page and return to Ms. Hawley or the Culminating Project teacher ASAP, no later than October 2, 2023.

**\*\*Reminder: Your project MUST be pre-approved through the proposal process outlined in this handbook.**

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

Parent Signature \_\_\_\_\_ Date \_\_\_\_\_

Teacher/Counselor Signature \_\_\_\_\_ Date \_\_\_\_\_

## Culminating Project Options

### Essential questions that guide this course:

1. How does your project help demonstrate growth as your K-12 education career reaches its culmination?
2. How can the learning/skills gained from this project help with your post-high school path?

\*\*Whatever project is chosen from the options below, the student's job shadow or volunteer work should be a helpful addition to your resumé.

### **Option 1- Intensive Career Exploration Project**

1. The student will choose a career that he/she would like to learn more about.
2. If the student is unsure of what he/she wants to do in the future, he/she can do some research and shadow two different jobs and create a compare and contrast report for your project.
3. The student needs to find someone whom he/she can shadow for a minimum of 10 documented hours. The student and supervisor must complete the required documentation (see pg. 13-19), and it must be submitted by the student to the Culminating Project teacher by the due date.
4. The student may also choose to do community service work that directly relates to a career he/she is interested in.
5. A portion of the student's reflection essay and final presentation will explain how the student's high school experiences and/or courses have helped prepare him/her for his/her post-high school path.

\*\*Because the purpose of this Culminating Project is to broaden knowledge and/or expand experiences in preparation for post-high school paths, a student may not work a current job and consider it a "job shadow." A student may not get paid for a job shadow, and may not simply work his/her normal job for free for 10 hours.

Examples:

- If you are interested in being a firefighter, go to work with them on a 24 hour shift and learn what it is like to be a firefighter.
- If you are interested in being a nurse, care for someone who needs medical assistance/at-home hospice.

## **Option 2- Community Service Project**

1. The student needs to serve others by actively planning and executing a large community service project or event that ties to his/her career goal in the future. This requires more involvement than simply requesting donations from others or placing collection containers. The project must benefit a community of people, and the student must have a mentor that has expertise in the project idea. If there is any form of payment or trade of goods it will not count.
2. Fundraising projects or projects that collect items for a company or organization not connected to Davenport School District will not be coordinated through the school's ASB funds. Once fundraising is completed, donations may be made to the general ASB or a specific class/club/sport or another organization. If a student's project results in an excess revenue that he/she chooses to donate, a donation receipt from the school or the receiving organization may be shared with the Culminating Project board during the student's presentation.
3. School-affiliated fundraising projects that will generate a profit to be donated must be coordinated through the district office. For example, a summer sports camp may be used as a Culminating Project, but ALL expenses (prices, snacks, t-shirts, etc.) and revenues (fees, donations, etc.) must be carefully tracked by the student—the school will not be involved in handling money. All project profits must be donated to the appropriate entity. A donation receipt from the school may be shared with the Culminating Project board during the student's presentation.

### Examples:

- If you are interested in being a phlebotomist, host a blood drive.
- If you are interested in being a teacher, host a little kids basketball camp to gain experience teaching children or volunteer to tutor in the elementary school's after-school Homework Hub.

## **Option 3: A Personal Passion Project**

1. If a student has an interest or passion, he/she may propose a project that expands knowledge and develops skills in that area. A project of this sort **MUST** clearly demonstrate growth in skills or knowledge related to the interest or passion (i.e. buying a new puppy would not grow skills, but researching methods to best train a puppy in a variety of areas and then completing the training while tracking training efforts and results would demonstrate growth in skills and knowledge). The proposal letter and mentor selection will be instrumental in the

approval of this type of culminating project. The Culminating Project teacher will be happy to help brainstorm ideas for projects that would align to the expectations for this project option.

2. The student should consider a project that explores how his/her interest could also be related to a future career.

Examples:

- If the student has a passion for music, consider asking Mr. Harper if you can write a piece of music to be performed by the band. Student-written musical piece and a recording of the band's performance could be components of a successful project.
- If a student enjoys woodworking, he/she could consider learning how to use woodworking tools to create a project that would be useful to someone or would make a special gift. The use of art and math skills in designing the project, the application of safety measures, and the consideration of the gift's recipient's needs/wants could make this a successful project.
- If the student has an interest in history, he/she could consider interviewing and recording the oldest family members' recollections to have those memories saved for posterity. A video or essay about family history placed into the larger historical context of our country or the region in which that individual lived could make this a successful project.



## **Component 1: Proposal Letter**

**\*See letter template, example, and brainstorming sheet on pg. 9-11 of this packet**

***The proposal letter should be submitted prior to the start of your project. Starting any of the three project options prior to submitting a proposal letter risks having to make significant changes to your original project plans or a denial of your proposed project.***

Letter format:

- Typed
- Business format (Google “business letter format” and see example letter’s components, margins, and overall layout)
- Professionally written (thoroughness of information, sentence structure, spelling, punctuation, word choice)

Scoring:

- Approved or Denied (“Denied” will result in a re-do based on teacher feedback and resubmit)

## **Proposal Letter Template for All 3 Project Options**

Use this letter structure to ensure your proposal letter has all required elements.

### **Introduction (Paragraph 1):**

- Identify the project you have chosen in a general way (i.e. I am going to host a tennis camp for students in grades 4-8.)
- Provide the reason for choosing this project
- Identify the project's connection to a current interest or a future-career interest

### **Body (Paragraph 2):**

- Write a detailed description of your plan including the steps you will take to complete your project and any supplies or help you will need. You aren't expected to know every detail at this point, but you are expected to have a solid plan before beginning your project, so you can make effective and efficient use of your time in order to successfully meet deadlines.
- Identify when your estimated start and end dates for your project. (Make sure you are consistent with course deadlines in order to avoid jeopardizing your graduation.)
- If you are doing project option #1, identify who will be your shadow supervisor and why you chose him/her (be sure this individual has completed your job-shadow supervisor agreement before including him/her in your proposal letter).
- If you are doing project option #2 or #3, identify who will be your mentor and why you chose him/her (be sure this individual has completed your mentor agreement before including him/her in your proposal letter).

### **Summary (Paragraph 3):**

- Explain what you think you and/or others will gain from this project
- Thank the reader for considering your proposal and provide contact information if a follow-up conversation needs to take place

### **Closing with signature**

### **Area for comments and Approval/Denial designation**

*Student Name*  
*Student Mail Address*  
*Davenport, WA 99122*  
*Contact Phone number*

Today's date

Culminating Project  
 Davenport High School  
 801 7th Street  
 Davenport, WA 99122

To Whom It May Concern:

After seeing the impact of pancreatic cancer on my grandfather, I have chosen for my culminating project to focus on constructing a cookbook for patients with this disease who are prescribed a specific diet. My research will contribute to my aspirations of having a career in the healthcare field.

My cookbook idea grew out of my grandfather's experiences during his cancer treatment. A pancreatic cancer cookbook would aid in meal planning. Specifically, I will be working with Dr. \_\_\_\_\_'s medical assistant named \_\_\_\_\_ as my mentor to gain the information and constructive feedback I will need to complete this project. Costs will include trips to Spokane and printing costs for the cookbook. I will begin contacting doctors and doing online research in September and then print my completed cookbook in early December.

My cookbook will provide a chance to support the health of others battling pancreatic cancer. This project will allow me to research other resources and converse with doctors to learn more about the disease that ultimately killed my grandfather. Thank you for considering my proposal.

Sincerely,

Student Name (with signature above)

Comments:

\_\_\_ Approved \_\_\_ Denied (Re-do) Teacher signature: \_\_\_\_\_

## Student Project Proposal Letter Brainstorming Sheet

Below are some questions designed to help you generate and organize your ideas for your Culminating Project. Your responses to these questions will help you gather the information needed for your proposal letter.

### Paragraph 1:

- My proposed project is (Be sure you clearly understand the requirements for option #1, 2, or 3 when writing your letter):
  
- My inspiration for choosing this project selection is:
  
- This project is connect to my current interests and/or a future career in the following way:

### Paragraph 2:

- The actual outcome of my project will be **a “thing”** (i.e. 5 boxes of items to donate to a specific charity, a 3-day basketball camp for students in grade 2-5, a rebuilt engine for my new dirtbike, etc.) \_\_\_\_\_ **and/or a new skill/expanded understanding** (i.e. intensive career exploraton experience and career research to learn about the dental assistant field, directing my church’s nursery for one month and researching state child care laws to learn more about running a daycare, etc.)

\_\_\_\_\_.  
The steps I will take are:

- The anticipated equipment/items I will need to complete this project are:
  
- The expected cost is (this may be zero):
  
- My mentor or job shadow supervisor will be \_\_\_\_\_.  
He/she is qualified for this responsibility because:
  
- I will begin the project on \_\_\_\_\_ and it will be completed by \_\_\_\_\_.

### Paragraph 3:

- What I hope to learn and/or how I plan to benefit others through this project:

## **Project/Product Addendum Form**

\*This form must be completed and submitted to the Culminating Project teacher or Ms. Hawley for approval.

This form is to clarify or modify the preceding proposal letter already submitted and approved. The student must be specific in his/her answers in order to satisfy the project requirements for option #1, 2, or 3. The student must submit his/her previous proposal letter with this addendum.

The reason my original project/product is changing is:

My new proposed project is (include new mentor information if that has changed):

Date \_\_\_\_\_

Student name \_\_\_\_\_ Student signature \_\_\_\_\_

Committee Signature of Approval \_\_\_\_\_

All requirements must still be met regardless of project changes outlined in this addendum.

## **Component 2: Mentor/ Job-shadow Supervisor Information**

### **Choosing a Mentor or Job-shadow Supervisor**

- A mentor/supervisor should be an adult with expertise and/or qualifications in the student's chosen area.
- The student should choose someone with knowledge of his/her project who is interested in being a mentor/supervisor, can help and guide the student, and can provide quality time (minimum of 3 contacts) and support for this important endeavor.
- Project option #1 (see pg. 6) requires a minimum of 10 hours of job-shadowing experience. The student should communicate this information clearly when making arrangements with a potential supervisor.
- Parents, guardians, or family members may help, but may not be mentors/supervisors unless approval is given on a case-by-case basis because of extenuating circumstances. The ultimate goal for the student is to develop a relationship with a mentor, so that individual might agree to write letters of recommendation or agree to be a reference for future scholarships or job applications; family members cannot fulfill this role. Additionally, students are highly encouraged to choose someone not on the school teaching staff, so the student's adult contacts will be expanded and strengthened through his/her project.
- The Culminating Project teacher and Ms. Hawley cannot be mentors due to their involvement with the student and his/her project.
- The student must make a minimum of three contacts with his/her mentor/job-shadow supervisor regarding the project. Each contact should be recorded on the mentor/supervisor sheet and signed before submitting to the Culminating Project teacher.

Dear Mentor or Job-shadow Supervisor,

Thank you for taking the time to help a Davenport High School senior in completing his/her culminating project. The following is a brief outline to help you understand your role and what the student is required to do.

Each student chooses his/her own project from three options described briefly below and is to complete the project before either the January or May presentation date. Because each student chooses a subject about which he/she wants to learn more, many will have questions about where to go, whom to ask, or how to proceed. The purpose of the mentor or job-shadow supervisor is to provide expertise and/or knowledge that the student may not have when completing one of the project options described below.

**Option 1- Intensive Career Exploration Project-** The student will choose a career that he/she would like to learn more about. The student needs to find someone with expertise in this career whom he/she can shadow for a minimum of 10 documented hours. The student and supervisor must complete the required documentation, and it must be submitted by the student to the Culminating Project teacher by the due date. Because the purpose of this Culminating Project is to broaden knowledge and/or expand experiences in preparation for post-high school paths, a student may not work a current job and consider it a “job shadow.” A student may not get paid for a job shadow, and may not simply work his/her normal job for free for 10 hours.

**Option 2- Community Service Project-** The student needs to serve others by actively planning and executing a large community service project or event that ties to his/her career goal in the future. The project must benefit a community of people, and the student must have a mentor who has expertise in the project idea. If there is any form of payment or trade of goods, it will not count.

**Option 3: A Personal Passion Project-** If a student has an interest or passion, he/she may propose a project that expands knowledge and develops skills in that area. A project of this sort **MUST** clearly demonstrate growth in skills or knowledge related to the interest or passion. The student should consider a project that explores how his/her interest could also be related to a future career. The mentor must have expertise related to the project that will help the student grow in knowledge or skills.

The mentor's/supervisor's role requires a minimum of 3 contacts (preferably in-person). If a student chooses Project Option #1 *Intensive Career Exploration*, a minimum of 10 hours of job-shadow is required. The primary initiative for successful project completion should come from the student. The student is required to demonstrate engagement in his/her project/job shadow and provide physical evidence to verify completed work when he/she does a final presentation to a board of judges in January or May.

A Mentor/Job-shadow Supervisor Verification and Feedback Form will be provided by the student along with this letter and must be signed by the mentor/supervisor prior to submission by the student to the Culminating Project teacher.

Support a mentor/supervisor might provide:

- suggest resources for learning more about the student's project topic
- aid in checking on progress for the project or ensure the job shadow experience exposes the student to realities of the career
- brainstorm ideas for Powerpoint or Google Slides presentation
- look over final product to support student learning and success
- aid student in practicing for a panel presentation by listening and providing feedback

**At the end of the project or job shadow, please complete the provided brief evaluation of the student's work and progress.** This is meant to be a tool to help you communicate with the student to support his/her growth. This evaluation form will be given to you by the student and should be returned to the student (in a sealed, signed envelope if preferred) who is required to include this with his/her final submission.

If at any time you have questions or wish to discuss the student you are mentoring, please feel free to call the Culminating Project instructor, Mrs. Van Pevenage at 509-725-4021 or feel free to email her at [tvapevenage@davenportsd.org](mailto:tvapevenage@davenportsd.org).

Student name: \_\_\_\_\_

Student contact information: \_\_\_\_\_

Student's Culminating Project Option selection: \_\_\_\_\_



## Mentor/Job-shadow Supervisor Contract

**I am qualified to be a mentor/supervisor in this area because.....**

\*\*\*\*Please state your reason(s) on this agreement.

**My expectations of the student during their time with me are.....**

Mentor/Supervisor Phone Number: \_\_\_\_\_

Mentor/Supervisor Email Address: \_\_\_\_\_

(Mentor/Supervisor) \_\_\_\_\_ and  
(Student) \_\_\_\_\_ discussed this agreement, and understand the role of the mentor. In addition, we both understand the initiation for communication comes from the student.

Both the mentor/supervisor and the student also understand that mentorship/job shadow supervision verification will be submitted as part of the final culminating project binder.

Signature of Mentor \_\_\_\_\_ Date: \_\_\_\_\_

Signature of Student \_\_\_\_\_ Date: \_\_\_\_\_

Signature of Advisor \_\_\_\_\_ Date: \_\_\_\_\_

\*\*\*Return this page of this agreement to the Culminating Project teacher before starting the project/ job shadow. Return the final Mentorship/Supervisor Verification when submitting the final project.

### Culminating Project Mentor Verification (Option #2 & 3)

- Please answer the following questions as fully as possible and complete the evaluation rubric on the back. This form **MUST** be completed for the student to pass this portion of the culminating project.
- Return this form to the student. It may be returned in a sealed and signed envelope to ensure confidentiality.

Student: \_\_\_\_\_

Mentor: \_\_\_\_\_

Date met, emailed, or communicated via phone with student	Task(s) completed	Mentor Initials

\*\* Student must communicate with mentor at least 3 times during the project.

1. Have you seen this project at different stages of completion?      Yes \_\_\_      No \_\_\_  
 Comments:

2. Did the student fulfill the agreement he/she made with you?      Yes \_\_\_      No \_\_\_  
 Comments:

3. What specific problems did the student encounter and/or overcome?

4. What successes have you seen the student achieve?

Mentor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

### **Culminating Project Job-Shadow Verification (Option # 1 only)**

- Please answer the following questions as fully as possible and complete the evaluation rubric on the back. This form MUST be completed for the student to pass this portion of the culminating project.
- Return this form to the student. It may be returned in a sealed and signed envelope to ensure confidentiality.

Student: \_\_\_\_\_

Supervisor: \_\_\_\_\_

Date met, emailed, or communicated via phone with student	Task(s) completed	Mentor Initials

\*\* Student must communicate with the supervisor at least 3 times during the job shadow process (initial contact, during the job shadow, follow-up contact/thank you).

1. How many hours did the student job shadow? \_\_\_\_\_ hours (minimum of 10)  
Comments:
  
2. Did the student fulfill the agreement he/she made with you? Yes \_\_\_ No \_\_\_  
Comments:
  
3. What components of this career did you focus the student's experience on during this job shadow?
  
4. Did this student's behavior make you likely or unlikely to agree to host future job-shadow students? Likely \_\_\_ Neutral \_\_\_ Unlikely \_\_\_  
Comments:

Supervisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Culminating Project Mentor/Supervisor Evaluation (Option # 1, 2, & 3)

Student: \_\_\_\_\_

Mentor: \_\_\_\_\_

- Please read through the description of each category and circle your assessment for the student's performance.
- Please use this tool to communicate with the student the strengths you noticed while working with him/her and to provide feedback on areas of growth that would help the student be successful when beginning his/her post-high school path.

	Excellent	Acceptable	Improvement needed
<b>Engagement</b>	Student demonstrated high degree of responsibility and/or interest; student sought and appreciated the contributions, insights, and/or feedback of others	Student demonstrated responsibility and/or interest; student accepted the contributions and/or insights of others	Student demonstrated little or inconsistent responsibility and/or interest; student showed little awareness or value of opinion of others
<b>Use of Time</b>	Student demonstrated efficient and thoughtful use of time; student was self-directed; student managed culminating project requirements within other demands on his/her time.	Student showed time management skills; student needed some mentor prompting to get work done, but student did not allow procrastination to interfere with the completion of the culminating project.	Student lacked time management skills; student needed constant mentor prompting; student allowed procrastination to create serious problems for timely completion of the culminating project.
<b>Product or activity</b>	Student produced a specific and appropriate product of high quality or completed a specific activity as agreed upon <u>OR</u> student completed a minimum of 10 total hours of shadowing	Student produced a product of acceptable quality or completed an activity as was generally agreed upon <u>OR</u> student completed a minimum of 10 total hours of shadowing	Student's product quality was poor or the activity was not adequately completed <u>OR</u> student completed fewer than 10 hours of shadowing.
<b>Problem Solving</b> (* <u>this might not apply to job shadow experience</u> )	Student used appropriate problem solving skills to overcome or anticipate and avoid issues; student was persistent, flexible, and open to new ideas.	Student used some basic problem solving skills; student resisted new ideas, but did not give up easily or look for easy, but inadequate solutions	Student demonstrated few problem solving skills; student asked few questions, refused new ideas, gave up easily or expected others to solve problems.
<b>Evidence of Learning</b>	Student clearly demonstrated depth and complexity of new learning (this could be through questions/comments made during a job shadow); student can apply this new knowledge or skill and build upon it.	Student demonstrated some learning (this could be through questions/comments made during a job shadow); student can apply this new knowledge and skill in a general way.	Student demonstrated little new knowledge or skill; student showed little understanding of the application of this knowledge or skill.

## **Component 3: Reflection Essay for Options # 1, 2, and 3**

The student's 3-5 page reflection essay must discuss the items listed below. The student should not feel limited to only these topics, but should make sure to clearly provide a real sense of the process he/she went through and what the student learned during the culminating project journey—not only about the project or job-shadow experience, but also about him/herself.

**The essay should be typed using MLA format (Google this to see line spacing, font, page heading, etc.).**

**This essay is due to the Culminating Project teacher by the due date.**

Topics and questions to be thoroughly addressed in the essay (use this as a checklist):

1. Describe your project and the process you followed to complete it.
2. How did your high school courses and/or experiences help you successfully complete your project and build a foundation for success for your post-high school plans?
3. Beyond the project itself, what did you learn about yourself?
4. Identify and explain three personal satisfactions or knowledge you gained from this project.
5. Describe what risk, if any, you took in completing this project. Consider not only a physical risk, but also emotional or intellectual challenges. If you didn't challenge yourself, explain how you could have.
6. List challenges you encountered. How did you handle these challenges? If given the opportunity, what would you do differently now that you speak from experience?
7. What was the picture in your mind of your project before you started working on it? How does the outcome of your project compare with what you anticipated it would be?
8. What grade would you give yourself for your project? Justify your self-evaluation of your grade in at least 25 words.

## Reflection Essay Proficiency Scale

<p><b>Level 4</b> 10 pts Pass</p>	<ul style="list-style-type: none"> <li>-Strong demonstration of self-reflection, as opposed to simply addressing <u>all 8</u> bullets to complete the assignment.</li> <li>-Student's reflection on own learning and growth is demonstrated <u>and</u> the student has perhaps even added extra aspects that demonstrate above-level skill (i.e. sophisticated diction, extended application of skills/ideas, etc.)</li> <li>-No significant improvement/revisions needed</li> <li>-ALL parts of assignment completed with strong and thorough proficiency</li> <li>-Strong conventions</li> </ul>
<p><b>Level 3</b> 8 pts. Pass</p>	<ul style="list-style-type: none"> <li>-Adequate demonstration of self-reflection, but provides very basic responses to address <u>all 8</u> bullets to complete the assignment.</li> <li>-Student's reflection on own growth/learning is demonstrated</li> <li>-Some minor improvement/revisions could be made, but no confusion is present for the reader</li> <li>-ALL parts of the assignment completed with adequate proficiency</li> <li>-Adequate conventions</li> </ul>
<p><b>Level 2</b> 6 pts. No pass</p>	<ul style="list-style-type: none"> <li>-Provides overly brief or incomplete responses to bullets, or only 5-7 bullets are adequately addressed.</li> <li>-Student's reflection on own learning is not consistently demonstrated</li> <li>-Revisions are needed because confusion is present for the reader, but the assignment may generally appear to be headed in the right direction</li> <li>-Several parts of the assignment completed with inconsistent proficiency</li> <li>-Inaccurate conventions cause confusion/distraction for the reader</li> </ul>
<p><b>Level 1</b> 5 pts. No pass</p>	<ul style="list-style-type: none"> <li>-No responses to numerous or all of the bullets. Writing may be off-prompt.</li> <li>-Student's reflection on own growth/learning is not demonstrated, but at least some attempt is made to complete assignment</li> <li>-Major revisions are needed because confusion is present for the reader</li> <li>-Most/all parts of the assignment completed with inadequate proficiency</li> <li>-Inaccurate conventions cause confusion/distraction for the reader</li> </ul>
	<p><b>** Unsubmitted essay will result in a score of 0.</b></p>

## **Component 4: Projected Slides and Oral Presentation**

**Create a Powerpoint or Google Slide to present to a group of community judges.**

*\*\*\*Presentations must be between 8-15 minutes*

8 pieces of information to include:

- What did you do for this project (explain if you did Option #1, 2, or 3)?
- How long did you spend on this project/job shadow? What was your time frame?
- Describe in order all the steps you took to complete this project
- How did your high school courses and/or experiences help you successfully complete your project and prepare for your post-high school plans?
- How will your experience and learning help you in your future job/career?
- What did you learn about yourself?
- What went well? What would you do differently if you were to do this again?
- Photos and/or video clips to document experience and learning!

Each Powerpoint/Google Slides presentation's appearance will be unique to the project; however, all Powerpoint/Google Slides presentations must adhere to the following guidelines:

### **Informative and thorough:**

- Clearly address all 8 bullets listed above
- Demonstrate strong effort in your final presentation slideshow and speech
- Use pictures and/or graphics to assist in communicating to your audience
- Include appropriate and helpful photos or videos to demonstrate your steps
- Include slide headings that enhance and guide your presentation
- Select an eye-catching design

### **Error free:**

- Proofread for grammar, punctuation, and spelling
- Professional and high-quality appearance- must be your OWN work
- Citations must be used if work comes from another source

### **DO NOT READ OFF THE SLIDES:**

- Use brief and focused bullet points for reference of topics (no paragraphs) and only 3-5 bullets per slide to help keep your oral presentation on track

### **Presentation theme:**

- Overall appearance must be professional
- No distracting fonts or color
- Match the theme of your slideshow to your actual project
- Maintain consistent font, layout, etc. throughout the ENTIRE presentation
- Have a professional and legible font that can be read from 10 feet away

## **PowerPoint/Google Slides Questions to Consider**

1. How can I incorporate the theme of my project into my presentation? (colors, bullet design, font style)
2. What can I do to make my presentation unique, but not distracting for my audience?
3. What can I do to make my presentation eye-catching?
4. What colors do I want to use to make my presentation stand out or would black and white be more dramatic and impactful?
5. What pictures could I use to add to the visual effect of my presentation's slides?
6. What style of font would be easy to read, but still befitting of my project?
7. What size of font is easiest for my audience to read?
8. How can I use borders around pictures or other items on my slides to enhance my information?
9. What is the perfect title for my presentation that communicates not just my topic, but how I grew through my project?



## Presentation Information

### General Information:

- A practice feedback form and/or the final rubric will be used for at least two practice presentations prior to the actual January/May judged presentation. The final rubric form will be used by the judges to evaluate the student's final panel presentation.
- The community member panelists are assigned by the Culminating Project teacher. Community members cannot request to evaluate a specific student's presentation, and students cannot request specific community members on their panel.
- Approximately two weeks prior to final presentations, a spreadsheet will be circulated to determine special requests for presentation equipment.
- Two to four students will be assigned to each presentation room.
- **Parents may attend the presentation, but presentations are not open to the public.**

### Advice and information for each student to keep in mind:

- Dress professionally. You should look as if you are going to a formal job interview (see final presentation rubric). Please speak with the Culminating Project teacher for assistance with any clothing needs. The school is happy to help!
- Be prepared with all necessary materials. Practice several times prior to giving the presentation, so you are familiar with your presentation and know the approximate time frame. It is your responsibility to plan ahead and to be prepared.
- Know how to set up and operate any necessary technology. This is your responsibility and not the responsibility of the teacher or community members on your panel.
- Use formal language with correct grammar. Consider this to be a job interview.
- Listen carefully to the panelists' questions and comments. It is important that you respond professionally, even though you may not agree with the suggestions.
- Carefully study the rubric. Make sure that your presentation includes all requirements.
- Note cards are helpful. Make sure they contain an OUTLINE of your presentation rather than the entire presentation written out; this way you won't be tempted to read your presentation if you are nervous. Think bulleted information, not paragraphs of information on each card.
- The required time range of 8-15 minutes does not include the question and answer session or any lengthy audio-visuials.
- Visual evidence is important in two areas: One – make sure you have evidence showing you completed your product throughout the process (i.e. don't just show 1 picture from a week-long camp you hosted, or 1 photo from an engine you rebuilt). Two – make sure you have a tangible product to show at the completion of your project. Examples of evidence might be: Option #1- a research table about your career focus; Option #2- a receipt for your donation; Option #3- a piece of music written by you and a video of the band performing it.

Name \_\_\_\_\_ Evaluated by \_\_\_\_\_ Time: \_\_\_\_\_ (8-15 min. required)

## Practice Presentation Feedback Form

### Oral Presentation Skills:

<b>Facial Expressions</b> Open–confident–positive Express feeling		<b>Gestures/Movement</b> Interactive Creates energy Not distracting	
<b>Eye Contact</b> Everyone included		<b>Voice</b> Pitch Speed Volume Tone	
<b>Movement</b> Avoid leaning No fidgeting Unpredictable Confident not lazy		<b>Appropriate Dress</b> No jeans Formal attire	

### Notes

Outlined- used occasionally, not dependent on them Logical progression and organized	
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### Slideshow

Aides student (DO NOT READ TO YOUR AUDIENCE) Appropriate number of slides Logical progression Balance of pictures and words Wording can be read by the audience easily Color is appropriate (eye catching, but not overbearing) Title and name included Free of mistakes (spelling, capitalization, punctuation)	
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### Project Evidence/Product

Clear evidence of completing one of the 3 project options (1-Intensive Career Exploration, 2-Community Service, or 3-Personal Passion)	
--	--

### PowerPoint/Google Slides Rubric

	<b>Excellent (10)</b>	<b>Average (8)</b>	<b>Below Average (6)</b>
<b>Effective Visual Communication</b>	Above and beyond effort to achieve clear, effective communication of information on each slide. (i.e. effective use of bullets; clear focus on key information that guides the oral presentation; effective organization of info on each slide and throughout the slideshow overall.)	Adequate effort to achieve clear communication of information on most slides (i.e. some attention to limiting bullets and/or text information to make the presentation effective; some helpful text may be missing or unnecessarily included, but it's not distracting to the audience; slide information is generally organized.)	Clear communication is not achieved because slides are overly wordy or lack key information, or are unorganized.
<b>Creativity</b>	Eye-catching appearance, thoughtful use of color, fitting title that is creative and tries to capture an aspect of the project as opposed to just the topic of the project.	Some creativity in design and color usage, good title.	Basic design which lacks creative thought, use of color, and/or appropriate title.
<b>Text</b>	All text uses appropriate size and font, error-free	All text is appropriate size and font, with 1 error	Some font size and style is distracting, and/or multiple errors are present
<b>Thematic</b>	Thoughtful integration of project theme in the overall design.	Some consideration given to theme.	No consideration given to theme.

**Total Score:** \_\_\_\_\_

Student Name \_\_\_\_\_  
 Project Title \_\_\_\_\_

Time \_\_\_\_\_

**Directions: Circle the appropriate level for each category below.**

### Final Presentation Rubric

	<b>Exceptional (10 pts)</b>	<b>Commendable (9 pts)</b>	<b>Acceptable (7.5 pts)</b>	<b>Unacceptable (6 pts)</b>
<b>Organization</b>	Highly engaging introduction. Thoughtful transitions. Engaging flow. Insightful conclusion.	Engaging introduction. Transitions present. Logical flow. Reflective conclusion	Introduction and conclusion are present. Mostly logical flow. Lacking transitions.	Difficult to follow progression. Unorganized.
<b>Process</b>	Thoroughly explains and provides proof of process and final product/overall learning. Efficient and thoughtful use of project time.	Clearly explains and provides proof of process and product/overall learning. Effective time management skills during project.	Lists process steps without much detail. Limited proof of process and product/overall learning. Adequate time management skills during project.	Unclear explanation of project process. Lacks proof of process and/or overall learning. Lacked time management skills for project.
<b>Product/Overall Learning Growth</b>	Superior quality of product and/or demonstration of growth.	Good quality product and/or strong demonstration of learning growth.	Acceptable quality product and/or some demonstration of learning growth.	Poor quality product and/or no demonstration of meaningful learning growth.
<b>Visual Aids</b>	Enhance presentation. High quality. Clearly reveal project process.	Enhance presentation. Reveal project process.	Reveal project process. Obvious effort.	Project process not clearly revealed. Poor quality or not present.
<b>Poise/Delivery Techniques</b>	Consistently professional. Enthusiastic. Engaging. Insightful and confident responses to questions/comments. Eye Contact and voice projection appropriate and effective.	Consistently professional. Engaging. Confident responses. Effective eye contact and voice projection.	Generally professional. Simplistic responses. Adequate eye contact and voice projection.	Unprofessional. Not engaging (rote or overly nervous delivery). Hesitant and/or defensive responses. Inconsistent/minimal eye contact and/or weak voice projection.
<b>Appearance</b>	Clothing contributes to the professional and appropriate demeanor of the speech. Completely polished.	Clothing appropriate and professional.	Clothing appropriate, but not professional. Slightly casual for occasion.	Clothing too casual. Not appropriate for an interview or professional speech.

## **Component 5: Project Portfolio**

Create a binder with a table of contents and the following 7 required items:

- Copy of proposal letter
- Copy of mentor/supervisor agreement and evaluation
- Presentation slides (printed) demonstrating project completion
- Reflection essay
- Resumé with job shadow or project included as an experience or skill listed
- DHS transcript
- Community service hour forms (30 hours total time is our DHS goal while in high school for our 2023-24 seniors)

Other helpful items to include:

- College application(s) and/or job applications
- Test scores (SAT, ACT, ASVAB, etc.)
- Training certificates (NAC, etc.)
- Awards earned (Athlete of the Week, Student of the Week, sports team awards, club awards, class/school awards, Honor Roll, etc.)

\*\*Failure to submit a binder with the above items as outlined in the proficiency scale below will result in a failing grade for this component of the Culminating Project course.

### **Portfolio Proficiency Scale**

<b>Level 4-</b> 20 pts (Pass)	All 7 required components included in a professional, organized manner. At least 1 extra item from the “helpful items” list above included.
<b>Level 3-</b> 16 pts (Pass)	All 7 required components included in an organized, neat manner. Documented community service hours must be at least $\frac{2}{3}$ of the required amount.
<b>Level 2-</b> 12 pts. (Re-do)	Only 4-6 of the required components included in a binder <u>or</u> all 7 items are included, but they are incomplete and /or disorganized.
<b>Level 1-</b> 5 pts. (Re-do)	3 or fewer items are included.

## Culminating Project Final Score Sheet

Student Name: \_\_\_\_\_

Date of Presentation: \_\_\_\_\_

Lead Teacher's Name: \_\_\_\_\_

### Scored by Panel

<b>Evidence of creation of a product <u>or</u> completion of a learning process</b> <i>(rubric row 3)</i> (Circle panel consensus of panelists)			
Exceptional	Commendable	Acceptable	Unacceptable (Re-do)
<b>Overall Evaluation for Oral Presentation and Slideshow</b> (Circle the consensus of the panelists)			
Exceptional	Commendable	Acceptable	Unacceptable (Re-do)
<b>Final Recommendation of the Panel:</b> (Circle consensus of the panelists)		<b>-Pass</b> <b>-Partial Re-do</b> Comments: _____ _____ <b>-Full Re-do</b>	
<b>**Specific comments are required for students who need to re-do any component(s) a second time. Please make these comments on the back of the sheet as needed.</b>			

### Signatures of Panelists:

\_\_\_\_\_

\_\_\_\_\_

### Scored by Culminating Project Teacher

Project Proposal Letter:	Pass	Re-do	Comments:
Mentor/Supervisor Documents:	Submitted	Missing	Comments:
Reflection Essay:	Pass	Re-do	Comments:
Portfolio:	Pass	Re-do	Comments:

## **Mentor/Job-shadow Supervisor Packet**

- Pages 33-42 are to be given by the student to the student's mentor or job-shadow supervisor to complete Component 2 of the Senior Project.
- Before meeting with a potential mentor/supervisor, the student should review Component 2 directions carefully.
- Pages to be given to the Mentor/Job-shadow Supervisor have a Davenport Gorilla logo at the top:









Dear Mentor or Job-shadow Supervisor,

Thank you for taking the time to help a Davenport High School senior in completing his/her culminating project. The following is a brief outline to help you understand your role and what the student is required to do.

Each student chooses his/her own project from three options briefly described below and is to complete the project before either the January or May presentation date. Because each student chooses a subject about which he/she wants to learn more, many will have questions about where to go, whom to ask, or how to proceed. The purpose of the mentor or job-shadow supervisor is to provide expertise and/or knowledge that the student may not have when completing one of the project options described below.

**Option 1- Intensive Career Exploration Project-** The student will choose a career that he/she would like to learn more about. The student needs to find someone with expertise in this career whom he/she can shadow for a minimum of 10 documented hours. The student and supervisor must complete the required documentation, and it must be submitted by the student to the Culminating Project teacher by the due date. Because the purpose of this Culminating Project is to broaden knowledge and/or expand experiences in preparation for post-high school paths, a student may not work a current job and consider it a “job shadow.” A student may not get paid for a job shadow, and may not simply work his/her normal job for free for 10 hours.

**Option 2- Community Service Project-** The student needs to serve others by actively planning and executing a community service project or event that potentially ties to his/her career goal in the future. The project must benefit a community of people, and the student must have a mentor who has expertise in the project idea. If there is any form of payment or trade of goods, it will not count.

**Option 3: A Personal Passion Project-** If a student has an interest or passion, he/she may propose a project that expands knowledge and develops skills in that area. A project of this sort **MUST** clearly demonstrate growth in skills or knowledge related to the interest or passion. The student should consider a project that explores how his/her interest could also be related to a future career. The mentor must have expertise related to the project that will help the student grow in knowledge or skills.

The mentor's/supervisor's role requires a minimum of 3 contacts (preferably in-person). If a student chooses Project Option #1 *Intensive Career Exploration*, a minimum of 10 hours of job-shadow is required. The mentor is not required to initiate these contacts. The primary initiative for successful project completion should come from the student. The student is

required to demonstrate engagement in his/her project/job shadow and provide physical evidence to verify completed work when he/she does a final presentation to a board of judges in January or May.

A Mentor/Job-shadow Supervisor Verification and Feedback Form will be provided by the student along with this letter and must be signed by the mentor/supervisor prior to submission by the student to the Culminating Project teacher.

Support a mentor/supervisor might provide:

- suggest resources for learning more about the student's project topic
- aid in checking on progress for the project or ensure the job shadow experience exposes the student to realities of the career
- brainstorm ideas for Powerpoint or Google Slides presentation
- look over final product to support student learning and success
- aid student in practicing for a panel presentation by listening and providing feedback

**At the end of the project or job shadow, please complete the provided brief evaluation of the student's work and progress.** This is meant to be a tool to help you communicate with the student to support his/her growth. This evaluation form will be given to you by the student and should be returned to the student (in a sealed, signed envelope if preferred) who is required to include this with his/her final submission.

If at any time you have questions or wish to discuss the student you are mentoring, please feel free to call the Culminating Project instructor, Mrs. Van Pevenage at 509-725-4021 or feel free to email her at [tvampevenage@davenportsd.org](mailto:tvampevenage@davenportsd.org).

Student name: \_\_\_\_\_

Student contact information: \_\_\_\_\_

Student Culminating Project Option selection: \_\_\_\_\_

## Mentor/Job-shadow Supervisor Contract



**I am qualified to be a mentor/supervisor in this area because.....**

\*\*\*\*Please state your reason(s) on this agreement.

**My expectations of the student during their time with me are.....**

Mentor/Supervisor Phone Number: \_\_\_\_\_

Mentor/Supervisor Email Address: \_\_\_\_\_

(Mentor/Supervisor) \_\_\_\_\_ and  
(Student) \_\_\_\_\_ discussed this agreement, and understand the role of the mentor. In addition, we both understand the initiation for communication comes from the student.

Both the mentor/supervisor and the student also understand that mentorship/job shadow supervision verification will be submitted as part of the final culminating project binder.

Signature of Mentor \_\_\_\_\_ Date: \_\_\_\_\_

Signature of Student \_\_\_\_\_ Date: \_\_\_\_\_

Signature of Advisor \_\_\_\_\_ Date: \_\_\_\_\_

\*\*\*Return this page of this agreement to the Culminating Project teacher before starting the project/ job shadow. Return the final Mentorship/Supervisor Verification when submitting the final project.



## Culminating Project Mentor Verification (Option #2 & 3)



- Please answer the following questions as fully as possible and complete the evaluation rubric on the back. This form **MUST** be completed for the student to pass this portion of the culminating project.
- Return this form to the student. It may be returned in a sealed and signed envelope to ensure confidentiality.

Student: \_\_\_\_\_

Mentor: \_\_\_\_\_

Date met, emailed, or communicated via phone with student	Task(s) completed	Mentor Initials

\*\* Student must communicate with mentor at least 3 times during the project.

1. Have you seen this project at different stages of completion?      Yes \_\_\_      No \_\_\_  
 Comments:

2. Did the student fulfill the agreement he/she made with you?      Yes \_\_\_      No \_\_\_  
 Comments:

3. What specific problems did the student encounter and/or overcome?

4. What successes have you seen the student achieve?

Mentor Signature: \_\_\_\_\_ Date: \_\_\_\_\_



## Culminating Project Job-Shadow Verification (Option # 1 only)



- Please answer the following questions as fully as possible and complete the evaluation rubric on the back. This form **MUST** be completed for the student to pass this portion of the culminating project.
- Return this form to the student. It may be returned in a sealed and signed envelope to ensure confidentiality.

Student: \_\_\_\_\_

Supervisor: \_\_\_\_\_

Date met, emailed, or communicated via phone with student	Task(s) completed	Mentor Initials

\*\* Student must communicate with the supervisor at least 3 times during the job shadow process (initial contact, during the job shadow, follow-up contact/thank you, etc.).

1. How many hours did the student job shadow? \_\_\_\_\_ hours (minimum of 10)  
 Comments:

2. Did the student fulfill the agreement he/she made with you? Yes \_\_\_ No \_\_\_  
 Comments:

3. What components of this career did you focus the student's experience on during this job shadow?

4. Did this student's behavior make you likely or unlikely to agree to host future job-shadow students? Likely \_\_\_ Neutral \_\_\_ Unlikely \_\_\_  
 Comments:

Supervisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_





## Culminating Project Mentor/Supervisor Evaluation (Option # 1, 2, & 3)



Student: \_\_\_\_\_

Mentor: \_\_\_\_\_

- Please read through the description of each category and circle your assessment for the student's performance.
- Please use this tool to communicate with the student the strengths you noticed while working with him/her and to provide feedback on areas of growth that would help the student be successful when beginning his/her post-high school path.

	<b>Excellent</b>	<b>Acceptable</b>	<b>Improvement needed</b>
<b>Engagement</b>	Student demonstrated high degree of responsibility and/or interest; student sought and appreciated the contributions, insights, and/or feedback of others	Student demonstrated responsibility and/or interest; student accepted the contributions and/or insights of others	Student demonstrated little or inconsistent responsibility and/or interest; student showed little awareness or value of opinion of others
<b>Use of Time</b>	Student demonstrated efficient and thoughtful use of time; student was self-directed; student managed culminating project requirements within other demands on his/her time.	Student showed time management skills; student needed some mentor prompting to get work done, but student did not allow procrastination to interfere with the completion of the culminating project.	Student lacked time management skills; student needed constant mentor prompting; student allowed procrastination to create serious problems for timely completion of the culminating project.
<b>Product or activity</b>	Student produced a specific and appropriate product of high quality or completed a specific activity as agreed upon <u>OR</u> student completed a minimum of 10 total hours of shadowing	Student produced a product of acceptable quality or completed an activity as was generally agreed upon <u>OR</u> student completed a minimum of 10 total hours of shadowing	Student's product quality was poor or the activity was not adequately completed <u>OR</u> student completed fewer than 10 hours of shadowing.
<b>Problem Solving</b> <i>(* this might not apply to job shadow experience)</i>	Student used appropriate problem-solving skills to overcome or anticipate and avoid issues; student was persistent, flexible, and open to new ideas.	Student used some basic problem solving skills; student resisted new ideas, but did not give up easily or look for easy, but inadequate solutions	Student demonstrated few problem solving skills; student asked few questions, refused new ideas, gave up easily or expected others to solve problems.
<b>Evidence of Learning</b>	Student clearly demonstrated depth and complexity of new learning (this could be through questions/comments made during a job shadow); student can apply this new knowledge or skill and build upon it.	Student demonstrated some learning (this could be through questions/comments made during a job shadow); student can apply this new knowledge and skill in a general way.	Student demonstrated little new knowledge or skill; student showed little understanding of the application of this knowledge or skill.

