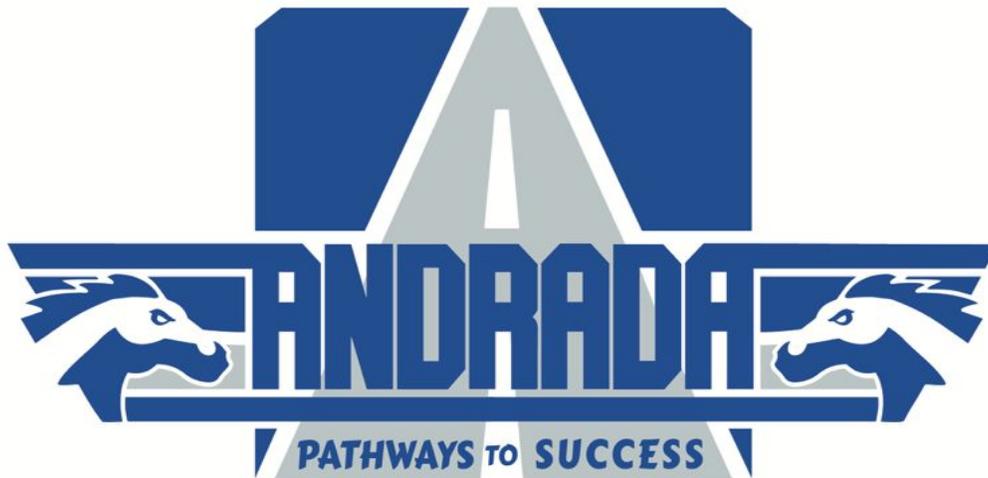# Andrada Polytechnic High School

Senior Exit Project Handbook
Class of 2020

Andrada Polytechnic High School
12960 S. Houghton Road, Tucson, AZ 85747
Phone 520-879-3302
aphs-sep@vailschooldistrict.org
Vail Unified School District

Prepared by the APHS SEP Board

Revised May 2019

Dear APHS Senior Class and Parents:

Congratulations on reaching your senior year and with that, the Arizona School Board Association award winning Senior Exit Project (SEP). The Vail School District Governing Board requires all graduating students to successfully complete a senior project. The SEP is broken down into three major components: paper, internship/portfolio, and presentation.

This project meets several of the College and Career Readiness standards established by the Arizona Board of Education. The written component is comprised of a research paper focusing on a critical issue in the student's selected field with the help of primary and secondary sources. The paper will be an integral part of first semester Senior English (*due to the nature of the course, college level courses may have modified requirements and due dates in order to meet the college-level criteria the class follows; in addition, if you are enrolled in an online English class, you will be responsible for writing the essay and meeting the deadlines on your own- you will be assigned to an English teacher's gradebook*). The portfolio and presentation will help students to compile their research in a professional manner, so they have career-related material post graduation.

Every Andrada student is required to complete a project in which they shadow a professional in a career field of their choice. This shadowing opportunity MUST relate to the research paper portion of the project. Students are required to complete 25 hours of shadowing experience as well as 25 hours of community service (½ credit). In addition, students who are interested in completing a 120 hour internship (full credit) may apply to Vail's Internship Program, the Andrada Internship Program, or participate in one of the Pathway Internship Programs. Students who are not accepted to the Vail Internship Program, the Andrada Internship Program, or do not have a pre-established Pathway Internship, will not receive the additional half credit if they choose to do the 120 hours on their own.

Evidence of the internship/shadowing will be displayed in a professional portfolio. This portfolio will include evidence of all parts of the project including an hours log, journal entries, photos, interview, letter of recommendation, and resume. The internship, presentation, and portfolio progress will be monitored in Senior English; however, students will create and practice their presentations in their government classes (S*tudents taking an online English or government class will be responsible for completing these components without direct teacher guidance and support*).

The culmination of SEP occurs prior to graduation when students synthesize all they have learned during the project and present the material to a committee of teachers, parents, and community volunteers. It is important to remember that all students must complete and pass each portion (paper, portfolio, presentation) of the SEP with a 70% or better in order to graduate. Students will submit their paper during the first semester, and their portfolio and the presentation during the second semester. Although the presentation will be compiled and practiced in Government class, all parts of the project will be entered into the grade book by the students' English teacher.

Your senior year is the perfect opportunity to prepare yourself for the future. We are excited to provide you with this opportunity, and we look forward to working with you every step of the way!

Sincerely,
*Senior Exit Project Coordinator*s
aphs-sep@vailschooldistrict.org

Sally Costich   Edvina Opalic
(520) 879-3366   (520) 879-3355

2019-2020 Senior Exit Project Timeline and Checklist

FINAL DUE DATES
Final Research Paper: **Friday, November 15th, 2019**
Portfolio: **Friday, February 28th, 2020**
Community Presentation: **Tuesday, April 28th, 2020**

March 2019

- ❏ Apply to the Vail Internship Program if interested in a 120 hour internship

- ❏ Consider ideas for your SEP internship and brainstorm possible mentors

- ❏ Read through the SEP Packet with parents

May-June 2019

- ❏ Secure a mentor and begin hours or community service

- ❏ Get **Mentor Agreement Form** signed as soon as mentor is found

- ❏ Keep a log of any hours completed and get signed by mentor

- ❏ Begin keeping a reflective journal of your project if you are completing any shadowing or internship hours over the summer (see journal requirements)

July 2019

- ❏ **July 19th:** First Day of School

- ❏ **Parental Consent Form due** to your current English teacher on **Friday, July 26th**

- ❏ Apply to the Andrada Internship Program, if interested in a 120 hour internship, by **Tuesday, TuesdayJuly 30th30**

- ❏ Students should be seeking mentors and working on internship/community service hours and get **Mentor Agreement Form** signed as soon as mentor is found

- ❏ Begin keeping a reflective journal of your project (see journal requirements). If you were summer shadowing, you have already started.

- ❏ Brainstorm and identify research paper topics

August 2019

- ❏ **Letter of Intent due** to your English teacher on **Friday, August 2nd**
- ❏ **Mentor Agreement Form** due to your English teacher (if you have more than one mentor or supervising adult, you must have a form for each) on **Monday, August 5th**
- ❏ Continue journaling and documenting hours
- ❏ **Last day to make any changes** to SEP is **Friday, August 16th**
- ❏ Begin gathering credible sources for research paper
- ❏ Begin drafting your essay

September 2019

- ❏ **First Draft of Essay due** to English teacher on **Friday, September 13th**
- ❏ Conference with English teacher in class from **Tuesday, Sept. 17 - Friday, Sept 20**
- ❏ Continue with journaling, as well as working on internship/community service hours

October 2019

- ❏ Mandatory Academic Overtime may be assigned to those who do not pass the first draft of the paper. There is a possibility for Saturday school sessions due to the volume of students who do not pass the first draft.
- ❏ Continue to work on final draft of research paper
- ❏ Continue working on journal entries and completing hour
- ❏ **Interview questions** due to English teacher by **Friday, Oct. 11th**
- ❏ Interview your mentor
- ❏ **Completed interview** with mentor due to English teacher on **Friday, Oct. 25th**

November 2019

- ❏ **Final Research Paper** due in English (see research paper guidelines) class via hard copy and through Turnitin.com on **Friday, November 15th**
- ❏ Continue working on journal entries and internship hours
- ❏ Review portfolio rubric and guidelines

December 2019

- ❏ **Mandatory Saturday School** for failing papers on **Sat. December 7th**
- ❏ Continue working on journal entries and internship/community service hours
- ❏ Begin working on and gathering portfolio requirements
- ❏ Purchase portfolio binder, dividers, and sheet protectors

January 2020

- ❏ Continue working on portfolio requirements
- ❏ Acquire a recommendation letter from mentor

February 2020

- ❏ Complete portfolio (see portfolio guidelines)
- ❏ **Portfolio Due** on **Friday, Feb. 28th to English teacher**

March 2020

- ❏ Review Presentation Rubric
- ❏ Create Presentation (see presentation guidelines)
- ❏ Presentation practice in Government class
- ❏ Compose thank you letters in English class

April 2020

- ❏ Rehearse presentation
- ❏ **SEP Presentation Night** on **Tuesday, April 28th** from 4:20-7:20 (you will sign up for a time slot with Ms. MacKenzie in the counseling center)

May 2020

- ❏ Graduation!

SENIOR EXIT PROJECT
Parental Consent Form

As the parent/guardian of _____, a senior at Andrada Polytechnic High School, I am aware that my son/daughter must complete and receive a minimum of a 70% on all three components of the SEP (research paper, portfolio, and presentation) in order to graduate. I understand that the successful completion of a Senior Exit Project is a requirement for graduation. I have reviewed the Senior Exit Project Handbook and Timeline and agree to the requirements and due dates set forth by the SEP Board at Andrada Polytechnic High School. I also understand that dates and requirements for students in GCU English, or other dual enrollment college English courses, may be altered, and if my child is enrolled in online English they will be responsible for meeting these deadlines on their own. DUE DATES: Paper (11/15), Portfolio (2/28), Presentation (4/28)

I understand that my son/daughter must complete this project and I agree to release the school district and its employees from all claims arising from financial obligation incurred; as well as any damage, injury, or accident suffered while my son/daughter participates in the project that he/she has chosen.

I also understand that my child is responsible for completing internship/shadow/community service hours OUTSIDE of the school day and must secure a mentor on his/her own. If your child needs assistance securing a mentor, they must contact an SEP coordinator no later than Aug. 2nd.

_____**(student's name) has chosen to complete the following:**
❏ 120 Hour Internship (Vail Internship Program) *you must be accepted into this program in order to select this*
❏ 120 Hour Internship (Pathway Internship or Andrada Internship) *you must be accepted into this program in order to select this*
❏ 25 Hour Shadow and 25 Hour Community Service

Student Information

Print Name _____

Signature _____

Date _____

Parent/Guardian Information

Print Name _____

Signature _____

Date _____ Phone _____

Email _____

Andrada High School urges students to consider the safety factor when selecting their projects. All SEPs must be approved. Projects will not be approved for activities which are determined to be illegal, inappropriate, dangerous, or which violate school rules and/or district policies.

SENIOR EXIT PROJECT
Mentor Agreement Form

Thank you for your willingness to be a mentor for a senior at Andrada Polytechnic High School. Each senior is required to complete a project in which he/she shadows a professional in a career field of their choice. Students must complete a minimum of 25 hours of mentorship or shadowing work. Please keep in mind that internship and mentoring hours cannot be paid or completed at school.

We are asking that you, the mentor, agree to assist the student in this process. Please be sure to complete the following while you are mentoring the student:

1. Please sign and return the **Mentor Agreement Form** to the student no later than **Aug. 5th.**
2. The student must log all hours worked with you. You MUST SIGN OFF on all hours completed by the student. Please also sign the **Final Project Log** confirming the total number of hours the student has completed.
3. Write a **recommendation letter** for the student referencing the qualities the student displayed and the experience of the student during their time with you. If you would like a sample recommendation letter, there is one available in the student's SEP Packet.
4. Allow the student to **interview** you as a part of their project. Student is required to submit the completed interview no later than **Oct. 25th.**

Again, we thank you for taking the time out of your busy schedule to help in the education of our students. The Senior Exit Project has proven to be a very valuable experience for our seniors. Should you have any questions, please feel free to contact one of our SEP Advisors.

Sally Costich (520) 879-3366
Edvina Opalic (520) 879-3355
aphs-sep@vailschooldistrict.org

Revised May 2019

SENIOR EXIT PROJECT
Mentor Agreement Form

Due: August 5th

Student Name: _____

I agree to fulfil the mentor requirements for the Andrada High School Senior Exit Project:

Mentor Name: _____

Company Name: _____

Field of Work: _____

Mentor Phone: _____

Mentor Email: _____

Mentor Signature: _____ Date:_____

Explanation of what student will be doing/working on:_____

_____

_____

_____

_____

If you would like to be a mentor in the future, please check the box below and sign your name on the line. We appreciate all of your help and support!

❏ *Yes, I would be willing to mentor a senior in the future.*

_____

SENIOR EXIT PROJECT
Letter of Intent Format

Due: Aug. 2nd
This is a formal business letter addressed to the Senior Exit Project Advisory Board, explaining how you plan on complete your Senior Exit Project. It needs to be printed, signed, and dated by you. Major changes to your project or research paper will result in the need for another letter, which is due no later than Aug. 16th. After this time, no changes to your SEP may be made. Please follow the letter format provided below and edit/proofread your letter prior to submission.

Your Name
Your Street Address
Your City, State Zip

Date

SEP Advisory Board
12960 South Houghton Road
Tucson, AZ 85747

Dear SEP Coordinators:

In this first paragraph you will need to give some background for your project and identify whether you have chosen to complete the 120 hour internship or 25/25 shadow and community service and explain why. Explain which field you have chosen for your project and why. State specifically what you will be doing to complete all of your SEP hours (who is your mentor/where are you working, etc). Briefly explain what it is you hope to accomplish by doing this project. Give as much detail as possible: what specifically will you need to do to complete it; how you will accomplish it; what do you hope to learn from this experience; etc. Give evidence that this project will be a stretch for you and not something that you already know how to do or are familiar with.

In the second paragraph, explain what your research paper will be about and how it specifically relates to the hours you are completing for your internship/shadowing experience. Give evidence that there is plenty of research that you can find about this topic, and that it will be a true critical/argumentative research paper, not just a history or how-to paper.

The last paragraph states that you know what plagiarism is and that you are promising not to use information without proper acknowledgement. Express also that you understand all project components, that you agree to the dates and requirements set forth by the SEP board, and that if you fail to meet these requirements you will not graduate.

Sincerely,

Your Signature **remember you will need to leave 3 spaces for your signature*
Your Name Typed

SENIOR EXIT PROJECT
Critical Argumentative Research Paper

Due: November 15th

You must successfully compose a critical argumentative research paper, in accordance with the standards outlined in this packet and receive no less than a 70%, in order to pass your Senior Exit Project.

Your topic MUST address a critical and argumentative issue RELATED to your internship/mentorship field. It should not be an expository, history, or how-to essay.

Acceptable Essay Topics (examples):
1. If you are shadowing a pediatric nurse, a possible paper topic could be "Autism and Vaccines: is There a Link?"
2. If you are completing an internship at an elementary school, a possible paper topic could be "The Negative Impact of No Child Left Behind Legislation."
3. If you are shadowing a mentor in the medical field, a possible paper topic could be "Why Alternative Medicine is the Best Choice"
4. If you are interning with a law enforcement officer, a possible paper topic could be "Police (should/should not) be able to eavesdrop on suspected terrorists without a warrant."

Unacceptable Essay Topics (Examples):
1. Any paper regarding "How to become a…"
2. Any paper regarding "Schooling needed to become a…"
3. Any paper regarding "How much money is made by a…"
4. Any paper regarding "Day in the life of a…"
5. Any paper regarding "The history of..."

Proper APA format must be used for the entire paper. No paper will be accepted that does not follow this format. For more information on APA format please visit:
https://owl.english.purdue.edu/owl/resource/560/01/

Paper Requirements:
- A strong, solid, argumentative thesis which appears at the end of the introduction paragraph
- 4-6 pages of well documented research and conclusions in APA format
- Reference page with a minimum of 5 sources (one MUST be a published text)

The Critical Research Paper is due November 15th. Students will submit a hard-copy to their English teachers and an electronic copy to Turnitin.com by 3:30pm. If you are absent on Nov. 15th you MUST still submit your paper to Turnitin.com on Nov. 15th and a hard-copy is due to your English teacher immediately upon your return.

Students must pass the SEP paper with no less than a 70%. Students who do not meet this requirement must attend mandatory SEP Re-Teach Workshops scheduled by their English teacher and may need to attend Saturday school or school over fall break. Students will have the opportunity to re-submit their essay, if they have attended the re-teach. Revisions will be accepted at the discretion of the SEP board.
Late Papers: Papers that are late will receive an automatic failing grade. Any students with papers not turned in on the due date will be required to attend mandatory tutoring with their English teacher. Revisions will be accepted at the discretion of the SEP board. The highest possible score a late paper can receive is a 70%.
Students with failing or late papers should be aware that they may be ineligible for winter/spring sports and/or the senior trip.

SENIOR EXIT PROJECT
Critical Research Paper Rubric

	10-9	8-7	6-5	4-3	2-0
Addresses Prompt	Essay precisely and sophisticatedly addresses a critical and argumentative topic in chosen SEP field. Essay is argumentative in nature and takes a clear stance on a critical issue.	Essay thoroughly addresses a critical and argumentative topic in chosen SEP field. Essay is argumentative in nature and takes a stance on a critical issue.	Essay generally addresses a critical and argumentative topic in chosen SEP field. Essay is argumentative in nature and takes a stance on a critical issue.	Essay addresses a critical and argumentative topic in chosen SEP field in a basic manner. Essay is slightly argumentative in nature and stance on a critical issue is unclear or vague.	Essay does not address a critical and argumentative topic in chosen SEP field. Essay is not argumentative in nature or take a stance on a critical issue.
Thesis	Articulates a clear stance on their research topic; clearly states the argument to be proven throughout the paper	Articulates a stance on their research topic; alludes to argument to be proven throughout the paper	Alludes to a stance on their research topic; unclear what argument will be proven throughout the paper	No stance given on research topic; thesis reads more like a report than an argument	Research topic is communicated with no stance or argument
Quality of Content	Writing is highly sophisticated; it contains a wide variety of academic and domain specific vocabulary; is written strictly in third person; provides engaging and meaningful content which supports the thesis	Writing is high-caliber; it contains some academic and domain specific vocabulary; is written strictly in third person; provides specific content which supports the thesis	Writing is of quality; it contains minimal academic and domain specific vocabulary; is written strictly in third person; provides some general content which supports the thesis	Writing is basic or generic; it contains very little academic and domain specific vocabulary; may contain 1st or 2nd person; provides minimally specific content which supports the thesis	Writing is not grade level appropriate; it contains very basic vocabulary; it is written in 1st or 2nd person; it does not provide content which supports the thesis.
Research & Quote Selection	Sources selected are credible and appropriate to topic; the research is integrated directly & contributes to proof of thesis	Sources selected are credible and are mostly appropriate to topic; the research is integrated and adequately contributes to proof of thesis	Sources selected are not credible and are vaguely appropriate to topic; the research integrated is loosely tied to proof of thesis	Sources selected are not credible and are inappropriate to topic; the research integrated offers no contribution to proof of thesis	No valid research selected or utilized to support thesis
Integration of Quotes & Evidence	Quotes and evidence are clearly introduced and smoothly integrated within the body paragraphs	Quotes and evidence are introduced and adequately integrated within the body paragraphs	Quotes and evidence are sometimes introduced and loosely integrated within the body paragraphs	Quotes and evidence are not introduced (floating/block quotes) and are vaguely integrated within the body paragraphs	Quotes and evidence are not present within the paper

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Explanation of Quotes	Clearly explains the significance of the quote/ research AND how it supports the main idea and argument; alludes to specific parts of the quote/ research; there are a variety of high level elaborative techniques	Explains the significance of the quote/ research AND alludes to how it supports the main idea and argument but doesn't stated directly; only basic references to specific parts of the research; some elaborative techniques are used	Explains the significance of the quote/ research BUT leaves out how it supports the main idea and argument; reference to specific parts of the quote/ research is vague; minimal elaborative techniques are used	Summarizes the quote/ research BUT leaves out how it supports the main idea and argument; no reference to specific parts of the quote/ research; simplistic elaborative techniques used	No reference to the quote or research; no explanation of how it supports the main idea and argument; no reference to specific parts of the quote/ research; elaborative techniques are absent
Organization	Each main idea is arguable and directly relates to and supports thesis; the paragraphs are arranged in a logical order conducive to proving thesis; evidence is relevant to main idea	Each main idea is arguable and relates to and supports thesis; the paragraphs are arranged in a mostly logical order conducive to proving thesis; evidence is mostly relevant to main idea	Some main ideas are arguable and vaguely relate to and supports thesis; some of the paragraphs are arranged in a logical order conducive to proving thesis; evidence is somewhat or loosely relevant to main idea	Main idea is not arguable and lacks connection to thesis; the paragraphs lack logical order conducive to proving thesis; evidence lacks relevance to main idea	Main ideas are not arguable and have no connection to thesis; the paragraphs have no logical order; weak or no evidence present
Conventions & Sentence Fluency	Errors do not impede purpose and readability; transitions between sentences are eloquent; textual evidence and paragraphs flow smoothly	Errors sometimes impede purpose and readability; transitions between sentences are present; textual evidence and paragraphs are smooth in most places	Errors often impede purpose and readability; transitions between sentences are minimal; textual evidence and paragraphs are attempted	Errors impede purpose and readability; transitions between sentences are sloppy; textual evidence and paragraphs are choppy	Errors make writing unreadable; no transitions between sentences; textual evidence and cohesive paragraph structure are not present
Citations & Sources	In-text citations are present and accurate; a minimum of 5 sources (one of which is a published text) are cited and referenced	In-text citations are present and mostly accurate; a minimum of 5 sources (one of which is a published text) are cited and referenced	In-text citations are present but incorrectly formatted; less than 5 sources are present and may not always follow source guidelines	In-text citations are occasionally present and may be incorrectly formatted; minimal sources are present and do not follow source guidelines	In-text citations are not present
APA Formatting	No errors in APA style; title and reference page formatting are precise and correct	No more than two errors in APA style; title and reference page formatting are generally correct	No more than four errors in APA style; title and reference page formatting is somewhat followed	No more than six errors in APA style; title and reference page formatting is minimally followed	Several errors in APA style; title and reference page formatting is incorrect or missing

Total Score_____ /100

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SENIOR EXIT PROJECT
Portfolio

DUE: Feb. 28th

Students will be expected to compile all necessary components from their internship and compose it in a portfolio to be turned in and graded. The portfolio is to be completed and turned in no later than **February 28th**. **Please know that you MAY NOT complete the presentation portion of SEP without turning in a portfolio!**

If the student fails the portfolio he or she must attend an SEP Re-Teach Workshop in order to receive a passing grade of 70%. The following is the rubric/checklist for the portfolio. Students will have the opportunity to re-submit their portfolio for a second time if they have attended the re-teach.

The following components must be in your portfolio and presented in the following order:

Outside Front Cover:
      Name
      Title of SEP Project (give your project a unique name that reflects your paper and hours)
      School Name
      English Teacher and Period
      Image or Logo (optional)
Inside:
      Table of Contents
Section 1- SEP Forms:
      Parental Consent Form
      Letter of Intent
      Mentor Agreement Form
      Mentor Interview
Section 2- SEP Content:
      Research Paper
      Hours Log with hours totaled and all signed
      Journals (must be typed and dated)
      Photos/Evidence from the internship (please label)
Section 3- Professional:
      Resume
      Letter of Recommendation (from your mentor)

On the following pages you will find a portfolio rubric and requirement/expectations for portfolio components.

Students must pass the SEP portfolio with no less than a 70%. Students who do not meet this requirement must attend mandatory SEP Re-Teach Workshops scheduled by their Government teacher. Students will have the opportunity to re-submit their portfolio, if they have attended the re-teach. Revisions will be accepted at the discretion of the SEP board.

Late Portfolios: Portfolios that are late or do not included completed hours will receive an automatic failing grade. Any students with portfolios not turned in on the due date will be required to attend mandatory tutoring with their Government teacher. Revisions will be accepted at the discretion of the SEP board. The highest possible score a late portfolio can receive is a 70%.

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SENIOR EXIT PROJECT
Rubric for Portfolio

Student's Name _____ Grader's Last Name _____

Directions: Score each section below; for each item listed give the student a score from 1-5. 1 is lowest, 5 is the highest. If the document is not there, give the student a zero. Students should be scored on appearance, following directions, and readability. The documents should be in order.

Portfolio will not be assessed without completed and signed internship/shadowing/community service hours.

Appearance and Introduction

_____ Clear and suitable cover page
_____ Professional binder: well organized into 3 major sections.
_____ Table of contents: clear and organized; content reflects what is in portfolio.
_____ Overall appearance of portfolio reflects pride and a sense of accomplishment.
_____ The portfolio is neat and does not have spelling/convention errors

TOTAL _____/25

SEP Forms

_____ Parent consent form signed by parent
_____ Letter of intent: describes project plan in letter form
_____ The reader has a clear idea of what the student was trying to accomplish.
_____ Mentor Agreement Form: signed by mentor.
_____ Mentor Interview: 20 appropriate questions and answers typed

TOTAL _____/25

SEP Content

_____ Research paper: all pages neatly displayed and title showing.
_____ Hours log: SIGNED by mentor/supervising adult, with hours totaled on each page.
_____ Hours log: Student record of time spent on project and student must have a <u>minimum</u> of either 25 shadowing/25 community service or 120 internship.
_____ Journals: minimum of 15 typed entries
_____ Journals: entries should be verification that the project was accomplished and reflects on the experiences. Entries should be quality and be long enough to show rigor.
_____ Other evidence: Photographs or other documents that pertain to internship/community service (labeled/explained)

TOTAL _____/30

Professional

_____ Resume; presentable format, clear goals, adequate history, and information about Senior Project.
_____ Letter of Recommendation; could be used for job application, should be from mentor.

TOTAL _____/10

Evidence of Project Completion and Rigor

_____ Evidence that student shows professionalism and attention to detail
_____ Portfolio highlights that time, effort, and dedication was given to the SEP project as a whole

TOTAL _____/10

TOTAL SCORE _____/100

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SENIOR EXIT PROJECT
Journal Entries

DUE: as a part of your portfolio (Feb. 28th)

It is important to reflect on your internship experiences as the year progresses. Please see the bullets below for important information specific to your project journaling.

- Journaling will take place throughout the internship and are to be TYPED and printed to be put in your portfolio.
- The journal will consist of the experience from the student's perspective.
- Students can journal daily, weekly, or multiple times a day.
- Journals should be a formal account of what happened during your internship.
- Should have 15+ journals
- Please handle conflicts professionally in your journal. What you write is public and reflects all parties involved, your internship location, and Andrada.
- When journaling, comment on things like professionalism in the workplace, interesting stories that occur, how you are affected by the experience, what you did on a specific day, or how you felt during an event that occurred. Please mix up your journals so that not every day is about the same thing!
- Students must date each journal entry
- Journal entries will be checked periodically (and possibly graded) by your English teacher
- Journals will be available for judges to read during the presentation, so students should be appropriate and formal when writing. Professional language is required.

SENIOR EXIT PROJECT
Hours Log

DUE: as a part of your portfolio (Feb 28th)

In order to show your completion of the internship or shadowing/community service, it is important to keep track of the hours. Students and mentors should discuss the most effective way for signing off on hours. Please create an hours log using the example below and print it. You MUST log all days and hours completed for your project and they MUST be signed off by your mentor or other supervising adult. Please total hours completed at the bottom of your hours log. Please differentiate totals if completing the shadowing/community service hours by creating two separate logs.

Please note: You MAY NOT complete internship/shadowing hours at school. They may not be part of a job you are being paid for.

Here is an example of an hours log for community service hours:

Date	Start Time	End Time	Total Hours	Activity Completed	Signature
12/1/2019	9:00am	3:00pm	6 hours	Community Service working with church youth group	*Joe McDonnell*
1/25/2019	7:00am	4:00pm	9 hours	Community Service clearing up park with Eagle Scouts	*Sally Jones*
2/10/2019	8:00am	5:00pm	10 hours	Community Service working with Habitat for Humanity	*Calvin Smith*

Total Hours for Community Service = 25 Hours

Here is an example of an hours log for shadowing hours:

Date	Start Time	End Time	Total Hours	Activity Completed	Signature
12/1/2019	9:00am	3:00pm	6 hours	Shadowing Experience with Mentor	*Joe McDonnell*
1/25/2019	7:00am	4:00pm	9 hours	Shadowing Experience with Mentor	*Sally Jones*
2/10/2019	8:00am	5:00pm	10 hours	Shadowing Experience with Mentor	*Calvin Smith*

Total Hours for Shadowing = 25 Hours

Here is an example of an hours log for internship hours:

Date	Start Time	End Time	Total Hours	Activity Completed	Signature
12/1/2019	9:00am	3:00pm	6 hours	Interning with Mentor	*Joe McDonnell*
1/25/2019	7:00am	4:00pm	9 hours	Interning with Mentor	*Sally Jones*
2/10/2019	8:00am	5:00pm	10 hours	Interning with Mentor	*Calvin Smith*

Total Hours for Internship = 120 Hours
(**Once all hours have been added to log this should total 120 hours*)

***Note:** shadowing, interning, and community service are different from one another. Shadowing is designated for the first 25 hours of the 25/25 option. Community service hours do not have to be completed at the same site as shadowing nor do they need to match the essay topic, but they should still be of value. The internship hours can only be counted as internship hours if they are coming from the Pathway Internship, Andrada Internship, or the Vail District Internship.*

SENIOR EXIT PROJECT
Mentor Interview

DUE: Friday, October 25th

Part of your SEP will require you to interview your mentor (or someone worked closely with).

For the interview, the following is required:
1. You are to come up with 15 questions to ask your mentor. This could be about controversial topics, personal experience, building relationships in the field, critical issues in the field, getting a job, field work, education needed, etc.
2. Ask a variety of questions, but they MUST be based on your internship experience and career field.
3. You may choose to email the questions to your mentor or have a face-to-face interview.
4. This interview (questions and answers) must be TYPED and placed in your portfolio.
5. If you do not have a primary source already, you MUST incorporate your interview as a source that is used in your SEP paper.

SENIOR EXIT PROJECT
Letter of Recommendation

DUE: as a part of the portfolio (Feb. 28th)

Students will be required to include a typed recommendation letter in the portfolio. This letter MUST be written by the student's mentor, or someone worked closely with. It is the student's responsibility to obtain the letter of recommendation; if you are having trouble completing this requirement, please see an SEP coordinator as soon as possible. Please make your mentor aware of this requirement and provide them with ample time with which to complete it for you. The recommendation should highlight some of the following:

1. Work Ethic
2. Responsibilities
3. Time spent at the internship
4. Social skills
5. Ability to lead
6. Ability to manage
7. Helpfulness

Sample Response:

Dear SEP Board,

It's my absolute pleasure to write a letter of recommendation for [Name]. I have known [Name] for [Length of time], and during this time I have had the opportunity to get to know [his/her] skills and attributes.

I thoroughly enjoyed my time working with [Name], and came to know [him/her] as a truly valuable asset to absolutely any team. [He/she] is honest, dependable, and incredibly hard-working. Beyond that, [he/she] is an impressive [soft skill] who is always [result].
[His/her] knowledge of [specific subject] and expertise in [specific subject] was a huge advantage to [location of internship]. [He/she] put this skillset to work in order to [specific achievement].

Along with [his/her] undeniable talent, [Name] has always been an absolute joy to work with. [He/she] is a true team player, and always manages to foster positive discussions and bring the best out of other employees.

Without a doubt, I know that [Name] will do well with the final portion of the SEP project. As a dedicated and knowledgeable candidate and an all-around great person, I know that [he/she] will be successful when it comes to achieving a passing, if not higher, score for the portfolio and presentation half of the project.

Please feel free to contact me at [your contact information] should you like to discuss [Name]'s qualifications and experience further. I'd be happy to expand on my recommendation.

Best wishes,
[Your Name]

SENIOR EXIT PROJECT
Presentation Requirements

As the final portion of the Andrada Senior Exit Project, students will be asked to prepare a presentation based on their internship experience. The presentation gives students the opportunity to inform others about what they have learned while at the workplace. It will incorporate information from the paper, the portfolio, and the internship hours. Students will present this information to a selection of Andrada staff and community members. Each student will be assigned a presentation time for **April 28, 2020**. Student must receive a minimum of 70% on the presentation to pass the SEP.

1. **Time:** All presentations MUST be 8-10 minutes. Within this timeframe students should interact with their audience and inform them about their experience in a creative way. Eight to ten minutes should provide students with enough time to introduce themselves, present their information, and provide conclusions gained from the experience.

2. **Professionalism:** As with all professions, it is important to "dress to impress." Students should be in attire that is appropriate to wear to a business presentation. They must arrive five minutes before their scheduled presentation and come prepared.
   Men: Dress pants, collared shirt, tie (jacket optional)
   Women: Dress, skirt/blouse, or pant suit
   Shoes: No tennis shoes, flip flops, or house slippers

3. **Delivery:** It is important to present information in a cohesive manner, including respectful mannerisms (i.e. don't chew gum while speaking). The presentation should flow naturally with use of proper transitions and academic language (fowl language will result in a loss of points). Students MUST use a visual aid (Google Slides) to assist the presentation. Please refer to rubric. Practice your presentation before-hand!

4. **Question and Answer:** It is important for the student to engage with the audience (judges). Students should be prepared to answer any questions judges ask. This portion of the presentation is NOT included as part of the required 8-10 minutes.

5. **Content:** Students should have valuable and relevant information in their presentations. Students should discuss elements from their portfolio, paper, and internship experience in their presentation. The critical issue of your research paper MUST be addressed, as well as how this issue ties into your internship experience. You need to make the connection for your audience between your paper and hours (i.e. how your internship or shadowing hours led to your topic and understanding of the issue at hand). You should also include highlights from your internship, experiences gained, what you learned about yourself through the process, and any changes to your SEP that you needed to make during the year. In your presentation you may also include props used during your internship. See rubric for specifics.

6. **Visual Aid:** Students must use a Google Slides presentation, which will be accessed through a school computer on presentation day. Checks for correct spelling, grammar, and sentence fluency are imperative. Please use bullet points to enhance information as opposed to long paragraphs. Keep content appropriate and make sure it follows a cohesive order.

SENIOR EXIT PROJECT
Presentation Rubric

tudent's Name_____Judge's Name_____
Presentation must be between 8-10 minutes long. Overall score is reduced by 10% if time falls outside time limit. Start Time:_____ End Time:_____ **TOTAL PRESENTATION TIME:**_____

	1 Point	**2 Points**	**3 Points**	**4 Points**	**Total**
Organization	Audience cannot understand presentation because there is no sequence of information. No connections between critical issue paper and shadowing.	Organization is present but audience has difficulty following the sequence of information. Vague connections between critical issue paper and shadowing.	Student presents information in a logical sequence with some transitions or connections that the audience can follow. Connection between critical issue paper and shadowing present but unexplained.	Student presents information in a logical, interesting sequence, with excellent transitions and connections between all ideas, including clearly explaining how the critical issue paper relates to shadowing.	
Subject Knowledge	Student fails to demonstrate understanding of the research paper, shadowing experience, AND/OR portfolio. Student is unable to answer the most basic questions about the project.	Student fails to demonstrate understanding of the research paper, shadowing experience, OR portfolio. Provides answers to only simple questions.	Student demonstrates knowledge and understanding of the research paper, shadowing experience, AND portfolio. Provides answers to all questions, but fails to elaborate.	Student demonstrates full knowledge and understanding of the research paper, shadowing experience, AND portfolio. Answers all questions with explanation and elaboration.	
Visual Aid	Poor use of presentation. Transitions between slides are not present. Appearance is not congruent. Convention errors are distracting and cause confusion.	Weak use of presentation. Transitions between slides are not present. Appearance is not congruent. Convention errors are present.	Solid use of presentation. Transitions between slides are present but not effective. Clear/Concise material free of convention errors.	Excellent use of presentation. Effective transitions between slides. Clear/concise material free of convention errors.	

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Delivery	Student provides no eye contact; mumbles; speaks too quietly; uses incorrect grammar frequently; relies on "filler" sounds; reads entire presentation directly from notes and/or presentation/site.	Student occasionally provides eye contact; uses low voice volume; occasionally uses incorrect grammar and "filler" sounds; frequently reads directly from notes and/or presentation/site.	Student maintains eye contact, but returns to notes or presentation/site frequently; voice is clear; rarely uses incorrect grammar and "filler" sounds.	Student maintains eye contact, and rarely returns to notes or presentation/site; voice is clear; no incorrect grammar or "filler" sounds noticeable.	
Professionalism	Student late for presentation; not dressed professionally. No evidence of preparation. Necessary resources missing and/or ineffectively used.	Student late for presentation; dressed is some unprofessional attire; some evidence of preparation. Necessary resource(s) missing and/or ineffectively used.	Student on time, dress is somewhat professional; prepared for presentation. ALL necessary resources present, but not used effectively.	Student on time, dressed very professionally; appears confident and prepared for presentation. ALL necessary resources present and used effectively.	

Professional Attire: NO tennis shoes: **Girls:** skirt, dress, pant suit. **Boys:** collared shirt/tie, dress pants. **Necessary Items:** Portfolio & Visual Aid	**Total Points**	

Total points: _____ X(times) 5 = _____/100