

Andrada Polytechnic High School

Senior Exit Project Handbook

Class of 2021



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

Prepared by the APHS SEP Coordinators: Sally Moore & Edvina Velagic

Revised September 2020

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.

Please note that due to the impact of Covid-19 and CDC Guidelines, some shadowing/community service or interning experiences may require modifications at the start of or during the experience. If this happens, students must contact the coordinators immediately to work out an effective plan to complete the project.

This project meets several of the College and Career Readiness standards established by the Arizona Board of Education. The written component consists 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 English classes 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 SEP Coordinator's gradebook*).

Every Andrada student is required to complete a project in which they shadow a professional in a career field of their choice or complete community service hours with an accredited organization. This shadowing or community service opportunity MUST relate to the research paper portion of the project. Students are required to complete 20 hours of virtual immersion, shadowing, or community service experience. Students who are interested in completing a 120 hour internship (full credit) may apply to Vail's Internship Program (the deadline to apply for which was in January), participate in one of the Pathway Internship Programs, or apply to the Andrada Internship Program. Students who are not accepted to the Vail Internship Program, or do not have a pre-established Pathway or Andrada Internship, cannot receive the additional credit if they choose to do the 120 hours on their own. The Vail Internship, Pathway Internships, and Andrada Internships are specifically structured and, therefore, include more work which results in the additional half credit.

Evidence of the virtual immersion, internship/shadowing (or community service) will be displayed in a professional portfolio. This portfolio will include evidence of all parts of the project including, but not limited to, an hours log, reflection log, photos, interview, letter of recommendation, and resume. Internship, Presentation, and Portfolio progress will be monitored in Senior English.

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. The presentation will be worked on in the students' government class. It is important to remember that all students must complete and pass each portion (paper, portfolio, and 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. All parts of the project will be entered into a separate section in PowerSchool labeled as "Senior Exit Project" 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 Coordinators

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2020-2021 Senior Exit Project Timeline and Checklist

FINAL DUE DATES

Final Research Paper: Friday, November 13th

Portfolio: Friday, March 5th

Community Presentation: Tuesday, April 27th (Tentative)

January - February 2020

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

March - July 2020

Due to COVID 19, SEP Requirements had to be reevaluated and approved by the Vail School District based on the CDC and government guidelines.

August 2020

- Letter of Intent due** to your senior English teacher on **Thursday, August 20th** (see guidelines, p.10)
- Begin gathering credible sources for research paper
- Begin drafting your essay (see research paper guidelines, p.10)
- Consider ideas for your SEP internship

September 2020

- Parental Consent Form** (p.7) due to your senior English teacher by **Friday, September 18th**
- Begin working on the Virtual Immersion Plan (p.8) OR In-Person Shadowing Petition (p.9)
- Begin Reflection Log and Documentation of Hours (p.16-17)
- First Draft of Essay due** (see research paper guidelines, p.11) to senior English teacher on **Friday, September 25th**
- Continue with reflections as well as working on hours

October 2020

- Virtual Immersion Plan** (p.8) OR **In-Person Shadowing Petition** (p.9) due to your senior English teacher on **Friday, October 2nd**
- Conference with senior English teacher in class from **Monday, October 5th - Friday, October 9th**
- Continue to work on final draft of research paper
- Continue working on reflection log and completing hours

November 2020

- Interview Questions** (see p.18 for guidelines) due to senior English teacher by **Wednesday, November 4th**
- Final Research Paper** due in English (see research paper guidelines, p.11) class via hard copy and through Turnitin.com on **Friday, November 13th**
- Mandatory On-Campus Tutoring** for students who are failing the paper after November 13th will be held (dates for tutoring TBD)
- Continue working on reflection log and hours
- Interview professional in your field

December 2020

- Interview a professional if you have not yet done so
- Continue working on reflection log and hours
- Review portfolio rubric and guidelines (p.15)
- Begin working on and gathering portfolio requirements
- Purchase portfolio binder, dividers, and sheet protectors

January 2021

- Continue working on portfolio requirements
- Interview a professional if you have not yet done so

- Acquire a Letter of Recommendation from someone who knows you in a professional capacity (i.e. boss, co-worker, current or former teacher, etc.) (p.20)
- Completed interview with a professional in your field** due to senior English teacher on **Friday, January 29th**

February 2021

- Continue working on portfolio
- Finish hours and reflection log
- Compose Thank You Letter in English class (p.19)

March 2021

- Portfolio Due on Friday, March 5th to English teacher**
- Review Presentation Rubric (p.23)
- Begin working on Presentation in government class (see guidelines, p.22)

April 2021

- Rehearse presentation
- SEP Presentation Night on Tuesday, April 27th** (tentative) from 4:20-7:00 (you will sign up for a 20 minute time slot with your English teacher or SEP Advisor if you do not have an English class)

May 2021

- Graduation!

SENIOR EXIT PROJECT

Breakdown of Hours

SEP requires a minimum of 20 hours of virtual immersion, shadowing, or community service; or 120 hours of internship. Each type of hours has its own benefits. The chosen field or organization impacts the topic of the SEP Paper. **Due to COVID 19 it is encouraged that you complete Virtual Immersion Hours. If you choose to complete hours in-person, you must fill out the In-Person Shadowing Petition and receive approval from an APHS administrator**

Virtual Immersion Hours

- Complete 20 hours in a field of your choosing (i.e. medical, veterinary, engineering, business management, art, etc.) OR with an accredited community service organization (i.e. Habitat for Humanity, The Humane Society, Casa de los Niños, etc.)
- Results in the final half credit needed to graduate
- The hours do not have to correspond to your pathway, but it is encouraged
- Hours will likely be completed in a multitude of ways including, but not limited to, the following:
 - Virtual tours of related facilities
 - Live stream sessions with professionals in your chosen field
 - Complete interactive modules
 - Project Based: i.e. designing, creating, modeling, building, fabricating, coding, etc. materials
 - Watching TEDTalks or related videos pertaining to your field
 - If you have other ideas or modes of completing Virtual Immersion Hours, please contact aphs-sep@vailschooldistrict.org for approval

Shadowing Hours

- Complete 20 hours in a field of your choosing (i.e. medical, veterinary, engineering, business management, art, etc.)
- Results in the final half credit needed to graduate
- The hours do not have to correspond to your pathway, but it is encouraged
- Shadowing consists of observing a professional in the chosen field and helping that professional when asked or directed to do so
- The purpose of shadowing is to provide a glimpse into the work life of a professional in the chosen field
- This may help you decide if the field is something you are interested in pursuing post high school

Community Service Hours

- Complete 20 hours with an accredited community service organization (i.e. Habitat for Humanity, The Humane Society, Casa de los Niños, etc.)
- Results in the final half credit needed to graduate
- The hours do not have to correspond to your pathway, but again, it is encouraged
- Community service consists of reporting to your mentor and completing the tasks they assign to you
- The purpose of community service is to give back to your community and help those in need
- This may help you learn more about your community and may inspire or help build upon your desire to give back to the community
- Looks great on a resume!

Internship

- Complete 120 hours in the field of your choosing (i.e. medical, veterinary, engineering, business management, art, etc.)
- This option requires more work and rigor

- Results in the final half credit needed to graduate, plus an additional half credit displayed on your transcript
- The hours typically align with your pathway and are usually set-up with guidance from your pathway teacher
- An application must be submitted to and approved by the SEP Coordinators to be accepted into one of the 120 hour programs (Vail Internship Program, Pathway Internship, or Andrada Internship) **the Vail Internship Program is set-up through Lindsey Wahl - if you are participating in this program please speak with her about requirements and expectations**
- Internship hours consist of hands-on experiences with your mentor and helping them with tasks that may not be available to you when shadowing
- The purpose of an internship is to provide a hands-on, in-depth looking of the daily life of a professional in the chosen field
- This may help you decide if the field is something you are interested in post high school and may help to establish connections with your mentor or the organization with which hours are completed
- Looks great on a resume!

SENIOR EXIT PROJECT Parental Consent Form

Due: September 18th

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 Pima 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 (11/13), Portfolio (3/5), Presentation (4/27)

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, or 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/shadowing/community service hours OUTSIDE of the school day and must secure a mentor on his/her own.

_____ **(student's name) has chosen to complete the following:**

- 20 Hours Virtual Immersion
- 20 Hours In-Person Shadowing or Community Service
- 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 have previously been accepted into this program in order to select this*

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
Virtual Immersion Plan

Due: October 2nd

Please use the following guidelines to set up your Virtual Immersion Plan. This plan must be submitted to your Senior English teacher.

Student Name: _____

Field of Interest: _____

Methods you are planning on using to acquire hours: _____

What you hope to learn or accomplish: _____

List of possible professionals/locations you could interview to acquire information about this field: _____

**SENIOR EXIT PROJECT
In-Person Shadowing Petition**

Due to the impact of COVID-19, Senior Exit Project hours for shadowing, community service, and internships have been moved into an online, project based capacity to reduce the risk of exposure to and spread of the virus. If students are still interested in completing in-person hours, they must fill out and submit the form below. Upon administrator approval, you will receive the Mentor Agreement Form. All in-person shadowing, community service, or internship hours must be approved by Andrada Polytechnic High School administrators. **No in-person shadowing, community service, or internship hours will be approved until students are able to return to school.** Any in-person shadowing, community service, or internship hours will not be counted without the submission and approval of this petition. *Please note that due to the impact of Covid-19 and CDC Guidelines, some shadowing/community service or interning experiences may require modifications at the start of or during the experience.*

Student Name

Parent/Guardian Name

Name of Location for Shadowing, Community Service, or Internship Hours

Mentor Name for Shadowing, Community Service, or Internship Hours

Contact Information for Shadowing, Community Service, or Internship Hours

Reason for Pursuing In-person Shadowing, Community Service, or Internship Hours:

Current Safety Precautions In Place at Location:

APHS Administrator Signature

Date

SENIOR EXIT PROJECT Letter of Intent Format

Due: August 20th

This is a formal business letter addressed to the Senior Exit Project Advisory Board, explaining how you plan on completing 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 August 20th. 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 identify which field you would like to complete your hours in. Explain why you chose that field. Explain what you hope to accomplish or learn; give as much detail as possible. Give evidence that this project will be beneficial to you.

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/community service 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

1st Draft Due: September 25th

Final Draft Due: November 13th

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 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. Papers that do not follow APA format will not be accepted. 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
- 3-6 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 13th. Students will submit an electronic copy through Schoology (this will be linked to turnitin.com and will track plagiarism) by 3:30 on Friday, November 13th. A hard-copy will be submitted to their English teacher the day they are on campus for in-person learning (either Monday, November 16th or Tuesday, November 17th).

Students must pass the SEP paper with no less than a 70%. Students who do not meet this requirement must attend mandatory SEP Academic Overtime and/or Saturday School as scheduled by their SEP Advisor. Students will have the opportunity to re-submit their essay, if they have attended Academic Overtime. 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%.

If a student is not taking advantage of the help offered to them and they are still failing the paper after November 13th, their Pathway teacher will be notified. 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 & Source Selection	Sources selected are credible and appropriate to topic; the research contributes to proof of thesis	Sources selected are credible and are mostly appropriate to topic; the research adequately contributes to proof of thesis	Sources selected are not credible and are vaguely appropriate to topic; the research is loosely tied to proof of thesis	Sources selected are not credible and are inappropriate to topic; the research 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

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: March 5th

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 **March 5th. Please know that you MAY NOT complete the presentation portion of SEP without a passing portfolio!**

If the student fails the portfolio he or she must attend a mandatory SEP Academic Overtime in order to receive a passing grade of 70% and have the opportunity to resubmit their portfolio.

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

Outside Front Cover:

- Title of SEP Project (give your project a unique name that reflects your paper and hours)
- Name
- School Name
- English Teacher and Period
- Image or Logo (optional)

Inside:

- Table of Contents

Section 1- SEP Forms:

- Parental Consent Form
- Andrada or Pathway 120 Hour Application (if applicable)
- Letter of Intent
- Virtual Immersion Plan or Mentor Agreement Form
- Interview with a Professional

Section 2- SEP Content:

- Research Paper
- Reflection Log with hours totaled
- Photos/Evidence from the experience (please label)

Section 3- Professional:

- Resume
- Letter of Recommendation (from a professional who knows you well)
- Thank You Letter to the Individual You Interviewed

The portfolio is due March 5th. Even if you are not in school on this day, you must still have the portfolio submitted. You may submit early or have it dropped off in the front office. 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 Academic Overtime scheduled by their SEP Advisor. Students will have the opportunity to re-submit their portfolio, if they have attended the Academic Overtime. Revisions will be accepted at the discretion of the SEP Board.

Late Portfolios: Portfolios that are not submitted by the due date will automatically receive a failing grade until they have been received. Grades for portfolios that do not include the completed hours log or have missing hours will be withheld until hours are completed and/or submitted. Any students with portfolios not turned in on the due date will be required to attend mandatory SEP Academic Overtime with their SEP Advisor. Revisions will be accepted at the discretion of the SEP board. The highest possible score a late portfolio can receive is a 70%.

SENIOR EXIT PROJECT Reflection Log

Due: March 5th (as a part of your portfolio)

It is important to reflect on your experiences while completing your hours. Please see the bullets below for important information specific to your project reflections.

Requirements:

- Reflections will take place throughout completion of hours and are to be TYPED and printed to be put in your portfolio.
- The reflection will consist of the experience from the student's perspective.
- Students can reflect daily, weekly, or multiple times a day.
- Fill in the chart for each activity completed to earn hours
- 15+ reflection log entries

Guidelines:

- Reflections should be a formal account of what you experienced while completing hours.
- Comment on things including:
 - Professionalism in the workplace
 - Interesting stories that occur
 - How you are affected by the experience
 - What you did on a specific day
 - How you felt during an event that occurred.
 - What you learned
- Please mix up your reflections so that not you are not continuously repeating yourself!
- Please handle conflicts or negative experiences professionally in your reflection. What you write is public and reflects all parties involved, your internship location, and Andrada.
- Reflections will be checked periodically (and possibly graded) by your English teacher
- Reflections will be available for judges to read during the presentation, so students should be appropriate and formal when writing.
- Professional language is required.

Reflection Log Example

Date:	Time Spent:	Video Title or Activity Completed:	Source & Link or Contact Information:	3-5 Sentences of Reflection
3/27/2020	38:34	“Classroom Management: Week One, Day One”	Youtube https://www.youtube.com/watch?v=pgk-719mTxM&disable_polymer=true	I learned how important it is to start off strong with classroom management. It doesn't just mean yelling at kids, though. You have to communicate with them. It also helps when teachers give clear information.
3/30/2020	55 minutes	Observed a teacher via Big Blue Button Conference	Mrs. Moore moores@vailschool district.org	Teachers have to do a lot of stuff besides just teaching. They have homework, in a way, because they have to do a lot of work outside of

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				school. I should probably remember this next time I have homework and tell my teacher they don't know what it's like.
3/30/2020	20:27	"Let's Use Video to Reinvent Education"	TedTalk https://www.ted.com/talks/sal_khan_let_s_use_video_to_reinvent_education?language=en	Videos are a helpful way to help students learn. Sometimes teachers pick really boring videos, though. I think it's important that when teachers are picking videos they make sure they are interesting and relevant. I really like watching videos when it's something I can relate to. If I become a teacher I need to remember this.
4/5/2020	90 minutes	Sample Lesson Plan for Mrs. Moore <i>Note: I plan on adding this to my portfolio</i>	Mrs. Moore moores@vailschool district.org	Mrs. Moore allowed me to create a sample lesson for her asynchronous day. She provided me with material she would be implementing, so I used the items provided to create a lesson that includes the following: bell work, brief instructions/notes, short assignment, and an exit ticket. Mrs. Moore said that I did a wonderful job, and she might even use one of my items during her class session. Creating the lesson was exciting, but it took a lot more time than I anticipated, and there were more parts to putting everything together than I imagined!

Total Hours:	3 Hours and 4 Minutes
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SENIOR EXIT PROJECT
Interview with a Professional

Interview Questions Due: November 4th

Completed Interview Due: January 29th

Part of your SEP will require you to interview a professional in your chosen field.

For the interview, the following is required:

1. You are to come up with 5 meaningful questions to ask a professional. 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 field of interest.
3. You may choose to email the questions to the professional or hold an interview via phone or Zoom.
4. This interview (questions and answers) must be **TYPED** and placed in your portfolio.

SENIOR EXIT PROJECT Thank You Letter to a Professional

Due: February 5th

After completing an interview with a professional in your chosen field, you are required to write the professional a formal thank you letter. The purpose of this letter is to let the professional you interviewed know that you appreciate the time and effort they put in to helping you.

For the Thank You Letter, the following is required:

1. You may send an email, type and print the letter to mail, or handwrite the letter (remember that handwritten notes are more personal)
2. Address the professional by their proper title and last name (i.e. Mr. X, Mrs X, Ms. X, Miss X, Dr. X, etc.)
3. Your first sentence should immediately thank them for completing the interview
4. Identify something specific you appreciate
5. You should have at least a few sentences
6. Include a professional closing (i.e. Sincerely, Best, etc.) and your full name
7. See this website for more help and ideas:
<https://toughnickel.com/business/Thank-you-Message-for-Manager-Samples-of-what-to-write-in-a-Card>

SENIOR EXIT PROJECT Letter of Recommendation

Due: March 5th (as a part of the portfolio)

Students will be required to include a typed recommendation letter in the portfolio. This letter MUST be written by someone the student has a professional relationship with (i.e. boss, co-worker, current or former teacher, etc.). 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 provide the person writing the letter for you the guidelines as well as ample time with which to complete it for you. The recommendation should highlight some of the following:

1. Work Ethic
2. Responsibilities
3. Time known
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 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 virtual immersion/internship/shadowing/community service hours.

General Requirements

- _____ Clear and suitable cover page
 _____ Professional binder: well organized into 3 major sections.
 _____ Table of contents: clear and organized; content reflects what is in the portfolio.
 _____ All pages are portrayed in sheet protectors

TOTAL _____/20

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.
 _____ Virtual Immersion Plan OR Mentor Agreement Form
 _____ Interview with a Professional: 5 meaningful, appropriate questions and answers typed

TOTAL _____/25

SEP Content

- _____ Research paper: all pages neatly displayed and title showing.
 _____ Reflection Hours: date & time spent are listed
 _____ Reflection Hours: student has completed a minimum of either 20 hours of virtual immersion, in-person shadowing, or community service; or 120 hours of interning.
 _____ Reflections Activity: title of video or activity completed is listed with source & link or contact information
 _____ Reflections: minimum of 15 typed entries, 3-5 sentences each. Entries should be verification that the project was accomplished and reflects on the experiences. Entries should be of quality.
 _____ Other evidence: photographs or other documents that pertain to hours (labeled/explained)

TOTAL _____/30

Professional

- _____ Thank You Letter to the professional who completed your interview; may be typed or neatly handwritten
 _____ Resume; presentable format, clear goals, adequate history, and information.
 _____ Letter of Recommendation; could be used for job application, should be from a professional.

TOTAL _____/15

Appearance and Professionalism

- _____ Evidence that student shows professionalism and attention to detail (binder is in new or gently used condition; pages are clean and smudge free; everything is typed, with the exception of Thank You Letter)
 _____ Portfolio highlights that time, effort, and dedication was given to the SEP project as a whole

TOTAL _____/10

TOTAL SCORE _____/100

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 completing shadowing/community service/internship hours. It will incorporate information from the paper, the portfolio, and the completed hours. Students will present this information to a small group of Andrada staff and Vail community members.

Each student will sign up for a presentation time for **April 27th, 2020**. Students 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 takeaways/lessons learned from their 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 to ten 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 (foul language will result in a loss of points and may lead to administrative action). 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/community service 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

Student's Name _____	Judge's Name _____
Presentation must be between 8-10 minutes long. Overall score is reduced by 10% if time falls outside the 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 hours completed.	Organization is present but audience has difficulty following the sequence of information. Vague connections between critical issue paper and hours completed.	Student presents information in a logical sequence with some transitions or connections that the audience can follow. Connection between critical issue paper and hours completed 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 hours completed.	
Subject Knowledge	Student fails to demonstrate understanding of the research paper, hours completed, 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, hours completed, experience, OR portfolio. Provides answers to only simple questions.	Student demonstrates knowledge and understanding of the research paper, hours completed, experience, AND portfolio. Provides answers to all questions, but fails to elaborate.	Student demonstrates full knowledge and understanding of the research paper, hours completed, 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.	

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