JUNIOR/SENIOR PROJECT COURSE

The Junior/Senior Project program has been designed to enable the student to build on existing strengths and to provide an opportunity for further study not available within the confines of the traditional classroom environment. The program provides motivated and responsible high school juniors and seniors the opportunity to develop a career-oriented relationship with a community professional (the mentor) in the student's area of chosen interest. It allows, through the association between the student and the mentor, the development of a special relationship that contributes to the formation of the student's life outlook and plans.

The Junior/Senior Project program provides the learner an option for self-exploration. It also provides mutual benefit to both the educational enterprise and to the public and private business and professional community. Benefits to students are the major thrust of the program. The Junior/Senior Project program also allows professionals the ability to attract and cultivate future colleagues.

There are three components in the program: process, product and presentation. Each component is weighed equally. All components must be completed for a student to earn a passing grade. The course is graded as Pass/Fail. Students can earn a Pass with Distinction for exceptional work. Students spend a minimum of ten hours with their mentor, and in addition to the time spent with their mentor, meet with their course instructors. A panel of students, teachers, community members and district administrators evaluates the student's presentation.

The course is taught by Mrs. Hanna, Mrs. McConnell, and Mrs. Ragaini, the School to Career Coordinator. The Junior/Senior Project course is offered in two sections. The first section runs from September through January (all of first semester). The second section runs from February through May. Regular attendance at class meetings, keeping appointments for individual meetings, and careful follow through on arrangements made with the mentor are essential to successful completion of the course. **Student forms can be found on the Career Center's school website at www.newtown.k12.ct.us/nhs).**

JUNIOR/SENIOR PROJECT: Process Phase
The process phase is designed to provide students with the structure to complete the product and presentation in a timely and thorough manner. The first stage facilitates a positive match with a mentor by clearly establishing the student direction and goals for the mentorship experience. The second stage requires the student to create a preliminary outline for the project, including an anticipated timeline, vision for the product, and general value of the knowledge to be gained from the experience. The third stage tracks the evolution of the student's work through reflective dialogue with the teachers to address major problems, issues, and ideas.

Process Performance Standards
Stage One: Mentor Proposal (Forms 1 and 2). The student will create a website that:
- Provides a sense of direction for the junior/senior project experience based on preliminary reflection, thought, and effort.
- Addresses each item of the proposal in a professional manner in order to facilitate clear communication with a potential mentor.
- Meets with Mrs. Ragaini to initiate mentor search.
- Posts forms 1 and 2 by the assigned deadline.
- The website will contain all assigned forms, a blog detailing the student activity on the project, and appropriate student work.

Stage Two: Step-by-Step Plan (Form 3). Prior to the second scheduled interview, the student will post on their Junior/Senior Project website their form 3 that:
- Articulates how he/she has designed a junior/senior project to build upon prior interests, knowledge, and experiences.
- Gives a tentative description of product (purpose, audience, setting, and format).
- Provides a reasonable timeframe with dates for the mentorship experience, development of the product, and preparation for the presentation.

Stage Three: Interviews. The student:
- Communicates with project teachers in a professional manner by arriving to class and appointments on time with a current website and any necessary materials.
- Explains the steps he/she has taken and how those steps compare with the step-by-step plan.
- Revises the step-by-step plan to overcome obstacles.
- Monitors and documents progress toward timely completion of the product and presentation. In order to document progress on project, students are required to bring or post proof of work to every teacher interview.

JUNIOR/SENIOR PROJECT: Product Phase

The product must be tangible and must be presented in a format that makes the knowledge accessible and meaningful to a larger audience. The student is entrusted with selecting the most appropriate format and executing that format in a professional manner. Some suggested formats include:

Essay / Analysis Law / Policy Book	Letters Report Description	Poems / Songs Script Narrative
Demonstration Exhibit Artistic Display	Model Website Blueprint	Ad Campaign Artistic Performance Invention

While the student has tremendous latitude in shaping the product, it must be significant to its creator, intellectually rigorous and thought-provoking, be meaningful in the eyes of the larger world, be feasible (completed within two marking periods), be a self-directed experience where the student reflects on his/her work and makes necessary adjustments to ensure a successful outcome, and be completed outside of a traditional classroom setting.

Product Performance Standards
Student Reflection on Product. The student:
• Provides a brief description of the product (form 7).
• Summarizes his/her development of the product during the course (major obstacles, significant learning experiences, milestones). (Form 7)
• Explains how the design/format of the product makes it accessible to others. (Form 7)

Product. The student:
• Selects an appropriate format to focus and showcase the product. A powerpoint slide show at the presentation is not an acceptable product.
• Demonstrates significant exploration of the field/discipline.
• Organizes the content of the product to make his/her ideas accessible to others.
• Reviews the content and format of the product to eliminate errors.
• Creates a product that represents the work of one semester.

JUNIOR/SENIOR PROJECT: Presentation Phase
The final component of the program is the presentation. Each participant will present his/her work to an audience composed of friends, family, teachers, and a panel of evaluators. The student will employ appropriate public speaking skills as outlined in the Spoken Communication Graduation Rubric. The student will explain the development of the product and showcase highlights of his/her work. The student will then answer questions from the panel of evaluators. The presentation and question-and-answer period will take approximately 15-20 minutes. The presentation will be evaluated by a panel of evaluators that are representative of the entire school community (faculty, administrators, Board of Education members, parents, students, and local business leaders).

Presentation Performance Standards. The student:
- Articulates personal motivations that inspired his/her work.
- Provides a narrative of the evolution of the product.
- Demonstrates the depth of the knowledge acquired through the junior/senior project experience.
- Organizes the information through the order of topics and the use of verbal cues.
- Reflects on the questions posed and provides fluent and insightful responses.
- Meets the needs of the audience through appropriate volume, eye contact, and enthusiasm.
- Conducts the presentation in a professional manner and is dressed in professional attire.

Teacher contact Information

Mrs. Ellie Hanna	(203) 426-7646 x8777	hannae@newtown.k12.ct.us
Mrs. Sue McConnell	(203)426-7679 x8815	mcconnells@newtown.k12.ct.us
Mrs. Peg Ragaini	(203) 426-7679	ragainip@newtown.k12.ct.us

Website/Online Procedures for Junior/Senior Project

Junior/Senior Project forms may be found on the Career Center's Website (www.newtown.k12.ct.us/nhs)

- Please post all forms on your Junior/Senior Project website.

- Please be sure to include the title of your project on your forms.

- Each student must email one digital photographs of their project to Mrs. Ragaini on or before the first practice presentation date. Email photographs in landscape format to ragainip@newtown.k12.ct.us.

JUNIOR/SENIOR PROJECT
STUDENT CONTRACT

I understand that this course requires a significant degree of self-direction and motivation that each student is expected to demonstrate. I am responsible for attending all group meetings, teacher interviews, and meetings with my mentor. All of my written work is expected to be of high quality.

I understand that:

I must adhere to all of the deadlines as outlined on the calendar.

All school rules and regulations are in effect throughout the Senior Project class. The teachers reserve the right to remove any student from the class for a violation of rules. A student who is withdrawn from the class will receive a "WP" or "WF" grade depending on the withdrawal date..

I must work with a mentor who has been pre-approved by Mrs. Ragaini, and that a family member may not serve as my mentor.   I will behave professionally in all of my interactions with my mentor, and I will follow the policies and procedures established at my mentor's work place. I will be respectful of my mentor's time by coming to all of our meetings prepared and ready to work. I know that it is my responsibility to initiate communication with my mentor.

It is my responsibility to arrange for transportation to any scheduled appointments with my mentor, and I will discuss this in advance with a family member.   I may **not** meet with my mentor when school is closed for inclement weather.

Direct and effective communication is the most reliable method for a successful Junior/Senior Project. Should I need guidance and/or assistance with a problem, I will contact one of the Junior/Senior Project teachers in a timely manner. Mrs. Ragaini can be reached at 426-7679 during the day, at 740-9570 in the evenings, or via e-mail at ragainip@newtown.k12.ct.us.

I will not the pass the course if I commit any of the following offenses:
- Miss more than 1 class
- Miss 2 teacher interviews within the designated time periods
- Do not post and receive approval on Form 3 (step by step plan)
- Do not submit a project by the due date
- Plagiarism (see NHS student handbook for description)
- Fail to schedule and complete a practice presentation
- Submit less than 25 pages (unless otherwise approved) for a fictional writing piece
- Do not interact a minimum of 10 hours with my assigned mentor(s).

Student Signature: _____Date: _____

I understand that participation at the worksites is at my child's own risk and I assume all risks and hazards incidental to participation in the Junior/Senior Project Program and waive, release, absolve indemnity and agree to hold harmless the Newtown Public Schools, the employer, coordinators and work place supervisors. I have also read and understand the requirements and regulations governing this course.

Parent Signature: _____ Date: _____

Junior/Senior Project 2014-2015 Calendar

TYPE OF MEETING	SESSION #1 QUARTERS 1 & 2	SESSION #2 QUARTERS 3 & 4	ROOM	DUE DATES AND RESPONSIBILITIES
Class 1: Informational Meeting and Discussion of Expectations	September 8, 2014 5:00 to 6:30 PM	January 26, 2015 2:10 – 3:30 p.m.	B150/B152	Please bring the signed Student Contract to class. Please complete and email the following forms to yourself so you can upload the forms to your website during class. • Entrance Interview Form (Form 1) • Project Proposal (Form 2)
1st Interview	September 9 to September 23, 2014 Schedule with Mrs. Ragaini once all forms are submitted.	February 3 to February 13, 2015 Schedule with Mrs. Ragaini once all forms are submitted.	B150/B152	
Class 2: The Student and Mentor Role in the Project and the Project Proposal	September 22, 2014 5:00 to 6:30 PM	February 23, 2015 2:10 – 3:30 p.m.	B150/B152	Bring personal calendar for scheduling
2nd Interview	October 6 to October 17, 2014 Schedule with one of the teachers	March 2 to March 13, 2015 Schedule with one of the teachers.	To Be Determined	**Step by Step Plan (Form 3) posted on website prior to interview** **Post or bring work completed to interview.**
3rd Interview	October 27 to November 10, 2014 Schedule with one of the teachers.	March 23 to April 2, 2015 Schedule with one of the teachers.	To Be Determined	**Post or bring work done on project to interview.**

Class 3: Preparing the Product Class	November 24. 2014 5:00 to 6:30 PM	March 30, 2015 2:10 to 3:30 PM	B150/B152	**Website check. Have most recent work posted or bring to class.**
Class 4: Presentation Preparation Class	December 8, 2014 5:00 to 6:30 PM	April 27, 2015 2:10 to 3:30 PM	Lecture Hall	**Powerpoint for Presentation Due** **Product Due** **Form 7 reviewed by writing center for spelling and grammatical errors. Verification posted on website.** Experience Reflection (Form 7) posted on website or submitted. **Email picture for presentation night.**
Practice Presentations	December 15-19, 2014 To be Scheduled	May 18 – May 22, 2015 To be Scheduled	Classrooms Lecture Hall	Revised PowerPoint
Class 5: Final Presentation Review Class	December 22, 2014 5:00 to 6:30 PM	May 26, 2015 - TUESDAY 2:10 to 3:30 PM	Lecture Hall	Be prepared to give presentation and bring revised powerpoint .
Presentations	January 6, 7, and 8, 2015 *4:30 to 7:00 PM*	June 1, 2, and 8, 2015 *4:30 to7:00 PM.*	Lecture Hall	Students are required to attend one presentation evening other than their own.

All class sessions are REQUIRED. Students are not permitted to miss classes. This calendar is provided early to ensure students can avoid all conflicts.

Junior/Senior Project Process Rubric
Student:_____   Total: _____

Category	4	3	2	1
Attendance	Student attends all classes.	Student misses 1 class.		
Mentor Evaluation	Student exceeds all expectations on mentor evaluation.	Student exceeds or meets expectations on mentor evaluation.	Student meets expectations or needs further improvement on mentor evaluation.	Student needs further improvement on mentor evaluation
Forms	• All forms completed. • All forms submitted on time. • Writer exceeds the requirement of the assignment and has put care and effort into the process. • There are no mechanical errors.	• 1 form is missing. • 1 form is submitted late. • Writer fulfills all requirements. • Mechanical errors are minimal.	• 2 forms are missing. • 2 forms are submitted late. • Writer fulfills some of the requirement of the assignments. • There are several mechanical errors.	• More than 2 forms are missing. • More than 2 forms are submitted late. • Writer submits few of the requirements of the assignments. • There are a significant number of mechanical errors.
Teacher Interview 1 (see Form 4)	Student meets all process standards.	Student meets 3 process standards.	Student meets 2 process standards.	Student meets 1 or 0 process standards.
Teacher Interview 2 (see Form 4)	Student meets all process standards.	Student meets 3 process standards.	Student meets 2 process standards.	Student meets 1 or 0 process standards.
Teacher Interview 3 (see Form 4)	Student meets all process standards.	Student meets 3 process standards.	Student meets 2 process standards.	Student meets 1 or 0 process standards.

JUNIOR/SENIOR PROJECT
Presentation Performance Standards

Name_____Date_____

Title of
Project_____

Please indicate whether the student exceeds standard (check plus), meets standard
(check), or does not meet standard (check minus).

_____The student articulates personal motivations that inspired his/her work.

_____The student provides a narrative of the evolution of the product.

_____The student demonstrates the depth of the knowledge acquired through the
senior project experience.

_____The student organizes the information through the order of topics and the
use of verbal cues.

_____The student reflects on the questions posed and provides fluent and insightful
responses.

_____The student meets the needs of the audience through appropriate volume,
eye contact, and enthusiasm.

_____The student conducts the presentation in a professional manner and attire.