

Franklin High School



Teacher Mentor Guide

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Welcome

Thank you for being a Senior Project/Senior Capstone Teacher Mentor! You are a part of something that will have a lasting impact on this student's college major and career path. Senior Project is a wonderful opportunity for students to apply the skills they have learned throughout their K-12 academic experience to a hands-on, real world context. This guide will be a valuable resource to you as you work with advisees on their Senior Project or Capstone. You will see that the document begins with an overview of the goals, understandings, essential questions, and objectives of Senior Project. Please keep these in mind as you interact with your advisee.

Again, thank you for being a part of the Senior Project Team! Hopefully you find it to be a fun and rewarding experience. Please feel free to contact Kristy Yankee, Senior Project Coordinator, with any questions or feedback at any time!

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Program Goals, Part I



Program Goals and Enduring Understandings

| | <i>Mass Standards (Vocational Strand)</i> | <i>FHS Academic and *Civic/Social Expectations</i> |
|-----------------------|---|---|
| | <i>Goals</i> | |
| | <ul style="list-style-type: none"> 4c: Solve problems using critical thinking 4d: Demonstrate positive work behaviors 6c: Demonstrate ability to use technology for research, problem solving, and communication | <ul style="list-style-type: none"> 1b: Communicate effectively through speaking 3. Analyze problems effectively 4. Make interdisciplinary connections *Be responsible citizens *Be ambassadors of the school and community |
| <i>Understandings</i> | <ul style="list-style-type: none"> Posing one's own Essential Question prior to engaging in a project, by nature, requires a person to connect a life experience to a variety of disciplines. Thinking critically about a life experience will spark curiosity as a person moves from having "basic knowledge" to engaging in "analysis" of that experience. Successful professionals conduct themselves responsibly and respectfully while on the project site. Work experience helps people identify their own likes, dislikes, and aptitude for a particular career. Effective speaking presentations include a strong introduction, a clear and appealing visual or product, a strong conclusion, as well as presenting oneself with appropriate fluency and dress. The creation and maintenance of an online portfolio enables a person to communicate his/her growth to a variety of audiences. | |

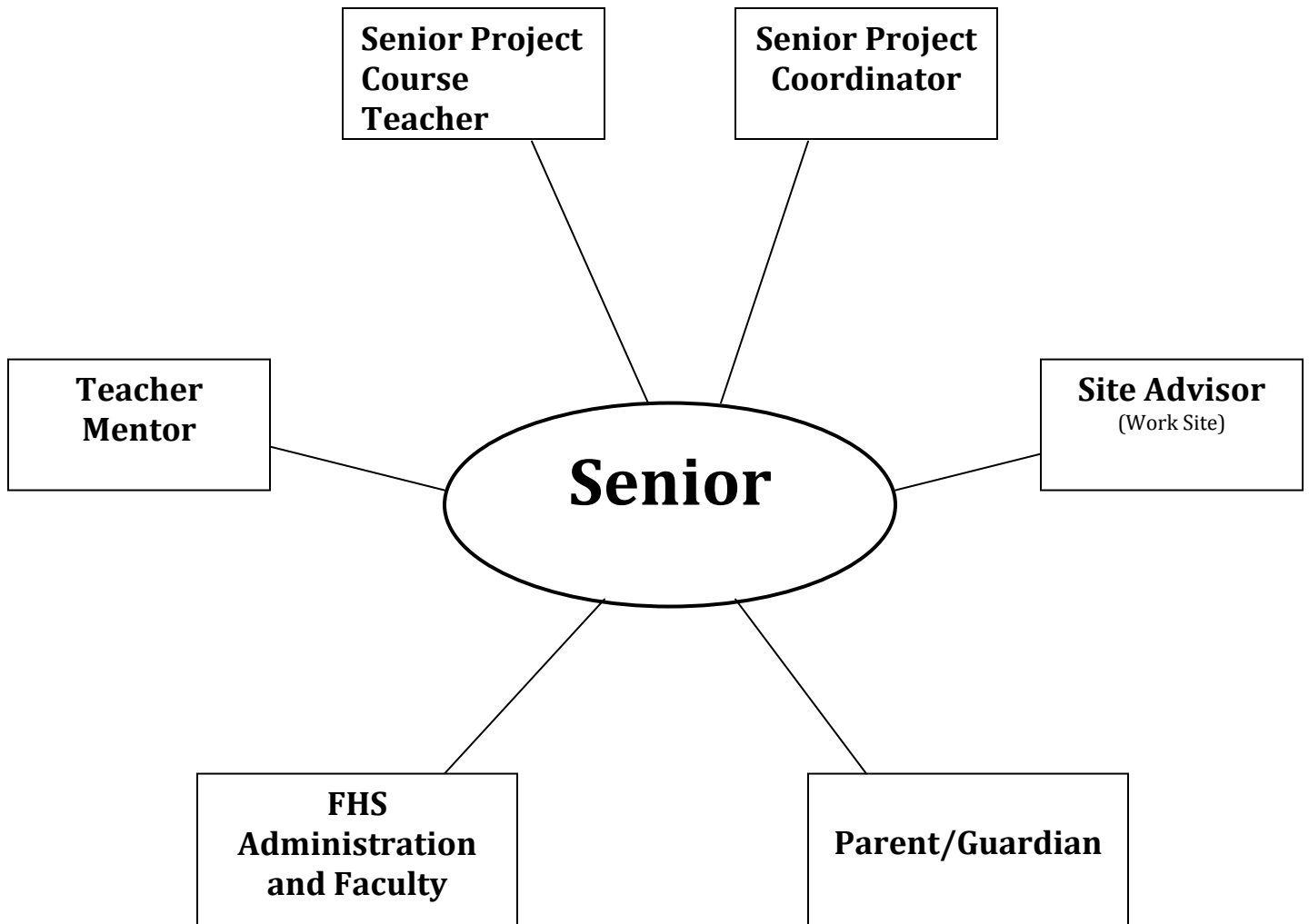
Program Goals, Part II



Essential Questions and Objectives

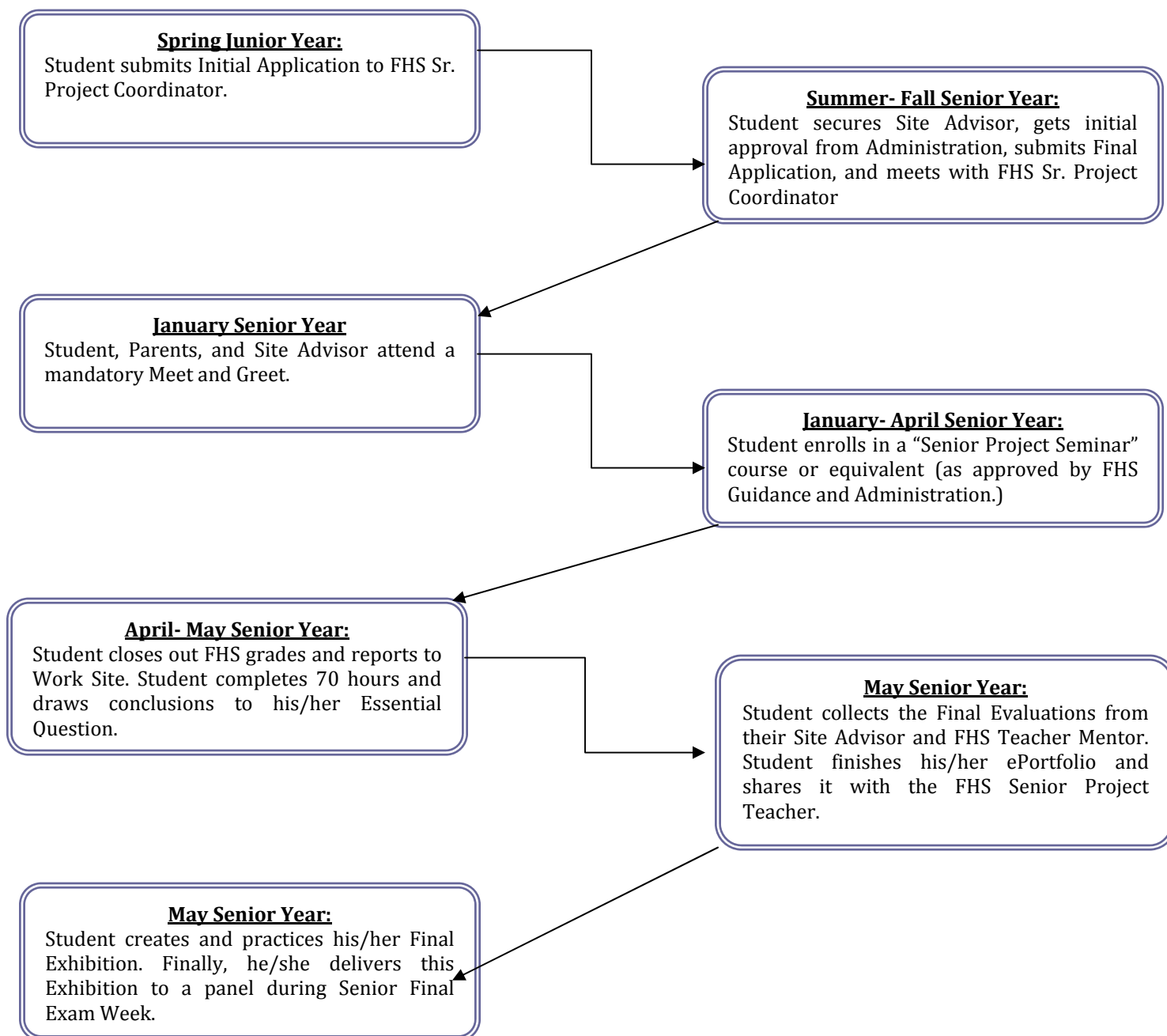
| | |
|---|---|
| <p><i>Essential Questions</i></p> | <ul style="list-style-type: none"> ▪ What can I learn about myself through a variety of work experiences? ▪ How do I continually challenge myself in a job? ▪ How does the term “professionalism” relate to integrity in the workplace? ▪ How does “character” influence work performance? ▪ Which skills are in demand for the career I’ve chosen to study? ▪ Why is public speaking a lifelong tool for continued success? ▪ How can portfolios be used to showcase my accomplishments? ▪ What makes an electronic portfolio effective in showcasing my talents and growth to a variety of audiences? |
| <p><i>Students Will Know</i></p> | <ul style="list-style-type: none"> ▪ Basic information about the career of interest. ▪ Their own likes, dislikes, and aptitudes in regard to a career interest. ▪ The skills required to deliver an effective public speaking presentation. ▪ The technology skills involved in the creation, maintenance, and sharing of an electronic portfolio. ▪ Rules for exhibiting proper work ethic on a project site. |
| <p><i>Students Will Be Able To</i></p> | <ul style="list-style-type: none"> ▪ Utilize the knowledge and skills they have developed during their K-12 education by applying said knowledge and skills to a real-life project on a work site. ▪ Analyze their work experience in hopes of settling a self-imposed challenge, i.e. their Essential Question. ▪ Apply the concepts of being responsible citizens to a work site. ▪ Exhibit proper work ethic in a professional workplace. ▪ Effectively create, maintain, and share an electronic portfolio that showcases their growth and learning. ▪ Apply problem-solving skills to a variety of life situations. ▪ Deliver an effective public speaking presentation to an audience. |

Senior Project Team



Phases of Senior Project

1. Application and Final Proposal — student's preliminary documentation defining their Senior Project.
2. Paper — an eight- to twelve-page research paper about the project.
3. Internship/ Project — working hours, check-in meetings, gathering of artifacts, and reflection.
4. Final Evaluations- includes, Site Advisor, FHS Teacher Mentor, and Student Self Evaluation
5. Electronic Portfolio —Includes journals, uploaded/ scanned paperwork, and visual (or multi-media) aids documenting the phases of the project.
6. Presentation — a 15- to 20-minute presentation on the project.



Senior Project Teacher Mentor Responsibilities

"What do I have to do as a mentor and what is the timeline?"

1. **Provide signature on Senior Project Mentor Agreement Form**

When: Fall of student's senior year

- Meet with the student prior to Oct. 30th to fill out Mentor Agreement Form
- Help student brainstorm about paper topic ideas related to work experience.

2. **Provide basic assistance with Senior Project research paper.**

When: January- April of student's senior year

- Suggest sources that the student may want to consult for his/her paper
- Read drafts of student's paper and provide feedback.

3. **Attend Meet n' Greet**

When: January of Student's senior year

This is an evening drop-in event at FHS where you will meet with your student's site-advisor for the first time, other mentors, and parents of students. Coffee and a light snack will be served. This is informational and informal in nature.

4. **Visit internship site and submit the Site Evaluation Form to Senior Project Coordinator (p.7)**

When: Prior to April 1st of student's senior year

In order to ensure that our students will be working in a safe, comfortable environment, we ask that you make an appointment to meet with the site advisor and get a tour of the work site facility prior to April 1st.

5. **Meet with student weekly and fill out check-in form (p.8)**

When: During 4th quarter of student's senior year

Once 4th quarter begins, and your student has completed his/her FHS classes, he/she will be attending the internship full time. You will meet with your student at FHS weekly for approx 15-20 minutes, fill out the Weekly Mentor Check-In Form (Senior Project Handbook), and act as a mentor/guide. This is an opportunity for the student to get feedback and ask questions about his/her e-Portfolio, internship, and final presentation. The student is responsible for contacting you and setting these appointments up during your preferred time.

**Note: International Senior Project Students will be required to Skype/Video Chat with their Teacher Mentor once a week. In this case, there are additional forms.*

6. **Provide e-Portfolio feedback**

When: April- May of student's senior year, as needed by student

7. **Assist with Final Presentation and fill out Exhibition Prep with Mentor Form (p.12)**

When: Early May of student's senior year

At the end of 4th quarter, your student will present to a panel of judges for a final grade. We ask that you do a few 'dry runs' with your student prior to the presentation and fill out the Exhibition Prep with Mentor form.

8. **Evaluate student's effort and fulfillment of social/civic responsibilities against a rubric.**

When: May of student's senior year

9. **Attend end of the year send-off**

When: The week before student's graduation

We like to send the students off with a pizza party and a thank-you during the school day. Please stop by if possible. Day/Time TBA.

Weekly Check-In Form

FHS Teacher Mentor



Students: Minimum of five to be completed

*It is the **student's** responsibility to have this form at each meeting. Student should fill out the required information (below.) Failure to do so could impact your final evaluation from your Teacher Mentor.*

Senior Project Student Name: _____

Senior Project Teacher Mentor Name: _____

Student's Essential Question: _____

Student Progress (portfolio, internship, presentation, etc.):

Questions or Issues Discussed:

Next Steps (e-portfolio, internship, final presentation, etc.):

Mentor Signature: _____ Date: _____

Student Signature: _____ Date: _____



Helping Your Advisee with the Final Exhibition, Part I

"How will my advisee's presentation be assessed?"

Here is the **Exhibition Rubric** that a panel will use to assess the student:

| CATEGORY | 4 | 3 | 2 | 1 |
|---|---|--|---|--|
| ATTIRE | Exhibits a very professional look (professional attire, uniform, etc.) | Exhibits a professional look. | Some attempt was made to exhibit a professional look. | General attire not acceptable for a formal presentation. |
| INTRODUCTION | Delivers a highly effective introduction that captures the audience's attention and provides many details. | Delivers an introduction that does not especially capture the audience's attention, but DOES provide basic details. | Introduction lacks basic details. | Does not provide an introduction. |
| PROJECT EXPLANATION | Provides an excellent, thorough description of his/her Senior Project. | Provides a good description of his/her Senior Project. | Provides a minimal description of his/her Senior Project. | Does not provide a description of his/her Senior Project. |
| VISUAL (Slideshow is recommended in most cases, but other ideas are possible) | Uses elements that reinforce/further explain concepts and work well together to demonstrate a thorough understanding of content. AND (For slideshows): Always stays under 8 bullets/ 8 words per slide. | Uses elements that work well together and demonstrate an understanding of content. AND (For slideshows): Generally stays under 8 bullets/ 8 words per bullet per slide | Uses few elements that work well together or demonstrate an understanding of content. OR There are too many words/ bullets within slideshow presentation. | Uses elements that do not enhance the presentation. |
| DELIVERY | Stands up straight, is relaxed/confident. Establishes eye contact with everyone in the room. | Stands up straight and establishes eye contact with the audience. | Sometimes stands up straight and establishes eye contact. | Slouches and/or does not look at people during the presentation. |
| DISFLUENCIES/ FILLER WORDS | Seldom or never uses filler words ("um," "like," "y'know" etc.) | Sometimes uses filler words. | Frequently uses filler words. | The heavy use of filler words is distracting to the audience. |
| FHS ACADEMIC AND SOCIAL EXPECTATIONS | Provides an excellent explanation of how the FHS Academic and Social Expectations connect to his/her work. | Provides a good explanation of how the FHS Academic and Social Expectations connect to his/her work. | Provides a minimal explanation of how the FHS Academic and Social Expectations connect to his/her work. | Does not connect the FHS Academic and Social Expectations to his/her work. |
| ESSENTIAL QUESTION | Responds to his/her own Essential Question with strong and meaningful supporting details. | Responds to his/her own Essential Question with supporting details. | Minimally responds to his/her own Essential Question. | Does not respond to his/her own Essential Question. |
| CONCLUSION | Provides an excellent summary of the main points of his/her Senior Project and is motivational and/or engaging. | Provides a good summary of the main points of his/her Senior Project. | Provides a minimal summary of the main points of his/her Senior Project. | Does not summarize the main points of his/her Senior Project. |

Helping Your Advisee with the Final Exhibition, Part II

Some terms in the rubric may need to be more clearly defined before you can help your advisee. Here is what we mean by some of the rubric terminology:

Professional Attire:

APPROPRIATE

- Dress pants/ slacks
- Twill slacks
- Non-cargo khaki pants
- Skirts
- Dresses
- Button down shirt
- Polo shirt
- Sweaters
- Blouse
- Blazer
- Sport coat
- Dress shoes or professional-looking casual shoes
- Ties
- "Dressing the part" with trade attire, e.g., scrubs, uniforms, lab coats, etc.

NOT APPROPRIATE

- Jeans
- Cargo pants
- Shorts
- Tee shirts
- Sweat shirts
- Tank tops
- Tight or revealing clothing
- Anything in violation of FHS' "6 Bs" dress code
- Sneakers/ tennis shoes (unless a student is "dressing the part" of his/ her career interest.
- Flip flops

Strong Introduction:

The introduction should grab the audience's attention and "invite" audience members to the presentation. There are many ways to achieve this, such as beginning with a quote, meaningful clip, etc. The student should also provide a brief overview what the audience will hear/see in the presentation.

Thorough Project Explanation:

The student should be insightful in coverage of the *Who? What? When? Where? How? and Why?* questions. The essential question **MUST** be the driving force behind the project. The student should point out how he/she has come to his/her conclusions by sharing various factors of the project.

FHS Academic and Social Expectations:

A major goal of Senior Project is for students connect what they have learned at FHS with their Internship. The students must explain how they have done this!

Visual:

All pictures, clips, etc. should have captions and reflect what the student is saying at that moment!

Filler Words:

We all know that it is hard for the kids to stay away from filler words. Any progress you can make with the student will be a huge help!

Strong Conclusion:

The student should transition appropriately into the conclusion. The conclusion should highlight the main points of the presentation and acknowledge (thank) the audience.

Other General tips:

Really try and get the student to practice in front of you. They don't realize how important practice is until they do it for you. For slideshows: Students tend to read the title of their slide instead of planning transitions into the slide... please coach them on this. They should not be reading every word off of a note card or slideshow. The slideshow is for the audience, not the student!

Final Exhibition

Preparation with Teacher Mentor



Senior Project Student Name: _____

Senior Project Teacher Mentor Name: _____

Student: Please provide this form to your Teacher Mentor. Once completed, upload to ePortfolio and submit to Ms. Yankee, Senior Project Coordinator.

Teacher: Please fill out this form prior to the student's Final Exhibition.

EXHIBITION PREP CHECKLIST

| TASK | YES | NO |
|---|-----|----|
| The student and teacher mentor reviewed the Final Exhibition Rubric together. | | |
| The student performed the final presentation (exhibition) in full for his/her mentor | | |
| The teacher mentor provided feedback on the presentation. | | |
| The student and Teacher Mentor both agree that the student has the tools to score "Proficient" or "Advanced" on the final exhibition. | | |

Mentor Signature _____ Date _____

Student Signature _____ Date _____

Evaluation of Student by Teacher Mentor

Senior Project: Overall Performance Evaluation

(To be completed by Teacher Mentor prior to the student's Final Exhibition)

SENIOR PROJECT STUDENT NAME: _____

SENIOR PROJECT TEACHER MENTOR NAME: _____



| | EVALUATION AREA | POSSIBLE TASKS TO REFERENCE | COMMENTS | EVALUATION (4, 3, 2, 1) |
|--|--|---|----------|-------------------------|
| 1 | Communicate effectively through: listening, speaking, writing, using media, creating, performing | mentor meetings/ exhibition prep | | |
| 2 | Read critically for understanding | Research for paper | | |
| 3 | Solve problems effectively | Drawing conclusions and thinking critically about his/her Essential Question | | |
| 4 | Observe and articulate interdisciplinary connections | Working phase of project | | |
| 5 | Knowledge and skills to promote health, safety, and well-being of self and others. | Working phase of project: is student following safety protocols, making time for lunch, getting enough sleep, talking through challenges, etc.? | | |
| 6 | Have respect for themselves and others | - Student is on-time for meetings, communicates schedule changes in advance, etc. | | |
| 7 | Be open-minded and compassionate | Response to feedback, reflection of working phase | | |
| 8 | Make informed decisions and take responsibility for them | Response to feedback, mentor meetings | | |
| 9 | Be involved in school and community activities | Maintaining relationships and fulfilling obligations at FHS | | |
| 10 | Utilize effective problem solving strategies to resolve social and emotional problems | Reflection of working phase, balancing school/ social life and senior project | | |
| 11 | Be responsible citizens | Mentor meetings, working phase | | |
| Scoring Guide: 4- Advanced; 3- Proficient; 2- Needs Improvement; 1- Unsatisfactory | | | | SCORE /44 |

Site Evaluation Form

Teacher Mentors will submit this to the
Senior Project Coordinator prior to April 1st.



Senior Project Student Name: _____

Senior Project Teacher Mentor Name: _____

Site Advisor Name: _____

Project Site Name/Location: _____

Date of Visit: _____

Please Check Yes or No

| | YES | NO |
|--|-----|----|
| Is the physical plant safe for the student? | | |
| Is the work environment appropriate for the student? | | |
| Is there a responsible adult on site who will be a resource to the student, when needed? | | |
| Comments (optional): | | |