

# **IMPLEMENTATION AND RESPONSIBILITIES**

# IMPLEMENTATION PROCESS

## 1. Organize

- \_\_\_\_\_ 1. There is support from administration, faculty, and the school board for Senior Experience Capstone.
- \_\_\_\_\_ 2. An Experience Coordinator has been assigned.
- \_\_\_\_\_ 3. A budget has been designated.
- \_\_\_\_\_ 4. A steering committee has been formed for the purpose of putting together the Framework.
- \_\_\_\_\_ 5. A suggested timeline has been determined.

## 2. Plan

- \_\_\_\_\_ 1. Seek input from parents, faculty, and administration through surveys and conversations.
- \_\_\_\_\_ 2. Review the State Framework for Senior Experience Capstone to become familiar with Experience components.
- \_\_\_\_\_ 3. Visit with other schools who have implemented the Senior Experience Capstone.
- \_\_\_\_\_ 4. Review and refine the suggested timeline.

## 3. Design

- \_\_\_\_\_ 1. Identify components from the State Framework to include in your program plan.
- \_\_\_\_\_ 2. Revise the identified sample forms and documents from the Framework to include in your Guide.
- \_\_\_\_\_ 3. Decide if the Senior Experience Capstone program will be a stand-alone course or integrated into the English course.
- \_\_\_\_\_ 4. Determine if high school credit will be offered.
- \_\_\_\_\_ 5. Determine if successful completion of the Senior Experience Capstone is required for high school graduation.
- \_\_\_\_\_ 6. Determine if the Senior Experience Capstone will be pass/fail or assigned a letter grade.
- \_\_\_\_\_ 7. Determine if the Senior Experience Capstone program will be a semester in length or year long.
- \_\_\_\_\_ 8. Get endorsement of your program plan from administrators and staff.
- \_\_\_\_\_ 9. Identify roles and responsibilities for the Steering Committee, Experience Coordinator, Faculty Advisor, Experience Mentor, and students.
- \_\_\_\_\_ 10. Create action plans, timelines, and calendars.
- \_\_\_\_\_ 11. Prepare your plan for review including a draft of the Guide for your school, as well as the action plan and timelines.

## 4. Implement

- \_\_\_\_\_ 1. Communicate the Senior Experience Capstone program design and plan to staff.
- \_\_\_\_\_ 2. Conduct staff development.
- \_\_\_\_\_ 3. Refine course content, if needed, to fit program requirements.
- \_\_\_\_\_ 4. Initiate the Senior Experience Capstone course, if this is part of your program design.
- \_\_\_\_\_ 5. Review progress regularly, adjusting expectations and plans as needed.

## 5. Evaluate

- \_\_\_\_\_ 1. Goals have been identified for the Senior Experience Capstone program.
- \_\_\_\_\_ 2. Student outcomes have been identified.
- \_\_\_\_\_ 3. Analyze program and student results.
- \_\_\_\_\_ 4. Recommend program modifications based upon results.

## SENIOR EXPERIENCE CAPSTONE GUIDELINES

**Topic Selection:** The topic can be developed around a career cluster focus. See sections of this Guide for forms and suggestions to help with the process of determining an Experience topic.

**Research Paper:** The research paper is a formal document that encourages the student to develop and demonstrate proficiency in conducting research and writing. Following are basic criteria for the paper:

1. Research-based with at least five sources, one to be an interview. Examples of sources would be periodicals, library references, technical manuals, Internet, etc.
2. Note cards to document relevant information and to help in preparing the outline for the presentation.
3. Word processed and conforming to MLA (Modern Language Association) or APA (American Psychological Association) standards. Refer to an MLA or APA handbook for information on this type of writing style.
4. Suggested page in length of 5-8, not including the title page and bibliography. An appendix with other supporting information may be included.
5. Electronic mediums are being explored at the time of print.

**Product/Project:** This is a tangible creation based on choosing, designing, and developing an product related to the research topic. A minimum of 15 hours should be spent outside of class on the project. An approval form must be submitted for the project before proceeding. A mentor and faculty advisor must be identified to assist with the project.

**Portfolio:** The pages from each of the following entries could be placed individually in plastic sleeves and organized in a three-ring binder.

1. Coversheet (inserted in front sleeve)
2. Title page (same as cover sheet, first page of notebook)
3. Product Proposal Contract (front pocket)
4. Table of Contents
5. Letter to Judges
6. Journal Entries
7. Senior Experience Capstone Overview
8. Senior Experience Capstone Reflection
9. Research Paper (Outline, Paper, and Works Cited)
10. Product Proposal
11. Mentoring Log
12. Letter of Intent
13. Presentation PowerPoint (optional)

**Journal:** The journal is part of the portfolio. It should contain the following:

1. A log of the hours spent on the Senior Experience Capstone.
2. Journal entries about Experience and knowledge gained. Use the forms (see the Portfolio section of this Framework) that are provided, but add thoughts and descriptions as well.
3. Photographs or other visual documentation.

**Presentation:** A formal presentation describing all components of the Senior Experience Capstone is the culminating event. A panel of judges will review and critique the presentation. Speech content should include information about the research paper, the product, and what was learned from this experience. This content should be supported by appropriate presentation media (e.g. slide presentation, display with tri-fold boards). Following are the basic guidelines for the presentation.

1. 8-10 minute overview of Experience
2. 5-10 minute question and answer time
3. Multi-media must be included as a part of the presentation
4. Product
5. Portfolio

## **SENIOR EXPERIENCE CAPSTONE ROLES**

### **Role of the Student**

It is the responsibility of the student to meet all guidelines and timelines for the Senior Experience Capstone.

1. Complete requirements of the Experience in accordance with the pre-established checklist and timetable.
2. Select a Senior Experience Capstone Mentor.
3. Maintain copies (paper and electronic) of all work in progress, rough drafts, final draft, etc.
4. Submit a rough draft of the research paper to the assigned Faculty Advisor and English teacher.
5. Document product/process selection with the Faculty Advisor.
6. Keep a project log or journal.
7. Develop copies of the oral presentation outline for the evaluation panel.
8. Develop a portfolio to display work.
9. Write and distribute teacher-approved thank you letters to the Mentor and members of the Senior Experience Capstone panel. Complete and return a Senior Experience Capstone evaluation concerning the experience.

### **Role of the Faculty Advisor**

All professional staff members (teachers, counselors, and administrators) are available as advisors. Advisors should limit their advisees to no more than five to be able to work effectively with each one.

1. Act as a consultant to the student, providing assistance with selection of the Experience topic and final approval of Experience scope.
2. Assist and advise the student in the technical portion of the Experience.
3. Serve as the liaison with the student and the Mentor. The Mentor should be contacted during the first week of the Experience and any other time that may become necessary.
4. Oversee student work in accordance with Experience guidelines.
5. Review the rough draft of the research paper and advise the student about needed revisions.
6. Evaluate the final draft of the research paper.
7. Allocate related class time to work with students regarding their Senior Experience Capstone.
8. Evaluate the product/process according to the Experience guidelines.
9. Coach the student in preparation for the oral presentation and verify technical accuracy of the presented materials.
10. Administer an end-of-project student evaluation survey form for the purpose of Experience improvement.
11. Serve as the liaison with the Mentor and Senior Experience Capstone Committee, providing them with information such as individual student abilities and appropriateness of goals and activities.
12. Assist with the role of the English teacher that follows.

### **Role of English Teacher**

The English Teacher is responsible for monitoring the research component of the Experience.

1. Instruct the student in the proper form and process of the research paper.
2. Collect and evaluate all documentation pertaining to the Senior Experience Capstone.
3. Review the rough draft of the research paper and advise the student as to where revisions may be needed.
4. Evaluate the final draft of the research paper.

5. Discuss with the Faculty Advisor the content of the research paper and integrate evaluations of form and content to final Experience grade.
6. Coach the student in appropriate methods of giving an oral presentation.
7. Conduct a post presentation discussion with the student for the purpose of Experience improvement and implementation.

### **Role of Senior Experience Capstone Mentor**

The role of the Experience Mentor is essential to the success of the Senior Experience Capstone. Each student must have a Mentor who has expertise/experience with the topic.

1. Assist and advise the student in technical aspects of the research paper and/or product/process.
2. Serve as a resource to the student in all stages of the product/process Experience development.
3. Allocate time and make arrangements to work with student on the Experience.
4. Sign and return the Mentor Agreement Form.
5. Provide accurate and honest verification of the student's work.
6. Document the hours spent with the student working on the Senior Experience Capstone.
7. Additional assistance could be provided by:
  - a. reviewing student research materials,
  - b. evaluating the product/process,
  - c. advising student in planning the oral presentation, and
  - d. attending the oral presentation.

### **Role of the Senior Experience Capstone Steering Committee**

The Steering Committee provides overall direction of the Experience. Committee members should include representation from the following: administrators, teachers, parents, students, and business/community members.

1. Agree to meet on a quarterly basis.
2. Create an action plan for implementing the program.
3. Prepare an Implementation Guide specific to your school.
4. Determine timelines for all components of the Experience.
5. Approval of all Senior Experience Capstone topics and projects.

### **Role of Senior Experience Capstone Coordinator**

Schools should have one person designated as the Coordinator. This could be a paid position with release time provided. Specific duties are as follows:

1. Serve as the Chair of the Experience Steering Committee.
2. Prepare a yearly calendar with timelines for the Experience.
3. Organize the panel of judges for student presentations.
4. Coordinate assignments of students with Faculty Advisors.

## FACULTY ADVISOR GUIDELINES AND CONFIRMATION

Faculty Advisors are assigned to each Senior to provide support and guidance throughout the Senior Experience period. *It is recommended that no Faculty Advisor have responsibility for more than five students.* Even though a student may have a mentor who has specific expertise in the research topic, a Faculty Advisor is recommended. The responsibilities of the Faculty Advisor should include, but are not limited to:

1. Assisting/advising the student with topic selection.
2. Working with the English teacher on progress checks and documentation.
3. Meet with the student to suggest the proposed product/project.
4. Meet with the student for periodic progress checks during scheduled Senior Experience Capstone time.
5. Advise the student during the presentation of the product/project.
6. Provide student with feedback.
7. Maintain a log of time spent advising student in this process.
8. Report to the Steering Committee or English teacher any Senior not meeting timelines or requirements.
9. Review the completed project and evaluation form before submission to the committee. Determine a time to have student portfolio submitted and read projects for recommendation to accept or rejection. Then submit results to the Senior Experience Capstone Committee by a pre-determined date.

STUDENT NAME: \_\_\_\_\_

FACULTY ADVISOR NAME: \_\_\_\_\_

RESEARCH TOPIC: \_\_\_\_\_

I understand my responsibilities as a Senior Experience Capstone Faculty Advisor and will oversee the above student's progress during this Experience.

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Signature of Faculty Advisor

Date

# PARENT PERMISSION FORM

Student's Name: \_\_\_\_\_

I have read through the Senior Experience Capstone Student/Parent Handbook and understand the requirements of all components of the Senior Experience Capstone. I acknowledge and give permission for my son/daughter to participate.

My son/daughter will do the following as his/her Experience:

and will write a research paper on the following topic:

Parent or Guardian's name: \_\_\_\_\_

Parent or Guardian's signature: \_\_\_\_\_

Date: \_\_\_\_\_

*Medford (OR) School District*

## CHOOSING A MENTOR

A Senior Experience Capstone Mentor is someone who has experience and an understanding of the students topic and will take a sincere interest in guiding the student to successful completion of the project.

Mentors:

- Provides expertise in the product area
- Gives suggestions and advice
- Supports your efforts
- Gives you feedback

Preparation to share with the perspective Mentor:

- Clearly defined product
- Specific expectations from the Mentor, including time commitments
- Mentors benefits in assisting the student

Choosing a Mentor:

- Brainstorm possible experts within your chosen field of study
- Talk to parents, friends, and teachers about possibilities
- Look for someone who has the expertise and is interested in mentoring you through completion of your product/process

Next steps after the mentor is identified:

- Meet with your Mentor
- Determine how often you will meet with your Mentor
- Decide what areas of your Experience the Mentor will assist with (i.e. project details, review speech)
- Ask the Mentor to be part of your review team

# MENTOR ROLES AND RESPONSIBILITIES

## It is common to hear Mentors described as:

- teachers
- trainers
- sponsors
- role models
- advocates
- coaches
- openers of doors
- friends

## What are the benefits of having a personal Mentor?

- Skills and knowledge relating to careers
- Positive role model of a professional in the field
- Connections with other professionals in the industry
- Knowledge of how school and work interrelate
- Learn what it takes to be successful in the industry
- Expanded resources to help advance your care

## What is the role of the learner in the mentorship?

(The following information has been adapted from the General Motors AYES Mentor and Student handbooks)

- Learners participate in a mentorship in order to gain experience and knowledge from the “experts”. Learners are expected to reflect regularly on the experience of the mentorship.
- The mentorship provides students with the opportunity to take what they have learned and are learning at school and be able to “practice” or apply what they have learned in a “real world” setting.
- Learners need to receive immediate direction, feedback, and evaluation on the application of their skills.
- The intern development plan must be a valuable and progressive one. It should:
  - Provide opportunities to apply what the student learns at school
  - Complement his or her school curriculum
  - Include varied tasks and duties
  - Not consist of “bottom-feeder” tasks
  - Be structured (it should start with the basics and become increasingly more challenging over the life of the internship)

## What will your Mentor expect from you?

- Good work habits
- Punctuality - be on time
- Dress appropriately
- Bathe, use deodorant, brush your teeth, and groom your hair
- Wear clean, comfortable clothes in good repair
- Do not wear a hat, shorts, miniskirt, or sunglasses
- Do not wear too much jewelry or make-up
- Do not eat while working
- Maintain and demonstrate a positive attitude
- Come prepared
- Be alert and enthusiastic, try to make a good impression
- Be willing and eager to talk; be willing and eager to listen
- Be honest. Don't brag or exaggerate
- Look at the Mentor and other adults when speaking to them

## Challenges you will face.

- You will be in the “real world” and using “real world” rules
- Working as an intern is quite different from what you have experienced at school
- The typical day is very fast paced and very demanding
- You will need to learn the expectations of your Mentor quickly
- Listen to your Mentor and follow his or her directions

## ROLE OF THE MENTOR FORM

(This page is to be given to the Experience Mentor at the time you discuss with him/her what his/her duties will be. Be sure that your Mentor reads your finished written proposal and understands the commitment before signing the proposal.)

The role of the Senior Experience Mentor is essential to the success of the Senior Experience Capstone at \_\_\_\_\_ High School. As responsible men and women in the community, the Experience Mentors play an active part in the students' learning experience.

### **As Senior Experience Mentor, you will be asked to accept the following responsibilities:**

1. To help the student organize his/her Senior Experience and indicate approval by signing the appropriate statement at the bottom of the proposal form.
2. Supervise the student as he/she follows through on his/her Experience proposal.
3. Sign time sheets indicating the student has completed the required hours.
4. Complete an evaluation form at the close of the Senior Experience.

### **Additional useful information:**

1. The Senior Experience Capstone begins on \_\_\_\_\_ and continues through \_\_\_\_\_. Students are to work with their Mentor for a minimum of fifteen (15) contact hours.
2. A student may not be paid for his/her Experience work.
3. No relative may be in a direct line of supervision for the student. The student may not work at a relative's place of business or in a position in which he/she has been previously employed.
4. Each student will also be assigned a Faculty Advisor who acts as a consultant for the student when writing the research paper and again during the process/product development. Because the Faculty Advisor may or may not have expertise in the Experience area, your assistance is especially important to the student. The Advisor will further act as a liaison between the Experience Mentor and the school. Your contacts with the school can be made through this person or the Senior Experience Capstone Coordinator listed on the following page.
5. The student is bound by a set of guidelines that he/she should share with you. Failure of the student to comply with these guidelines could jeopardize graduation.
6. The student will keep a journal and write a final evaluation of his/her Experience. These are not to be done during his/her meetings with you.
7. In a pre-Experience conference with the student, please establish a mutual understanding of what will be expected during Experience time.

We have asked each student to discuss with the Experience Mentor the rationale and guidelines, as well as the aims and objectives of the Senior Experience Capstone as it operates at \_\_\_\_\_ High School. If the student has not done so, please ask him/her to clarify these items for you.

We trust that the student's work will be beneficial not only to him/her, but also to you as the Experience Mentor and that you will both gain satisfaction. Thank you for your interest in the

Senior Experience Capstone program. If you have any questions, do not hesitate to call (Name and Contact Information).

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Senior Experience Capstone Coordinator

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Senior Experience Mentor Signature

Date

# MENTOR AGREEMENT FORM

**Student Name** \_\_\_\_\_

**Experience** \_\_\_\_\_

In order for students to complete a Senior Experience Capstone, the student must work with a Mentor who has expertise in the area being explored. The Mentor must be willing to verify the student's efforts and time spent. A student should spend at least 15 hours with the Mentor. If you are willing to serve as this student's Mentor, please complete the form below.

Neither the School District nor the training station employer shall discriminate against any student or employee on the basis of race, color, national origin, sex, marital status, parental status, or handicap in employment practices or on-the-job training experiences.

I agree to serve as a Mentor for the above named student for the Senior Experience Capstone during the 20\_\_\_\_ - 20\_\_\_\_ school year.

**Mentor Name** \_\_\_\_\_

**Address** \_\_\_\_\_

**Phone** \_\_\_\_\_

**E-mail** \_\_\_\_\_

**Relationship to Student** \_\_\_\_\_

\_\_\_\_\_  
**Senior Experience Coordinator Signature** **Date**

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

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

\_\_\_\_\_  
**Senior Experience Mentor Signature** **Date**

# SENIOR EXPERIENCE CAPSTONE MENTORING LOG

(Duplicate this form as needed)

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

Faculty Advisor \_\_\_\_\_

Mentor \_\_\_\_\_

Use this form to keep a record of your meetings with the Senior student. This will serve as documentation of the time spent in consultation on the Senior Experience Capstone. Please note and initial any time spent with your Advisee in any aspect of the written or physical project, including travel time, phone, and other correspondence. The time requirement for mentoring is fifteen hours.

If you have questions regarding this form, please call the high school at \_\_\_\_\_ and ask for the student's Senior Experience Capstone Faculty Advisor.

Date \_\_\_\_\_ Time Spent: \_\_\_\_\_

Description of what was done:

Mentor's Signature \_\_\_\_\_

+

Date \_\_\_\_\_ Time Spent: \_\_\_\_\_

Description of what was done:

Mentor's Signature \_\_\_\_\_

## MENTOR WORK VERIFICATION

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

As a Senior Experience Capstone Mentor, you have been chosen to verify this student's efforts on the Senior Experience Capstone. Since most of the time spent on the project component of the assignment has been out of class, verification of the student's efforts is necessary. Please answer the following questions to help us evaluate/document the 15 hours required in the mentoring process. Please keep in mind that this student's research paper has already been evaluated. This form refers to the physical product/process.

1. Can you verify that you spent at least 15 hours mentoring the student on this project?

\_\_\_\_\_ Yes                  \_\_\_\_\_ No

Comments:

2. Have you seen/discussed this project at different stages of completion, not just the final component ?

\_\_\_\_\_ Yes                  \_\_\_\_\_ No

Comments:

3. What specific problems did this student encounter and overcome?

4. What successes have you seen this student achieve?

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

***We appreciate your support and contribution to the student.***

## **ROLE OF THE STEERING COMMITTEE**

The Senior Experience Capstone Steering Committee is essential to the existence and success of the Senior Experience Capstone. Without the contribution of the parents, teachers, and community members on the committee, administering such an undertaking would be impossible.

The Senior Experience Capstone Committee may be divided into subcommittees. Each subcommittee is assigned a certain number of Senior Experience to oversee. Because the subcommittees make every attempt to be consistent and fair in evaluating Senior Experience, students may not move their project from one subcommittee to another. The subcommittees' duties include:

### **1. Reviewing the Senior Experience Capstone proposals**

In this capacity, the subcommittees determine whether the proposal meets the criteria and follows the guidelines of Senior Experience Capstone. Each member reads the proposals individually. The subcommittee then meets as a group to discuss their impressions of the Experience. At this meeting each Experience is either accepted as submitted, returned with suggested revisions, or rejected outright.

The revisions suggested by the committee are designed to bring the Experience into compliance with Experience criteria and guidelines, to give the Experience clearer focus or better structure, to assure that the student has enough activities to fulfill the fifteen hour mentoring requirement, to increase the accountability of the student, to protect the student applicant, and to improve the quality of the Experience.

### **2. Evaluating the Experience**

The subcommittee will evaluate the success or failure of the Experience assigned to it. This review includes reading the journal, the final evaluation, the mentor's evaluation, and the faculty advisor's comments, as well as reviewing any other materials promised as part of the Experience. The subcommittee has the right to require the make-up of missing hours, the addition of material to the journal, the revision of final evaluations, or any other revision deemed necessary by the subcommittee to consider the Experience as completed.