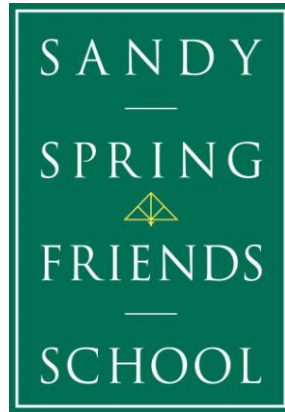


Sandy Spring Friends School

SENIOR PROJECTS



Manual for Students
Faculty Mentors, and
Project Sponsors

Class of 2010

Table of Contents

Important Dates.....	2
Campus Commitments.....	3
Spring Sports.....	3
Program Goals.....	4
Participation.....	4
Evaluation.....	4
Senior Projects and other campus commitments.....	5
Senior Project Opportunities.....	5
Student’s Responsibilities.....	5
Faculty Assistance—The Role of the Faculty Mentor	6
Supervision—The Role of the Sponsor.....	6
Parental Approval.....	6
How Parents Can Help.....	6
Institutional Guidelines.....	7
Faculty Involvement in Senior Projects (Handout).....	8
Sponsor’s Role in Senior Project Program (Handout).....	9
Sample Senior Project Proposal.....	10
Proposal Checklist.....	13
Proposal Rubric.....	14
Academic Check-In Form.....	15
Attendance/Work Plan.....	16
Reflection Essay Guidelines.....	17
Reflection Essay Rubric.....	19
Presentation Guidelines.....	20
Presentation Rubric.....	22
Project Submission Guidelines.....	23
Project Rubric.....	24
Forms	
Senior Project Proposal Form.....	25
Parent Approval Form.....	27
Medical Information and Consent.....	28
Guidelines and Letter of Commitment.....	29
Weekly Check-In Report for Sponsor.....	30
Weekly Check-In Report for Student.....	31
Sponsor Final Evaluation Form.....	32
FAQs.....	34

Credits: Substantial portions of this document were inspired by or taken from existing Senior Project documents from Friends Select School in Philadelphia, PA; Westtown Friends School in Westtown, PA; and Sidwell Friends School in Washington, D.C. Many thanks to those schools for sharing their years of experience with us as we develop our program. Special thanks to Lori Gravley-Novello for her significant work, leadership and support of the Senior Project Program at Sandy Spring Friends School.

Sandy Spring Friends School Class of 2010 Senior Projects

Important Dates

Friday	Feb. 26	Deadline for Senior Project Proposals
Monday	March 1	First Senior Project Committee Reading of proposals
Monday	March 8	Second Senior Project Committee Reading (including Requested revisions)
Wednesday	March 10	Letter of Commitment due for Approved Proposals
Friday	May 3	Academic Check-In Forms due with course averages and Faculty signatures – form must be signed by each teacher.
Monday	May 24	Senior Projects begin
Friday	May 28	Senior Project Check In (required)
Monday	May 31	Memorial Day (No School – Senior Projects may continue on this day but is not required)
Friday	June 4	Last Day of Senior Projects
Monday	June 7	Senior Project Reflection Paper Due to Faculty Mentor and Committee
Wednesday	June 9	Senior Project Presentations (evening)

Campus Commitments Calendar

This is a list of some dates that you may want to keep in mind. This lists commitments for the entire student population, and does not include commitments that students may have made with individual teachers. These dates are provided to facilitate student planning.

May (date tba)	PK-Senior Lunch Get Together
May (date tba)	Dorm Senior Dinner
May 25 @ 7:15 pm	Senior Celebration (all seniors, parents, & guardians invited)
June 3 @ 8:45 am	All School Assembly (Seniors meet buddies at 8:45)
June 3 @ 7:15 pm	Dance Informal and Music Concert (All Rehearsals)
June 4 @ 7:15 pm	Dance Informal and Music Concert (All Rehearsals)
June 7-10	Final Exams
June 9 @ 7:15 pm	Senior Project Presentations
June 10 @ noon	Strawberry Cowbake
June 11 @ 8:30 am	Senior Breakfast, MFW, and Graduation Rehearsal
June 7 10:30 am	Graduation at Sandy Spring Meeting House

Spring Sports

Students should plan to keep all of their sports commitments, including practices, games, and championships. In most cases, students will need to pass their spring sports credit in order to earn a diploma with their class, so students will need to plan their projects around those sports commitments.

Women's Lacrosse

Men's Lacrosse

Women's Track and Field

Men's Track and Field

Women's Tennis

Men's Tennis

Softball

Baseball

SENIOR PROJECT ORGANIZATION AND POLICIES

Program Goals

Senior projects give students an opportunity to create an independent experience, away from the familiar classroom setting, with the focus on self-directed learning, personal growth, and leadership development. The student may choose to intern in a potential career, participate in an extended community service project, or explore a deep personal interest. The goal of the project is to provide a helpful transition between the expectations of high school course work and those of college and adult life.

Participation

Senior projects are **voluntary**. Seniors who don't wish to be involved will attend school during the project period. All seniors are invited to participate, but students must be earning a B average or better in their classes (grade of 85% or better), or they may be required to attend the classes in which they are not meeting these standards. Students not meeting this average are encouraged to participate, but they will need to communicate with their mentors and their teachers about their academic commitments. The Senior Project Committee, in partnership with the student's teachers, reserves the right to determine whether or not a student qualifies to participate on the basis of his/her academic standing at the time of the projects. Students are responsible for submitting a signed academic progress report and, if necessary, an attendance/work plan (for those classes in which the student is not earning an 85 or better) on May 3, 2010 in order to receive final approval for their projects.

The Senior Project may be proposed and completed by an individual or a group of no more than three students. In the case of group projects, each student must complete individual final written reflection detailing their individual experience of the project. Each student in a group project is expected to work the 30 hours per week that the project requires.

Each participant in the project must devote a total of a minimum of 60 hours over the course of two weeks (approximately six hours per weekday from May 24-June 4). On-campus academic, athletic, arts, or community commitments do not take the place of those project hours. If a student has on-campus commitments during the project period, s/he will need to schedule project hours outside of the normal school hours. Students with substantial school commitments during the project period may petition the Committee during the proposal process for an adjustment in their daily and total hours.

Evaluation

The Senior Independent Projects are evaluated on a pass/fail basis and these grades become a part of the student's permanent record. The Senior Project Committee will determine these final grades after reviewing the students' written reflection, viewing the senior presentation, and conferring with the faculty sponsor and the project mentor. The students should insure that mentors submit their evaluations in a timely manner.

In addition to the required forms, including proposals, approvals, check-in documents, and sponsor evaluations, students will complete two culminating assessments.

First, students will be required to submit a written self-evaluation. Students are asked to keep a daily journal of their experiences during the Senior Projects. The main purpose of this journal is to provide a sound foundation for the written report. The advantage of keeping a daily

journal is obvious. Many of you will be entering a world of new impressions crowding in on you at a great rate; trying to recollect your reactions to them several weeks later will be difficult. Sometimes the results prove superficial or inadequate, so it is better to write when the thoughts and feelings are fresh and clear, and the pressure of a deadline is not hovering over you. You may wish to schedule the final ten minutes of your daily commitment as a time for reflection and review. Be sure to discuss this with your sponsor. We do not want the Senior Project report to become just another paper due during the course of the year.

The report should be 500 - 1000 words. The committee suggests that the student have the faculty mentor, a committee member, or another trusted advisor review the draft. The Senior Project Committee encourages students to meet with their English teachers and mentors to review the final draft, which will enter the permanent Senior Project collection to be held in the archives and in the library. The final draft should include photographs, charts, graphs, or other images particular to the project. It may also include electronic copies of movies, music, power point presentations, or other electronic production.

Second, students will be required to present their projects to the community during the Senior Project Presentation on June 9, 2010. Presentations may take two forms, a spoken presentation or an interpreted display. Some students may choose to have both an interpreted display and to give a spoken presentation.

Senior Projects and other campus Commitments

Although they may be working on a project in an off-campus location, students are expected to attend regularly scheduled end of the year events, including sports practices and games, performance rehearsals (during and after school hours) and performances, the PK/Senior Lunch, the All-School Assembly, the Strawberry Cowbake and yearbook distribution, the senior breakfast and MFW with faculty, graduation rehearsal, and graduation. Some students may have additional responsibilities during this time due to academic commitments. An on-campus commitments calendar is included in this packet, but this calendar does not include all the commitments that each student may be responsible for. It is the student's responsibility to track and meet their commitments from individual faculty members and from the community at large.

Senior Project Opportunities

Students' interests will be the best source for exploring opportunities. Students can look at Senior Projects from previous years at other institutions (see website for links), by consulting with parents, and/or by brainstorming ideas with faculty members and members of the committee. Where possible, the school will assist in locating alumni and friends who may also be helpful.

Student's Responsibilities

- A. Conceive idea for project; establish concrete plans; obtain faculty ; correspond with sponsor (in writing and on phone) regarding goals and expectations.
- B. Petition for permission to pursue a Senior Project by submitting a proposal to the Senior Project committee.
- C. Submit all required forms and paperwork on time with all required signatures.
- D. Plan budget and obtain funding for the project.
- E. Meet time and work expectations that you have set for yourself, that you have agreed to with your sponsor, and that you must meet for the good of your school community.

- F. Submit required documentation on time, with appropriate signatures, and in the specified format (weekly and final).
- G. Present project to the community in a way that reveals your passion for the subject matter and expresses what you've learned.
- H. Respect the communities need to continue the business of education in their absence. Students should only be on campus for planned commitments or at locations on campus that they have discussed with the committee. Seniors working on projects should not be a distraction to other members of the community, including other seniors, who are still in classes.

Faculty Assistance—The Role of the faculty mentor and Senior Project Committee

All participating seniors must choose a faculty mentor from the faculty at large **to assist them in the planning stages** of their project. Students are urged to choose a faculty member who can help them in an area of their project or a faculty member with whom they can work closely.

Supervision—The Role of the Sponsor

Every student must obtain a sponsor who will give direction **during the project period**. A sponsor provides the opportunity for the Senior Project, supervises the project by helping the student set goals, and evaluates student performance towards meeting those goals. The sponsor does not have to be physically present during the project, but does need to be available to help student with setting goals, to assess the student's progress for weekly check-ins, and to provide a final evaluation of the student's performance.

Parental Approval

Students need to keep their parents as involved in the process as possible. One of the chief considerations is the cost of the proposed activity. Each participating senior must secure two approval forms from their parents. The first is the general approval of the concept of the project. The second is a confirmation of specific details of the project. Both forms must be submitted by the deadline in order for a student to participate in the project.

How Parents Can Help

- A. Discuss Ideas with your child.
- B. Feel free to make an initial contact with a friend, colleague, or relative who might be able to be a mentor. "Open the door" for a project sponsor but don't feel responsible for creating your child's goals.
- C. Discuss the budget with your child—what are the financial restraints? Address this from the start.
- D. Discuss transportation needs with your child. How will your child get to the project location? Who will be expected to pay for gas or other transportation costs, the student or will parents contribute?

Institutional Guidelines

- A. The Senior Project Committee will not accept projects without all signatures (sponsors, mentors, and parents). You must leave sufficient time to get these signatures in order to hand in your proposal on time.
- B. All Senior Project proposals must be received with the appropriate signatures by the Committee clerk (Vickie Garner) by the specified deadlines. Late proposals will not be accepted.
- C. The Senior Project must be unpaid, voluntary work.
- D. The Senior Project must be designed to take place in the Washington DC area unless permission is granted to travel outside the area. Students can obtain permission for a project outside the local area by petitioning the Committee. Students who are planning projects outside the area will be required to submit additional documentation and approvals, such as travel plans, additional permission forms, waivers, etc.
- E. Projects must entail a minimum of 60 hours of work over the course of two weeks. This is about six hours a day for the project period, May 24 – June 4. If a student is ill or otherwise absent during this time, s/he must make up the missed project work.
- F. Collaborative group projects are limited to three students. Each student in a group must hand in a separate proposal form describing the project and his/her role in it. The Project Committee will consider each member of the group individually and might not approve the project for all applicants. If a group of more than three is necessary for a project (a play, for example), the Committee may make exceptions.
- G. Students must budget and plan for the expenses their project will incur. The school is not responsible for funding Senior Projects.
- H. Students who construct an item for their project are encouraged, but not required, to donate that item to an appropriate charity.

Faculty Involvement in Senior Projects

The primary function of the faculty mentor, who in many cases will be the senior's adviser, is to help seniors plan their projects in sufficient detail and to help students make the transition from classroom to independent student smoothly. The faculty mentor will serve as a resource and a guide as the student plans the project, corresponds with potential sponsors, and writes proposals and reports. The faculty mentor should serve as a sounding board for ideas and should help the student see potential strengths and weaknesses in his/her project. Although Senior Projects depend upon the student's initiative, the support and guidance that a mentor can offer are essential to a project's success.

1. All seniors who participate in Senior Projects are required to make it clear who their faculty mentor is. The faculty mentor must sign a form that will be submitted to the Committee.
2. Criteria for the Senior Project are outlined in the Senior Project packet. Faculty mentors should remind students to consult the packet to make sure that their project meets the guidelines set forth in the packet.
3. If a faculty mentor doubts the potential validity of the project s/he should feel free to contact the students and/or the Committee members so that timely guidance will prevent the waste of valuable time.
4. Seniors should review their "plan of attack" with their faculty mentor. Faculty mentors can help students develop a clearly defined and reasonable schedule.
5. Although student initiative is the goal, a degree of guidance in matters of careful planning to meet deadlines and to initiate effective correspondence with sponsors is very helpful to the student and the program.

The Senior Project process can be a stimulating one for faculty members as well as for the student. We welcome your participation in the program to make it as successful and diverse as possible. If you have any questions or suggestions, don't hesitate to contact the Senior Program Committee (Vickie Garner, clerk, Elisa Shapiro, Bruce Evans) for information and answers.

The Sponsor's Role in the Senior Project Program

A sponsor is the member of the broader community (in school or outside of school) who provides the student with the opportunity to learn, serve, and experience life outside the classroom during the period of May 24 – June 4, 2010. The sponsor helps the student set specific goals and evaluates the student's performance. Often, the student corresponds with the sponsor several times regarding plans and hopes for the proposed project. The sponsor's expertise, guidance, and willingness to challenge the student/intern provide for a rich learning experience in the short time available.

1. The purpose of the Senior Project Program is to give students an opportunity to create an independent experience, away from the familiar classroom setting, with the focus on self-directed learning, personal growth, and leadership development.
2. All seniors are invited to participate in the Senior Project Program during the final weeks of their senior year. The program begins on May 24 and runs until June 4, 2010. Some students may decide to continue their program beyond the reporting date, but reflection essays are due to the faculty mentor and a committee member for review by noon on June 7. Senior Project Presentations will take place on June 9, 2010 @ 7:15 p.m. in the PAC.
3. Seniors must submit detailed proposals for review by the Senior Project Committee. Detailed proposals describe the nature and purpose of their projects. The committee determines the viability of the projects in terms of the potential of the applicant and the quality of the mentor.
4. Proof of sponsorship must accompany the proposals. The student/intern you are working with should provide you a copy of the proposal to sign.
5. Standardized forms are sent to the sponsors in May for the purpose of evaluating students. Sponsors return them to school each week and after the projects are concluded. These evaluations subsequently become a part of the student's permanent file, and copies are made available to the student, the committee, and the faculty mentor who assisted the student in the planning stages of the project.
6. Each student must write a full report on his/her project based on the journal he/she is encouraged to keep during the experience. These reports are kept permanently on file in the school library and the school archives and copies are made available to mentors on request.

We are excited that you'll be helping Sandy Spring Friends School students gain invaluable experience in a wide variety of fields. If you have questions or need additional information, please contact Vickie Garner (vgarner@ssfs.org) clerk of the Senior Project Committee.

Sample Senior Project Proposal

Student's Name: Quilla Quilter
 Student's Email Address: abc123@itsashot.com
 Project faculty's Name: Andrew Advisor
 Project Mentor's Name: Sally Sewist
 Title, Occupation, or Business of Mentor: teacher, nationally exhibited quilt maker
 Mentor's Phone Numbers: 301-123-4567 x 891
 Mentor's Email Address: quiltgoddess@itsashot.com
 Mentor's Business Street Address: 123 Elm Street
 City, State, Zip Code: Anytown USA, MD 20999

Guidelines:

The student must work a minimum of 60 hours over the course of two weeks (approximately six hours per day) at a site within 50 miles of Washington DC. No student may receive any financial compensation for his or her work on the Senior Project. Students with substantial on-campus commitments during the project period may petition the committee during the proposal process for an adjustment to the required hours. The student is responsible for informing his mentor of any athletic, artistic, academic, community, or personal commitments that might affect the student's availability on certain days. The student is required to participate in the Senior Project Presentation on Wednesday, June 9, 2010 @ 7:15 p.m.. The student will receive graduation credit for successful completion of the Senior Project, which will be graded on a pass/fail basis. The final grade will become a part of the student's permanent record. The student is responsible for knowing and adhering to the more detailed guidelines set forth in the Senior Project packet.

Description of the Project:

(Give a general description of the project as planned by you and your project mentor.)

I will be studying the traditions and importance of African-American quilts in American life, and I will produce a sampler or a story quilt that reproduces and extends some of those traditions.

Goals:

(Include your personal goals and/or your mentor's goals for the project. Be sure to include a statement about how the project will extend your knowledge and experience.)

I will learn about African-American Quilting in America from the 18th century to the present. I want to investigate various styles and their histories and origins. I want to learn a variety of techniques of quilting and look at the different fabrics that are used. I will take what I've learned and produce a quilt. This project will extend my abilities in the area of sewing and will also give me new background information on African-American quilting, an art form I admire.

Activities:

(List specific activities you plan to engage in to achieve your goals. Include books to be read, papers you will write, projects you will produce, etc.)

1. I will read the following books and create an annotated bibliography to include along with my reflection essay.

A Communion of the Sprits: African-American Quilters, Preservers, and Their Stories by Roland L. Freeman

Always There: The African-American Presence in American Quilts by Cuesta Benberry

Who'd A Thought It: Improvisation in African-American Quiltmaking by Eli Leon

Signs and Symbols: African Images in African American Quilts (2nd Edition) by Maude Southwell

2. I will meet with my sponsor three times a week to discuss my findings and to get advice on my quilts at least six times (every Mon, Wed, Fri).
3. I will visit the Gee's Bend exhibit at The Walters Museum and the quilt exhibit at the Renwick. I will also visit the State Museum of Pennsylvania in Harrisburg with my mother on a weekend day. I hope the committee will approve this long-distance trip as I will be accompanied by an adult, and the museum offers one of the largest collections of African-American quilts outside of Massachusetts.
4. I will make a sample quilt approximately 36" by 36" in size.
5. I will write a 500-1000 word reflection essay based on my reading, my observations, and my own experience with making a quilt.

Proposed Schedule:

(Provide a detailed plan for how you will spend your six hours a day over the course of the project. This plan can provide daily or weekly plans and should include time set aside to meet with the mentor and time to work on the reflection journal each day.)

Week One

On Monday and Tuesday I will visit the Renwick and the Walters. I will take photographs (where allowed) and notes. I'll also make sketches. I hope to be able to speak with the curators there, and I've gotten contact information for one who has expertise in African-American quilts at the Renwick. Both museums have libraries, and I will get permission to look at their collection of books on quilts. I'll take careful notes from any books I find and add the information to my annotated bibliography.

I hope to complete the bulk of my reading this week, and by Friday I will have a draft plan for my quilt for my mentor to review. My work won't stop on Friday; I'll go to the Pennsylvania State Museum with my mom this weekend, and I'll spend some time selecting fabrics for my revised quilt plan. I'll spend fifteen minutes at the end of my work each day making notes about new discoveries and questions I might have.

Week Two

By this week, I hope to finish with my quilt top. I will learn how to frame the quilt for hand quilting and will begin hand quilting the quilt top. Just as I used a variety of methods for piecing and appliqué, I will experiment with different stitches and approaches to stitching. If I don't finish the hand quilting this week, at least I will have done enough to reflect on the process. I will finish the work before the presentation. I will also bind the quilt using traditional binding process. My meetings with my mentor this week will focus on getting feedback about my

framing and quilting. I will finish any books I haven't yet read, and finalize the annotated bibliography. I will begin my power point presentation for the Senior Project Celebration. I'll spend fifteen minutes at the end of my work each day making notes about new discoveries and questions I might have.

Budget:

(Provide a detailed plan for the money you'll need over the course of this project. Also include your source of funding.)

Books: \$0 I'll get these from the library or through interlibrary loan.

Transportation and Entrance Fees for the Museums: \$45 All the museums I'll be visiting are free, but I'll need money for gas and the metro.

Fabric and Quilting Supplies: \$100 Since I have a sewing machine and some supplies already, this amount should allow me ample money to purchase fabrics, thread, template making materials, and other notions I'll need to make the quilt.

Total: \$145 I'll provide the funding for this project with no help from my parents or outside sources.

School Commitments:

(Discuss your school commitments during the period and how you will meet those commitments while still completing your project in a timely manner.)

I am in the Upper School Dance concert, so that means that I will be here on campus each day for 5th period and will attend all evening and weekend rehearsals and, of course, all performances. My project allows me a lot of flexibility. I will read in the library when I need to in order to easily move from on commitment to the next. I have the other all school commitments on my calendar, and will work around the PK/Buddy lunch, the All School Assembly, and any other commitments. Since I live close to school, it will be easy for me to get back to school if I need to when I'm working on my quilt at home.

Student's Signature _____ Date _____

Return this form with the Proposal Checklist attached to the Senior Project box in the Upper School office by Friday, February 26, 2010.

Proposal Checklist

(Students will submit this completed checklist with their Project Proposal)

- I have spoken with my sponsor and gotten tentative approval for the dates and plans that I'm proposing.
- My sponsor contact information is accurate.
- My proposal meets the guidelines.
- I will work at least thirty hours a week from May 24 – June 4, for a minimum of 60 hours over the period of three weeks.
- My project work will take place within 50 miles of Washington DC or I have spoken with the committee to find out about additional documentation.
- I have spoken with all my teachers about my plans and have made plans to meet my all school commitments during the course of the project.
- I have scheduled reflection time each day so that I'll have a wealth of information to draw from for my reflection essay and my presentation.
- I have stated my goals clearly and completely in a format that will make sense on the projects' web page.
- I have provided a concise and specific goals statement that will make sense if posted on a web page without the rest of my proposal.
- I have provided specifics about my planned activities.
- I have set specific goals for learning.
- My resource list is accurate and well planned.
- I have made it clear what sort of culminating project I hope to produce.
- I have provided a detailed schedule that seems reasonable.
- I have set deadlines and check-in points in my schedule so that I can assess my progress.
- I have provided a detailed and accurate budget, with a clear statement of the source of my funding.

Comments:

Proposal Rubric

	An Approved Proposal Will	A Disapproved Proposal Will
Description	Have a clear and concise description that can be readily understood in multiple formats. Describe a project that will provide the student with 84 hours of meaningful work.	Have a vague description of the project or contain a description that will not provide the student with 84 hours of meaningful work.
Goals	Provide specific and clearly measurable goals. Include carefully considered predictions as to how the project will extend the student's knowledge and experience.	Provide vague or inappropriate goals. Show very little understanding of how the project might extend the student's knowledge and experience.
Activities	Show that the student has thought and researched carefully in order to plan a variety of activities that will help him/her achieve his/her goals.	Reveal little thought about the best way to achieve the goals.
Proposed Schedule	Present a detailed accounting of how students will spend their time during their Senior Project weeks. The planned schedule is neither too light and therefore won't challenge the student to do his/her best work, nor too heavy and will therefore present too much stress. The student shows an awareness of his/her own strengths and weaknesses in the proposed schedule.	Present a facile and underdeveloped schedule of activities. The schedule is too light to engage the student in meaningful work. The student shows little or no awareness of his/her own strengths and weaknesses and has not accounted for them in the planning of the project.
Budget	Reveal a respect for simplicity and stewardship. Find creative ways to reuse existing materials and fund materials that can't be reused.	Take the easy way to fund larger projects and show little awareness for the values that inform the life of our school.
School Commitments	Show an understanding of the important role that seniors play in our community life and work hard to balance the needs of the individual in completing the project against the needs of the community in continuing to embrace and celebrate the seniors as they move into the wider community.	Show little respect for the role of the seniors in the community and show little or no attempt to balance the needs of the community against his/her own needs.

Academic Check-In Form

Due Friday, May 3, 2010

Students must be earning a B average or better in their classes (grade of 85% or better), or they may be required to attend the classes in which they are not meeting these standards. Students not meeting this average are encouraged to participate, but they will need to communicate with their mentors and their teachers about their academic commitments. This may mean that the 30 hours of work required for the Senior Project will be completed outside the normal school day. The Senior Project Committee, in partnership with the student's teachers, reserves the right to determine whether or not a student qualifies to participate on the basis of his/her academic standing at the time of the projects. Students are responsible for submitting a signed academic progress report and, if necessary, an attendance/work plan (for those classes in which the student is not earning an 85 or better) on May 3, 2010 in order to receive final approval for their projects.

Students who are earning below an 85% in one or more classes need to submit a completed and signed Attendance/Work plan along with this form.

Period	Course Name	Course Average	Teacher's Signature	Attendance/Work Plan Required
1				
2				
3				
4				
5				
6				
7				

Attendance/Work Plan

The student, _____, whose cumulative course average is _____, must complete the following things in order to participate in the senior project. If s/he does not complete these things, his overall class grade may be adversely affected and/or s/he may be required to withdraw from the senior project in order to recover his/her grade.

- The student must take the final exam.
- The student must complete the homework assigned each night and submit written homework on the day it is due.
- The student must attend class each day.
- Other (Teachers, please give a detailed description of your expectations. Use the back of this form or an additional sheet if needed.)

Teacher Name _____

Teacher Signature _____

Date _____

Student Signature _____

Date _____

Reflection Essay Guidelines

Students will be required to submit a written self-evaluation of their Senior Project experience. Students are asked to keep a daily journal of their experiences during the Senior Projects. The main purpose of this journal is to provide a sound foundation for the written report. The advantage of keeping a daily journal is obvious. Many of you will be entering a world of new impressions crowding in on you at a great rate; trying to recollect your reactions to them several weeks later will be difficult. Sometimes the results prove superficial or inadequate, so it is better to write when the thoughts and feelings are fresh and clear, and the pressure of a deadline is not hovering over you. You may wish to schedule the final ten minutes of your daily commitment as a time for reflection and review. Be sure to discuss this with your mentor. We do not want the Senior Project report to become just another paper due during the course of the year.

The report should be 500-1000 words. The committee suggests that the student have the faculty mentor, a committee member, or another trusted advisor review the draft. The Senior Project Committee encourages students to meet with their English teachers and mentor to review the final draft, which will enter the permanent Senior Project collection to be held in the archives and in the library. The final draft should include photographs, charts, graphs, or other images particular to the project. It may also include electronic copies of movies, music, power point presentations, Pod casts, or other electronic productions.

- *Ideas:* This reflection essay should give the reader a sense of what you did during your project, but it should also reveal what you learned about yourself, about the world, and about the field you were working in. Be sure to engage the audience's interest in the experience, using well-placed and vivid anecdotes is one way to get the reader involved.
- *Reasoning:* The essay should present clear ideas and logical reasoning. Show the reader how you came to the conclusions or awareness that you gained from your project.
- *Organization:* The essay should be a well-ordered presentation of your discoveries.
- *Voice:* Your essay should be carefully crafted and edited, but the tone of a reflection essay is often personal and down to earth. You are not so much worried about impressing your reader as you are in entering into a dialogue with them about your project and your discoveries. You might imagine that you are explaining what you did and what you learned and the strengths and weaknesses of your experience to a thoughtful older friend.
- *Conventions:* Your essay should be grammatically correct. It should contain an appropriate vocabulary and a variety of sentence and structures and lengths. You should edit your essay carefully and ask your peers or adults to assist you in producing a final product that allows the reader to focus on your insights and not superficial errors.
- *Introspection:* Reflect on the experience and show evidence that you have learned from it. Show a depth of understanding.
- *Presentation:* Your final reflection essay should be presented in 12 pt. Times New Roman. It should have 1" margins all around, and should include a cover page that identifies the year, your name, and the title of your reflection essay.

Here are some prompts to help you think about your essay:

- Read a few journal entries
- Make a list of surprises you encountered during your work. Explain some of those discoveries.
- Make a list of people you worked with. Discuss the importance of those people in your learning and experiences during the project period.
- Describe the process you used to create something and how the actual process differed from your plans.
- Choose one important discovery about yourself during this project and track how you came to this discovery, create verbal snapshots of each step along the path to this important discovery.
- Explain to your audience how to do something you had to do during your project.
- If you took pictures or crafted drawings, insert them into your document.
- Talk about what you did, what you learned, and any misconceptions that were dispelled. An illustrative story would help your audience share your experience. How did you feel on your first day? On your last day? What happened in between? How did the whole experience make you feel? How will you use this experience in the future?

Reflection Essay Rubric

	An Approved Essay Will	A Disapproved Essay Will
Ideas	Give the reader a sense of what you did during your project and reveal what you learned about yourself, about the world, and about the field you were working in. It will engage the audience's interest in the experience.	Give the reader very little sense of the experience and its meaning for the student.
Reasoning	Present clear and logical reasoning. Show the reader how you came to new understanding or awareness.	Have serious flaws in reasoning. Show little awareness of new insight or understanding or of the goals and methods of the project.
Organization	Be a well-ordered presentation your learning and experiences.	Have no clear organizing principle. It may seem hastily arranged or written without conscious design.
Voice	Be carefully crafted in order to engage the reader in your learning and experiences.	Show very little awareness for the needs to the audience or the purpose of the essay.
Conventions	Be grammatically correct. Contain a varied vocabulary and effective syntax.	Have a build up of errors that make it difficult to understand.
Introspection	Reflect on the experience and show evidence that you have learned from it. Show a depth of understanding.	Show very little self-awareness or understanding. Very little engagement in thinking about what and how you learned during the project period.
Presentation	Follow prescribed format.	Not follow format directed in the Senior Program Packet.

Presentation Guidelines

Your presentation of this project may take two forms, a spoken presentation or an interpreted display. Some students may choose to have both an interpreted display and to give a spoken presentation. Students who have completed collaborative group projects may present together, but each student must demonstrate effective presentation skills. Students will be given separate evaluations even if they have presented with a group. The following guidelines apply to both forms of presentation. All students will attend the Senior Project Presentations to discuss their projects with the Senior Project Committee and the community.

Time:

Plan to spend six to ten minutes giving your presentation.

Professionalism:

- *Appearance:* You should wear nice, casual clothes for your presentation. Jeans, flip-flops, and t-shirts are probably a little too casual. Khakis and Polos are fine. Dressier clothes are also acceptable.
- *Attendance:* Arrive promptly. Come early enough to spend time with your family, friends, your faculty mentor and sponsor, and the Committee in the PAC lobby. You should have made photocopies and set up your displays earlier in the day. You should also have sent Bruce your electronic presentation by Monday, June 7, 2010. You should stay for the entire presentation. When guests have left, the Committee members may have additional questions for you.

Introduction:

- Whatever your method of presentation, you must begin by saying who you are, what you worked on or where you worked, and what you did.
- If your sponsor is present, be sure to introduce him or her to the group before you begin your presentation.

Presentation:

Your goal is to provide the audience with a clear and concrete sense of what you were doing and what you gained from your internship or project.

- *Preparation:* Use note cards to list the points you want to make and/or what you want to do or say next. Do not read from the note cards, but use them to remind you about your next point. You can also use a power point presentation to keep you on track, but the presentation should contain only bullet points, not masses of text. If you are providing a display, you should use text to guide the reader through the display.
- *Organization:* Speak with a coherent line of thinking and a logical order to your points. Your display should be clearly arranged to show a logical order.
- *Clarity:* Speak in a matter that is easy to hear and understand. Speak slowly and with enough volume to be heard throughout the room. Your display should clearly show your process (what you did) and your product (what you learned).
- *Interest:* Be enthusiastic. Explain why you chose this project. Engage the audience's interest in the experience. Your display should have strong visuals to engage the viewer's attention.
- *Content:* Reflect on the experience and show evidence that you have learned from it. Be able to answer questions. Demonstrate that you have done some analysis of your experience. Show a depth of understanding. Your display should include some of your reflection about the project. You will need to be available during the reception to answer questions about your display.

- Display: If you have a display and you are speaking, be sure to incorporate whatever you bring to display into your presentation. If you have a display and are not speaking, be ready to talk to the audience about aspects of your project beyond the display.
- Presentation Skills/Speaking Skills: Whether you are presenting a speech or talking about your display, speak clearly and at an appropriate pace (not too fast). Make eye contact with your audience. Stand straight and tall and project confidence and enthusiasm. Your audience will be interested if you show that you are interested.

AV/Equipment Needs

- Production support will be limited to lights up/lights down. You must discuss your production needs with Bruce Evans before you fill out the AV/Equipment form.
- Students must complete the AV/Equipment Form and deliver it to Bruce Evans by Monday, June 7, 2010.

➤

Here are some prompts to help you think about your presentation:

- Read a few journal entries
- Show and explain something you produced while working.
- Show and explain something you worked with.
- Explain to your audience how to do something you had to do during your project.
- If you took pictures, display them on power point and explain them.
- Show a portion of videotape and explain it.
- Talk about what you did, what you learned, and any misconceptions that were dispelled. An illustrative story would help your audience share your experience. How did you feel on your first day? On your last day? What happened in between? How did the whole experience make you feel? How will you use this experience in the future?

Enjoy! Your audience will be interested in what you have to say.

Presentation Rubric

	An Effective Presenter Will	A Ineffective Presenter May
Professionalism	Come dressed professionally in business casual clothing. Arrive promptly with all materials prepared. Stay for the entire time. Respect time limits.	Come dressed with little concern for his/her professional appearance. Arrive late or unprepared. Leave before all the presentations are complete. Not be available for questions after the presentation
Introduction	Clearly introduce him/herself, project, and activities. Introduce mentor with sincere appreciation.	Forget to introduce him/herself and/or project or mentor.
Preparation	Have prepared carefully. Note cards and Power Point presentations are well organized and thoughtfully completed. Know his/her material well. Use prompts as prompts instead of relying on them too heavily. Have prepared a display carefully, taking into account the viewer's needs.	Seem ill prepared. Note cards or presentation materials are absent. Display seems hurriedly created. Little concern has been given to the audience's needs.
Organization	Present a coherent line of thinking and logical development in speaking or in the display materials.	Show little coherence. May jump from point to point in the speech or display without enough explanation. Show little logical development of ideas and reflection.
Clarity	Speak slowly and clearly. Present ideas on paper in the display that are easy to read from a natural viewing point.	Rush through or speak too quietly. Present materials that are difficult to view because of size or other factors (font or neatness, for example).
Interest	Show enthusiasm for project and process. Reveal the desire to learn that began the project and engage the listener or viewer's interest in the project.	Show little enthusiasm. Leave the audience wondering why the student chose the particular project.
Content	Show evidence of growth and learning. Be able to answer questions thoughtfully. Demonstrate some analysis of the experience. Show a depth of understanding.	Show little evidence of growth, learning, analysis, or depth in discussing the experience. Seem unable to or uninterested in answering questions.
Display	Present materials in the display that show pride of workmanship and/or reveal growth and development. Incorporate display items into presentation.	Ignore display items in presentation or present a poorly planned and executed display.
Speaking Skills	Speak clearly and slowly. Make eye contact with the audience. Project enthusiasm for project and process. Reveal interest in the project.	Be incomprehensible. Have very little eye or emotional contact with audience. Show little enthusiasm or interest.

Checklist for Final Project Submission

The final projects will be collected and bound. Student work may be showcased at alumni events, used for admissions tours and open houses, and shared with later seniors as they plan their projects. They may be preserved in the Library or in the Archives. As such, you will want your project to be something you'll be glad to show your peers and that you won't be ashamed to see when you return in ten or twenty years. This final submission will be part of the legacy you leave at Sandy Spring Friends School and should show your very best effort. Be sure to submit your draft to your faculty mentor for comments. Then revise and edit carefully.

The final project submission should include **a paper and an electronic copy** of the following items from the student's project: the final approved proposal, a carefully revised and edited reflection essay, and a copy of the student's presentation. These presentation materials should include handouts from slide shows, reproductions of exhibited artworks or engineering projects, photographs, and other items used during the student's project presentations. Students may also include copies of pages from their reflection journals if they feel they are important to show their growth and development during the course of the project.

You can use this checklist to make sure that your final project submission contains all the required elements.

- Signed Senior Project proposal
- Thoughtfully revised and carefully edited Reflection Essay
- Presentation materials
- Other significant project materials

Please print these on high quality paper in Times New Roman, twelve point font. Present them to the committee either double sided or single sided and bound with a binder clip. Do not include folders or sleeves of any kind.

This final project submission is due to the Senior Project Box in the Upper School Office by noon on June 9, 2010. You may submit the electronic copy on CD or send it to SrProjects@ssfs.org. If you submit an electronic copy online, you still must bring a paper copy to the US Office by noon on June 9, 2010. Be sure to include your name on the CD you provide.

Senior Project Rubric

	Pass (Submitted Complete and On Time)	(Fail) Not Submitted or Late
Preliminary Proposal		
Senior Project Proposal		
Parent Approval Form		
Medical Information and Consent		
Letter of Commitment		
Academic Check-In Form		
Attendance/Work Plans (for classes in which student is earning below 85%)		
Sponsor Check-In Form		
Sponsor Final Evaluation Form		
AV Equipment Request Form		
Reflection Essay		
Presentation		

Sandy Spring Friends School Senior Project Senior Project Proposal Form

Student's Name: _____
 Student's Email Address: _____
 Project's Name: _____
 Faculty Mentor's Name: _____
 Project Sponsor's Name: _____
 Title, Occupation, or Business of Sponsor: _____
 Sponsor's Phone Numbers: _____
 Sponsor's Email Address: _____
 Sponsor's Business Street Address: _____
 City, State, and Zip Code: _____

Guidelines:

The student must work a minimum of 60 hours over the course of two weeks (approximately six hours per day) at a site within 50 miles of Washington DC. No student may receive any financial compensation for his or her work on the Senior Project. Students with substantial on-campus commitments during the project period may petition the committee during the proposal process for an adjustment to the required hours. The student is responsible for informing his sponsor of any athletic, artistic, academic, community, or personal commitments that might affect the student's availability on certain days. The student is required to deliver a presentation (no longer than 10 minutes) on Wednesday, June 9 @ 7:15 p.m.. The student will receive graduation credit for successful completion of the Senior Project, which will be graded on a pass/fail basis. The final grade will become a part of the student's permanent record. The student is responsible for knowing and adhering to the more detailed guidelines set forth in the Senior Project packet.

Description of the Project:

(Give a general description of the project as planned by you and your faculty mentor and project sponsor.)

Goals:

(Include your personal goals and/or your sponsor's goals for the project. Be sure to include a statement about how the project will extend your knowledge and experience.)

Activities:

(List specific activities you plan to engage in to achieve your goals. Include books to be read, papers you will write, projects you will produce, etc.)

Proposed Schedule:

(Provide a detailed plan for how you will spend your six hours a day over the course of the project. This plan can provide daily or weekly plans and should include time set aside to meet with the sponsor and time to work on the reflection journal each day.)

Budget:

(Provide a detailed plan for the money you'll need over the course of this project. Also include your source of funding.)

School Commitments:

(Discuss your school commitments during the period and how you will meet those commitments while still completing your project in a timely manner.)

Student's Signature _____ Date _____

Return this form to the Senior Project box in the Upper School office by 5pm on
Friday, February 26, 2010

Senior Project Committee
Sandy Spring Friends School
16923 Norwood Road
Sandy Spring, MD 20860
301-774-7455 ext. 109 phone
240-570-1809 fax
Sr.Project@ssfs.org

Sandy Spring Friends School Senior Project Parent Approval Form

Student: _____

I hereby give my approval for my student named above to participate in the Senior Project.

I understand that we are responsible for all costs associated with this senior project. Those costs may include transportation, meals, research and work materials, and other costs associated with the project.

I understand that this project is voluntary and that students may not be paid for work done in the course of their senior project.

Signature of Parent or Legal Guardian

Date

Signature of Parent or Legal Guardian

Date

Please return this form along with the Medical Consent Form to the Sr. Project Box in the US office or forward this approval form by Wednesday, March 10, 2010:

Senior Project Committee
Sandy Spring Friends School
16923 Norwood Road
Sandy Spring, MD 20860
301-774-7455 ext. 109 phone
240-570-1810 fax
Sr.Project@ssfs.org

Sandy Spring Friends School Senior Project

Medical Information and Consent Form

Parents: The following information is being collected to facilitate medical care for your son or daughter in the event of an emergency while they are participating in a Senior Project. This form, along with a copy of the Medical Information Form completed by you at the beginning of the year, will be given to your student's sponsor. Your student will return these forms to SSFS at the conclusion of their project.

Student Name: _____

Parent or Legal Guardian #1 Name: _____

Parent or Legal Guardian #2 Name: _____

In the event of an emergency, I hereby authorize the adult ing my son or daughter, as an agent for me, to consent to x-ray examinations, medical, dental, or surgical diagnosis and treatment advised and supervised by a physician, surgeon or dentist licensed to practice in the applicable jurisdiction, either in the doctor's office or hospital. I expect to be contacted as soon as possible.

Date

Signature of Parent or Legal Guardian #1

Date

Signature of Parent or Legal Guardian #2

Sandy Spring Friends School Senior Project Guidelines and Letter of Commitment

Student:

I understand my responsibilities in completing the Senior Independent Project, including meeting all deadlines, checking in with a designated faculty member of the Senior Project Committee at required intervals, completing and handing in written documentation and making a presentation on June 9, 2010.

I understand that I must work a minimum of 60 hours during the two weeks of my Senior Independent Project (approximately six hours per day). I understand that I may not receive any financial compensation for this project. I am responsible for informing my sponsor of any athletic, extracurricular, or personal commitments that might affect my availability on certain days. I am expected to attend all on-campus commitments as outlined in the Senior Projects Manual.

Student's Signature

Date

Faculty Mentor :

I have read the Senior Independent Project Guidelines and the student's proposal. I agree to be the student's faculty mentor.

Faculty Mentor's Signature

Date

Project Sponsor:

I have read the Senior Independent Project Guidelines and the student's proposal. I agree to be the project sponsor for the above named student.

Sponsor's Signature

Date

Parent or Guardian:

I have read the Senior Independent Project Guidelines and the student's proposal. I approve of my student's proposal and his/her participation in the Senior Project.

Parent's or Guardian's Signature

Date

This form must be delivered to the Senior Project Committee box in US Office Room or faxed to the attention of the Senior Project Committee 301-924-1114 no later than Friday, February 26, 2010.

Sandy Spring Friends School Senior Project

Weekly Check-In Report for Sponsor

Student: _____

Sponsor: _____

Date of Report: _____

This form is intended to let us know about the intern's progress on his/her project. Not every question will apply every week. Feel free to add additional comments that might help faculty s or the committee improve your intern's experience.

To be completed by the sponsor:

This student met or exceeded my expectations for his/her senior project this week:
Comments:

This student fell short of my expectations for his/her senior project this week.
Comments:

Students are expected to work six hours a day or a minimum of thirty hours per week, unless previous arrangements have been made. Were there any days when the student was absent?

Monday Tuesday Wednesday Thursday Friday

Were there any days when the student was late?

Monday Tuesday Wednesday Thursday Friday

Sponsor's Signature and Date

This form must be delivered to the Senior Project Committee box in US Office, faxed to the attention of the Senior Project Committee 301-924-1115, or emailed to SrProjects@ssfs.org no later than May 28, 2010.

Sandy Spring Friends School Senior Project

Weekly Check-In Report for Student

Student: _____

Sponsor: _____

Date of Report: _____

To be completed by the student:

Your senior project is an opportunity to explore career interests, to engage in self-directed learning through experiential education, as well as to learn about your own strengths and weaknesses. Please respond to the following questions. Feel free to draw from your journal entries. You may not have detailed answers for every question each week. If you need more space do not hesitate to expand to additional pages.

What KNOWLEDGE about the professional world or academic world did you acquire this week?

What SKILLS did you use or develop? What tasks are you doing?

What did you learn about YOURSELF this week?

Are you having any difficulties or problems with your project?

What, if any, equipment do you need for your presentation (if applicable)?

Student Signature and Date

This form must be delivered to the Senior Project Committee box in US Office, faxed to the attention of the Senior Project Committee 301-924-1115, or emailed to SrProjects@ssfs.org no later than May 28, 2010.

Sandy Spring Friends School Senior Project Final Evaluation Form

This form should be completed by the mentor and returned to The Senior Project Committee, Sandy Spring Friends School (see end of form for contact information.)

Student: _____

Sponsor: _____

Organization: _____

1. Briefly describe the student's independent project activity and responsibilities.

2. Please comment on the student's competence in understanding and following instructions.

3. Please comment on the student's attitude in fulfilling the agreed upon responsibilities.

4. Was the student prompt in arriving daily? (circle) Yes No

5. Did the student attend the agreed upon number of days and hours? Yes No

6. Please rate the student's overall performance in fulfilling the independent project requirements. (circle)

Excellent

Satisfactory

Poor

7. What was beneficial to you about the experience? What did you enjoy or dislike about being a mentor?

8. On the basis of your experience this year, would you be willing to accept another intern from Sandy Spring Friends School in the future? (circle) Yes No

(over)

If you answered “yes,” may we have permission to use your name, address, phone number, and email address for a database that would be available to student when they are planning their internships and projects next year? This database would be created and used inside the school and would not be used for mailing purposes.

- I grant permission for Sandy Spring Friends School to list my name, address, phone number and email address for use in a database available to students.
- Please DO NOT use my information in the database.
- I would like to receive informational mailings from Sandy Spring Friends School.

Thank you for assisting a Sandy Spring Friends School student with an independent project. Please return this completed form by June 4, 2008 to:

Senior Project Committee
Sandy Spring Friends School
16923 Norwood Road
Sandy Spring, MD 20860
301-774-7455 ext. 109 phone
301-924-1115 fax
SrProject@ssfs.org

Frequently Asked Questions

Who can participate?

All seniors are invited to participate, but students must be earning a B average or better in their classes (grade of 85% or better), or they may be required to attend the classes in which they are not meeting these standards.

What are the dates?

May 24 – June 4, 2010 with required presentations on June 9, 2010.

Can I get paid for my work?

No.

How will I be graded?

The Senior Independent Projects are evaluated on a pass/fail basis and these grades become a part of the student's permanent record. The Senior Project Committee will determine these final grades after reviewing the students' written reflection, viewing the senior presentation, and conferring with the faculty mentor and the project sponsor.

Can I do a project with other people?

The Senior Project may be proposed and completed by an individual or a group of no more than three students. In the case of group projects, each student must complete individual final written reflection detailing their individual experience of the project. Each student in a group project is expected to work the 30 hours per week that the project requires.

What is the faculty mentor's responsibility?

Faculty mentors are to assist students in the planning stages of their project. They can serve help students brainstorm ideas and set schedules. They are not responsible for evaluating students.

What is the project sponsor's responsibility?

A Project Sponsor is the member of the broader community (in school or outside of school) who provides the student with the opportunity to learn, serve, and experience life outside the classroom. The Project Sponsor helps the student set specific goals and evaluates the student's performance.

How can I show the time I've spent and what I've learned to the community?

Students should keep daily journals of their experiences. These journals can serve as sources for the required Reflection Essay and Senior Project Presentation.

What if I have other questions?

You'll find more detailed information in the Senior Project Packet. If you can't find the answers there, speak to Vickie Garner, Elise Shapiro, or Bruce Evans.

