

Making the Eastlake Senior Project work for you

Why do we do a project?

This is your chance to learn what you want to learn and improve your ability to manage yourself. In a sense, this is your entry into adulthood – you can learn to accomplish your goals in your way. Helping you learn to manage your own goals is the best gift we can give you before you graduate. The goal of the project is for you to...

- ❖ network in the community outside of school and family (mentors, agencies, businesses)
- ❖ explore a passion that connects to your future
- ❖ apply academic learning to a vocational, academic, or community interest
- ❖ serve the community (optional)
- ❖ extend your learning in a way that classroom instruction at Eastlake cannot
- ❖ develop personal initiative, intrinsic motivation, and resourcefulness

* All LWSD graduates need to successfully complete a senior project to graduate – including Running Start students.

How should I choose a project?

Choose a project that you **NEED** to do – you need to do it because you love it, because it will be helpful for your next stage of life, or because it sounds so interesting that you just have to do it. Don't choose a project just because it sounds easy or because other people tell you that you should do it. Also, take cost and convenience into consideration.

What makes a good project?

Designing and completing a successful project means more than simply putting in hours at a task. Projects require **new learning** and demand the application of that learning. **As you choose your project focus, think about what you want to learn.** This also allows you to achieve your learning goals in new ways if your situation changes through the course of the year.

All projects must involve a demonstration of mastery in the Advanced Literacy of Communication and mastery in at least one other of the following areas: **Culture** (arts, world language, literature), **Citizenship** (social science and community service), **Math/Science**, or **School-to-Career** (related to your career goals). Your Senior Connections/UW Comp/AP Comp teacher will explain this in more detail.

What exactly am I supposed to do?

Students are responsible for...

- ❖ identifying a viable project focused on new learning
- ❖ submitting a satisfactory Senior Project Proposal on time
- ❖ obtaining parent permission to pursue the proposed project
- ❖ meeting with panel at assigned times
- ❖ communicating with panel throughout the life of the project, not just at required times
- ❖ providing both written documentation and tangible evidence of project progress *throughout*
- ❖ establishing relations in the community to gain help (formal or informal mentorships)
- ❖ completing a successful I-Search paper
- ❖ completing and documenting at least 60 hours of verifiable work on the Senior Project
- ❖ preparing a portfolio of documentation for the panel
- ❖ making a passing presentation to the assigned panel, a student audience, and community members
- ❖ being honest in all work and documentation – students who falsify their logs or other project elements will not be allowed to participate in the graduation ceremony and severely jeopardize their eligibility for a diploma.

Are there limitations to what I can do?

Some projects have certain conditions or criteria that must be met. The faculty has developed these conditions over the years and they are designed to make sure that students have a high-quality learning experience. Additional conditions will be published in Fall 08:

- ❖ **Photography** – the student must have a SLR camera with at least two lenses. “Point and shoot” cameras do not allow the student to learn about the elements of photography. Parents and students should understand that photography projects can be expensive. Panels generally require students to take a photography class – it's a good idea since learning by trial and error is more expensive than course fees.

- ✧ **Fitness/personal training** – the student must take classes to prepare for the NSCA exam for Certified Personal Trainers or the Primary Group Exercise Certification exam through the AFFA. In almost all cases, you must be 18 to take the classes. These require the student to meet the age and education pre-requisites, purchase a textbook and a review book, pay a testing fee, and travel to the testing site for the exam itself. All assignments in the review books and all coursework must be completed. The workload and reading material are heavy and difficult.
- ✧ **Coaching** – only students who are considering coaching as a career may pursue this project. This is for the benefit of the kids on the team coached by EHS seniors. All coaching projects must be conducted in conjunction with established organizations. For example, a student may not start and coach an independent soccer team, but she may coach a team through Lake Washington Youth Soccer Association. Students who coach should do extended (20+ hours) of “apprenticeship” with an experienced high school, college, or professional coach. Powder Puff football will not be approved.
- ✧ **Film-making or film editing** – students who want to edit using a sophisticated program like Final Cut Pro must take a class in editing or demonstrate the required training PRIOR to beginning the project. Using a simpler editing program like QuickTime will not require a class. Editing courses generally cost between \$600 and \$1,000. Making a high quality film requires a lot of preparation and significant overtime. This includes highlight films. All films must have high-quality filming, acceptable sound, and follow the organizational and editing conventions of the type of film the student is trying to make (narrative, documentary, highlight, etc.). The film must be eligible for a PG-13 rating and may not show any activities that are not acceptable at school (i.e. drinking, drugs, violence). The process must be documented carefully so that if your film doesn’t turn out how you want you can still demonstrate that you have LEARNED how to make a good film (even if it’s not Oscar material!).
- ✧ **Cooking** – only students who are interested in a career as a chef or caterer should pursue this project. Students who are interested in cooking can take one of two routes – cooking school/classes for 30+ hours or working with a restaurant or catering service for 30+ hours. The remaining time should be spent applying what was learned in the restaurant or cooking classes by cooking at home or another setting. Document the work with pictures or video and keep careful notes about how you modify recipes.
- ✧ **Marathon running** is not permitted as a project due to health issues and the difficulty in achieving the kind of new learning that the senior project requires.
- ✧ **Interior Design/Decoration** – only students who are interested in interior design or decorating as a career should pursue this project. Students must take an interior design course and/or shadow a professional for 20+ hours in order to gain the knowledge this type of project demands. Simply redecorating a room in your house is not a senior project!
- ✧ **Writing** – Students pursuing writing projects must do ALL of the following: (1) Decide on specific, focused learning goals; (2) Keep ALL drafts—do not delete anything; (3) Join or create a writing group that will provide regular opportunities for you to show your writing and receive feedback. Note: a “group” must have more than two people and must meet more than twice.

What can't I do?

Revised Risk Management guidelines have been published separately. You will be expected to have read these guidelines. High-risk projects will require administrative approval and in some cases will not be approved. Projects that involve unethical or illegal behavior are of course prohibited. This includes any experimentation on human subjects, even with their permission.

Students needing administrative approval of project proposals must contact Dana Nasby (dnasby@lwsd.org) by October 30 to begin the approval process.

Summer activities cannot count toward 60 hours. This project is meant to take place during the school year, AFTER the proposal has been approved by the panel.

Partnership; are not allowed. This project is meant to be a culmination of your 12 years of school and it must be a reflection of your individual accomplishments. This is state law as well as school policy. Students wishing to work on similar projects with a friend must develop individual goals & outcomes, must document all project work separately and must attain the approval of all involved project panels prior to the submission of the Project Plan.

Changing your project: You should avoid making major changes to your project after the first semester. However, if you must change your project, you must seek approval of the new project from your panel BEFORE enacting the change. See Ms. Nasby for additional details.

What are the steps to the project? DATES GIVEN HERE ARE SUBJECT TO CHANGE

Step	Done in...	Description
Planning the Project		
Feasibility study	September 2008	Looking at how feasible several project ideas are for you
Project Proposal	October 3, 2008	Proposing a project topic for approval and feedback; figuring out what you want to get out of the experience
Meeting with panels and responding to feedback	Ongoing, from September to May	Proposing, discussing, and revising project proposals and plans in partnership with your faculty project panel
Finding a Mentor/Expert Reviewer	September/October 2008	Finding a person who is <u>not a relative</u> who can evaluate your work and give you guidance; this person can be interviewed for your I-Search/research paper
Project Plan	Due November 14 '08	Establishing the various tasks you will have to do and planning when to do them; identifying risks and obstacles and developing strategies for getting around them
Researching the Project		
* I-Search/Research paper	Question and Interview due early December' I-Search paper due before end of 1 st semester.	A research paper on a question that you need to answer to do a good job on your project – done in senior English classes
Doing the Project		
Working on the project	November 2008 through May 2009	Doing the actual work on the project: volunteering, building, painting, interning, practicing, programming, writing, taking the classes, etc.
Project Status Reports	1/16, 3/5, 4/17	Documenting your work – describing your work and reflecting on it; planning for later work
Meeting with panels and responding to feedback	At least three times during project period; dates TBA	Meeting with your panels to discuss progress; making changes to project status reports as needed
Presenting the Project		
Portfolio	Due May 1, 2009	Preparing a notebook that documents your work and shows your accomplishments
* Presentation Day	May 21, 2009	Making a fifteen-minute presentation about your project to your panel, an audience of students, and your parents.
* - These items are graduation requirements. You cannot turn in your I-Search until your project proposal and plan are approved. You cannot make your presentation until your project status reports and portfolio are approved and your panel has received your review from your mentor/expert reviewer.		

Who will evaluate my project?

Your project work and documentation will be evaluated by a panel of two-three teachers. It is essential to the success of your project that you establish and maintain good communications with your panel. To do this, you should:

- Propose, plan and document your work according to the guidelines you will be provided.
- Meet ALL scheduled due dates for project components.
- Attend ALL required meetings. Inform your panel of any conflict ahead of time.
- Communicate regularly with your panel *between* required meetings, especially when problems arise.
- Immediately inform the panel of any major change to your project.
- Locate a Mentors/Expert reviewer who will evaluate your work in a letter or email or will allow the evaluation to be videotaped

Questions?

Contact Dana Nasby, the Senior Project Coordinator, in room D204 before or after school or via email at dnasby@lwsd.org

NOTE: ALL students should familiarize themselves with district Risk Management guidelines. These are available online at the EHS Website and at Dana Nasby's website on www.inetteacher.com