

Independent Project (S-Term) Process

Objective

Students will design and carry out a personally meaningful educational endeavor through making connections with the greater community, engaging in research, reflection, and publicly sharing their experience and new learning.

Choosing a Topic

Select a meaningful topic that you would like to know more about. This can be anything that you are interested in presently or perhaps would be interested in pursuing in the future. When selecting a topic make sure that you can explain your rationale: "Why is this topic important to you?" Determine matching Alaska Standards.

<https://education.alaska.gov/standards>

Question of Inquiry

What do you hope to learn from this experience? Good inquiry questions lead to other questions. They are open-ended, cannot be answered simply, and inspire conversation.

Proposal

Complete the proposal form and have it approved and signed by your Project Coordinator (Brian or Shannon). Identify who will be your Community Connection (i.e. mentor or teacher - anyone with the skill set you are seeking).

Research

There are two types of research involved with this project: **Academic**, which includes various resources in different mediums: books, database, websites, etc. (this requires a bibliography of 3 or more sources) and **Field**, which includes interviews (at least one with a community connection), possible job shadowing, observation, experimentation, etc. (this is some type of "hands-on" experience).

Weekly SMART goal setting and reflection

Each week you should be reflecting in some type of journal. This can be handwritten, digital, or a video or audio recording. These reflections should include SMART goals that you had previously set for the week, whether or not you were able to meet these goals, and why, a description of your work for that week and what type of experience you had: What worked, didn't work, what would you change, what did you learn? Lastly, this is where you will set your SMART goals for the next week, and near future (What are you hoping to accomplish next).

*SMART goals are Specific, Measurable, Achievable, Relevant, and Time-bound

Community Connection

A community connection is a person who can provide insight, advice or experience in regard to your capstone topic. This may be a person currently working in a specific field you are interested in, a person who has had past experience in that field, or with your topic, or a person who has done extensive research about your topic. These connections can be made in person, or if circumstances are limiting factors, they can be made over the phone, skype or email.

Interviews

You are required to conduct at least 2 interviews with different people who can provide information about your topic. These interviews should provide you with an adequate amount of information needed to create a product, to shadow in this area or to understand the practical application of your capstone topic.

Creating a Panel

Your panel should consist of 3-5 adults who will be observing your final presentation. It has to include your team who will be assessing your work. After that, you may select other teachers, consultants, friends, family members or community connections who you would like to be present during your presentation.

Product

A product is something that you will create to synthesize your research and experience. You might create an object, machine, artwork, etc. Or perhaps you'll create an event, like a fundraiser, workshop, or festival. The thing you "make" might even be a performance or a gallery. Or it might be a system you've designed for the community, complete with people who can talk about how it has affected their lives.

Summative Reflection

This is a reflection of your entire experience. It should include a description of what you have accomplished during your experience and what you have learned. How has your thinking changed, or what has this taught you about yourself, or your future?

Presentation

During the presentation you will share your experience with the panel. This should be organized and well rehearsed (about 10 minutes). You will be assessed on your content, which should include an introduction of your topic, rationale for choosing your topic, description of your experience, and a conclusion (what you learned about your topic and yourself). You will also be assessed on your delivery (professional language and conduct, eye contact, volume and clarity of speech and pacing). After the presentation you will answer questions from the panel.

*It should also include some type of visual aid, perhaps digital images, a powerpoint, or the product that you designed.

Independent Project Interview Form

Objective: This project is a way for students to learn a new skill, investigate an area of interest or pursue a passion. Interviews with experts are essential to this experience. The purpose of this interview form is to help guide the interview and to capture some information about the interviewee.

Interviewee's Name:

Position/area of expertise:

E-mail address:

Phone:

Interviewee Signature: _____ Date: _____

Questions to Consider for your interview: *It is suggested that you only use about 5 of these questions or questions of your own design with the person that you are interviewing. Figure out what you would most like to know from this person.*

- Was your “education” in the field formal or informal? Where did you study X? For how long? What was one of the most important lessons you learned early on?
- How long have you been a professional or expert in the field?
- What do you like/love/find most fulfilling about X?
- What are the most important “tools of the trade”?
- Has your approach or view of X changed over time? If so, how?
- What was some of the most important advice you received early in your career? What advice would you give someone just starting out in the field?
- What were some of the most helpful/influential sources for you
- What is something you wish you knew when you were just starting out?
- What specific skills are important in this field? Why?
- What are the most important attributes for a person in the field? Why?
- Are you still learning? How so?
- Are there any questions or principles that continue to guide you? What are they?
- If you had to break down your profession into 2, 3, or 4 components what would they be?

Independent Project Rubric

Category	Beginning	Approaching	Proficient	Expanding
<p><u>Interviews</u></p> <p>Self Direction:</p> <p>Demonstrates initiative and responsibility for learning</p> <p>HS.TRS.30.01</p>	<p>I have well developed questions to help me learn more about this topic. I have information but will need more to give me adequate background: to create a product, to shadow in this area or to understand the practical application of my capstone topic.</p>	<p>I have conducted less than 2 Interviews with consultants relevant to my topic, or I need more information to create a product, to shadow in this area or to understand the practical application of my capstone topic.</p>	<p>I have conducted at least 2 Interviews with consultants relevant to my topic, receiving an adequate amount of information to create a product, to shadow in this area or to understand the practical application of my capstone topic.</p>	<p>I have conducted 2 or more Interviews with consultants relevant to my topic, receiving more than adequate amount of information to create a product, to shadow in this area or to understand the practical application of my capstone topic.</p>
<p><u>Goal Setting</u></p> <p>Responsible and Involved Citizen:</p> <p>I can Take responsibility for personal decisions and actions</p> <p>HS.TRS.40.01</p>	<p>I have followed the SMART Goal process but I have not completed setting goals.</p> <p>(see smart goal forms)</p>	<p>I can set appropriate goals according to a specific timeline and adhere to predetermined deadlines some of the time. I can share this through reflections/journals electronic or written.</p>	<p>I can set appropriate goals according to a specific timeline and adhere to predetermined deadlines most of the time. I can share this through weekly reflections/journals electronic or written.</p>	<p>I can set appropriate goals according to a specific timeline and adhere to predetermined deadlines all of the time. I can share this through weekly reflections/journals electronic or written on a regular basis.</p>
<p><u>Product</u></p> <p>Creative and practical Problem solving:</p> <p>Analyze, evaluate, and synthesize</p>	<p>I am developing a product that contains an analysis of information gathered, but is not synthesized and lacks a clear point of view</p>	<p>I have a product that contains a clear analysis of information gathered, but is not synthesized or lacks a clear point of view</p>	<p>I have a product that depicts a clear analysis and synthesis of information gathered and demonstrates an individual point of view</p>	<p>I have a product that depicts a clear analysis and synthesis of information gathered and demonstrates an individual point of view that suggests</p>

evidence, arguments, claims and beliefs				originality and a new understanding
<u>Summative Reflection</u> Informed and Integrative thinking: Demonstrates the ability to connect new information with prior knowledge HS.TRS.50.93	My reflection does not contain self assessed learning or meaningful connections resulting from the capstone experience in its entirety	My reflection contains self assessed learning or meaningful connections resulting from the capstone experience in its entirety, but not both	My reflection contains self assessed learning and meaningful connections resulting from the capstone experience in its entirety	My reflection contains self assessed learning, meaningful connections and a new or different understanding resulting from the capstone experience in its entirety

Presentation Rubric

Category	Beginning	Developing	Proficient	Expanding
<p><u>Content</u></p> <p>Clear and Effective Communication :</p> <p>I can use evidence and logic appropriately in communication</p> <p>HS.TRS.10.02</p>	<p>My introduction needs a clear overview of the presentation, my speech needs to include support for the introduction, and my presentation needs a conclusion</p>	<p>My introduction gives an overview of the presentation, my speech needs to support the introduction or my presentation needs a conclusion</p>	<p>My introduction provides an overview of the presentation, my speech supports the introduction with cohesive ideas and ends with an appropriate conclusion</p>	<p>My introduction is strong and engaging, and provides an overview of the presentation, my speech supports the introduction with cohesive ideas, and a conclusion that reinforces the main points in a memorable fashion</p>
<p><u>Delivery</u></p> <p>Clear and Effective Communication :</p> <p>Demonstrate organized and purposeful communication</p> <p>HS.TRS.10.01</p>	<p>I can present my work to an audience using professional language, speaking clearly, maintaining eye contact, and with natural flow, pacing and rhythm some of the time</p>	<p>I can present my work to an audience using professional language, speaking clearly, maintaining eye contact, and with natural flow, pacing and rhythm most of the time</p>	<p>I can present my work to an audience using professional language, speaking clearly, maintaining eye contact, and with natural flow, pacing and rhythm almost all of the time</p>	<p>I can present my work to an audience using professional language, speaking clearly, maintaining eye contact, and with natural flow, pacing and rhythm all of the time</p>
<p><u>Visual Aids</u></p> <p>Clear and Effective Communication</p> <p>Uses technology to enhance communication</p> <p>HS.TRS.10.03</p>	<p>I can incorporate a visual product, but it is not relevant to my topic</p>	<p>I can incorporate a visual product that is relevant to my topic, but does not enhance the clarity of my presentation</p>	<p>I can incorporate a visual product that is relevant to my topic and enhances the clarity of my presentation</p>	<p>I can incorporate a visual product that is relevant to my topic and enhances the clarity and quality of my presentation</p>