

# SENIOR PROJECT PROPOSAL INFORMATION

## January – May 2017

### GENERAL INFORMATION

The faculty and staff at Evansville Day School feel strongly that some of the best education our students experience is the education they make for themselves. The Senior Project allows our students to do just this in a real-world forum that helps them hone their college major selections and potential career paths, giving them a leg up on many high school graduates, who often feel lost when trying to decide what career to pursue. We want our students to experience the realities of careers they are interested in in order to decide if those careers are ones that are truly right for them. By experiencing the ups and downs of a profession, each student has an opportunity to do some soul searching and make an informed personal choice on his or her career interests and potential college major.

The Senior Project is designed to serve as an information-gathering experience, as each qualified senior ventures into the community for an immersion into one or more fields that are of potential interest to him/her. Ideally, students choose to work with a business, institution, school, social, or health facility professional of interest as they make decisions for college majors and/or career choices.

We encourage one selection since that would offer the student a wider, in-depth experience. However, the project is intended to confirm or narrow fields of interests; if two sites facilitate that better, then it would be permitted with permission. Working with one's parent or working at Day School are not acceptable projects.

**Every senior** is required to participate in this worthwhile pre-graduation exercise; however, the Upper School faculty makes the final determination with respect to any student who might not be eligible for academic, attendance, or other school-related reasons.

It should also be noted that if a student begins the project but then demonstrates an unwillingness to meet his commitment--for example, showing up late, being absent, not cooperating with the supervisor, or failing to meet supervisor expectations--the student will be removed from the project and will be required to attend classes for the duration of the two-week period, including taking finals.

This year, the Senior Projects will run from Monday, May 15 Through Tuesday, May 23. Each weekday, and a weekend if so desired, will be devoted to this project.

You will have Thursday, May 25 to finalize your set up your presentation in the Atrium. This must be completed by 1:30 on Thursday afternoon for preliminary grading. On Friday, May 26, the juniors will host a breakfast for you beginning at 8:30 and your formal presentation will follow at 9:30. Seniors will be dismissed following the presentations at 11:00 and should be at Shanklin Theatre no later than 1:00 pm for rehearsal.

The successful senior will keep a daily journal of experiences to reflect on questions such as

- What did I experience today?
- Was it what I expected?
- What was the value of today in answering questions or posing new ones?
- Can I see myself in this career?

This daily journaling will prove useful in helping students come up with ideas to creatively present their experiences in a visual format for the project presentation.

### THE VISUAL PROJECT

This unique opportunity is one worth sharing with our whole school family and the community at large. For this reason, we ask our students to create an inventive, engaging visual project highlighting their Senior Project experiences, one that invites visitors to converse with our students about their internships, what they learned, and how their experiences may affect their college major and career choices. Just about anyone can create an uninspired PowerPoint presentation and give a rehearsed speech to a crowd. We are proud to show our Day School seniors can go further and engage in authentic professional conversation with command and clarity.

Some visual project ideas include use of the following:

- A poster documenting the most compelling images from the student's experience
- Models or replicas that are relevant to the experience
- Mind-mapping or cartooning about an experience
- Clever flowcharts
- Visual comparisons of the student's expectations versus reality

Students are, of course, not limited to these ideas and are encouraged to think innovatively to come up with compelling displays about their experiences. Ultimately, the goal is that each student will create a visual that appeals to visitors and creates interest about the student's experience. Visitors should be able to walk into the atrium and see well-thought, attention-getting visual displays that make those visitors want to meet the students and know more about their experience.

## MENTORS

Each student will be assigned a faculty mentor to help lead him/her through the process of preparing for the visual project.

### **Expectations for Seniors and Senior Project Mentors**

1. Students and mentors will meet for a minimum of 10 minutes at least once before the senior project experience to talk about goals and expectations of the project and any ideas of how the project may be presented. Each student must reach out to his or her teacher to set up the meeting; it is not the teacher's responsibility to initiate contact.
2. During the week of the senior project, it is the teacher's responsibility to touch base with his or her mentees once to check in on how it's going. (The minimum expectation is a 10-minute phone call or an e-mail conversation with the student about how things are going.)  
Note: It is not the mentor's responsibility to fix issues with the cooperating professional, but if significant concerns exist, he or she will pass them on to Dr. Gibson.  
Students, consider questions like these:
  - a. Has the experience affected how you will present your ideas?
  - b. What challenges are you facing?
  - c. What are the highlights of your experience so far?
  - d. Do you have any interesting anecdotes you can share that could help an outsider understand what this is like for you?
3. Thursday (day of return to EDS): Students will spend the day working on and setting up projects in the atrium. Students must bring any materials they need from home to complete this task. Mentors should be available for consultation with mentees, giving input on students' visuals and answering any questions. Students should be cognizant that teachers may have other classes, and students must determine ahead of time when the teacher is available.
4. Friday: After the senior breakfast, students must be dressed appropriately and in the atrium standing by their presentations and prepared to interact with visitors. Students, be prepared to answer questions about what you did, how the experience reflected on what you might do in your future, and what was different from what you expected. Mentors will grade the projects according to the rubric.

**Senior Proposal Application**  
**Due Friday, March 17**

Student \_\_\_\_\_ Student's cell number \_\_\_\_\_

Student's Email \_\_\_\_\_

Name of Organization \_\_\_\_\_ Contact Person \_\_\_\_\_

Position of Contact Person \_\_\_\_\_ Phone number \_\_\_\_\_

Contact Person's Email \_\_\_\_\_

Why are you proposing this project?

---

---

---

Does it apply to your intended major? \_\_\_\_\_

What do you expect to accomplish?

---

---

---

What is your anticipated role during the six-day period?

---

---

Daily Arrangements:

Location \_\_\_\_\_

What are your hours of participation for each of the six days? \_\_\_\_\_

List the dates you are taking AP exams \_\_\_\_\_

Are there any prior arrangements of preparation needed for this project? (i.e. occasionally, those choosing to shadow a health professional will need a TB test or other releases from their own physician).

---

---

Please list below any other details or information that the Senior Proposal Committee should know when considering this proposal:



	<b>POOR (1 pt)</b>	<b>FAIR (2 pts)</b>	<b>GOOD (3 pts)</b>	<b>EXCELLENT (4 pts)</b>
<b>Appearance</b>	Dressed unprofessionally; not business appropriate; poor grooming, stains on clothes, etc.	Attempted to dress professionally but may lack in some areas of appearance	Dressed professionally but not impeccably	Impeccably dressed; professional in appearance, clothing, and grooming
<b>Interaction with audience</b>	Unprepared; vague responses; muttering; flippant; negative/hostile	Attempts to interact but may not be concise; may lack professionalism or be rigid/robotic	Knew the info but spoke a bit too casually for the circumstance	Poised and well-spoken; answers questions confidently and thoroughly with clear speaking and volume
<b>Attitude and understanding re: experience</b>	Flippant; overtly negative attitude toward the experience or the cooperating business; student did not take advantage of the shadow experience; did not understand field/career	Contains some evidence of disrespect for or lack of understanding for the career/shadow organization by the end of the experience but does maintain general professionalism about it.	Mostly positive and respectful of the experience (even if it wasn't a great shadow experience); understands what the career entails	Positive and respectful (even if it wasn't a great shadow experience); student appears to have maximized the experience
<b>Quality of Display</b>	Appears to be hastily made; poorly proofread; visible errors; little if any consideration for visual appearance evident	Some effort is clear; cohesion needs improvement; may show some editing errors	Visual is presentable and cohesive; may lack the attractiveness present in "excellent" work	Neat, legible, attractive and thoroughly proofread; immaculate work
<b><i>WOW factor (to be used in determining best presentation; not a factor in the grade)</i></b>	<i>Nothing extra that could be called "wow"</i>	<i>Okay overall, but nothing extra that could be called "wow"</i>	<i>Well done/solid work that, while competent, lacks "wow" factor</i>	<i>Project has gone the extra mile; impressive work that sets it apart</i>

ANY ADDITIONAL OR RELEVANT COMMENTS?

---



---



---

TOTAL SCORE: \_\_\_\_\_/16 pts

Student name: \_\_\_\_\_ Cooperating professional/career: \_\_\_\_\_