"We learn by doing."

John Dewey

HILL TOP PREPARATORY SCHOOL
GRADUATION PROJECT HANDBOOK

2018-2019

GRADUATION PROJECT COORDINATOR: MR. GEORGE SEDGWICK

GRADUATION PROJECT COMMITTEE
MRS. CINDY FALCONE
MRS. AMY GILLESPIE
MRS. LIZ MCGOWEN
MR. GEORGE SEDGWICK

Dear Hill Top Parents and Students,

We are pleased to offer the graduation project at Hill Top Preparatory School. It is truly a unique opportunity for our students to showcase the skills that they have acquired through their years of schooling.

Through the graduation project, all students will get the chance to follow their own paths of discovery as they fulfill the requirements of their individual, off-campus projects. Students in the Employability/Transition courses (levels 2 or 3) will use their off-campus work experience as the basis for their graduation project.

Please find the following information as a guide for the graduation project journey. Included in this information are general guidelines as well as due dates for the various portions of the project.

If you have any questions, please feel free to contact George Sedgwick, Graduation Project Coordinator at 610-527-3230 or gsedgwick@hilltopprep.org.

Sincerely,

The Administration, Graduation Project Committee and Staff

Graduation Project

The purpose of the graduation project is to provide a real-life experience through community service and internships that take students out of their comfort zone and provide an opportunity to practice the skills required for a successful future. In addition, these experiences will expand student understanding of the world and their place in it.

In order to meet the requirements set forth by Hill Top Preparatory School, successful completion of a graduation project is mandatory. The graduation project asks students to combine all the skills they have cultivated throughout their education and demonstrate how they can use them through community service and/or internship opportunities over the course of a minimum of 50 hours. As a result, this project is to be completed outside of school and will consist of the following:

1) Students will identify community service and/or internship opportunities.
2) For each opportunity, students will complete a preapproval form. The supervisor evaluation form will serve as confirmation of completion.
3) In order to further document their progress, students will write journal entries/logs documenting their experience.
4) At the end of the experience, students will answer reflective questions and present their project.

What is an Internship?

- Internships are an extension of the school learning environment that takes place at local businesses or community agencies. Internships are unpaid learning experiences.
- An internship is characterized by working with a professional in a field that is of interest to the student in order to learn the varied responsibilities involved in the business
- The acquisition of new skills and information gained pertaining to the career field is the primary focus of an internship.

Students will receive staff guidance for each component of the graduation project, including reminders of due dates. The **four components** of the graduation project are:

1) **The Project**
   - Students will apply knowledge/skills gained during their required internship or community service project.
   - The internship(s) or community service project(s) must be a safe and appropriate placement.
   - It must be a service project or internship for which the student is not paid or otherwise given credit.
   - The agency or organization may not profit monetarily from the student's service.
   - The maximum hour-per-day guideline for any internship or service project that a minor may work and receive credit is eight hours.
   - Projects that present a safety or liability issue will not be approved (i.e. work in private homes, etc.).
   - Service or internship supervisors may not sign for hours performed by their own child.
   - Workshops and trainings qualify for community service or internship credit only if they lead directly to a community service activity or internship.
   - Students are not allowed to take part in an internship under the supervision of parent(s) or family members(s).
   - Hours will not be counted for transportation to and from a service event or internship.
   - It is the student's responsibility to arrange for an internship unless the student is participating in Hill Top's Employability/Transition program.
   - Pre-approval form must be completed and approved BEFORE the student begins the internship.
   - **To receive a high school diploma, a minimum of 50 internship or community service hours must be completed and presented to the faculty by May of their graduation year**.

2) Descriptive Essay (100 points)

- Students must write a descriptive essay answering the following questions:
  a) Why did you choose this experience(s) as your graduation project?
  b) What do you think it took for you to be successful in this position(s)?
  c) What interesting or surprising things did you learn during this process?
  d) How would you describe your ability to work as a member of a team?
  e) Did you have any difficulty during this experience? With your supervisor? With a co-worker? If so, how did you handle the situation?
  f) What was an obstacle(s) that you had to overcome during this project and what did you learn from it?
  g) What would you consider to be your strengths and what would you consider to be a weakness? What did you do to address this weakness?
  h) What was your learning stretch and how did the project take you out of your comfort zone?
  i) What was you biggest accomplishment? How did you achieve it?
  j) Do you consider this project to be a success? Why or why not?
  k) Do you think this project will help you in life after high school or how have you changed as a result of this experience?
- Being vigilant about keeping logs while the experience is still fresh in one's memory will assist greatly when answering questions.
- Essay must be about three pages long, typed in Times New Roman, 12-point font, double-spaced, with standard one-inch margins on the top, bottom and sides (MLA format).
- The essay must be submitted by the first draft due date in order to receive constructive feedback and editing before submitting them for a final grade.
- The final draft will be graded and placed into the student's portfolio.
- Please consult the grading rubric in the handbook.
- A passing grade of 70% is required for this portion of the graduation project.

3) Portfolio (100 points)

- This is an essential component of the project, as it shows evidence of the work completed. Typed work in the portfolio should be in Times New Roman, 12-point font, double-spaced, with standard, one-inch MLA margins.
- The portfolio must include:
  - Table of Contents
  - Logs – In addition to information concerning activities and ideas, logs may reflect important meetings with an advisor or supervisor. **An E/T student must have at least 15 logs in his or her portfolio.** A student may have more if significant events or challenges should be documented. **Students working outside of the E/T program should have a log for each internship experience or session, and the logs should accurately mirror the number of hours spent.** Some students

will have more longs than others based on many meetings, sessions, or internship events they have had.

- o All Internship and Community Service Pre-Approval forms
- o All Supervisor Evaluation Forms
- o Descriptive essay answering key questions related to the project
- o Evidence of Work – this could include photos, brochures/pamphlets, articles or interviews that support or explain the project

4) **Presentation** **(100 points)**

- Students will formally present their project and newfound knowledge.
- Presentations can consist of any of the following formats--a video (record process and/or results of internship or community service), information on a tri-fold board to chronicle progress via photos, graphs/charts, a running slide show including photos, etc. Any information that is presented which contains written text should be limited to bullet point statements. Some internships or community service placements may even allow students to display objects that relate to their experiences. Presentations **MUST** include either a technology-based visual aid (Prezi, Keynote, Animoto, etc.) or a tri-fold display with images, charts, and related information. Demonstrations or objects to share are welcome and encouraged but optional.
- Students are expected to field questions about the project during and/or at the end of the presentation.
- A minimum of three staff members will attend and grade the presentation.
- Presentations can occur in either early December or early May. The presentation dates may be altered to fit the school schedule; in such cases, students, advisors, and graders will be notified in advance of planned changes.
- Graders will take into consideration the student's learning difference and how it affects presentation style. Graders will be evaluating knowledge, enthusiasm and learning stretch related to the project.
- Presenters are expected to dress appropriately for their presentations. Jeans, sweats, t-shirts and sneakers are not considered appropriate attire for a formal presentation. A collared shirt and nice slacks are acceptable; a dress or skirt and blouse might also be suitable. If the student participated in an activity that required a uniform, this can be worn for the presentation.
- See the Presentation Rubric for grading guidelines.
- **Note: A score of 70% must be obtained for credit to be received for the project**.

Plagiarism

Plagiarism is literary theft. Failure to acknowledge borrowed material – whether that failure is intended or careless -- is plagiarism.

Remember, plagiarism occurs when you:
1) quote another without using a footnote (or other reference)
2) quote another without enclosing the author's words in quotation marks, even if you give credit
3) fail to use your own words and sentence structure in paraphrasing
4) use ideas expressed by another, without giving credit, even if you don't quote the original source

YOU COMMIT PLAGIARISM IF YOU SUBMIT AS YOUR OWN WORK OR MAKE USE OF:
1) part or all of a written, spoke or computer generated assignment copied or accessed from another person's manuscript, notes, computer disks, etc.
2) part or all of an assignment copied, paraphrased or accessed from a source such as a book, magazine, pamphlet, computer disk, etc.
3) a sequence of ideas, arrangement of material or pattern of thought of someone else, even if expressed in your own words.

Plagiarism occurs when such a sequence of ideas is transferred from one source, including electronic sources without the process of digestion, integration and reorganization in the writer's mind and without acknowledgement in the essay.

DUE DATES FOR GRADUATION PROJECT

The following dates are tentative and can be changed to reflect any changes that may occur on the Hill Top calendar as well as take into account days that are missed due to inclement weather.

For a December Presentation

1st Draft of Essay answering questions	October 30, 2018
Final Draft of Essay	November 13, 2018
Rehearsals for Presentations	Week of November 26, 2018
Portfolios, including logs	November 29, 2018
Presentations	December 6, 2018

For a May Presentation

1st Draft of Essay answering questions	April 2, 2019
Final Draft of Essay	April 11, 2019
Rehearsals for Presentations	Week of April 23, 2019
Portfolios, including logs	April 25, 2019
Presentations	May 2, 2019

What if I miss a due date for one of the components?
Students are expected to take responsibility for adhering to the guidelines and due dates for each component of the graduation project. While a majority of the work is to be completed outside of school, students should meet with their advisor regularly and can use mentor or activity periods to work on the various components. If a students misses a final due date, points will be deducted for each day that the requirement is not met. The number of points deducted will be determined by the Graduation Project Committee.

Internship or Community Service Pre-Approval*

Student Information

Name: **Graduation Year:**

Email Address:

Parental Approval

Name:

Parent Signature: _____

Date: _____

Internship Site and Supervisor

Name and Title of Internship Supervisor:

Company Name:

Company Address:

Supervisor's Phone Number:

Supervisor's Signature: _____

Date: _____

Graduation Project Advisor

Name:

Advisor's Signature: _____

Date: _____

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* Not required for students using the E/T program as the basis for a project.

Supervisor Evaluation Form

Student: _____

Organization: _____

Supervisor: _____

Total Time Spent: _____

Date(s): _____

Please evaluate the student's progress. Your evaluation is appreciated.

Evaluation Criteria	Always	Almost Always	Sometimes	Seldom
ATTITUDE: Conveys a positive attitude in the workplace				
ATTENDANCE: Adheres to his/her work schedules in a dependable, reliable manner				
PUNCTUALITY: Reports on time				
COOPERATION: Works cooperatively with co-workers and supervisors				
PERFORMANCE: Accurately and quickly performs all duties				
MOTIVATION: Takes an interest in the job				
RULES & REGULATIONS: Consistently observes policies				
COMMUNICATION: Communicates well with customers, co-workers and supervisors				
CRITICISM: Responds well to constructive criticism				
RESPONSIBILITY: Works responsibly with a minimum amount of supervision				
INITIATIVE: Takes the initiative to move from one task to another as needed				
GOALS: Consistently strives to meet stated goals				

In what area(s) do you feel the student excels?

In what area(s) do you feel the student struggles?

Have you discussed this evaluation with the student?   YES   NO

Supervisor's Signature: _____

Date: _____

Senior Project Logs

Date:
Time Spent:

Senior Project Logs
(SAMPLE)

NOTE: These logs reflect the minimal amount of content. If a student spends an entire day participating in an activity, the log should reflect the time spent.

Date: June 24, 2016
Time Spent: 9:00-12:00 (3 hours)
Today was my first day at the restaurant. I was somewhat anxious about meeting the people that I would be working with and how they would respond to me. I arrived at the restaurant fifteen minutes before my scheduled time just so that the people there would realize that I was serious about my project. I met with the owner of the restaurant who introduced me to the people that I would be working with and then showed me around the kitchen. Next, he gave me an overview of where things were and a little bit about the daily routine. For the remainder of my time at the restaurant, I observed what went on in the kitchen and realized that preparing and cooking food was not going to be easy. However, everyone made me feel comfortable and kept telling me to ask questions of them if I had any. Three hours went by quickly as I observed and made notes that I thought would be helpful to me in the future. I am a little nervous about what I may be asked to do, but I am also looking forward to the challenge.

Date: June 26, 2016
Time Spent: 9:00-12:00 (3 hours)
I was asked to put on a chef's coat today and help the cooks with some simple chores such as getting the proper pots, pans and cooking instruments that were needed to help prepare certain foods. After a quick lesson on where certain cooking utensils were located, I started to gather what was needed to put together a popular dessert that was prepared hours ahead of when it would be needed. One of the cooks made it a point to explain all the steps in preparing the dessert and how important it was to be careful in adding just the right amount of ingredients. I felt that I learned a lot in three hours, but realized that I had much more to learn about the culinary arts. Today was a good beginning.

Date: June 29, 2016
Time Spent: 9:00-11:00 (2 hours)
Today was a busy day for me as I was taught the proper method of chopping fruit and vegetables and the proper knives to use for this. I watched the cooks chopping onions and learned that you had to hold the knife at a certain angle and where to place your fingers so that they will not get cut. I watched in amazement at how fast the chopping took place. Next came the chopping and seeding of tomatoes, which was not as easy as I thought. The cooks would not allow me to chop anything yet, but they did allow me to remove the seeds from the tomatoes. Talk about a boring, but necessary job. After an hour of doing this, I now feel as if I am an expert at removing tomato seeds. My experiences today just reaffirmed that cooking and working in a restaurant is not as easy and fun as I thought it would be and that there is hard, boring work involved in preparing the great dishes that are served to restaurant patrons.

Helpful Log Prompts

Don't know what to write about in your logs? Here are some ideas to get you started.

- Describe how you felt going into your job on the first day.
- Describe how your work attire changes your attitude.
- Describe your feelings during your commute to your job. Did anything happen on the way there that affected you or your time at work?
- Describe something that happened that stressed you out and how you dealt with it.
- Describe how did the people at your job get along with each other.
- Describe an interaction you had with a coworker.
- Describe how talking with your supervisor is different from talking with your parents, teachers, or friends.
- Describe something unexpected that happened and talk about how you adjusted.
- Describe the environment you are working in and how you feel when you are there. Talk about why you would or would not want to work in an environment like this in the future.
- Describe a time when you were expected to act professionally in your job. What happened and were you able to successfully act in a professional manner?
- Describe the soft skills (listening, handling negative feedback, managing conflict, managing time, communicating) you are using and when you need to use them. Which did you need to work on the most?
- Now that you have a little experience at your job, what other questions do you have? What do you wonder about it?
- Describe the part of your job that is the most difficult for you. Explain why it is difficult and what you do to be successful at it.
- Describe a time when you felt you were stuck and needed help. Talk about how you went about getting "unstuck."
- Describe the difference between handling struggles at school and at work. Which one is more difficult? Why?
- Describe someone new who influenced you and explain how he or she affected you.
- Describe an accomplishment that you are particularly proud of.
- Describe what you would do differently at your job if you were in charge.
- Describe how you felt leaving your job on the last day.
- Looking back, what did you wish you had known on your first day at this job?

Vocabulary of Emotions

	Happiness	Caring	Depression	Inadequateness	Fear	Confusion	Hurt	Anger	Loneliness	Remorse
Strong	Delighted Ebullient Ecstatic Elated Energetic Enthusiastic Euphoric Excited Exhilarated Overjoyed Thrilled Tickled pink Turned on Vibrant Zippy	Adoring Ardent Cherishing Compassionate Crazy about Devoted Doting Fervent Idolizing Infatuated Passionate Wild about Worshipful Zealous	Alienated Barren Beaten Bleak Bleeding Dejected Depressed Desolate Despondent Dismal Empty Gloomy Grieved Grim Hopeless In despair Woeful Worried	Blemished Blotched Broken Crippled Damaged False Feeble Finished Flawed Helpless Impotent Inferior Invalid Powerless Useless Washed up Whipped Worthless Zero	Alarmed Appalled Desperate Distressed Frightened Horrified Intimidated Panicky Paralyzed Petrified Shocked Terrified Terror-stricken Wrecked	Baffled Befuddled Chaotic Confounded Confused Dizzy Flustered Rattled Reeling Shocked Shook up Speechless Startled Stumped Stunned Taken-aback Thrown Thunderstruck Trapped	Abused Aching Anguished Crushed Degraded Destroyed Devastated Discarded Disgraced Forsaken Humiliated Mocked Punished Rejected Ridiculed Ruined Scorned Stabbed Tortured	Affronted Belligerent Bitter Burned up Enraged Fuming Furious Heated Incensed Infuriated Intense Outraged Provoked Seething Storming Truculent Vengeful Vindictive Wild	Abandoned Black Cut off Deserted Destroyed Empty Forsaken Isolated Marooned Neglected Ostracized Outcast Rejected Shunned	Abashed Debased Degraded Delinquent Depraved Disgraced Evil Exposed Humiliated Judged Mortified Shamed Sinful Wicked Wrong
Medium	Aglow Buoyant Cheerful Elevated Gleeful Happy In high spirits Jovial Light-hearted Lively Merry Riding high Sparkling Up	Admiring Affectionate Attached Fond Fond of Huggy Kind Kind-hearted Loving Partial Soft on Sympathetic Tender Trusting Warm-hearted	Awful Blue Crestfallen Demoralized Devalued Discouraged Dispirited Distressed Downcast Downhearted Fed up Lost Melancholy Miserable Regretful Rotten Sorrowful Tearful Upset Weepy	Ailing Defeated Deficient Dopey Feeble Helpless Impaired Imperfect Incapable Incompetent Incomplete Ineffective Inept Insignificant Lacking Lame Overwhelmed Small Substandard Unimportant	Afraid Apprehensive Awkward Defensive Fearful Fidgety Fretful Jumpy Nervous Scared Shaky Skittish Spineless Taut Threatened Troubled Wired	Adrift Ambivalent Bewildered Puzzled Blurred Disconcerted Disordered Disorganized Disquieted Disturbed Foggy Frustrated Misled Mistaken Misunderstood Mixed up Perplexed Troubled	Annoyed Belittled Cheapened Criticized Damaged Depreciated Devalued Discredited Distressed Impaired Injured Maligned Marred Miffed Mistreated Resentful Troubled Used Wounded	Aggravated Annoyed Antagonistic Crabby Cranky Exasperated Fuming Grouchy Hostile Ill-tempered Indignant Irate Irritated Offended Ratty Resentful Sore Spiteful Testy Ticked off	Alienated Alone Apart Cheerless Companionless Dejected Despondent Estranged Excluded Left out Leftover Lonely Oppressed Uncherished	Apologetic Ashamed Contrite Culpable Demeaned Downhearted Flustered Guilty Penitent Regretful Remorseful Repentant Shamefaced Sorrowful Sorry
Light	Contented Cool Fine Genial Glad Gratified Keen Pleasant Pleased Satisfied Serene Sunny	Appreciative Attentive Considerate Friendly Interested in Kind Like Respecting Thoughtful Tolerant Warm toward Yielding	Blah Disappointed Down Funk Glum Low Moody Morose Somber Subdued Uncomfortable Unhappy	Dry Incomplete Meager Puny Tenuous Tiny Uncertain Unconvincing Unsure Weak Wishful	Anxious Careful Cautious Disquieted Goose-bumpy Shy Tense Timid Uneasy Unsure Watchful Worried	Distracted Uncertain Uncomfortable Undecided Unsettled Unsure	Let down Minimized Neglected Put away Put down Rueful Tender Touched Unhappy	Bugged Chagrined Dismayed Galled Grim Impatient Irked Petulant Resentful Sullen Uptight	Blue Detached Discouraged Distant Insulated Melancholy Remote Separate Withdrawn	Bashful Blushing Chagrined Chastened Crestfallen Embarrassed Hesitant Humble Meek Regretful Reluctant Sheepish

DESCRIPTIVE ESSAY RUBRIC

Student: Grader:

CRITERIA FOR EVALUATION	RATING
CONTENT AND ORGANIZATION	1-10 points, a sliding scale. Use our standard grading system when you evaluate. For example, 6.5/10 is a D, while 9/10 is an A-.
Content • Background information provided • Answered questions completely • Provided details to support answers • Answers reflect insight relating to the experience	**Score:_____** (This score will be multiplied x6)
Organization • Clearly organized • Paragraphs include topic sentences • Supporting details are placed well	**Score:_____** (This score will be multiplied x2)
STYLE AND MECHANICS	1-10 points, a sliding scale.
Basic mechanics • Spelling • Punctuation • Capitalization	**Score:_____** (This score will be multiplied x1)
Conventions of style • Correct sentence structure • Proper essay and paragraph structure • Grammar usage • Appropriate, grade-level word choice	**Score:_____** (This score will be multiplied x1)

Comments: **Total Points:**   **/100**

PORTFOLIO/LOGS RUBRIC

Student: Grader:

CRITERIA FOR EVALUATION	RATING
LOGS	1-10 points. Use our standard grading scale: 6.5/10 is a D, 9/10 is an A-.
Learning and development • Logs illustrate a student's consistent exposure to mastering a skill or gaining knowledge about the task at hand	**Score:_____** (This score will be multiplied x3)
Reflection • Logs display thought and reflection about personal growth, challenges, and social interaction	**Score:_____** (This score will be multiplied x3)
Basic mechanics • Spelling and capitalization • Punctuation • Grammar conventions	**Score:_____** (This score will be multiplied x1)
PORTFOLIO	1-10 points, a sliding scale.
Includes key documents[1] • Table of contents • All pre-approval and supervisor forms • Evidence of work (photos, brochures, pamphlets, etc.) [1.] Logs and descriptive essay are rated/scored elsewhere	**Score:_____** (This score will be multiplied x1)
Content, style, and organization • Shows pride in production • Neatness • Logical order	**Score:_____** (This score will be multiplied x2)

Comments: **Total Points:**   **/100**

GRADUATION PROJECT PRESENTATION RUBRIC

Student: _____   Grader: _____

CRITERIA FOR EVALUATION	RATING
PRESENTATION CONTENT	1 to 10 points. Consider our grading scale when you evaluate. For example, 6.5/10 is a D, while 9/10 is an A-.
Knowledge • Good working knowledge of subject matter • Explanation of learning stretch and demonstration of self-discovery or growth	**Score:_____** (This score will be multiplied x2)
Organization • Clear "beginning" point/introduction • Remainder of presentation is shared in a logical order	**Score:_____** (This score will be multiplied x2)
Audience Response • Presenter answers impromptu questions well • Presenter demonstrates ability to "begin" the presentation when required	**Score:_____** (This score will be multiplied x1)
Visual Support • Usefulness, organization, and attractiveness of visual aid (tech-based or tri-fold)	**Score:_____** (This score will be multiplied x1)

Continued on next page: Subtotal: /60

GRADUATION PROJECT PRESENTATION RUBRIC (continued)

Student: Grader:

CRITERIA FOR EVALUATION	RATING
APPEARANCE AND DELIVERY	1 to 10 points, a sliding scale.

Dress
    • Neat/clean wardrobe
    • Appropriate clothing for project
	Score:_____
	
	(This score will be multiplied x1)

Speech and stance
    • Voice control
    • Eye contact
    • Physical positioning
    • Helpful gestures
    • Enthusiasm
	Score:_____
	
	(This score will be multiplied x2)

Preparation
    • Presentation demonstrates adequate amount of preparation and rehearsal
    • Extra required items are present
	Score:_____
	
	(This score will be multiplied x1)

Comments: **Subtotal: /40**

Total Points (Presentation)   /100

GRADUATION PROJECT EVALUATION AND FEEDBACK

Student:

Presentation Date:

Descriptive Essay Grade (100 points):
Logs/Portfolio Grade (100 points):
Presentation Grade (100 points):

FINAL GRADE:

<u>Presentation Feedback</u>

<u>Strengths</u>

<u>Areas Needing Improvement</u>