

Monroe High School Culminating Challenge Handbook 2008-2009



A fundamental goal of public education is to develop lifelong learners who use their minds and skills well. The four components of Monroe's Culminating Challenge move students through challenging academic activities that develop and demonstrate their readiness to take responsibility for their own learning.



Monroe Public Schools

... Learning for Life

Culminating Challenge: Overview

Following the passage of state legislation (House Bill 1209) that initiated school reform efforts in Washington State, every school district was charged with helping all students achieve the four state learning goals.

- 1) Read with comprehension, write with skill, and communicate effectively and responsibly in a variety of ways and settings;
- 2) Know and apply the core concepts and principles of mathematics; social, physical and life sciences; civics and history; geography; arts; and health and fitness;
- 3) Think analytically, logically and creatively, and integrate experience and knowledge to form reasoned judgments and solve problems;
- 4) Understand the importance of work and how performance, effort and decisions directly affect future career and educational opportunities.

The goals associated with the Culminating Challenge require students to go beyond recalling facts and applying set formulas. While such skills remain extremely important, success after graduation requires students to solve complex problems by applying knowledge and setting goals. To ensure high school graduates have all the skills and knowledge defined in the state's four learning goals, Monroe Public Schools added the Culminating Challenge to the graduation requirements for the class of 2008 and beyond. The performance assessment requires students to take responsibility for demonstrating their ability to apply what they have learned and to show that they are prepared for work and/or further education.

Monroe Public Schools Culminating Challenge Requirements
(See inside of this packet for specifics on each of these components)

1) Junior Research Paper (Completed- Junior English)

The Junior Research Paper marks the beginning of the Culminating Challenge graduation requirements and is completed during Junior English. The Culminating Research Paper explores a topic that will be expanded during the Culminating Project. If a student changes topic from their Junior Research Paper, an interview and additional research is required.

2) Culminating Project

The Culminating Project is an opportunity for students to pursue a career interest, producing a product/event, learning a skill or providing a service. Within these categories the possibilities are endless. A Project Mentor will provide guidance throughout the Culminating Project and verify that the student worked at least 20 hours outside the classroom.

Example: A student who is interested in the arts may choose to organize a local art show and display some of their own work. The student would work with local artists to plan and organize the event. The event would be an opportunity for the community to enjoy the experience of attending the art show- a career and community orientated activity.

3) Culminating Portfolio

Students are required to produce a Culminating Portfolio. This portfolio will be presented to the panelists during Culminating Presentation. The panelists will not be familiar with the projects—so the Culminating Portfolio should be well organized and clear. The student should demonstrate that he/she is ready to graduate by presenting quality work.

4) Culminating Presentation

This final component of the Culminating Challenge is a 10-15 minute oral presentation before a panel of students, staff and community members. The purpose of the Culminating Presentation is to allow students to offer evidence of how they assumed responsibility for their own learning. During the Culminating Presentation, students will communicate how their experience with each Culminating Challenge component integrates into an overall assessment of themselves as learners and of their future goals.

Completing all the components of the Culminating Challenge at standard is necessary for graduation from Monroe Public Schools. Students must meet every standard of the Junior Research Paper, Culminating Project, and Culminating Portfolio before they are scheduled for their Culminating Presentation. The final deadline establishes a cutoff date to allow for timely preparation and scheduling of presentations. A deadline for meeting standard on the first three components is published on the Monroe High School website. Students must do more than simply turn work in on time; the Culminating Challenge also requires students to produce quality work that meets the standards of Monroe Public Schools. Students whose work is not "At Standard" by the established deadline will not be allowed to participate in commencement ceremonies and will not be awarded a diploma until all graduation requirements are met (See Board Policy 4410).

Monitoring of Progress

Target completion dates are set to help students manage their time, to help staff and parents monitor progress and to allow for interventions when necessary prior to the established deadline. Monroe High School will assign each student to a staff member who monitors the student's progress toward completing work in a timely manner. Throughout the timeline, multiple opportunities will be provided for students to submit Culminating Challenge work and receive feedback and instructional support. Dates for submission of drafts are set by teachers to allow for timely feedback on student progress towards meeting standards. Schools will offer face-to-face instruction for each component as well as offer access to online resources.

Monroe Public Schools' subscription to internet-based Career Cruising allows for ongoing monitoring of student progress by students, staff, and parents. For the Culminating Project, students directly record key work online. Staff and mentors can send comments to students regarding progress toward standards. Students learn what pieces of their project are at standard and which pieces they need to revise. Other school staff such as counselors and administrators can review student progress as well.

www.careercruising.com

Username: Monroe

Password: bearcats

Intervention

Parent(s) and student(s) will be notified if the student is not making adequate progress. If a student misses a target completion date the instructor will conference with the student and notify parents in order to determine what level of continued support will lead to the student's successful completion of all components of the Culminating Challenge. If a student continues to miss target dates, the school will schedule a conference with both the student and parents to create a plan establishing goals that will lead to successful completion of all work, including resources the school can provide to aid the student. This planning conference will be scheduled as early as possible in advance of the deadline in order to offer the student both the opportunity and the time to complete work to standard. If the student's work does not meet standard by the deadline, the student will not qualify for the year's commencement ceremony. The school will schedule another conference with the student and parents to plan for completing work, graduating and participating in the next scheduled commencement.

Appeals Process

If students or parents have concerns regarding the successful completion of the Culminating Challenge they should contact their supervising teacher or Culminating Challenge Administrator. If the parent or student feels the complaint is not resolved after discussion with the teacher, they may choose to submit a written complaint to the building administrator assigned to oversee the Culminating Challenge. If the parent or student feels the complaint is not resolved after discussion with the Culminating Challenge Administrator(s), they may choose to bring the complaint to the principal. The principal will review the complaint and then render a decision. If the parent or student does not feel the problem has been satisfactorily resolved at the building level, they may file a written complaint with the Superintendent or the Superintendent Designee. The school will be asked to provide any relevant documentation. The Superintendent or the Superintendent Designee will review the complaint and documentation and render a decision. The decision will be final.

Running Start and Sno-Isle

All students who participate in Running Start, Sno-Isle, or other equivalent programs are required to complete all four components of the Culminating Challenge and meet their building requirements. Students who intend to participate in these programs need to plan carefully to ensure completion of the Culminating Challenge within their school's published deadlines. Work done for the Culminating Project must be in addition to coursework that receives high school credit.

English Language Learners (ELL)

ELL students who receive services can request an individualized plan detailing how each student will meet the Culminating Challenge requirements. Each student's plan will be developed by a team including the student and ELL teacher(s), counselor(s), and parent/guardian(s) with the approval of the District-level representative for ELL. A building administrator will approve all plans.

Students with Disabilities

Students with disabilities may require accommodations and/or modifications to complete their work. Students with an IEP or a 504 plan will detail how each student will meet the Culminating Challenge requirements. The plan may include input from the student, parent/guardian(s), Special Education teacher(s), counselor and general education teacher(s) who are familiar with the student's needs. A building administrator will approve all plans.

Intra-District Transfer Students

Since the Culminating Challenge is a graduation requirement of Monroe Public Schools, students will still be required to complete all requirements when transferring from one high school to another within the Monroe School District.

Commonly Asked Questions and Answers

- Question: When can I start working on my Culminating Challenge?
Answer: Exploratory work can be done throughout high school, but Culminating Project approval will not be granted until a student is enrolled in the Culminating Challenge seminar or received approval from their supervising teacher. Approval by a supervising teacher is necessary before any activities will count toward project requirements. Preference for enrollment in Culminating Challenge class will be based on successful completion of the Junior Research Paper.
- Question: Will enrolling in the Culminating Challenge Seminar affect my GPA?
Answer: The components of the Culminating Challenge will be integrated into course work. This means that your performance on the Culminating Challenge could impact both your grade in this class and your progress towards graduation.
- Question: Do I have to enroll in Culminating Challenge Seminar?
Answer: No. But it is highly recommended for successful completion of the Culminating Challenge.
- Question: Can my project topic be different from my Junior Research Paper?
Answer: One of the unique things about the Culminating Challenge is the flexibility students have to pursue what interests them. If a student changes topic from their Junior Research Paper, an interview and additional research is required. Student must be knowledgeable of the subject matter before deciding on a project and completing the Project Proposal. For example, you could choose a topic in plate tectonics for your Junior Research Paper, create and instruct a ballet class for a local youth organization for your Culminating Project.
- Question: Do students have to complete all of the components "At Standard," including the Culminating Presentation, to pass the Culminating Challenge graduation requirement?
Answer: Yes. The Junior Research Paper, Culminating Project, Culminating Portfolio and the Culminating Presentation must all be completed "At Standard" and every standard within each component must be met.
- Question: My GPA is high. Do I still have to do the Culminating Challenge to graduate?
Answer: Yes, all students in the Monroe Public Schools must meet the District standard on all the components of the Culminating Challenge to graduate. The Culminating Challenge is an opportunity to advance your learning in an area of value to you.

Question: What happens if I don't meet the requirements of the Culminating Challenge?
Answer: Until the Culminating Challenge is completed you will be unable to graduate. You have the option to enroll in the Culminating Challenge Seminar or continue to work as an independent student.

Question: What if I don't understand what to do?
Answer: You should first re-examine the standards. Next, you should talk to your supervising teacher. If you need more support make an appointment and meet with your school's Culminating Challenge Administrator. If you are away from school and need help, you can go to the Culminating Challenge website. If you have exhausted these resources never forget your school's counselor or administrators. They are very well connected to all kinds of support to help you.

Question: What if I miss the target completion dates?
Answer: Target dates are established at each school to allow for timely response by instructors in order for students to be able to reach standard. Target dates allow for drafts to be revised and resubmitted several times. Missing these dates indicates that you are behind. It is best if you start early, meet target dates, and establish good communication with your supervising teacher. Missing target dates means you will have to work harder to catch up. You want to have plenty of time to get feedback on your work so that you are "At Standard" before the deadline.

Question: Can I participate in my school's commencement exercise if I have passed all my required classes, but have not completed all the requirements for the Culminating Challenge?
Answer: No. The Culminating Challenge is a graduation requirement. All graduation requirements must be met before a student can participate in a commencement ceremony in Monroe Public Schools.

Question: How do I logon to Career Cruising from home and school computers?
Answer: 1) Insert the Career Cruising web address www.careercruising.com and press enter- *The screen should read "Welcome to Career Cruising"*
2) Enter your Career Cruising user name and password.
 Username: Monroe
 Password: bearcats
3) Press Start Career Cruising- *You are now on the Main Page*
4) Select Portfolio
5) Log in by entering your personal username and password.
 If you need your username/password contact the Counseling Office.
6) Press Login- *You are now on the Portfolio Homepage*

Culminating Challenge: Junior Research Paper

The Junior Research Paper is a graduation requirement. This requirement will be met when the student has produced an "At Standard" research paper. To satisfy this requirement, students should read and put into action the information below.

11th Grade Research Paper Culminating Challenge Requirement:

Research writing is based on information gathered from outside sources and gives a writer the power to become an expert on any subject. A research paper – a focused study of a topic – helps writers explore and connect ideas, make discoveries, and share their findings with an audience. Juniors will plan and write a four to six page research paper. Using outside research, the paper will develop and discuss the chosen topic. Documentation of sources will follow MLA style. Topics will relate to the junior curriculum theme of Hopes and Dreams and will include career and college or further training related research. The topic and thesis must be approved by the teacher monitoring student's success.

Planning Suggestions:

- A research plan stating your topic, purpose, and research found.
- A minimum of six sources.
- One source will be a personal or telephone interview of an expert on the topic.
- Demonstrated note-taking skills through note cards or other means as assigned by your teacher.
- An outline of your paper as assigned by your teacher.
- Drafts as assigned by your teacher.
- A draft of the Works Cited and Works Consulted pages.

Note: A paper without source documentation and without a Works Cited and Works Consulted page is not a research paper.

Content Requirements:

- A title that captures the reader's attention and implies the content of the paper.
- The text of the paper including an introduction, the development of main points, and a conclusion.
- A statement in the introduction that presents the thesis and the idea to be developed, located either in the first sentence or the last.
- A minimum of six sources, one of which will be an interview.
- All research materials properly cited in the text, using MLA style parenthetical documentation.
- A Works Cited page and a Works Consulted page accurately listing all sources cited in the text of the paper or read.

Form: Research papers must be typed or word processed. Papers will be prepared using the Times New Roman font, size 12.

Topic: This research paper examines the essential question of "Whose Life is it Anyway?" The idea is for the researcher/author to focus on his/her hopes and dreams and pursue the search of how these dreams can be met. After having done the interest profile on Career Cruising and psyching out what careers are of interest, the researcher will pursue the quest to find out how to make those interests come true.

Archiving: Save a copy of your research paper in Career Cruising.

Getting Started on the Culminating Project

“If we did the things we are capable of doing, we would literally astound ourselves”
-Thomas Edison

Forms needed for the Culminating Project can be found on the Monroe School District website or in the CCS folder on the Common Directory found on Monroe High School’s network. Don’t use the forms found in this packet.

1. Topic Selection

The Culminating Project gives students the opportunity to investigate a topic of genuine interest. Topic selection is critical to the success of the Culminating Project. The topic must be able to keep the student’s attention for 20 hours outside the classroom. Students should also consider the connection to their Junior Research Paper before finalizing their topic. If the student changes topic from their Junior Research Paper, they must complete four Additional Research forms and a Preliminary Interview form. The change of topic forms will be handed in with the student’s Project Proposal.

2. Project Mentor Requirements

After selecting a topic, students will locate a person who has a high level expertise in the field of interest (minimum of two years field experience). Finding a qualified Project Mentor is an important step in the Culminating Challenge experience. The Project Mentor is a student’s most valuable resource. The quality/qualifications of your mentor will directly affect the success and depth of the Culminating Project experience. Before commencing with the Culminating Project, the proposed Project Mentor must have an approved Monroe School District Volunteer Application on file. The volunteer application packet can be obtained in the high school’s main office. Students should provide their proposed Project Mentor with the necessary documents in a stamped envelope addressed to Monroe High School. When the documents have been received and approved, the student will be notified.

Attn: Culminating Challenge
Monroe High School
17001 Tester Road
Monroe, WA 98272-2819

How Do I Choose a Project Mentor?

- Brainstorm for possible experts within your chosen field of interest
- Talk with parents, friends, and teachers for possibilities
- Look for a Project Mentor who has expertise and interest in your topic
- When approaching a potential Project Mentor, dress nicely, give them the facts about your Culminating Project, and sell yourself! A personal discussion will be far more effective than a phone call.

Who is NOT a Mentor?

- A fellow student, at this or any other high school
- A recent graduate – within five years
- A parent
- Anyone not approved by parents/guardians
- Anyone with a criminal record

What is the Role of the Project Mentor? It includes the following:

- Clarify with the student what the student’s Culminating Project will be, including scope, timeline, learning goals, level of hands-on experience, and expected outcomes;
- Communicate clearly to the student what the mentor’s role will be, when they can meet with the student, and what their time and skill limitations are;
- Verify receiving a halfway progress report on the project, from the student, by signing the Mentor Signature Sheet.
- At the conclusion of the student’s Culminating Challenge, the Project Mentor will discuss the experience and verify the time the student spent on the Culminating Project (20 hours outside the classroom) by signing the Mentor Signature Sheet.

3. Deciding on a Culminating Project

With a Project Mentor, students will discuss their topic selection and brainstorm possible projects. Following their initial investigation, students will design a specific set of learning goals and construct a Culminating Project that best supports the goals. Next, the student will complete the Project Proposal Packet. The Project Proposal will provide detailed information about every aspect of the Culminating Project. The student must have the mentor sign the Mentor Signature Sheet before submitted the Project Proposal. The deadline for the Project Proposal will be posted on the Culminating Challenge Website.

While students are responsible for designing and implementing the Culminating Project, they must work within the perimeters established by Monroe Public Schools and approved by the student’s parent/guardian. Parent/guardians are required complete a Parent/Guardian Acknowledgment form, which will be included with the student’s Project Proposal.

Culminating Project Parameters/Basic Expectations

- **The Culminating Project must represent a personal “learning stretch.”** The definition of a “learning stretch” will be determined by the supervising teacher. The Culminating Project requires students to expand their knowledge base, not simply apply current knowledge about a topic. For example, working a paid job or taking a class for credit is not a project.
- **The Culminating Project must not involve undue physical risk.** Safety will be the primary concern when the supervising teacher approves the Culminating Project Proposals. The Culminating Project must be legal, and approved by a parent/guardian. The Culminating Projects are limited for two reasons: (1) to promote a serious frame of mind and (2) to avoid issues of liability. The following project examples are not allowed:
 - No on-water/underwater project (i.e., wakeboarding, water-skiing, white water rafting, kayaking, scuba-diving, etc.)
 - No off-the-ground projects (i.e., skydiving, plane-flying, bungee-jumping, hot air balloons, etc.)
 - No mountain climbing, skiing or snowboarding
 - No rollerblading, skateboarding or bicycling
 - No racing of any motorized vehicle
 - No weapons or making weapons (includes paintball)

- **The Culminating Challenge requires a documented 20 hours minimum.** A minimum of 20 hours of time outside the classroom must be spent on the Culminating Project. Students will document their progress in an Activity Log and Reflective Journal. A completed Activity Log and Reflective Journal are required sections in the student's Culminating Portfolio. Students may not start documenting hours on the Activity Log until their Project Proposal is approved.
- **One student's success may not depend on another student's performance.** Therefore, students may not work together on the Culminating Challenge.
- **Dishonesty or plagiarism on any part of the Culminating Challenge will result in not being allowed to take part in commencement ceremonies and possibly not graduate.** Students will be required to read/sign the Academic Integrity Contract before starting the Culminating Project.
- **The Culminating Project must not involve the use of supplies, equipment and/or facilities belonging to Monroe Public Schools without authorization.**
- **The Culminating Project must have an academic focus and aligned with content knowledge and District/State learning standards (EALRs).**
See OSPI website <http://www.k12.wa.us>

The Culminating Challenge is based on pursuing a career interest, producing a product/event, learning a skill or providing a necessary service. Within these categories the possibilities are endless. The following list offers a framework to generate ideas of possible Culminating Projects:

- **Career Project**
 - **Students job shadow and develop a project based upon the experience.**
A job shadow alone is not a project.
 - **Students learn and apply a specific career skill.**
- **Product/Event Project**
 - **Students construct a physical product.**
 - **Students organize an event.**
 - **Students perform or direct a performance.**
- **Skill Project**
 - **Students participate in a physical experience.**
 - **Students improve upon an existing skill.**
- **Service Project**
 - **Students teach or participate in a leadership experience.**
 - **Student volunteers.**

Successful Culminating Project Examples

Create/perform an original music composition	Create a CD of original music
Coach a youth team and complete a study of youth and motivation	Create a business and financial plan for starting a business after high school
Prepare to run a marathon and present your health and fitness plan	Intern at a veterinary clinic and create a resource for new pet owners
Take cooking class and prepare a gourmet meal	Prepare, film and edit a documentary film
Create an original book and have it published or read at the public library	Apprentice with a mechanic to fix/restore a automobile or motorcycle
Choreographed and perform an original dance	Design and build a self-ventilating greenhouse
Student job shadows an architect and draws blueprints of a building	Design and lead a low-impact aerobics class at a senior center
Investigate a photographic style/technique and create a portfolio of original work	Produce and/or perform a puppet show at an elementary school
Design and install a car stereo system by studying the science of sound systems	Learn to play an instrument and perform a recital

More Examples...

Sew A Prom Gown	Dog Obedience	Learn Glass Blowing
Mosaic Art	Install Indoor Plumbing	Landscape Design
Create A Computer Game	Learn Sign Language	Learn Emergency Response Skills
Golf Instructor	Install Laminate Flooring	Teach Kindergarten Students
Learn To Cook	Sew A Quilt	Restore A Boat
Interior Decorating	Floral Arrangements	Start A Small Business
Learn Massage Therapy	Build A Go Kart	Reading And Writing Poetry
Fashion Design	Landscape Photography	Learn To Weld
Organize A Hockey Camp	Learn How To Cut Hair	Build A Classical Guitar
Learn About Crime Scene Investigation	Volunteer At A Zoo/Aquarium	
Build A Computer/Become A+ Certified	Put Together A Radio Show	
Learn To Be A Physical Therapist	Volunteer At An Animal Shelter	
Write A Script For A Movie	Build A Miniature Skate Park	

Culminating Challenge: Project Proposal

Student Name:

Graduating Year:

Topic Selection:

This project will be done: (Select one)

Culminating Challenge Seminar _____

Independent Project _____

Supervising Teacher:

Project Mentor Information

Project Mentor Name:

Relationship to Student:

Place of Employment/Job Title:

Mailing Address:

Contact Number:

Email Address:

Project Mentor completed a Monroe Public Schools' Volunteer Application Form

Academic Integrity Contract/Acknowledgment Forms

Academic Integrity Contract

Parent/Guardian Acknowledgement Form

Culminating Challenge Project Description

Check the box that best describes your Culminating Project.

Career Project Product/Event Project Skill Project Service Project

Briefly describe your Culminating Project.

How will your Junior Research Paper relate to your overall project?

Check the box if applicable. Mentor Interview Form

Additional Research Forms (4 minimum)

What do you already know about your chosen area of study? Have you had any formal training or accomplishments that will help you with your work?

In what ways might this experience be a significant learning stretch?

What is your timeline for the Culminating Project? (i.e., course of action, dates, etc.)

List the supplies/materials needed and the projected cost?

What challenges do you anticipate while doing you Culminating Project and how do you plan to overcome them?

How is this Culminating Project relevant to your future goals?

In addition to the Activity Log and Reflective Journal, how are you going to document the progress of your Culminating Project?

Culminating Challenge Signature Approval

Proposal Approved- Student may proceed.

Proposal Not Approved- See comments for modifications.

CC Teacher/Advisor's Signature: _____ **Date:** _____

Comments:

Project Proposal example found in Appendix (pg. 34)

Culminating Challenge: Academic Integrity Contract

In the pursuit of knowledge and scholarship, all members of the academic community at Monroe High School must be committed to the integrity of the Culminating Challenge. To fulfill their part of this commitment, students must refrain from participating in acts of academic dishonesty. Any of the following acts, when committed by a student, is an act of academic dishonesty decreases the value of the genuine achievements of others.

Plagiarism:

- Copying or presenting material verbatim from any source without using quotation marks and the appropriate documentation or by using improper documentation of the source.
- Copying from any source and altering a few words to avoid exact quotation, without the appropriate documentation or by using improper documentation of the source.
- Rewording the major concept found in a source but then omitting documentation or improperly citing the source.
- Submitting as one's own any work (i.e., paper, project, speech, etc.) created by someone else.
- Having someone other than the student correct the mistakes on a paper or speech (Someone may suggest revisions, but the work must be the student's.).

Cheating:

- Copying work from another person.
- Stealing or having in one's possession without permission any materials, or property belonging to or having been generated by faculty, staff, or another student.
- Fabricating data and information (i.e., mentor information, activity logs, etc.).

Other Acts of Academic Dishonesty

- Willfully offering to do another student's work (i.e., assignments, paper, project, etc.).
- Doing another student's work, excluding collaborative learning assignments or joint assignments approved by the instructor.
- Forging signatures

Students who choose to behave unethically will forfeit their privilege to participate in commencement ceremonies.

Students will have an opportunity to present a product of original work at a post-commencement board. If the student passes the board and satisfies the minimum graduation requirements- the student will still earn their high school diploma.

I, _____ and my parent/guardian,
_____ are committed to academic integrity regarding the Culminating Project. We understand the consequences of unethical behavior.

Student Signature: _____ Date: _____

Parent/Guardian Signature: _____ Date: _____

Culminating Challenge: Parent/Guardian Acknowledgment Form

As the parent/guardian of _____ I/we understand that the Culminating Challenge is a graduation requirement established by the Monroe School District for students beginning with the class of 2008. The Culminating Challenge has four components: research paper (completed in Junior English), portfolio, project and presentation. Students must meet minimum standards on each component to successfully meet graduation requirements.

- I/we understand that our student’s failure to meet the standard on any of the four components or failure to meet posted deadlines may jeopardize his/her graduation.

Parent/Guardian Project Approval

I/we understand that for his/her project, my student plans to complete the following:

Culminating Projects must comply with parameters established by the Monroe Public Schools’ Risk Management Pool, federal/state law, and the policies/procedures of the Monroe School District, including those governing religious-related activities. Although students are encouraged to challenge themselves, certain hazardous activities are prohibited. The Monroe School District has the right to reject any project that is judged to be unsafe.

Guidelines for Students Working with the Community

I/we also understand that _____ will be my student’s Culminating Challenge mentor.

- I/we understand that the Monroe School District in no way verifies the qualifications of the mentor. The Monroe School District requires all mentors to complete a volunteer application and background check. Students may not work with the mentor until receiving approval by the school district.
- The Monroe School District will not provide supervision to the students while he/she is working with the mentor. For safety reasons, parents/guardians should be informed of the following when their student is working with the community:
 - Meeting location
 - (a public place or place of business is advised)
 - whom they are meeting
 - estimated timeframe and when he/she will return
 - purpose for the meeting
 - transportation plans

Costs

The Monroe School District is not responsible for expenses incurred during the Culminating Challenge. While projects may require some expenses, students are encouraged to develop an accurate estimate of costs and a guaranteed source for those funds.

- I/we understand that for his/her project, my student anticipates the cost to be \$_____ and has the funding available to cover this cost.

How to Assist with the Culminating Challenge

Parents and community members are often interested in participating in the Culminating Challenge experience. This could include, serving on a presentation panel and/or mentoring students (non-relatives). The Culminating Challenge website will have information as to how parents and community members may contribute.

Parent/Guardian Signature: _____ **Date:** _____

Culminating Challenge: Mentor Signature Sheet

The Mentor Signature Sheet is used to verify interaction with the project mentor. Three signatures are required: (1) when the project is proposed, (2) a halfway progress report to the mentor, (3) at the end when the mentor verifies the Activity Log.

Culminating Challenge
Mentor Signature Sheet

Student Name:

Mentor Name:

Project Proposal

I have met with the student on the following date(s) and have determined the project, as describe on the Project Proposal, is obtainable.

mentor signature

date(s)

10 Hour Progress Report

The student has given me a report on status of the project.

mentor signature

date

Activity Log

The student has completed at least 20 hours on the project as reflected in the Project Activity Log.

mentor signature

date

Culminating Challenge: Mentor Interview

Important: The mentor interview and additional research are only required if your project topic is different than your Junior Research Paper topic.

Student must be knowledgeable of the subject matter before deciding on a project and completing the Project Proposal. In order to change topic from their Junior Research Paper, the student must complete a formal interview with their mentor. The interview should include information about the career field (i.e., educational requirements, career overview, work environment, etc.)

Students are required to submit documentation of the interview before the proposal is considered for acceptance. Please attach all documentation (i.e., questions, answers, interview notes, emails, etc.) to this handout. Questions and answers need to be typed.

Student Name: _____ Interview Date: _____

Topic: _____

Name of Project Mentor: _____

Title, Position, or Credentials: _____

Phone Number: _____

Email Address: _____

Interview- Signature: _____

Phone Interview

E-Mail Interview (attach hard copy)

Mentor Interview example found in Appendix (pg. 38)

Culminating Challenge: Additional Research

Important: The mentor interview and additional research are only required if your project topic is different than your Junior Research Paper topic.

Student Name: _____ Date: _____

Topic: _____

You are required to have at least five varied sources of research for your project— including **at least one interview with your Project Mentor.**

Source # _____ Research Date _____
 Periodical Book Newspaper Internet (attach hard copy)
 Other: _____

MLA Source Documentation:

How credible is the source and why?

What information does this source provide?

How was this information relevant to your Culminating Project?

Explain how the source's information was similar or different from other sources researched.

Additional Research example found in Appendix (pg. 39)

Culminating Challenge: Activity Log Overview

The Culminating Challenge is documented and monitored through an Activity Log and a Reflective Journal. The Culminating Project Proposal should be the continuous reference point from which students account for what they planned to achieve and what they actually accomplished. After the Project Proposal is approved, students will record their progress on the Activity Log form (see Culminating Challenge website or the Common Folder on MHS's network). The Activity Log serves as a timesheet for the Culminating Challenge. Students should document all time and activities related to the Culminating Project.

Activity Log Guidelines:

- If it is not documented, it doesn't exist.
- On the Activity Log, include the date, approximate time spent on Culminating Project, describe activities and other noteworthy information.
- Keep the Activity Log up-to-date and organized (type or online).
- Don't include time spent putting together your portfolio.

Goal- Students must complete a minimum of 20 hours of work outside the classroom on the project. When the Activity Log is complete, the Project Mentor will verify the time spent on the Culminating Project by signing the Mentor Signature Sheet.

Activity Log example found in Appendix (pg. 51)

Culminating Challenge: Reflective Journal Overview

In the Reflective Journal, students will describe activities and learning experiences related to the Culminating Challenge. The Reflective Journal will provide students with an opportunity to self-reflect on various accomplishments and setbacks. A tool for processing new experiences, maintaining a Reflective Journal will be beneficial in the preparation for the Culminating Presentation. Students will provide the Culminating Presentation panelists with examples of work and growth experienced throughout the Culminating Challenge. The Reflective Journal will become part of the Culminating Portfolio, which will be given to the Culminating Presentation panelists.

- Students should make weekly journal entries reflecting on the Activity Log entries.
- Once project is approved, entries must be about the project, no in-class activities.
- A minimum of 20 journal entries should be included in the Culminating Portfolio.
- The last entry must be a summary of the project.

The Reflection Journal... shows ability to communicate in writing.
analyzing actions/experiences and their effects.
allows for making meaning out of those experiences.
creates the possibility of making new realizations.
focus on the change in thinking and understanding.
gives opportunity to build on strengths

Each journal entry should include the following:

Description	progress, activities, etc.
Reflections	learning experiences, personal growth, etc.
A Plan	action plan, tasks, etc.
Explanation	accomplishments, setbacks, etc.

Reflective Journal Entry Example:

October 17- The last week has been really frustrating. I planned to be finished with the rough draft of the composition by Friday, but I found that I couldn't resolve the problems with the middle section without help. After checking with my mentor, I realized what I was wrong. At this point, I am only half of the way through my rough draft. My rough draft will be fairly easy to finish in the next few days when I get some help from my mentor. I discovered that listening to some jazz while driving to and from school helps get me in the right frame of mind for working on it. Duke Ellington was such a master at arranging. Maybe I should check the library for some books to get some insight on how Ellington solved composition and arranging problems. I was getting really frustrated with my work, but I think talking to my mentor helped. The book Combo Jazz Instruction was great and gave me lots of ideas and answered my questions about the rhythm section. I just need to remember that Kenny G started out this way; writing music for his high school jazz band and even the amateur level that I'll end up with will be a great learning experience. All along I thought I learned best through experience and without help, but I'm seeing that something as complex as composing and arranging is really a group effort and I need to ask for help more often.

Reflective Journal example found in Appendix (pg. 40)

Culminating Challenge: Portfolio Overview

Students are required to produce a Culminating Portfolio. This portfolio will be presented to the panelists during Culminating Presentation. The panelists will not be familiar with the projects—so the Culminating Portfolio should be well organized and clear. The student should demonstrate that he/she is ready to graduate by presenting quality work. At the end of the semester, student will organize all “At Standard” documents in a notebook. The “At Standard” documents should include the following:

The Culminating Portfolio must “At Standard” and approved before the Culminating Presentation is scheduled.

Culminating Project Portfolio Rubric

Student Name:	Not at Standard	At Standard
Topic Selection:		

Cover Sheet

- | | | |
|---|--------------------------|--------------------------|
| o Title, Student Name, Advisor, Date | <input type="checkbox"/> | <input type="checkbox"/> |
| o Must be visible from the front of your closed portfolio | | |

Table of Contents

- | | | |
|--|--------------------------|--------------------------|
| | <input type="checkbox"/> | <input type="checkbox"/> |
|--|--------------------------|--------------------------|

Letter of Introduction

Include the following information:

- | | | |
|-----------------------------------|--------------------------|--------------------------|
| o Project Selection | | |
| o Project Reflection | <input type="checkbox"/> | <input type="checkbox"/> |
| o Future Plans | | |
| o Note of Thanks to the Panelists | | |

Resume/References

- | | | |
|--|--------------------------|--------------------------|
| o Accurately reflects characteristics, skills, and experiences | | |
| o Attractive and professional layout | | |
| o Printed on quality paper | <input type="checkbox"/> | <input type="checkbox"/> |
| o References should not be relatives | | |

Letter of Recommendation

- | | | |
|--|--------------------------|--------------------------|
| | <input type="checkbox"/> | <input type="checkbox"/> |
|--|--------------------------|--------------------------|

Job, College or Scholarship Application

- | | | |
|--|--------------------------|--------------------------|
| o Application accurate and complete | | |
| o Include cover letter or writing requirements (i.e., admissions essay, scholarship essay, etc.) | <input type="checkbox"/> | <input type="checkbox"/> |

Career Cruising "My Career Portfolio" Report

The report should contain the following sections:

Career Matchmaker Results	Career Planning Activities		
Career Clusters	Extracurricular Activities		
Careers that Interest Me	Skills and Abilities	<input type="checkbox"/>	<input type="checkbox"/>
Schools that Interest Me	Work Experience		
Education Plans	Volunteer Experience		
Short/Long Term Goals	Awards/Certificates		
Career Plans/Preparation	Post Secondary Plans		

Best Works (2-5 examples)

- o The pieces demonstrate that the student can:
 - Communicate clearly and effectively
 - Analyze and solve problems
 - Think critically and creatively
- o Each piece is accompanied by complete and thoughtful reflection (or Best Works Form)
- o High quality and properly displayed

Culminating Challenge Evidence

- o Junior Research Paper/Annotated Bibliography
- o Culminating Project Proposal
- o Acknowledgment form
- o Academic Integrity Contract form
- o Completed Activity Log Form (20 hours minimum)
- o Mentor Signature Sheet
- o Completed Reflective Journal

Additional Supporting Evidence

- o Supports/strengthens student portfolio (i.e., photographs, video, audio recording, product, etc.)
- o Copy of Mentor Thank You letter

Overall Layout/Impression

- o Portfolio is attractive, neat, and of high quality
- o Organization is thoughtful and enhances portfolio contents

Additional Comments:

Culminating Challenge: Letter of Introduction Overview

The purpose of the letter of introduction is to give the Culminating Presentation Panelist a sense of you and your Culminating Project. The letter should include four paragraphs on the topic listed below. Answer the suggested questions to help you write each paragraph.

You do not have to answer all the questions. Just pick the ones that relate to you.

Single space within each paragraph and double space between paragraphs. Do not indent. The letter introduction must be computer generated.

Your letter should include the following:

Your Address
City, ST ZIP
Date

Culminating Presentation Panelists
Monroe High School
17001 Tester Road.
Monroe, WA 98272-2819

Dear Panelists:

Paragraph #1: Project Selection

- o How did you go about selecting your Culminating Project?
- o How does your Junior Research Paper relate to your project topic?
- o What were your initial ideas for the project? Did they change over time? If yes, Why?
- o Were there any experiences that led you to this topic selection?

Paragraph #2: Project Reflection

- o Looking back on your Culminating Project, did you meet your expectations? Why or why not?
- o What did you learn from you Culminating Project?
- o How has completing the Culminating Challenge changed you?
- o If you had the opportunity to do it all again, what would you do differently?

Paragraph #3: Future Plans

- o What are your educational and career plans after high school?
- o Discuss how you've changed throughout high school?
- o Where do you envision yourself in five or ten years?

Paragraph #4: Note of Thanks to the Panelists

Things to consider...

- o The panelists are people with families, jobs and other responsibilities.
- o They take time out of their lives to express interest in the projects of total strangers.
- o Your presentation has the potential to teach the panelists something about your topic.
- o The panelists may teach you something about your topic and/or provide networking opportunities related to your future endeavors.

Sincerely,

(Signature)

Your Name (Typed)

Panelist Letter example found in Appendix (pg. 46)

Culminating Challenge: Best Works Evaluation Form

Name: _____

Title/Type of Assignment: _____

1) Why did you choose this sample?

2) Evaluate your performance on this assignment by circling the number that best indicates your effort. Briefly explain your score.

Low Effort 1 2 3 4 5 High Effort

3) Evaluate the product you created from this assignment by circling the number that best indicates your effort. Briefly explain your score.

Low Effort 1 2 3 4 5 High Effort

4) Check each Washington State Learning Goal this assignment addresses. In the space below, explain how your assignment relates to one or more of the Essential Academic Learning Requirements.

- Goal #1:** Read with comprehension, write with skill, and communicate effectively and responsibly in a variety of ways and settings;
- Goal #2:** Know and apply the core concepts and principles of mathematics; social, physical and life sciences; civics and history; geography; arts; and health and fitness;
- Goal #3:** Think analytically, logically and creatively, and integrate experience and knowledge to form reasoned judgments and solve problems;
- Goal #4:** Understand the importance of work and how performance, effort and decisions directly affect future career and educational opportunities.

Best Works example found in Appendix (pg. 48)

Culminating Challenge: Thank You Letter

Thank you letters are an important professional courtesy. Telling your mentor how much you appreciate their time and effort makes them feel good about what they do. It also illustrates your conscientiousness and attention to detail.

Your thank you letter can be typed or handwritten; just choose that style is appropriate for kind of relationship you have with your mentor. A professional relationship would demand a typed letter with a formal tone. A more personal relationship would allow for a less formal note, but it should still be neat and carefully worded.

Use the guidelines to draft a thank you letter to your mentor.

Your Home Address
City, ST ZIP
Current date

Mentor Name
Company Name/Job Title
Company Address

Dear _____:

Paragraph #1: Thank your mentor for the opportunity to work with her/him.

Paragraph #2: Describe some of the things you learned as a result of your mentoring experience/Culminating Project.

Paragraph #3: Complimentary closing and/or any additional comments.

Sincerely,

(Handwritten Signature)

Your Typed Name

Mentor Thank You Letter example found in Appendix (pg. 50)

Culminating Challenge: Culminating Presentation Overview

The final component of the Culminating Challenge is an oral presentation by students to a panel of community members, students and staff members. The purpose of the Culminating Presentation is to allow students to self-assess their experiences with each component of the Culminating Challenge. The content of the presentation should reveal what the student has learned about their abilities, what they are most proud of, what they plan for the future, and why they are prepared to assume responsibility for their own learning.

Panel Presentation:

- Presentations are given to a panel of people that could include community members, students and staff members.
- Arrive at least 15 minutes early. **We will not interrupt presentations to admit latecomers. NO EXCEPTIONS!**
- Presentation length is 10 to 15 minutes. Allow up to 5 minutes after this for panel member questions. Be prepared to answer the following questions:

Junior Research Paper

- What was your thesis?
- How was your evidence selected?
- Where did you do your research?
- How did the evidence support your thesis?
- What was the most difficult thing about writing your Junior Research Paper?

Culminating Project

- How did you plan and direct your work?
- What new skills and knowledge did you gain?
- What was your best source of information and why?
- What plans do you have for the future that relate to your Culminating Project?
- How many hours did you spend on your Culminating Project and/or how did you spend them?
- What was the most valuable part of working on your Culminating Project? Why?
- What was the most difficult part of working on your Culminating Project? Why?
- Would you recommend other students do a similar project? Why?

How did you deal with time management while doing all the parts of this Culminating Challenge work, including the research Paper?

- What would you do differently if given the opportunity? Why?
- What advice do you have for next semester's students?

Voice and Delivery:

- Pay attention to verbal and nonverbal cues.
- Be aware of rate and expression- speak at an even pace.
- Speak loudly enough so that each person in the room can hear you clearly.
- Pronounce all words correctly and enunciate.
- Make eye contact with every member of the audience.
- Be poised and professional.
- Be neat, clean and dressed professionally.
- Make sure that your presentation is within the 10 to 15 minute limit. Practice!

Visual Aid:

Visual aids must assist in the demonstration, explanation and presentation of the Culminating Project. The Visual must be clear in meaning and connection to the experience.

- Objects- tools or materials that show, tell or demonstrate the process or product documented by within the Culminating Project, pictures and actual products of work may also be included.
- Display boards- diagrams, drawing, illustrations, maps, pictures, brochures
- Video/Audio Tapes- Segments of an event, clips of rehearsals or practice, final tapes, highlights. Keep clips to 3 minutes or less.

Culminating Challenge: Culminating Presentation Outline (Optional)
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○

I. OPENING (1.1)

- **Hook** to engage audience
- **Visual** now and/or later that supports presentation (time limit)

II. PREVIEW OR OVERVIEW OF WHAT IS TO BE PRESENTED (1.2)

III. JUNIOR RESEARCH PAPER (1.3, 1.4)

- **Thesis**
- **Process** used
 - **How** you **found** and **selected** your evidence to support the thesis
 - **Why** you selected your evidence to convince others of the validity of your position.
 - How did the evidence **support** the thesis
 - How did you determine **reliability** of sources
- Relevant details, anecdotes, or information from your learning experience that shows **insights** from the research experience.
- Conclusion of findings.

IV. CULMINATING PROJECT (1.5)

- Description of project
 - Describe
 - Why selected
 - Significance of doing project
 - To self
 - To others
 - Learning **goals**
 - Guiding **Questions**
 - **Visual or** demonstration to support presentation (time limit)
- **Steps taken** to complete the project (from project report)
- New learning and increased understanding **gained** (1.6)
- Reflect on doing **self-directed learning**
 - **Decisions** you made
 - Choosing project
 - Learning Goals
 - Modifications
 - Action plan
- **Problems** encountered
- **Solutions** to problems
- **Time** management
- **Prioritizing**

V. READINESS TO ASSUME RESPONSIBILITY FOR LIFELONG LEARNING (1.8)

- **Summarize** main points of presentation
 - Junior Research Paper
 - Project
 - Self-reflection
- Explain how main points demonstrate readiness to graduate and assume responsibility for **lifelong learning**
 - Junior Research Paper
 - Project
 - Link learning experience with **future goals** and plans

VII. TIME REQUIREMENTS (2.1)

- Setup 5 minutes
- Presentation 10 to 15 minutes
- Questions/Answers up to 7 minutes

Culminating Challenge: Culminating Presentation Rubric

Presentation: 10-15 minutes

Panelist's Questions: up to 7 minutes

* Time of presentation will be recorded by a staff member

Student Name: _____

Topic Selection: _____

WHAT DID YOU OBSERVE?

ORGANIZATION:

Not at Standard

At Standard

Above Standard

— —	Opening is not relevant and/or does not engage panelist	— —	Opens effectively	— —	Provides clear focus on required content; opening commands panelist's attention
— —	Closing does not wrap up or "finish"; no clear end to presentation	— —	Concludes effectively	— —	Closing skillfully pulls together main points
— —	Lacks continuity or a logical, identifiable sequence; loses focus	— —	Proceeds in a clear and organized manner	— —	Information always has a clear purpose and focus; transitions are smooth

CONTENT:

Not at Standard

At Standard

Above Standard

— —	<ul style="list-style-type: none"> o Does not indicate the central topic of the paper o Does not specify how evidence helped build a logical evidence o Describes the process of completing the paper instead of how information was analyzed to build an argument 	— —	Offers enough credible evidence drawing from the Junior Research Paper to document logical, analytical thinking and the ability to support an argument.	— —	<ul style="list-style-type: none"> o Clearly and succinctly presents the central argument of the paper o Explains in-depth how evidence is credible and builds a strong argument o Generalizes beyond the Research Paper about important aspects of developing a logical argument
— —	<ul style="list-style-type: none"> o Only lists project activities o Does not give evidence to document the ability to plan o Does not examine own role in directing the learning within the project 	— —	Offers enough credible evidence drawing from the Culminating Project to document the ability to plan and direct own learning.	— —	<ul style="list-style-type: none"> o Highlights and examines evidence from the project that shows the ability to plan and direct own learning o Shares insights about planning own learning o Generalizes beyond the Culminating Project important aspects of directing own learning
— —	<ul style="list-style-type: none"> o Only lists experiences, without analyzing how the experiences illustrate skills, strengths, interests and values o Makes broad claims about skills, strengths, interests, and values without relating to continued learning 	— —	Offers evidence from a variety of sources to show reflection and self-assessment. This includes an analysis of how past performances and current skills connect to future plans.	— —	<ul style="list-style-type: none"> o Presents and explains the significance of learning experiences o Analyzes how current skills, strengths, interests, and values apply to continued learning

	<ul style="list-style-type: none"> Does not connect past performance and Culminating assessment with future plans 				<ul style="list-style-type: none"> Generalizes beyond the Reflective Journal about the role of reflection and self assessment in achieving goals
— —	<ul style="list-style-type: none"> Makes no clear link between abilities and immediate and long-range career and educational opportunities 	— —	<p>Explains how evidence offered supports readiness to take responsibility for own learning and how it connects to post-high school plans.</p>	— —	<ul style="list-style-type: none"> Shows a deep understanding of the relationship between abilities and immediate and long-range career and educational opportunities

DELIVERY and QUESTIONS:
Not at Standard

At Standard

Above Standard

—	Appears disorganized and seems unfamiliar with content	— —	Appears practiced and prepared to present	— —	Shows clear command of content and organization
—	Depends excessively on notes or visuals; mostly reads rather than presents	— —	Delivers and does not "read" presentation	— —	Presents in a fluid and professional manner without reading
—	Makes inappropriate comments or jokes; dismisses panelists' questions	— —	Presents in a respectful and appropriate way	— —	Presents in a way that consistently takes the audience into consideration
—	Uses distracting gestures; shows little or no expression; makes minimal eye contact	— —	Uses gestures, facial expressions and eye contact to engage the audience	— —	Consistently uses meaningful gestures, facial expressions and eye contact to engage the audience
—	Mumbles, speaks too fast to be understood, and/or is often inaudible	— —	Employs a clear voice and appropriate volume	— —	Has good enunciation as well as effective pacing and volume
—	Overuses and/or misuses words; uses slang that is distracting and/or interferes with understanding	— —	Chooses words that are appropriate for topic, audience, and purpose	— —	Chooses vocabulary effectively
—	Makes grammatical errors that interfere with understanding	— —	Uses grammar that does not interfere with understanding	— —	Grammar usage is professional and enhances presentation.
—	Answers are incomplete, do not make sense and/or require coaching	— —	Responds effectively to questions and elaborates without prompting	— —	Responses reveal a mastery of the topic
—	Shows no apparent command of content or expertise	— —	Responds in a way that reveals understanding	— —	Provides clear, in-depth responses that reveal deep understanding

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You can see any of the following Culminating Challenge instructors for additional examples:

- Ms. Foster
- Ms. O'Hare
- Mr. Ottini
- Ms. Vigus

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Mentor Thank You Letter

Culminating Challenge: Project Proposal

Student Name: Betty Bearcat

Graduating Year: 2008

Topic Selection: High School English Teacher

This project will be done: (Select one)

Culminating Challenge Seminar _____

Independent Project X

Supervising Teacher: Mr. Ottini

Project Mentor Information

Project Mentor Name: Linda Smith

Relationship to Student: Teacher

Place of Employment/Job Title: Monroe High School/English teacher

Mailing Address: 17001 Tester Road
Monroe, WA 98272

Contact Number: (360) 804-4500

Email Address: Smithn@monroe.wednet.edu

Project Mentor completed a Monroe Public Schools' Volunteer Application Form

Academic Integrity Contract/Acknowledgment Forms

Academic Integrity Contract

Parent/Guardian Acknowledgement Form

Culminating Challenge Project Description

Check the box that best describes your Culminating Project.

Career Project ___ Product/Event Project ___ Skill Project ___ Service Project

Briefly describe your Culminating Project.

For my Culminating Project, I will be developing and teaching a lesson plan for Ms. Smith's second and fourth period Sophomore English classes. First, I will develop the essay prompt that I will use for the class lesson. In order to do this, I will brainstorm ideas as to what exactly I would like to teach the students. Then, I will develop a grading rubric for the lesson. The lesson will require the students to first make a list of three to five personal characteristics and then chose a song or other piece of music to relate to their personal characteristics. Then, in a five paragraph essay, they will state the theme of their song and prove how the song portrays their personal characteristics. This paper and song will finally be presented formally to the class. After the students have presented their papers, I will grade each one according to the developed rubric. Finally, I will compare the results of Ms. Smith's second period class to the results of her fourth period class.

How will your Junior Research Paper relate to your overall project?

My Junior Research Paper will relate to my overall project because the topic of my Junior Research Paper was Secondary English Education. While writing this paper, I completed several days of job shadow as well as a personal interview with a Monroe High School English teacher. Therefore, my Junior Research Paper will correlate perfectly with my Culminating Project.

Check the box if applicable. Mentor Interview Form

Additional Research Forms (4 minimum)

What do you already know about your chosen area of study? Have you had any formal training or accomplishments that will help you with your work?

I have already researched the history of public education in American society, requirements necessary to become a teacher in Washington State, daily responsibilities of teaching and the future of technology in public education. In addition, I have interviewed a high school English teacher as well as job shadowed for several hours. Unfortunately, I do not have any formal training or accomplishments that will help me with my work.

In what ways might this experience be challenging for you, as in a significant learning stretch?

This experience will be challenging for me because I have never before developed a lesson plan, taught it to a class and then graded the students' work. Developing a lesson plan will be a learning stretch for me because I will have to determine the best way to present my ideas to a group of students, in such a way that the students will understand and learn from the lesson. In addition, teaching a lesson to a high school class will be a learning stretch for me because I will have to learn to control the class and keep the lesson on target. These skills are key in teaching an effective lesson and are mandatory in the field of teaching.

What is your timeline for the Culminating Project? (i.e., course of action, dates, etc.)

- Project proposal due
- Brainstorm ideas for essay prompt
- Develop essay prompt
- Develop rubric for essay and presentation
- Select example song
- Write example essay
- Assign assignment to Ms. Smith's second and fourth period classes
- Approve students' song choices
- Begin student presentations
- End student presentations
- Evaluate/grade essays and presentations
- Compare second and fourth period essays

List the supplies/materials needed and the projected cost?

- Paper
- Pens, pencils
- Access to computer/printer
- CDs/CD player
- Projected Cost: \$0

What challenges do you anticipate while doing you Culminating Project and how do you plan to overcome them?

The challenges that I anticipate to encounter while doing my Culminating Project are those relating to developing the lesson plans and rubric. I expect to have a difficult time in determining how to put together the lessons, and deciphering the most important aspects of the lesson. Also, I plan to have difficulties in classroom control while giving the lessons. The final challenge I plan to encounter is procrastination. To overcome these challenges, I plan to meet and consult weekly with my mentor. I will seek my mentor’s advice when conflicts arise in relation to the development of lesson plans and classroom control. To prevent procrastination, I will make a weekly plan corresponding to my developed timeline. At the end of each week, I will reflect upon the work completed that week, and determine what my goals will be for the next week.

How is this Culminating Project relevant to your future goals?

The Culminating Project is relevant to my future goals because I plan to become a high school English teacher. In the fall of 2008, I will be attending Western Washington University’s Woodring College of Education. There I plan to major in Secondary Education and minor in English. This project will provide insight and experience in the career that I plan to pursue after high school. It will give me a hands on approach into my future career, an advantage that others pursuing education will not have. The skills of preparing and teaching a lesson will be skills that I can use in the future.

In addition to the Activity Log and Reflective Journal, how are you going to document the progress of your Culminating Project?

In addition to the Activity Log and Reflective Journal, I will document the progress of my Culminating Project by taking photographs throughout the process. I will also collect any gathered notes, brochures or materials that will prove helpful in preparation for the lesson. Finally the developed rubric and lesson plans will be collected as documentation for my Culminating Project.

Culminating Challenge Signature Approval

Proposal Approved- Student may proceed.

Proposal Not Approved- See comments for modifications.

CC Teacher/Advisor’s Signature: _____ **Date:** _____

Culminating Challenge: Mentor Interview

Important: The mentor interview and additional research are only required if your project topic is different than your Junior Research Paper topic.

Student must be knowledgeable of the subject matter before deciding on a project and completing the Project Proposal. In order to change topic from their Junior Research Paper, the student must complete a formal interview with their mentor. The interview should include information about the career field (i.e., educational requirements, career overview, work environment, etc.)

Students are required to submit documentation of the interview before the proposal is considered for acceptance. Please attach all documentation (i.e., questions, answers, interview notes, emails, etc.) to this handout. Questions and answers need to be typed.

Student Name: Betty Bearcat Interview Date: October 3, 2007

Topic: Remodeling a motorcycle

Name of Project Mentor: Mike Kane

Title, Position, or Credentials: Motorcycle Collector

Phone Number: 333-333-333

Email Address: _____

Interview- Signature: _____

Phone Interview

E-Mail Interview (attach hard copy)

Interview Questions & Answers

- Q1: How long have you been in this profession?
A1: I have been in this profession since 1989, so 18 years.
- Q2: How long have you been interested in motorcycles?
A2: Since 1969, so that would be 38 years.
- Q3: What is your favorite part of the motorcycle to work on?
A3: Machining parts that aren't sold anymore because it's a challenge.
- Q4: How many motorcycles do you own?
A4: I have fifteen completed bikes, two dirt bikes, and five projects.
- Q5: What was the first motorcycle you remolded?
A5: A Triumph Bonneville which I made into a chopper.
- Q6: How old were you when you started riding motorcycles?
A6: I was fifteen and a half and the chopper I built was the first motorcycle I rode.
- Q7: Who or what inspired you to work on motorcycles?
A7: My mom's boyfriend came over on an old Harley and I fell in love with it. I have been interested in them ever since, especially the older bikes.
- Q8: If you could own any kind of motorcycle, what would it be, and why?
A8: A 1948 Vincent Black Shadow although it's an English motorcycle, it was the leading edge of technology for its time and still outdoes motorcycles of today.
- Q9: In your opinion, what is the most difficult part on a motorcycle to fix and why?
A9: The speedometers and carburetors. A speedometer requires many small pieces that resemble a watch and there are no instruction manuals so you have to use your brain. The carburetors seem to be straight forward, but once it is assembled, small adjustments are always necessary.
- Q10: Have you ridden your motorcycles in many states, and if so, what is the best state to ride it?
A10: Yes, I have ridden in almost half the United States and my favorite ride is around Hershey, Pennsylvania. This is because of the history and scenery included in the ride.
- Q11: What type of motorcycle do you prefer?
A11: American made antiques. My oldest is a 1913 Henderson Excelsior Inline 4. I was able to find a motor and most of the parts, but I had to build the frame from scratch. An acquaintance owned one and allowed me to take the bike apart and measure the frame and other parts that were missing.

Culminating Challenge: Additional Research

Important: The mentor interview and additional research are only required if your project topic is different than your Junior Research Paper topic.

Student Name: Bill Smith Date: April 16, 2008

Topic: Emergency Medical Technicians and Paramedics

You are required to have at least five varied sources of research for your project— including **at least one interview with your Project Mentor**.

Source # 1 Research Date April 16, 2008
 Periodical Book Newspaper Internet (attach hard copy)
 Other: _____

MLA Source Documentation:

"Labor Market Information." Employment Development Department. 21 April-May 2008 <<http://www.calmis.cahwnet.gov/file/occguides/paramend.htm>>.

How credible is the source and why?

This is a highly referenced website in the medical technician and paramedic field. It is recognized for providing high quality information and tips in the medical technician and paramedic field.

What information does this source provide?

This source provides information explaining the working conditions. Emergency medical technicians usually working in two-person teams must maneuver safely and quickly through traffic while obeying traffic laws. They cope with all kinds of emergencies involving many people from victims of heart attack to multiple vehicle accidents and natural disasters like earthquakes and floods. Most emergency medical technicians work for private ambulance companies and some emergency medical technicians work for city and county emergency services agencies.

How was this information relevant to your Culminating Project?

This information is relevant to my Culminating Project because it explains the working conditions and the training for a certified emergency medical technician.

Explain how the source's information was similar or different from other sources researched.

This source is similar to other sources that I've researched because all the certified emergency medical technicians have to go through training and there are certain requirements for this job. This website explains in depth about the job and the training you have to endure in order to become certified.

Culminating Challenge- Reflective Journal
By Betty Bearcat

February 21, 2008

Today, I made an appointment with Ms. Smith. We will meet next Monday, the 25th, to discuss the project proposal, and what topic/assignment I will be teaching to her sophomore English class. Also, I printed and filled out the Integrity form with my father. Next, I will complete the Contact Information form. I am a little nervous to meet with Ms. Smith because I have no idea what topic I will be given. I hope it is some sort of artistic project, possibly poetry that I will be able to teach!

February 26, 2008

Unfortunately the appointment with Ms. Smith was changed to today, Tuesday the 26th. She was unable to keep the original appointment because of a previous personal commitment. But today we met and discussed, for the first time of many, the project proposal. We decided that the lesson I will create would be an activity/project for both her second and fourth period classes. Roughly, the assignment will be a five-paragraph essay in which each student will relate three or four personal characteristics to a chosen piece of music. The music can be previously recorded or something original that they make themselves. This project will be presented to the class. After teaching this lesson to both classes, I will compare the results of the different classes. I hope to be able to make an emotional connection with the students. I know that music is an important part of our lives and by picking a topic that they will actually enjoy could inspire them to make great work! Ms. Smith and I have another appointment today after school to plan out the exact dates for the project.

March 7, 2008

My proposal has been approved! Finally! I have now begun the first step of the timeline: brainstorm ideas for the essay prompt. I'm not quite sure how to decide the best way to form the question. I have taken a few notes brainstorming my ideas, and am now going to type up a draft of the essay prompt on the computer so that I can show a draft to Ms. Smith on Monday. I can't believe how fast this week has gone by, it flew by! I only have another week until the 17th, the original day for assigning the assignment to Ms. S's second and fourth period classes. I am a little worried about this schedule, it is very tight, and I'm not sure if I will be able to make the deadline. I guess I will just have to spend a lot of time over the weekend working on the project assignment, and thinking about the rubric. I also need to begin thinking about my own qualities and potential song that I will use for the example presentation.

March 10, 2008

There are so many possible song choices! I spent about an hour today listening to various songs, and analyzing their themes and main ideas. I need to make sure that the song I chose to use for the student sample has at least three main characteristics that I may use for the thesis aspect of the assignment. Looking at my favorite songs makes me really excited to see which songs my students will chose. I am really nervous to teach these classes, I really hope they like me! Now that Ms. Smith and I have decided I will assign the projects on the 17th, I have realized that I am really pressed for time. There is only a week until that day, and I have so much to accomplish until then! Tomorrow I will need to begin typing up the assignment sheet and possibly draft some sort of warm up activity for the students. This could be used as an icebreaker or interactive activity to get to know the students. I am really nervous, but excited at the same time, and I hope everything works out in the end!

March 11, 2008

Today, I sat down and began drafting two different handouts that I will give to my students. The first is a warm up activity in which they will chose their personal characteristics that will be used in their essay. The other is the actual assignment sheet that describes the project and my expectations for each paragraph. I am having a rather difficult time with this aspect of the process. I don't exactly know how to explain my expectations in such a way that everyone will understand completely. I think I will ask Ms. Smith for some suggestions regarding the assignment sheet, and tactics to get my expectations across. Now that I have selected possible songs for the sample project, I spent some time analyzing each song, trying to select the best possible sample song. I am a little worried about teaching in front of an actual class, or two classes for that matter. I am worried that I will be nervous, or sound incompetent. I don't want to look like I have no idea what I am doing. This project can be very meaningful if I work hard and accomplish all that I set for to do. Hopefully this will be a great learning experience!

March 13, 2008

Seriously, time is just flying by! It's already the end of yet another week! I have spent a few hours this week alone developing a warm up activity that I will give to the students to introduce the project. It allows them to reflect upon their life, and then brainstorm their personal characteristics that will be used for the song aspect of the assignment. Also, I have selected three different song possibilities for the example presentation. They are "Stand" by Rascal Flatts, "I Hope You Dance" by Lee Ann Womack and "My Wish" by Rascal Flatts. I am leaning most toward "I Hope You Dance" because it has always been a meaningful song for me personally, and that is what this project is all about. I need to make an appointment with Ms. Smith for sometime early next week, possibly Monday. Monday will be the original day to assign the project, but because of WASL interruptions and difficulties with reading Cyrano de Bergerac, the sophomores are not quite ready, and neither are we. This is just another example of the flexible and ever-changing schedule of being a teacher!

March 17, 2008

I have made a great deal of progress since my last reflective journal entry. Today, I had an appointment with Ms. Smith after school, and we worked for an hour on the assignment sheet, developing the new and improved timeline and editing the personal characteristic worksheet that I will be handing out on assignment day. I am very happy with the progress I have made this week, and am very excited for next Monday, which is the day I will be introducing the project to her sophomores. Next, I need to buckle down and write the example paper/presentation. For the sample presentation, I will have to write out an outline showing exactly I am expecting from each student, so that way I can model the perfect presentation. I think this will be helpful for the students, especially the students in Ms. Smith's fourth period class. I am still nervous about teaching the classes, I hope they respect and support my teaching. After all, this is my first time teaching! I think I will speak with Ms. Smith about possible techniques to keep classroom control in order to solve this issue.

March 25, 2008

Yesterday and today I assigned the "My Song" Project to the sophomores! The teaching has finally begun! I am really excited that I my project has actually started. Yesterday, Monday the 24th was the first day in front of the students. I teach both second and fourth period, so I am missing Spanish III to teach second period. This is a bit of a challenge, because I am falling a bit behind in this class, but I will catch up over Spring break, which is next week. As for the teaching itself, I have had so much fun! Ms. Smith told me to see a major

difference between the students and student response between the two classes. Second period, a much larger class, seems a little more withdrawn than fourth period. But I think this is because I have been peer tutoring for fourth period, and have already developed a relationship with those students. As for second period, I am yet to learn all their names, and develop a relationship with them. I hope this will become a little easier with time, and I am sure it will! This Friday, the 28th, is the due date for the students' song choices. I am really excited for this day because I can't wait to see what songs they think reflects their personalities. A few students have already chosen their songs, or shared ideas, but only time will tell how everyone else does!

March 27, 2008

Today after school, I decided to take some time to develop and finalize the rubric for my assignment. Tomorrow is the due date for song choices, so I plan to handout the rubric for the presentation and essay along with gathering all song choices. I think it is imperative that my students know exactly how I will be grading them, and what they need to include in their presentation as well. So, I created a draft for the rubric in school, and showed my ideas to Ms. Smith, and then finalized the rubric at home. I think this way the kids will have a visual of where exactly their points will be earned. I am very excited for tomorrow, and hope all goes well. Most of the students have spoken with me earlier regarding their ideas for song choices, so I do not expect to have to reject any, but we will just have to see!

March 28, 2008

The first week of my project has come to an end! Song choices were due today, and I spoke to each student individually to either approve or disapprove their song choice. Some students chose to bring in two choices, just in case one had already been chosen or was inappropriate. This was very helpful. Other students, in both classes, either forgot to print out their lyrics, or forgot them at home. Also, a few students spoke to me prior to the deadline and informed me that they were having a difficult time selecting a song choice. I told these students that their song choices must be presented to me the Monday we get back from break, or they will not be able to complete the project. It is very frustrating when students "just forget" to bring their work in, after all the hard work I went through to create the assignment. This is just one of the many challenges of teaching, says Ms. Smith. Another challenge that has arisen this week is in relation to missing Spanish III class during second period. Since one of the classes I am teaching is during second period, my Spanish teacher has been marking me absent from that class, and the Attendance Office had a difficult time believing/understanding this situation. So, I had to get signatures from both Ms. Smith and Mrs. Green verifying that this is where I have been during second period. Well, next week is Spring Break, so I will be taking a little break from Culminating Challenge. When school resumes next Monday, I will continue to work with the students, and then begin presentations on April 9th.

April 7, 2008

Today is the first Monday after Spring Break! I spoke to second and fourth period today to refresh all the students about the project and my expectations. This Wednesday is the due date for the project, and presentations will begin on this day. Only two of the many students who forgot to bring their song choices the Friday before break remembered to bring them today. This is rather frustrating to me. I told them that they cannot begin the projects until their song choices are approved, so now they will only have Tuesday night to complete their paper and prepare for their presentations. I don't know how they are going to put forth their best effort in this short amount of time. I guess there will always be a couple of students in every class that doesn't complete the assignment. This is one of the challenges of being a teacher. In response to this problem, I told the students that they will only have tomorrow night to complete the project, and stressed the fact that this will not be

their best work. Those students are to bring in their song choices tomorrow, otherwise they cannot complete to project. One a happier note, presentations begin on Wednesday, and I am very excited!

April 9, 2008

Student's presentations began today! They went great! I am very impressed! I began the second period students, and we only finished about five students today. All those who presented in this class volunteered to go the first day. We had many different types of music, ranging from Disney, Country, Rock and Punk. I think the students had a blast listening to the presentations as well. In fourth period, only about half of the students had their projects to be turned in. This was really frustrating for me. I was so happy with the turnout in second period, but a little let down with the turnout from fourth period. But as for the students who did present in fourth period today, they did great! I loved listening to their presentations about the goals for the future or how they have changed/want to change. I can see the growth the have made within the mere two weeks we have been working on the assignment. It is very rewarding! This is why I want to be a teacher: so I can watch my students learn and change. Grow into adults. Tomorrow presentations will continue in second period, and students from fourth period who bring in the paper (late) will be able to present as well.

April 10, 2008

Day two of student presentations: complete. Just like yesterday, today went great! I am consistently surprised by the sincerity and dedication that my students are exuding on this assignment, and the fact that I am in charge of it makes me very proud. Second period has warmed up to me quite a bit since I first assigned the project to them. At first they were very withdrawn and shy, but now that we have gotten to know each other, I have learned their names, and we now have a better relationship and overall feeling in class. As for fourth period, those students are struggling to keep motivated. There are only a few students in this class that turned in the assignment, eight to be exact, leaving twelve that chose to not do the project. This is quite a pity because the students who did not complete the assignment are the ones who need the points the most! This project is worth one hundred and fifty points, and having a zero in that spot is going to drop their grade drastically. It is rather upsetting to have students who just "don't care" or "don't want" to try. I feel like I care about them and their grades almost more than they do themselves. I want each and every one of them to pass this project, it will make me very proud, and I know it will make them very proud as well!

April 13, 2008

Today is the fifth day of grading papers! Man, this is definitely a long process! I never would have guessed that reading essays and grading assignments would take so much time and effort. It really has proven to be a huge process. I have been finished with fourth period's papers for a few days now, but second period is still in progress. I still do not exactly understand why twelve students from fourth period just decided not to do it. Ms. Smith keeps telling me that some students just aren't willing to try, and that as teachers, there is only so much we can do. I guess this is just something I have to learn to accept, and maybe in the future I will be able to learn ways to inspire students so that everyone participates. As a teacher, I want all my students to be successful but regardless of how I teach or how I do not teach, there will always be a select few who do not want to cooperate. But on a happier note, the projects that I have completed are great; I am very impressed with them.

April 14, 2008

We have finally finished student presentations! Wow, it has been so much fun listening to each song in class, and sharing personal characteristics. I think the students really liked doing the project, especially second period. They seemed to enjoy seeing their classmates in a new light. As for me, I did not know almost any of my students before this project, but now that I have taught them, and learned what they think of themselves, I feel that I know and understand them so much more. I have grown attached to them, and want each and every one of them to do well, both now and in the future! Now that presentations are over, it is my responsibility to finish grading all the projects, enter them into the grade book and then eventually pass them back to the students. I wonder what Ms. Smith thought of the student presentations; maybe I will discuss this with her soon!

April 17, 2008

All student presentations have finished, and I have also completed grading all the essays. I am very impressed with the outcome of their projects! Many students did a great job, were very honest and wrote meaningful papers. On the other hand, a few students turned their projects in late, so they were unable to receive over 70%. Others did not even complete the project. But as for the students who did their project, they did a great job. Now I have to speak with Ms. Smith, and probably enter all the grades into the grade book. After this, I will be able to return all projects to the students. This will not take much longer; I already have about twenty-four hours recorded on my activity log, so that is great! After this, I will figure out a way to compare the results of second period to fourth period, as I specified in my project proposal. I possibly may construct a graph of grades, or something to that essence.

April 20, 2008

Today, I sat down with all the projects that have been completed and graded. Then, I decided to devise a plan to compare the results of second period projects to those of fourth period. To do this, I first made tally marks for the number of students that received an "A," "B," "C," "D," and "F" in second period. I then repeated the same process for fourth period. The results are very interesting and reflect the overall strengths and weaknesses of each class. This week was WASL week once again, so this caused another damper on the process of my project. Even though I have completed grading all assignments, I still have to enter the scores into the grade book and then return the projects to my students. But in response to this setback, I plan to work extremely diligently this week to complete the "project" aspect of my culminating challenge. I plan to enter the scores into the grade book on Tuesday, as Ms. Smith said this would be acceptable. The sophomores are currently working to develop their thesis statements for their world concern research papers, so class is rather hectic at this point in time, but that is just how the career of teaching is!

April 22, 2008

After school, I went into Ms. Smith's room and entered the scores for the projects into the grade book. I entered the one hundred and fifty point project into the "Test" category, and called it "My Song Project." It was rather fun entering the scores into the grade book and then adding comments such as "no presentation" or "late" or "no project." I felt as if I was finally almost complete with the entire process of teaching a lesson! Tomorrow I will pass each project back, and individually comment to each student about his or her wonderful work. This means that I will miss a little of the beginning of second period, but I will just have to get it excused in the attendance office. After entering the scores into the grade book, I also spoke with Ms. Smith about the results of the projects. I showed her a few essays, and we spoke about our surprise and happiness of the quality work that was put forth by most students. I told her that I feel as if I have already become attached to my students, even though I have only known them for a short time. I have seen them grow,

and watched as their minds have begun to develop into so much more than they ever expected. To guide them down the right path, and allow each and every individual find their meaning in life. I know this is going to be a difficult and life long commitment, but I am willing and ready to make that promise. I am ready to be a teacher.

April 23, 2008

Wow, I feel relieved! Today, I finally handed projects back to my students. Everyone got his or her project back except for a select few who were absent today. I have also decided to include two student sample projects in my portfolio, under the Additional Evidence section. I have chosen one project from each class. So this morning before school I made photo copies of Stormy and Chase's projects. Of course, I have asked Stormy's permission to use her project as a sample, but Chase is out of town for two weeks, in Hawaii, so Ms. Smith said it would be fine to use his project, as long as I hide his name. I think that including two examples of student's work will be a great way to show the work I put forth for this project, as well as the cooperation and dedication of my students. I am very happy with the way the projects turned out, and now that all projects are returned to students, I feel very relieved.

April 29, 2008

Looking back over the last few months, it is hard to believe all that I have learned and accomplished while teaching sophomore English students. My project was approved on March 3, 2008, almost two months ago. Since that time, I have amazed myself by the obstacles and struggles I have overcome, resulting in a great deal of learning and training. I knew I wanted to teach a lesson to a high school English class, but I had no idea what that would include. Over the past few months, I drafted and created an original assignment, rubric, and held presentations for two different sophomore classes. Originally I thought I would possibly teach a lesson itself, possibly on the topic of poetry or an alternate topic, but I actually did not teach a lesson, but worked on a special project with my students. I called this project "My Song Project" because it entailed personal reflection of individual goals and characteristics, and then an essay relating those findings to a song or piece of music. These projects were then presented to the class. From the first day of working with my students, March 24, 2008, to the final day of April 23, 2008, I spent time almost everyday inside the classroom, for some reason or another. At the beginning of my project, I was very worried about being able to control my classes, and nervous how they were perceive my teaching them. But in the end, it turned out to much easier than I thought. I love being in front of young adults, being their leader, setting the expectations, and helping them achieve their goals along the way. In contrast, the hardest part of my project was developing the assignment, expectations and rubric, and then explaining these to my students, in a way that will allow them to be successful. With the assistance and guidance of Ms. Smith, I learned that stating my ideas in the clearest possible way is the only method to communicate my ideas effectively. Another aspect of teaching that was revealed to me, and possibly one of the most challenging aspects, is the fact that not all students are going to be 100% dedicated to learning. At first it was very difficult for me to understand why certain students refused to cooperate with my project, or refused to even complete the assignment. But now I realize that as teachers, we can only do so much, and if an individual isn't willing to learn, we cannot force them. Students need to accept responsibility for their education, and then as teachers we will do all that we can to guide them in the right direction. During the last few months not only have I inspired my students to accomplish their dreams, but also I have inspired myself. I always thought that teaching was the correct choice for me career, but now that I have completed almost twenty-seven hours of working with high school students, I have no doubts about my call in life. I was born to be a teacher, and the next few years of my life will only bring me closer to this dream!

1000 Lakeriver Avenue SE
Monroe, WA 98272
May 1, 2008

Culminating Presentation Panelists
Monroe High School
17001 Tester Road
Monroe, WA 98272

Dear Panelists:

Ever since I was a young girl, teaching has always been a dream of mine. My call in life is to one day become a high school teacher, and the last few months have brought me one step closer to this goal. Last year when I was asked to write a research paper on a career of my choice that will also relate to my Culminating Project as a senior, I knew exactly what I wanted to do. I chose the career of high school English teaching, and researched the history of education, required credentials, and the nature of teaching and finally the future of the career. In return, I decided to work with two different sophomore Expository classes at Monroe High School, under the guidance of Ms. Smith. Originally, I intended to create and present a three-day lesson plan under the topic of poetry. But instead of teaching a poetry lesson, I created an individual project, including personal reflection, analysis, concluding with a formal presentation of findings to the class. I also soon discovered my teaching would take much longer than three days, and extended my time expectations to about two or three weeks.

Looking back over my project, I not only met, but also exceeded my original expectations. At first, I was very nervous to create my own assignment, rubric and then discover the best way to assign this project to my students. But after experimenting with different ideas, brainstorming and consulting with Ms. Smith, I created a warm up activity, assignment sheet and model project for my students. I then used these tools to prepare both classes for success. Throughout the two months that I worked with Ms. Smith's second and fourth period sophomores, my outlook, view and appreciation for teachers has completely changed, for the better. I had no idea the countless number of hours and commitment teachers put forth for their students. One of the hardest, and possibly most important lessons learned throughout my culminating project is the fact that as teachers, we sometimes put forth more effort than our students. I learned that despite the hard work and dedication I put forth, there were still certain students who refused to cooperate. We can only do so much, but the rest is up to the student. This project has given me the opportunity to experience teaching firsthand. In the past, I have always been the student, but for the first time, I had the chance to be the teacher.

After graduation, I will be attending Western Washington University, in Bellingham, Washington. I will be pursuing a Bachelor's degree, and then eventually a Master's degree in secondary education and English literature. I have always had this dream, but

Panelist
May 1, 2008
Page 2

Culminating Challenge has convinced me: I am meant to pursue a career in teaching. In about five years I plan to have earned my Bachelor's degree, and pursuing my Master's degree. Then, in ten years I plan to be working in a local school district as a high school English teacher. I hope to have my own classroom and own students; I cannot wait for the next chapter of my life to begin!

I would like to take this time to thank the Panelists for taking time to express an interest in my Culminating Project, and future goals. This experience has changed my life, and started me down the path toward my future. Thanks again for your time, it is greatly appreciated!

Sincerely,

Betty Bearcat

Culminating Challenge: Best Works Evaluation Form

Name: Betty Bearcat

Title/Type of Assignment: "Tomorrow" Poem

3) Why did you choose this sample?

I chose this sample because I think it really portrays my goals and dreams for the future. Mrs. Timmons-Tharp asked my Western Literature AP class to write poems about our dreams or hopes for the future, and I knew right away that I would spend a great deal of time on this assignment. This poem is very dear to me because it explains my passion to become a teacher, and live my life wholeheartedly. Poetry is a very personal form of writing, and I am very proud of this particular poem.

4) Evaluate your performance on this assignment by circling the number that best indicates your effort. Briefly explain your score.

Low Effort 1 2 3 4 ⑤ High Effort

I chose to score my performance on this assignment as a five because I spent a great deal of time working on it. I began by reflecting upon my past, present and future, and then deciding exactly what it is I want out of life. In doing this, the metaphor of life as a painting, and each experience a different color or texture began to emerge. From this point on, I sat down at my computer and let the words flow from my fingers onto the computer screen. Looking into my soul and speaking from the heart allowed my performance on this assignment to be that of my very best.

3) Evaluate the product you created from this assignment by circling the number that best indicates your effort. Briefly explain you score.

Low Effort 1 2 3 4 ⑤ High Effort

I chose to score the final product I created for this assignment as a five because I love the way it turned out. I decided that the best way to portray the painting metaphor was to purchase an actual painting canvas from an art store, and then put my poem on that. I also purchased colored paper, with slashes of paint across the front to print the words of the poem upon. I then cut out the poem, in the shape of a paint "splatter," and finally glued this to the top of the canvas. The combination of the art detail, descriptive metaphor and eloquent word choice makes the final product a score of five, for high effort.

4) Check each Washington State Learning Goal this assignment addresses. In the space below, explain how your assignment relates to one or more of the Essential Academic Learning Requirements.

Goal #1: Read with comprehension, write with skill, and communicate effectively and responsibly in a variety of ways and settings;

- **Goal #2:** Know and apply the core concepts and principles of mathematics; social, physical and life sciences; civics and history; geography; arts; and health and fitness;
- **Goal #3:** Think analytically, logically and creatively, and integrate experience and knowledge to form reasoned judgments and solve problems;
- **Goal #4:** Understand the importance of work and how performance, effort and decisions directly affect future career and educational opportunities.

I selected Washington State Learning Goal number one because for this particular project, the ability to write with skill was necessary. I then had to communicate my ideas effectively and responsibly in a variety of ways when I read my poem aloud to a small group, and then finally the entire class. In addition, I selected Washington State Learning Goal number two because my metaphor of life as a painting, choice to use a canvas and painted paper for the final product are examples of my application of the core concepts and principles of the arts. Not only does this poem demonstrate writing with skill, but also it conveys the beauty of art.

1000 Lakeriver Avenue SE
Monroe, WA 98272
May 1, 2008

Ms. Linda Smith
Monroe High School
English Teacher
17001 Tester Road
Monroe, WA 98272

Dear Ms. Smith:

I am writing this letter to thank you for the opportunity to work with you on my Culminating Project and graduation requirements for 2008. It was an honor to be able to teach your students everyday, and a very meaningful experience. You have helped me realize that I really do want to pursue a career in teaching, a choice that will affect the rest of my life.

As a result of your mentoring and guidance, I have learned a great deal about the struggles, challenges, and joys of teaching. The last few months have given me insight into the dedication and commitment that is required to be a teacher. I have also learned that despite all the dedication I may put forth, there will always be those certain students who haven't figured it out yet, but all we can do as teachers is to try to guide them in the right direction. I have already become very attached to these students, and have been able to watch as they grow and change. But most importantly, the last few months have taught me that despite the struggles and frustrations, knowing that I have made a difference in one of my student's lives is more rewarding than anything else.

I would like to thank you once again for mentoring me throughout my Culminating Project. I now know for sure that I will spend the next chapter of my life in pursuit of a teaching degree. Thank you for helping me realize my calling in life. I hope that someday I will be able to provide the guidance and inspiration to others as you have done for me.

Sincerely,

Betty Bearcat

Culminating Challenge: Activity Log

Name: Betty Bearcat

Project: High School English Teacher

Project Approved: March 3, 2008

Date	Time	Description of Activities	Notes
3/7/08	40 min.	Brainstorming for essay prompt: possible word choice and phrasing. Developed rough timeline for project.	Good progress! Need to consult with Ms. Smith.
3/10/08	60 min.	Today I listened to several songs in order to select the example song. I have narrowed it down to three choices.	
3/11/08	60 min.	First I developed drafts for two class activities. A warm up activity for the students and also the actual assignment sheet that I will give to them, describing the project. Then, I analyzed my three song choices; I have almost picked the sample song!	I made good leeway to tonight, but now I need to make another appointment with Ms. Smith to get her opinion on my ideas thus far.
3/17/08	100 min.	In a meeting with Ms. Smith we discussed the assignment sheet and warm up activity I have developed thus far. We also finalized a timeline for the project, and then I made the changes we discussed in our meeting. I have chosen the example song!	Time to begin sample project! Also need to develop draft of rubric.
3/23/08	130 min.	Wrote example paper, finalized assignment sheet and warm up activity. Prepared for assignment day. Created song choice sheets to hang up in classroom (for both periods).	Tomorrow is the big day—assignment day!
3/24/08	160 min.	Preparing for teaching day one: making copies of assignment sheet and warm up activity, stapling copies. Then, assigning the project to second and fourth period. Finally, preparing for tomorrow's lesson: practicing sample presentation.	Day one went great! It was a lot of fun!
3/25/08	30 min.	Presenting model presentation to both classes, and answering any further questions.	
3/27/08	55 min.	Created a draft for the rubric, and then finalized the rubric.	Give rubric to students tomorrow—song choices will be due!
3/28/08	105 min.	Made 58 copies of rubric to be handed out to each class. Then, spoke individually to each student (in both second and fourth period) to approve or disapprove song choices. Handed out rubrics at this time.	Spring break next week, project will resume on the following Monday.
4/7/08	40 min.	Reviewed rubric with students, and approved song choices that were not approved on the 28 th .	Student projects are due this Wednesday.

4/8/08	20 min.	Last chance to approve song choices. Visited both classes, and reminded them about due date tomorrow. Took any final questions.	Projects due/presentations begin tomorrow!
4/09/08	105 min.	Student presentations began today! Graded presentations for students in both classes. Took a few pictures of students giving presentations.	
4/10/08	105 min.	Second day of student presentations. Graded presentations for students as they presented. Finished presentations for fourth period. Began to grade fourth period essays. Took a few pictures of second period presentations.	Tomorrow will probably be the final day of presentations for second period.
4/11/08	195 min.	Third day of grading essays, and student presentations. Finished grading fourth period projects.	
4/12/08	110 min.	Grading second period student's essays. Listening to song online, and then reviewing the essays.	
4/13/08	60 min.	Grading second period essays. Combining total points with presentation and essay to make final total.	
4/14/08	60 min.	Finished student presentations in second period, and continued to grade second period essays.	Finished presentations!
4/15/08	25 min.	Finished grading second period projects.	Need to put grades into the grade book.
4/20/08	20 min.	Comparing second period results to fourth period results. Made a tally of how many "A" "B" "C" and "D" grades were earned.	
4/22/08	55 min.	Entered grades into the grade book, and discussed results of the project with Ms. Smith.	Tomorrow I will pass projects back to students.
4/23/08	30 min.	Made copies of two student samples to be placed into Additional Evidence section of the portfolio. Handed back projects to students.	

Mentor Signature: _____