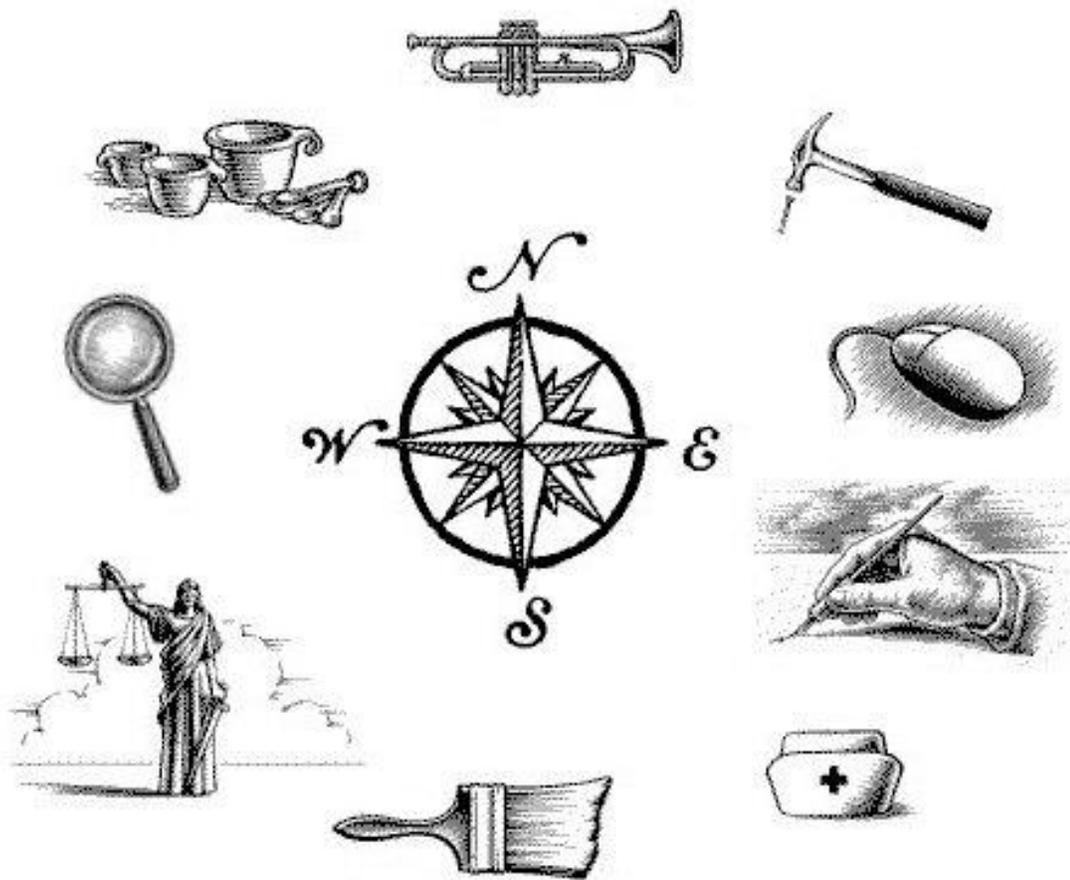


SENIOR SEMINAR HANDBOOK

PART II
2019 - 2020



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REQUIREMENTS FOR SENIOR SEMINAR

Internship and Mentor

Students must obtain an internship or develop a project that is:

- in any area of his or her particular interest
- supervised by an adult mentor
- approved by a parent/guardian through a signed consent form

Students **cannot** obtain an internship or develop a project that is:

- paid in any form
- at their place of employment
- in a family-run or owned business
- on Fridays during scheduled class time
- part of a club or extracurricular at the high school

Annotated Bibliography

Students will complete an annotated bibliography on an area of research based on their internship, focused community service project, or independent study. Research should include relevant readings, interviews, television shows, videos, internet sources, etc.

Research Paper

After completing the annotated bibliography, students will submit a 3-4 page typed research paper based on based on their internship, project, or independent study.

Class Participation

Because Senior Seminar meets only on Fridays, attendance is extremely important is a major component of class participation. Students who miss more than two Fridays will lose points off class participation grades.

Journal

The journal is a personal reflection of each student's experience. The entries might include observations, criticisms, explanations, evaluations, recommendations, and references to readings. Students will submit weekly journals to their assigned teacher.

Meetings With Mentors

Students should have individual meetings with their mentors every week. Mentors will keep track of students' progress and report any problems or difficulties to teachers.

Hours

Students must commit 120 hours (minimum) to the program. This includes a minimum of 80 hours on the project or at the internship site. The rest of the time may be comprised of class meetings, research, journal writing, and preparation for the final presentation. ****Students must engage in the internship/project for the duration of the full 10 weeks; hours cannot be completed in bulk.**

Time Log

Students will maintain weekly logs that verify the time spent on the project. This record should include all time spent working on project including internship time, research time, journal-writing time, class time, etc. This log must be signed by the mentor. [See appendix for sample time log.]

Storyboard/Final Presentation

Students will make a final presentation of their work. This may take the form of a digital film or a live presentation with Google Slides. In preparation for the final presentation, students must create a storyboard to show their planning process.

HAVING A SUCCESSFUL INTERNSHIP EXPERIENCE

Make a Good First Impression

1. Do some research before you begin your internship so you can show your supervisors that you already have some knowledge of their organization. You will move onto more substantive activities much more quickly. Similarly, if you are working on a project (in lieu of an internship) approach your mentor with a plan of action.
2. As soon as your internship is set up, write a note to your sponsor confirming your starting date and thanking him/her for the opportunity. Follow up with a phone call the day before you start.
3. Read about the topic area on which you will be working, following the issue in newspapers and magazines. Not only will this help with your required research paper and weekly journals, it will also make you more knowledgeable about your field.
4. Make a list of goals for your internship with the help of your teacher, and/or mentor, and create a specific work plan that will accomplish these goals. Amend/complete these planning exercises during the first week of your internship.
5. Follow our Top Ten Rules for on-the-job behavior below.

Rules for On-the-Job Behavior

1. **Be on time.** Make sure you and your mentor are clear on your starting date and the hours you are expected to work.
2. **Know the dress code.** If you're not sure how to dress at first, err on the conservative side. It's better to be too dressed than too casual. Be sure to dress appropriately! No tummy-revealing tops or too-tight pants!
3. **If you run out of work, ask for more.** Don't wait for someone to notice. Be aware of what projects others are working on, and when something looks interesting, offer to help if you need something to do. Let your mentor know what you would like to do in order to keep the internship interesting.
4. **If you don't understand something, ask questions.**
5. **Be prepared to do a certain amount of menial work (with a smile!) but don't become the office assistant.** You are not there solely to make photocopies, answer phones, or do other secretarial/assistant work. You are there to learn something. If this is not the case, talk to your mentor or teacher ASAP.
6. **Don't get involved in office politics.** Don't gossip.
7. **Watch your language.**
8. **Avoid using your cell phone unless it is an emergency.**
One of the single greatest complaints of mentors over the past few years has been student use of cell phones on the job. Be professional. Put the phone away.
9. **Keep a positive attitude** and remember what your family taught you about saying please and thank you.
10. **If you are having any problems at all, talk to your teacher immediately!**

Problems

If you experience problems during your internship, let your teacher know immediately so that they can be remedied. Do not wait for the next class to discuss them. See your teacher during the week. Problems include: transportation difficulties, tension with mentors, lack of opportunities within your internship, etc.

Having Fun

You should have selected your internship because it is a field of interest to you. Therefore, completing the required hours should not be a problem. If you find that your internship is not working out, you may choose to switch placements/projects. This must be done as quickly as possible. See your teacher for help.



SENIOR SEMINAR INTERNSHIP PROBATION

At the conclusion of the first semester, all students in Senior Seminar will be evaluated on the basis of their subjects. If a student is failing one or more subjects, has cuts in excess of three for ALL subjects, and/or has lost senior privileges, s/he will be placed on immediate Internship Probation. Probation can also occur at any time during the semester if any of the previous conditions apply.

Positive progress reports in **ALL** areas will be used as the determinant for exit from Internship Probation.

Internship Probation consists of the following:

- Daily class attendance (does not count as completed hours) in addition to scheduled internship
- Preparation of weekly research report with annotated bibliography
- Weekly progress reports on ALL subjects
- Evaluation every two weeks to determine if student is to remain on probation
- Collaboration with teacher(s) of failed subject(s) to successfully complete work that resulted in the failing grade
- Weekly updates on cuts
- Letter of advisement to parents identifying cause of probation (cuts, grades)

***If the situation does not improve, a scheduled student/parent/administrator meeting will take place to refocus the direction of the student. A student may be dismissed from the program at this time.



PROGRAM DISMISSAL

Senior Seminar allows students the privilege of earning credit outside of the classroom. If, at any time, students do not meet the requirements of Senior Seminar, they may be dismissed from the program with a failing grade. This will be determined by a meeting of guidance counselors, teachers and administrators.

ANNOTATED BIBLIOGRAPHY

In preparation for writing the research paper, you will complete an annotated bibliography of your sources. You should consult **a minimum of five different sources** (example: magazine, book, website). More will result in a higher grade. Please note, a magazine found through a website is still counted as a magazine. You will be judged on the accuracy of your citations as well as the quality of your annotations.

WHAT IS AN ANNOTATED BIBLIOGRAPHY?

An annotated bibliography is a list of citations to books, articles, and documents. Each citation is followed by a brief (usually about 100 words) descriptive and evaluative paragraph, called an **annotation**. The purpose of the annotation is to inform the reader of the relevance, accuracy, and quality of the sources cited.

REQUIREMENTS:

- Minimum of five reputable sources
- At least one of the five sources must be a print (or print equivalent) source, meaning that it is available in print, like a magazine or newspaper, but you may have accessed it online
- No encyclopedias or Wikipedia
- Correct bibliographic citation including items listed in alphabetical order and hanging indents

THE PROCESS

Creating an annotated bibliography calls for the application of a variety of intellectual skills: informed library research, concise exposition, and succinct analysis.

First, locate a minimum of five **reputable** sources. Briefly examine and review the actual items. Once you have chosen five sources that provide a variety of perspectives on your topic, correctly record the bibliographic citations. Finally, explain what each source offers, how you know it is a credible source, and how it will help you.

For more explanation on each of these steps, see below.

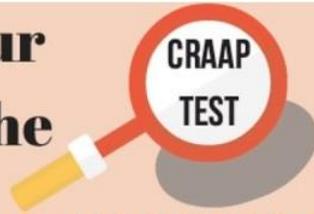
USING REPUTABLE SOURCES

Reputable, reliable, or credible sources are ones the reader can trust. Readers trust that the author's ideas are his or her own and can be backed up with evidence.

When writing a research paper, doing research, or reading for background information, writers should ALWAYS use reputable sources. Citing non-reputable sources can damage a writer's relationship with his or her readers. **Keep in mind that the definition of a credible source depends on the audience, the topic, and the discipline.**

What makes a reputable source? Try the CRAAP Test:

Investigate your sources with the



Not all sources are created equal!

Ask yourself the following questions as you do your research.

Is it **C**urrent?

How old is this? Do the links still work? Was this updated recently?

Is it **R**elevant?

Is this scholarly or popular? Is the language too technical or simple? Can I find better information somewhere else?

Is it **A**uthoritative?

Is there an author? Are they affiliated with a university or organization? What is the URL (.com, .edu, .gov)?

Is it **A**ccurate?

Are the original sources cited? Can I verify this information? Has this been independently reviewed? Are there grammar errors or typos?

What is its **P**urpose?

What was the author's purpose for writing this? Is advertising mixed in with the content? Does the tone seem judgmental or overly positive? Are possible biases clearly stated?

Adapted from the CRAAP Test created by Meriam Library at California State University, Chico

Avoid sources which don't list an author or a credible organization that sponsors them. Also, stay away from sites like learnhowtobecome.org which are little more than encyclopedias.

Some credible sources include:

- Books
- Major newspapers and magazines, often accessible from school databases like GALE and EBSCO
- University websites
- Government agencies
- Scholarly articles that appear in journals or through Google Scholar

CHOOSING THE CORRECT FORMAT FOR THE CITATIONS

Cite the book, article, or document using the appropriate style.

Use easybib.com to find the correct format for your citations. The Modern Language Association (MLA) style manual is also available in the library. Remember that easybib.com only works if you have properly recorded all the necessary information for your citation (author, title, publisher, date published, etc.)

CRITICALLY APPRAISING THE BOOK, ARTICLE, OR DOCUMENT

Write a concise annotation that summarizes the central theme and scope of the book or article. Include one or more sentences that (a) evaluate the authority or background of the author, (b) comment on the intended audience, (c) compare or contrast this work with another you have cited, or (d) explain how this work illuminates your bibliography topic.

Annotations may consist of all or part of the following items, depending on the assignment:

- describe the content (focus) of the item
- describe the usefulness of the item
- discuss any limitations that the item may have, e.g. grade level, timeliness etc.
- describe what audience the item is intended for
- evaluate the methods (research) used in the item
- evaluate reliability of the item
- discuss the author's background
- discuss any conclusions the author(s) may have made
- describe your reaction to the item

SAMPLE ANNOTATED BIBLIOGRAPHY ENTRY FOR A JOURNAL ARTICLE

Single
space
with →
hanging
indent

Keefe, F. J., "Pain in arthritis and musculoskeletal disorders." *Journal of Orthopedic & Sports Physical Therapy*, 2 (2012): 279-290.

Skip space before annotation

I found all the facts about exercising with arthritis and the different types of exercise from this source. The author is a doctor, so I'm sure it is a reliable source. It is also very readable and includes a detailed bibliography. This will be helpful because the doctor I am working with specializes in dealing with arthritis. This will help me understand some of the problems associated with arthritis and the different ways to alleviate the pain of arthritis. However, because the article was published in 2012, I'm not too sure if it is the most current information.

SAMPLE ANNOTATED BIBLIOGRAPHY ENTRY FOR A WEBSITE

"Welcome to Orangetown: Rich in History." Orangetown Police Department. Available <http://www.orangetownpd.com/> (15 January 2020).

This page contains information about the history of Orangetown and the police department. It includes dates, statistics, and names of police chiefs as well as links to other government sites. This will be useful in understanding how the police department was originally established. It will also give me the name of the current police chief. Furthermore, it gives e-mail links to ask questions about the department. The site seems current and therefore reliable.

Annotated Bibliography Assignment Rubric

Article/Book Selection (Possible 30 points) Score: _____

28-30	At least 5 articles/books are selected. All works are less than 5 years old (or justification is provided for older articles). Information comes from a variety of excellent, reputable sources. No encyclopedias or Wikipedia.
24-27	5 articles/books are selected. All works are less than 5 years old (or justification is provided for older articles). Information comes from a limited number of reputable sources but no encyclopedias or Wikipedia.
21-23	5 articles/books are selected. Several works are over 5 years in age, with no justification regarding their inclusion AND/OR comes from a limited number of sources which may not be reputable.
18-20	Fewer than 5 articles/books are selected. Several works are over 5 years in age, with no justification regarding their inclusion. Only 2-3 works show relevance. Information comes from a limited number of sources or sources which may not be reputable.
17 or below	Significantly fewer than 5 articles/books are selected. They are over 5 years of age, and/or are not relevant and/or come from only 1 or 2 sources. Sources are disreputable.

Analysis and Reflection (Possible 50 points) Score: _____

45-50	Analysis of each work includes a summary, critical review, and reflection. Analysis includes thoughtful descriptions of the strengths and weaknesses of the article in helping research a particular field. Reflection includes a clear description of the student's opinion about the information with clear identification of how the information will help him/her.
40-44	Analysis of each work includes a summary, critical review, and reflection. Analysis includes thoughtful descriptions of the strengths and/or weaknesses of the information in helping research a particular field. Reflection may fail to identify the student's opinion about the work, and/or show no clear identification of how the information will aid the student in his/her internship or project.
35-39	Analysis of each work includes a summary, critical review, and reflection. Analysis includes descriptions of the strengths and weaknesses of the work, but appears to only be based on the student's opinion, rather than on factual information from the article/book. Reflection fails to identify the student's opinion about the information, and/or there is no clear identification of how the information will aid the student in his/her internship or project.
32-34	Fewer than 5 sources selected <u>and/or</u> analysis of each work includes a summary and critical review, but there is no meaningful reflection.
31 or below	There is haphazard and inconsistent presentation of works. No clearly defined summaries, critical reviews, or reflection is presented.

Quality of Work (Possible 20 points) Score: _____

18-20	Student submits an analysis for each work. Information is within the length guidelines and is typewritten. There are no spelling or gross grammatical errors. Citations are in the correct MLA format.
16-17	Student submits an analysis for each work. Information is within the length guidelines and is typewritten. There are several spelling, mechanical, or grammatical errors. Most citations are in the correct MLA format.
14-15	Student may or may not submit an analysis for each work. Information is either longer or shorter than the length guidelines and is typewritten. There are multiple spelling or gross grammatical errors, making the information sloppy and/or difficult to understand. Some citations may not be in the proper format.
12-13	Student may or may not submit an analysis for each work. Information is handwritten. There are multiple spelling or gross grammatical errors, making the information sloppy and/or difficult to understand. Many errors in citations.
11 or below	Fewer than 5 sources selected <u>and/or</u> work is submitted with gross errors in spelling, mechanics, grammar, and/or citations.

FINAL SCORE: _____

THE RESEARCH PAPER

After completing the annotated bibliography, you will write your research paper of approximately 3-4 pages, typed, double-spaced, in 12 point font with normal margins.

The paper must include:

- An introduction that ends in a **thesis statement** which states the main idea of your paper.
- Citations from at least **three** varied sources. Sources may include: newspapers, magazines, online databases, personal interviews, video recordings, television shows, etc. **One of these three sources must be print (or print equivalent) rather than internet sources.**
- Internal citations in proper format. See class websites for reminders on how to do this correctly.
- A **Works Cited page** using MLA style for referencing. (See www.easybib.com)
- Statistics, facts, graphs, figures, pictures etc.
- Appropriate voice and tone: **NO PERSONAL PRONOUNS** in research (i.e. No "I," "you" or "we")

Some questions to consider for the research paper:

1. How would you describe/explain this career or field of interest?
2. Are there any other jobs related to this field of interest?
3. What courses, diplomas, degrees are required for a career in this field? Describe the program.
4. How much does it cost to be educated in this field?
5. How many years does it take to be educated in this field?
6. What is the typical working environment like?
7. What type or temperament of person would best be suited to this career/area of interest?
8. What is the salary range for careers in this field?
9. What is the employment outlook in this field? Are jobs increasing or decreasing?
10. What are the opportunities for advancement or promotion?
11. Are there any 'perks' to the job? Health, pension, hours? Etc.
12. Are there drawbacks?
13. Are there any stereotypes associated with this career/interest?
14. Is the field dominated by either sex?
15. What types of skills are required for this career/interest? Ex. computer skills, communication, typing, dexterity, interpersonal skills etc.
16. Are there any health hazards?
17. Are there any hotly debated issues within this field? What are they?

Research on Careers

If your internship is in a possible career field, construct your research paper accordingly. For example, if you are interested in becoming an elementary school teacher, you will want to research the field of elementary education. Research questions might include:

- What education is required to be an elementary school teacher?
- What qualities must an elementary school teacher possess?
- How much money does an elementary school teacher make?
- What are the benefits of being an elementary school teacher?
- What are the drawbacks of being an elementary school teacher?
- What are the big issues in elementary education today?
- How has the job evolved over the years?
- What is the difference between a teacher in the suburbs vs. the city?
- What is the difference between teaching kindergarten and third grade?
- What are the major issues in education today?

Research on Interests

If you are not interested in pursuing a career in the same field as your internship, your research paper may be more of an investigation of your topic, rather than an analysis of career possibilities. For example, if you are planning on interning at a nursing home (but do not wish to pursue a career in that field) your questions might include:

- How many people are in nursing homes today?
- What types of nursing homes are there?
- How much do nursing homes cost? Who pays for them?
- Does insurance cover costs? When? How much?
- When do people enter nursing homes? For what reasons?
- What is life like in a nursing home?
- Who cares for nursing home patients?
- What happens to people who can't afford nursing home care?
- What services are available to senior citizens in nursing homes?
- How do various psychologists view nursing homes?
- What are the major problems in nursing homes today?
- What do interns/volunteers do in nursing homes?

As you complete your research, keep a list of all works used so that you may incorporate citations within your paper and complete a proper Works Cited Page.

**** Remember that internet citations require you to name the date and time accessed as well as the URL (website address)!**



Organizing Your Paper

All research papers should include proper introductions, body paragraphs, and conclusions, followed by a Works Cited page.

Remember that **introductions begin with general statements and end in thesis statements**. Your thesis should state the main point of the paper. Each body paragraph should begin with a topic sentence and end with a clincher.

The body paragraphs should be organized according to the information you find. For example, some of you might have a paper organized like this...

Introduction	
Body Paragraph 1	Overview of Career
Body Paragraph 2	Types of Jobs within the Career
Body Paragraph 3	Skills or qualifications needed for Career
Body Paragraph 4	Benefits of Career
Body Paragraph 5	Drawbacks of Career
Body Paragraph 6	Current issues within the Career
Body Paragraph 7	Job considerations
Conclusion	

...while some of you might organize your paper like this:

Introduction	
Body Paragraph 1	Overview of Interest
Body Paragraph 2-3	History of the area of interest
Body Paragraph 4-5	Current issues within this field of interest
Body Paragraph 6	Benefits of working in this field
Body Paragraph 7	Drawbacks of working in this field
Body Paragraph 8	Future applications of knowledge learned in this field
Conclusion	

Though the organization of your research paper may differ from that of your peers, you are each responsible for writing paragraphs in a logical order with strong topic sentences, relevant research, and proper citations. If you have trouble with this, see your teacher during class time or office hours.

Language and Style

Research papers are formal essays and therefore should not use personal pronouns (I, you, we, me, us, etc.), contractions, or slang.

Works Cited and Final Copy

YOUR FINAL PAPER MUST INCLUDE A WORKS CITED PAGE – DIFFERENT FROM THE ANNOTATED BIBLIOGRAPHY. Remember that a *works cited page* is just that: works that you have CITED in your research paper—not works that you consulted before writing it. Your final draft should be typed, double-spaced, in 12 point font, with normal margins. A paper copy must be submitted to your teacher, and a digital copy must be submitted to turnitin.com as explained by your teacher.

RESEARCH PAPER RUBRIC

	PURPOSE & FOCUS	ORGANIZATION	DEVELOPMENT: DETAILS & SUPPORT	VOICE/TONE & WORD CHOICE	GRAMMAR, MECHANICS & SENTENCE STRUCTURE	RESEARCH & CITATIONS
100-90	-Establishes and maintains a clear purpose and focus throughout the writing -Original, insightful or imaginative -Clearly stated original thesis	-Carefully but subtly organized from beginning to end -Logical and coherent order; fluent -Synthesizes info from a variety of credible sources	-Richly developed Supporting details are rich, interesting, and full	-Rich vocabulary -Vivid language -Distinctive voice	-Sentence variety and sophisticated sentence patterns enhance style -Virtually no errors in structure and usage -Very few or no mechanical errors, with complexity	-Excellent use of research with multiple reputable sources -Numerous sources -All quotations cited properly -Proper bibliography using MLA format
89-80	-Purpose and focus are clearly established -Clear awareness of audience -Thoughtful and focused	-Organized from beginning to end -Logical progression of ideas – fluent and coherent	-Fully developed -Details are pertinent or explicit and provide idea/information in depth	-Distinctive personal expression or distinctive tone enhances writing -Effective vocabulary -Generally successful in using rich language	-Few or no errors present -Departures from convention appear intentional and are effective -Moderately successful in using more sophisticated sentence patterns	-Good use of research with varied reputable sources -Several varied sources -Most quotations cited properly -Bibliography uses or attempts to use proper MLA format
79-70	-Purpose and focus must be inferred – not clearly stated -Focus shifts	-Organization moves writing forward with few lapses in unity or coherence	-Details are adequate to develop ideas/ information, but limited in depth -Details are not always clearly elaborated	-Establishes personal expression or effective tone -Acceptable vocabulary -Attempts to use rich language -Generally correct usage	-Some errors or patterns of errors are present that do not interfere with communication -Attempts to use more sophisticated sentence patterns	-Research shown but poor selection of credible sources -At least 3 sources cited -Quotations cited; some may be cited incorrectly -Bibliography may not be proper MLA format
69-65	-Attempts to establish a purpose -Focus is not fully clear -Poor awareness of audience -Lacks clarity	-Lapse(s) in organization affect unity and coherence -Continual shifts in point of view -Lacks closure -Poor transitions	-Thinly developed -Details lack elaboration: merely listed or unnecessarily repetitious -Some details do not support the focus -Important details are omitted	-Attempts personal expression or appropriate tone -Simplistic vocabulary with limited, inappropriate and/or incorrect word choice -Noticeable errors in usage (subject/verb agreement)	-Numerous errors are apparent and may distract the reader -Little or no sentence variety -Errors in structure or usage (more than 1 word) interfere with meaning	-Lack of research shown -Too few sources -Few quotations—some may lack proper citation -Improper format for bibliography
Below 65	-Purpose and focus are not apparent -No awareness of audience -Restates topic	-Serious errors in organization make writing difficult to follow	-Not developed -Details are minimal, inappropriate, random, or non-existent	-Personal expression or appropriate tone not evident -Inadequate vocabulary -Too brief to evaluate	-Errors interfere with understanding -Lack of sentence sense -Too brief to evaluate	-No research or minimal research shown -Lack of varied sources -Improper citations -Improper format for bibliography

NO RESEARCH PAPER WILL BE ACCEPTED

WITHOUT:

- **INTERNAL CITATIONS**
- **A PROPER WORKS CITED PAGE**
- **SUBMISSION TO TURNITIN.COM**

Name: _____

Student Self-Assessment: _____

Teacher Grade: _____

THE JOURNAL

For third and fourth quarters you will keep a journal of the process of your Senior Seminar Project, from inception to completion. Your journal, together with your annotated bibliography, research paper, and attendance will form the bulk of your grade for third quarter.

Journals are due EVERY FRIDAY that class meets. They should be approximately one page in length, typed double-spaced. In the event of a snow day or school cancellation, you must turn in your journal the following Monday. Teachers requiring digital submissions may require that the journal still be turned in on or by the due date.

Possible Journal writing topics include:

- Why you chose your senior seminar project
 - To learn...*
 - To find out about...*
 - To decide...*
 - To spend time...*
 - To become skilled at...*
 - To discover...*
 - To investigate...*
 - To figure out...*
- How you decided on your Senior Seminar project
- The legwork you did to obtain your internship or find your mentor
- The feelings you have about beginning your project
- The feelings you have while doing your project
- Records of the tasks you do during your internship
- Good days and bad days
- Your relationship with your mentor or other people you work with
- What you are learning...What you wish you were learning...What you hope to learn
- Questions you have
- Fears you have
- What you like or dislike about your project/internship
- What you would change about your project/internship
- Ideas for your final presentation
- Commentary on related articles or research you have done on your field of interest/study*

***If you are unable to attend your internship for any reason, you may always do research or read articles relevant to your topic of study and write about your reading.**

SAMPLE JOURNAL EXCERPTS

February 2

I am so excited. All the persistence paid off, and we ended up killing two birds with one stone. Mrs. Tully, the principal, was in the building today so the assistant principal set up a meeting for us so she could interview us. She seemed like a wonderful person and I can't wait to get into the classroom setting. I was also hoping that the internship would start soon. I think I will give Mrs. Tully a call to follow up because I want to make sure we start soon. I know that it might seem rude to ask them to hurry up, but the sooner they get us into the internship, the faster we will be able to start helping them.

She asked us what kind of kids we wanted to work with. I told her I wanted to teach 2nd or 3rd grade. She also wanted to know if we wanted to work with kids who are slow. Since I almost got kicked out of school, I do want to work with people who might be slow at learning. I was also hoping that I could work with Korean kids that are new and can't speak English that well. Maybe I can help them become more familiar with the setting. I think it would be great to work with them because I know how it feels to be alienated at such a young age. Also, if there is prejudice among the kids, then maybe I can help them understand that we are all human beings and that getting along with one another is the best thing to do. I can't wait for the day to come that I can meet my kids that I am going to take care of.

February 3

Today at 8:00 I went to my first day of my internship. I found out that she has a private practice as well. She works in her house. It seemed a bit dumpy when I first got there, but the inside was beautiful! We talked about the requirements for the program and what I wanted to learn. We sat together and discussed what a nutritionist does. She explained to me that if you become a nutritionist in a hospital, it is absolutely disgusting, low paying, etc. It is also hard to find many jobs for dieticians because there are not many people who need one.

What she does:

- 1. Counsels people with eating disorders (anorexia, bulimia, etc.)*
- 2. Writes books on good diets, recipes. She has written two, and writes articles in "Nutrition Weekly" magazine.*
- 3. Travels around the country making speeches about her supplements and diets*
- 4. Advertises and sells supplements*

What she will teach me to do:

- 1. Learn about different eating disorders*
- 2. Learn about diets, new ways to eat right*
- 3. Make a food diary*
- 4. How to stay thin but healthy*

I'm really excited to start and learn more, but I'm nervous that I'll know what to do and I'll do a good job.

February 9

I called Lt. Claussen to make sure there weren't any sudden changes in plans. He told me I should show up at around 3:00. I guess I have to miss the Academic League Meet. I was nervous about the drive, so I gave myself a head start to get gas. I was also nervous about this interview. I was fine until my teacher told me to go home and change because I was "scruffy looking." Now I'm not sure what to expect. The butterflies in my stomach are getting even more jittery.

I met with Lt. Claussen and he gave me an application to fill out. He had me do this in the lineup room which was kind of scary. After that he gave me a short description of what I'd be doing. Clerical work is needed now, so I'll be handling criminal records of Rockland County. Hey, pretty cool. Also, they may take me to crime scenes to gather information. Fingerprint indentations, photographs, etc. I agreed to start Monday at 2:30.

I hope this internship will help me decide if being a cop is the right line of work for me. I wonder what they'll actually let me do since I'm only in high school. I hope it's not just a lot of clerical work all the time. I guess I'll have to wait and see!

SENIOR SEMINAR JOURNAL GRADE RUBRIC

See your Senior Seminar Important Dates sheet for the due dates of all journals

Journal Grade	Meaning	Explanation
10	Excellent	Thoroughly detailed; provides interesting information about internship/project with personal thoughts and ideas Stylistically sophisticated writing with virtually no grammar or mechanical errors, proper paragraph structure, and voice
9	Very Good	Detailed; provides good explanation of how time was spent and what was learned Good writing with very few or no grammar or mechanical errors, proper paragraph structure, and some evidence of voice
8	Good	Moderately detailed; uses some examples and/or anecdotes to relate time spent on internship/project Good writing with very few or no grammar or mechanical errors, proper paragraph structure
7	Fair	Satisfactory report of time spent; may lack details of accomplishments or thought process OR Good details but writing has numerous grammar and/or mechanical mistakes, or lacks proper paragraph structure, suggesting lack of effort in writing
6	Poor	Some indication of time spent on internship/project, but without detail; suggests little or no time spent on internship/project during this period Numerous grammar and mechanical mistakes make writing difficult to read OR Too brief to evaluate week's work of internship
5	Handed In	A record of your attendance at internship, but no detailed account OR journal handed in excessively late
0	Not Handed In	Incomplete

SENIOR SEMINAR CLASS PARTICIPATION RUBRIC

Category	100-90	89-80	79-70	Below 70
Attendance	Student is always present in class.	Student has missed class minimally for excused absences and has contacted teacher when out of class.	Student has missed several classes; Student has failed to keep in contact with teacher when out of class.	Student has missed many classes.
Lateness	Student is always prompt.	Student is usually prompt.	Student is often late.	Student is always late.
Assignments	Assignments are always handed in on time and show effort.	Assignments are usually handed in on time and show effort.	Assignments are often late and/or lack effort.	Assignments are always late and/or lack effort.
Discussion	Student enthusiastically shares internship/project experiences in class discussion.	Student often shares internship/project experiences in class discussion.	Student occasionally shares internship/project experiences in class discussion.	Student does not share experiences or is absent too frequently to share experiences in class discussion
Behavior	Student is always well-behaved, polite, and enthusiastic about Senior Seminar.	Student is usually well-behaved, polite, and enthusiastic about Senior Seminar.	Student does not show all qualities of good behavior.	Student is argumentative, rude, or difficult.

Name: _____

Grade: _____

SENIOR SEMINAR PRESENTATION

Your final presentation in Senior Seminar is essentially an informational speech about your internship or project. This can take the form of a live speech with Google Slides as a visual aid, or a prerecorded movie using software like Windows Movie Maker or Apple iMovie.

Your Senior Seminar presentation will be divided into three basic parts:

- **Before** your internship/project
- **During** your internship/project
- **After** your internship/project

GUIDING QUESTIONS

Before

- Why did you choose this particular field? What interests you about it?
- What information did you learn during your research?
- How did you find your placement?
- How did you feel about the internship/project before you began?
- What were your expectations?

During

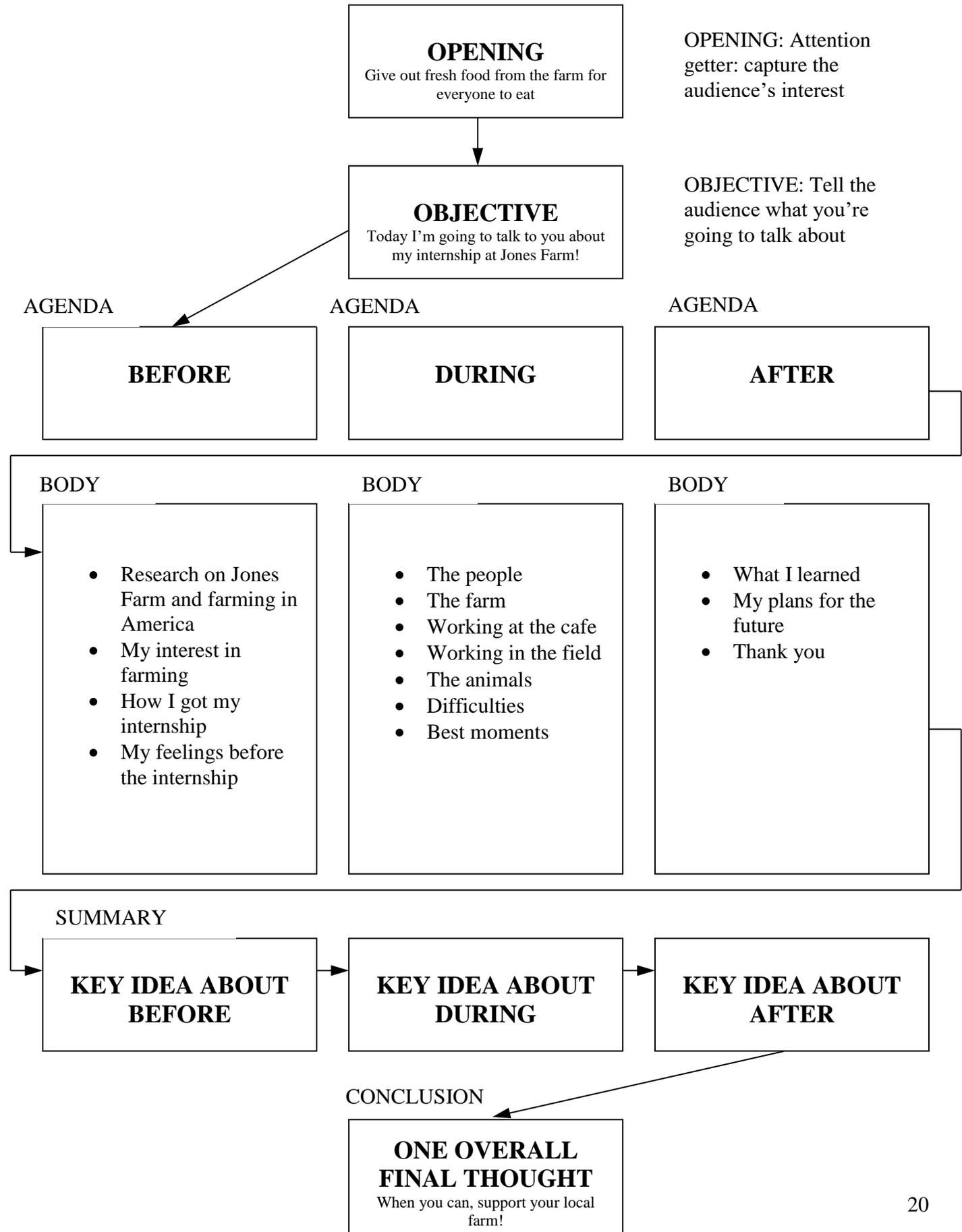
- What did you do during your internship/project?
- What was it like in the beginning? In the middle? At the end?
- What particular activities/experiences stood out for you during this time?
- What were the high points of your internship/project?
- Did you have any difficulties?

After

- What did you learn during your internship/project?
- Is this a career interest you might pursue? Why or why not?
- Did the internship/project meet your expectations? Why or why not?

BEFORE	DURING	AFTER

ORGANIZATIONAL FLOW CHART – INFORMATIVE SPEECH



ORGANIZATIONAL FLOW CHART – INFORMATIVE SPEECH

OPENING

OPENING: Attention
getter: capture the
audience's interest



OBJECTIVE

OBJECTIVE: Tell the
audience what you're
going to talk about

AGENDA

BEFORE

AGENDA

DURING

AGENDA

AFTER

BODY

[Empty box for body content]

BODY

[Empty box for body content]

BODY

[Empty box for body content]

SUMMARY

[Empty box for summary content]

[Empty box for summary content]

[Empty box for summary content]

CONCLUSION

[Empty box for conclusion content]

PRESENTATION STORYBOARD

A storyboard is a visual script of your presentation. It is an important part of the planning process. It is the organizational tool that will make the production process flow easily. Depending on the elements you are using (image, text, soundtrack(s), etc.) your storyboard will be more or less complex. Will your final product be a slide show presentation or a video? The output will also determine what your storyboard needs to include.

If you are doing a slide show, you may simply print out a rough draft of your slides. If you are doing a movie, you may follow the template below or make a rough outline of your movie using Google Slides.

Your storyboard **MUST** include:

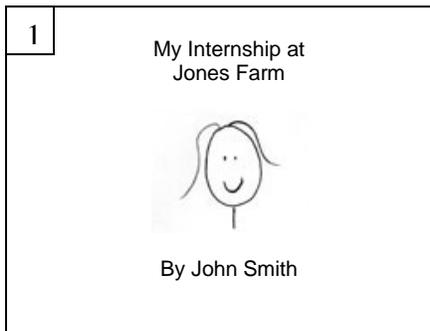
- A title page with the name of your internship/project and your name
- Research (facts, statistics, quotes) about your internship field with citations
- Information about before/during/after your internship
- Illustrations/sketches/or photos about what frames will look like

Your storyboard may include any or all of the following:

- narration script (for your voiceover about your Senior Seminar experience)
- sound or slide transition effects
- music

SAMPLE STORYBOARDS

The first frames of your storyboard for a film might look something like this:



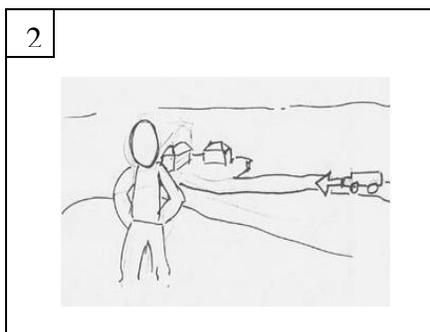
Timing (secs.): 30 secs.

Description: Title slide with photo of me or clip art

Narration: none

Music: "Old MacDonald Had a Farm"

Effect(s): Fade out



Timing (secs.): 45 secs.

Description: short video of me on the farm

Narration: For the past three months, I have spent every Saturday morning working at Jones Farm where I interned with Tim Jones.

Music: none

Effect(s): none

The first frames of your slide show for your presentation might look something like this:



Using this set of slides, a presenter might say:

- (1st slide) Today I am going to talk to you about my internship at Tappan Zee High School. I will tell you about before my internship, during my internship and after my internship.
- (2nd slide) Before my internship I explored my interest in education, I did some research on teaching, and I considered my expectations.
- (3rd slide) I have always been interested in becoming a teacher...[elaboration on points made in slide]
- (4th slide) Before I began my actual internship I had to do some research on education... [elaboration on research information using points on slide]
- (5th slide) When I was done with my research, I thought about my expectations for my internship. I thought... I felt... [elaboration]
- (6th slide) Now I'm going to tell you a little bit about what happened during my internship. I will tell you about my initial reaction, my daily routine, the problems and difficulties I faced, and the emotions I experienced.

USING GOOGLE SLIDES

If you choose to give a live informational speech about your internship/project, you are required to use Google Slides or Power Point as a visual aid. Your slides should serve as “note cards” for your presentation. Each slide should serve as an outline for your next topic of discussion, *not* a verbatim text of what you will say. The slides will also serve as visual aids. For this reason, you may wish to take photographs of your internship location or project. Please ask your mentor’s permission to photograph before doing so. Some helpful tips:

- **SAVE, SAVE, AND SAVE SOME MORE**
Periodically save your presentation as you work on it to prevent losing information. *Save it in more than one place under more than one name!* This way, if you lose one, you’ll have another back-up.
- **DO NOT COPY AND PASTE PICTURES**
When you wish to use a graphic from the internet, do not simply copy and paste it as you run the risk of losing it. Instead, save the picture to your personal file, then import it into your slide show. If you don’t know how to do this, ASK!
- **AVOID LOUD, OBNOXIOUS SOUNDS OR MUSIC**
Although it is fine to use some introductory music or a sound clip here or there, don’t overdo it, especially between slides. Although it might sound good to you, too many sounds will make your presentation come across as amateur and will actually interrupt the flow.
- **AVOID “FLYING” TEXT**
While it is okay to have some text “fly” in with the click of the mouse, do not overdo it. More often than not, flying text makes students lose their place in a presentation or become confused. Flying text requires you to *remember* what comes next; when you’re nervous, you won’t remember when you’re supposed to click. It’s better to just have the information come up on the screen like note cards.
- **DON’T CROWD**
Remember that your slides will be seen by a classroom audience. Do not put too much on one page, and be wary of font size. Your words should be legible to an audience member ten feet away. It is better to have many simple slides than a few crowded ones. K-I-S-S = Keep It Sweet and Simple!
- **CITE YOUR RESEARCH**
You aren’t expected to memorize statistics or other research. Put this information on your slides, but make sure you cite your sources!

USING WINDOWS MOVIE MAKER OR IMOVIE

If you choose to make a movie about your internship as your final presentation, you may seek help from a variety of online tutorial sites or from the school librarian or photo/video instructor.

PRESENTATION EXTRAS

While you are required to use Google Slides/Power Point or a self-made movie to outline and present your internship experience, you are not limited to it. Many successful students have included props or visual aids to enhance their presentations. Some ideas to consider:

Photos from your work place – these always make a presentation more powerful than clip art

Handouts about your internship

- an interactive game or exercise to involve the audience in your presentation
- a pamphlet from your workplace or one that you made
- a chart you made of important facts
- business cards that you give out to the audience
- samples from your internship (e.g. food, flyers, school worksheets, etc.)

Drawings or Pictures

- cards or pictures made for you (elementary school interns)
- architectural drawings or plans
- outlines or diagrams from something you built or worked on

Video

Show:

- ...an attention-getting clip to raise interest
- ...a two-minute clip of some event you participated in
- ...an interview with someone you met/worked with
- ...a scene from a movie or TV show that grabs interest and relates to your internship



Senior Seminar Storyboard Rubric

Name: _____

Category	100 - 90	90 - 80	80 - 70	70 - 60
Title	Storyboard contains title of project/internship and student's name	Storyboard is missing one of the title requirements	Storyboard is missing two of the title requirements.	No title or wrong information in title square (#1).
Research	Storyboard contains several elements of research and correctly formatted citations from research paper	Storyboard contains minimal research and/or incorrectly formatted citations	Storyboard contains research but no citations	Storyboard contains no research or citations
Content	Storyboard thoroughly explains internship experience by describing before, during, and after the internship/ project; if created for a movie, storyboard includes detailed narration, notes on sound effects, and/or transitions	Storyboard explains internship experience by describing before, during, and after the internship/ project experience; if created for a movie, storyboard includes some narration or other notes	Storyboard explains internship experience but may lack detail	Storyboard is basic and lacking in detail; minimal number of frames explained
Illustrations	Storyboard uses sketches, photos, or clip art to illustrate what frames will look like	Storyboard uses some visuals to illustrate what frames will look like	Storyboard lacks visual detail; only some slides contain visual elements	Storyboard has few or no visuals to show what presentation will look like
Grammar & Mechanics	Storyboard demonstrates control of the conventions with essentially no errors	Storyboard demonstrate partial control, exhibiting occasional errors that do not hinder comprehension	-demonstrate emerging control, exhibiting occasional errors that hinder comprehension	-demonstrate a lack of control, exhibiting frequent errors that make comprehension difficult
Design/Effort/Neatness	Storyboard is exceptionally attractive in terms of design, layout, and neatness.	Storyboard is attractive in terms of design, layout, and neatness.	Storyboard is acceptable though it may be a bit messy.	Storyboard is distractingly messy or very poorly designed.

Grade: _____

Senior Seminar Storyboard Template

Name: _____

You may use this template to outline your project. If you are using Google Slides, you may use this form or simply print out a rough copy of your slide show. Your storyboard should have a **MINIMUM** of 10 frames or slides. Additional copies of this sheet available online.

Description: _____

Narration: _____

Music: _____

Effect(s): _____

Timing (secs.) _____

Description: _____

Narration: _____

Music: _____

Effect(s): _____

Timing (secs.) _____

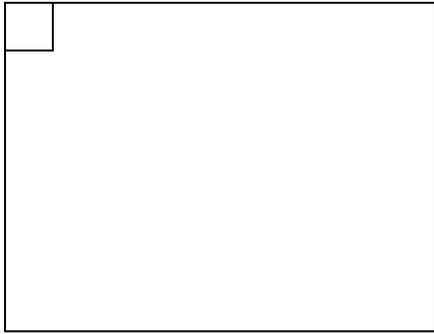
Description: _____

Narration: _____

Music: _____

Effect(s): _____

Timing (secs.) _____



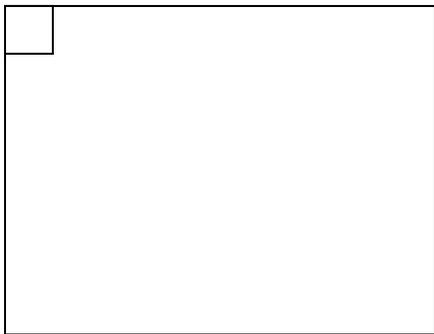
Timing (secs.) _____

Description: _____

Narration: _____

Music: _____

Effect(s): _____



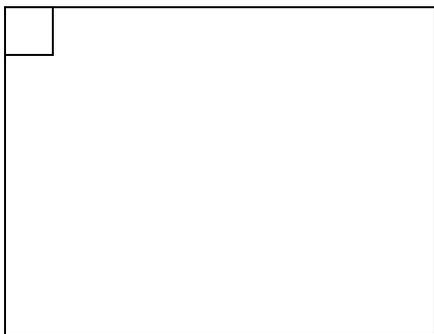
Timing (secs.) _____

Description: _____

Narration: _____

Music: _____

Effect(s): _____



Timing (secs.) _____

Description: _____

Narration: _____

Music: _____

Effect(s): _____

Senior Seminar Final Presentation Rubric (Slide Show/Live)

QUALITY	EXCEPTIONAL-4	GOOD-3	ACCEPTABLE-2	POOR-1
Delivery & Demeanor	Eloquent; shows enthusiasm for subject; appropriate volume and rate of speech	Shows some but not all qualities of exceptional delivery	Satisfactory; may say words unclearly or speak at a low volume	Inappropriate volume or rate of speech; difficult to hear; uses inappropriate language
--poise & attire	Poised and professional; dressed properly for a formal presentation	Uses gestures appropriate to the presentation; doesn't fidget; appropriate attire	Uses gestures/movements that are for the most part appropriate; informal, but not inappropriate attire	Often fidgets or moves inappropriately; poor posture; and/or dressed inappropriately for a formal presentation
--eye contact	Often and easily makes eye contact with audience	Usually makes eye contact with audience	Makes effort but is not always successful; makes "flickering" eye contact	Rarely makes eye contact with the audience
--response to questions	Listens carefully to questions and responds thoroughly	Listens carefully to questions and responds accurately	Responds to some questions well; may give incomplete or unsatisfying answers	Does not respond well to audience questions
Content	Interesting and thought-provoking presentation	Covers the topic well in time allowed	Covers the topic adequately in time allowed	Does not meet time requirements and/or shows lack of thought
--introduction and conclusion	Strong beginning grabs audience attention; concludes formally	Good beginning solicits audience attention; ends well	Beginning and/or ending may lack strong elements of a presentation; may lack formality	Little or no thought given to beginning or ending; presenter lacks formality in introducing or concluding presentation
--organization/sequence	Presents interesting and relevant information in an organized and thoughtful fashion	Uses some interesting and relevant information; organized logically	Organized coherently with few lapses in sequence	Presents minimal information; may seem disorganized or unrehearsed
--detail	Uses interesting and thoughtful anecdotes and information without including irrelevant details	Uses some detail; does not include irrelevant details; focused	Includes minimal detail; may include some irrelevant details or leave out some important information	Missing important elements of a final presentation; lacking in detail; shows lack of thought; too brief
--research component	Incorporates relevant and interesting research; uses multiple sources, all works cited	Includes some research that is relevant to topic; all works cited	Includes limited research information; may be undeveloped or irrelevant; lacks citations	Little or no utilization of research No works cited
Slides/ Visual Aid(s)	Shows exceptional effort in creating visuals to enhance speech; shares original photos or artifacts; effective graphics, and/or choice of fonts; easily viewed by audience	Shows good effort in creating visual to enhance speech; slides present major points with clarity; some good graphics; easily viewed by audience	Shows acceptable effort in creating visual to enhance speech; slides present major points with some clarity; some slides may be difficult for audience to read; may contain some grammatical or mechanical mistakes	Shows little effort in creating visual to enhance speech; few or no graphics; fewer than 8 slides; poor use of graphics and/or fonts; too many distracting sounds or grammatical/mechanical mistakes

Name: _____

Grade: _____

Grade	4 = 90 – 100
Chart	3 = 80 – 89
	2 = 70 – 79
	1 = 60 – 69

Senior Seminar Final Presentation Rubric (Movie)

QUALITY	EXCEPTIONAL-4	GOOD-3	ACCEPTABLE-2	POOR-1
Voiceover	Eloquent; scripted or well practiced; very few vocal pauses	Shows some but not all qualities of exceptional delivery	Satisfactory; may appear less polished or practiced than a film should be	Shows lack of preparation; many vocal pauses and/or unclear words
--volume/clarity/speed	Appropriate volume and rate of speech; clear enunciation and good inflection	Mostly appropriate volume, rate of speech, and enunciation; may lack inflection	May say words unclearly or speak at a low volume; may rush or speak too fast	Inappropriate volume or rate of speech; difficult to hear; uses inappropriate language
--response to questions	Listens carefully to questions and responds thoroughly	Listens carefully to questions and responds accurately	Responds to some questions well; may give incomplete or unsatisfying answers	Does not respond well to audience questions
Content	Interesting and thought-provoking presentation	Covers the topic well in time allowed	Covers the topic adequately in time allowed	Inappropriate in length; shows lack of thought
--organization/sequence	Presents interesting and relevant information in an organized and thoughtful fashion	Uses some interesting and relevant information; organized logically	Organized coherently with few lapses in sequence	Presents minimal information; may seem disorganized
--detail	Uses interesting and thoughtful anecdotes and information without including irrelevant details	Uses some detail; does not include irrelevant details; focused	Includes minimal detail; may include some irrelevant details or leave out some important information	Missing important elements of a final presentation; lacking in detail; shows lack of thought
--research component	Includes and incorporates relevant and interesting research; uses multiple sources	Includes some research that is relevant to topic	Includes limited research information; may be undeveloped or irrelevant	Little or no utilization of research
Visual Components	Shows exceptional effort in creating visuals to enhance speech; shares original photos, video or artifacts	Shows good effort in creating visual to enhance speech	Shows acceptable effort in creating visual to enhance speech	Shows little effort in creating visual to enhance speech; few or no graphics; shorter than allotted time
--Visual Presentation	Excellent use of movie format to showcase and illustrate major points; good pictures, effective graphics, and/or choice of fonts; easily viewed by audience	Good use of movie format; film presents major points with clarity; some good graphics; easily viewed by audience	Acceptable use of film; film presents major points with some clarity; some components may be difficult for audience to read; may contain some grammatical or mechanical mistakes	Poor visual presentation; may be disorganized, unclear, or confusing; poor use of graphics and/or fonts; too many distracting sounds, transitions, or grammatical/mechanical mistakes
Technical Components	Skilled use of technology enhances presentation. Effects, titles & transitions are used effectively throughout the movie; timing is appropriate and consistent	Satisfactory use of technology. Effects, titles & transitions are used somewhat effectively throughout the movie; timing is for the most part appropriate and consistent	Acceptable use of technology to create presentation. Transitions, titles, and effects are not used effectively in movie; timing may be off or inconsistent	Poor use of technology. Very few, if any, transitions, titles or effects used; issues with timing make movie difficult to comprehend

Name: _____

Grade: _____

Grade	4 = 90 – 100
Chart	3 = 80 – 89
	2 = 70 – 79
	1 = 60 – 69

SENIOR SEMINAR VISITATION OR LESSON RUBRIC

All students working in education will receive a grade for their lesson plan and lesson. You will be graded based on your lesson plan and mentor comments. Those working in internships other than education will receive a grade for your teacher's visitation to your internship. In the rare case that a visitation is not possible, you will complete an alternative assignment. You must schedule your visitation with your teacher in advance, and then confirm your visitation with you teacher ON THE DAY OF the scheduled visit. Extenuating circumstances will be dealt with at the teacher's discretion. Please read the rubric below prior to your visit to know what your teacher is looking for.

Education Internships Lesson Rubric:

	Excellent 100-90	Good 89-80	Fair 79-70	Poor 69 or below
Lesson Scheduled	Student notified teacher about lesson in a timely manner; student confirmed lesson time with teacher	Student notified teacher about lesson in a timely manner	Student may not have been timely in notifying teacher about lesson; student may have repeatedly changed lesson time	Student did not notify teacher about lesson in a timely manner or did not teach a lesson
Lesson Plan	Thorough and detailed lesson plan shows great time and effort; age appropriate, engaging, and thoughtful	Good lesson plan that shows objectives and activities; clear outcomes and activities delineated	Minimal lesson plan that may lack some components of an effective lesson	Incomplete or not turned in to teacher
Lesson Evaluated by Mentor	Mentor reports excellent job with lesson	Mentor reports good job with lesson	Mentor reports satisfactory job with lesson	Mentor reports poor job with lesson, or no lesson taught

Internship Visitation Rubric:

	Excellent 100-90	Good 89-80	Fair 79-70	Poor 69 or below
Scheduled appointment	Student made appointment for teacher visit in a timely manner and kept appointment; student confirmed appointment with the teacher, leading to a smooth visitation experience	Student made appointment for teacher visit and kept appointment; Student may have changed appointment or forgotten to confirm appointment in advance, but visit went smoothly	Student may not have been timely in making an appointment for a teacher visit; student may have repeatedly changed visitation time or changed the visit last minute	Student did not schedule the visit in a timely manner (may have waited until the last minute); student did not inform mentor of visit; student cancelled one or more scheduled visits
Greeting/ Introduction to mentor	Student made effort to properly introduce teacher to mentor and to any other staff present	Student may or may not have introduced teacher to mentor, but did greet teacher	Student did not introduce teacher to mentor or greet teacher when teacher arrived	Mentor did not expect teacher's visit; student did not acknowledge teacher
Visit	Teacher was able to see student in action, actively engaged in internship or shown student's work/project; teacher spoke with mentor and received positive feedback about student's work	Teacher was able to see student in action or shown student's work/project; teacher may or may not have spoken with mentor about student's work	Teacher was given a tour of site, but did not see student actively engaged in work, or project was described and explained, but not shown	Teacher was not able to discern what student does at internship or on project; teacher spoke with mentor and received negative feedback about student's work
Student Attitude and Work Ethic	Student showed genuine enthusiasm for internship; mentor and other colleagues noted student's excellent attitude, work ethic, teamwork, etc.	Student showed a positive attitude about internship or project	Student seemed indifferent about internship and/or lacked positive relationships with mentor and colleagues	Student had a negative attitude about internship/project; mentor shared negative feedback with teacher; student showed poor conduct during visit

SENIOR SEMINAR ALTERNATE PROJECT & RUBRIC IN LIEU OF VISITATION

This assignment is to be completed ONLY if you are doing a PROJECT in lieu of an internship, **OR** if your teacher cannot visit you at your internship due to its location, hours, or other special circumstances. **You must have your teacher’s permission to do this in lieu of an on-site visitation.**

Assignment: Using your phone or other device, create a short (1-2 minute) video in which you give a tour of your workplace or project space. You must:

1. Describe what you are doing at your internship (or on your project).
2. Give a virtual tour of where you work. For example, a tour of teaching internship might include the front of the building and the classroom itself (and any other special areas in the classroom like the class library, math center, cubbies, student desks, etc.).
3. Introduce or briefly interview your mentor.

	Excellent 100-90	Good 89-80	Fair 79-70	Poor 69 or below
Student Attitude and Work Ethic	Student shows genuine enthusiasm for internship; mentor and other colleagues note student’s excellent attitude, work ethic, teamwork, etc.	Student shows a positive attitude about internship or project; video may include positive feedback from mentor or other colleagues	Student seems indifferent about internship and/or shows little interaction with mentor	Student has a negative attitude about internship/project and/or shows no interaction with mentor
Tour	Video allows teacher to see student in action; easy to see how the student is actively engaged in internship or project; thoughtful, interesting, engaging	Video allows teacher to get a good idea of student’s internship or project; tour is complete	Video allows teacher to get a basic idea of student’s internship or project; or internship/project was described and explained, but not much is shown	Video does not allow teacher to discern what student does at internship or on project; mentor is not mentioned or seen; limited or incomplete tour
Greeting/ Introduction to mentor	Video includes brief interview with mentor or comments from mentor about Senior Seminar or student’s work	Video includes introduction to mentor, but no conversation with mentor	Video includes mentor in background but is not featured	Video does not make any mention of mentor

SENIOR SEMINAR - EDUCATIONAL INTERNSHIP REQUIREMENTS

If you choose to intern at a school or other educational institution, you must complete the following requirement to successfully complete your internship:

- I. A lesson plan for a complete lesson including any assignments or handouts
- II. An observation during which your mentor observes the lesson in action.
- III. A reflection in which you discuss the lesson after you are observed. (This should be part of your journal for the week.)
- IV. Your mentor's comments in a Google Form.

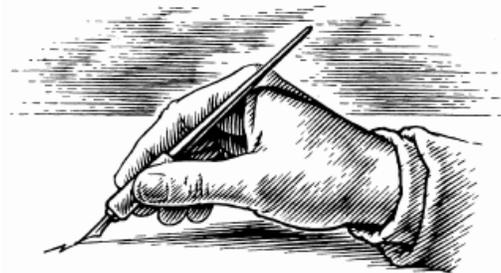
I. The lesson plan must incorporate the following elements:

- ❖ A description of the class (i.e. number of students, current unit of study, special concerns/considerations, etc.)
- ❖ An objective (what you hope students to learn from this lesson)
- ❖ A description of the procedure (what you will do during the course of the lesson)
- ❖ An explanation of any materials that will be used during the lesson (attach copies if applicable)
- ❖ A description of the assessment tool you will use to gauge student understanding
- ❖ Closure (how will you end the lesson)

II. The lesson must be created with your mentor's help and advice.

III. The lesson must be scheduled with your Senior Seminar teacher in advance, so that your teacher may contact your mentor about the lesson.

IV. The reflection is due on the Friday following the observation. It may be part of your journal or the entire journal for that week.



***SENIOR SEMINAR EDUCATIONAL INTERNSHIP LESSON PLAN**

1. Name _____

2. Grade Level/Subject: _____

3. Description of the class (i.e. number of students, current unit of study, special concerns/considerations, etc.) _____

4. Learning objective (what you hope students to learn from this lesson): _____

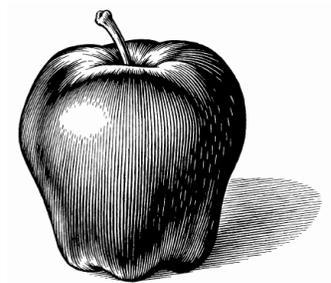
5. Procedure (what you will do in the course of this lesson):

****This must be turned into your teacher the week of your lesson, and will be part of your lesson grade.***

6. Materials (what you will need for this lesson):

7. Assessment (how you will measure student understanding of this lesson):

8. Closure (how you will end this lesson):



TAPPAN ZEE HIGH SCHOOL SENIOR SEMINAR MENTOR'S PROGRESS REPORT

Student's Name: _____ Date: _____

Mentor's Name: _____

Organization Name: _____

Mentor's Phone # _____ Mentor's E-mail: _____

Please circle the number that best describes the performance of the student:

A = exemplary

B = above average

C = adequate

D = met minimal requirements

F = did not meet requirements

1. Has the student met with you on a regular basis? A B C D F

2. Has the student been responsible in notifying you when s/he cannot attend? A B C D F

3. Has the student adhered to the rules, followed instructions, met deadlines, and completed work in a timely fashion? A B C D F

4. Has the student shown initiative, asked questions, worked without constant instruction? A B C D F

5. Has the student established a positive working relationship with you and/or other people on site? A B C D F

Comments on student's performance:

Signature: _____ Date: _____

**PLEASE RETURN FORM TO _____ AT TAPPAN ZEE HIGH SCHOOL
15 DUTCH HILL ROAD, ORANGEBURG, NEW YORK 10962. THANK YOU.**

MENTOR'S PROGRESS REPORT GRADES

Your mentor's grades will be translated into a numeric grade by the following scale. Thus, someone with all As will receive a score of 100; someone with three Bs and two As would receive an 88.

Grading Rubric for Mentor Evaluation	A	B	C	D	F
Has the student met with you on a regular basis?	20	16	15	13	11
Has the student been responsible in notifying you when s/he cannot attend?	20	16	15	13	11
Has the student adhered to the rules, followed instructions, met deadlines, and completed work in a timely fashion?	20	16	15	13	11
Has the student shown initiative, asked questions, worked without constant instruction?	20	16	15	13	11
Has the student established a positive working relationship with you and/or other people on site?	20	16	15	13	11

TAPPAN ZEE HIGH SCHOOL SENIOR SEMINAR MENTOR FINAL EVALUATION/REPORT

Student's Name: _____ Date: _____

Mentor's Name: _____

Organization Name: _____

Mentor's Phone # _____ Mentor's E-mail: _____

Please circle the number that best describes the performance of the student:

A = exemplary

B = above average

C = adequate

D = met minimal requirements

F = did not meet requirements

1. Were you satisfied with the student's participation during his/her time with you? A B C D F

2. Did the student follow rules, exhibit proper etiquette, and notify you when s/he could not attend? A B C D F

3. Did the student listen to your instructions, meet deadlines, and complete work in a timely fashion? A B C D F

4. Did the student show initiative, enthusiasm, and a strong work ethic? A B C D F

5. Did the student show noticeable growth/progress during his/her time working with you? A B C D F

Personal Comments: _____

Would you wish to be a mentor again? _____

Signature: _____ Date: _____

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MENTOR'S FINAL EVALUATION GRADES

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Grading Rubric for Mentor Evaluation	A	B	C	D	F
Were you satisfied with the student's participation during his/her time with you?	20	16	15	13	11
Did the student follow rules, exhibit proper etiquette, and notify you when s/he could not attend?	20	16	15	13	11
Did the student listen to your instructions, meet deadlines, and complete work in a timely fashion?	20	16	15	13	11
Did the student show initiative, enthusiasm, and a strong work ethic?	20	16	15	13	11
Did the student show noticeable growth/progress during his/her time working with you?	20	16	15	13	11

