# SD#22 CAPSTONE **guidebook**

with thanks to SD#8

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# Acknowledgements

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## capstone overview

### What is a Capstone Project?

A Capstone is an independent culminating project, presentation, or performance that provides students the opportunity to showcase learning from their school and life experience into a meaningful product. Students will use innovation, cross curricular knowledge, and critical thinking skills in an area of interest as the basis for a project applicable to a real world concept. Ideally this project will allow students to explore an area of interest that they are passionate about and one that they could see related to a potential career option. You need to be prepared to devote a minimum of 20 hours to your capstone project.

A capstone project is a celebration of learning and experience. It is designed to encourage students to think critically, solve challenging problems, and develop new skill sets. It is a means to connect with the world outside of school and to demonstrate that they have the skills to go on to further education, enter the workforce, and/or operate their own business.

### The Capstone Project will:

Help students make connections between what they are learning now and what they hope to see in their future.

Provide students with focused, structured, authentic, and experiential learning and take responsibility for meeting timelines, making decisions, conducting research, and preparing and making presentations – all transferable skills needed for success in the workplace.

Identify a new opportunity, either for an existing entity or for the creation of a new venture, and implement the necessary skills they have built to launch their own entrepreneurial venture, research project, service pursuit, event or product.

## The Capstone project consists of 5 COMPONENTS:

### 1.) Proposal

Selection of a project strand and development of a Capstone Proposal (see Proposal Format). Students should review the proposal with parent(s)/guardian(s) and gain approval prior to the submission to the Capstone teacher. The proposal will be reviewed and approved by the Capstone teacher before any work may begin by the student.

*Each student is encouraged to identify a mentor as part of their proposal. (see the mentor guidelines)*

### 2.) Activity Completion (Strands)

Students will conduct research and maintain a collection of evidence for use later in the Capstone (see Portfolio below). Students are encouraged to be creative in the work products they provide as evidence of their efforts (see your strand for details).

### 3.) Portfolio

Students will assemble a portfolio that includes a collection of research, work and evidence. The student should select work that they believe best represents their experience. The portfolio must include the proposal plan, timeline (to be completed PRIOR to beginning your project), journal of progress, etc., and may include any other important documents, photos or electronic evidence resulting from the student's efforts.

### 4.) Presentation

The student will deliver a presentation to a review panel incorporating elements of their portfolio. (see Presentation Guidelines)

Students that participated in a Career-Exploration strand may substitute a professional interview conducted by their sponsoring organization or company instead of the presentation. Please contact your Capstone Teacher to determine the details of this.

### 5.) Reflection

Immediately following the presentation students will complete and submit a final reflection that describes and summarizes their experience. (see Reflection Guidelines)

# Selecting a Capstone Strand

## Strands can include:

- Research or Experiment Strand
- Event Strand
- Project Strand
- Career Strand
- Entrepreneur Strand
- Service Strand

You will invest a significant amount of time and energy into your capstone, so it should be something that you are passionate and excited about. The following steps are guidelines for brainstorming and selecting an exciting and interesting Capstone:

## Step 1 – Generalize

In this step you will determine a general area(s) of personal interest:
***The subject area should be relatively broad and something you are interested in, ideally an area that you would consider pursuing a career in.***

### For Example

**Environmental Science**
**Classical Literature**
**Visual and Performing Arts**
**Computer Science**
**Industrial Arts**
**Fitness and Recreation**
**Business / Tourism**
**Human Services**

## Step 2 – Narrow down the subject area

In this step you will explore your general subject area and determine a specific area of interest:

### Keep the following questions in mind

Why does this subject area interest you?
Does this subject area have long term interest? Why?
Do you already have skills or knowledge in this area that you are looking to expand?
Are there people around you that may be interested in getting involved or assisting you?
What aspects of the subject are you most curious about or most interested in?

## Step 3 – Choose a topic within your subject area (must be Capstone appropriate)

In this step, consider your access to resources. The Capstone should stretch your abilities and create new learning opportunities, but it should not stress you out because you can't get access to the resources you need to complete it. Choose a topic that will be meaningful for YOU.

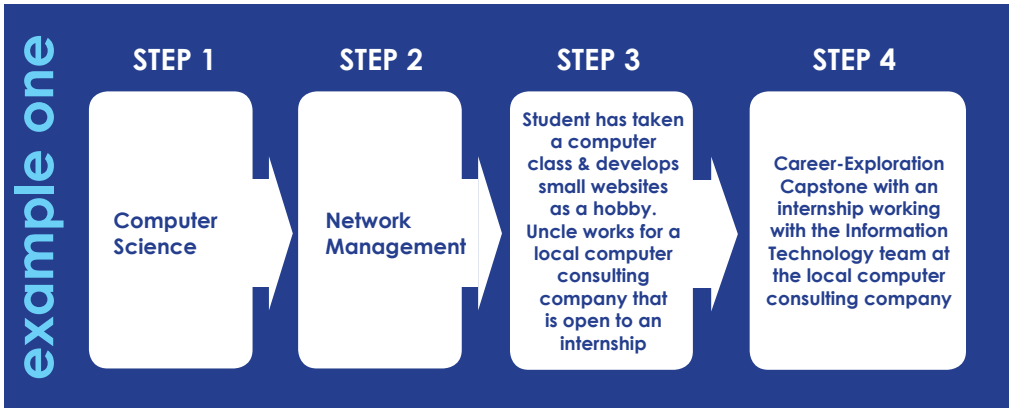
**Ask yourself the following guiding questions:**

Do you have some general skills and/or knowledge in the topic?
Will the topic challenge you? Is this challenge surmountable?
If you believe your topic may include community service activities or an internship, do you have organizations or companies within your area that you can ask to work with?
Do you have access to other individuals that may have some expertise in the topic area?

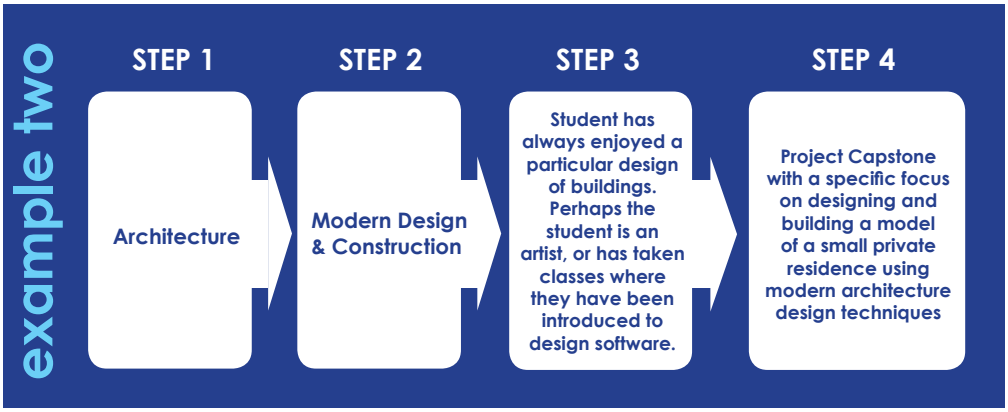
Remember, this is your project, but it is quite acceptable, and encouraged, to learn from others and their experiences.

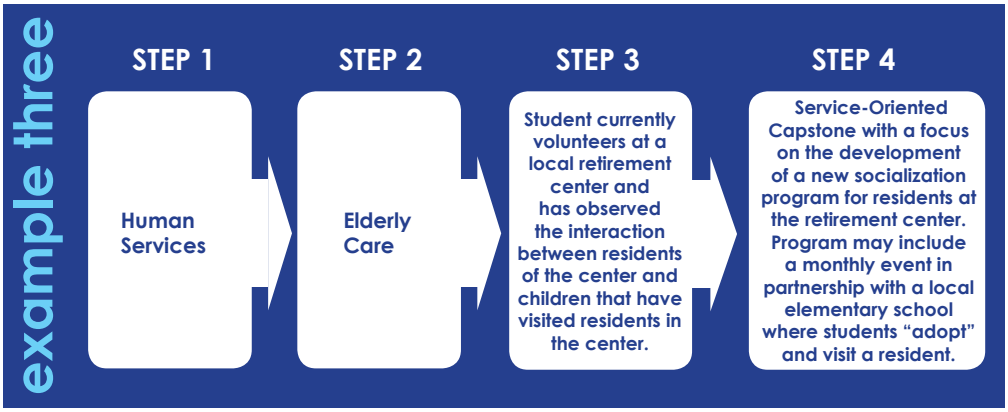
## Step 4 – Choose a project strand

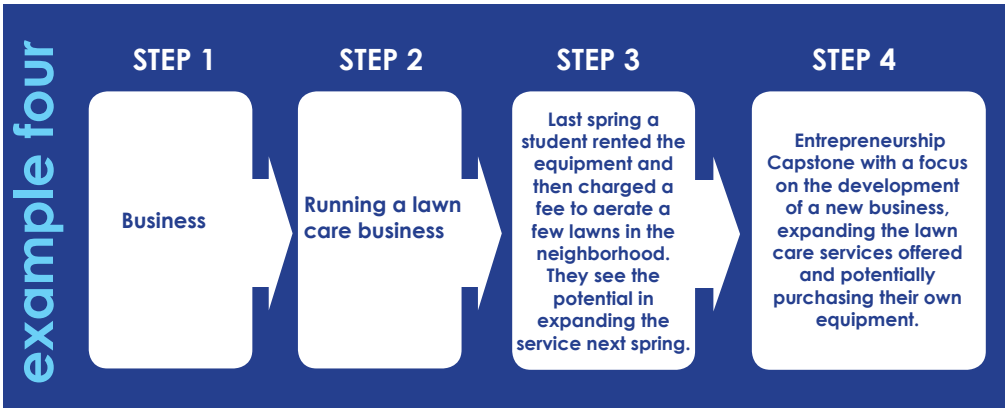
In this step, determine the best method to showcase the topic of your Capstone by reviewing the description of the requirements of each project strand. Below are examples of how a student might arrive at a Capstone strand selection. It is critical to understand that any Capstone could fit into any strand. The ultimate decision of how you arrive at your selection is by reflecting on how you learn best and how you enjoy spending your time.



## capstone strands



## Research or Experiment Capstone

The main focus of an academic research paper or experiment capstone is to develop new arguments or insights. Students who are curious about a specific area of study and would like to have the opportunity to further explore, research, and gain scholarly knowledge may use the research or experiment method to further engage in a cross-curricular area of study.

In a research paper, you will start by using previously published literature as a foundation and support to help you develop your own understanding of a topic and to further develop your guiding research question. Research papers should be properly sourced (APA, MLA).

### What is a Research (Position) Paper?

- Purpose is to convince
- Question based
- Has a clear, arguable thesis
- You use data and ideas as evidence to support your position
- You analyze and interpret information
- Includes your unique perspective and conclusion

### Steps for the RESEARCH PAPER:

1. Develop a guiding research question
2. Literature review of at least six academic sources
3. Create a thesis statement
4. Create an essay proposal to be reviewed
5. Connect with mentors or members of the community to help/support your research
6. Conduct research
7. Collect data
8. Write your first draft
9. Have someone provide feedback/editing/proof-reading
10. Revise and type final paper
11. Include properly sourced references

# research strand

## capstone strand choices

### Example Guiding Questions for Research Capstone:

Do post-secondary graduates make more money than people who do not attend post-secondary school?
Do our grocery stores allow us to truly eat a local diet?
Can technology in the classroom lead to higher grades for struggling learners?
Do outdoor recreation opportunities lead to more environmentally focused citizens?

If you are interested in an Experiment Capstone, consider the following outline:

### Steps for the EXPERIMENT:

1. Select a topic of interest/Develop a guiding question
2. Identify a research problem/guiding question
3. Conduct a literature review
4. Connect with mentors or members of the community to help/support your experiment
5. Develop a hypothesis
6. Determine variables that may impact your experiment
7. Develop experimental design
8. Conduct experiment
9. Analyse data
10. Conclusions

### Example Guiding Questions for Experiment Capstone:

Do geese populations negatively impact the water quality of Okanagan Lake?
Do SAD (seasonal affective disorder) lights have a positive impact on a person's mood?
Does music tempo have an impact on work productivity?

# research strand

## Event Capstone

In an event capstone students will research, create, and host their own event. Events should connect to an area of student interest and provide opportunity for students, teachers, parents, and community members to participate. This would be an ideal capstone choice for students who are interested in event planning and management, networking, raising awareness, and social activism.

You will begin by developing a firm understanding of your chosen area of interest. It is essential that you choose an event style that works best for you and your area of interest: entertainment event, sports event, educational event, fundraising event, awareness event, online event etc. It is possible for students to host an event that has already been created, but the student must still complete each component of the event capstone.

### Steps for the Event Strand:

1. Select an area of interest
2. Research and select an appropriate event style for chosen area of interest
3. Create overall timeline/outline for the event
4. Connect with mentors or members of the community to help/support your event
5. Research and organize/book event location option
6. Research and acquire essential technology for event
7. Research, determine and contact guest speakers, talent, agencies, helpers etc.
8. Research and determine material list
9. Research and create budget
10. Create and distribute event marketing
11. Prepare for MC (master of ceremony) role
12. Host event

### Examples of Event Capstone:

- Entertainment Event
- Special Awareness Day/Week
- Educational Event
- Sports Event
- Fundraising Event
- Online Event

# event strand

## Project Capstone

The focus of the project capstone is the construction of a tangible object demonstrating new learning. Project development may be related to a possible career choice, an extension of prior knowledge, an opportunity to attempt new learning, or a way to help construct something that you feel will benefit your community.

Example: *Build a greenhouse for a community garden, or write a play to spread awareness of a social challenge.*

### Steps for the Project Strand:

1. Select a discipline of interest.
2. Brainstorm ideas of a product to develop that will incorporate your chosen discipline.
3. Research the product itself and answer the questions: *What / Why / How?*
4. Connect with mentors or members of the community to help support learning.
5. Research and plan what you will need to move ahead.
6. Design your product:
   - Create a blueprint
   - Construct an equipment or materials list
   - Develop a budget, if needed
   - Write your proposal and get it approved by your teacher/guardians
7. Create your project/product:
   - Keep in regular contact with your mentor
   - Keep a diary (written and visual) of your progress, struggles and successes
   - Keep good time management
   - Your project should be documented with photos/video. If your physical product is not able to be brought to school, this documentation will be extra important!

### Examples of Project Capstone:

- Build a bike trail
- Write, act, direct, and produce your own play
- Produce a school magazine or newspaper
- Create a school news website
- Build a piece of furniture to donate
- Develop a computer program with a practical application.
- Develop an app.
- Design and build a display case for a local business
- Plan and create a five course meal
- Install a sound system in a car
- Restore a vehicle
- Write a family history and present as an art piece
- Apprentice with an elementary teacher and teach a lesson to the class.

# project strand

## Career Capstone

The main focus of this strand is to focus on a significant interest for a future career. Included in this strand could be participating in and reflecting on a career program like the RCMP Youth Academy, Junior Fire Crew, Train in Trades, Work in Trades (Secondary School Apprenticeship), a Work Experience that is strongly connected to a future career goal, a Dual Credit Certificate Program, Gateway to Trades or Technology, the Forestry/Trades Program at Charles Bloom Secondary, or other Career focused exploration like internship or job shadowing.

### Students should consider as part of the Career Capstone:

- Job Shadowing, a Volunteer or paid Work Experience
- Participating in Work in Trades / Train in Trades
- Focus on a career field that they may pursue after graduation
- Research a career of significant personal interest
- Research pre-requisites and training required
- Discover career pathways into and through that trade or profession
- Research job opportunities, major employers, and growth opportunities in that career
- Interview people in that career/field

### Steps for the Career Strand:

1. Brainstorm possible career interests and explain why they are well suited to you:
   - How do your interests and skills match up with suitable career options?
   - What strengths do you have that employers are looking for?
2. Focus on one career:
   - Reflect on why that one career is of particular interest to you.
3. Complete some research around that career:
   - How many people in BC/Canada work in that field?
   - Is it in demand and what is the employment rate forecast for the future?
   - What are wages/salaries in that job?
   - How do you train for that career?
4. What are the entry points into that profession? Apprenticeship; University; Diploma; On the Job Training; etc…:
   - Find job postings for that field.
   - Write a resume and cover letter that highlight your suitability for that posted job.

# career strand

## Steps for the Career Strand cont'd:

5. Explore safety concerns and regulations associated with that profession and its worksites.
6. How can people progress through that career?
   - Are there opportunities to advance in that profession? What are they?
   - How has that job changed over the years? How could it change in the future?
7. Interview someone working in that career and get their insights.
8. Reflect on your increased knowledge and experiences in that career.

## Examples of a Career Capstone:

- Job Shadow at a local company
- Take a summer internship
- Use your current employment and see if it could become a full time career. Explore the options in that field.

## and/or

**Enroll in a Career Program provided by the Career Education department, including:**

- Dual Credit Trades Program
- Dual Credit Non-Trade Certificate Program
- RCMP Academy
- Junior Fire-Fighter program
- Work in Trades
- WEX 12A*
- WEX12B*
- Gateway to the Trades
- Technology Gateway
- Forestry/Trades Program

See your School's **Career Coordinator** to sign up for one or more of these programs

*For WEX to also fit as a Career Capstone it must be directly tied to a specific potential career
**Example 1 (does not fit the criteria)** ~ A student is getting work experience credit for working at MacDonalds but intends to follow a career in nursing.
**Example 2 (fits the criteria)** ~ A student is getting work experience credit by volunteering at the hospital and intends to follow a career in nursing.

# career strand

## Entrepreneur Capstone

The main focus of this strand is to create a cross curricular, experiential, and community-based approach, in which students will experience the start of a new business initiative, the building and execution of an idea from the ground up.

### Students will:

- Focus on an area of study/career field that they may pursue after graduation or post-secondary.
- Identify local businesses, organizations or companies that can be a source of information and sponsor for mentorship.
- Incorporate job shadowing/internship hours with a chosen mentor(s).
- Work with the mentor toward the common goal of creating free enterprise while meeting community need, providing students the opportunity to engage in real life practice.
- Conceptualize a business or a product which is original to them.
- Research a selected business and prepare a business plan

### Steps for the Entrepreneur Strand:

1. Ideate: **Come up with ideas** for an authentic or fictional business, profit or non-profit.
   - You should spend time framing and structuring the problem you are solving. You need to ask open-ended questions to yourself or a potential customer – 'Why, What, Who, Where, When, and How' about the problem. Imagine that you are the customer for your product or service, and remember that customers buy products or services that solve a specific problem for them.
   - Remember that brainstorming is a great strategy for coming up with ideas.
2. Perform some **market research and analysis**: Gather information on how the people you hope to sell to will react to your current or potential products and/or services.
   - Primary research: original information gathered through your own efforts to respond to a specific question or set of questions. This information is normally gathered through surveys, observation, or experimentation.

# entrepreneur strand

### Steps for the Entrepreneur Strand cont'd:

3. Design a business plan: the acquisition of knowledge through researching, writing, interviewing, and application of the real-world skills.
   - **Product** — Improve your product or service based on findings about what your customers really want and need. Focus on things like function, appearance and customer service or warranties.
   - **Price** — Set a price based on competitors' prices, or the price a customer is willing to pay.
   - **Placement** — Decide where to set up and how to distribute a product. Compare the characteristics of different locations and the value of points of sale (retail, wholesale, online).
   - **Promotion** — Figure out how to best reach particular demographics (teens, families, students, professionals, etc.) in areas of advertising and publicity, social media, and branding
   - **Implementation of Service or Product Budget** — In the startup phase, you'll have to make reasonable assumptions about your business in establishing your budget.

### Examples of an Entrepreneur Capstone:

- Develop and execute a tutoring program
- Establish a teen coffeehouse as a way to share poetry
- Have an ice cream cart during sporting events
- Create a free coupon app for smartphones
- Day camp for pets
- Personal shopping service for seniors
- Use recycled materials for clothing/shoes
- Labels that allow parents to find lost toys and clothing via online tracking
- Creation of an instructional package to help students with future Capstone projects.

# entrepreneur strand

## Service Capstone

The main focus of the service oriented capstone is for students to research an issue of interest that is affecting their community and develop and implement a solution. Community service is work done by a person or group of people that benefits others. It is often done near the area where you live, so your own community reaps the benefits of your work.

### Steps for the Service Strand:

1. Research a current "issue" and its importance to the community it serves.
2. Ask specific questions about the issue you have chosen.
3. Research and answer questions about the issue and identify solution to this problem.
4. Implement the project to support the solution.
5. Complete reflection paper on your service experience.

### Examples of a Service Capstone:

- Develop a unique promotion for raising funds for a local food bank
- Start a non-profit organization to address an unmet community need
- Develop and implement a unique promotion for raising funds for a local charity
- Organize and run a community clean-up effort of a public area, park, school, etc.
- Organize and run a field-trip, workshop, or seminar of interest for members of an elderly home
- Organize and run a clothing drive for a homeless shelter
- Develop and implement a community service project that addresses a specific issue

# service strand

## Component 1 - Proposal

Students will submit a capstone proposal that will identify the strand and the project that will be completed through the capstone project. Students will also identify a mentor(s) at this time. Students should review the proposal with parent(s)/guardian(s) and gain approval prior to the submission to the Capstone teacher. The proposal will be reviewed and approved by the Capstone teacher before any work may begin by the student.

The proposal can be a blended format of paragraph and point form (approximately one typed page), or the student may use the handout provided in Appendix A.

### The student should use the following outline for their Proposal:

- Description of your Capstone (your description should follow the outline of the strand you have chosen)
- Explanation of why you have chosen your capstone
- Outline of a flexible timeline
- Description of major steps and tasks
- Possible mentors and others who can provide guidance and support
- Project limitations and potential obstacles
- Names of people (besides your mentor) who will offer you guidance and support
- Description of what you are hoping to learn
- Specific expected outcomes or impacts of the project (beyond your personal learning)

### Mentorship

As part of the Capstone project, each student will be required to connect with a mentor. You will need to have evidence of a minimum of 3 contacts with your mentor. These contacts can be face to face, by telephone, video conference, or by email. You will need to track your mentor hours and conversations throughout your project.

A mentor is an experienced person in a field who provides knowledge and guidance to a student. Mentors offer experience, wisdom, guidance, encouragement, a supportive relationship, and demonstrates superior leadership. One person can be a mentor for more than one mentee. Although it is preferable to have face to face contact, it is acceptable to connect with your mentor through online communication.

Remember, the most important thing about a mentor is the relationship. Make sure you choose someone who you feel comfortable with and you can connect with.

Through teacher support, students will take initiative into finding and connecting with a mentor.

**Please see :**

The mentor email guidelines in Appendix B

The mentor agreement form in Appendix C

### Student Reflection on the Mentoring Process

You will be reflecting on the mentoring process and you may use the following guiding questions to help with your reflections:

- Have your meetings with your mentor been productive?
- Are you making good progress on your Capstone between mentoring sessions?
- How has your skill level improved over the mentoring process?
- Has your attitude change at all over the process? Explain
- What problems did your mentor help you to solve?
- What would you have done differently through the mentoring process / what would you recommend to future mentors and Capstone students?

## Component 2 - The Activity Completion based on your STRAND

You will complete the activity related with your strand choice and its associated steps. See information for this in the section (hyperlinked below) about your specific Strand.

- Research Strand
- Event Strand
- Project Strand
- Career Strand
- Entrepreneur Strand
- Service Strand

## Component 3 - Portfolio

Students will assemble a portfolio that they believe best represents their experience. This will be a document that will progress along with the project, with some items being completed before you start your main activity, others completes along the way and others as a final wrap-up.

### The Portfolio will include:

- **The Proposal Plan** - Your accepted proposal letter, signed by parent/guardian, capstone teacher, and mentor contact information must be included.
- **Timeline** - Your timeline of completion dates, meetings, work periods, and presentation dates must be included. A proposed timeline should be completed PRIOR to beginning your project.
- **Journal of Progress** - To help you stay on task, be accountable to your proposed timeline, and effectively reflect on your experiences, you will keep evidence of your progress during the time you work on your Capstone. Your teacher will set up a check in schedule with you. The Journal of Progress will be a quick and efficient way to show your teacher exactly where you are in the process and will serve as an invaluable resource when you write your final reflection at the end of the project. (See Appendix D ~ a sample template for Evidence of Progress)
- **Mentoring Reflection** (see previous section)
- **Other Evidence** to show your work through the Capstone project.

**Consider the following guiding questions for your journal:**

- Summarise your progress since the last check-in
- What are your needs, including time, space, materials, and personal contacts?
- Do you anticipate any obstacles?
- Any challenges you encountered and how you moved forward
- What do you plan to accomplish before your next check-in?

**To further enhance your portfolio it could also include:**

- electronic copies of powerpoint presentations
- photographs and/or videos
- music
- models
- websites
- podcasts
- interest & ability assessments
- business correspondence
- marketing & financial information
- posters/brochures
- research
- other work from the student's efforts

# Component 4 - Presentation

The next phase of the Capstone is your presentation. The presentation, supported by audio/visual aids, will serve to further explain your research, fieldwork, project, experience and the links between them.

## Presentation Formats

The Presentation could take many different formats in different schools, including and/or a combination of:

- Interviews
- Evening Community Celebration
- Gallery Walk
- Invitations to Elementary Students to visit your school
- Peer and Community Feedback
- Performance
- Small group presentation
- Video
- Podcast

## Be Prepared - Professionalism

You should be dressed appropriately for your presentation. Your dress and personal appearance is an important part of the presentation. It will show preparedness to enter the working world.

## The Presentation

Whatever your method of presentation, you should begin by introducing yourself and your Capstone Project. Your goal is to provide the audience with a clear and concrete sense of what you did and what you gained from the experience.

*See the suggestions for a successful presentation on the following page.*

## capstone component - presentation

### Tips for a successful Presentation:

- Have a recognizable introduction and conclusion
- Describe the content of you research, project or event.
- How was your project a challenge for you? How did it stretch or enhance your skills and knowledge?
- Include audio/visual aids (poster, PowerPoint, Prezi, video, musical performance, demonstration that will help your audience better understand what you learned from your Capstone Project.
- If your project resulted in an actual product, this product or pictures of the product needs to be a part of your presentation.

You may be nervous about speaking in front of an audience; but remember that you are the expert and have invested a significant amount of time and energy into this project.

**Speak clearly and with appropriate pace.**
**Make eye contact with your audience.**
**Stand straight and show your confidence and enthusiasm for what you have achieved.**

**This a huge accomplishment and you should be proud of yourself.**

Immediately following your presentation you will complete your **Final Reflection** and submit it to your Capstone teacher.

## Component 5 - Reflection

You will be required to submit a self-reflection of your Capstone Experience. The reflection should provide a summary of what you did during the course of the Capstone Project, but most importantly, it should reveal what you learned about yourself, about the specific subject of focus, and about how the experience may apply to your future career aspirations or endeavors. You will be responding to some guiding questions around core competencies and your Capstone experience. See below for a description of the Core Competencies to help with your reflection and please see the self-reflection questions Appendix E.

**Your Self Reflection will be handed in to your Capstone teacher immediately following your presentation.**

### Core Competencies

Communication:

- Connect and engage with others (to share and develop ideas)
- Acquire, interpret, and present information
- Collaborate to plan, carry out, and review constructions and activities
- Explain/recount and reflect on experiences and accomplishments

Creative Thinking:

- Novelty and value
- Generating ideas
- Developing ideas

Critical Thinking:

- Analyze and critique
- Question and investigate
- Develop and design

Positive Personal and Cultural Identity:

- Relationships and cultural contexts
- Personal values and choices
- Personal strengths and abilities

Personal Awareness and Responsibility:

- Self-Determination
- Well-Being
- Self-Regulation

Social Responsibility

- Contributing to your community and caring for the environment
- Solving problems in peaceful ways
- Valuing diversity, defend human rights
- Building relationships

## Additional Resources

Your NOTES:

# CAPSTONE PROPOSAL

## STUDENT NAME:

Student must submit their proposal on or before_____ (date)

The proposal can be a blended format of paragraph and point form (approximately one typed page, attached separately)

### The student should use the following outline for their proposal:

- Description of your Capstone (your description should follow the outline of the strand you have chosen)
- Explanation of why you have chosen your capstone
- Outline of a flexible timeline
- Description of major steps and tasks
- Possible mentors and others who can provide guidance and support
- Project limitations and potential obstacles
- Names of people (besides your mentor) who will offer you guidance and support
- Description of what you are hoping to learn
- Specific expected outcomes or impacts of the project (beyond your personal learning)

***Review the proposal with your parent/guardian***

**Parent/Guardian Signature:**_____

**Capstone Teacher Signature:** _____

# MENTOR EMAIL GUIDELINES

Dear Mentor Name (or Volunteer Organization/Business):

In the first paragraph introduce yourself by providing your name, school, and reason for writing. In one or two sentences explain the Capstone Project and that it is a requirement for graduation. (Remember - the person reading your letter might not know about the project!) Explain your reason for being interested in completing your Capstone Project!

In the second paragraph list any of your skills, accomplishments, or experiences that are relevant to the work they're doing. This will signal to the mentor that you're motivated and equipped to use the mentorship time efficiently and wisely. After discussing your skillsets, write a paragraph about your goals for your capstone project (see proposal outline) and what you might need guidance on. This paragraph is very important, as it will clue your prospective mentor into what you hope to achieve and get out of your project.

Your final paragraph should include any information about how your mentor can contact you. Make sure to tell the mentor that you need to communicate and connect with them at least 3 times. You may also include your teacher's name and email so that organizations can contact them with any questions they may have.

In general, it is nice to end a professional email with a sincerely, warm regards, thank you for your time and consideration etc. and your full name.

# MENTOR AGREEMENT

## STUDENT NAME:

**Capstone Project Teacher Contact Information:**

School: _____

Teacher name: _____

Email: _____

Phone Number: _____

A criminal record check is required if there is to be one to one contact with the student. https://justice.gov.bc.ca/eCRC/home.htm . School`s code is _____

Dear Capstone Project Teacher,

_____ (Student Name) has requested that I serve as a mentor for his/her Capstone Project. I have expertise in the area of _____, and I agree to provide guidance in this field in order to help support this student during their capstone project. I understand that the student is required to spend a significant amount of time communicating and connecting with their mentor. As a mentor, I will collaborate in a number of ways with this student, including but not limited to: instruction in my field of expertise, offering direction or support for student's goals, professional guidance, and encouragement.

I understand that all consequences of the project choice, production, or experience rest solely with each student and their parent or guardian.

I have reviewed the Capstone Mentor Agreement and understand my expectations as a mentor. I will contact this student's Capstone teacher if I have any concerns about the student's progress. I also understand that I am invited to watch this student's Final Presentation but that I am under no obligation to do so.

Date _____

Mentor Name _____

Mentor's Signature _____

# MENTOR AGREEMENT

**Page 2**

Name of Organization _____

Address of Organization _____

Title/Position _____

Email address (please print) _____

Phone _____

The best times to contact me are _____

# EVIDENCE OF PROGRESS

**STUDENT NAME:**

| Date: | | |
|---|---|---|
| Number of Hours | Needs (time, space, materials, contacts) | Work Accomplished |
| | | |
| Successes/Learning:<br><br>Challenges:<br><br>Next Steps: | | |

| Date: | | |
|---|---|---|
| Number of Hours | Needs (time, space, materials, contacts) | Work Accomplished |
| | | |
| Successes/Learning:<br><br>Challenges:<br><br>Next Steps: | | |

# EVIDENCE OF PROGRESS

| Date: | | |
|---|---|---|
| Number of Hours | Needs (time, space, materials, contacts) | Work Accomplished |
| | | |
| Successes/Learning:<br><br>Challenges:<br><br>Next Steps: | | |

| Date: | | |
|---|---|---|
| Number of Hours | Needs (time, space, materials, contacts) | Work Accomplished |
| | | |
| Successes/Learning:<br><br>Challenges:<br><br>Next Steps: | | |

# SELF REFLECTION QUESTIONS

This self reflection will be completed **directly** after completing your presentation and responding to these questions could be completed in a variety of formats including: a written document, a video, a recorded partner interview, or another mode that suits you. Remember to refer back to the Core Competency descriptions. Make sure to use 'I' statements to describe that competency. For example: "I acquired new information for my Capstone Project by researching online, going to the Vernon Public Library to look at reference materials, and talking to my mentor about opening a new business in Vernon."

## Communication

How did you connect and engage with others to share and develop ideas, and how did you acquire, interpret, and present information? Explain the collaboration with others that may have taken place including with your mentor(s).

## Creative and Critical Thinking

What ideas did you generate and develop that were novel (new) and had value? How did those develop over time? What difficulties did you encounter along the way and how did you solve the problem? What content related skills or knowledge have you gained? What is one thing about your finished project you wish you could change? Why? What would you like to further question and investigate based on your experiences?

## Personal and Cultural Identity

Describe some of the things you learned about your own strengths and abilities during the Capstone Project. wHow did your own cultural background influence your Capstone?

## Personal Awareness

Did you find any parts of the Capstone Project stressful? How did you deal with time management and stress during the project? What would you do differently with a future inquiry style project?

## Social Responsibility

Did your Capstone Project give you the opportunity to contribute to your community or the environment, if so how? Was there the opportunity to value diversity within your Capstone?

# SELF REFLECTION QUESTIONS

## Other Summary Questions

Tell us about your "best" moment during this project. What have you learned about yourself during this process? From your experiences have you identified a career area that you may want to pursue in the future (or might not want to)? What would be the next step in pursing that career goal or exploring other related careers that you might like to follow. How has your Capstone helped you define your career path? What was the most valuable part of the Capstone project for you? What advice would you give to others just starting their capstone?

### Core Competencies

Communication:

- Connect and engage with others (to share and develop ideas)
- Acquire, interpret, and present information
- Collaborate to plan, carry out, and review constructions and activities
- Explain/recount and reflect on experiences and accomplishments

Creative Thinking:

- Novelty and value
- Generating ideas
- Developing ideas

Critical Thinking:

- Analyze and critique
- Question and investigate
- Develop and design

Positive Personal and Cultural Identity:

- Relationships and cultural contexts
- Personal values and choices
- Personal strengths and abilities

Personal Awareness and Responsibility:

- Self-Determination
- Well-Being
- Self-Regulation

Social Responsibility

- Contributing to your community and caring for the environment
- Solving problems in peaceful ways
- Valuing diversity, defend human rights
- Building relationships

# SELF REFLECTION

**STUDENT NAME:**

## Communication

How did you connect and engage with others to share and develop ideas, and how did you acquire, interpret, and present information? Explain the collaboration with others that may have taken place including with your mentor(s).

## Creative and Critical Thinking

What ideas did you generate and develop that were novel (new) and had value? How did those develop over time? What difficulties did you encounter along the way and how did you solve the problem? What content related skills or knowledge have you gained? What is one thing about your finished project you wish you could change? Why? What would you like to further question and investigate based on your experiences?

*use extra paper if needed*

# SELF REFLECTION

Page 2

## Personal and Cultural Identity

Describe some of the things you learned about your own strengths and abilities during the Capstone Project. How did your own cultural background influence your Capstone?

## Personal Awareness

Did you find any parts of the Capstone Project stressful? How did you deal with time management and stress during the project? What would you do differently with a future inquiry style project?

## Social Responsibility

Did your Capstone Project give you the opportunity to contribute to your community or the environment, if so how? Was there the opportunity to value diversity within your Capstone?

*use extra paper if needed*

# SELF REFLECTION

**Page 3**

## Other Summary Questions

Tell us about your "best" moment during this project. What have you learned about yourself during this process? From your experiences have you identified a career area that you may want to pursue in the future (or might not want to)? What would be the next step in pursing that career goal or exploring other related careers that you might like to follow. How has your Capstone helped you define your career path? What was the most valuable part of the Capstone project for you? What advice would you give to others just starting their capstone?

*use extra paper if needed*