Panthera

Table of Contents

Junior Year Panthera

This manual is a critical component of Panthera, and it will assist you in successfully completing this graduation requirement. You will be expected to bring it to the regular meetings you have with your advisor.

GRADUATION REQUIREMENT

The Panthera is a demonstration of an educational experience of your own choosing and design and is a capstone project required for your graduation. The project must be passed by reaching 100% of the goals and activities you have set for yourself. The oral component of Panthera must be passed with a score of four to graduate from Imbler High School. You will receive a letter grade for Panthera, but the grade will not be calculated as a part of your GPA.

PANTHERA SUMMARY

During the first few weeks of your junior year, you will be required to identify a project for Panthera and meet with a group of advisors to review and discuss your idea prior to approval. Once the suitability of the project has been determined and any appropriate modifications made, you will present your Panthera goals and activities via a slideshow presentation to the Panthera advisors and principal. Upon approval, you will begin working on your Panthera project and work experience. You will be given a "Panthera" letter grade and 1 credit on your transcript for your junior year requirements.

The first semester of your senior year will be spent finishing your project and completing project verifications, project reflections and a narrative paper. Prior to the end of the first semester, you will give a slideshow presentation to the Panthera advisors, an administrator, and your mentor. The presentation will be assessed by the committee using the scoring guide in your Panthera. You will receive a letter grade and .5 credit on your transcript for the presentation and senior year requirements.

All requirements must be completed prior to graduation. If a requirement is not turned in on time, you will be given a zero until it is turned in and will receive a 5-point deduction from the possible points for each day late. You still have to turn in each required project element to meet graduation requirements, even if you will receive zero points due to lateness.

Your Panthera manual contains the deadlines, forms, and appendices with the guidelines and example materials you will need throughout your junior and senior years. This Panthera information is also located in a Panthera folder on the school website and will be shared with you on Google Docs. **You will be expected to type each of the required elements you turn in to your advisor.**

EARLY PROJECT APPROVAL

Students may get early approval of their Panthera projects ONLY if there is a valid reason they must start early. Projects approved early are multi-year projects expected to take at least two years to complete. Projects proposed prior to the 10th grade will not be approved.

GRADING

Junior Year Grading Summary
The Junior Year Grading Summary following these guidelines contains the point totals and deadlines for each element required your junior year. It is your responsibility to become familiar with the requirements and to complete them on time. Keep track of the deadlines! Your advisor will award points based on completion and will initial each completed requirement. **You will receive a 5-point deduction for each day late.** Your advisor will record your points on the grade summary and in Synergy. Points earned during your junior year will be recorded as a Panthera letter grade, and you will receive 1 credit on your transcript.

CHOOSING A PROJECT FOR PANTHERA

The most difficult element of Panthera will be selecting a project. Remember, this will be an educational experience of your own choosing and design and a capstone project for your graduation. Through the completion of your project, you should be able to show that you have developed an understanding of your area of interest and met the goals and activities you have set for yourself. You are urged to develop a project that fits into the Career Related Learning Strands and the Career Related Learning Standards.

The best projects are not created at the last moment; they are the result of careful planning and work over a period of time. Therefore, you are urged to start as soon as possible so that the final project will represent your best effort. Parents should give you as little physical help as possible, but should serve, instead, as a guide to encourage and channel your efforts. **It is important to note that you will not be allowed to change projects!** Rather, you will need to find a way to modify your goals and activities so that you can successfully complete your project if problems arise. Therefore, it is imperative that you put great thought and consideration into choosing a project that (1) is chosen by you, (2) is suitable for you, and (3) you feel passionate about.

The following are suggestions to assist you in choosing your project. Your project should:

1. Demonstrate a learning stretch for you.
2. Reflect a career merit or community service as it relates to your future career.
3. Reflect an interest or passion you have.
4. Involve 20-40 hours for completion (may vary depending on the project).
5. Be completed on your own time, no-school Fridays, and weekends. Hours during school could be approved but are not guaranteed.

In choosing a project, you should address at least one of the following elements:

● Invention, design or creative work
● Solving a problem
● Making a service contribution to the community
● Performance
● Conducting an experiment
● Research/demonstration of knowledge in a field
● Internship
● Volunteering on a consistent basis

Examples of past senior projects:

● Directing a play
● Composing music
● Volunteering at the Animal Shelter
● Creating a small business
● Completing an internship
● Organizing a fashion show
● Building a telescope
● Writing a book

PANTHERA PROPOSAL REQUIREMENTS

When you have selected your project for Panthera, you will need to briefly explain what you expect to accomplish. The first step is to complete the Panthera Proposal form, which is found in the pages following these guidelines. You will complete the form by accessing it in the Google Drive folder that was shared with you. Go to File, click on Make a Copy, and save the form as your own before typing in your own information. Be sure the information is clear and detailed.

Goals and Activities
Within the proposal, you will identify at least three goals and activities that define the parameters of your project. The activities you carry out to meet your goals should be relevant and meaningful to your project. Success in meeting these goals and completing the activities will affirm that you have achieved the fundamental skills essential for transition to and success in post secondary education, a career, and future responsibilities in your adult life.

Goals can be modified only with good reason and after careful discussion with your advisor. As your project progresses, you may find a need to modify one or more of the goals or activities you originally developed, or you have found the need to eliminate a goal and replace it with one that will be more achievable. It is important that you keep your advisor and mentor informed of any difficulties you may be encountering or changes you have made. Your ability to identify and solve problems indicates you have the knowledge and skills to be successful with your project.

When your proposal is completed, the Panthera advisors will review it on an Enrichment Friday, where you will defend your project and job shadowing ideas. Once the suitability of the project has been determined and any appropriate modifications made, you will begin your slideshow presentation. **You will not be able to change projects! Make sure your project is suitable for you prior to your presentation.**

Proposal Presentations
You will present your project in a slideshow presentation, along with the goals and activities you will carry out to complete your project to the Panthera advisors, the Principal, and other invited guests. You may be asked questions to clarify your goals and activities or you may be given ideas to help you more completely define your project. Your speech will be evaluated using the State Speaking Scoring Guide. Consult the guidelines for the presentation and the scoring guide to help you prepare for the presentation, as well as the Junior Year Grade Summary for deadlines.

CHOOSING A MENTOR

It's important to select a mentor that has some expertise in the area of your project. A mentor with expertise can provide you with information and guidance throughout your project. The mentor should give you advice when you need it, but should not do the project work for you. They should help you go beyond previous experience or skill levels and help you achieve something you have not been able to achieve before. Your mentor will be required to complete a project verification form, so make sure that your mentor is someone that you will be able to communicate with regularly about your project and can verify completion of your project. **If your mentor hasn't seen your project, they won't be able to complete the mentor verification that you MUST turn in.**

You must have a qualified mentor to oversee every phase of the project including planning. A qualified mentor must be one who is not a fellow student, not a recent graduate of 5 years, not a current boss, not a parent, close family member, or anyone in your extended family. A qualified mentor must always be a practicing professional who can accurately evaluate your performance.

JOURNAL ENTRIES AND CHECK-INS

Each month during your junior year, you will be required to complete at least two journal entries on AET on your progress on any aspect of your Senior Project, as well as one check-in with your advisor. The journal entry must be accurate and detailed prior to checking in with your advisor and you must bring a printout of your AET with you showing your monthly journal entries in order for your advisor to award points for the task. In addition, you will upload photos and videos demonstrating your progress on your project and job shadowing experience. Journals provide a place to keep complete records of all your work and to document the progress you are making on Panthera. It will assist you in showing "proof of accomplishment" of your senior project.

Changing Your Project

Changing your project will no longer be allowed. Think it through thoroughly to make sure it is something you are excited or passionate about, that it isn't a financial burden to you or your family and that you will be able to complete by the deadline. However, if problems arise, you may meet with your advisor and discuss the possibility of revising your goals and activities so that you can successfully complete the project. Plan ahead and notify your advisor immediately if this occurs. **Remember, not meeting deadlines will affect your transcript.**

Fundraising

If your project includes fundraising of any kind, there is a process and documentation that must be followed. Once your project has been approved, an account must be set up with the high school office. This account will be used solely for your fundraiser. Complete Appendix B, make a copy for your advisor, keep a copy for your records and give a copy to the office. This will set up the account and will require you to have a tentative plan for fundraising as well as where the money will go.

* TURN IN ALL MONEY TO THE HIGH SCHOOL OFFICE WITHIN 24 HOURS AFTER COMPLETION OF A FUNDRAISING EVENT OR THE FOLLOWING MONDAY IF HELD OVER THE WEEKEND.
*MONEY CAN BE TURNED IN AT THE OFFICE THROUGHOUT THE SUMMER MONTHS.
*STUDENTS <u>MAY NOT</u> KEEP MONEY AT HOME FOR MORE THAN 1-2 DAYS. THERE COULD BE LEGAL ACTION IF THE MONEY IS MISUSED.

* Use a cash slip to count the money prior to depositing in the office. These are found in Appendix D.

*All checks need to be written to Imbler High School with the name of the fundraiser on the memo line. You may write this on the memo line prior to turning the money into the office.
CHECKS MAY NOT BE WRITTEN TO STUDENTS.

*Keep all deposit receipts with your Panthera and turn in with your Student Project Verification.

*You must fill out a Purchase Order (P.O.) to have a check written from the account to the organization that the money will be donated to or to pay for any expenses. You can get a P.O. from the office and must include the name, address, and phone number of the organization that the check will be written to. Keep a copy of the P.O. with your Student Project Verification Form.

*Keep organized and up-to-date information on the Income and Expense Report found in Appendix C that will be turned in with the Student Project Verification Form. **DO NOT WAIT UNTIL THE END TO FILL THIS OUT.** Your advisor or administration may "audit" your information at any time to make sure you are keeping accurate and up-to-date records of all financials. The total for the Account Balance should be zero by the time you turn in your Student Project Verification Form.

Work Experience

Work experience is an important component to your senior project. It is required to log **20 hours of work experience** in an establishment **relevant to your senior project or chosen career path. This establishment may not be owned, run, or part of your family relation and may not be paid work**. You will need to coordinate a time with the work experience supervisor outside of class time. As a part of your senior project you must have your work experience completed by the end of April during your Junior year. See specific deadlines on the Junior Year Grade Summary. **Complete the Work Experience Approval form one week prior to your work experience to obtain approval from your advisor. The Work Experience Verification form must be SIGNED by your work experience supervisor.** Complete one form per day of work experience. This form can be legibly, hand written after the day is completed and must be signed by your advisor.

Release Time

You will be given a total of up to **eight hours per month** of release time for completing Panthera. Your justification for release will determine the number of hours that you will receive. The criteria for release are found on the Panthera Release Form. **The Panthera Release Form must be completed one week prior to your release, including required signatures**. You must complete a pre-arranged absence form prior to your expected absence. Should you fall behind or neglect to complete assignments you will lose your privilege for release. Your advisor may call your place of work experience to verify that you were actually there. You may not job shadow at the same time and place as another student.

**You will be held accountable for your actions during this release time. Should you pursue activities outside the submitted release proposal, you will forfeit future opportunities for release.

Guardian/Parent: I have read the Panthera guidelines for junior year and I understand what the expectations and deadlines are for my child.

_____Parent Signature

_____Student Signature

_____Advisor Signature

Panthera (Junior Year)
Month-by-Month Checklist

AUGUST
- ☐ Receive your Panthera book
- ☐ Read Junior guidelines pgs. 2-6 in Panthera
- ☐ Make a list of senior project ideas
- ☐ Make a list of possible careers to job shadow
- ☐ Work on completing proposal pgs. 11-12 in Panthera

SEPTEMBER
- ☐ Meet with a group of advisors on Enrichment Friday
- ☐ Turn in a signed copy of your final project proposal and CRLS checklist by the due date
- ☐ Login to AET, set up your project and complete journal entries for this month
- ☐ Identify and make initial contact with your mentor
- ☐ Check in with your advisor

OCTOBER
- ☐ Create a slideshow presentation on your proposal
- ☐ Give presentation to advisors on Enrichment Friday
- ☐ Schedule and attend a parent-teacher conference with your advisor and parents
- ☐ Complete journal entries in AET for this month
- ☐ Check in with your advisor

NOVEMBER
- ☐ Start working on the first goal of your project
- ☐ Schedule job shadow experience for non-school days
- ☐ Type questions for mentor interview and have advisor check them
- ☐ Schedule mentor interview
- ☐ Complete and turn in mentor interview by the due date
- ☐ Complete journal entries in AET for this month
- ☐ Check in with your advisor

DECEMBER
- ☐ Continue working on your project, you must show progress before your advisor check-in
- ☐ Schedule job shadow experience for non-school days
- ☐ Complete journal entries in AET for this month
- ☐ Check in with your advisor (must show progress on job shadowing and/or project)

JANUARY
- ☐ Continue working on your project, you must show progress before your advisor check-in
- ☐ Schedule any remaining job shadow experience for non-school days
- ☐ Complete journal entries in AET for this month
- ☐ Check in with your advisor (must show progress on job shadowing and/or project)

☐ Turn in Panthera by end of semester to receive semester grade

FEBRUARY

☐ Continue working on your project, you must show progress before your advisor check-in

☐ Schedule any remaining job shadow experience for non-school days

☐ Complete journal entries in AET for this month

☐ Check in with your advisor (must show progress on job shadowing and/or project)

MARCH

☐ Continue working on your project, you must show progress before your advisor check-in

☐ Schedule any remaining job shadow experience for non-school days

☐ Complete journal entries in AET for this month

☐ Check in with your advisor (must show progress on job shadowing and/or project)

APRIL

☐ Continue working on your project, you must show progress before your advisor check-in

☐ Schedule any remaining job shadow experience and turn in paperwork by due date

☐ Complete Work Experience Reflection and turn in by due date

☐ Complete journal entries in AET for this month

☐ Check in with your advisor

MAY

☐ You should be finishing up your project or have a detailed plan to finish during the summer and no later than the start of school

☐ Attend at least one Enrichment Friday activity and write a 1-page reflection and turn in by due date

☐ Complete journal entries in AET for this month

☐ Check in with your advisor

☐ Turn in Panthera by end of the school year to receive semester grade

JUNE/JULY/AUGUST

☐ Finish project

☐ Complete journal entries in AET for this month

☐ Email advisor with any questions or problems that may arise with the completion of your project

_____Junior Year Grade Summary_____

1st Semester

_____ September 8th
> Meet with a group of advisors to discuss your project idea, 50 points
> Turn in rough draft of Panthera proposal and the Project Checklist

_____ September 28th
> Copy of Panthera Proposal to Advisor and Project Checklist, 75 points
> Career Related Learning Strands checklist, 25 points

_____ October 13th
> Oral Presentation with slideshow, 100 points

_____ October 25th & 26th
> Conference between advisor, student and parent, 35 points

_____ November 16th
> Mentor: Mentor Interview with name, address, phone number, 75 points

_____ January 11th
> AET Journal Entries & Check Ins, 1st semester (Sept-Dec), 40 points

> **1st Sem. Junior Year**
> **_____/400 Points**

2nd Semester

_____ April 11th , Early Bird Deadline for work experience, **20 extra credit points**

_____ May 16th, Final Deadline
> -Complete 20 hours of Work Experience, 100 points
> -Turn in one form for each day of work experience

_____ May 23rd
> Work Experience Reflection, 100 points

_____ May 23rd
> Enrichment Activity, 100 points
> Attend at least one and write a 1-page reflection about the experience

_____ May 30th,
> AET Journal Entries & Check-ins, 2nd semester (Jan-May), 50 points

> **2nd Sem. Junior Year**
> **_____/350 Points**

Meeting with Advisors

Refer to the Junior Year Grading Summary to find out when you will meet with a group of Panthera advisors to discuss your project idea. You should have a rough draft of the proposal completed prior to this meeting so you have a clear idea of the expectations for the project. You also need to complete the Panther Project Checklist. Bring the rough draft of the proposal and the project checklist with you to the meeting.

Prior to the meeting:

- Have a discussion with your parents or guardians about what your senior project is.
- Have a list of possible careers and places to job shadow to correlate with your potential careers.
- Read the guidelines for Junior Year in its entirety with your parents.
- Complete the Panthera proposal and bring a rough draft with you.
- Complete the Panthera Project Checklist and bring a copy with you.

Meeting Rubric

Task Description: Schedule a time to meet with a group of advisors on the dedicated Enrichment Friday. You must bring a copy of your completed proposal with you.					
Criteria	Weight	Mastered 50-40 points	Proficient 39-30 points	Developing 29-20	Incomplete 19-0 points
Completion	100%	-Completed on time -Brought a completed rough draft proposal -Brought a copy of the project checklist	-Missing 1 requirement	-Missing more than 1 requirement	-Did not complete on time -Did not bring a copy of your proposal -Did not bring a copy of the project checklist

Assignment Score _____/50 points

_____Panthera Project Proposal_____

Complete this form in its entirety by typing the answers to each question and turning it in to your advisor in the completed work section of your Panthera book by the specified deadline. You will identify at least three goals and the activities that go along with each goal will define the parameters of your project. The goals and activities that you will carry out should be relevant and meaningful to your project. Make sure they are SMART goals: Specific, Measurable, Achievable, Relevant, and Time-Bound. **Remember: 5 points will be deducted for each day that this assignment is late.**

Name:

1. What is your project?

2. Why did you choose this project and how does it relate to your future career goals?

3. What are your goals and related activities for this project? (minimum of 3)

    Goal #1:

        Activities:

        A)

        B)

        C)

    Goal #2:

        Activities:

        A)

        B)

        C)

    Goal #3:

        Activities:

        A)

        B)

        C)

4. Which skills will you gain from completing this project?

5. What do you already know or have accomplished? How is this different from what you have done before?

6. Who is a possible mentor(s) for your project?

7. Where would you like to perform your work experience and why? (Explain your choices and how this applies to your career options.)

8. What is the projected cost of the project? If there is a cost, how will you obtain the funds? (Remember, projects do not need to cost you or your family any money.) Include an itemized list of expenses.

9. How much time do you expect to spend on your project? Include an itemized list of how you will spend your time.

10. Identify the Oregon Career Related Learning Strands that pertain to your project.

11. Briefly summarize which tasks in the Career Related Learning Strands checklist that you will be meeting by completing your project. Attach this checklist to your proposal.

Guardian/Parent: I have read my child's proposal for the Panthera Project and I believe they can achieve their goals and successfully complete all elements of the project.

_____Committee Approval

_____Parent Signature

_____Student Signature

Personal Management

- ☐ Identify tasks that need to be done and initiate action to complete the tasks.
- ☐ Plan, organize, and complete projects and assigned tasks on time, meeting agreed upon standards of quality.
- ☐ Take responsibility for decisions and actions and anticipate consequences of decisions and actions.
- ☐ Maintain regular attendance and be on time.
- ☐ Maintain appropriate interactions with colleagues.

Problem Solving

- ☐ Identify problems and locate information that may lead to solutions.
- ☐ Identify alternatives to solve problems.
- ☐ Assess the consequences of the alternatives.
- ☐ Select and explain a proposed solution and course of action.
- ☐ Develop a plan to implement the selected course of action.
- ☐ Assess results and take corrective action.

Communication

- ☐ Locate, process, and convey information using traditional and technological tools.
- ☐ Listen attentively and summarize key elements of verbal and non-verbal communication.
- ☐ Give and receive feedback in a positive manner.
- ☐ Read technical/instructional materials for information and apply to specific tasks.
- ☐ Write instructions, technical reports, and business communications clearly and accurately.
- ☐ Speak clearly, accurately, and in a manner appropriate for the intended audience when giving oral instructions, technical reports, and business communications.

Teamwork

- ☐ Identify different types of teams and roles within each type of team; describe why each role is important to effective teamwork.
- ☐ Demonstrate skills that improve team effectiveness (e.g., negotiation, compromise, consensus building, conflict management, shared decision-making and goal-setting).

Employment Foundations

- ☐ Apply academic knowledge and technical skills in a career context.
- ☐ Select, apply, and maintain tools and technologies appropriate for the workplace.
- ☐ Identify parts of organizations and systems and how they fit together.'
- ☐ Describe how work moves through a system.
- ☐ Describe the changing nature of work, workplaces, and work processes on individuals, organizations, and systems.
- ☐ Demonstrate dress, appearance, and personal hygiene appropriate for the work environment and situation.
- ☐ Explain and follow health and safety practices in the work environment.
- ☐ Explain and follow regulatory requirements, security procedures, and ethical practices.

Career Development

- ☐ Assess personal characteristics related to educational and career goals.
- ☐ Research and analyze career and educational information.
- ☐ Develop and discuss a current plan designed to achieve personal, educational, and career goals.
- ☐ Demonstrate job-seeking skills (e.g., writing resumes, completing applications, and participating in interviews).

Panthera Project Checklist

The best projects are not created at the last moment; they are the result of <u>careful planning</u> and <u>work over a period of time</u>. Therefore, you are urged to start as soon as possible so that the final project will represent your best effort. **It is important to note that you will not be allowed to change projects!** Rather, you will need to find a way to modify your goals and activities so that you can successfully complete your project if problems arise. Therefore, it is imperative that you put great thought and consideration into choosing a project that (1) is chosen by you, (2) is suitable for you, and (3) you feel passionate about.

Use this checklist to determine if your project is one that is suitable for you and meets the requirements for the senior project. This checklist is not a list of ideas for your project, it is used in determining if your project is a suitable project.

Name: _____

YES	NO	
☐	☐	Is your project different from what you have done in the past?
☐	☐	Is your project career related?
☐	☐	Does your project help you give back to your community?
☐	☐	Does your project include volunteer work?
☐	☐	Is there a large cost to your project?
☐	☐	Is there fundraising involved in your project?
☐	☐	Is your project a school-improvement project?
☐	☐	Does your project have at least 3 goals with 3-4 activities under each goal?
☐	☐	Will your project be completed during the school year (October - May)?
☐	☐	Will you spend about 20-40 hours on your project?
☐	☐	Do you have a mentor that meets the requirements?
☐	☐	Will you gain at least three new skills from the CRLS checklist by completing your project?
☐	☐	Does your project demonstrate a learning stretch for you?
☐	☐	Does your project reflect an interest or passion that you have?
☐	☐	Does your project provide self-directed and an active learning experience?
☐	☐	Does your project provide an opportunity to display student's unique skills, talents, and abilities to staff and community members?
☐	☐	Can your project be completed on your own time?
☐	☐	Was this project chosen by you?

Panthera Proposal Rubric

Task Description: You will complete the Panthera proposal form and present your ideas to the senior project committee. Your proposal needs to be on a project that is well thought out, relevant, and a project that you can successfully complete in the time frame given.

Criteria	Weight	Mastered 100-80 points	Proficient 79 - 70 points	Developing 69-60 points	Incomplete 59 - 0 points
Choice of Project	10%	-Appropriate -Focused -Relevant -Purposeful	-Generally appropriate -Evidence of some focus -Expresses some relevance -Adequate purpose shown	-Somewhat appropriate -Evidence of minimal focus -Difficulty in identifying relevance -Includes evidence of some purpose	-Inappropriate -Lacks focus -Lacks relevance -Purpose unclear
Communication	10%	-Clearly communicates what the project is -Has a clear plan of action -Very few questions need answered	-Attempts well developed ideas that lead to a general understanding -Has a plan of action that may need some work -Needs to answer questions that were not addressed	-Limited explanation of ideas creates misunderstanding of project -Unable to answer questions	-Did not explain project clearly
Written Proposal	30%	-Concise -Depth of thought; thorough and specific development of ideas -Writer exhibits mastery of grammar	-Generally concise -Ideas are thoughtful with moderate evidence of topic development -Writer exhibits moderate command of grammar	-Some segments ramble -Omits information that creates gaps in the information -Errors in grammar	-Rambles to the extent that main point is lost -Omits information that creates lack of understanding -Limited evidence of correct use of grammar
Completion	50%	-Completed proposal -Explained project in detail to the committee -Has a clear, well developed plan for success -Included a completed CRLS checklist	-Mostly completed proposal, some questions are not answered or not answered clearly -Has a plan that needs some refining -Included a completed CRLS checklist	-Some questions are answered -Lacks detail -Lacks a clear plan for project -Did not include a completed CRLS checklist	-Did not complete proposal -Did not explain project ot committee -Did not include a completed CRLS checklist

Assignment Score _____ **/100 points**

Refer to the Junior Year Grading Summary to find out when Parent-Teacher Conferences are and schedule a conference with your advisor. At least one parent or guardian needs to attend the conference with you. Make sure to bring your Panthera book with you with a completed project proposal in the completed work section of your book. If the conference days don't work with your parent/guardian or advisor, you may schedule a time prior to the deadline.

Prior to the conference:

- Have a discussion with your parents or guardians about what your senior project is.
- Read the guidelines for Junior Year in its entirety with your parents.

Conference Rubric

Task Description: Schedule a parent/teacher conference with your advisor. You must bring a parent/guardian and your Panthera book with you.					
Criteria	Weight	Mastered 50-40 points	Proficient 39-30 points	Developing 29-20	Incomplete 19-0 points
Completion	100%	-Completed on time -Parent/Guardian present -Brought Panthera book	-Missing 1 requirement	-Missing more than 1 requirement	-Did not complete on time -Parent/Guardian present -Did not bring Panthera book

Assignment Score _____/30 points

Panthera Proposal Presentation

Presentation Day
You will present your proposal in speech format like you have in the past for other speeches. You will give a 5-7 minute presentation on your project proposal and your goals and activities. You need to put this in a Google Slides presentation. You will present in front of the Senior Project Committee. Be prepared to answer questions specifically about your project and your work experience. See the Junior Year Grading Summary for deadlines.

Start on your Google Slides as soon as possible. Have your advisor check your slides for errors and that they flow smoothly. Don't forget transitions when you give your presentation and PRACTICE, PRACTICE, PRACTICE!

Here is an idea of what your Google Slides needs to include:

Introduction – Overview of your project (project proposal)
The introduction should be like any of your past speeches, you should introduce yourself and introduce your topic. In this case, your topic is what you plan to do for your project and maybe why you chose it. An off- the-cuff remark or statistics in your introduction always enhances a speech as well.

Body – These are your main points.
      1. Mentor and how they will help
      2. Goals and Activities (Suggestion: 1 slide = 1 goal and it's activities)
      3. Anticipated difficulties
      4. Timelines for your project and job shadowing
      5. Anticipated cost
      6. Work experience

Conclusion – Recap and have a concluding statement
Make sure you have a concluding slide that recaps what you talked about and your final slide should be for questions.

***You will probably have about 8 slides or more when you are done.

_____Speaking State Assessment Scoring Guide_____

Weak	Average	Strong	
1　2　3	4　5	6	

Content

_____	_____	_____	A clear purpose with main ideas that stand out.
_____	_____	_____	Strong, accurate support provided by a variety of resources when appropriate.
_____	_____	_____	Content and selected details well-suited to the purpose and to the listener/audience.

Organization

_____	_____	_____	A strong, creative introduction that brings the audience to the topic and creates a desire to hear more.
_____	_____	_____	A clear, complex organizational structure that enhances the purpose and message.
_____	_____	_____	Smooth, well-designed transitions that contribute to the message.
_____	_____	_____	Details that are carefully selected and strategically placed for optimum impact.
_____	_____	_____	An imaginatively designed conclusion that matches the content and purpose of the speech.

Language

_____	_____	_____	A wide range of words carefully selected to impact the purpose and impress the audience.
_____	_____	_____	The intended message is conveyed clearly and word choice is precise and vivid.
_____	_____	_____	Correct grammar and usage.

Delivery

_____	_____	_____	Exceptionally effective eye contact established by the speaker with listener or individual members of the audience.
_____	_____	_____	Enunciation that is exceptionally clear and pronunciation that is correct.
_____	_____	_____	Effective rate and volume.
_____	_____	_____	Genuine intensity and vocal energy, which may include variation of inflection.
_____	_____	_____	An exceptionally natural fluent delivery; flows along smoothly with one sentence leading effortlessly into the next.
_____	_____	_____	Gestures, movements and other nonverbal techniques that are used in highly effective and appropriate ways.
_____	_____	_____	An exceptionally strong rapport between speaker and listener/audience.

_____ Total Score (4 Passing)

COMMENTS/RECOMMENDATIONS:

Mentor Approval Form

It's important to select a mentor that has some expertise in the area of your project. A mentor with expertise can provide you with information and guidance throughout your project. The mentor should give you advice when you need it, but should not do the project work for you. They should help you go beyond previous experience or skill levels and help you achieve something you have not been able to achieve before. Your mentor will be required to complete a project verification form, so make sure that your mentor is someone that you will be able to communicate with regularly about your project and can verify completion of your project. **If your mentor hasn't seen your project, they won't be able to complete the mentor verification that you MUST turn in.**

Student Name: _____

1. Who will you be your mentor and what is their relationship to you? (full name, job, relationship)

2. Why would this person be a good mentor for you?

3. This mentor meets the following criteria:
   - ☐ Is not a parent, close family member or anyone in your extended family
   - ☐ Is not a current boss
   - ☐ is not a fellow student or recent graduate of 5 years
   - ☐ Is a practicing professional with expertise in the area of your project
   - ☐ Is someone who can accurately evaluate your performance
   - ☐ Is someone you can communicate regularly with

4. How will this person be able to help you with your project?

5. Will you feel comfortable communicating on a regular basis with this person? How will you communicate with them? Will they be accessible to you or difficult to get a hold of when you need their expertise?

Student:_____**Date:**_____

Parent:_____**Date:**_____

Mentor:_____**Date:**_____

Advisor:_____**Date:**_____

Mentor Interview

A mentor is a critical part of your Panthera project. It is required that you complete an interview with your mentor by the end of the first semester of your junior year, after you have completed the mentor approval form and have it signed by your advisor. You must ask **17 questions** that you have developed yourself related to their career, expertise and your project. Please include the answers to the questions on this interview form. **Type the questions and answers**, put this form in the Completed Work section of your Panthera book, and turn it in by the deadline. **Remember: 5 points will be deducted for each day that it is late.**

Name:_____

Date:_____

Mentor Address:_____

_____

Phone:_____

1. Why are you an expert in this field?

2. Will you have time to work with me as a mentor? How often will you be able to assist me?

Mentor Interview Rubric

Task Description: You will develop 15-20 questions to ask your mentor in a personal mentor interview. Questions can be related to their career and aspects of your project. You must schedule a time to interview your mentor. All questions and answers must be typed for submission.

Criteria	Weight	Mastered 75-65 pts	Proficient 64-53 points	Developing 52-45 points	Incomplete 44-0 points
Choice of Mentor	10%	-Appropriate -Relevant -Is a professional in the area of project -Is not a family member or relative	-Generally appropriate -Expresses some relevance -Has some experience in the area of project -Is not a family member or relative	-Somewhat appropriate -Difficulty in identifying relevance -Does not have experience in area of project -Is a family member or relative	-Does not have a mentor
Time Management	10%	-Developed questions in a timely manner and had time for advisor to review -Scheduled appointment with mentor prior to deadline -Completed typed report of questions and answers prior to deadline	-Developed questions in a timely manner, but did not have time for advisor to review -Scheduled appointment with mentor within a couple of weeks prior to the deadline -Mostly completed typed report of questions and answers prior to deadline	-Did not develop well questions prior to interview -Did not schedule appointment prior to deadline -Did not type interview questions and answers prior to the deadline	-Did not complete interview and type questions and answers
Interview	30%	-Concise -Depth of thought; thorough and specific development of ideas -Writer exhibits mastery of grammar	-Generally concise -Ideas are thoughtful with moderate evidence of topic development -Writer exhibits moderate command of grammar	-Some segments ramble -Omits information that creates gaps in the information -Errors in grammar	-Rambles to the extent that main point is lost -Omits information that creates lack of understanding -Limited evidence of correct use of grammar
Completion	50%	-Completed interview in person -Typed questions and answers in detail -Turned in on time	-Completed interview via phone -Typed questions and answers in some detail -Turned in on time	-Completed interview via email -Did not turn in questions and answers on time -Questions and answers lacked detail; were short answer	-Did not complete interview

Assignment Score _____/75

Work Experience Approval Form

Work experience is an important component to your senior project. You must log **20 hours of work experience** in an establishment **relevant to your senior project or chosen career path.** You will be given a total of up to **eight hours per month** of release time from school for work experience hours. **This approval form needs to be completed and approved one week prior to being excused from school.** In addition, you must complete a prearranged absence form prior to your expected absence. Should you fall behind or neglect to complete assignments, you will lose your privilege for release. Your advisor may call your place of work experience to verify that you were actually there. ***You will be held accountable for your actions during this release time. Should you pursue activities outside the submitted release proposal, you will forfeit future opportunities for release.* Put this signed approval form and all of your Work Experience Verification forms in the Completed Work section of your Panthera and turn it in to your advisor by the deadline. **Remember: 5 points will be deducted for each day it is late.**

Student Name: _____

Release Date: _____

6. Who will you be job shadowing? (name, company, position)

7. What time will you be job shadowing? (beginning & end times)

8. This work experience meets the following criteria:

☐ Is not owned, run or part of your family relation

☐ Is not paid work or a current boss

☐ is not a fellow student or recent graduate of 5 years

☐ Is a possible career option that you are exploring

☐ Is not at the same time and place as another student

9. How does this fit into your career plan?

10. What do you expect to accomplish?

***Signatures must be completed in the following order prior to obtaining a pre-arrange and to be excused from the absence:

Student:_____**Date:**_____

Parent:_____**Date:**_____

Advisor:_____**Date:**_____

Office:_____**Date:**_____

_____Work Experience Verification_____

You must log **20 hours of work experience** in an establishment **relevant to your senior project or chosen career path.** You will need to take this form with you each day that you do work experience and you **MUST** have your supervisor write the total number of hours and sign it. The questions can be hand written after the day of work experience or you can type up your answers and attach them to this signed verification form. You need a new form for each day you do work experience. Essentially, they will be your timecards to verify the time that you did work experience. Put all signed Work Experience Verification forms in the completed work section of your Panthera and turn it in to your advisor by the deadline. **Remember: 5 points will be deducted for each day it is late.**

Student Name: _____   Date of Work Experience: _____

Business Name: _____ Phone: _____

Business Address: _____

Work Experience Supervisor: _____

1. Which career did you observe?

2. Which activities did you observe or participate in?

3. Attach Appendix B Career Related Learning Strands checklist and check the skills you used during your work experience. Write a short paragraph about how you were able to use these skills.

4. What did you learn from this experience?

_____ **Total hours of this work experience**

_____   _____
Work Experience Supervisor Signature   Student Signature
(to verify number of hours worked)

_____   _____
Parent Signature   Advisor Signature

Work Experience Rubric

Task Description: You will complete 20 hours of job shadowing in careers that you plan to pursue after high school. The hours may be split between a couple of different workplaces. You must complete the approval form and have your advisor sign it in order to make sure that it will be a beneficial experience for you. You must take a copy of the work experience verification form with you and have the person you are job shadowing write down the total number of hours and sign it, similar to a timesheet. Finally, you will need to write a 1-page reflection about your work experience.

Criteria	Weight	Mastered 100-90 pts	Proficient 89-70 pts	Developing 69-60 pts	Incomplete 59-0 pts
Choice of Work Experience	10%	-Appropriate -Relevant -Purposeful	-Generally appropriate -Evidence of some focus -Expresses some relevance -Adequate purpose shown	-Somewhat appropriate -Evidence of minimal focus -Difficulty in identifying relevance -Includes evidence of some purpose	-Inappropriate -Lacks focus -Lacks relevance -Purpose unclear
Use of Planning Process	10%	-Well planned -Completed by deadline	-Attempts well developed ideas that lead to a general understanding	-Limited explanation of ideas creates misunderstanding of project	-Lacks thoroughness
Written Reflection	30%	-Concise -Depth of thought; thorough and specific development of ideas -Writer exhibits mastery of grammar	-Generally concise -Ideas are thoughtful with moderate evidence of topic development -Writer exhibits moderate command of grammar	-Some segments ramble -Omits information that creates gaps in the information -Errors in grammar	-Rambles to the extent that main point is lost -Omits information that creates lack of understanding -Significant errors in grammar limit readability
Completion	50%	-Completed 20 hours -Completed approval form -Completed verification forms	-Completed 75% of required elements	-Completed 50% of required elements	-Completed less than 50% of required elements

Assignment Score _____ **/100**

Enrichment Activity

- You must attend at least one enrichment activity on a no school Friday. These activities may be to visit colleges or workplaces to help you define your future goals.

- You must write at least a 1-page reflection about your experience including information and specific details about what you did, what you observed, and how this would or would not fit into your future goals.

- Your written reflection should following these formatting guidelines:
  - Typed
  - Double-spaced
  - 1" margins
  - 12 pt. Times New Roman font
  - At least 1 full page
  - Edit for grammar, spelling, punctuation, capitalization, and paragraphs when appropriate

Enrichment Activity Reflection Rubric

Task Description: You will attend at least one enrichment activity visiting a college or work place. Upon your return, you must type a 1-page reflection about your experience including information about what you did, what you observed, and how this affects your future goals.

Criteria	Weight	Mastered 100-80 points	Proficient 79 - 70 points	Developing 69-60 points	Incomplete 59 - 0 points
Written Reflection	50%	-Concise -Depth of thought; thorough and specific development of ideas -Writer exhibits mastery of grammar	-Generally concise -Ideas are thoughtful with moderate evidence of topic development -Writer exhibits moderate command of grammar	-Some segments ramble -Omits information that creates gaps in understanding -Errors in grammar	-Rambles to the extent that main point is lost -Omits information that creates lack of understanding -Significant errors in grammar limit readability
Completion	50%	-Attended enrichment activity -Included a typed 1-page reflection -Turned all requirements in prior to the deadline	-Attended enrichment activity -Included a typed reflection -Turned in on time	-Attended enrichment activity -Lacks a detailed reflection -Requirements were not turned in on time (5 point dedication for each day late)	-Did not attend an enrichment activity -Did not turn in a typed reflection -Turned in components late (5 point deduction for each day late)

Assignment Score _____ **/100 points**

_____Junior Year Panthera Journal/Check Ins _____

- Complete detailed journal entries in AET each month including uploading photos
- Check in with your advisor each month
- Journal entries must be completed prior to checking in with your advisor

Journal Entries/Check Ins Rubric

Task Description: Each month you need to check in with your advisor and have a discussion with your parents/guardians about progress on any aspect of your senior project. Prior to your check in with your advisor, you must complete detailed journal entries in AET. Be detailed in your response. You will document your check in with your advisor in AET.					
Criteria	Weight	Mastered 10-9 points	Proficient 8-7 points	Developing 6 points	Incomplete 5-0 points
Completion	100%	-Entries are completed prior to check and are very detailed and well written -Contains parent signature	-Missing 1 requirement	-Missing more than 1 requirement	-Entries not completed prior to check in

Assignment Score _____/10 points per month

Senior Year Panthera

This manual is a critical component of Panthera and it will assist you in successfully completing this graduation requirement. You will be expected to bring it to the regular meetings you have with your advisor.

Project Completion

Your project must be completed at the beginning of your senior year. If problems arise and you are not able to complete the project, you will need to seek out your advisor immediately and discuss how the goals and activities can be modified, so that you will be able to complete your project. **Seniors will no longer be allowed to change their projects.** Seniors will need to stay on top of their projects and timelines in order to ensure that they are able to complete the project and complete it on time. The senior project advisors will meet prior to your oral presentation to give you a pass or fail on your project. Remember that you will not graduate until you complete your project. Your Panthera Proposal and Goals and Activities, the journal and check-ins portion of your manual, other information that you provide, and the project verification form from your mentor will be used to assess whether or not you have completed your project. You must achieve 75 percent of your goals and identified activities to pass your project. You will continue work on your project until you have met that objective.

Oral Presentation

Your oral presentation is the last major component of Panthera. **The presentation will be a minimum of seven minutes and a maximum of fifteen minutes long.** You will be expected to use a slideshow, containing photos of your project in various stages, in your presentation to help explain your project to the committee and audience. There is not a limit on the number of note cards that you use for your oral presentation, but it is expected that you will not use them in an unreasonable manner (reading directly from them). It is recommended that note cards the size of 4" x 6" be used for your presentation. Consult the Format Requirements for the Oral Presentation and the Scoring Guide the evaluators will use to ensure you include all of the components needed for your presentation. You will be expected to receive a score of four or better to pass the oral component.

Grading

Senior Year Grading Summary-
The Senior Year Grading Summary following these guidelines contains the form recording the point totals for each element that is required your Senior year and the deadlines for each requirement. It is your responsibility to become familiar with the requirements and to make sure you complete them as required on time. Keep track of the deadlines! Your advisor will award points based on completion and initial that each requirement is completed. **You will be expected to type each of the required elements that you will be turning in to your advisor. You will receive a 5-point deduction for each day late.** You will receive a grade for these points in your senior project class (Business Seminar) and have the opportunity to receive college credit, if you have completed all of the requirements on time and with high quality work and effort. Your senior project class teacher will record these points in Synergy. Points earned during your senior year will be recorded as a Business Seminar letter grade and you will receive 1 credit on your transcript.

Recognition

Advisors have the option of recognizing outstanding projects and quality work each year. The individual or individuals that do exceptional work completing Panthera may be recognized during the graduation ceremony at the end of the school year. Recognition shall consist of the student(s) name being placed upon a plaque that will be presented during the graduation ceremony.

Panthera (Senior Year)
Month-by-Month Checklist

AUGUST
- ☐ Complete project if not done
- ☐ Send Mentor Project Verification pg. 27 to mentor
- ☐ Read Senior year guidelines pg. 24 in Panthera
- ☐ Complete journal entries in AET for this month
- ☐ Check in with your advisor

SEPTEMBER
- ☐ Complete project by due date
- ☐ Complete Student Project Verification p. 28 and turn in by due date
- ☐ Turn in Mentor Project Verification by due date
- ☐ Turn in Thank You to Mentor by due date
- ☐ Complete journal entries in AET for this month
- ☐ Check in with your advisor

OCTOBER
- ☐ Complete Project Reflection and CRLS Extended Application and turn in by due date
- ☐ Complete journal entries in AET for this month
- ☐ Check in with your advisor

NOVEMBER
- ☐ Create a slideshow presentation of your senior project and work experience
- ☐ Have your advisor edit your slideshow
- ☐ Practice your presentation with your advisor
- ☐ Complete journal entries in AET for this month
- ☐ Check in with your advisor

DECEMBER
- ☐ Practice and memorize your senior project presentation
- ☐ Schedule and give your presentation
- ☐ Complete journal entries in AET for this month

Congratulations! You are done with your senior project.
ENJOY WINTER VACATION!!!

Senior Semester Grade Summary

_____ September 14th

Project must be completed, 100 points

_____ September 28th

Mentor Project Verification Due, 50 points
Student Project Verification Due, 50 points
Thank you to mentor, 25 points

_____ October 12th

Project Reflection

- Turn in Copy of Goals and Activities including 2-page reflection paper, 100 points

- Turn in Evidence of CRLS & Extended Application of Collection of Evidence, 100 points

_____ Oral Presentation, Fourth Quarter, December 13th

Points based on presentation score, 300 points

Score	Point	Score	Points	Score	Points	Score	Points	Score	Points
6	300	5	270	4	240	3	210	2	180
5.9	297	4.9	267	3.9	237	2.9	207	1.9	177
5.8	294	4.8	264	3.8	234	2.8	204	1.8	174
5.7	291	4.7	261	3.7	231	2.7	201	1.7	171
5.6	288	4.6	258	3.6	228	2.6	198	1.6	168
5.5	285	4.5	255	3.5	225	2.5	195	1.5	165
5.4	282	4.4	252	3.4	222	2.4	192	1.4	162
5.3	279	4.3	249	3.3	219	2.3	189	1.3	159
5.2	276	4.2	246	3.2	216	2.2	186	1.2	156
5.1	273	4.1	243	3.1	213	2.1	183	1.1	153

Oral Re-Presentation:

_____ **Formal Requirements for Presentation**, 75 points

Senior Year
_____/800 Points

Project Completion

- Completed project included all goals and activities by due date
- Complete detailed journal entries in AET each month including uploading photos as evidence of completion of your project
- Turn in student and mentor verifications by due date in two weeks

Project Completion Rubric

Task Description: Your project must be completed by the due date in its entirety including all goals and activities. Detailed journal entries in AET as well as the student verification and mentor verification that is due in two weeks will be used to determine completion of project.					
Criteria	Weight	Mastered 100-80 points	Proficient 79 - 70 points	Developing 69-60 points	Incomplete 59 - 0 points
Completion	100%	-Project is completed in its entirety -Evidence of completion is included	-75% of the goals and activities are completed by due date	-65% of the goals and activities are completed by due date	-less than 50% of the goals and activities are completed by due date

Assignment Score _____ **/100 points per month**

Project Verification

Please MAIL in the envelope provided or to Imbler High School. Thank you.

As a mentor and a person with expertise in the area of the student's project, you are being asked to help verify the student's accomplishments with their senior project. Since most of the time spent on the physical project phase has been out of class, verification of the student's efforts is necessary. We have attached the student's goals and the activities that they expected to achieve while completing their project. Would you please review them and check or initial the goals and activities that you are aware the student has achieved. Please answer the following questions to help us evaluate his/her project. Keep in mind that this student's research paper has already been evaluated. This verification refers to the student's physical project. **Thank You!**

1. When and where did the student work on the project? What was your level of involvement (estimate # of hours) over the course of this project?

2. Describe the stages you saw.

3. What specific problems did this student encounter and overcome?

4. What successes have you seen this student achieve?

5. At what level of proficiency has the student achieved their goals?

6. Additional comments or concerns you want addressed.

Please return your verification in the enclosed envelope by September 28, 2023.

Mentor Signature_____

Thank You! We appreciate your participation in our Senior Project program.

If you have questions about filling out this form, please call the high school office, 541-534-5331, and ask for a Senior Project Advisor.

Project Verification

Name _____

1. When and where did you work on your project? Describe the stages of the project.

2. How many total hours did you spend working to complete the project?

3. What were your financial contributions to the project if any? Describe your budget and funding sources.

4. What specific problems did you encounter and how did you overcome them?

5. What successes did you achieve in the completion of your project?

6. Reflect on how the completion of your project and work experience has impacted your goals for the future.

- Turn in an accurate copy of Goals and Activities signed by your advisor.

- Complete at least a 2-page reflection of Goals and Activities.
  Include information such as:
  - o Whether or not you completed all of your goals and activities
  - o Any revisions that needed to be made
  - o What you learned from completing your project goals and activities
  - o What went really well
  - o What did not go well
  - o What you would do differently next time

- Your written reflection should following these formatting guidelines:
  - o Typed
  - o Double-spaced
  - o 1" margins
  - o 12 pt. Times New Roman font
  - o At least 2 full pages
  - o Edit for grammar, spelling, punctuation, capitalization, and paragraphs when appropriate

- Complete the Career Related Learning Standards (CRLS) checklist following these guidelines based on the skills you developed by completing your project goals and activities.

- Complete the Evidence of Career Related Learning Standards (CRLS) that follows the checklist. Be detailed in your responses and record actual activities that you completed to demonstrate each skill.

Personal Management
- ☐ Identify tasks that need to be done and initiate action to complete the tasks.
- ☐ Plan, organize, and complete projects and assigned tasks on time, meeting agreed upon standards of quality.
- ☐ Take responsibility for decisions and actions and anticipate consequences of decisions and actions.
- ☐ Maintain regular attendance and be on time.
- ☐ Maintain appropriate interactions with colleagues.

Problem Solving
- ☐ Identify problems and locate information that may lead to solutions.
- ☐ Identify alternatives to solve problems.
- ☐ Assess the consequences of the alternatives.
- ☐ Select and explain a proposed solution and course of action.
- ☐ Develop a plan to implement the selected course of action.
- ☐ Assess results and take corrective action.

Communication
- ☐ Locate, process, and convey information using traditional and technological tools.
- ☐ Listen attentively and summarize key elements of verbal and non-verbal communication.
- ☐ Give and receive feedback in a positive manner.
- ☐ Read technical/instructional materials for information and apply to specific tasks.
- ☐ Write instructions, technical reports, and business communications clearly and accurately.
- ☐ Speak clearly, accurately, and in a manner appropriate for the intended audience when giving oral instructions, technical reports, and business communications.

Teamwork
- ☐ Identify different types of teams and roles within each type of team; describe why each role is important to effective teamwork.
- ☐ Demonstrate skills that improve team effectiveness (e.g., negotiation, compromise, consensus building, conflict management, shared decision-making and goal-setting).

Employment Foundations
- ☐ Apply academic knowledge and technical skills in a career context.
- ☐ Select, apply, and maintain tools and technologies appropriate for the workplace.
- ☐ Identify parts of organizations and systems and how they fit together.'
- ☐ Describe how work moves through a system.
- ☐ Describe the changing nature of work, workplaces, and work processes on individuals, organizations, and systems.
- ☐ Demonstrate dress, appearance, and personal hygiene appropriate for the work environment and situation.
- ☐ Explain and follow health and safety practices in the work environment.
- ☐ Explain and follow regulatory requirements, security procedures, and ethical practices.

Career Development
- ☐ Assess personal characteristics related to educational and career goals.
- ☐ Research and analyze career and educational information.
- ☐ Develop and discuss a current plan designed to achieve personal, educational, and career goals.
- ☐ Demonstrate job-seeking skills (e.g., writing resumes, completing applications, and participating in interviews).

Evidence of Career Related Learning Standards

1/05 - Student Sufficiency Guidelines: Career-Related Learning Standards (CRLS) Collection of Evidence

Use this worksheet to track your progress and see if your work shows enough evidence of each of the Career-Related Learning Standards

STANDARD	HAVE YOU? ✔	LIST WHERE TO FIND EVIDENCE OF EACH STANDARD IN YOUR COLLECTION (e.g., page numbers, section title)
PERSONAL MANAGEMENT Exhibit appropriate work ethic and behaviors in school, community, and/or workplace.	Identified tasks and initiated a plan of action to complete tasks? Completed tasks on time and met established standards of quality?	
	Taken responsibility for your actions and anticipated consequences of your actions? Maintained regular, on-time attendance? Interacted appropriately with others?	
	Documented your work and explained how your work shows personal management?	
PROBLEM SOLVING Apply decision-making and problem-solving techniques in school, community, and/or workplace.	Accurately identified a problem?	
	Located information that led to a solution to the problem?	
	Identified and evaluated alternative solutions to the problem? Selected a solution and a course of action? Developed and carried out a plan to solve the problem? Assessed your results?	
	Documented your work and explained how your work shows problem solving?	

STANDARD	HAVE YOU? ✔	LIST WHERE TO FIND EVIDENCE OF EACH STANDARD IN YOUR COLLECTION (e.g., page numbers, section title)
COMMUNICATION Demonstrate effective communication skills to give and receive information in school, community, and/or workplace.	Communicated clearly, accurately, and appropriately to other students and adults? Used traditional (e.g., written, oral) and technological (e.g., internet, multimedia) methods to locate and convey information? Read and used technical and instructional materials for information and to carry out a task?	
	Listened carefully and summarized key ideas?	
	Given and received feedback in a positive manner? Documented your work and explained how your work shows communication?	
TEAMWORK Demonstrate effective teamwork in school, community, and/or workplace.	Identified and assumed roles within a team? Worked productively with others (e.g., negotiated, compromised, built consensus, shared decision making, set goals, managed conflict)?	
	Documented your work and explained how your work shows teamwork?	

STANDARD	HAVE YOU? ✔	LIST WHERE TO FIND EVIDENCE OF EACH STANDARD IN YOUR COLLECTION (e.g., page numbers, section title)
EMPLOYMENT FOUNDATIONS Demonstrate academic, technical, and organizational knowledge and skills required for successful employment.	Applied academic and technical knowledge and skills in a career context? Used and maintained appropriate tolls and technologies for a task? Identified parts of a work organization or system and how work moves through an organization or system?	
	Described how changes in the workplace affect individuals and a work organization or system?	
	Followed safety, regulatory, and/or ethical practices in a work environment? Demonstrated appearance and hygiene appropriate to a workplace? Documented your work and explained how your work shows employment foundations?	
CAREER DEVELOPMENT Demonstrate career development skills in planning for post-high school experiences.	Assessed your personal knowledge and skills related to your education and career goals?	
	Planned for life after high school (e.g., researched career and educational options, developed a plan to achieve goals)?	
	Reviewed your education and career goals to determine if they should change?	
	Used job-seeking skills (e.g., writing resumes, completing applications, participating in interviews)?	
	Documented your work and explained how your work shows career development?	

STANDARD	HAVE YOU? ✔	LIST WHERE TO FIND EVIDENCE OF EACH STANDARD IN YOUR COLLECTION (e.g., page numbers, section title)
RELEVANCE Demonstrates evidence of personal relevance.	Described the connection between your work and your goals and plans beyond high school?	
	Documented your new learning ideas, results, or conclusions and described how they relate to your goals? Documented and reflected on the relevance of your work?	
RIGOR Applies and extends academic and specialized knowledge and skills in new and complex situations.	Described the academic specialized knowledge and specialized knowledge and skills you used?	
	Explained how the knowledge and skills you used are relevant to your goals and plans? Described how you applied the knowledge and skills in a situation that was new to you? Documented and reflected on the rigor of your work?	
REFLECTION Reflects on learning and connection to post-high school goals.	Included a written and/or verbal reflection about what you learned?	
	Reflected on how the academic and specialized knowledge and skills you used are relevant to your goals and plans? Reflected on how you applied what you have learned in new and different ways?	
	Clearly described the activities, communication, research, or products that you completed? Documented your work?	

Project Reflection Rubric

Task Description: You will turn in an accurate copy of your Goals and Activities signed by your advisor. Complete at least a 1-page reflection of Goals and Activities; complete the Career Related Learning Standards Checklist and the Evidence of Career Related Learning Standards in detail and by giving specific examples from your Panthera project.

Criteria	Weight	Mastered 100-80 points	Proficient 79 - 70 points	Developing 69-60 points	Incomplete 59 - 0 points
Written Reflection	30%	-Concise -Depth of thought; thorough and specific development of ideas -Writer exhibits mastery of grammar	-Generally concise -Ideas are thoughtful with moderate evidence of topic development -Writer exhibits moderate command of grammar	-Some segments ramble -Omits information that creates gaps in understanding -Errors in grammar	-Rambles to the extent that main point is lost -Omits information that creates lack of understanding -Significant errors in grammar limit readability
Evidence of CRLS	50%	-Contains appropriate and detailed examples -Each standard has an appropriate example	-Generally contains appropriate and detailed examples -Most of the standards have an appropriate example	-Examples lack details and not entirely relevant -Lacking examples for many standards	-Specific examples are not included -Lacks details and full responses
Completion	20%	-Included updated, signed copy of goals and activities -Included a completed CRLS Standards checklist -Included a completed typed reflection -Included a completed typed Evidence of CRLS -Turned all components prior to the deadline	-Missing 1 requirement -Turned most of the components prior to the deadline	-Missing more than 1 requirement -Turned in components late (5 point deduction for each day late)	-Lacks most of the components and details -Turned in components late (5 point deduction for each day late)

Assignment Score _____ /100 points

Your oral presentation must include a slideshow that contains the following:
- Slides show clear success of your project
- At least 5 pictures of your project
- Careful editing with regard to punctuation, capitalization, spelling, format, consistency, <u>without noticeable errors</u>

Other required elements include:
- Punctuality
- Appropriately dressed
- Introducing you, your mentor and any other guests that are present
- Turning in a completed, well organized Panthera
- Handling questions smoothly

The committee that will evaluate you will be composed of the following members:
- Senior Project Advisors
- Imbler High School Site Committee Members
- Your mentor (if available)

Hints for the Presentation-

Dress appropriately. Your oral presentation will be before a committee of several individuals who will be evaluating you and before an interested audience. Dressing appropriately will give you confidence as well as setting the stage for your presentation. To develop further confidence, you must practice your presentation with complete recitations before you actually do your formal presentation. You will be expected to sign-up and practice your presentation one week prior to the actual presentation date and also the day before, during your actual scheduled presentation time. Additional practice before your parents, peers or advisors will also help improve your confidence. You will feel more at ease and self-assured if you know how to competently utilize the displays and the video equipment.

Criteria for Passing-

The Speaking State Scoring Guide will assist you in the preparation of your presentation. Read through the criteria carefully to make sure you understand requirements for a passing presentation. Extra copies of the evaluation guidelines are available from your advisor for you to use as a personal evaluation tool in preparation for your presentation. You must receive a score of four or better to pass the oral part of Panthera before you graduate from Imbler.

Oral Presentation and Presentation Materials-

At the beginning of fourth quarter you will select the time when you will orally present Panthera before the committee that will evaluate you and submit a list of the materials or equipment that you will need for your oral presentation. It will be your responsibility to notify your mentor of the time and place of your oral presentation.

_____Speaking State Assessment Scoring Guide_____

Weak	Average	Strong	
1 2	3 4	5 6	

Content

_____ _____ _____   A clear purpose with main ideas that stand out.

_____ _____ _____   Strong, accurate support provided by a variety of resources when appropriate.

_____ _____ _____   Content and selected details well-suited to the purpose and to the listener/audience.

Organization

_____ _____ _____   A strong, creative introduction that brings the audience to the topic and creates a desire to hear more.

_____ _____ _____   A clear, complex organizational structure that enhances the purpose and message.

_____ _____ _____   Smooth, well-designed transitions that contribute to the message.

_____ _____ _____   Details that are carefully selected and strategically placed for optimum impact.

_____ _____ _____   An imaginatively designed conclusion that matches the content and purpose of the speech.

Language

_____ _____ _____   A wide range of words carefully selected to impact the purpose and impress the audience.

_____ _____ _____   The intended message is conveyed clearly and word choice is precise and vivid.

_____ _____ _____   Correct grammar and usage.

Delivery

_____ _____ _____   Exceptionally effective eye contact established by the speaker with listener or individual members of the audience.

_____ _____ _____   Enunciation that is exceptionally clear and pronunciation that is correct.

_____ _____ _____   Effective rate and volume.

_____ _____ _____   Genuine intensity and vocal energy, which may include variation of inflection.

_____ _____ _____   An exceptionally natural fluent delivery; flows along smoothly with one sentence leading effortlessly into the next.

_____ _____ _____   Gestures, movements and other nonverbal techniques that are used in highly effective and appropriate ways.

_____ _____ _____   An exceptionally strong rapport between speaker and listener/audience.

_____ **Total Score (4 Passing)**

COMMENTS/RECOMMENDATIONS:

_____Format Requirements for Oral Presentation_____

The following criteria will be used to evaluate the format of your oral presentation. You must receive an 80% or 60 points of 75 to pass this component of Panthera.

Name_____

Date_____

Required Elements:

_____Punctuality, 10 points

Be in place and ready to go when it is your turn!

_____Dressed Appropriately, 10 points

Business or game day attire.

_____Introductions, 10 points

Introduce yourself, your mentor and any guests that are present.

_____Time Requirement, 10 points

Your presentation should fit into the 7-15 minute time frame.
Question/Answer will not be included in this time frame.

_____Question/Answer Session, 10 points

Did you handle the questions smoothly.

_____Power Point Presentation, 20 points

Slides show clear success of your project.
At least 3 pictures of your project are included.
Careful editing with regard to punctuation, capitalization, spelling, format, consistency, <u>without noticeable errors.</u>

_____Panthera, 5 points

Brought completed, up-to-date Panthera book to turn in to advisor.

_____**Total Score (60/75 Points Passing)**

COMMENTS/RECOMMENDATIONS:

Appendices

Oregon Career Related Learning Strands/Panthera

To assist you in meeting requirements for the certificate you are urged to select projects that would fit into one of the Career Related Learning Strands that are listed below. ***(This page is information for the completion of the senior project proposal.)***

Ag, Food and Natural Resource Systems Career Learning Area

The ***Agriculture, Food and Natural Resource Systems Career Learning Area*** relates to the environment, food and natural resources: such as agriculture (including food systems), earth sciences, environmental sciences, fisheries management, forestry, horticulture, water resources, wildlife management and urban environmental management. The career learning area objectives blend long term needs of people and environmental values so the land will support diverse, productive and sustainable processes and products.

Arts, Information and Communications Career Learning Area

The ***Arts, Information and Communications Career Learning Area*** includes a wide range of career clusters that involve the creation or transmission of information through the manipulation of a symbolic language. There is an emphasis on process and the concepts of creativity, integrity and aesthetic awareness. A product is usually associated with that process, but it is the process that retains primary importance.

Business and Management Career Learning Area

The ***Businsess and Management Career Learning Area*** focuses on the business and entrepreneurial needs of Oregon's students as they prepare to enter and succeed in the world of business. The careers in this area span virtually every industry in the world. Studies in Business and Management focus on the commonalities among most businesses, including concepts like personnel management, marketing, planning, finance, and resource management. This area also includes careers in the hospitality and tourism fields.

Health Services Career Learning Area

The ***Health Services Career Learning Area*** relates to the promotion of health as well as the treatment of injuries, conditions and disease. These may include, but need not be limited to, preventative health care, medicine, dentistry, nursing, therapy and rehabilitation, nutrition, fitness, stress management and hygiene. The Health Services unifying concepts blend short and long term health care and prevention strategies so that people can pursue quality of life.

Human Resources Career Learning Area

The ***Human Resources Career Learning Area*** includes a wide range of career clusters that weave together work in the areas that focus on people: their needs, their growth and development, and their safety and well being. Those who work in the fields representing Human Resources need a common foundation of knowledge and skills that enables them to assess the complex dilemmas facing individuals and groups in unique situations, identify and weigh options and possibilities, and act in ways that are effective and socially-responsible. Careers in this area are very diverse and range, for example, from education to corrections, from law and government to fire and safety, and from child development to national security.

Industrial and Engineering Systems Career Learning Area

The ***Industrial and Engineering Systems Career Learning Area*** relates to the technologies used to design, develop, install, operate, maintain and upgrade physical systems. These include, but are not limited to, engineering and related design technologies, mechanical systems, manufacturing technologies, precision production, construction, electrical systems and electronics and information technologies.

***This list is designed to stimulate your thoughts for ideas for Panthera and the Certificate of Advanced Mastery. It is not a complete list. If you have any question about your project or your idea for your project talk, to a Panthera Advisor

_____**Appendix B**_____

_____**Fundraising: Account**_____

Senior Project Fundraising Account

Student Name: _____

Purpose of the fundraiser: _____

_____

_____

Goal amount to be raised: _____

Please provide a list of possible dates and events for your fundraising:

Date	Event

Please provide the name and address of the organization(s) that will be receiving the funds:

Organization Name: _____

Organization Address: _____

_____

Organization Phone Number: _____

Student Signature: _____ Date: _____

Parent Signature: _____ Date: _____

Advisor Signature: _____ Date: _____

Office Signature: _____ Date: _____

Principal Signature: _____ Date: _____

Income

Date	Source	Amount
	TOTAL INCOME:	

Expense

Date	P.O. #	Item(s)	Amount
		TOTAL EXPENSES:	

Total Income Amount: _____

Total Expense Amount: _____

Account Balance: _____

_____**Fundraising: Cash Slips**_____

Cash Slip

Date: _____

What for: _____

Amount Number		Total
$50/$100		
$20.00		
$10.00		
$5.00		
$1.00		
$0.25		
$0.10		
$0.05		
$0.01		
Cash Total		
Checks		
Grand Total		

Cash Slip

Date: _____

What for: _____

Amount Number		Total
$50/$100		
$20.00		
$10.00		
$5.00		
$1.00		
$0.25		
$0.10		
$0.05		
$0.01		
Cash Total		
Checks		
Grand Total		

Cash Slip

Date: _____

What for: _____

Amount Number		Total
$50/$100		
$20.00		
$10.00		
$5.00		
$1.00		
$0.25		
$0.10		
$0.05		
$0.01		
Cash Total		
Checks		
Grand Total		

Cash Slip

Date: _____

What for: _____

Amount Number		Total
$50/$100		
$20.00		
$10.00		
$5.00		
$1.00		
$0.25		
$0.10		
$0.05		
$0.01		
Cash Total		
Checks		
Grand Total		