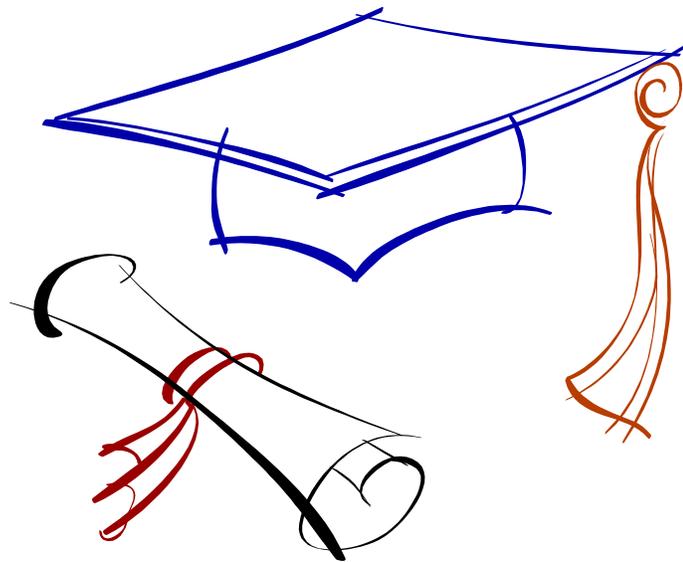


COLUMBIA BOROUGH SCHOOL DISTRICT GRADUATION PROJECT: The Service Experience



**Columbia Borough School District
200 North Fifth Street
Columbia, PA 17512
Revised February, 2017**

THE SERVICE EXPERIENCE PROJECT

Participating in a service experience as a graduation project combines service to the community - local, state, national or international - with student learning in a way that benefits both the student and the community. According to the National and Community Service Trust Act of 1993, service-learning:

- Is a method whereby students learn and develop through active participation in thoughtfully organized service that is conducted in and meets the needs of communities;
- Is coordinated with a school or community service program and the community;
- Helps foster civic responsibility;
- Is integrated into and enhances the academic curriculum of the student;
- Provides structured time for the student to reflect on the service experience.

Service experience projects provide students with authentic learning experiences in which their skills are applied in a real-life, real-world context. Service experience provides an opportunity for learning to occur in a setting outside of school and includes efforts to meet real community needs. It is a way to develop student responsibility and establish community partnerships. Service learning is not new. It was very prominent in the 1930's and national legislation in the early 1990's brought it to the forefront once again.

The Service Learning Project is characterized by the development of resources to solve community problems. The project involves consultation with community members, civic groups, business officials, and/or government officials. The project can involve activities like food drives, fundraisers, blood drives, and projects that channel resources to a specific previously identified community problem or need. It can also involve advocacy. Advocacy involves social action aimed at eliminating the causes of a community problem, developing strategies for the change of public policy, or developing an educational campaign to educate the community/public about a particular social issue. It may require the development of surveys, experiments, and/or interviews. Other service projects may include projects that bridge generational gaps such as oral history projects, developing a sustainable project to teach seniors how to use technology, or advocacy to promote better living conditions for seniors. Community service projects can also focus on local environmental issues.

Requirements:

Community Interview

Located in this packet you will find a form to use in interviewing potential partners in the community. There are three copies of the form. Please select three community leaders (examples: town council member, school board member, mayor, police chief, state representative, business or organization leader, or other mentor approved leader) and complete the form with them. You may have an idea already of how you'd like to help, in fact you should. The interview is a way of identifying a person/group who can use the service you can provide to its greatest potential. For example, if you want to run a food drive for the needy you may want to contact the mayor, your religious leader and a school board member. Each one of them may have a great way to use your food drive to help improve the community. Then you will have to make the decision of where to take your service, or potentially combine the people/organizations so all can benefit.

Time Logs

A minimum of 25 hours is required. Time logs need to be maintained and signed by a mentor approved adult involved in your project. A time log form for your use can be found at the back of this packet.

Portfolio

The portfolio should serve as a learning record of the process and progress as the journey unfolds through all the steps of the graduation project, including periodic reflections. This physical record of the process and progress will help you keep track of your work. Additionally, this record will help your mentor and academic advisor monitor your project as it develops. On the next page you will find the general guidelines for the portfolio component of this project type.

Portfolio Guidelines:

The portfolio should contain and be organized as follows:

- A. Students will need a cover page that contains the title of the project, a picture related to the project, the name of the student, the name of the school, and the date.
- B. Students will need to include the original project proposal and their three interviews forms.
- C. Students will need to complete a Narrative/Reflection Paper after completing their actual project. This Narrative/Reflective paper should be a part of the portfolio.
 1. **The Narrative/Reflection Paper**
 - a) Written paper of 3-5 pages in length that describes the service experience and provides background or research information on the project. The paper should also address the following questions:
 - i. How was the project personally meaningful to you?
 - ii. What knowledge and skills did you gain from this project and this process? (Discuss how you grew as a person as you worked on and created your project.)
 - iii. If you were to do this project again, what would you do differently?
 - b) 12-point font, double-spaced, 8.5" x 11" with 1" margins according to MLA/APA guidelines
 - c) Grammar and conventions should be accurate.
 - d) Writing should conform to PSSA Writing Rubric. Please see the chart below

Focus	Content	Organization	Style	Conventions
The single controlling point made with an awareness of task (mode) about a specific topic	The presence of ideas developed through facts, examples, anecdotes, details, opinions, statistics, reasons, and/or explanations	The order developed and sustained within and across paragraphs using transitional devices and including introduction and conclusion	The choice, use, and arrangement of words and sentence structures that create tone and voice	Grammar, mechanics, spelling, usage and sentence formation

- D. The portfolio should include pictures or video tracing the development and implementation of the project. Pictures should be included in the portfolio. The placement of video data should be discussed with your mentor.
- E. The portfolio should include both your proposed and finalized time logs.

ORAL PRESENTATION REQUIREMENTS FOR ALL PROJECTS

Requirements:

- Students will complete a 15-minute oral presentation to a panel of teachers and administrators.
- Students should be prepared to address any questions the panel may ask about the project.
- *The presentation of the completed project must take place before a Project Review Panel prior to the end of the first semester of the student's senior year.*
- **The presentation should cover three distinct areas: the process for developing/creating your project, explaining your project to the panel, and what you have learned from the experience.**

The presentation should:

- Begin with an introduction of yourself and your topic; why you chose the topic; and a preview of your presentation.
- Share your results.
- Explain what you learned about your topic.
- Explain whether your project was successful and how you determined it was a success.
- Explain the challenges you faced.
- Identify who helped you along the way and what role they played.
- Explain what you would do differently.
- Share what you learned about yourself.
- Share your conclusions and a statement that reminds the audience/panel of your work and your learning.
- Invite questions from the audience.

RUBRIC FOR ORAL PRESENTATION

STUDENT NAME: _____

COMMUNICATION SKILLS

0	1	2	3	4
Does not speak with appropriate volume, tone, and articulation.	Rarely speaks with appropriate volume, tone, and articulation.	Speaks with appropriate volume, tone, and articulation some of the time.	Speaks with appropriate volume, tone, and articulation most of the time.	Consistently speaks with appropriate volume, tone, and articulation
Does not maintain appropriate eye contact and posture.	Rarely maintains appropriate eye contact and posture.	Employs appropriate eye contact and posture some of the time.	Employs appropriate eye contact and posture most of the time.	Consistently employs appropriate eye contact and posture.
Does not employ appropriate nonverbal techniques.	Rarely employs appropriate nonverbal techniques some of the time.	Employs appropriate nonverbal techniques some of the time.	Employs appropriate nonverbal techniques most of the time.	Consistently employs appropriate nonverbal techniques
Does not exhibit poise, enthusiasm, and confidence.	Rarely exhibits poise, enthusiasm, and confidence.	Exhibits poise, enthusiasm, and confidence some of the time.	Exhibits poise, enthusiasm, and confidence most of the time.	Consistently exhibits poise, enthusiasm, and confidence.
Does not employ standard grammar.	Rarely employs standard grammar.	Employs standard grammar some of the time.	Employs standard grammar most of the time.	Consistently employs standard grammar.
Student's presentation is over in less than 5 minutes.	Student's presentation is over in 5-9:59 minutes.	Student's presentation is over in 10-14:59 minutes.	Student's presentation is over in 15-19:59 minutes.	Adheres to prescribed time guidelines of 20 minutes.
Wears inappropriate attire for a presentation.	Dress, grooming and demeanor is minimally appropriate.	Dress, grooming and demeanor is barely acceptable for the presentation.	Dress, grooming and demeanor is appropriate, but not professional.	Dress, grooming and demeanor promotes an air of professionalism.
No visual aids were used.	Uses visual aids that are sloppily made and are ineffective.	Uses visual aids but they do not enhance the presentation.	Uses effective visual aids.	Uses creative visual aids that enrich or reinforce presentation.

SELF-REFLECTION PORTION OF PRESENTATION

0	1	2	3	4
Fails to offer an evaluation of the project process or provides a minimal evaluation.	Offers minimal detail about the project process.	Offers little detail about the project process.	Offers some detail about the project process.	Offers an insightful evaluation of the project process.
Does not reflect on successes and challenges or provides a reflection that is limited in depth and insight.	Reflects on successes and challenges with minimal detail.	Reflects on successes and challenges with little detail.	Reflects on successes and challenges with some detail.	Reflects on successes and challenges with depth and insight.
Does not provide an insight into learning that occurred as a result of this project.	Provides minimal information on personal learning and growth.	Provides little information on personal learning and growth.	Provides some information on personal learning and growth.	Provides detailed information on personal learning and growth.

CONTENT AND COHERENCE OF PRESENTATION

0	1	2	3	4
Lacks an introduction and/or conclusion.	A beginning and ending are minimally evident.	A beginning and ending are somewhat evident.	A beginning and ending are clearly evident.	Uses an engaging beginning and a thoughtful ending.
Does not define, or insufficiently defines a main idea and does not adhere to its purpose.	States a main idea and minimally adheres to its purpose throughout the presentation.	States a main idea and somewhat adheres to its purpose throughout the presentation.	States a main idea and adheres to its purpose throughout the presentation.	Effectively defines a main idea and clearly adheres to its purpose throughout the presentation.
Lacks an organizational sequence or sequence is confusing to audience. No transitions are used.	Employs a sequence which the audience can barely follow. Transitions are minimally used.	Somewhat employs a sequence which the audience can follow. Transitions are somewhat used.	Employs a sequence which the audience can follow. Transitions are used.	Employs a logical and engaging sequence which the audience can follow. Transitions are effectively used.
Provides insufficient supporting details/evidence.	Barely demonstrates supporting details/evidence.	Demonstrates few supporting details/evidence.	Demonstrates supporting details/evidence.	Demonstrates exceptional use of supporting details/evidence.

EXTEMPORANEOUS RESPONSES TO QUESTIONS FOLLOWING PRESENTATION

0	1	2	3	4
Is unable to answer questions or provides inadequate answers to questions from the panelists.	Student responds to questions and/or comments from the panelists with minimal detail.	Student responds to questions and/or comments from the panelists with little detail.	Student responds to questions and/or comments from the panelists with some detail.	Confidently, politely, and knowledgeably responds to questions and/or comments from the panelists.

****Students must score at least a 52/64 which is over 80% in order to Pass their Senior Project.**

_____/64

Score

(Evaluator Name)

(Date)

Interview 1

Basic Information:

Name of Contact: _____

Contact's Position in Community: _____

Date and Place of Meeting: _____

My Project Idea:

Question: How could you use my project idea to help better the community you serve?

Response:

Question: How can you help me with the development and implementation of my project?

Response:

Interview 2

Basic Information:

Name of Contact: _____

Contact's Position in Community: _____

Date and Place of Meeting: _____

My Project Idea:

Question: How could you use my project idea to help better the community you serve?

Response:

Question: How can you help me with the development and implementation of my project?

Response:

Interview 3

Basic Information:

Name of Contact: _____

Contact's Position in Community: _____

Date and Place of Meeting: _____

My Project Idea:

Question: How could you use my project idea to help better the community you serve?

Response:

Question: How can you help me with the development and implementation of my project?

Response:

