

# Portfolio, Project & Presentation Manual



2022-2023

*This manual contains detailed instructions for all aspects of the  
portfolio, project, and presentation.*

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## **Portfolio, Project & Presentation Introduction**

This manual contains materials to aid advisors and students in the preparation of the portfolio. Advisors with questions that are not answered within this manual are encouraged to talk with administration regarding any different situations that their advisees present. Students should rely heavily on their advisors to answer their questions. Whatever your advisor can't answer, he or she can follow up with administration to get the answer.

As students begin to transition from our classrooms to life beyond high school, the opportunity exists to provide them with a culminating experience that will put to practical use the personal, cognitive and communication skills that they have developed.

The portfolio, project, and presentation experience is designed to have the graduating students reflect on their high school experience and personally assess their attainment of the basic educational criteria set forth as Academy goals.

During this exercise, seniors should see the transition to their new stage in life. The required and optional parts of the process will allow them to see themselves as part of the community; to take part in a practical activity that will test their abilities in the non-teacher world of adults; and to culminate their four years of high school in a designed process for closure that presents a meaningful challenge.

There are several components to the program. All seniors must meet the existing Coe-Brown graduation requirements. These include the accumulation of the credits necessary for graduation and the meeting of a minimum reading level as demonstrated on a standardized achievement test.

All potential graduates will assemble portfolios that contain required and/or optional materials. Examples of required materials include the completion of a personal resume ready to present to any prospective employer and the assembling of a group of materials that document one or more areas of the student's personal expertise. Seniors will complete a significant project their senior year that serves to meet personal and/or future goals. All students will also complete a presentation that polls their opinions about the Academy and its programs as well as complete required community service hours. There are many optional components that vary from involvement in school, community, college, and job world preparations.

As a culminating activity all seniors will present their portfolio during a presentation. It is planned that a number of committees consisting of representatives Board of Trustees, alumni, vocational and academic advisory councils, and community members will be set-up to conduct these presentations and interviews. During the presentation, students will be asked about their high school experiences and they will have the opportunity to present written, video, audio or physical evidence about their individual strengths and interests that were developed during their high school career.

## **Guidelines for Pass, Pass with Honors, & Failing Scores**

Each senior is evaluated by a team of community interviewers who have volunteered their time to this important process. Following the presentation (see *Presentation to Interviewers* section), the interviewers will assign a score of “Pass,” “Pass with Honors,” or “Fail.”

Advisors will indicate (on the portfolio) the highest eligibility the senior is capable of receiving. The interviewers will assign their score following the presentation.

### **Pass**

All seniors are required to complete all required components in order to be eligible to pass their presentation. In addition, they need to prepare and give a presentation to the team of interviewers.

#### *Eligibility Requirements for a Score of “Pass:*

- Complete all required components

### **Pass with Honors**

Seniors who wish to be eligible for “Pass with Honors” have several additional requirements beyond passing.

#### *Eligibility Requirements for a Score of “Pass with Honors”*

- Complete all required components
- Meet all deadlines
- Complete a minimum of five (5) optional components
- Prepare an outstanding presentation

### **Fail**

Seniors may be assigned a score of “Fail” if the interviewers decide that any aspect of the portfolio or project is inadequate. This may mean they have concerns about the level of preparation for the presentation, the thoroughness or time spent on the project, or the completion of components.

All seniors who fail the presentation are given an opportunity to redo the failing aspects of their project, portfolio, and presentation. The highest standing that any second presentation of a failing project can earn is "Pass." Depending on the extent of the concerns, there is a possibility of delayed graduation for the senior.

## **Portfolio Template Instructions to Faculty**

*These are brief notes to assist you in your role as advisor. It is recommended that you read the “Instructions to Students” to best understand the process required of the students. This section contains specific information just for advisors.*

## HELPING STUDENTS GET STARTED:

- As always, students are ultimately responsible for their portfolio. However, any guidance you can give along the way is effective in creating the best reflection of each student.
- Familiarize yourself with the instructions to seniors, the portfolio, and the required components & deadlines sheet.
- When you first meet with your student, establish the best way to communicate and share the portfolio.

## CHECKING PROGRESS & COMPLETION

- As students move along in their portfolio, you should be able to view their progress within the shared portfolio document. Seniors should be updating their completion of components throughout the year.
- It is your responsibility to update the Portfolio Progress document on Google Drive on or before each deadline date. The information you enter is used by counselors, coaches, administrators, case managers, and teachers. *Reminder:* This document replaces the paper updates advisors were required to complete.
- When the “final draft” is ready, students will need to turn in one hard copy of the original documents. This does NOT need to be page numbered, but should follow the order of the Required Components & Deadlines Sheet. It will be used if necessary to verify any activities. These documents should remain with you in case of questions. Following the completion of the portfolio experience, they can be returned to the student.
- When the final draft is submitted to you, it will be most important that you double check the **Table of Contents, Required Components & Deadlines**, and **Qualification Sheet** for appropriate dates & items. The advisor should thoroughly check each slide. This will insure that no components have been incorrectly claimed by a student.
- You will be the one to submit the final document. It will be in the Teacher Share Drive so that no student can submit without you knowing or without your approval.
- You will submit the final portfolio as a **PDF file** in the **Teacher Share Drive** in the **Portfolio Submittals** under the **student’s name, last name first (Smith, John)**.

## Portfolio Instructions to Students

*You will notice that the Google Portfolio Slideshow lays out the entire portfolio for you. You will need to modify the slideshow as appropriate based on the particular components you choose to complete. Please read through all these instructions and tips completely and refer back to them often!*

## GETTING READY TO WORK:

- All of the portfolio documents, including the shared Google Slideshow, have been shared with you in your Google Drive and are also available on the public drive. Your first step will be to open the Google Slideshow and follow the directions outlining how to save a copy to your own drive.
- Once your copy is saved, you are ready to begin modifying your document. Google Slides will automatically save your document as you enter information.
- Any items needing signatures will have a hard copy form under “Component Forms” that will need to be printed and signed.

## WORKING ON YOUR PORTFOLIO:

- When you first meet with your advisor, establish the best way to communicate and share your portfolio. It should be automatically shared with them via Google Drive, but in addition, some advisors may prefer an email letting them know when you have made an update or have added information. Others might prefer you place it in a convenient location on the public drive for their review.
- As you progress in completing your portfolio, you will find that you will “fill in” most information, including dates, “X’s”, and text. Feel free to expand or minimize tables to best meet your needs. Remember that this is only a template to start and it should be modified as appropriate to best suit you as you go along.
- Feel free to type your text (for example: 40 hours of community service write-up) directly in the portfolio. There is no need to write it elsewhere and then re-type. However, if you prefer, you can type in a Word document and then cut and paste. (Your cover letter and resume, if already completed in Word, can simply be cut & pasted on the appropriate slide.) Again, whatever works best for you!

## FINISHING UP YOUR PORTFOLIO:

- As with any final draft of a project or assignment, **proofreading is vital!** Make sure you have labeled the Table of Contents with appropriate slide numbers and that each slide is complete and without typos.
- Personalizing your document: Be sure that you make this slideshow “your own.” You will do this by designing a cover page with images or text as well as by personalizing the final end page. However, the text and colors on all other slides after the cover slide should remain as they are. The goal is to make this document work best for you and be clear and easy for the interviewers to read.
- You will turn in one hard copy folder with your original documents to your advisor at the end of the year. This does not need to be page numbered, but should be in the order of

the Required Components & Deadlines Sheet. This will be used if necessary to verify any of your activities.

- Submitting your portfolio to your advisor will be just like all the other times you submitted it to him/her for review. Simply make sure your advisor knows when it is finalized and in final draft form.

## **QUESTIONS:**

- Remember that your advisor is there to help. If you get stuck with formatting or any other aspect of your portfolio, please look to your advisor for assistance. In addition, you will find many other resources to assist such as your teachers, the Library Media Center personnel, and parents.

## **Senior Project Proposal**

Seniors (and juniors prior to the summer) will submit project proposals to a Project Approval Committee. The anonymous committee is comprised of a group of faculty members representing many departments of the school. There has been an ongoing discussion between the administration and the faculty about what qualifies as a meaningful project. It is the goal of the committee to ensure that all of our students projects are approved using consistent criteria, and are therefore all producing meaningful final projects. Committee members will be voting on each project proposal, determining whether the project is “approved” or “rejected.” The majority vote will determine the proposed project’s status. Once approved, the student will receive an email from the committee notifying them. This email will also be sent to the senior’s advisor to notify them of their senior’s progress.

### **The Process**

All seniors will be invited to join the Project Approval Google Classroom. When students have decided upon a project, they will fill out the proposal form on Classroom and then submit the completed form to the committee by turning that document in. Each committee member will then review each proposal that is submitted and reach a majority-rule evaluation. Proposals should clearly lay out the goal of the project and a clear plan for execution, including a proposed breakdown of the required 25 hours. In addition, students should consider and include what they hope to gain from the project, what experience they have or will need in order to complete the project. The final component of the application will be that the student will need to respond to how their work will either benefit themselves as an individual, or their community as a whole, in order to best reflect the original mission of the project at Coe-Brown.

### **The Outcome**

If the project is voted as needing improvement, committee members will suggest improvements via email (also sent to the advisor) and ask that the student resubmit a new proposal to the project approval committee. In the case that a proposed project is rejected, the student would receive feedback from the committee on how their project fell short, and they would be expected to resubmit an application which would be appropriate to the goals of the project. The advisor would be included on the student email and, in appropriate cases where the committee feels the

student may need additional support, the advisor may be contacted directly. The committee feels that this would be a rare occasion as most students would likely be able to adjust their project proposal, based on committee feedback, to be approved with conditions. Students can expect a response from the committee within 48 hours. Any paper copies received by advisors can be submitted to the committee via the main office.

### **The Advisor's role in the approval process:**

If a student's project is...

**Accepted:** The advisor will be copied on an approval email to be notified that their student can proceed as planned.

**Rejected:** The advisor will be copied on an email to be notified that their student must resubmit an application to meet the committee's concerns or to resubmit an entirely different project that will fit the guidelines more appropriately. This means that advisors would, in this case, return to the traditional role of helping students come up with a project that fulfills the project expectations. The student would then re-submit\* their new application to the assignment on Classroom.

\* Students will be turning in their application via Google Classroom. This means that in order to resubmit, they will have to un-submit their first draft from the "assignment" on Classroom, attach the updated application, and click "Turn in" again.

### **If a Student Plans to Submit Another Application for a New Project Once One Has Already Been Approved:**

They will have to go through the approval process again. Students should complete a new application, and then submit it to their advisor for review. If the student's advisor feels that the change is both warranted and meaningful, they should sign the new application in the designated space at the end of the application. The advisor would then submit the new printed and signed application directly to the committee via the main office for approval. We hope that by using the advisor as a middle man, they will be able to make a reasonable call as to whether a change in project is warranted, or unnecessary before it even reaches the committee.

**During the first advisory meeting:** Please make sure that seniors have accepted their invitation to the Senior Project/Class of 20XX Google Classroom. Any seniors who have already had their project approved by administration will be reviewed, and removed from the classroom to avoid confusion. Seniors whose projects have been approved by the committee will be removed from the classroom within a week after they have received confirmation via email. All seniors will remain in the Classroom until their project is approved.

Any concerns or questions can be directed to the [seniorproject@coebrown.net](mailto:seniorproject@coebrown.net) email address.

## **Senior Project Guidelines**

One of the most important components of the portfolio is the project. Each senior is expected to select, carry out and make a presentation about a project that is related to some phase of their

education; either in or out of school. Each student should look at those things that make them a unique individual. Some students will choose to use the project to continue to develop in areas that they are already working and studying while some students will use the project as a tool to expand their horizons to a totally new field.

As you begin to plan your project, you should think about being able to answer these questions:

- Why did you choose this project?
- Is this project a representation of you? If so, why?
- How will it advance your personal knowledge/experiences?
- What resources will you need such as volunteers, money, materials?
- Will this project serve as a benefit to you, others, or the community?
- Is this an original project or the continuation of a previous event? If so, how do you plan to put your mark on it – to show it off as a new and improved product of your efforts and not just a rerun of something from another year?

It is hard to define the size or scope of a project. Some projects involve a lot of people and literally hundreds of hours of work. Certainly any quality project will entail **at least 25 hours of personal work**. These hours, as well as those done by others, should be documented in your monthly portfolio journal.

The basic concept and outline of your project must be pre-approved early on in the process. All seniors will submit their senior project proposal online to the Project Approval Committee. Typically, there should only be one senior to a project.

The project approval process will require you to submit information about your project including a detailed description, your reasons for choosing this project, and contact information for adults who may be able to confirm progress on your project. Please choose your subject area carefully. It will be okay to change your mind and pick a new project, but it will require a new pre-approval.

It is important to be able to keep records of your project, such as in a journal. It is very important to take pictures or video of your process and it will be particularly helpful when you prepare your final presentation if you are in the pictures. The pictures should highlight your personal involvement in the project.

All portfolio requirements must be completed and documented by the deadline specified in your portfolio materials. This includes any actual project events. Any exception to this must be due to very special circumstances and again must be approved by the Headmaster or Assistant Headmasters.

When it comes time to write your project reflection and to make your portfolio presentation, you should be prepared to answer not only the questions you addressed in the project reflection but also the following:

- How and why did the final project change or evolve from your original plan?

- What kinds of academic or physical skills did you develop doing this?
- What did you learn about yourself?
- How did things go? Would you have done anything differently if you had the chance?
- Do you see this subject fitting in your future?
- If there was one thing that you would want other people to gain from your project and presentation, what would it be?
- Are you able to document 25 or more hours of personal involvement in the project?

### Miscellaneous Points to Consider:

Projects requiring the use of school facilities may be subject to fees such as custodial salaries or police coverage. It may be appropriate, if not legally necessary, to obtain written permission from a charity or similar organization to use its name in advertising a project designed to raise funds for the charity, etc.

While it is possible to learn much from failure, the goal is that your project will be a success. In that light, it is important to choose wisely. Often a project will appear simple but in reality be very difficult to complete successfully. As an example, many students have tried to run in-house sports tournaments such as 3-on-3 basketball or badminton. Almost without exception these events fail to attract enough participation to cover expenses or raise any money for charity. It is really hard to be successful with this type of project unless you are willing to put in the work to generate interest and participation. A few morning announcements and a sign-up sheet just won't accomplish anything meaningful. Also, just putting out canisters to collect money or setting out boxes and expecting to have people donate books, shoes, clothes or other materials is not a valid project unto themselves. Remember, a quality project should involve at least 25 hours of work on your part.

When picking a project, you should ask yourself "Is this something that will help me grow as a person and that I will be proud of or am I just looking for an easy way out?" Be prepared for your exit interviewers to ask you a similar question.

## **Resume**

The resume is an important document that should be useful for many future purposes for seniors. Writing an effective resume is considered a valuable life skill. Many students may have a chance to discuss this topic in their English classes and there are many sample resumes online to look at for inspiration and guidance.

At a minimum, for usage in the portfolio, students' resumes should contain the following sections:

- Name, address, phone, email
- Education
- Work Experience
- Community Service
- Clubs, Organizations, Teams

- Special Award & Recognitions
- Skills

## **High School Narrative**

The High School Narrative is a formal essay that will provide the opportunity for you to reflect on your high school experiences overall. This will give the interviewers a great sense of who you are and what you have done with your four years at Coe-Brown.

You may have an opportunity to discuss this in your English classes and it should be a minimum of five paragraphs.

At a minimum, please include the following:

- Highlights of your academic courses at CBNA
- Significant challenges of academic courses at CBNA
- Your participation in co-curricular organizations at CBNA
- Your future plans and goals
- How CBNA has influenced your future plans and goals

Your advisor will offer you feedback on your High School Narrative for you to consider.

## **4-Year Course of Study**

Students are requested to complete the 4-Year Course of Study in their portfolio. This is important for judges to see what types of classes you have chosen to study during your time as a student.

Students may list levels (general, college prep, etc.) for their courses if they would like, but it is not required.

## **Student Career Plan**

The student career plan is a plan that you have been working on with your counselor since you were a freshman. This will culminate at the end of your senior year with finalizing your post high school plans. As you meet with your counselor throughout your senior year, working on what your post high school plans are, your counselor makes note of this in your career plan.

Once you have finalized your plans, you will receive a confirmation sheet from your counselor to give to your portfolio advisor verifying you have completed your student career plan. The deadline for this component is listed in the portfolio.

## **Attendance at CBNA Public Game or Performance**

All students are encouraged to become active participants and supporters of the Coe-Brown community. In order to reinforce this concept, all students are required to attend one game or performance and reflect on that experience in their portfolio. This does not require pre-approval by your advisor since all CBNA events qualify.

There are many sporting events, theatrical productions, music concerts, and other events that serve as opportunities to meet this requirement. Be thoughtful and creative in your selection of an event.

## **Community Service**

All students must complete a minimum of forty (40) hours of community service outside of school hours. Note that transfer students will have a pro-rated required number of hours.

**COMMUNITY SERVICE** is a common phrase that can have many different interpretations and applications.

Coe-Brown recognizes community service as an act performed to benefit the community and that offers the performer no tangible, material reward. While individuals may benefit as part of a group served by an act, community service is generally targeted to contribute to the betterment of society as a whole.

Work performed for others at no charge may be commendable in nature but may not necessarily be considered community service. As an example, volunteering to help a friend's aunt move to a new home may be a noble action, but, unless there are extenuating circumstances, it is not an act of community service. Also, work done for free for a for-profit making business or enterprise does not meet the definition of community service. There are occasions when groups take actions to benefit specific individuals who are undergoing some type of hardship. Habitat for Humanity would be an example of a community service project to aid a specific person or family. Students should check with their advisors if there is a question as to whether an activity can be classified as community service.

Service arises from a person's or a group's need to give back to the community. It is freely given without the expectation of personal material gain. Court-ordered community service is a totally different thing and hours of that type will not count toward meeting Coe-Brown's project goals.

Many school and community groups have active schedules of community service and activities carried out with these organizations will fulfill the Coe-Brown requirements if pre-approved by the student's advisor.

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### **PRE-APPROVAL**

All activities completed to meet this portfolio requirement require pre-approval by the senior's advisor. The Headmaster, Assistant Headmaster or one of the school counselors may also sign a pre-approval form if the advisor is not available. Sometimes community service opportunities arise with little advanced notice. If this happens when school is not in session students should

call the school and leave a message describing the activity in the school's voicemail or complete the online pre-approval form available on the website. Students doing this have met the pre-notification aspect of the pre-approval but they should be aware that the project still needs to have met the spirit and intent of the community service program.

All community service projects require a reflection on the second page of the community service form. This detailed report should give specifics about the particular project and the student should express opinions and feelings about the value of the project to her/himself and of the value of the project to the community being served. This reflection should be well written and be of sufficient length to supply the requested information.

The community service form has always included a place for a representative of the organization with which the student did the project to sign off as a verification of the actual project. This form has also required that person to list a phone number where they can be contacted. While it is our position to trust students and to take them at their word, we do reserve the right to verify any details regarding portfolio requirements.

## **Community Service Ideas**

Coe-Brown requires students complete 40 hours of community service as part of its graduation requirement. We are frequently asked what sorts of things can be done, so we have compiled the following list which is not meant to be all-inclusive or to provide ever-changing contact people and phone numbers, but to give ideas about the types of things you might do. We encourage students to think about what they **like** to do, a group to which they might feel good about contributing, or something that might assist in helping them to decide what they might like to do for a career.

As you might imagine, community service cannot be done for a profit-making enterprise (i.e. working for nothing for your usual employer), nor can it be done for a family member or neighbor that you should be helping anyway out of the goodness of your heart (shoveling your grandmother's walk).

### **WORKING WITH CHILDREN:**

Many students enjoy working with younger children in a variety of ways, some of which may help you decide about future careers.

#### Examples:

- Coaching younger teams in a favorite sport, perhaps at a summer camp, or in your hometown
- Assisting elementary school teachers at the end of the school year when Coe-Brown is out and they are still in session, or on some of our workshop days when they might be in session
- Helping in after school programs at elementary schools
- Coaching a Destination Imagination team at an elementary school
- Baby-sitting for town and school district meetings
- Teaching or assisting with Sunday schools

- Assisting at the Special Olympic events

### **ACTIVE AND/OR OUTDOOR OPTIONS:**

Towns and local nonprofit groups often need assistance, particularly with seasonal cleanups.

#### Examples:

- Doing trail work for a snowmobile club or local Parks & Recreation committee
- Highway pickup crews
- Spring cleanup for town beaches
- Cemetery maintenance
- Custodial work at local schools

### **WORKING FOR A CAUSE:**

You might volunteer for any one of a number of nonprofit agencies, which seek to raise money for a specific cause, by working on mailings or actually participating in things like walk-a-thons.

#### Examples:

- Groups that raise money for research on various health issues such as cancer, Alzheimer's disease, cystic fibrosis, multiple sclerosis, or muscular dystrophy
- Social issue organizations such as Sexual Assault Support Services
- Various environmental organizations

### **ASSISTING PEOPLE OR ANIMALS IN NEED**

Some of these ideas may also help with determining interest in a future career.

#### Examples:

- Volunteering at non-profit hospitals or nursing homes
- Working at a soup kitchen or a Salvation Army/Goodwill type agency
- Assisting at a non-profit animal shelter

### **COMMUNITY SERVICE CONNECTED WITH COE-BROWN**

These opportunities arise on an intermittent basis. Pay attention to daily announcements! The time *must* be put in outside of the regular school day and it cannot count as participation in any related organization for which you otherwise get "credit".

#### Examples:

- Building and/or striking sets for the drama department (only if you are not an active member trying to build hours toward Thespian Society membership)
- Tutoring
- Assisting an athletic team, e.g. running scores for track and field

### **MISCELLANEOUS**

Of course there are countless other options which might arise. As long as they meet the community service criteria *and are pre-approved\** many things can qualify. Periodically check the bulletin board near the main office for requests for help that are posted there.

### Examples:

- Volunteering at your local library or town hall
- Projects for your religious organization, scouts, or 4H

\* Pre-approval is normally done by advisor, with your counselor and/or anyone in the administration serving as back up. Students who enter senior year with all 40 hours completed are in the best shape for the whole portfolio process. Start today!

## **Project Reflection**

The Project Reflection is a formal essay describing your experiences with your senior project. It should be a minimum of five paragraphs. This essay should include your plans for the project before it started it as well as your reflections on how the project went and after it was completed.

You may have the opportunity to work on this in your English class and your senior advisor will also give you input.

At a minimum, please include the following:

- Why you chose this project
- Details from the planning phase
- Discussion of the time requirements of your project
- Challenges
- Rewards
- Your feelings now about the project

Please note that the Project Reflection will closely align with the presentation you will give to your portfolio interviewers.

## **Reading Lexile**

In order to graduate, Coe-Brown students are required to demonstrate that they are proficient in reading. This is measured by the Reading Inventory Assessment which is administered at the beginning and end of each school year, and progress is monitored by teachers, administration, and the Reading Specialist.

A Lexile score of 1185 or better is required by graduation. An alternative to the Lexile is a minimum score of 480 on the language section of the SAT assessment, which is taken in the spring of junior year.

Advisors can see students' highest Lexile scores on Infinite Campus under the Assessment tab.

## **Civic Involvement: Town or Government Meeting**

Students are encouraged to be active members of local town and state governments. This component requires students to attend a town or government meeting and reflect on the experience.

### **Civic Involvement: Voter Registration**

Voting is an important civic responsibility. Students electing to complete this component are required to register (or pre-register) to vote at their local town offices.

### **Cultural Enrichment: Cultural Events**

Student completing this component will attend two (2) cultural events. These options are designed to encourage seniors to take advantage of the educational and entertainment opportunities available throughout the region.

Students using this component must attend as a non-participant of the production in question.

The specific cultural events must be pre-approved as meeting the portfolio requirements before the student's attendance.

Cultural events might include:

- Theatrical presentations
- Art shows
- Museum tours
- Concerts (rock/pop/country concerts are **not acceptable** unless the senior can build a special case for consideration.)

These cultural events may take place at Coe-Brown or another school. School-sponsored plays and concerts may be used as long as the student has no role as a participant in the show. This includes pit orchestras, technicians, ushers and other off stage staff.

Each completed cultural event verification form will include a one-page written summary of the event using standard essay format as described in the Coe-Brown style sheet. In the written summary of the event(s) attended the student should describe:

- What the event was, where it took place, and date
- Importance of the work seen
- Who was involved
- The student's impression of the production/show

### **Explore Beyond Curriculum: Outside Class, Workshop, or Program**

Student completing this component must provide verification of the successful completion of a class or workshop outside the school curriculum. There are many opportunities for students to

pursue their education beyond what they do inside our classrooms. There are community-based programs, college and university courses and specialty training programs of all kinds offered throughout the region.

Students may choose to attend a training program in some special area that we do not offer or they may choose something that goes above and beyond our curriculum. Sometimes they may have to take a special class related to their employment.

Examples of programs could include music and acting lessons, dance, martial arts, visual arts, college prep, SAT prep, Certified Nursing Assistant, EMT and other emergency services programs, etc.

Students might also participate in a program that culminates in a statewide (or higher level) academically-related contest, presentation, or performance. This activity should be one that has required students to go above and beyond what they might regularly do in a co-curricular activity on campus and should reflect a commitment of time and effort.

**Pre-approval is required from the student's advisor for the class, workshop, or program to count toward meeting the portfolio component.**

Notes:

- Class must be a minimum of 5 hours in length
- A written reflection of the experience is required
- A certificate of completion/attendance should be included
- On-line classes not used for CBNA credit will be considered

### **Career Exploration: Career Fair & Activity**

Seniors are required to attend the CBNA Career Fair coordinated by the Counseling Department in September. This component requires you to interview at least three career representatives and complete the Career Fair Questions form available through your counselor. Once you have discussed this with your counselor, you will turn the form in to your advisor.

### **Career Exploration: Professional Interview**

This component requires pre-approval of your school counselor and should be an interview with a professional whose career is one that you are interested in exploring. Your counselor will complete the pre-approval paperwork with you and upon completion of the interview, you will write a reflection of the interview covering the questions asked, the information that was gleaned from the interview and how you see this information affecting your consideration of this job or field in your future plans.

The pre-approval sheet and your reflection is then turned in to your advisor for completion and copied into your portfolio.

## **Postgrad Plans/Life Skills: College Visits & Military Recruiter Meetings**

Permission to leave school for a college or military visit must be pre-approved by your school counselor who will need a note from your parent verifying the appointment. If you complete three college visits with documentation from the college of the visit or documentation of a military visit with your parents and write a reflective summary of your visits, you can turn in this material to your advisor as completion of an optional component.

### **Career Interning: Job Shadows**

Completion of two 4-hour, non-school time, job shadows with pre-approval can be used as fulfillment of an optional component in the portfolio. The pre-approval sheet must be completed and signed by the student's advisor or school counselor.

Job shadows should not occur with a parent or guardian as it is assumed students will have already learned a great deal about a parent/guardian's profession.

Following the shadow experience, the student will complete a one-page reflection and detail what the experience was like and how this fits into their current situation or future career plans.

This pre-approval form and the reflection is turned in to the student's advisor and copied into the portfolio for completion of the component.

### **Additional Community Service**

The portfolio encourages students to complete community service projects above and beyond their 40-hour basic requirement. Students may fill an optional component by doing 20 additional hours, beyond their original 40, with any organization meeting all guidelines as described under the required community service description.

Students may receive approval to serve as a student aide during study hall times. Hours received working as a student aide will meet the extra 20 hours of this component, but cannot be used as the original 40.

Students working in the Writing Center during their study halls may also receive hours toward this optional component, but cannot be used as the original 40.

In addition, students may (if given permission by staff) work to recycle materials for the benefit of the CBNA community. Recycling during school hours will only qualify as this optional component and not the original 40.

A complete reflection of the additional hours is required and will be included in the portfolio.

## **Job Skills: Letter of Recommendation**

Students may meet this component by obtaining a formal letter(s) from a current or previous employer. This portfolio item is part of the group of components related to job skills.

While we have no control over the letters produced by outside sources, students should be urged to get something that looks and sounds professional. When possible, it should be typed on company letterhead and it should contain information that would allow a potential employer to contact the letter writer to check on the reference.

Students should only use letters from parents or other family members if they can demonstrate that they were regular employees of the family business.

The letter of recommendation should be kept with all original portfolio forms and shown to your advisor but the actual letter will not appear in your final portfolio. Within your final portfolio, you will include the name and title of the person writing the letter and include a quote from the original letter.

## **Job Skills: Evidence of Earnings**

Many students spend significant time outside of school honing their skills in the work force. Students must confirm evidence of job earnings with their advisor in order to complete this component.

Please note that no personally confidential information will be included in the portfolio.

## **Participation: Active Participation in Club or Team**

Students are encouraged to actively participate in organizations outside of the school day. There are many opportunities to do so at Coe-Brown including over twenty sports teams and dozens of clubs. In addition, outside of Coe-Brown, there are many enriching groups offering varied experiences and opportunities such as 4-H, scouting, Rescuers, and regional athletic teams.

In order to use this component, students must have two active years' membership in the group and must have that validated by the coach, advisor, or supervisor on appropriate forms. In addition, students will complete a reflective writing piece about this experience in their portfolio.

## **Healthy Choices: Donating Blood, Senior Year Certification for CPR, First Aid, or Lifeguard**

Students must present a thank you letter or some other acknowledgement from the Red Cross, a hospital or other medical organization for documentation of this component. This documentation should be shared with the senior advisor. Seniors should carefully check age requirements before planning to use this component. In some cases, parents' permission maybe required to be involved in some of these programs.

Students may also complete active certification of CPR, First Aid, or Lifeguard during their senior year. All sophomores have the opportunity to complete CPR certification during their health classes and that may be renewed to remain active within the senior year.

A reflection is required on the portfolio.

## **Presentation to Interviewers**

The presentation to interviewers is a significant event that Coe-Brown seniors have been experiencing for decades. There are many important details that you should discuss with your advisor and that you should be sure to understand.

You should plan on being at the Academy at least fifteen to twenty minutes prior to your interview. There will be a check-in desk in the Multi-Purpose Room and the staff members there will direct you to your interview room. Hopefully you and your advisor have planned for any special resources like a specific computer or projector that you will need.

### **Interviewers:**

This project has drawn a great deal of interest and support. There are nearly 180 community members who typically volunteer their time to serve on interview panels. New interviewers will be attending an orientation session in order to be prepared to take part in the event.

Your interview panel will consist of three or four people. They will receive a copy of your portfolio during your April vacation. This will help them become familiar with who you are and what makes you a unique individual.

Your advisor will be the only other person present in your interview session. He or she will be there to serve as a facilitator. Your advisor will moderate the discussion and serve to help interpret any questions that may present difficulty. They are there to provide support for you and for the interviewers.

The panel members come from every kind of background typical in this area. Many are parents and some have sons or daughters in this school. Many of them are alumni of Coe-Brown and most of them live and work within a thirty-mile radius of the school. Some of them even completed the portfolio here when they were students. One thing they all share is a genuine interest in you and what you have to present.

Please remember that they are on your side. The interviewers are not going to try to stump you. They are not going to ask you far reaching technical questions about your subject just to see what you know. They were not selected because they are experts in what you are presenting. Their primary qualification is that they are interested in education and the future of students.

### **The Interview:**

As you enter the interview room, your advisor will introduce you to your panel. Please feel free to spend a couple of minutes talking with them and getting to know them. They are all friendly people who have gladly given up their time to meet you.

Your entire session is designed to last approximately twenty-five minutes. How you present your portfolio and project is up to you and your advisor. You may choose to stand up in front of the room and do a formal presentation or you may choose to have everyone sit around a table (or in a circle of desks) and present your material in more of a casual discussion format. The choice is yours. Check with your advisor for her/his recommendation.

The interviewers will want to hear all about your project. Your presentation should describe everything about the project including the following:

- why you chose the topic
- your initial planning and what you hoped to accomplish
- what you actually did
- the amount of work/time that you and others invested in the project
- what came out of your project
- what you learned about the subject and about yourself
- what you would do differently next time

The formal presentation of your portfolio and project **should** take 18-20 minutes. This will leave at least five minutes at the end of your time for the interview panel to ask you questions about your project, your experiences at Coe-Brown and what you see in your future.

### **Interview Questions:**

There are no specific questions that we expect the interviewers to ask you and grade you on. The majority of their questions should be in reaction to your presentation. They will ask you questions about your project. Be prepared to explain the things you did and the amount of work your project entailed.

To help them and to help you, we will give them the following list of possible questions that could apply to any interview.

- What experience or project at Coe-Brown did you find most beneficial to your overall education during your four years?
- How did Coe-Brown's extracurricular activities meet your needs?
- What area do you feel needs attention at Coe-Brown?
- How has Coe-Brown best prepared you for your future college and/or career plans?
- What overview would you give to a student considering attending Coe-Brown?
- What did you learn from the portfolio & project experience?

### **Things to Have Ready for Your Presentation/Interview:**

- Your presentation

- Any A/V equipment you may need
- Your display, flash drive, computer program, musical instrument or any other props that you are using for your presentation. It is your responsibility to make sure that you have arranged for the equipment that you will need and have actually tested it with your media before your scheduled night

**Dress:**

This is a major event in your senior year. It is similar to an interview for a job. Your appearance will be an important part of the first impression you make on your interviewers. In business terms, you are trying to sell a product. That product is you and your abilities. As in any interview, put your best foot forward, "**look sharp, be sharp.**" Unless other clothing is appropriate for your presentation, the game day dress code for student athletes should serve as a basic guideline for this event.

We have heard many positive comments from advisors about the work that you have done to prepare for this event. As you make your final preparations, remember to continue to work with your advisor. If they don't know the answer to any of your last minute questions they do know where to turn to find the information.