

Senior Expo Presentation Rubric

Senior's Name _____ Evaluator (circle one): Faculty guide Junior Community Member
 Member _____ CIRCLE THE RESPONSE THAT BEST REFLECTS ACHIEVEMENT . PLACE COMMENTS BELOW.

Lifelong Learner The student. . .

- | | | |
|--|-----|----|
| Presented his/her talent/interest and the life skills they learned from it. | YES | NO |
| Stated post-high-school plan(s). | YES | NO |
| Presented and cited research done around his/her talent/interest. (At least 3) | YES | NO |
| Displayed, highlighted, and explained a significant academic experience. | YES | NO |

Effective Communicator The student. . .

- | | | |
|--|-----|----|
| Spoke in a microphoned voice that was easily understood by the audience. | YES | NO |
| Organized & displayed artifacts for easy viewing and understanding. | YES | NO |
| Had effective, error-free visual aides (posters, charts, graphs, etc.). | YES | NO |

Responsible Citizen The student. . .

- | | | |
|--|-----|----|
| Stayed within a minimum of 7 minutes and a maximum of 15 minutes. | YES | NO |
| Focused on a purposeful topic with a clear beginning, middle, & end. | YES | NO |
| Dressed professionally. (No Jeans or Shorts) | YES | NO |

Critical/Creative Thinker The student. . .

- | | | |
|---|-----|----|
| Explained unique visual aides/artifacts in addition to displaying them. | YES | NO |
| Offered a personalized presentation that held the audience's interest. | YES | NO |
| Offered an individualized presentation to convey interests, talents, goals. | YES | NO |

Healthy Contributor The student. . .

- | | | |
|--|-----|----|
| Displayed and read service verification form reflection as part of the Expo. | YES | NO |
| Described his/her service project in the written/read reflection. | YES | NO |
| Explained what was learned from the service project in the reflection. | YES | NO |
| Explained how the service was of value to the community in the reflection. | YES | NO |

Overall Presentation

- | | | |
|---|-----|----|
| I believe the administration should grant credit for this Expo. | YES | NO |
|---|-----|----|

One impressive part of this exposition was. . .

One thing that could have been strengthened in this exposition was. . .

PLEASE LEAVE THIS FORM WITH THE TEACHER IN CHARGE OF THE CENTER SO IT CAN BE GIVEN TO THE SENIOR



Lake Mills Community School
102 South 4th Avenue East
Lake Mills, IA 50450-1628



Dear Seniors:

This letter is to inform you of your participation in the Senior Exposition this year. The purposes of the Senior Expo are to:

- celebrate the K-12 years of learning at LMCS by researching and showcasing a special talent/interest of each member of the graduating class
- communicate each individual's talent/interest through a creative multimedia exhibition
- connect each student's roles as a learner, a family member, a community member, and a worker through service learning
- provide a meaningful experience allowing each student to demonstrate her/his mastery of the skills necessary for success in work and life: lifelong learning, effective communication, responsible citizenship, critical/creative thinking, and healthy contribution

Please reserve the date of Thursday, March 17, 2016 for the Senior Expo. You will be assigned an individual time to present. The evening will begin at 6:00 p.m. and will continue until all seniors have completed their presentations. You will also be asked to invite your family and friends; in addition, students and staff from grades K-12 and other community members will be invited to attend.

It is important to note that this senior task is evaluated by giving a "Credit" or a "No Credit" grade rather than the traditional "ABCDF" grade. The reason for this is to provide a more "real-life" feeling to the project, and to establish a climate where all students feel safe to take the risk of exploring new technologies and creating a unique display.

This "Credit" grade will not have any effect upon grade point average or class rank. It will meet one of the requirements for graduation from LMCS. If you do not meet satisfactory requirements, you will re-do your project until you achieve success.

Please do your personal best in this project. See you at the Expo!

Sincerely,

Chad Kohagen
LMCS Superintendent

Members of the
LMCS Board of Education

Senior Expo

Grade Level: 12th grade-Lake Mills High School

Instructors: LMCS Staff

Course/Discipline: Senior Expo

District Mission:

Through our collective efforts, we are committed to teaching and learning for all.

High School Mission:

Lake Mills High School is committed to promoting and maintaining an atmosphere of teaching and learning that encourages students to pursue personal excellence and to prepare for the challenge of tomorrow
“LMHS: Preparing Students for Tomorrow”

LMCS Essential Learning Outcomes:

- Lifelong Learner
- Effective Communicator
- Responsible Citizen
- Critical/Creative Thinker
- Healthy Contributor

Program Outcomes:

- Demonstrate traits of self-discipline, pride in work, goal setting, and planning.
(Vocational Program)
- Recognize natural connections of communication skills to all disciplines.
(Language Arts)
- Demonstrate skills, knowledge, and confidence in self-expression.
(Fine Arts)
- Demonstrate awareness of the uniqueness of self.
(Guidance)
- Function effectively in various life roles.
(Health and Physical Education)
- Recognize and respect own beliefs and values as well as those of others when forming opinions, interpretations, and evaluations.
(Social Studies)
- Verify knowledge by solving problem
(Science)
- Demonstrate appropriate application of technological tools to communicate, make decisions, and solve problems.
(Mathematics)
- Self-select technology to meet audience and purpose.
(All programs)

Senior Expo

Individual Assignment: Your task is to create and present a “Special Talent/Interest” multimedia exhibition that will include components of research and service to others. This presentation will be a minimum of seven minutes and a maximum of 15 minutes. As you do this, follow this framework for a portfolio exhibition:

My project is a selection from the collection of my talents/interest/work that provides an opportunity for my personal reflection on my strengths and areas to be strengthened. With additional research, this gives me added direction for my life after graduation from LMCS. In the pursuit of this goal, I will also complete a component of service to others.

Group Assignment: Your task is to work collaboratively to make Senior Expo a successful community celebration. You will be expected to complete committee work as assigned.

Purposes:

- ✓ Students will identify, explore, research, and self-assess their talent/interest(s).
- ✓ Students will reflect on talents/interests in service to others.
- ✓ Students will celebrate their K-12 learning by demonstrating the indicators of success for LERCH (see LERCH rubric).
- ✓ Students will demonstrate how their knowledge will be used to shape their futures.
- ✓ Students will experiment with a variety of presentation modes and technology, self-assess the best method(s) to fit audience and purpose, and incorporate selected techniques into their work.
- ✓ Students will demonstrate LERCH in implied ways rather than in a direct fashion during their presentation.
- ✓ Students will demonstrate pride and respect for LMCS and their fellow students.

Audience:

LMAMA (Lake Mills Area Ministerial Association)

LMCS Board of Education

Parents

Family members

Business/Industry Leaders

Community members

All Staff (Administration, educators, support staff)

Legislators/Public Officials

Other Pre-K - 12 Students

College Reps./Admin.

Globe Gazette

AEA 267

Iowa Department of Education

Others by special Invitation

Juniors (Seniors will serve as models for the Junior Class)

NOTE: The invitation committee will take special care to make sure that invitations are not duplicated. Juniors will attend the night of Expo, so no additional invitation is needed. LMCS staff will be invited by placing one invitation in each building level office, and giving one invitation to support staff directors. Individual seniors who choose to invite a staff member to their Expo should do so verbally rather than through a written invitation.

L.M.C.S. EXIT OUTCOMES, DESCRIPTORS, AND INDICATORS OF SUCCESS

E.1 Students will apply critical and creative thinking skills.

Lake Mills Community Schools will provide opportunities for students to access and use various sources of information, establish and communicate viewpoints, and create original productions rather than reproductions of knowledge.

INDICATORS OF SUCCESS:

- + Access, evaluate and integrate relevant technologies and sources of information.
- + Establish viewpoints and communicate them in acceptable ways.
- + Create original productions rather than reproductions of knowledge.
- + Demonstrate the use of established systems to reach comprehensive conclusions.
- + Use a variety of thinking processes with accuracy to resolve complex issues.

E.2 Students will communicate effectively.

Lake Mills Community Schools will provide opportunities for students to effectively communicate by using speaking, writing, reading, listening, and viewing skills and other forms of communication which broaden the student's view of the world.

INDICATORS OF SUCCESS:

- + Communicate with confidence.
- + Use various skills of effective communication.
- + Demonstrate interactive communication.

E.3 Students will be healthy contributors to society.

Lake Mills Community Schools will provide opportunities for students to understand and demonstrate components for healthy life roles both as an individual and as a group member of society.

INDICATORS OF SUCCESS:

- + Participate in leisure activities.
- + Understand and demonstrate knowledge and skills needed for good nutrition, consumer health, avoidance of communicable diseases and substance abuse/misuse.
- + Analyze one's role in functioning productively in group dynamics.
- + Understand stress management and relates ways to avoid unhealthy stress.

E.4 Students will demonstrate responsible citizenship.

Lake Mills Community Schools will provide opportunities for students to display respect for themselves and others, exhibit acceptable social behavior, and use various resources which enable productive citizenship and achievement of goals.

INDICATORS OF SUCCESS:

- + Display respect for themselves and others' ideas, equipment, and materials.
- + Demonstrate the importance of attendance and timeliness.
- + Exhibit acceptable social behaviors for language, manners, and social norms.
- + Execute problem solving skills when using resources to achieve success.
- + Set priorities and achievable goals.
- + Take responsibility for actions.
- + Create a positive vision for self and future.
- + Demonstrate knowledge about his or her diverse communities.
- + Reflect on role as community contributor.

E.5 Students will use basic skills as building blocks toward lifelong learning.

Lake Mills Community Schools will provide opportunities for students to creatively utilize knowledge, skills, and processes needed to succeed in future life roles.

INDICATORS OF SUCCESS:

- + Select and use various research techniques and resources to gather, sort, organize and present information.
- + Utilize critical thinking skills for achievement of short term tasks and lifelong goals

Frequently Asked Questions – “FAQ’s”

NOTE: Senior Expo research must include a minimum of three different sources from print, online, and/or personal contact research. Also, be sure to ask questions throughout the process to plan for success.

Q: What exactly does “Research” mean as a requirement for Senior Expo?

A: “Research” means that each senior is expected to find out new information about his/her chosen talent/interest. By researching new ideas, you will demonstrate that you are competent at the lifelong learning indicator of “producing not just reproducing knowledge.”

Q: What is an example of “producing not just reproducing knowledge”?

A: Let’s say that a student’s talent/interest is agriculture. Rather than just discussing what has been learned over the years in ag, the student decides to run an experiment in hydroponics with tomato plants. The results of this work would be shared in the senior’s Expo presentation; this would be an example of “producing” new knowledge rather than just reporting what she already knew.

Another example could be a talent or interest in a sport. Rather than just reporting what had been learned/experienced over the years as an athlete, the senior would also gather new information from college coaches, players, athletic trainers, sports journals, internet sites, etc. The resulting information would once again be “producing” rather than simply “reproducing” knowledge. This would then be shared with the public at Expo, meeting the Rubric requirement to provide information of value to the community.

Q: What are some of the research methods that could be used to meet the requirement of 3 sources?

A: Methods include but are not limited to: print sources, on-line sources, internet sites, telephone inquiries, personal interviews, research studies including experiments/ surveys/data gathering, etc. The only limitation is your own critical/creative thinking! Share ideas with your faculty guide/classmates to stimulate your thinking.

Q: Is it enough to just report the new information found through research?

A: Not quite. It is also necessary to discuss what you learned from the new research. If you do a survey or an experiment, you would be expected to reflect on what was learned. If you do interviews/ surveys/other data gathering, you would be expected to make conclusions from the data you collected. **You must cite at least 3 resources in APA format.**

Q: How do I make sure that the audience knows I’ve done research?

A: Be sure to have a topic sentence in your presentation that says, *My research included...* and *What I learned from this research was...* (or words to that effect). Remember that community members need cues to help them focus on your presentation.

Q: How could I use technology in my research?

A: Using internet sources, telephone interviews, word processing, spreadsheets, databases, and other computer-assisted research methods would be good ways to develop a multimedia presentation. But remember that creating new works with a ceramics wheel, or new products with woodworking tools also is using technology/research. This “research” would include adjustments you made to reach your final product, and those adjustments would be described in your presentation. (“Tools” are technology!)

Q: Are there minimum requirements to meet the service component?

A: It’s hard to quantify service, which is why you need to have pre-approval from your faculty guide prior to implementing your service plan. Be sure to ask questions and be ready to explain why your project is of service to others.

Q: What is meant by sharing a “significant academic experience”?

A: Once again, share your plan with your faculty guide. Examples from the past include major papers and portfolios, projects from fine arts and industrial technology, performances, speeches, experiments, and mathematical work.

Q: What do I wear to the Expo?

A: Dress formally as you would for a job interview.

6) Brainstorm and list possible research ideas that involve your special interest/talent: (NOTE: Research should be unique; it should not be something that could easily be found in a textbook. You may choose internet, interviews, surveys, etc. Be sure to tie the research directly to your special talent/interest and to your future plans. (See Page 6)

(7) Review your portfolio to identify skills learned from your classes; also reflect to determine special interest/talent/service that will help you in your future plans after graduation from LMCS. (What are your plans? What skills did you learn that will help you to reach them? e.g. being a team player, being punctual, being flexible, etc.)

(8) Brainstorm and list multimedia technologies you would like to use to complete your task. (computer, videotape, TV, posters, collage, memorabilia, other visual aids, music, food, audience participation, lighting, etc. Be creative!)

(9) Brainstorm the steps you will need to complete a successful presentation.

(10) What questions do you still have as you put together your presentation in an inviting way? How will you draw your audience into your presentation by your set-up and audiovisual effects?

Initial Project Proposal Sheet

Directions: The topics below are the **bold-faced** headings for your typed proposal. Proposals are expected to be professionally written using these criteria: *Clear, Complete, Concise, Correct, and Compelling*. **SAVE YOUR WORK** - so you will be able to make convenient revisions! (NOTE: Also use these to prepare for brainstorming and rough draft.)

- ❖ **Bold-Faced Topics:** Put bold-faced topics into your paper as headings and then respond.
- ❖ **My special talent/interest to focus my presentation is:**
- ❖ **My service project is:**
- ❖ **What do I want to learn? At least three questions to focus my research/service are:**
- ❖ **Research I will do may include (list possible sources and methods):**
- ❖ **My post high school plans are:**
- ❖ **Artifacts, visuals, and materials I plan to use are:**
- ❖ **Other information for my faculty guide to consider in reviewing my proposal includes:**

Proposal Checklist

Your faculty guide will complete this checklist and attach it to your returned project proposal.

Student's Name _____ Faculty guide's Name _____

CLEAR

- | | | |
|---|-----|----|
| 1. The talent/interest area is clear. | YES | NO |
| 2. The service learning project is clear. | YES | NO |
| 3. The three research questions are clear. | YES | NO |
| 4. At least 3 research sources and methods are clear and cited in APA format. | YES | NO |
| 5. Use of artifacts, visuals, and materials is clear. | YES | NO |
| 6. Post high school plans are clearly stated. | YES | NO |

COMPLETE

- | | | |
|--|-----|----|
| 1. The talent/interest area is completely explained. | YES | NO |
| 2. The service learning project is completely explained. | YES | NO |
| 3. The three research questions are complete. | YES | NO |
| 4. Research sources and methods are complete. | YES | NO |
| 5. Use of artifacts, visuals, and materials is complete. | YES | NO |

CONCISE

- | | | |
|--|-----|----|
| 1. The service project description is to the point. | YES | NO |
| 2. The three research questions and process are to the point. | YES | NO |
| 3. Artifacts, visuals, materials are directly connected to Expo. | YES | NO |

CORRECT

- | | | |
|---|-----|----|
| 1. The directions for completing this proposal were followed. | YES | NO |
|---|-----|----|

COMPELLING

- | | | |
|---|-----|----|
| 1. The talent/interest is complex enough to support an Expo. | YES | NO |
| 2. The service learning project is of value and interest. | YES | NO |
| 3. The three research questions are open-ended & interesting. | YES | NO |
| 4. The research sources are creative, active, and "real world". | YES | NO |

COMMENTS:

Lake Mills Senior Expo Service Project Contract

Turn this in for faculty guide approval BEFORE beginning project.

Service Learning Definition: Service learning is a form of real-world learning where students apply knowledge, skills, critical thinking, and concern for others. It is a method by which people learn and develop through active participation in a planned service experience.

Service Project Plan

Student Name: _____ Date: _____

Name(s) of Team Members if a group project: _____

Name of Service Project: _____

1. Describe what you plan to do, including your obligation to others:

Number of hours involved: _____ (Minimum of 5)

2. What is your justification for your project? (How will it benefit the community?)

3. As this student's community contact person, I have reviewed his/her project, and I agree with the stated description and obligations.

Signed: _____ Date: _____

4. As this student's parent(s), I (we) have discussed this project with him/her, and I (we) understand it is part of the Senior Expo service learning requirement as indicated by our signatures below:

Parent(s) : _____ Date: _____

Faculty guide's signature to indicate approval : _____ Date: _____

After-Project Verification of Service Sheet

AFTER you have completed your service project, take this sheet to your community contact person and faculty guide, so they can sign to verify that you have completed your planned service task. This completed sheet, including your answers to the questions below, must be placed on your table the night of Expo.

Name of Senior:

Brief Description of Service Project:

Hours of Service:

Our signatures below verify that the senior listed above has successfully completed his/her service project. Congratulations!

Community contact: _____ *Date:* _____

Faculty guide: _____ *Date:* _____

Directions: To summarize your experiences during the service hours completed, type your detailed answers for each of questions below. Once those questions are answered, you may add any other information. First type the **bold-faced** heading, then add your response. You will read and display your typed responses the night of Expo. Responses should be professionally written using these criteria: Clear, Complete, Concise, Correct, and Compelling.

Bold-Faced Questions: (Type the question and then give your response.)

What have you learned about service through your project?

What have you learned about yourself through your service project?

What have you learned about others through your service project?

What career opportunities have you had the opportunity to explore through your service?

What do you personally feel was most rewarding regarding your service project?

How did your service project benefit others in the community? How was it of value?

NOTE: The above responses will help you to focus your Expo presentation remarks to meet the requirement for self-reflection on your service project. You will read your reflection and display it the night of Expo.

Equipment Request Form

Name _____ Faculty guide _____
Topic _____

THIS SHEET IS EXTREMELY IMPORTANT SINCE THE SCHEDULE INCLUDED WITH INVITATIONS WILL BE SENT AT LEAST THREE WEEKS PRIOR TO EXPO NIGHT. NO CHANGES IN REQUESTS CAN BE MADE AFTER THAT DATE.

Every student will have:

1. One table (about the size of an LMC table)
2. About 2 or 3 feet around that table reserved for displays
3. An Optoma Cart with DVD and Laptop Computer available for your use. This will be shared with other presenters in your presentation center. (**NOTE:** This laptop will not connect to your home network folder in all centers)

Please answer ALL of the following questions so we can meet your needs on Expo Night!

1. Do you need more than one table? No _____ Yes _____ If yes how many more? _____
2. Do you need different sized tables? No _____ Yes _____ If yes please specify below:
3. Do you need an easel to display some of your artifacts?
No _____
Yes _____ → Table top # _____ Floor Standing # _____ No Preference # _____
4. If you have a special space requirement, describe it below: (e.g. you're bringing an animal, a tractor, vehicle or boat, you need to be outside, etc.)
5. Are you bringing any personal technology (ie. Digital Camera or iTunes) that will need integrating with LMCS technology?

No _____ Yes _____ (Please list below)

6. What computer programs will you use? Power Point _____ Other _____ (Please list)

7. Do you need any additional electricity for you presentation? No _____ Yes _____ (Explain)

*Reminder: Optoma cart will be taken care of by LMC staff!

8. Are there any other specific pieces of equipment that you will need for your Senior Expo Presentation not addressed above (e.g. slide projector, overhead...)? No _____ Yes _____ (Explain)

Lack of preparation on your part will not constitute panic on ours!

Abstract

Assignment: After you have begun the work on your project, you will need to write an abstract of your presentation.

Details: An abstract is a summary of the essential contents of a document or a presentation. Its purpose is to “hook” the interest of the audience. For example, a nurse might write an abstract that would go into a conference booklet so that people attending that medical conference could tell whether or not his/her session would be of interest to them. Publishers often write abstracts to tell what their publications are about. Abstracts should be written in third person. Your typed, error-free abstract should be no longer than 3-4 sentences. All abstracts will be published in the program that will be distributed to the public on the night of Senior Expo.

Types and Samples of Abstracts

Quote: “Sports don’t build character, they reveal it.” Experience Bulldog athletics through a video enhanced by this presenter’s journal entries spanning a 9-12 volleyball career. Included are special appearances by current, past, and future Bulldog athletes, who share their perspectives on sports.

Statistic: Iowa is number one in the nation for literacy. This presenter will share latest research on reading and writing, including original stories she wrote for LMCS second graders. A panel of kids is included; come hear their views on her work and her plans to become an elementary teacher!

Shocker: The number one cause of death for today’s teens is drunk driving. Information and interviews with local police, counselors, parents, and teens offer perspectives and possible solutions to the problem. Original poetry on the emotions behind the facts concludes this presentation by a prospective substance abuse counselor.

Sensory: Picture palm trees, a blue ocean, a soft breeze. . . Is this the tropics? No, it’s Lake Mills! Come view this senior’s original watercolor landscapes, and hear how he brightened the day of local senior friends with his artistic talents.

Provocative: So you don’t like motorcycles. . . If you come to this presentation, you will learn enough about cycle maintenance, operation, and safety to make judgments based on fact , not fiction. This future highway patrolman will also distribute the brochure he used in his safety talks with younger teens.

Question: Are you interested in saving the rain forest? Come to this interactive presentation for the latest research on the status of native plants and animals. Slides from this future zoologist’s trip to the region will be included, as well as information on what you can do to preserve this natural resource.

Other: Use your creativity to write an abstract that will draw people to your presentation!

WRITE YOUR ABSTRACT ROUGH DRAFT HERE :

Senior Expo

Example of Reading Your Written Reflection on Your Service Project

You may want to use this as a model for the rubric requirement. Please change it into your own words so that it fits your own personal exposition.

One of the most important parts of service learning is to think back on the experience to determine how my project impacted myself and others. To accomplish that, I have written a reflection describing my volunteer work with elementary students in my church's Sunday school program. I would like to share a short portion of that written reflection with you now:

(Read the part of your reflection that you are most proud of, taking into account the time limit for your entire Expo presentation so that you don't go over or under the total time limit. After you have finished reading the excerpt from your writing, you'll need a transition such as the one below:)

If you would like to read more of my service project written reflection, you will find it here on my display table.

Questions on these or any other requirements?

Senior Expo

Committee Assignments

Assignment: To organize and create a format for the delivery of your public presentations.

Details: As Responsible Citizens and Healthy Contributors, you are expected to fulfill your role as a member of our community of learners. Remember, your group has been assigned a task for the event, you are responsible to make sure that the task is completed. This is a total group project; if you do not meet your personal expectations as a part of that group, a re-do of your Expo may result.

Setup Committee: (LMC Staff) All seniors and their faculty friends will be responsible for coordinating the delivery of the necessary equipment to each center the day of Senior Expo. Equipment needs will be determined from each classmate's proposal. (See Faculty guide packets for equipment details.)

Brochure/Program Committee: (Saxton/Chose) Members of this committee will be responsible for organizing and producing the program for Senior Expo. Committee members will format their classmate's abstracts into a booklet for audience use, including times, locations, and a general map of the school areas being used. (ORDER 550) Also contact student council members to hand out brochures at the door and also to place them in each center.

Decorations Committee: (Monahan and Gomez-Dean) Members of this committee will be responsible for the decor of the Senior Expo area. You are encouraged to use your imagination. At a minimum, the class will need welcome signs and maps to show the community where the speeches are taking place. Also notify custodians to place a rack of chairs in the elementary gym area and the HS gym area for distribution as needed. Also post names and times outside centers.

Newspaper/Posters Committee: (Brandenburg) Members of this committee will be responsible for creating, producing, and delivering an ad for Senior Expo 2003 to the Graphic. This ad needs to run two weeks in the Graphic. This committee will also be responsible for creating, producing, and putting up posters around town and school. Posters should be in place within two weeks of our Senior Expo Day.

Invitation Committee: (Rice) Members of this committee will be responsible for mailing invitations and schedules to our audience (Refer to our audience list in the front of this book.) Check the timeline at the end of this booklet to see the date by which all invitations must be mailed. Also make sure to invite all members of the "audience" listed on page four. Each classmate will submit three addressed invitations for the committee to use for inviting family friends, community members, and/or relatives; Mr. Scholbrock will transfer senior funds to pay for postage. LMCS staff and students will be invited by posting one invitation in each office, and by giving one invitation to support staff supervisors for sharing with their departments. Businesses and industries will be invited by asking Marilyn Hoffman to place an ad in the LMDCD newsletter. It is the responsibility of this committee to insure that no duplicate invitations are mailed.

TV/Billboard Committee: (Kurtz) Members of this committee will be responsible for creating, producing, and delivering news releases to the following locations: Uptown billboard, Channel 2, LMCS billboard, community calendars for Channel 3 and 6, and radio stations K1OW and KGLO. All news releases need to be in place two weeks prior to the Senior Expo.

Clean-Up Committee: (All Faculty guides and seniors) At the end of the evening, all Seniors are responsible for returning all equipment and facilities to original sites and states for school the next day. Check out with Faculty guides. FACULTY GUIDES: PLEASE DOUBLE CHECK AREA TO MAKE SURE TASKS ARE SATISFACTORILY COMPLETED BEFORE YOUR GROUP GOES! LET MR. SCHOLBROCK KNOW ABOUT NON-COMPLIERS.

Senior Expo Work Day Plan

(NOTE: This form must be completed and approved by your Faculty guide. This is an in-school workday, so only list items that can be accomplished at LMCS.)

Name _____

Faculty guide's Signature of Approval: _____

Individual Work Plan Form: (To be completed and shared with Faculty guide before beginning work.)

My Expo presentation will be on:

Equipment I need to use today in developing my Expo is:

Visuals I need to prepare today are:

Oral communication I need to prepare today is:

Creative components I need to work on today are:

Questions I need to ask my Faculty guide are:

My schedule and location in LMCS for these work hours is:

We will meet back together as a group at the end to decide whether or not additional work time would be useful.

Senior Expo Dress Rehearsal Responsibilities

Your Name: _____

Name of Staff Member "Faculty Friend": _____

The purpose of the Senior Expo Dress Rehearsal is to provide a "faculty friend" who will watch each senior's presentation prior to the night of the Expo. The "faculty friend" will provide constructive feedback to ensure that each senior will meet all criteria for a successful performance. Below are the dress rehearsal responsibilities of the staff "faculty friend" and the responsibilities for each senior:

STAFF MEMBER "FACULTY FRIEND" RESPONSIBILITIES FOR EXPO DRESS REHEARSAL:

- (1) To work with the assigned senior to find a time that is mutually convenient for watching the senior's Expo presentation; this year's time frame is _____.
- (2) To complete the Senior Expo rubric as feedback for the senior's use in refining his/her presentation.
- (3) To use the Senior Expo rubric for an oral discussion with the senior on strong points of the presentation and on areas that need to be strengthened before the actual performance.
- (4) To distribute the three copies of the Expo rubric at the end of the dress rehearsal; give the white copy to the senior, the pink copy to the faculty guide, and keep the yellow copy for your use during the final run-through on Senior Expo day.
- (5) To make sure the student practices with a microphone or Phonic Ear (it's a requirement for Expo night).

SENIOR RESPONSIBILITIES FOR EXPO DRESS REHEARSAL:

- (1) To work with the staff member "faculty friend" to find a time that is mutually convenient for watching your Expo; this year's time frame is _____.
- (2) To use your "faculty friend's" feedback for refining your presentation.
- (3) To participate politely in oral discussion with your "faculty friend" on strong points of your presentation and on areas that need to be strengthened before the actual performance. (TAKE THE COMPLETED WHITE COPY OF THE EXPO RUBRIC WITH YOU TO USE IN REFINING YOUR PRESENTATION.)
- (4) To make a good effort to have most of your presentation materials ready before the dress rehearsal; for items that are not ready, to describe what they will be and to perform as though they are there.
- (5) To use a microphone in your rehearsal as you must use one Expo night.
- (6) To reserve all equipment needed for dress rehearsal at least one day in advance with LMC.

NOTE: This dress rehearsal is to help you succeed; the more prepared you are for the dress rehearsal, the more your faculty friend will be able to coach you to Expo success. Please be as complete in your dress rehearsal presentation as possible (e.g. have posters made, have all technology up and running, have artifacts, etc.)

Senior Expo "Faculty Friend" Dress Rehearsal Rubric

Senior's Name _____ Faculty Friend _____ Faculty Guide _____

CIRCLE THE RESPONSE THAT BEST REFLECTS ACHIEVEMENT . PLACE COMMENTS BELOW .

Lifelong Learner The student. . .

- Presented his/her talent/interest and the life skills they learned from it. YES NO
- Stated post-high-school plan(s). YES NO
- Presented and discussed research done around his/her talent/interest. YES NO
- Displayed, highlighted, and connected a significant academic experience. YES NO

Effective Communicator The student. . .

- Spoke in a microphoned voice that was easily understood by the audience. YES NO
- Organized & displayed artifacts for easy viewing and understanding. YES NO
- Had effective, error-free visual aides (posters, charts, graphs, etc.). YES NO

Responsible Citizen The student. . .

- Stayed within a minimum of 7 minutes and a maximum of 15 minutes. YES NO
- Focused on a purposeful topic with a clear beginning, middle, & end. YES NO
- Dressed professionally. (NO JEANS or SHORTS) YES NO

Critical/Creative Thinker The student. . .

- Explained unique visual aides/artifacts in addition to displaying them. YES NO
- Offered a personalized presentation that held the audience's interest. YES NO
- Offered an individualized presentation to convey interests, talents, goals. YES NO

Healthy Contributor The student. . .

- Displayed verification of service sheet and read excerpt of service reflection. YES NO
- Described his/her service project in the written/read reflection. YES NO
- Explained what was learned from the service project in the reflection. YES NO
- Explained how the service was of value to the community in the reflection. YES NO

Overall Evaluation

- This exposition is ready for presentation to the public. YES NO

COMMENTS FOR IMPROVEMENT: (Use back as needed)

NOTE: white copy goes to student pink copy goes to faculty guide keep yellow for final

On-line Senior Expo Reflection

NAME _____

Understanding is the gift that comes from listening...

Thanks for all of your efforts at the Senior Expo! You've done a great job showcasing not only your accomplishments but also the accomplishments of the LMCS District. Now it is your turn to help us with our learning. Please look over these questions before you come to the computer lab to complete this on-line survey the day after Senior Expo. Thanks!

1. I did my personal best in preparing my part of the Senior Expo.
2. The majority of the people I invited to the Expo came to my performance.
3. My Faculty guide did his/her part to faculty guide me as I did the work for Expo.
4. I appreciated the group meeting before Expo began to focus our efforts for the evening.
5. I appreciated information about the Expo at the end of my junior year, so I could think ahead .
6. I appreciated the short meetings we had throughout the year that provided further information.
7. The Senior Expo required me to be self-directed as opposed to being teacher-directed.
8. My Senior Expo Service Project was beneficial to me.
9. I did my part to help with the group work at Senior Expo.
10. I handled stress appropriately and politely while preparing and presenting my Senior Expo.
11. I think my service project was beneficial to others.
12. I felt the community supported and appreciated our work on Senior Expo.
13. I showcased my writing by reading a part of my service reflection in a smooth way.
14. My work and presentations over the years at LMCS adequately prepared me to meet the Senior Expo requirements.
15. The dress rehearsal helped me to prepare for my Expo presentation.

COMMENTS:

ONCE AGAIN, PLEASE THINK OVER THE QUESTIONS BELOW BEFORE YOU COME TO THE LMC THE DAY AFTER EXPO TO COMPLETE THIS ON-LINE SURVEY. THANKS!

Reflection Part 2

Student's Name _____

Faculty guide's Name _____

Assignment: Complete this form and turn in by the end of this class period.

Purpose: To reflect and "learn from your learning".

We need your help in improving the Senior Expo experience! Please state what you would do differently to help next year's seniors succeed.

Please state what you found helpful as you worked to meet the requirements of Senior Expo:

OTHER COMMENTS:

Thanks!

2015-16 High School Staff Faculty Guides List and Rotation Schedule

Tech Support Expo faculty guides for All Seniors - Also faculty guides for PSEO/intern students will be LMC Coordinator and Mr. Scholbrock. (Note: For the night of Expo, the PSEO/intern students will be absorbed by other groups so tech and LMC Coordinators/staff are available for tech support.)

Expo Faculty Guides

Dan Rice

Alex Brandenburg

Parker Comentino

Greg Phillips

Jordon Monahan

Alissa Gomez-Dean

Brady Kurtz

Linda Saxton

(Last two names rotate off at end of year to become 9th grade Faculty guides/class sponsors; they are replaced by 11th grade sponsors as listed below.)

9th Sponsors

Ben Faugstad

Chad Eekhoff

Bill Byrnes

(Last name(s) rotate off at end of year to become 10th grade Faculty guide- sponsors)

10th Sponsors

Sarah Ham

Jim Boehmer

Jamie Haugen

Last two names rotate off at end of year to become 11th grade Faculty guide-sponsors)

11th Sponsors

Megan Steele

Brook Byars

Shelby Dietrich

Tiffany Kesler

(Last two names rotate off at end of year to become Senior Expo faculty guides)

Possible Locations For Senior Expo Presentations

- *High School Gym - Pull out bleachers for seating
- *Auditorium - Use the front stage & aud. chairs
- *Elementary Music Room
- *HS/MS Art Room and Elem. Art Room
- *Chorus Room
- *HS Biology and Chemistry Rooms
- *Media Center
- *Ag Room
- *Shop/Garage Area
- *Auxiliary Gym
- *Band Room
- *LMC East and West
- *Elementary/Middle School Gym
- *Outside Locations: use covered elementary entrance when possible!

Note: Seven seniors will present precisely every 20 minutes. Start on time and end on time to allow guests to get there at the published time(s).

Thanks!

Senior Expo Timetable

Note: Meetings will be scheduled during lunch so that seniors and faculty guides are available.

Tuesday, October 20:

Seniors will be assigned a guide by October 20.

Seniors and faculty guides during lunch meet with Mr. Scholbrock to view DVD and fill out rubric.

Week of November 30-December 4 (Lunch meeting TBD):

Discuss components for success and do a go-round for initial Expo topics for each senior. Share ideas. Signed service contracts will be due to your guide by December 4. Students with an incomplete service contract will be assigned to Wednesday Homework Helpproom.

Week of December 7-11 (Lunch time and place TBD):

Explanation of Planning Guide (p.7) and Initial Project Proposal (p. 9).

Thursday, January 7 (Time and Place TBD):

Work time on rough draft using Planning Guide (p. 7) and Initial Project Proposal (p. 9). Faculty guides make “red flag” notes on seniors who don’t yet have firm Expo topics; they will be assigned to Wednesday Homework Helpproom.

Week of January 18-22 (Time and Place TBD):

Typed proposals (p. 9) are due no later than January 22. Students who are not done with their proposals will be assigned to Wednesday Homework Helpproom.

Tuesday, January 26 (Faculty guides only meet in room 125 at 7:30 a.m.):

Faculty guide meeting to discuss/approve initial proposals; have checklists (p.9) completed and attached to each senior’s proposal.

Thursday, January 28 (Time and Place TBD):

Return/discuss proposals with attached checklists (p. 9) and give feedback as needed. Review other project progress. Faculty guides turn in list of students to Mr. Scholbrock who are not meeting timelines for proposals and/or service contracts. Extra help sessions can be arranged for students as needed. Reminder that each senior needs to bring three addresses for guests on February 5th.

Tuesday, February 2 (Seniors will meet with Mr. Scholbrock in LMC):

Introduce and type abstracts, peer and faculty guide edit, submit to network. (Students stay until all work is completed.) Printed abstract is turned in to faculty guide for check-off; faculty guide then gives that hard copy to brochure committee. Each senior addresses three invitations for guests today; use phone book/phone if needed for completion of task.

Wednesday, February 4:

Each staff member is assigned a senior for dress rehearsal and rubrics are distributed and explained.

Week of February 8-12 (Lunch Meeting):

Review committee responsibilities; set later times to get together as needed. Announce Faculty Friends.

Tuesday, February 23 (Seniors meet in LMC during 3rd):

Students fill out equipment request sheet; collect and give to Mrs. Thompson. Next complete work day plan sheet: Faculty guides check. Last 15 minutes of hour - meet in committee groups to review progress. Reminder - all advertising/news releases must be completed/sent/delivered by this week.

Tuesday, March 1 (Work Time Periods 1-4 in LMC with signed blue slip):

Student directed work time with LMC staff support.

Thursday, March 10 (Meet in LMC 5th):

Mrs. Thompson reviews projector/cameras/questions. This is the last day to complete the first faculty-friend dress rehearsal requirement; it's also an optional pre-approved work time 5th-8th in LMC with signed blue slip.

Tuesday, March 15:

All dress rehearsals completed by 4:00 central time or you will be presenting on May 4, 2016.

Wednesday, March 16 (seniors & faculty guides meet in aud. 3rd Hour with principal):

Last-minute details/instructions sheet will be discussed; any remaining questions will be answered.

Thursday, March 17: Senior Expo Day

Celebrate with Senior Expo! A noon dismissal will allow seniors and faculty guides to eat lunch together and listen to final instructions for the day. Each faculty friend will help his/her assigned senior by looking over their setup (especially checking to see that artifacts are in place), listening to one more complete "dress rehearsal" presentation, checking out any technology to make sure it is working properly, and answering any last-minute questions. Once this has been completed and all other committee responsibilities are done, each senior may leave to get ready for the actual presentation.

RETURN TO THE LMC BY 5:30 FOR A GROUP MEETING. INDIVIDUAL PRESENTATIONS WILL BEGIN AT 6:00 IN SCHEDULED AREAS.

Friday, March 18 (Seniors complete survey and reflection 8th hour in the LMC):

All seniors will complete on-line reflections (p. 19 & 20). Following this, the administrative team will review all reflections, rubrics and requirements for each senior. Letters will be prepared to send to each senior to indicate Expo success or to make arrangements to re-do the Expo presentation until success is achieved.

Wednesday, May 4:

Students who need to redo their Expo presentations in order to meet graduation requirements will perform for the K-12 faculty/staff at the in-service scheduled for this date.

Note: Other dates may be added as needed throughout the year

(Back Cover)