

# **Bolton High School Capstone Manual**

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2019-20

*Questions or concerns regarding Capstone may be addressed to:*

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# Overview

## Description of the Project

The focus of the Bolton High School Capstone is to engage each student in a personalized learning experience. The project allows students the opportunity to apply, demonstrate and exemplify Bolton High School's "Portrait of a Graduate" as identified by five transferable skills. Students are supported by an adult mentor and school-based Capstone Committee advisor.

Transferable skills are as follows:



### ***Critical Thinking***

Critical Thinkers analyze, evaluate, interpret, synthesize information, and apply creative thought to raise vital questions, form arguments, solve problems, or reach solutions.



### ***Communication***

Communicators listen and articulate effectively for a variety of purposes and audiences. \*(oral, written, visual, and/or performance)



### ***Creative and Practical Problem Solving***

Creative and Practical Problem Solvers identify, define, and solve authentic problems and address challenges with creative thinking and innovation



### ***Citizenship (Local and Global)***

Citizens demonstrate civic responsibility, participate in the democratic process, impact the community responsibly, embrace diversity with empathy and respect, making safe, legal, and ethical choices.



### ***Self-Direction***

Self-directed individuals act independently with integrity while demonstrating personal accountability and making a positive contribution.

## Evaluation

Students earn 1 credit and a grade for their Capstone project, which incorporates transferable skills found in BHS's "Portrait of a Graduate". Evaluation of each student's Capstone will be evaluated by the Capstone Committee and will include a thorough review and assessment of the proposal, research paper, the presentation, completion of the Hours Record, and the Final Journal reflection.

Questions may be addressed to Lindsey Lockyer and Chris Driscoll, Capstone

Co-Coordinators at [llockyer@boltonct.org](mailto:llockyer@boltonct.org) and [cdriscoll@boltonct.org](mailto:cdriscoll@boltonct.org)

## Components of the Project

Each student will complete five components:

Component I.	5% Project Proposal
Component II.	35% Research Paper
Component III.	35% Presentation
Component IV.	10% Hours Record
Component V.	15% Final Journal Reflection

### *Minimum Requirements*

In order to receive credit for the Capstone project, students must:

1. Receive a minimum **total** score of at least 60%
2. Receive passing scores (60% or better) on **each** component according to the rubric

## Resources

The Capstone Project is designed to promote the skills and behaviors necessary for self-directed, life-long learning. However, students are provided with invaluable resources to guide learning and project development. Each student will have a/an:

### **1. Adult Mentor**

Unlike Capstone committee evaluators, the adult mentor is not assigned to students. The adult mentor is an adult that the student designates to help create a successful project. Adult mentors can be a member of the BHS staff (though it is discouraged and students are encouraged to utilize community members), a member of a group to which a student belongs (scout leader, religious leader, coach, etc.), or a trusted adult.

When choosing an adult mentor, students must consider someone who possesses expertise in a field that is appropriate to the project, who agrees to be available throughout the process and production of the project, and with whom the student can communicate effectively.

**The adult mentor's phone number AND email address will be required before project approval.**

**A *minimum of 5 hours of meetings with the adult mentor is required*** during the year. Students must meet with adult mentors to discuss the proposal, research paper, and final presentation. Students will create and fill out a Google Form to track the hours worked on the project and time spent with a mentor. Each entry will have a brief description of what was accomplished AND MUST BE recorded within 1 day of the meeting or work done. Hours are due on April 8, 2020.

### **2. Capstone Advisor**

One member of the Capstone Committee will be responsible for following a group of students through their projects from start to finish, reading and evaluating each component. Advisors will be assigned in the fall.

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### **3. Online Resources**

Communication will be done via students' Connections groups AND Google Classroom. The Capstone Manual, forms, rubrics and general reminders and announcements can be found on Google Classroom. **The code to join Google Classroom is: vi9swg**

## **Component I: Proposal and Essential Question**

### **Due: May 28, 2019**

All projects will satisfy **ONE** of the following pathways:

- Job/Career Research Pathway
- Service Learning Pathway
- Theory, Research and Application Pathway

Ultimately, the goal for students' Capstone experiences are to demonstrate new learning and to apply that new learning to create a final product.

Each pathway will include the following criteria:

- A topic that is personally interesting.
- Contains sufficient complexity to sustain interest, investigation, and involvement throughout senior year.
- Has a clear connection with the knowledge acquired through school experiences in content areas, coursework, and/or other school-related activities OR is knowledge students wish to build upon.
- Is original, either in concept or development.

### **DEVELOPING THE IDEA**

1. To develop the topic, consider the following questions:
  - What activities or interests are you actively engaged in that you would like to learn more about?
  - What subject areas in school are most interesting to you? Why?
  - What issues in your local community, at the national level, or in the world are you most concerned about?
  - What skills do you possess that you would like to increase with more experience and with an adult mentor's practical advice?
2. Once there is the beginnings of a topic, expand thinking by considering:
  - Why do you want to explore this area of interest? Explore the specific aspects of what intrigues you about this interest.
  - What do you need to know, understand, or be able to do in order to bring your Capstone to fruition?
  - What person(s) could serve as an adult mentor or technical consultant for your project?

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3. In order to formalize the topic into a project, consider:

- What will be your essential question?
- How is your topic connected to knowledge and skills acquired during your high school years through courses, practical experiences in and outside of school, and other school experiences? You are required to describe how these experiences are connected to your project.

### **FINALIZING THE PROPOSAL**

Once the questions above have been answered, students will be prepared to complete the Capstone Proposal Form. After the proposal is approved, students are required to write a Proposal Paper explaining the project choice and designing a presentation about their project topic.

### **EVALUATION**

All proposals will be reviewed by the Capstone Committee. Students will receive notification by June 5, 2019 regarding projects as follows:

- *Approved* - the student may proceed with writing a Proposal Paper confirming the project and creating a 5 minute presentation to the student's Connections group due September 10/11, 2019.
- *Denied* - the student must make an appointment with one of the Capstone coordinators during June 2019 Final exams.

## **Component II: Research Paper Due: March 3, 2020**

Students will begin researching their topic and brainstorming how to address the essential question identified in the proposal.

Students will construct an outline and write a rough draft to be submitted for feedback before writing a final draft.

Please refer to the Pathway Expectations sheet for research requirements and due dates.

### **INFORMATION RESOURCES**

Possible sources (Books, web sites, e-mails, interviews, scholarly journals, internet research databases etc.)

- Where will I find my best resources?
- Who can help me find the materials I need?
- Should I investigate other libraries or use interlibrary loan?
- Where can I find experts in the field who may provide information I need?

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Use of Information (reading, hearing, viewing, interacting)

- Which information is relevant?
- What is the most logical structure for organizing – compare/contrast, chronology...?
- Are the sources I am using trustworthy and appropriate?
- How will I organize information from multiple sources?
- Can I eliminate information that does not answer my questions?

## **FORMAT**

All research papers must:

- Be typed.
- Be written in a formal style (grammar, voice, and vocabulary) and therefore should not be written in the first person ("I"). There should be NO personal reflections or direct references to experiences or feelings.
- Include a works cited page and internal citations in the proper MLA citation format.
- Be turned in via Google Classroom.

## **Component III: Capstone Presentation**

**Due: April 8, 2020**

Students will present what they have done, from start to finish, in their public presentation. Students will present findings to peers, parents, BHS faculty and staff, and community members.

### **CAPSTONE PRESENTATIONS**

Presentations will be on April 8, 2020 at 6:30 pm at Bolton High School.

Use the following questions to guide presentations:

- What information from your experiences and product is pertinent to or interesting for use in the presentation as it relates to your ESSENTIAL QUESTION.
- What have you learned from this project, and how will you demonstrate this in the presentation?
- How does this learning connect to your academic experiences, and how will you demonstrate this?
- Which presentational mode will best present your project? (PowerPoint, performance, video, audio recording, easels, etc.)
- What artifacts or props will you use to engage your audience? How will you utilize those pieces in your presentation.

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Co-Coordinators at [llockyer@boltonct.org](mailto:llockyer@boltonct.org) and [cdriscoll@boltonct.org](mailto:cdriscoll@boltonct.org)

***Before Capstone Presentations, students must:***

- ◆ Turn in the Presentation request form on Google Classroom.
- ◆ Consult with Mr Driscoll or Mrs Lockyer if outdoor space is required.
- ◆ Create and share the presentation using the Google Platform when appropriate (Slides, etc) or upload it to Google Classroom.

***Be prepared to answer questions from parents, teachers, other students, and the general public!***

## **Component IV: Hours Record**

**Due: April 8, 2020**

Any time students work on their project, they should record the amount of time spent working. Students must also record the amount of time spent meeting with their adult mentor.

Working hours and meeting lengths should be logged using the appointed Google Form within 1 day of the meeting date. A description of what was discussed and/or worked on should accompany the entry.

***Pathway minimum hours:***

Job/Career Research Pathway: 16 total hours

Service Learning Pathway: 32 total hours

Theory, Research and Application Pathway: 10 total hours

***Mentor Meeting minimum hours:***

5 total hours

## **Component V: Final Journal Reflection**

**Due: April 21, 2020**

Students must write a two-page reflection on the entirety of their project upon completing their presentation. Reflections are due April 21, 2020 via Google Classroom.

The following questions may be used to guide writing WHILE ADHERING TO THE RUBRIC:

*Reflecting on the Process and Presentation*

- What insights have you had during and since you completed your project that have changed your thinking (social, political, scientific, philosophical etc.).

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- How well do you feel your education (social and academic) at Bolton High School prepared you to complete your Capstone Project?
- To what degree do you think the skills learned throughout the Capstone process will be useful to you as a student, professional, and as a human being in general?
- What advice do you have for future students to make sure their Capstone experience is successful and rewarding?
- Did your presentation go as expected? Explain why or why not.
- What was the greatest challenge to completing your Capstone presentation? How did you adapt in order to meet those challenges?
- What would you do it differently if you could do it again?
- Were you able to engage your audience? If so, how? How did you know they were engaged?
- How useful did you find technology, props, and visuals through your presentation? Be specific.

## Due Dates

All written work for the Capstone Project will be turned in via Google Classroom on the due date.

<b>Activity</b>	<b>Due Date</b>
<b>Proposal Form Statement of Understanding Mentor Form</b>	<b>May 28, 2019</b>
<b>Proposals returned</b>	<b>June 5, 2019</b>
<b>Topic Presentations during Connections Proposal Paper</b>	<b>September 10, 2019</b>
<b>Research Paper Outline due</b>	<b>December 3, 2019</b>
<b>Research Paper Rough Draft due</b>	<b>January 7, 2020</b>
<b>Research Paper Final Draft due Presentation Request Form</b>	<b>March 3, 2020</b>
<b>Capstone Presentations Hours Record due</b>	<b>April 8, 2020</b>
<b>Final Reflection due</b>	<b>April 21, 2020</b>

Student Name: \_\_\_\_\_

## **Career/Job Proposal Form**

Turn in a PDF of your O\*Net Interest Profiler results with this form.

According to your completed O\*Net Interest Profiler:

List your top Career Categories.

Identify the Job Zone you chose. Why?

List three (3) careers you are interested in from that Job Zone.

- 1.
- 2.
- 3.

Approved \_\_\_\_\_ Denied \_\_\_\_\_

Reason for Denial:

Student Name: \_\_\_\_\_

## Service Learning Proposal Form

Explain what problem you would like to address in your community. Why?

List three (3) programs in your community that address that problem. Eventually, you will pick one for your project.

- 1.
- 2.
- 3.

Approved \_\_\_\_\_ Denied \_\_\_\_\_

Reason for Denial:

Student Name: \_\_\_\_\_

## **Theory, Research and Application Proposal Form**

What is the topic of your proposed research?

What are 3 potential questions that you want to try to answer? Eventually, you will pick one.

- 1.
- 2.
- 3.

What is your research paper going to explore?

What is your planned project/actions you are thinking about undertaking?

Approved \_\_\_\_\_ Denied \_\_\_\_\_

Reason for Denial:

Student Name: \_\_\_\_\_

## **Statement of Understanding**

*I agree to the following conditions for work on my Capstone project:*

- My work will be authentic, of my own design, and executed by me alone.
- My adult mentor will be a guide and facilitator of my project, not a director or instructor in the traditional sense.
- I agree to adhere to all time lines, presenting my completed project to the Capstone Committee and in the public forum when presenting.
- I understand that to remain eligible to graduate with distinction all components of my Capstone Project must be completed and turned in no later than the end of the school day on the assigned due date.
- I understand that completion of Capstone is a graduation requirement, and the success of my completion of my project will be determined by the evaluation of my Capstone evaluator and the members of the Capstone Committee.
- I realize that Bolton High School has the right to use my project as a model of an exemplary project.
- I acknowledge that my project is in compliance with the law.

*Student Signature:* \_\_\_\_\_

### **Parent/Guardian Acknowledgement**

*Parent/Guardian Name:* \_\_\_\_\_

*Parent/Guardian Signature:* \_\_\_\_\_

*Parent/Guardian Email:* \_\_\_\_\_

Student Name: \_\_\_\_\_

## Adult Mentor Information and Agreement Form

Please share this form with your adult mentor. He or she must complete the basic contact information below and sign the adult mentor agreement to acknowledge the responsibilities inherent to undertaking the role of adult mentor in the Bolton High School Capstone Project. Return this form to your faculty advisor.

### The Role of the Adult Mentor

- ◆ Commit to sharing technical expertise and knowledge to the student's project.
- ◆ Meet with student a **minimum of five (5) hours** throughout the project to discuss the proposal, the research paper, and the final presentation.
- ◆ Offer guidance, inspiration, and/or support to the student when necessary.
- ◆ Provide direct instruction in processes if necessary.
- ◆ Read the research paper draft and offer guidance/feedback if necessary.
- ◆ Inform Capstone Committee at Bolton High School regarding any difficulty with the student's cooperation or progress (call BHS at 860-643-2768 or email Capstone Coordinators Lindsey Lockyer [llockyer@boltonct.org](mailto:llockyer@boltonct.org) or Chris Driscoll [cdriscoll@boltonct.org](mailto:cdriscoll@boltonct.org) ).
- ◆ Attend Capstone Presentations at Bolton High School April 8, 2020 6:30-8:30pm.

### Adult Mentor Agreement:

After reviewing this Capstone Proposal, we have agreed to a **minimum of five (5) hours** so that I may assist in the progress and completion of the Capstone Project. My assistance will include, but is not limited to: sharing knowledge/expertise, offering guidance, referrals, direct instructions, and moral support. I will attend the Capstone Presentations.

Adult Mentor Name: \_\_\_\_\_

Email: \_\_\_\_\_

Phone Number: \_\_\_\_\_

Adult Mentor Signature: \_\_\_\_\_

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Student Name: \_\_\_\_\_

## **Presentation Request Form**

**\*\*All students are required to use technology while presenting their Capstone project.\*\***

### **Requests**

Please list item(s) that you will need in addition to a Smartboard and desktop computer for your presentation:

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### **Special Circumstances**

Indicate below if you need an alternate space.

I need to present in an alternate space: Y or N

Where?

**All presentations must be shared on Google Drive with your Capstone adviser or uploaded to the Capstone Google Classroom page.**