



Understanding the Capstone Process

STUDENT GUIDE

**Life Education
Life Connections
Capstone**



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Important!! Submit all **green** documents above to your Career Teacher **BEFORE** you start your project!!

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Important!! Collect all **blue** documents above to your Career Teacher **DURING** the execution of your project.

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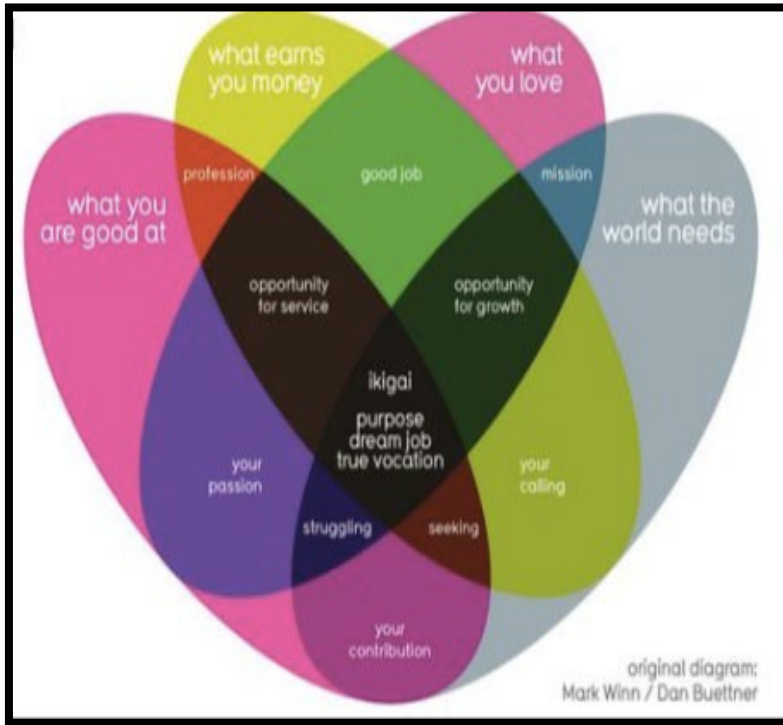
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Important!! Submit and do all purple documents with your Career Teacher **BEFORE** your Capstone celebration.

We would like to gratefully acknowledge J. Kidd, J. Kitch, C. Hewson and K. Edwards from SD8: Kootenay Lake for their willingness to share their original work which inspired the thinking behind the Langley Capstone booklet. This Capstone document was created in consultation and collaboration with many SD35 Educators in various roles across the district. We believe that the Capstone process is deeply meaningful and provides students with their only high-school opportunity to “create their own course” with learning goals, to choose their own evidence of learning and to share personal reflections on growth. In Langley, the Capstone Pilot Year was 2019-2020.

Career Education K-12

Understanding the big picture of Capstone



The **Capstone Process** is a culminating representation of learning that encompasses the Ministry & District Actions Goals to develop: literacy, numeracy and successful transitions for students.

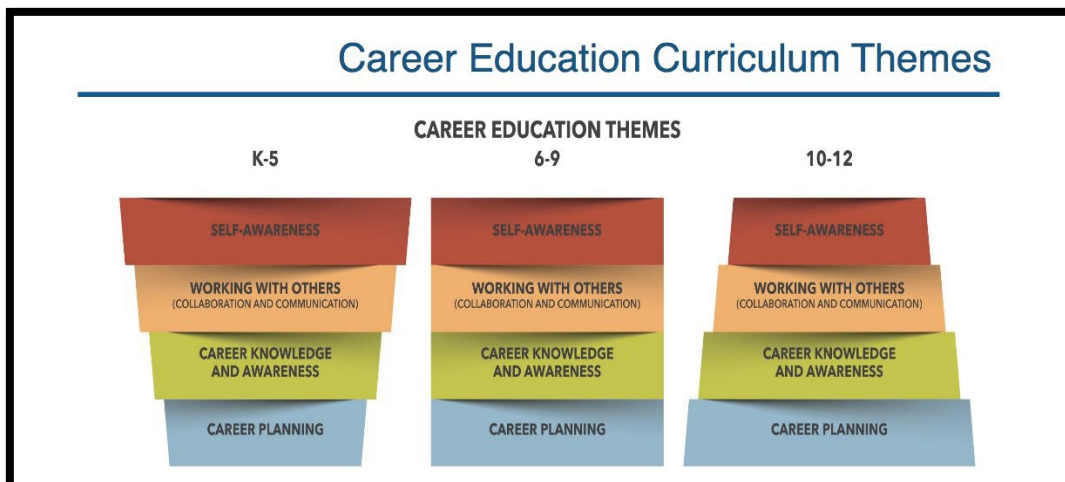
“The Langley School District is committed to helping support students to **successfully transition from secondary school with dignity, purpose, and a plan for the future**”.

To help promote “successful transitions”, all Langley students will collect, create and complete a **Capstone Presentation and Celebration** as part of their mandatory graduation requirements.

The **Capstone Presentation & Celebration** have 4 key sections:

1. **Capstone Project**
2. **Graduation Transition Plan**
3. **Portfolio: K-12 Documenting your Learning Journey**
4. **Capstone Presentation & Celebration**

Throughout these experiences, students will engage in planning, developing professional skillsets, goal setting, portfolio development, decision making steps, career pathway planning, network and mentorship building, lifelong learning strategies and personal documentation that are necessary for a successful transition into adult life.





A Roadmap for my Capstone Journey Student Checklist



STEP 1: BEFORE you start your Capstone...Understanding the Process & the Journey

- Understanding Capstone: Read
 - What is Capstone?
 - Capstone as an Inquiry Process
 - Capstone Learning Journey
 - Examples of Capstone
 - Understanding the Capstone Assessment Rubric
- Selecting a Capstone Topic & Essential Question
- Selecting a Capstone Strand
- Capstone Project Proposal
- Capstone Project Action Plan & Timeline

Important!!! Submit all **green** documents to your Career Teacher **BEFORE** you start your project!!!
Bring your **Capstone Journey Student Checklist & all documents to all meetings.**



STEP 2: DURING your Capstone...Executing your Capstone Project & Learning Journey

- Mentorship: Read
 - What is a mentor?
 - The importance of mentorship!
 - Choose Your Level of mentorship: planning where to start
- Starting with a mentor
 - Contacting your mentor
 - Mentor Criminal Record Check Process
 - Mentor Agreement to Participate Form
 - Mentor/Mentee Meeting Logs
 - Mentor/Mentee Feedback and Reflection Forms
- Documenting Your Capstone Learning Journey
 - Create a Portfolio: Collect Evidence of Learning & Growth Across Your Learning Journey*
 - Reflections Journals: Documenting your thinking, research, progress and reflections throughout your Capstone Process*

Important!!! Submit all **blue** documents to your Career Teacher **DURING** the execution of your project.
Bring your **Capstone Journey Student Checklist & all documents to all meetings.**



STEP 3: AFTER Your Capstone ...Preparing for your Capstone Celebration.

You will share during a Capstone interview/discussion/celebration:

- Your Portfolio Collection and the Story of Your Learning Journey: Use your Portfolio Collection to Craft and Represent a Story About Your Learning Journey
- Your Final Capstone Journal: Reflections & take aways on the entire Capstone Process
- Transition Plan: Researching, Documenting and Presenting Your Transition Goals
- Preparing your Presentation
- Your Final Capstone Assessment (Self & Course)

Important!!! Submit and do all **purple** documents with your Career Teacher **BEFORE** your Capstone celebration.



STEP 1:

BEFORE you start your Capstone

Understanding the Process & the Journey



Understanding Capstone

What is Capstone?

A Capstone is a culminating project, presentation, event or performance that allows students the opportunity to consolidate and showcase the learning from their school and life experience into a meaningful and relevant product. Students will use innovation, cross curricular knowledge, and critical thinking skills in an area of interest as the basis for the project, which is applicable to a real world concept.

Why a Capstone Project?

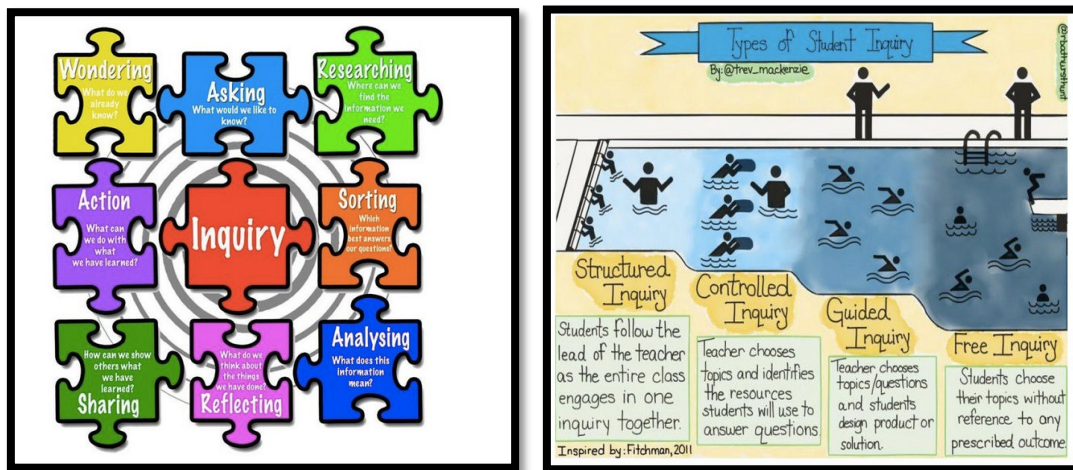
A capstone project is a celebration of learning and experience. Capstone allows students to “design their own course and learning” in an area of their own interest. It is meant to encourage students to engage in some self-directed learning outside of the classroom to develop skill sets for life and to demonstrate skills to go on to further their education, enter the workforce, and/or operate their own business.

Completion of the Capstone learning process will:

- Help students make connections between what they are learning now and what they hope to see in their future.
- Provide students with self-directed focused, structured, authentic, and experiential learning; responsibility for meeting timelines, making decisions, conducting research, preparing and making presentations – all transferable skills needed for success in the workplace.
- Ensure that students will meet the BC Ministry graduation requirements. Career Life Education, Career Life Connections and Capstone are BC Ministry requirements for graduation.
- Develop the competencies needed for life and the workplace. The Capstone process focuses on developing the Goals of Education as listed in the “Educated Citizen” document of the BC School Act; and the Capstone process is designed to deepen learning of the core competencies (Communication, Creative and Critical Thinking, Personal and Cultural Identity, Personal Awareness and Social Responsibility) through the development of the following skills:
 - *Effective communication (oral and written)*
 - *Presentation & Public Speaking Skills*
 - *Inquiry & Research Skills*
 - *Developing Multiple Literacies (Literacy, Numeracy, Technology)*
 - *Collaboration & Teamwork*
 - *Planning and Organization*
 - *Self-awareness and Advocacy*
 - *Goal Setting & Time Management*
 - *Networking and Mentorship Relationships*
 - *Problem Based Learning and Inquiry*

Capstone as an Inquiry Process

What do I do for my Capstone?



Your Capstone experience is an **Inquiry Project** that is intended to allow students to make connections about what you learn in school with the local and global community. It is a project that allows you to choose an area of interest and to do a **Free Inquiry based deep dive into learning**; much like the research and projects you will be expected to do in post-secondary learning or in the workplace. Inquiry learning is a professional way of being that **allows students to apply learning** to real life problems for usages and innovations in the workplace. Inquiry learning **develops significant essential and transferable skills** for the workplace and for life.

Characteristics of inquiry based learning:

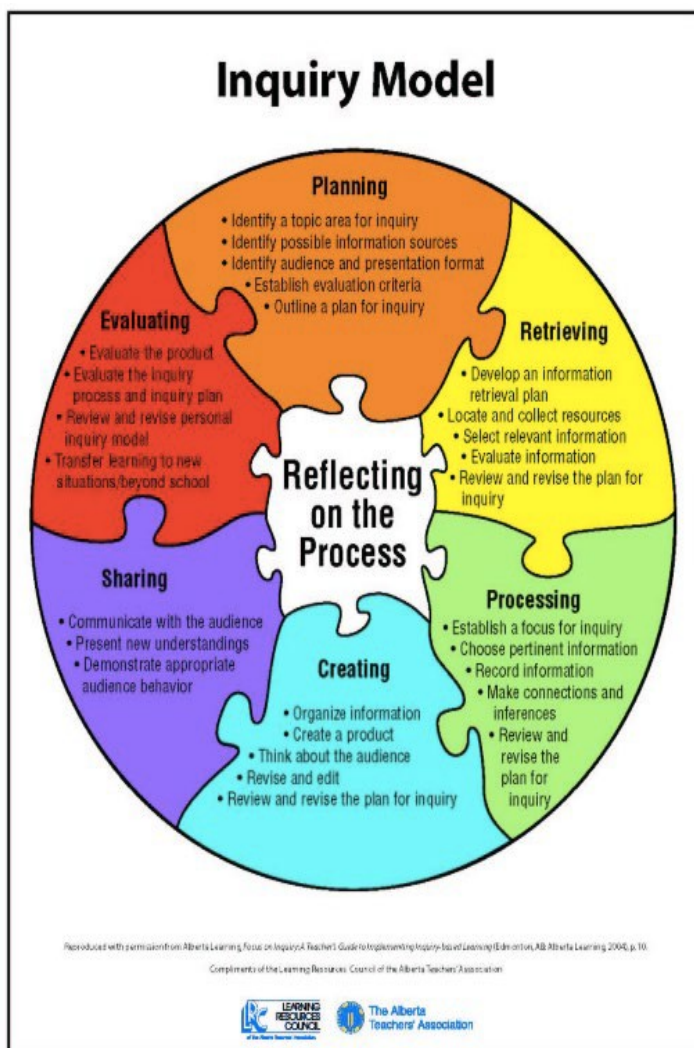
- **Self-directed innovation!** You drive your own learning, research, plans, goals and skills. In your years of schooling you have learned enough of a base of knowledge to now be creative, innovative and to apply your learning in a real-world setting. Being able to work independently and to show initiative in learning are important workplace traits!
- **Academic Rigour!** You push and stretch your learning at your own pace, in areas specific to your needs/goals, and actively seek research, references, examples, models and mentors to develop the learning needed to achieve your project. All students are developing different skills based on their own project needs.
- **Constant evolution!** Your learning will be ongoing, you will change and evolve as you need to problem solve or persist through obstacles, you will add more research and skills as you realize they are necessary.
- **Collaboration is key!** You will collaborate with your Career Teacher as a project “coach” but you will also actively seek to learn from others with research, skills, mentorship, networking, experts in the field.
- **Communicate for success!** You will need to accurately communicate your goals, your learning, your progress, talk through issues, have back up plans, be able to discuss what is working and what is not working to adapt your learning and your goals to maximize your progress.
- **Time management & procrastination!** Successful people learn to organize their time, keep on track of timelines, deadlines, manage files and to self-motivate to get tasks done.

Capstone Inquiry Model

What model will I use for my Capstone?

Use an inquiry model to guide your learning

The inquiry model is commonly used in many worksites to facilitate deep critical thinking, creative thinking and reflections about best practices, next steps, and changes that need to be made as the project and thinking evolves. It is a tool that is useful to know and apply for both academic and workplace learning.



An effective inquiry model has 6 phases

1-Planning: Develop your essential question & your inquiry plan. Take your time in this phase!

2-Retrieving: Think about the information you have/want/need. Collect & select what is relevant.

3-Processing: Learn and understand the key information for your essential question deeply.

4-Creating: Organizing the information, applying the information to your question, execute your project.

5-Sharing: Collaborate and communicate your learning, progress, thinking, progress, reflections with your career teacher, peers, colleagues, mentors during your learning journey to seek feedback.

6-Evaluating: Apply the feedback and your reflections to consider changes, additions, next steps or evolutions for the inquiry process.

Teacher Workstation

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The Capstone Learning Journey

What parts do I have to do for my Capstone?

The Capstone Learning Journey & Project consists of 3 key steps:

1.) Starting Capstone: Choosing a topic, strand & the Capstone Project Proposal (Approximately 20 hours of class time & independent work)

- You will read and understand about the **goals and the purpose of the Capstone** process and learning journey.
- You will **think of an idea/project/passion/area of learning** that you would like to explore in detail! Choose something meaningful! You will be working on this for some time!
- You will **create an inquiry or essential question for your topic**. What are you trying to learn from your investigation?
- You will **select a project strand or a combination of strands** that will best support your learning.
- **This is the fun part: Now you are going to design your own course of learning!** You will **write a Capstone Project Proposal** to outline your intended essential question, learning objectives, timeline, identify possible mentors etc.
- **Identify the level of mentorship you will use** in your Capstone journey. It is strongly encouraged that students **identify and engage with a mentor or with several mentors from their family, school and/or community as part of their project**. Engagement with learning outside of the school with mentorship and networking are key learning objectives for this process!
- Your **Capstone Proposal MUST be approved** by your Career Teacher **BEFORE** you may start your Capstone Learning Journey.

2.) Doing the Project: Executing your Capstone Learning Journey & Project (Approximately 40 hours of class time & independent work)

- You will now **start your Capstone Proposal!** You will conduct your research, learn the skills you have outlined, meet with mentors, follow your timelines, adjust for changes as needed.
- You will **check in and consult with your Career Teacher throughout the Capstone process**.
- **Create a Capstone Portfolio: Use MyBlueprint, webpage or another Portfolio tool** : document your research, evidence of learning, growth, skills etc. Include documents, pictures, videos. Be creative! These documents are to be kept up to date and shared as evidence of progress at all check in meetings with your Career Teacher.
- **Document work with your mentor(s)**: maintain logs of contact with your mentor, your mentor participation form, Mentor/mentee work agreement, feedback from your mentor.
- **Reflection Journals**: you will complete personal reflection journals that outline your progress, thinking, skills learned etc. throughout your Capstone Learning Journey. These journals will be shared with your Career Teacher.

3) Wrapping up your project: Preparing for your Capstone Discussion/Celebration (Approximately 10 hours of class time & independent work)

- The final step of the Capstone process is to **choose how to represent the learning** from your Capstone process for your Capstone celebration/discussion/interview. You will have all of your evidence of learning in your Capstone Portfolio. You will selectively choose which pieces of evidence you wish to share from your Portfolio to represent the **“story of your learning”**. You will prepare a presentation that shows an overview of your Capstone Journey (PPT, video, dance, exhibition, publication, science fair display). Discuss options with your Career Teacher.
- **Your Capstone Presentation is a graduation requirement** and will be scheduled by your Career Teacher. Check dates, times, locations and length of presentation.
- Your Capstone Presentation will also include a **Graduation Transition Plan**.
- Your Capstone will be assessed holistically as part of an overall process. Be sure to understand the **Capstone Assessment Rubrics** when planning your presentation to ensure you include all necessary parts of the presentation.

Examples of Capstone

I don't know what I want to do yet? What are some examples of Capstone?

Capstone examples will be different for every student!

Make it your own! Make it meaningful!

Capstones are meant to be **personalized** and to reflect your **passions** (interests) and your **purpose** (values & goals). It is important that you **pick something that is meaningful to you** as you will be doing a **deep dive into the learning**. You will be much more motivated to engage in deep learning if it is of interest to you! Remember that the Capstone process is a **learning journey!** It is not just about creating an end product; it is just as much about the learning that happens all the way! There are 3 things to think about when starting to plan for your Capstone: **the Essential Question, the Strand, & the Learning Journey:**

Essential Question	The Capstone Strand(s)	The Capstone Learning Journey
Is it possible to design a bike out of sustainable and recyclable materials?	Project Strand (Bike design & wood working project)	<ul style="list-style-type: none"> • Student researched environmental & sustainable materials. Decided on wood. • Student researched design software to choose a program. • Mentorship: student worked with a family member to learn design software and the wood working skills to build a functional model that was 95% wood. • Capstone Representation: A science fair documentation model of design process. Demo of bicycle model produced. Video documentation of the bicycle being ridden to show working design.
What preparation & planning is needed to host an art show?	Event Strand (Art Show) Project strand (Art Portfolio collection)	<ul style="list-style-type: none"> • Student researched how to host an art show. ‘ • Mentorship: Student volunteered at other art shows to learn from others. • Student collected a portfolio of her art to showcase • Student planned her own art show: invitations, budget, timeline, design details, event details • Student invited other artists. • Student collected and captured evidence of the event and their reflections about the experience. • Capstone Representation: PPT and video representation showcasing the Art Show.
What alternate therapies can be used to control anxiety & to promote well-being?	Research strand (research therapies) Project Strand (learning to writing lyrics, writing music, producing & recording the song)	<ul style="list-style-type: none"> • Student researched alternate therapies for well-being • Mentorship: Student interviewed professionals who offered those therapies (art, yoga, sound therapy). • Student decided to focus research on sound therapy and frequency waves. • Student conducted a research study: wave frequency with students with anxiety. Did it help coping with anxiety? • Student wrote and produced a song that incorporates wave frequencies into a pop song that people could listen to anytime. • Capstone Representation: Student created a PPT to document the learning journey and performed the song live before school audience.

More Examples of Capstone

More examples of Capstone...

Essential Question	The Capstone Strand(s)	The Capstone Learning Journey
<p>What pathway would be best for me to go into policing as a career?</p>	<p>Occupation Strand (Policing research)</p>	<ul style="list-style-type: none"> • Student conducted a research inquiry into different types of policing (RCMP, city police, private security, border security). • Mentorship: Student interviewed 4 different police officers with different jobs, from different provinces. • A comparison was outlined about training, qualifications, lifestyle, pay scale, extended opportunities. A reflection on personal traits (strengths and areas to develop was observed). • Capstone Representation: Student documented all research, their personal plan for training, schooling, physical preparation, finances as part of their Transition Plan along with reflections on decision making.
<p>What skills will I need to self-publish a book?</p>	<p>Service Strand (volunteering)</p> <p>Project Strand (writing & illustrating a book)</p>	<ul style="list-style-type: none"> • Student had a sibling who had undergone cancer treatment. Student realized that there were not very many books that explained the process to younger audiences in a clear, easy to understand manner. • Mentorship: student was actively engaged with their sibling at the hospital with staff, with community support agencies and with other patients to learn first hand about the process and details. • Student collected and synthesized all personal learnings and research into a story. • Student wrote, illustrated and published a book explaining childhood cancer. • Capstone Representation: student created a science fair demo display with her book, and picture documentation of all steps and stages of learning.
<p>What skills will I need and what community agencies will I need to connect with to be able to live independently after highschool?</p>	<p>Skills for Successful Living Strand</p>	<ul style="list-style-type: none"> • Student was preparing for independent living after highschool. • Student chose 4 areas that needed development for them to be successful on their own (having connections with community support organizations, having a good resume, developing transferable work skills, organizing all important adult files and documentation). • Mentorship: Student volunteered with 3 of the organizations they would be working with in the future so that pre-established relationships were created in advance. Student worked on transferable skills in the workplace to be more employable as part of their volunteering. • Student created an electronic Portfolio of all important documents to be able to access after graduation. • Capstone Representation: video reflection of the student's reflections and their Transition Plan. Showing their Portfolio.

Understanding the Capstone Assessment Rubric

Criteria	Extending	Proficient	Developing	Emerging
Information Gathering	Information gathered is extremely relevant to the student's area of inquiry. Demonstrates logical organizational structure that allows the student to access the information easily and ensures original and authentic content. Present a bibliography, cited correctly.	Information gathered is relevant to the student's area of inquiry. Demonstrates coherent organizational structure that allows the student to access the information easily and ensures original and authentic content. Present a bibliography.	Information gathered lacks focus and depth of understanding of the area of inquiry. Structure allows student to access information but struggles to be coherent or logical. Relies heavily on the 'voice' of the original writer. Partial presentation of bibliography.	Minimal information gathered. Lacks focus and depth of understanding of the area of inquiry. Content is either intentionally or unintentionally plagiarized. Does not present a bibliography.
Proposal	Proposal enhances student's personal strengths and competence. The proposal demonstrates excellent evidence of synthesizing and analyzing knowledge of topic.	Proposal identifies student's personal strengths and competence. Demonstrates coherent skills in synthesizing and analyzing knowledge of topic.	Proposal doesn't fully reflect connections to student's personal strengths and competence. Satisfactory skills in synthesizing and analyzing knowledge of topic.	Proposal does not identify student's personal strengths and competence. Less than basic skills in synthesizing, evaluating and analyzing knowledge of topic.
Timeline	Reflects outstanding planning: Has set realistic and challenging goals. Follows the due dates outlined in the proposal, yet, demonstrates adaptability and initiative as Capstone progresses.	Reflects competent level of planning: Has set realistic goals. Mostly follows the due dates outlined in the proposal, while demonstrating adaptability as Capstone progresses.	Reflects satisfactory level of initial planning: Follows some due dates outlined in the proposal. Requires prompting and lacks initiative when dealing with changes in Capstone progress.	Reflects less than satisfactory level of planning: Has not followed the due dates outlined in the proposal. Demonstrates rigid resistance to obstacles and feedback.
Journal of Progress <i>Teacher will randomly select journal entries to assess student journey. Students may also select up to two entries that they wish teacher to evaluate.</i>	Reflects effort and time commitment beyond minimum project requirement. Entries are done on a weekly or bi-weekly frequency as determined by the teacher. Reflections clearly demonstrate the questions; Where am I going? Where am I now?, and Where are the gaps?	Reflects effort and time commitment above minimum project requirement. Entries are done on a weekly or bi-weekly basis and include most agreed upon aspects. Reflections demonstrate the questions; Where am I going? Where am I now?, and Where are the gaps?	Reflects effort and time commitment at or slightly below minimum project requirement. Entries are done on an inconsistent basis; but include agreed upon aspects. Reflections minimally demonstrate the questions; Where am I going? Where am I now?, and Where are the gaps?	Reflects effort and time commitment that fall short of the minimum project requirement. Entries lack key details or are incomplete.
Final Journal Reflection	Response demonstrates an in-depth reflection on Capstone experience and personal growth is evident. Reflections are insightful and well supported. Clear, detailed examples are provided, as applicable.	Response demonstrates a general reflection on Capstone experience. Reflections are supported. Appropriate examples are provided, as applicable.	Response demonstrates a minimal reflection on Capstone experience. Reflections are unsupported. Examples, when applicable, are superficial, not included or are irrelevant to the assignment.	Response demonstrates a lack of reflection on Capstone experience. Viewpoints and interpretations are missing, inappropriate, and/or unsupported. Examples, when applicable, are not provided.
Final Product of Chosen Strand(s)	Creates a unique and authentic product or performance that relates to the proposal. Innovative with outstanding quality: refined and appealing.	Create a high-level original product or performance that relates to the research project. Quality product that is polished.	Create a satisfactory product or performance that relates to the research project.	Reflects very little quality of product or performance.
Evidence and Artifacts	Evidence and artifacts represent quality and depth of learning. Connections to the overarching theme of the Capstone are integrated throughout the evidence demonstrating critical thinking and personal growth. Provides a comprehensive picture of Capstone journey.	Evidence and artifacts represent sufficient depth of learning. Connections to the overarching theme of the Capstone are clearly established providing a general picture of the Capstone journey.	Minimal evidence and artifacts represent superficial learning. Connections to the overarching theme of the Capstone are inconsistent and lack clarity.	Insufficient evidence and artifacts. Connections to the overarching theme of the Capstone are unclear or absent.

Selecting a Capstone Topic and Creating an Essential Question



You may already know exactly what Capstone you wish to pursue or perhaps you don't know where to begin. Remember, this is a project that you will invest a significant amount of time and energy into completing. **It should be something that you are passionate and excited about so that you will learn from the experience and have a great time doing it!** The following steps are guidelines for brainstorming and selecting an exciting and interesting Capstone topic.

Step 1 – Select a Capstone Topic

- Determine an area(s) of **personal interest...consider your passions and purpose!**
- Consider a **career cluster** (see following page) as an area of focus.
- What would you like to learn about? If you could “**create your own course**” what would you take/ teach yourself?
- **Narrow down an area of focus!**



Step 2 – Focus your inquiry into an essential question.

– **An essential question is an “open” question.** It cannot be answered with a “yes” or “no” or by being labelled true or false.

– **Characteristics of a good essential question:** focuses on a big idea, provokes deep thought, new understanding, provokes more questions, requires evidence & consideration, weighs evidence, stimulates rethinking of assumptions, makes meaningful connection with prior learning and personal experiences, makes connections across subjects or situations.

- **Write your essential question in one clear sentence.**
- **Have your question approved by your Career Teacher**

Step 3 – Choose a project strand (see menu of project strand options in the following pages).

- Projects can be a combination of strands.
- Read Capstone Strand choices to determine which will best showcase the learning your end goal.
- Discuss options with your Career Teacher.

Menu of Capstone Strand Choices

A: EXPERIMENT OR RESEARCH STRAND



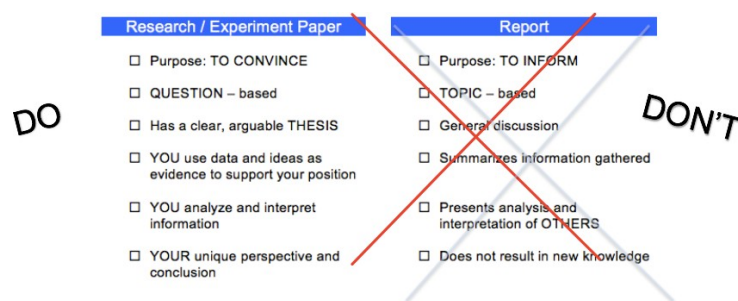
The main focus of an **academic research paper or an experiment/ field study capstone** is to research, test and/or develop new arguments or insights. This strand is for students who are curious about deep investigation, collecting and analyzing data and gaining scholarly knowledge and to develop academic research skills.

Steps of a Research Strand:

1. Develop a guiding research question
2. Literature review of at least 10 academic sources in APA format
3. Analyze the existing research to formulate an area of discussion for your paper. Create your thesis statement.
4. Create and research inquiry proposal to be reviewed
5. Connect with mentors or members of the community to help/support your research
6. Conduct research
7. Collect & analyze your data
8. Synthesize your findings and write your first draft
9. Collect feedback and edit (ex: mentor, advisors, peer reviews)
10. Revise & complete your final copy. Present your thesis and conclusions.

Steps of an Experiment/Field Study Strand:

1. Select a topic of interest
2. Identify a research problem or area of focus to collect data connected with your topic.
Develop an inquiry question
3. Conduct a literature review
4. Connect with mentors or members of the community to help/support your experiment
5. Develop a hypothesis
6. Determine variables that may impact your experiment
7. Develop an experimental design
8. Conduct experiment
9. Collect & analyze data
10. Reflect and report on research experiment and conclusions

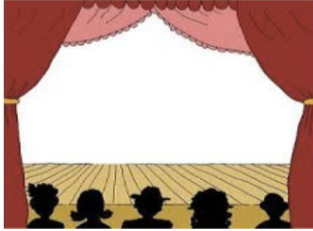


Examples of Essential Inquiry Questions for a Research/Experiment/Field Study Capstone:

- ❖ Do post-secondary graduates make more money than people who do not attend post-secondary school?
- ❖ Do raised vegetable gardens have less pests and produce more produce than flat bed gardens?
- ❖ Can technology in the classroom lead to higher grades for struggling learners?
- ❖ Do geese populations negatively impact the water quality of Cultus Lake?
- ❖ Do SAD (seasonal affectiveness disorder) lights have a positive impact on a person's mood?

Menu of Capstone Strand Choices

B: EVENT CAPSTONE



The main focus of an **event capstone** is for students to research, create, plan and host their own event. Your event capstone is more than just your hours of service toward an event! Planned events should connect to an area of student interest and should provide an opportunity for not only students, teachers and parents to participate, but also for community members. This would be an ideal capstone choice for students who are interested in leadership skills, event planning, event management, networking, raising awareness, social responsibility and social activism.

Steps of an Event Strand:

1. Select an area of interest
2. Research and select an appropriate event style for a chosen area of interest
3. Create an overall timeline/outline for the event
4. Connect with mentors or members of the community to help/support your event
5. Research and organize/book event location option
6. Research and acquire essential technology for event
7. Research, determine and contact guest speakers, talent, agencies, volunteers etc.
8. Research and determine material lists, event budget, timeline, back up plans
9. Create and distribute event marketing: invitations, special guests, speakers, social media, flyers
10. Prepare for MC (master of ceremony) role if needed, host event, post event debrief



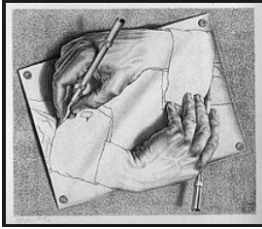
Examples of Events for an Event Capstone:

- ❖ Entertainment Event?
- ❖ Special Awareness Day/Week?
- ❖ Educational Event?
- ❖ Sporting Event?
- ❖ Fundraising Event?
- ❖ Online Event?

With the COVID Pandemic be sure to discuss a backup plan/virtual option for this strand with your Career Teacher!!!!

Menu of Capstone Strand Choices

C: PASSION PROJECT CAPSTONE



The main focus of the **passion project capstone** is for students to create or construct a tangible end product in an area of interest. Projects may be related to an area of passion, a new skill you wish to learn, can be an extension of prior knowledge, an attempt to design or innovate something new (prototype).

Steps of the Passion Project Strand:

1. Select an area of interest
2. Brainstorm ideas of a product to develop/task to learn/something to make
3. Research more about your topic.
4. Analyze your skills:
What do I already know?
What skills do I need to develop/learn to be able to do this project?
Where can I learn this knowledge? Skills?
5. Connect with mentors or members of the community to help support your learning
6. Create a Project Plan
7. Design your product
 - a. Create a blueprint
 - b. Construct an equipment or material list
 - c. Develop a budget, if needed.
 - d. Create a project timeline
8. Create your project/product (40 hours)
 - a. Keep in regular contact with your mentor
 - b. Keep a journal (written and visual) of your progress, struggles and successes.
 - c. Keep good time management
9. Get feedback and reflect on changes needed, pivots in the plan for improvements. Make changes.
10. Present your learning journey and your end product.



Examples of a Project Capstone:

- ❖ How would you design and build an environmentally sustainable bike trail?
- ❖ What computer application or app could you build that would benefit seniors?
- ❖ How do I build and install a new engine in a car?
- ❖ How can you design and build a prosthetic leg with an articulating joint for sports?
- ❖ Build a hydroponics greenhouse for your school Breakfast Club program to grow food and herbs.

Menu of Capstone Strand Choices

D: OCCUPATION/ENTREPREURSHIP CAPSTONE



The main focus of the **Occupation/ Entrepreneurship strand** is to create a cross curricular, experiential, and community-based learning experience. Students will research & explore an occupation area they are considering; or students can experience the start up process of a new business initiative, the building and execution of an idea from the ground up.

Steps of an Occupation Strand:

1. Focus on an area of study/career field that they may pursue after graduation or post- secondary.
2. Research a career of interest.
3. Identify local businesses, organizations or companies that can be a source of information and sponsor for mentorship. Incorporate ACTIVE job shadowing/internship hours with a chosen mentor(s).
4. Reflect on personal skills, interests, values and transferable skills needed to be successful in this career area.
5. Develop a personal long-term plan for development.

Steps of the Entrepreneurship Strand:

1. **Conceptualize:** an authentic or fictional business, profit or not for profit idea. You need to ask open-ended questions as a potential customer – ‘Why, What, Who, Where, When and How’ about the problem. You need to think that you are the customer of your product or service and have that mindset. Remember that customers buy products or services that solve their problems. Brainstorming is the best bet. Work with the mentor toward the common goal of creating free enterprise while meeting a need.
2. **Market research and analysis:** the process of gathering information which will make you more aware of how the people you hope to sell to will react to your current or potential products and services.
3. **Primary research:** original information gathered through your own efforts to respond to a specific question or set of questions. This information is normally gathered through surveys, observation, or experimentation.
4. **Design a business plan or canvas:** the acquisition of knowledge through researching, writing, interviewing, and application of the real-world skills (www.strategizer.com)
 - a. **Product** — Improve your product or service based on findings about what your customers really want and need. Focus on things like function, appearance and customer service or warranties.
 - b. **Price** — Set a price based on competitors' prices, or the price a customer is willing to pay.
 - c. **Placement** — Decide where to set up and how to distribute a product. Compare the characteristics of different locations and the value of points of sale (retail, wholesale, online).
5. **Promotion** — Figure out how to best reach particular demographics (teens, families, students, professionals, etc.) in areas of advertising and publicity, social media, and branding
6. **Implementation of Service or Product Budget:** In the start up phase, you'll have to make reasonable assumptions about your business in establishing your budget.

Examples for an Occupation Capstone:

- ❖ What mental, physical and academic preparation is required for a career in the RCMP?
- ❖ What innovative careers are emerging in the field of biology and environmental sciences?
- ❖ What career pathway is preferred for counsellors working in both the school system and in private practice?

Examples for an Entrepreneurial Capstone:

- ❖ How can I create an app that promotes likes on social media to increase traffic to a business site?
- ❖ What would be an effective product to sell at a sporting event?
- ❖ How can I create my own clothing line using recycled materials?
- ❖ How do I write a business plan to start my own business?

Menu of Capstone Strand Choices

E: SERVICE CAPSTONE

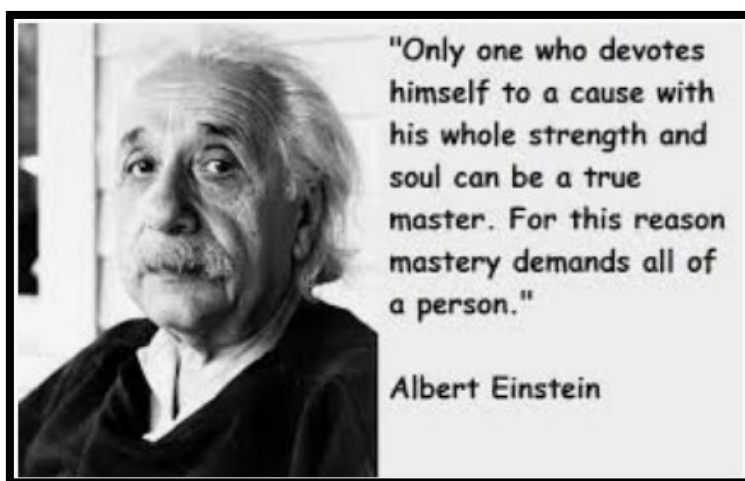


The main focus of the **Service Capstone** is for students to research an issue of interest that is affecting their community to develop and implement a solution. Students will devote a **minimum of 40 out of school hours to a community or service project.**

Community service is work done by a person or group of people that benefits others. It is often done in the area where you live, so your own community reaps the benefits of your work. Your Capstone is more than just your hours of service (volunteering) toward a cause however; it is about research, engaging with your community and developing a plan to: educate others, develop a legacy, increase sustainability around an issue or to work toward improving stewardship and your community (focus on leadership).

Steps of a Service Capstone Strand:

1. Research a current “issue” and its importance to the community it serves.
2. Within the community, ask specific questions about the issue you have chosen. Engage with agencies, organizations or charities already involved with your area of interest to gain a better sense around issues and work already being done. This can be done through interviews, meetings, volunteering, etc.
3. Research and answer questions about the issue and identify a potential solution to this problem.
4. Write a project proposal and strategy to help address your issue based on your research.
5. Implement the project to support the solution. Document your involvement in providing your service to the community.



Examples for a Service Capstone:

- ❖ How do I develop and implement a unique promotion for raising funds online for a local charity?
- ❖ How do I address an unmet community need and assess the long-term impact on myself and the community?
- ❖ How can I mentor younger students to develop better self-esteem with their reading skills?
- ❖ What can I organize that will help impact my community during COVID-19? (community clean-up, clothing drive, organize support for seniors, supports for essential workers).
- ❖ What type of campaign could I organize using social media to help profile more positive stories of people supporting people?

Menu of Capstone Strand Choices

F: SKILLS FOR SUCCESSFUL LIVING CAPSTONE



The main focus of the **Skills for Successful Living Capstone strand** is for students to develop transferable life skills and employability skills to help work toward living independently. Students will choose a minimum of four key areas of development as part of a Transition Plan. Students will plan the skills and apply them in an academic, work or volunteer setting. Students will document their learning and growth. This strand is open to any students wishing to develop skills for independent living or workplace skills.

Steps for developing transition skills within a Skills for Successful Living Strand:

1. Meet with your Career Teacher or Support Teacher to discuss your personal strengths, Transition Plans and areas for development.
2. Select a minimum of 4 areas for development and create a specific plan for developing those goals either: academically, socially, emotionally or physically.
3. Actively work to complete your goals & skills through learning, mentorship, volunteering, working etc.
4. Document your progress and personal reflections with journals, pictures, videos.
5. Work with your Career Teacher to connect your goals and progress with your Transition Plan

Life Skills and Employability Skills Components Menu:

- Nutrition and Fitness
- Planning for life essentials: Clothes/food/health & hygiene
- Communication & interpersonal skills
- Cooking skills
- Transferable job skills: job seeking, job maintenance
- Personal Growth Plan
- Employment skills: resume, cover letter
- Work Experience, job shadowing, volunteering
- Leadership skills
- Self-assessments: strengths, values, interests, growth
- Creating a support network in the community
- Positive mental health and well-being
- Organization and Planning skills: Goal setting
- Time management skills
- Transportation plan
- Housing plan
- Education plan
- Securing community resources & services: ex: health, disability, funding
- Financial planning: numeracy, life skills, money skills, taxes, budgets
- Flexibility and versatility skills
- Problem solving and thinking skills
- Technological literacies
- Emergency & Safety skills
- Recreation and socialization
- Other: as determined by student/staff consultation

My Capstone Project Proposal

(Download from Career Website: <https://sd35careered.weebly.com/>)

Student Information

- Name of student:
- Date:
- School/Teacher:
- Block:
- Capstone Project Proposal Deadline:

Capstone Project Proposal Overview

- Choose one of your saved inquiry questions from grades 8/9 or create a new inquiry/essential question that interests you for further research. It should be a question that connects with a purpose, passion or personalized area of interest for you. Write your essential question in 1 clear sentence.
- My Capstone Strand(s) will be:

Capstone Proposal Detailed Information

1. **Rationale/context:** Outline your reasons for choosing this inquiry/essential question. WHY you are choosing to investigate this topic as a major area of focus? How does this area of inquiry connect to your passion(s), purpose? Why is it of personal interest to you?
2. **Background:** What background knowledge/connections/prior learning do you have in this area of inquiry?
3. **Career connections:** What is your intended career area at this point in time? What connections does this inquiry question have to your life, academic and/ or career goals?
4. **Interdisciplinary & core competencies connections:** What subject areas and core competencies will be connected with your project? Outline and explain the connections.
5. **Capstone Presentation Representation:** Outline and give details about how you will present your project once completed. You may use a combination of mediums.
6. **Specific Capstone Project Details:** What will you research, create, study, produce, solve, investigate? What product will be produced at the end of this project for evaluation. Write a one-page description outlining your proposal. Be detailed!
7. **Project Design Team:** Who needs to be on your project design team to make this project/research effective? To support your work? Outline your team and their roles.
8. **Resources/Technology/Skills:** Make an assessment of the resources, technology and skills you will need to be able to complete this project. What is your plan to be able to access/learn all of the resources necessary to achieve completion of this project? Detail your plans.
9. **Mentors/Community Connections:** What types of mentor(s)/community connections will you need to help you complete your capstone project? How will your mentor(s) help you? What is your plan to access the mentorship/community connections necessary for this project?
10. **Project limitations:** What are some project limitations and potential obstacles that you foresee that might affect the progress of your Capstone Project?
11. **Other considerations:** What is your **BACK UP PLAN**? List and detail any other related information/considerations about your project that you feel should be included in your Capstone Project Proposal.
12. **References:** Provide a literature review or links for 5-10 references: research, videos, etc. that offer some preliminary research you have done for your project that shows you are able to access the key information that you will need to be able to complete this project/work.



My Capstone Project Action Plan Timeline: Page 1/3

Complete the attached Capstone Project Action Plan or create your own timeline to show the steps and dates needed for completion. Your **Capstone Project Proposal** and your **Capstone Action Plan Timeline** with both be shared with your Capstone mentors.

Essential Question			
Capstone Strand(s)			
Design Team Members			
Objective(s):		Deadline for Completion:	
Resources Required:			
Transferable/Essential Skills Required:			
Mentors/Community Connections:			

My Capstone Project Action Plan Timeline: Page 2/3

Develop a timeline for the steps and the overall Capstone Project:

Action Plan Steps: (add rows as needed)

What needs to be done?	Who will do this part?	By when?	Done:

Other considerations:

My Capstone Project Action Plan Timeline: Page 3/3

Required check in dates:

Dates:	Comments:

Student: Signature: _____
Parent/Guardian Name (print): _____
Parent/Guardian Signature: _____

Teacher Use only

Capstone Teacher Signature: _____

Date of Capstone Proposal Review: _____

Approved	Not approved
Your project proposal is approved and you can begin your Capstone Learning Journey!	See your Career Teacher to receive feedback on how to revise this Capstone Proposal before your learning journey can be started.



STEP 2:

DURING your Capstone Learning Journey

**Executing your Capstone Project Plan &
Documenting your Learning Journey**



Mentorship: What is a Mentor?



“Our chief want is someone who will inspire us to be what we know we could be.”

~ Ralph Waldo Emerson

Definition **Mentorship** is a relationship in which a more experienced or more knowledgeable person helps to guide a less experienced or less knowledgeable person. The **mentor** may be older or younger than the person being mentored. He or she must have a certain area of expertise (Zachary, 2011).

A **mentoring relationship** is helping and supporting people to “manage their own learning in order to maximize their professional potential, to develop their skills, to improve their performance, and to become the person they want to be.” (Metros, 2006).

Purpose It is an essential life skill for students to understand the importance of networking and finding mentors to develop their learning and career pathways. A **mentor** may share with a **mentee** (or apprentice) information about his or her own career path, as well as providing guidance, motivation, emotional support, and role modeling. A **mentor** may help with exploring careers, setting goals, developing contacts, and identifying resources (Zachary, 2011).

Capstone The 2018 BC Ministry Graduation Requirements state that all students will complete a culminating Capstone project and presentation (grades 10-12). **Students will be strongly encouraged to network in the community** and to engage in co-learning during this project more deeply with a mentor. These connections can be face to face, by telephone, video conference, or by email.

Time The most successful mentoring relationships are **long-term commitments** where mentors and mentees engage in ongoing learning together over time. There are typically **four phases of mentorship work**:

1. **Pre-skills for Capstone**: understanding the importance of mentorship & networking
2. **The Capstone Proposal**: identifying possible mentors, preparing the vision, negotiating the preparation, setting goals & timelines for the project.
3. **Executing the Capstone Project**: facilitating the learning the skills necessary to execute the project. Co-learning, reflecting, negotiating changes needed as part of a learning inquiry cycle.
4. **Celebrating**: celebrating the end product, the learning journey, the skillsets developed, appreciation of the learning relationship.

Who A mentor is usually an expert in the field of your interest. It is strongly recommended that students **choose a mentor in the community, not a family member or a family relation where possible, to develop networking skills**. One person can be a mentor for more than one mentee. Although it is preferable to have face to face contact, it is acceptable to connect with your mentor through online communication.

Finding a mentor

Your CLE and CLC teachers: will help you to understand the importance of networking and extending learning beyond the classroom into the community. Through the “socialpreneurship project” and classroom teaching, teachers will help **build pre-skills necessary for working with a mentor**: communication skills, and an understanding of an effective mentor/mentee relationship. Through your Capstone Project Proposal, you will identify and connect with potential mentors.

The student: is responsible for contacting and meeting with the mentor to share Capstone details and to negotiate a learning plan and timeline to execute the project. The student will follow the steps outlined in their school’s Capstone Project Booklet to complete the steps for working with a mentor: **the mentor criminal record check, mentorship agreement and mentor evaluation etc.**

The Importance of Mentorship



One of the traits that most successful people have in common is that they have worked with mentors (often a series of mentors) who have taught them key skills, shared their learned tips and pathways for success and who are able to help make phone calls and network to make further connections for development. Learning about mentorship and networking are two key essential skills for life! The Capstone process is intentionally built to help scaffold learning outside of the classroom and to encourage mentoring relationships.

A good mentor is willing to teach what he/she knows and accept the mentee where they currently are in their professional development. Good mentors can remember what it was like just starting out in the field. The mentor does not take the mentoring relationship lightly and understands that good mentoring requires time and commitment and is willing to continually share information and their ongoing support with the mentee; ideally in a long-term arrangement.

Other characteristics to look for when choosing a mentor:

1. Demonstrate a positive attitude and act as a positive role model.

A good mentor exhibits the personal attributes it takes to be successful in the field. By showing the mentee what it takes to be productive and successful, they are demonstrating the specific behaviors and actions required to succeed in the field.

2. Take a personal interest in the mentoring relationship.

Good mentors do not take their responsibility as a mentor lightly. They feel invested in the success of the mentee. Usually this requires someone who is knowledgeable, compassionate, and possesses the attributes of a good teacher or trainer. Excellent communication skills are also required. A good mentor is committed to helping their mentees find success and gratification in their chosen profession. Overall good mentoring requires empowering the mentee to develop their own strengths, beliefs, and personal attributes.

3. Exhibit enthusiasm in the field.

A mentor who does not exhibit enthusiasm about his/her job will ultimately not make a good mentor. Enthusiasm is catching and students want to feel that their new skill sets/knowledge have meaning and the potential to contribute to personal growth.

4. Value ongoing learning and growth in the field.

Mentors are in a position to illustrate how the field is growing and changing and that even after many years there are still new things to learn. Anyone that feels stagnant in their current position will not make a good mentor. Good mentors are committed and are open to experimenting and learning practices that are new to the field. They continually read professional journals and may even write articles on subjects where they have developed some expertise. They are excited to share their knowledge with new people entering the field and take their role seriously in teaching their knowledge to others.

5. Provide ongoing guidance and constructive feedback.

One of the key responsibilities of a good mentor is to provide guidance and constructive feedback to their mentee. This is where the mentee will most likely grow the most by identifying their current strengths and weaknesses and learning how to use these to make themselves successful in the field. A good mentor possesses excellent communication skills and is able to adjust their communication to the personality style of the mentee. A good mentor will also provide the mentee with challenges that will foster professional development and a feeling of accomplishment in learning the field.

6. Respected by colleagues and employees in all levels of the organization.

Ideally mentees look up to their mentors and can see themselves filling the mentor's role in the future. Mentees want to follow someone who is well respected by colleagues and co-workers and whose contribution in the field is appreciated.

7. Set and meet ongoing personal and professional goals.

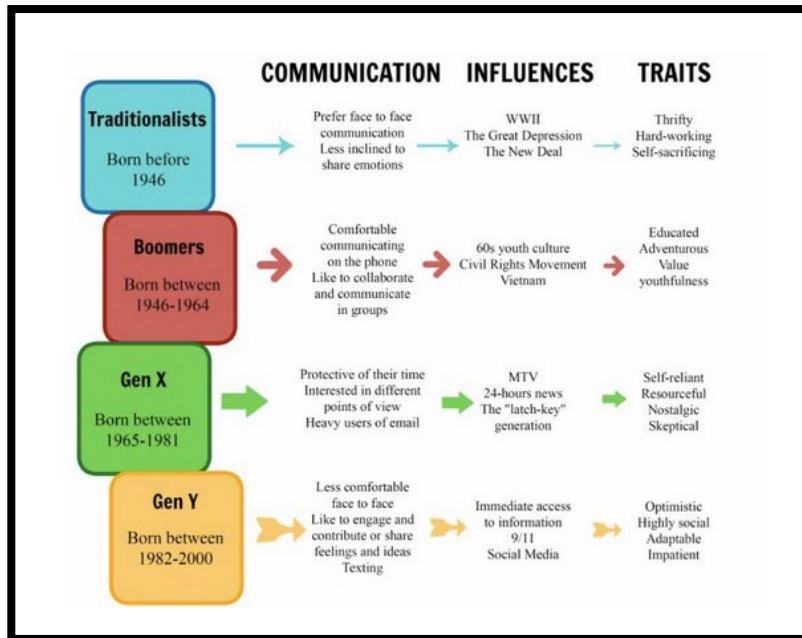
A good mentor continually sets a good example by showing how his/her personal habits are reflected by personal and professional goals and overall personal success.

Choose Your Level of Mentorship: Planning Where to Start



1	<p>Emerging Level</p> <p><i>“I am getting confidence to work with a safe/trusted mentor”</i></p>	<ul style="list-style-type: none"> • Student engages in an informal mentorship relationship to develop skills and knowledge with a school-based mentor, a family member, or relative. • The learning is generally short-term to learn knowledge and skills specific for capstone development (a series of meetings, phone calls, emails). • The learning is a limited collection or research of skills viewed, demonstrated by the mentor. • There is some discussion as to how the learning relates to the intended career pathway.
2	<p>Developing Level</p> <p><i>“I am developing my skills to work with someone new in the community in a limited way”</i></p>	<ul style="list-style-type: none"> • Student engages in an informal mentorship relationship to develop skills and knowledge with a community member. • The learning is generally short-term to learn knowledge and skills specific for capstone development (a series of meetings, phone calls, emails). • The learning is a clearly defined collection or research of skills viewed, demonstrated by the mentor with some application of knowledge demonstrated.
3	<p>Proficient Level</p> <p><i>“I am proficiently able to work deeply with a community member to develop job skills”</i></p>	<ul style="list-style-type: none"> • Student engages with one or more community members to further Capstone development • Student engages in a formal mentorship relationship to extend knowledge, learn and apply skills. • Formal mentorship is an ongoing, long-term learning relationship, ongoing meetings that involve goals, learning objectives and progress across an action timeline. • The learning is robust: collection or research of skills viewed, demonstrated by the mentor with deep application of knowledge demonstrated.
4	<p>Extending Level</p> <p><i>“I am extending my learning about mentorship and networking to further my career pathway”</i></p>	<ul style="list-style-type: none"> • Student is extending further connection and networking in the community to continue collaboration and mentorship after completion of the Capstone work. • Student might be willing to take leadership and help mentor someone else: student can contribute to society and the work of work. • Student can extend community connections beyond those needed for Capstone for next steps in their career pathways. • Student will apply the skills and extend the learnings beyond their Capstone development. • Student can apply information learned from the Capstone process for a variety of usages: student is thoughtful, able to learn and think critically and can communicate from a broad base of knowledge. • Student can demonstrate professional collaboration skills: cooperative, uses professional norms, and is respectful of others and diversity.

Contacting your Mentor(s)



Your mentor/mentee represents someone who is an expert in their field.

Treat your communication with them as a professional piece of communication.

You may contact your mentor face to face, through email or by phone. Text messaging is not an appropriate form of professional communication as a first level of contact.

Consider the ages and messaging styles preferred by different generations of people when contacting someone.

Use proper formatting for a letter or professional memo.

Full Name of Mentor
 Address
 City & Postal Code
 Date

Dear [POTENTIAL MENTOR]:

First Paragraph: Introduction & Purpose (approx 5 sentences)

My name is [NAME] and I'm a [CLASS YEAR] studying [SUBJECT] at [SCHOOL]. As a Student working on my graduation Capstone project I am looking to learn from people in the field who have expertise with [EXPLAIN YOUR PROJECT AND FOCUS].

Second Paragraph: Detail your background, your intended work, & your expectations. (5-10 sentences)

This will signal to the mentor that you're motivated and equipped to use the mentorship time efficiently and wisely. After discussing your skill sets, write about your goals for your Capstone Project and areas where you might need guidance. This paragraph is very important as it will clue your prospective mentor into what you hope to achieve with your work together.

Third Paragraph: Explain your why and make an ask (approx 5 sentences)

Why you chose to contact them specifically. What they have to offer for your learning.

Ask for a meeting to explain details with more background. Provide your contact information: I can be reached at [PHONE NUMBER] or by email at [EMAIL].

Thank you for your time, and I look forward to the potential of speaking with you soon.

Regards,
 Signature
 Full Name

Mentor Criminal Record Check Process

Give this information to your mentor!



When is a criminal record check needed?

- A criminal record check is required for any non-immediate family member!

- If a mentor wishes to become a mentor for the student, documentation of a clear “**Criminal Records Check and Vulnerable Sector Check**” must be completed **BEFORE** starting a mentor/mentee relationship. The District will automatically receive a copy of a cleared check; the school will be alerted and then the mentorship plan may begin.

Is there a charge to apply?

- The Langley School District has set up a volunteer code with an online registration link for volunteers.
- As you are volunteering for educational purposes there is **NO CHARGE FOR THE CRIMINAL RECORD CHECK.**

How do I apply for a Police Information Check?

- **Apply Online:** <https://justice.gov.bc.ca/eCRC/> Access Code: **43TC8K8JGK**
This is by far the easiest way to apply to be a mentor!
A copy of the online form is attached for review prior to applying.
- **In person:** Take a copy of the **District Volunteer Letter** (see next page) and apply in person at your local community policing office. All Police Information Checks must be completed by the agency policing the area where the applicant resides. The Langley RCMP Office will complete Police Information Check searches for residents of Langley only. Langley RCMP Offices: <https://www.rcmp-grc.gc.ca/detach/en/d/248>
 - Aldergrove RCMP Office: 26970 Fraser Hwy Langley BC V4W 3L6
 - Langley Community Policing Office: 100 - 20408 Douglas Cres Langley BC V3A 4B4

You can read about the criminal record check process in more detail here: <https://www.rcmp-grc.gc.ca/en/criminal-record-checks>

Mentor Criminal Record Check Process
District Volunteer Letter for your Mentor
(if they are applying in person at the Community Policing Office)

To Whom It May Concern:

I am writing this letter on behalf of this individual who has graciously agreed to volunteer his/her time as a Capstone Mentor for a Langley School District student.

As part of the new Career Curriculum from the B.C. Ministry of Education, all Langley students are now required to complete a Capstone Project in order to meet the Graduation requirements for the province. This project involves students undertaking a project directly related to an area of passion or interest and ultimately a future career path. In order to support each student in this learning journey and the completion of their project, students are required to find a mentor from their local community who will provide information, experience and support for students in the completion of this project.

As these community mentors are not school district staff, the Langley School District requires that these mentors undergo a formal Criminal Record Check in order to allow them to work with students in this role. These mentors are strictly volunteers and are receiving no financial remuneration for this role. They are taking on this role as a favour to the students of the Langley School District.

As a result of this mentor being a volunteer position, we are asking that the normal fee for the Criminal Record Check be waived in this particular situation. If you have any questions or require any more information regarding the mentor requirement for the Capstone Project, please feel free to contact me at the Langley School District by phone (604-807-0039) or email (gkozlovic@sd35.bc.ca).

Yours Truly,

Mentor Criminal Record Check Sample Form Page 1

Give this information to your mentor!



AUTHORIZED

N	VOLUNTEER ORGANIZATION
<input type="checkbox"/> The volunteer has provided my organization with the original, completed and signed consent form to submit to the Criminal Records Review Program (CRRP). FORMS SUBMITTED BY APPLICANTS DIRECTLY TO THE CRRP WILL NOT BE PROCESSED.	
<input type="checkbox"/> My organization will submit a copy of the consent form to the CRRP and will retain the original consent form for 5 years.	
<input type="checkbox"/> My organization will verify the volunteer's I.D. in person and ensure that the information provided on the consent form(s) is accurate.	
<input type="checkbox"/> My organization has reviewed the "works with" category and has completed that portion of the form.	
- ACCOUNTABILITY AND ACKNOWLEDGEMENTS	
<input type="checkbox"/> I acknowledge the need for proper I.D. verification for the CRRP to conduct a complete risk assessment, and the critical importance of my organization diligently carrying its duties in this regard. Any false statements or deliberate omissions on a consent form filed with the CRRP may result in the inability of the CRRP to accurately determine whether the applicant poses a risk to children or vulnerable adults.	
On behalf of the organization, I confirm that the volunteer's/applicant's primary and secondary I.D. have been verified <u>GEORGE KOZLOVIC</u>	

<input type="checkbox"/> I have completed the attached consent form truthfully, clearly and legibly, and signed and dated it
<input type="checkbox"/> My volunteer organization has verified my I.D. in person to confirm my identity and ensure that the information on my consent form is accurate.
<input type="checkbox"/> My organization will retain the original consent form and will forward a copy to the CRRP on my behalf.
<input type="checkbox"/> I have read and understand the Consent for Release of Information and Acknowledgements (below) and information regarding
FOR
<input type="checkbox"/> I hereby consent to a check of criminal charges and convictions to determine whether I have a conviction or outstanding charge for any relevant or specified offence(s) under the Criminal Records Review Act. I understand that providing my Driver's Licence number or BCID number pursuant to this criminal record check authorization will facilitate identification requirements; and, in accordance with Sections 32(b) and 33.1(1)(b) of the <i>Freedom of Information and Protection of Privacy Act</i> (FOIPPA), I hereby consent to the release of my Driver's Licence number or BCID number, name, date of birth and gender to the Insurance Corporation of British Columbia by the CRRP for ID verification purposes.
<input type="checkbox"/> I hereby consent to a check of all available law enforcement systems, including any local police records
<input type="checkbox"/> I hereby consent to a Vulnerable Sector search to check if I have been convicted of and received a record suspension (formerly known as a pardon) for any sexual offences as per the <i>Criminal Records Act</i> . For more information on Vulnerable Sector searches, please visit the RCMP website: http://www.rcmp-grc.gc.ca/en/faqs-about-vulnerable-sector-checks
<input type="checkbox"/> I understand that as part of the Vulnerable Sector search, I may be required to submit fingerprints to confirm my identity
<input type="checkbox"/> I hereby authorize the release to the Deputy Registrar any documents in the custody of the police, the courts, corrections, and crown counsel relating to any outstanding charges or convictions of any relevant or specified offence(s) as defined under the <i>Criminal Records Review Act</i> or any police investigations, charges, or convictions deemed relevant by the Deputy Registrar.
<input type="checkbox"/> Where the results of a check indicate that a criminal record or outstanding charge for a relevant or specified offence(s) may exist, I agree to provide my fingerprints to verify any such criminal record.
<input type="checkbox"/> My organization and I will be notified that I have an outstanding charge or conviction for a relevant of specified offence(s), and that the matter has been referred to the Deputy Registrar for review.
<input type="checkbox"/> The Deputy Registrar will determine whether or not I present a risk of physical or sexual abuse to children and/or physical, sexual, or financial abuse to vulnerable adults as applicable; the determination will include consideration of any relevant or specified offence(s) for which I have received a record suspension (formerly known as a pardon).
<input type="checkbox"/> If I am charged with or convicted of any relevant or specified offence(s) at any time subsequent to the criminal record check authorization herein, I further agree to report the charge(s) or conviction(s) to my organization and provide my organization, in a timely manner, with a new signed Consent to a Criminal Record Check Form

01/JUNE/2019



Mentor Criminal Record Check Sample Form Page 2

Give this information to your mentor!



Ministry of
Public Safety and
Solicitor General

VOLUNTEER CONSENT TO A CRIMINAL RECORD CHECK

IMPORTANT: Please read information and instructions on Page 1. To avoid processing delays, ensure all relevant fields are complete and the form is dated and signed. Providing your Driver's Licence Number or BCID number may expedite the process.
Your organization must complete the 'WORKS WITH' category portion of the form.

PA				
_____	Sex <input type="checkbox"/> <input type="checkbox"/>			
(If different from above)				
		or BCID		

A Contact:				
V	LANGLEY SCHOOL DISTRICT			
Authorized				
GEORGE KOZLOVIC				
Provided to the organization from the CRRP <u>2681111</u>				
4875-222ND STREET	LANGLEY	BC	CANADA	V3A 1R2

PART 3: POSITION WITH VOLUNTEER ORGANIZATION

I have read and understand the Consent for Release of Information and Acknowledgements on Page 1. I hereby consent to these terms as indicated by my signature below:

FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY ACT: The information requested on this form is collected under the authority of the *Criminal Records Review Act* section 4(1) and section 26(c) of the *Freedom of Information and Protection of Privacy Act* (FOIPPA). The information provided will be used to fulfil the requirements of the *Criminal Records Review Act* for the release of criminal records information in accordance with the FOIPPA. If you have questions about the collection of your personal information, please contact the Policy Analyst, Criminal Records Review Program, PO Box 9217 Stn Prov Govt, Victoria, BC V8W 9J1 or by phone at 1-855-587-0185 (Option 2).

Website: <https://www2.gov.bc.ca/gov/content/safety/crime-prevention/criminal-record-check>
Phone: 1-855-587-0185 (Option 2)



Capstone Project Mentor/Mentee Agreement to Participate Form Page 1/3

- This Capstone Project “Agreement to Participate Form” must be completed and signed by the Student, Parent/Guardian and Mentor BEFORE starting any mentor/mentee work or training.
- This form MUST be submitted to your Career Teacher fully signed to be able to start your work with a mentor AND a cleared copy of your mentor’s online Criminal Record Check needs to be received by the school BEFORE any mentorship work is started.
- A reminder that this process is required for any non-immediate family member who acts as a mentor for any minor.

Student Information

Name of student mentor: _____

Student’s school: _____

Essential Question: _____

Project Deadline: _____

Project Proposal & Timeline: Are attached

Mentor Criminal Record Check Details and Sample copy: Are attached

As **Parent/Guardian**, I understand that the Capstone Project volunteer mentor is not providing work experience for my child and activities undertaken with the volunteer mentor are not covered by WorkSafe. As parent/guardian, I need to take an active role in being aware of the experiences that are being developed and any risks that may be associated with their implementation.

Transportation involving mentee/mentor activities are the responsibility of the student and resulting safety concerns the sole responsibility of the parent/guardian.

Parent/Guardian Name: (print) _____

Parent/Guardian Signature: _____

Date signed: _____

As the **student** entering into a mentor/mentee training relationship, I commit to the action plans and timeline as outlined with my mentor and realize that the work and commitment are my responsibility in completing this project. I agree to communicate regularly regarding the progress of my project and will only have expectations of my mentor during the mutually agreed upon timeline.

Student Signature: _____

Date signed: _____



Capstone Project

Mentor/Mentee Agreement to Participate Form Page 2/3

Mentor Information

Mentor Name _____

Organization/Title _____

Email address _____

Phone _____

Best contact times _____

Attach business card here

Mentor Acceptance

- Y I have read my mentees **Capstone Project Proposal Document** and the **Capstone Action Plan/Timeline**.
- Y I agree to be a mentor for this student for their **Capstone Project for the skills and timeline that are outlined in the Project Proposal and Action Plan**.
- Y I have completed a **Criminal Record Check** online and understand that I cannot start working with this student until a cleared copy has been received by the School District. My student will inform me when the school has cleared a start date.

I agree to serve as a mentor for the duration of this project. During this period, I will provide information and experiences that would assist the mentee in learning necessary skills to complete their project as are outlined and agreed upon from their project proposal. However, as a volunteer mentor, I also understand that I will not be held responsible or liable for the outcome of the project.

Mentor Signature: _____

Date signed: _____

Capstone Learning Journey Journal Reflections

- Your career teacher will discuss their requirements for how many journals you will be required to submit during your Capstone Process.
- Write a one page summary for each of your “learnings, “aha” moments, changes in thinking; and discuss your progress, pivots, and reflections at this point in your learning journey.

**My Capstone Learning Journey
Reflection Journal #**

Date:



My Reflections: (write a full one page summary about your Capstone Learning Journey to date. Be detailed about your thoughts, process, concerns, learnings, decision making, “aha moments”, frustrations etc.).

Mentor/Mentee Final Feedback Forms and Final Reflections: Page 1/3

Give this page to your mentor!

Dear Mentor,

Please take a moment to respond to the following questions. Your comments will assist us in the evaluation of the student's learning journey.

Student name: _____

Date completed: _____

Mentor signature: _____

1. What have you observed during this student's experience at different stages of completion?	Beginning:
	Middle:
	End:
2. What changes in skill and/or attitude have you seen over the time you worked with the student?	
3. What evidence of problem-solving did you observe?	
4. From your interactions with the student, what do you feel was the most meaningful learning moment (success or speedbump for the student)?	
5. What advice, next steps for learning or networking advice would you recommend for this student?	
Other comments?	

Based upon what you have observed, please also complete the rubric on the following page.

Mentor/Mentee Feedback Forms and Final Reflections: Page 2/3

Give this page to your mentor!

Circle a box in each category that best describes the learning you observed with your mentee.

Criteria	Extending	Proficient	Developing	Emerging
Communication Asking for help and guidance	Through the use of well thought out questions, the student is able to consistently ask for help or guidance when expectations were unclear or roadblocks were met. Student took initiative to reach out to the mentor.	Student usually asked for help or guidance when expectations were unclear or roadblocks were met. Student usually took initiative to reach out to the mentor.	Student sometimes asked for help or guidance when expectations were unclear or roadblocks were met. Student sometimes took initiative to reach out to the mentor.	Student rarely asked for help or guidance when expectations were unclear or roadblocks were met. Student rarely took initiative to reach out to the mentor.
Thinking Applying Prior Knowledge	Student always applied prior knowledge to provide information and support greater inquiry for capstone project.	Student usually applied prior knowledge to provide information and support greater inquiry for capstone project.	Student sometimes drew upon prior knowledge. Student had difficulty gathering information and guiding their inquiry.	Student rarely drew upon prior knowledge. Student had difficulty gathering information and guiding their inquiry.
Professional Skills Timeline and Goal Setting Time management	Student always maintained balance and perspective. Timeline goals were clear and demonstrated different stages of completion.	Student usually maintained balance and perspective. Timeline goals were mostly clear and demonstrated different stages of completion.	Student sometimes maintained balance and perspective. Timeline goals were sometimes clear and demonstrated different stages of completion.	Student rarely maintained balance and perspective. Timeline goals were rarely clear and demonstrated different stages of completion.
Personal and Social Initiative and Responsibility	Student always took responsibility by planning ahead and taking initiative when tasks or steps needed to be completed.	Student usually took responsibility by planning ahead and taking initiative when tasks or steps needed to be completed.	Student sometimes took responsibility by planning ahead and taking initiative when tasks or steps needed to be completed.	Student rarely took responsibility by planning ahead and taking initiative when tasks or steps needed to be completed.
Personal and Social Courteous and Mature Behaviour	Student always interacted with mentor in a courteous and mature manner. Student always displayed a sense of professionalism and a positive attitude.	Student usually interacted with mentor in a courteous and mature manner. Student usually displayed a sense of professionalism and a positive attitude.	Student sometimes interacted with mentor in a courteous and mature manner. Student sometimes displayed a sense of professionalism and a positive attitude.	Student rarely interacted with mentor in a courteous and mature manner. Student rarely displayed a sense of professionalism and a positive attitude.

Mentor/Mentee Feedback Forms and Final Reflections: Page 3/3
Give this page to your mentor!



A quick survey about YOUR reflections on your Capstone Experience!

As we continue to better develop the Capstone Learning Journey for students; we welcome feedback & reflections to inform our future planning!

<p>1. Would you like to continue serving as a mentor for a student next year?</p> <p>_____ YES _____ NO</p>	<p>Please explain 😊</p>
<p>2. What was YOUR greatest takeaway in your experience of being a mentor for a student?</p>	
<p>3. What parts of the Capstone Learning Journey do you feel promote strong learning? Any parts we should tweak for improvements?</p>	
<p>4. Do you have recommendations of other businesses, organizations or mentors for our students?</p>	
<p>5. Other comments?</p>	

Thank you for supporting students in their Learning Journey!

Portfolio of Your Capstone Learning Journey

Capturing Evidence of Learning and Documenting your Journey

As part of your Capstone Learning Journey, students will assemble a **Capstone Portfolio** that includes:



1. **Documentation of your project work: Capstone Project Proposal, Capstone Action Plan & Timeline, research, resources, pictures and/or videos of your progress and skills learned. The student should select work that they believe best represents their experiences and their learning journey.**
2. **Mentor/Mentee Capstone Meeting & Work Logs**
3. **Personal Capstone Learning Journey Reflection Journals**
4. **Mentor Feedback Documents**
5. **A Graduation Transition Plan (see following page for details)**

Why a Portfolio?

- A Portfolio provides a record of a student's learning, and growth; evidencing what they have achieved over the course of their personal learning and their academic career. Ideally, we want students to use the contents of the Portfolio well beyond their educational experience(s) as they enter the professional world. As such, **it is both a personal and professional toolkit.**
- In our K-12 journey, to “successfully transition” students to continued learning and to the world of work, students will complete and collect a variety of items that will help empower them to make informed decisions about their future. **Your Portfolio represents your “toolkit” of skills and knowledge that you can use outside of the classroom.**

Definition of a Portfolio:

- A practice that puts students in control of having a work space to document & demonstrate their learning by: collecting, uploading, selecting, arranging, reflecting, evaluating, and celebrating (Abrami & Barrett, 2005, p. 4)
- A space that can be used by: students, teachers, institutions, mentors, employers, scholarship committees, interview panels etc. for a variety of different purposes.

Types of e-Portfolios



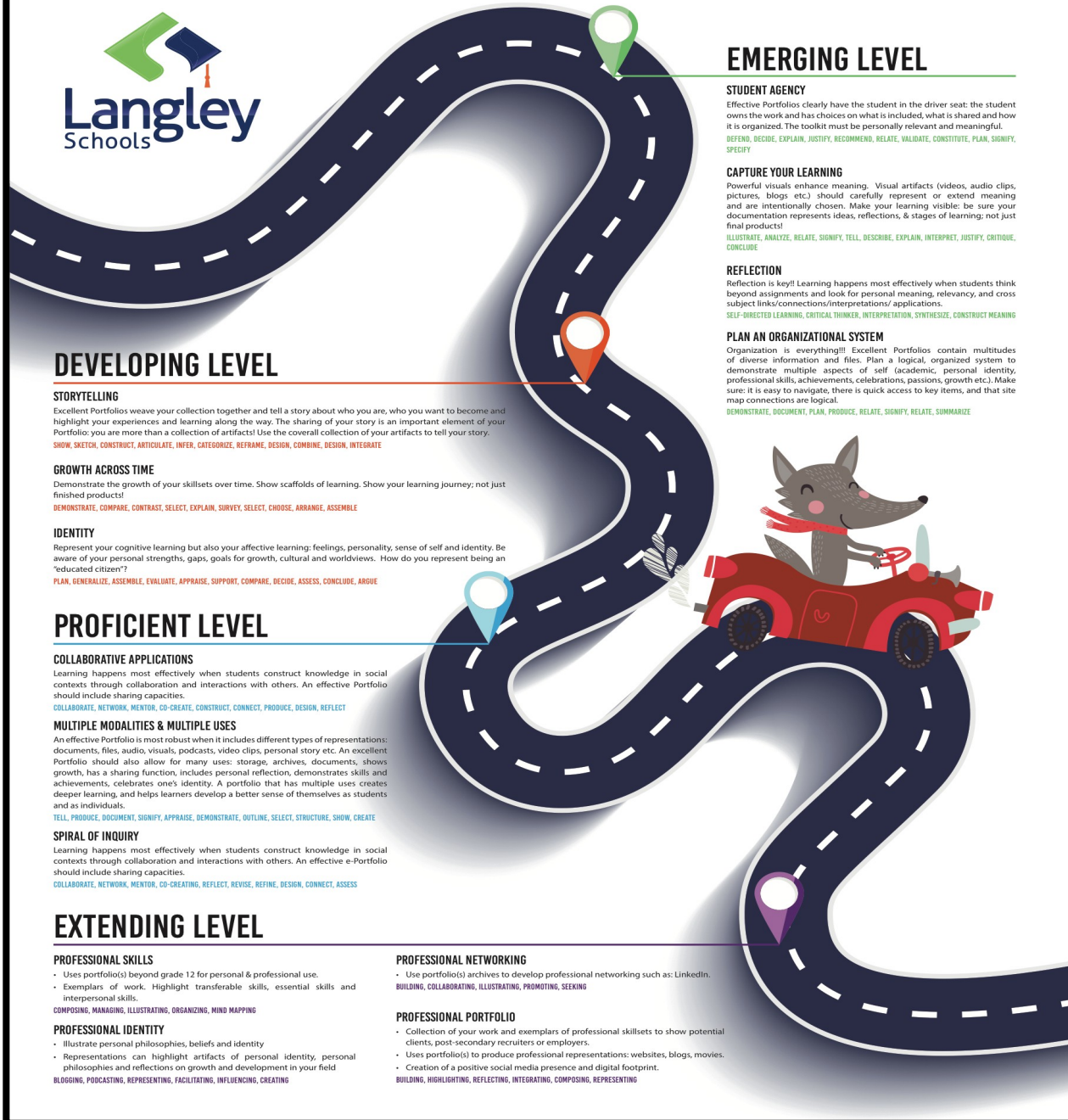
Your Portfolio can have several functions such as: a working Portfolio, a showcase/display Portfolio, a learning Portfolio, a presentation Portfolio, an assessment Portfolio etc. Students can choose and profile different sections of their Portfolios for different needs and focuses: Capstone Presentation, Scholarship Committee, Service Award, University Entrance, Demonstration of Workplace Skills.

Big Ideas to Make your Portfolio More Effective

Capturing Evidence of Learning and Documenting your Journey

BIG IDEAS

MAKE YOUR CAPSTONE PORTFOLIO(S) EFFECTIVE AND MEANINGFUL!



DEVELOPING LEVEL

STORYTELLING

Excellent Portfolios weave your collection together and tell a story about who you are, who you want to become and highlight your experiences and learning along the way. The sharing of your story is an important element of your Portfolio: you are more than a collection of artifacts! Use the overall collection of your artifacts to tell your story.

SHOW, SKETCH, CONSTRUCT, ARTICULATE, INFO, CATEGORIZE, REFRAME, DESIGN, COMBINE, DESIGN, INTEGRATE

GROWTH ACROSS TIME

Demonstrate the growth of your skillsets over time. Show scaffolds of learning. Show your learning journey; not just finished products!

DEMONSTRATE, COMPARE, CONTRAST, SELECT, EXPLAIN, SURVEY, SELECT, CHOOSE, ARRANGE, ASSEMBLE

IDENTITY

Represent your cognitive learning but also your affective learning: feelings, personality, sense of self and identity. Be aware of your personal strengths, gaps, goals for growth, cultural and worldviews. How do you represent being an "educated citizen"?

PLAN, GENERALIZE, ASSEMBLE, EVALUATE, APPRAISE, SUPPORT, COMPARE, DECIDE, ASSESS, CONCLUDE, ARGUE

PROFICIENT LEVEL

COLLABORATIVE APPLICATIONS

Learning happens most effectively when students construct knowledge in social contexts through collaboration and interactions with others. An effective Portfolio should include sharing capacities.

COLLABORATE, NETWORK, MENTOR, CO-CREATE, CONSTRUCT, CONNECT, PRODUCE, DESIGN, REFLECT

MULTIPLE MODALITIES & MULTIPLE USES

An effective Portfolio is most robust when it includes different types of representations: documents, files, audio, visuals, podcasts, video clips, personal story etc. An excellent Portfolio should also allow for many uses: storage, archives, documents, shows growth, has a sharing function, includes personal reflection, demonstrates skills and achievements, celebrates one's identity. A portfolio that has multiple uses creates deeper learning, and helps learners develop a better sense of themselves as students and as individuals.

TELL, PRODUCE, DOCUMENT, SIGNIFY, APPRAISE, DEMONSTRATE, OUTLINE, SELECT, STRUCTURE, SHOW, CREATE

SPIRAL OF INQUIRY

Learning happens most effectively when students construct knowledge in social contexts through collaboration and interactions with others. An effective e-Portfolio should include sharing capacities.

COLLABORATE, NETWORK, MENTOR, CO-CREATING, REFLECT, REVISE, REFINE, DESIGN, CONNECT, ASSESS

EXTENDING LEVEL

PROFESSIONAL SKILLS

- Uses portfolio(s) beyond grade 12 for personal & professional use.
- Exemplars of work. Highlight transferable skills, essential skills and interpersonal skills.

COMPOSING, MANAGING, ILLUSTRATING, ORGANIZING, MIND MAPPING

PROFESSIONAL IDENTITY

- Illustrate personal philosophies, beliefs and identity
- Representations can highlight artifacts of personal identity, personal philosophies and reflections on growth and development in your field

BLOGGING, PODCASTING, REPRESENTING, FACILITATING, INFLUENCING, CREATING

PROFESSIONAL NETWORKING

- Use portfolio(s) archives to develop professional networking such as LinkedIn.

BUILDING, COLLABORATING, ILLUSTRATING, PROMOTING, SEEKING

PROFESSIONAL PORTFOLIO

- Collection of your work and exemplars of professional skillsets to show potential clients, post-secondary recruiters or employers.
- Uses portfolio(s) to produce professional representations: websites, blogs, movies.
- Creation of a positive social media presence and digital footprint.

BUILDING, HIGHLIGHTING, REFLECTING, INTEGRATING, COMPOSING, REPRESENTING

EMERGING LEVEL

STUDENT AGENCY

Effective Portfolios clearly have the student in the driver seat: the student owns the work and has choices on what is included, what is shared and how it is organized. The toolkit must be personally relevant and meaningful.

DEFEND, DECIDE, EXPLAIN, JUSTIFY, RECOMMEND, RELATE, VALIDATE, CONSTITUTE, PLAN, SIGNIFY, SPECIFY

CAPTURE YOUR LEARNING

Powerful visuals enhance meaning. Visual artifacts (videos, audio clips, pictures, blogs etc.) should carefully represent or extend meaning and are intentionally chosen. Make your learning visible: be sure your documentation represents ideas, reflections, & stages of learning; not just final products!

ILLUSTRATE, ANALYZE, RELATE, SIGNIFY, TELL, DESCRIBE, EXPLAIN, INTERPRET, JUSTIFY, CRITIQUE, CONCLUDE

REFLECTION

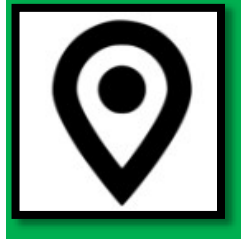
Reflection is key!! Learning happens most effectively when students think beyond assignments and look for personal meaning, relevancy, and cross subject links/connections/interpretations/ applications.

SELF-DIRECTED LEARNING, CRITICAL THINKER, INTERPRETATION, SYNTHESIZE, CONSTRUCT MEANING

PLAN AN ORGANIZATIONAL SYSTEM

Organization is everything!!! Excellent Portfolios contain multitudes of diverse information and files. Plan a logical, organized system to demonstrate multiple aspects of self (academic, personal identity, professional skills, achievements, celebrations, passions, growth etc.). Make sure: it is easy to navigate, there is quick access to key items, and that site map connections are logical.

DEMONSTRATE, DOCUMENT, PLAN, PRODUCE, RELATE, SIGNIFY, RELATE, SUMMARIZE



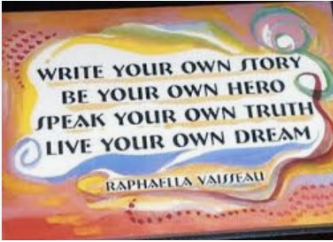
STEP 3:

AFTER your Capstone Learning Journey

**Wrapping up your Capstone Project &
Preparing for your Learning Celebration**



Using your Portfolio Collection to Craft Your Story Representing the Story of Your Learning Journey



Now you have curated and collected all of your documents, evidence of learning, pictures, videos etc. in a Portfolio : it is time to look at your overall experience and select which pieces you wish to use from your whole collection to “tell the story of your learning journey”.

When crafting your story there are some **story frames** you may use to help frame your experience.

Possible story frames																									
CAR model	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; padding: 5px;"> C - Context & Challenge Where did I start? What didn't I know or understand yet? What did I understand before I had this learning experience? </td> <td style="width: 33%; padding: 5px;"> A - Action What did I do? Describe the learning experience. Who did I work with? What did these people say that was important? What did I see, hear, observe and how did that change my understanding? </td> <td style="width: 33%; padding: 5px;"> R - Results How did I change? What did I learn? How can I use my learning in the future? What do I want other people to know about this learning experience? </td> </tr> </table>	C - Context & Challenge Where did I start? What didn't I know or understand yet? What did I understand before I had this learning experience?	A - Action What did I do? Describe the learning experience. Who did I work with? What did these people say that was important? What did I see, hear, observe and how did that change my understanding?	R - Results How did I change? What did I learn? How can I use my learning in the future? What do I want other people to know about this learning experience?																					
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Pixar Model	<div style="display: flex; justify-content: space-between;"> <table border="1" style="font-size: small; border-collapse: collapse; width: 45%;"> <thead> <tr> <th colspan="3">THE STORY SPINE</th> </tr> <tr> <th>THE STORY SPINE</th> <th>STRUCTURE</th> <th>FUNCTION</th> </tr> </thead> <tbody> <tr> <td>Once upon a time...</td> <td rowspan="2">Beginning</td> <td rowspan="2">The world of the story is introduced and the main character's routine is established.</td> </tr> <tr> <td>Every day...</td> </tr> <tr> <td>But, one day...</td> <td>The Event</td> <td>The main character breaks the routine.</td> </tr> <tr> <td>Because of that...</td> <td rowspan="3">Middle</td> <td rowspan="3">There are dire consequences for having broken the routine. It is unclear if the main character will come out alright in the end.</td> </tr> <tr> <td>Because of that...</td> </tr> <tr> <td>Because of that...</td> </tr> <tr> <td>Until finally...</td> <td>The Climax</td> <td>The main character embarks upon success or failure</td> </tr> <tr> <td>And, ever since then...</td> <td>End</td> <td>The main character succeeds or fails, and a new routine is established.</td> </tr> </tbody> </table> <div style="font-size: x-small; text-align: center;">Published at aerogrammestudio.com, ©Kevin Adams</div> <p style="text-align: center;">Image Credit: Aerogramme Writers' Studio</p> <div style="width: 45%; text-align: center;"> <p style="font-size: small;">#CSLNP</p> </div> </div>	THE STORY SPINE			THE STORY SPINE	STRUCTURE	FUNCTION	Once upon a time...	Beginning	The world of the story is introduced and the main character's routine is established.	Every day...	But, one day...	The Event	The main character breaks the routine.	Because of that...	Middle	There are dire consequences for having broken the routine. It is unclear if the main character will come out alright in the end.	Because of that...	Because of that...	Until finally...	The Climax	The main character embarks upon success or failure	And, ever since then...	End	The main character succeeds or fails, and a new routine is established.
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Hero's Journey	<p style="font-size: x-small; text-align: center;">© 2018 Clever Prototypes, LLC</p>																								

Transition Plan: Page 1/2

Researching, Documenting and Presenting Your Transition Goals



Your Graduation Transition Plan is going to include 4 key sections

- 1. Your Transition Plan: Mapping out your plan**
- 2. Your Professional Contacts**
- 3. Your Personal and Professional Profile**
- 4. Your Reflections on yourself as an “Educated Citizen”**

For each of the sections in your Transition Plan: collect and document...

1. Transition Plan: Overview

- a. **The Outline of my Plan.** My plan to transition to work, trades, academics, professional skills training, volunteerism and gap years. Include a Plan A and a Plan B (or more)
 - If continuing to more schooling/training: Include information on career clusters, programs of interest, applications processes, dates and deadlines, pre-requisites, living arrangements, transportation, financial planning.
 - If going straight to work: include information on job market, labour outlook, possible employers, training options etc.
 - If going to a volunteer program: outline the organization, details of the project, country information, preparation of skills to develop before going and while in the experience.

My Timeline: outline your timelines. Plans can reflect a transition to work, trades, academics, professional skills training, volunteerism and gap years.

- 1) this year (current year plan),
- 2) 1 year after high-school graduation (short-term plan);
- 3) 2-5 years after high-school graduation (long-term plan).

- b. **Outline Your Goals:** SMART goals as set on MyBlueprint.
- c. **My Financial Plan:** include educational and personal living budget(s), post-secondary tuitions, training costs, scholarship and bursary information, living budget, etc.
- d. **My Personal Reflections:**
 - i. How is this Transition Plan a good match for you? Consider your: priorities, goals, gaps, potential obstacles and plans for barriers, personal relevancy, connections to skills, values, interests & passions.
 - ii. Examine the influences of your decision-making.
 - iii. Share your reflections from all of the above.

Transition Plan: Page 2/2

Researching, Documenting and Presenting Your Transition Goals

2. Professional Contacts

- a. List key **transition resources** relevant to your plan
 - i. Mentors
 - ii. Network contacts
 - iii. Community services and resources
 - iv. Health and well-being

3. Personal and Professional Profile

- a. **Who am I?** Identity, characteristics, values, strength and attributes, interests, passions.
- b. **Professional skills:** transferable, essential skills, core competencies. Collect and organize professional portfolio(s) & exemplars demonstrating your transferable skills: options to include pictures, videos, exemplars for work, different types of skills.
- c. **I am Proud of:** Awards, achievements, accomplishments, certificates, diplomas & milestone moments, growth.
- d. **Professional Documents:** a copy of my official transcript, my report cards, acceptance letters, certificates (Red Cross, First Aid, WHIMIS, Serving it Right etc.) updated resume, personal cover letter, reference letters (recommend 3-5 mix of academic, community, work, leadership), scholarship profile, personal identity cards, SIN card. You can add personal adult documents you need to organize for yourself that don't need to be shared: paystubs, tax documents.

4. Global Educated Citizen

- a. How do you/will you demonstrate the **characteristics of an “Educated Citizen”**? (see following page) Share your reflections and evidence.

5. **Other:** you are more than welcome to add any other items you wish to add that you feel are interesting, relevant and add to telling the story about who you are as a person! Be creative....make it personal 😊



Transition Plan: Educated Citizen Resource Document

These are the BC Ministry of Education Goals for Graduating Students.



The BC Educated Citizen

- Thoughtful, able to learn and to think critically, and who can communicate information from a broad knowledge base;
- Creative, flexible, self-motivated and who have a positive self image;
- Capable of making independent decisions;
- Skilled and who can contribute to society generally, including the world of work;
- Productive, who gain satisfaction through achievement ,and who strive for physical well-being;
- Cooperative, principled and respectful of others regardless of differences;
- Aware of the rights and prepared to exercise the responsibilities of an individual within the family, the community, Canada, and the world.

Your Final Capstone Reflection Journal

What did I learn across the whole experience?

Figure 1: Education and Career/Life Planning Framework. Adapted from *Creating Pathways to Success*¹¹



The last requirement of the Capstone Project prior to your presentation is to reflect on the process by writing a **final journal reflection** on your process and final product addressing the following questions. You will need to answer ALL required questions.

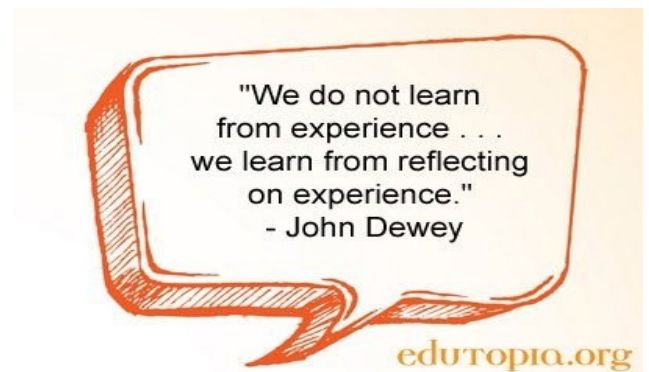
Journal considerations:

Capstone Process

- The Capstone is a unique and demanding challenge. In completing it, what did you learn about your subject? Your skill set? Yourself?
- How is your project relevant to you, the school or the community-at-large?
- How did you demonstrate the six Core Competencies throughout this project?
- What impact did your Capstone project have for you? Your school? Your community?
- Thinking about the whole process and your finished product, what are you most proud of as a whole?
- What was a difficulty you encountered and how did you solve the problem?
- What is one thing about your product or your approach to your project that you wish you could change or that you would extend for more development? Why?
- What advice would you give to a student who will be completing their Capstone Project next year?

Your K-12 Learning Experience

- What do you know about yourself as a person? Who am I?
- Who do you want to become? Goals for yourself in life: values/lifestyle/characteristics
- What do you want your legacy to be in life? What do you want to do in your career/life to contribute as a citizen in your community?
- Overall what has been the area of the biggest learning/growth for you (academically, personally, socially/emotionally)?
- What are you most proud of in your K-12 experience?



Final Capstone Assessment Rubric: Self & Teacher Evaluation

Criteria	Extending	Proficient	Developing	Emerging
Information Gathering	Information gathered is extremely relevant to the student's area of inquiry. Demonstrates logical organizational structure that allows the student to access the information easily and ensures original and authentic content. Present a bibliography, cited correctly.	Information gathered is relevant to the student's area of inquiry. Demonstrates coherent organizational structure that allows the student to access the information easily and ensures original and authentic content. Present a bibliography.	Information gathered lacks focus and depth of understanding of the area of inquiry. Structure allows student to access information but struggles to be coherent or logical. Relies heavily on the 'voice' of the original writer. Partial presentation of bibliography.	Minimal information gathered. Lacks focus and depth of understanding of the area of inquiry. Content is either intentionally or unintentionally plagiarized. Does not present a bibliography.
Proposal	Proposal enhances student's personal strengths and competence. The proposal demonstrates excellent evidence of synthesizing, and analyzing knowledge of topic.	Proposal identifies student's personal strengths and competence. Demonstrates coherent skills in synthesizing and analyzing knowledge of topic.	Proposal doesn't fully reflect connections to student's personal strengths and competence. Satisfactory skills in synthesizing and analyzing knowledge of topic.	Proposal does not identify student's personal strengths and competence. Less than basic skills in synthesizing, evaluating and analyzing knowledge of topic.
Timeline	Reflects outstanding planning: Has set realistic and challenging goals. Follows the due dates outlined in the proposal, yet, demonstrates adaptability and initiative as Capstone progresses.	Reflects competent level of planning: Has set realistic goals. Mostly follows the due dates outlined in the proposal, while demonstrating adaptability as Capstone progresses.	Reflects satisfactory level of initial planning: Follows some due dates outlined in the proposal. Requires prompting and lacks initiative when dealing with changes in Capstone progress.	Reflects less than satisfactory level of planning: Has not followed the due dates outlined in the proposal. Demonstrates rigid resistance to obstacles and feedback.
Journal of Progress <i>Teacher will randomly select journal entries to assess student journey. Students may also select up to two entries that they wish teacher to evaluate.</i>	Reflects effort and time commitment beyond minimum project requirement. Entries are done on a weekly or bi-weekly frequency as determined by the teacher. Reflections clearly demonstrate the questions; Where am I going?, Where am I now?, and Where are the gaps?	Reflects effort and time commitment above minimum project requirement. Entries are done on a weekly or bi-weekly basis and include most agreed upon aspects. Reflections demonstrate the questions; Where am I going?, Where am I now?, and Where are the gaps?	Reflects effort and time commitment at or slightly below minimum project requirement. Entries are done on an inconsistent basis, but include agreed upon aspects. Reflections minimally demonstrate the questions; Where am I going?, Where am I now?, and Where are the gaps?	Reflects effort and time commitment that fall short of the minimum project requirement. Entries lack key details or are incomplete.
Final Journal Reflection	Response demonstrates an in-depth reflection on Capstone experience and personal growth is evident. Reflections are insightful and well supported. Clear, detailed examples are provided, as applicable.	Response demonstrates a general reflection on Capstone experience. Reflections are supported. Appropriate examples are provided, as applicable.	Response demonstrates a minimal reflection on Capstone experience. Reflections are unsupported. Examples, when applicable, are superficial, not included or are irrelevant to the assignment.	Response demonstrates a lack of reflection on Capstone experience. Viewpoints and interpretations are missing, inappropriate, and/or unsupported. Examples, when applicable, are not provided.
Final Product of Chosen Strand(s)	Creates a unique and authentic product or performance that relates to the proposal. Innovative with outstanding quality: refined and appealing.	Create a high level original product or performance that relates to the research project. Quality product that is polished.	Create a satisfactory product or performance that relates to the research project.	Reflects very little quality of product or performance.
Evidence and Artifacts	Evidence and artifacts represent quality and depth of learning. Connections to the overarching theme of the Capstone are integrated throughout the evidence demonstrating critical thinking and personal growth. Provides a comprehensive picture of Capstone journey.	Evidence and artifacts represent sufficient depth of learning. Connections to the overarching theme of the Capstone are clearly established providing a general picture of the Capstone journey.	Minimal evidence and artifacts represent superficial learning. Connections to the overarching theme of the Capstone are inconsistent and lack clarity.	Insufficient evidence and artifacts. Connections to the overarching theme of the Capstone are unclear or absent.

Preparing for your Capstone Presentation Representation/Discussion/Interview/Celebration



The final phase of the Capstone is a presentation (Discussion, Interview, Representation, or other form) planned with your Career Teacher. Your presentation, supported by audio/visual aids, will serve to celebrate your learning journey.

Timing

- Representations of Learning are generally 10-45 minutes depending upon the method of representation (1:1 interviews, small group presentations, science fair, theater style presentations, art exhibition).
- Discuss the dates and format options for your location.,

Professionalism

- Appearance: you should be dressed appropriately for your presentation. Your dress and personal appearance is an important part of the presentation.
- Attendance: you **need** to arrive at least 30 minutes before your presentation. If using equipment or any technology, you **must** make sure that it is set up **before** presentation starts.
- Confidence: Remember that you are the expert and have invested a significant amount of time and energy into this project. Speak clearly and explain details at an appropriate pace. Show your confidence and enthusiasm for what you achieved. This a huge accomplishment and you should be proud of yourself!!!

Capstone Presentation & Capstone Portfolio

- Whatever your method of presentation, you should begin or conclude by introducing yourself and your Capstone Project. Your goal is to provide the audience with a clear and concrete sense of what you did and what you gained from the experience.
- Have a recognizable introduction and conclusion
- Describe the content of your research, project or event.
- How was your project a challenge for you? How did it stretch or enhance your skills and knowledge?
- Include audio/visual aids (poster, PowerPoint, Prezi, video, performance, demonstration, etc..) that will help your audience better understand what you learned from your Capstone Project.
- If your project resulted in an actual product, this product or pictures of the product need to be part of your presentation.
- If you choose to use a video clip to support your presentation, it cannot be longer than 5 mins.
- **Craft a story out of all of your artifacts...share your story...share your journey!**

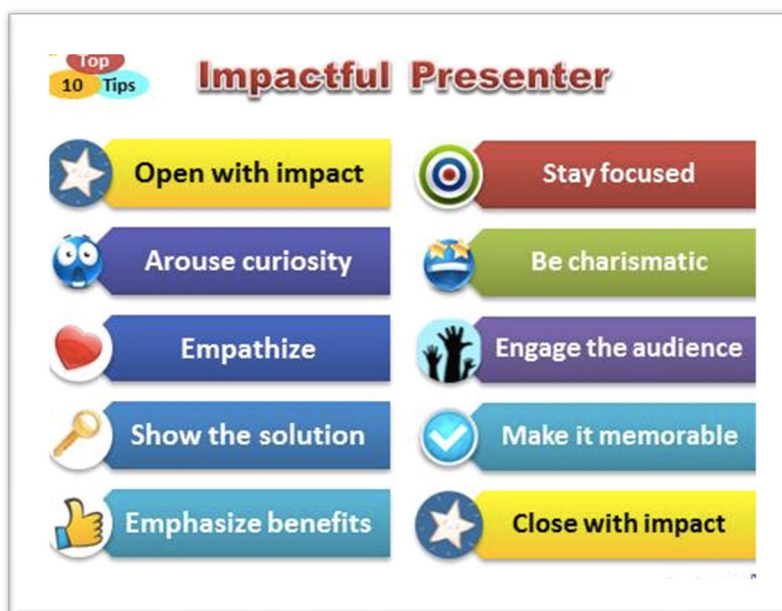
Transition Plan

- Present the details of your Transition Plan, either in an interview with your Career teacher or during your Capstone Presentation.

Final Journal Reflections

- Include details/thoughts/takeaways from your final Capstone Journey. What are your big take away's across your Capstone & your K-12 Learning Journey?

Helpful Presentation Tips



Introduction	Introduction is creatively designed to effectively engage the audience.
Organization	Effectively presents information, findings, and supporting evidence so listeners can follow the line of reasoning; organization, development, and style are appropriate to task, purpose, and audience.
Link between research and actions	Thoroughly identifies and explains the link between research and actions.
Core Competencies	Clearly identifies, explains and connects to the 6 Core Competencies.
Presentation of knowledge and ideas	Effectively presents key ideas with detail, depth and reflections.
Delivery	Use appropriate voice projection, inflection, eye contact and dress professionally. Keep appropriate pacing and respect audience member's time. Use positive and confident body language.
Vocabulary	Use academic and domain-specific words and phrases, and clarify unknown words and phrases.
Visual aids	Strategically use digital media and/or visual displays of data to express information and enhance understanding of findings, reasoning and to add interest.
Audience	Be prepared to respond to questions.
Communication	This is a professional presentation; use professional communication skills, language and preparation (think of it as a work presentation).
Dress	Dress for success! Dress as you would for a job interview in a professional work setting.

Student Notes
