

Capstone Project Guidance

Although there are many options a student may pursue in completing a CAPSTONE project, each type requires that a student assemble three products associated with the CAPSTONE. These are...

1.Reflective Essay: An informative 5-paragraph (or other appropriate length) type of essay in which the student discusses in general terms why this particular CAPSTONE was pursued, how it was related to academy work and future goals, and value gained from this experience.

2.Student Journal: Each student will keep a journal that reflects the primary activities and efforts put into the CAPSTONE project. These journal entries can include comments on individual work, work at an internship site, dates of travel, work with students and mentors, and any other significant activities the student may have engaged in. Depending on the actual type of CAPSTONE being completed journal entries may require authentication by outside sources such as mentors, employers, etc. The journal may be handwritten in a notebook or typed.

The journal simply reflects the time and effort you have put into your Capstone and may take a variety of forms. Journal entries may include:

- time spent in a library or at home working on a research paper
- time spent in travel and on location in connection with a Capstone activity
- time spent at a job or internship
- dates and times of college class sessions
- any other suitable activity related to your Capstone activity

We have not dictated any exact format for a journal entry, but a typical entry should include

A. contact information when applicable to include address, e-mail, phone numbers of instructors, mentors, internship / job / field experience supervisors, etc.

- this only needs to be typed only once, probably at the beginning of the journal

B. dates of your Capstone related activity

- research, class attendance, job or internship duties, travel and work experiences

C. a brief summary of what you did and some reflection on how it relates to your Capstone project

3.Presentation: Each CAPSTONE project will be presented to, and assessed by, a panel that may include fellow students, subject-area teachers, mentor teachers, lead teachers, outside experts and others as appropriate. The presentation is an opportunity for the student to take a few minutes to explain and demonstrate what has been learned from the CAPSTONE experience. Presentations may be fancy or simple, high-tech or low-tech, but should be fun, informative, and demonstrate clearly the nature, content, and learning that occurred throughout the CAPSTONE experience. Normally students will present using a PowerPoint presentation or simply a poster display board with comments, pictures, and other material related to the Capstone Experience.