



THE
BEAR CREEK
SCHOOL

Senior Capstone Project Packet

Class of 2020

Table of Contents

DESCRIPTION OF PROJECT 3

I. Purpose Statement 3

II. Choosing a Capstone Project 3

III. Submitting the Project Proposal 3

IV. The Faculty Advisor 4

V. The Capstone Assessment Panel..... 4

VI. Capstone Project Components and Assessment..... 5

VII. Worldview Articulation..... 5

VIII. The Project Timeline 6

IX. The Oral Presentation and Defense..... 6

X. Special Considerations During the Project Weeks 6

SCHEDULE..... 7

COMPONENTS OF THE PROJECT 8

XI. Capstone Project Timeline..... 8

XII. Capstone Project Journal 9

XIII. Capstone Project Presentation 11

EVALUATING THE PROJECT..... 14

XIV. Capstone Project Evaluation and Rubric..... 14

XV. Advisory Meeting Log 17

XVII. Project Advisor’s Final Assessment 19

DESCRIPTION OF PROJECT

I. Purpose Statement

The purpose of Bear Creek's Senior Capstone Project is to provide each senior with the opportunity to develop and pursue a challenging, meaningful, and self-directed project in an area of personal interest during the last three weeks of the spring semester. Successful senior projects share a number of important attributes: they demonstrate a depth of investment and insight, exhibit a significant level of personal challenge, connect a student to a larger community, and advance a student's ability to articulate how his or her worldview has been explored, challenged, or changed by the project experience.

II. Choosing a Capstone Project

In February, each senior develops a project concept that outlines a particular experience, goal, area of service, or creative pursuit that will stretch their abilities, offer a venture into new territory, or significantly stretch their understanding of an area of personal passion, curiosity, or calling. The following questions are important aspects of successfully designing a project proposal:

Guiding Questions

- How will the project present a significant challenge to you?
- Why is the project worth doing? Why does this project matter or hold intrinsic worth to you or others?
- Does the project infuse lasting meaning into your life and the lives of others?
- How does the project enlarge your preparedness for the future?
- What connections can you draw between a Christian worldview and your project experience?
- How does it connect to the broader community?

Logistical Questions

- Can the project be realistically completed within the three-week time period?
- Do you have access to the resources needed to complete the project?
- Are you physically able and prepared to complete the project, without advanced preparation or training?
- Does the project have measurable objectives?

III. Submitting the Project Proposal

Students identify a project concept and complete the project proposal. The proposal is submitted electronically to the Worldview Capstone faculty by the proposal deadline. See Senior Capstone Project Schedule.

The proposal must include a well thought out description of the project, details of how the student will accomplish the project, and an explanation of how the project will meet the essential questions, including worldview reflection. The proposal will also require students to identify resources that are needed, a field expert for certain project types and a list of preferred faculty advisors.

Students may consult with Worldview Capstone faculty, Capstone Project faculty, other faculty, staff, and content field experts during the proposal design phase to fully develop the intent and construct overall scope of the project prior to submission. The project review panel may require adjustments to your proposal if concerns arise or if more information or clarification is needed regarding design or implementation.

Any project proposal that does not affirm the standards and guiding principles of The Bear Creek School or poses a risk to self or others will be returned to the student for revision or resubmission.

IV. The Faculty Advisor

The role of the faculty advisor is incredibly important for the success of the project. Your advisor is one of the most important contacts that you will have during the project weeks and will also be responsible for grading your ongoing work during the project, which will be calculated into your presentation grade.

You will be paired with a faculty advisor based on a combination of the following factors:

- the preference of the student
- the compatibility of the project with the expertise of the faculty member
- the availability of the faculty member (generally, faculty only advise one project)

The faculty advisor will:

- give advice and counsel
- collect and monitor the student's timeline
- regularly assess the student's progress and provide feedback for project completion
- regularly assess the student's journal and provide feedback for improvement
- participate in the assessment panel

Each student is expected to meet with their advisor **at least two times per week during the span of project weeks**. In addition to a faculty advisor, a *subject expert* is usually required or strongly encouraged. Students who make use of subject experts generally produce better projects.

V. The Capstone Assessment Panel

The Capstone panel is likely to be comprised of the following individuals:

- Patrick Carruth, Headmaster and President
- Karen Blankenbeckler, Vice President for Academic Affairs
- Karen Wright, Ph.D., Upper School Division Head
- Jeff Gephart, Ed.D., Upper School Dean of Students
- Colleen Murray, Dean of College and Academic Advising
- Rob Sorensen and Kristin Dennison, Capstone Project Coordinators
- Kevin Davison, Drew Armstrong, and Ryan Summers, Capstone faculty

VI. Capstone Project Components and Assessment

Each project requires several components: a project journal, a project timeline, a high-quality project, and an oral presentation of the project before the panel, peers, and invited guests.

The project will be assessed on the following components:

- The quality of the journal
- The quality of the oral presentation
- Feedback from the student's faculty advisor
- The quality of the project reflected by the growth, level of challenge, and overall learning gained by the experience
- Overall assessment using the evaluation rubric included in this packet

VII. Worldview Articulation

Much has been made of the importance of worldview during the students' education at Bear Creek. To successfully complete the project, students *must* demonstrate a *robust* understanding of worldview and how it relates to their topic. If a student struggles with worldview articulation in general, students are encouraged to choose projects that facilitate this rather than choose a topic and then struggle finding the worldview impacts. During the presentation and project defense, students should include a reflection of how their worldview has been confirmed, stretched or challenged by their project.

Students are expected to engage with the Christian worldview in an accurate and reflective manner. That may take place either from within the Christian worldview perspective – as a Christian himself/herself – or from without – meaning that a student may express his or her particular worldview orientation in the project outside of the Christian worldview, but should be able to draw substantive and meaningful connections to it.

Panel members will ask questions that explore how the Christian worldview is considered within the nature of the project. The worldview concepts below which you have studied throughout your career at Bear Creek will be helpful to reflect meaningfully. Genuine connections to these ideas will help you demonstrate deep reflection about your topic.

- James Smith's "You Are What You Love" categories: Loves, Habitudes, Investments, Idealizations, Telos.
- H. Richard Niebuhr's "Christ and Culture" models.
- Creation, fall, redemption
- Truth, goodness, and beauty
- God, Humanity, Reality, Truth, Ethics
- Where am I? Who am I? What is the Problem? What is the Solution?
- What is the vision of and for life?

VIII. The Project Timeline

A project timeline is required and will include specific work times, scheduled meetings with the advisor and subject expert, and goals or benchmarks to be accomplished by specific dates. The timeline should receive input from the student's advisor and will be reviewed at each meeting to chart progress or make adjustments as needed.

IX. The Oral Presentation and Defense

The project culminates in a presentation to peers and a defense of the project before the Capstone panel. The presentation should be no less than twenty minutes and no more than thirty minutes in length, including time for questions and answers.

The oral presentation should include the following:

- an explanation of why the project was chosen
- an explanation of the project itself
- the challenges faced in the process of producing the project and how they were overcome
- a description of how your knowledge base was expanded
- an explanation of the intrinsic worth of the project experience
- an analysis of the worldviews related to the project

A question and answer period led by the Capstone panel will follow each presentation. The audience may also have an opportunity to ask questions of each presenter. This is considered the oral defense.

At the close of the defense, a recess will occur allowing the panel time to discuss and evaluate the project, the journal, advisor feedback, the presentation, and the quality of the defense. The overall project will be evaluated as a totality, measured by the rubric included in this packet.

The project is a component of the graduation requirements and will be given the mark of *pass*, *fail*, or *pass with honors*. Seniors who receive the project distinction of *pass with honors* will be recognized at An Evening of Honors. Students who do not pass will need to satisfactorily complete all requirements before transcripts are finalized.

X. Special Considerations During the Project Weeks

Capstone Project weeks are to be devoted fully to the Capstone Project. Students should anticipate that the project will take at least as much time as a normal school day (approximately 6 – 7 hours, 5 days per week). Students who anticipate their project will require work outside of the assigned weeks will need to review their project and work schedule with the Upper School Division Head prior to the start of project weeks.

SCHEDULE

January 21	Capstone Project packet (this document) distributed
February 7	Capstone Project proposal due (early submission date—only if need to make travel plans or requesting a major policy exception)
February 14	Capstone Project proposal due
March 4	Capstone Project proposals returned to students for revision and faculty advisors assigned
March 11	Capstone Project proposal re-submissions due (if required)
March 18	Capstone Project proposal revisions due
March (by month end)	Initial faculty advisor meeting
March 18 – May 6	Students should meet with advisors two to three times before senior final exams to discuss plans and ideas
March 30	Capstone Project timeline due
April 27	Capstone Project timeline revisions due
April 27 – May 1	Senior final exams (during regular class time)
May 1	Capstone Project approved proposal and timeline deadline
May 15	Capstone Project kick-off lunch
May 18 – June 5	Capstone Project weeks
June 4 – June 5	Capstone Project mock presentations
June 8 – 9	Capstone Project Presentations

COMPONENTS OF THE PROJECT

XI. Capstone Project Timeline

The Capstone Project timeline is a planning and working calendar that charts the intended completion of your project. Important meetings, benchmarks, and target accomplishments should be included in the initial calendar. Adjustments and potential modifications are anticipated during your project and should be discussed with your advisor.

The timeline should span the dates of March 18 – June 5.

1. You will need to meet with your advisor **twice** during the weeks of March 18 through May 6, prior to project launch
 - Your first meeting you should introduce your advisor to your project. Please give your advisor your working project document. Discuss any preliminary work, such as ordering resources or scheduling airline flights on your timeline.
 - Your second meeting you should provide your advisor with your completed project document, including your timeline, and discuss with them if there are any lingering issues in need of clarity before project launch.
2. For the weeks of your project work time, May 18 through June 5, your timeline should reflect two meetings *per week* with your advisor.

Each day of your timeline should include the following:

- Objectives for each day (“things to do” list)
 - Goals for time allocation (number of hours per day you predict you will spend on the project broken into objectives or tasks of the day)
 - A schedule of appointments with your faculty advisor
 - Scheduled journaling time (see Capstone Project Journal)
 - The date and time of your project presentation
 - Have a professional or stylized look to the format.
3. Once finished with the timeline, give a copy to your project advisor and submit it to your Capstone faculty by **March 30**. You will revise per suggestions and submit the next version by **April 27**. Please include the final version with your journal on the day of your project presentation. The final version should represent **what you actually did each day**.

XII. Capstone Project Journal

The project journal is written daily and chronicles the cumulative experience and personal reflections while working on the project.

A successful journal includes daily entries that describe details of each day and offers reflection on what is being learned and accomplished. Journal entries should also describe challenges and significant breakthroughs or accomplishments encountered along the way, as well as consistent thoughtful and meaningful worldview reflection.

Your journal should be typed and then bound in a folder or a binder or handwritten in a journal type notebook. If you choose to use a journal type notebook, please make sure that your journal is at least 5” x 7” or larger. Your journal needs to be **neatly** presented and compiled with **no loose pages**.

Thoughtful journal entries should be at least 250 words from day to day, not including additional photos and artifacts attached. Your final journal reflection will be much longer.

You should bring your journal with you to each of your advisor meetings.

Contents of your Journal:

When you submit your Journal, it should include the following:

- The project proposal
- Project timeline indicating what you actually did each day
- Regular, reflective entries that record your daily experience with the project
- Comments from your faculty advisor and your responses to those comments
- Where appropriate, pictures or illustrations
- A final comprehensive assessment of your overall experience with the project.

Please attach these to your journal in some way

From March through April, you should keep *periodic* entries (2 – 3 entries a month) that record your ongoing work on the project and reflect some of the following questions:

- What have I been learning?
- What challenges have I faced? Why did these challenges arise?
- What changes am I making to my plans?
- Is what I am doing important? Why or why not?
- Is what I am doing enjoyable? Why or why not?

Do not feel limited to these particular questions; the key is to think reflectively about the project experience.

During the project weeks in May and June, your *daily* entries should record the following specific details:

- How many hours did you spend working that day?
- What specific things did you accomplish that day?
- What do you need to modify in your plans for the next day?
- What have I been learning?
- What challenges have I faced? Why did these challenges arise?
- What worldview implications am I finding in my project? How is my project stretching my worldview?

Also consider the following reflective questions and choose at least two or more *each day*:

- What has been personally significant today?
 - How will today's actions influence the project's completion?
 - What was challenging about today's work? Why was it so challenging?
 - What did you learn about yourself?
 - Did you meet your goals for the day? If not, why not?
- Again, these questions are examples—what is important is that your journal includes not just your actions, but also your reflections.*

Consider including the following items where appropriate:

- Drawings or sketches
- Photographs
- Relevant paperwork
- Any relevant additions (e.g. a sample of fabric, a computer chip, a bag of Kenyan soil, etc.)

The final element of your journal is your **COMPREHENSIVE ASSESSMENT of the project:**

On the last day or two of your project, reflect on your project and evaluate yourself based on the goals you set for yourself and your actual experience. Make a clear heading for final assessment, and address the following questions:

- How was my project valuable or meaningful to me? How does my project leave a legacy to others?
- How did this project stretch my knowledge base, my imagination, or my character?
- How has this project enhanced my worldview? What values are being communicated by way of my project?
- Did this project reflect my unique abilities and passions?
- Did I have fun?

You should bring your journal to all your advisor meetings, where your advisor will review your journal. Leave space in your journal for comments from your advisor.

XIII. Capstone Project Presentation

Important Considerations

- *Please hand your journal to the panel at the beginning of your presentation.*
- PowerPoint or some other visual presentation is recommended for your presentation, although a similar media application may also be acceptable. You need to include photographs, pictures, and possibly video clips or other media elements.
- Make sure you check that the format of your presentation works properly in the room in which you are scheduled to present. In all cases, check electronic compatibility **well in advance** of your presentation time. Typically, IT staff members are made available to help test your technology the days of the mock presentation.
- You should be prepared for a presentation of 20 minutes, followed by 10 minutes of questions.
- After you have practiced your presentation alone, a practice presentation with your faculty advisor is required. This must be scheduled in advance with your advisor. Your faculty advisor will counsel you on “finishing touches” and offer recommendations to strengthen your presentation.
- The presentation must be done solely by you. It is not appropriate for friends, parents, or any others to contribute once the presentation has begun.
- Be punctual and fully prepared for your time slot.
- Dress in either professional business style dress or, if your project has a specific type of clothing associated with it, such subject-specific attire is also appropriate, however please check in with Capstone faculty on specific attire requests.
- Do not forget to invite your advisor and your parents to your presentation and spend time thanking people at the end of your presentation!

Presentation Format

The panel recommends this presentation format. If you have a different idea, please review it with your faculty advisor.

Recommended # of minutes	Presentation Section and Recommended Content
<p style="text-align: center;">2 – 3 minutes</p>	<p>Introduction</p> <ul style="list-style-type: none"> ▪ ‘Hook’ (startling fact or statistic; provocative question, anecdote, or famous quotation) ▪ Introduce yourself. ▪ Tie in the hook to your project. ▪ State the topic of your project and the aim. (What did you set out to accomplish?)
<p style="text-align: center;">4 – 5 minutes</p>	<p>Brief Overview</p> <ul style="list-style-type: none"> ▪ What were the principal project activities? ▪ What was the process or product? ▪ Who were your mentors (your “subject experts”), or which agencies were involved? ▪ Where/When did the major action take place? ▪ Consider covering the 5 Ws: Who, What, When, Where, Why/How of your project.
<p style="text-align: center;">8 – 10 minutes</p>	<p>The Close-Up</p> <ul style="list-style-type: none"> ▪ Expand on some aspects of your project in depth. Some suggestions for elaboration are: <ul style="list-style-type: none"> ○ Explain a problem you encountered and how you dealt with it. ○ Describe a day in the life of your project – focus on one process which took several hours to complete. This should be a key aspect of your project. ○ Describe a day in the life of an expert you shadowed.
<p style="text-align: center;">4 – 6 minutes</p>	<p>The Home Stretch</p> <ul style="list-style-type: none"> ▪ Summarize what you have learned. ▪ How has this project challenged and caused you to grow? What have you learned about yourself? How will this be useful as you head to college or into your professional career? ▪ Has the project changed the way you think of, feel, or experience God or the way you relate to others? What is/are your Christian worldview connection(s)? ▪ How were you stretched in knowledge and character? ▪ Remember to thank your team (your adviser, experts, family, friends, and mentors).

Questions the Panel May Ask During Your Project Defense

Personal Growth

- Why did you choose this particular project?
- Did this experience change you in any way? How?
- Did your project help your understanding of worldview? How?
- Did you see God at work in your project? How?

Challenges

- What was the most difficult part of your project? Why was it so difficult?
- What part of the project brought you the most joy? Why?
- How did the project require you to step outside your comfort zone?
- How was the actual project different from your original expectations?
- What surprised you about your project?
- If you could start the senior project over, what would you do differently?
- Did you meet your original goal? If not, why? Was it too ambitious? Were there forces outside your control?

Lasting Value

- In five years, what will you remember most about your project experience?
- How will you follow up on what you have learned?
- Would you recommend your project to future seniors at Bear Creek? Why or why not?
- How do you see this experience impacting your future (not the project per se but the experience)? What lessons from this project experience do you foresee that you will carry with you to college and into your professional future?

Worldview

- How does your project authentically reflect your worldview?
- How does your project accurately, substantively, and/or meaningfully reflect the Christian worldview?
- What elements of your project do you see communicating values about the individual or community, or to the individual or community?
- What gives your project lasting significance?

EVALUATING THE PROJECT

XIV. Capstone Project Evaluation and Rubric

Student: _____

Panel Member: _____

Project: _____

Presentation Evaluation: (25 points)

Indicate TOTAL Points (out of 25): _____

Student Preparedness (Indicate points: _____ out of 10):

Some points to consider before assigning a grade:

- Pre-Project Preparation: All preliminary project paperwork (i.e. proposal, acknowledgement of responsibilities, revisions, and timeline) was submitted on time to the Capstone class teachers and to the project advisor.
- The student arrives promptly with notes, materials, handouts, and technological needs prepared.
- The student has invited appropriate guests and faculty.
- The student is professionally dressed.
- The student's behavior is appropriate (good attitude, no gum, etc.).

Presentation Content (Indicate points: _____ out of 10):

Some points to consider before assigning a grade:

- The student uses visual material effectively to enhance communication.
- The student uses examples or anecdotes as illustrations.
- The student includes introduction and pertinent general information.
- The student demonstrated how his/her knowledge was enhanced and broadened through the effort required of the project.
- The student presents well-organized, cogently developed, and compelling points.
- The student concludes presentation appropriately.
- The student clearly integrates and articulates the development of the project and the intrinsic worth that impacted him/her as he/she worked on this project.

Overall impression of the presentation (Indicate points: _____ out of 5):

Some points to consider before assigning a grade:

- The student speaks clearly and articulates well.
- The student makes eye contact with the audience; does not read the slides.
- The student answers questions intelligently and sufficiently generalizes the importance of the experience into the larger scope of his/her life.
- The presentation demonstrates sufficient effort and preparation on the part of the student – in content, materials, and preparation and rehearsal.

Project Evaluation: (75 points)

Indicate TOTAL Points (out of 75): _____

Worldview component (Indicate points: _____ out of 15):

The student masterfully demonstrates the implications of Christian worldview for his/her project or can make real and relevant connections to it, through the mechanisms learned at Bear Creek.

- (13 – 15 points) Worldview concepts are expertly addressed both by implicitly shaping understanding of the project and discussing application of worldview frameworks and related issues.
- (10 – 12 points) Worldview concepts are adequately addressed with some discussion of worldview frameworks and related issues.
- (0 – 9 points) Worldview concepts are minimally addressed, if at all, with little or no discussion of worldview frameworks and related issues.

The value of the project to the student – intrinsic value (Indicate points: _____ out of 10):

- (9 – 10 points) The intrinsic worth developed and addressed is a convincing and organic extension of the student’s learning experience.
- (7 – 8 points) The intrinsic worth is superficially addressed and applied to the project in order to fulfill the requirement.
- (0 – 6 points) The intrinsic worth is minimally addressed, if at all, and is not convincingly developed as an extension of the project.

The value of the project to the community – extrinsic value (Indicate points: _____ out of 10):

- (9 – 10 points) The student clearly demonstrates an engagement with a larger community relevant to his/her project. The student also clearly articulates the importance of this project to the community at large.
- (7 – 8 points) The student marginally demonstrates an engagement with a larger community relevant to his/her project. The student also marginally articulates the importance of this project to the community at large.
- (0 – 6 points) The student does not demonstrate an engagement with a larger community relevant to his/her project. The student also does not articulate the importance of this project to the community at large.

The learning effected by the project (Indicate points: _____ out of 10):

- (9 – 10 points) Through the project, the student extended him/herself in a new way.
- (7 – 8 points) The student has stayed in a familiar area but has examined the subject in a new way.
- (0 – 6 points) The student has not gone beyond the knowledge and subject he/she already knew.

The project implementation, interaction with the Project Advisor, and the strength of the Journal

(Indicate points: _____ out of 30):

- Final points out of 30 is reflected on the Project Advisor’s final assessment, included with this rubric

Capstone Project Overall Evaluation

OVERALL TOTAL Points (out of 100): _____

Note: Projects receiving 90 or more points will be considered for Honors distinction.

Panel Member Comments:

XV. Advisory Meeting Log

Complete this two-page meeting log each time you meet with your advisor and include with your Journal for your final presentation. The copy below has been provided for your reference; your Project Advisor should receive a copy.

Capstone Project Progress Report

Date: _____

Part I – To be filled out by the student *before* the advisor meeting.

List and briefly describe the work you have done on your project since the last meeting.

Briefly describe the goals you have for your project over the next week.

What can your advisor help you with moving forward?

Part II – To be filled out by the student and advisor together during the advisor meeting.

Briefly rate and comment on each of the following areas:

Project Implementation

☺ - ☹ - ☹

Is the student making excellent progress on the project?

Does the student demonstrate an excellent use of time?

Does the student demonstrate autonomy at a high level?

Comments:

Worldview Integration

☺ - ☹ - ☹

Is the student able to make organic, authentic worldview connections?

Does worldview reflection shape the student's approach to the project?

Comments:

Journal

☺ - ☹ - ☹

Is the student keeping regular entries in the journal?

Does the journal indicate how the student's time has been spent?

Does the journal evidence a deep level of reflection?

Comments:

Overall Progress

☺ - ☹ - ☹

Comments:

What should the student be working on in the coming week(s)?

Student Signature

Advisor Signature

XVII. Project Advisor’s Final Assessment

Student: _____ Advisor: _____

Project: _____

Please rate and briefly comment on the following aspects of your student’s Capstone Project process.

Project Implementation from Start to Finish.

Goal: The project demonstrates excellent use of time. The student was resourceful and demonstrated autonomy to an excellent level.

Comment

Grade (1 – 10): _____

Christian Worldview Integration

Goal: Student expertly addresses worldview concepts. Worldview reflection grows organically from the project.

Comment

Grade (1 – 10): _____

Journal

Goal: Journal is neatly prepared, follows the directions laid out in the packet, and contains both a record of the student’s time and substantive self-reflection.

Comment

Grade (1 – 10): _____

Practice Presentation

Goal: Student gives a complete practice presentation before the project weeks. Student works with advisor to prepare an excellent project presentation.

Comment

Please write some brief **feedback** (both praise and constructive criticism) for your student. This will be included in the letter that is sent to your student over the summer.

Feedback

TOTAL Points (out of 30): _____