

Wake County Graduation Project Considerations

Resources Needed

Determine the necessary resources to make the project successful at all schools

- ✓ All coordinators need time built into the school day to fulfill the duties of a Graduation Project Coordinator (i.e. an extra planning period)
- ✓ All principals need to provide a standard amount of time for Coordinators based on the size of the school and the readiness of the students
- ✓ All schools need additional paper to create materials for Graduation Project
- ✓ Staff development funds need to be designated for Graduation Project training
- ✓ The Wake County Guide will need to be updated and a limited number printed
- ✓ Resources need to be created to support schools and students
- ✓ Graduation Project Coordinator meetings need to continue to support consistency of implementation
- ✓ School funds needed to support communication from the district to parents, teachers, and students
- ✓ The schools will need additional ADM to support the Graduation Project Intervention course for students who are not on track to complete the project by graduation
- ✓ Wake County Technology Services will need to make adjustments to the reporting system by adding Graduation Project to SAM, SPAN, report card, and transcript
- ✓ The county will need to create a systematic approach for skill/learning acquisition potentially through a structured advisory program
- ✓ Wake County will need to continue to financially support the background check for mentors whether a mentor component is required or optional
- ✓ Training materials for staff, students, parents, and community members (including funding for development of materials and printing)

Learning Skills

Determine the skills all students in the district should master as a result of the project

- ✓ Determine the skills students will master as a result of the project
- ✓ Decided on a sequence for learning, practicing, and demonstrating mastery of these skills
- ✓ Create rubrics that measure the level of mastery of the components

District Level Decisions for Consistency of Implementation

Determine the decisions necessary to ensure all students share a common experience

- ✓ Determine the criteria for successful completion and develop assessment rubrics
- ✓ Determine which parts of the Graduation Project may be associated with a course grade
- ✓ Provide examples of Graduation Project elements incorporated in all grade levels and content areas

Advantages of Graduation Project

- ✓ The project focuses on 21st Century Skills which are difficult to assess in a traditional format
- ✓ The development over time and combination of skills from multiple disciplines does not happen in a one-semester course like it would with GP.
- ✓ The project is based on student interest, which will increase student engagement
- ✓ The paper fulfills the research component of the research strand of the English Standard Course of Study

Differences from the Graduation Project as Envisioned by DPI

- ✓ WCPSS would develop assessment rubrics that are clear and concise
- ✓ Mentor component would most likely be optional but strongly recommended
- ✓ Students would receive structured support through their advisory time
- ✓ Graduation Project coordinators would have extra planning time
- ✓ Grades would be attached to parts of the project where appropriate

Wake County Graduation Project

Ninth Grade

Tenth Grade

Eleventh Grade

Twelfth Grade

Portfolio	Paper	Product	Presentation
<p>Evidence of beginning skill development</p> <p>Interest inventories used to narrow down a topic for the Graduation Project</p> <p>Evidence of career exploration associated with topic(s) of interest</p> <p>Practice interviewing an adult</p> <p>Approval forms to be determined by the district</p> <p>Log of hours</p> <p>Evidences of skill development from grades 9-12</p> <p>Documentation of student work and reflection</p> <p>Rough and final drafts of paper</p>	<p>Learn to craft an Essential Question and Thesis Statement</p> <p>Learn research skills through multiple content areas</p> <p>Learn writing skills through multiple content areas</p> <p>Practice crafting Essential Questions and Thesis Statements</p> <p>Further practice and development of research and writing skills</p> <p>Choose a topic for the paper</p> <p>Narrow down the topic to one Essential Question</p> <p>Complete the Research Paper in the English III course as the research component of the SCOS (students needing additional time to develop the paper will use the senior year)</p> <p>Determine critical elements of the research for the presentation</p> <p>Present research to a panel</p>	<p>Complete mini products within regular course work</p> <p>Practice alternative assessment methods that allow students to demonstrate learning</p> <p>Complete mini products within regular course work</p> <p>Explore examples of Essential Questions and products</p> <p>Practice alternative assessment methods to demonstrate learning</p> <p>Finalize the proposal for the product</p> <p>Begin to dedicate 15 hours towards a product</p> <p>Complete documentation to support the 15 hours of work</p> <p>Complete reflections regarding the product</p> <p>Present the product to a panel</p>	<p>Practice presentation skills: body language, eye contact, voice, and professional dress</p> <p>Learn the essentials of effective presentations and visual aids</p> <p>Further practice presentation skills</p> <p>Learn to respond to questions from an audience</p> <p>Practice giving effective presentations with visual aides across disciplines</p> <p>Further practice presentation skills</p> <p>Practice responding to questions from an audience</p> <p>Continue to practice giving effective presentations with visual aides across disciplines</p> <p>Develop oral presentation with visual aid for the Graduation Project</p> <p>Practice presentation in front of teacher(s) and peer audiences</p> <p>Present to a Panel of Judges</p>

Levels of Implementation of Wake County Graduation Project

Student Engagement & School Involvement

Option 1	Option 2	Option 3	Option 4
<p>11th grade research paper based on student interest instead of literary criticism (as in some schools)</p> <p>Presentation of research to teacher and peers in the classroom</p>	<p>11th grade research paper based on student interest</p> <p>Presentation of research to a panel of faculty members</p>	<p>11th grade research paper based on student interest</p> <p>Development of a product as an outgrowth of the research</p> <p>Presentation of research and product to a panel of faculty and community members</p> <p>Portfolio kept but not formally assessed</p>	<p>11th grade research paper based on student interest</p> <p>Development of a product as an outgrowth of the research</p> <p>Presentation of research and product to a panel of faculty and community members</p> <p>Portfolio formally assessed using a rubric</p>

Amount of Time & Resources Needed