

CAREER READY **SD**

Capstone Experiences: Service Learning

A Project of:



This document was created with federal dollars available to the SD Department of Education through the American Rescue Plan (ARP).

Table of Contents

- Capstone Experiences 3
- Getting Started 3
- Service Learning Capstone Overview 4
- Elements Of a High-Quality CTE Capstone Experience 5
- CTE Capstone Experience Implementation Checklist..... 6
- Service Learning Capstone Components..... 8
 - Component #1: Research 8
 - Component #2: Service Project 8
 - Component #3: Portfolio 8
 - Component #4: Presentation 9
- Service Learning Capstone Examples..... 10
 - Types of Service Learning 10
 - Service Learning Resources 10
- Service Learning Capstone Roles & Responsibilities 11
 - Role and Responsibilities of the Student..... 11
 - Role and Responsibilities of the Capstone Coordinator/Advisor 11
 - Role and Responsibilities of Service Learning Capstone Mentor 11
- Changing the Service Learning Capstone..... 12
- Service Learning Capstone Research Guidelines..... 13
 - Plagiarism..... 13
- Guidelines For the Service Learning Project..... 14
 - General Guidelines for Service Learning Project: 14
- Service Learning Capstone Portfolio Guidelines 15
 - Suggested Portfolio Components 15
- Service Learning Capstone Reflection Guidelines 16
 - Guidelines for Student Reflection 16
 - Suggestions for Weekly Student Reflection 16
- Guidelines for The Presentation..... 17
 - Capstone Coordinator/Advisor Guidelines for Service Learning Presentations..... 17
- Guidelines for Grading/Assessing Service Learning Capstone 18
- Appendix Table of Contents.....Appendix 1

Capstone Experiences

Capstone experiences allow students the opportunity to **consolidate and apply learning** from their high school coursework into a **meaningful and relevant career-related experience**. This student-driven experience is based on the student's chosen career cluster or pathway and designed to help increase college and career readiness.

Getting Started

Use this Service Learning Framework as a starting point for designing a local program. Feel encouraged to adapt, modify, and tailor the outlines program and documents to fit your specific needs – flexibility is intentionally built into the program.

Students participating in the Capstone Course: Service Learning (22104) will...

- Plan a service learning project that addresses a community or school need.
- Collaborate with community/industry partners to support the project.
- Evaluate and reflect on the success of their project.
- Create and present a professional portfolio documenting and reflecting on the experience.

Recommended course credit offered: .5-1.0

Prerequisite recommendation: Foundational CTE Course

For More Information on CTE Capstones:

- CTE: Capstone Experiences <https://doe.sd.gov/cte/capstone.aspx>
- CTE: Service Learning Standards <https://doe.sd.gov/cte/documents/Service-Learning-Experience.pdf>

Service Learning Capstone Overview

The Service Learning Capstone Experience applies academic and career skills to create meaningful student-led projects with community partnerships. Service learning is a teaching and learning strategy that connects academic curriculum to community needs and empowers youth to become engaged in their communities.

Service Learning Capstone is a student-led, project-based experience that is meant to extend beyond simple community service or volunteerism. It calls upon students to become experts in their chosen topic areas through rigorous research and then apply what they have learned through research into relevant and beneficial projects. It will stretch the students' skills and prepare them for life beyond high school.

A Service Learning Capstone will look different for each school or district that chooses to incorporate it, but each experience should incorporate the following elements:

- A research component
- A service project
- A portfolio
- A presentation

Service Learning Capstone allows students the opportunity to connect with a mentor from the community, conduct research on a carefully chosen topic, then consolidate and showcase their learning into a meaningful and relevant Service Project. It is a way for students to connect with the world outside of school and to demonstrate the skills, abilities, and knowledge they have developed to help prepare them for their post-secondary education and the workforce.

Service Learning Capstone provides students with a focused and structured learning experience that helps them develop important workplace skills like meeting timelines, making decisions, conducting research, and preparing for and presenting to others. Service Learning Capstone provides an opportunity for students to model the 3 R's for schools – rigor, relevance, and relationships!

Service Learning is typically NOT:

- An episodic volunteer type program
- A stand-alone unit or activity within a curriculum
- Logging a set number of community service hours to graduate

Elements Of a High-Quality CTE Capstone Experience

1. **Clear & Aligned Purpose** - Learning outcomes are aligned with school, district, and student-specific goals.
2. **Student-Driven** - The student takes leadership for selecting, planning, and implementing the experience.
3. **Career Exploration & Skills Development** - Students participate in career exploration and employability skills training prior to the experience.
4. **Career-Connected** - Students apply academic learning to the experience.
5. **Community Mentors** - Business, industry, and community partners serve as experience mentors.
6. **School Advisors** - Students have access to advisors to help support the experience.
7. **Training & Support** - Students, advisors, and community partners are provided with continued training to support the experience.
8. **Safe & Age-Appropriate Partnerships** - Experiences take place in a safe environment and age-appropriate environment.
9. **Reflection & Recognition** - Students, advisors, and mentors reflect on the experience and recognize the work of all involved.



CTE Capstone Experience Implementation Checklist

The implementation checklist should be used to help prepare for and begin offering a CTE Capstone Experience. This is just a general guide to help determine the necessary and suggested activities required to implement a high-quality Capstone Experience in your district.

1. Organize

- There is support from administration, faculty, and the school board for offering the Capstone Experience.
- Capstone Experience Coordinator(s)/Advisors(s) have been assigned.
- A budget has been designated (if applicable).
- A suggested timeline has been determined for offering the proposed Capstone Experience(s).

2. Plan

- Seek input from students, staff, and community members to determine which of the Capstone Experiences will be offered.
- Review the State provided resources and standards for Capstone Experiences to become familiar with each [Experience's components](#).
- Visit with other schools who have implemented a Capstone Experience to gain insight and feedback.
- Review and refine the suggested timeline for offering the proposed Capstone Experience(s).

3. Design

- Identify components from the provided resources and standards to include in your program.
- Download and revise templates and resources you plan to include in your program from the provided resources.
- Determine the logistics of how the Capstone Experience will be offered as a part of your district's schedule/calendar (ex. semester or year-long, .5 or 1 credit, completed as a part of a designated class period or self-directed by the student).
- Determine if successful completion of the Capstone Experience is required for high school graduation.
- Identify any prerequisites needed by a student prior to completing the Capstone Experience (ex. Career exploration, employability, soft skills training, prior work-based learning experience).
- Determine the criteria and the grading scale for successful complete of the Capstone Experience (ex. pass/fail or assigned a letter grade).
- Identify roles and responsibilities of the Experience Coordinator/Advisor(s), students, administration, community members, and any others involved in the program.
- Create course syllabi and description(s) for district course guidebook.
- Gain final approval from administration and school board for offering the course(s) .

4. Implement

- Communicate the Capstone Experience program to staff and students.
- Ensure professional development is provided to staff if necessary.
- Ensure any prerequisites are provided to students prior to registering for the experience.
- Initiate the Capstone Experience course if this is part of your program design.
- Review progress regularly, adjusting expectations and plans as needed.

5. Evaluate

- Identify goals for the Capstone Experience program.
- Identify student outcomes.
- Analyze program and student results.
- Recommend program modifications based upon results.

Service Learning Capstone Components

Topic Selection: The topic can be developed around addressing a problem or issue identified by the student that relates to a student's interests and their future career and post-secondary plans.

Component #1: Research

The research component is a formal process that encourages the student to develop and demonstrate proficiency in conducting research and writing. Unlike the Senior Experience Capstone, a full research paper is not a requirement of the Service Learning standards; however, the following are suggested criteria for the research component:

- Researched-based written summarization of the community need or issue the service project with address.
- Variety of credible sources including one sources being an interview from the student's Experience Mentor.
- The research component should conform to school and district standards for senior-level research and writing. Capstone Coordinators/Advisors are encouraged to work with the school faculty from the English Language Arts Department to determine appropriate guidelines and requirements for the research component of the Service Learning Capstone Experience.

Component #2: Service Project

This is a tangible creation based on the issue or problem identified in the research topic. Project guideline recommendations include:

- A recommended minimum of 40 hours dedicated to completing the project component of the Experience.
- A student should have pre-approval from their Capstone Coordinator/Advisor before proceeding.
- Student's mentor and/or Capstone Coordinator/Advisor may assist with the project if necessary.

Component #3: Portfolio

The portfolio is a professional compilation of the student's work, documentation, and required criteria for their Service Learning Experience. The following are suggested components that may be included:

- Cover page and/or title page
- Table of contents or menu
- Resume
- Cover letter
- List of references
- Letter of intent
- Summary of the service project
- Reflection on the experience
- Thank you emails/notes
- Documentation of any professional correspondence
- Documentation of time spent with mentor
- Relevant career and schoolwork samples

- Research component
- Presentation component

Component #4: Presentation

The formal presentation is the final recommended component of the Service Learning Capstone Experience. It allows for students to showcase their experience to an audience or panel. It is recommended that the presentation follow district approved criteria for senior-level speeches and/or presentations. The following is suggested criteria to include as a part of the presentation:

- An analysis/summary of the entire Capstone Experience
- Visual aids and/or artifacts from the experience
- Explanation of the relationship between the service learning project and the student's research
- Reflection on the impact the experience had on the student's post-secondary and career plans

Note: The approved state standards for Service Learning Capstone Experience call for the student to "evaluate the service learning experience through a final project OR a presentation." The Capstone Coordinator/Advisor should work with school/district administration to determine if a formal presentation component should be a required component of the school/district plan or if an alternative means will be allowed for the student to demonstrate mastery.

Service Learning Capstone Examples

Topic	Mentor/Project
Food insecurity issues in my city/county/state	Mentor with a local community organization that addresses food insecurity in your community. Develop a project to raise awareness.
Pollution and littering in my city/county/state	Mentor with a local community or agency that supports the maintenance of public lands. Develop a project to help raise awareness.
High rates of stray animal population in my city/county/state	Mentor with a local community organization that supports stray animals. Develop a project to raise awareness.
Water scarcity issues in my city/county/state	Mentor with a local agency that monitors natural resources in your community. Develop a project to raise awareness.
Lack of childcare or after school activities for youth in my city/county/state	Mentor with a local community organization or an agency that supports childcare and out-of-school time activities for youth. Develop a project to raise awareness.

Types of Service Learning

- 1. Direct Service** involves the student actively working face-to-face with the individuals or entities they are designing their project around.
- 2. Indirect Service** involves the student working with resources or with indirect individuals or entities for their project.

Service Learning Resources

Use the following resources to learn more about Service Learning as a Capstone Experience for students.

- [Service-Learning Project Examples – AP Central | College Board](#)
- [Service-Learning | Youth.gov](#)
- [Service-Learning, Service-Learning and Community Service in K-12 Public Schools \(ed.gov\)](#)
- [National Youth Leadership Council: Service Learning](#)
- [Career Ready SD](#)

Service Learning Capstone Roles & Responsibilities

Role and Responsibilities of the Student

It is the responsibility of the student to meet all guidelines and timelines for the Service Learning Capstone.

- Complete any prerequisites requirements of the Experience in accordance with school and/or district policy.
- Select a Service Learning Capstone Mentor and arrange for approved time to work with your mentor to complete the experience.
- Maintain documentation of all work in progress, rough drafts, final draft, etc.
- Submit all Service Learning Capstone course requirements in accordance with course syllabus and school district policy.
- Maintain regular and professional communication with Capstone Mentor and Capstone Coordinator/Advisor throughout the duration of the experience.

Role and Responsibilities of the Capstone Coordinator/Advisor

Any 7-12 Certified Teacher or Certified School Counselor can serve as a Service Learning Capstone Coordinator/Advisor. Additional school staff may be asked to help support the student at various stages of the Experience as well.

- Serve as a student advisor helping with selection and approval of the Service Learning topic and project.
- Serve as a resource to the student in all stages of the Experience.
- Assist and advise the student throughout the experience as needed. This may include assistance with:
 - Finding a mentor
 - Service Learning research, project development, or portfolio support
 - Monitoring student progress and entering grades Communicating with students regularly to ensure they are staying on pace and completing all Service Learning requirements
 - Assisting with coordination of final presentations
- Serve as the school liaison for the business/industry or community Mentor. This includes communicating with the mentor throughout the experience as necessary.

Role and Responsibilities of Service Learning Capstone Mentor

The role of the Experience Mentor is essential to the success of the Service Learning Capstone. Each student must have a Mentor who has expertise/experience related to their chosen Service Learning project/topic. The Mentor should:

- Serve as an industry expert and resource to the student throughout their Service Learning Capstone Experience.
- Allocate time and plan to work with the student one-on-one as a part of their Capstone Experience.
- Complete any necessary documentation and return to the student's Capstone Coordinator/Advisor.
- If a mentor is willing and able, they may also help by:
 - reviewing student research
 - evaluating the project
 - advising student in planning the presentation and attending the presentation.

Changing the Service Learning Capstone

As sometimes happens, a student may need to modify the original topic of their Service Learning Capstone Experience. Make sure that any requirements or policies for changing a Service Learning Capstone project, mentor, or portfolio requirements is outlined in the course syllabus and/or students understand this policy at the beginning of the experience.

Consider the following questions when determining if a student can or should make a change to the Experience.

1. What does the student plan to change about their Service Learning Capstone?
 - The project topic or area of focus
 - The mentor
 - The portfolio
 - The presentation
2. Why are these changes necessary?
3. How will these changes help to improve the Experience outcomes?
4. Have the proposed changes been discussed with others, such as parents or the experience mentor?
5. How will these changes affect the Experience timeline?

Service Learning Capstone Research Guidelines

All Service Learning Capstone Experiences start with a well-researched area of focus for the student's service learning project. Each school/district should determine what type and or level of evidence of research will be required of students completing the Service Learning Capstone Experience. This research may take the form of a formal research paper, a summary of research document, or an activity that demonstrates the student has thoroughly researched their chosen topic. Students should be expected to continue to practice and implement the rigorous academic research guidelines laid out for them by the school's senior-level English Language Arts Department.

Guidance for the proper formatting and organization of academic research

- [Research and Citation – Purdue OWL® - Purdue University](#)
- [Writing a Research Paper – Purdue OWL® - Purdue University](#)
- [MLA Style Introduction – Purdue OWL® - Purdue University](#)
- [APA Style Introduction – Purdue OWL® - Purdue University](#)

Collaboration with the student's English Language Arts instructors is highly recommended for this component of the Experience. These instructors can support the research component of the Service Learning Capstone by:

- Instructing the student in proper academic research procedures.
- Review any rough drafts or research notes and advise the student as to where revisions may be necessary.
- Evaluate the final draft of any research requirements.

Plagiarism

Plagiarism is a very real and prevalent issues in academics and the career world. Make sure that all school and/or district policies related to plagiarism are outlined in the Service Learning Capstone course syllabus and students fully understand the ramification of cheating or stealing another's work or achievements.

Avoiding Plagiarism Resources for Educators

- [Avoiding Plagiarism – Purdue OWL® - Purdue University](#)
- [Resources for Teachers: How to Detect Plagiarism – MIT Comparative Media Studies/ Writing](#)

Avoid Plagiarism Resources for Students

- [Plagiarism FAQs – Purdue OWL® - Purdue University](#)
- [Best Practices for Writers – Purdue OWL® - Purdue University](#)
- [Avoiding Plagiarism Guide, APA Style 7th Edition](#)

Guidelines for the Service Learning Project

The project component of the Service Learning Capstone is the main component of the Capstone Experience. The student's research and support and guidance from their mentor should come together to create a tangible project that demonstrates their academic learning, leadership, and real-world problem solving skills. Often, students will be able to easily choose a topic for their research, but they struggle with coming up with an idea for a project to address the need or issue identified in their research. The Experience Mentor can be a great resource for students to help gain feedback and insight into this component of the Capstone Experience.

General Guidelines for Service Learning Project:

1. The project should address a community need or issue. The "community" can be a narrow group, such as the student's school community, or a broader group, like the student's town/city, or even a larger community, such as regionally or statewide.
2. The project should include academic connections. The project should be related to the student's interests, career plans, or the classes or content they have been most interested in learning about in school or continuing to learn about in a post-secondary or industry setting.
3. The project should be student-led. From the research to the implementation of activities to the final presentation, all aspects of the project should be student-driven. Advisors, mentors, and school staff can offer guidance and support, but the students should be leading the project from beginning to end.
4. The project must include a tangible activity or service provided that connects to the identified community and addresses the identified need or issue.
5. Students should not be expected to spend money to complete the project. Expenditures will not enhance the student's project evaluation. If expenses are necessary, the school should have a plan for helping support the student if possible and/or engaging with community and business sponsors to support the student.
6. Students can be allowed to complete a project in partnership with other students; however, it may be at the discretion of the Capstone Coordinator/Advisor and each individual student must contribute to each component of the Service Learning Capstone course requirements.

Service Learning Capstone Portfolio Guidelines

The portfolio is a professional compilation of the student's work, documentation, and includes all required criteria of the Service Learning Capstone Experience. The following are suggested components to be included in the portfolio.

Suggested Portfolio Components

- 1. Cover or Title Page**
 - Experience title, student name, school and Capstone Coordinator/Advisor information, presentation, or experience date
 - Table of Contents/Menu – there should be any easy way for the Capstone Coordinator/Advisor, mentor, and any Experience judges to be able to review the student's portfolio
- 2. Experience Summary**
 - A summary of the entire experience including visual artifacts and evidence of the service project
- 3. Professional Documents Section**
 - Resume, cover letter, references
- 4. Experience Documents Section**
 - Copies of all required forms from the experience – letter of intent, experience approvals, change of experience form, permission to participate, planning checklists, timesheets, professional correspondence (emails) with advisor or mentor, any other documents required by the school
- 5. Experience Reflection & Evaluations Section**
 - Any required written or recorded journals, reflections, or weekly summaries of the experience, experience evaluations (self) or by the advisor or mentor

Service Learning Capstone Reflection Guidelines

An important aspect of the learning process is reflection. It is highly recommended that students be required to submit reflections both during their Service Learning Experience and a more detailed reflection summarizing the experience. Make sure the reflection guidelines required of the student are clearly identified in the Capstone Experience syllabus.

Guidelines for Student Reflection

- Timely and frequent reflections should be required of students participating in the Capstone Experience. This can be weekly, bi-weekly, or after certain required activities.
- Reflections can be either written or recorded, but there should be a minimum length assigned regardless of the medium being used.
- Students reflections should be written or created in a professional manner.

Suggestions for Weekly Student Reflection

1. What progress have you made on your Service Learning Capstone this week/during ____ time?
2. Describe what you did during your experience this week/during ____ time?
3. What new information or skill have you acquired? What have you learned from this experience?
4. What did you like the most about your experience this week/during _____ time?
5. What did you not enjoy about your experience this week/during _____ time?
6. What barriers or challenges have you faced with your experience so far?
7. What assumptions did you have going into this experience and how have those assumptions changed?
8. If you could go back and start the experience over, would you change anything? Explain why or why not.
9. What advise do you have for other students interested in the Service Learning Capstone?

Guidelines for The Presentation

The formal presentation allows for students to showcase their Service Learning Capstone Experience to an audience or panel. It should reflect and include elements from all other components of the Experience including the research, the service project, and the portfolio. It is recommended that the presentation follow district approved criteria for senior level speeches and/or presentations.

Capstone Coordinator/Advisor Guidelines for Service Learning Presentations

- Capstone Coordinators/Advisors should NOT be the sole evaluator of the presentations.
- Establish a panel of judges to help evaluate the student's presentation. This can include other teachers/advisors, school and district administrators, school board members, community members, and even Experience Mentors.
 - Schedule the Capstone Experience presentations at a time and place that will enable the greatest support from these individuals. This might mean presentations happen after school, during school board meetings, or during carefully selected times during the school day.
- Hold a brief judges meeting prior to the presentations where you can answer any questions and provide a clear and understandable rubric for judges to help them evaluate the presentations.
- Ask the judges to ask questions of the students. If they are unsure of what to ask, have prepared questions ready for them.
- Send thank you notes/emails to judges for participating and supporting the program.

Guidelines for Grading/Assessing Service Learning Capstone

The Service Learning Capstone Experience is designed to be a semester or even a year-long course for students and should be a largely self-directed endeavor; however, it is important to ensure that regular check-ins and submission of evidence/artifacts is happening so students can ensure they are staying on pace, meeting all required deadlines, and completing all the required tasks and components of the Experience. The Capstone Coordinator/Advisor should outline all graded submissions and their proposed deadlines in the course syllabus and communicate any necessary submission deadlines to the Experience Mentor or additional support staff (English Language Arts teacher) if needed.

Service Learning Appendix

This section of the framework provides example documents, templates, and additional resources for implementing a Capstone Experience. Feel free to use any information from this section as guidance to help, implement, execute, and assess a Capstone Experience in your district.

Appendix Table of Contents

Semester Grading Tasks and Pacing Guide	Appendix 2
Guidelines for The Presentation Student Handout	Appendix 3
Judge Interest Form	Appendix 4
Guidelines For Judges.....	Appendix 5
Judges Presentation Evaluation	Appendix 6
Parent Permission Form	Appendix 7
Choosing A Mentor Student Handout	Appendix 8
Mentorship Agreement Form.....	Appendix 9
Mentorship Agreement Form.....	Appendix 10
Mentoring Communication Log.....	Appendix 11
Mentor Evaluation Questions.....	Appendix 12
Portfolio Table of Contents Example	Appendix 13
Student Reflection Questions	Appendix 14
Topic & Project Selection Guidelines Student Handout.....	Appendix 15
Letter of Intent Guidelines	Appendix 17
Student Planning	Appendix 18

Semester Grading Tasks and Pacing Guide

Timeframe	Graded Evidence/Artifact	Points
Week 1	Career Interest Inventories, Topic Category Brainstorming, Overview of Requirements	
Week 2	Professional Document Submitted – Resume, Cover Letter, References, etc., Parent Permission Form	
Week 3	Planning Document, Letter of Intent, Initial Mentor Communication for Placement	
Week 4	Complete Initial Research –Mentor Agreement Form, Weekly Reflection	
Week 5	Complete Initial Research – Schedule Mentor Hours, Weekly Reflection	
Week 6	Project Approval Form, Project Planning, Begin Mentorship Hours (off-site), Weekly Reflection	
Week 7	Project Worktime, Continue Mentorship Hours (off-site), Weekly Reflection	
Week 8	Project Worktime, Continue Mentorship Hours (off-site), Weekly Reflection	
Week 9	Project Worktime, Continue Mentorship Hours (off-site), Weekly Reflection, Quarterly Check-in with Capstone Coordinator/Advisor	
Week 10	Implementation/Execution of Service Project, Finalize Mentorship Hours if needed, Weekly Reflection	
Week 11	Implementation/Execution of Service Project, Initial Portfolio Development and Organization, Mentor Evaluation and Log, Weekly Reflection	
Week 12	Portfolio Development and Organization, Weekly Reflection, Thank you Communication to Mentor	
Week 13	Finalize Portfolio and Presentations; Presentations to Audience/Panel of Judges	
Week 14	Finalize Portfolio and Presentations; Presentations to Audience/Panel of Judges	
Week 15	Final Self-Reflections and Assessment, Thank You Emails	
Week 16	Finalize and Turn-in any Experience Components that were Incomplete or Needed Fixed	
Week 17	Finalize and Turn-in any Experience Components that were Incomplete or Needed Fixed	
Week 18	Final Grades Posted by Capstone Coordinator/Advisor	
TOTAL POINTS		

This is just an example of a possible pacing guide and grading tasks. Feel free to use or edit this as best fits your needs as the Capstone Coordinator/Advisor.

Guidelines for The Presentation Student Handout

The formal presentation is a way for you to showcase your Service Learning Capstone Experience to an audience or panel. It should reflect and include all required elements of your Experience, including: the research, the project, and the portfolio.

Student Guidelines for Presentations

1. Prior to your presentation, confirm the time and place.
2. Ensure the presentation meets all the district/course requirements for presentations or speeches. Practice your presentation several times to help ensure you are meeting the time requirements and you are not simply “reading” from your presentation materials.
3. Arrive EARLY for your presentation time.
4. Keep these tips in mind when answering questions following your presentation:
 - Answer with confidence.
 - Request clarification when necessary.
 - Admit when you don’t know the answer.
 - Pack up and remove project/presentation materials.
5. Thank the judges for their time at the end of your presentation.
6. Dress professionally and in accordance with the requirements outlined in the Capstone Experience syllabus. If you are not sure what constitutes appropriate dress, consult with your Advisor.

Judge Interest Form

The following is an example of a Judge Interest Form that can be used as a template for creating a digital form, or modified, printed, and handed out at school functions, community events, or shared with industry partners.

Judge Information:

Name: _____

Business/Organization: _____

Phone Number(s): _____ E-mail: _____

Please check the career cluster you have the most expertise in. (choose all that apply)

- | | |
|---|---|
| <input type="checkbox"/> Agriculture, Food and Natural Resources
<input type="checkbox"/> Architecture and Construction
<input type="checkbox"/> Arts, A/V Tech. and Communications
<input type="checkbox"/> Business Management and Administration
<input type="checkbox"/> Education and Training
<input type="checkbox"/> Finance
<input type="checkbox"/> Government and Public Administration
<input type="checkbox"/> Health Science | <input type="checkbox"/> Hospitality and Tourism
<input type="checkbox"/> Human Services
<input type="checkbox"/> Information Technology
<input type="checkbox"/> Law, Public Safety, Corrections and Security
<input type="checkbox"/> Manufacturing
<input type="checkbox"/> Marketing
<input type="checkbox"/> Science, Technology, Engineering and Mathematics
<input type="checkbox"/> Transportation, Distribution and Logistics |
|---|---|

Please indicate which day(s) and time(s) you work best for your schedule.

	8 a.m. to 10 a.m.	10 a.m. to Noon	1 p.m. to 3 p.m.	3 p.m. to 5 p.m.	5 p.m. to 7 p.m.
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					
Saturday					

Guidelines For Judges

Thank you for volunteering your time as a judge for the Service Learning Capstone Experience. You have been asked to evaluate the presentation component of the student's Experience, which is the final piece of the semester/year-long Service Learning Experience.

Please review the following guidelines to help you prepare for your role as a Capstone Judge.

- 1.** Please introduce yourself to the student prior to the start of the student's presentation.
- 2.** Students are required to speak for _____ to _____ minutes to receive credit for their presentation. Please indicate on the provided scoring rubric if they did not meet this requirement.
- 3.** Students should NOT be simply reading from their notes or the presentation materials. They should be attempting to make eye-contact with the audience (you).
- 4.** Students are required to answer questions from the judges. Please try to ask the student at least one question at the end of their presentation. Please refrain from asking any questions until the end of the presentation.
- 5.** Be mindful of your body language and expressions as students may pick up on any of these nonverbal cues during their presentation.
- 6.** Feel free to write notes on the provided evaluation form as needed.

Judges Presentation Evaluation

Student Name: _____ Experience: _____

Content	Points
Personal introduction; reason for choosing topic; project clearly identified	
Body Information – clear summary of the main points and supporting details provided	
Organization – logical flow of ideas	
Conclusion – summarizes; reflects personal growth/learning	
Language Usage – transitions; avoids slang; appropriate word choice	
Relation to Learning – relates research to project presentation	
TOTAL	

Delivery of Speech	Points
Non-verbal – eye contact, poise, posture, appropriate/natural gestures	
Verbal – volume, rate, clarity of speech	
Dress/Appearance/Demeanor – neat, appropriate dress; courteous, and prepared	
Audio/Visual Aids – support speech and enhance presentation; limited use of information on note cards	
TOTAL	

Question and Answer Session	Points
Impromptu Skills – fluent, confident; answers questions easily	
Quality of Responses – evidence of knowledge; responds directly to questions	
TOTAL	

Idea/Project	Points
Well-Constructed – shows evidence of time planning, organizing and implementing the project.	
Evidence of Research – project relates to research and to presentation	
NO EVIDENCE OF PROJECT - give a 0 if there is no evidence of a project presented or 1-4 for an unclear or poorly described project. Do not mark any points in the first two criteria above.	
TOTAL	

Total Points:

Parent Permission Form

This Service Learning Capstone Project is comprised of several components, including research, a project, a mentorship experience, and a final presentation. Participating in the Service Learning Capstone will provide enormous benefits for your child both now and in the future. To have a full understanding of what this course entails, please read the included Service Learning Syllabus then sign and return this form to your child's Capstone Coordinator/Advisor.

As the parent or guardian of _____,

who is a student enrolled at _____,

I have reviewed the Service Learning Capstone course syllabus and fully understand the requirements of this course. I understand that my child must complete all Service Learning Capstone requirements with a passing grade to receive credit for the course. I also understand that my child may need to complete some of their Experience criteria outside of regular school hours.

Parent or Guardian's name: _____

Parent or Guardian's signature: _____

Date: _____

Choosing A Mentor Student Handout

A Service Learning Capstone Mentor is someone who has experience and an understanding of the topic you chose and will take a sincere interest in helping you successful complete your mentorship hours and other Experience requirements.

Mentors:

- Provides expertise in the topic area
- Gives suggestions and advice
- Supports your efforts
- Gives you feedback

Preparation to share with the perspective Mentor:

- Clearly defined topic
- Specific expectations from the Mentor, including time commitments
- Mentors benefits in assisting the student

Choosing a Mentor:

- Brainstorm possible experts within your chosen field of study
- Talk to parents, friends, and teachers about possibilities
- Look for someone who has the expertise and is interested in mentoring you through completion of your project

Next steps after the mentor is identified:

- Meet with your Mentor
- Determine how often you will meet with your Mentor
- Decide what areas of your Experience the Mentor will assist with (i.e., project details, review speech)
- Ask the Mentor to be part of your review team

Mentorship Agreement Form

(This document should be signed by your mentor at the time you discuss with them what their role will be in your Service Learning. Be sure that your Mentor reads your finished written proposal and understands the commitment before signing the proposal.)

The role of the Service Learning Mentor is essential to the success of the Service Learning Capstone at _____ High School. As responsible men and women in the community, the Experience Mentors play an active part in the students' learning experience.

As Service Learning Mentor, you will be asked to accept the following responsibilities:

1. Serve as an industry expert and resource to the student throughout their Service Learning Capstone Experience.
2. Allocate time and plan to work with the student one-on-one as a part of their Capstone Experience.
3. Complete any necessary documentation and return to the student's Capstone Coordinator/Advisor. This may include:
 - Documentation of time the student spent with the mentor
 - Evaluation of the student's finished experience
4. Ensure the supervision and safety of the student while on a worksite (if applicable)

Additional useful information:

1. The Service Learning Capstone will begin on _____ and continue through _____. Students are expected to meet with their mentor a minimum of _____ contact hours.
2. An immediate relative may NOT be in a direct line of supervision for the student.
3. Each student is assigned a Capstone Coordinator/Advisor who will act as a liaison and school contact for the mentor. You should expect to receive communication throughout the experience from this advisor. Because the school Advisor may or may not have expertise in the Experience area, your assistance is especially important to the student.

Students have been asked to provide information to their mentors regarding the guidelines and requirements of the Service Learning Capstone Experience at _____ High School. If the student has not done so, please ask them to clarify these items for you.

We trust that the student's work will be beneficial not only to them, but also to you as the Service Learning Mentor. Thank you for your interest in the Service Learning Capstone program. If you have any questions, do not hesitate to reach out to the Capstone Coordinator/Advisor listed on the following page.

Mentorship Agreement Form

Student Name: _____

For students to complete the Service Learning Capstone course, they must work with a Mentor who has expertise in the area they are focusing their service project on. The Mentor must be willing to verify the student’s efforts and time spent and assist the student as they complete their experience. If you are willing to serve as this student’s Mentor, please complete the form below.

Neither the School District nor the training station employer shall discriminate against any student or employee based on race, color, national origin, sex, marital status, parental status, or handicap in employment practices or on-the-job training experiences.

I agree to serve as a Mentor for the above named student for their Service Learning Capstone.

Mentor Name: _____

Address: _____

Phone: _____ **Email:** _____

Relationship to Student: _____

Capstone Coordinator/Advisor Signature

Date

Student Signature

Date

Parent Signature

Date

Service Learning Mentor Signature

Date

Mentoring Communication Log

Student Name: _____

Capstone Coordinator/Advisor: _____

Mentor Name: _____

Use this form to keep a record of your meetings with the student. This will serve as documentation of the time spent in consultation on the Service Learning Capstone. Please note and initial any time spent with your Advisee in any aspect of the written or physical project, including travel time, phone, and other correspondence.

If you have questions regarding this form, please call the high school at _____ and ask for the student’s Capstone Coordinator/Advisor (indicated above).

DATE	TOTAL HOURS	DESCRIPTION OF ACTIVITIES

Mentor Signature

Date

Mentor Evaluation Questions

Student Name: _____

As a Service Learning Capstone Mentor, you were chosen to support this student's efforts on the Service Learning Capstone. Please answer the following questions to help us evaluate and document the required hours and activities completed as a part of the Experience.

Describe some of the activities or topics of discussion that the student was engaged in related to their research and/or the service project components of their Service Learning.

What specific problems did this student encounter and need to overcome?

What successes have you seen this student achieve?

Is there anything that would have made this experience better for you as a mentor?

Is there any other information about the Experience or the student that you would like to share with their Capstone Coordinator/Advisor?

Mentor Signature

Date

We appreciate your support and contribution to the student.

Portfolio Table of Contents Example

Service Learning Experience Summary.....	Section 1
Professional Documents	Section 2
Letter of Intent	Section 3
Research Summary/Component	Section 4
Service Learning Project	Section 5
<ul style="list-style-type: none"> ● Project Overview ● Expected Expenses/Expenses Summary ● Time Expenditure Sheet 	
Presentation.....	Section 6
Experience Reflections	Section 7
Experience Evaluations.....	Section 8
Evidence of Experience Documents	Section 8
Additional Artifacts	Section 10

Student Reflection Questions

Congratulations on almost completing your Service Learning Capstone! Answer the following questions to help you reflect on your Experience.

Student Name: _____

Experience Wrap-up Reflection Questions

1. How many total hours (outside of class time) did you spend on the Service Learning Capstone?
2. What issues or problems arose as you worked on the Service Learning Capstone?
3. How did you organize and manage your time?
4. What was your favorite part of the Experience?
5. Briefly describe any new learning that happened and provide at least one example of when you went outside of your comfort zone during the Experience.
6. Detail any changes that occurred from your original plan to your completed Experience.
7. Describe what you learned during the project stage of your Experience.
8. What did you learn about yourself during this experience (think about skills like organization, communication, working with others)?
9. If you could go back and start at the beginning, what would you do differently?

Use the following rubric to reflect on your Service Learning Capstone.

	Mastery	Proficient	Progressing
Research/Topic Choice	My topic was thoroughly researched and the topic I chose addressed a community issue or need.	I conducted some research on my topic but the topic I chose was only loosely connected to a community issue or need.	My research was not fully completed and/or my topic was not connected to an identified community issue or need.
Service Project	I had a complete service project that connected my academic learning with an identified community issue or need.	I had a completed service project, but some planned components of my project may not have been included or did not connect with the community issue or need identified.	My project was incomplete or needed additional work to connect to my academic learning and/or the identified community issue or need.
Portfolio	My portfolio was well-organized, presented in a professional way, and contained all requirements.	My portfolio utilized some organizational techniques; was mostly professional and contained most requirements.	My portfolio needed more organization and could have been more professionally presented. Some requirements may be missing.
Presentation	I presented my Experience professionally and confidently and included all requirements.	I felt mostly prepared for my presentation and addressed nearly all requirements.	My presentation could have used additional practice and refinement in both the content and my delivery.
Participation	I was highly motivated and self-directed throughout the Experience, stayed on task, met deadlines, and asked for help when I felt I needed it.	I was mostly self-directed throughout the Experience and required few Advisor-initiated check-ins to stay on task or meet deadlines. I asked for help when I felt I needed it.	I needed additional support throughout the Experience which was usually Advisor-initiated to help me stay on task and meet my deadlines.

Topic & Project Selection Guidelines Student Handout

A Service Learning Capstone is about doing and learning! Choose a topic that will be interesting and worthwhile and will extend your knowledge. However, making the decision may not be easy. Consult with your Capstone Coordinator/Advisor and remember to keep your Service Learning manageable.

Guidelines to help guide the topic/project selection:

- 1. The Service Project topic/project should be one that you are interested in, but not already an expert.**

For example, if a student has been a diabetic for ten years, worked closely with the Juvenile Diabetes Association, and has been a volunteer in the children's diabetic ward in a local hospital, he or she probably knows a great deal about the subject juvenile diabetes. Unless that student pursues a new approach to diabetes, that topic may not yield much new learning.

- 2. The Service Project topic/project is challenging both academically and creatively.**
The student should take care not to choose a topic that is limited to relatively simple ideas or one that has little application or extension possibilities. The topic should require new academic learning and/or skills development.

- 3. The Service Learning topic/project should be related to an identified community issue or need. Preliminary research may be helpful.**
By researching about community specific needs or issues, students should be able to identify a topic of interest that can translate to a Service Learning project. Through initial research, possibilities for new areas of exploration may surface. It may be wise, therefore, to explore the possibilities for personal interviews, informal surveys, empirical observation, etc., before making a final topic/project selection.

- 4. Carefully consider what expenses may be required of your Service Learning topic/project.**
For example, the service project may include creating products (t-shirts, posters, other printed materials) as a part of an awareness campaign. The student should develop a preliminary budget before making their choice and determine if there are any school/community resources to help with the project expenses. A student should not be required, encouraged, or advised to spend money to complete their Service Learning Capstone.

- 5. You should avoid choosing topics that require dangerous or unsafe activities.**
For example, activities that are restricted under federal youth labor laws may not be appropriate.

6. The Service Learning topic/project should be related to the student's interests and/or future post- secondary and career plans.

Students should utilize career interest assessments, career exploration tools, and other college and career planning resources to help them determine an area of focus that they are interested in. The following are resources available to help students narrow and align their research topic to their college and career plans:

- SD MyLife - sdmylife.com
- Career Ready SD - careerreadydev.sd.gov
- SD Week of Work - weekofwork.sd.gov

South Dakota has adopted the following 16 career clusters. To learn more about these career cluster and pathways, visit: <https://doe.sd.gov/cte/careerclusters.aspx>

- Agriculture, Food and Natural Resources
- Architecture and Construction
- Arts, A/V Technology and Communications
- Business Management and Administration
- Education and Training
- Finance
- Government and Public Administration
- Health Science
- Hospitality and Tourism
- Human Services
- Information Technology
- Law, Public Safety, Corrections and Security
- Manufacturing
- Marketing
- Science, Technology, Engineering and Mathematics
- Transportation, Distribution and Logistics

Letter of Intent Guidelines

The letter of intent is professional written declaration of what the student's Service Learning Project will be. This letter formally announces to parents, the Capstone Coordinator or Advisor, and potential mentors the student's plan for their Capstone Experience.

Knowing how to write a formal business letter is an important communication tool used to help a student establish a professional image of themselves. The following is suggested information to include in the Letter of Intent.

- What is the issue or topic that will be the focus of the Service Learning Capstone Experience? Why did the student choose this topic? What previous knowledge or experience in this area do you have?
- Who can serve as a mentor to help the student complete the Service Learning and what is their experience or expertise related to the student's chosen Service Learning topic?
- What resources (time and/or money) does the student anticipate they will require?

For additional guidance on creating and formatting professional letters, visit [The Basic Business Letter – Purdue OWL® - Purdue University](#).

Student Planning

Use the following checklist to help you plan your Service Learning .

What issue or concern will your Service Learning Project will address?

Why did you choose this topic?

What previous knowledge or experience in this area do you have?

What possible activities/components will be a part of your Service Learning Project?

What resources will you need to successfully complete your project?

Who can serve as a potential mentor and what is their experience related to your topic?