



Senior Defense Portfolio

OVERVIEW

By G. Hernandez,
12• Grade Level / Linked Learning Designee

SCHOOL CONTEXT

Vision

Art is a means of communication that can transcend language, borders, and time. At the **School for the Visual Arts and Humanities**, art serves as a vehicle for both student expression and social transformation. When paired with an understanding of history and human behavior, students not only investigate who they are, but also how they can transform their lives and effect positive social change.

Mission

The mission of the **School for the Visual Arts and Humanities** is to support students in reaching their personal, creative, and academic potential through a rigorous and relevant college-preparatory education with a focus on the Arts. Students will leave our school inspired and equipped to contribute positively to our community and world.

SVAH Learning Outcomes

Graduates of the School for the Visual Arts and Humanities are **Academically competitive** students who can demonstrate mathematical, linguistic, artistic, scientific, and cultural literacy; and are prepared to be successful in college and career.

SVAH students will express **Academic Competitiveness** through each of the following outcomes:

- **Critical thinkers** develop and pose probing questions, consider multiple perspectives, and synthesize and evaluate knowledge. In turn, they use these skills to understand the past and present, and to see the world through a critical lens.
- **Creative Innovators** master the Elements of Art and Principles of Design to create original work that is expressive, reflective, and transformative; and which solves creative challenges.
- **Effective Communicators** are active listeners that are able to express themselves creatively through writing, verbal, and technological forms in diverse settings.
- **Collaborative Leaders** are informed and possess skills to be active participants in their communities and world at large. They demonstrate leadership through collaboration by respecting and acknowledging the rights, strengths, and diversity of others.

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Linked Learning School

Linked Learning is an educational approach that prepares students for college and career success by providing a high school experience where students are active learners, working collaboratively on projects to solve problems and present solutions. They are engaged through cross-curricular academic classes, high-quality technical education classes, and real-world experiences that prepare them for college and career success. At SVAH, the technical education courses are within our **Design, Visual and Media Arts Pathway**.

A Humanities Approach

Educators provide instruction that helps students explore the important questions and ideas that have shaped humankind. Teachers create interdisciplinary units and assessments to help students make connections across disciplines, to their lives, and to the world around them.

Arts-enriched Curriculum

Visual arts classes develop students' artistic skills in a variety of media and technical processes but more importantly they hone their **creative problem-solving abilities**. Four years of practice in rigorous critical thinking and application through the arts as well as participation in **work-based learning opportunities** will provide SVAH graduates with skills, knowledge, and dispositions to succeed in any field.

Equipping Students to Participate

SVAH graduates leave inspired and equipped to contribute positively. Teachers in their classrooms and the office staff in their interactions with students promote character development that helps students:

- 1) Gain **self-knowledge** through reflection on choices
- 2) Learn about **others' needs and differences**
- 3) Take **personal responsibility** for actions
- 4) Become **agents of positive change**.

College-Going Culture

Teachers, counselors, and administration work together to provide rigorous and relevant college preparation and advisement, so all students have the opportunity to attend college and receive financial aid.

Equity and Access for All

- 1) SVAH has an open admissions policy, as it is a community school. We will never require portfolio, audition, or other pre-requisites for admission.
- 2) Teachers believe that all students can learn, and as such, all teachers will teach with strategies that enable students with different abilities and learning styles (including special education and EL students) to learn and succeed.
- 3) Families are essential partners.

We strive to connect families to resources and community partners.

I. SENIOR PORTFOLIO

The Senior Portfolio is a collection of student exemplars that are evident of college and career readiness skills and preparation to successfully exit high school. Construction of the portfolio will take place in Advisory and is shared (Google Drive/Schoology) for evaluators to review prior to the Oral Defense. The objective of submitting a Portfolio is to present evidence to the school community that the defending Senior has shown proficiency in SVAH's learning outcomes through a range of disciplines. There are six artifacts that must be included in the Portfolio: Portfolio Cover Letter, Job

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Resume, Job Cover Letter (optional), three student work samples called "Defense Exemplars," and a Personal Statement.

1. Portfolio Cover Letter

The Portfolio Cover Letter is meant to contextualize the defending Senior's educational journey, goals for the future and the purpose of his/her presentation to the defense evaluators. The cover letter also allows students to briefly explain their overall growth as a student since the 9th grade and defend why they are ready to graduate high school to attend college or join the workforce.

2. Updated Job Resume

A Resume is evidence of students actively working towards a meaningful career. SVAH Juniors are required to complete a resume in preparation for mock interviews, which is completed during the fall semester of 11th grade. The Job Resume must be updated, digitized, and presented as part of the Senior Portfolio in the spring of 12th grade.

3. Personal Statement

A Personal Statement is more than just an essay submission to colleges. It is a reflection of who a student is as a learner, what his/her journey has been, and what all this means for the student's future. SVAH students are required to complete a Personal Statement regardless whether they are applying to college or not, and it is completed during the fall semester of 12th grade year.

4. Defense Exemplars

Defense Exemplars are self-selected, student work samples that reflect a student's academic and professional growth. An Exemplar Reflection will accompany each work sample in the portfolio and is meant to provide context to the assignment or activity, highlight the intended skills taught through the lesson, and identifies the learning outcomes. When selecting Defense Exemplars, the work samples should:

- Demonstrate the student's mastery in one or more of SVAH's learning outcomes
- Provide insight into the student's growth as a learner, scholar, leader and/or visual artist.
- Reflect college/career readiness through academic and professional experiences

Defense Exemplars should only be selected from 11th and 12th grade course work, unless approved by the Advisory instructor. Students will complete a Defense Exemplar Reflection to analyze each work sample and explain in detail how and why it demonstrates a students' mastery of the learning outcomes. One work sample must be chosen from each of the following areas:

- 1) A **Humanities** Course (i.e. Social Studies, English, AP Literature)
- 2) An **Artwork** (i.e. Digital Design Lab, AP Studio Art, or Painting)
- 3) **Field of Choice** (i.e. Math, Science, Internship, Leadership or Community Service)

Advisory teachers are responsible for reviewing the presenter's portfolio beforehand and providing support for students.

II. SENIOR DEFENSE

A Senior Defense is an oral presentation in front of a live panel of evaluators. The defense is an opportunity for seniors to demonstrate their ability to design a coherent and engaging presentation, to confidently engage an audience for a sustained length of time, to speak extemporaneously, and to listen and respond to questions. It is also an opportunity for presenters to elaborate on the contents of their portfolio. Students are also required to construct a visual aid using PowerPoint, Keynote or other approved presentation program for their defense. A defense typically takes about 35 minutes to complete.

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Defense Presentation Agenda

| | |
|--|------------|
| Panelists Introduction | 2 minutes |
| Presentation | |
| Welcome & Overview of major growth | 1 minute |
| Defense Exemplar #1 | 6 minutes |
| Defense Exemplar #2 | 6 minutes |
| Conclusion | 2 minutes |
| Q & A from Panel | 5 minutes |
| Deliberations | 5 minutes |
| Score Reveal & Defense Feedback | 2 minutes |
| Transition Between Defenses | 5 minutes |
| TOTAL | 35 minutes |

Panelists & Audience

Panelists are made up of five members from the school community; teachers, administration, alumni, Linked Learning industry partners and/or current students. The panelists are responsible for listening carefully to the defense, ask questions during the question and answer session, assess student performance with the rubric, and provide feedback on the presentation. Although family members and other advocates for student presenters are not allowed to be on the panel, they are invited to sit in the audience as support for the defending senior.

III. DELIBERATION & EVALUATION STRUCTURE

The panelists will use a rubric to measure and evaluate the quality of the defense. This rubric is used to assess the content of the visual presentation, preparation and quality of presentation skills. After the Q&A session, presenters will leave the room during Deliberations.

For five minutes the panelists will privately debrief about the presentation and reach consensus on how to score the defense using the rubric. At the end of Deliberations, the panelists will invite the presenter back into the room. After providing detailed feedback on the portfolio and oral presentation, the panelists will share the score, which will determine if the senior has passed his/her defense.

Scoring Emerging on the Rubric, in any category, will be considered **Not Passing** and the student will be required to attend tutorial / intervention and prepare for Resubmit session. Scoring Developing on the Rubric, in more than two categories, will be considered **Not Passing** and the student will be required to attend tutorial/intervention and prepare for Resubmit session.

Scoring Proficient on the Rubric, at least on 3 categories, and Developing, on 2 categories, will be considered **Passing**.

RESUBMITS

Seniors who are unable to pass their defense will have opportunities for a Defense Resubmit. Although there are no limitations to the amount of defense “resubmits,” scheduling is at the discretion of SVAH’s 12th grade team and administration. Students will be given a chance to make improvements in the areas of the presentation, which the rubric indicated were not proficient. A resubmit will not affect a student’s academic grade; however, it is critical to passing the defense and graduating on stage.

ADDITIONAL DEFENSE + PORTFOLIO SUPPORT

Students are encouraged to attend the EduCare Afterschool’s “Academic Support Program” to prepare for Senior Defense and Portfolio. Tutors and teacher aides are available 3 to 5 days a week to offer support in (but are not limited to) the construction of the student portfolio, printing and technology support, coaching on public speaking, etc. Students will find a copy of the EduCare Afterschool Program schedule next to the Robert F. Kennedy Welcome Center located near the Catalina Street entrance.

Senior Defense Portfolio

Student Workbook

HOW AM I PREPARING FOR COLLEGE, CAREER, AND LIFE?

Objective: to inform on how you met the standards of the SVAH Graduate Profile

What evidence can you use to show...

- 1. What do YOU know?**
- 2. What can YOU do?**
- 3. What do YOU value?**
- 4. What will YOU do when YOU graduate?**



**What does a
SVAH graduate
value?**

**What does a
SVAH graduate
know?**

**What can a
SVAH
graduate
do?**

**What is a SVAH
graduate's next
step?**

Developing Your Thesis Statement

Describe the purpose (value, will do) of your Senior Portfolio and the major learning or academic growth (what do you know and can do) at SVAH

One of the main parts of a defense is making an opening statement. Read below to prepare an opening statement that will draw the interest of your panelists and other listeners.

- 1. Grab the attention of your audience. You should start your speech with some attention-grabbing fact related to your topic. This will help you make your audience interested in the subject of your dissertation so that they will continue listening to your presentation.**

- 2. Provide background information. Briefly, tell your listeners about the history of your topic. Start with the learning outcomes mastered or achieved in the focus area and list the evidence you will present. This way, you'll give your audience the context necessary to understand your following statements.**

- 3. Mention the significance. Tell about the greater goal behind your learning. Usually, some students use a quote to connect what they learn to show how this knowledge can be use properly or make the world a better place.**

- 4. State your Portfolio purpose and major learning/growth. Finally, you should focus on the main goal of your particular purpose and major learning/growth that you're going to show in your presentation. Make sure that these seem logical and clear.**

To defend your Portfolio Defense successfully, you should practice your speech a lot. Practice (Mock Defenses) in front of a mirror every day to make amendments in your behavior; give little

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speeches in front of your Advisory peers; and visit the defenses of other students in order to learn what you should do and what mistakes you should avoid (MOCK DEFENSES).

You'll also need a good presentation to support your words with evidence (illustrations, graphs, tables, and so on). This is also a very significant part of your defense. If you have problems with creating presentations, you should seek after school support (EduCare). EduCare Extended Learning sessions may proofread your text and eliminate different spelling and grammar mistakes that occurred during the writing process. You may even practice your speech.

| April 2019 | | | | | | |
|------------|-------|-----|-------|-----|--------------------------------|--|
| Sun | Mon | Tue | Wed | Thu | Fri | |
| 31 | Apr 1 | 2 | 3 | 4 | 5 PD: Defense Presentations | |
| 7 | 8 | 9 | 10 | 11 | 12 Defenses - ADV | |
| 14 | 15 | 16 | 17 | 18 | 19 | |
| 21 | 22 | 23 | 24 | 25 | 26 Defenses - ADV | |
| 28 | 29 | 30 | May 1 | 2 | 3 Defenses - ADV | |

Senior Defense Preliminary Checklist

For each section, complete the appropriate box below. Exemplars should be selected from 11th and 12th grade coursework or career/life experiences, unless otherwise approved, and demonstrate mastery of the SVAH outcomes and learning objective.

| Portfolio item | | Digitized Location |
|---|--|---|
| 1. Job Resume: <input type="checkbox"/> In Progress <input type="checkbox"/> Revised <input type="checkbox"/> Completed | | <i>Google Drive or Schoology?</i> |
| 2. Job Cover Letter: <input type="checkbox"/> In Progress <input type="checkbox"/> Revised <input type="checkbox"/> Completed | | <i>Google Drive or Schoology?</i> |
| 3. Senior Portfolio Cover Letter: Describe the purpose of your Senior Portfolio and major learning or academic growth over time (thesis). | | |
| <hr/> <hr/> | | |
| 4. Personal Statement: <input type="checkbox"/> In Progress <input type="checkbox"/> Revised <input type="checkbox"/> Completed | | <i>Google Drive or Schoology?</i> |
| 5. Choose Pathway outcome for Exemplar 1 | Choose Exemplar Type | Content Knowledge |
| <input type="checkbox"/> Critical Thinkers <input type="checkbox"/> Effective Communicator <input type="checkbox"/> Creative Innovator <input type="checkbox"/> Collaborative Leader | <input type="checkbox"/> Humanities <input type="checkbox"/> Artwork <input type="checkbox"/> Field of Choice | <input type="checkbox"/> <i>US. History</i> <input type="checkbox"/> <i>Graphic Design</i> <input type="checkbox"/> _____ |
| Exemplar 1 Evidence: What evidence can you provide in your Portfolio to demonstrate mastery of learning outcome? | | |
| <hr/> | | |
| Exemplar 1 Connection to thesis | | |
| <hr/> | | |
| Exemplar 1 - Relate knowledge to world around | | |
| <hr/> | | |
| Exemplar 1 Reflection: What mastery, accomplishments, and/or successes does the evidence show? | | |
| <hr/> | | |

Exemplar 1 Reflection: What future growth and/or cognitive growth and development does the evidence show you still need?

Exemplar 1 Reflection: What concrete plan/strategy do you have to meet your future growth?

| 6. Choose Pathway outcome for Exemplar 2 | Choose Exemplar Type | Content Knowledge |
|---|--|---|
| <input type="checkbox"/> Critical Thinkers <input type="checkbox"/> Effective Communicator <input type="checkbox"/> Creative Innovator <input type="checkbox"/> Collaborative Leader | <input type="checkbox"/> Humanities <input type="checkbox"/> Artwork <input type="checkbox"/> Field of Choice | <input type="checkbox"/> <i>US. History</i> <input type="checkbox"/> <i>Graphic Design</i> <input type="checkbox"/> _____ |

Exemplar 2 Evidence: What evidence can you provide in your Portfolio to demonstrate mastery of learning outcome?

Exemplar 2 Connection to thesis

Exemplar 2 - Relate knowledge to world around

Exemplar 2 Reflection: What mastery, accomplishments, and/or successes does the evidence show?

Exemplar 2 Reflection: What future growth and/or cognitive growth and development does the evidence show you still need?

Exemplar 2 Reflection: What concrete plan/strategy do you have to meet your future growth?

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| | | |
|---|--|---|
| | | |
| 7. Choose Pathway outcome for Exemplar 3 | Choose Exemplar Type | <i>Content Knowledge</i> |
| <input type="checkbox"/> Critical Thinkers <input type="checkbox"/> Effective Communicator <input type="checkbox"/> Creative Innovator <input type="checkbox"/> Collaborative Leader | <input type="checkbox"/> Humanities <input type="checkbox"/> Artwork <input type="checkbox"/> Field of Choice | <input type="checkbox"/> <i>US. History</i> <input type="checkbox"/> <i>Graphic Design</i> <input type="checkbox"/> _____ |
| Exemplar 3 Evidence: What evidence can you provide in your Portfolio to demonstrate mastery of learning outcome? | | |
| | | |
| Exemplar 3 Connection to thesis | | |
| | | |
| Exemplar 3 - Relate knowledge to world around | | |
| | | |
| Exemplar 3 Reflection: What mastery, accomplishments, and/or successes does the evidence show? | | |
| | | |
| Exemplar 3 Reflection: What future growth and/or cognitive growth and development does the evidence show you still need? | | |
| | | |
| Exemplar 3 Reflection: What concrete plan/strategy do you have to meet your future growth? | | |
| | | |
| 8. Portfolio Defense Presentation: <input type="checkbox"/> In Progress <input type="checkbox"/> Revised <input type="checkbox"/> Completed | | <i>Google Drive or Schoology?</i> |

Portfolio Cover Letter Template

Student Name
Address: 701 S. Catalina Street, Los Angeles, CA 90005
My mail Email

Date

(Salutation) To Whom It May Concern:

(Intro paragraph includes)

- Name, grade, school, interests, goals for the future
- Your strengths and challenges in school
- Description of the purpose of your Senior Portfolio and major learning/growth over time (thesis)

(Second paragraph includes)

- Specific examples of how you have grown over the past four years
- Explain why you are ready to graduate high school and attend college or join the workforce

(Third Paragraph includes)

- Areas that are still struggles/challenges and why it's important to keep working on them
- Plans for addressing these areas for improvement
- Thank you for considering me as a candidate for graduation.

(Closing) Sincerely,

(Signature)
Student Name

Tips for a your letter writing

Length

- Keep to one page.

Spacing

- Single-space your cover letter.
- Leave a space between addresses and dates in the heading.
- Leave a space between your heading (contact info) and greeting ("Dear...:").
- Leave a space between each paragraph.
- Leave at least three spaces between your complimentary close ("Sincerely,") and typed name.
- Sign your name in ink between your complimentary close and typed name.

Margins and Alignment

- Use standard margins (one-inch margins, usually).
- Can use smaller margins (to about 0.7-inch) as long as you are consistent on all sides.
- Align all paragraphs to the left of the page. (You can also indent the first line of each paragraph, but that is not used as often.)

Job Cover Letter Template

A **cover letter** is a brief letter included with a resume that introduces you to a prospective employer.

**(Your Name
Your Address)**

**(Name of Prospective Employer, Title
Company Name
Address)**

(Date)

(Salutation) Dear _____:

(Paragraph 1) State what position you are applying for, where you learned about the position, and what makes you a strong candidate.

(Paragraph 2) Provide any specific details that would highlight personal qualities, skills, and experiences that make you a good candidate for the job. Refer to your resume; and, if necessary, include two paragraphs to include all the information you might want to highlight. Show the reader that you know what they value, why it is important, and how you meet their criteria.

(Paragraph 3) Graciously end the letter, and ask for an interview. Be sure to include your phone number and/or email and the best time to reach you.

(Closing) Sincerely,

Your Signature

Your Typed Name

JOB RESUME TEMPLATE

Resume Criteria

- Contact information complete
- Information clear and brief
- Skills for Success reflected in the resume
- Volunteer + paid work included with responsibilities listed
- Accomplishments and awards included
- Spelling and grammar correct
- Format easy to read and pleasing to look at
- References including contact information provided

Luda Benster
 111 Foster Street
 Sacramento, CA 88888
 (916) 111-1111 (Home) (916) 999-9999 (cell)
 Email: ludab27@heythere.com

Education

Johnson High School
 Business Career Academy
 High School Diploma will be awarded in June 2010

Relevant Skills and Interests

- Team worker
- Customer service experience, including listening and dealing with complaints
- Good time management skills
- Computer technology skills
- Interested in fashion (I write a fashion blog), graphic design, art
- Reliable and dependent

Work Experience

Customer Service Assistant, May 2008 to Present
 Jorge's Market, work full time in summer and 10 hour/week during school year
 Responsibilities include:

- Serving customers at cash register
- Managing my own till, including daily balancing
- Taking phone calls and giving clear responses
- Cleaning and general maintenance, when needed

Volunteer, 5 hours/week
 Dress for Success Clothes Closet
 Responsibilities include:

- Help sort clothes for women needing interview outfits
- Help decide which clothes are not appropriate for interviews
- Helped start database of customers

Achievements

- Maintaining a 3.8 GPA
- Participating in the after-school drama club for two years
- 100% school attendance award two years in a row
- 'Customer Service Champion' Award 2009 at work

References

| | |
|--|--|
| Mr. J. Timmons, Principal Johnson High School 3262 Wallace Lane Sacramento, CA 88888 Tel: (916) 222-2222 | Mrs. Sally Hedges, Supervisor Jorge's Market 999 Baker Street Sacramento, CA 88888 Tel: (916) 333-3333 |
|--|--|



RESUME TIPS

Your resume can determine whether or not you get a job you really want. Whether it's on paper or on-line, your resume is a critical document. Remember these tips!!

1. Make it easy to read

A good resume includes all relevant information, but should be short and to the point. Write clear, short phrases, and limit it to one page.

2. Leave out unnecessary information

Employers want to know about your qualifications for the job. They don't need to know your age, race, height, weight, color of your eyes, religion, marital status or how many children you have.

3. Emphasize your accomplishments

List your successes, awards and leadership roles.

4. Use action words to describe what you have done

Don't just list the titles of jobs you have held. If you have worked as a clerk in an office, for example, you might say: "Filed letters and reports, maintained records, operated office machines."

5. Tell the truth

Employers DO check on the accuracy of resumes. If they find that you have not been truthful, they won't hire you.

6. Make your resume look good

Have clear headings and plenty of white space. Readability is key. Use your finest graphic design skills or get a friend with those skills to help you.

7. Check for errors

Make sure your grammar and spelling are correct. Ask two other people to check your grammar and spelling for you.

8. Have someone whose opinion you respect read your resume

Ask them if it draws a positive picture of you. Ask for suggestions and another reading.

9. Keep working on your resume until it is perfect

It is worth the effort.

RESUME ACTION WORDS

| | | | | | |
|-----------|-----------|-------------|--------------|-------------|-----------------|
| Arranged | Evaluated | Carried out | Improved | Operated | Recorded |
| Assembled | Filed | Collected | Instructed | Ordered | Repaired |
| Assisted | Gathered | Communicat | Introduced | Organized | Responded |
| Attended | Handled | Completed | Maintained | Contacted | Responsible for |
| Built | Helped | Delivered | Participated | Coordinated | Scheduled |

CRITICAL THINKER

I am a Critical thinker because...

- I can develop and pose probing questions. I can consider multiple perspectives.
- I can synthesize knowledge. I can evaluate knowledge.
- I can understand the past. I can understand the present.
- I can see the world through a critical lens.
- I can pose open-ended questions to allow discussion and exploration of reasons why there's a problem.
- I can identify the argument or the problem that needs solving.
- I can pose questions in order to acquire a deep understanding about a problem.
- I can identify a problem and understand why we need to solve it?
- I can understand the situation that created the problem and the facts aligned with it.
- I can collect data about the problem using any of the research methods that can be adopted depending on the problem, the type of the data available, and the deadline required to solve it.
- I can understand different facts and resources required to solve the problem by building a linkage between the information and the resources.
- I can use the Four Worlds and/or Mind Maps to analyze the situation, build a relation between it and the core problem, and determine the best way to move forward.
- I can analyze information, make connections, in order to identify the situation, the strong points, the weak points, and the challenges faced while solving the problem.
- I can divide the problem from its causes and effects.
- I can identify the different causes of a problem and categorize them based on their type of impact on the problem.
- I can decide how to solve the problem and identify the plan to follow to take the decision into action.
- I can evaluate a number of solutions and prioritized them in order to find the most advantageous solution.
- I can identify the solution's strength, weakness, opportunity, and threats.
- I can build an evaluation about the problem that can be put into action.
- I can develop action steps or plan of action to ensure the solution is adopted and executed as planned.
- I can determine how a solution to a problem will be well achieved and integrated between all the involved people.
- I can understand the usefulness of knowing a certain topic.
- I can compare different ways of presenting data.
- I can distinguish relevant from irrelevant facts.
- I can develop criteria for evaluation: clarifying values and standards
- I can question deeply: raising and pursuing root or significant questions
- I can use logical thought processes to analyze information and draw conclusions.
- I can generate, evaluate, and implement solutions to problems.
- I can prioritize issues, make decisions, and anticipate consequences.
- I can plan and prioritize work to manage time and resources effectively.
- I use academic skills (reading, math) in the context of work tasks.
- I can find relevant information and apply it to work tasks.
- I can determine trustworthiness of online information.

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| As a Collaborative Leader because I can... | I am a Creative Innovator because I can... | I am an Effective Communicator because I can... |
|--|---|--|
| <p>1. Leverage resources to solve a real world problem</p> <p>2. Develop ideas and create products with the involvement of all team members</p> <ul style="list-style-type: none"> • Help the team solve problems and manage conflicts • Give useful, specific, and supportive feedback to others • Set a schedule and tracks progress towards goals and deadlines • Use time and runs meetings efficiently; keeps materials, drafts, notes organized • Come to group work prepared and well-informed • Use technology tools to communicate and manage projects • Do tasks without having to be reminded and on time • Delegate roles based on group • Advocate for oneself or others • Acknowledge and respects other perspectives; disagree diplomatically • Follow rules for collegial discussions, decision-making, and conflict resolution • Use feedback from others to improve work • Listen attentively to others • Ability to complete tasks specific to the group task • Understand and play my own role within the group | <ul style="list-style-type: none"> ▪ Design a product that is useful and valuable; solve the defined problem or meet the identified need ▪ Carefully evaluate the quality of ideas and select the best one to shape into a product ▪ Create a product that successfully breaks rules and conventions or use common materials or ideas in new, clever, and surprising ways ▪ Revise and refines artistic product ▪ Cultivate professional relationships and partnerships ▪ Find unusual ways or places to get information (adult expert, community member, organization, literature) ▪ Promote divergent and creative perspectives during discussion ▪ Ask new questions and takes different perspectives to improve on an idea ▪ Seek out and uses feedback and critique to revise products to better meet the needs of the intended audience ▪ Use ingenuity and imagination when shaping ideas into a product ▪ Use technology to enhance understanding of the message ▪ Include elements in presentation that are fun, lively, engaging, or powerful | <ul style="list-style-type: none"> ▪ Critique persuasively to advocate for a cause or change ▪ Research and presents an issue ▪ Select information, develops ideas, and uses a style appropriate to the purpose, task, and audience ▪ Address alternative or opposing perspectives ▪ Present information, findings, arguments, and supporting evidence ▪ Use well-produced audio/visual aids or media to enhance understanding ▪ Select information, develops ideas and uses a style appropriate to the purpose, task, and audience ▪ During presentations, I maintain eye contact, use natural gestures and movements, look confident, dress appropriately ▪ Speak clearly and loudly with rare use of filler words ▪ Organize time well; no part of the presentation is too short or too long ▪ Demonstrate mastery of reading, writing, listening, and speaking ▪ Presents accurately and clearly to an audience. |

Exemplar 1: Humanities Reflection Cover Page

Once you have chosen your Humanities Exemplar (Social Studies, Language Arts, or both), you will describe, analyze and reflect on it in writing using the paragraph format below:

- Topic Sentence: introduction of the exemplar, the nature of the task or action, the time it was completed and the expectation
- Introduce evidence: specific outcome (claim) – how this artifact reflects mastery of one or more SVAH outcome
- Evidence: provide specific details or example to support your claim
- Reasoning: explain how your evidence shows how you met the outcome
- Conclusion: sum-up claim, evidence, and reasoning

Type your response using Times New Roman, size 12pt. font, double-spaced AND upload final draft to Schoology, include your Exemplar. The reflection must be 300-500 words.

Introduce and describe your Exemplar. Create a mental picture of what you did in class to the reader. Describe the Exemplar - What did you create/do? In which class? What was the learning objective? How did you create/do it? If it was a group project, what was your role in creating this artifact?

Analyze the Exemplar – Which SVAH Outcome does this Exemplar address? How does this Exemplar show that you met the Pathway Outcome and/or Content Standard & Skill? Make a Claim - What do you claim you learned as a result of completing this Exemplar? (i.e. I have learned to be an Effective Communicator because I have orally presented clear and

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accurate information about a lab experiment to my peers reflecting scientific thinking and language.) Use the chart below to write your claim.

Reflect on your learning – Make a **Claim (Exemplar 1 continues)** What did you learn about yourself as a learner? What did you learn about yourself personally? What are your goals for improvement? How will the skills you have mastered help you in the future?

Example: By collaborating with others, I realized how useful I am to others by playing my role in a group.

Exemplar 2: Art Reflection Cover Page

Once you have chosen your Humanities Exemplar, you will describe, analyze, and reflect on it in writing using the paragraph format below:

- Topic Sentence: introduction
- Introduce evidence: specific outcome (claim)
- Evidence: provide specific details or example
- Reasoning: explain how your evidence shows how you met the outcome
- Conclusion: sum-up claim, evidence, and reasoning

You may type your response using Times New Roman, size 12pt. font, double-spaced. The reflection must be 300-500 words.

Introduce and describe your Exemplar. Create a mental picture of what you did in class to the reader. Describe the Exemplar – What did you create/do? In which class/activity/content did you create your artwork? How did you create/do it? What was the learning objective? What was your role in creating this artifact (if it was a group project)?

Analyze the Exemplar – Which SVAH Outcome does this Exemplar address? How does this Exemplar show that you met the Pathway Outcome and/or Content Standard & Skill?

Make a Claim - What do you claim you learned as a result of completing this Exemplar? (i.e. I have learned to be an Creative Innovator because I used pastels to create a mood of tension in a landscape or used charcoals and object placement to convey my understanding of elements of art in a still life.)

Reflect on your learning – (Make a **Claim**) what did you learn about yourself as a learner? What did you learn about yourself personally? Which skills of an artist have you mastered? What are your goals for improvement? How will these skills help you in the future **Example:** By completing a still life, I learned the importance of perspective.

Exemplar 3: Field of Choice Reflection Cover Page

Once you have chosen your Field of Choice Exemplar (another discipline, Leadership, Service or Internship), you will describe, analyze and reflect on it in writing using the paragraph format below:

- Topic Sentence: introduction
- Introduce evidence: specific outcome (claim)
- Evidence: provide specific details or example
- Reasoning: explain how your evidence shows how you met the outcome
- Conclusion: sum-up claim, evidence, and reasoning

You may type your response using Times New Roman, size 12pt. font, double-spaced. The reflection must be 300-500 words.

Introduce and describe your Exemplar. Create a mental picture of what you did in class to the reader. Describe the Exemplar - What did you create/do? How did you create/do it? In which context? (class, Club, Internship, or Service) What was the learning objective? What was your role in creating this artifact (if it was a group project)?

Analyze the Exemplar – Which SVAH Outcome does this Exemplar address? How does this Exemplar show that you met the Pathway Outcome or Content Skill? Make a Claim - What do you claim you learned as a result of this Exemplar? (i.e. I have learned to be an effective communicator because I have completed lab experiments by orally presenting clear and accurate information to my peers.)

SCHOOL FOR THE VISUAL ARTS AND HUMANITIES

Reflect on your learning – (Make a **Claim**) What did you learn about yourself as a leader? What are your goals for improvement? How will this help you in the future? (What did you learn about yourself as a learner? **Example:** By participating in TAC Leadership for 2 years, I learned how to do action planning for events.

Senior Defense Portfolio PowerPoint Presentation

Directions for submitting your Defense: Create your Defense on Google Slides (or PowerPoint) and Upload your Exemplars to Google Drive and Schoology

Slide 1: Senior Defense Title

- Your Name, Name of Advisor, Date

Slide 2: Introduction

1. History begins at SVAH since...
2. Interests
3. Educational journey (Thesis expressing how you have grown as a learner/leader over your high school years) – a quote can add interest, thought, support or spice.
4. Future Goals

Slide 3: Purpose of Senior Defense

- What do you hope the audience will take away from your senior defense?
- How do your Exemplars reveal your educational journey and mastery of outcomes or mastery of outcomes?

Slide 4: Exemplar 1 - Title (2-3 slides)

- Include evidence of the Exemplar (pictures of the artifact, excerpts from written Exemplar, graded rubrics, etc.)
- The following are discussed and not necessarily written on the slide:
 - Briefly describe the Exemplar
 - Relate the artifact to an outcome and your overall thesis about your educational journey
 - Explain how this Exemplar demonstrates growth or transformation (link to thesis)
 - Reflect on your learning and growth
 - Connect this artifact back to your educational journey, goals, and/or purpose

Slide 5: Every slide in the presentation serves to:

- Deepen the message you are trying to get across
- Engage the audience in your presentation
- Exemplify principles of design
 - Include pictures to make this part interesting and personable

Slide 6: Exemplar 2 - Title (2-3 slides)

- Same as Exemplar 1

Slide 7: Conclusion

- How does your senior defense demonstrate your readiness to graduate? Re-state your purpose of this defense (make sure this is included since its in the rubric)
 - Indicate areas of continued growth
 - Indicate strategies to address these areas

Senior Defense and Portfolio Quick Checklist

Please complete and return this preliminary checklist to your Advisory Teacher. For each section, check the appropriate box below. Exemplars should be selected from 11th and 12th grade coursework, unless otherwise approved, and demonstrate mastery of the SVAH outcomes and learning objective.

| Item | Date Revised / Edited on Google Drive by student/teacher | Deadline (due to Advisory Teacher) | Uploaded to Google Drive / Schoology |
|--|---|---|---|
| 1. Resume | | | |
| 2. Job Cover Letter | | | |
| 3. Portfolio Cover Letter | | | |
| 4. Personal Statement | | | |
| 5. Exemplar 1 Artifact | | | |
| 6. Exemplar 1 Reflection Cover Page | | | |
| 7. Exemplar 2 Artifact | | | |
| 8. Exemplar 2 Reflection Cover Page | | | |
| 9. Exemplar 3 Artifact | | | |
| 10. Exemplar 3 Reflection Cover Page | | | |
| 11. Exemplar 4* Artifact | | | |
| 11. Exemplar 4* Reflection Cover Page | | | |
| 13. Defense Digital Presentation | | | |

*OPTIONAL

12th Grade Advisory: Senior Defense and Portfolio Calendar*

| Due Dates | Portfolio Artifacts |
|-------------------|--|
| 9/27 | Personal Statement in English Class |
| 10/10 | Senior Defense Handbook & Workbook |
| 10/19 | Updated Job Resume |
| 11/1 | Job Cover Letter |
| 11/29 | Senior Portfolio Cover Letter (THESIS) |
| 11/29 | Preliminary Checklist <input type="checkbox"/> Reflecting as learners: How are you doing and what do you need to work on next? <input type="checkbox"/> Self -assess your progress based on learning outcomes. |
| 12/1 | Artifact: Exemplar 1 Reflection -Provide evidence of your mastery for each of the SVAH learning outcomes by preparing your portfolio for Student Led Conf. |
| 1/24 | Artifact: Exemplar 2 Reflection -Provide evidence of your mastery for each of the SVAH learning outcomes by preparing your portfolio for Student Led Conf. |
| 2/7 | Artifact: Exemplar 3 Reflection -Provide evidence of your mastery for each of the SVAH learning outcomes by preparing your portfolio for Student Led Conf. |
| 2/21 | Annual Career Day |
| 2/20 | PORTFOLIO & Defense Presentation Due (Google Drive) |
| 2/27 | Student Led Conferences |
| March 5 | Student Led Conferences (Mock Senior Defenses Begin (Advisories) |
| March 11 - 14 | EDUCARE EXTENDED LEARNING BEGINS (Mock Defenses) |
| April 2 - 4 | EDUCARE EXTENDED LEARNING BEGINS (Mock Defenses) |
| March 5 - April 4 | Mock Senior Defenses |
| APRIL 5 | SENIOR PORTFOLIO DEFENSES BEGIN (afterschool) |
| April 8 - May 2 | Senior Portfolio Defenses continue in all grade-level advisories |
| April 15 - 19 | Spring Break |
| May 2 | Senior Defenses End (including make-ups) |
| May 15 | Portfolio Defense Reflection |
| June 8 | Graduation Ceremony |

*Tentative