


CAPSTONE INTERVIEW GUIDE for COMMUNITY MEMBERS & STAFF

Capstone interviews will be ... **MORE A CONVERSATION** than an interview, **MORE A DISCUSSION** than a display of MAP worksheets, **MORE A PRESENTATION ABOUT STUDENTS AS A PERSON & LEARNERS** demonstrating that they are ready for the next phase of their lives after high school ends!

Please use the following prompts if necessary in order to support the student and help move the conversation along.

15 minute MAP PRESENTATION

2-3min.	PERSONAL INTRODUCTION
	<p>Students introduce themselves to the panel, speaking to their personal accomplishments, passions, talents, goals and strengths.</p> <p><i>"What are you proud of?"</i> <i>"What are your passions?"</i> <i>"Tell us about your goals for yourself."</i> <i>"Tell us about your talents, the things you are good at doing."</i> <i>"Tell us about some of your personal highlights - the moments that have mattered to you."</i></p>
2-3min.	<p>DISCUSSION/CONVERSATION: Skills & core competencies reflection</p> <p>Students will discuss their skills in relation to the 6 core competencies, identifying their strongest attribute and the reasons why that particular attribute is their strength. **see Core Competencies work sheet for reference</p> <p><i>"Tell me about your strongest attribute."</i> <i>"How will that strength benefit you in your Education, Career, & Life Plan?"</i></p>
4-5min.	<p>DISCUSSION/CONVERSATION: Transition Plan Education, Career & Life Plan, Budget, Healthy Living Plan</p> <p>Students will discuss their future planning, including education, credential(s), employment, and costs for their plans. Students also will discuss their back up plans in case things don't work out as they intend.</p> <p><i>"Tell us about your Education, Career & Life Plan."</i> <i>"What is your post-secondary educational plan?"</i> (*Remember, this can be any form of further education!) <i>"What credential(s) do you plan to achieve?"</i> <i>"How will your educational credentials support your employment plans?"</i> Budget <i>What type of costs are associated with your plans? How do you plan to pay for that goal?"</i> Healthy Living Plan <i>"Tell us about what you do for fun? "do you have any hobbies?" "How will you handle it if things don't work out as you plan?"</i></p>

Thank you for spending your afternoon with the Summerland Secondary School Class of 2019!

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CORE COMPETENCIES

<p>Communication</p>	<p>I am an active listener; I support and encourage the person speaking; I respond thoughtfully</p> <p>I can gather and synthesize information, and present it in a clear organized way.</p> <p>I can work with others to achieve a common goal; I do my share.</p> <p>I can represent my learning and tell how it connects to my experience and effort.</p>	<p>Creative Thinking</p>	<p>I can generate new ideas or reinterpret others' ideas in ways that have an impact on my peers.</p> <p>I can use strategies to generate ideas, such as doing research, talking to others or practicing so that I am able to produce new ideas or so that new ideas will develop into my head</p> <p>I can make my ideas work, even if it takes time and effort or requires me to learn new skills.</p>	<p>Critical Thinking</p>	<p>I can reflect on and evaluate my thinking, products, and actions.</p> <p>I can ask open-ended questions and gather information and evaluate the credibility of the sources of information.</p> <p>I can monitor my progress and adjust my actions to make sure I achieve what I want.</p>
<p>Positive Personal & Cultural Identity</p>	<p>I understand that my identity is made up of many interconnected aspects, including my life experiences, family history, heritage and peer groups.</p> <p>I can explain what my values are and how they affect choices I make.</p> <p>I can reflect on my strengths and I will continue to develop new abilities and strengths to help me meet new challenges.</p>	<p>Personal Awareness & Responsibility</p>	<p>I can use strategies that help me manage my feelings and emotions in stressful times</p> <p>I can take ownership of my goals, learning and behaviour.</p> <p>I can advocate for myself and my ideas and I can celebrate my efforts</p>	<p>Social Responsibility</p>	<p>I can work to make positive change in my classroom, community or natural world.</p> <p>I can solve some problems myself and identify when to ask for help.</p> <p>I take action to support diversity and defend human rights</p> <p>I am aware of how others may feel and take steps to help them feel included</p>

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