

Graduation Project

“School-to-Career Experience”



Ontario High School
Class of 2010

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Introduction

The Oregon Department of Education has mandated all seniors seeking a diploma must provide evidence he/she has met or exceeded the Career-Related Learning Standards and Extended Application Standards. These standards are fundamental skills essential for success in employment, college, family, and community. It is Ontario High School's belief that the Career-Related Learning Standards and Extended Application Standards will be most meaningful when demonstrated through integrated, interdisciplinary approaches and hands-on activities such as accomplishing a task or discovering a solution to a problem in the classroom or career-related learning experience.

In order to assure our seniors obtain these fundamental skills and meet or exceed the diploma requirements, Ontario High School has created a Graduation Project involving the following tasks:

- Creation of an Education Plan
- Creation of Career/Education Portfolio
- School-to-Career Job Shadow Experience
- Creation of a set of employment tools
- Variety of Written Reflections
- Final Reflection/Presentation

We understand seniors have involved lives and will need assistance in completing their Graduation Project. Seniors will be given the opportunity to complete many of the tasks in their classes, but other tasks will be self-directed. We strongly suggest students sit down with their parents or guardians and review the details of the Graduation Project and get started as soon as possible. Senior teachers will be discussing the project in further detail, but if parents/guardians have questions concerning the project, we invite you to make an appointment with one of our counselors. Feel free to come in and visit with one of our administrative team members as well.

Seniors will be assigned a mentor to guide and help them prepare their portfolio presentation and final reflection. Upon the completion of the Graduation Project, all seniors will present their project to an assigned staff member for evaluation. Assignments of mentors and evaluators will be communicated through the senior's English course. Senior presenters will be allotted a minimum of ten and not more than twenty minutes for their Graduation Project Presentation. Presentations should include evidence that supports the senior's claim of Career-Related Skills, knowledge, and abilities that are supported by evidence he/she is ready for the next steps.

Student presentations will be evaluated using the **green** Evaluation Scoring Guide. A score of 48 or better is necessary to receive a passing grade for their project. The grading scale for each skill is as follows: Not acceptable - 0, Needs Improvement - 1, Acceptable - 2, and Exceptional - 3 points. (see evaluation form)

Portfolios will include point-by-point evidence to support acquired skills in the following areas: ***Pre-Employment skills, Applied Job skills and Career-Related Learning Standards***. The evaluation form (used by all evaluators) to evaluate your portfolio, presentation and final reflection, is included.

Oral presentations will take your mentor and evaluator through your portfolio for the purpose of demonstrating that you have met the Oregon graduation requirements, possess Career-Related skills, and evidence that you are ready for your next steps. Seniors will be responsible for arranging a time for their presentation with their evaluator.

Seniors will be allowed a second opportunity to present their project to their evaluator if a first attempt results in a non-passing score. Any senior who misses an evaluation session must petition their evaluator, in writing, stating their reasons for missing the evaluation and requesting a new evaluation at the evaluator's convenience.

The Graduation Project packet is organized to guide you step-by-step through the process. Use the **yellow** dividers in the packet to help organize your portfolio. Use the **blue** checklist to check off items in each section to assure all is collected and completed.

Evaluation Scoring Guide: Graduation Project

(Proof of Employability)
 Passing Score = 48 points

Name:

Evaluation Date:

Evaluated by:

Purpose of this Evaluation

- Communicate the workplace values of employers
- Help students improve their employability skills
- Provide feedback to seniors on Graduation Project
- Prepare students for life after high school
- Make helpful comments (i.e., Needs Improvement, Exceptional, etc.) informing students of status

0—Not Acceptable

1—Needs Improvement

2—Acceptable

3--Exceptional

0 1 2 3

1. Senior shows evidence that he/she possesses appropriate Pre-employment Skills				
A. JOB SEARCH: used formal and informal resources to obtain job leads and identify job openings				
B. RESUME: is neat, accurate, informative, and professional. Identifies appropriate work experience				
C. JOB APPLICATION: completed a job application neatly and accurately				
D. INTERVIEW: demonstrates skills necessary to perform successfully in a job (to be assessed after final presentation of project)				

2. Senior presents evidence that he/she possesses Work Maturity Skills				
A. APPEARANCE: is clean and well-groomed, dresses appropriately, and follows dress code				
B. ATTITUDE: exhibits a willingness to work, is a self-starter, and demonstrates a sense of pride in work				
C. ATTENDANCE: maintains consistent work schedule (tardies). Calls in prior to absences				
D. RESPONSIBILITY: is reliable and dependable, arrives on time, and complies with company policies and work rules				
E. ETHICAL BEHAVIOR: demonstrates honesty, loyalty, integrity, and maintains confidentiality				

Continued: 2. Work Maturity Skills

	0	1	2	3
F. PROBLEM SOLVING: uses problem-solving techniques				
G. SAFETY: follows safety rules and demonstrates safe work practices				
H. FOLLOWING DIRECTIONS: follows directions given in a variety of formats (oral, written, etc.)				
I. COOPERATION: works cooperatively as a team member, and maintains good relationships with peers and supervisors				
J. LIFELONG LEARNING: demonstrates the ability to self-direct learning; sets and works toward short and long-term goals				

3. Senior shows evidence that he/she possesses appropriate Career-Related Learning Skills				
A. LEADERSHIP: teaches others NEW SKILLS, is willing to assume leadership roles				
B. MATHEMATICAL SKILLS: applies math skills to estimate, measure, and calculate				
C. INFORMATION GATHERING: locates, organizes, and uses information to accomplish tasks				
D. SPEAKING: speaks clearly, gives directions, and relays information in an understandable manner (to be assessed after final presentation of project)				
E. LISTENING: listens carefully and asks for clarification when necessary				
F. WRITING: writes clearly and accurately				
G. CUSTOMER SERVICE: is cheerful, meets and greets public, and provides assistance without being asked				

Graduation Project Checklist

Section One Pre-Employment Skills

Education Plan

____ Education Plan Essay

Career Exploration

____ Vocational/post-secondary education search (CIS) (Military service if applicable)

____ Results of Career Matchmaker survey & possible career choices

____ Career research information (CIS)

____ Advantages of choosing this career

____ Disadvantages of choosing this career

____ Suggested high school courses for this career

____ Expected salary

____ Cost of college/vocational school

____ Length of time to obtain degree/training

____ Schools available/locations

____ Back-up plan for secondary career/education

____ Written Reflection (125 or more words)

____ Career Fair Participation

____ College Fair Participation

Job Shadow Experience

____ Interview questions for the job shadow employer with written answers

____ Employee evaluation

____ Written Reflection (125 or more words)

Section Two Applied Job Skills

Employment Tools

____ Job Application

____ Written reflection (125 or more words)

____ Resume (CIS)

____ Three references

____ Written reflection (125 or more words)

____ Three letters of recommendation

High School Documents

- ___ Official Transcript/ Attendance Records for last four years
- ___ Written Reflection (125 or more words)
- ___ CIM Scores
- ___ Written Reflection (125 or more words)
- ___ Honors/Awards
- ___ Written Reflection (125 or more words)

Proof of Employability

- ___ Teamwork Skills Evaluation
- ___ Safety Sample Reflection (125 or more words)
- ___ Mathematic Skills Sample
- ___ Customer Service Skills Sample

Section Three Career-Related Learning Standards & Extended Application Standards

- ___ CRLS/EA Worksheet Completed
- ___ Final Graduation Project Reflection
- ___ Career-Related Learning Standards Evidence

*Written Reflections must address students' understanding of how the artifact(s) collected applies to achieving a career after high school.

Final Written Reflection/Presentation

**The final reflection is a comprehensive narration of what you learned from the Senior Project and how. This reflection will be the primary piece for presenting your experience to your evaluator. This reflection is not a narrative of steps taken to complete the project.

**The final written reflection must address how the student has met the Oregon Career-Related Learning Standards and the Extended Application Standards with the completion of the Senior Project.

Section One

Pre-Employment Skills

In this section you will present your thoughts about the future and evidence of career exploration. Pre-Employment Skills include three components:

- 1. Education Plan Essay**
- 2. Career Exploration**
- 3. Job Shadow Experience**



1. Education Plan Essay

- Education Plan Essay

In this section you will include an Education Plan Essay comprised of career interests, goals and an action plan.



Education Plan Essay

“Let’s Think”

Directions: Using writing strategies learned in your English courses, write a 1-2 page essay that includes the following: *(This essay will help generate ideas and focus for the career research piece of your Graduation Project)*

1. Describe personal, academic, and any evolving career interests.
2. Describe personal, educational, and evolving career goals (short term and long term).
3. Identify in detail the “next steps” you need to take to obtain the above goals.



2. Career Exploration

- Career Information Research
- Job Fair Evidence
- College Fair Evidence

In this section you will include career exploration tools from your research on **two** careers of interest using the **Career Information System**. You will also need evidence of attendance and participation in a career fair and a college fair.





3. Job Shadow Experience

- Job Shadow Questionnaire
- Host Evaluation
- Job Shadow Reflection

In this section you will include the results of your job shadow questionnaire, host evaluation and your reflection on the overall experience of the job shadow.



Job Shadow Experience

Student Information

Introduction

You are being given a unique opportunity to complete a project that will allow you to investigate where your career path may eventually lead.

Job Shadowing gives you a chance to learn what someone actually does in a job that may be of interest to you. This project will provide you with an opportunity to see first hand the kinds of jobs that exist in the business world.

You will be required to look through the Business Yellow Pages to make arrangements through family and friends, or to make contacts within the community that will benefit your understanding of the workplace and the possibilities that might be available to you. Using the following attachments, you will arrange a job shadowing experience to gain access to career possibilities.

What is Job Shadowing?

Job Shadowing involves spending a minimum of four to eight hours — no more than one work day— observing one or more individuals in the workplace. Your goal will be to learn as much as possible by observing, listening, asking questions, and taking notes while “shadowing” a workplace mentor or mentors.

What’s In It for Me?

You may be wondering how Job Shadowing will help you in your education. Below is a list of what you can expect to gain through Job Shadowing:

1. See how the knowledge you are gaining in school is used on the job.
2. Understand what skills you will need to obtain a good job.
3. See how technology is used on the job.
4. Explore some new career ideas for yourself.
5. Learn how much education is needed to obtain the job you want.
6. Understand how learning and earning are connected.
7. Meet interesting people in the community.
8. Have fun!

Job Shadow Experience

Ontario High School Letter to the Parent/Guardian

Dear Parent/Guardian:

Your son/daughter has been asked to participate in a "Job Shadowing Experience." This is a requirement for the completion of the new Career-Related Learning Standards and Extended Application Standards for the class of 2007 and beyond.

Job Shadowing is a program that matches students with a private business, nonprofit organization, agency, or industry. The student "shadows" an employee and experiences job-related expectations, conditions, and competencies. Job Shadowing exposes students to possibilities within his/her chosen career field and provides a connection between education and work.

Students will spend up to one day in the community job shadowing an individual in a career that is of interest to them. Students will be excused from their classes on that day with the understanding that class work missed must be completed before the job shadowing experience occurs.

The entire "Job Shadow Experience" is a foundational exercise designed to encourage career development. The intention of this program is certainly not to have students choose a career based on one experience; however, these brief experiences should give them insight.

It will be the responsibility of each student to arrange for makeup assignments and transportation to and from the job experience. It will also be your student's responsibility to arrange the Job Shadow Experience with your guidance. Students will need to fill out the following attachments and return them to his/her senior teacher.

I hope this experience will be helpful and enjoyable for your daughter/son. If I can be of any further assistance or answer any questions, please feel free to contact me at 889-5309.

Sincerely,

Bret Uptmor
Principal, Ontario High School

Student Responsibilities

Pre-Job Shadow Day

1. Always dress for success (see next page).
2. Make personal contact with a business to schedule a date and time you would like to Job Shadow.
3. Confirm your planned visit within one or two days prior to the visit (see #2 below).

1st Contact by Student to Business

- Personally contact the business and ask to speak with the contact person (if known) or human resources department. Introduce yourself as follows:

“Hello, my name is _____, and I am a senior at Ontario High School. In order to meet the requirements for a diploma, all seniors have been asked to complete a school- to-career job shadow. I am interested in knowing more about (career name) and would like to job shadow with your company/business. This job shadow would entail (inform contact person of shadowing details”.

- You might need to give the company time to work out a convenient date. You may need to return to confirm job shadow date.

2nd Contact by Student to Business

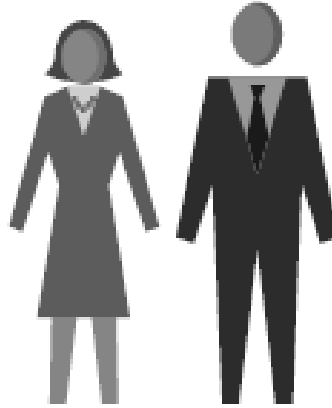
At least two days prior:

- Confirm the appointment with the contact person at the business where you will be “shadowing.”
- Confirm the hours, the expected time of arrival and departure, and the address.
- You will also want to discuss the expected dress code and ask if there are any other special instructions you need to know.
- Review the “Student Activity: Conducting an Interview,” worksheet in the Information Packet.

Plan to Dress for Success

Business Attire for Ladies:

- neat, clean clothing
- pressed
- buttoned down, tucked in
- knee-length dress
- pantsuit/dress pants (no jeans)
- blouse or sweater (no bare midriff)
- hair styled out of the face



Business Attire for Men:

- Neat, clean clothing
- Pressed
- Buttoned down, tucked in
- Suit, pants (no jeans) with tucked in shirt
- Tie, belt
- Clean shaven with hair combed out of the face

Students are not expected to buy new clothes to participate in a job shadow experience. However, students are expected to wear the most business-like, conservative clothing that they own or that they can borrow.

Job Shadow Contract

If you are unable to fulfill this appointment, please let the business know immediately.

Student's Name _____ Period _____

English 12 Teacher _____ Student's Phone _____

Job Shadow Placement

Contact Name _____	Occupation _____
Company Name _____	Address _____
Company Phone Number _____	Date of Placement _____
Arrival Time _____	Departure Time _____
Special Instructions _____	

Note: Please remember these important requirements.

Parents should initial to the left of each statement as they give consent.

- _____ 1. Make sure that you dress appropriately. If this is a professional placement, make sure you wear professional attire.
- _____ 2. Please report to the employer's business at the designated time. If you are forced to be late or unable to attend, make sure you call the employer and the school coordinator in advance. Reschedule the job shadowing experience with the employer and the school coordinator.
- _____ 3. Be sure to bring your employer questionnaire with you to the shadowing site. Utilize the employer to complete the questionnaire/host evaluation making sure the employer signs both.
- _____ 4. Please send a thank you note to the employer within one week of your visit.

HELPFUL HINTS: Remember to use positive body language, be enthusiastic and look interested. Always give the person you are talking to eye contact.

Parent/Guardian's Signature _____ Auto Insurance Yes ___ No ___

- ☆ After contact person and parent/guardian have signed, please return to English 12 teacher.

Job Shadow Experience

Teacher Permission Form

_____ (name of student) will be participating in the Job Shadow Experience on the date below. Please make arrangements for the makeup work to be completed per your requirements.

Job Shadow Location _____
Date _____
Time _____

<u>Class</u>	<u>Teacher Signature</u>	<u>Make-Up Completed</u>
Tutorial _____	_____	_____
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____
4. _____	_____	_____

Attendance Clerk's Signature _____

English 12 Teacher Signature _____

Student Responsibilities

Day of Job Shadow

Student Activity: Conducting an Interview

Meet your Workplace Host

To find out more about your Workplace Host's job, you may want to conduct an interview, (or this exercise may be assigned by your teacher.) Think about the reporters you have observed conducting interviews on the evening news. If you choose not to conduct an interview during Job Shadowing, the questions below may then be used as a reference for the type of questions you may want to ask—use your own judgment. Rule of thumb: do not ask questions about your host's salary (salary information can be researched on your own). Make sure the questions you ask are spoken clearly and that you make eye contact with your Workplace Host. Relax and smile. Write the answers on this page during the Job Shadowing experience or shortly thereafter.

Job Shadow Interview

DESCRIPTION

1. Describe the duties and tasks required of a/an_____.
2. Describe a typical work day and that of an entry level employee.
3. What communication, mathematical, technical, interpersonal or other skills are required on this job?

TRAINING

4. What training or education is needed to enter this career?
5. What high school courses should be taken to prepare for this occupation?
6. What is the future outlook, and what are the advancement opportunities in this career?

WORKING CONDITIONS

7. How is your job affected by these working conditions?

-stress level

-physical labor

-noise level

-work on shifts

-work as-team/solo

-hazards

-seasonal/part-time

-hours/overtime

-clothing/tools

BENEFITS

8. What are the benefits of your job?

-paid vacation

-insurance

-retirement plans

-continued education

-other

WAGES

9. What is the average entry level income?

10. How are additional benefits or income earned?

ADVICE

11. What advice would you offer someone considering this career?

12. What other suggestions do you have that would help me prepare for a career similar to yours?

13. What did I miss today that could potentially turn me away from this career choice?

Any other professional questions you may think of:

Student Responsibilities – Day of Job Shadow

Business Host Evaluation

(Student to provide this form to Business Host)

We appreciate your taking time to host high school students at your place of business. We are very interested in the long term success of our program and would appreciate your taking a few minutes to share your assessment of the job shadow experience. Your feedback will be very valuable, not only to the student that shadowed you, but also to the overall program. Please fill out this form below and return to the student before departure.

Mentor Name: _____	Telephone: _____
Title: _____	Date of Job Shadow: _____
Company: _____	Telephone Number: _____
Student Name: _____	Name of School: _____

Please rate your student according to the chart

Standards to be Evaluated	Exceeds Expectations	Meets Expectations	Below Expectations	Needs Improvement
Punctuality Reported at the appointed time				
Professional Appearance Dressed/groomed appropriately				
Professional Conduct Confirmed appointment in a professional manner; behaved appropriately at the work site.				
Communications Related well to mentor and others; asked appropriate questions				
Overall Evaluation Student was prepared for job shadow; student seemed to benefit from the experience.				

Do you have any comments that you would like to share with the students? _____

Do you have any suggestions for improving our job shadow program? _____

Would you be willing to host another student in the future? _____

Job Shadow Experience

Student Reflection Sheet

Student's Name _____

English 12 Teacher's Name _____ Period _____

Business or Organization Job Shadowed _____

Directions: Answer the following reflection questions. You will need to use both the Job Shadow Questionnaire and the Business Host Evaluation to complete your job shadow experience essay. (see # 8)

1. Briefly describe your job shadow site. Include duties and tasks, a typical work day, and specific skills required.
2. What did you like best about your job shadowing experience?
3. What did you like least about your job shadowing experience?
4. What surprised you most about the experience?
5. If more time was allotted, what job skills or additional job shadowing would you have liked to experience?
6. Would you consider a career in this field? Why or why not?
7. What did you discover about this career that you did not know before this experience?
8. **Essay:** Summarize the answers to the first seven questions into a complete thoughtful essay as you reflect on your job shadow experience.

Student Responsibilities

Post Job Shadow Day

The Thank You Letter

- Thank you letters are important to building good relationships
- Thank you letters should be sent within one week of the experience
- Thank you letters need not be long
- Thank you letters should mention in some detail what you are grateful for and should express your gratitude in an enthusiastic, appreciative way!
- Thank you letters are your chance to show appreciation and express why you liked the experience, how you are going to use what you learned, and to share one thing you enjoyed the most about your day

Sample Letter

Emily Smart
412 Dobson Hall
1200 Greenwood Ave ← (student information)
Platteville, WI 53818

January 20, 2006 ← (today's date)

Mr. Eric Bradley
217 Grace Street ← (contact person information)
Dodgeville, WI 53533

Dear Mr. Bradley,

Thank you for taking the time out of your busy work schedule to provide me the job shadowing experience on January 18, 2006.

I found the tour of the facility and the career related information you shared to be extremely valuable. Being able to talk to other accountants helped me realize my career goals and the kind of company I would like to work for someday. I specifically enjoyed attending a staff meeting to experience some of the every day issues that can arise in an office setting. Thank you for answering all of my questions; the information was very educational.

I thank you again for your generosity and patience in helping me explore my career path.

Sincerely,

Emily Smart

Section Two

Applied Job Skills

In this section you will gather a variety of evidence to support employability whatever your next steps may be. Applied Job Skills consists of three components:

1. Employment Tools
2. High School Documents
3. Proof of Employability



1. Employment Tools

- Job Application
- Resume
- Letters of Recommendation

In this section you will locate, complete and document the job application procedure, develop a resume and obtain **three** letters of recommendation.



Letters of Recommendation

Overview: When seeking a job or admission to a college, you may be asked to give references or letters of recommendation. Letters of recommendation strengthen your resume and application by providing supporting evidence of your skills.

Step 1: Make a list of all the adults who know you and your skills and achievements well, excluding relatives. You should include the following: teachers, advisors, employers or supervisors (for paid and unpaid work), coaches, and community leaders.

Step 2: Obtain three letters of recommendation. Identify an employer or supervisor (for a paid or unpaid position), a faculty member, and someone knowledgeable in the Career Related Framework area you have chosen to write letters of recommendation for you. At least one letter should come from a source outside of school.

Step 3: When you ask each person to write a letter of recommendation for you, present them with a written request. Include in your request the following information: (1) date you need the letter; (2) number of years they have known you; and (3) what you want them to mention in the letter. Request the letters of recommendation be written on official letterhead.

Step 4: After the letters have been received, thank each writer for his or her support and assistance.

Step 5: Put the three letters in your portfolio.



2. High School Documents

- Transcript/Attendance
- OAKS Scores
- List of Awards or Honors

In this section you will gather evidence pertaining to your high school career as a student. Awards and honors are not limited to academics or high school organizations.





3. Proof of Employability

- Teamwork Skills Evaluation
- Safety Sample
- Mathematic Skills
- Customer Service Skills

In this section you will ask another party to evaluate your application of teamwork skills using the following form. You will reflect on an experience you have had using safety rules and safe work practices. You will demonstrate through evidence that you have applied mathematical skills and have met graduation requirements for math. You will demonstrate through evidence that you have customer service skills as verified by an OHS staff member or through one of your letters of recommendation.



Section Three

Career Related Learning Standards & Extended Application Standards

In this section you will acknowledge all nine learning standards through proper documentation of evidence. You will write a final reflection regarding the Graduation Project which will serve as the primary piece for presenting your final project to your mentor and evaluator. This section consists of three components:

1. CRLS/EA Worksheet
2. Final Reflection
3. Career-Related Learning Standard Evidence



1. CRLS/EA Worksheet

- Career-Related Learning Standards Worksheet

In this section you will demonstrate proficiency in each of the nine standards through the recording of evidence using the CRLS/EA worksheet.





2. Final Reflection

- Final Reflection

In this section you will demonstrate relevance, rigor and reflection regarding your Graduation Project. The final reflection must address how the senior has met or exceeded the Career-Related Learning Standards and Extended Application Standards with the completion of the Graduation Project. This final reflection is a comprehensive narration of what you have learned from the project and how you learned it. This reflection will be the primary piece for presenting your experiences to your mentor and evaluator.





3. Career-Related Learning Standards Evidence

- Additional Evidence

In this section you will add any additional evidence needed to demonstrate proficiency in the Career-Related Learning Standards and Extended Application Standard as suggested on the following examples of evidence.



Career-Related Learning Standards

The career-related learning standards (CRLS) are fundamental skills essential for success in employment, college, family, and community life. The CRLS will be most meaningful when demonstrated through integrated, interdisciplinary approaches and hands-on activities such as accomplishing a task or discovering a solution to a problem, in the classroom or career-related learning experiences. The CRLS are a requirement for the Certificate of Advanced Mastery (CAM) and the high school diploma (in 2006-07). Proficiency and sufficiency criteria have been drafted for local assessment of the CRLS for the CAM. See the Department's web site for more information ([Career-Related Learning Standards and Extended Application Standard Implementation Guide](#)). The CRLS are aligned with the Career and Life Roles Common Curriculum Goals at grades 3, 5, 8, and 10. This document is available on the Department's web site at [Career and Life Role Common Curriculum Goals with Career-Related Learning Standards](#) ~~Table~~

Standard	Criteria
PERSONAL MANAGEMENT	
Exhibit appropriate work ethic and behaviors in school, community, and workplace.	Identify tasks that need to be done and initiate action to complete the tasks.
	Plan, organize, and complete projects and assigned tasks on time, meeting agreed upon standards of quality.
	Take responsibility for decisions and actions and anticipate consequences of decisions and actions.
	Maintain regular attendance and be on time.
	Maintain appropriate interactions with colleagues.
PROBLEM SOLVING	
Apply decision-making and problem-solving techniques in school, community, and workplace.	Identify problems and locate information that may lead to solutions.
	Identify alternatives to solve problems.
	Assess the consequences of the alternatives.
	Select and explain a proposed solution and course of action.
	Develop a plan to implement the selected course of action.
Assess results and take corrective action.	
COMMUNICATION	
Demonstrate effective communication skills to give and receive information in school, community, and workplace.	Locate, process, and convey information using traditional and technological tools.
	Listen attentively and summarize key elements of verbal and non-verbal communication.
	Give and receive feedback in a positive manner.
	Read technical/instructional materials for information and apply to specific

<p>tasks.</p> <p>Write instructions, technical reports, and business communications clearly and accurately.</p> <p>Speak clearly, accurately, and in a manner appropriate for the intended audience when giving oral instructions, technical reports, and business communications.</p>
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TEAMWORK

<p>Demonstrate effective teamwork in school, community, and workplace.</p>	<p>Identify different types of teams and roles within each type of team; describe why each role is important to effective teamwork.</p> <p>Demonstrate skills that improve team effectiveness (e.g., negotiation, compromise, consensus building, conflict management, shared decision-making and goal-setting).</p>
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EMPLOYMENT FOUNDATIONS

<p>Demonstrate academic, technical, and organizational knowledge and skills required for successful employment.</p>	<p>Apply academic knowledge and technical skills in a career context.</p> <p>Select, apply, and maintain tools and technologies appropriate for the workplace.</p> <p>Identify parts of organizations and systems and how they fit together.</p> <p>Describe how work moves through a system.</p> <p>Describe the changing nature of work, workplaces, and work processes on individuals, organizations, and systems.</p> <p>Demonstrate dress, appearance, and personal hygiene appropriate for the work environment and situation.</p> <p>Explain and follow health and safety practices in the work environment.</p> <p>Explain and follow regulatory requirements, security procedures, and ethical practices.</p>
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CAREER DEVELOPMENT

<p>Demonstrate career development skills in planning for post high school experiences.</p>	<p>Assess personal characteristics related to educational and career goals.</p> <p>Research and analyze career and educational information.</p> <p>Develop and discuss a current plan designed to achieve personal, educational, and career goals.</p> <p>Monitor and evaluate educational and career goals.</p> <p>Demonstrate job-seeking skills (e.g., writing resumes, completing applications, and participating in interviews).</p>
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Extended Application Standards

Standard	Criteria
Relevance	
<p>Demonstrate evidence of personal relevance.</p>	<p>Describe the connection between your work and your goals and plans beyond high school.</p> <p>Document your new learning, ideas, results, or conclusions and described how they relate to your goals.</p> <p>Document and reflected on the relevance of your work.</p>
Rigor	
<p>Applies and extends academic and specialized knowledge and skills in new and complex situations.</p>	<p>Describe the academic and specialized knowledge and skills you used.</p> <p>Explain how the knowledge and skills you used are relevant to your goals and plans.</p> <p>Describe how you applied the knowledge and skills in a situation that was new to you.</p> <p>Document and reflect on the rigor of your work.</p>
Reflection	
<p>Reflect on learning and connection to post-high school goals.</p>	<p>Include a written and/or verbal reflection about what you learned.</p> <p>Reflect on how the academic and specialized knowledge and skills you used are relevant to your goals and plans.</p> <p>Reflect on how you applied what you have learned in new and different ways.</p> <p>Clearly describe the activities, communications, research, or products that you completed.</p> <p>Document your work.</p>