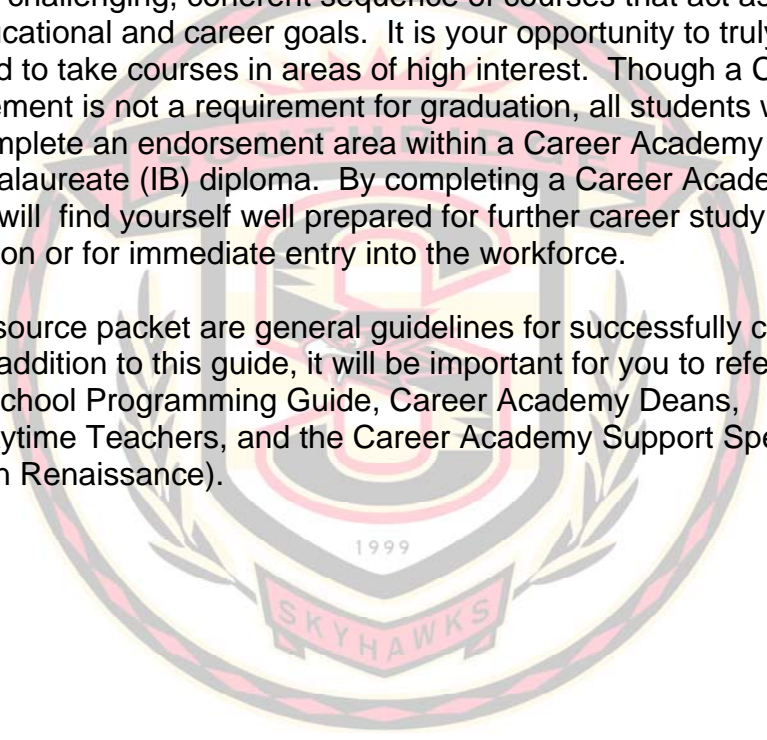


# **SOUTHRIDGE HIGH SCHOOL**

## **CAREER ACADEMY RESOURCE PACKET**

The establishment of Career Academies at Southridge signals our commitment to provide you with a challenging, coherent sequence of courses that act as a “roadmap” in setting your educational and career goals. It is your opportunity to truly personalize your education and to take courses in areas of high interest. Though a Career Academy Endorsement is not a requirement for graduation, all students will be encouraged to complete an endorsement area within a Career Academy or receive an International Baccalaureate (IB) diploma. By completing a Career Academy endorsement you will find yourself well prepared for further career study in post-secondary education or for immediate entry into the workforce.

Included in this resource packet are general guidelines for successfully completing a senior project. In addition to this guide, it will be important for you to reference the Southridge High School Programming Guide, Career Academy Deans, Administrators, Skytime Teachers, and the Career Academy Support Specialist (Angie Ferguson in Renaissance).



# **TABLE OF CONTENTS**

<b><u>Section</u></b>	<b><u>Page #</u></b>
Career Academy Endorsement Options	3
Career Academy Due Dates and Checklists	4
Career Academy Pathway Deans	4
Career Academy Application/Other Coursework Contract	5-6
Steps to Completing a Career Academy	7
Collection of Evidence (Portfolio) Requirements	8
Career Academy/Senior Project Log	9
Senior Project Information (how to choose a senior project)	10-11
Research or I-Search Paper Guidelines	12-13
Finding and Working with a Mentor	14-15
Mentor Permission Form	16
Letter of Intent	17
Career Related Learning Experiences	18
Abstract	19
Career Academy Presentation	20-21
Career Academy Presentation Scoring Guide	22
Collection of Evidence Panel Assessment	23-25

## CAREER ACADEMY ENDORSEMENT OPTIONS

<u>BASIC</u>	<u>ADVANCED</u>
<p>Complete:</p> <ul style="list-style-type: none"> <li>➤ Career Academy Coursework (see programming guide or pre-approved self-designed contracted coursework)</li> <li>➤ <u>One</u> of the following:               <ul style="list-style-type: none"> <li>▪ Career Related Learning Experience (CRLE)- (job shadows, internships)</li> <li>▪ Research Paper</li> <li>▪ Project</li> </ul> </li> <li>➤ Presentation or informal presentation to Career Academy Dean</li> </ul> <p>Students completing the above requirements will be honored with a certificate and career academy seal within their high school diploma.</p>	<p>Complete:</p> <ul style="list-style-type: none"> <li>➤ Career Academy Coursework (see programming guide or pre-approved self-designed contracted coursework)</li> <li>➤ Career Related Learning Experiences as outlined by specific academy requirements (job shadows, internships)</li> <li>➤ Senior Project Collection of Evidence (Portfolio) that includes the following:               <ul style="list-style-type: none"> <li>-application</li> <li>-letter of intent</li> <li>-abstract</li> <li>-project itself</li> <li>-research paper/I-search/Other (see specific requirements)</li> <li>-personal reflections</li> <li>-work log/calendar</li> </ul> </li> <li>➤ Presentation</li> </ul> <p>Students completing the above requirements will be honored with a certificate and career academy seal, honor cord, and special recognition at graduation and the senior assembly.</p> <p><b>*Insufficient achievement in any of the above may earn a 'Basic' level designation</b></p>

## DUE DATES AND CHECKLIST:

<u>What</u>	<u>Due Date</u>
<input type="checkbox"/> Application and Mentor Documentation Form (pg 16)- fill in mentor later Deliver to: Mr. Dalton, Lower Counseling Be working on: Project development and mentor search	Oct. 2 <sup>nd</sup>
<input type="checkbox"/> Letter of Intent Deliver to: Mr. Dalton, Lower Counseling Be working on: Project and collection of evidence completion	Jan. 8 <sup>th</sup>
<input type="checkbox"/> Collection of Evidence (Portfolio) Deliver to: Mr. Dalton, Lower Counseling	April 8 <sup>th</sup>
<input type="checkbox"/> Pick up Collection of Evidence Portfolio From: Your Academy Dean	April 14 <sup>th</sup>
<input type="checkbox"/> Appeal Date Deadline Appeal to: Your Academy Dean	April 30 <sup>th</sup>
<input type="checkbox"/> Project Presentations                      Career Academy Candidates	May 11 <sup>th</sup>

## CAREER ACADEMY PATHWAY DEANS

<p><u>Business Leadership</u> Marketing, Accounting, Management: Tammy Mullen</p> <p><u>Arts and Communication</u> Visual Arts, Graphic Design: Belle Chesler Video &amp; Film: Kevin Bennett Publications: Travis Bishop, Jeff Dibler Theatre Arts: James Fewer Instrumental Music: Todd Zimbleman Vocal Music: Robert Hawthorne</p> <p><u>Information Technology</u> Software Engineering: Dan Velasquez System Administrator: Dan Velasquez Webmaster: Dan Velasquez</p> <p><u>Engineering and Design:</u> Civil, Mechanical, Automotive: David Holz/Jacob Small Architectural Drafting/Design: David Holz/Jacob Small Design Technology: David Holz/Jacob Small</p>	<p><u>Math and Sciences</u> Natural Resources Management: Diana Baker Health Sciences: Kevin Butzer/Brooke Mayo Research Sciences: David Holz Mathematics: Scott Baranick, Staci Quimby</p> <p><u>Health Promotion &amp; Education</u> Human Performance: Mark Lea</p> <p><u>Social, Human and Government Services</u> Law: Addie Lyden Education: Sharon Larpenteur Social Services: Ann Karakas International Relations: Donna Dunlap</p>
---	---

Academy Dean: \_\_\_\_\_

**Career Academy Application**

To complete your application, turn in 1.) this **fully completed form**, 2.) a **signed Mentor Permission** form and 3.) a copy of your **current transcript** to Angie Ferguson before the deadline during your senior year. **Print legibly**, please.

Name: \_\_\_\_\_ Phone Number: \_\_\_\_\_

Student ID #: \_\_\_\_\_ E-mail Address: \_\_\_\_\_

Skytime Teacher: \_\_\_\_\_ Street \_\_\_\_\_

Year of Graduation: \_\_\_\_\_ City, Zip: \_\_\_\_\_

**Circle the pathway you intend to complete. Fill out a SEPARATE APPLICATION for each pathway. The Self-Designed worksheet/application is on the back of this form.**

<b>Math and Sciences</b>	<b>Social, Human and Government Services</b>	<b>Arts and Communication</b>	<b>Business Leadership</b>	<b>Information Technology</b>	<b>Health Promotion</b>	<b>Engineering and Design</b>
Research Science	Law	Publications	Marketing	System Administration	Human Performance	Civil, Mechanical, Automotive
Natural Resource	Education	Visual Arts	Accounting	Software Engineering		Design Technology
Health Sciences	International Relations	Graphic Design	Management	Webmaster		Architectural/Drafting
Mathematics	Social Services	Video and Film				
		Theatre Arts				
		Vocal Music				
		Instrumental Music				

1. Completed Career Related Learning Experiences that apply to your academy: (circle all that apply)

Job Shadow    Internship    Guest Speaker    Interview    Paid Employment    Volunteer work

2. Senior Project/Research Paper Idea (okay if not decided): \_\_\_\_\_

3. Are you enrolled in a capstone class? (Science Research, Art Studio, Business Leadership, Film Seminar, etc.)?

Circle one:    Yes    No    If yes, name of the class: \_\_\_\_\_

**Keep a copy of this completed application for your Collection of Evidence Binder**

Academy Dean: \_\_\_\_\_

## Self-Designed Career Academy Application

To complete your application, turn in 1.) this **fully completed form**, 2.) a **signed Mentor Permission** form and 3.) a copy of your **current transcript** to Angie Ferguson before the deadline during your senior year. **Print legibly**, please.

Name: \_\_\_\_\_ Phone Number: \_\_\_\_\_  
 Student ID #: \_\_\_\_\_ E-mail Address: \_\_\_\_\_  
 Skytime Teacher: \_\_\_\_\_ Street \_\_\_\_\_  
 Year of Graduation: \_\_\_\_\_ City, Zip: \_\_\_\_\_

**Show your coursework below that supports your Self-Designed plan. Dean signature below is mandatory.**

Required Course Information	Course Name (identify off campus)	Credit Value	Completed?	Forecasted?	
Total:					

Elective Course Information	Course Name (identify off campus)	Credit Value	Completed?	Forecasted?	
Total:					

- Completed Career Related Learning Experiences that apply to your academy: (circle all that apply)  
 Job Shadow    Internship    Guest Speaker    Interview    Paid Employment    Volunteer work
- Senior Project/Research Paper Idea (okay if not decided): \_\_\_\_\_
- Are you enrolled in a capstone class? (Science Research, Art Studio, Business Leadership, Career Academy, Film Seminar, etc.)?    Circle one:    Yes    No  
 If yes, name of the class: \_\_\_\_\_

**Dean Signature (approval):** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Keep a copy of this completed application for your Collection of Evidence Binder**

## **STEPS TO COMPLETING A CAREER ACADEMY**

- Step 1:** Choose a Career Academy and Pathway and complete and turn in an application, transcript and mentor permission form (actual mentor can be provided once chosen) to the Career Academy Office in Renaissance by the September deadline. Keep a copy of all these documents for your Collection of Evidence Binder.
- Step 2:** Read through the requirements of your specific pathway (pick up in Career Academy Office) and this resource packet. This packet will help you understand the specific requirements.
- Step 3:** Brainstorm ideas for your Career Academy requirements using the guiding pages in this packet. Decide on a Basic or Advanced Academy.
- Step 4:** Start a Collection of Evidence Binder (Portfolio) and file everything you have for your Career Academy. Create sections with dividers as outlined on the Collection of Evidence page in this packet. Begin working on a project log (brainstorming notes, journals, e-mails, etc.)
- Step 5:** Decide on a senior project and/or topic for research or I-Search paper. Your research topic should tie into your project. Discuss with your Dean if you have questions or for approval.
- Step 6:** Find an adult mentor in the community who will guide you with your senior project and research. Once you have found your mentor, go to the Career Academy Office and list the mentor's name on your Project Mentor Documentation Form.
- Step 7:** Turn in a Letter of Intent to the Career Academy Office in Renaissance by the January due date. See directions for a Letter of Intent in this packet.
- Step 8:** Complete your Career Related Learning Experiences that apply to your pathway (job shadows, internships, interviews). See your specific requirements for more directions. These should be completed and included in your Collection of Evidence Binder by the April due date.
- Step 9:** Complete your Senior Project and Research/I-Search Paper. These are due in your Collection of Evidence.
- Step 10:** Complete an Abstract that summarizes your entire Career Academy. See this packet for directions and guidance. Include it in your Collection of Evidence Binder.
- Step 11:** Review the Senior Project Scoring guide to make sure you understand what is expected. Do a self-assessment using the guide to see if you are ready.
- Step 12:** Complete your Collection of Evidence (Portfolio) and polish it up to be submitted to the Career Academy Office in Renaissance. Turn in by the April due date. A panel will review your work and return it to the Career Academy office with comments.
- Step 13:** Pick up your Collection of Evidence Portfolio (with feedback from your panel) in the Career Academy Office on Monday following the Thursday you turned it in. Review the comments from your panel and revise prior to the presentation date.
- Step 14:** Plan your presentation using the guidelines in this packet. Decide on who you would like to invite to your presentation and let them know your time and place. Be sure to invite family, friends, underclassmen and your mentor.
- Step 15:** Senior project presentations will be in May (date will be announced). Your final step!! Present and resubmit your portfolio with any corrections requested by your panel. Be sure to check back with your dean to confirm your endorsement level.
- Step 16:** Informal presentations to your Advisory/Skytime will follow during an advisory period designated for Career Academies.

## **COLLECTION OF EVIDENCE (PORTFOLIO) REQUIREMENTS**

For your Career Academy Portfolio, use a large binder (a 3" is probably sufficient-include the following sections using dividers to separate). Put your portfolio in the following order. If your pathway does not have a particular requirement, such as a Research paper, skip it and move to the next section.

- **Table of Contents**-clearly labeled table that guides the assessor through your portfolio (see page 2 for example)
- **Abstract (pg. 19)**
- **Career Academy Application (pg. 5)**: Application with Transcript attached (get from advisor at start of year)- make a copy before turning yours into the Career Academy Office in Renaissance,.
- **Letter of Intent (pg. 17)**- Put a copy of your final draft in your portfolio.
- **Mentor Information (pg. 14-16)**: Correspondence with mentor (e-mails, phone logs) Documentation/Mentor Form and Mentor Thank You Letter
- **Research or I-Search (see specific requirements per pathway) (pg. 12-13)**
  - Final Research Paper with In-Text Citations and a Works Cited
  - All brainstorming for your paper- the writing process such as outlines, etc)
  - All research notes
  - All research (copy everything you use within your paper)
- **Senior Project (pg. 10-11)** (all brainstorming notes, photos, brochures, and anything relevant to senior project)
- **Career Academy/Senior Project Log (pg. 9)**
  - Time Log
  - Personal Reflections Log- Reflect each week on the progress of your entire Career Academy (the research, the project, the process) in a journal form. Set goals for yourself for the following week, review weekly goals.
- **Career Related Learning Experiences Documentation (pg. 18)**  
Include any relevant information that provides a description, Reflections, and Documentation of hours.
- **Presentation (pg. 21-22)**: Notes/Visuals/Copies of Handouts

## **CAREER ACADEMY/SENIOR PROJECT LOG**

Keep a log that demonstrates your experience and records the time spent throughout your career academy and senior project. The log will assist you in recalling the details of your work. The log will also assist your dean and mentor(s) in helping you. There are two components of your log:

### **Part 1. Time Log:**

This is a timeline of the work that you have put into your career academy and senior project.

#### **Activities that you should log:**

- Time spent working on project (notice example below)
- Thinking time
- Activity time
- Library/computer research
- Preparation time
- Seeking / securing materials
- Calendar of events
- Research experiences
- Writing and editing of paper
- Preparing visuals for the senior presentation
- Writing and practicing the presentation
- Organizing the portfolio

#### **Example of one format for your time log:**

**DATE: Jan. 10**

**TIME: 12:30 – 2:30**

This was “seriously thinking time” about how to get some of that material I need. I will call the downtown library and see if any of the things are there. It’s too late to change the topic! Besides, I will be looking for information in periodicals and there is a film in the media center. Maybe I can set up some interviews.

### **Part II. Personal Reflections Log:**

The second and most important part of your log is your journals and reflections of your experience. These should be informal personal reflections that are written weekly about the progress of your entire career academy. Focus on your senior project, but include the other components, as well. Include triumphs, frustrations, and goals. Keep up with these, as they should be meaningful and not written all together at the end. Do not procrastinate! See example below:

#### **Example of a Personal Reflections Log:**

**DATE: Week of Jan. 10-17th**

This week was really exciting because I went on a job shadow with my mentor. I showed up at her office at 10 and she was really excited to work with me for the day. She introduced me to all of her co-workers, and then we went on a tour of the

courthouse. I was amazed at how beautiful it was. I really think that this is something I could see myself doing at some point in my life...

## SENIOR PROJECT INFORMATION

Senior Projects are a required element of the Advanced Career Academy Endorsement. The project is meant to allow students to engage in meaningful work connecting their interests and learning with the world outside of the academic environment. Projects can be connected with work you are doing for Service Learning, Academies, the Extended Essay for IB, or a new project of your choice in an area you are interested in.

In choosing a project, students should address at least one of the following elements:

- Invention, Design or Creative Work
- Solving a Problem
- Making a Service Contribution to the Community
- Performance
- Conducting an Experiment
- Depth of Research/Demonstration of Knowledge in a Field

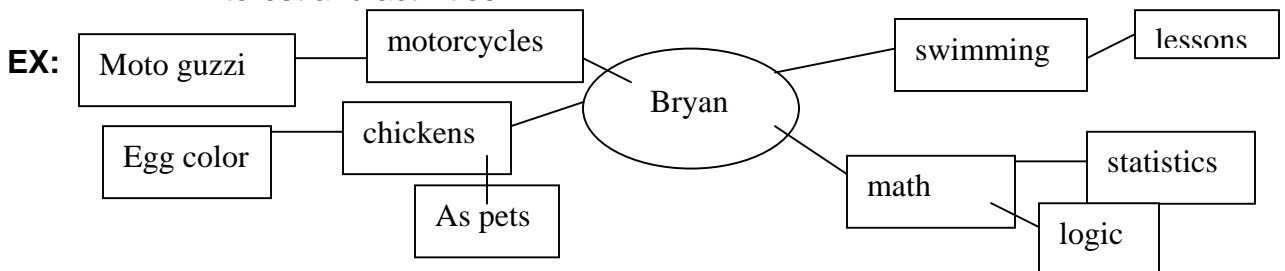
## HOW TO CHOOSE A SENIOR PROJECT

Choosing a senior project may be the most challenging step of your senior project. There are many tools and people that can assist you. Your goal is to create a successful project so remember “I” – I want to have *Interest* and be *Invested* in my project. Choosing a project that you have a strong interest in will cause you to be more invested in it as well. The greater the interest/investment the greater the likelihood of achieving true success.

Following is a recommended process for determining your senior project. You may change this process to better fit your needs.

### 1. Brain Web

- a. On a blank piece of paper, place your name in the middle. Give yourself about 10 uninterrupted minutes to create a “Web” of your interest and activities



- b. Continue adding topics and expanding your web until you have exhausted all ideas.
2. General Research
  - a. Choose 1-3 areas on your web that you think you have the most interest in (most expanded web areas, least expanded but always wanted to know more, etc) and gather new/additional information about those areas. Good places to go: **Library/Librarians, Computer Data Base, Internet, Experts in the field (MENTORS), Teachers, Family, Friends, Local/Regional Organizations, etc.**
3. After doing research, you should have a narrower selection of topics/ideas for your project. However you may choose to do a series of Brain Webs and then more specific Research, continuing to narrow your focus each time. With each successive Brain Web, you would start with a narrowed topic or idea in the middle and expand the web from there. For more details see your Dean, Capstone Class Teacher, or Mentor.
4. Finally review your notes, looking at questions and ideas that really stand out, that you are *Interested in Investing* your time:
  - a. **Examples of generic ideas:**
    - i. How would a type of artwork appear if completed with a different/new method or a different/new medium?
    - ii. What type of success would a business experience if they used different/new method for a particular process?
    - iii. How does the correlation of variable X and variable Y change when processed under a different/new environment?

**Provide yourself time to complete this step. Having patience here will increase the chance of you developing an interesting topic for your senior project. An interesting topic to you means an enjoyable experience.**

## **RESEARCH OR I-SEARCH PAPER GUIDELINES**

As part of the collection of evidence you will be putting together for your Career Academy, your pathway may require you to write either a traditional research paper or an I-search/reflective paper (or none of the above). Please check with Angie Ferguson or your pathway Dean for further details.

### **Traditional Research Paper**

The traditional research paper offers the student the opportunity to develop ideas, find information, organize and evaluate it, make reasoned judgments, present them convincingly and support his statements. Thus, in a formal research paper, the student is expected to develop a point of view toward his or her material, take a stand, and express some original thought. The subject of the paper may evolve from the senior project or the senior project may evolve from a topic you are interested in researching. Either way is fine as long as the research connects to the senior project. The thesis is supported by careful research and enhanced by the author's analysis of the researched information. The minimum length for a research paper is stated in the individual pathway requirements. Be sure to include a works cited page at the end of the paper.

The formal research paper is characterized by the following:

- Formal tone
- Use of third person
- Wide variety of sentence structures
- Mature vocabulary
- Well-developed paragraphs
- Clear organization
- Independent Research from a variety of sources and perspectives
- Clear coherence techniques and transitional devices
- Correct spelling, grammar, usage, and punctuation
- Development of an argumentative thesis or presentation of little known information.

Five approaches to a formal research paper subject:

- Examine or analyze the subject
- Evaluate or criticize the subject
- Compare or contrast things or ideas
- Establish relationships among ideas
- Argue for or against something or try to persuade reader

**For I-Search Instructions, see next page...**

### **I-Search of Reflective Response Research Paper**

The I-Search paper offers a less formal way of documenting your research and learning. In this type of paper, all of your work for the Senior Project is compiled in a narrative that provides your audience with a first hand account of your research and its effects on your project. You tell the story of your research, what your questions were, where you looked for information, what you found and how that information helped you complete your project or provided you with a greater understanding of the industry you want to work in. This type of paper must have a strong component of research, as well. Your I-Search paper will need:

- An introduction that explains what your research topic is, why you chose it and how it fits with your Senior Project.
- References to specific materials used in your research, including on-line resources, books, and your interview.
- A works-cited page

Some questions to consider when approaching this type of paper include:

- What factual knowledge did I learn?
- How might this knowledge help me now or in the future?
- What did I learn about myself as a self-directed, life-long learner?
- What was new for me in this learning process?
- What did I learn about my character, social skill, and emotional make-up?
- After completing this project, how do I feel about a career in this industry?

## **FINDING AND WORKING WITH A MENTOR**

The senior project is designed to be a culminating experience for your education. It is up to each student to locate a mentor who agrees to guide and assist the development of this project. Mentors can be sourced locally or nationally, and students may work with more than one mentor. We strongly encourage a mentor to be an adult outside of Southridge. We encourage parents to monitor their student's mentor/project activities, and to stay informed of their progress.

*When working with a mentor as a part of a senior project, students will record each mentor contact including emails, phone calls, visits, etc., in their Collection of Evidence Portfolio.* It is important that each contact be logged for tracking purposes. If, at any time, the parent and/or student are not comfortable with the mentor situation, the relationship should be terminated and reported to the Career Academy Support Specialist or the School To Career Coordinator immediately.

Family members, friends and neighbors, and members of the professional business community all are excellent sources to consider when seeking a project mentor. Local professionals you do business with such as the medical community, financial institutions, retail businesses, etc., are all potential contacts. In addition, sources reaching beyond the local community are potential mentors as well. Email mentors may be found through professional organizations such as the American Medical Association, etc. See the Career Academy Support Specialist for additional information and ideas.

Once you have secured a project mentor, return to the Career Academy office and add the mentor's information to your Mentor Form on file immediately, as well as to your own in your Collection of Evidence Binder. *This information must be on file as you begin your project development mentor relationship.*

## **CONNECTING WITH A POSSIBLE MENTOR**

### **Initial Call to Receptionist if you are looking for a mentor at their office:**

Hi, my name is \_\_\_\_\_ and I am a senior at Southridge High School in Beaverton. I am doing a senior project in the area of \_\_\_\_\_ and one of the requirements is to have a mentor in the community that will guide me in this career field and through my senior project. I was given your name by \_\_\_\_\_ and was hoping that you might have someone who can help me as a mentor. Can you refer me to anyone within your office? My senior project is \_\_\_\_\_.

**Voice mail or direct contact with the possible mentor:**

Hi, my name is \_\_\_\_\_ and I am a senior at Southridge High School in Beaverton. I am doing a senior project in the area of \_\_\_\_\_ and one of the requirements is to have a mentor in the community that will guide me in this career field and through my senior project. I was given your name by \_\_\_\_\_ and was hoping that you might be a possibility of someone who can help me as a mentor. My senior project is \_\_\_\_\_. Are you willing to help me through this project? If they say no or that it doesn't fit, ask them: If this project is not right for you to mentor, do you have anyone who you can refer me to? Then...get their contact information and attempt to set up a meeting with them in person to discuss your project. First, offer to go to their office or set a meeting place such as a Starbucks.

If they say no to that question, thank them and say goodbye and try another contact.

**When you meet with your mentor:**

- Bring the mentor form with you and fill it out...get parent signatures first and then have them sign it!
- Explain the entire career academy program to them
- Update them on your senior project
- Explain what you need help with and their role in the project
- Let them know that you would really like them to go to your project presentation and when that is scheduled. Give them directions to SRHS and in the building.
- Set plans for the next meeting and what you need from them!
- Be very organized and assured of self!
- Dress professionally each time you meet with them!
- Always thank them and follow up a meeting with a thank you note sent to their office and that you are looking forward to meeting with them again!



## FORMAT FOR LETTER OF INTENT

Your Full Name  
Street Address  
City, State Zip

Date

Name of Recipient (Your Dean)  
Southridge High School  
9625 SW 125<sup>th</sup> Ave.  
Beaverton, Oregon 97008

RE: CAREER ACADEMY

Dear Mr./Ms. \_\_\_\_\_,

\* Describe your research to date, your project idea, why you chose the project and how it is challenging for you. "I hope to complete a ..;" I intend to create a...;" I'm interested in investigating..."

\* Discuss your mentor – either the actual mentor who will be helping you or describe what qualities and qualifications your ideal mentor would have (and what you have done so far to find one and/or how you plan to search for one).

\* Outline the basic timeline for your project including an estimate of how long it will take you to complete it.

\*Discuss your plans for your Career Related Learning Experiences (job shadows, internships, guest speakers).

\* Conclude your letter with a description of how this project will impact you, the school and the community.

Sincerely,

(Your Signature)

Your Name

Cc: Career Academy Support Specialist (Give a copy to the Career Academy Office)

Your Email address (if applicable)  
Your Skytime Teacher  
Your Career Academy Seminar Teacher (if applicable), Class Period

## **CAREER RELATED LEARNING EXPERIENCES**

**Check with your specific pathway requirements for what is required. All of the following are Career Related Learning Experiences. CRLEs generally are hours that you spend with professionals working in their field of expertise that tie into your career academy.**

### **Job Shadows:**

Job shadows are short-term experiences where you follow and observe a professional in their field of work. They allow you an opportunity to ask questions and learn about what a professional does. These should tie into the field of work that is related to your pathway. For example, for the law pathway, a job shadow could comprise of observing court, police ride-alongs, or interviewing an attorney. These may be a distant link from the senior project or closely tied to it. Job shadowing hours may include watching speakers, attending conferences, interviewing professionals, direct shadowing of a professional, or volunteering with professionals. These may also be service-learning hours if you are providing a service simultaneously. These hours must be completed during your senior year to be counted towards the academy unless approved by your Dean. You will set up your own job shadows, but the Southridge Future Center may have some possible contacts for you. You may also shadow your mentor for hours.

### **Internships:**

You may complete an internship in a field of work related to your Career Academy pathway. Internships are long-term jobs in which you are working in a field that you plan to pursue. You are closely supervised by professionals during an internship. Your internship may be paid or unpaid to receive credit. See the Future Center for possible contacts for internships.

### **Guest Speakers and Conferences:**

You may attend and participate in a conference related to your career academy or watch a guest speaker talking about an issue related to your career academy.

### **Interview:**

Some Career Academies require interviews. See the Dean for specific requirements if an interview is required. Some interviews will be conducted via e-mail, and others will be in person. Your mentor may be a possible interviewee.

## **ABSTRACT**

An abstract is a brief statement that summarizes the important points of your career academy. It should be written in paragraph form and fit on one page. The length is generally between 250 and 500 words. The purpose of the abstract is a short paper that tells your panel/judges about your Career Academy. It guides them through the portfolio and explains what you have done for each component of the academy. This should be very direct straightforward information about what you have done. It can be written in first person, but should be polished and very professional. You will hand out a copy to your panel at the time of your presentation. See the example below.

## **SAMPLE ABSTRACT**

My name is Donna Dunlap, and I completed a Social, Human, and Government Services Academy with a pathway in Law. My Dean is Addie Lyden, whom I have closely been working with the past year and a half. I have always wanted to be a police officer, specifically a school resource officer. I took some law classes as a sophomore and felt that this career would fit my strengths.

After brainstorming ideas for a project in the field of law, I decided to host a Student Police Academy for students at Southridge for my senior project. This was a one day in-school field trip that was hosted by the Beaverton Police Department with the goal of teaching students what it is like to be a police officer. This would hopefully build a relationship between Southridge students and our local police. Sixty students attended the training. My role was planning the training, scheduling building use, teaching classes on police training, and organizing student reflections for service learning.

My mentor for my senior project was Officer Gaunt, who is the School Resource Officer at Southridge High School. He helped me work with the Beaverton Police Department and Southridge Administration to host a successful Police Academy. I also interviewed Officer Gaunt about his experiences.

The topic for my research closely tied to the senior project. I became interested in and researched whether or not schools need to have school resource officers. I conducted interviews, studied statistics, and conducted in-depth research to come to the conclusion that due to vandalism and theft, it is necessary for all middle schools and high schools to employ officers. As a whole, teen crime is down, but not within schools.

My Career Related Learning Experiences included three job shadows, each lasting about 8 hours for a total of 24 hours. I shadowed the Multnomah County Courthouse and watched criminal court cases for eight hours. Another 8 hours were spent shadowing Judge Thomas in Washington County. Judge Thomas is in charge of Peer Court, where I observed many students who had been cited in schools. This closely tied into my senior project. My last 8 hours were spend on police ride-alongs with Officer Brandon, who is a Beaverton Police Officer.

I am very excited about completing this Career Academy and will definitely use it in the future. I have decided to pursue a future in police work and am enrolled in Western Oregon University next fall with the goal of a major in Law Enforcement.

## **CAREER ACADEMY PRESENTATION PREPARATION**

Each Career Academy Endorsement candidate will give a 20 minute presentation about his/her Senior Project during the presentation days noted on the timeline. In some cases, an additional primary presentation will be given in a capstone class or as part of an outside event (i.e. Science Fair, etc.) or performance.

Your mentor should attend your presentation if at all possible. In addition, you should invite additional community members, parents or family friends, underclassmen, teachers and friends.

Your Collection of Evidence will be given to a panel of teachers to review. The teachers on your panel will be present at your presentation. If there are any concerns or questions regarding your Collection, you will have limited time to make revisions and resubmit it for your presentation in May. All students will need to pick up their notebooks from the Career Academy office on the Monday following assessments and bring them, with revisions, to the presentation in May.

### Checklist of what to include in your Presentation:

- The presentation lasts about 20-25 minutes: Yes No Time: \_\_\_\_\_
- Include a background on yourself and which academy and why you chose it.
- Thoroughly explain the senior project. What was your process for choosing a topic? What was your senior project? Explains everything from the beginning chronologically up until now of the entire experience? Include every detail. Include who your mentor was and how they helped you through the project.
- Thoroughly explain what your research paper was about. Explains why you chose the topic of your research and how it fits into your senior project.
- Present your research topic and the research that you found. You will be presenting to people who might not be familiar with your topic, so explain in detail and clearly. This should be very prepared. Convince your panel that you know a lot about your topic. Be prepared for questions.
- Thoroughly explain what you did for your Career Related Learning Experiences (job shadows, internships, etc.). Explain the hours and what you learned and observed.
- Explain your overall reflections to the career academy:
  - How did you grow as a person?
  - What did you learn about the people you worked with?
  - What things would you do the same? What would you do differently?
  - What are you doing in the future? Can you see yourself working in this field?

### When Presenting, Remember:

- **Eye contact is extremely important.** Practice often enough that you rarely need to look at your notes. (Remember, this is a friendly audience and they are pulling for you).
- **Posture. Stand proud,** you have the right to be. You have accomplished something special. Avoid distracting mannerisms.
- **Voice. Be clear and audible.** Try to sound natural.
- **Dress for Success.** Wear clothing appropriate for an interview or your particular project.
- **Visual aides are helpful.** Use natural gestures to help make your point. Consider the room you will be presenting in and plan for any equipment needed for your visual presentation (projectors, easels, etc.) ***Presentation is important – spend time to make your visual presentation as crisp and neat as your personal presentation.***
- **If possible, bring snacks such as cookies and a beverage for your presentation**

## COLLECTION OF EVIDENCE PANEL ASSESSMENT

\*\*This is a generic sample of the assessment form. A detailed, pathway-specific form will be utilized for individual pathways. This should be available to you at the time you turn in your application.

STUDENT NAME: \_\_\_\_\_ EVALUATION PANEL: \_\_\_\_\_

ENDORSEMENT AREA: \_\_\_\_\_ DEAN: \_\_\_\_\_

PROJECT TITLE: \_\_\_\_\_

**This evaluation is meant to give the student in depth feedback on their Senior Project. Feel free to include comments, questions, and any other information that you feel would benefit the student. On the final page, be sure to indicate whether this project is currently approved or pending based on the panel's suggestions.**

### 1. PROJECT TYPE

Briefly scan through the student's work and identify which category this project fits into. Make sure the details listed are present in the student's work. If there are missing components, please indicate in the "Comments" section.

Invention, Design or Creative Work  
Details-

Comments:

Solving a Problem  
Details-

Comments:

Making a Service Contribution to the Community  
Details-

Comments:

Performance  
Details-

Comments:

Conducting an Experiment  
Details-

Comments:

Depth of Research/Demonstration of Knowledge in a Field  
Details-

Comments:

## **2. CAREER RELATED LEARNING EXPERIENCE**

Look through the project and identify the type of career related experience that the student completed. Be sure to check that the correct number of experiences is present. Include the details of the experience, i.e. hours of work, depth of interviews, etc.

- Job Shadow  
Details-

Comments:

- Internship  
Details-

Comments:

- Email  
Details-

Comments:

- Phone Log  
Details-

Comments:

- Interview(s)  
Details-

Comments:

- Other  
Details-

Comments:

---

## **3. RESEARCH**

Identify the type of research present in the project. Please check for good use of sources, flow, conventions, and include any questions that you feel the student should expand on.

- I-Search  
Details-

Comments:

- Research  
Details-

Comments:

- Other  
Details-

Comments:

#### **4. COLLECTION OF EVIDENCE**

Make sure that the required collection of evidence is included in the student's project. Comment on the depth that has been put into each piece of evidence. Be sure to give feedback on the Abstract of the student's paper.

Abstract (Required)  
Details-

Comments:

Brainstorming  
Details-

Comments:

Notes From Research  
Details-

Comments:

Drawings/Visual  
Details-

Comments:

Data  
Details-

Comments:

Summary of Research  
Details-

Comments:

Project Log  
Details-

Comments:

Personal Reflection  
Details-

Comments:

---

**ADVANCED APPROVED AS IS (PENDING PRESENTATION)**

**PENDING ADVANCED (SEE COMMENTS FOR DEFICIT INFORMATION)**

**APPROVED BASIC AS IS**

**PENDING BASIC (SEE COMMENTS FOR DEFICIT INFORMATION)**

**PANEL SIGNATURES:** \_\_\_\_\_  
\_\_\_\_\_

DEAN'S SIGNATURE \_\_\_\_\_

Your audience and panel will use this document during your presentation:

## Oral Presentation Rubric: Senior Project Presentation

CATEGORY	<b>4 Above Standard</b>	<b>3 Meets Standard</b>	<b>2 Below Standard</b>	<b>1 Insufficient Evidence</b>
<b>Preparedness</b>	Student is completely prepared and has obviously rehearsed.	Student seems pretty prepared but might have needed a couple more rehearsals.	The student is somewhat prepared, but it is clear that rehearsal was lacking.	Student does not seem at all prepared to present.
<b>Comprehension</b>	Student is able to accurately answer almost all questions posed by the panel about the topic.	Student is able to accurately answer most questions posed by the panel about the topic.	Student is able to accurately answer a few questions posed by the panel about the topic.	Student is unable to accurately answer questions posed by the panel about the topic.
<b>Relevance</b>	Demonstrates evidence of Personal relevance	Shows evidence of new learning, ideas, results, or conclusions	Shows some evidence of new learning, ideas, results, or conclusions.	Does not show evidence of new learning, results or conclusions
<b>Rigor</b>	Applies academic and specialized knowledge and skill in complex or non-routine situations where there is some individual responsibility and autonomy.	Applies and extends academic and specialized knowledge and skills to new situations	Applies some academic and specialized knowledge and skills.	Does not show evidence of academic or specialized knowledge.
<b>Reflection</b>	Reflects on relevance of evidence (i.e...., application is appropriate academic and specialized knowledge and skills in complex or non-routine situations.	Reflects on learning and connection to goals	Reflects on some learning and connections to goals	Does not show learning and connections to goals.

Name \_\_\_\_\_

Title \_\_\_\_\_

Academy \_\_\_\_\_