Summer 2017

Dear students and parents:

Since we have implemented this project, it has provided our students with an interesting and self-directed challenge as they finish up their high school years and has given them a chance to show off their knowledge and maturity, as well as give them insight into the careers they will be pursuing after high school. It gives our students the opportunity to be actively involved in their learning and to explore their own interests.

During the course of this year, students will make their own choices, use real-world resources, set their own goals, and meet deadlines. We are giving them a chance to have a hand in their own education. Our goal is to help turn our students into the leaders of tomorrow. And the payoff for students can be huge—it is not unheard of for students to be offered jobs and internships because of the work they did!

We are confident that our students will continue to rise to this challenge and learn much about themselves, their future, and their community in the process. We are looking forward to working with both students and parents as we go through this process together.

Sincerely,

Davison High School English Faculty
What Students Have to Say...

- “I don’t think anyone could truly comprehend how much a project like this one, one that’s completely unique and devoted to you, can affect part of your life. It allowed me to come full circle which was incredible.”

- “I believe [this] was an amazing experience and a very nice slap in the face. It opened my eyes to my potential and how much I have slacked off.”

- “I got actual hands-on learning about almost exactly what I want to do when I get older.”

- “Before this project I didn’t have a plan or even any idea of a plan for my future. I can honestly say that after I was finished I had a solid plan of what I think could be what I’m going to do in the future.”

- “Before even starting the project I had a bad attitude about it. I didn’t want to do it and I thought it was a waste of time. Now I believe that doing the it really helped me figure out if I want to get into the career of law enforcement.”

- “At the beginning of the year, I never thought I would be thanking my teacher for making me do this project. However, it is my last day of high school and I am saying from the bottom of my heart, thank you. The opportunities that this project gave me are opportunities I would not have received anywhere else.”

- “Through the project I learned where my limits are and will be able to push myself farther in order to stretch my limits far beyond what they are now and hopefully conquer it within my lifetime.”

- “Overall, the entire project was a great and meaningful experience. Even though it was stressful at times, it all turned out in the end. It made me grow as a person and taught me that procrastinating is not good and is very stressful.”
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Objectives and Expectations

This a semester-long, career-based project that asks you to be independent, take initiative, and be responsible for creating an experience that is based on your own interests and future goals. Communication skills are a big part of this project. You will complete some parts of your project in the classroom and others on your own time. There are four main parts to the Career project this semester—career research, practicum hours, mock interviews, and presentation.

- You will start the year with career research and personal reflection on your interests, strengths, and weaknesses—ultimately making a decision about what career you’d like to focus on this semester and learning more about it.

- The practicum experience requires eight hours of real-life, on-the-job learning experience, such as job shadowing. Work in the community that is related to your career path may also count towards this requirement, as would enrichment courses that relate to your pathway.

- The mock interview component gives you experience presenting yourself to a possible employer both in writing and in person, highlighting essential skills needed to gain employment, such as writing resumes and cover letters.

- The presentation is your chance to showcase what you have learned and experienced during the semester. It will address what you have learned about who you are, where you are going after high school, and how you will get there. It also involves critical thinking about how you have grown or changed over the course of the semester as a result of your experiences with this project.

You are expected to undertake all parts of the project professionally; it should display your highest abilities as a student moving out of high school and into the adult world.
Senior Career Project Time Table

The following is an approximate time-table of when students should complete major assignments and activities related to the final grades. Please follow your teacher’s due dates in the classroom, as this list is only a suggestion. Keep in mind that these may be altered due to unforeseen circumstances. Teachers may also require assignments related to the project as part of normal class activities and grades.

**August**
- Begin self-assessment and EDP updates; start career research

**September**
- Select career path for project; arrange practicum hours

**October**
- Finish resumes and cover letters, Mock Interviews on the 24th

**November**
- Complete practicum hours

**December-January**
- Final Presentations

It is suggested that students keep copies of all parts of their Career Project in a single binder or folder; all assignments, paperwork, photographs, PowerPoint presentations, etc.

Alternative senior English courses (such as AP Literature, Transition English 12, or Online English 12) will modify this slightly. See your syllabus for appropriate changes.
Grading Overview

This project fulfills State of Michigan requirements for the completion of the Educational Development Plan (EDP) process and the Michigan Merit Curriculum. Major components of the Senior Career Project are exam grades in this course*

1st Semester

<table>
<thead>
<tr>
<th>Practicum Hours</th>
<th>Percent of Exam Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mock Interview</td>
<td>10</td>
</tr>
<tr>
<td>Presentation</td>
<td>10</td>
</tr>
</tbody>
</table>

*The first semester written exam over course material accounts for the rest of the exam grade.

To test out of the first semester of English 12, you must complete all components of the exam, including those considered part of the Career Project (Practicum Hours, Mock Interview, and Presentation).

Rubrics for each individual component of the project are included on page 14 of the Handbook.

Alternative senior English courses (such as AP Literature or Transition English 12) will modify this slightly. See your syllabus for appropriate changes.
Getting Started

You will most likely begin the year in your English 12 course by reviewing the EDP you have been working on since middle school. Your Senior Career Project is tied in to the EDP process and they should mirror each other.

Your EDP

At the start of the year you will work with the Career Center and your English teacher to review and update your EDP with relevant information in regards to your interests and courses. This is important not just for your Senior Career Project, but also for any scholarships you may apply for during the year. Many of them request copies of your EDP!! You should type in a way that you want to reflect well on yourself.

Who Am I? Self-Assessment and Goal-Setting

You will evaluate your strengths and weaknesses using an evaluation tool provided by your teacher, and set some short and long-term goals for yourself related to your personal growth, your education, and your career/future. Typically, this information is presented to the class in a short speech.

Need Help with Career Selection?

- **Career Cruising** [http://www.careercruising.com](http://www.careercruising.com)
  
  *This site must be one of your research sources. You can also use it to browse different career fields and find one suited for you.*

  
  *This is the visual representation of career pathways used in Michigan.*

- **Career Tech** [http://www.careertech.org/career-clusters](http://www.careertech.org/career-clusters)
  
  *This national site organizes careers into 16 different areas to help you narrow down your career field, or expand your horizons.*

- **Career Test Center** [http://www.careertest.net/cgi-bin/q.pl](http://www.careertest.net/cgi-bin/q.pl)
  
  *This site offers a test that will match your interests with a career field.*

  
  *This site offers assessments that will match your personality with different career fields.*

  
  *This site lets you explore a variety of career options to see what they are like.*

  
  *The Occupational Outlook Handbook from the US Bureau of Labor Statistics can show you growing fields.*
Project Details: EDP Self-Assessment Questions

As you start the year, ask yourself these questions as you decide what career path to focus on. You will also refer back to these questions when writing your presentation at the end of the semester.

Who Am I?
- Tell what kind of person, student and/or employee you are. More specifically, explain how your characteristics and experiences qualify you for future success in the world of work. Some topics to consider:
  - What are your primary character traits? Provide examples of situations in your life where those traits were evident.
  - What are your strengths and weaknesses as a student? How have you used your strengths to your advantage? How have you tried to overcome your weaknesses?
  - What extracurricular activities have you been involved in (both in and out of school)? What interests you about those activities? How have you benefited from your involvement in those activities?
  - Describe and comment on any volunteer or employment experiences you have had. Be sure to include reflections on the contribution these experiences have made to your growth as a person, student and/or employee.
  - What have you accomplished personally and/or academically that you are proud of?
  - What motivates you or what is important to you as a person, student and/or employee?
  - What is your preferred career pathway(s) and/or specific career(s) of interest? Why, based on how it fits your interests and personal characteristics, have you chosen this pathway?

Where Am I Going?
- Identify your short-term and long-term personal goals.
- Identify your short-term and long-term school and career goals.

How Will I Get There?
- What have you done in the past (classes, activities, experiences, etc.) to prepare you for pursuit of your personal and career goals? How have these things contributed to your growth as a person, student and/or employee?
- What are you doing presently that is contributing to your growth as a person, student and/or employee?
- What specific future steps do you plan on taking to achieve your personal and career goals?

Reflection
- Reflect on your personal and educational preparation for the future. How prepared are you to begin pursuit of your goals?
Project Details: Practicum Experience

The practicum component of your Career Project is a career-related learning experience that will require you to get out into the world and explore your interests and opportunities for the future.

Requirements:

- You must complete a minimum of 8 hours of career-related practical work or learning outside of school. You may earn hours through job shadowing, an internship, community service, volunteer experience, or taking an enrichment class (not offered for DHS credit). You may earn your hours in multiple places, i.e. job shadowing at two different companies, or splitting your time between job-shadowing and other career-related service. You may not complete practicum hours with immediate family members or at any school you have attended.

- Questions about using time spent in Teacher Cadet, Skill Center, etc. for your practicum hours should be directed to your teacher and is subject to teacher discretion. If there are questions about appropriate hours, please consult your teacher.

- Hours for your practicum must be documented through the Practicum Documentation forms and will be checked by your teacher. A supervising/mentoring adult directly observing your practicum hours must also complete the Mentor Evaluation Form in full for your hours to count for credit.
  - If your hours are divided up into multiple locations, please have an evaluation completed for each location. If your hours are all at one place but spread over a period of days, please have the evaluation completed on the last day. These forms are attached separately at the back of this packet.

- You are allowed one excused absence from school for your practicum hours. This must be approved in advance of the absence by filling out an arranged absence form that must be turned in to the attendance office prior to the date you expect to be absent. If you forget to do this, it will not be fixed for you after the fact!

- Students will present research about their career field and their practicum experience to their classmates during a 5 to 9-minute speech, discussing what they observed and what they learned.

- Practicum Hours documentation paperwork is attached at the end of this Handbook for easy removal.
Project Details: Practicum Presentation

This will be a 5 to 9-minute multimedia presentation that contains the following content and follows all standard speech requirements for attire and speaking style (see Appendix):

EDP Self-Assessment: Who am I and Where am I Going? (see questions earlier in handbook)

Career Research

- What do people in this career do? What skills (technical and/or “soft”--like public speaking) are needed to be successful in this career? What is a typical day in this field like? What are the working conditions? What do people in this field think of it?
- What salary range is expected (starting and average)? What is the job availability forecast—the likelihood of obtaining a job in this field?
- What type of education/training is required? What are the costs involved and length of time required for obtaining this degree/certification? What schools/organizations are recognized as leaders in this field? Include schools that you want to attend to pursue this field and explain why.
- What are the pros and cons of going into this field? Why is this career field the choice for you?

Research Note: You must have a properly formatted Works Cited page for your research at the time of your presentation (either printed separately or a slide in your presentation), and should verbally reference your sources in your speech (“According to...”). The following research rules apply:
- Contains 3 sources minimum including: the Career Cruising website and two other credible sources

EDP Self-Assessment: How Will I Get There? (see questions earlier in the handbook)

Practicum Review and Reflection

- When and where you did your hours, as well as who with (very specific)
- Why you chose this experience and how do these hours connect to your career?
- Detailed timeline of your experience; what you observed during your experience. Be specific and detailed.
- How you took initiative and showed engagement during your experience
- Was this a valuable experience? Would you enjoy doing these tasks for a living?
- How has this experience shaped your view of the career and yourself?
- Reflect on your personal and educational preparation for the future. How prepared are you to begin pursuit of your goals?
Project Details: Mock Interview Process

This portion of your Career Project asks you to compile a professional-looking resume and interview with a real employer, practicing professional communication and business conduct.

Requirements:

There are four parts to this stage of the Senior Career Project:

- **Cover Letter (25% of grade)**
  - Using either the location in which you completed your practicum hours or research another company that you would like to work for some time in your future, write this letter as though you are applying there (as an intern or other entry-level). The letter must be typed in business letter format, free of spelling and grammatical errors, and follow the content guidelines given in class.

- **Resume (25% of grade)**
  - Compile a resume geared toward a job or internship at the company addressed in your cover letter that is professional in appearance, detailing your experiences and skills. Follow the content and format guidelines given in class. Resume must be free of spelling and grammatical errors.

- **Mock Interview (40% of grade)**
  - Complete a mock interview with a member of the community during which you present your cover letter and resume, and answer standard interview questions. Business apparel is required. Your interview with score you on your appearance, conduct, and communication skills.

- **Thank You Note (10% of grade)**
  - After your interview, handwrite a thank you note to your interviewer following the guidelines given in class.
Appendix: Business Attire and Presentation Tips

The following dress and speaking requirements apply to interviews and presentations related to the Career Project.

**Business Attire for Interviews and Presentations**

- Men: dress pants, collared shirt, tie. Suit jackets are acceptable, but not required.
- Women: dress, skirt (appropriate length for a professional), or pant suit with appropriate professional blouse. No low-cut shirts or skirts with high hems. Simple colors and fabrics: think conservative.
- Nice shoes—no tennis shoes

**Presentation Tips**

- **Speaking Style**
  - Professional speaking technique. All of the following are considered as part of the grade:
    - Good eye contact and physical presence (gestures, posture, etc.)
    - Clear and audible speech
    - Correct grammar, formal in style
  - Having a rehearsed and polished presentation

- **Visual Aids for Presentations**
  - You must have a multimedia visual aid that is professional and adds to the presentation
    - Can be a PowerPoint, video, slide show, Prezi, Google Presentation, etc. with pictures, explanations, interviews, or other artifacts of your project that would add to your presentation
  - Bring a flash drive preloaded with any technology that requires the computer and projector OR share your online presentation (Google Slides or Prezi) with your teacher in advance. You may be asked for a print copy as well.
  - **It is your responsibility to practice your technology in advance of your presentation.** If something doesn’t work, it doesn’t count, and you will not be given a new presentation date.
Designing an Effective Presentation

PowerPoint (and similar presentation software) is a tool to SUPPLEMENT your presentation, not a script. You should never read word-for-word everything on your slides. The majority of your presentation will be YOU SPEAKING; the projector is a visual for the audience to connect with.

1. Instead of designing your slides first, write your speech first, either in a document or on paper. You don’t have to follow it word for word, but you do need a plan. Writing it first will insure that it flows naturally.

2. Use your speech and the Notes section in Powerpoint or Google Slides to pace out your presentation. What are the main ideas you want to highlight and natural breaking points where you can do slide changes?

3. Choose graphics and text to highlight the main ideas of your speech, as paced out in the Notes.
   a. The Speaker Notes can then be printed out as your cues to use during your speech.

Slide Design

- Consider design templates to standardize position, colors and styles
- Think twice about using elaborate images as backgrounds, it may obscure the text.
- Limit the information to essentials
- Be consistent with effects, transitions and animation
- Too many slides can take the focus off the speaker and lose the audience

Slide Text

- Generally no more than 6 words a line, and generally no more than 6 lines a slide—even this is pushing it
- NO FULL PARAGRAPHS OF INFO and avoid long sentences
- Font size generally ranges from 24 to 48 point—must be readable when projected!
- Be sure text color contrasts with background color for easy reading
- Fancy fonts and ALL CAPS can be hard to read
- Avoid abbreviations and acronyms and limit punctuation marks

Slide Graphics

- Should balance the slide and add to your message
- Generally no more than two graphics per slide
- Make sure graphs and pictures are large enough to see/read

**Most importantly, remember to proofread & REHEARSE**
Practicum Hours (10% of Exam)

<table>
<thead>
<tr>
<th>Experience Details</th>
<th>100-90%</th>
<th>89-78%</th>
<th>77-65%</th>
<th>64-50%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Documentation paperwork is completed thoroughly, neatly, and in complete sentences, with lots of specific details about the experience.</td>
<td>Documentation paperwork is completed, neatly, and in mostly complete sentences, with some specific details about the experience.</td>
<td>Documentation paperwork is complete, but may not be in complete sentences. Not many specific details about the experience included.</td>
<td>Some aspects of the documentation are incomplete or exceptionally vague.</td>
<td></td>
</tr>
<tr>
<td>Reflection</td>
<td>Student wrote a thoughtful reflection on the experience, supported by specific details and reasoning.</td>
<td>Students completed the reflection questions with some evidence of detail and/or reasoning.</td>
<td>Students completed the reflection questions, though answers seemed vague and not thought out.</td>
<td>Some reflection responses missing or completely vague answers.</td>
</tr>
<tr>
<td>Mentor Evaluation</td>
<td>Student represented themselves professionally and received praise from their mentor.</td>
<td>No problems reported with student's professional behavior or engagement during their experience.</td>
<td>Some slight issues reported, though not detrimental to a professional reputation.</td>
<td>Major problems reported with behavior or engagement.</td>
</tr>
</tbody>
</table>

⇒ No Credit will be given for Practicum Hours without complete Documentation and Mentor Contact Information/Signature. No credit given if your account of your experience cannot be verified with an appropriate mentor.

_______ Completion of 8 hours (15 pts per hour missed)  
_______ Practicum Documentation turned in on time (up to 10 pts per day late)  

Deduction _______  
Deduction _______  

Total: _______/100

EDP Presentation (10% of Exam)

<table>
<thead>
<tr>
<th>Vocal Delivery</th>
<th>100-90%</th>
<th>89%-78%</th>
<th>77%-65%</th>
<th>64%-50%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaker is loud, clear, and articulate; easy-to-understand. Conveys enthusiasm/conviction through their vocal energy and vocal variety. Rate of speech is effective and smooth with little to no vocal disruptions (such as &quot;uh&quot; or &quot;um.&quot;)</td>
<td>Speaker has adequate volume, rate, and clarity. A few vocal disruptions may be evident, but not a distraction. Vocal energy may be lacking slightly, but a sense of enthusiasm is evident.</td>
<td>Speaker is quiet and at times hard to understand. May speak too quickly or too slowly. Significant presence of vocal disruptions. At times may sound uninterested in the material being presented.</td>
<td>Speaker is quiet and at times hard to understand. May speak too quickly or too slowly. Significant presence of vocal disruptions. At times may sound uninterested in the material being presented.</td>
<td>Speaker is quiet and at times hard to understand. May speak too quickly or too slowly. Significant presence of vocal disruptions. At times may sound uninterested in the material being presented.</td>
</tr>
<tr>
<td>Physical Delivery</td>
<td>The speaker maintained excellent eye contact that included the whole audience. They moved freely and effectively during their presentation through either platform movement and/or gestures.</td>
<td>The speaker had adequate eye contact with little reliance on notes or visuals. Speaker showed consistent poise but may be lacking animation.</td>
<td>The speaker was inconsistent with eye contact and gestures. Over-dependence on notes formed a disconnect with audience.</td>
<td>The speaker did not engage the audience with eye contact, movements are rigid, awkward or not present.</td>
</tr>
</tbody>
</table>

| Self-Assessment Content | The speaker has covered all aspects of Self-Assessment in thorough detail with examples and elaboration when necessary. | The speaker adequately addresses self-assessment, but does not go into depth on all elements or is missing one or two small details. | The speaker addressed some, but not all, of their self-assessment. Presentation may be shallow, missing a number of details, or any one major element. | The speaker had serious deficiencies in their self-assessment presentation. |

| Career Research Content | The speaker has covered all aspects of their Career in thorough detail with examples and elaboration when necessary. | The speaker adequately addresses the career content, but does not go into depth on all elements or is missing one or two small details. | The speaker addressed some, but not all, of their career. Presentation may be shallow, missing a number of details or any one major element. | The speaker had serious deficiencies in their career presentation |

| Practicum Experience Content | The speaker has covered all aspects of their Practicum Experience in thorough detail with examples and elaboration when necessary. | The speaker adequately addresses the practicum experience, but does not go into depth on all elements or is missing one or two small details. | The speaker addressed some but not all of their practicum experience. Presentation may be shallow, missing a number of details or any one major element. | The speaker had serious deficiencies in their practicum discussion presentation |

| Visual Aid | Slideshow is creatively designed (with images, etc.), grammatical, and easy to read—a professional appearance. Slides added to the overall presentation. Contains accurately formatted Works Cited slide. | Slides are all complete and somewhat creative but lack the extra effort of a 4. Slides may be wordy at times and/or several minor errors evident. | Slides may be overly wordy or bland or contain numerous errors or be poorly designed. And/or Works Cited slide is present but erroneous. | Slides are hastily put together, lack creativity, or are poorly designed. Works Cited slide is missing all 4 sources or severely flawed or missing. |

Professional Attire: Each of the following can result in up to a 5 point deduction: jeans, tennis shoes, no tie, sweatshirts, jackets, no collared shirt or dress shirt, shirt not tucked in, etc  
Time: -1 point for every 5 seconds over or under the limit  
Slideshow: Up to -15 points if missing/late  
Works Cited: No grade given if missing, up to -20 for errors

Minus _______ of 100  
Minus _______ of 100  
Minus _______ of 100  
Minus _______ of 100  

Total: _______/100
### Employability Skills (10% of Exam)

#### Resume

<table>
<thead>
<tr>
<th>Function</th>
<th>100-90%</th>
<th>89-78%</th>
<th>77-65%</th>
<th>64%-50%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Audience and purpose of the resume are strong and clear. Skills and other content are tailored to a specific career.</td>
<td>Audience and purpose are present but could be stronger. Content seems mostly targeted for a specific field.</td>
<td>Audience and purpose are less clear, and weak parts remain. Content seems to lack a strong focus on a specific field.</td>
<td>Audience and purpose are not clear. Random and off-topic content make the resumes unsuitable for any 1 specific field.</td>
<td></td>
</tr>
<tr>
<td>Format of the resume is professional and stylish. Font choice, alignment, sizes, and distribution create a uniform organized final document.</td>
<td>Format of the resume is mostly uniform and stylish. Minor changes in font choice, alignment, sizes, and distribution might be evident.</td>
<td>Format of the resume is confusing due to a lack of uniformity and consistency in font choice, alignment, sizes, and distribution.</td>
<td>Major lack of consistency among font choice, alignment, sizes, and distribution result in a messy or disorganized document.</td>
<td></td>
</tr>
<tr>
<td>All major sections are clearly presented (summary, skills, education, experiences, references, etc.) Action statements effectively illustrate and support claims.</td>
<td>Most major sections are effectively presented (summary, skills, education, experiences, references, etc.) Action statements are used to support claims.</td>
<td>Some major sections are underdeveloped (summary, skills, education, experiences, references, etc.) Action statements are sometimes used or give weak support to claims.</td>
<td>Major sections are missing (summary, skills, education, experiences, references, etc.) Action statements are not used to illustrate claims.</td>
<td></td>
</tr>
<tr>
<td>Writer follows guidelines for spelling, grammar, usage, mechanics, etc. as they relate to resume writing.</td>
<td>Writer follows most guidelines for grammar although a few, non-disruptive, errors may be evident.</td>
<td>Writer follows some guidelines, but sentences contain multiple errors and are difficult to understand.</td>
<td>Writer has difficulty following guidelines; many sentences contain errors that heavily distract from the resume.</td>
<td></td>
</tr>
</tbody>
</table>

#### Cover Letter

<table>
<thead>
<tr>
<th>Function</th>
<th>100-90%</th>
<th>89-78%</th>
<th>77-65%</th>
<th>66-50%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Audience and purpose of the resume are strong and clear. Letter is tailored to a specific job position.</td>
<td>Audience and purpose are present but could be stronger. Letter might address a particular position briefly.</td>
<td>Audience and purpose are less clear, and weak parts remain. Content seems to lack a strong focus on a specific field.</td>
<td>Audience and purpose are not clear. Random and off-topic content make the letter unsuitable for any position.</td>
<td></td>
</tr>
<tr>
<td>Format of the letter is professional and stylish. Font choice, alignment, sizes, and distribution create a uniform organized final document.</td>
<td>Format of the letter is mostly uniform and stylish. Minor, non-distracting lack of consistency in font choice, alignment, sizes, and distribution might be evident.</td>
<td>Format of the letter is confusing due to a lack of uniformity and consistency in font choice, alignment, sizes, and distribution.</td>
<td>Major lack of consistency among font choice, alignment, sizes, and distribution result in a messy or disorganized document.</td>
<td></td>
</tr>
<tr>
<td>Letter is professional and clear in tone, style, and content. Each major section includes all required information, supported with details when called for (address, date, salutation, body, closing, signature, enclosure).</td>
<td>Tone and content of letter is appropriate and generally clear. All sections are accounted for although parts may be lacking in detailed support.</td>
<td>Letter lacks a solid professional tone. Content may be underdeveloped and lacking support. Key elements may be missing information or gone entirely.</td>
<td>Letter is unprofessional in tone or content. Work seems hastily put together. Major sections are missing.</td>
<td></td>
</tr>
<tr>
<td>Writer follows all guidelines for spelling, grammar, usage, mechanics, etc. Sentences are strong and have a varied structure.</td>
<td>Writer follows most guidelines, but some sentences are unclear, uneven, or contain errors.</td>
<td>Writer follows some guidelines, but sentences contain multiple errors and are difficult to understand.</td>
<td>Writer has difficulty following guidelines; most sentences contain numerous errors and cannot be understood.</td>
<td></td>
</tr>
</tbody>
</table>

#### Interview

- Circed as “No” = -2pts.
- Circed as “Somewhat/Weak” = -1pt.
- Unprofessional Attire, up to 5 point deduction

#### Thank You

- Formatting
- Clear and sincere personal connection

- Clear and sincere expression of thanks
- Proper closing, signature and name

### Comments

Total: _____/100
### Practicum Hours Documentation

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Career Pathway Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<table>
<thead>
<tr>
<th>Practicum Mentor(s) Name and Job Position</th>
<th>Practicum Mentor(s) Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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**Note:** Hours may not be accepted for credit without signatures and confirmation from supervising adult

<table>
<thead>
<tr>
<th>Practicum Mentor(s) Contact Info (email and/or phone)</th>
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</table>

**Directions:** Complete the table by describing the tasks, conversations, activities, etc. you were part of or observed during this time period. What is the person you’re observing doing/doing? What is their supervisor doing? What are their coworkers doing? Did you see any special equipment? Complete sentences and specific details required for full credit.

#### Hour One

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<th>Time:</th>
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Practicum Reflection

1. If not obvious, how do these hours connect to your career pathway?
___________________________________________________________________________________________________________
___________________________________________________________________________________________________________

2. What career-related questions did you ask your mentor? What were the answers?
___________________________________________________________________________________________________________
___________________________________________________________________________________________________________
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3. How else did you take initiative or show active engagement during your experience?
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4. What did you enjoy the most about the experience? What did you enjoy the least? Explain why.
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___________________________________________________________________________________________________________
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___________________________________________________________________________________________________________

5. Describe at least one thing you were surprised to observe, hear, learn, or do. This could be something you didn’t realize about the job, something you had never thought about before, was the job different from what you’d imagined or expected, etc.?
___________________________________________________________________________________________________________
___________________________________________________________________________________________________________
___________________________________________________________________________________________________________
___________________________________________________________________________________________________________

6. Now that you’ve gone through this experience, do you think this is a career path you are likely to pursue? Would you enjoy doing these tasks for a living? Why or why not?
___________________________________________________________________________________________________________
___________________________________________________________________________________________________________
___________________________________________________________________________________________________________
___________________________________________________________________________________________________________
Davison High School Senior Career Project: Practicum Hours Student Evaluation

Student Name: ________________________________________ Teacher Name: __________________________________________

Dear Mentor: Thank you for welcoming our students into your workplace or job site! This experience will be invaluable to them as they learn what types of responsibilities and duties are involved with their potential career pathway. This evaluation is part of the student’s grade for this assignment. You may complete this paper and give it back to them, drop it in the mail (care of the teacher listed above), or submit it online at: http://bit.ly/practicumeval

Again, thank you for your cooperation!

Sincerely, Davison High School English 12 Teachers

Mentor Name: ___________________________________ Signature: ___________________________________________________

Contact Information (email or phone #): _____________________________________________________________

Date(s) the Student Observed: ________________________________________ Total # of Hours: ___________________________

Student Evaluation Form □ Returned to student □ Mailed □ Completed Online

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Davison High School
1250 N. Oak Rd
Davison, MI 48423

Student Evaluation

1. Y N Was the student prompt on arrival?
2. Y N What he/she dressed appropriately for the job or event?
3. Y N Did the student maintain a professional demeanor/attitude throughout the experience?
4. Y N Did the student ask career-related questions or take initiative or show engagement and get involved in the experience?
   If so, how?

5. Obs Act Was this primarily an observational experience, or was he/she actively involved in some tasks?
   If it was more of an active experience, briefly explain the student’s involvement.

6. Additional comments