



Personal Reflection Internship
Personal Management Self Evaluation
Description Thank You Note
Resume Job Readiness
Time Log Problem Solving
Proficiency Teamwork
Supervisor Evaluation Communication
Work Experience
Volunteer Credit for Proficiency
Project Credit Work

February 25, 2011

Dear Student,

Portland Public Schools values the dedication and commitment shown by their students by participating in paid jobs, volunteer work, and internship opportunities in the community.

We know that some of the most powerful learning a student does during his or her high school career can come outside the classroom with guidance in the workplace from a caring adult mentor. Through these experiences:

- ❑ You can build academic and job skills.
- ❑ Make connections with professional adults and build relationships within your community.
- ❑ Earn a ½ elective credit toward high school graduation. This is graded P/NP.

If you are interested in this opportunity, you must do the following:

- ❑ Review with an employer or organization their responsibility in guiding you through this experience. Make sure your site supervisor receives the guide information (pgs. 8-10) in this packet BEFORE you begin your experience. In addition, you will need to meet with your school contact to determine when the packet must be submitted to the school.
- ❑ Complete a minimum of 30 hours in a job readiness class, paid job, volunteer work and/or internship.
- ❑ Complete ALL of the requirements listed below (provided in this packet) and turn in to your school contact.
 - **Background information (page 3 of the packet)**
 - **Work and Project Description**
 - **Personal Reflection**
 - **Self-Evaluation**
 - **Time Log (or other documentation demonstrating hours)**
 - **Résumé (*created or updated to include this experience; attach it to this packet*)**
 - **Copy of Thank You Note to Supervisor**
 - **Arrange a time with your advisor regarding your presentation**

Your grade for this experience will be based on:

- ❑ The quality of each of the required written components.
- ❑ The number of hours and attendance at your site (time log).
- ❑ Supervisor Evaluation
- ❑ Presentation

Your advisor will be available to answer any questions regarding the requirements. After your packet has been reviewed, your summer/night school will send your grade to your home school's registrar.

Credit for Proficiency – Work, Volunteer, Internship Background Information

Student Name: _____ Date _____

PPS ID: _____ Student Email: _____

School in 2011 –12: _____ HS Counselor: _____

Type of Work Experience:

- Paid job Internship Volunteer Job Readiness

Work/Internship/Volunteer Site: _____

Total # of Hours: _____

All Core Components completed and assembled in this order:

Student Component

- Background information (page 3 of packet)
- Work and Project Description
- Personal Reflection
- Self-Evaluation
- Time Log (or other documentation demonstrating hours)
- Résumé (*created or updated to include this experience; attach it to this packet*)
- Copy of Thank You Note to Site Supervisor
- Arrange a time with your advisor regarding your presentation

Supervisor Component

- Supervisor Evaluation

Student Signature: _____ Parent Signature: _____

This section completed by PPS

Credit Earned: _____ Teacher name: _____ Signature _____

Counselor Signature: _____ Admin. Signature: _____

Credit for Proficiency – Work, Volunteer, Internship Work and Project Description

The following work and project descriptions need to be word-processed.

Work Description:

Describe your work, volunteer, or internship experience. In your description, make sure you:

- ❑ Explain what the business or organization does
- ❑ Describe the physical setting of your work
- ❑ Tell about a typical day
- ❑ Describe the people (co-workers and/or customers) at your work site
- ❑ Optional: Attach photos or other visual (s) of your work site (include a caption or explanation).

Project Description:

- ❑ Describe an activity or project that you worked on or completed in your work, volunteer, or internship experience.
- ❑ Review the four standards on the self evaluation (personal management, problem solving, teamwork and communication). For each standard, write at least three (3) to four (4) sentences explaining how you demonstrated the elements of the standard on your project.

Credit for Proficiency – Work, Volunteer, Internship Personal Reflection

The following work and project descriptions need to be word-processed.

Write a *thorough, thoughtful* reflection about your work, volunteer, or internship experience. In your description, make sure you include the following:

- ❑ Every new situation provides an opportunity to learn more about yourself, other people, and various skills. Write about what you learned during your experiences. Did you face a challenge or learn new skills? Did you witness new situations or learn new strategies to solve a problem? What have you learned that you didn't know prior to these experiences?
- ❑ Review your self and employer evaluations. Write about differences/similarities between the two evaluations. In addition, pick one of the Essential Skills/CRLS where you need improvement and write about your plans for working on this Essential Skill/CRLS.
- ❑ Write about skills that you learned at the workplace that could be applied to school. Write about skills that you learned in school that could be applied to the workplace.
- ❑ Write about your post-high school goals. How will this experience help you reach your goals?

Essential Skills/CRLS Self-Evaluation

Student's Name _____ Job Title: _____

Rating Scale:		1 = unacceptable in this category; must improve 2 = still learning; requires assistance; should improve 3 = meets expectations 4 = exceptional performance
PERSONAL MANAGEMENT (Work Ethic and Behaviors)		Rating
Plans, organizes, and completes assigned tasks on time		
Does quality work		
Maintains regular attendance		
Is on time		
Identifies tasks that need to be done and initiates action to complete them		
Takes responsibility for decisions and actions		
Demonstrates appropriate dress, appearance and personal hygiene		
Can explain and follow workplace health and safety practices		
Begins work promptly and stays on task		
Can work independently		
Has a positive attitude; demonstrates interest in their work		
Follows security procedures and ethical practices		
DECISION MAKING and PROBLEM SOLVING		
Identifies problems and locates information that may lead to solutions		
Identifies multiple alternative solutions to solve problems		
Selects and explains a proposed solution and course of action		
Develops a plan to implement the selected course of action		
COMMUNICATION		
Processes and conveys information using traditional and technological tools		
Listens attentively and can follow verbal and written instructions		
Gives and receives feedback and constructive criticism in a positive manner		
Reads and writes technical/instructional materials for information and can apply to tasks		
Speaks clearly, accurately, and in a manner appropriate for the intended audience		
Asks appropriate questions when unclear about instructions or assignments		
TEAMWORK		
Understands the value of working with others		
Identifies different roles within teams and the importance of each		
Knows how to compromise and come to an agreement		
Maintains appropriate interactions with colleagues		
Works well with individuals from diverse backgrounds; respects diversity		
Fulfills their responsibilities as part of a team.		
Total score must be 70 or greater and cannot include "1s" in any category	SIGNED:	TOTAL

Presentation Guideline

In order to receive credit for your experience, you will need to arrange a time to make a presentation to your advisor about your experience.

What do I have to include in my 8-10 minute presentation?

- ❑ Explain what the business or organization does
- ❑ Tell about a typical day
- ❑ Describe specific tasks that you did at your work site
- ❑ Describe an activity or project that you did at your work site
- ❑ What did you learn from your experience? Did you face a challenge or learn new skills? Did you witness new situations or learn new strategies to solve a problem? What have you learned that you didn't know prior to these experiences?
- ❑ How have your experiences helped you prepare to reach your post-high school goals? Anything else about your experience which you think would be interesting

How am I going to put together my speech?

- ❖ Create an outline for your speech. Your outline should contain an Intro, Body and Conclusion.
- ❖ Visual evidence is recommended (i.e. power point, pictures, etc). Evaluate the visual evidence created for your project. Where and how will it fit into your speech?
- ❖ Transfer your outline onto 3x5 note cards. Practice delivering your speech with your note cards. Practice with family and friends!

How will I be graded on my speech?

When you schedule your presentation with your advisor, they will review the scoring guide. You will be graded on a scale of 1-6 (6 being the highest) in four areas. Listed below are the four areas and an example of what you will need to do to receive a 6 (for more information go to the Oregon Department of Education, Speaking Scoring Guide).

Ideas and Content: Content is extremely clear, focused and well-suited to the audience and purpose.
Organization: The order and structure support the audience's understanding.
Language: The language is original and clear, with a wide range of expressive words appropriate to audience and message.
Delivery: The speaker's skillful control of the craft and use of technique bring about a thoughtful response from the audience.

Supervisor* Information

Background Information:

Portland Public Schools values the dedication and commitment shown by our community partners in making work, volunteer, and internship opportunities available to PPS students. We know that some of the most powerful learning a student does during his or her high school career can come outside the classroom with guidance in the workplace from a caring adult. Through these experiences:

- ❑ Students build academic and job skills (Essential Skills/Career Related Learning Standards)
- ❑ Make connections with professional adults
- ❑ Have the potential to earn credit toward their PPS graduation requirements.

The responsibilities of the Supervisor include the following:

With the Student Before and During the Experience:

- ❑ Review Credit for Proficiency (CFP) materials
- ❑ Talk about age- and skill-appropriate activities in your workplace that could be used to demonstrate competence in Essential Skills/CRLS.
- ❑ Set a time to meet at least weekly about progress in completing CFP materials (where necessary, set intermediate deadlines for completing the work).

Toward the end of the experience:

- ❑ Don't forget the evaluations! Student must complete and signs Self-Evaluation and Supervisor completes and signs Supervisor Evaluation.
- ❑ Student and supervisor discuss in person their Evaluations, and reasons for any discrepancies between the two.
- ❑ Where appropriate, complete or discuss evaluation instrument(s) used by your organization.
- ❑ Verify completion of all items on Completion Checklist; support student in completing any missing elements.

**Supervisor may be an on-site job supervisor, mentor, counselor, teacher, case manager or job coach who knows well all of the student's work or service learning performance.*

Essential Skills/CRLS Supervisor Evaluation

Student's Name _____ Job Title: _____

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