

Name _____

Year of Graduation 20_____

Milestone _____

Grade of Completion FR SO JR SR

Documentation for Milestones Career Readiness

Students are required to complete two (2) Career Related Learning Experiences (CRLE) over their high school career to satisfy a portion of the graduation requirements for Weston-McEwen High School and the state of Oregon. These CRLE projects will be referred to as Milestones or Milestone projects. These two projects should be uniquely different experiences. The Milestone should focus around or pertain to the post-high school goals, employment skills, or interests of the student. The completion of college courses outside of those offered at Weston-McEwen High School can be accepted as a Milestone project.

Requirements for **EACH** Milestone project:

- Minimum of fifteen (15) hours is required for the project to be assessed
- All paperwork must be completed and accounted for when submitting paperwork for assessment by the class advisors
 - All paperwork must be limited to 8 ½ in. by 11 in. pieces of paper and paperclipped, not stapled, together
 - If there is missing paperwork or documentation, advisors reserve the right to hand back the paperwork to the student for resubmission *AFTER* they have provided the appropriate paperwork
- To pass the assessment, students must receive a passing score from their advisory teacher in the year that they **FINISH AND SUBMIT** their Milestone
 - The advisor will have another advisor of the same grade score the Milestone if the Milestone did not pass
 - If the Milestone does not pass with the second advisor, the Milestone will be handed back to the student for modifications to the documentation provided
 - The student will be able to repeat this process until the student passes the Milestone assessment.

Restrictions for **EACH** Milestone:

- The student cannot fill-out “Part II - Assessment of the Student”
 - The mentor must provide contact information to validate the student’s project after completion of the Milestone
- **All other sections of the following documentation must be filled out by the student and only the student** and it must be typed in a legible font
- All items submitted for “Part IV - Additional Documentation” must be physically submitted and cannot be turned in electronically
 - It is the responsibility of the student to provide “Part IV-Additional Documentation,” not the mentor/boss or those at Weston-McEwen High School

Student print _____

Parent print _____

Sign _____

Sign _____

By signing below, I understand the requirements and restrictions of the Milestone projects.

Part I – Cover Letter

Directions: For **EACH** Milestone project, a cover letter must be provided on-top of each set of documentation. This gives the advisors a blatant look at the purpose and focus of the Milestone project. The format for said letter is below, and it should be completed on a separate piece of paper without the Part or Directions labeled.

Your Name

Your Email

Your Phone Number

Date

Advisor Name Goes Here

Advisor Name Goes Here

Advisor Name Goes Here

To whom it may concern,

This first paragraph gives you the chance to talk about yourself (meaning what grade you're in, who your current advisor is, etc. -- not what your hobbies or favorite activities outside of school are), your Milestone (just mention it), and how it connects to your post-high school goals or career choices. This shouldn't be a sentence or two, but rather a rich, robust collection of sentences to give your advisors as much information as possible.

The second paragraphs aims for you to tell us about the Milestone specifically (give a brief rundown here). How did this Milestone give you extended academic or specialized knowledge that you didn't have BEFORE the Milestone? How did the Milestone help you out as a student (if it did)? This shouldn't be a sentence or two, but rather a rich, robust collection of sentences to give your advisors as much information as possible.

Thank you for your time,

Sign Your Name Here

Your name here

Part III – Assessment of the Student

If you are participating as the Mentor or were the Boss for our student at Weston-McEwen, we greatly appreciate your participation in this assessment of the student. The state of Oregon requires students to complete Career Related Learning Standards, which we have turned into 15-hour projects for the students to complete.

At the completion of the project, the students are asked to have an assessment of them by someone who had a direct connection to them in terms of watching them work, observing how they are professionally, and other items to be addressed later.

We ask that you please fill out the following papers in hopes that we can gain a sense of how our student performed in their Milestone project. We are asking you to provide a home, work, or cell phone number, and an email that has a connection to a work/professional account in hopes to avoid any issues with personal emails not receiving the messages.

Following this bit of information, we finally ask that you assess them in a five-level Likert Scale, with an additional “n/a” option. A score of “1” represents that you strongly disagree with the statement, a score of “5” represents that you strongly agree with the statement, and the choice of “n/a” represents that the statement simply is/was not applicable to the project.

Again, we here at Weston-McEwen High School greatly appreciate your help in this process.

Name _____

Phone _____ **Home** **Cell** **Work**

Work Email _____

Connection to student _____

Part III – Assessment of the Student (cont.)

Scores		
n/a = not applicable	1 = strongly disagree	2 = disagree
3 = neither agree nor disagree	4 = agree	5 = strongly agree

Personal Management

Scores

The student showed great organization when completing tasks	_____
The student showed up on time and left at the correct time	_____
The student took actions upon themselves to complete tasks	_____
The student took responsibility for their decisions and actions	_____
The student was able to read/write accurately when needed	_____

Problem Solving

The student found alternatives to solve problems they experienced	_____
The student identified problems and located information for solutions	_____
The student took it upon themselves to correct any accidents or issues	_____
The student was able to identify and attempt to fix problems that occurred	_____

Teamwork

The student identified different types of roles each person had	_____
The student maintained appropriate interactions with colleagues	_____
The student was able to work effectively with their coworkers	_____
The student was able to demonstrate skills that improved team effectiveness	_____

Communication

The student asked questions when they did not know what to do	_____
The student received positive/negative feedback appropriately	_____
The student communicated appropriately with the intended audience in mind	_____

Employment Foundations

The student applied academic or technical knowledge throughout the Milestone	_____
The student maintained proper etiquette throughout the Milestone	_____
The student used technology appropriately throughout the Milestone	_____
The student exhibited safe work behaviors throughout the Milestone	_____
The student completed their Milestone without any issues or conflicts	_____

Comments:

Signature _____

Date _____

Part IV – Self-Assessment

Directions: Self-assessment is an important part of any job or project. It grants the chance to think about the quality of the work completed. Self-assessments provide humans with a chance to improve in their lives.

It is your task to self-assess your work pertaining to **EACH** *Career Related Learning Standards* category by providing yourself a score **and** reasoning to said score in complete sentences. While guides have been provided for you, to obtain a passing score it is advised that you write additional sentences. Failure to submit a self-assessment in complete sentences voids the Milestone of any assessment by class advisors.

Scores

n/a = not applicable

1 = strongly disagree

2 = disagree

3 = neither agree nor disagree

4 = agree

5 = strongly agree

Communication--Demonstrate effective communication skills to give and receive information in school, community, and/or workplace.

- Locate, process, and convey information using traditional and technological tools.
- Listen attentively and summarize key elements of verbal and nonverbal communication.
- Give and receive feedback in a positive manner.
- Read technical/ instructional materials for information and apply to specific tasks.
- Write instructions, technical reports, and business communications clearly and accurately.
- Speak clearly, accurately and in a manner appropriate for the intended audience when giving oral instructions, technical reports and business communications

In Communication, I'm giving myself a score of (delete this and write your answer here) because (delete this and write your explanation here).

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.

In Personal Management, I'm giving myself a score of (delete this and write your answer here) because (delete this and write your explanation here).

Teamwork--Demonstrate effective teamwork in school, community, and workplace.

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

In Teamwork, I'm giving myself a score of (delete this and write your answer here) because (delete this and write your explanation here).

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.

In Problem Solving, I'm giving myself a score of (delete this and write your answer here) because (delete this and write your explanation here).

Employment Foundation—Demonstrate academic, technical, and organizational knowledge and skills required for successful employment.

- Apply academic knowledge and technical skills in a career context.
- Select, apply, and maintain tools and technologies appropriate for the workplace.
- Identify parts of organizations and systems and how they fit together.
- Describe how work moves through a system.
- Describe the changing nature of work, workplaces, and work processes on individuals, organizations and systems.
- Demonstrate dress, appearance, and personal hygiene appropriate for the work environment and situation.
- Explain and follow health and safety practices in the work environment.
- Explain and follow regulatory requirements, security procedures, and ethical practices.
- Exhibit safe work behaviors, such as working free of the influence of alcohol and drugs, and other risky behaviors.

In Employment Foundation, I'm giving myself a score of (delete this and write your answer here) because (delete this and write your explanation here).

Part V – Additional Documentation

Directions: Additional documentation can take many forms—pay stubs (Social Security numbers removed, please), pictures, student-created advertising, budgets, narratives (oral or written), etc. These additional documents should support your Milestone, and show completion.

For this part, providing one document like a pay stub that covers one or two dates that were previously mentioned in “Part I-Log of Milestone” does provide a visual to your working on the date you listed, but it does not show a complete picture of your Milestone project.

It is asked that you provide documentation that provides support to your story. If you are able to provide documentation for each section of your Log in chronological order AND it has the completion of your Milestone, that is best.

Please refer to “Restrictions for Each Milestone” located on the cover of this packet for additional information pertaining to this Part of the Milestone project.

Please list the “Additional Documentation” items that follow this sheet below to provide the advisors with knowledge of all documentation that they should be looking for.

1. First document here (please hit enter after if you have more than one document)

Part VI – Reflection Questions

Directions: For **EACH** Milestone project, two reflection questions are required. Students must choose one from each grouping: *Knowledge Growth* and *Post-High School Connection*. Students **cannot** answer two questions from the same grouping. While there is no length requirement for these questions, it is encouraged to fully justify each answer with complete sentences. Not writing in complete sentences can result in loss of points when the Milestone is being assessed.

Students are required to answer specific questions designed to help them reflect upon their Milestone project and reflect on the information learned or obtained throughout the Milestone, as well as how this project connected to their post-high school goals or career choice.

Students will answer two (2) of the questions provided. If the advisors deem the answer provided does not answer the desired question completely **OR** provide a connection to the student's post-high school goals or career choice, the specific reflection question will lose points. Advisors may have students re-submit one or both of their reflections in order to pass.

Knowledge Growth

Question #1: Based on your newfound knowledge from your Milestone project, how could you have benefitted from said knowledge a year ago?

Question #2: What new and valuable information did you learn from completing this Milestone?

Question #3: How can you utilize the knowledge you have gained from your Milestones as a high school student at Weston-McEwen High School?

Question #4: Referring back to your self assessment, what two *Career Related Learning Standards* did you acquire additional knowledge in?

Post-High School Goals

Question #1: How did this Milestone experience change your career path/ideas for post-high school?

Question #2: How did this Milestone experience cement your career path/ideas for post-high school?

Question #3: Does this Milestone project act as a transition from you in high school to what you want to do after high school?

Question #4: Referring back to your self assessment, what two *Career Related Learning Standards* became stronger in connection to your post-high school goals?