

Reflection Requirements Milestones Career Readiness Project

Purpose: 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 WMHS (**Personalized Learning**). For **EACH** CRLE (work, community volunteerism, school volunteerism, course-related CRLE project, mentoring) project a “Reflection” will be required.

Students are required to answer specific questions designed to help them reflect upon their CRLE experiences. These questions are found at the bottom of this document—read them carefully and follow the directions.

Following is a listing and definition of the five (5) Career Related Learning Standards that are considered foundational skills for career readiness. These are explicitly taught in the freshmen year (grade 9) Advisory and reviewed in sophomore-senior year (grades 10-12) Advisory classes.

Career Related Learning Standards Definitions

(located at: <http://www.ode.state.or.us/teachlearn/real/documents/cl.pdf>)

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 non-verbal 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

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.

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).

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.

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.

Directions: Students will answer two (2) of the following questions. Students may choose ANY two questions from the listing provided. These will be assessed by their advisors, the year the CRLE experiences are completed. **For example:** if a CRLE is completed in the sophomore year, sophomore advisors will assess the Reflection work for that CRLE. Answers are fully articulated, robust and rich in detail.

Questions:

- Question #1: Notice that for each CRLS, there are bullets further clarifying what the CRLS means. Choose two (2) of the five (5) CRLS presented, and discuss HOW you met these CRLS in your CRLE experience. You must show that you have addressed 50% of the bullets listed in the CRLS in your response.
 - **Example:** Using CRLS **Problem Solving—Apply decision-making and problem-solving techniques in school, community, and workplace**, you discuss how you Identified problems and located information that may lead to solutions; you identified alternatives to solve problems; you selected and explained a proposed solution and course of action as part of your response.
 - **When completing the second CRLE project—if you choose to do Question #1 for the second CRLE reflection, please DO NOT use the same CRLSs used for this reflection.**
- Question #2: Discuss what “stands out” as the most prescient part of the project/experience—why? Fully justify your answer.
- Question #3: Discuss why this was a necessary and pertinent project or experience—fully justify your answer.
- Question #4: Discuss how the CRLE experience changed your career path and/or ideas—fully justify your answer.
- Question #5: Discuss what you learned, either positively or negatively, from this CRLE experience. Be specific and fully justify your answer.