

Forms



Form A

**Career Center Assessment Project
Faculty and Professional Staff Survey**

We are in the process of developing a Career Center at our high school. In order for the Career Center to meet our needs, we are conducting a survey to assess what career guidance/information is presently being provided by the various school faculty and staff.

Your interest and ideas are essential ingredients in determining which services should be offered. This survey is anonymous and is your opportunity to help determine the direction of the Career Center.

Please return this survey to the Career Center mailbox (office).

1. Are you providing students with any of the following career information?

- | | | | | |
|--|-------|-----|-------|----|
| Interest inventories related to career choices | _____ | Yes | _____ | No |
| Work value information choices related to career choices | _____ | Yes | _____ | No |
| Knowledge of school subjects related to careers | _____ | Yes | _____ | No |
| Knowledge of career information resources | _____ | Yes | _____ | No |
| Knowledge of specific job duties, training, salary, or job market trends | _____ | Yes | _____ | No |
| Awareness of a variety of careers | _____ | Yes | _____ | No |
| Awareness of job-searching methods | _____ | Yes | _____ | No |
| Resumé and job application preparation | _____ | Yes | _____ | No |
| Job interview techniques | _____ | Yes | _____ | No |
| Guidance in choosing a definite career goal | _____ | Yes | _____ | No |
| Guidance in choosing a college program | _____ | Yes | _____ | No |
| Guidance in choosing a vo-tech program | _____ | Yes | _____ | No |

2. Which of the following resources are you using to provide career guidance and information?

- | | | |
|-----------------------------------|---------------------|----------------------|
| _____ Counseling | _____ Books | _____ Guest Speakers |
| _____ Class Papers | _____ Videos | _____ Lectures |
| _____ Field Trips | _____ None of These | |
| _____ Computerized Career Program | _____ Other | |

3. Additional comments and/or other career-related projects you are providing. (Use back if necessary.)

Form B

Career Center Assessment Project
High School Student Questionnaire

1. What grade are you in? _____

2. Have you decided what you will do after high school graduation?
 _____ Yes _____ No

3. Would you use a Career Center if one were available?
 _____ Yes _____ No

4. What type of career information would you like to receive?
 Please check as many as apply.

_____ Occupations _____ Colleges _____ Career Surveys _____ Resumés _____ Job Applications	_____ Military Careers _____ Vocational-Technical Schools _____ Job Search Ideas _____ Interviewing Skills _____ On-the-Job Training
--	--

5. What kinds of items would you want to use to learn more about careers?

_____ Books _____ Reference Material _____ Pamphlets _____ Career Information _____ Other	_____ Video Tapes _____ Career Encyclopedias _____ Computer Career System _____ Career Interest Inventories
---	--

6. Please offer suggestions on ways the Career Center can best serve you and other students.

Getting Started

1. Where is the resource center located?
2. Name four people to be on the Advisory Board.

Student _____

Parent _____

Community member _____

Faculty member _____

Counseling staff _____

3. Make needed changes to form A and B of handouts.
4. What training is needed for the teachers and students?
5. How will you promote and publicized the Career Center?
6. What materials/resources are needed for parents, teachers and students?
7. How can we get students, parents, and teachers to use the Career Center?

Students

Parents

Teachers

Form C**Faculty Request Form**

TO: Faculty and Staff

FROM: Career Center Counselors

DATE:

Check the boxes for career information of interest to your students. Please return this form to the Counseling Center. We will get back to you as soon as possible.

Classroom Presentations on:

- The Career Center and Its Services
- Specific Occupations
- Selecting a College or Vocational-Technical School
- Career Planning

Workshops on:

- Job-Seeking Skills
- Resumé Preparation
- Application Procedures
- Interviewing Techniques
- Job Success Skills

Student Utilization of the Career Center for:

- Career Counseling
- College, Vocational-Technical Searches
- Research Papers

Any of the Following:

- Classroom Videos
- Tour of the Career Center (Up to 15 Students)
- Any other topics or ideas we can discuss with you? Please discuss briefly.

Name

Room No.

Date

Form D

Basic Intake Form

Name _____ Grade _____
Soc. Sec. No. _____ Ethnicity _____

Date _____
Career Center Activity and/or Recommendation _____

Date _____
Career Center Activity and/or Recommendation _____

Date _____
Career Center Activity and/or Recommendation _____

Date _____
Career Center Activity and/or Recommendation _____

Date _____
Career Center Activity and/or Recommendation _____

Date _____
Career Center Activity and/or Recommendation _____

Form E (Side Two)

The Remainder of This Form Is for Official Use Only

JTPA Related Comments:

Services:

- | | | |
|----------------------------------|-----------------------|------------------------------|
| 1. Intake | 5. Videos | 9. Job-Seeking Skills |
| 2. Counseling | 6. Orientation | 10. Job Reference Assistance |
| 3. Outreach | 7. Career Information | 11. College Catalogs File |
| 4. <i>Oklahoma Career Search</i> | 8. Books | 12. Other |

Remarks:

Counselor's Signature

Date

Form F

Senior Project*

Seniors participating will have a productive and rewarding project that expands their level of maturity. Our fast-changing world demands that new educational methods be constructed for students to:

1. Overcome their isolation from society and help them achieve a functional understanding of that society.
2. Individualize their own learning to meet their particular needs and interests.
3. Increase the participation and concern of the community in school programs.
4. Direct their own learning.

In accomplishing these goals, *Senior Project* will be a valuable asset to the educational program. Your participation is voluntary, NOT required. If you are going to participate, however, the time to start is NOW. There are several steps required for participation:

1. Contact an agency in the community that will allow you to work with it for two weeks in May.
2. Find someone from that agency who will be willing to work closely with you as an individual.
3. Contact a member of the (school name) staff/administration who will be willing to be your ADVISOR. This is the person in the high school whom you will keep closely informed about your plan, schedule, progress, accomplishments, and whereabouts when you are on Project. This person is very important and must be someone who is willing to check often on your progress.
4. Prior to your Senior Project, you must submit a project proposal to _____ by _____ (Date). The proposal must contain: _____ (Coordinator's Name)
 - a. Project title and specific purposes and objectives
 - b. Method of operation and time schedule
 - c. Signature of community sponsor
 - d. Signature of faculty advisor
 - e. Signature of parent or guardian
 - f. Approval of all teachers, sponsors, and coaches
5. First day of Senior Project (Date) _____.
6. Last day of Senior Project (Date) _____.
7. All journals, reports, Senior Fair items due in library by _____ (Time) on _____ (Date).

*Permission granted to use this form from Bill Scoggan, Oklahoma City Public Schools.

Form F (cont.)

Senior Project Guidelines

1. Any senior may apply. To be released fully, a student must be passing in all subjects. We want you to go on project, but it is a privilege, not a right.
2. Every applicant must have a faculty advisor and a community sponsor. The sponsor may not be a relative.
3. The senior must complete a standardized Project Proposal form in which he/she outlines the proposed project.
4. The senior must submit this Project Proposal to the faculty advisor on or before _____
(Date).
5. The senior's teacher must approve him/her for the project by reviewing and signing the form. If one teacher requires that a student remain in class, the student must plan his/her project to include this class. If two or more teachers require the student to remain in class, he/she may do a project, but of a limited scope.
6. The senior's parent must sign to indicate his/her approval of the Project Proposal.
7. A reviewing board (also known as the Senior Project committee), composed of faculty, senior students, and the coordinator will consider all project proposals. This board will maintain the power to reject any proposal deemed unsatisfactory.
8. Rejected proposals may be revised according to suggestions made by the Senior Project Committee and must be resubmitted.
9. Senior Project will be conducted during the last two weeks of school from _____, through _____
(Date) (Date).
10. The senior must devote the same amount of time to this project (*six hours on the job daily minimum*) that he/she would ordinarily spend in school. Furthermore, the project must extend over the entire time period allotted for Senior Project, from _____
(Date) to _____. Unlike excused absence days from school, you *must* make up any hours/whole days you miss because of illness, family obligations, etc. That is the only way you can gain *full* benefit from your project and fulfill your obligations to your community sponsor. Classes plus project will likewise be six hours minimum. Any deviation from these dates must be cleared with the committee ahead of time. **The committee has the right to require students to make up hours missed.** Students can be asked to work as many as eight hours a day. Be sure that your lunch time is not included in total hours.

Form F (cont.)

11. A senior may NOT be paid for Senior Project work unless extenuating circumstances require such payment. If circumstances require payment, the senior must state on the Project Proposal form what these specific circumstances are and specify donation to charity.
12. No relative may be in a *direct* line of responsibility for the area or department in which the senior works.
13. The senior may not do a Senior Project at a place of previous employment.
14. *Students who are working together* on a project are expected to prepare and submit *separate* proposals, *written individually*. (Carbons and Xerox copies are NOT acceptable.) Furthermore, students who collaborate must work with the *same sponsors and faculty advisors*. Proposals and finished projects will be reviewed and evaluated by the same subcommittee.
15. Project proposals, when they are submitted, *must contain the signatures of both faculty advisor and community sponsor*; otherwise, these proposals will be automatically rejected except in rare instances where it is impossible to submit the sponsor's signature. If such an instance does occur, the applicant must submit, *in writing*, a satisfactory reason for failure to comply. If the committee rejects the student's explanation, the proposal may NOT be resubmitted. Remember, if you can't meet the first deadline, you won't make the final one.
16. Participating seniors will have final grades on preempted courses determined at the beginning of the project, and all academic work must be completed by that time.
17. At the conclusion of the project, a *journal* (with daily entries), weekly time sheets, and a typed four-page report by the student, as well as an evaluation of the student's project by the sponsor, are required for graduation. These materials are due on _____ although the project is not officially over until the senior has displayed or presented his/her project.
(Date)
18. The Senior Project Committee will make a final evaluation of the senior's project and either pass or fail the project.
19. The student *must* notify his/her faculty advisor at least once each week during the course of the project by whatever means the two decide upon. The time spent in conference with the faculty advisor should not be counted in the six-hour daily time minimum.

Form F (cont.)

20. Failure to comply with any of the guidelines will jeopardize graduation.
21. Students will be scheduled for a display or presentation of their projects on
_____.
(Date)
22. Any student discovered to have falsified information on his/her initial proposal or to his/her subcommittee will be immediately removed from the project.

Form F (cont.)

**Senior Project
Keeping a Journal**

1. Every student on Senior Project is expected to keep a journal.
2. Please use a spiral notebook, $8\frac{1}{2} \times 11$, in which you record an entry every day during project time.
3. Write neatly in ink.
4. Be sure to include the *exact* hours which you worked each day *at the top of the page*.
5. Give the *specific* time when you wrote your entry.
6. Use *complete* sentences. Avoid fragments and phrases.
7. In addition, each entry should include a minimum of two paragraphs as follows:
 - a. *Paragraph 1*: Describe exactly what you did on a particular day.
 - b. *Paragraph 2*: Write some type of personal reaction or evaluation of what you did that day. These are ideas for your consideration:
 - Did you like what you were doing? Why or why not?
 - Why do you suppose you were asked to do a certain activity?
 - Did everything happen exactly as you expected it to, or were there some surprises?
 - How will you benefit from what you are learning?
8. The journal is not to be written on the job but after your day's work is done.

Sample Entry on Next Page

Form F (cont.)

Name _____

Date _____ Time _____

Project time: 8 a.m. to 3 p.m.
Lunch: 12 noon to 1 p.m.
Hours spent on project: 6

This was my first day of project. I reported to school at 8 a.m. and from 8 to 8:30, I worked with Miss Browne to plan how I would spend my first day. Since I am totally new and have had no experience with second graders since I was in this grade, Miss Browne felt that most of my time should be spent observing and learning the names of the students. There are 22 altogether. As soon as school started, the students had show-and-tell time. Then they took turns in their reading groups where each group worked with the teacher for about 20 minutes. The three groups were the Rockets, the Jets, and the Eagles with the Rockets being the best. After reading class, students practiced their handwriting, with the Palmer method. Then it was time for lunch and playground duty. After lunch pupils worked on arithmetic skills — today they drilled on addition facts with the number 7. Pupils were also working in small groups with headphones for spelling drill and for their addition facts. Miss Wilson, the music teacher, worked with the class in the music room from 2:15 until 2:40.

I was amazed at all the learning that seemed to be going on in Miss Browne's class, and I feel that I have a lot to learn. So many

different activities were going on at all times that it seemed like a three-ring circus. I don't remember all that activity when I was in second grade. She has so much patience with them, especially with the two little boys who got into a fight and started calling each other bad names. She didn't get angry at all, and she did get them to apologize to each other and to her. When she introduced me to class, she introduced me as Miss Olson. I'm not sure that I liked that, but I guess if I'm going to be working with small children, they have to learn that I am not one of them. This way, maybe they will respect me more. By the end of the day, I had managed to learn the names of 15 students. Only seven more to go! Whew! It's the end of the first day, and am I tired! One little girl who seemed very shy and withdrawn hung on to my arm all during the time that I had playground duty. Although I rather enjoyed that, I am still wondering what makes her so shy — whether this is her way of showing her insecurity. I think I'll ask Miss Browne if I can work with Jill and help her to be more outgoing. Tomorrow I'm supposed to help two or three of the poorer spellers drill over this week's words. I hope I can help them improve their grades.

Sample Journal Entry

Write in complete sentences and use paragraph form.

Form F (cont.)

Senior Project Evaluations

Your final evaluation of Senior Project should include the following information and will be due on _____, no later than _____. Please submit to _____.

(Date) (Time) (Contact Teacher)

You will be expected to use all of the composition skills that you have been taught at _____.

(Name of School)

1. Restate your objectives (goals).
2. How did you attempt to achieve your goals?
3. Do you think you succeeded? Explain why. If not, why not?
4. What benefit did you derive from this experience? Or, was this experience totally negative? If so, why?
5. What specific skills or procedures did you learn?
6. What abstract qualities did you learn or discover that you already had? For example, self-reliance, self-discipline, self-motivation, compassion for the ill and handicapped, patience and understanding of the young, perseverance, etc. Explain how these qualities were exemplified in your work.
7. Include any person or committee whom you found to be especially helpful in making your project a success.
8. What changes would you suggest in the concept of Senior Project as a whole, if any. Consider additions or deletions. This is not the place to complain about individuals but to discuss the concept as a whole.

Form F (cont.)

Senior Project Proposal
Part 1

Please Type Neatly

Name _____ Phone _____

Address _____ ZIP _____

Name of Faculty Advisor _____

Project Title and/or Major Subject Area _____

Company or Institution where work will be done _____

• Street Address _____ City _____ ZIP _____

• Phone where you can be reached during project _____

Name of sponsor _____ Phone _____

• Sponsor's Title or Position _____

• Sponsor's Address _____ ZIP _____

Detailed Project Information:

A. List your project goals. Be specific.

1. To be _____

2. To be _____

3. To be _____

B. List the specific activities in which you will participate:

C. Will you be working with other students on your project? _____ Yes _____ No

List those students with whom you will be working: _____

Your Final Proposal is due on _____, at _____.

(Date)

(Time)

Form F

Senior Project Proposal, Part 1

Page 2

D. Have you ever worked for this person or company (business) before?

_____ Yes _____ No

If so, when? _____ In what capacity? _____

Does either your mother, father, or another close relative own or manage this business?

Yes No If yes, explain. _____

E. The following items *must be submitted* at the end of Project:

1. Journal of daily activities and reactions in 8x11 spiral notebook.
2. Final typed evaluation of your project (4 pages minimum).

List additional materials you will submit:

- 3.
- 4.
- 5.

List items for Senior Fair:

- 1.
- 2.

F. Time Schedule. Indicate the hours you will be at your project locale each day. Remember, you must account for a minimum of six hours, excluding lunch. Your sponsor may reasonably expect you to work eight hours a day if other employees do so.

	Begin Day	Lunch Time	Return	End Day	Total Hours
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					

Form F (cont.)

Senior Project Proposal, Part 1

Page 3

Students whose hours and locations may vary must do the following:

1. Attach a separate sheet to this proposal, giving a specific account of project hours and locations.
2. Agree, on a separate attached sheet, to submit to their subcommittee, on a weekly basis, a detailed schedule of activities and locations.
3. Agree, on a separate sheet, to contact _____ or an appropriate subcommittee member if there is any deviation from this schedule.
(Contact Teacher)

Total hours _____ (for two weeks)



Senior Project Proposal

Part 2

A. To Student

I Agree

- to adhere as closely as possible to the schedule and objectives which I have set for myself.
- to make progress reports at the times and in the form designated by my faculty advisor.

I Understand

- that I am free from exempted academic requirements during the period of this project.
- that it is my responsibility to notify all coaches and activity sponsors of my project.
- that successful completion and acceptable reporting of the project are requirements for my graduation.
- that I am required to attend those activities required for graduation.
- that I must *not* receive payment for this project.
- that I may *not* work for a close relative.
- that I may *not* work at a place of business where I have been employed previously.
- that the school may not be liable for any injuries that I may sustain as a result of this project.

Signatures Needed Prior to Acceptance

Form F (cont.)

Senior Project Proposal, Part 2

Page 2

B. To Parents

I have read the guidelines and Project Proposal and have discussed them with my son/daughter. In case of out-of-town projects, I realize that the school cannot directly supervise him/her and understand that the school may not be liable for any injuries that he/she may sustain as a result of this project.

(Parent Signature)

C. To the Faculty Advisor

I accept the responsibility as faculty advisory for _____
(Name of Student)
if this project is accepted as proposed. I will contact the sponsor before the student begins the project. I will also be willing to help this student as needed before the project begins and during the project.

(Signature of Faculty Advisor)

D. To the Community Sponsor

I have seen a copy of the rationale and guidelines for Senior Project at _____
_____ (School), and _____
has given me a copy of the Role of the Community Sponsor. He/she has discussed with me the aims and objectives of Senior Project as it operates at _____
_____ (School). We have discussed both the goals and our mutual expectations. I have read his/her proposed project. I approve it and will fulfill my obligations as outlined in the Role of the Community Sponsor. Furthermore, I agree not to remunerate this student in any way, now or in the future, for services rendered during project time.

(Signature of Community Sponsor)

Form F (cont.)

Senior Project Proposal, Part 2

Page 3

E. To Teachers

Class	Teacher	Approved	Rejected	With Comments

Signatures of Coaches and Sponsors of Extracurricular Activities. If you do not participate in any activities, please write "none" in the first space.

	Activity	Sponsor
1		
2		
3		
4		
5		
6		

Please list any AP tests that you will be taking.

Form F (cont.)**Senior**

This page is to be given to your community sponsor at the time you discuss the sponsor's duties. Be sure that your community sponsor reads your written proposal and understands the commitment.

The Role of the Community Sponsor

To: The Community Sponsor

From: Senior Project Committee

The role of the community sponsor is essential to the success of Senior Project at (school name). As responsible men and women in the community, you will play an active part in the student's learning experience. In playing a dual role as a student's teacher and sponsor, you will give the student a concept of the adult world as it really is. Your duties are:

1. To help the student organize his/her project and indicate your approval of it by signing the appropriate statement at the bottom of the Student Proposal Form.
2. To advise and guide the student as he/she completes the required hours.
3. To fill out an evaluation form at the close of the project.

The following is additional information that may be useful in your role as sponsor.

1. Project begins on _____ and continues through _____. Students are to work a minimum of six hours a day (excluding their lunch hours) and a maximum of eight hours.
(Date) (Date)
2. Attendance and punctuality are important. Absences must be made up.
3. A student may not be paid for his/her project work.
4. No relative may be in a direct line of supervision for the student. The student may not work at a relative's place of business or at a place of business where he/she has been employed previously.
5. Each student will also choose a faculty advisor who acts as a consultant for the student when writing the proposal and again during this project time. The advisor will also act as a liaison between the community sponsor and the school. Your contacts with the school can be made through this person.

Form F (cont.)

6. The faculty advisor may, or may not, have expertise in the project area.
7. The student is bound by a carefully delineated set of guidelines. Failure of the student to comply with these guidelines can jeopardize his/her graduation.
8. The student will keep a journal and will write a final evaluation of his/her project. These are not to be done during his/her working hours.
9. You may wish to set up some type of informal contract with the student for a mutual understanding of what will be expected during project time, but do not feel that such action is mandatory.

We have asked each student to discuss with his/her sponsor the rationale and guidelines, as well as the aims and objectives of Senior Project as it operates at (name of school). If your student has not done so, please ask him/her to clarify these items for you.

We trust that the student's work will be beneficial not only to him/her, but to you as the sponsor and that you both gain a sense of satisfaction. Thank you for your interest in Senior Project. If you have any questions which we can answer, do not hesitate to call (Coordinator) at (Phone Number).

Form F (cont.)

The Role of the Faculty Advisor

1. To act as a consultant to the senior before the project proposal is submitted to the committee:
 - a. to assist in determining reasonable objectives for the available time.
 - b. to recommend resources and materials valuable to the project's completion.
 - c. to make sure proposals are submitted by _____
(Date)
2. To provide appropriate liaison with community sponsor during the project. This entails contacting the community sponsor during the first two weeks of project and any other time that may be deemed necessary.
3. To meet with students for a weekly conference during project:
 - a. to review time sheets and journals weekly, signing them to indicate approval, checking hours and absences each week
 - b. to advise of project progress
 - c. to recommend additional resources and materials
 - d. to offer assistance in overcoming unexpected obstacles.
4. To provide articulation between the student and the subcommittee, particularly to inform the committee of individual student abilities and appropriateness of goal activities.
5. To review the completion project and evaluation form before submission to the committee and make appropriate comments on the back of the community sponsor form, which will be of value to the committee.

All professional staff members (teachers, media specialists, counselors, and administrators) are available as advisors. Advisors should limit their advisees to no more than seven to be able to work effectively with each one.

Form F (cont.)

**Senior Project Evaluation
Community Sponsor's Form**

Senior Project Evaluation for _____

Please indicate your appraisal of the student on the table below.

	Poor	Fair	Good	Excellent
Dependability				
Seriousness of purpose				
Cooperation				
Initiative				
Contribution				
Motivation				
Punctuality				
Working with others				

How did the student benefit?

How did the student help you and/or your organization?

What were the student's strengths?

What were the student's weaknesses?

What are your suggestions for improving Senior Project?

Would you be willing to sponsor another student on Senior Project?

Yes No

Signed _____

Organization _____