

CASS CAREER CENTER EMBEDDED COMMUNICATION ARTS AND MATHEMATICS CREDIT NOVEMBER 2, 2004

INTRODUCTION:

The Cass Career Center is proposing to offer “embedded” academic credit for those students who complete a six-hour CTE (Career and Technical Education) program and specific, additional academic criteria. It should be kept in mind that this is a working document and will be continually updated and revised. Students who complete a six-hour CTE program will receive the following:

- One hour of elective communication arts credit, Technical Writing, if they meet the minimum requirements for all established components of a portfolio. A scoring guide will assess each required element with minimum levels established. (Implemented during 04-05 school year)
- One hour of elective mathematics credit, Technical Mathematics, if they pass a competency test sometime within their two years in the CTE program. The mathematics credit could be used to meet the math credit requirements if the student has failed a previous mathematics class. (Implemented during 05-06 school year)

RATIONALE:

The concept of “embedded” credit may seem revolutionary, however, other schools in other states are offering some form of additional credit. What we propose is an entirely unique integration of communication arts and mathematics into all CTE programs. We feel that the concept of earning academic credit for completion of a CTE program is a perfect fit for Cass Career Center and its sending schools. The key to the program is that students will not be “given credit” they will earn it by demonstration of their work (communication arts) or by passing a test (math). It is also important to realize that there will be additional work required of students who attempt to earn “embedded” credit. Again, it is important to understand that students will have to earn the credit; it will not be automatically given to them for completion of a CTE program. The integration of academic credit into CTE classes (with additional requirements) meets the intent or requirements of the following:

- The Perkins III program has accountability requirements that are based on student achievement in communication arts and mathematics. The Congressional debate over future Perkins funding is continually centered on the idea that CTE classes do not assist in raising overall academic achievement scores. This program will allow for an academic focus in CTE classes while maintaining the technical learning within the various trades.

- The majority of the sending school students attending the Cass Career Center lose credits due to travel. Many of the sending school students have at least a 30-minute bus ride to the Career Center and a 30-minute bus ride back to their home school. This program would provide them the opportunity to earn as many credits as other students in their schools.
- Granting embedded credit will help all districts meet the MSIP requirement for lowering dropout rates by allowing CTE students to earn additional credits and remain on track to graduate with their class. This process will be even more important as accountability moves from dropouts to graduation rates.
- The number of CTE students who have to take remedial writing, reading, or math classes while continuing their education at local community colleges will be reduced. Most of the students who have to take these classes cannot graduate within the normal two years and therefore have higher costs and longer community college enrollments. CTE students need to be well-educated citizens who are prepared to enter the workforce equipped in the areas of mathematics, science, engineering, and technology while at the same time they must be prepared academically to enter post-secondary education.
- Our placement rate should improve since our graduates will have the basic academic skills that employers are looking for in new employees. Most business and industry representatives say they can teach the technical skills but do not have the resources to improve basic academic skills for their employees. This project will increase higher order thinking skills for all vocational students and increase basic reading, writing and mathematics skills. By acquiring these skills, our graduates will be better prepared for entry into the workforce. This will be true if they enter it upon graduation or continue their education through post-secondary education.

GOALS AND OBJECTIVES:

The following goals and objectives have been developed to provide an overall guide for the purpose of the “embedded” credit program and to allow a basis for evaluation. The goals of the program are intended to allow CTE students to be better prepared to face the challenges of careers in the 21st Century. In order to better prep our CTE graduates, the components of the Perkins III legislation and the development of high expectations under the comprehensive school reform model have been used to develop the goals and objectives.

Goal 1: To meet the Perkins III Core Indicators for secondary academic attainment (1S1) and CTE skill attainment (1S2)

Objective 1: The number of students who enroll in each CTE program will reach 100% capacity and maintain that level of enrollment.

Objective 2: The number of CTE students who complete their CTE program will increase by 5% each year until a 100% completion rate is reached.

Objective 3: The number of CTE completers placed in employment, post-secondary education, or the military will increase by 5% each year until 100% placement is achieved.

Goal 2: High expectations will be established for all CTE students.

Objective 1: All CTE curriculum guides will include integration of communications arts and mathematics objectives.

Objective 2: The number of CTE students who complete “embedded” credit(s) will increase by 5% each year until 75% of CTE graduates have completed at least one “embedded” credit.

Objective 3: The number of CTE graduates who are required to take remedial mathematics, reading, or writing courses upon enrollment in post-secondary education will decrease by 5% each year until 0% of CTE graduates are required to take remedial classes.

TIMELINE:

2003

November Director visit to AVCTC to view “embedded” credit program

2004

April Establish a building level leadership team to meet with staff in small group discussions.

August Meet with Cass Career Center staff to discuss “embedded” credit implementation.

November Director to meet with superintendent to gain input toward “embedded” credit program.

December Schedule meeting with Communications Arts representatives from each sending school.

2005

January Schedule workshops with communications arts and Cass Career Center teachers to establish exhibits and scoring guides.

February Cass Career Center instructors continue to align curriculum toward “embedded” credit implementation.

February-April Meet with Harrisonville Cass R-IX and other participating school boards to present program on “embedded” credit.

April Cass Career Center begins to collect student portfolios of graded communication arts exhibits.

May Begin to gather information for implementation of mathematics “embedded” credit.

August Meet with Cass Career Center instructors to discuss mathematics “embedded” credit implementation process.

October Schedule a meeting with all participating schools mathematics department representatives.

November Establish workshop with mathematics team to establish exhibits, scoring guides, pre-test, and final math exams.

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| November | Administer mathematics pre-test to students in order to establish a base line score. |
| November | Cass Career Center instructors continue to align curriculum toward mathematics “embedded” credit implementation. |

2006

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| January | Schedule meeting with mathematics team to finalize exhibits. |
| February | Cass Career Center instructors to begin incorporating math exhibits into student curriculum. |
| March | Return communication arts student’s portfolios to sending school representatives to prepare for awarding of communication arts credit. |
| May | Follow-up with sending schools on communication arts student portfolios process. |
| August | Meet with Cass Career Center staff concerning the final implementation phase of mathematics “embedded” credit – refresher workshop. |
| December | Follow-up with Cass Career Center instructors on mathematics “embedded” credit student progress. |

2007

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| February | Follow-up with Cass Career Center instructors on mathematics “embedded” credit student progress. |
| April | Return student mathematics final to sending school representatives to prepare for awarding of math credit. |
| May | Follow-up with sending schools on mathematics students final process. |

EVALUATION:

The process of evaluation is important for any program. It is important to assess the progress of the program in relation to its goals and objectives. If evaluation is the process of examining a subject and rating it based on its important features, then this program must be evaluated to determine if it is meeting the needs of CTE graduates. The evaluation process for this program will consist of performance measures that will lead to evaluation data. Performance measures will also explain the format of the evaluation. The evaluation methods will form the formal written evaluation of the embedded credit program that will use the performance measures to determine if the program has a positive effect on CTE students and raises their academic and CTE achievement. Evaluation will be ongoing and continuously changing. As the program develops there will be a written evaluation plan developed on the following concepts:

- Performance measures (program): The evaluation of the actual embedded curriculum (the daily integration of academics and CTE subjects) and its implementation will be considered evaluation of the program. Data will need to be collected for each of the following performance measures. Some of the data will be simple numbers that can be tracked and the other data will require the development of surveys. The evaluation of the program will lead to changes in the presentation of the embedded instruction, development and revision of materials, and revision of the tests and scoring guides.
 - Number of students planning to earn “embedded” credit
 - Number of students who turned in a portfolio/or take the math exam
 - Number of times students test
 - Parent satisfaction with program
 - Community satisfaction with program
 - Student satisfaction with program
- Performance measures (outcomes): The evaluation of the broader outcomes of the embedded curriculum will be evaluated over an extended time period. This data will be collected over time and future data will be compared to existing data for previous years. The long term evaluation will determine if the program actually improves CTE student achievement.
 - Number of students planning to earn “embedded” credit
 - Number of students who enroll in Cass Career Center programs
 - Number of Cass Career Center graduates who are successfully placed
 - Number of students who have to take remedial math, reading or writing upon enrollment in post-secondary education
 - Student MAP scores
 - Student ACT scores

- Evaluation methods: The plan is to conduct an evaluation for program improvement. The evaluation will serve as benchmarks to determine if the program is “on-track” and making adequate progress. Based on the input from all participants changes will have to be made to continually improve the program. The use of survey data will be important to determine the perception of most groups.
 - Survey students for number of participants (each year)
 - End of year survey of students to determine what worked and what needs changes
 - End of year survey of CTE staff to determine what worked and what needs to be changed
 - Informal, antidotal evaluation and collection of feedback

COMMUNICATIONS ARTS:

The communication arts credit will be awarded based on the development of a portfolio by the CTE student. Each section of the portfolio will have a scoring guide developed for it along with a system to determine an overall percentage for scoring.

Key Points:

Reasons/Purpose (in addition to the rationale)

- Sending school students lose one credit per year due to travel
- Communication arts and mathematics is important for all students, especially technical ones.
- Focus on communication arts/mathematics will reduce the number of Cass Career Center graduates who have to take remedial college entrance classes
- Meet the Perkins III requirements for integration of academics in CTE classes
- The “exhibits” (products of reading and writing) will be determined. Scoring guides to evaluate each exhibit will be developed with the assistance of the Harrisonville High School English Department and a representative from each participating sending school. Students will not receive credit for this in the 2004-2005 school year, but 11th grade (first year) students will be developing their portfolios for credit in the 2005-2006 school year. There may be exceptions if there are specific students (seniors for 2004-2005) who are in need of ½ credit of communication arts for graduation. This would be determined on an individual basis, and the home school of the student involved would have to request the credit.

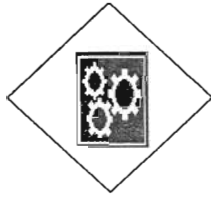
Grading and Credit

At this point, discussions have been held on several aspects of grading and credit. It is the recommendation that each sending school will be able to choose the options that fit them best as for the awarding of credit.

Based on discussions with DESE, the local school boards can offer the credit as they define. It is proposed that the course will be titled: Technical Writing

Local sending school communication arts and Cass Career Center instructors will work in a collaborative effort in determining communication arts exhibits involved in the “embedded” credit program. Areas listed below may be items used as exhibits:

Cover letter/letter of introduction
Resume
Sample job application/college entrance application
PowerPoint presentation
Article summaries
Technical paper
Vocabulary terms
Informal proposal
Safety report/memo
Career/guidance plan



CASS CAREER
CENTER

CAREER
AND
TECHNICAL

ENGLISH

EXHIBITS

CAREER & TECHNICAL ENGLISH
EMBEDDED CREDIT
(essential skills list)

Name: _____ Sending School: _____

Ten (10) required objectives must be met by each student. Five (5) additional objectives will be chosen by instructor/student.

COMMUNICATIONS ARTS

CTE Teacher	Comm Art Teacher	Date	Essential Skill	Score	Notes/Artifacts
			1. Use standard English in speaking and writing (including grammar, usage, punctuation, spelling, capitalization)		
			a. Prepare brochure (i.e. advertising or step process)		
			* b. Demonstrate oral and written skills (research paper and presentation)		
			* c. Use job-related vocabulary		
			d. Write an invoice/estimate		
			* e. Develop PowerPoint presentation		
			2. Read and evaluate nonfiction works and material (i.e. biographies, newspapers, technical manuals)		
			a. Follow the procedures on a skill exercise		
			* b. Complete eight (8) article reviews		
			c. Conduct research through technical manuals		
			d. Read and interpret blueprints		
			3. Write formally (i.e. reports, narratives, essays) and informally (i.e. outlines, notes)		
			a. Keep a log book to document procedures used to solve problems (internship)		
			b. Complete a purchase requisition (P.O.)		
			* c. Write a cover letter		
			* d. Prepare a resume (interview-ready)		

			e. Write a business letter		
			4. Comprehend and evaluate the content and artistic aspects of oral and visual presentations		
			a. Evaluate lectures, sales presentations, and/or informational presentations		
			5. Participate in formal and informal presentations and discussions of issues and ideas		
			* a. Perform job skill demonstrations		
			b. Debate an issue (i.e. masonry block wall versus poured in place concrete or health- related issue, computer-related issue, etc.)		
			* c. Present an idea to your supervisor or peers		
			* d. Participate in a mock job interview		
			e. Participate in problem solving activity		
			6. Identify and evaluate relationships between language and culture		
			a. Demonstrate interpersonal skills when working with customers		
			* b. Participate in diversity awareness workshop (i.e. learning styles, socioeconomic, gender, race, and family issues)		
				150 pts	Grade

* Required objectives

Final Sign-off for credit:

Name

Title

Date

All work must be completed to the satisfaction of the Communication Arts instructor. Any item that is not accepted must be resubmitted for acceptance.


Name _____

Brochure Scoring Guide

Criteria	Advanced 4 pts	Proficient 3 pts	Partially Proficient 2 pts	Unsatisfactory 1 pt
Design and Color	Brochure has clear visual appeal.	Brochure has limited visual appeal.	Brochure has minimal visual brochure.	Brochure has no visual appeal.
Text	Text boxes are sized and formatted correctly; almost no spelling or grammar errors	Some text boxes are sized or formatted incorrectly; few spelling or grammar errors	Many textboxes are sized or formatted incorrectly; noticeable spelling or grammar errors	Many text boxes are sized or formatted incorrectly; numerous spelling or grammar errors interfere with the communication of ideas
Graphics	Brochure includes the correct number of relevant and clear images/pictures with appropriate captions and citations to describe them	Brochure includes too few or too many pictures or some pictures are irrelevant and/or unclear and/or lack captions or citations	Brochure includes too few or too many pictures and pictures are irrelevant and/or unclear and or lack captions or citations	Brochure does not include the required pictures, or pictures are all irrelevant and/or unclear and/or lack captions or citations
Accurate Facts	All facts accurate	1 fact inaccurate	2-3 facts inaccurate	3 facts inaccurate
Organization	Facts flow in an easy to understand direction	Facts have 1 step out of order	Facts have 2-3 steps out of order	Facts have no direction

Home page	Benefits of FFA Membership	Verbal Commu
Officer and Leadership positions in the FFA	Symbols and the FFA Emblem	Organizing a F

Verbal Communication Skills

	FFA Creed
	<p>I believe in the future of agriculture with a faith born not of words but of deeds-achievements won by the present and past generations of agriculturalists; in the promise of better days through better ways, even as the better things we now enjoy have come to us through the struggles of former years.</p>
	<p>I believe that to live and work on a good farm or to be engaged in other agricultural pursuits is pleasant as well as challenging; for I know the joys and discomforts of agricultural life and hold an inborn fondness for those associations which, even in hours of discouragement I can not deny.</p>
	<p>I believe in leadership from ourselves and respect from others. I believe in my own ability to work efficiently and think clearly with such knowledge and skill as I can secure and in the ability of progressive agriculturalists to serve our own and the public interest in producing and marketing the product of our toil.</p>
	<p>I believe in less dependence on begging and more power in bargaining; in the life abundant and enough honest wealth to help make it so-for others as well as myself; in less need for charity and more of it when needed; in being happy myself and playing square with those whose happiness depends upon me.</p>
	<p>I believe that American agriculture can and will hold true to the best traditions of our national life and that I can exert an influence in my home and community which will stand solid for my part in that inspiring task.</p>
	<p>The Creed was written by E.M. Tiffany. It was adopted at the third National Convention of the FFA and revised at the 38th and 63rd conventions to reflect</p>

Public Speaking Scoring Guide

	Possible Points	Contestant's Score
Voice		
• Quality		
• Pitch		
• Force		
• Articulation		
• Pronunciation		
Voice Total:		
Stage Presence		
• Personal Appearance		
• Poise & Posture		
• Attitude		
• Confidence		
• Personality & ease before audience		
Stage Presence Total:		
Power of Expression		
• Fluency		
• Emphasis		
• Directness		
• Sincerity		
• Communicative Ability		
• Conveyance of thought and meaning		
Power of Exp. Total:		
General Effect		
• Extent to which speech was understandable, convincing, pleasing and held attention.		
General Effect Total:		
Response to Questions*		
• Ability to answer satisfactorily the questions asked by the judges indicating familiarity with the subject.		
Response Total:		
Gross Total Points:		
Less Time Deduction**:		
Less Accuracy Deduction***:		
Net Total Points		
Contestant Ranking:		

VOCABULARY TERMS

OBJECTIVE: Students will improve reading comprehension in their skill training area by organized development of vocabulary recognition related to the career field.

Introduction:

Reading comprehension is vital to the success of an employee in today's world of business. Today's employees must be savvy in recognizing career related terms. Additionally, today's employee must also be able to know, and communicate, these terms by the career field definition that is most widely accepted by the professionals, and non-professionals, within the skill training area. Recognizing the importance of words and their meanings, the Cass Career Center provides each student with support in the area of career specific vocabulary and term definitions.

During enrollment in a technical training program, students are required to participate in a program that seeks to improve each student's recognition of career field related vocabulary. Each student is required to take semester exams that have a focus on vocabulary recognition within her/his chosen skill training area. By stressing the importance of developing a strong career field vocabulary the Career Center believes that all students in the skill training programs will show marked improvement in reading comprehension of career related materials.

The chosen terms are program specific to build the successful graduate's knowledge and understanding, thus, enhancing her/his successful communication within the skill training area. Enhancement of reading comprehension begins with word recognition and understanding term definitions.

Each CTE program instructor completes the following:

- 1. Identifies the terms that are essential for the skill training area.**
 - a. Each program has approximately 200 terms for a two-year program participant.
 - b. The definitions start with the textbook definition, but also have additional information when necessary.
 - c. Semester final exams have vocabulary related questions of terms covered during the class periods leading up to the exam date.
- 2. Encouraging students to learn the definitions by:**
 - a. Developing a method for keeping an on-going list of terms in a log of some kind.
 - b. Regular practice of putting various term definitions in the students' own words.
 - c. Use of "word walls" in the classroom and/or shop area that place the terms and their definitions in front of the students regularly.
- 3. Developing a list of terms for the career related vocabulary list based on the following divisions:**

 - a. Specific terms related to the individual skill training area.
 - b. General terms that are related to all vocational training programs.

4. **Developing test questions on semester exams that monitor student understanding of class specific terms and their definitions.**
5. **Developing test questions that require students to choose to define terms in her/his own words. Combined with the multiple-choice questions on the semester exam, these questions should demonstrate student comprehension of the selected terms.**

PowerPoint Presentation—American Literature

Students will be graded on the content and the effectiveness of their presentations. A few guidelines are as follows: 10 total slides for Communication Prep, 12 total slides for College Prep, 3 bullets per slide, only one sound bit may be used for presentation, picture/graphic on each slide, title slide, bibliography slide, presentation must be 6-8 minutes.

Grading Rubric

Design and Mechanics

- Consistent
- Appropriate use of color
- Adopted a style and kept with it
- No typos or grammatical errors
- Program proceeds smoothly
- Transitions are apparent

Content and Bibliography

- Contains the required number of slides
- Content is meaningful
- Bibliography citations are constructed correctly

Media Requirements

- Graphics from the web
- Graphics/pictures on all slides
- Appropriate use of sound

Presentation

- Speaks clearly and loud enough to be heard
- Professional approach
- Information added beyond slides
- Good eye contact with audience

Copyright

- Print/audio/visual included in bibliography
- Complete credit page

Comments:

Total Points: /200

JOURNAL / ARTICLE SUMMARY

Writing an article summary is easier when you consider that you are giving the reader a verbal description of the information you have read. Approach the Journal/Article Summary as if you are a reporter. An important part of this type of writing is answering the "5 W's" in your summary: Who?; Where?; When?; What?; and Why?

The following steps will help you to develop information to write in a summary that will be effective in communicating the information from your selected Journal/Article.

- STEP #1:** Completely read the article.
- STEP #2:** Answer the "5 W's" on scratch paper. Draw pictures if it helps.
- STEP #3:** Write the summary as though you were telling a friend about your notes.
- STEP #4:** Re-read and edit your summary. Run the spelling and grammar check on your computer.
- STEP #5:** See if you can locate a quote in the Journal/Article that would help emphasize your summary.
- STEP #6:** Re-read and edit your summary. Run the spelling and grammar check on your computer one final time. Print a 'final draft' to submit to your instructor.

It is important to note that most instructors consider plagiarism to be when a student uses five or more direct words from the author in a statement. To help you avoid plagiarism, set your Journal/Article aside when completing STEPS 3 and 4. Developing a good STEP 2 will make the Journal/Article unnecessary for STEPS 3 and 4. It will also help to prevent possible issues with plagiarism.

An article is included in this lesson along with a 'good' summary for you to review. An example of STEP 2 is also presented so you can see what would make STEPS 3-6 easier.

To help you understand the format for the Journal/Article summaries, do the following:

1. **Read the article;**
2. **Review the graphic representation of STEP 2;**
3. **Attempt STEPS 3-5;**
4. **Discuss the process as a class.**

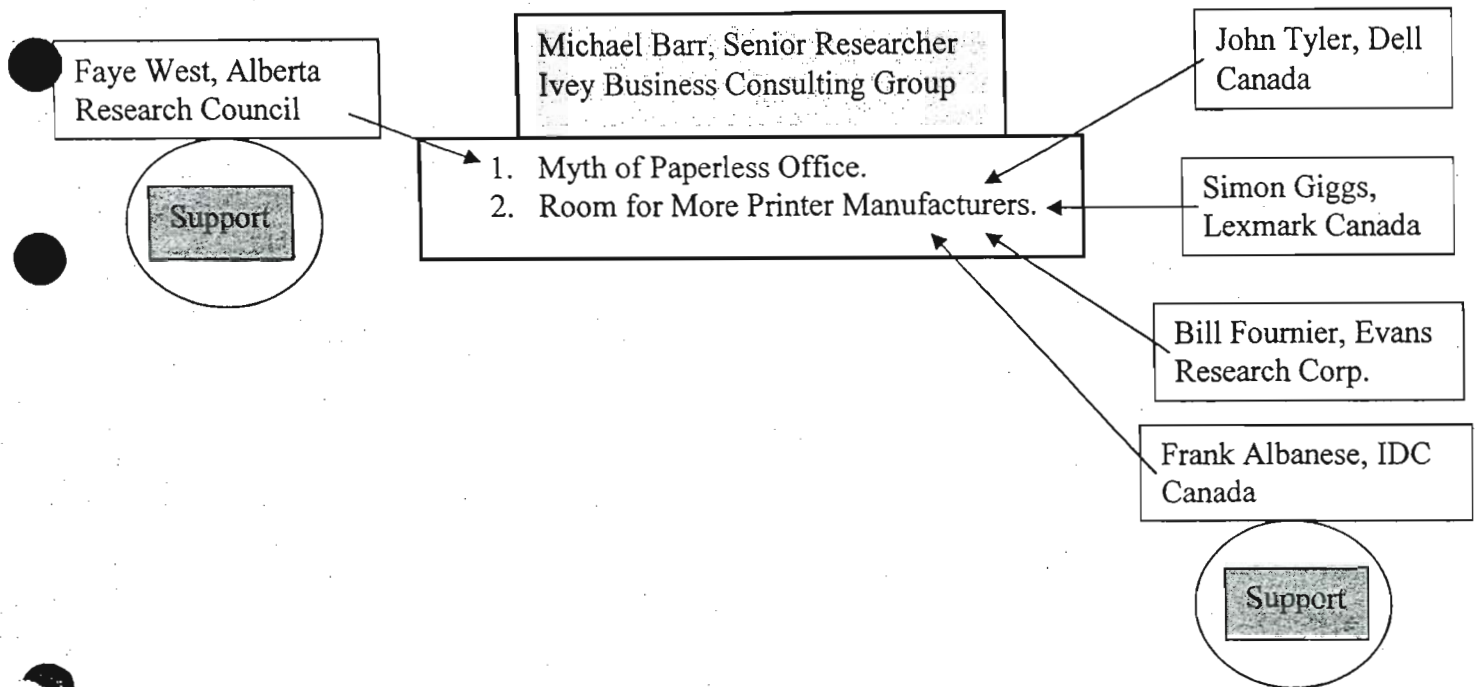
Journal/Article Summary Notes

Name:	Date:
Journal/Article Title:	Instructor:
<i>Journal/Article Summary notes help you get the crucial information and the meaning of the facts. The following table will help you to work through your Journal/Article as if you were a reporter meeting the expectations of your editor.</i>	<i>Not all questions are always appropriate; you must decide if it's okay to leave one, or more, blank, but be sure you can explain why that information is absent.</i>
WHO (is involved or affected):	Most Important WHO:
WHAT (happened):	Most Important WHAT:
WHERE (did it happen):	Most Important WHERE:
WHEN (did it, or will it, happen):	Most Important WHEN:
WHAT/HOW (did they do it, or others respond):	Most Important WHAT/HOW:
WHY (did they do it, react this way):	Most Important WHY:
SO WHAT? (Why is this event/information/idea important?):	Most Important SO WHAT:

Adapted from: Tools for Thought by Jim Burke (Heinemann: Portsmouth, NH); © 2002

STEP #2: Graphic Representation of the Journal/Article.

WHO? Liam Lahey, Author (writing for Computing Canada)



WHERE? Canada

WHEN? Fall 2002 through April 2003

WHAT?

1. "Myth of the Paperless Office" – The "e-office" [Internet and email] has made printer volumes increase. The need for printers has increased instead of decreasing as predicted.
2. "Room for More Printer Manufacturers in Canada" - The Canadian market can accommodate more manufacturing of printers.

WHY? (Reserved for your opinion regarding the Journal/Article material that you have read.)

Following is an example of a 'good' Journal/Article summary (in appropriate format).

NAME
Mr. Amelunke

PM Graphic Arts
August 27, 2004

Trade Journal/Article Summary for Portfolio

Lahey, L. *"Still pushing paper at the office: Dell joins the race to service enterprise users' printing needs but one analyst thinks it's a 'silly' move – Personal Technology – Brief Article."*
http://www.findarticles.com/p/articles/mi_m0CGC/is_8_29/ai_101196201, August 27, 2004.

The rise of the Internet, email and wireless computer connections promised to reduce the load on printers and paper products needed to conduct business. The outcome, however, is very different from what was expected. Liam Lahey, writing for *Computing Canada*, indicates that the 'paperless office' is a myth, according to Michael Barr, a senior researcher with the Ivey Business Consulting Group. In fact, from the fall of 2002 to the spring of 2003, the volume of work being produced by printers was increasing instead of decreasing for Canadian businesses.

Mr. Barr conducted a study of business printing behavior, commissioned by Canadian printer manufacturer, Lexmark, and his conclusion was that "almost half (40 per cent) of the respondents said they print data they receive (electronically) daily, while more than two thirds (67 per cent) of the enterprise users print information they've personally created on a daily basis." Faye West, director of information systems for the Alberta Research Council agrees with Mr. Barr's conclusions. She believes that the 'e-office' has increased the demand for, and on, printers at the business site.

Mr. Lahey then shares that Dell Computers is jumping into the printer manufacturing market in Canada to compete with companies like Lexmark, Hewlett-Packard, Epson and others. John Tyler, product manager of software and peripherals for Dell Canada, is optimistic that Dell can easily crack the "\$6 billion Canadian software and peripheral market". Is the introduction of a 'new' printer manufacturer a concern to one of Canada's largest printer producers? Simon Giggs, director of marketing for Lexmark says Lexmark is not concerned about an increase in the competition on his company's share of the printer market.

Bill Fournier, a senior analyst for the Evans Research Corp., agrees that printer usage will see an increase, but he feels that this will be a modest increase at best. When asked what he felt about the move by Dell to enter the printer manufacturing business in Canada, Mr. Fournier called it "a silly" move. Frank Albanese, a research manager for IDC Canada, sees Dell's move more positively. Mr. Albanese noted that other manufacturers 'beat the odds' entering the Canadian computing market and he feels that Dell's entrance will increase "the level of competition in the printer business."

Will Dell succeed in this endeavor? The need for more printers appears to be established in the business market. A lot will depend on the printers Dell produces and the services they provide. A lot of success in the business world is based on a 'gamble' and dedication to strong production and service. Dell may not change the make-up of Canada's largest printer manufacturers but they could become "a thorn in the side of the market leader," as Mr. Albanese was quoted as saying.

Communication Arts Journal/Article Summary SCORING RUBRIC

NAME: _____

CRITERIA	CHARACTERISTICS	POINTS EARNED	COMMENTS
<i>Introductory Paragraph</i> Possible Pts. _____	Student provided appropriate summary heading; appropriate Journal/Article Reference is included; author's name is included; student presented the main point/thesis through the introduction.		
<i>Main Ideas/Points Made in the Journal/Article</i> Possible Pts. _____	Main ideas of the author were presented; student included only significant details from the writing; summary of ideas are proportionate to the context of the ideas in the original work; material presented is objective and void of student opinion.		
<i>Language, Grammar and Spelling</i> Possible Pts. _____	Student used present tense; student paraphrased author's main ideas; student quoted effectively but sparingly; student provided transitions from one idea to the next; student showed appropriate use of grammar; student checked spelling for appropriate usage.		
<i>Personal Opinion Shared as Conclusion</i> Possible Pts. _____	Student shared his/her opinion as a conclusion to the article; opinion expresses support or disagreement with the author's point-of-view; good summary statement.		
GRADE: _____	TOTAL POINTS:		

Journal/Article Summary "Cheat Sheet" of the IMPORTANT COMPONENTS OF A SUMMARY

1. Include the thesis, or the main point, of the original in your first sentence.
2. Make it clear that you are summarizing early in the summary. When summarizing an article, you can introduce this information by including the name of the author and the title of the article in the first sentence. If you are summarizing a speech of a meeting, you can give credit in the opening sentence.
3. After you have determined the thesis, find the main ideas of the original. Look for the topic sentences that support the thesis.
4. Decide if your audience needs a few details or only the main ideas.
 - a. For longer summaries, pick out only those details that are especially important.
 - b. For short summaries, leave out all details.
 - c. For abstracts, include only the most important general ideas. Be concise. Reduce the original to the thesis in a few sentences.
5. Reproduce the author's ideas in proportion to the original emphasis. If the author spent four paragraphs on one topic and two paragraphs on another, try to make your summary give equal time and emphasis. For example, you would not include more information from the two-paragraph topic than from the four-paragraph topic. You would keep your summary information proportional to the original.
6. Write in present tense.
7. Be sure to paraphrase, not copy word for word.
8. Quote sparingly, if at all, and use quotation marks correctly.
9. End on the same idea as the original.
10. Provide adequate transition to keep the summary from sounding choppy.

DO NOT include too many details.

DO NOT give your opinion about the information contained in the summary, unless asked to do so. A summary should be an objective presentation of what you read or what happened.

TO GET STARTED writing a summary, try one of these:

1. If you are summarizing an oral presentation, take notes during the presentation or as soon after as you can. This way you are less likely to forget.
2. If you are summarizing something written, read the document at least twice. As you read for the third time, cross out everything (all the details) except the main ideas. Paraphrase what is left. For longer summaries, go back and choose a few important details to include. For abstracts, condense the paraphrased material.

PARAPHRASING:

1. Read the original carefully.
2. Put the original aside.
3. Write the idea in your own words.
4. Compare your version with the original.
5. Be certain you have used your own words and sentence structure and have accurately conveyed the author's idea.

BIBLIOGRAPHY:

JOURNAL/ARTICLE: For each source you consult, write the following information in the reference for the Journal/Article:

1. Author's Full Name (Last Name First)
2. Title and Subtitle of Article and/or Journal.
3. Publication Information: Volume Number, Publication Date, and Inclusive Page Numbers.

WEB ADDRESS: For a web address use the following:

1. Author's Full Name (Last Name First)
2. Title and Subtitle of Article and/or Journal
3. Copy of the complete web address for getting to the article (highlight and copy into your summary).
4. Date Article, and or Journal, was viewed on the Internet.

EXAMPLE:

Lahey, L. *"Still pushing paper at the office: Dell joins the race to service enterprise users' printing needs but one analyst thinks it's a 'silly' move – Personal Technology – Brief Article."*
http://www.findarticles.com/p/articles/mi_m0CGC/is_8_29/ai_101196201, August 27, 2004.

Adapted from:

Mehlich, S. and Smith-Worthington, D. *Technical Writing for Success: A School-To-Work Approach*. Mason, OH, South-Western Educational Publishing, 1997.

CIE Article Review Assignments

04-05

1. DUE DATES 1.) 9/10 2.) 10/1 3.) 10/22 4.) 11/12 5.) 11/23 6.) 12/17 7.) 1/14

9.) 2/4 10.) 2/25 11.) 2/6 12.) 3/18 13.) 4/8 14.) 4/29

2. Articles for CIE should relate to what is or has been studied in class or related to the students job (I'm lenient on this point).
3. Each review write up should include the students name, article title, publication name, date of publication, date due, 2 paragraphs; 5 to 7 sentences each, they should include- general overview of the article, how it relates to you, do you agree or disagree with the authors point of view and any thing else you believe I would find of interest.
4. Articles can come from the resources available in the classroom (TIME, DEMOCRAT, ETC.).
5. All articles are due on or before the due date, one half credit for one day late no credit after that!
6. These reviews are worth 100 points. Reviews are to be TYPED(so plan ahead, no hand written reviews will be accepted). Neatness counts.

Scoring Guide

Name: _____

Reading Blueprints to Estimate Materials

Materials For: _____

Materials	Quantity	Deviation	Score
Form Boards	_____ 2x4x16'		
Rebar	_____ Pieces		
Footing concrete	_____ Yards		
Wall Concrete	_____ Yards		
Floor Concrete	_____ Yards		
Total:			

Notes:

CASS CAREER CENTER

CIE

KENLEY JONES, INSTRUCTOR

POLICY STATEMENT FOR THE WRITING AND GRADING OF LOGS

Logs are to be written daily and should contain the following:

1. Day, date, and time worked
Example: Mon. 2/16/04 6:00-10:00 P.M. 4 hours
2. Description/summary of the days work activities, preferably in paragraph form. These should include, duties performed, staff meetings, customer interactions work situations, and any other situations you think might be of interest to the instructor.
3. Each daily entry will have a 50 word minimum and the student will count the words of the entry and write the number at the end.

Grades will primarily be determined by content and completeness. Logs will be graded on Mondays or the first day of class after a weekend. All logs not complete when class starts will be graded at 1/2 credit, no credit will be given after the hour is complete. Logs may be evaluated at any time and should be brought to class daily. If a student is absent it is their responsibility to have the instructor evaluate it on the day of return to class or no credit will be given.

Any variance to this policy will be up to the instructor.

ADDET.

3B

WEEKLY REPORT COOPERATIVE EDUCATION PROGRAM

Training Station: _____

Student: _____

Week Ending: _____

Since school credit is granted for work, it is important that this Weekly Report be returned to your teacher during the first class period following your work week.

DAY	IN	OUT	TOTAL HOURS	RATE	EARNINGS	JOBS PERFORMED
MON						
TUES						
WED						
THURS						
FRI						
SAT						
SUN						
TOTAL HOURS				TOTAL EARNINGS		

1. What problem(s) occurred that you would like help or class discussion?
2. How did you handle the situation(s)?
3. What new jobs or procedures did you learn from your work this week?
4. Give a brief description of the most interesting incident or experience you had during the week:

HARRISONVILLE CASS R-IX SCHOOLS

PHONE 816-380-2727

PURCHASE ORDER - REQUISITION

Rubric

VENDOR#:

TO:

(8 Pts) ORDER #:

DATE OF ORDER:

DATE WANTED:

PLEASE SHIP WITHIN

DAYS OR CANCEL

(8 Pts) CHARGE TO ACCOUNT OF: **Board of Education**

SHIP ATTN:

Harrisonville Cass R-IX Schools
402 Eastwood Rd.
Harrisonville, MO 64701

[illegible]

DEPT. OR SCHOOL: CCC

AUTHORIZED: _____

(2 pts) **PRINCIPAL APPROVAL:** _____

SHIP VIA: _____

HARRISONVILLE CASS R-IX SCHOOLS

PHONE 816-380-2727

PURCHASE ORDER - REQUISITION

VENDOR#:

TO: Quill Corporation 1
P O Box 94081 2
Palatine IL 60094-4081 3

ORDER #: ~~202085~~ 4

DATE OF ORDER: 2/14/2005 5

DATE WANTED: ~~February 10 days~~

PLEASE SHIP WITHIN DAYS OR CANCEL 7

CHARGE TO ACCOUNT OF: Board of Education 9

SHIP ATTN: Name of Individual 8

Harrisonville Cass R-IX Schools 10
402 Eastwood Rd. 11
Harrisonville, MO 64701 12

Requesting Order

QUANTITY	DESCRIPTION	CATALOG NO.	UNIT PRICE	AMOUNT	ACCOUNT CODE
15 1	Sharp Calculators Shipping/Handling	040 EL 263091	\$66.99 \$100.48	\$1,004.85 \$100.48	
STUDENT WOULD BE GIVEN A LIST OF 10 ITEMS & GO TO NET. TO GET PRICES & COMPLETE PO.					
TOTAL:				63 \$1,105.33	Carl Perkins Grant 11.1361.6412.000.110.270

DEPT. OR SCHOOL: CCC

AUTHORIZED: _____

COVER LETTER/LETTER OF INTRODUCTION

Focus Skills: Business Letter Format and Persuasion

CRITERIA	0	1	2	3	4	TOTAL
FORMAT & LENGTH	Format is not acceptable or is incomplete	Does not follow business letter format or may require significant revisions; length may not be appropriate	Business letter format requires minor revisions; length may not be appropriate	Correct business letter format and appropriate length	Impressive business letter format and appropriate length; professional appearance	
PURPOSE	Purpose is not attempted or is incomplete	Lacks introduction of self and/or presentation of skills and/or qualifications; may not request reader to take some course of action	Attempts to introduce self; may not clearly present skills and/or qualifications; may request reader to take some course of action	Introduces self; presents skills and/or qualifications; requests reader to take some course of action (i.e. schedule an interview)	Effectively introduces self; "sells" skills and/or qualifications; persuades reader to take some course of action (i.e. schedule an interview)	
MECHANICS	Mechanics are not acceptable	Sentence fragments, too many distracting errors	Occasional errors but not enough to distract	Complete sentences; correct capitalization, and punctuation, and spelling	Flawless presentation of mechanics as desired in a cover letter	
WORD USAGE	Word choice is not acceptable	Word choice is inadequate or inappropriate	Word choice is acceptable	Word choice is effective and persuasive	Word choice is professional, respectful, and persuasive	
ORGANIZATION	Organization is not acceptable or not attempted	Organization of ideas between paragraphs and within paragraphs is random or poorly organized	Organization of paragraphs is acceptable but ideas within paragraphs may lack organization	Introductory paragraph presents purpose; body presents skills and/or qualifications; conclusion requests a course of action; ideas within paragraphs may be organized	Effective organization includes an introductory paragraph to present purpose; body to present skills and/or qualifications; conclusion to request a course of action; effective organization of ideas within paragraphs	
USES TECHNOLOGY	Not word processed or appearance is unacceptable	Word processed but appearance is unacceptable	Word processed; appearance needs minor revisions	Word process in a clear font to create an appropriate appearance	Word processed in a clear font to create a professional appearance	
TIME REQUIREMENTS	Work is not complete	Completed late			Completed on time	

Resume and Cover Letter Assignment

ASSIGNMENT

For this assignment, please submit:

- resume (1-2 pages, printed, standard printer paper is fine)
- cover letter (1 page)
- job description (attach a copy of the job listing that you are applying for)

DETAILS

Resume a. If you have already prepared a resume that you are currently using, you may certainly submit it. However, I do recommend that you review and update that resume incorporating recent personal information about education or employment and modifying it according to the guidelines suggested in the lectures. Although the lectures covered scannable and web resumes, for this assignment submit the paper version of your resume.

b. If you do not as yet have a resume, this is your opportunity to get started. You will need a resume throughout your career, so now is the time to create one. Also, if you are an undergraduate with some time left before graduation, writing a resume can show you where you have gaps in education, experience, or activities that you may want to fill in before graduation and the job search.

A final word of caution—because of the formatting involved with creating a resume, they rarely come out right the first time. Expect to review your resume and make changes, to both content and format, at least three or four times before you are reasonably satisfied with the outcome.

Cover Letter Writing a cover letter can be difficult, especially getting just the right tone—not too aggressive, not too passive. So, to make the job easier, follow these suggestions:

- find a job or internship that you might actually apply for. Check the newspapers, the university's career center, professional organizations in your discipline, internet sources, and your personal network of business contacts. It's much easier to write a letter with a specific job and employer in mind.
- If you have trouble finding the right tone for the letter, imagine that you are writing to someone who knows you well and who knows your professional abilities.
- Remember to adapt your experience and education to the job's requirements. The letter will be graded in part on how well the letter addresses the qualifications specified in the job ad.

3/DE

Resume / Cover Letter / Letter of Reference Thank-you Letter / Interview Questions

Assignment:

Find an advertisement in a newspaper or journal, on the Internet, or through the Office of Placement Services. Find a position in your field, for which you might be qualified. Write a resume, a cover letter, and a letter of reference in response to the advertisement. Include the job advertisement or a photocopy of it. Also assume you had an interview with this company and write a thank-you letter to the interviewer. Finally, answer the 30 most commonly asked interview questions. While this resume is a class assignment, you should consider updating your resume to be a process that will be on-going throughout your career.

Due: The resume, cover letter, letter of reference, thank you letter, and interview questions are all due at the beginning of class on **(Wednesday) February 2**.

Points: 35 possible. You will be evaluated not only on the content and the appearance of the materials, but also on how well you have targeted the materials to the job advertised.

Resume (13 points)

Length: At least 1 complete page (not including references). Use 12-point font and 1" margins.

References: As part of your resume, include the names, addresses, and phone numbers of three or four references. These may be included within your resume. If you choose instead to have your resume say, "References available upon request," enclose a copy of the list of references you would send if the list were requested by the employer.

Format: The following list provides some ideas for the content of your resume.

- Personal Information (name, address, phone number, and e-mail address)
- Education (major, subjects taken)
- Skills
 - Technological - computer applications and software
 - Communication
 - Leadership
- Work Experience
 - Full/part-time work
 - Volunteer work
- Publications/Presentations
- Honors and Professional Affiliations
- Interests and Activities
- References

It is recommended that you use action verbs to start each sentence on your resume. A list of action verbs can be found at the following address.

RESUME

Focus Skills: Resume Format and Organization of Information

CRITERIA	0	1	2	3	4	TOTAL
FORMAT & LENGTH	Format is not acceptable or is incomplete	Does not follow resume format or may require significant revisions; length may not be appropriate	Resume format requires minor revisions; length may not be appropriate	Correct resume format and appropriate length (one page)	Professional resume format and appropriate length (one page)	
PURPOSE	Purpose is not attempted or is incomplete	Lacks adequate presentation of student's education, skills, qualifications, and/or work experience	Presents student's education, skills, qualifications, and/or work experience; presentation requires minor revisions	Presents student's education, skills, qualifications, and/or work experience	Effectively presents student's education, skills, qualifications, and/or work experience	
MECHANICS	Mechanics are not acceptable	Sentence fragments, too many distracting errors	Occasional errors but not enough to distract	Complete sentences; correct capitalization, punctuation, and spelling	Flawless presentation of mechanics as desired in a resume	
WORD USAGE	Word choice is not acceptable	Word choice is inadequate or inappropriate	Word choice is acceptable	Word choice is efficient and effective	Word choice is professional, efficient, and effective	
ORGANIZATION	Organization is not acceptable or not attempted	Resume is randomly or poorly organized	Organization is acceptable but requires minor revisions	Includes an objective, educational experience and work experience in reverse chronological order; provides reader with appropriate information	Organization is impressive and includes an objective, educational experience and work experience in reverse chronological order; provides reader with complete information such as dates and contacts	
USES TECHNOLOGY	Not word processed or appearance is unacceptable	Word processed but appearance is unacceptable	Word processed; appearance needs minor revisions	Word process in a clear font to create an appropriate appearance	Word processed in a clear font to create a professional appearance	
TIME REQUIREMENTS	Work is not complete	Completed late			Completed on time	

JOB SKILL DEMONSTRATION A



Purpose

To evaluate each contestant's ability to demonstrate and explain an entry-level skill used in the occupational area for which he or she is training.

First, refer to General Regulations, Page 9.

Clothing Requirement

For men: SkillsUSA official attire: Official red blazer, windbreaker-style jacket or sweater; black dress slacks; white dress shirt; plain black tie with no pattern or SkillsUSA black tie from Midwest Trophy; black socks and black shoes. **For women:** Official red blazer, windbreaker-style jacket or sweater; black dress slacks or skirt with businesslike white, collarless blouse or white blouse with small, plain collar that may not extend onto the lapels of the blazer; black sheer or skin-tone hose and black shoes. To purchase official clothing, contact Midwest Trophy Manufacturing Co. Inc. by calling 1-800-324-5996 or order online at www.mtmrecognition.com/skillsusa/.

Eligibility

Open to active SkillsUSA members enrolled in career and technical programs with career objectives that are included in the annual SkillsUSA Championships. The "A" classification is based on the vocational enrollment and career objective of the contestant. It is not based on the specific skills to be demonstrated.

Contests from the current SkillsUSA Championships that may be demonstrated are (in alphabetical order):

Basic Health Care Skills, Dental Assisting, Health Occupations Professional Portfolio, Medical Assisting, Nurse Assisting, Practical Nursing, Customer Service, First Aid/CPR, 3-D Visualization and Animation, Advertising Design, Architectural Drafting, Automated Manufacturing Technology, Automotive Service Technology, Aviation Maintenance Technology, Building Maintenance, Cabinetmaking, Carpentry, Collision Repair Technology, Commercial Baking, Computer Maintenance Technology, Cosmetology, CNC Milling, Criminal Justice, Culinary Arts, Diesel Equipment Technology, Electronics Applications, Electronics Technology, Food and Beverage Service, Graphic Communications, HVACR, Industrial Motor Control, Internetworking, Major Appliance Technology, Marine Service Technology, Masonry, Mechatronics, Motorcycle Service Technology, Nail Care, Photography, Plumbing, Power Equipment Technology, Precision Machining Technology, Preschool

Teaching Assistant, Residential Wiring, Robotics and Automation Technology, Sheet Metal, TeamWorks, Technical Computer Applications, Technical Drafting, Television (Video) Production, and Welding

Equipment and Materials

1. Supplied by the technical committee:
 - a. Timekeeper
 - b. All necessary information and furnishings for judges and technical committee
2. Supplied by the contestant:
 - a. All materials and equipment needed for the demonstration to be completed two times, once for the preliminaries and again for the finals, if required.

Scope of the Contest

1. Contestants should prepare for the job skill demonstration by developing the following abilities:
 - a. Prepare a five- to seven-minute demonstration
 - b. Practice elements of informal conversation
 - c. Demonstrate an effective and pleasing delivery style
 - d. Pronounce words in a clear and understandable manner
 - e. Demonstrate good platform deportment and personal confidence
 - f. Organize demonstration in a logical and coherent manner
 - g. Effectively vary voice in pitch, tone, tempo and volume
 - h. Demonstrate good grooming in dress and personal hygiene
2. The demonstration is a performance of an occupational skill accompanied by a clear explanation of the topic through the use of experiments, displays or practical operations. **An actual skill must be performed as opposed to an illustrated talk.** Note cards and other reference materials are not permitted.
3. Any skill may be demonstrated, provided it is a skill related to the occupational program of the contestant.
4. The demonstration shall be at least five minutes in length but shall not exceed seven minutes. Penalty: Five points will be deducted for each 30 seconds or fraction thereof under five minutes or for each 30 seconds or fraction thereof over seven minutes.
5. Time limit: Time will be started when the demonstration begins. The timekeeper will signal the speaker at five minutes, six minutes, and six minutes 30 seconds.

6. Contestants will be allowed three minutes to set up the demonstration and three minutes to clear the demonstration room. Penalty: Five points will be deducted for each 30 seconds or fraction thereof over the three minute allowance.
7. A performance space of 8'x12' will be provided that contains a 30"x96" table and one duplex (two plug ins) 110-volt (15 amp) electrical outlet.
8. Any visual or auditory aids (signs, charts, transparencies, slides, diagrams, tapes, CDs) are to be prepared by contestants. Professionally prepared visuals and audio materials may not be used. No pressurized aerosol cans of any kind will be permitted, and no compressed air, gas or flammable liquid may be used.
9. The contestant will not mention his or her name, school, city or state.
10. The demonstration is an individual performance; however, assistants may be used to set up and dismantle the demonstration. Models or assistants may be used in the demonstration but will not say or do anything that assists the demonstration other than serve as a model as needed for a facial, clothing design demonstration, etc.
11. Basic safety practices related to the skill performed must be followed. Safety violations will be subject to penalties of one to 10 points. Judges may stop the demonstration for serious violations.

190072

**SKILLSUSA CHAMPIONSHIPS
JOB SKILL DEMONSTRATION A RATING SHEET**

ITEMS EVALUATED	POSSIBLE POINTS	CONTESTANT NUMBER							
OPENING Clearly identifies scope of demonstration									
VOICE Pitch, tempo, volume, diction, enthusiasm									
PLATFORM DEPORTMENT Gestures, poise, use of visual aids, mannerisms									
ORGANIZATION Logic, clarity, suitability, coherence									
SKILL Skill level, technique, appropriateness									
EFFECTIVENESS Covers topic, informative, interesting									
CLOSING Summary, conclusion									
SUBTOTAL									
TIME PENALTY (minus 5 points for each fraction of 30 seconds under 5 minutes or for each fraction of 30 seconds over 7 minutes)									
CLOTHING PENALTY (minus 0 to 5 percent of total points)									
SAFETY PENALTY (minus 0 to 10 points)									
TOTAL									

5c Present an idea to your supervisor or peers.

This could easily be any topic assigned by any teacher in any program. The following rubric is very easily adaptable and could go along with any assigned topic.

INTERVIEW EVALUATION

Name: _____ **Interviewer:** _____

After the interview, rate the student in each of the following categories:

CHARACTERISTICS	Excellent	Good	Fair	Poor	COMMENTS
1. APPEARANCE & GROOMING: Neat, clean appearance; hair and facial hair; hands and fingernails clean					
2. BODY LANGUAGE: Confident posture, eye contact, facial expressions					
3. APPLICATION FORM: Application form filled out completely, followed instructions, neat & readable					
4. OPENING: Introduces self, firm handshake					
RESPONSE TO QUESTIONS					
5. ATTITUDE & ENTHUSIASM: Interested and courteous					
6. SELF-EXPRESSION:					
7. REACTION TO STRESS SITUATIONS: Problem questions, prolonged silence					
8. EXPRESSES CONFIDENCE IN ABILITY:					
9. ASKS QUESTIONS: a. Specific job duties b. Hours c. Training d. Wage/Salary					
10. CLOSING: Thanks interviewer and asks to call about a decision					

SCORING:

Each category of characteristics is worth a maximum of 10 points, with 10 being excellent and 1 being poor.

TOTAL SCORE:

100-90 = A

89-80 = B

79-70 = C

69-60 = D

59 & below = F

5e. Participate in Problem Solving Activity

This is another very adaptable assignment. Any instructor in any program could use the following evaluation tool to assess their student's ability to problem solve.

NAME _____

Identify the bug	Describe the repair
1	
2	
3	
4	

Computer: _____

Operating System: _____

Cass Career Center
1600 East Elm
Harrisonville, MO 64701
(816) 380-3253

2004-2005
INTERNSHIP TRAINING AGREEMENT
POLICIES AND CONTRACT

STUDENT AGREEMENT

EMPLOYER SIGNATURE

PARENT SIGNATURE

COORDINATOR SIGNATURE

DIRECTOR SIGNATURE

STUDENT: _____

SOCIAL SECURITY NUMBER: _____

BUSINESS NAME: _____

CONTACT PERSON: _____

BUSINESS ADDRESS: _____

BUSINESS PHONE: _____

INTERNSHIP

The basic goal of all career center programs is to prepare students for work in their related field through the development of marketable skills. This goal can be enhanced when the student is allowed to begin work the last quarter/semester of his/her senior year. The following conditions must be fulfilled.

Students will be employed in the area in which they are trained and will be compensated in conformance with federal, state, and local laws. The internship program is designated to provide the transition from school to the labor market and provide a blending of the regular classroom and cooperative work approaches to vocational education.

The student will be able to intern only after having met established selection criteria. The program will be supervised by the student's regular career center instructor.

A career center student may be released from his/her regular program class during the 4th quarter of the second year of the training program. This program is available for graduation by the end of their senior year. Longer internship could be available upon special request and approval.

II. JOB PLACEMENT

The student must work for an approved employer, not a relative of the student, and the job must be directly related to the same area of training in which the student is enrolled. A written training agreement must be approved and signed by the student, employer, sending-school administrator, parents, career center instructor, and the director of the career center. Students are required to purchase independent insurance.

III. STUDENT SELECTION

1. Must be a second year graduating senior of an approved career center program.
2. Must be a senior in good standing and be recommended by all administrators and the career center instructor.
3. Must meet the attendance requirement of the Cass Career Center.
4. Student must be earning a "C" average in the career center program his/her senior year.
5. Student must have adequate transportation to go to work and school. Cass Career Center will not be liable for injuries or expensed as a result of student internship. (see driving waiver)
6. The Cass Career Center Director has final approval of each student's internship.
7. Because an employer needs the employee to be at work, the student must not be involved in activities that would conflict with his/her job.
8. Students must agree to return to school for one week at the end of the semester for wrap-up. The school director will determine the dates. If a student wants to participate in contest they must also agree to return to school for contest preparation and for contest. Students must inform employer well in advance of these school related absences.
9. If the student is released from the job for any reason, he/she must return to class the following day.
10. The Director and Instructor must approve every change in a job situation.
- ~~11. Parent should purchase an insurance policy to provide liability and medical coverage.~~
12. All students must report to Cass Career Center each Friday for their regular class time.
13. Internship will be available for either 9-weeks or semester-per instructor recommendation and director approval.

IV. EVALUATION

1. The career center instructor will telephone the employer each week and make three jobsite visits per student during the internship period.
2. The career center instructor and the employer will each fill out an evaluation on the student's progress. A copy of the evaluation will be given to the student and a copy placed in the student's permanent file at Cass Career Center.
3. The employer and career center instructor will work together to determine the quarter grade for the internship program. The instructor will determine the final grade.

V. CREDIT

The student will receive the same credit as if he/she were attending the regular career center classes. Students must work one hour for each hour of time they miss class for internship. Twenty hours per week is the maximum time students may work. The instructor will supervise the student on the job to enhance the existing career center program and to determine grades.

The goal for a successful internship program is for the student to make a smooth transition into a full-time job related to his/her vocational training.

CASS CAREER CENTER CIE/COE INTERNSHIP PROGRAM TRANSPORTATION AGREEMENT

KNOW ALL MEN BY THESE PRESENTS: That the undersigned, a student of _____, and such student attending the Cass Career Center of which the Cass R-IX School District of Harrisonville is the host School District, WITNESSETH: That

WHEREAS, the Cass Career Center of which the Cass R-IX School District of Harrisonville, Missouri is the host district, has an internship program for approved senior students, and

WHEREAS, such students may go directly to their job or place of employment, consistent with their training, and

WHEREAS, such students will provide their own transportation and job-related expenses and will depart from their home school and drive to the job site or to the Cass Career Center and then to the job site.

Now, THEREFORE, in consideration of the mutual covenants and agreements, the opportunity afforded the student for the job experience, and the acknowledgment by the undersigned student and parents of his/her responsibility and ability to provide for his own release and hold harmless and agree to indemnify the _____ School District, the student's home district, the Cass R-IX School District of Harrisonville, Missouri, the host school district, and the Cass Career Center from any and all liability that may be incurred or claims that may occur or arise by virtue of such student operating his/her motor vehicle from his home school district to his place of employment through transportation means provided by him/her and/or his/her parents.

The undersigned do hereby acknowledge that the student will be exposed to all normal hazards of operating a motor vehicle upon the public roadways of the State of Missouri, and that the school districts involved will not be exercising supervision over his/her operation of the motor vehicle, and such shall have no liability or responsibility for the conduct of such transportation being provided by the student and/or his/her parents.

This agreement shall constitute the full and complete agreement and understanding between the parties incident to such transportation, and no oral understandings or agreements shall supersede the provisions herein any way, nor alter or vary the terms hereof.

This release shall include all claims for property damage and personal injury claimed, or that may arise, by virtue of the activity anticipated to be performed pursuant to the terms hereof in accordance with Cass Career Center plan of internship, including all claims, whether known or unknown, anticipated or unanticipated, of every kind and description and all damages resulting there from.

Dated this _____ day of _____, 20_____.

STUDENT

DATE

DIRECTOR - CASS CAREER CENTER

DATE

PARENT/GUARDIAN

DATE

LOCAL SCHOOL ADMINISTRATOR

DATE

PARENT/GUARDIAN

DATE

TEACHER/COORDINATOR

DATE

Wage

Address:

Employer _____

[illegible]

CASS CAREER CENTER
1600 EAST ELM
HARRISONVILLE MO 64701
(816) 380-3253 FAX (816) 380-4534

(Training Station)

(Student Training)

Please write in the number that represents the student's work performance.
4=Excellent 3=Above Average 2=Average 1=Below Average

QUARTER

PERFORMANCE	1	2	3	4
Seeks understanding of business operations				
Keeps work area orderly				
Performs general work assignments accurately				
Completes work assignments				
Performs necessary duties or assignments with adequate speed				
A good representative of the business				
Uses equipment properly				
Works well with other employees and supervisors				
ATTENDANCE				
Absent only in emergency				
Arrives on time and can be depended upon				
ATTITUDE				
Exhibits good judgment and self-control				
Is self-confident				
Shows initiative				
Interest in job and information				
Tact (know what to say and do)				
MENTAL ALERTNESS				
Positive response to criticism				
Understands and carries out instructions				
Profits from errors				
APPEARANCE				
Exhibits appropriate appearance				
Exhibits good hygiene				

QUARTER[illegible]

Evaluator's Signature _____ DATE _____

Evaluator's Comments _____

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

PAY RECORD

me _____ Semester _____ 20____

[illegible]

COMPLETION OF THIS FORM FOR EACH STUDENT IS A REQUIREMENT AND MUST BE COMPLETED TO OBTAIN GRADE



EVENT OVERVIEW

The participant is to assume the role of customer service manager in a large supermarket during a busy half-price sale. The customer service manager (participant) is alone on the floor and is attempting to meet the needs of 20 open checkout terminals. As a result, some customers are kept waiting. The participant must now deal with a customer (judge) who is angry and embarrassed.

COMPETENCIES EVALUATED

1. Address people properly
 2. Demonstrate self-control.
 3. Demonstrate honesty and integrity.
 4. Explain management's role in customer relations.
 5. Handle difficult customers.
-

EVENT SITUATION

You are to assume the role of customer service manager in a large supermarket during a busy half-price sale. You are the only customer service employee on duty. You are attempting to provide change, collect pick-ups, and give prices to 20 operating checkout terminals. As a result, some customers are kept waiting.

You are now confronted by an angry and embarrassed customer (judge). The customer (judge) has made a purchase with food stamps and is waiting for his/her food stamp change. The customer (judge) is irate because he/she has been waiting for 10 minutes.

The customer (judge) believes he/she has been overlooked because he/she is not a cash paying customer. As the customer (judge) awaits service, his/her temper flares. The customer (judge) is embarrassed and believes he/she has been discriminated against.

You must handle the situation with the customer (judge) and assure him/her of the integrity of your actions.

The encounter with the customer (judge) will take place at the checkout terminal. The customer (judge) will begin the role-play by telling you he/she has been waiting for over 10 minutes. The customer (judge) will also end the role-play by saying he/she now understands the situation.

JUDGE'S INSTRUCTIONS

Evaluation Form Information

Participants are to be evaluated on their ability to perform the specific competencies stated on the cover sheet of this event and restated on the Judge's Evaluation Form. Although you may see other competencies being demonstrated by the participants, those listed in the Competencies Evaluated section are the critical ones you are measuring for this particular event.

Please note that the Judge's Evaluation Form has a starred number in the ranking for each evaluation item. This starred number represents a minimum competency level that an employee in your industry should attain so that additional formalized training would not be required immediately.

Evaluation Form Interpretation

The evaluation levels listed below and the evaluation rating procedures should be discussed thoroughly with your event chairperson and the other judges to ensure complete and common understanding for judging consistency.

Level of Evaluation

Interpretation Level

Excellent

Participant demonstrated the competency in an extremely professional manner; greatly exceeds business standards; would rank in the top 10% of business personnel performing this competency.

Good

Participant demonstrated the competency in an acceptable and effective manner; meets at least minimal business standards; there would be no need for additional formalized training at this time; would rank in the 70-89th percentile of business personnel performing this competency.

Fair

Participant demonstrated the competency with limited effectiveness; his/her performance generally fell below minimal business standards; additional training would be required to improve knowledge, attitude and/or skills; would rank in the 50-69th percentile of business personnel performing this competency.

Poor

Participant demonstrated the competency with little effectiveness or not at all; a great deal of formal training would be needed immediately; perhaps this person should seek other employment; would rank in the 0-49th percentile.

JUDGE'S EVALUATION FORM

FMSL

DID THE PARTICIPANT:

1. Address people properly?

POOR**0, 2**

Ineffective attempt to address the customer properly.

FAIR**4, 6, 8**

Did an adequate job of addressing the customer properly.

GOOD***10, 12, 14**

Did an effective job of addressing the customer properly.

EXCELLENT**16, 18**

Highly effective job of addressing the customer properly; showed exceptional concern and represented the company professionally.

2. Demonstrate self-control?

POOR**0, 2**

Demonstration of self-control was ineffective or inadequate.

FAIR**4, 6, 8**

Adequately demonstrated self-control when dealing with the customer.

GOOD***10, 12, 14**

Effectively demonstrated self-control when dealing with the customer.

EXCELLENT**16, 18**

Utilized highly effective self-control and demonstrated empathy for the customer.

3. Demonstrate honesty and integrity?

POOR**0, 2**

Demonstrated little honesty or integrity when dealing with the customer's problem.

FAIR**4, 6, 8**

Adequately demonstrated honesty and integrity.

GOOD***10, 12, 14**

Effectively demonstrated honesty and integrity.

EXCELLENT**16, 18**

Very effectively maintained the honesty and integrity of both the company and the customer.

4. Explain management's role in customer relations?

POOR**0, 2**

Did not assume adequate responsibility for dealing with the customer's problem.

FAIR**4, 6, 8**

Adequately assumed responsibility for dealing with the customer's problem.

GOOD***10, 12, 14**

Effectively assumed responsibility for dealing with the customer's problem.

EXCELLENT**16, 18**

Highly effective behavior; assumed full responsibility of his/her role while maintaining credibility with the customer.

5. Handle difficult customers?

POOR**0, 2**

Attempt to handle the difficult customer was ineffective or inappropriate.

FAIR**4, 6, 8**

Adequately handled the difficult customer.

GOOD***10, 12, 14**

Effectively handled the customer in a tactful and courteous manner.

EXCELLENT**16, 18**

Very effective behavior; handled the customer with courtesy; represented the company in a professional manner.

6. Overall impression of the participant's skills and performance?

POOR**0, 1**

Demonstrated few skills with little or no effectiveness.

FAIR**2, 3, 4**

Demonstrated limited ability to link some skills effectively.

GOOD***5, 6, 7**

Effectively presented specified skills.

EXCELLENT**8, 9, 10**

Presented skills in a confident, articulate and integrated manner that meets the highest professional business standards.

Judge's Initials _____

TOTAL SCORE _____

*Starred numbers indicate the minimum level necessary to retain an employee without additional formal training.

666
Rubric

Interpersonal Skills Rubric

GEO #4 - Develop habits, ethics, and interpersonal skills to work effectively and fairly with individuals and teams of people with personal and cultural differences.

Rubric Component	Point Scale				Students' Score
	4	3	2	1	
Demonstrate effective interpersonal skills.	Always interacts cooperatively with others and encourages and considers varied perspectives.	Often interacts cooperatively with others and encourages and considers varied perspectives.	Seldom interacts cooperatively with others or considers varied perspectives.	Does not interact cooperatively with others and does not value varied perspectives.	
Demonstrate an ability to collaborate with others in order to plan and complete a team project.	Always provides positive contributions to group discussions and assists with the integration of group ideas into a coherent project.	Often provides positive contributions to group discussions and assists with the integration of group ideas into a coherent project.	Seldom provides positive contributions to group discussions or assists with the integration of group ideas into a coherent project.	Does not provide positive contributions to group discussions and does not assist with the integration of group ideas into a coherent project.	
Work ethically and fairly with others regardless of personal or cultural differences.	Always completes all assigned tasks, attends group meetings, and resolves conflicts constructively.	Often completes all assigned tasks, attends group meetings, and resolves conflicts constructively.	Seldom completes all assigned tasks, attends group meetings, or resolves conflicts constructively.	Does not complete assigned tasks, attend group meetings, or resolve conflicts constructively.	

- 6b. Student will participate in a diversity awareness workshop. Each student will write a one page summary paper after attending the workshop demonstrating what they learned through attending and participating in the workshop.**

Name: _____

Program: _____

WRITING RUBRIC

CATEGORY	4	3	2	1
Topic Sentence	Each paragraph starts with a well-constructed and focused topic sentence.	Almost all paragraphs start with a well-constructed topic sentence.	The topic sentences are not well constructed and they don't focus on one topic.	Paragraphs do not start with a sentence with a focused topic.
Supporting Details	Each paragraph contains 2 or 3 details that support the topic.	Each paragraph contains at least 2 details that support the topic.	Each paragraph contains at least 1 detail that supports the topic.	Paragraphs do not contain details that support the topic.
Vocabulary	Vivid words and phrases are used that bring the topic alive and are used accurately.	Vivid words and phrases are used that bring the topic alive and they may not always be used accurately.	The vocabulary words used clearly communicate ideas but there is a lack of variety.	The vocabulary used is limited and does not adequately communicate ideas.
Grammar & Spelling	There are no errors in grammar or spelling.	There are 1 or 2 errors in grammar or spelling but they don't affect meaning.	There are 3 or 4 errors in grammar or spelling that distract the reader from the content.	There are more than 4 errors in grammar or spelling that make the paper difficult to understand.
Capitalization & Punctuation	There are no errors in capitalization or punctuation.	There are 1 or 2 errors in capitalization and/or punctuation but the paper is still easy to understand.	There are a few errors in capitalization and/or punctuation that distract from the content.	There are more than four errors in capitalization and/or punctuation that make the paper difficult to understand.
Conclusion	The conclusion is well constructed and draws together all the details to form an ending.	There is a conclusion and it draws together most of the details.	There is a conclusion but it doesn't draw together most of the details.	There is no clear conclusion or ending to the paper.