Intentional Career Planning at Lake Orion High School

Rosa Everitt – CTE Director
Rosa.Everitt@lok12.org

Jen Ohlrich – CTE Teacher
Jennifer.Ohlrich@lok12.org

Tony Palmeri – Assistant Principal
Anthony.Palmeri@lok12.org
Overview (9-12)

• Required Courses in 9<sup>th</sup> and 12<sup>th</sup> Grade:
  ❖ Career Foundations (9)
  ❖ Personal Finance (12)

• Curricular Program – Career exploration and planning activities

• EDP Completion

• Talent Portfolio – Resume – Employability Skills

• Senior Interviews / Exit Presentations
LOHS Graduation Requirements

• Required Courses in 9th and 12th Grade:
  - Career Foundations (9)
  - Personal Finance (12)

• 40 Hours of Service Learning
• Talent Portfolio / Resume
• Senior Interviews / Exit Presentations
Career Foundations

• Required for 9th Grade students
• LOHS Schedule – “Modified Block” (Block / Skinny)
• 45 Minutes or 90 Minutes each day
• 10 or 20 week Class
• 0.5 Credit
• Career exploration emphasis
• Job shadowing requirement
Career Foundations

• Career Exploration – Career Planning
• Career Choices Curriculum
  - Who am I?
  - What do I want?
  - How do I get it?
• Vision + Energy = Success
Who Am I?

• Defining Success
• Identifying passions, values, strengths, personality traits, skills, and roles
• “If you love what you do, you will never work a day in your life”
Career Foundations

• Career Cruising / Xello

Let’s Go Career Cruising!

1. Click on Assessments
   • Click Career Matchmaker
   • Enter your First and Last Name
   • Click on Start a New Matchmaker Session
   • Read directions, then click on Start and complete the Matchmaker

2. Your Career Suggestions
   • Review your list of suggestions—List 8 of the careers from the list that interest you.
   • Didn’t get very many suggestions? Click on Review My Answers and Make Changes. Hopefully you will get more results!

3. Your Career Suggestions Part 2
   • Now, from the same results page, click on Type of Education and click on Change
   • Toggle your way through all 3 options – each option will give you a slightly different or dramatically different list of careers. Below, record different options from each of the three lists.

<table>
<thead>
<tr>
<th>High School</th>
<th>Community College (usually a 2 year program or degree – Associate Degree)</th>
<th>University (4 year Bachelor Degree and graduate degrees (Master’s or Doctorate)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

• MI Bright Future

In middle and high school, things start to get serious. You choose classes, activities, and colleges that form the foundation for future career and education decisions. To set yourself up for lifelong success, you need to start now to set yourself on a path to your goal.

Whether you are considering going on to college or going straight into a career, MI Bright Future is a great resource. Using tools available through your school system, you can get help in preparing for the transition from high school to the real world. If you learn more about your interests, do a little planning, and learn how to make good, informed career and education decisions, it can make a big difference in opening up better jobs and higher salaries.

If you’ve ever asked yourself the questions above or you want to get help in deciding what to do and what your pathway should be, then MI Bright Future can help! http://mibrightfuture.org/pro

1. Log into Career Cruising and your EDP to access MI Bright Future
2. Click on MI Bright Future above the assessments tab

3. What questions do you have about your career? To find out click on the view discussion boards where a work coach can help.

<table>
<thead>
<tr>
<th>Post your questions</th>
<th>Answer to your questions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
</tbody>
</table>
Job Shadow Requirements

Career Shadow Checklist

Before
☐ Think of what job you want to shadow
☐ Research information about different companies
☐ E-mail or call company to see if they allow shadow
☐ Make sure your parents are ok with this too
☐ Arrange date and time for shadow
☐ TURN IN CAREER SHADOW APPLICATION – At least 1 week before shadow date
☐ Plan for appropriate attire
☐ Set up means of transportation
☐ Print off all necessary documents you’ll need at job shadow (Student Visitation report, Questions to ask Employer, Employer Evaluation)

During
☐ Fill out (Student visitation report and questions to ask employer)
☐ Pay attention
☐ Ask questions
☐ Show up on time (10 minutes early)
☐ Use phone only at appropriate times
☐ Act professional / learn and understanding what job entails
☐ Give the person you are shadowing the Employer Evaluation Form for them to fill out about you

After
☐ Write a thank-you note (within 1 week!!)
☐ Turn In (Student Visitation Report, Questions to ask Employer, Employer Evaluation, Copy of Thank-You Letter)
☐ Reflect – Decide if you liked this career or not?
Job Shadow Requirements

Career Shadowing Excursion – Parent’s Role
Steps for a Successful Career Shadow!

- Discuss with your child their career interests. This information will be integral, as students must career shadow in their Career Pathway.
- Your student may need your assistance determining a business or work-site related to their career pathway, where they will complete their shadowing experience.
- Contact family, friends, business associates and organizations that relate to your child’s career interests to establish a suitable location.
- Have your child submit the completed Career Shadowing Application, including the date they plan on shadowing, to Ms. O’Hirch BEFORE the Career Shadow happens.
- Prior to the selected career shadowing date, your child should contact their mentors to confirm the date, time, and location of the visit. Ask for directions and special instructions, if necessary.
- The hours for career shadowing will vary depending on the mentor's availability, but they should be four or more hours in length.
- Students are responsible for their own transportation. Please be certain that they will arrive promptly! Plan ahead and consider drive time and rush hour traffic.
- Students are encouraged to ‘Dress for Success’. They are making a first impression and representing Lake Orion Community Schools.
- Your child will be given a Career Shadowing Excursion handout which includes the following forms:
  1. Career Shadowing Application
  2. Questions to Ask the Employer
  3. Student Visitaton Report
  4. Employer Evaluation
  5. Sample Thank You Letter
- Your child will type thank-you letters to their mentor(s). One copy is to be mailed directly to their mentor and another copy is to be attached to their packet to be submitted to Ms. O’Hirch as part of their Career Shadowing grade.

Career Shadowing Excursion!

What Is Career Shadowing?
Career shadowing is a career exploration experience that allows you the opportunity to spend time with a professional working in a career field you are interested in. This experience offers you a chance to see what it's actually like working in a specific career and work setting. Not only do students who career shadow get to observe the day-to-day activities of someone in the current workforce, they also get the opportunity to have their questions answered.

Why do a Career Shadowing Excursion?
Career shadowing is a great way to learn more about the career you are interested in and to see if it is the right career for you! We think it is so important that we require all freshmen to do a career shadow and give you a lot of help if needed! Also, it is an exempt absence, so no worries if you're shooting for perfect attendance!

How do I set this up?
You can find your own placement for your career shadow using your parents' expertise to help you! If you have questions, you can always ask Ms. O’Hirch for help, too! Complete the Career Shadowing Application once you have secured your Career Shadowing location and turn it in to Ms. O’Hirch before your scheduled day to complete your career shadow. You may find the application and more details about the full School Day on the website.
What Do I Want?

• Identifying desired lifestyle
• Creating a lifestyle budget
How Do I Get It?

• Setting goals and problem solving

### FANTASTIC FIVES

To help you achieve your desired lifestyle and career, identify five things you plan to do:

- while you're in high school,
- during the first five years after high school (college years for many of you), and
- during the second five years after high school (right after college for many of you)

<table>
<thead>
<tr>
<th>High School</th>
<th>First Five Years After High School</th>
<th>Second Five Years After High School</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Career Foundations

• Resume

Sample Resumes

Jessica Jones

Mason Lee

Education

Boston Latin Academy

Boston Latin Academy

Skills

Communication, problem-solving, teamwork, and leadership.

Volunteer Experience

Junior Achievement, City Hall

Junior Achievement, City Hall

Work Experience

Boston Irish College, Boston, MA

Boston Irish College, Boston, MA

References Available upon Request

EducatiOnal (Please omit dates) EMP. NO. WORKING PAPER RN

PERSONAL INFORMATION:

NAME

SOC. SEC.

ADDRESS

STATE

PROVINCE

CITY

POSTAL CODE

TELEPHONE

Are you a U.S. citizen or an alien?

Are you an alien who is a lawful permanent resident?

Are you a U.S. citizen or alien? If so, please specify:

Are you a U.S. citizen or alien? If so, please specify:

Are you a U.S. citizen or alien? If so, please specify:

Are you a U.S. citizen or alien? If so, please specify:

Eating Our Students for the Challenges of Tomorrow

Lake Orion Community Schools
Career Foundations

The Why and How to Complete Your 411

Why should you do your best work when completing this? By filling this out and updating it every few months, you will do a much better job completing job applications than many of your peers. The information asked for here is the most commonly requested information on many employment applications. Also, by doing this now, you will have all the information you need at your fingertips if you find yourself applying for a job at the possible place of employment instead of having the luxury of taking the application home.

When all of your information is complete, upload it to your OneDrive, take a picture of it with your phone, or email it to yourself so you will always have the file when needed.

GPA: if you don’t know your current GPA, then look it up! You need to be honest.

Work relevant classes: What classes have you taken that would be of use in this job? Such as, if you were applying to work as a sales associate at Pac Sun:
- Speech, because you will be talking with customers
- Math, because you may work the cash register and need to calculate change
- Business Foundations, because you are learning computer skills

Awards/Recognitions: Have you won any awards or been recognized for your hard work/dedication such as honor roll, student athlete, Lamp of Learning, band/choir competitions, etc.

Computer Skills:
- Microsoft Office (Word, Excel, Access, PowerPoint)
- Quick Books
- Page Maker
- Publisher
- Movie Maker
- Programming
- Web design
Career Foundations - Summary

- Career Cruising / Xello
- MI Bright Future
- Initial Resume Development
- Job Application – Procedural Practice
- Preliminary Interviewing Preparation
- Job Shadowing
- Career Exploration and Planning

The Interview Guide
Teach Us How to Interview!

Congratulations! Human Resources just called and you have an interview next week for your dream job! In order to land the job, you need to make sure your interview etiquette and skills are ready to go!

Research proper interview etiquette. Once your research has been conducted you are going to compile your information in a presentation format for the class. Possible options are Emaze, Zoho Show, PowToon, 280 Slides, Animoto, Prezi, PowerPoint, Ciscap, a video, a brochure, etc...

feel free to use other formats too!

Here are the topics you will want to include in your interview guide:

- What to wear and what not to wear
- Overall look/appearance
- Posture
- Hygiene/Grooming
- How to prepare for your interview
- Memorize important parts of your resume
- What to bring and what not to bring
- When to arrive and what to do when you get there
- Sitting down at right time
- What to say during the interview
- What not to say during the interview
- Language to use
- Cell phone etiquette during the interview
- References
- Thank you card
Career Focused Programs
10th / 11th Grade

• MiCareer Quest – Journey 2 Jobs
• Career Day
• Career Cruising / Xello – Registration Protocol
• Dual Enrollment – Early Middle College
• Service Learning (40 hour Graduation Requirement)
• Work-Based Learning / Internship Programs
Personal Finance (12th Grade) Overview

• Required Class for Seniors
• 10 week, “block” course (1st/2nd/3rd term)
• Talent Portfolio Development – Resume Refinement
• EDP Update / Completion
• Senior Interviews (Oral presentation)
• Service Learning Hours – (Graduation Requirement: 40 Hours 9th – 12th grade)
Personal Finance - Curricular Program

Topics of study will include:

- **Budgeting**
  - Banking & Insurance
- **Investments**
  - Housing & Automobiles
- **Credit**
  - Employability
- **Career Preparation**
  - Portfolio & Senior Interview

Course Objectives:

- To prepare students to make sound financial decisions that will impact their life.
- To assist students in the design of a professional Portfolio.
- To prepare students to successfully complete their senior interview.
- To leave LOHS with goals and a plan to achieve them.

New Legislative Requirement 2019-2020:

“Programs or instruction ensuring that every student in grade 12 knows how to develop and use a resume, letter of reference, school record, and talent portfolio” as described in Senate Bill 684, MCL 380.1277
Talent Portfolio Development

PFCE Portfolio Guidelines 2018-19

Follow these guidelines to help ensure that your portfolio is the best that it can be:

- You may choose to create your portfolio presentation electronically. You may use PowerPoint or Sway to create your presentation. You will still be responsible for turning all assignments that relate to the portfolio.
- Your portfolio must have a cover with your name, career/major and graduation year.
- Purchase/create and use 5 tabs/section dividers.
- You will need 3 pieces of evidence that relate to the career that you will be focusing on in this class.
- Everything must be organized and professional in appearance. This will be a portion of your final portfolio grade.

Presentation, handouts, more detailed resources available on MASSP webpage:

massp.com/EDPconference2/handouts

**Portfolio Checklist**

The following bolded titles serve as the different sections your portfolio should contain. Within each section are the specific items you should have, listed in the order they should be placed in. This is the required order to submit your portfolio in – not a suggested order. This list is the minimum that should be included; feel free to include more content in any or all of the sections.

- **Portfolio Cover**
- **Interview Profile (pocket)**
- **Cover Letter**

**Introduction**

- **Introduction**
- **Relocation Statement**
- **Resume**
- **Letter of Reference (non-family and outside of LOHS)**

**Extracurricular Activities (must have verification of at least 2 different activities you involve yourself in). The list below is possible suggestions – let us know what you do with your time!**

- **Certificates of Participation**
- **Awards**
- **Letters of Recognition**
- **Hobbies and Interests (this can include personal pictures, collages, scrapbook style pages, essays/white-ups or any other way to explain or display your interests)**

**Academics**

- **Transcripts**
- **Service Learning Summary**
- **Educational Development Plan**
- **Awards (if applicable)**
- **Scholarships (if applicable)**
- **College Acceptance Letters (if applicable)**
- **Standardized Test Results (if applicable)**
- **Certifications (if applicable)**
- **Job shadowing (if applicable)**

**Sample Work Evidence**

- **Three career-related examples**

**Conclusion**

- **The Next Step**
- **Conclusion**
# Talent Portfolio Development

## PERSONAL FINANCE AND CONSUMER ECONOMICS

### PORTFOLIO RUBRIC

<table>
<thead>
<tr>
<th>Category</th>
<th>Possible</th>
<th>Received</th>
<th>Section Points</th>
<th>(max of 15)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Portfolio Cover</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interview Profile (pocket)</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cover Letter</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Introduction</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introduction</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mission Statement</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Resume</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Letter of Reference</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Extra-Curricular Activities</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 artifacts of activities/interests</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Academic Progress</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transcript</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Service Learning Summary / Transcript</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educational Development Plan</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Sample Work Evidence</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Three Career-Related examples</td>
<td>15</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Conclusion</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Next Steps</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conclusion</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Overall Appearance</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional Appearance:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15 = Interview ready</td>
<td>15</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10 = Some flaws</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 = Needs work</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0 = Very rough appearance</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td></td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>

**Professional Appearance:**
- 15 = Interview ready
- 10 = Some flaws
- 5 = Needs work
- 0 = Very rough appearance

**Comments:**
Career Research - EDP Completion

- Career exploration & decision making
- Post-secondary planning


Begin to search your career and answer the following:

Career Earnings:
1) What is the range for median (average) annual earnings for the job within this career that best fits your interest?

2) Identify two factors which could affect earnings.
   - For example, a teacher can boost his/her salary by earning a master’s degree or a self-employed dentist traditionally earns more than a salaried dentist working for a company.
   - 

Training, Other Qualifications and Advancement:
3) What kind and how much education is needed for this career?

Work-Relevant Evidence

Directions: Find 3 different pieces of work-relevant evidence. Each piece of evidence should relate to your chosen career/career pathway. This evidence can come from a variety of different places including:

- Assignments
- Projects
- Extracurricular Activities
- Service Learning Experiences
- Volunteer experiences
- Work Experience
- Field Trips
- Teams
- Organizations
- Church
- Any other experiences you have had
Senior Interviews - Organization

• Graduation Requirement
• Logistics organized through Personal Finance course (1st/2nd/3rd term)
• Approximately 550 Seniors (180-200 students per term)
• 4 (3.5-5) Designated Interview Days each term
• Morning / Afternoon Sessions (7:30 – 10:45; 11:15 – 2:15)
• 4 Conference Rooms, 3 Committee Members per Room
• 12 Volunteers (12/12 – Morning / Afternoon)
Senior Interviews - Volunteers

- Soliciting Committee Members (District Communications - SignUp Genius)
- Preoperative meeting with volunteers (pep talk – consistency)
Senior Interviews - Scheduling

- Through PF Course
- Students “randomly” assigned interview slot (30 minutes)
- Master Spreadsheet (day-time-location)
- 4 Conference Rooms (3 Committee members in each)
- 4 Interview Days / Each Term
- 6 Morning Slots
- 6 Afternoon Slots

Example: Portion of Student Interview Master Schedule

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>PF Teacher / Period</th>
<th>Interview Time</th>
<th>Interview Date</th>
<th>Interview Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jared</td>
<td>Kimball</td>
<td>1A-1B</td>
<td>7:45 AM</td>
<td>1/10/2019</td>
<td>Conference Room - Career Ctr.</td>
</tr>
<tr>
<td>Olivia</td>
<td>Chricht 1A-1B</td>
<td>8:15 AM</td>
<td>1/10/2019</td>
<td></td>
<td>Conference Room - Career Ctr.</td>
</tr>
<tr>
<td>Jenna</td>
<td>Stone</td>
<td>2A-2B</td>
<td>8:45 AM</td>
<td>1/10/2019</td>
<td>Conference Room - Career Ctr.</td>
</tr>
<tr>
<td>Joseph</td>
<td>Norris</td>
<td>1A-1B</td>
<td>9:15 AM</td>
<td>1/10/2019</td>
<td>Conference Room - Career Ctr.</td>
</tr>
<tr>
<td>Chloe</td>
<td>Kimball</td>
<td>2A-2B</td>
<td>9:45 AM</td>
<td>1/10/2019</td>
<td>Conference Room - Career Ctr.</td>
</tr>
<tr>
<td>Reed</td>
<td>Chricht 1A-1B</td>
<td>7:45 AM</td>
<td>1/10/2019</td>
<td></td>
<td>Conference Room A</td>
</tr>
<tr>
<td>Reagan</td>
<td>Chricht 1A-1B</td>
<td>8:15 AM</td>
<td>1/10/2019</td>
<td></td>
<td>Conference Room A</td>
</tr>
<tr>
<td>Shantel</td>
<td>Norris</td>
<td>1A-1B</td>
<td>8:45 AM</td>
<td>1/10/2019</td>
<td>Conference Room A</td>
</tr>
<tr>
<td>Isabel</td>
<td>Chricht 1A-1B</td>
<td>9:15 AM</td>
<td>1/10/2019</td>
<td></td>
<td>Conference Room A</td>
</tr>
<tr>
<td>Kennedy</td>
<td>Kimball</td>
<td>2A-2B</td>
<td>9:45 AM</td>
<td>1/10/2019</td>
<td>Conference Room A</td>
</tr>
<tr>
<td>Ashley</td>
<td>Chricht 1A-1B</td>
<td>10:15 AM</td>
<td>1/10/2019</td>
<td></td>
<td>Conference Room A</td>
</tr>
<tr>
<td>Erika</td>
<td>Norris</td>
<td>1A-1B</td>
<td>7:45 AM</td>
<td>1/10/2019</td>
<td>Conference Room B</td>
</tr>
<tr>
<td>Eugene</td>
<td>Stone</td>
<td>2A-2B</td>
<td>8:15 AM</td>
<td>1/10/2019</td>
<td>Conference Room B</td>
</tr>
<tr>
<td>Stefan</td>
<td>Stone</td>
<td>2A-2B</td>
<td>8:45 AM</td>
<td>1/10/2019</td>
<td>Conference Room B</td>
</tr>
<tr>
<td>Kaylee</td>
<td>Chricht 1A-1B</td>
<td>9:15 AM</td>
<td>1/10/2019</td>
<td></td>
<td>Conference Room B</td>
</tr>
<tr>
<td>Emily</td>
<td>Norris</td>
<td>1A-1B</td>
<td>9:45 AM</td>
<td>1/10/2019</td>
<td>Conference Room B</td>
</tr>
<tr>
<td>Emma</td>
<td>Chricht 1A-1B</td>
<td>10:15 AM</td>
<td>1/10/2019</td>
<td></td>
<td>Conference Room B</td>
</tr>
<tr>
<td>Isabel</td>
<td>Kimball</td>
<td>2A-2B</td>
<td>7:45 AM</td>
<td>1/10/2019</td>
<td>Conference Room C</td>
</tr>
<tr>
<td>Mauro</td>
<td>Kimball</td>
<td>2A-2B</td>
<td>8:15 AM</td>
<td>1/10/2019</td>
<td>Conference Room C</td>
</tr>
<tr>
<td>Ryan</td>
<td>Kimball</td>
<td>2A-2B</td>
<td>8:45 AM</td>
<td>1/10/2019</td>
<td>Conference Room C</td>
</tr>
</tbody>
</table>
# Senior Interviews - Scheduling

## Example: Portion of Student Interview Master Schedule

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>PF Teacher / Period</th>
<th>Interview Time</th>
<th>Interview Date</th>
<th>Interview Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jared</td>
<td></td>
<td>Kimball 2A-2B</td>
<td>7:45 AM</td>
<td>1/10/2019</td>
<td>Conference Room - Career Ctr.</td>
</tr>
<tr>
<td>Olivia</td>
<td></td>
<td>Ohlrich 1A-1B</td>
<td>8:15 AM</td>
<td>1/10/2019</td>
<td>Conference Room - Career Ctr.</td>
</tr>
<tr>
<td>Jenna</td>
<td></td>
<td>Stone 2A-2B</td>
<td>8:45 AM</td>
<td>1/10/2019</td>
<td>Conference Room - Career Ctr.</td>
</tr>
<tr>
<td>Joseph</td>
<td></td>
<td>Norris 1A-1B</td>
<td>9:15 AM</td>
<td>1/10/2019</td>
<td>Conference Room - Career Ctr.</td>
</tr>
<tr>
<td>Chloe</td>
<td></td>
<td>Kimball 2A-2B</td>
<td>9:45 AM</td>
<td>1/10/2019</td>
<td>Conference Room - Career Ctr.</td>
</tr>
<tr>
<td>Reed</td>
<td></td>
<td>Ohlrich 1A-1B</td>
<td>7:45 AM</td>
<td>1/10/2019</td>
<td>Conference Room A</td>
</tr>
<tr>
<td>Raegan</td>
<td></td>
<td>Ohlrich 1A-1B</td>
<td>8:15 AM</td>
<td>1/10/2019</td>
<td>Conference Room A</td>
</tr>
<tr>
<td>Shantel</td>
<td></td>
<td>Norris 1A-1B</td>
<td>8:45 AM</td>
<td>1/10/2019</td>
<td>Conference Room A</td>
</tr>
<tr>
<td>Isabel</td>
<td></td>
<td>Ohlrich 1A-1B</td>
<td>9:15 AM</td>
<td>1/10/2019</td>
<td>Conference Room A</td>
</tr>
<tr>
<td>Kennedy</td>
<td></td>
<td>Kimball 2A-2B</td>
<td>9:45 AM</td>
<td>1/10/2019</td>
<td>Conference Room A</td>
</tr>
<tr>
<td>Ashley</td>
<td></td>
<td>Ohlrich 1A-1B</td>
<td>10:15 AM</td>
<td>1/10/2019</td>
<td>Conference Room A</td>
</tr>
<tr>
<td>Erika</td>
<td></td>
<td>Norris 1A-1B</td>
<td>7:45 AM</td>
<td>1/10/2019</td>
<td>Conference Room B</td>
</tr>
<tr>
<td>Eugenia</td>
<td></td>
<td>Stone 2A-2B</td>
<td>8:15 AM</td>
<td>1/10/2019</td>
<td>Conference Room B</td>
</tr>
<tr>
<td>Stefan</td>
<td></td>
<td>Stone 2A-2B</td>
<td>8:45 AM</td>
<td>1/10/2019</td>
<td>Conference Room B</td>
</tr>
<tr>
<td>Kaylee</td>
<td></td>
<td>Ohlrich 1A-1B</td>
<td>9:15 AM</td>
<td>1/10/2019</td>
<td>Conference Room B</td>
</tr>
<tr>
<td>Emily</td>
<td></td>
<td>Norris 1A-1B</td>
<td>9:45 AM</td>
<td>1/10/2019</td>
<td>Conference Room B</td>
</tr>
<tr>
<td>Emma</td>
<td></td>
<td>Ohlrich 1A-1B</td>
<td>10:15 AM</td>
<td>1/10/2019</td>
<td>Conference Room B</td>
</tr>
<tr>
<td>Isabel</td>
<td></td>
<td>Kimball 2A-2B</td>
<td>7:45 AM</td>
<td>1/10/2019</td>
<td>Conference Room C</td>
</tr>
<tr>
<td>Mauro</td>
<td></td>
<td>Kimball 2A-2B</td>
<td>8:15 AM</td>
<td>1/10/2019</td>
<td>Conference Room C</td>
</tr>
<tr>
<td>Ryan</td>
<td></td>
<td>Kimball 2A-2B</td>
<td>8:45 AM</td>
<td>1/10/2019</td>
<td>Conference Room C</td>
</tr>
</tbody>
</table>
Senior Interviews - Management

- Student Passes – Attendance Coordination
- Career Center – Interview Manager

The “Career Center” at LOHS serves as headquarters for the Senior Interview Process. Interviewees report 5 minutes prior to their scheduled interview time. The interview manager distributes students to their respective interview room.
Senior Interviews - Process / Appraisal

**Interview Script**

1. **Panel Introduction Question**
   Begin the interview with:
   “Tell us about yourself!”

2. **Panel Interview Question Section**
   The panel should choose 2 - 3 questions from the General Interview Questions and at least 3 additional questions from the student’s chosen career pathway.
   The first pathway question should be question number 1. Students should showcase their sample work evidence during the interview question section.

3. **Panel Conclusion Section**
   After the interview Q&A session, transition with the question:
   “Is there anything else you would like to share with us?”
   Students will respond with their concluding remarks.

4. **Panel Interview Scoring**
   Student will exit the room. At this time, the panel will score the interview on the rubric. One interview committee member will sign and date the Interview Profile and choose PASSED or NEEDS TO REPEAT.

5. **Student Feedback**
   Student will be called back in to receive comments or feedback on Interview Profile. Student will sign and date the Interview Profile.

**General Interview Questions**

1. What is your greatest strength/weakness?
2. Tell us about an accomplishment you are most proud of.
3. Tell us about a time you had to learn something new in a short time. What was the result?
4. Please give us an example of a time you failed (or received some very negative feedback) and what did you do to try to correct this failure? What was the result?
5. What can you offer us that someone else cannot?
6. Please give us an example of a time when you had a conflict with a peer. How did you resolve it?
7. How would a friend/teacher describe you?
8. What is the most interesting thing about you that we wouldn’t learn from your resume alone?

Question #1 for each Pathway is the transition to lead into the Pathway specific interview questions. This helps the students and committee with the flow.

**Arts & Communication**

1. How did you first become interested in the Arts and Communication pathway?
2. Tell us about a time when you had to be a creative thinker.
3. Give us an example of when you had to be imaginative, innovative, and original.
4. How do you like to best communicate your thoughts and ideas?
5. What do you like best about the Arts and Communication pathway?
6. What do you like least about the Arts and Communication pathway?
7. What challenges do you anticipate in this pathway?

**Business, Management, Marketing & Technology**

1. How did you first become interested in the Business, Management, Marketing, and Technology pathway?
2. Tell us about a time when you were able to organize people or an activity for a group.
3. What is one of your hobbies?
4. Tell us a couple important skills you think would be necessary for your career or pathway you have chosen.
5. Tell us about your favorite social media channel and why?
6. What challenges do you anticipate in this pathway?
Students who achieve an overall “Excellent” or “Acceptable” appraisal have passed the process. A small fraction of students who “Need Improvement” are rescheduled.
Senior Interviews - Approximate Timing

1. Panel Introduction Question
   Begin the interview with:
   “Tell us about yourself!”

2. Panel Interview Question Section
   The panel should choose 2 – 3 questions from the General Interview Questions and at least 3 additional questions from the student’s chosen career pathway.
   The first pathway question should be question number 1.
   Students should showcase their sample work evidence during the interview question section.

3. Panel Conclusion Section
   After the interview Q&A section, transition with the question:
   “Is there anything else you would like to share with us?”
   Students will respond with their concluding remarks.

4. Panel Interview Scoring
   Student will exit the room. At this time, the panel will score the interview on the rubric. One interview committee member will sign and date the Interview Profile and choose PASSED or NEEDS TO REPEAT.

5. Student Feedback
   Student will be called back in to receive comments or feedback on Interview Profile.
   Student will sign and date the Interview Profile.

2 - 5 minutes

10 minutes

5 minutes (sample work evidence – Portfolio)

*Student exits interview room

5 minutes (Committee deliberates – rubric scoring – develop feedback)

*Student returns to the interview room

5 minutes (Feedback)
Senior Interviews - Follow-Up

- Redistribute Scoring Rubrics / Feedback to students
- Send survey to committee volunteers
- Accommodations – Rescheduling
Service Learning

- Graduation Requirement
- 40 Hours (9th – 12th Grade)
- Criteria (non-profit, volunteer, benefit the community, no “double dipping”)
- Record Keeping – Management (x2VOL)
Service Learning
## Service Learning

<table>
<thead>
<tr>
<th>Student</th>
<th>Submitted</th>
<th>Claimed Hours</th>
<th>Verified Hours</th>
<th>Approved Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ki</td>
<td>04/17/2019</td>
<td>6.00</td>
<td>-</td>
<td>Approve</td>
</tr>
<tr>
<td>Li</td>
<td>04/17/2019</td>
<td>20.00</td>
<td>-</td>
<td>Approve</td>
</tr>
<tr>
<td>Fr</td>
<td>04/24/2019</td>
<td>4.00</td>
<td>-</td>
<td>Approve</td>
</tr>
<tr>
<td>Ki</td>
<td>04/24/2019</td>
<td>2.00</td>
<td>2.00</td>
<td>Approve</td>
</tr>
<tr>
<td>Ca</td>
<td>04/24/2019</td>
<td>2.00</td>
<td>2.00</td>
<td>Approve</td>
</tr>
<tr>
<td>Co</td>
<td>04/25/2019</td>
<td>1.00</td>
<td>-</td>
<td>Approve</td>
</tr>
<tr>
<td>En</td>
<td>04/28/2019</td>
<td>2.00</td>
<td>2.00</td>
<td>Approve</td>
</tr>
<tr>
<td>En</td>
<td>04/28/2019</td>
<td>1.00</td>
<td>-</td>
<td>Approve</td>
</tr>
<tr>
<td>Ki</td>
<td>04/28/2019</td>
<td>2.00</td>
<td>2.00</td>
<td>Approve</td>
</tr>
<tr>
<td>Wi</td>
<td>04/29/2019</td>
<td>5.00</td>
<td>5.00</td>
<td>Approve</td>
</tr>
</tbody>
</table>
# Service Learning

**Volunteer Name:** [Redacted]

**School Name:** LAKE ORION HIGH SCHOOL

**Member Since:** 08/19/2018

**Hours:**
- **Claimed:** 50.00
- **Verified:** 46.25
- **Approved:** 44.75

**Type:**
- Personal Project: 6
- Community Opportunity: 0
- School Approved: 1

<table>
<thead>
<tr>
<th>OPPORTUNITY</th>
<th>TYPE</th>
<th>CLAIMED HOURS</th>
<th>VERIFIED HOURS</th>
<th>APPROVED HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bully Busters 03/20/2019</td>
<td>Personal Project</td>
<td>8.00</td>
<td>8.00</td>
<td>8.00</td>
</tr>
<tr>
<td>Paint Creek Elementary 12/03/2018</td>
<td>Personal Project</td>
<td>5.25</td>
<td>-</td>
<td>0.00</td>
</tr>
<tr>
<td>Yad Ezra 03/01/2019</td>
<td>Personal Project</td>
<td>9.25</td>
<td>9.25</td>
<td>9.25</td>
</tr>
<tr>
<td>Lake Orion High School - Special Olympics Bowling 10/08/2018</td>
<td>School Approved</td>
<td>1.50</td>
<td>2.50</td>
<td>1.50</td>
</tr>
<tr>
<td>Bully Busters 01/09/2019</td>
<td>Personal Project</td>
<td>12.00</td>
<td>12.00</td>
<td>12.00</td>
</tr>
<tr>
<td>Tutoring 12/13/2018</td>
<td>Personal Project</td>
<td>10.00</td>
<td>10.00</td>
<td>10.00</td>
</tr>
<tr>
<td>Yad Ezra 09/18/2018</td>
<td>Personal Project</td>
<td>4.00</td>
<td>4.50</td>
<td>4.00</td>
</tr>
</tbody>
</table>

*Lake Orion Community Schools*

**EduCating our Students for the Challenges of Tomorrow**
Questions?

Rosa Everitt – CTE Director  
Rosa.Everitt@lok12.org

Jen Ohlrich – CTE Teacher  
Jennifer.Ohlrich@lok12.org

Tony Palmeri – Assistant Principal  
Anthony.Palmeri@lok12.org