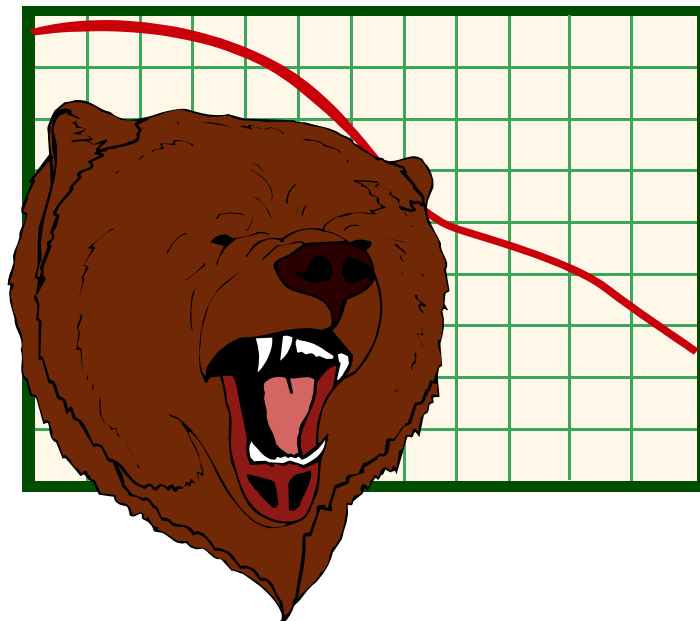


2018-2019  
John Marshall  
High School  
Senior Seminar  
Handbook



## **John Marshall High School Introduction to Senior Seminar**

### ***What is Senior Seminar?***

Senior Seminar is designed to provide you with the opportunity to apply all that you have learned in twelve years of school to a project which will challenge all of your abilities, stretch your limitations, and reward you immensely!

Senior Seminar consists of four major components: work experience, community service, training/instructional sessions, and presentation. This handbook will guide you through the process. It includes the information and forms you will need to complete the project. The Senior Seminar portfolio is a requirement that must be completed successfully in order to graduate.

***When do I work on this project?*** There are several options in order to complete the requirement. There will be six assigned days during the year that students will meet to complete their job shadowing hours. They are outlined in that section of your handbook. These absences will not be counted as excused or unexcused. Students that need six or less credits to graduate will be enrolled in a first hour senior seminar class, all others will have it listed as an 8<sup>th</sup> hour class on their schedule. The first hour senior seminar class will meet daily, and students enrolled in the 8<sup>th</sup> hour will be notified of important information through notes or on the bulletin board outside of Mrs. Campbell's room.

***Job Shadowing/work experience-*** This is the investigation of the profession that the student might choose to pursue for his/her life's work. The project involves finding what preparation, education, and entrance requirements are needed for that profession and researching what type(s) of work/ duties are performed in that profession. It should also include personal interviews or "shadowing" of a person working in the profession. Tangible proof of the student's shadowing or aiding that person in the form of signed documentation and other proof is required to accompany student projects.

***Community Service/Service Learning-*** This part of the project allows the student to interact with the community for the betterment of others. The student will donate 25 hours of service to established programs or events sponsored by non-profit community organizations. Tangible proof of the student's active and significant participation in the form of signed documentation and photos or video is required to accompany any community service project.

***Training/instructional sessions-*** Lessons will be provided for students regarding transitional skills, such as financial literacy, relationship skills, interviewing skills, dressing for success, manners, and resume creation. Guest speakers from colleges, the military and other professions will often be a part of the course. Grades are given for a summary of all guest speaker presentations. If these are missed alternative activities will be given to fulfill this missing grade, but may be off campus and will not be during the school day. Attendance is important!

***Presentation and reflection of learning-*** The presentation is the evidence of each aspect of the project. This includes written reports, reflection questions, time logs, and presentation of all events in a portfolio format.

# Job Shadowing/Work Experience Materials and Information



**Date requirements-** Your work job shadowing/ work experience have dates in which you must be present at your assigned and approved location. These dates will not be counted against your absence total. The dates are as follows:

September 5, 2018

October 3, 2018

November 7, 2018

December 5, 2018

January 9, 2019

February 6, 2019

March 6, 2019

April 3, 2019 (make up day)

**Choosing your job shadowing/work experience-** Students should choose a career in which they are interested and that requires college or technical training. If the student is a member of the Finance Academy, they will either have the experience arranged for them, or they should choose a location in the finance field. Once a student locates a person in their chosen field, they should ask if they are interested in serving as their job shadowing/work experience location for six days during the upcoming school year. Students are responsible for their own transportation and any costs associated with their placement, unless otherwise specified. Students should choose a community or businessperson in close proximity to their home to make this easier. Mentors can't be parents or siblings and must be at least 21 years old. No home based businesses or 6-12 schools will be permitted. The job shadowing/work experience also cannot be the place the student performs their community service. Please be aware that medical and mental health career areas are difficult places to find mentoring opportunities because of confidentiality. Personal connections and private offices seem to be the best way to find mentoring prospects in this area. Students can't propose a business where they are currently employed or have ever been employed, nor can they receive any form of payment during this process, unless arranged through the academy. Students that participated to completion a summer mentoring program through the Finance Academy will have completed all requirements of the job shadowing/work experience for senior seminar. Only one JM student can be with a mentor. Once a site is chosen for their job shadowing/work experience, students should complete a proposal sheet and return it to their senior seminar instructor for approval.

### **Contacting a potential site for job shadowing/work experience**

#### ***GETTING READY***

1. Find a quiet place to call. There should be no interruptions. No loud music or noise.
2. Have paper, pencil, and the script.
3. Sound friendly and cheerful. Most people enjoy becoming involved with schools, but if they decline, say, "thank you for your time." Don't be discouraged.
4. Talk slowly and clearly. Speak up but not too loud. Don't chew gum or eat while on the phone.
5. Be polite and patient. If the person being called is busy, ask when they can be called back.
6. If a secretary answers, it is appropriate to explain to them the need. They often run everything!
7. ***Always thank people for their time!***

### **WHAT YOU NEED TO DO**

- Identify yourself and tell him/her you are a student at John Marshall High School.
- Tell them the purpose of the call.
- Ask to be connected to someone that might be interested in providing assistance
- Once the potential mentor is on the phone, explain what will be needed from them.
- If he/she agrees to be your mentor, set up an appointment to meet.
- If he/she cannot be a mentor, ask him/her to suggest someone else in the same field.
- ***Thank the person you are calling.***

### **SAMPLE SCRIPT:**

Hello, my name is \_\_\_\_\_, and I'm a student at John Marshall High School. I'm involved in a Senior Project that includes working with someone in a career that I myself am interested. I have been asked to find someone in the community who would be willing to assist me by allowing me to shadow them once a month for six months. I was wondering whether you would be interested in mentoring me. (wait for response)

Tell the person what is involved in being a mentor and set up an appointment for an interview. Answer any other questions he/she may have. *Thank* the person for his/ her time.

### **Documentation of work experience/internship for portfolio**

1. Signed work experience/internship time log
2. Visual documentation- photographs or video of a day's activities
3. career report
4. Mentor evaluation
5. Thank you note to mentor

### **Mentor Manners for Project work**

Once an appropriate mentor has been chosen, please remember this is a community member who is a specialist, and they need to be treated with courtesy and respect. Below are listed a few ideas to keep in mind while working with mentors.

- Be polite and respectful of a mentor's time. Be on time!
- Ask what attire is appropriate for their work place.
- Be aware of procedures for lunch and parking.
- Have the mentor sign and fill out papers well before deadlines.
- Students are required to work the **same scheduled time as the mentor**. Any deviation from that should be approved through Mrs. Campbell and then notification should be given to the mentor, so think ahead. If they start at 9 and end at 5, so does the student. A minimum of six hours should be worked each mentor day.
- Thank the mentor at the end of the project with a handwritten note, as specified.

## Job Shadowing/Work Experience Proposal

Directions: To receive approval for your project, fill out this proposal sheet clearly and completely.

**Student Name:** \_\_\_\_\_ **Student ID#-** \_\_\_\_\_

**Student phone number-** \_\_\_\_\_ **alt. number-** \_\_\_\_\_

**Student email-** \_\_\_\_\_

**Profession being studied-** \_\_\_\_\_

**Mentor's Name and title-** \_\_\_\_\_

**Mentor's phone number-** \_\_\_\_\_

**Mentor's email-** \_\_\_\_\_

**Mentor's Business name-** \_\_\_\_\_

**Business address with zip-** \_\_\_\_\_

**Business phone number-** \_\_\_\_\_

1. Provide a brief description of what the organization your mentor works for does

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2. Provide specific information regarding work start and end times, parking, & lunch:

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3. Provide information about what the student can expect to experience at the organization.

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4. Explain the dress code and any safety regulations.

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5. Please list any other information to be shared with the student prior to the job shadowing experience.

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**Student seminar instructor approval**

## Mentor Agreement Form

***Mentors must:***

have three years or more of professional experience in the field. Should not be a family member of the student. Should be at least 21 years of age.

***Mentors should:***

- Assist the student in completing necessary forms. Provide guidance on the project.
- Be a resource for the student.
- Coach the student with inspiration and enthusiasm.
- Be available on the specified dates of the job shadowing/work experience.

***Learning objectives for the experience:***

- See how the knowledge gained at school is used on the job.
- To understand what skills I need to get a good job.
- To find out more about the workplace they are visiting.
- To see how technology is used on the job.
- To explore new career ideas for their future.
- To learn how much education they will need to get the job they want.
- To understand how learning and earning are connected.

### **MENTOR AGREEMENT**

I hereby agree to be a mentor for \_\_\_\_\_.  
(Student's Name)

Work experience/internship location: \_\_\_\_\_

**I realize that my position is primarily one of advising and giving technical assistance when needed and when appropriate. I understand the student may not take undue risk or be put in harm's way at any time during the completion of this project, nor can they receive compensation for their time or efforts. I will complete a written evaluation of the student's work at the conclusion of the project.**

Mentor's Name (print): \_\_\_\_\_

Mentor Signature: \_\_\_\_\_

Phone number- \_\_\_\_\_

Email address- \_\_\_\_\_



## Parent Release and Permission Form

Student: \_\_\_\_\_

The undersigned, being the parent or guardian of the above student, hereby authorizes this student to attend and participate in the John Marshall High School Senior Project for the current school year. It is understood and agreed that transportation for this student to and from the location of the Senior Project site is the responsibility of the student and the parent(s) or guardians). The undersigned acknowledges that there is insurance coverage provided by student, parent, or guardian for student while traveling to and from the location of the Senior Project site and that the amount of this coverage is satisfactory to the undersigned.

In consideration of the training and experience that this student will receive through this program, the undersigned agrees to release and to indemnify, defend and hold harmless, including reasonable attorneys' fees, the Oklahoma City Public School District, its employees, and representatives and the employer of community facilitator/mentor and their employees, agents and representatives employed in the position to provide such transportation services from any claims or liability of any kind arising out of this program including, without limitation, injuries to student, or third parties, as a result of action or inaction of student. It is also understood that parents/guardians will have knowledge of the students stated activities during the experiential phase as well as any products and their content that is produced as a result of the Senior Project. Intending to be legally bound hereby, the undersigned executes this Authorization and Release on the date indicated below.

\_\_\_\_\_  
Signature of Parent or Guardian

\_\_\_\_\_  
(Date)

Phone number-\_\_\_\_\_

Email address-\_\_\_\_\_

## John Marshall High School Senior Project Code of Ethics

I understand that I am solely responsible for completing a Senior Project as part of my graduation requirements. I recognize that **all** work related to this project must be originated by me and me alone. Honor and integrity exemplifies my responsibility for completing this project. Therefore, I pledge to the following:

- ☺ **I** must meet all project deadlines.
- ☺ **I** will complete all of my research on my own.
- ☺ **I** will write my own paper and will not plagiarize any part of it.
- ☺ **I** will not use a paper or any information collected and/or organized by any other student or adult.
- ☺ **I** will not use a purchased or Internet research paper.
- ☺ **I** will learn research techniques and MLA (Modern Language Association) format as a component of the English department curriculum and will type my paper in MLA format.
- ☺ **I** will complete all components of my project/product with potential guidance from my mentor.
- ☺ **I** will collect all required parent, mentor and senior seminar approval forms with authentic signatures for my Senior Project.
- ☺ My portfolio will reflect only the work **I** have completed during my Senior Project journey.

***I understand that plagiarism is the unlawful claiming of another person's work as my own. Furthermore, I understand that any incidents of plagiarism or a violation of Senior Project ethics in any part of my Senior Project work will result in an automatic failing grade, a referral to the administration. Outcomes with the administration and sr. seminar sponsor may include but are not limited to the suspension of privileges to participate in any or all senior activities including graduation exercises. In addition, students run the risk of not graduating from JMHS.*** By signing below, **I** agree to meet all of the above criteria while completing my Senior Project and failure to adhere to these —will result in failure of the course.

Student's Full Name (**printed**) \_\_\_\_\_

Student's **Signature** \_\_\_\_\_

Parent/Guardian **Signature** \_\_\_\_\_

## Job Shadowing/Work Experience Time Log

<b>Date of Experience</b>	<b>Time of Experience</b>	<b>Description of Work</b>	<b>Mentor's Signature</b>
Wednesday, September 5 <sup>th</sup>			
Wednesday, October 3 <sup>rd</sup>			
Wednesday, November 7 <sup>th</sup>			
Wednesday, December 5 <sup>th</sup>			
Wednesday, January 9 <sup>th</sup>			
Wednesday, February 6 <sup>th</sup>			
Wednesday, March 6 <sup>th</sup>			
Wednesday, April 3 <sup>rd</sup> (make-up day)			

## **Mentoring Exemption Form**

Name-\_\_\_\_\_

Which of the following is your reason for exemption? (please circle)

2nd year metro tech student

TFCU Teller

Finance Academy Internship

**Fill out the appropriate questions below based on which you circled.**

### **2nd year metro tech student**

In which program are you enrolled?\_\_\_\_\_

What kind of on the job training will you receive?\_\_\_\_\_

\_\_\_\_\_

Estimate how many hours of job training you will receive\_\_\_\_\_

Where will the training take place?\_\_\_\_\_

Metro-tech Instructor's signature\_\_\_\_\_

### **TFCU Teller**

How many hours of teller training have you received?\_\_\_\_\_

Estimate how many hours of on the job training you will receive during the school year\_\_\_\_\_

List the class hour that you will be working at the bank-\_\_\_\_\_

Attach a copy of your schedule

### **Finance Academy Internship**

**\*\*NOTE**-please know that if your evaluation was negative that you will not be approved for exemption

Where did you work this summer?\_\_\_\_\_

How many hours did you work at this location?\_\_\_\_\_

Please attach a copy of your evaluation

## Personal Strengths Assessment

Before starting to job shadow students should complete this survey that lists skills and talents that employer's value. Read the list and assess your strengths. Rank the level of your skill (1 being low, 5 being high) and write your rank in the blank.

- ( ) *Resource Management*. Time, money, and materials are resources. You can manage them well.
- ( ) *Interpersonal Skills*. You get along well with others. You can work on a team, teach others, serve customers or be a leader. You can work well with people from different background.
- ( ) *Information Management*. You can find, interpret and communicate information. You can organize and maintain files. You can use a computer to process information.
- ( ) *Systems*. A system is the way things are done or organized. You can understand social business systems. You can check and correct your business performance. You can make suggestions to improve the way things are done.
- ( ) *Technology*. You can find and use the right tools for the job.
- ( ) *Basic Skills*. You read, write, speak, and listen well. You know arithmetic.
- ( ) *Thinking skills*. You can think creatively. You can make decisions and solve
- ( ) *Personal Qualities*. You take personal responsibility for your work. You think well of yourself. You are honest.
- ( ) *Mathematical Skills*. Mathematics is one of your favorite and best subjects.
- ( ) *Mechanical Skills*. You understand how things work and have an aptitude for fixing things.
- ( ) *Physical Strength*. You are above average in physical strength, stamina, and fitness.
- ( ) *Patience/ Perseverance*. You are able to concentrate on a task for as long as it takes to get it done.
- ( ) *Supervisory Skills*. You can plan and work with others to help them reach goals.
- ( ) *Attention to Detail*. You work carefully. You are thorough and complete.

## **Job Skill Questions- to be completed after visit 2 or 3**

Your Job Shadow Mentor uses many of the same skills on the job that you are learning every day in the classroom. To find out which skills are important to your Mentor's job, you will be asking him/her to show you examples of how the following skills are used on the job.

1. \_\_\_\_\_ Yes \_\_\_\_\_ No Do you use reading every day on the job?  
What grade level of reading do you use on this job?

Describe some of the kinds of materials that you are expected to read on your job.

2. \_\_\_\_\_ Yes \_\_\_\_\_ No Do you use writing on the job?  
How do you use writing on the job?

3. \_\_\_\_\_ Yes \_\_\_\_\_ No Is math important to your job?  
If yes, how is it important?

4. \_\_\_\_\_ Yes \_\_\_\_\_ No Do you need good listening skills for your job?  
When do you need to use good speaking skills to get your job done?

5. How do you use technology in your job?

6. What kinds of problems do you solve on the job?

7. What skills do you need to solve those problems?

8. What did you learn in school that helped you most on the job?

9. What do you wish you had studied more in school? Why?

Other questions you would like to ask your Job Shadow Host:

## Job Shadowing/Work Experience Observation worksheet

Observe as much as possible about the work environment you are visiting. You probably observed that there is much more to a workplace than delivering a product or a service. Use this checklist as a guide. Remember the people, the equipment, the benefits and the facilities you have seen or heard about.

**The People**-People are the most important resource a workplace has.

- Describe the clothing people wore.
- Did everyone wear the same attire? Describe what you observed.
- How did people treat one another?
- Did everyone have the same work space? Describe what you observed.
- How did people greet one another?
- How did people answer the phone?

**The Facilities**- In addition to work space, companies often offer a variety of extra facilities for their employees. Which of the following did you observe?

- Yes  No Lunch/ break room
- Yes  No Child care center



- Yes  No Health care/first aid
- Yes  No Outside seating areas

**The Technology-** Companies today use a variety of cutting-edge technologies.

- How many computers does this workplace have?
- What software programs did you observe?
- What other equipment do employees use at their desks besides computers?
- What other technology does the workplace use to make its product or deliver its services?

**The Benefits-** To hire the best people possible, many employers offer more than a salary or hourly wage. Does this workplace offer any of the following extra benefits?

- Yes  No Health care plan
- Yes  No Dental plan
- Yes  No Retirement plan
- Yes  No Disability insurance
- Yes  No Reimbursement for more education
- Yes  No Advanced training for job skills
- Yes  No Other services such as dry cleaning or car maintenance

## Job Shadowing/ Work Experience Evaluation of Student

Student Name \_\_\_\_\_

Shadowing location \_\_\_\_\_ Telephone # \_\_\_\_\_

Evaluator \_\_\_\_\_ Title \_\_\_\_\_

Please check the appropriate column (acceptable/unacceptable) for each of the competencies listed below. Feel free to include any comments you may have regarding this students and his/her work.

	Acceptable	Unacceptable
Dependability		
Responsibility		
Attendance/Punctuality		
Notification of Absence		
Ability to follow through with tasks		
Cooperation		

COMMENTS: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

	Acceptable	Unacceptable
Communication skills		
Respect		
Speaks clearly		
Listens carefully		
Follows directions		
Asks questions		

COMMENTS: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

	Acceptable	Unacceptable
Optimism/attitude		
Enthusiastic participation		
Performed tasks willingly		
Understands the importance of responsibility		
Knowledge of the business and your profession		

**COMMENTS:** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Please check one:**

The overall performance of the work completed by this student was:

- Excellent**
- Satisfactory**
- Unsatisfactory**

**Comments:** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Mentor's signature- \_\_\_\_\_

## **Job Shadowing/Work Experience Student Reflection**

Now that the job shadowing experience has been completed, take some time to reflect on what you observed and how it might affect your plans in the future. Your responses should be typed, with this heading, and then your answers typed. Answers should not be one word responses and should be several sentences or paragraphs. Elaborate!

Student Name-\_\_\_\_\_

Job Shadowing/Work Experience location-\_\_\_\_\_

Mentor name-\_\_\_\_\_

1. What were the title and responsibilities of your Job Shadow Mentor?
2. Which parts of the job were of interest to you?
3. Which parts of the job would you find boring?
4. Would you still consider a career in this field? Why or why not?
5. What surprised you about what you learned, heard, or observed?
6. What knowledge and skills are you learning in school that will be used on the job?
7. What knowledge or skills do you need to strengthen to be successful on the job?
8. Did any other ideas for careers come to mind?

## THANK YOU LETTER FORMAT

Your mentor has spent many hours helping you complete your project, so it is important that you express your thanks. Rather than purchase a card-shop thank you note, take time to write a thank you letter. You will use this exact format along with a stamped addressed envelope for your mentor. Include a copy of the letter as part of your documentation and also mail the original to your mentor. Follow these guidelines:

Heading

Salutation

Paragraph # 1

Paragraph # 2

Paragraph # 3

Closing Signature

1. Heading is your mailing address

2. Start the thank you note with Dear.....

3. **Paragraph # 1:** Be sure to include mention of what you are thanking your mentor for.

Examples are: "I want to thank you for all of the hours you spent helping me carve my walking stick" or "I want to thank you for allowing me into your classroom to observe and help the children develop their reading skills." Express your thanks simply and directly.

**4. Paragraph # 2:** Next, include a line or two to say specifically what you appreciate about your mentor: a specific quality, feature, or action would be appropriate. Examples are: "You were always there when I needed you, and you always seemed happy to see me when I arrived for our sessions," or "Your skill on the guitar was an inspiration to me throughout each of my lessons," or "You had such patience with me, even when I made really big mistakes." Just be sure you are honest in your comments.

**5. Paragraph # 3:** Finally, you should end the note with a general statement such as, "You have really made a difference in my life, and for that I am truly grateful," or "My Senior Project would not have turned out so well without your help," or "You have really opened my eyes to how helpful an adult can be," or "I hope that you will continue to mentor young people, because you have so much to offer."

## **Career Report**

First, use reliable information and personal interviews from your mentor to collect information about your chosen career. Second, with the information found in the research process, compile the necessary information into a nicely formatted report. Set up your report with the following sections:

1. Introduction (explain why you chose this topic and what you hope to accomplish)
2. Skills needed (describe what skills are needed in this career)
3. Personality needed (describe what type of personality would be needed in this career)
4. Education (list the education needed for entry level openings in this career)
5. Salary (list a salary range that one could expect if employed in this career)
6. Work Environment (describe the work environment that one could expect working in this career)
7. Job Outlook (describe the future openings predicted in this career)
8. Conclusion (now that you have done this research, are you still interested or not)
9. Reference page- All research must be cited.

## **Formatting Requirements**

- Five sources minimum, MLA format, 5 page minimum (cover page not included), typed, double-spaced in 12 point font, Times New Roman, and 1 inch margins
- Include a cover page with your name, date, and name of career being studied

Note- No graphics should be included except possibly on the cover page and no extra spaces between paragraphs

**Free from plagiarism.** (*Plagiarism is cheating and results in an automatic zero on the paper.*) Plagiarism includes material taken from another source without sufficient documentation. You must show proof of **all** collected research used in your report including quotes and paraphrasing of another's words or ideas. All proof of research is documented on the Works Cited page of your report. **Submit on or before due date.**

# Career Report Rubric

Name- \_\_\_\_\_

Reports will be graded on organization, amount of information, sources, and mechanics.

	4	3	2	1	0	SCORE
ORGANIZATION	Information is very organized with well-constructed paragraphs and subheadings.	Information is organized with well-constructed paragraphs.	Information is organized, but paragraphs are not well-constructed.  The information appears to be disorganized.	The information appears to be disorganized.	There is no information to support topic.	
AMOUNT OF INFO.	All topics are addressed and all questions answered with at least 2 sentences about each.	All topics are addressed and most questions answered with at least 2 sentences about each.	All topics are addressed, and most questions answered with 1 sentence about each.	The information appears to be disorganized.	There is very little to no information listed.	
SOURCES	All sources (information and graphics) are accurately documented in the desired format.	All sources (information and graphics) are accurately documented, but a few are not in the desired format.	All sources (information and graphics) are accurately documented, but many are not in the desired format.	Some sources are not accurately documented.	Sources are not documented.	
MECHANICS	No grammatical, spelling or punctuation errors.	Almost no grammatical, spelling or punctuation errors	A few grammatical, spelling, or punctuation errors.	Many grammatical, spelling, or punctuation errors.	More than 5 grammatical, spelling, or punctuation errors.	
FORMAT	All formatting directions are met	One formatting error	Two formatting errors	Three formatting errors	Four or more formatting errors	

Total Score- \_\_\_\_\_/20

# Community Service Materials and Information





## **Community Service Information**

Every senior student at John Marshall High School must complete 25 hours of community service/service learning as part of his/her senior project.

1. To Begin- choose a location based on the guidelines below. Once a location is chosen, complete the proposal form and have it approved before completing the service.
2. Service- No service given prior to this school year is applicable. Service completed the summer before your senior year can count. When hours include a partial hour, it will be converted to the lower full hour. i.e., 10 ½ hours will record as 10 hours. Participation in Boys or Girls State, or any YLX program will count as completion of this portion of the project.
3. Documentation and reflection- Students should document their hours in several ways- pictures or videos for portfolio, hour documentation form, reflection form, thank you note, and agency evaluation.

### **Students must:**

- A) Perform work for a **non-profit organization**. The exceptions to this are schools (including JM) and churches. If a church is working for a non-profit organization then that is acceptable (ex.- Church A paints a room at the Jesus House). We want students to expand their view of social services. Work for individuals will not be permitted.
- B) Complete the work for neither money nor credit.
- C) List hours worked on a **daily basis** as performed (do not log as total sum of hours worked over an extended period of time).
- D) Have the adult that supervised sign the time log for work completed each day.
- E) Perform work outside of regular school hours.
- F) If service is completed at different locations a proposal form, reflection, and evaluation should be completed for each.
- G) Only five hours of service for JM or with JM organizations will be considered. These must first be approved and all forms completed prior to service.

\*see volunteer opportunity list for suggestions and information

John Marshall is a certifying organization for the President's Volunteer Service Award. In order to receive this award you must meet the following criteria from June 1<sup>st</sup> until one month before graduation:

**Bronze**-100-174 hours

**Silver**-175-249 hours

**Gold**-250 plus hours

The award consists of a medallion (can be worn with graduation robe) and a certificate. In order to receive this award, please register on the following website:

<http://www.presidentialserviceawards.gov/>

### Creating a Volunteer Account

It's as easy as 1-2-3:

1. **Register** and complete a profile to let us know a little bit about you.
2. Use the ROS Key of OBC-9577 to register for John Marshall.
3. Record your volunteer hours and activities to track your progress towards a bronze, silver, gold, or Lifetime Achievement President's Volunteer Service Award.

**Community Service Proposal Form**

Student name- \_\_\_\_\_

Proposed service site location- \_\_\_\_\_

Site address- \_\_\_\_\_

Site phone number- \_\_\_\_\_

Site email or website- \_\_\_\_\_

Contact name- \_\_\_\_\_

When will you be volunteering- \_\_\_\_\_

What will you be doing while there- \_\_\_\_\_

\_\_\_\_\_

Why do you think this is a good volunteer service for you? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What do you hope to learn from providing service to this organization?

\_\_\_\_\_

\_\_\_\_\_

Senior seminar instructor signature \_\_\_\_\_

# Parent/ Student Permission Forms

*All students must complete and submit this form **BEFORE** beginning their community service.*  
**All students participating in the John Marshall Senior Project are required to complete 25 hours of service as part of their senior project portfolio.**

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## PARENT SECTION

Parent's Name \_\_\_\_\_

By giving my son/daughter permission to participate in the JMHS community service/ service learning portion of the senior project, I understand and agree that:

- The program requires students to be off campus, working with outside agencies.
- Transportation to and from the agency is the responsibility of the student.
- JMHS is not liable for accidents during community service activities or for accidents in transit to and from those activities.
- JMHS is not liable for any injuries or misfortunes that may result from a student's participation in any community service activity.
- School personnel will not be on-site to supervise students.

I am the legal guardian for the student named below, and he/she has my permission to participate in the JMHS community service/service learning portion of the senior project.

Signature of Parent/Guardian \_\_\_\_\_ Date \_\_\_\_\_

Printed Name of Parent/Guardian \_\_\_\_\_ phone number \_\_\_\_\_

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## STUDENT SECTION

**As a participant in the JMHS Senior Project, I realize that my behavior in the community is a reflection of my school. I promise to observe JMHS rules of conduct and to behave in a manner that will make my school proud to send me into the community as a representative of JMHS.**

Student's Signature \_\_\_\_\_ Date \_\_\_\_\_

Printed Name of Student \_\_\_\_\_ Phone # \_\_\_\_\_

***This form must be on file with your senior seminar instructor prior to your first day of service.***

## RECORD OF COMMUNITY SERVICE LOG

<i>Date</i>	<i>Agency Name</i>	<i>Activity Performed</i>	<i>Time in</i>	<i>Time out</i>	<i>Total hours</i>	<i>Contact Person's signature</i>

## Community Service/Service Learning Evaluation

The volunteer evaluation is a very important part of the Senior Seminar experience. Your honest appraisal of the student, including specific information, will be helpful to the student.

Student Name: \_\_\_\_\_

Name of organization where you volunteered: \_\_\_\_\_

Organization Phone #: \_\_\_\_\_ Email: \_\_\_\_\_

Volunteer Coordinator's Name Printed: \_\_\_\_\_

Volunteer Coordinator's Signature: \_\_\_\_\_

	<b>Unsatisfactory</b>	<b>Satisfactory</b>	<b>Exemplary</b>
General Appearance			
If scheduled, came as promised			
Attitude			
Efficiency			
Effort			
Follow through			
Punctuality			
Shows initiative			

Overall Assessment:

- Exemplary
- Met requirement successfully
- Failed to meet minimum requirement

I recommend this student:

- Enthusiastically
- Confidently
- With reservation
- Do not recommend

Comments:

## Community Service Reflection Form

**Student Name:** \_\_\_\_\_

**Organization with which you volunteered:** \_\_\_\_\_

**Number of Hours volunteered:** \_\_\_\_\_

**Directions:** *Please be sure to type your answers in this format and with this heading. Remember that this is a reflection activity that is designed to allow you to think about your service and is a part of your senior project portfolio. Answers should not be short!*

1. *Describe why you chose to do this project with this service organization.*
2. *What were your responsibilities and what did you actually do?*
3. *How did your actions make you feel and how do you think the community benefited from your actions?*
4. *What did you learn about the organization?*
5. *What did you learn about yourself?*
6. *What did you learn from this experience?*
7. *Would you select to do this project again? Why or why not?*

# Training/ Instructional Session Materials and Information





When will these sessions take place?- Classes will take place during 1<sup>st</sup> hour. Students enrolled in the 8<sup>th</sup> hour are invited to attend if allowed by their teacher.

What will we study and learn about?-

**Job skills**- resumes, interviewing skills, dressing for success, work attitudes, learning about other careers (military, police, fire, trades)

**Transitional skills**- financial literacy (budgeting, taxes, credit cards, insurance, stocks, bonds, banking), personal relationships, health, insurance, and manners.

**College**- financial aid, college recruiters from in state and out of state universities, sororities and fraternities, lifestyle changes in college, academic responsibilities and expectations in college, scholarships, how to apply and write for scholarships

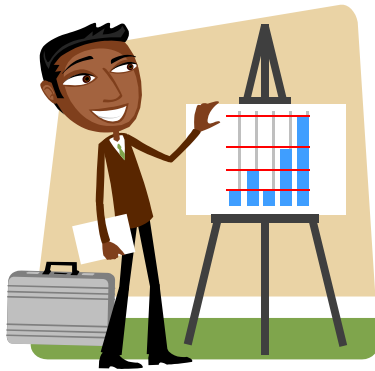
What documents will be completed and created in these sessions? Several of the sessions will produce a document. This is not a complete list and may change as opportunities arise.

Job skills- students will create a resume, they will go through a mock interview and will receive feedback from the interview board, presentation summary pages, and a career report

Transitional unit- students will create a budget, complete a national standards test on financial skills to a proficient level, personality test, presentation summary pages

College- presentation summary pages, scholarship type essays

# Presentation Materials and Information



## **Creation of your Senior Seminar Portfolio**

Portfolio documentation- All contents of the portfolio should be placed in page protector sleeves in a **one inch** binder. The binder should have a clear plastic sleeve on the front cover which should include a cover sheet with your name, ID number, and picture. Place all documents in the binder using the following checklist:

### **Portfolio Checklist (place all documents in this order)**

1. \_\_\_\_ signed work job shadowing/work experience proposal
2. \_\_\_\_ signed mentor agreement form
3. \_\_\_\_ signed parent release and permission form for job shadowing/work experience
4. \_\_\_\_ senior project code of ethics
5. \_\_\_\_ job shadowing/work experience time log
6. \_\_\_\_ visual documentation of job shadowing/work experience (pictures)
7. \_\_\_\_ career report
8. \_\_\_\_ graded career report rubric
9. \_\_\_\_ mentor evaluation
10. \_\_\_\_ job shadowing/work experience student reflection
11. \_\_\_\_ personal strength assessment
12. \_\_\_\_ Job skill questions
13. \_\_\_\_ Observation of the workplace worksheet
14. \_\_\_\_ copy of thank you note to mentor
15. \_\_\_\_ signed Community Service/Service Learning Proposal Form
16. \_\_\_\_ signed parent/student permission form for comm. Serv./ serv. Learning
17. \_\_\_\_ Record of volunteer service hours
18. \_\_\_\_ Community Service/Service Learning Evaluation of student
19. \_\_\_\_ Community Service/ Service Learning Reflection
20. \_\_\_\_ Resume'
21. \_\_\_\_ Budget
22. \_\_\_\_ personality test
23. \_\_\_\_ Everfi certificate
24. \_\_\_\_ Etiquette Test
25. \_\_\_\_ interview rubrics
26. \_\_\_\_ Summary of Sr. Seminar presentations (should be in date order)

**Portfolio grading rubric**

Name \_\_\_\_\_

<b>Scores</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>Total</b>
<b>Required materials and work</b>	All materials are included in portfolio	1 thing not included in portfolio	2-4 thing not included in portfolio	5 or more things not included in the portfolio	
<b>Attractiveness/Organization</b>	exceptionally attractive formatting and well-organized information.	attractive formatting and well-organized information.	well-organized information.	formatting and organization of material are confusing to the reader.	
<b>Purpose of content</b>	Graphics and photos go well with the text and there is a good mix of text and graphics.	Graphics and photos go well with the text, but there are so many of one or the other.	Graphics and photos go well with the text, but there are too few of one, both.	Graphics and photos do not go with the accompanying text or appear to be randomly chosen.	
<b>Directions followed</b>	All directions for the portfolio are followed explicitly	One direction was not followed	2-3 directions not followed	4 plus directions not followed	
<b>Total score</b>					_____
<b>Comments:</b>					out of 16=