CENTRAL NINE CAREER CENTER'S

CTE Student
Career Showcase

Guidelines and Forms

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Central Nine Career Center
CTE Student Career Showcase 2015-2016
Overview

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All Career Showcase documents and forms can be found at the C9CC website (www.central9.k12.in.us) under the tab "Resources" on the homepage.

The Student Career Showcase consists of five components to be completed in the senior year for spring graduates and the fall semester of the senior year for mid-term graduates. This showcase is one in which allows the student to use a variety of skills in the areas of writing, speaking, research, and documentation. Upon completion of the Student Career Showcase, students have learned more about their career interests, their community, and, most importantly, about themselves. The Student Career Showcase must be in the student's career and technical area of study, but go beyond the tasks and standards learned in the classroom.

1. Proposal – The first component of the Student Career Showcase is a written proposal of the Showcase.

2. Paper – The student will write a research paper with the guidance of the career and technical literacy integration specialist. Students are required to use primary and secondary resources. Students will conduct interviews, read research, prepare reports, and complete self-evaluations as part of the writing process. Students follow the documentation rules of Modern Language Association (MLA).

3. Project/Product – Used to direct the student toward individualized learning experience. This process requires the student to apply the knowledge gained during the research phase. This must be completed on the student's "own time", outside the timeframe of the normal school day. This portion is required to be challenging and also requires from 20 to forty hours of work. Mentors will work with the student during this phase of the CTE Student Career Showcase.

4. Portfolio – At the close of the CTE Student Career Showcase, the student assembles their portfolio. The portfolio may be electronic/digital in nature or presented in a unique presentation format with the student's name and graduation year visible. The portfolio must include: at least two letters of recommendation for college or industry use, research paper, mentor log, photos of project progress, and the work log. Judges will read through the portfolio before the final presentation to formulate questions which they will ask during the presentation phase.
Note: Portfolio should be digital in nature and in a format to be displayed on Presentation Day, or in a NEW folder with both student name and graduation year visible. All required pages should be included and brought with you on Presentation Day. To meet the portfolio requirement, each component must meet minimum content and quality standards. If you do not have ALL documents with you on Presentation Day, you will not be allowed to present.

5. Presentation **(April 18-22, 2016 from 8:00 a.m. to 2:00 p.m.)**
NOTE: Only students who have successfully completed and turned in the required portfolio will be allowed to present on this date. Students with incomplete items will
not be allowed to present. They will be given a make-up date and will lose points for not having their Showcase prepared on time.

       a. Presentations will be made before CTE Student Career Showcase panels.

       b. Each student will speak for a **minimum** of 4 minutes (6 minutes maximum) using a technological visual aid (PowerPoint, Movie Maker, etc.) to enhance the spoken presentation. If Movie Maker is used, it may take up no more than one minute of the presentation time. The student's speech should reflect on the following:

              (1) at least one personal defining moment

              (2) at least one educational defining moment

              (3) future educational goals and career plans

       c. The CTE Student Career Showcase panel will choose three questions to ask the senior after reading through the student's portfolio (see sample below):

              (1) Through your project/product, what have you learned about interacting with other people?

              (2) What did you learn about personal organization and planning as you worked through the components of your Career Showcase?

       d. The CTE Student Career Showcase panel will then ask each student three extemporaneous questions (see sample below):

              (1) What challenges did you face as you carried out the components of your Career Showcase?

              (2) What was the most rewarding aspect of the Career Showcase, and how will this help you in the future?

Central Nine Career Center
Career Showcase Class of 2016
Timeline

On or before September 11, 2015	Introduction of the C-9 Career Showcase for the class of 2016
October 9, 2015	Proposal is due
October 26, 2015	Begin research for paper
November 23, 2015	Mentor meetings and project work begins
December 17, 2015 **January 21, 2016** **February 18, 2016** **March 17, 2016**	Mentor log checks by CTE teacher
April 7, 2016	Project/Product due
April 8-15, 2016	Panel judges review
April 18-22, 2016	Showcase presentations
April 25-29, 2016	Feedback from panel judges

Please refer to "Resources" on the C-9 website
www.central9.k12.in.us
for Overview and Forms for Career Showcase

Central Nine Career Center
CTE Student Career Showcase
Suggested Type of Projects

Students are encouraged to be creative and to find a project that will be meaningful to you. The project hours cannot be performed for or supervised by a family member. Please look over the suggested types of projects below to gain ideas. (the list below is ONLY suggested ideas, not a stock list for you to choose from)

Audible Measuring Device

Floating Serving Ladle

Breathing Office Partition

Pill Time Medication Reminder

Money Awareness Spending Software

WIFI Newspaper Feed with Alarm

Measuring Tape with Built-in Pencil

Rolling Radio

Solar Display Sign

Corrugated Table

Folding Portable Bicycle

Patio Furniture Set

Hybrid Plants

Pet Care Product

Solar Operated Fan

Public Service Announcement

Website Design (and built for non-profit)

Walking Bridge

Nutrition Program for Family of Four

Air Induction System for Combustion Engine

Tips for Recommendation Letters*
Need to ask for a recommendation letter? Here are 5 tips to help:

1. **Ask for a recommendation letter from people who know you and your capabilities**, i.e., former employers, teachers, coaches, community or corporate leaders, influential friends--people who have known you a long time. Relatives are not allowed to write letters for students. Two recommendation letters are required for your portfolio.

2. **Be sure to give them enough time** to write the recommendation letter.

3. **When you talk to them, state your goals and suggest what they might write to help you achieve those goals.** Coach them to be specific; general praise is a waste of space. Don't be shy. A recommendation letter is a sales letter to sell you. Now is the time to brag!

4. **Follow up your request for a recommendation letter by writing a review of your conversation.** Give suggestions for your recommendation letter. You may need to put words in their mouths. When you send them the follow-up letter, be sure to include a self-addressed, stamped envelope. Then, feel free to contact them in a couple of weeks to confirm that they are aware of your deadlines.

5. **Once you receive your recommendation letter, send a thank-you note.** You should also let them know about your success and how they helped you.

What if you are asked to write a recommendation letter? Ask yourself:

1. Are you the right person to write a letter of recommendation? If you are asked to write a recommendation letter, you need to discuss the subject candidly with the requester. A letter of recommendation is most effective when a person who knows the requester and his/her reputation writes it.

2. Do you qualify? Another consideration is your integrity--Can you honestly write positive things about the requester? If not, you need to bow out gracefully without hurting feelings. On the other hand, if you qualify, you should brainstorm with the requester to write what he or she wishes to be said. Be sensitive to deadlines.

Ready to write a recommendation letter? Here are 11 easy guidelines:

1. **Explain how you know the applicant.** How long have you known the person and in what relationship or circumstance?

2. **State your qualifications for writing the recommendation letter.** Why should the reader be interested in your recommendation? How many other people of the applicant's caliber have you known, and why does the applicant stand out?

3. **List the applicant's exceptional qualities and skills,** especially those that are specific to the applicant's field of interest or job requirements. For example, competency in his/her field or prior experience, organizational and communication skills, academic or other achievements, interaction with others, sound judgment, reliability, analytical ability, etc.

4. **Emphasize key points that you want the reader to note on the applicant's resume or job application.** Be sure to meaningfully elaborate; don't simply restate.

5. **Give your judgment of the applicant, his/her qualifications and potential.** Why should he/she be considered over other people? How does he/she compare to other people you have known? Do not state weaknesses. If you can't write a positive letter of recommendation, you should respectfully decline.

6. **Give specific examples to back up what you have said about the person's qualifications and character.** Remember, generalized praise is a waste of space.

7. **Unless it is absolutely relevant, do not state (directly or by implication) the applicant's race, religion, national origin, age, disability, gender or marital status.**

8. **Don't be too brief.** One or two short paragraphs are death to a recommendation letter. On the other hand, be succinct. Make every word count. Here is a rule of thumb: A letter of recommendation for employment should be one page; a letter of recommendation for school should be 1-2 pages.

9. **Make the ending statement strong without overdoing it.** Undue praise can be viewed as biased or insincere.

10. **List your contact information** if you are willing to engage in follow-up correspondence.

11. **Proofread!** The letter of recommendation represents both you and the applicant.

Two more recommendation letter tips:

1. **Write only complimentary, yet factual, observations.** Avoid unflattering or derogatory remarks. If you cannot do this, you should decline to write a letter of recommendation.

2. **Remember that potential employers are adept at "reading between the lines,"** and any negative implication may destroy a person's chance at getting the new position.

* From http://www.writeexpress.com/recommendation.htm

Central Nine Career Center
Career Showcase 2016
Request for Letter of Recommendation- OPTIONAL

Student Name: _____

Writer Name: _____

Date request submitted: _____   Date letter promised: _____

Purpose of Letter

If you would like to submit a letter to more than one institution or business, please provide names and addresses for each intended recipient in the spaces provided.

Employment: _____   Business name/type of work: _____
                                    Attn: _____
                                    Address: _____

                                    _____

Scholarship: _____   Type/Title: _____
                                    Attn: _____
                                    Address: _____

                                    _____

College: _____   Name: _____
                                    Attn: _____
                                    Address:_____

                                    _____

Include the following information about the applicant: _____
_____
_____
_____
_____
_____
_____
_____
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_____
_____
_____
_____
_____
_____

Central Nine Career Center
Career Showcase 2016
Presentation Guidelines

Presentations will be made before Career Showcase Judging Panels on April 18-22, 2016 from 8:00 a.m. to 2:00 p.m.

Each student will:
1) Meet professional presentation appearance guidelines.
2) Speak for a **minimum** of 4 minutes (6 minutes maximum) using a technological visual aid (PowerPoint, Movie Maker, etc.) to enhance the spoken presentation. If Movie Maker is used, it may take up no more than one minute of the presentation time.
3) Reflect on the following within the presentation:
   a. At least one personal defining moment
   b. At least one educational defining moment
   c. Future educational goals and career plans
4) Answer three prepared questions and three extemporaneous questions.

   Ample time is provided for practice and preparation; therefore, students may not use notes during their presentation. For the same reasons, presentations must be 4-6 minutes long <u>without prompting</u>. Presentations will be evaluated using the scoring rubric found in the CTE Student Career Showcase Handbook. Only students who have successfully completed the portfolio requirements will be allowed to present their projects.

Central Nine Career Center
Career Showcase 2016
Professional Appearance Guidelines

* Only students meeting the appearance guidelines April 18-22, 2016 will be allowed to continue with their presentations.

The purpose of the guidelines is to help seniors understand what is acceptable in all professional settings. The panel will be viewing the clothing choices as if they were the employer and are considering whether they would hire the senior based upon appearance.

More information about dress guidelines will be given in your CTE class.

Males:
- Long-sleeved, collared shirt – tucked in at waist and neatly pressed
- Tie
- Dress pants (no denim) – belted at waist
- Dress shoes (no tennis shoes, no boots of any kind, nor sandals)
- Hair neatly styled – eyes visible
- No visible body piercing other than ears
- Jewelry should be kept to a minimum and conservative

Females:
- Dress slacks, dress skirts, or dresses are acceptable – no denim, no leggings worn as pants (leggings are allowed if worn as tights under a dress or skirt).
- Skirts and dresses at least knee length
- All tops must have sleeves and cover the shoulders, cleavage, back and abdomen areas
- Dress shoes (no tennis shoes, no boots of any kind, nor sandals)
- Hair neatly styled – eyes visible
- No visible body piercing other than ears
- Jewelry should be kept to a minimum and conservative

Central Nine Career Center
Updated 9/8/2015

Central Nine Career Center
Career Showcase 2016
Presentation Evaluation

Student name: _____   Advisor: _____

MANDATORY

Judges directions: Please circle **Y** (yes) or **N** (no) for each item. All items must be circled **Y** to **PASS** this section of the presentation evaluation. Please circle **PASS** or **FAIL** at the end of this section.

Y	N	Meets presentation appearance guidelines
Y	N	Turns in complete portfolio (2 letters, research paper, photos, mentor log, etc.)
Y	N	Use of technological visual aid
Y	N	Clearly addresses at least one personal defining moment
Y	N	Clearly addresses at least one educational defining moment
Y	N	Clearly addresses future educational goals and/or career plans
Y	N	Stays within designated time limits (**MUST BE** 4:00 minutes minimum and no longer than 6:00 minutes)

PASS   **FAIL**

POINTS BASED

Judges directions: Please circle the assigned point value for each item. Each student must score **28+ of 40 points to PASS** this section of the presentation evaluation. Please circle **PASS** or **FAIL** at the end of this section.

4	3	2	1	Uses language appropriate to a professional setting
4	3	2	1	Introduces and concludes presentation effectively
4	3	2	1	Stays focused and does not stray off topic
4	3	2	1	Visual aid enhances presentation
4	3	2	1	Filler words (um, uh, ah, like, mm) do not detract from presentation
4	3	2	1	Continues presentation in spite of errors
4	3	2	1	Maintains good posture and eye contact during most of the presentation
4	3	2	1	Voice and speech: pitch variety, clear pronunciation, appropriate volume, and pacing
4	3	2	1	Shows evidence of practice and preparation
4	3	2	1	Responds effectively to questions during interview

_____   **TOTAL POINTS**

4 = Above Average	2 = Little Effort
3 = Average	1 = No Effort

PASS   **FAIL**

If PASS is circled in the Mandatory section **AND** the student earned 28+ of 40 points, circle **PASS**.
If FAIL is circled in the Mandatory section **OR** the student earned fewer than 28 points, circle **FAIL.**

PASS   **FAIL**   ☐ **Attach this letter to the front of the student's portfolio folder**

Signature of Panel Members: _____   _____

_____   _____

Central Nine Career Center
Updated: 9/8/2015

Central Nine Career Center
CTE Student Career Showcase 2016
Showcase Evaluation

Judges directions: Please circle the assigned point value for each item. Each student must score **28+ of 40 points to PASS** this section of the showcase evaluation. Please circle **PASS** or **FAIL** at the end of this section.

4	3	2	1	Student has twenty to forty hours logged for showcase work
4	3	2	1	Student has mentor log completed
4	3	2	1	Showcase was challenging and beyond common standards
4	3	2	1	Student displays knowledge of showcase and product
4	3	2	1	Showcase is professionally shown
4	3	2	1	Student's product matches the original proposal
4	3	2	1	Showcase is worthy of public display
4	3	2	1	Student made good use of time and effort
4	3	2	1	Product has potential to be used as an exemplary example
4	3	2	1	Showcase photos show systematic progression of product

_____**TOTAL POINTS**

4 = Above Average	2 = Little Effort
3 = Average	1 = No Effort

PASS   **FAIL**

FINAL CAREER SHOWCASE GRADE_____

Central Nine Career Center
Updated 9/8/2015

CENTRAL NINE CAREER CENTER
2015-2016 CTE Student Career Showcase Proposal

Name_____   Date_____

CTE Teacher_____   CTE Teacher Signature_____

Detailed Description of Showcase project, including cost:
(Photographs are welcomed here)

How is the work being done a "stretch" or beyond the basic CTE classroom standards/requirements?

Research paper details: (How do you plan to use your research to help complete your Showcase project?)

What specific sources do you plan to investigate for your research?

What interviews do you have planned for your research?

Parent/Guardian Signature:_____

Name of Mentor: _____ **Title:** _____

Mentor's Business/Organization: _____

Daytime phone of mentor: _____ **Mentor's email:** _____

Mentor's Address: _____

Signature of Mentor: _____

Proposal Approval
Panel Signatures: **Date:**

_____   _____

_____   _____

_____   _____

Central Nine Career Center
CTE Student Showcase/Project Log Sheet (work hours)

Date	Start Time	End Time	Description of work	Hours	Signature

Total Hours _____

_____

Student's Name   **Student's Signature**   **Date**

You are required to complete 20-40 hours towards your physical showcase/project.

Central Nine Career Center
CTE Student Career Showcase
Mentor Log
317-888-4401

Name of Student _____Mentor_____

CTE Teacher _____

Brief description of project: _____

To The Mentor

This student is expected to complete 20-40 or more hours of actual work time on his/her physical showcase/project. Your signature is requested for each session you have with the student to verify his/her progress with the showcase/project. Your signature confirms work the student has done with your input, guidance, suggestions, coaching or demonstrating. You should not feel obligated to sign for any work the student cannot clearly show or prove he/she has done. If you have questions, feel free to call the number above or the CTE teacher at 317-888-4401.

Date	Times	Describe work done	Mentor Signature	Student Initials
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
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_____	_____	_____	_____	_____
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_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

Updated 9/8/2015

GRADING RUBRIC FOR RESEARCH PAPER

CATEGORY	4	3	2	1
Introduction/ Thesis _____	*exceptional introduction that grabs interest of reader and states topic. **thesis is exceptionally clear, arguable, well-developed, and a definitive statement.	*proficient introduction that is interesting and states topic. **thesis is clear and arguable statement of position.	*basic introduction that states topic but lacks interest. **thesis is somewhat clear and arguable.	*weak or no introduction of topic. **paper's purpose is unclear/thesis is weak or missing.
Quality of Information/ Evidence _____	*paper is exceptionally researched, extremely detailed, and historically accurate. **information clearly relates to the thesis.	*information relates to the main topic. **paper is well-researched in detail and from a variety of sources.	*information relates to the main topic, few details and/or examples are given. **shows a limited variety of sources.	*information has little or nothing to do with the thesis. **information has weak or no connection to the thesis.
Support of Thesis/Analysis _____	*exceptionally critical, relevant and consistent connections made between evidence and thesis. **excellent analysis.	*consistent connections made between evidence and thesis **good analysis.	*some connections made between evidence and thesis. **some analysis.	*limited or no connections made between evidence and thesis. **lack of analysis.
Organization/ Development of Thesis _____	*exceptionally clear, logical, mature, and thorough development of thesis with excellent transitions between and within paragraphs.	*clear and logical order that supports thesis with good transitions between and within paragraphs.	*somewhat clear and logical development with basic transitions between and within paragraphs.	*lacks development of ideas with weak or no transitions between and within paragraphs.
Conclusion _____	*excellent summary of topic with concluding ideas that impact reader. **introduces no new information.	*good summary of topic with clear concluding ideas. **introduces no new information.	*basic summary of topic with some final concluding ideas. **introduces no new information.	*lack of summary of topic.
Style/Voice _____	*style and voice are not only appropriate to the given audience and purpose, but also show originality and creativity. **word choice is specific, purposeful, dynamic and varied. ***sentences are clear, active (subject-verb-object), and to the point.	*style and voice appropriate to the given audience and purpose. **word choice is specific and purposeful, and somewhat varied throughout. ***sentences are mostly clear, active (SVO), and to the point.	*style and voice somewhat appropriate to given audience and purpose. **word choice is often unspecific, generic, redundant, and clichéd. ***sentences are somewhat unclear; excessive use of passive voice.	*style and voice inappropriate or do not address given audience, purpose, etc. **word choice is excessively redundant, clichéd, and unspecific. ***sentences are very unclear.
Grammar/Usage/ Mechanics _____	*control of grammar, usage, and mechanics. **almost entirely free of spelling, punctuation, and grammatical errors.	*may contain few spelling, punctuation, and grammar errors.	*contains several spelling, punctuation, and grammar errors which detract from the paper's readability.	*so many spelling, punctuation, and grammar errors that the paper cannot be understood.

Citation Format ———	*conforms to MLA rules for formatting and citation of sources are perfect.*	*conforms to MLA rules for formatting and citation of sources with minor exceptions.*	*frequent errors in MLA format.*	*lack of MLA format/numerous errors.*
Works Cited/Bibliography ———	*entries entirely correct as to MLA format.	*entries mostly correct as to MLA format.	*frequent errors in MLA format.	*lack of MLA format/numerous errors.

Additional Comments: