

# PHILOMATH

High School



2017-2018  
Project Handbook

Philomath High School  
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# C.A.S.E. HANDBOOK

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## Career and Service Experience

*All Seniors at Philomath High School will complete a C.A.S.E.*

### WHAT IS THE CAREER AND SERVICE EXPERIENCE?

The C.A.S.E. provides seniors the chance to design and implement a complex learning experience that represents their interests, the knowledge and skills they have gained in school, and their vision for the future. Each student will design a project that fits into one of three categories: product-related, career-related, or service-related.

An approved project also includes components that demonstrate meaningful learning for the student, reflects a career or personal interest of the student, and requires intellectual challenge for the student.

**Additionally, while each student's work will be unique, every C.A.S.E. must include the following five parts:**

1. **Project Defense** – Students meet with an advisory panel to outline their plans for the project. Students must be prepared to defend the rigor and relevance of their planned activities. The defense must be approved before the student can count hours for their field work.
2. **Fieldwork** – The students need to choose a C.A.S.E. that will focus on either a product-related project, a career-related project, or a service-related project. **No fund-raising is allowed.**
3. **Mentorship Connection** – Students must work with a mentor outside the PHS classroom, who serves as a community consultant. **No family members or PHS staff will serve in this role.**
4. **Reflection paper** – The reflection paper is a two-page document that summarizes the experience and learning that happened throughout the project.
5. **Presentation** – Students present their completed C.A.S.E. before a panel of teachers and community experts. Parents/guardians, relatives and/or friends may not sit on panel; however, they may attend the presentation.

### FREQUENTLY ASKED QUESTIONS

#### HOW IS THE C.A.S.E. RELEVANT TO THE STUDENT'S WORK IN HIGH SCHOOL?

All seniors have indicated their interest in one of the six career pathways:

Arts & Communication	Business & Management Systems
Health Occupations	Human Resources
Industrial & Engineering Systems	Natural Resources

Most students pursue specialized study in classes related to their area of interest through electives and core area classes. These classes often lead students to experiences beyond the classroom which may be school (extracurricular) or workplace-based. Students choose a project that reflects a product, career, or service interest in one of these specialized areas of study. Students will have regularly scheduled times to meet with their senior teacher/advisor.

## WHO IS EXPECTED TO "TAKE CHARGE" OF THE C.A.S.E. EXPERIENCE?

**The student** is responsible for fulfilling all project requirements **adequately** and **on time**.

- Some project elements **may** be included in coursework requirements for classes
- Students will have a C.A.S.E. advisor who will check that they are on track to complete the project in a timely fashion.

## WHAT HAPPENS IF THE C.A.S.E. IS NOT SUCCESSFULLY COMPLETED?

Students who have not met project standards by the end of May will not participate in graduation activities and will not earn diplomas until their projects are successfully completed.

## EXPLANATION OF THE PARTS

### I. C.A.S.E. PROPOSAL/DEFENSE

**Students must defend their project proposal with a senior advisor and should be prepared to explain and discuss the following:**

Explanation of fieldwork, a.k.a. type of project and mentorship (see sliding scale explanation)  
Plans for documenting work  
Rigor of proposed course of action (in what ways will this project be a challenge?)  
Relevance of proposed project (how does this project fit with the student's interests/abilities?)  
Budget Sheet

### II. FIELDWORK

**Fieldwork consists of working with a mentor and completing the project with either a product, career, or service focus. A minimum of 40 hours of fieldwork are required.** Below is an outline of what these three categories entail.

#### **Product-related projects:**

- Product will be a tangible, final product created by the student
- Demonstrates acquisition and use of specific skills and knowledge
- Requires at least 10 of the 40 hours to be spent directly working with a mentor and a minimum of 10 hours of work on the product

#### **Service-related projects:**

- Volunteering directly for a non-profit organization
- This does not include creating a fundraiser and donating proceeds to a non-profit; it is spending time working for that non-profit on the projects and day-to-day business that it does as part of its work.
- Requires at least 10 of the 40 hours to be spent directly working with a mentor

#### **Career-related projects:**

- Internship
- Career-related job shadowing
  - May be at different locations on different days within the same career  
(Example: a head chef at several different restaurants)
  - May be with different people on different days within the same field  
(Example: different types of nurses on different days)
- Requires at least 10 of the 40 hours to be spent directly working with a mentor

### PROJECT "SLIDING SCALE"

Projects take many forms—some are based around the creation of a product, with minimal mentor/workplace experiences, while others are mostly a workplace-based experience, or internship, and don't focus on the creation of a tangible product, and others are created entirely as a service oriented project. A "sliding scale" has been created as a guide to the minimum amount of time that should be spent on the different parts of the fieldwork. Students must spend a minimum of 40 documented hours working on the fieldwork. A minimum of 10 of these documented hours must be spent working with a mentor. The remaining hours are to be divided as necessary between different aspects of the project.

## INTERVIEW

One formal interview is required for this project as well as the written results of that interview. Once again, plan ahead. Think about WHO you might interview, HOW you will contact this person, WHEN you can schedule your time together and WHAT you will ask (questions included in this packet). Decide what to do if you leave several messages and your calls are not returned. When you go to do the interview, make sure you have everything you need. If you choose to record the interview, be sure to ask permission to tape your interview. This may be helpful because it can be difficult to listen, ask questions, and take notes.

### HELPFUL HINTS FOR SUCCESSFUL FIELDWORK

1. Choose your C.A.S.E. early (consider May/June of your junior year) and begin contacting people and collecting materials.
2. Schedule your 10 mentor hours. Be sure to check the time frame and required deadlines. TIME MANAGEMENT is absolutely necessary for meeting deadlines.
3. Be sure an adult is working with you or knows what you are doing in detail and document and have the mentor sign-off on the hours.
4. Collect proof of your project as you work. Write a journal documenting your activities and complete the log sheet. Take pictures, prepare a video tape, create handouts or brochures or any other final product that visually shows what you've completed.
5. Be creative! Use your imagination! Enjoy your accomplishments!

### III. MENTORSHIP

The student must have the following pieces for the mentorship part of the C.A.S.E.:

- Mentorship Agreement Form
- Log with mentor's signature

During the Mentorship, you will work closely with at least one adult outside of the PHS classroom (no family members), who serves as a community consultant. This is the time for you to gain insight, skills and knowledge from a practicing professional. At least ten (10) hours of time must be spent with the mentor.

### IV. REFLECTION PAPER:

Requirements for the paper: two pages, Times New Roman, size 12, double spaced, with a header, and a well-developed introduction and conclusion. The paragraphs in the body of the paper should respond to the prompts under *Presentation Content* on page seven.

### V. PRESENTATION

**Presentations will be January 25 and 26, 2018.** All C.A.S.E. work must be completed prior to this presentation. **Your presentation panel will include two PHS staff members and your mentor.**

#### PRESENTATION REQUIREMENTS

- Presentation packet given to each member of your panel by **January 18, 2018.**
- Visuals must be included in presentation. This **may** include the following:  
Powerpoint, Prezzi, a finished product, trifold board, pictures, etc.
- Presentations must be at least 10 minutes and cannot exceed 15 minutes.
- Presentation must be organized with a clear introduction, body, and conclusion.

## PRESENTATION PACKETS

You will present each member of your panel a packet by **January 18, 2018**. The packet will include:

- Cover sheet
- Table of contents for packet
- Student letter to panel members
- Approved Project Proposal Defense
- Final Log with a minimum of 10 hours signed off by mentor
- Reflection Paper
- Thank you note/letter to mentor and a copy to other panel members

## PRESENTATION and PAPER CONTENT

In an organized manner, share with your panel members what you did and what you learned, both academically and personally, from your C.A.S.E.. Use the following list to help you construct your presentation.

- Introduction
- Tell the story of your experiences during fieldwork
- Explain how your fieldwork is related to your academic content.
- Describe how this project is relevant to you and your future.
- Describe the challenges you faced throughout this project and how you overcame them.
- Discuss any new learning, ideas, or results that you discovered.
- Describe what you would do differently.
- Conclusion

## HELPFUL HINTS FOR A SUCCESSFUL PRESENTATION

- Practice! You may request practice session during advisory.
- Practice using any equipment before the presentation.
- Dress professionally.
- Arrive at least 5 minutes early.
- No relative or friend may be a panel member. They may attend the presentation as a spectator, but must leave the room during the scoring session.
- Use the scoring guides in your C.A.S.E. Packet to make sure that you have met all grading criteria.

## **ASSESSMENT OF THE C.A.S.E.**

The assessment of the C.A.S.E. is a continuous, reflective process. The students, mentors, and the presentation panel all play a role in evaluating the work and its progress. The C.A.S.E. is evaluated based on the following assessment criteria:

- **The Reflection Paper**
- **The Presentation**
- **Comprehensive Evaluation Form**



NAME \_\_\_\_\_ Senior Advisor \_\_\_\_\_

## REFLECTION PAPER EVALUATION

COMMENTS:

AREA: MECHANICS	MEETS	NEEDS WORK
<b>FORMAT</b>		
Length – 2 pages		
Double spaced		
Times New Roman, size 12		
Header		
<b>CONVENTIONS</b>		
Spelling		
Punctuation		
Usage/Grammar		
Complete Sentences		
Proofed/spell checked		

AREA: CONTENT and ORGANIZATION	MEETS	NEEDS WORK
Clear introduction		
Effective conclusion		
Appropriate paragraphing		
Addresses pertinent information: <ul style="list-style-type: none"> <li>• Experiences during field work</li> <li>• How field experience is related to academic content</li> <li>• Relevance of project</li> <li>• Challenges within project/problem-solving</li> <li>• Discovery of new learning, ideas, or results</li> <li>• Description of what you would do differently next time</li> </ul>		
Appropriate writing level (vocabulary, sentence variety, voice)		

OVERALL:    PASS             REVISE     Senior Advisor's Signature \_\_\_\_\_

## CASE Presentation

CONTENT	MEETS	DOESN'T MEET
<b>Field Work</b> The student provides description of field work and connection with mentor.		
<b>Academic content</b> The student demonstrated evidence of the appropriate academic knowledge and skills.		
<b>Personal Relevance</b> The student designed an experience appropriate to a career area or personal interest.		
<b>Challenges/Solutions</b> The student identified obstacles encountered during the learning process and how they overcame those challenges.		
<b>New Learning</b> The student identified new ideas, knowledge, and/or skills learned throughout the experience.		
<b>What to do differently</b> The student addressed what they would do differently to enhance the outcome of the project if doing it again.		
MECHANICS	MEETS	DOESN'T MEET
<b>Organization</b> The student presented an effective introduction, a clear organizational structure that was relatively easy to follow, smooth transitions, and a planned conclusion.		
<b>Delivery</b> The student demonstrated eye contact, rate, volume, tone, and voice inflection that was appropriate to the audience. They had fluent delivery, competent use of language, and appropriate nonverbal techniques.		
<b>Visuals</b> The student used supporting materials (e.g. handouts, brochures, posters) and/or technology that supported the presentation.		
<b>Time Frame</b> The presentation is a minimum of 10 minutes but does not exceed 15 minutes.		

NOTES:

**C.A.S.E. COMPREHENSIVE ASSESSMENT SUMMARY  
PHILOMATH HIGH SCHOOL**

BELOW IS A COMPREHENSIVE ASSESSMENT SUMMARY SHEET. USE THIS TO COLLATE ALL OF THE INPUT FROM THE PRESENTATION PANEL MEMBERS AND THE COMMUNITY MENTOR.

<b>Print name</b>	<b>Fieldwork</b>	<b>Presentation</b>
Panel Member #1 (Mentor)		
Panel Member #2		
Panel Member #3 (Faculty Advisor)		

**STUDENT NAME** \_\_\_\_\_

**COMMENTS:**

**C.A.S.E. SCORE**

**MEETS**

**REVISE**

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Please return to senior advisor after the presentation

**CRLS COMPLETED**      **DATE:** \_\_\_\_\_

**EDUCATION PLAN & PROFILE COMPLETED**      **DATE:** \_\_\_\_\_

**DATE:** \_\_\_\_\_

**SENIOR ADVISOR SIGNATURE:** \_\_\_\_\_

Name: \_\_\_\_\_ Approved by: \_\_\_\_\_ Date Approved: \_\_\_\_\_  
(staff person)

**School district approval is required for all projects that involve school property or funding. If appropriate, please have the following district personnel sign indicating their approval.**

\_\_\_\_\_  
(Mr. Flannery)                      Mrs. Goff                      ( Joey Digiovannangelo)

**C.A.S.E. Proposal Defense (Example)**

**Circle type of project:              Product related              Service related              Career related**

**Reminder: No fund-raising is allowed.**

**Plans for Fieldwork:** Since very little is known about this disease, I would like to put on an informational seminar for students at PHS as well as community members. This seminar would focus on coping skills in dealing with having Celiacs disease. I plan on including recipes and baked goods as well as internet sites that are helpful.

I will be taking Health Occupations this year and plan on getting about 10 internship hours through the HOC rotations. I will try to get as many of these hours as possible in the field of nutrition. I will also contact Carol Walsh, the nutritionist at Corvallis Clinic to see if she would be my mentor. I would like to do about 10 more internship hours with her.

I plan on spending a total of 20 hours on my work experiences and internships. This will mean that I will work a minimum of 20 hours on getting the seminar ready to go.

**Plans for Documenting the Work I will be doing:** I will use the required log sheet in the CASE packet. as well as taking photographs of the process. I will make sure to videotape the actual seminar.

**Rigor of Proposed Project:** This project will be challenging for several reasons. Understanding the complex physiology of this disease will be difficult. Finding and developing helpful resources will take time. I will need to try out each resource.

**Relevance of Proposed Project:** This is not only relevant to my life because I have Celiac’s disease, but also because I plan on studying nutrition in college, hopefully to develop recipes and diets for others that have this disease

**Please see the following attachments:** 1. Budget

# **BUDGET SHEET**

(Required)

Project costs: What kinds of materials or expenses will you need to plan and carry out your C.A.S.E.? For example, will you need paper, binders, long distance phone calls, bus fare, gas money, etc? You are responsible for all expenses. Remember, you are not required to spend money on your C.A.S.E..

## **Option A:**

<b>Item</b>	<b>Cost</b>	<b>Date Needed By</b>
1.		
2.		
3.		
4.		
5.		

**PARENT SIGNATURE:** \_\_\_\_\_

## **Option B:**

I acknowledge there will be no financial obligations associated with this project

**PARENT SIGNATURE:** \_\_\_\_\_

**MENTOR LEARNING AGREEMENT**

\_\_\_\_\_ (Student's name)

**Mentor/Community Consultant(s)** -- I understand that the student is undertaking a C.A.S.E. that will integrate learning at school with learning in the community. I understand that at Philomath High School the C.A.S.E. entails three components:

- Working with a mentor
- Fieldwork
- Presentation of his/her work to a small panel

**Student's Responsibilities:**

- Initiate regular communication with mentor
- Ask for assistance when needed
- Ask for feedback
- Act as a responsible individual in the student/mentor relationship

**Mentor's Responsibilities:**

- Review the C.A.S.E. plan with the student and discuss the time frame for completion.
- Serve as a mentor, guiding and supporting the student throughout his/her C.A.S.E..
- Assist the student, when appropriate, with decisions about his/her product.
- Assess the student's work regularly and provide feedback to the student about his/her work.
- Communicate regularly with the student.
- Share your professional expertise as needed and when appropriate
- Review the student's documentation of his/her internship. This documentation could include journals, photographs, videos, etc.
- Help to assess the student's final product if applicable.

**I agree to mentor \_\_\_\_\_ for \_\_\_\_\_ hours and to help assess the student's final presentation of his/her C.A.S.E. at \_\_\_\_\_ (date and time).**

Community Consultant Name	Place of Business/Title	
Address	Phone #	e-mail
Community Consultant Signature	Date	

Thank you for your help. If there are any concerns or questions about the C.A.S.E., please feel free to contact \_\_\_\_\_ who will be acting as a teacher-advisor to this student.

Phone: 929-3211

Email: \_\_\_\_\_

Additional C.A.S.E. information is available at [www.philomath.k12.or.us/phs/](http://www.philomath.k12.or.us/phs/)

**PARENT/GUARDIAN LEARNING AGREEMENT**  
PHILOMATH HIGH SCHOOL C.A.S.E.

An essential step in your C.A.S.E. is for your parent/guardian, and community consultant(s) to sign the following learning agreement, which spells out each person's responsibilities.

**Parent/Guardian** – Please read this section carefully, your signature indicates acknowledgement and approval of the project. I understand that the C.A.S.E. is an academically and personally challenging endeavor that is a requirement for graduation. I recognize my responsibility to:

- Support \_\_\_\_\_ in his/her efforts throughout the process.  
(students' name)

**Transportation to Off-Campus C.A.S.E. Activities**  
Mark All That Apply

- | YES                      | NO                       |   |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | Student driving private vehicle - no passengers           |
| <input type="checkbox"/> | <input type="checkbox"/> | Student driving private vehicle - passengers okay         |
| <input type="checkbox"/> | <input type="checkbox"/> | Student riding as a passenger - driven by another parent  |
| <input type="checkbox"/> | <input type="checkbox"/> | Student riding as a passenger - driven by another student |

I understand that the subject for the project and research for the C.A.S.E. at Philomath High school is chosen voluntarily by the student. I agree to release, waive and discharge any and all rights and claims for damages against any and all employees of Philomath High School and of Philomath School District for all claims of damages, demands, and actions whatsoever in any manner arising or resulting from my student pursuing, researching or doing the C.A.S.E. topic, activities and locations identified above. I authorize my senior to participate in the C.A.S.E. topic, activities and locations identified above.

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

**Potentially Hazardous Activities**

(To be indicated by teacher/advisor as appropriate)

- Your senior has selected a topic for his/her C.A.S.E. that may include potentially hazardous activities. Misuse of resources, materials, equipment, processes and products may lead to injury or even death.

I give my permission for my senior to participate in the potentially hazardous C.A.S.E. topic, activities and locations identified above.

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

**Student Journal/Log Sheet**

DATE	ACTIVITY	TIME SPENT	STUDENT ON TIME		APPROPRIATE BEHAVIOR AND/OR APPEARANCE		DEPENDABILITY AND COMMUNICATION		MENTOR'S Signature/ Phone#/ email
			YES	NO	YES	NO	YES	NO	



**Interview Questions:**

1. Student name: \_\_\_\_\_

2. Person's full name and title/position: \_\_\_\_\_

3. Background, education and/or training, and years of experience: \_\_\_\_\_  
\_\_\_\_\_

4. Special skills, licensing, physical demands, unique equipment, etc: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. Job History – including how and why they chose their current position: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

6. Major duties and responsibilities (day in the life, # of hours worked per week, # of co-workers they interact with, etc.):  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

7. What makes the job satisfying (setting, skills used, salary/benefits, hours, etc.): \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

8. What they find most challenging about their job: \_\_\_\_\_

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9. Skills and/or character traits necessary for a good fit/career success (patience, detail oriented, computer skills, self-motivated, communication, etc.): \_\_\_\_\_

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10. Advice for someone interested in this field (or general advice for students): \_\_\_\_\_

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11. Something new or interesting you learned: \_\_\_\_\_

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Date/time of interview: \_\_\_\_\_

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

**Letter to Panel Members**

- Center the letter vertically on the page.
- Use an appropriate letter format (block style is shown below—no indentations. Use a colon after the salutation (greeting) and a comma after the complimentary closing (Sincerely).
- Make your letter sincere.

Use the correct date

January 18, 2018

(5 enters)

Dear Panel Member:

The first part of your letter to your panel member should introduce your C.A.S.E.. The second part should discuss the presentation. Be sure to include the correct date, time, and place of the presentation. In closing, be sure to thank the panel member for his or her time and contribution to your C.A.S.E. experience.

Sincerely,  
(4 enters)  
(sign your name)

Your Name

### Sample Thank You Note

Your mentor volunteered their time to help you with your C.A.S.E.. They invested their personal time and professional skills in order to give you the best possible experience. These professionals still had to meet their own job deadlines. A thank you note to them will show your appreciation. In addition, it builds good relationships with the workplace so that other students will be able to participate in internships in the future.

Unlike a personal thank you note you may be used to writing, a business thank you is short and focused. Professional quality mandates that it be a typed, formal letter or a neatly written (in ink) card, with no grammatical or spelling errors.

The following is a sample thank you note:

*Dear Mrs. Smith:*

*Thank you so much for being my C.A.S.E. mentor. I had a great time learning about what is involved in being a successful interior designer and enjoyed the time I was able to spend with you and your clients. The best part of the experience was being able to accompany you to the trade show in order to learn about the wholesale side of the business. Your beautiful store certainly reflects your creative talent. I appreciate the time you spent and the effort you went to in helping to make this a valuable learning experience for me.*

*Sincerely,  
(4 enters)  
(sign your name)*

*Jennifer Brown*

**MODIFICATION FORM**

(To be completed if student changes C.A.S.E plan after Project Proposal Defense)

As you are working on your C.A.S.E., you may decide that it is necessary to modify your plans. Keep track of all changes you make. You need the approval of your senior advisor and/or administrator if you make changes after you have submitted your *Parent Notification*.

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_  
C.A.S.E. Topic: \_\_\_\_\_

- 
- How do you wish to change your proposed C.A.S.E.?
  
  - Why do you feel this change is necessary?
  
  - How will this change affect the goals and/or the timeline of your C.A.S.E.?

Change Approved  
 Change Denied

Signature: Focus area Advisor/Administrator \_\_\_\_\_ Date \_\_\_\_\_

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

**EXTENSION FORM**

(To be completed if student requests an extension to the presentation deadline of Jan. 26<sup>th</sup> or 27<sup>th</sup> 2017)

As you are working on your C.A.S.E., you may find it necessary to file an extension for the presentation deadline. The extension must be due to events beyond the students' ability to complete their CASE project within the given timeline.

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_  
C.A.S.E. Topic: \_\_\_\_\_

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- What are the circumstances regarding needing an extension beyond the given deadline?  
(be specific)

- Why do you feel this extension is necessary?

- What date will you present your CASE project in the future? \_\_\_\_\_

- Change Approved
- Change Denied

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Signature: Senior Project Advisor \_\_\_\_\_ Date \_\_\_\_\_

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Signature: Principal \_\_\_\_\_ Date \_\_\_\_\_