MINUTEMAN
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Portfolio Compliance Verification Form

The signature below by your Portfolio Mentor verifies that:

_____

Senior Student

has met all of the Career and Technical Education (CTE) and Academic Portfolio Requirements of Minuteman High School that are necessary for CTE major certification.

Portfolio Mentor Signature_____

Date_____

This sheet must be submitted by you to your CTE major teacher. Once he/she has received this document, he/she can then sign your "senior Sign-Out Sheet" to complete the certificate/graduation process.

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MINUTEMAN PORTFOLIOS 2015-2016

Sample Table of Contents

All Portfolio entrees MUST be in the EXACT ORDER of the "Portfolio Checklist."

Résumé
Reflections page, personal (guidelines are included)
Work Experience, with reflection (guidelines are included)
Entrepreneurial Business Plan
Letter(s) of recommendation

Minuteman transcript/Tech Prep Certificate (optional)
Shop Submissions with at least **one reflection** (guidelines included)
-10 hr. OSHA card
-certificates, licenses, industry credentials, and other documentation of recognition of achievement

Academic Entries (2 submissions each as applicable)
English
Mathematics
Science
Social Studies/History
World Languages
Physical Education
Computer Applications
Elective Subjects
Reading List
Special interests/awards
Profile of Minuteman High School

Include as much ***visual*** impact as possible to your documentation:

- Photographs
- Drawings
- Computer graphics and print-outs
- Products which you can take to an interview along with your Portfolio
- Video tapes or computer disks

See: Arter & Paulson, 1991; Paulson et al., 1990; NIVEA *(Northwest Evaluation Association), 1990*

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MINUTEMAN PORTFOLIOS

Student Name: _____

By definition, a Portfolio is "a purposeful collection of student work that exhibits the student's efforts, progress, and achievements in one or more areas. The collection must include student participation in selecting the contents, the criteria for selection, the criteria for judging merit, and evidence of student-reflection."[1] Your Portfolio is a collection of exhibits of your interests and achievements - both academic and vocational. The collection is used to help employers and/or college representatives appreciate your special talents. Start NOW to develop a package that shows your BEST efforts. Use the continuous improvement or total quality process to make the contents of your Portfolio first-class.

A completed high-level approved Portfolio is a mandated requisite for vocational certification.

Replace this sheet with a cover page of your own design -- with your name and major.

Dr. Edward Bouquillon, Superintendent

If lost, please return to the
Guidance Department
Minuteman High School
758 Marrett Road
Lexington, MA 02421-7313
Telephone: 781-861-6500

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SCHOOLWIDE PORTFOLIO

Work Experience/Reflections Summary Sheet

Work Experience Page -- Summary Cues

- What have you learned about ***Teaming?***
- What have you learned about ***TQM?***
- What have you learned about ***Professional Growth/Development?***
- What have you learned about ***Work Ethics?***
- What have you learned about ***Human Character?***

Reflections Page -- Summary Cues

- What **role models** have had a strong effect on you?
- What **events** in your life have developed you as a person?
- What **personal experience** (positive or negative) has changed your perspective in life?
- Have you **learned from your mistakes?** How?
- Do you still hold the **same beliefs** on life that you did beginning high school?

Remember!!

- The Work Experience page is **not a listing or description of jobs** that you have had. That information is on your resume!
- The Reflections Page is **not an autobiography.** It is an insight to your personal character development.

See: Arter & Paulson, 1991; Paulson et al., 1990; NIVEA *(Northwest Evaluation Association), 1990*

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Student Portfolio
Reflections Page

(A *peek at your character)*

The objective of the Reflections page in your Portfolio is to give a potential employer some insight to your character. Too many people have been hired and have turned out to be very expensive disappointments to their respective employers. Research has proven that in a majority of cases, basic human character does not change as the years go by. Very often, high school traits still appear - even after thirty or forty years of working in the adult world. Employers now know this, and as a result, they have become focused on your character as it is today.

Here are a few questions that can be used to guide you:

What people have you been exposed to during your years that have had a strong, even profound, effect on the development of your character?

_____ Parent(s)
_____ Teacher(s)
_____ Friend(s)
_____ Grandparent(s)
_____ Associate(s)
_____ Neighbor(s)

What events (very happy, tragic, upsetting, frustrating, or exciting) have you experienced that have changed you?

- made you more mature?
- more able to make better decisions and choices?
- made the world look "different" to you?

What disappointments have you encountered that have caused you to grow?

- might make you think differently?

What person or experience in your past, that when you reflect upon such, provokes emotion?

- perhaps a tightening in your stomach?

What mistakes have you made that caused you grief, and as a result, from which you have grown?

- learned?

What have you experienced that have changed your philosophies?

- your beliefs?

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Student Portfolio
Working Experience Page

The objective of the Work Experience page in your Portfolio is to demonstrate to a potential employer what you have learned concerning work ethics and work habits.

It details your experiences while working in groups, playing on teams, handling customers, and generally working along with other people. It summarizes the experiences that have helped you develop professional skills.

This is a **one-paged multi-paragraphed document** that indicates your potential to someone who is interested in hiring you.

Here are a few questions that can be used to guide you:

What have you learned about teaming together?

- working in teams
- Have you teamed on projects in class
- in sports participation

Have you studied/applied TQM (Total Quality Management)?

What have you learned/applied pertaining to professional behavior?

- speaking with customers
- answering the telephone
- exhibiting good manners
- assisting an elderly person
- giving a hand to a classmate or co-worker

What have you done/learned about professional growth?

- how to earn a merit raise
- do more than the basic expectations of a teacher or employer

What have you studied/applied about how the brain affects a human's behavior?

- pre-frontal cortex

*This page is not a list of **your jobs! That information is listed on your resume.***

Louis D. Bartolini

789 Saratoga Street • East Boston, MA 02134 • Telephone: (578) 365-7366 E-mail: LuBach@aol.com

Objective

Employment as a line chef in a fine restaurant specializing in seafood

Summary

Scheduled to graduate from Minuteman Career & Technical High School in Lexington in June 2007, I plan to attend college on a part-time schedule days while I work full-time evenings in a first-class restaurant. In high school, I majored in Culinary Arts and minored in Business. Combined, my education is appropriate for a managerial position with the focus of one day opening my own enterprise.

Work History

Cafe by the Sea, Marblehead, MA
Line cook, June 2002 to present
Responsible for the preparation, quality, and presentation of all broiled seafoods
Dante's on the Bay, Essex, MA
Waiter, March 2000 to May 2002
Responsible for dining room setup, serving/satisfying restaurant clientele, preparing room for closure
The Union Oyster House, Boston, MA
Bus Person, February 1999 to February 2000
Responsible for assisting wait staff in all functions of dining room service

Education

Minuteman Career & Technical High School, Lexington, MA

September 2005 to present, expecting to graduate June 2009
Vocational Major: Culinary Arts, Restaurant Management

- **Culinary Arts major** - Classroom - Four years learning the science of food preparation, high-caliber service, sanitation, menu planning, portion calculation
- **Culinary Arts major - Restaurant** - Practical application of skills learned Responsible for planning, cooking, serving - full-scaled restaurant open to the public
- **English for the Entrepreneur**
  Planning, designing, managing, and record-keeping for a small business
  Business microcomputer course using word processing, spreadsheet, and data base formats to accommodate the needs of managing a small business
  Application of **Brain Principles** to real-life environment, problem solving, and learning
- Computer study
  Microsoft Works 4, Claris Works 5, Power Point 4, Full Paint, Print Shop, AppleWorks 5

Licenses/Certifications

Certification in Culinary Arts to be earned by June 2009

Civic Affiliations/Hobbies/Accomplishments

Volunteer time 2000 to present

- A.A.C. - AIDS Action Committee - Buddy Program, assisting AIDS victims in aspects of their lives and deaths
- Nursing Home visits - spending time with elderly at various local nursing homes

References & Portfolio

Available upon request

Letters of Recommendation Sample

Suggestion:

When a teacher, other school staff member, or employer tells you that you have done a great job, ask for a letter of recommendation for your Portfolio. This shows how others value your work.

Bradford B. Wellington

Minuteman Career & Technical High School
758 Marrett Road
Lexington, MA 02421-7313
781-861-6500

January 12, 2013

Johnson & Wales University
Mark S. Burke, Director of Enrollment 8
Abbott Park Place
Providence, Rhode Island 02903

Dear Mr. Burke:

Over the past academic year, I have had the opportunity to work with Ms. Audrey L. Johnson under diverse conditions. I have observed her attitude and performance - two factors that expose basic character as influenced by deadlines, quota, challenging logistics, and multiple forms of pressure. The factors most noticeable have been her dependability in completing requirements and the maturity with which she has worked without the ever-present supervision necessary with a lower achiever.

Ms. Johnson's time at Minuteman Career & Technical High School has been filled with activities based on community social services, sports, and competition. Examples of such affiliation are "Breakfast with Santa," the Minuteman Carnival, various fund raisers, DECA (an association for marketing students in which Ms. Johnson has held the office of both secretary and president), and numerous sporting involvements.

On a personal level, Ms. Johnson is an intelligent and professional young lady who displays courage by defending her own ideas - such defense accomplished while seldom losing sophistication. When one adds a pleasant manner accompanied by a willingness to participate/ contribute, we have a professional with whom association is a pleasure.

I perceive Audrey L. Johnson as a logical candidate for further education, a credit to any institution with which she affiliates. I anticipate a bright future for her as she seeks to attain goals seriously pursued.

Respectfully,

Bradford B. Wellington
Instructor

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Reading List

Student's Name: _____

Summer Reading

Title: _____ Date _____

Author: _____ Genre _____

Title: _____ Date _____

Author: _____ Genre _____

Required Reading

Title: _____ Date _____

Author: _____ Genre _____

Title: _____ Date _____

Author: _____ Genre _____

Recreational Reading

Title: _____ Date _____

Author: _____ Genre _____

Title: _____ Date _____

Author: _____ Genre _____

Career/Vocational Reading

Title: _____ Date _____

Author: _____ Genre _____

Title: _____ Date _____

Author: _____ Genre _____

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Portfolio Checklist

All Portfolio entrees MUST be in the EXACT ORDER of the "Portfolio Checklist."

_____ **Résumé**

_____ **Personal Reflections Page**

One full page with emphasis on your character/ethics
Must be checked by an English Department teacher for grammar and spelling to be approved!
(See summary hand-out for overview/cues)

_____ **Work Experience Reflections Page**

One full page with emphasis on your character/ethics
Must be checked by an English Department teacher for grammar and spelling to be approved!
(See summary hand-out for overview/cues)

_____ **Letter(s) of recommendation** (**REQUIRED: *3* letters minimum**)

_____ **Minuteman Transcript/Tech Prep Certificate (**Available in guidance office)

_____ **Shop Submissions with a Reflections Page (**for at least one submission)

_____ **10 hr. OSHA card and any other credentials or certificates**

_____ **Entrepreneurial Business Plan**

Academic Entries (2 minimum from each current discipline)

_____ **English**
_____ **Mathematics**
_____ **Science**
_____ **Social Studies/History**
_____ **World Languages**
_____ **Physical Education**
_____ **Computer Applications (Evidence of computer/technology usage in CTE area)**
_____ **Elective Subjects (Art, Music, etc.)**
_____ **Reading List** (Must be typed)
(List of books read during your years at Minuteman) (Includes recreational, summer, and assigned readings)
_____ **Special Interests/Awards** (Not limited to Minuteman awards)
_____ **Profile of Minuteman High School**
Must obtain most current profile from Guidance Office!

Please call Mr. DiPaolo (6676), if you need assistance.

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Portfolio Submission Reflection Page

Overview

The "Portfolio Submission Reflection Page" is a complementing piece added to a completed Portfolio submission. Only three (minimum) paragraphs in length, the objectives are to:

1. Introduce the job being demonstrated by the student --
   - What specific service/product is the student performing?
   - What does such a service/product encompass?
   - What are the major benefits of this service/product to a consumer?
   - What skills (safety, scientific principles underlying the hands-on work) are being demonstrated?
2. Examination of the theory/scientific factors learned ***prior*** to the execution of such task AND how those principles correlate with the English, math, and vocational-based studies in completion/production.

   An example of this is in the demonstration of how welding two pieces of metal is a very different reality to cementing/gluing/attaching one substance to another --- different in both the processes used AND in the longevity of the result --- because of the different properties of that completed result. In the welding example, the finished result is ONE substance molecularly unified where the glued substances become three - the two materials being attached and the glue - easily affected by weather, moisture, heat, etc.
3. What effect, if any, does the service/product have on:
   - The ability to stabilize/grow the economic security in a company?
   - The affect of the worker to earn a living?
   - The affect/reaction to economic security/growth of the country?

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Portfolio Submission Reflection Page

Introduce the job being demonstrated ---

Examination of the theory/scientific principles ---

What effect, if any, does the service have?

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Sample Portfolio Submission Reflection Page

Competency
Spa Treatment

Introduction
Task One - Scalp Treatment
Hair is brushed to remove dust and stimulate the scalp. The hair was washed and cholesterol was applied. A plastic cap was placed on the head to lock moisture in, and the client was placed under the dryer.

Introduction
Task Two - Manicure
Perform proper filing of the nail, from corner to center to avoid any splits in the nail, and causes future nail problems. The nails are then soaked to facilitate proper cuticle nail care applications.

Introduction
Task Three - Facial
The skin is cleansed to remove makeup. The face is steamed with a warm towel and prepared for massage. Massage cream is applied, and various manipulations are performed. The massage cream is removed; astringent and moisturizer are applied to tighten the pores and soften the skin.

Theory
Task One - Scalp Treatment
Cholesterol conditions the hair and scalp: stimulates the sebaceous glands adding shine and body to the hair.

Theory
Task Two - Manicure
Identifies the body of the nail, its structure, the growth pattern, and associated diseases.

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Portfolio Submission Reflection Page

II Theory

Task Three - Facial

Cleansing skin and applying heat to open pores remove impurities.

Performed manipulations create proper stimulation and enhances blood flood taking oxygen to all body cells.

Effect

Task Three - Scalp Treatment, Manicure, and Facial

Benefits to salon/owner: Spa treatments supply an additional service that another salon may not offer. This creates additional revenue.

Benefits to Cosmetologist: By having such additional skills, the earning potential is enhanced.

Correlation with the economic crisis: Stress, being at an all-time high locally and nationally, has created the need for various means of relaxation. Our added services accommodate such needs.