



Pathways

Preparing Today's Students for Tomorrow's Careers

February 1999/Volume 3 Number 1

A Publication from the District School-To-Careers Office

In This Issue

Imagine being able to search in the west desert for a Pony Express Station or play an advanced computer golf-stimulation game before it even hits the market. Have you ever negotiated your own educational learning environment and offered a part-time job? These three real life examples are a small snapshot of the West High School internship program highlighted in this issue overseen by Marsha Thatcher. Last month, three high school students consented to allow the School-To-Careers Office to interview them and their supervisors on the fascinating and unique learning experiences occurring outside the walls of West High School.

Beyond School Walls: Real World

Derrick Brown, age 18, interns with Access Software which develops entertainment software that has received national recognition for its superior simulation games in such publications as *Computer Game World*, *MacWorld*, *PC Games*. One of their products, Links, is considered one of the best computer simulations. As Mr. Bill Biggs, Producer and Director of Quality says, "We'll go through as many as 300 rolls of film and eight hours of video on a golf course to recreate that course. We do an aerial survey, get ground coordinates within a couple centimeters so that we get the actual trees, actual distances. We then analyze the physical dynamics of the ball to make sure that the ball acts in the game the same way it actually does in real life."



Derrick is a beta tester and gets to test games that will come out in the future. For the past three months, Derrick has tested a newly created golf game with fantasy scenarios. According to Michael Russell, Quality Assurance and the Coordinator for Links Extreme, "Derrick is now playing on a World War One golf course, in the middle of a battlefield, called Dimension X. In addition, he's playing in a special mode of play called 'Poison' in which the goal is to either get into the hole or destroy your opponents with exploding golf balls." He finds errors in the games, has the computer take snapshots of the problem, then he goes back and starts again to see if he runs into that same problem. Derrick then writes a report back to programmers and they try to fix it. Finally, after they fix it Derrick will test again and see if it runs properly. Derrick says, "I read about

computer programming before taking this internship and . . . I want to become a programmer. I'm always running into problems and I have to learn to go back and redo it, and think things out . . . I really like it. It feels good to be in the room with them (programmers)."

Mr. Biggs says that, "We have people who started here at \$5.25/hr working for me in tech support who are making \$70,000/\$80,000 within five years. Because of education, they're programmers now. I think it's terrific. School-To-Careers, there's no better way than to get out there and work in a place to understand what it takes and the reason for going and staying in school. It's a great way to realize that staying in school is the best way to make it."

Mr. Russell added that, "Before he came here, Derrick never played a computer golf game before. So he's giving us the new user perspective. And in addition, he's basically our target audience. He's actually caught quite a few things and I've taken a few of his suggestions to upper management and a couple of his suggestions have been implemented in the game." Finally, Mr. Russell pointed out that, "During Derrick's time here, his observational skills have picked up. He's a lot better at catching bugs and phrasing the situation in a way that our programmers can find them. In addition to the game playing skills he getting, he has also gained quite a few skills in troubleshooting computers, software and hardware. I'm all for the program. I think it's an excellent program. You are able to get out into the market and actually see what's going on in the real world. You can actually apply your education."

Pathways is published by the:

School-To-Careers (STC) Office
1225 Major Street
Salt Lake City, Utah 84111
(801) 578-8133 Fax (801) 578-8423

Kathy Black SLC Board President
Darline P. Robles Superintendent
Cynthia Seidel Assistant Superintendent
Michael Marelli Director, Applied Technology Education
Barbara Floisand ATE Specialist
Don R. Johnson STW Specialist
Adele Collipriest Internship Coordinator

Layout by Tab L. Uno, STC Community Editor
Original Design by West High Journalism staff

Beyond School Walls: Real World Internships
Continued -

Talela Hales, age 16, always liked natural science, like geology. Talela and her dad would always go camping and backpacking. Over the years, she would ask him, "How did that rock form and what happened there?" He would give her a general idea, but he didn't know the specifics. Today she still has her rock collection. And so the University of Utah's Museum of Natural History is the perfect place for her to work and learn. This is a paid internship of \$500 for a 9-month school year and Talela has been working at the Museum now for over a year.

"When Talela came on," Lori Hooker, the High School Program Coordinator for the Natural History Museum recalls, "she was extremely interested in biology, wildlife biology. She loves animals so the first year, for a while, she worked on animal reconstruction where she learned how to put the animal bones back together. Then she hooked up with the Division of Wildlife Resources throughout last summer doing bird counts at the Great Salt Lake. This summer she participated in an anthropology dig. So from her initial curiosity about biology topics, she kind of evolved to where she's focusing and narrowing her science career down and shifting to anthropology."

Talela says, "I'm in the Anthropology Department right now . . . I'm learning all kinds of stuff. Like you really learn a lot from being around people who know and just being around the objects . . . The Museum got a donation from Mr.

Taylor, an East High art teacher. He had collected Native American artifacts most of his life, and he had this fabulous collection. There is just everything from masks to cradle boards



to outfits. When the Museum got the artifacts they were put in a freezer . . . to get anything that might be living in them to die and then we vacuumed the artifacts with fan brushes. These

are knife cases. These might have been fans for a religious ceremony or fanning incense. You must clean them really gently because sometimes the bead work can be fragile and you don't want to break it by going over it with a vacuum. The dentist has those little portable vacuums, we actually use a fan brush that you have to hold in one hand and then brush the dirt out into the vacuum with the other hand when cleaning the Indian moccasins. The netting on the specialized, low-powered vacuum is there in case a bead comes off so you don't suck the bead up."

Excitedly, Talela continues, "It's really been a good experience. This summer, I went on an archeology dig down at Fish Springs, which is south of Tooele. They wanted to see if there had been a Pony Express Station right there, so we were excavating to see what we might find. We actually made little sample pits to see what the land

was like, what sentiments were laid down. In our pit, we found a charcoal layer so it looked like there had been fire there. We found a bunch of little chips of obsidian. I was drawing the outline of the charcoal layer - we have to map out the wall."

Lori continues, "When we were down about 40 centimeters in this one meter by one meter dig, we found a lot of Pony Express artifacts such as leaded glass and metal fragments and we also found pre-historic objects like projectile points and a number of pottery shards. We learned a lot of interpretative skills that anthropologists use like how to read soil profiles, what it's telling us, what's going on here where there is obviously a pit where they tossed their garbage. There was a lot of charcoal in it, a lot of little flakes where they were learning how to create projectile points . . . Then we made sketches to explain what we found in this meter by meter section and to identify specific objects with particular findings."

Lori, explains that, "Like an apprenticeship, Talela's working under the direction of the Collections Manager in Anthropology. She's learning about those artifacts but she's also assisting in the collections by rehousing artifacts, making sure they are properly protected so she receives

training in that area. She gets the background basically from the Anthropologist rather than a science teacher." Lori concludes that, "I look at this for the kids . . . They're having fun, but they

are also learning about a scientific field from people who actually work in the field."



Beyond School Walls: Real World Internships
Continued -

Natalie Bangerter, 16 years old, is a careful planner. She says, "I always think about what I wanted to be my whole life. And I don't want to just go into a field, just to be in it, and not know what it's about and go half way through college, pay that much money, and then switch." So what did Natalie do? "I basically created my internship," Natalie admits. "I talked to a lot of people, including a friend who was a massage therapist who had graduated from massage school. Then my aunt taught me how to do pedicure. I talked to my school counselor and she referred me to Miss Thatcher. I talked to her and she looked up all the different colleges, different massage schools, and we talked about college and doing an internship. Miss Thatcher did quite a bit. It was really a struggle, it took me half a term to be able to get my internship organized because there was never an internship available in the business that I was interested in. We had to basically create a different working relationship in order for somebody to be able to go there." And that turns out to be the *Utah College of Massage Therapy®*.

"I'm learning the business part of massage therapy and at the same time I get to go to a class each day. I get to learn and see what everything is all about . . . but at the same time I don't actually attend massage school," Natalie

explains. "I go during two class periods, four hours every other day, and I get two elective class credits. I learn about how they grade and what is required." Natalie then describes how unique her internship really is, "I get to step in classes which is just an amazing thing because no one else that I've known has been able to step into some class, and know what their future is going to be like even before they pay the money to go there!" "I love it," she laughs, "I want to choose a field where I'm relaxed. And with the eastern medicine focus, everybody seems to be relaxed, everyone's your friend, it's just really fun to be there."

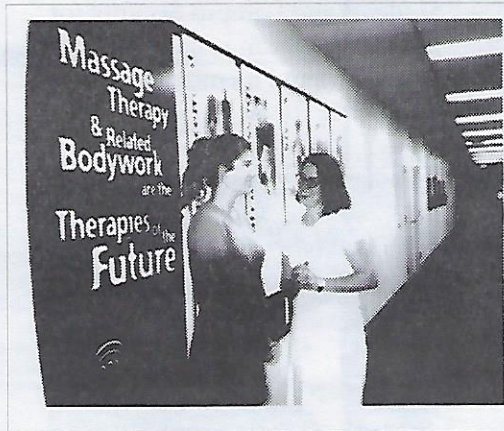
Lisa Padgen, Assistant to the Director (formerly Director of Education) definitely appreciates Natalie's enthusiasm. She says that Natalie is, "very interested in a massage therapy profession. . . . I've been having her do a lot of different things. She's strong in her administrative skills, and I have her organizing, filing, typing, and interacting with other employees. She's also had opportunities to sit in on some classes. What Natalie is doing is unusual because of the nature of our business. Massage therapy is generally one on one service and when she first was looking into doing massage it didn't make sense for her to do an internship . . . But then we thought about having her come to the school to be exposed to the business end as well

as from a client/therapist end."

Along those lines, Lisa points out that there are, "only two accredited massage therapy schools in Utah and only 45 other colleges in the country that have ability to offer financial aid. This field is the fastest growing health care profession and the area that we are seeing grow the quickest is the spa and resort industry. The spa industry is exploding. A poll done a year and a half ago revealed that a therapist working a minimum of 12 hours a week, 12 massages a week, was making about \$24,000 a year. You can expect to make anywhere between \$35 to \$65 per hour."

Natalie, herself, says that, "It was really good that Miss Thatcher continued to go work with me on creating this internship. It was very frustrating. But now it makes me feel happy to know that I'm actually doing something for my future."

Finally, Lisa, indicates that the Internship Program has been great for her business. Lisa says of Natalie, "She's done a great job. We're honored to have her. We've even talked about a part-time job after she completes her internship. But for now, she continues to become more familiar with our business and with what we are doing in the classroom." As for her continuing this internship, Lisa says, "Natalie can do that until she says she doesn't want to do it any longer."



Digital Imaging Enhances Education At Highland High School

"Every day someone asks me to find money to purchase a digital camera . . .," states Kathryn Hayes, the ATE Coordinator at Highland High. "One teacher enhances his or her program by using digital photography and another teacher sees the potential for their program."

Pat Eddington, the chairman of the Trade and Industry Department uses digitally enhanced photographs of

Continued from previous page -

students performing skills in their areas of expertise to acknowledge Students of the Month for T. & I. Classes. As students walk down the ramp to the Commons area each day for lunch, they see unique pictures of their friends displayed as Students of the Month. Students in Commercial Art and Commercial Photography are using imaging to enhance the projects that they can create for their classes. Imaging provides them the opportunity to enhance an assignment that would have taken weeks to enhance by hand drawing.

In the Foundations of Technology class, students are taught the current technology in using digital imaging. For example, students with digital imaging training can now include pictures in their reports that are scanned into the computer and arranged in the report in an orderly way. Mr. Caldwell reports that students in his class have enhanced portfolios, web pages, year book pages and are able to touch up their own photos or modify the photo to meet their needs. He states, "Having current technology, like digital imaging, has let me provide exposure for my students to technology that employers are using in their businesses and requiring for their employees. Students now have another tool to use in presenting themselves to the world and competing with others."

Toni Simmons the clothing construction teacher uses digital imaging in the advertisements that she posts in her display case. "I can feature students as the focal point of my displays. When I use a digital camera I can resize and add texture to a picture for my posters or displays. Recently, I had the students respond to what they thought the phrase 'a stitch in time saves nine' meant. We had a lot of fun trying to figure out that statement. Ms. Simmons further states, "I have found that pictures of students in the display case have served as a magnet. While spectators try to see if they recognize any faces, they also become exposed to the theme of my monthly message."

Kathryn Hayes has noticed that, "Digital photography has changed the way Applied Technology educators do business. If they are not teaching it to their students, they are using it themselves. No wonder everyone wants a digital camera of their own!"

East High's

East High School hosted Career Fest '98 on November 4, 1998. Over 40 businesses, schools, military and community venues participated in the fair. The businesses were grouped into career clusters in the following areas: Arts & Recreation, Business & Marketing, Social/Humanitarian,



Science & Natural Resources, and Technology. This event was the first of its kind in the past four years. It was fun, exciting, and informative for students, businesses, and community agencies.

In order to attend the fair, teachers signed up their classes by class period. Students were given a Career Passport. The passport was created and designed by Anne Martin, the School-To-Careers Advisor at East. She arranged the businesses into the cluster areas for ease of locating the businesses and community agencies by the students. The passport was designed so that each student would visit and talk with at least one business in each of the five career cluster areas. Upon doing so, the business would give the student a colored sticker which correlated with the career cluster area. Both the businesses and the students really enjoyed this new and innovative idea. It required the students to ask more questions of the community participants in order



to receive their stickers and the businesses felt that they had more one on one conversations with the students. Teachers in turn, used the passports as a way of monitoring student participation and attendance. This event ran from 8:00 a.m. until 2:00 p.m. During each period between 300 and 400 students attended. Positive feedback was received from students, teachers, administrators and most of all from the businesses themselves. Many stated that this was the most well-organized and well attended fair they had participated in, during their many years of attending career fairs. They enjoyed being greeted by student representatives upon arrival to East in the morning and were surprised to be offered assistance throughout the day by helpful and enthusiastic student reps and staff members at East.

The fair was organized, designed and facilitated by the East High Career Center staff including Anne Martin (School-To-Careers Advisor), Sherry Powell (Career Center Manager), and Harald Floisand (ATE Coordinator). Many thanks to the Guidance Department, Administrators, East High School's Board of Control Students and Campus Security for their assistance in making this fair an exciting and memorable experience for all involved.

