

# COUNSELING/ADVISORY RESOURCES



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# A Message from the State Superintendent of Schools



While we continue to move forward meeting the tough standards of the *No Child Left Behind Act*, there is another mandate we cannot overlook – creating strong, personal relationships with our students and parents. These relationships will grow and flourish when every student has a one-on-one relationship with an advisor. A successful middle and high school counseling and advisement system gives all students a school-based adult advisor who guides and encourages them to take rigorous courses and reminds them that doing well in school matters to future success. Such an approach is a shared responsibility among teachers, counselors, and administrators and engages parents and the business community in the process.

As State Superintendent of Schools, I am pleased to present to you the Maryland Counseling and Advisory Resources. These resources are based on the Maryland Career Development content standards developed after a year of discussions with representatives of the Maryland Career Development Council. Federal funding enabled us to provide these resources as well as a professional development coaching series on how to implement them.

The Counseling and Advisory Resources are grade-specific, structured around an annual and monthly advisement calendar, and composed of four key sections: Counseling and Advisory, School-Based Activities, Career-Based Activities, and Postsecondary Planning. The goal is to help all students complete a rigorous program of study preparing them for both postsecondary education and careers. Students build their capacity for problem-solving, planning, decision-making, and goal-setting – four skills essential to successful transitions to and beyond high school.

We are all stakeholders in Maryland schools, dedicated to providing the best education for every student in the state. I encourage you to use the resources in a systemic way, reviewing what you have in place and determining how far you need to go to engage every student in an advisory process. Working together, we can make it happen.

A handwritten signature in black ink that reads "Nancy S. Grasmick". The signature is written in a cursive, flowing style.

Nancy S. Grasmick

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# **Introduction & Assumptions**

## INTRODUCTION TO ESTABLISHING AN ADVISEMENT PROGRAM

"There is no quick fix for increasing student achievement. Dramatic change is a long process that results from thinking outside the box and implementing a series of key practices over time. One very important key practice is to involve each student and his or her parents in a counseling and advisement system that ensures the completion of an accelerated program of study with an in-depth academic or career/technical concentration. This includes providing each student with an advisor throughout high school to assist with goal setting and course selection, reviewing the student's progress in taking a challenging program of study and suggesting appropriate interventions, if necessary.

Unfortunately, traditional education has fallen short of preparing students for rising workplace requirements. According to a study published in 2001 by the Education Trust Inc., more than a quarter of all freshmen at four-year colleges and nearly half of those at two-year colleges never make it to the sophomore year. As many as half of all students pursuing postsecondary education are inadequately prepared for rigorous college study and require remedial courses. Research has shown that the quality and intensity of the high school curriculum is the single most important predictor of college completion. High school students who plan to enter the work force directly after graduation are similarly unprepared for the demands of the modern high-performance workplace". This quote is taken from, Tips for Planning and Implementing a Teacher Adviser System, (pgs.2-3) a document produced and published by the Southern Regional Education Board. Their research and this publication offers a workable solution through an advisory system that addresses the state of public education in the United States at this time.



There are many pieces to developing an advisory program for a school, but one of the key factors is to assess what the school already has to offer and prepare to build upon those strengths, and understand that "one size does not fit all". A successful advisory is one that meets the needs of the individual school's student population, community, staff, district and state requirements. The model chosen by a school may not bear any resemblance to a similar program that is located nearby. Interviews, formal needs assessments, school and district research, and informal meetings, can all help shape the unique delivery method of an advisory program for a school.

After the advisory method homework has been completed, it should be the responsibility of a development team to put the pieces together of leadership, organization, purpose, content and curriculum, regular assessment, student's, faculty's and administrator's roles, timing, and implementation. This is a large task and cannot succeed without support from the entire staff and thoughtful, timely, implementation. There are established programs from which to borrow, published research to document and support change, and schools and individuals willing to share their successes and failures. In addition to the Southern Regional Education Board's materials, there is pertinent, complete information for establishing advisory programs in *Breaking Ranks II: Strategies For Leading High School Reform and High Schools That Work*, just to name a few.

In support of a change to an advisory program, the following benefits have been attributed to this system by educators who have implemented them at their schools:

#### **Benefits to Students**

- Students get much more frequent one-on-one advice than is possible with the typical school's high ratio of students to counselors.
- Students are much more likely to have a clear focus on their future goals and a plan for achieving them.

- This focus results in students taking higher-level academic courses and a concentration of academic or career/technical courses beyond the core.
- Students do not waste their electives. Instead, they fill them with those courses most likely to help them reach their goals.
- Students see a connection between their courses and future goals.
- More timely help is provided to students who are experiencing problems when they have a mentor who is keeping close track of their progress. As a result, student performance improves.

### **Benefits to Parents**

- Parents become more involved as a result of annual meetings with their student and the adviser.
- Parents know there is someone at the school with a strong interest in their son or daughter and they feel they have a contact they can call at any time.
- Parents have a better understanding of the courses their son or daughter will need in high school to prepare them for postsecondary education and a career. As a result, they support the school's decision to enroll students in higher-level courses.

### **Benefits to Teachers**

- Teachers have a much better understanding of graduation requirements and of all the school's offerings.
- Teachers develop strong bonds with their advisees that continue long after graduation.

- Teachers learn how to work as a team.
- Teachers see students from a different perspective that helps them understand how to structure classroom instruction to reach students more effectively.(Tips for Planning and Implementing a Teacher Adviser System, p.4)

These benefits can be used as a persuasive argument for establishing an advisory program at a school.

One final key to successful implementation is to establish regular evaluations of the advisory program. The feedback received can provide positive support for the continuation of the program while any criticism can be evaluated for possible adjustments to the advisory structure and content. To successfully build and use an advisory program demands that it be a work in progress that continues to meet student's needs, changing demographics, curriculum and postsecondary demands, while responding to the community, staff and challenges of local, district and national restrictions and requirements. In essence, it is reflective of the educational process, but scaled down to be a human contact with students to support, challenge, teach, encourage, care and establish relationships on a more individual and intimate basis.

## **Works Cited**

Osofsky, Sinner and Wolk, "Changing Systems to Personalize Learning: The Power of Advisories", Education Alliance, 2003

"Tips for Planning and Implementing a Teacher Adviser System", Southern Regional Education Board, Atlanta, GA

## **Additional Resources:**

"Breaking Ranks II: Strategies for Leading High School Reform", National Association of Secondary School Administrators (NASSP), January, 2004

Education Alliance, [www.lab.brown.edu](http://www.lab.brown.edu)

High Schools That Work (HSTW), [www.sreb.org](http://www.sreb.org)

Northwest Regional Education Lab, [www.nwrel.org](http://www.nwrel.org)

Southern Regional Education Board, [www.sreb.org](http://www.sreb.org)

"Students Need Strong Guidance and Advisement to Succeed", Southern Regional Education Board, September 2006

"Tips for Planning and Implementing a Teacher Adviser System", Southern Regional Education Board, [www.sreb.org](http://www.sreb.org)



## Maryland (MD) Counseling and Advisement System Based On The Maryland Career Development Content Standards

Maryland Career Development Content Standards:					
1) Self Awareness	2) Career Awareness	3) Career Exploration	4) Career Preparation	5) Job Seeking & Advancement	6) Career Satisfaction & Transition

	Grade 7 & 8	Grade 9	Grade 10	Grade 11	Grade 12
<b>School Counseling and Advisory</b>	<ul style="list-style-type: none"> <li>- Classroom Advisory</li> <li>- Career Awareness Group Conversations</li> <li>- First Career Cluster and Pathway choice; investigate program sequence</li> <li>- Forecasting &amp; initiate preliminary career plan</li> <li>- Implement a process/model for making decisions</li> <li>- Mentoring</li> </ul> <p style="margin-top: 10px;"><b>MD Standards - 1,2,3</b></p>	<ul style="list-style-type: none"> <li>- Freshman Interview</li> <li>- Career Interview and assessment results</li> <li>- Decision-Making and Career Planning</li> <li>- Revisit Cluster/Pathway interest choice (Link to HS coursework)</li> <li>- Forecasting &amp; revise career plan to include Post-Secondary options</li> <li>- Academic Review to ensure academic progress meets career goal requirements</li> <li>- Career Center Visitations</li> </ul> <p style="margin-top: 10px;"><b>MD Standards - 1,2,3,4</b></p>	<ul style="list-style-type: none"> <li>- Career Interview</li> <li>- Academic Review to ensure academic progress meets career goal requirements; evaluate, make decisions; reset goals</li> <li>- Forecasting &amp; Career Cluster/Pathway link to HS coursework</li> <li>- Classroom guidance of post secondary options</li> <li>- Review career plan and make pathway program sequence revisions if needed</li> <li>- PST exam</li> </ul> <p style="margin-top: 10px;"><b>MD Standards - 1,2,3,4,6</b></p>	<ul style="list-style-type: none"> <li>- Review career plan and make revisions to pathway program sequence and selected postsecondary options (if needed)</li> <li>- Prepare transition plan</li> <li>- Academic and Cluster Pathway Review</li> <li>- Forecast</li> <li>- Steps and timelines for college entrance tests, admission, financial aid and/or selecting training and employment options</li> <li>- PST exam</li> </ul> <p style="margin-top: 10px;"><b>MD Standards - 1,2,3,4,6</b></p>	<ul style="list-style-type: none"> <li>- Review career plan and make revisions to pathway program sequence and selected postsecondary options (if needed)</li> <li>- Steps and timelines for college entrance tests, admission, financial aid and/or selecting training and employment options</li> <li>- Senior interviews</li> <li>- Review transition plan</li> <li>- Graduation requirement review</li> <li>- Senior Celebration</li> </ul> <p style="margin-top: 10px;"><b>MD Standards -1,2,3,4,5,6</b></p>
<b>School Based Activities</b>	<ul style="list-style-type: none"> <li>- Create 4-year personal portfolio/career folder*</li> <li>- Self Assessment*</li> <li>- Review Helpful High School Cluster Pathway Choices</li> <li>- High School Visitation</li> <li>- Reflection and goal-setting</li> <li>- Career Development Content Standards</li> </ul> <p style="margin-top: 10px;"><b>MD Standards - 1,2,3</b></p>	<ul style="list-style-type: none"> <li>- Review 4-year personal portfolio/career folder *</li> <li>- Self Assessment*</li> <li>- Goal Setting</li> <li>- Career Development Content Standards</li> <li>- Career Research</li> </ul> <p style="margin-top: 10px;"><b>MD Standards - 1,2,3,4</b></p>	<ul style="list-style-type: none"> <li>- Review 4-year personal portfolio/career folder *</li> <li>- Self Assessment*</li> <li>- Work readiness skills including resume, cover letter</li> <li>-Career Development Content Standards</li> <li>- Independent Living &amp; Financial requirements</li> <li>- Career Options Presentation</li> <li>- Student-led conference</li> </ul> <p style="margin-top: 10px;"><b>MD Standards - 1,2,3,4,5,6</b></p>	<ul style="list-style-type: none"> <li>- Review 4 year personal portfolio/career folder *</li> <li>- Jr. Portfolio</li> <li>- Employability Pieces (update resumes etc.)</li> <li>- Reflection</li> <li>- Junior Portfolio presentation</li> <li>- Career Development Content Standards</li> </ul> <p style="margin-top: 10px;"><b>MD Standards - 1,2,3,4,5,6</b></p>	<ul style="list-style-type: none"> <li>- Review 4-year personal portfolio/career folder*</li> <li>- Sr. Portfolio</li> <li>- Employability Pieces (update resumes, secure letters of recommendation etc.)</li> <li>- Reflection</li> <li>- Extended Application</li> <li>- Senior Project/Portfolio presentation</li> <li>- Portfolio Fair</li> <li>- Career Development Content Standards</li> </ul> <p style="margin-top: 10px;"><b>MD Standards - 1,2,3,4,5,6</b></p>

Maryland Career Development Content Standards:					
1) Self Awareness	2) Career Awareness	3) Career Exploration	4) Career Preparation	5) Job Seeking & Advancement	6) Career Satisfaction & Transition

<b>Career Based Activities</b>	<ul style="list-style-type: none"> <li>- Guest Speakers</li> <li>- Career Reports</li> <li>- Job Shadowing</li> </ul> <p>MD Standards - 2,3</p>	<ul style="list-style-type: none"> <li>- Tour of School's Career Pathway/Clusters</li> <li>- Company Tour</li> <li>- Informational Interview</li> <li>- Job Shadowing</li> </ul> <p>MD Standards - 1,2,3,4</p>	<ul style="list-style-type: none"> <li>- Mock Interviews</li> <li>- Job Shadowing</li> </ul> <p>MD Standards - 1,2,4</p>	<ul style="list-style-type: none"> <li>- Job Shadowing</li> <li>- Internship</li> <li>- Career Fair</li> <li>- In-School Enterprise</li> <li>- Community Service</li> </ul> <p>MD Standards - 1,2,3,4,5,6</p>	<ul style="list-style-type: none"> <li>- Job Shadowing</li> <li>- Internship</li> <li>- Career Fair</li> <li>- In-School Enterprise</li> <li>- Community Service</li> </ul> <p>MD Standards - 1,2,3,4,5,6</p>
<b>Postsecondary Planning</b>	<ul style="list-style-type: none"> <li>- Awareness</li> </ul> <p>MD Standards - 2,3,4</p>	<ul style="list-style-type: none"> <li>- Reflection addressing career goals</li> <li>- Research career options</li> </ul> <p>MD Standards - 1,2,3,4</p>	<ul style="list-style-type: none"> <li>-Reflection addressing career goals</li> <li>- Research career &amp; post secondary options*</li> </ul> <p>MD Standards - 1,2,3,4</p>	<ul style="list-style-type: none"> <li>- Explore post secondary options and requirements (colleges, technical training, apprenticeships, testing, scholarships etc.)</li> <li>- Reflection addressing career goals</li> </ul> <p>MD Standards - 1,2,3,4</p>	<ul style="list-style-type: none"> <li>- FAFSA activity for all seniors</li> <li>- College &amp; Scholarship applications</li> <li>- 4-year, 2-year or Technical Program Visits</li> <li>- College Interviews</li> <li>- Employment Opportunities</li> <li>- Military Options</li> </ul> <p>MD Standards - 1,2,3,4,5,6</p>
<b>Resources</b>	<ul style="list-style-type: none"> <li>* CIS or other web based program</li> <li>- MDE website</li> </ul>	<ul style="list-style-type: none"> <li>* CIS or other web based program</li> <li>- Matrix or interest data for schools and teachers to identify classes related to career pathway/cluster</li> <li>- MDE website</li> </ul>	<ul style="list-style-type: none"> <li>* CIS or other web based program</li> <li>- MDE website</li> </ul>	<ul style="list-style-type: none"> <li>* CIS or other web based program</li> <li>- MDE website</li> <li>- College night for juniors</li> <li>- Options night for juniors</li> </ul>	<ul style="list-style-type: none"> <li>* CIS or other web based program</li> <li>- MDE website</li> <li>- FISH</li> <li>- 4-year/2-year Admissions Representatives</li> <li>- Maryland Employment Department</li> <li>- Apprenticeship Programs</li> <li>- Financial Aid Officers</li> <li>- Financial Institutions</li> <li>- Military Recruiters</li> </ul>





## MARYLAND HIGH SCHOOL GRADUATION REQUIREMENTS

### Graduating classes of 2005 through 2008

To be awarded a diploma, a student shall be enrolled in a Maryland public school system and have earned a minimum of **21** credits that include the following:

Subject Area	Specific Credit Requirements	High School Assessment
English	<b>4 credits</b>	Students must take the Maryland High School Assessments for English, algebra/data analysis, biology and government.
Mathematics	<b>3 credits</b> √ 1 in algebra/data analysis √ 1 in geometry	
Science	<b>3 credits</b> √ 1 in biology √ 2 that must include laboratory experience in any or all of the following areas: earth science, life science, physical science	
Social Studies	<b>3 credits</b> √ 1 in U.S. history √ 1 in world history √ 1 in local, state, national government	
<b>Other Requirements</b>		
Fine Arts	<b>1 credit</b>	
Physical Education	<b>½ credit</b>	
Health	<b>½ credit</b>	
Technology Education	<b>1 credit</b>	
Other	<b>2 credits</b> of foreign language <b>or</b> <b>2 credits</b> of advanced technology ed. <b>and</b> <b>3 credits</b> in electives <b>or</b> <b>4 credits</b> by successfully completing a State-approved career & technology program <b>and</b> <b>1 credit</b> in electives	
<i>Students must also meet attendance, service-learning, and any local school system requirements.</i>		



# Transition Checklists & Planners

## All Students - By the End of 8<sup>th</sup> Grade

Counseling & Advisory	School-Based	Career-Based	Postsecondary
<ul style="list-style-type: none"> <li>•Selected first cluster/ pathway</li> <li>•Forecast into required and cluster choice electives</li> <li>•Initiated preliminary career plan</li> </ul>	<ul style="list-style-type: none"> <li>•Created 4-year personal portfolio/ career folder</li> <li>•Completed self assessment survey(s)</li> <li>•Researched career cluster choices and related pathway program sequences</li> <li>•Goal Setting</li> <li>•High School visitation</li> <li>•Introduced to Career Development Content Standards</li> </ul>	<ul style="list-style-type: none"> <li>•Career Speakers</li> <li>•Career Report(s)</li> <li>•Job Shadows</li> </ul>	<ul style="list-style-type: none"> <li>•Exposed to postsecondary options (college and career)</li> </ul>

## All Students - By the End of 9<sup>th</sup> Grade

Counseling & Advisory	School-Based	Career-Based	Postsecondary
<ul style="list-style-type: none"> <li>•Completed an introduction freshman interview with counselor</li> <li>•Completed a career interview and shared assessment results with counselor</li> <li>•Presented a decision-making process and cluster result</li> <li>•Revisited career cluster interest choice as linked to high school coursework and career choice</li> <li>•Completed an academic review with counselor</li> </ul>	<ul style="list-style-type: none"> <li>•Reviewed 4-year personal portfolio/ career folder</li> <li>•Completed self assessment survey(s)</li> <li>•Researched careers within the Maryland Clusters</li> <li>•Began post high school exploration</li> <li>•Evaluated success in meeting prior year goals; set new goals</li> <li>•Had awareness of Maryland's Career Development Content Standards</li> </ul>	<ul style="list-style-type: none"> <li>•Career Speakers and Reports</li> <li>•Tour of school's Career Pathway/Clusters</li> <li>•Company tour/field trips</li> <li>•Informational interviews</li> <li>•Job Shadows</li> </ul>	<ul style="list-style-type: none"> <li>•Been exposed to postsecondary options (college and career)</li> </ul>

## All Students - By the End of 10<sup>th</sup> Grade

Counseling & Advisory	School-Based	Career-Based	Postsecondary
<ul style="list-style-type: none"> <li>•Completed a career interview and shared assessment results with counselor</li> <li>•Completed an academic review with counselor</li> <li>•Revisited career cluster interest choice as linked to high school coursework and career choice</li> <li>•Presented decision-making process and career cluster result</li> </ul>	<ul style="list-style-type: none"> <li>•Completed a career interview and shared assessment results with counselor</li> <li>•Completed an academic review with counselor</li> <li>•Revisited career cluster interest choice as linked to high school coursework and career choice</li> <li>•Presented decision-making process and career cluster result</li> </ul>	<ul style="list-style-type: none"> <li>•Career Speakers</li> <li>•Mock/Job Interview</li> <li>•Job Shadows</li> </ul>	<ul style="list-style-type: none"> <li>•Made a preliminary post-secondary choice</li> </ul>

## All Students - By the End of 11<sup>th</sup> Grade

Counseling & Advisory	School-Based	Career-Based	Postsecondary
<ul style="list-style-type: none"> <li>• Reviewed career plan and made revisions as needed</li> <li>• Completed an academic and career cluster pathway review with counselor</li> <li>• Reviewed post-secondary choice(s) with counselor</li> <li>• Prepared a transition plan</li> </ul>	<ul style="list-style-type: none"> <li>• Reviewed a 4-year personal career folder</li> <li>• Completed an 11<sup>th</sup> grade portfolio and presentation</li> <li>• Updated employability pieces (resume, cover letter etc.)</li> <li>• Evaluated success in meeting prior year goals; set new goals</li> <li>• Written a reflection of Career Development Content Standards that have been met</li> </ul>	<p>At least 2 of the following:</p> <ul style="list-style-type: none"> <li>• Career Speakers</li> <li>• Mock, Informational Job Interview</li> <li>• Job Shadows</li> <li>• Internship</li> <li>• Career Fair</li> <li>• In-school Enterprise</li> <li>• Service Learning</li> </ul>	<p>Explored post secondary options and requirements</p> <ul style="list-style-type: none"> <li>• Colleges</li> <li>• Technical training</li> <li>• Apprenticeships</li> <li>• Testing</li> <li>• Financial aid</li> <li>• Scholarships</li> <li>• Completed a reflection addressing career goals</li> </ul>

## All Students - By the End of 12<sup>th</sup> Grade

Counseling & Advisory	School-Based	Career-Based	Postsecondary
<ul style="list-style-type: none"> <li>• Reviewed career plan and make revisions as needed</li> <li>• Completed an academic and career cluster pathway review with counselor</li> <li>• Reviewed post-secondary choice(s) with counselor</li> <li>• Implemented transition plan including college entrance tests, admission/financial aid applications, training and employment options etc.</li> <li>• Completed a senior transition interview with counselor</li> </ul>	<ul style="list-style-type: none"> <li>• Reviewed 4-year personal career folder</li> <li>• Completed a 12<sup>th</sup> grade portfolio and presentation</li> <li>• Updated employability pieces (resume, cover letter etc.)</li> <li>• Secured letters of recommendation</li> <li>• Evaluated success in meeting prior year goals; set new goals</li> <li>• Written a reflection of Career Development Content Standards that have been met</li> </ul>	<ul style="list-style-type: none"> <li>• At least 2 of the following:</li> <li>• Career Speakers</li> <li>• Mock, Informational and/or Job Interview</li> <li>• Job Shadows</li> <li>• Internship</li> <li>• Career Fair</li> <li>• In-school Enterprise</li> <li>• Service Learning</li> </ul>	<ul style="list-style-type: none"> <li>• Completed a FAFSA activity</li> <li>• Completed College &amp; Scholarship applications</li> <li>• Completed 4-year, 2-year or Technical Program Visits</li> <li>• Completed College/ Program Interviews</li> <li>• Explored Employment Opportunities</li> <li>• Explored Military Options</li> </ul>



# My Freshman Planner

Name: \_\_\_\_\_  
Student ID: \_\_\_\_\_  
Grade Level: \_\_\_\_\_  
School Name: \_\_\_\_\_  
Graduation Year: \_\_\_\_\_

## MY PLAN

### About Me:

My strengths, talents, interests and preferences are;

### My Personal Goal(s) are:

3 things I can do to help me meet my Personal Goal(s):

- 1.
- 2.
- 3.

### My Academic Goals (check all that apply):

- To earn a \_\_\_ grade point average       To earn college credit while I'm in high school  
 To graduate from high school       To earn an international Baccalaureate (IB) diploma  
 To take Advanced Placement courses       To maintain good attendance  
 Other \_\_\_\_\_

3 things I can do to help me meet my Academic Goals:

- 1.
- 2.
- 3.

### My Career Goals:

I've investigated these career areas:

- 1.
- 2.
- 3.

I'm interested in these career areas because:

### My Post High School Goals (check all that apply):



- |   |   |
|---|---|
| <input type="checkbox"/> 2-year Community College     | <input type="checkbox"/> Apprenticeship |
| <input type="checkbox"/> 4-year College or University | <input type="checkbox"/> Military       |
| <input type="checkbox"/> Technical/Trade School       | <input type="checkbox"/> Employment     |
| <input type="checkbox"/> Other _____                  |   |

3 things I can do to help me prepare for my post-high school goals:

- 1.
- 2.
- 3.

**Cluster(s) that match my career interests are:**

- |   |  |
|---|--|
| <input type="checkbox"/> Arts, Media, & Communication                           | <input type="checkbox"/> Health & Biosciences                    |
| <input type="checkbox"/> Business Management & Finance                          | <input type="checkbox"/> Human Resource Services                 |
| <input type="checkbox"/> Consumer Service, Hospitality & Tourism                | <input type="checkbox"/> Information Technology                  |
| <input type="checkbox"/> Construction & Development                             | <input type="checkbox"/> Manufacturing, Engineering & Technology |
| <input type="checkbox"/> Environmental, Agricultural & Natural Resource Systems | <input type="checkbox"/> Transportation Technologies             |

**Activities that I plan to participate in both in school and out of school are:**

**My 4-Year Course Plan:**

Attach a copy of your 4-year course plan

**My Academic Performance:**

Semester 1 - Date: _____ Current GPA: ___ Cumulative GPA: __ Number of Days Absent: __ Ways I can improve my attendance rate: _____ Some ways my academic performance and attendance might affect my future plans are: _____	Semester 2 - Date: _____ Current GPA: ___ Cumulative GPA: __ Number of Days Absent: __ Ways I can improve my attendance rate: _____ Some ways my academic performance and attendance might affect my future plans are: _____
--	--

# My Sophomore Planner

Name: _____
Student ID: _____
Grade Level: _____
School Name: _____
Graduation Year: _____

## MY PLAN

### About Me:

My strengths, talents, interests and preferences are;

### My Personal Goal(s) are:

3 things I can do to help me meet my Personal Goal(s):

- 1.
- 2.
- 3.

### My Academic Goals (check all that apply):

<input type="checkbox"/> To earn a ___ grade point average	<input type="checkbox"/> To earn college credit while I'm in high school
<input type="checkbox"/> To graduate from high school	<input type="checkbox"/> To earn an international Baccalaureate (IB) diploma
<input type="checkbox"/> To take Advanced Placement courses	<input type="checkbox"/> To maintain good attendance
<input type="checkbox"/> Other _____	

3 things I can do to help me meet my Academic Goals:

- 1.
- 2.
- 3.

### My Career Goals:

I've investigated these career areas:

- 1.
- 2.
- 3.

I'm interested in these career areas because:

**My Post High School Goals (check all that apply):**

<input type="checkbox"/> 2-year Community College	<input type="checkbox"/> Apprenticeship
<input type="checkbox"/> 4-year College or University	<input type="checkbox"/> Military
<input type="checkbox"/> Technical/Trade School	<input type="checkbox"/> Employment
<input type="checkbox"/> Other _____	

3 things I can do to help me prepare for my post-high school goals:

- 1.
- 2.
- 3.

**Cluster(s) that match my career interests are:**

<input type="checkbox"/> Arts, Media, & Communication	<input type="checkbox"/> Health & Biosciences
<input type="checkbox"/> Business Management & Finance	<input type="checkbox"/> Human Resource Services
<input type="checkbox"/> Consumer Service, Hospitality & Tourism	<input type="checkbox"/> Information Technology
<input type="checkbox"/> Construction & Development	<input type="checkbox"/> Manufacturing, Engineering & Technology
<input type="checkbox"/> Environmental, Agricultural & Natural Resource Systems	<input type="checkbox"/> Transportation Technologies

**Activities that I plan to participate in both in school and out of school are:**

--------------

**My 4-Year Course Plan:**

Attach a copy of your 4-year course plan
--

**My Academic Performance:**

Semester 1 - Date: _____	Semester 2 - Date: _____
Current GPA: ___ Cumulative GPA: _	Current GPA: ___ Cumulative GPA: _
Number of Days Absent: _	Number of Days Absent: _
Ways I can improve my attendance rate: _____	Ways I can improve my attendance rate: _____
Some ways my academic performance and attendance might affect my future plans are: _____	Some ways my academic performance and attendance might affect my future plans are: _____

# My Junior Planner

Name: _____
Student ID: _____
Grade Level: _____
School Name: _____
Graduation Year: _____

## MY PLAN

### About Me:

My strengths, talents, interests and preferences are:

### My Personal Goal(s) are:

3 things I can do to help me meet my Personal Goal(s):

- 1.
- 2.
- 3.

### My Academic Goals (check all that apply):

<input type="checkbox"/> To earn a ___ grade point average	<input type="checkbox"/> To earn college credit while I'm in high school
<input type="checkbox"/> To graduate from high school	<input type="checkbox"/> To earn an international Baccalaureate (IB) diploma
<input type="checkbox"/> To take Advanced Placement courses	<input type="checkbox"/> To maintain good attendance
<input type="checkbox"/> Other _____	

3 things I can do to help me meet my Academic Goals:

- 1.
- 2.
- 3.

### My Career Goals:

I've investigated these career areas:

- 1.
- 2.
- 3.

I'm interested in these career areas because:

**My Post High School Goals (check all that apply):**

<input type="checkbox"/> 2-year Community College	<input type="checkbox"/> Apprenticeship
<input type="checkbox"/> 4-year College or University	<input type="checkbox"/> Military
<input type="checkbox"/> Technical/Trade School	<input type="checkbox"/> Employment
<input type="checkbox"/> Other _____	

3 things I can do to help me prepare for my post-high school goals:

- 1.
- 2.
- 3.

**Cluster(s) that match my career interests are:**

**Activities that I plan to participate in both in school and out of school are:**

--

**My 4-Year Course Plan:**

Attach a copy of your 4-year course plan
--

**My Academic Performance:**

Semester 1 - Date: _____	Semester 2 - Date: _____
Current GPA: ___ Cumulative GPA: _	Current GPA: ___ Cumulative GPA: _
Number of Days Absent: __	Number of Days Absent: __
Ways I can improve my attendance rate: _____	Ways I can improve my attendance rate: _____
Some ways my academic performance and attendance might affect my future plans are: _____	Some ways my academic performance and attendance might affect my future plans are: _____

# My Senior Planner

Name: \_\_\_\_\_  
Student ID: \_\_\_\_\_  
Grade Level: \_\_\_\_\_  
School Name: \_\_\_\_\_  
Graduation Year: \_\_\_\_\_

## MY PLAN

### About Me:

My strengths, talents, interests and preferences are;

### My Personal Goal(s) are:

3 things I can do to help me meet my Personal Goal(s):

- 1.
- 2.
- 3.

### My Academic Goals (check all that apply):

- |   |  |
|---|--|
| <input type="checkbox"/> To earn a ___ grade point average  | <input type="checkbox"/> To earn college credit while I'm in high school     |
| <input type="checkbox"/> To graduate from high school       | <input type="checkbox"/> To earn an international Baccalaureate (IB) diploma |
| <input type="checkbox"/> To take Advanced Placement courses | <input type="checkbox"/> To maintain good attendance                         |
| <input type="checkbox"/> Other _____                        |  |

3 things I can do to help me meet my Academic Goals:

- 1.
- 2.
- 3.

### My Career Goals:

I've investigated these career areas:

- 1.
- 2.
- 3.

I'm interested in these career areas because:

**My Post High School Goals (check all that apply):**

<input type="checkbox"/> 2-year Community College	<input type="checkbox"/> Apprenticeship
<input type="checkbox"/> 4-year College or University	<input type="checkbox"/> Military
<input type="checkbox"/> Technical/Trade School	<input type="checkbox"/> Employment
<input type="checkbox"/> Other _____	

3 things I can do to help me prepare for my post-high school goals:

- 1.
- 2.
- 3.

**Cluster(s) that match my career interests are:**

<input type="checkbox"/> Arts, Media, & Communication	<input type="checkbox"/> Health & Biosciences
<input type="checkbox"/> Business Management & Finance	<input type="checkbox"/> Human Resource Services
<input type="checkbox"/> Consumer Service, Hospitality & Tourism	<input type="checkbox"/> Information Technology
<input type="checkbox"/> Construction & Development	<input type="checkbox"/> Manufacturing, Engineering & Technology
<input type="checkbox"/> Environmental, Agricultural & Natural Resource Systems	<input type="checkbox"/> Transportation Technologies

**Activities that I plan to participate in both in school and out of school are:**

------------------

**My 4-Year Course Plan:**

Attach a copy of your 4-year course plan
--

**My Academic Performance:**

Semester 1 - Date: _____ Current GPA: ____ Cumulative GPA: _ Number of Days Absent: __ Ways I can improve my attendance rate: _____ Some ways my academic performance and attendance might affect my future plans are: _____	Semester 2 - Date: _____ Current GPA: ____ Cumulative GPA: _ Number of Days Absent: __ Ways I can improve my attendance rate: _____ Some ways my academic performance and attendance might affect my future plans are: _____
--	--

# **The Counseling/Advisory Program**



## THE COUNSELING/ADVISORY PROGRAM

School counselors work with all students, school staff, families, and members of the community as an integral part of the education program. School counseling programs promote school success through a focus on academic achievement, prevention and intervention activities, advocacy and social/emotional development. (American School Counselor Association)

The Counseling/Advisory Program is built upon a guidance model whose goal is helping students to create a vision of who they are and where they are going. This process begins with the 7<sup>th</sup> and 8<sup>th</sup> grade. The strength of the program lies in meeting individually with students on a regular basis from the spring of their eighth grade year through the spring of their senior year.

Students report that their top priorities are knowing about financial aid and post high school training or education, educational choices after high school, how to prepare for a career interest, and identifying personal interests, strengths, and abilities. Counselors/Advisors must meet regularly with their students in a planned program of guidance activities. These regular meetings not only help students to take responsibility for their own education and direction, but they also allow personal counseling with a broad spectrum of students.

A critical piece of a School Counseling Program is a six-year plan of coursework—a dynamic, working document that changes as each student's classes, interests and directions change. Counselors/Advisors and students use this plan in the course selection process. This will provide students with a state and local approved pathway program that is a clearly-designed and thoughtful progression through high school to the next level of training or education.

## **High School Advisory Preparing for the Future and the World of Work**

### **Student Outcome**

The student will create and maintain a six year career plan designated to guide them through the developmental process toward transition to a post high school setting.

# COUNSELING CALENDAR

## September

- Enroll students, balance classes
- Classroom presentations to senior classes
- Meet individually with seniors
- College Night for Parents and Students

## October

- Freshman interview and academic progress review

## November

- Senior follow up
- Meet with sophomores
- Financial Aid Night

## December

- Meet with juniors

## January

- Academic progress checks
- Finals prep
- Freshmen Follow up

## February

- Begin forecasting for the following year
- Middle school visits
- Middle School Parent Night

## March

- Forecasting continued
- Junior transition meetings
- Special ESL Forecasting

## April

- College Night for juniors
- Sophomores
- Academic progress check-ins

## May

- Senior exit interviews
- Senior appreciation week
- Plan for credit retrieval, summer school, or non-grads

## June

- Graduation
- Student Led Conferences and "Portfolio Presentations"
- Prep for following year

## **7<sup>th</sup> and 8<sup>th</sup> Grade Counseling/Advisory**

- Classroom Presentations/Counseling & Advisory
- Career Awareness Group Conversations
- First Career Cluster and Pathway choice; investigate program sequence
- Forecasting & initiate preliminary career plan
- Implement a process/model for making decisions
- Mentoring

### **MD Standards - 1,2,3**

- 1. Self Awareness**
- 2. Career Awareness**
- 3. Career Exploration**

**9<sup>th</sup> Grade  
Counseling/Advisory**

- Freshman "Interview"
- Career interview and assessment results
- Decision-Making and career planning
- Revisit Career Cluster/Pathway interest choice (Link to HS coursework)
- Forecasting & revise career plan to include postsecondary options
- Academic review to ensure academic progress meets career goal requirements
- Career Center Visitations

**MD Standards - 1,2,3,4**

- 1. Self Awareness**
- 2. Career Awareness**
- 3. Career Exploration**
- 4. Career Preparation**

## **10<sup>th</sup> Grade Counseling/Advisory**

- Career interview
- Academic review to ensure academic progress meets career goal requirements; evaluate, make decisions; reset goals
- Forecasting & Career Cluster/Pathway link to HS coursework
- Classroom guidance of post secondary options
- Review career plan and make pathway program sequence revisions if needed
- PST exam

### **MD Standards - 1,2,3,4,6**

- 1. Self Awareness**
- 2. Career Awareness**
- 3. Career Exploration**
- 4. Career Preparation**
- 6. Career Satisfaction & Transition**

## **11<sup>th</sup> Grade Counseling/Advisory**

- Review career plan and make revisions to pathway program sequence and selected postsecondary options (if needed)
- Prepare transition plan
- Academic and Career Cluster Pathway Review
- Forecast
- Steps and timelines for college entrance tests, admission, financial aid and/or selecting training and employment options
- PST exam

### **MD Standards - 1,2,3,4,6**

- 1. Self Awareness**
- 2. Career Awareness**
- 3. Career Exploration**
- 4. Career Preparation**
- 6. Career Satisfaction & Transition**

## **12<sup>th</sup> Grade Counseling/Advisory**

- Review career plan and make revisions to pathway program sequence and selected postsecondary options (if needed)
- Steps and timelines for: college entrance tests, admissions, financial aid and/or selecting training and employment options
- Senior interviews
- Review transition plan
- Graduation requirement review
- Senior Celebration

### **MD Standards - 1,2,3,4,5,6**

- 1. Self Awareness**
- 2. Career Awareness**
- 3. Career Exploration**
- 4. Career Preparation**
- 5. Job Seeking & Advancement**
- 6. Career Satisfaction & Transition**



# FRESHMAN INTERVIEW

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

NAME: \_\_\_\_\_

CAREER PATHWAY: \_\_\_\_\_

HOW HAS THE YEAR STARTED? 1 2 3 4 5 6 7 8 9 10

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

DO YOU HAVE BROTHERS/SISTERS?

NAME

AGE

---

---

---

---

LIVING WITH: MO FA SM SF BF GU GP  
NAMES

---

---

---

---

HOBBIES, INTERESTS, ACTIVITIES:

---

---

---

FAVORITE CLASS? \_\_\_\_\_

MOST CHALLENGING CLASS? \_\_\_\_\_

PROGRESS REPORTS:

DO YOU HAVE ANY QUESTIONS ABOUT SCHOOL?

## **MY PLAN** (for Career Interview with my Counselor)

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

Date \_\_\_\_\_

Counselor's Name \_\_\_\_\_ Advisory Group \_\_\_\_\_

My strengths, talents, interests and preferences are:

My Personal Goal(s) are:

My Academic Goals are:

**Cluster(s)** that match my career interests are:

- Arts, Media, & Communication
- Business Management & Finance
- Construction & Development
- Consumer Service, Hospitality & Tourism
- Environmental, Agricultural & Natural Resource Systems
- Health & Biosciences
- Human Resource Services
- Information Technology
- Manufacturing, Engineering & Technology
- Transportation Technologies

My Career Goals are:

My Post High School Goals are:

# **Post-Secondary Planning**

## POST SECONDARY PLANNING

7 <sup>th</sup> & 8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>
<p>-Awareness</p>	<p>- Reflection addressing career goals - Research career options</p>	<p>-Reflection addressing career goals - Research career &amp; post secondary options</p>	<p>- Explore post secondary options and requirements (colleges, technical training, apprenticeships, testing, scholarships etc.) - Reflection addressing career goals</p>	<p>- FAFSA activity for all seniors - College &amp; Scholarship applications - 4-year, 2-year or Technical Program Visits - College Interviews - Employment Opportunities - Military Options</p>
<p><b>MD Standards - 2,3,4</b></p>	<p><b>MD Standards - 1,2,3,4</b></p>	<p><b>MD Standards - 1,2,3,4</b></p>	<p><b>MD Standards - 1,2,3,4</b></p>	<p><b>MD Standards - 1,2,3,4,5,6</b></p>

### MD Standards-

1. **Self Awareness**
2. **Career Awareness**
3. **Career Exploration**
4. **Career Preparation**
5. **Job Seeking & Advancement**
6. **Career Satisfaction & Transition**

## Planning for My Future

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

After graduation I plan to:

- Attend a 2-year Community College                       Go in to the Military  
 Attend a 4-year University                                       Find a job and go to work  
 Attend a Technical or Specialized Training School  I'm unsure

<b>My Action Plan</b> Things I need to do in...	
<b>September</b>	
<b>October</b>	
<b>November</b>	
<b>December</b>	
<b>January</b>	
<b>February</b>	
<b>March</b>	
<b>April</b>	
<b>May</b>	
<b>June</b>	

# Juniors

What can I do to prepare for college?

- Explore websites of colleges and universities
- Visit the Library and explore resources
- Talk to people and ask questions
- Visit college campuses
- Take the ACT or the SAT college admission tests
- Talk to my counselor
- Talk with my family about finances to pay for college
- Update my resume of activities, volunteer experiences, and references
- Update and organize my college file
- Pay close attention to due dates
- Continue to take challenging courses
- Keep up my hard work and good grades
- Apply for any scholarships that are available to me
- Apply for ROTC or military appointments
- Research and write appropriate college entrance essays
- Secure letters of recommendation for early admission
- Narrow the list of college choices for application

# Junior Year Transition

Date \_\_\_\_\_

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

Career Goal: \_\_\_\_\_

\_\_\_\_\_

## Things to Consider...

PLAN \_\_\_\_\_

ACT \_\_\_\_\_

PSAT \_\_\_\_\_

SAT I \_\_\_\_\_

SAT II \_\_\_\_\_

Scholarships \_\_\_\_\_

NCAA\* Clearinghouse \_\_\_\_\_

College Fair \_\_\_\_\_

Job Shadow/Internship \_\_\_\_\_

Volunteering \_\_\_\_\_

College Visitations \_\_\_\_\_

Financial Aid \_\_\_\_\_

Other \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## COUNSELOR

\_\_\_\_\_ Credit Check

\_\_\_\_\_ Post-Graduation Plan

Options: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

\* National College Athletic Association

# Senior Transition Plan

NAME: \_\_\_\_\_

Date: \_\_\_\_\_

GPA: \_\_\_\_\_

<b>WORK</b>	<b>MILITARY</b>	<b>SHORT TERM TRAINING</b>
<input type="checkbox"/> Resume <input type="checkbox"/> Applications <input type="checkbox"/> Cover Letter <input type="checkbox"/> Resource Center <input type="checkbox"/> Attendance <input type="checkbox"/> Interview <input type="checkbox"/> Recommendation Letters	<input type="checkbox"/> Recruiter <input type="checkbox"/> ASVAB <input type="checkbox"/> Resource Center	<input type="checkbox"/> Application <input type="checkbox"/> Financial Aid Form (FAFSA) <input type="checkbox"/> Interview <input type="checkbox"/> Resource Center

<b>TWO YEAR COLLEGE</b>	<b>FOUR YEAR COLLEGE</b>
<input type="checkbox"/> Placement Test <input type="checkbox"/> Application <input type="checkbox"/> Limited Entry Programs <input type="checkbox"/> Visitations <input type="checkbox"/> Financial Aid Form (FAFSA) <input type="checkbox"/> Resource Center <input type="checkbox"/> Community College Scholarships <input type="checkbox"/> Talent Grants <input type="checkbox"/> Recommendations	<input type="checkbox"/> SAT <input type="checkbox"/> ACT <input type="checkbox"/> Rank <input type="checkbox"/> Applications School/Deadline _____ _____ _____ <input type="checkbox"/> College File <input type="checkbox"/> Recommendations <input type="checkbox"/> Financial Aid Form (FAFSA) <input type="checkbox"/> College Visits/Interviews <input type="checkbox"/> Scholarships <input type="checkbox"/> Loans <input type="checkbox"/> Resource Center <input type="checkbox"/> NCAA Clearinghouse <input type="checkbox"/> National College Fair <input type="checkbox"/> Transcripts



# ACTIVITIES WORKSHEET

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

ID Number: \_\_\_\_\_

Cluster: \_\_\_\_\_

Activities	Office Held/Position/Honors	9	10	11	12
Athletics					

# Personal Data Sheet

Fill out this form before you begin to complete your college applications. It will make completing individual applications easier later on.

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

Address: \_\_\_\_\_

Phone Number: \_\_\_\_\_

High School Name: \_\_\_\_\_

School Address: \_\_\_\_\_

School Phone Number: \_\_\_\_\_

Guidance Counselor: \_\_\_\_\_

CEEB Code: (School Code) \_\_\_\_\_

Cumulative GPA: \_\_\_\_\_

Class Rank: \_\_\_\_\_

Test Scores: \_\_\_\_\_

Dates Taken: \_\_\_\_\_

PLAN: \_\_\_\_\_

\_\_\_\_\_

ACT: \_\_\_\_\_

\_\_\_\_\_

PSAT: \_\_\_\_\_

\_\_\_\_\_

SAT I: \_\_\_\_\_

\_\_\_\_\_

SAT II: \_\_\_\_\_

\_\_\_\_\_

## Academic Resume (Sample)

**Shawna K. Anderson**  
200 West Baltimore Street  
Baltimore, MD 21201  
(410) 768-0988

### **CAREER GOAL**

To become a nurse  
Attend a four year college

### **EDUCATION**

Maryland High School  
GPA - 3.5  
Career Cluster-Health & Biosciences

Advanced Courses: (list)  
Articulated Credit  
Cluster courses

### **HONORS/RECOGNITION**

National Honor Society 11, 12  
Student of the Month 10, 11  
Soccer Player of the Year

### **SCHOOL ACTIVITIES/ATHLETICS**

President, Junior Class  
Cabinet Representative  
Science Club  
Soccer 9, 10, 11, 12

### **OUTSIDE ATHLETICS/ACTIVITIES**

Club Soccer  
Soccer Club Referee  
Church Youth Group

### **COMMUNITY SERVICE/VOLUNTEER WORK**

Hospital Volunteer  
Red Cross Blood Drive  
March of Dimes Walk

## Helpful hints in choosing a school

It is important to select the college that will best satisfy your needs, interests, lifestyle and personal and professional goals. A good match between you and your college will be the key to your success and happiness over the next four years.

### 1. Visit every college

Visit (or revisit) every college you are considering preferably during a week when classes are in session. Tour the campus and attend one or two classes, meet with faculty in the department which interests you, eat in the dining hall and perhaps most importantly talk with current students. Students are the best sources of information about colleges, as they will talk honestly and knowledgeably about the social life, academic program atmosphere on campus, dorm life and other topics that are important to you. If possible, plan to spend one night in a college dormitory. The overnight visit will enable you to chat informally with students, get the feel of the campus and sample life as a student. The admissions office at most colleges will arrange an overnight visit for you either before or after acceptance. Remember that you are not just choosing a place to go to school, you are also choosing a home for the next four years. This home must satisfy your personal as well as academic needs. It should be a place where you feel comfortable, relaxed, involved and challenged.

## **2. Consider actual cost rather than sticker price**

Unfortunately, some students base their college choice on the total sticker price, which is the full cost for tuition, fees, and room and board rather than on the actual cost of attending. Most colleges offer significant amounts of financial aid including non-repayable grants to students with demonstrated need. In addition, colleges frequently offer installment payment plans, low interest loans, academic scholarships, jobs on campus and other forms of aid to students irrespective of need. Aid is also available from other sources including community groups and the state. When all forms of aid are considered, a college education, either private or public, can be surprisingly affordable. Apply for aid, (even if you don't think you'll qualify) and consider actual cost when making your final decision.

## **3. Contact an enrolled student**

Try to contact a student from your high school or home town who is enrolled at each college you are considering. If you don't know anyone at a particular college, ask the admission office at the school to provide you with the name, email address and phone number of students you could contact. Write or call the students and ask those tough questions you've been holding back -questions about campus life, difficulty of courses, dorm life, relations between students and professors, and general satisfaction of students with the college,

#### 4. Get answers to key questions

You may have key questions which would be better answered by individuals at the college other than current students. Some questions might include:

- \* Does the college have an active Career Center to help me prepare for a successful job search after graduation?
- \* What percentage of graduates is accepted to graduate, medical, or law school?
- \* What help is available if I have difficulty with English, math, or another subject?
- \* Will I have ready access to computers and other equipment on campus?
- \* What is the typical class size, and how much individual attention will I receive?
- \* What intramural or intercollegiate sports are available?
- \* What percentage of the students participates in athletics?
- \* What is the "atmosphere" on campus? friendly? relaxed? competitive? pressured?
- \* What is the faculty like? caring? friendly? aloof? rigid?
- \* Do professors or graduate students teach freshman courses?

Of course, your questions and concerns may be different from those listed above, but be sure that all your questions are answered fully before making your final decision. The Admissions Office and other college offices will, in most cases, be happy to provide you with the information you want.

## **5. Trust your instincts**

Selecting a college may be one of the first major decisions that you have had to make. It is important for you to make an "informed" decision. You will also find, however, that your ultimate choice will be partially emotional, based on a feeling about where you will best fit in. Even among colleges which are similar in size, quality, and academic offerings, each is unique in atmosphere, student makeup, and general "feel". In the final analysis, one college will most likely "feel right" to you. You will be able to easily imagine yourself being a student there. Go with your instincts!

## **6. Check and stick to deadlines**

While most reputable colleges and universities subscribe to the May 1 Candidate's Reply Date for students to make their commitment to a college, some colleges, assign dorm rooms in the order that the reservation deposits are received. If you know you want to attend a particular college and have a specific dorm preference, you may wish to consider indicating your intention to enroll prior to May 1. Remember, however, that May 1 is officially the date when a decision must be made. Do not let colleges press you for a "premature" decision. Act only when you are comfortable with your decision!

Good luck with your final decision!

## COLLEGE COMPARISON WORKSHEET

<b>COLLEGE NAME:</b>			
<b>LOCATION</b> <ul style="list-style-type: none"> <li>• Distance from home</li> </ul>			
<b>SIZE</b> <ul style="list-style-type: none"> <li>• Enrollment</li> <li>• Physical size of campus</li> </ul>			
<b>ENVIRONMENT</b> <ul style="list-style-type: none"> <li>• Type of school (2 or 4 yr.)</li> <li>• School setting (urban, rural)</li> <li>• Location &amp; size of nearest city</li> <li>• Co-ed, male, female</li> <li>• Religious affiliation</li> </ul>			
<b>ADMISSION REQUIREMENTS</b> <ul style="list-style-type: none"> <li>• Deadline</li> <li>• Tests required</li> <li>• Average test scores, GPA, rank</li> <li>• Notification</li> </ul>			
<b>ACADEMICS</b> <ul style="list-style-type: none"> <li>• Your major offered</li> <li>• Special requirements</li> <li>• Accreditation</li> <li>• Student-facility ratio</li> <li>• Typical class size</li> </ul>			
<b>COLLEGE EXPENSES</b> <ul style="list-style-type: none"> <li>• Tuition, room &amp; board</li> <li>• Estimated total budget</li> <li>• Application fee, budget</li> </ul>			
<b>FINANCIAL AID</b> <ul style="list-style-type: none"> <li>• Deadline</li> <li>• Required forms</li> <li>• % receiving financial aid</li> <li>• Scholarships</li> </ul>			
<b>HOUSING</b> <ul style="list-style-type: none"> <li>• Residence hall requirement</li> <li>• Food plan</li> </ul>			
<b>FACILITIES</b> <ul style="list-style-type: none"> <li>• Academic</li> <li>• Recreational</li> <li>• Other</li> </ul>			
<b>ACTIVITIES</b> <ul style="list-style-type: none"> <li>• Clubs, organizations</li> <li>• Greek life</li> <li>• Athletics, intramurals</li> <li>• Other</li> </ul>			
<b>CAMPUS VISIT</b> <ul style="list-style-type: none"> <li>• When</li> <li>• Special opportunities</li> </ul>			



# Financing Your Education

## Develop A Plan To Finance Your Education

Continuing your education costs money, but don't let that be a reason for talking yourself out of going. Help is available.

You should not limit your choice of college because of the cost. Virtually all colleges, by using their own funds, try to make it possible for any student to attend, regardless of his or her financial circumstances. Additionally, the federal government and many states provide various financial aid opportunities.

The goal is to close the gap between a higher priced college and a lower priced college so students can choose the BEST college for them. Consider any college where you will be comfortable and where you will gain the educational experience that will suit you best. You are preparing for your future and education is one of the best investments that you will ever make.

- Determine college costs (do lots of research)
- Consider a two year college and transferring
- Investigate all possible resources:
  - Parents
  - Savings
  - Summer earnings
  - Financial aid-
    - \*Scholarships
    - \*Grants
    - \*Loans
    - \*Work Study
    - \*Other Sources
- Secure all of the necessary forms and note DEADLINES
- Apply for financial aid as early as possible!

## Request for Letter of Recommendation

To: \_\_\_\_\_  
(Teacher's name)

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

Recommendation needed for: \_\_\_\_\_

Date due: \_\_\_\_\_

Please give this letter to the counseling office when it is completed.

Thank you

# Letters of Recommendation

## PERSONAL DATA FORM

*It is important that this form be filled out accurately and completely to aide your counselor/teacher in preparing the recommendation for your use with applications for college or employment. Please attach a resume and hand carry it to the person you wish to write the letter. Don't forget the thank you note afterward!*

**Student name:** \_\_\_\_\_

List four teachers or staff members who know you well.

1) \_\_\_\_\_

3) \_\_\_\_\_

2) \_\_\_\_\_

4) \_\_\_\_\_

Describe your college/career plans.

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List advanced courses which you have completed or in which you are currently enrolled (IB/AP courses, Math, Physics, Articulated courses).

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Describe your involvement in athletics, community service and work experience.

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If there is something special or unique about you that you would like to have mentioned in the letter, please explain.

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Discuss your personal and professional goals.

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List any awards or special recognition that you have received.

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**Please attach your Resume'**

**You may be asked to provide stamped, pre-addressed envelopes for the colleges/universities to which you plan to apply...be sure and ask your counselor.**

# I'm a Senior What Should I Be Doing to Prepare?

	2-Year Community College	4-Year University	Technical or Specialized Training School	The Military	Going to Work	I'm Unsure
<b>September</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Meet with your Counselor</li> <li><input type="checkbox"/> Review your coursework &amp; grades</li> <li><input type="checkbox"/> Meet with Admissions Reps</li> <li><input type="checkbox"/> Attend the Nat'l College Fair</li> <li><input type="checkbox"/> Visit college campuses</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Meet with your Counselor</li> <li><input type="checkbox"/> Review your coursework &amp; grades</li> <li><input type="checkbox"/> Meet with Admissions Reps</li> <li><input type="checkbox"/> Attend the Nat'l College Fair</li> <li><input type="checkbox"/> Visit college campuses</li> <li><input type="checkbox"/> Register for the SAT/ACT</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Meet with your Counselor</li> <li><input type="checkbox"/> Review your coursework &amp; grades</li> <li><input type="checkbox"/> Meet with Admissions Reps</li> <li><input type="checkbox"/> Attend the Nat'l College Fair</li> <li><input type="checkbox"/> Visit Schools or Training Sites</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Meet with your Counselor</li> <li><input type="checkbox"/> Review your coursework &amp; grades</li> <li><input type="checkbox"/> Research options with the armed forces - use the internet and check out brochures in the College &amp; Career Center</li> <li><input type="checkbox"/> Talk to a Recruiter</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Meet with your Counselor</li> <li><input type="checkbox"/> Review your coursework &amp; grades</li> <li><input type="checkbox"/> Obtain Social Security Card</li> <li><input type="checkbox"/> Check out website: <a href="http://www.ed.gov/students/prep/job/edpicks.jhtml?src:In">www.ed.gov/students/prep/job/edpicks.jhtml?src:In</a></li> <li><input type="checkbox"/> Visit the Employment Division</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Meet with your Counselor</li> <li><input type="checkbox"/> Review your coursework &amp; grades</li> <li><input type="checkbox"/> Meet with Admissions Reps</li> <li><input type="checkbox"/> Attend the Nat'l College Fair</li> <li><input type="checkbox"/> Visit Campuses, Schools or Training Sites</li> <li><input type="checkbox"/> Assess your needs &amp; resources</li> </ul> <p><i>If there's a possibility you may attend a 4 Year university:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Register for the SAT/ACT</li> </ul>

# I'm a Senior

# What Should I Be Doing to Prepare?

	2-Year Community College	4-Year University	Technical or Specialized Training School	The Military	Going to Work	I'm Unsure
October	<ul style="list-style-type: none"> <li><input type="checkbox"/> Meet with Admissions Reps who visit your school.</li> <li><input type="checkbox"/> Attend the Nat'l College Fair</li> <li><input type="checkbox"/> Visit college campuses</li> <li><input type="checkbox"/> Make a list of schools offering programs in your area of interest</li> <li><input type="checkbox"/> Inquire about transfer credits if you might transfer to a 4-year university</li> <li><input type="checkbox"/> Get admissions applications</li> <li><input type="checkbox"/> Work on admissions applications</li> <li><input type="checkbox"/> Note application deadlines and submit accordingly.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Meet with Admissions Reps who visit your school.</li> <li><input type="checkbox"/> Attend the Nat'l College Fair</li> <li><input type="checkbox"/> Visit college campuses</li> <li><input type="checkbox"/> Make a list of schools offering programs in your area of interest</li> <li><input type="checkbox"/> Obtain for Letters of Recommendation</li> <li><input type="checkbox"/> Get admissions applications</li> <li><input type="checkbox"/> Work on admissions application &amp; essays. Note deadlines - submit accordingly</li> <li><input type="checkbox"/> Register for the SAT/ACT</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Meet with Admissions Reps who visit your school.</li> <li><input type="checkbox"/> Attend the Nat'l College Fair</li> <li><input type="checkbox"/> Visit schools or training sites</li> <li><input type="checkbox"/> Make a list of schools offering programs in your area of interest</li> <li><input type="checkbox"/> Get admissions applications</li> <li><input type="checkbox"/> Work on admissions applications</li> <li><input type="checkbox"/> Note application deadlines and submit accordingly.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Research options with the armed forces - use the internet and check out brochures in the Career Center</li> <li><input type="checkbox"/> Talk to a Recruiter</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Assess your needs &amp; resources:                             <ul style="list-style-type: none"> <li>• what you'd like to do</li> <li>• how much you want/need to earn</li> </ul> </li> <li><input type="checkbox"/> Prepare a resume &amp; cover letter</li> <li><input type="checkbox"/> Network - talk with family, friends, teachers, career counselors, employment agencies</li> <li><input type="checkbox"/> Visit College &amp; Career Center</li> <li><input type="checkbox"/> Visit &amp; register with the Employment Dept.</li> <li><input type="checkbox"/> Attend job fairs</li> <li><input type="checkbox"/> Acquire work experience                             <ul style="list-style-type: none"> <li>• Volunteer</li> <li>• Part-time job</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Meet with Admissions Reps</li> <li><input type="checkbox"/> Attend the Nat'l College Fair</li> <li><input type="checkbox"/> Visit college campuses, schools or training sites</li> <li><input type="checkbox"/> Network - talk with family, friends, teachers, career counselors, employment agencies</li> <li><input type="checkbox"/> Create pro &amp; con lists for each of your possible options</li> <li>If there's a possibility you may attend a 4 Year university:                             <ul style="list-style-type: none"> <li><input type="checkbox"/> Register for SAT/ACT</li> </ul> </li> </ul>

# I'm a Senior

# What Should I Be Doing to Prepare?

	2-Year Community College	4-Year University	Technical or Specialized Training School	The Military	Going to Work	I'm Unsure
November	<ul style="list-style-type: none"> <li><input type="checkbox"/> Sr. Follow-up with Counselors</li> <li><input type="checkbox"/> Attend Financial Aid Night</li> <li><input type="checkbox"/> Get a Financial Aid Application (FAFSA)</li> <li><input type="checkbox"/> Work on admissions applications - Note deadlines (if any) - submit accordingly</li> <li><input type="checkbox"/> <i>Sign up for placement tests at college</i></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Sr. Follow-up with Counselors</li> <li><input type="checkbox"/> Attend Financial Aid Night</li> <li><input type="checkbox"/> Get a Financial Aid Application (FAFSA)</li> <li><input type="checkbox"/> Work on admissions applications - Note deadlines - submit accordingly</li> <li><input type="checkbox"/> Work on admissions essay (if required)</li> <li>If needed:                             <ul style="list-style-type: none"> <li><input type="checkbox"/> Register for SAT/ACT</li> <li><input type="checkbox"/> <i>Take SAT/ACT Test</i></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Sr. Follow-up with Counselors</li> <li><input type="checkbox"/> Attend Financial Aid Night</li> <li><input type="checkbox"/> Get a Financial Aid Application (FAFSA)</li> <li><input type="checkbox"/> Work on admissions applications - Note deadlines (if any) - submit accordingly</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Sr. Follow-up with Counselors</li> <li><input type="checkbox"/> Research options with the armed forces - use the internet</li> <li><input type="checkbox"/> Talk to a Recruiter</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Sr. Follow-up with Counselors</li> <li><input type="checkbox"/> Prepare a resume &amp; cover letter</li> <li><input type="checkbox"/> Network - talk with family &amp; friends, teachers, career counselors, employment agencies</li> <li><input type="checkbox"/> Visit College &amp; Career Center</li> <li><input type="checkbox"/> Visit &amp; register with the Employment Dept</li> <li><input type="checkbox"/> Attend job fairs</li> <li><input type="checkbox"/> Acquire work experience                             <ul style="list-style-type: none"> <li>• Volunteer</li> <li>• Part-time job</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Sr. Follow-up with Counselors</li> <li><input type="checkbox"/> Network - talk with family &amp; friends, teachers, career counselors, employment agencies</li> <li>If there's a possibility you may need financial aid:                             <ul style="list-style-type: none"> <li><input type="checkbox"/> Attend Financial Aid Night</li> </ul> </li> <li>If there's a possibility you may attend a 4 Year University:                             <ul style="list-style-type: none"> <li><input type="checkbox"/> Register for SAT/ACT</li> <li><input type="checkbox"/> Take SAT/ACT Test</li> </ul> </li> </ul>

# I'm a Senior      What Should I Be Doing to Prepare?

	2-Year Community College	4-Year University	Technical or Specialized Training School	The Military	Going to Work	I'm Unsure
December	<ul style="list-style-type: none"> <li><input type="checkbox"/> Work on Admissions applications - Note application deadlines (if any) - submit accordingly</li> <li><input type="checkbox"/> Sign up for placement test</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Work on admissions applications - Note application deadlines - submit accordingly</li> <li><input type="checkbox"/> Work on admissions essay (if required)</li> <li><i>If needed:</i></li> <li><input type="checkbox"/> Register for SAT/ACT</li> <li><input type="checkbox"/> Take SAT/ACT test</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Work on admissions applications - Note application deadlines - submit accordingly</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Research options with the armed forces - use the internet</li> <li><input type="checkbox"/> Talk to a recruiter</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Prepare a resume and cover letter</li> <li><input type="checkbox"/> Network - talk with family &amp; friends, teachers career counselors, employment agencies</li> <li><input type="checkbox"/> Visit &amp; register with the Employment Dept</li> <li><input type="checkbox"/> Attend job fairs</li> <li><input type="checkbox"/> Acquire work experience:               <ul style="list-style-type: none"> <li>- Volunteer</li> <li>- Part-time job</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Network - talk with family &amp; friends, teachers career counselors, employment agencies</li> </ul> <p>If there's a possibility you may attend a 4 Year University:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Register for SAT/ACT</li> <li><input type="checkbox"/> Take SAT/ACT Test</li> </ul>



# I'm a Senior What Should I Be Doing to Prepare?

	2-Year Community College	4-Year University	Technical or Specialized Training School	The Military	Going to Work	I'm Unsure
January	<ul style="list-style-type: none"> <li><input type="checkbox"/> Submit completed FAFSA between Jan 1-30</li> <li><input type="checkbox"/> Apply for outside funding or scholarships</li> <li><input type="checkbox"/> Work on admissions applications - Note deadlines (if any) - submit accordingly</li> <li><input type="checkbox"/> Sign up for placement tests at college</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Work on admissions applications - Note deadlines - submit accordingly</li> <li><input type="checkbox"/> Work on admissions essay (if required)</li> <li>If needed:                             <ul style="list-style-type: none"> <li><input type="checkbox"/> Register for SAT/ACT</li> <li><input type="checkbox"/> Take SAT/ACT Test</li> </ul> </li> <li><input type="checkbox"/> Submit completed FAFSA between Jan 1-30</li> <li><input type="checkbox"/> Apply for outside funding or scholarships</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Submit completed FAFSA Application</li> <li><input type="checkbox"/> Work on admissions applications - Note deadlines (if any) - submit accordingly</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Research options with the armed forces - use the internet</li> <li><input type="checkbox"/> Talk to a Recruiter</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Prepare a resume &amp; cover letter</li> <li><input type="checkbox"/> Network - talk with family &amp; friends, teachers, career counselors, employment agencies</li> <li><input type="checkbox"/> Visit College &amp; Career Center</li> <li><input type="checkbox"/> Visit &amp; register with the Employment Dept</li> <li><input type="checkbox"/> Attend job fairs</li> <li><input type="checkbox"/> Acquire work experience                             <ul style="list-style-type: none"> <li>• Volunteer</li> <li>• Part-time job</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Network - talk with family &amp; friends, teachers, career counselors, employment agencies</li> <li>If there's a possibility you may need financial aid:                             <ul style="list-style-type: none"> <li><input type="checkbox"/> Submit Completed FAFSA between January 1-30</li> </ul> </li> <li>If there's a possibility you may attend a 4 Year University:                             <ul style="list-style-type: none"> <li><input type="checkbox"/> Register for SAT/ACT</li> <li><input type="checkbox"/> Take SAT/ACT Test</li> </ul> </li> </ul>

# I'm a Senior What Should I Be Doing to Prepare?

	2-Year Community College	4-Year University	Technical or Specialized Training School	The Military	Going to Work	I'm Unsure
February	<ul style="list-style-type: none"> <li><input type="checkbox"/> Submit completed FAFSA</li> <li><input type="checkbox"/> Apply for outside funding or scholarships</li> <li><input type="checkbox"/> Work on admissions applications - Note deadlines (if any) - submit accordingly</li> <li><input type="checkbox"/> Sign up for placement tests at college</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Work on admissions applications - Note deadlines - submit accordingly</li> <li><input type="checkbox"/> Work on admissions essay (if required)</li> <li>If needed:                             <ul style="list-style-type: none"> <li><input type="checkbox"/> Register for SAT/ACT</li> <li><input type="checkbox"/> Take SAT/ACT Test</li> </ul> </li> <li><input type="checkbox"/> Submit completed FAFSA</li> <li><input type="checkbox"/> Apply for outside funding or scholarships</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Submit completed FAFSA Application</li> <li><input type="checkbox"/> Work on admissions applications - Note deadlines (if any) - submit accordingly</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Research options with the armed forces - use the internet</li> <li><input type="checkbox"/> Talk to a Recruiter</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Prepare a resume &amp; cover letter</li> <li><input type="checkbox"/> Network - talk with family &amp; friends, teachers, career counselors, employment agencies</li> <li><input type="checkbox"/> Visit College &amp; Career Center</li> <li><input type="checkbox"/> Visit &amp; register with the Employment Dept</li> <li><input type="checkbox"/> Attend job fairs</li> <li><input type="checkbox"/> Acquire work experience                             <ul style="list-style-type: none"> <li>• Volunteer</li> <li>• Part-time job</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Network - talk with family &amp; friends, teachers, career counselors, employment agencies</li> <li>If there's a possibility you may need financial aid:                             <ul style="list-style-type: none"> <li><input type="checkbox"/> Submit Completed FAFSA</li> </ul> </li> <li>If there's a possibility you may attend a 4 Year University:                             <ul style="list-style-type: none"> <li><input type="checkbox"/> Register for SAT/ACT</li> <li><input type="checkbox"/> Take SAT/ACT Test</li> </ul> </li> </ul>

# I'm a Senior What Should I Be Doing to Prepare?

	2-Year Community College	4-Year University	Technical or Specialized Training School	The Military	Going to Work	I'm Unsure
March	<ul style="list-style-type: none"> <li><input type="checkbox"/> Submit completed FAFSA</li> <li><input type="checkbox"/> Apply for outside funding or scholarships</li> <li><input type="checkbox"/> Work on admissions applications - Note deadlines (if any) - submit Accordingly</li> <li><input type="checkbox"/> Re-visit College Campus</li> <li><input type="checkbox"/> Sign up for placement tests at college</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Work on admissions applications - Note deadlines - submit accordingly</li> <li><input type="checkbox"/> Work on admissions essay (if required)</li> <li><input type="checkbox"/> Re-visit College Campus</li> <li><input type="checkbox"/> Take SAT/ACT Test (if not completed)</li> <li><input type="checkbox"/> Submit completed FAFSA (if not already done) and</li> <li><input type="checkbox"/> Review Student Aid Report (SAR).</li> <li><input type="checkbox"/> Apply for outside funding or scholarships</li> <li><input type="checkbox"/> Contact college financial aid Department</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Submit completed FAFSA Application (if not already done) and</li> <li><input type="checkbox"/> Review Student Aid Report (SAR).</li> <li><input type="checkbox"/> Work on admissions applications - Note deadlines (if any) - submit accordingly</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Research options with the armed forces - use the internet</li> <li><input type="checkbox"/> Talk to a Recruiter</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Prepare a resume &amp; cover letter</li> <li><input type="checkbox"/> Network - talk with family &amp; friends, teachers, career counselors, employment agencies</li> <li><input type="checkbox"/> Visit College &amp; Career Center</li> <li><input type="checkbox"/> Visit &amp; register with the Employment Dept</li> <li><input type="checkbox"/> Attend job fairs</li> <li><input type="checkbox"/> Acquire work experience                             <ul style="list-style-type: none"> <li>• Volunteer</li> <li>• Part-time job</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Network - talk with family &amp; friends, teachers, career counselors, employment agencies</li> </ul> <p>If there's a possibility you may need financial aid:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Submit Completed FAFSA and</li> <li><input type="checkbox"/> Review Student Aid Report (SAR).</li> </ul> <p>If there's a possibility you may attend a 4 Year University:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Register for SAT/ACT</li> <li><input type="checkbox"/> Take SAT/ACT Test</li> </ul>

# I'm a Senior What Should I Be Doing to Prepare?

	2-Year Community College	4-Year University	Technical or Specialized Training School	The Military	Going to Work	I'm Unsure
April	<ul style="list-style-type: none"> <li><input type="checkbox"/> Submit completed FAFSA (if not already done) and</li> <li><input type="checkbox"/> Review Student Aid Report (SAR).</li> <li><input type="checkbox"/> Apply for outside funding or scholarships</li> <li><input type="checkbox"/> Work on admissions applications - Note deadlines (if any) - submit Accordingly</li> <li><input type="checkbox"/> <i>Re-visit College Campus</i></li> <li><input type="checkbox"/> <i>Sign up for placement tests at college</i></li> <li><input type="checkbox"/> <i>Meet with college academic advisor</i></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Re-visit College Campus</i></li> <li><input type="checkbox"/> <i>Take SAT/ACT Test (if not completed)</i></li> <li><input type="checkbox"/> Submit completed FAFSA (if not already done) and</li> <li><input type="checkbox"/> Review Student Aid Report (SAR).</li> <li><input type="checkbox"/> Apply for outside funding or scholarships</li> <li><input type="checkbox"/> Contact college financial aid Department</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Submit completed FAFSA (if not already done) and</li> <li><input type="checkbox"/> Review Student Aid Report (SAR).</li> <li><input type="checkbox"/> Work on admissions applications - Note deadlines (if any) - submit accordingly</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Research options with the armed forces - use the internet</li> <li><input type="checkbox"/> Talk to a Recruiter</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Prepare a resume &amp; cover letter</li> <li><input type="checkbox"/> Network - talk with family &amp; friends, teachers, career counselors, employment agencies</li> <li><input type="checkbox"/> Visit College &amp; Career Center</li> <li><input type="checkbox"/> Visit &amp; register with the Employment Dept</li> <li><input type="checkbox"/> Attend job fairs</li> <li><input type="checkbox"/> Acquire work experience                             <ul style="list-style-type: none"> <li>• Volunteer</li> <li>• Part-time job</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Network - talk with family &amp; friends, teachers, career counselors, employment agencies</li> <li><input type="checkbox"/> Develop short term goals</li> <li>If there's a possibility you may need financial aid:                             <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Submit Completed FAFSA and</i></li> <li><input type="checkbox"/> Review Student Aid Report (SAR).</li> </ul> </li> <li>If there's a possibility you may attend a 4 Year University:                             <ul style="list-style-type: none"> <li><input type="checkbox"/> Register for SAT/ACT</li> <li><input type="checkbox"/> Take SAT/ACT Test</li> </ul> </li> </ul>

# I'm a Senior What Should I Be Doing to Prepare?

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# Senior Exit Interview

## Post High School Plans - Class of \_\_\_\_\_

ESL (K-12) yes no

Name (please print): \_\_\_\_\_ Hm Phone: \_\_\_\_\_

Address: \_\_\_\_\_

Name and phone of someone who would know how to locate you:

Name: \_\_\_\_\_ Phone: \_\_\_\_\_

Address: \_\_\_\_\_ City/State/Zip: \_\_\_\_\_

Father's Full Name: \_\_\_\_\_

Mother's Full Name: \_\_\_\_\_

Check the one option that best fits your post-high school plans:

- Community College

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

Have you taken the placement test? \_\_\_\_\_ Yes \_\_\_ No

- 4-year College/University

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

- I have been offered/received an award from (school or organization):

1) \_\_\_\_\_ Amount \_\_\_\_\_

2) \_\_\_\_\_ Amount \_\_\_\_\_

3) \_\_\_\_\_ Amount \_\_\_\_\_

- Military Branch: \_\_\_\_\_

- Other Training (Business College, Trade School, Technical School)

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

- Employment

- Full time work
- Full time work and school
- Part time work
- Part time work and school

=====

Name (please print): \_\_\_\_\_ Hm Phone: \_\_\_\_\_

8th SEMESTER TRANSCRIPT RELEASE: Transcripts can only be issued by a signed release (students under 18 years of age must have a parent signature). All colleges require an 8<sup>th</sup> semester transcript for final admission. Please send my transcript to the following schools:

School: \_\_\_\_\_ Address: \_\_\_\_\_

School: \_\_\_\_\_ Address: \_\_\_\_\_

School: \_\_\_\_\_ Address: \_\_\_\_\_

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

Parent Signature (if student not 18 years of age): \_\_\_\_\_

# **School-Based Activities**



## School-Based Activities

School-Based Activities, together with Career-Based Activities and Career Related Learning Experiences are key components of an overall Advisory System. School-Based Activities provide structured opportunities for students to learn more about themselves, consider their options, and thoughtfully begin to prepare for their next steps. School-Based Activities may take place in a variety of ways. For example, some schools may choose to offer a course with a career focus. Others may choose to integrate career exploration activities into the curriculum of an existing class or develop a school-wide advisory program

School-Based Activities follow a continuum of personal and career development activities that begin in the 7<sup>th</sup> and 8<sup>th</sup> grades and increase in intensity and focus each year as students continue through high school, culminating in a plan for their post high school options. School-Based Activities should include curriculum and activities that address:

- Self Awareness
- Goal Setting (personal, academic, career)
- Career Cluster Exploration
- Career Development Content Standards
- Work Readiness Skills
- Transition Planning

School-Based Activities, Career-Based Activities and Career Related Learning Experiences are critical elements of a successful Advisory Program. Together, they enhance classroom curriculum and allow students to gain insight, self-confidence, experience and a better understanding of themselves, careers and the world of work.

## **School Based Activities**

### **7<sup>th</sup> & 8<sup>th</sup> Grade**

- Create 4 Year Personal Portfolio/Career Folder
- Self Assessment
- Review Helpful High School Cluster Pathway Choices
- High School Visitation
- Reflection and Goal Setting
- Career Development Content Standards

### **MD Standards - 1,2,3**

- 1. Self Awareness**
- 2. Career Awareness**
- 3. Career Exploration**

## **School Based Activities**

### **9<sup>th</sup> Grade**

- Review 4 Year Personal Portfolio/Career Folder
- Self Assessment
- Goal Setting
- Career Development Content Standards
- Career Research

### **MD Standards - 1,2,3,4**

- 1. Self Awareness**
- 2. Career Awareness**
- 3. Career Exploration**
- 4. Career Preparation**

## **School Based Activities 10<sup>th</sup> Grade**

- Review 4 Year Personal Portfolio/Career Folder
- Self Assessment
- Work Readiness Skills Including Resume, Cover Letter
- Career Development Content Standards
- Independent Living & Financial Requirements
- Career Options Presentation
- Student Led Conference

### **MD Standards - 1,2,3,4,5,6**

- 1. Self Awareness**
- 2. Career Awareness**
- 3. Career Exploration**
- 4. Career Preparation**
- 5. Job Seeking & Advancement**
- 6. Career Satisfaction & Transition**

## **School Based Activities 11<sup>th</sup> Grade**

- Review 4 Year Personal Portfolio/Career Folder
- Junior Portfolio
- Employability Pieces (update resumes etc.)
- Reflection
- Junior Portfolio presentation
- Career Development Content Standards

### **MD Standards - 1,2,3,4,5,6**

- 1. Self Awareness**
- 2. Career Awareness**
- 3. Career Exploration**
- 4. Career Preparation**
- 5. Job Seeking & Advancement**
- 6. Career Satisfaction & Transition**

## **School Based Activities 12<sup>th</sup> Grade**

- Review 4 Year Personal Portfolio/Career Folder
- Senior Portfolio
- Employability Pieces (update resumes, secure letters of recommendation, etc.)
- Reflection
- Project and/or Research Paper
- Senior Project/Portfolio presentation
- Portfolio Fair
- Career Development Content Standards

### **MD Standards - 1,2,3,4,5,6**

- 1. Self Awareness**
- 2. Career Awareness**
- 3. Career Exploration**
- 4. Career Preparation**
- 5. Job Seeking & Advancement**
- 6. Career Satisfaction & Transition**

## Grade 9

### September/October Focus

Intro: High School Briefs (updated monthly)

1. Getting to know myself and the others in my advisory group
2. Navigating high school
3. Introduction to the Freshman Planner
4. Creating a Career Folder
5. Setting Goals - personal, academic, career
- \* Interest Inventory - completed in class of school's choice or as homework

### November/December Focus

Intro: High School Briefs (updated monthly)

1. Reconnect Activity
2. Decision Making
3. Career Cluster Activity
4. Freshman Planner Review
5. Goal Review
- \* Self Assessment - completed in class of school's choice or as homework

### January/February Focus

Intro: High School Briefs (updated monthly)

1. Reconnect Activity
2. Career Cluster Activity
3. Career Content Standards Activity
4. Sharing interest/assessment results
5. Freshman Planner Review
6. Goal Review

### March/April Focus

Intro: High School Briefs (updated monthly)

1. Sharing interest/assessment results
2. Career Cluster selection activity
3. Introduce career based activity options and requirements
4. Freshman Planner Review
5. Goal Review
- \* Career Report - completed in class of school's choice or as homework

### May/June Focus

Intro: High School Briefs (updated monthly)

1. Sharing career based activity experiences
2. Preparation for student-led conference
3. Freshman Planner Review
4. Goal Review
- \* Complete student-led conference in class of school's choice or after school/evening activity

# Grade 10

## September/October Focus

Intro: High School Briefs (updated monthly)

1. Getting to know myself and the others in my advisory group
  2. Review the Freshman Planner and Career Folder
  3. Review Career Clusters
  4. Introduce Sophomore Planner
  5. Setting Goals - personal, academic, career
- \* Interest Inventory - completed in class of school's choice or as homework

## November/December Focus

Intro: High School Briefs (updated monthly)

1. Career Content Standards Activities
  2. Sophomore Planner Review
  3. Goal Review
- \* Begin employability packet pieces (resume, cover letter etc.)

## January/February Focus

Intro: High School Briefs (updated monthly)

1. Career Based Activity Options and Requirements
2. Sophomore Planner Review
3. Goal Review
4. Employability Packet Review

## March/April Focus

Intro: High School Briefs (updated monthly)

1. Mock Interview Preparation
  2. Career Report including informational interview
  3. Sophomore Planner Review
  4. Goal Review
- \* Begin independent living packet
- \* Participate in mock interview

## May/June Focus

Intro: High School Briefs (updated monthly)

1. Sharing career based activity experiences
  2. Share career report including informational interview results
  3. Preparation for student-led conference
  4. Sophomore Planner Review
- \* Complete student-led conference in class of school's choice or after school/evening activity



# Grade 11

## September/October Focus

Intro: High School Briefs (updated monthly)

1. Getting to know myself and the others in my advisory group
  2. Review the Sophomore Planner and Career Folder
  3. Review Career Clusters and Career Content Standards
  4. Introduce Junior Planner
  5. Setting Goals - personal, academic, career
  6. Introduce Junior Portfolio
- \* Begin gathering materials for portfolio

## November/December Focus

Intro: High School Briefs (updated monthly)

1. Reflection
2. Junior Portfolio Work
3. Update employability packet
4. Junior Planner Review
5. Goal Review

## January/February Focus

Intro: High School Briefs (updated monthly)

1. Career Based Activity Options and Requirements
2. Job Shadow Preparation
3. Junior Portfolio Work
4. Junior/Senior Reflection Requirements
5. Junior Planner Review
6. Goal Review

## March/April Focus

Intro: High School Briefs (updated monthly)

1. Post-Secondary Options
2. Junior Portfolio Work
3. Junior Planner Review
4. Goal Review

## May/June Focus

Intro: High School Briefs (updated monthly)

1. Preparation for portfolio presentations
  2. Junior Planner Review
  3. Set summer goals related to post-secondary options
- \* Complete junior conference in class of school's choice or after school/evening activity

# Grade 12

## September/October Focus

Intro: High School Briefs (updated monthly) - Includes post-secondary timelines

1. Getting to know myself and the others in my advisory group
  2. Review the Junior Planner
  3. Introduce Senior Transition Planner and Review Graduation Requirements
  4. Introduce Senior Portfolio/Research Paper requirements
  5. Update employability packet including letters of recommendation
  6. Internship/Project Preparation
  7. Setting Goals - personal, academic, career
- \* Begin gathering materials for portfolio, research paper
  - \* Secure site for internship/project

## November/December Focus

Intro: High School Briefs (updated monthly)

1. Introduce FAFSA
2. Senior Portfolio Work
3. Review employability packet
4. Review Senior Transition Planner
5. Review goals

## January/February Focus

Intro: High School Briefs (updated monthly)

1. Review post-secondary timelines and requirements
2. FAFSA update
3. Senior Portfolio Work
4. Review employability packet
5. Review Senior Transition Planner
6. Review goals

## March/April Focus

Intro: High School Briefs (updated monthly)

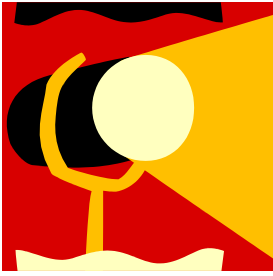
1. Alumni Panel including university, community college, technical school, military, work
2. Review post-secondary timelines and requirements
3. Senior Portfolio Work
4. Review employability packet
5. Review Senior Transition Planner
6. Review goals

## Grade 12 cont'd

### May/June Focus

Intro: High School Briefs (updated monthly)

1. Preparation for portfolio presentations
  2. Review Senior Transition Planner
  3. Review goals
  4. Set goals related to post-secondary options
- \* Complete senior portfolio presentation conference in class of school's choice or after school/evening activity



# ***Focus on Juniors***

**Junior Advisory Meeting**

**Date**

**Start time - End time**



- Junior Advisory  
What & Why**
- Setting Goals**
- The Junior Portfolio -  
What's required**

**Remember...Attendance is Mandatory.**

**SEE YOU THERE!**

**Student Name:**

**ID#:**

**Your Mentor:**

## Getting to know my Advisory Group

Format: Gathering

Grouping: Whole Advisory

Scheduling: First Advisory Meeting

Directions:

During the first advisory meeting at the beginning of the school year, invite students to introduce each other to the whole group. Brainstorm and list any questions students would like to ask each other. Then pair students randomly by using any of the following:

- 1) Two decks of playing cards (students with the same cards are partners)
- 2) Counting off (if you have 20 students, have students count off one to ten twice and find the person with the same number).
- 3) Drawing names out of a hat (half of the students draw the names of the other half of the students)

Give advisory pairs five minutes to ask each other three questions and prepare their introductions. Then gather in a circle and ask each pair of students to introduce each other.

*The Advisory Guide, Rachel A. Poliner and Carol Miller Lieber*

## Advisory Meeting Activity

Format: *Gathering*

Grouping: *Whole Advisory*

Scheduling: *First Advisory Meeting*

Directions:

1. Give each student a piece of paper.
2. Show them how to fold it into a table tent.
  - a. Fold sheet into thirds to form a tent
3. Have students write their first and last name on one side of the "tent".
4. While they are making the name sign, ask them to think of one thing they are excited about doing this year. It might be joining a sports team, trying out for the school play, getting better grades than last year or as simple as chewing gum in class.
5. Gather the whole group together.
6. Ask students to introduce themselves to the group and share what they're excited about for the coming school year.

## Who Do You Know

Format: Activity

Grouping: Whole Advisory

Scheduling:

Directions:

1. Challenge students to see how many names they remember from the group.  
This group will be meeting a lot over the course of the year, and it's important for everyone to get to know each other.
2. Provide a small prize (candy, pencil etc.) for the winning student.

# Navigating High School

The purpose of this advisory lesson is to orient the student to the high school.

The following are suggested topics. It's assumed that 8<sup>th</sup> grade students were exposed to this information before they came to high school; however, a refresher is beneficial:

- Academic and Graduation Requirements
- Rules, Policies and Student Handbook
- Physical Environment (campus tour)
- Activity/Athletic Involvement and Schedules
- Important People to Know - i.e. Principals, etc.
- School Calendar/Important Dates to Remember
- Other



# Things I Can Do to Prioritize My Work - Worksheet

(adapt this page to accommodate the state and local graduation requirements)

	A	B	C	D
<b>Required Courses</b>	I have already taken this course  List your grade.	I am currently taking this course	I will take this course in the future.	Refer to the courses in column "B" (courses you are currently taking). Rank them in order of the amount of work/time they will require to pass. 1 = requires the most work/time
English I				
English II				
English III				
English IV				
Math I				
Math II				
Math III				
Math IV				
Science I				
Science II				
Science III				
Science IV				
Social Studies				
Social Studies				
Social Studies				
Technology Education				
Fine Arts				
PE and Health				
Foreign Language				
Advanced Technology Education				
CTE Pathway Program or Academic Concentration				

List three things you can do to ensure you successfully complete the course you ranked #1 (requires the most work/time to pass).

- 1.
- 2.
- 3.

## Chocolate Test

"If you were buying candy and had your choice of the following, which would you choose"?

- Baby Ruth
- Butterfinger
- Snickers
- Hershey Bar
- Almond Joy
- Clark Bar
- Good 'n' Plenty

## Chocolate Test

This is what the research says about you:

- BABY RUTH** Sweet, loving, cuddly. You love all warm fuzzy items. A little nutty. Sometimes you need a little treat like an ice cream cone at the end of the day.
- BUTTERFINGER** Smooth, articulate. You are an excellent after-dinner speaker and a good teacher. But, don't try to walk and chew gum at the same time.
- SNICKERS** Fun-loving, sassy, humorous. Everyone enjoys being around you. But, you are a practical joker...others should be cautious.
- HERSHEY BAR** Romantic, warm, loving. You care about other people and can be counted on in a pinch. You tend to melt and get gushy.
- ALMOND JOY** Always ready to give and receive, very energetic, and really like to get into life.
- CLARK BAR** You like sports, whether baseball, football, basketball, or soccer. If you could, you would like to participate, but also enjoy watching sports. You don't like to give up the remote control.
- GOOD 'N' PLENTY** You are a very fun loving person who likes to laugh. You are fun to be with. People like to go to the movies with you. You are a warm hearted person.

# Glowing and Growing

Directions:

Ask students to consider how the year is going thus far. Tell them to think of 2 things to share:

Something to



This would be something the student is proud of or particularly excited about.

Something to **GROW** on.

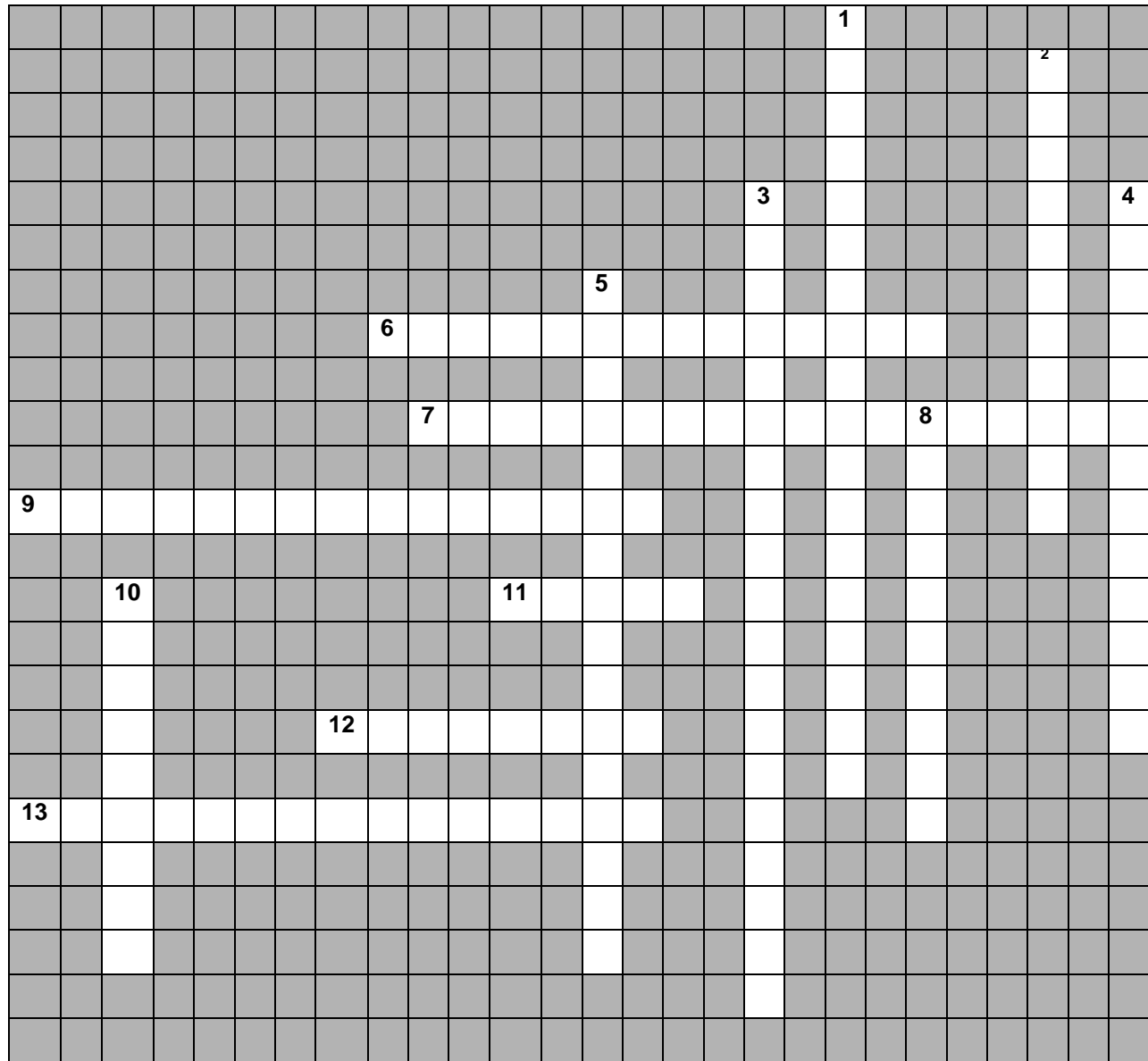
This would be something the student is working on or struggling with.

CAREER AWARENESS  
 CAREER EXPLORATION  
 JOB SEEKING  
 CAREER PREPARATION

CAREER SATISFACTION  
 REFLECTION  
 SELF AWARENESS

CAREER CLUSTERS  
 PORTFOLIO  
 PROBLEM SOLVING

COMMUNICATION  
 GOALS  
 TEAMWORK



**DOWN**

1. To explore cluster options to prepare an educational and career plan (2 words - include space).
2. To demonstrate skills to secure, maintain and advance in a chosen career cluster (2 words - include space).
3. To demonstrate how lifelong learning skills enhance one's ability to succeed (2 words - include space).
4. A technique for expressing ideas effectively - giving and receiving information (2 words - include space).
5. To understand educational and skill requirements for a career interest area (2 words - include space).
8. A written evaluation of one's work.
10. A collection providing tangible proof of hard work, talents and accomplishments.

**ACROSS**

6. To understand your abilities, strengths, interests, skills and talents (2 words - include space).
7. To demonstrate career development skills to begin planning post-high school (2 words - include space).
9. Maryland's 10 occupational groupings (2 words - include space).
11. Things you plan to accomplish to attain.
12. To work effectively with others.
13. To find solutions and apply decision making techniques (2 words - include space).



## Reconnecting Activities

\*When Advisory Groups do not meet weekly, a concerted effort needs to be made to build the students into an accepting, friendly group so they are comfortable working and sharing with one another. Below are some ideas to help remind students of each other's names as you work to build the group.

- Go around the room (or circle) and ask each student to state their name. When all have shared, ask a student to tell you the name of the person on their left, or right, or directly across from them. Keep going until everyone has had a turn.
- Ask students to pair up and interview another person. Then have the students introduce each other to the group. Use just a few general questions for the interview.
- Have the group introduce themselves by name and then mention something that begins with the same letter, a fruit, vegetable, animal, etc. Then go around again and ask the students to state their name and article, followed by introducing the person to their right by name and article. ("I am Brenda banana and this is Rachel raspberry".)
- See if a student can go around the room and tell the group the name of all the other students. Ask several students to try and have a small prize for those that can accomplish this.
- Throw a Nerf ball around the circle or classroom. Have the person with the ball say the name of another student and then throw the ball to them.
- Give each student a piece of paper and some colored pens, crayons or stickers. Ask them to decorate a name sign for themselves and set it in front of them on the desk or table or hold the sign in front of them. After introducing themselves and sharing their artwork, have the students pass the name signs around the circle or room and then ask them to stop and hold the sign that they have received. Ask a member of the group to say the name and match it to the person. Continue until all students have their own name signs.

Be creative and help the students learn names and feel comfortable as they become acquainted with one another!

## Self-Assessment Activity

In this activity, students will use words that describe their personality, mental or physical abilities, learning style and/or strengths.

Have students write their name in a vertical line on the paper. Next to each letter, have them write an adjective phrase that begins with that letter.

Example:

Name: Dakota Tinker

Deliberate

Affectionate

Kind

Outstanding

Thoughtful

Artistic

Talkative

Intelligent

Neat

Knowledgeable

Example

Realistic



## Relationship Bank Account

Discuss with students about a savings account at a bank. Talk about deposits and withdrawals, positive and negative balances. Then move on to the idea of a relationship bank account. Some examples of deposits (actions to improve a relationship) are giving compliments, acting in someone's best interest, keeping your promises, and spending time together. Examples of withdrawals (actions that may weaken a relationship) are talking behind someone's back, judging others, or breaking your promises. Have the group brainstorm more examples of deposits and withdrawals.

Now ask the students to identify one relationship that is important to them. Tell them to look back over the last week and make a list of the deposits and withdrawals they've made in that relationship. Do they have a positive or negative balance?

Ask students to identify a relationship that could use a boost. Tell them to write down three things they could do in the next week to make deposits into that account.

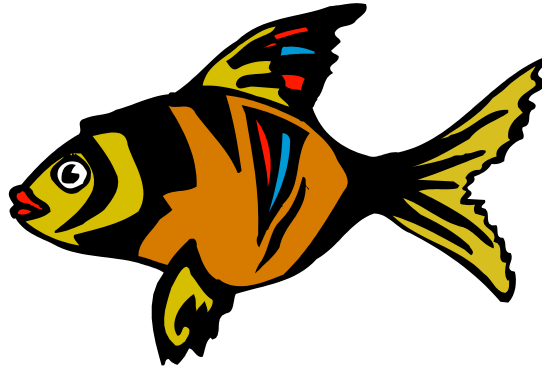
Encourage them to think about their bank account in the future.

## Planning for Semester Exams

Pass out "Planning for Semester Exams" worksheet. There is a section for each of their eight classes with the date and times of their finals.

- ◆ Write the name of each class next to the appropriate period.
- ◆ Identify whether their final is a culminating activity, project, or written exam.
- ◆ Prioritize each exam/task by rating the preparation time for each class.  
(1-extensive/2-moderate/3-minimal)
- ◆ Develop a study plan that matches preparation needs, student learning style, and type of test.
- ◆ Encourage students to: Use this planning guide to organize for finals, check with teachers for missing work, set aside time/place to study and do homework to prepare for finals, and use student planner to remember study strategies and test taking tips.





There are four main concepts highlighted in the **FISH** philosophy of having a fun and meaningful school and work life.

### 1. **PLAY**

- Enjoy yourself by making school and work fun.
  - Be creative with your assignments, projects, senior venture topic, internship.
- Ask** How can you increase your creativity?

### 2. **MAKE THEIR DAY**

- Do something special for others.
  - Make an effort to connect with a classmate you don't know.
- Ask** What are some ways you could do something special for a classmate?

### 3. **BE THERE**

- Be focused on the moment, person or task you are involved in.
  - Be present by listening well and participating wholeheartedly.
- Ask** How can you create positive memories with few regrets during your senior year?

### 4. **CHOOSE YOUR ATTITUDE**

- Your attitude decides the quality of your experience.
  - "A positive attitude is a decision we make moment to moment."
- Ask** Just like in the video and in real life, we don't get to choose a great deal of all the activities we must participate in. How can a positive attitude make the difference?

Distribute fish crackers.

**Throw them (like fish) if you're feeling brave!**

# Advisory Meeting Script Template

Grade:

Meeting Month(s):

Start Time:

End Time:

---

Required Supplies:

---

## Activity 1

Activity Title: *Greet the Group/Ice Breaker Activity*

Start Time:

End Time:

MD CDC Standard(s):

---

## Activity 2

Topic: *Reconnect Activity or Review concept from last meeting*

Start Time:

End Time:

MD CDC Standard(s):

---

## Activity 3

Topic: *High School Briefs - Getting Involved in Your School*

Start Time:

End Time:

MD CDC Standard(s):

# Advisory Meeting Script Template cont'd

## Activity 4

Topic: Character Building Concept

Start Time:

End Time:

MD CDC Standard(s):

---

## Activity 5

Topic: School-Based Concept (Planner, Goal Setting, Cluster Activities, Career Development Content Standards, Career Related Learning Standards, etc)

Start Time:

End Time:

MD CDC Standard(s):

---

## Activity 6

Topic: Career-Based Concept (Work Readiness Skills, Career-Related Learning Experiences, etc.)

Start Time:

End Time:

MD CDC Standard(s):

---

## Activity 7

Topic: Post-Secondary Planning

Start Time:

End Time:

MD CDC Standard(s):

---

## Activity 8

Topic: Closing Activity or Present Follow-up Assignment

Start Time:

End Time:

MD CDC Standard(s):



# High School Briefs

High School  
Address, City, State, Zip

Date

Volume 1, Issue 1

## Dates of Interest

### September

#### Activities

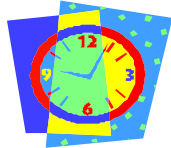
- 10 - School Pictures
- 13 - Advisory Meeting
- 14 - Class Meetings
- 15 - Yearbook Party
- 20 - Back to School Night
- 24 - Welcome Back Dance
- 27 - MHC ASB Meeting
- 28 - Advisory Meeting

### October

#### Activities

- 1 - Sadie Hawkins Dance
- 6 - SAT Testing
- 11 - Homecoming Assembly
- 15 - Spaghetti Feed
- 15 - Homecoming Dance
- 16 - PSAT Testing
- 20 - Picture Retakes
- 25-29 - Red Ribbon Week
- 26 - Blood Drive
- 29 - State College Visitation

## Welcome to a new school year!



*Now is the time. Here is the place.  
Will you be ready?*

The start of a new school year is an opportunity to begin anew. Focus on your schoolwork...join a club...volunteer your time. Get involved! It's also a time to begin exploring options, developing goals and planning for life after graduation.

Advisory meetings will provide you with information, tools and resources to support your efforts and help you to successfully meet your goals..



## *Events in the Spotlight*

### *GET OUT YOUR BUG SPRAY AND SUNGLASSES*

This spring Outdoor School will be held at Cedar Ridge, Trickle Creek and YWCA Camp Westwind from March 27 through June 9, 2006. It is a great opportunity for high school students to demonstrate maturity, responsibility and leadership and have fun at the same time. If you love singing Kumbaya and you don't mind an occasional insect, consider spending five days as a camp counselor for 8 graders this spring. If you have a desire to make a difference in young lives, this is for you! Go to the counseling office for more information.



## *Monthly Morals*

September's monthly moral is "attitude," which is how you respond to situations in life. A good attitude can make a difference in your life. Attitude may seem like a little thing, but it makes a BIG difference. A positive attitude can go a long way in making a strong impact on whether you succeed or fail.




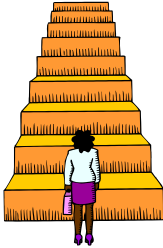




## *Get Involved!*

Check out the Career Center Activities Board for a complete list of Clubs, Activities and Sports opportunities.

# CDF Guide

## How to identify the Career Development Framework Standards

	<p><b><u>Self Awareness</u></b> Acquire and apply self-knowledge to understand one's abilities to build and maintain a positive self concept.</p> <p><i>Have you...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identified your abilities, strengths, interests, skills and/or talents?</li> <li><input type="checkbox"/> Interacted appropriately with others (teachers, community people, peers)?</li> <li><input type="checkbox"/> Used self-knowledge to set goals and make decisions?</li> </ul>
	<p><b><u>Career Awareness</u></b> Understand Maryland's Career Clusters and pathways and connect their relationship to educational achievement and life-long learning.</p> <p><i>Have you...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Investigated Maryland's 10 Career Cluster areas?</li> <li><input type="checkbox"/> Demonstrated career investigation and decision making skills</li> <li><input type="checkbox"/> Learned educational, training and skill requirements for a career interest area?</li> </ul>
	<p><b><u>Career Exploration</u></b> Assess Career Cluster choices and related pathways to develop an education and career plan.</p> <p><i>Have you...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identified a sequence of career pathway courses?</li> <li><input type="checkbox"/> Prepared an educational and career plan to help you achieve your educational and career goals?</li> </ul>
	<p><b><u>Career Preparation</u></b> Prepare for postsecondary and career success. Demonstrate career development skills in planning for post-high school experiences.</p> <p><i>Have you...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrated career investigation skills?</li> <li><input type="checkbox"/> Applied cluster knowledge through technology, research, problem-solving work-based learning and project-based learning?</li> <li><input type="checkbox"/> Developed a career folder including a resume, cover letter, goals, etc.?</li> </ul>
	<p><b><u>Job Seeking &amp; Advancement</u></b> Demonstrate skills to secure, maintain and advance in a chosen career cluster.</p> <p><i>Have you...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrated proficiency in cluster and pathway standards?</li> <li><input type="checkbox"/> Demonstrated employment skills (write a resume &amp; cover letter, interview, find employment, market yourself)?</li> <li><input type="checkbox"/> Demonstrated career management skills?</li> </ul>
	<p><b><u>Career Satisfaction &amp; Transition</u></b> Demonstrate skills that demonstrate how the attainment of knowledge and skills enhances one's ability to successfully function in a changing economy.</p> <p><i>Have you...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Used career management and decision making skills?</li> <li><input type="checkbox"/> Demonstrated lifelong learning skills?</li> </ul>



# Personal/Career Development Guide

## Self Awareness

Acquire and apply self-knowledge to understand one's abilities, strengths, interests, skills and talent to help make thoughtful choices for post-high school options.



*Have you...*

- Identified tasks that need to be done and gone on to complete those tasks?
- Interacted appropriately with others (teachers, community people, peers)?
- Maintained regular attendance and been on time?

## Problem Solving

Apply decision-making and problem-solving techniques in school and community.



*Have you...*

- Identified problems or issues?
- Used problem solving and decision making skills to identify alternatives & develop solutions?
- Developed a plan to implement the solutions?

## Communication

Demonstrate effective speaking, listening, written and non-verbal skills.



*Have you...*

- Spoken clearly, listened attentively and/or written clearly and accurately?
- Given and received feedback in a positive manner?
- Read technical or instructional or professional materials/journals for information?

## Teamwork

Demonstrate effective cooperation working with others in school and community.



*Have you...*

- Demonstrated respect and flexibility in team situations?
- Worked effectively as a member of a team?
- Demonstrated skills that improved team effectiveness - for example, compromise, consensus building, conflict management and goal setting?

## Employment Foundations

Demonstrate both academic knowledge and technical skills required for successful employment in a Pathway interest area.



*Have you...*

- Demonstrated career investigation skills
- Developed work-readiness materials (resume, cover letter, goals etc.)
- Dressed appropriately for the work environment?
- Followed health and safety practices?
- Used tools and technology appropriately?

## Career Development

Demonstrate career development skills in planning for post-high school experiences.



*Have you...*

- Learned educational, training and skill requirements for a career interest area?
- Assessed your personal interests and strengths related to your personal, educational and/or career goals?
- Developed a plan to help you achieve your personal, educational and career goals?

## Character Building

The following terms are meant to be used monthly during the advisement period. Each term, or "monthly moral", will have a definition along an encouragement for discussion, so that students can remember and implement these "character building" traits. All written material is in a form for the advisor to use with the advisement group. All of these terms can be expanded, but the advisor is encouraged to post somewhere the following principles with the words to remind students that the emphasis is on character building. Bookmarks can also be designed for the students in advisement groups using the character building terms. The important point is to remind students to grow in character.

- CITIZENSHIP** Caring enough to speak up for the good of your school and community.
- HONESTY** - Sometimes honesty takes courage, but it is the right thing to do.
- ATTITUDE** - How you respond to situations in life.
- RESPECT** - You have to give respect to get it.
- ACHIEVEMENT** - Knowing you did the best that you can do.
- CARING** - Sharing, valuing, and caring about each other's feelings.
- TOLERANCE** - Respecting our differences and sharing our goals.
- EXCELLENCE** - Being the best you can be.
- RESPONSIBILITY** - Taking credit or criticism for our actions.

The focus this year is on "CHARACTER BUILDING." Character is what you say or do when no one else is looking. Challenge students to think about what they do around their friends vs. what they do when no one else sees them. Talk about how their true character is what they do when no one is looking. Encourage them to carry over the positive traits from one area to the other. For example, if a student is outgoing when in the comfort of a group of people, encourage them to be outgoing on their own. Or, if a student tends to talk to or welcome a stranger (someone different than himself) when he is alone, encourage him to do the same even when his friends are watching, even if they might make fun of him for talking to someone from a different peer group.

# Character Building

## Citizenship

"Citizenship," is the act of caring enough to speak up for the good of your school, your community, and each other. Have the group share examples of citizenship they have done or seen so far this year. Also collect ideas of what they can do this week and throughout the year to continue showing their citizenship. Include the idea of "voting" and exercising that right. If there are English as a Second Language (ESL) students present ask them about what "voting" or "citizenship" means in their country.

## Attitude

"Attitude," is how you respond to situations in life. Lead a discussion about why a good attitude can make a difference in life. Attitude may seem like a little thing, but it makes a BIG difference. As you talk about how one's attitude and choices can make a difference in life, provide examples. For instance, the people you surround yourself with have a strong impact on whether you succeed or fail. The wrong friends can drag you down. Peer pressure is on all those lists of reasons why people get drunk or use drugs, so emphasize healthy choices along with a positive attitude. Remind students that facial expressions (a smile instead of a frown) and word choice can have a large impact on others. Our attitudes are reflected in those words and expressions. Remind them that even grim situations can have their funny side and we don't have to punish the world with our bad attitudes. Ask student to share their own examples of how one's attitude and choices make a difference in life. Be prepared to give your own example(s).

# Character Building

## Respect

“Respect,” is showing consideration for others’ differences and beliefs. Respect is a principle. Keeping principles at the center of your focus actually can make a difference in life. We are all familiar with the effects of gravity. Throw a ball up and it will come down. It’s a natural law or principle. Just as there are principles that rule the physical world, there are principles that rule the human world. Principles aren’t religious. They aren’t American or Asian. They aren’t up for discussion. If you live by them, you will excel. They apply equally to everyone. Other principles would be honesty, kindness and love. In addition to respecting others, it is also important to respect yourself and to earn the respect of others.

Have the group talk about some examples of ways we can respect each other. For example, not judging one another and learning about cultural differences such as different ways we celebrate the holidays. If you find yourself making judgments, try to put yourself in the other person’s shoes.

Think of a time when you worked with someone who was different than you in some way. How did you use your different ideas, strengths, etc. to do something better than you could have done alone? Ask students to think about ways to respect themselves and then share with the group. What can they do to gain respect from others and learn to respect themselves more? Encourage students to respect differences.

# Character Building

## Achievement

"Achievement," is knowing you did the best you could do, reaching a goal, and feeling success. This is the perfect time to lead a discussion about how showing achievement in your life and doing the best you can do is important. This "character builder" leads right into setting goals, looking at test scores, monitoring grades and being mindful that "achievement" is very personal and comparisons with others ignores your own special attributes and innate abilities.

## Caring

"Caring" is sharing, valuing and being mindful of each other's feelings and needs. Teach the C.A.R.E. formula.

**C=Compliment** three people each day. Make sure the compliment is sincere. Instead of being jealous or thinking a compliment won't matter, challenge yourself to share your thoughts. You will be amazed at how people respond when you make positive comments.

**A=Act** in others' best interests. Think with compassion about students who are either new to the school or don't have a lot of positive things happening in their lives. Take a minute to talk with these students despite the possibility your friends will wonder what you are doing. It takes courage to get out of your comfort zone to make others comfortable. (Have you ever felt sorry for someone? Why? What could you do to make a difference?)

**R=Respect** the differences of others. It is so easy to walk on campus and immediately judge others by external appearances. Too often, these judgments are way off. Reserve judgment until you have a better understanding of others.

**E=Extend** a helping hand. Your school, family and community need you.

Nothing shows you care more than getting involved by willingly giving your time and energy. Brainstorm ways you could extend a helping hand at school. Are there family members or neighbors that could use your help?

Ask the students to think about how their own behavior is affected in an attempt to belong, as well as what their actions and attitudes are in accepting others and respecting people's differences. Challenge them to actively CARE.

Ask the students to think about how their own behavior is affected in an attempt to belong, as well as what their actions and attitudes are in accepting others and respecting people's differences. Challenge them to actively CARE.

## TOLERANCE

"Tolerance", means respecting differences of others and sharing common goals. It is important to show tolerance for each other. Ask each student to share one way we can show tolerance for another person. For example: Ideas you could share to start discussion.

- listen to people sincerely
- being polite
- helping one another
- being patient with others
- avoid gossip and spreading rumors
- work together respectfully
- taking responsibility to be positive
- show concern

# Character Building

## Excellence

"**Excellence**", is being the best you can be and striving for superiority in a positive sense for oneself. This "character builder" can serve as a foundation for goal setting, preparing for exams, grade self reflection and career planning. Emphasize how important it is to strive for excellence.

## Responsibility

"**Responsibility**" is taking credit or criticism for our actions. Explain how important it is to know the difference between things we can control and the things we cannot control. Ideas of things that can be controlled; what you eat, your mood, your choices, your language, exercise, what you watch on TV, attitude, when or how much you study...examples of things you cannot control; accidents, birth place, others' behavior, weather, parents, or past mistakes. Discuss with the group why it is important to focus on the areas you can control.

## Honesty

"**Honesty**," is being trustworthy, not lying, cheating, stealing, etc.; telling the complete truth. Ask the students to share instances where a lie had real consequences for their life. Also, talk about "white lies", being frank, examples of honest opinions and the danger of hurting people's feelings. Be sure and emphasize the ramifications of dishonesty and the possible harm to a person's reputation.

## **Career Folder Definition:**

A folder for students to accumulate and store all of the work accomplished during the advisement period. The folder will include student's planner and supplementary documentation which could include; self assessment, goal setting, grades, test scores, resume, letters, reflections, etc. Students are welcome to store work samples and other career related experiences as designated.

1. Introduce career folder concept to students.
2. Supply students with a file folder or accordion file.
3. Designate an area where students can access their folders.
4. Students are welcome to decorate folders at teachers' discretion.



# SMART Goal Setting

When setting goals it is important to remember the acronym SMART:

- ✓ S = Specific      *Have only two absences from school for the rest of first semester.*
- ✓ M = Measurable      *Have a teacher check my attendance on SISWEB.*
- ✓ A = Achievable      *Yes, if I take care of myself nutritionally, physically, and get rest.*
- ✓ R = Realistic      *Yes, this allows for any potential sick days.*
- ✓ T = Timely      *January 9, 2007 (not quite the end of first semester).*

In the spaces provided below write two SMART Goals for yourself — one school or work goal and one personal goal — to be accomplished by \_\_\_\_\_.

## School- or Work-Related Goal

**S**PECIFIC:

---

---

**M**EASURABLE:

---

---

**A**CHIEVABLE:

---

---

**R**EALISTIC:

---

---

**T**IMELY:

---

---

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- ✓ T = Timely      *January 9, 2007 (not quite the end of first semester).*

In the spaces provided below write two SMART Goals for yourself — one school or work goal and one personal goal — to be accomplished by \_\_\_\_\_.

## Personal Goal

**S**PECIFIC:

---

---

**M**EASURABLE:

---

---

**A**CHIEVABLE:

---

---

**R**EALISTIC:

---

---

**T**IMELY:

---

---



# "Make Your Days Count"

Mark Scharenbroich

1. *What do you want?* \_\_\_\_\_

2. *How hard are you willing to work?* \_\_\_\_\_

3. *How long are you willing to hang in there before you give up?* \_\_\_\_\_

*"Live by design instead of by accident"*

Design two goals for yourself - one for school or work and one personal goal.

Goal #1: \_\_\_\_\_

Steps I need to take to reach the goal	Completed by

Goal #2: \_\_\_\_\_

Steps I need to take to reach the goal	Completed by

**"Have a life with meaning instead of showing up"**

## CAREER CLUSTER JOB MATCHING

The following are the Maryland Career Clusters. Please match the careers from page two with the correct Cluster.

Arts, Media and Communication	
Business Management and Finance	
Consumer Services, Hospitality, and Tourism	
Construction and Development	
Environmental, Agricultural, and Natural Resources Systems	
Health and Biosciences	
Human Resource Services	
Information Technology	
Manufacturing, Engineering, and Technology	
Transportation Technologies	

## CLUSTER JOB MATCHING

Actor	Mechanical Engineer
Airport Manager	Medical Review Officer
Architect	Musician
Bus Driver	Network Administrator
Cartoonist	Nurse
Casting Director	Nutritionist
Chef	Park Ranger
Chief Financial Officer	Parole Officer
Child Support Worker	Parts Manager
College Professor	Payroll Clerk
Construction Manager	PC/System Technician
Court Clerk	Plant Scientist
Diesel Mechanic	Plumber
Drafter/CAD Technician	Reporter
Electrician	Research Assistant
Engineering Technician	Soil Conservation Planner
Farm Manager	Speech Pathologist
Graphic Designer	Systems Architect
Health & Safety Technologist	Tax Analyst
Help Desk Technician	Technical Editor
Housekeeping Director	Theme Park Manager
Information System Administrator	Traffic Engineer
Insurance Agent	Training and Development Manager
Laboratory Technician	Transportation Planner
Lawyer	Travel Agent
	Veterinary Technician
	Welder

## CLUSTER JOB MATCHING (Answer Key)

The following are the Maryland Career Clusters. Please match the careers on the next page with the correct Career Cluster.

Arts, Media, and Communication-actor, graphic designer, cartoonist, reporter, casting director, musician

Business Management and Finance-payroll clerk, chief financial officer, tax analyst, insurance agent, training & development manager

Consumer Services, Hospitality, and Tourism-travel agent, chef, housekeeping director, theme park manager, park ranger

Construction and Development-drafter/cad technician, plumber, electrician, architect, construction manager, welder

Environmental, Agricultural, and Natural Resources Systems-farm manager, veterinary technician, plant scientist, soil conservation planner, nutritionist

Health and Biosciences-nurse, speech pathologist, medical review officer, laboratory technician, research assistant

Human Resources Services-lawyer, parole officer, bus driver, child support worker, college professor, court clerk

Information technology-systems architect, technical editor, network administrator, help desk technician, information system administrator

Manufacturing, Engineering, and Technology-mechanical engineer, health & safety technologist, engineering technician, pc system technician

Transportation Technologies-bus driver, parts manager, traffic engineer, transportation planner, diesel mechanic, airport manager

## Cluster Exploration Project Introduction

For your final assignment in our Cluster Exploration Unit, you will bring together all of your knowledge of the Clusters. With this knowledge you will produce a Cluster Exploration Project. This project is comprised of three primary components.

The first component is the project goal. You will create a project goal, in SMART goal format describing how you will complete this assignment (action plan). You must list a minimum of 5 steps to your action plan.

The second part of your project is called the body. For the body of your project, you will select three jobs, each representing a different Cluster. For each of these jobs, you will do one of the following research activities as described below:

Research Activity #1 - With your first job choice, you will produce a paper, titled "A day in the life of...". This will be a listing of job duties and responsibilities for someone working in this job for a minimum of a twelve hour period.

Research Activity #2 - Your second job choice will require you to interview someone in that occupational field. You must ask a minimum of 20 questions. Your final product will have all questions, and answers typed.

Research Activity #3 - For your third job choice, you will turn in a typed 1-2 page report outlining the detailed activities for the job.

**\*\*All parts of this project must be typed.**

Suggestions for resources:

- Internet
- Magazines
- IntoCareers

The third and final component to this project is the Maryland Career Development Content Standards reflection. You will also include a typed reflection, outlining which standards were met. You will also describe in detail how the standard was met.



# Career Cluster Exploration Project - Research Activity 1 (example)

Cluster: Business Management & Finance

Occupation: Car Sales

Description: A car sales person is involved in meeting the needs and wants of customers by providing them various choices of automobiles. In order to be a good sales person, you need to be able to handle stress, work in a flexible environment, like to work with people, and get satisfaction in making people happy. Car sales hours vary from dealership to dealer ship but are typically in the neighborhood of 40 - 50 hours per week. A car sales person can expect a good portion of their salary to be paid on a commission. Listed below is a description of, "A day in the life of a sales person."

Interviewee: Ron Peterson

Location: Peterson Chevrolet & Honda, Columbia, MD

Interview Type: Phone

Contact Info: (301) 555-5555

## A Day in the Life of a Sales Person

7:00 Drive to office (30 minutes) and check voice-mail  
8:00 Paper work (prep-work on sales/return phone calls etc.)  
9:00 Work the floor (help any customer that comes in/show cars)  
10:00 Research on cars  
11:00 Meeting with potential Client  
12:00 Paper work (more prep-work for sales)  
1:00 Lunch  
2:00 Clean cars/show room  
3:00 Research on cars  
4:00 Meet with potential client  
5:00 Finalize paper-work/prep for next day (return phone calls etc.)  
6:00 Commute home

\*\*Note: Your time-line will vary depending upon your occupational choice. This is a sample, and should not be copied.

## Career Poetry

Assignment:

Print the name of the occupation you have selected for this project vertically. Write a poem about the occupation using each letter as the first letter of each line. Combine your knowledge about the occupation with your creativity.

For example:

Carefully measure

Always seen with

Ruler in hand

Pounding

Every

Nail

Tensely in an

Effort to make it

Right

Law is

Always what they aim for

Women or

Youngsters, it matter not

Everyone's

Rights, they strive for more!

# Career Cluster Collage

## Group Project

Purpose: Students should be in groups of 3-4 students. Each group will be responsible for creating a collage and presentation for one Career Cluster.

Supplies: 1 Piece of Poster Board for each student, various magazines to cut pictures out of, newspapers, scissors, glue sticks, markers.

### Project Directions

Speaker -

- Assist group members in developing research for the speech and help cut and past the collage
- Prepare the speech on Career Cluster Collage
- Give the speech to the class

Researcher(s) -

- Use the Career Cluster booklet to gather information for the speaker
- Research topics should include
- Introduction of the Career Clusters
- Characteristics of workers in this career path
- Examples of jobs found in this Career Cluster
- Elective courses recommended for this career path
- Activities to be involved in
- Want ads from the local newspaper that fit the Career Cluster

Collage Workers -

- Cut letters or use letter guide and pens for the title of your Career Cluster
- Cut out pictures that represent jobs found in your Career Cluster
- Glue/paste pictures onto paper
- Label pictures with the "job title"
- Tape collage on board on day of presentation

\*\*\*\*Note: All group members must be in front of the class during the presentation.

# Cluster Exploration Activity

1. Please list the 10 Career Clusters:

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

2. Write in the appropriate Career Cluster for each career below:

- A. Photographer: \_\_\_\_\_
- B. Biologist: \_\_\_\_\_
- C. Police Officer: \_\_\_\_\_
- D. Lawyer: \_\_\_\_\_
- E. Webmaster: \_\_\_\_\_
- F. Athletic Trainer: \_\_\_\_\_
- G. Forester: \_\_\_\_\_
- H. Accountant: \_\_\_\_\_
- I. Advertising Coordinator: \_\_\_\_\_
- J. Carpenter: \_\_\_\_\_
- K. Florist: \_\_\_\_\_

3. Please list two career clusters that interest you the most:

\_\_\_\_\_

4. List cluster electives that will support you in exploring these two career clusters:

\_\_\_\_\_

# Business Card

Businesses market their products all the time by advertising, making the product look attractive and showing it to people.

In this activity, students will design their own business card with the following information:

1. Name of company/employer
2. Student's name
3. Business address, including city, state, and zip code
4. Business phone number, including area code
5. Business logo

## Sample



## Career Clusters Interest Survey

Name \_\_\_\_\_

School \_\_\_\_\_ Date \_\_\_\_\_

**Directions:** Circle the items in each box that best describe you. You may make as many or as few circles in each box as you choose. Add up the number of circles in each box. Look to see which three boxes have the highest numbers. Find the corresponding Career Clusters on the pages immediately following this survey to see which Career Clusters you may want to explore.

<b>BOX 1</b>	<p><b>Activities that describe what I like to do:</b></p> <ol style="list-style-type: none"> <li>1. Learn how things grow and stay alive.</li> <li>2. Make the best use of the earth's natural resources.</li> <li>3. Hunt and/or fish.</li> <li>4. Protect the environment.</li> <li>5. Be outdoors in all kinds of weather.</li> <li>6. Plan, budget, and keep records.</li> <li>7. Operate machines and keep them in good repair.</li> </ol>	<p><b>Personal qualities that describe me:</b></p> <ol style="list-style-type: none"> <li>1. Self-reliant</li> <li>2. Nature lover</li> <li>3. Physically active</li> <li>4. Planner</li> <li>5. Creative problem solver</li> </ol>	<p><b>School subjects that I like:</b></p> <ol style="list-style-type: none"> <li>1. Math</li> <li>2. Life Sciences</li> <li>3. Earth Sciences</li> <li>4. Chemistry</li> <li>5. Agriculture</li> </ol>	<p><b>Total number circled in Box 1</b></p> <div style="border: 1px solid black; width: 60px; height: 40px; margin: 0 auto;"></div>
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<b>BOX 2</b>	<p><b>Activities that describe what I like to do:</b></p> <ol style="list-style-type: none"> <li>1. Read and follow blueprints and/or instructions.</li> <li>2. Picture in my mind what a finished product looks like.</li> <li>3. Work with my hands.</li> <li>4. Perform work that requires precise results.</li> <li>5. Solve technical problems.</li> <li>6. Visit and learn from beautiful, historic, or interesting buildings.</li> <li>7. Follow logical, step-by-step procedures.</li> </ol>	<p><b>Personal qualities that describe me:</b></p> <ol style="list-style-type: none"> <li>1. Curious</li> <li>2. Good at following directions</li> <li>3. Pay attention to detail</li> <li>4. Good at visualizing possibilities</li> <li>5. Patient and persistent</li> </ol>	<p><b>School subjects that I like:</b></p> <ol style="list-style-type: none"> <li>1. Math</li> <li>2. Drafting</li> <li>3. Physical Sciences</li> <li>4. Construction Trades</li> <li>5. Electrical Trades/Heat, Air Conditioning and Refrigeration/Technology Education</li> </ol>	<p><b>Total number circled in Box 2</b></p> <div style="border: 1px solid black; width: 60px; height: 40px; margin: 0 auto;"></div>
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<b>BOX 3</b>	<p><b>Activities that describe what I like to do:</b></p> <ol style="list-style-type: none"> <li>1. Use my imagination to communicate new information to others.</li> <li>2. Perform in front of others.</li> <li>3. Read and write.</li> <li>4. Play a musical instrument.</li> <li>5. Perform creative, artistic activities.</li> <li>6. Use video and recording technology.</li> <li>7. Design brochures and posters.</li> </ol>	<p><b>Personal qualities that describe me:</b></p> <ol style="list-style-type: none"> <li>1. Creative and imaginative</li> <li>2. Good communicator/good vocabulary</li> <li>3. Curious about new technology</li> <li>4. Relate well to feelings and thoughts of others</li> <li>5. Determined/tenacious</li> </ol>	<p><b>School subjects that I like:</b></p> <ol style="list-style-type: none"> <li>1. Art/Graphic design</li> <li>2. Music</li> <li>3. Speech and Drama</li> <li>4. Journalism/Literature</li> <li>5. Audiovisual Technologies</li> </ol>	<p><b>Total number circled in Box 3</b></p> <div style="border: 1px solid black; width: 60px; height: 40px; margin: 0 auto;"></div>
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Source: Adapted from the Guidance Division Survey, Oklahoma Department of Career and Technology Education (2005)

**Note:** This survey does not make any claims of statistical reliability and has not been normed. It is intended for use as a guidance tool to generate discussion regarding careers and is valid for that purpose.

<b>BOX 4</b>	<b>Activities that describe what I like to do:</b> 1. Perform routine, organized activities but can be flexible. 2. Work with numbers and detailed information. 3. Be the leader in a group. 4. Make business contact with people. 5. Work with computer programs. 6. Create reports and communicate ideas. 7. Plan my work and follow instructions without close supervision.	<b>Personal qualities that describe me:</b> 1. Organized 2. Practical and logical 3. Patient 4. Tactful 5. Responsible	<b>School subjects that I like:</b> 1. Computer Applications/Business and Information Technology 2. Accounting 3. Math 4. English 5. Economics	<b>Total number circled in Box 4</b>  <input style="width: 50px; height: 40px;" type="text"/>
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<b>BOX 5</b>	<b>Activities that describe what I like to do:</b> 1. Communicate with different types of people. 2. Help others with their homework or to learn new things. 3. Go to school 4. Direct and plan activities for others. 5. Handle several responsibilities at once. 6. Acquire new information. 7. Help people overcome their challenges.	<b>Personal qualities that describe me:</b> 1. Friendly 2. Decision maker 3. Helpful 4. Innovative/Inquisitive 5. Good listener	<b>School subjects that I like:</b> 1. Language Arts 2. Social Studies 3. Math 4. Science 5. Psychology	<b>Total number circled in Box 5</b>  <input style="width: 50px; height: 40px;" type="text"/>
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<b>BOX 6</b>	<b>Activities that describe what I like to do:</b> 1. Work with numbers. 2. Work to meet a deadline. 3. Make predictions based on existing facts. 4. Have a framework of rules by which to operate. 5. Analyze financial information and interpret it to others. 6. Handle money with accuracy and reliability. 7. Take pride in the way I dress and look.	<b>Personal qualities that describe me:</b> 1. Trustworthy 2. Orderly 3. Self-confident 4. Logical 5. Methodical or efficient	<b>School subjects that I like:</b> 1. Accounting 2. Math 3. Economics 4. Banking/Financial Services 5. Business Law	<b>Total number circled in Box 6</b>  <input style="width: 50px; height: 40px;" type="text"/>
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<b>BOX 7</b>	<b>Activities that describe what I like to do:</b> 1. Be involved in politics. 2. Negotiate, defend, and debate ideas and topics. 3. Plan activities and work cooperatively with others. 4. Work with details. 5. Perform a variety of duties that may change often. 6. Analyze information and interpret it to others. 7. Travel and see things that are new to me.	<b>Personal qualities that describe me:</b> 1. Good communicator 2. Competitive 3. Service minded 4. Well organized 5. Problem solver	<b>School subjects that I like:</b> 1. Government 2. Language Arts 3. History 4. Math 5. Foreign Language	<b>Total number circled in Box 7</b>  <input style="width: 50px; height: 40px;" type="text"/>
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<b>BOX 8</b>	<p><b>Activities that describe what I like to do:</b></p> <ol style="list-style-type: none"> <li>1. Work under pressure.</li> <li>2. Help sick people and animals.</li> <li>3. Make decisions based on logic and information.</li> <li>4. Participate in health and science classes.</li> <li>5. Respond quickly and calmly in emergencies.</li> <li>6. Work as a member of a team.</li> <li>7. Follow guidelines precisely and meet strict standards of accuracy.</li> </ol>	<p><b>Personal qualities that describe me:</b></p> <ol style="list-style-type: none"> <li>1. Compassionate and caring</li> <li>2. Good at following directions</li> <li>3. Conscientious and careful</li> <li>4. Patient</li> <li>5. Good listener</li> </ol>	<p><b>School subjects that I like:</b></p> <ol style="list-style-type: none"> <li>1. Biological Sciences</li> <li>2. Chemistry</li> <li>3. Math</li> <li>4. Occupational Health classes</li> <li>5. Language Arts</li> </ol>	<p><b>Total number circled in Box 8</b></p> <div style="border: 1px solid black; width: 60px; height: 40px; margin: 0 auto;"></div>
<b>BOX 9</b>	<p><b>Activities that describe what I like to do:</b></p> <ol style="list-style-type: none"> <li>1. Investigate new places and activities.</li> <li>2. Work with all ages and types of people.</li> <li>3. Organize activities in which other people enjoy themselves.</li> <li>4. Have a flexible schedule.</li> <li>5. Help people make up their minds.</li> <li>6. Communicate easily, tactfully, and courteously.</li> <li>7. Learn about other cultures.</li> </ol>	<p><b>Personal qualities that describe me:</b></p> <ol style="list-style-type: none"> <li>1. Tactful</li> <li>2. Self-motivated</li> <li>3. Works well with others</li> <li>4. Outgoing</li> <li>5. Slow to anger</li> </ol>	<p><b>School subjects that I like:</b></p> <ol style="list-style-type: none"> <li>1. Language Arts/Speech</li> <li>2. Foreign Language</li> <li>3. Social Sciences</li> <li>4. Marketing</li> <li>5. Food Services</li> </ol>	<p><b>Total number circled in Box 9</b></p> <div style="border: 1px solid black; width: 60px; height: 40px; margin: 0 auto;"></div>
<b>BOX 10</b>	<p><b>Activities that describe what I like to do:</b></p> <ol style="list-style-type: none"> <li>1. Care about people, their needs, and their problems.</li> <li>2. Participate in community services and/or volunteering.</li> <li>3. Listen to other people's viewpoints.</li> <li>4. Help people be at their best.</li> <li>5. Work with people from preschool age to old age.</li> <li>6. Think of new ways to do things.</li> <li>7. Make friends with different kinds of people.</li> </ol>	<p><b>Personal qualities that describe me:</b></p> <ol style="list-style-type: none"> <li>1. Good communicator/good listener</li> <li>2. Caring</li> <li>3. Non-materialistic</li> <li>4. Uses intuition and logic</li> <li>5. Non-judgmental</li> </ol>	<p><b>School subjects that I like:</b></p> <ol style="list-style-type: none"> <li>1. Language Arts</li> <li>2. Psychology/Sociology</li> <li>3. Family and Consumer Sciences</li> <li>4. Finance</li> <li>5. Foreign Language</li> </ol>	<p><b>Total number circled in Box 10</b></p> <div style="border: 1px solid black; width: 60px; height: 40px; margin: 0 auto;"></div>
<b>BOX 11</b>	<p><b>Activities that describe what I like to do:</b></p> <ol style="list-style-type: none"> <li>1. Work with computers.</li> <li>2. Reason clearly and logically to solve complex problems.</li> <li>3. Use machines, techniques, and processes.</li> <li>4. Read technical materials and diagrams and solve technical problems.</li> <li>5. Adapt to change.</li> <li>6. Play video games and figure out how they work.</li> <li>7. Concentrate for long periods without being distracted.</li> </ol>	<p><b>Personal qualities that describe me:</b></p> <ol style="list-style-type: none"> <li>1. Logic/analytical thinker</li> <li>2. See details in the big picture</li> <li>3. Persistent</li> <li>4. Good concentration skills</li> <li>5. Precise and accurate</li> </ol>	<p><b>School subjects that I like:</b></p> <ol style="list-style-type: none"> <li>1. Math</li> <li>2. Science</li> <li>3. Computer Tech/Applications</li> <li>4. Communications</li> <li>5. Graphic Design</li> </ol>	<p><b>Total number circled in Box 11</b></p> <div style="border: 1px solid black; width: 60px; height: 40px; margin: 0 auto;"></div>
<b>BOX 12</b>	<p><b>Activities that describe what I like to do:</b></p> <ol style="list-style-type: none"> <li>1. Work under pressure or in the face of danger.</li> <li>2. Make decisions based on my own observations.</li> <li>3. Interact with other people.</li> <li>4. Be in positions of authority.</li> <li>5. Respect rules and regulations.</li> <li>6. Debate and win arguments.</li> <li>7. Observe and analyze people's behavior.</li> </ol>	<p><b>Personal qualities that describe me:</b></p> <ol style="list-style-type: none"> <li>1. Adventurous</li> <li>2. Dependable</li> <li>3. Community-minded</li> <li>4. Decisive</li> <li>5. Optimistic</li> </ol>	<p><b>School subjects that I like:</b></p> <ol style="list-style-type: none"> <li>1. Language Arts</li> <li>2. Psychology/Sociology</li> <li>3. Government/History</li> <li>4. Law Enforcement</li> <li>5. First Aid/First Responder</li> </ol>	<p><b>Total number circled in Box 12</b></p> <div style="border: 1px solid black; width: 60px; height: 40px; margin: 0 auto;"></div>



<b>BOX 13</b>	<b>Activities that describe what I like to do:</b> <ol style="list-style-type: none"> <li>1. Work with my hands and learn that way.</li> <li>2. Put things together.</li> <li>3. Do routine, organized and accurate work.</li> <li>4. Perform activities that produce tangible results.</li> <li>5. Apply math to work out solutions.</li> <li>6. Use hand and power tools and operate equipment/machinery.</li> <li>7. Visualize objects in three dimensions from flat drawings.</li> </ol>	<b>Personal qualities that describe me:</b> <ol style="list-style-type: none"> <li>1. Practical</li> <li>2. Observant</li> <li>3. Physically active</li> <li>4. Step-by-step thinker</li> <li>5. Coordinated</li> </ol>	<b>School subjects that I like:</b> <ol style="list-style-type: none"> <li>1. Math-Geometry</li> <li>2. Chemistry</li> <li>3. Trade and Industry courses</li> <li>4. Physics</li> <li>5. Language Arts</li> </ol>	<b>Total number circled in Box 13</b> <input style="width: 50px; height: 30px; margin-top: 10px;" type="text"/>
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<b>BOX 14</b>	<b>Activities that describe what I like to do:</b> <ol style="list-style-type: none"> <li>1. Shop and go to the mall.</li> <li>2. Be in charge.</li> <li>3. Make displays and promote ideas.</li> <li>4. Give presentations and enjoy public speaking.</li> <li>5. Persuade people to buy products or to participate in activities.</li> <li>6. Communicate my ideas to other people.</li> <li>7. Take advantage of opportunities to make extra money.</li> </ol>	<b>Personal qualities that describe me:</b> <ol style="list-style-type: none"> <li>1. Enthusiastic</li> <li>2. Competitive</li> <li>3. Creative</li> <li>4. Self-motivated</li> <li>5. Persuasive</li> </ol>	<b>School subjects that I like:</b> <ol style="list-style-type: none"> <li>1. Language Arts</li> <li>2. Math</li> <li>3. Business Education/Marketing</li> <li>4. Economics</li> <li>5. Computer Applications</li> </ol>	<b>Total number circled in Box 14</b> <input style="width: 50px; height: 30px; margin-top: 10px;" type="text"/>
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<b>BOX 15</b>	<b>Activities that describe what I like to do:</b> <ol style="list-style-type: none"> <li>1. Interpret formulas.</li> <li>2. Find the answers to questions.</li> <li>3. Work in a laboratory.</li> <li>4. Figure out how things work and investigate new things.</li> <li>5. Explore new technology.</li> <li>6. Experiment to find the best way to do something.</li> <li>7. Pay attention to details and help things be precise.</li> </ol>	<b>Personal qualities that describe me:</b> <ol style="list-style-type: none"> <li>1. Detail oriented</li> <li>2. Inquisitive</li> <li>3. Objective</li> <li>4. Methodical</li> <li>5. Mechanically inclined</li> </ol>	<b>School subjects that I like:</b> <ol style="list-style-type: none"> <li>1. Math</li> <li>2. Science</li> <li>3. Drafting/Computer-Aided Drafting</li> <li>4. Electronics/Computer Networking</li> <li>5. Technical Classes/Technology Education</li> </ol>	<b>Total number circled in Box 15</b> <input style="width: 50px; height: 30px; margin-top: 10px;" type="text"/>
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<b>BOX 16</b>	<b>Activities that describe what I like to do:</b> <ol style="list-style-type: none"> <li>1. Travel.</li> <li>2. See well and have quick reflexes.</li> <li>3. Solve mechanical problems.</li> <li>4. Design efficient processes.</li> <li>5. Anticipate needs and prepare to meet them.</li> <li>6. Drive or ride.</li> <li>7. Move things from one place to another.</li> </ol>	<b>Personal qualities that describe me:</b> <ol style="list-style-type: none"> <li>1. Realistic</li> <li>2. Mechanical</li> <li>3. Coordinated</li> <li>4. Observant</li> <li>5. Planner</li> </ol>	<b>School subjects that I like:</b> <ol style="list-style-type: none"> <li>1. Math</li> <li>2. Trade and Industry courses</li> <li>3. Physical Sciences</li> <li>4. Economics</li> <li>5. Foreign Language</li> </ol>	<b>Total number circled in Box 16</b> <input style="width: 50px; height: 30px; margin-top: 10px;" type="text"/>
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*Disclaimer: Your interests may change over time. These survey results are intended to assist you with informal career exploration. Consider more formal assessments and other resources or services to help you plan your career. This survey does not make any claims of statistical reliability.*

## Cluster - Local Business Activity

Many career opportunities are not as obvious as others. For example...most students are not interested in working for McDonald's. But if you think beyond the front counter...there are numerous challenging, high paying careers that cut across all 10 of the Career Cluster areas. A few examples at McDonald's might include: Advertising- Arts, Media and Communication; Accountants- Business Management and Finance; Nutritionist - Consumer Services, Hospitality and Tourism. And, McDonald's is a worldwide corporation so opportunities exist for students interested in international business or those with second language skills.

- In a small business, an individual may wear many different hats and be in charge of multiple disciplines such as advertising, accounting, computer technology, management and even janitorial.

### Business Activity:

- Did you know that a large business has hundreds of job titles in all 10 of Maryland's Career Cluster areas?
- List all 10 Cluster areas on the board.
- Ask students to think of jobs that exist at the business. When they have offered a response, ask them to assign their response to one of the 10 Career Cluster areas.

For example:

#### 1. Arts, Media, and Communication

Public Relations, Actor, Model, Writer, Graphic Design

#### 2. Business Management and Finance

CEO, Store Director, Accountant, Administrators

## **Cluster - Local Business Activity cont'd**

### 3. Consumer Services, Hospitality, and Tourism

Greeter, Any food (deli, baker etc); Fitness Trainer

### 4. Construction and Development

All construction and trades, Security, Janitorial

### 5. Environmental, Agricultural, and Natural Resources Systems

Recycling, Landscaping

### 6. Health and Biosciences

Pharmacist, Nurse, Optometrist

### 7. Human Resource Services

Lawyer, Teacher (trainer), Daycare, Human Resources,

### 8. Information Technology

Computer Programmer, Network Administrator,

### 9. Manufacturing, Engineering, and Technology

Building designer, CAD programmer

### 10. Transportation Technologies

Diesel Mechanic, Truck Driver

Students will most likely offer the "obvious" jobs they see in the retail store (checker, greeter, stocker, customer service, manager). The point of this exercise is to get them to see beyond the obvious...or beyond the front counter. Large companies have jobs that cut across most, if not all, of the 10 Career Cluster areas.

## Want Ad

Businesses place ads in newspapers and online when they want to hire new employees.

In this activity, students will design their own want ad to hire a potential new employee.

Logo

Name of Career: \_\_\_\_\_

Full time or Part time

Describe what the company is looking for:

For example, college degree or equivalent, if required; special certification; experience needed; special skills such as someone who is outgoing, is organized, or has computer skills.

Salary Range: \_\_\_\_\_

Benefits (may include salary, vacation, insurance etc.):

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To apply, send resume to:

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**Career-Based  
Activities  
&  
Career Related  
Learning Experiences**

## **Career-Based Activities & Career Related Learning Experiences**

Career-Based Activities and Career Related Learning Experiences (CRLEs) provide a bridge that connects classroom learning to real life experiences. Meaningful CRLEs and rigorous academics promote improved student learning and enable students to thoughtfully prepare for their future. Through the partnering of education and business, classroom learning becomes relevant to future education, jobs, careers, and life-long learning.

CRLEs can take place in your community, in a workplace or in your school. CRLEs can be job shadows, informational interviews, field-based research, service learning, a school-based enterprise, structured work experiences or a technology-based learning experience. Participation in a CRLE can help students discover job or career opportunities and clarify interests/disinterests.

Student involvement will be most successful if CRLEs are woven into a class or the curriculum as opposed to an add-on or something done strictly outside of the classroom. It's also important for students to develop a specific plan for their CRLE that:

- Includes general information about the experience(s) including activity specifics (contact name, start and ending dates, etc.).
- Demonstrates how the CRLE relates to the student's education plan and goals.
- Lists specific learning objectives.
- Identifies corresponding Career Development Standards that will be demonstrated.

Students should also complete a reflection about the CRLE experience. The reflection will help students consider what they learned and determine how that will apply to their future.

## **Career Based Activities 7<sup>th</sup> & 8<sup>th</sup> Grade**

- Guest Speakers
- Career Reports
- Job Shadowing

### **MD Standards - 2,3**

- 2. Career Awareness**
- 3. Career Exploration**

## **Career Based Activities 9<sup>th</sup> Grade**

- Tour of School's Career Pathway/Clusters
- Company Tour
- Informational Interview
- Job Shadowing

### **MD Standards - 1,2,3,4**

- 1. Self Awareness**
- 2. Career Awareness**
- 3. Career Exploration**
- 4. Career Preparation**



## **Career Based Activities 10<sup>th</sup> Grade**

- Mock Interviews
- Job Shadowing

### **MD Standards - 1,2,4**

1. **Self Awareness**
2. **Career Awareness**
4. **Career Preparation**

## **Career Based Activities 11<sup>th</sup> Grade**

- Job Shadowing
- Internship
- Career Fair
- In-School Enterprise
- Community Service

### **MD Standards - 1,2,3,4,5,6**

- 1. Self Awareness**
- 2. Career Awareness**
- 3. Career Exploration**
- 4. Career Preparation**
- 5. Job Seeking & Advancement**
- 6. Career Satisfaction & Transition**

## **Career Based Activities 12<sup>th</sup> Grade**

- Job Shadowing
- Internship
- Career Fair
- In-School Enterprise
- Community Service

### **MD Standards - 1,2,3,4,5,6**

- 1. Self Awareness**
- 2. Career Awareness**
- 3. Career Exploration**
- 4. Career Preparation**
- 5. Job Seeking & Advancement**
- 6. Career Satisfaction & Transition**

## What are Career Based Experiences?

Career Based Experiences are a bridge that connects classroom learning to the world of work. Meaningful school-to-work experiences and rigorous academics promote improved student learning, and enable students to thoughtfully prepare for their future. Through the partnering of education and business, classroom learning becomes relevant to future education, jobs, careers, and life-long learning. These are some of the ways in which business and education can work together for the benefit of our entire community:

### PREPARATION

#### Mock interviews

Help students practice their interviewing skills before their first "real" job interview. You might even meet a student whom you'd like to hire someday. 1-2 hours

#### Informational interviews

A student calls or visits you to ask questions about your career or industry. .5 - 1 hour

#### Job shadows

Job shadows give a student or small group of students an inside look at your job and at the work environment. This is also a great way to motivate an employee who might need a jump-start or boost. 3-8 hours

### MORE FOCUSED

#### Internships

A great opportunity for a student to "learn while doing." Student interns work on specific tasks at your business that connect back to what they are learning in the classroom. Internships can be unpaid or paid. Varies.

#### Project-Based Activities

Work with a teacher to develop a real-life project for students in the classroom. Varies

#### School-Based Enterprises

Share your expertise. Coach students and teachers in the art of running a business on campus. A low risk way for students to try their hands at a business venture. Varies

### OTHER OPTIONS

#### Advisory teams

Bring your experience, expertise and wisdom to the table. Work with our schools to prepare our community's future. Work with teachers to develop on-going classroom projects or volunteer to work on a school advisory team. Varies

### CONTACT US

#### School Name

Contact Name  
Phone  
Email

Contact Name  
Phone  
Email

# Work Readiness Skills

## Employment Tools:

1. "Perfect" letter of introduction

2. "Perfect" resume

- Together, are universal tools used by employers.
- May be required for Career Related Learning Experiences.
- May be submitted on paper or online.

3. Interview Skills

- Key communication ability.
- Enables a student to explain his/her strengths and abilities and identify what sets him/her apart from other applicants.

\*Idea: Check out the Employment Section of your local newspaper. On just one page, count how many times a "resume" is requested. This is a common employer request

## **Work Readiness Skills**

Getting Along with Other People  
*10 Commandments of Human Relations*  
*John Maxwell - The Power of Influence*

1. Speak to people
2. Smile at people
3. Call people by name
4. Be friendly and helpful
5. Be cordial
6. Have a genuine interest in people
7. Be generous with praise
8. Be considerate of the feelings of others
9. Be thoughtful of the opinions of others
10. Be alert to give service

# Work Readiness Skills

## Listening & Respect

Activity: Ask students to write as many answers as they can think of to the following question. After a few minutes, ask them to share with the group.

What are the traits of being a good listener or respectful person?

Examples of good listening traits:

1. Eye contact
2. Good body language
3. Respond
4. Ask Questions
5. No heads on the desk
6. No sleeping
7. Not talking when others are...especially the presenter

Listening Activity:

1. Ask students to pair up
2. One student will be the "speaker". The other will be the "listener"
3. Speaker:
  - a. Think of a person, place or thing that you know very well and can describe in **DETAIL** for 1 minute to the listener.
4. Listener:
  - a. At the end of the 1-minute period, write down all that you can remember that the speaker has shared. Just listen - **NO WRITING**

# Work Readiness Skills

## Responsibility

Activity: Ask students to write as many answers as they can think of to the following question. After a few minutes, ask them to share with the group.

What are the traits of being responsible?

1. On time - punctual
2. Completes assignments on time
3. Prepared
4. Books, pens, paper etc.
5. Dependable
6. Trustworthy
7. Cooperative
8. Willing to ask questions

What will YOUR (student's) responsibilities be?

1. Be on time for your Career Related Learning Experience (CRLE)?
2. Complete a "perfect" resume
3. Dress appropriately for the CRLE
4. Behave professionally during the CRLE
5. Send a thank you letter to your CRLE host.
6. Complete a written reflection of your CRLE experience.



# Work Readiness Skills

## Dressing Appropriately for a Career Related Learning Experience

1. Students must dress appropriately for the workplace...as you would for a job interview
2. Remember, first impressions are important.
3. While on a CRLE, students are not only representing themselves, they are representing the school. Their behavior could determine whether or not another student gets the opportunity to have the same experience.

Consider...

What would be appropriate to wear on a Career Related Learning Experience?

Guidelines:

1. DO NOT need new clothes
2. Clothes clean & pressed
3. No denim jeans - black jeans OK
4. No shorts
5. No hats
6. Plain tee shirts OK - no logos
7. No gum
8. Good personal hygiene
9. If in doubt or have questions, see your teacher

# Work Readiness Skills

## Introductions

1. Are important communication skills.
2. Are common courtesies.
3. Are used in business world many times every day.
4. Are skills students will need for Career Related Learning Experiences.
  - Students need to be able to introduce themselves to their CRLE host. For example, if a student is participating in an internship, it's unlikely that a teacher will be at the first meeting.

## Step-by-Step:

1. Smile - it's a painless way to communicate.
2. Maintain good eye contact.
3. Maintain positive body language.
4. Give a firm handshake.
5. Speak in a pleasant tone. Say, "Nice to meet you"
6. Find a common theme to talk about for the first few minutes, for example the weather...current events...other???
7. *HOW* you say something is as important as *WHAT* you say
8. Practice, practice, practice - Introduce yourself to your high school principal.

# Work Readiness Skills

## Customer Service

There are 2 types of customers...

1. External customers
  - People outside the company who buy your products & services
2. Internal customers
  - People who work for the same company & depend on each other so that they can complete their work.
  - TEAMWORK

## Foundation Skills of Customer Service

1. Listening skills
2. Speaking skills
3. Being responsible
4. Able to write clearly
5. Non-verbal communication skills
  - Body language
  - Eye contact
  - What you do
  - Your actions & reactions

What do good TEAM Members do?

1. They are good listeners.
2. They are respectful of the ideas & opinions of others.
3. They are responsible.
4. They follow through.
5. They contribute ideas.
6. They are cooperative.
7. They participate.

# ETIQUETTE TOPICS

## WHY

- Life Skills - You need to interact everyday with people everywhere not just in the workplace. In school, you interact daily with teachers, administrators, and other students. Outside of school you interact with your family, friends, coaches, but also with the grocer, the McDonald's counter person, the clerk at the CD store etc.

Haven't you found that when you treat people with courtesy and respect you can persuade people to your way of thinking? At home, you're more likely to get to do what you want if you ask nicely.

- In the business world, there is an unwritten code of courtesy. Introduce yourself, shake hands, look people in the eye. Learn to talk about common subjects...weather, news, etc.
- For our purposes, we are saying this class *is* the *business world*. But really, these are the kinds of *life skills* you will use the rest of your life.
- This takes practice. Some people are natural born communicators. They are at ease in *any* situation and feel very comfortable meeting new people, and can talk to *anybody* about *anything*. Some of us are not so lucky and must learn and practice these skills.

## HOW

- Smile - Even if you don't speak to someone, a smile is a *painless* way to communicate.
- Look people in the eye - A lot of people use eye contact as a measuring stick...there must be something wrong with that person...he/she didn't look me in the eye!
- Firm Handshake - In the business world a handshake is a universal greeting.
- Body Language - No slouching or slumping. Stand straight!
- Greeting - *Nice to meet you* - Speak distinctly with a pleasant tone and a smile in your voice.
- Practice...
  - While we are in the classroom this week
  - When you meet company speakers one-on-one
  - At the tour site when you meet individuals
  - When you apply for a job
  - When you meet a friend of your parents
  - When you meet a friend of a friend
  - Anytime!!

What happens if one element is missing - for example - you say *nice to meet you* but you don't look the individual straight in the eye, or you slouch, or your tone or inflection is different?

## WHAT TO WEAR

How many of you think you'd like to have a job during your high school years? What would you do with the money you make? Pay for a car, insurance, clothes, CD's etc? In order to get a job, you need to go out and meet potential employers. You would want to make a good impression.

- Dress nicely. No jeans, shorts, hats, tee shirts with logos, low-cut or tight fitting outfits.
- Personal hygiene is important. You would not go out looking for a job without showering, shampooing, combing your hair, brushing your teeth, etc.
- In the workplace, you may see employees wearing shorts or very casual clothes. You would not wear shorts or casual clothes on a job interview. You would want to look your very best, wear your very best and give a good impression.

## RESPONSIBILITIES

- You are responsible for making sure that any paperwork, applications, or requirements are completed.

These should be done neatly, with proper spelling and punctuation. Remember in the business world, you have deadlines. Letters, reports and proposals are not mailed or presented unless they are quality work. An average paper is not okay in business.

- You are responsible for being on time...whether for a tour, mock interview, presentation, or a real interview.

## FOLLOW-UP

We at \_\_\_\_High School are very lucky that local businesses have agreed to send speakers to our classrooms and are allowing us to tour their companies. They are giving us a real opportunity to see *real* careers that relate to our Career Clusters.

- In the business world, when someone has done something extra for you, or gone out of their way, people write thank you letters. The same is true outside of business too. Some of you probably write thank you notes to relatives or friends who have given you gifts or done something nice for you.
- After a tour, each of you will be required to write a thank you letter to the company. We will provide a sample outline for you. This would be the same for a classroom speaker, mock interview or real job interview.

# CAREER SPEAKER

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

Class \_\_\_\_\_ Date \_\_\_\_\_

Speaker's Name? \_\_\_\_\_

Career/Job? \_\_\_\_\_

How long have they had this job? \_\_\_\_\_

Who does he/she work for? \_\_\_\_\_

Give a description of their duties \_\_\_\_\_

How much money do they earn? \_\_\_\_\_

Are there any benefits available? \_\_\_\_\_

Do you need to be a member of a union or a professional organization? If so, what is the organization? \_\_\_\_\_

What education or training is necessary for the job? \_\_\_\_\_

What are the positive things about this job? \_\_\_\_\_

Why did they decide to enter this career? \_\_\_\_\_

What are the negative things about his job? \_\_\_\_\_

Would you like to have this job? Why or why not? \_\_\_\_\_



List the education or training necessary for this career.

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List the salary and benefits.

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Write the name of the union or memberships in any organizations that this career requires.

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What is the job outlook for this career in the future?

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Do you know anyone with this career? Name the place where they work.

List the reasons you would like this career.

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List the reasons that you would not like this career.

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## TOURS AND FIELD TRIPS

Tours and field trips are designed to offer students the opportunity to explore occupations in all ten Career Cluster areas. Students enrolled in career cluster electives and advisement groups are given opportunities for career exploration and exposure through classroom work, self assessment, and worksite visitations.

Tours and/or field trips usually follow a workplace preparation unit. During this time, students are introduced to basic workplace readiness and personal skills including listening, respect, responsibility, appropriate dress and introductions. Students are also required to write a *perfect* letter of introduction. Assignments and projects of this unit are woven into the advisement curriculum and are fully supported by the career cluster teachers.

Every high school student participates in a tour or field trip over the course of his/her high school career. Tours and/or field trips are conducted at large businesses that offer the students the opportunity to see jobs in most, if not all, ten Career Cluster areas. Students can observe the myriad of occupations available across the Career Cluster areas within one company. Prior to the tour/field trip, each business sends a speaker to the classroom to discuss the business, hiring practices, occupational opportunities, educational requirements and skills required. This prepares students for the tour/field trip and also reinforces the concepts taught in the workplace preparation unit.

Student letters of introduction are sent to each business prior to the tour/field trip. This helps the business know a little bit about each of the students, and also what they hope to see and learn during their tour. After the tour/field trip, students are required to write an individual thank you letter and complete an evaluation/reflection form.

# Letter of Introduction

Date

Dear Sir/Madam:

My name is  (Student Name)  and I am currently a  (Year in School)  at  (School Name)  High School. The purpose of this letter is to introduce myself to you, give you some information on my background and interests, and to let you know what I hope to see and learn on my group tour with your company.

Last year I attended  (School Name)  School and my favorite classes were  (List Classes) . Outside of school my primary interests are  (List Outside Interests) . My Cluster interest area is  (Career Cluster Name) .

I understand that during the tour, I will have the opportunity to see people working in many different kinds of jobs in many of the Career Cluster areas we are studying. I would be interested in knowing what kinds of education and training are needed to begin a career in these fields. Since this will be one of my first opportunities to actually be in a workplace, I'd also like to know about  (Anything you'd like to know) .

Thank you for your time and consideration. I am looking forward to meeting you and touring your company.

Sincerely,

Student Name

# TOUR AND/OR FIELD TRIP EVALUATION & REFLECTION

Today's Date: \_\_\_\_\_

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

Teacher: \_\_\_\_\_ Period: \_\_\_\_\_

Company Toured: \_\_\_\_\_

Please rate your experience by circling the number that best reflects your response based on the following scale:

1 Not Helpful	2 A Little Helpful	3 Helpful	4 Very Helpful	5 Most Helpful
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Did the company tour provide you with:

- A better idea of what career choices are available 1 2 3 4 5
- Enough information to help you match jobs to Cluster programs 1 2 3 4 5
- Information about education and training requirements 1 2 3 4 5
- Information regarding company policies (hiring practices, dress, communication skills, etc...) 1 2 3 4 5
- Rate the company tour 1 2 3 4 5

## Reflection

1. What do you think was the most important thing that you learned from the Company Tour?

\_\_\_\_\_

2. What did you like best about the Company Tour?

\_\_\_\_\_

3. What did you like least about the Company Tour?

\_\_\_\_\_

4. Did the Company Tour reinforce your Career Cluster choice? Why or why not?

\_\_\_\_\_

5. Are you interested in exploring another Career Cluster area? Why or why not?

\_\_\_\_\_

\_\_\_\_\_

# Career Fair Worksheet

Name \_\_\_\_\_

List five tips you received from employers regarding things that employers think are important in hiring a new employee (e.g. Skills, attendance, etc...).

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**List five "Types of Jobs" that are offered by various businesses. Include training and skills required:**

<i>Job</i>	<i>Type of Training/Skills Required</i>
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____

**List three employers that offer to pay for an employee's education ("Education Reimbursement").**

<i>Company</i>	<i>Entry Level Salary</i>	<i>Average Salary</i>
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____

**Describe three safety practices you observed:**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**Reflecting on Your Observations:**

Describe a career area or job you observed that you would consider pursuing after high school. Include training/skill requirements, and salary range. Explain why this interests you.

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**What was the most surprising or most interesting thing you learned? Explain.**

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# Career Investigation Questions

Date: \_\_\_\_\_

Guest Speaker: \_\_\_\_\_

Company: \_\_\_\_\_

List five tips regarding things that employers think are important in hiring a new employee (e.g. Skills, attendance, etc...).

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

List five "Types of Jobs" that are available in the speaker's company. Include training and skills required:

*Job*                      *Type of Training/Skills Required*

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

Provide salary information for three (3) of the above listed jobs.

*Company*                      *Entry Level Salary*      *Average Salary*

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

Describe the safety practices required for the 3 jobs listed above.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Describe a career area or job discussed today that you would consider pursuing after high school. Include training/skill requirements, and salary range. Explain why this interests you.

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What was the most surprising or most interesting thing you from today's guest? Explain.

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# INFORMATIONAL INTERVIEW

Student Name \_\_\_\_\_ Student # \_\_\_\_\_  
Class \_\_\_\_\_ Date \_\_\_\_\_

Person's Name? \_\_\_\_\_

Career/Job? \_\_\_\_\_

How long have they had this job? \_\_\_\_\_

Who does he/she work for? \_\_\_\_\_

Give a description of their duties \_\_\_\_\_

\_\_\_\_\_

What is the salary range for this career? \_\_\_\_\_

Are there any benefits available? \_\_\_\_\_

Do you need to be a member of a union or a professional organization? If so, what is the organization? \_\_\_\_\_

What education or training is necessary for the job? \_\_\_\_\_

\_\_\_\_\_

What are the positive things about this job? \_\_\_\_\_

\_\_\_\_\_

Why did they decide to enter this career? \_\_\_\_\_

\_\_\_\_\_

What are the negative things about his job? \_\_\_\_\_

\_\_\_\_\_

Would you like to have this job? Why or why not? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## Sample Interview Questions

Thank you very much for giving of your valuable time to take part in our Mock Interviews. The following is a list of suggested questions you might ask our students during your 10-minute interview. Feel free to pick and choose from this list. You will probably not have time to ask them all. If there are other questions you would rather ask, feel free to do so.

We appreciate any comments you might make to the students, either during or after the interview that would help them with their next interview.

- 1) What are your goals for the immediate, short-term, and long-term future?
- 2) What type of career are you thinking about pursuing and why?
- 3) What have been your most beneficial classes in school so far? Why?
- 4) What have been your least beneficial classes in school so far? Why?
- 5) What classes have you liked the most or least?
- 6) What are your personal strengths and weaknesses?
- 7) What Career Cluster/Pathway Area have you selected. Why?
- 8) What jobs have you had in the past, and what have you learned from them?
- 9) If someone were to hire you today, what positive things would you bring to the job?
- 10) How would you feel about working with small groups to accomplish a task?
- 11) What are you doing now to prepare for your future?
- 12) What will you be doing 5 years from now? 10 years from now? 20 years from now?

## Sample Interview Questions cont'd

- 13) How do you spend your free time?
- 14) What extracurricular activities are you involved in at school?
- 15) Would you rather work with other people or by yourself? Why?
- 16) Interviewer - Perhaps you can create a story problem for the student to solve, or develop a hypothetical scenario that the student imagines they are involved in.
- 17) Do you have any questions that you would like to ask me?

# Mock Interview Evaluation

Student's Name: \_\_\_\_\_

Teacher: \_\_\_\_\_

Period: \_\_\_\_\_

Date: \_\_\_\_\_

## ***Interview Introduction:***

- Introduced themselves to the interviewer
- Greeted the interviewer with a smile
- Gave a firm, confident handshake

6	4	3	Inc.

## ***Interview Preparation:***

- Was professionally dressed
- Was properly groomed with good personal hygiene
- Presented a professional resume

6	4	3	Inc.

## ***General Delivery:***

- Maintained appropriate eye contact throughout the interview
- Gave specific, detailed answers to questions
- Appropriate use of descriptive language - NO SLANG
- ~~Clear pronunciation and enunciation~~
- Proper vocal rate and tone
- Used positive body language (Expressions, gestures, etc.)

6	4	3	Inc.
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## ***Interview Conclusion:***

- Asked a relevant question seeking information/improvement
- Gave a firm, confident handshake
- Said "thank you" to the interviewer

6	4	3	Inc.

Things I thought you did well during the interview:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

<b><i>EVALUATION KEY:</i></b>	
<b>6</b>	= Exemplary or "YES"
<b>4</b>	= Proficient
<b>3</b>	= Improvement Needed
<b>Inc.</b>	= Unacceptable or "NO"

Things I thought you could improve on:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

INTERVIEWER'S NAME:

\_\_\_\_\_

# JOB SHADOW PLANNING TOOL

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

Career Cluster Area: ρ Arts, Media & Communication ρ Business Management & Finance  
 ρ Consumer Services, Hospitality & Tourism ρ Construction Development  
 ρ Environmental, Agricultural, and Natural Resources Systems ρ Health & Biosciences  
 ρ Human Resource Services ρ Information Technology  
 ρ Manufacturing, Engineering & Technology ρ Transportation Technologies

WHAT ARE THE INITIAL REQUIREMENTS?			
Complete a "perfect" Resume	Submit both to your teacher for proofing and credit.		
Prepare written Goals & Objectives			
WHAT DO I NEED TO DO TO GET STARTED?			
Choose three (3) career areas where you'd like to do your Job Shadow.	1.	2.	3.
List three (3) ways this career area relates to your post-high school goals?	1. 2. 3	1. 2. 3	1. 2. 3
List three (3) reasons you are interested in job shadowing in this career area?	1. 2. 3	1. 2. 3	1. 2. 3
HOW DO I BEGIN PLANNING MY JOB SHADOW?			
Think about contacts you might have in these career areas. List possible contacts.			
Think about others you know who might have contacts in these career areas (mom, dad, other relatives, friends, neighbors, or others like your doctor, dentist, boss, camp counselor etc.) List possible contacts.			
WHAT'S THE NEXT STEP?			
Make the initial contact to schedule your job shadow.	Get in touch with the people you've listed (above) to schedule your job shadow.		

## Job Shadow Planning Tool cont'd

<b>WHAT DO I HAVE TO DO BEFORE I GO?</b>	
Complete any required paperwork. Ask your teacher for specific information.	
Prepare <b>QUESTIONS</b> to ask the employer host.	A list of sample questions is available if you need help.
Pick up an <b>EMPLOYER EVALUATION</b> Form.	A sample employer evaluation is available.
Get <b>DIRECTIONS</b> to the worksite.	Ask your teacher or check Map Quest on the Internet.
<b>WHAT DO I DO ON THE DAY OF MY JOB SHADOW?</b>	
Dress appropriately.  Arrive on time.  Deliver your Resume, Goals & Objectives and Employer Evaluation form to your host.  Thank your host.	If you're unsure of what to wear, call your employer host in advance and ask.  Get there 10-15 minutes early.  Your host will complete the Evaluation and mail it back to the school.
<b>WHAT IF I'M SICK ON THE DAY OF MY JOB SHADOW?</b>	
Call your employer host.  Call your teacher.	Let your host know that you are sick and are unable to meet.
<b>WHAT DO I DO AFTER MY JOB SHADOW?</b>	
Write a <b>THANK YOU LETTER</b> to your host.	Turn it in to your teacher for proofing & credit. Your teacher will mail it for you.

# For a JOB SHADOW...

<b>HOW DO I GET STARTED?</b>	
Choose several career areas where you'd like to do your Job Shadow.	
Think about contacts you might have in these career areas	Mom, Dad, Other Relatives, Friends, Neighbors, your Job Shadow Host or Others like your doctor, dentist, boss, camp counselor etc.
Complete a "perfect" Resume	Turn it in to your teacher for proofing and credit.
Prepare written Goals & Objectives	Turn in to your teacher for proofing & credit.
<b>WHAT IF I NEED HELP SETTING UP MY JOB SHADOW?</b>	
Meet with your teacher to brainstorm ways to connect with potential job shadow hosts.	
<b>WHAT DO I HAVE TO DO BEFORE I GO?</b>	
Complete the proper paperwork and have all required signatures.	Ask your Parent or Guardian to sign giving you permission to go on the Job Shadow.
Prepare questions to ask the employer host.	
Pick up an Employer Evaluation Form.	
Get directions to the worksite.	Ask your teacher or check Map Quest on the Internet.
<b>WHAT DO I DO ON THE DAY OF MY JOB SHADOW?</b>	
Deliver your Resume, Goals & Objectives and Employer Evaluation form to your host on the first day.	Your host will complete the Evaluation and mail it back to the school.
Dress appropriately for the workplace.	
Arrive on time for your appointment.	
<b>WHAT IF I'M SICK ON THE DAY OF MY JOB SHADOW?</b>	
Call your employer host and let him/her know that you won't be able to meet. Call your teacher to report your absence.	
<b>WHAT DO I DO AFTER MY JOB SHADOW?</b>	
Write a THANK YOU LETTER to your host.	Turn it in to your teacher for proofing, credit and mailing.

# Job Shadow

Date \_\_\_\_\_

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

Name of Career and the person you are shadowing. \_\_\_\_\_  
\_\_\_\_\_

Does the person work for a company? If so, please list it.  
\_\_\_\_\_

How long has this person had this job? \_\_\_\_\_

How did they get this job?  
\_\_\_\_\_

What kind of education or training was necessary for this career? \_\_\_\_\_  
\_\_\_\_\_

Do they like the job? Why or why not?  
\_\_\_\_\_

How many hours did you spend on the job? \_\_\_\_\_

Did you observe or actually get to work? If you worked, what did you do? \_\_\_\_\_

During the time you observed the person, what did they do?  
\_\_\_\_\_  
\_\_\_\_\_

Is this what they usually do?

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List reasons why you would like this job.

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List reasons why you would not like this job.

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Was this job shadow a good experience for you? Why or why not?

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# JOB SHADOWS



**JOB SHADOWS** provide an opportunity for students to spend four or more hours with one or more employees at a business site. Employers introduce students to potential careers by allowing them to observe the jobs of individual workers by shadowing their daily routines and activities. They provide them with a look at the world of work and the range of career opportunities available to them. Employers should provide general information about their jobs, required skills and education and training requirements.



**DURING THE JOB SHADOW**, employers are encouraged to perform their normal work activities and maintain their daily routine as much as possible. It is recommended that employers provide an orientation of the company and a tour of the facility at the beginning of the shadow. Be flexible - if schedule changes occur, involve the student.

## THE STUDENT WILL...

- Meet** performance and attendance criteria set by the school
- Complete** assignments and participate in career awareness studies
- Obtain** parental/teacher permission to participate
- Arrange** transportation to arrive and depart as scheduled.

**LIABILITY EXPOSURE** at the worksite and while the student is in transit is the responsibility of the school district.

## HELPFUL HINTS

- \*Make sure you have the student's name.
- \*Confirm parking, meal arrangements and appropriate attire with the contact person at the school.
- \*Gather company brochures, product sheets, and any other pertinent data that would be of interest to the student about your job and/or business.
- \*Notify co-workers of the student's visit and encourage them to share their career experiences.

## THE EMPLOYER WILL...

- Serve** as host and identify appropriate individuals to participate.
- Receive** confirmation of the job shadow.
- Include** the student in their normal work activities.
- Share** how his/her career path evolved.
- Explain** how his/her department or job relates to the organization.
- Discuss** education and training needed to perform the job.
- Answer** student questions.
- Complete** an evaluation of the experience.

## POSSIBLE QUESTIONS?

*Students will have limited backgrounds about the job they are shadowing and will have questions for you in order to fully understand the requirements of your position. Here are some possible questions you may be asked.*

- What do you do on a typical day?
- What kinds of decisions/problems are part of your job?
- What training and/or education is required for the job?
- Is any type of prior work experience recommended?
- What is the best way to enter this occupation?
- What other jobs can you get with the same background?
- How does a person progress in this field?
- What do you like most about your job? Least?
- Are you expected to join professional organizations?
- What is the future outlook for careers in this area?
- What changes are occurring?



## Student Job Shadows

**JOB SHADOWS** provide an opportunity for students to spend four or more hours with one or more employees at a business site. Employers introduce students to potential careers by allowing them to observe the jobs of individual workers by "shadowing" their daily routines and activities. They provide them with a look at the world of work and the range of career opportunities available to them. Employers should provide general information about their jobs, required skills, and education and training requirements. Through the job shadow, students see the connections between what they learn in school and the larger world.

### THE IDEAL JOB SHADOW

- lasts a minimum of 4 hours (date & time agreed upon in advance)
- provides the student with a host who will guide the student through the job shadow experience
- offers the student opportunities to learn about all aspects of the business
- includes the student in the daily routine and work activities of the job

### FOR A JOB SHADOW...

#### THE STUDENT WILL...

- Meet** performance and attendance criteria
- Send** a resume and contact the employer to confirm dates, times etc.
- Obtain** parental permission
- Arrange** transportation
- Dress** appropriately for the workplace
- Arrive** and depart as scheduled
- Display** polite and courteous behavior
- Ask** relevant & thoughtful questions
- Assemble** a portfolio and documentation highlighting the experience
- Complete** an evaluation of the experience

#### THE EMPLOYER WILL...

- Serve** as host and identify appropriate individuals within the company to participate
- Provide** time to orient and give feedback to students
- Include** the student in the daily regimen and work activities of the job
- Explain** how their department/job relates to the organization
- Discuss** education and training needed to perform within the occupation
- Share** how their career path evolved
- Complete** an evaluation of the experience

### FREQUENTLY ASKED QUESTIONS...



- *How will I know what to do once students are here?*

Plan to include the student in the daily regimen of your job. Make arrangements for the student to observe during meetings or specific procedures. Notify appropriate co-workers and departments so they are aware of the student and his/her objectives. Gather company brochures, policy and safety manuals and review them with the student.

- *Confidentiality is extremely important in my business. How can I be assured students will understand its importance?*

Confidentiality is addressed in the classroom. However, because it is critical in many occupations, the student's orientation should include discussions of maintaining confidentiality.

- *What about Liability Exposure?*

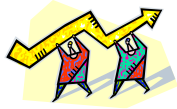
Since the student will be participating in an *unpaid* activity, the school district is responsible for liability coverage.

- *What can I do if there's a problem or the student behaves in a manner that shows lack of interest or maturity?*

First, talk to the student and review the type of behavior necessary for the workplace. If the behavior does not change, contact the school representative.

# For an *INTERNSHIP...*

<b>HOW DO I GET STARTED?</b>	
Choose several career areas where you'd like to do your internship.	
Think about contacts you might have in these career areas	Mom, Dad, Other Relatives, Friends, Neighbors, your Job Shadow Host or Others like your doctor, dentist, boss, camp counselor etc.
Complete a "perfect" Resume	Turn it in to your teacher for proofing and credit.
Prepare written Goals & Objectives	Turn it in to your teacher for proofing and credit.
<b>WHAT IF I NEED HELP SETTING UP MY INTERNSHIP?</b>	
Meet with your teacher to brainstorm ways to connect with potential internship hosts.	
<b>WHAT DO I HAVE TO DO BEFORE I GO?</b>	
Complete the proper paperwork and have all required signatures.	Ask your Parent or Guardian to sign giving you permission to go on the Internship.
Prepare questions to ask the employer host.	
Pick up an Employer Evaluation Form.	
Get directions to the worksite.	Ask your teacher or check Map Quest on the Internet.
<b>WHAT DO I DO ON THE DAY(S) OF MY INTERNSHIP?</b>	
Deliver your Resume, Goals & Objectives and Employer Evaluation form to your host on the first day.	Your host will complete the Evaluation and mail it back to the school.
Dress appropriately for the workplace.	
Arrive on time for your appointments.	
<b>WHAT IF I'M SICK ON THE DAY OF MY INTERNSHIP?</b>	
Call your employer host and let him/her know that you won't be able to meet. Call the school to report your absence.	
<b>WHAT DO I DO AFTER MY INTERNSHIP?</b>	
Write a THANK YOU LETTER to your host.	Turn it in to your teacher for proofing, credit and mailing.



# Student Internships

**THE STUDENT INTERNSHIP** is a critical component of a student's understanding of the Maryland Career Clusters. Through the internship, students see the connections between what they learn in school and the larger world. The internship prepares students to enter the workforce by combining academic studies with practical on-the-job work experience.

## THE IDEAL INTERNSHIP

- provides the intern with a supervisor who will guide the student through the internship experience
- offers the intern opportunities to learn about all aspects of the business
- challenges the intern to think and solve problems

## FOR AN INTERNSHIP...

### *THE STUDENT WILL...*

- Meet** performance and attendance criteria
- Develop** learning objectives and goals
- Send** a resume and contact the employer to confirm dates, times etc.
- Obtain** parental permission
- Arrange** transportation
- Dress** appropriately for the workplace
- Arrive** and depart as scheduled
- Display** polite and courteous behavior
- Assemble** a portfolio and documentation highlighting the experience
- Complete** an evaluation of the experience

### *THE EMPLOYER WILL...*

- Develop** a work/training schedule
- Approve** student learning objectives
- Provide** time to orient, train and give feedback to students
- Discuss** education and training needed to perform within the occupation
- Review** progress with the student periodically
- Communicate** with the school representative as needed
- Complete** an evaluation of the experience



## FREQUENTLY ASKED QUESTIONS...

- *How will I know what to do once students are here?*

Plan to include the student in the daily regimen of your job. Make arrangements for the student to observe during meetings or specific procedures. Notify appropriate co-workers and departments so they are aware of the student and his/her objectives. Gather company brochures, policy and safety manuals and review them with the student.

- *Confidentiality is extremely important in my business. How can I be assured students will understand its importance?*

Since confidentiality is critical in many occupations, the student's orientation should include discussions of maintaining confidentiality.

- *What about Liability Exposure?*

Since the student will be participating in an *unpaid* activity, the school district is responsible for liability coverage.

- *What can I do if a student does not behave in a manner that shows interest or maturity?*

First, talk to the student and review the type of behavior necessary for the job. If the behavior does not change, contact the school representative.

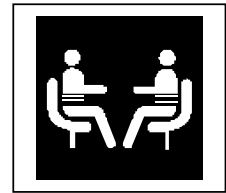
- *Can I terminate a student if he or she is not meeting satisfactory standards?*

Yes. Students are expected to abide by employer rules and regulations. However, prior to termination, please contact the school representative to discuss the concerns. The school rep may be able to intervene and help the student to correct the situation.



## INTERNSHIPS

**INTERNSHIPS** offer in-depth learning opportunities, and allow students to explore career interest areas through real -world, hands-on experiences. Internships involve formal training agreements between a school and a business that outline the skills and concepts the student is expected to learn and demonstrate at the workplace.



**INTERNSHIPS** last a minimum of twenty -four hours and can be paid or unpaid positions for which the student will receive academic credit. Learning objectives are established and agreed upon by the student, business supervisor and the teacher prior to the start of the experience.

### THE STUDENT WILL...

- Meet** performance and attendance criteria set by the school
- Complete** assignments and participate in career awareness studies
- Contact** the employer confirming work experience times, location, etc.
- Obtain** parental/teacher permission to participate
- Arrange** transportation to arrive and depart as scheduled.
- Dress** appropriately.
- Display** polite and courteous behavior
- Arrive** and depart as scheduled.

**LIABILITY EXPOSURE** at the worksite and while the student is in transit is the responsibility of the school district if the student is in an unpaid experience. If the student is involved in a paid experience, the business is responsible

### HELPFUL HINTS

- \*Be very detailed when developing learning objectives and review this regularly throughout the internship to verify objectives are being met.
- \*Arrange workspace for the student if appropriate.
- \*Confirm parking, meal arrangements and appropriate attire with the school contact person.
- \*Gather company brochures, policy and safety manuals to review with the student.
- \*Notify appropriate co-workers and departments so they are aware of the student and their assigned responsibilities.

### THE EMPLOYER WILL...

- Serve** as host and identify the participating worksite supervisor.
- Conduct** an interview with the student to confirm the learning objectives.
- Discuss** education and training needed to perform within this occupational area.
- Discuss** financial benefits within this career.
- Discuss** career path possibilities.
- Answer** student questions .
- Call** the school contact or teacher if problems arise with the work experience.
- Complete** an evaluation of the experience .

### POSSIBLE QUESTIONS YOU MIGHT ASK THE STUDENT when determining whether to accept them for an Internship:

- What school activities do you participate in?
- Which do you enjoy the most?
- Tell me about some accomplishments you feel good about.
- How would you describe your personality?
- Tell me something unique about you?
- What are your favorite/least favorite classes?
- What jobs have you held? How were they obtained?
- Why did you leave?
- What are your post -high school plans?
- How do you think this experience might help you with those plans?
- What do you hope to gain from this experience?

# Resume Template

**Student First & Last Name**  
**Street Address**  
**City, State and Zip code**  
**Area code and phone number**  
**E-mail address**

- OBJECTIVE:** Description of the job/internship you are seeking
- EDUCATION:** List current school, expected date of graduation, followed by high school, date of graduation. Also, list any other education experiences that may be related to the job you are seeking.
- WORK HISTORY:** Chronologically list current and previous positions held. Give the name of the employer and a brief job description. Dates are not necessary, unless they show long-term employment.
- VOLUNTEER EXPERIENCE:** Items here may be in addition to or instead of **WORK HISTORY**. Again, list items chronologically from the most recent to least recent.
- SKILLS:** Include applicable skills and abilities that will help make you more marketable in the eyes of the employer. The more you appear to be a potential asset to a prospective employer, the more likely you are to be offered the job.
- ACTIVITIES:** Being involved in an assortment of clubs and activities give the employer a better overall view of the type of person you are. This is an "optional" category. If you have had numerous work and volunteer experiences, you may not have room on your resume for this category. Include a separate sheet of paper with the information if that is the case.
- REFERENCES:** "**Available upon request**" is listed on the bottom of a resumé. References should be brought to the interview and provided upon request only. Three references (names, addresses & phone numbers) are sufficient and should be listed on a separate page. They should be adults you have worked for or know well. They should NOT be relatives.

*"Bullets" (•) may be used to lend clarity to the resume format & organization. Be sure to list items, not sentences or paragraphs. Potential employers will maybe spend 30 seconds reading your resume because they want to find out all about you immediately! Refer to "Resume" file for a sample.*

## Resume Template- Goals

Student Name  
Address  
City, State, Zip Code  
(Area Code) phone number  
E-mail address

### Goal:

My goal is to observe a (insert career type) in order to gain experience and assess my long-term interest in the field of (insert career type).

### Objectives:

1. Gain employability skills
2. Learn the educational requirements for various careers in (insert career type)
3. Observe how to (insert a skill specific to the career type)
4. Observe communication skills between staff and (insert target audience)
5. Observe procedures performed (insert broad overview of procedures related to the career type)

Replace all ( ) and the address field with information that applies to you personally. Be sure to delete these instruction lines when you "save as ..." under your file name!

**Portfolios,  
The Extended  
Application,  
&  
Student-Led  
Conferences**



## The Senior Portfolio and Extended Application

The Senior Pathway Portfolio/Project must include sufficient evidence to demonstrate an individual student's extended learning. There are two parts to the Senior Pathway Portfolio/Project:

1. The Extended Application
2. The Collection of Evidence - Portfolio/Project

The Extended Application provides an opportunity for students to apply their knowledge and skills and then document the experiences in their Collection of Evidence. The Extended Application project/product should be relevant to the student's goals and must explicitly describe the academic and specialized knowledge and skills used.

The Collection of Evidence is a culmination of student work that displays how individual students have met the Extended Application and the Career Development Standards. Collections of evidence provide documentation of a student's experiences. Depending on the nature of the work, a collection may contain a range of evidence, from one large culminating project to several smaller samples of work.

The Senior Pathway Portfolio/Project must include:

1. A clearly defined proposal that relates directly to the student's career pathway.
2. Evidence of personal relevance. Students must show a clear connection between their work and their post-high school options and must show evidence of new learning, ideas, results or conclusions.
3. An explicit connection between the work and the Career Development Standards.

## Why a Portfolio?

1. A portfolio showcases the things a student has accomplished over the course of his/her high school career.
2. Portfolios are works in progress. It is a good idea to collect portfolio items as you earn certificates, complete projects, win awards, etc.
3. Portfolios can be used to show "performance" when interviewing for jobs.
4. Resumes and cover letters are necessities, but portfolios take touting your best assets a step further because they provide tangible proof of your hard work.

## Portfolio Requirements

Portfolio Requirements include:

- Title Page with Student's Name
- Table of Contents
- Student's Education Plan & Profile (optional)
- Personal Statement
- Resume
- Extended Application/Proficiency Credit Materials (see EA Requirements)
- Other Items of Student's Choice
- Additional Requirements:
  - 3-Ring Binder - no larger than 3-inches
  - Clearly marked dividers or page numbers
- OR
- An electronic portfolio (contact your instructor for approval)

## The Personal Statement

The Personal Statement provides additional evidence of your intellectual and creative achievement. It provides evidence of your achievements that isn't reflected in other parts of your portfolio and allows you to describe how your portfolio/project has helped to shape your attitude, focus and intellectual achievement.

Your Personal Statement should:

- ♦ Describe your overall goal
- ♦ Explain your educational and career goals
- ♦ Identify your career development activities
- ♦ Describe the Career Development Standards you have met.

## Other Items of Student's Choice

Students may wish to include other pieces in their portfolio that reflect accomplishments, or other things that they would like to share with others. These pieces *may* include:

1. Community Service Documentation
2. Certificates
3. Licenses or Special Designations
4. Athletic and Activity Certificates and Photos
5. Acceptance Letters (College, Training Program, Apprenticeship, etc.)
6. Letters of Recommendation
7. Other

## Portfolio Fair

A Portfolio Fair is a celebration where seniors can showcase the culmination of their work. Student Portfolios may include a personal statement, resume, an extended application paper/project, journals, artifacts, and other items of a student's choice.

Hints for organizing a Portfolio Fair:

1. Secure a site large enough to accommodate portfolios for all seniors (library, gym, conference room).
2. Determine the beginning and ending dates for the Portfolio Fair and reserve the site including the day before for set up and the day after for break down.
3. Organize portfolios by Career Cluster Area of Interest to showcase student interest areas. Provide signage to direct visitors to specific areas.
4. Invite parents, faculty, and mentors to the Portfolio Fair to view student work. Provide comment cards so they can write personal comments/notes to students.
5. Bring all juniors to the Portfolio Fair. This will give them a better idea of expectations for their senior year. Provide comment cards so they can write personal comments/notes to students.
6. Encourage staff to bring classes to the Portfolio Fair to share in the work and the celebration.

## Extended Application - Overview

The Extended Application (EA) allows you to extend and apply your learning in a fashion that you design, to take responsibility for what you learn and how you learn it. You will design how you conduct, carry out, and present your project, and you will manage yourself. You will need to explicitly describe the academic and specialized knowledge and skills you use within your project.

Your EA project must be relevant to your goals and apply the knowledge and skills you have gained in your schooling to date. Your EA will be evaluated on its rigor (did you look at or consider every part of your project carefully to make certain that it is correct, precise, as good as it could be, and safe?) in the context of your Cluster and post-secondary goals.

Students will be able to apply and extend academic and career-related knowledge and skills in new and complex situations appropriate to the students' personal, academic and/or career interests and post-high school goals.

There are three dimensions/traits that represent the Extended Application. They are:

1. Relevance - Demonstrates evidence of personal relevance.
2. Rigor - Applies and extends academic and specialized knowledge and skills to new situations.
3. Reflection - Reflects on learning and connection to goals

## **Guiding Questions:**

### **Relevance:**

1. Does your work sufficiently represent the extended application?
2. Is there evidence of personal relevance?
3. Have you shown a clear connection between your work and your post-high school goals and plans?
4. Have you shown evidence of new learning, ideas, results or conclusions?

### **Rigor:**

1. Is there a clear description of academic and specialized knowledge and skills appropriate to context?
2. Have you explicitly described the academic and specialized knowledge and skills used?
3. Have you demonstrated an understanding of how these knowledge and skills are appropriate to your education plans and post-high school goals?
4. Have you demonstrated an application of learning to new contexts?
5. Have you applied and extended academic and specialized knowledge and skills in complex or non-routine situations?
6. Have you exhibited individual responsibility and autonomy?

### **Reflection:**

1. Have you reflected upon the applied learning and connection to goals?
2. Have you reflected upon how you applied academic and specialized knowledge and skills in complex or non-routine situations?
3. Have you described how your work relates to your post-high school goals?



## **Documentation:**

1. Is there sufficient documentation of your work?
2. Is there documentation of the process?
3. Have you explained the steps involved and types of activities, communications or research used when putting together your collection of evidence?
4. Have you provided tangible evidence of your work through photos, video, written pieces etc.?
5. Have you included some form of written and/or verbal record of reflection?

## Extended Application Requirements Include:

- Extended Application/Proficiency Credit Materials:
  - Student Application
  - Signed Participation Agreement
  - Demonstration of learning including:
    - ◆ Extended Application (description and documentation)
      - ◆ Career Development Standards (documentation & reflection)
    - ◆ Work Plan and Time Log
    - ◆ Journals
    - ◆ Artifacts and Explanations
    - ◆ Career Related Learning Experience(s) (documentation & reflection)
    - ◆ Summary Reflection
  - Mentor or Employer Host Evaluation
- Presentation - may include:
  - ◆ Exhibition to teacher(s), a panel of adults and/or peer group
  - ◆ Portfolio Fair
  - ◆ Student Led Conference

**Extended Application Time Log:**

<b>Date</b>	<b>Daily Hours</b>	<b>Overall Hours</b>	<b>Work Plan</b>

## Oral Presentation

The oral presentation is the culmination of the student's work. The presentation should include a bit of personal history regarding the evolution of the student's self-awareness, his or her Cluster choice and the steps taken that led them to their EA and CRLE Experiences. The presentations should also summarize the student's reflective essays, goals and future plans. Students should also discuss the Career Development Standards.

### Guiding Questions:

1. Explain how you became interested in this Cluster area.
2. Explain how and where you acquired career-related knowledge and skills.
3. Discuss your CRLE and what was learned from the experience.
4. Discuss your EA and what was learned from the experience.
5. Explain your goals and plans for the future.

## **Internship Host/Mentor Evaluation**

The internship host/mentor's role is to guide and motivate students while also teaching specific skills related to the student's EA project. The goal is for the internship host/mentor to share his or her expertise, provide an inside look at the job and work environment, and help the student connect the experience back to what they are learning in the classroom

The internship host/mentor will also evaluate the student on his/her development of the career development standards and skills as they complete their project. A sample internship host/mentor evaluation is on the next page.

# Internship Host/Mentor Evaluation

---

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

---

Evaluator's Name \_\_\_\_\_ Title \_\_\_\_\_

---

Evaluator's Phone \_\_\_\_\_ Email \_\_\_\_\_

---

Business Name (if applicable) \_\_\_\_\_

---

Address \_\_\_\_\_ City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

---

---

**Scoring Key:** Please circle number that best indicates the student's effort and /or ability.

- 1 = Exemplary
- 2 = Satisfactory
- 3 = Needs Improvement
- NA = Not Applicable

## **Performance Factors**

- 1 2 3 NA      **Initiative** - Sought work and responsibility, independently; generated ideas and expressed opinions willingly.
- 1 2 3 NA      **Quality of Work** - Completed work was thorough, accurate, and presentable.
- 1 2 3 NA      **Awareness** - Quickly grasped new concepts; processed information easily; asked thoughtful questions.
- 1 2 3 NA      **Enthusiasm** - Pursued experience with energy; took pride in accomplishments.

### **Personal Management**

- 1 2 3 NA Exhibited appropriate work ethic and behaviors.
- 1 2 3 NA Interacted appropriately with others.
- 1 2 3 NA Displayed high standards of attendance and punctuality.
- 1 2 3 NA Completed assigned tasks.

### **Problem Solving**

- 1 2 3 NA Displayed problem solving and decision making skills.
- 1 2 3 NA Identified alternatives and possible solutions where appropriate.

### **Communication**

- 1 2 3 NA Demonstrated effective verbal and non-verbal communication skills.
- 1 2 3 NA Spoke clearly, listened attentively and/or wrote clearly and accurately.
- 1 2 3 NA Gave and received feedback in a positive manner.

### **Teamwork**

- 1 2 3 NA Demonstrated respect and flexibility in team situations.
- 1 2 3 NA Worked effectively as a member of a team.
- 1 2 3 NA Demonstrated skills that improve team effectiveness (e.g. compromise, consensus building, conflict management, goal setting).

### **Employment Foundations**

- 1 2 3 NA Followed health and safety practices.
- 1 2 3 NA Dressed appropriately for the work environment.
- 1 2 3 NA Used tools and technology appropriately.

### **Career Development**

- 1 2 3 NA Asked thoughtful questions about educational, training and skill requirements for this career interest area.

### **Overall Experience**

- 1 2 3 NA Please rate your overall experience.

**Please include any additional comments on back:**

---

Evaluator's Signature

---

Date

## Journals

Students are expected to maintain an ongoing journal that reflects on their experiences and relates those experiences to identified standards (for example, the Career Related Learning Standards).

- ❑ Journals should include:
  1. Student Name
  2. Date
  3. Description of the activity
  4. Personal observations
  5. Reflection
  
- ❑ A minimum of a weekly journal entry is required.
  
- ❑ The journal will be reviewed with your instructor at mid-point and at the final meeting.



## Artifacts

Students shall include a minimum of three (3) artifacts to support the work they have done, observed and learned through their Extended Applications. Artifacts may include:

- ◆ Photos
- ◆ Videos
- ◆ Displays
- ◆ Products
- ◆ Brochures
- ◆ Other

All artifacts must include a description and explain how they relate or support the work completed through the Extended Application.

## Summary Reflection

It is important for students to reflect on their entire Extended Application Project/Product. The reflection will help them consider what they have learned and how what they learned applies to their future plans and goals.

### Guiding Questions

1. How did you select your Extended Application Project/Product?  
How did this experience fit with your education, career and personal goals?
2. Describe what you did during your Extended Application Project/Experience.  
What were your specific activities?
3. What obstacles did you encounter and how did you overcome them?
4. Which Career Development Standards did you demonstrate? How?
5. What other skills and knowledge did you learn and develop?
6. How would you evaluate the experience overall?  
Did it meet your initial expectations?
7. How would you evaluate your participation and work?
8. What could you do better next time?

# FRESHMAN/SOPHOMORE STUDENT-LED CONFERENCE WORKSHEET

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

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

**CLUSTER AREA OF INTEREST:**

- |  |   |  |
|--|---|--|
| <input type="checkbox"/> Arts, Media & Communication                             | <input type="checkbox"/> Construction & Development | <input type="checkbox"/> Information Technology                  |
| <input type="checkbox"/> Business, Management & Finance                          | <input type="checkbox"/> Health & Biosciences       | <input type="checkbox"/> Manufacturing, Engineering & Technology |
| <input type="checkbox"/> Consumer Services, Hospitality & Tourism                | <input type="checkbox"/> Human Resource Services    | <input type="checkbox"/> Transportation Technologies             |
| <input type="checkbox"/> Environmental, Agricultural & Natural Resources Systems |   |  |

You will have 15 minutes for your conference presentation. You will share the contents of your Junior Portfolio as well as ideas for options you are considering pursuing after graduation. Be sure to include the following elements:

- |                       |                               |
|-----------------------|-------------------------------|
| 1. Introduce yourself | 3. Share your information     |
| 2. Explain the agenda | 4. Conclude your presentation |

<b>PART I PERSONAL CHOICE</b> Share information about two (2) significant activities, projects, classroom events etc. you have been involved in during your Junior year.	
<b>#1</b>  <input type="checkbox"/> Community Service <input type="checkbox"/> Field Trips <input type="checkbox"/> Guest Speakers <input type="checkbox"/> Job Shadow <input type="checkbox"/> Special Project <input type="checkbox"/> Other Related Activity	What did you do? What did you learn?  Which of the Career Development Standards did you meet? Explain  Why did you choose this experience above all the others?  How does this activity fit into your Cluster Area of Interest?
<b>#2</b>  <input type="checkbox"/> Community Service <input type="checkbox"/> Field Trips <input type="checkbox"/> Guest Speakers <input type="checkbox"/> Job Shadow <input type="checkbox"/> Special Project <input type="checkbox"/> Other Related Activity	What did you do? What did you learn?  Which of the Career Development Standards did you meet? Explain.  Why did you choose this experience above all the others?  How does this activity fit into your Cluster Area of Interest?
<b>PART II - WRITING WORK SAMPLE</b> Share a writing sample from one of your classes.	
<b>WRITING SAMPLE</b>	What is the work sample?  What did you learn?  Which of the Career Development Standards did you meet? Explain.

**FRESHMAN/SOPHOMORE STUDENT-LED CONFERENCE WORKSHEET**

**Page 2**

**PART III - IDEAS FOR AN INTERNSHIP OR PROJECT & AN EXTENDED APPLICATION TOPIC**

Share 2 possible ideas for an internship or project	IDEA 1.	Why are you considering this?	What steps will you take to make this happen?
	IDEA 2.	Why are you considering this?	What steps will you take to make this happen?
Share 1 possible argumentative topic or hot issue related to your internship or project idea that could be used for an extended application paper	TOPIC .	Why are you considering this topic?	What steps will you take to make this happen?

**PART III - WHAT ARE YOUR POST-HIGH SCHOOL GOALS? -**

<b>GOAL(S)</b>	What influenced your choices?
	What steps have you taken so far to prepare?
	What will you do during your senior year to further prepare yourself?

**PARENTS AND GUESTS ARE WELCOME.**

**PLEASE ENCOURAGE THEM TO COME.**

# JUNIOR STUDENT-LED CONFERENCE WORKSHEET

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

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

**CLUSTER AREA OF INTEREST:**

- |  |   |  |
|--|---|--|
| <input type="checkbox"/> Arts, Media & Communication                             | <input type="checkbox"/> Construction & Development | <input type="checkbox"/> Information Technology                  |
| <input type="checkbox"/> Business, Management & Finance                          | <input type="checkbox"/> Health & Biosciences       | <input type="checkbox"/> Manufacturing, Engineering & Technology |
| <input type="checkbox"/> Consumer Services, Hospitality & Tourism                | <input type="checkbox"/> Human Resource Services    | <input type="checkbox"/> Transportation Technologies             |
| <input type="checkbox"/> Environmental, Agricultural & Natural Resources Systems |   |  |

You will have 15 minutes for your conference presentation. You will share the contents of your Junior Portfolio as well as ideas for options you are considering pursuing after graduation. Be sure to include the following elements:

- |                       |                               |
|-----------------------|-------------------------------|
| 1. Introduce yourself | 3. Share your information     |
| 2. Explain the agenda | 4. Conclude your presentation |

## PART 1 PERSONAL CHOICE

Share information about two (2) significant activities, projects, classroom events etc. you have been involved in during your Junior year.

<b>#1</b>	What did you do? What did you learn?
<input type="checkbox"/> Community Service	Which of the Career Development Standards did you meet? Explain
<input type="checkbox"/> Field Trips	Why did you choose this experience above all the others?
<input type="checkbox"/> Guest Speakers	How does this activity fit into your Cluster Area of Interest?
<input type="checkbox"/> Job Shadow	
<input type="checkbox"/> Special Project	
<input type="checkbox"/> Other Related Activity	
<b>#2</b>	What did you do? What did you learn?
<input type="checkbox"/> Community Service	Which of the Career Development Standards did you meet? Explain.
<input type="checkbox"/> Field Trips	Why did you choose this experience above all the others?
<input type="checkbox"/> Guest Speakers	How does this activity fit into your Cluster Area of Interest?
<input type="checkbox"/> Job Shadow	
<input type="checkbox"/> Special Project	
<input type="checkbox"/> Other Related Activity	

## PART II - WRITING WORK SAMPLE

Share a writing sample from one of your classes.

<b>WRITING SAMPLE</b>	What is the work sample?
	What did you learn?
	Which of the Career Development Standards did you meet? Explain.
	Why did you choose this work sample above all others?

**JUNIOR STUDENT-LED CONFERENCE WORKSHEET**  
**Page 2**

**PART III - IDEAS FOR AN INTERNSHIP OR PROJECT & AN EXTENDED APPLICATION TOPIC**

Share 2 possible ideas for an internship or project	IDEA 1.	Why are you considering this?	What steps will you take to make this happen?
	IDEA 2.	Why are you considering this?	What steps will you take to make this happen?
Share 1 possible argumentative topic or hot issue related to your internship or project idea that could be used for an extended application paper	TOPIC .	Why are you considering this topic?	What steps will you take to make this happen?

**PART III - WHAT ARE YOUR POST-HIGH SCHOOL GOALS? -**

<b>GOAL(S)</b>	What influenced your choices?
	What steps have you taken so far to prepare?
	What will you do during your senior year to further prepare yourself?

**PARENTS AND GUESTS ARE WELCOME.**  
**PLEASE ENCOURAGE THEM TO COME.**

# Forms & Templates

# My Freshman Planner

Name: \_\_\_\_\_  
Student ID: \_\_\_\_\_  
Grade Level: \_\_\_\_\_  
School Name: \_\_\_\_\_  
Graduation Year: \_\_\_\_\_

## MY PLAN

### About Me:

My strengths, talents, interests and preferences are;

### My Personal Goal(s) are:

3 things I can do to help me meet my Personal Goal(s):

- 1.
- 2.
- 3.

### My Academic Goals (check all that apply):

- To earn a \_\_\_ grade point average       To earn college credit while I'm in high school  
 To graduate from high school       To earn an international Baccalaureate (IB) diploma  
 To take Advanced Placement courses       To maintain good attendance  
 Other \_\_\_\_\_

3 things I can do to help me meet my Academic Goals:

- 1.
- 2.
- 3.

### My Career Goals:

I've investigated these career areas:

- 1.
- 2.
- 3.

I'm interested in these career areas because:



**My Post High School Goals (check all that apply):**

<input type="checkbox"/> 2-year Community College	<input type="checkbox"/> Apprenticeship
<input type="checkbox"/> 4-year College or University	<input type="checkbox"/> Military
<input type="checkbox"/> Technical/Trade School	<input type="checkbox"/> Employment
<input type="checkbox"/> Other _____	

3 things I can do to help me prepare for my post-high school goals:

- 1.
- 2.
- 3.

**Cluster(s) that match my career interests are:**

<input type="checkbox"/> Arts, Media, & Communication	<input type="checkbox"/> Health & Biosciences
<input type="checkbox"/> Business Management & Finance	<input type="checkbox"/> Human Resource Services
<input type="checkbox"/> Consumer Service, Hospitality & Tourism	<input type="checkbox"/> Information Technology
<input type="checkbox"/> Construction & Development	<input type="checkbox"/> Manufacturing, Engineering & Technology
<input type="checkbox"/> Environmental, Agricultural & Natural Resource Systems	<input type="checkbox"/> Transportation Technologies

**Activities that I plan to participate in both in school and out of school are:**

------------------

**My 4-Year Course Plan:**

Attach a copy of your 4-year course plan
--

**My Academic Performance:**

Semester 1 - Date: _____	Semester 2 - Date: _____
Current GPA: ___ Cumulative GPA: _	Current GPA: ___ Cumulative GPA: _
Number of Days Absent: _	Number of Days Absent: _
Ways I can improve my attendance rate: _____	Ways I can improve my attendance rate: _____
Some ways my academic performance and attendance might affect my future plans are: _____	Some ways my academic performance and attendance might affect my future plans are: _____

# My Sophomore Planner

Name: \_\_\_\_\_  
Student ID: \_\_\_\_\_  
Grade Level: \_\_\_\_\_  
School Name: \_\_\_\_\_  
Graduation Year: \_\_\_\_\_

## MY PLAN

### About Me:

My strengths, talents, interests and preferences are;

### My Personal Goal(s) are:

3 things I can do to help me meet my Personal Goal(s):

- 1.
- 2.
- 3.

### My Academic Goals (check all that apply):

- To earn a \_\_\_ grade point average       To earn college credit while I'm in high school  
 To graduate from high school               To earn an international Baccalaureate (IB) diploma  
 To take Advanced Placement courses     To maintain good attendance  
 Other \_\_\_\_\_

3 things I can do to help me meet my Academic Goals:

- 1.
- 2.
- 3.

### My Career Goals:

I've investigated these career areas:

- 1.
- 2.
- 3.

I'm interested in these career areas because:

**My Post High School Goals (check all that apply):**

<input type="checkbox"/> 2-year Community College	<input type="checkbox"/> Apprenticeship
<input type="checkbox"/> 4-year College or University	<input type="checkbox"/> Military
<input type="checkbox"/> Technical/Trade School	<input type="checkbox"/> Employment
<input type="checkbox"/> Other _____	

3 things I can do to help me prepare for my post-high school goals:

- 1.
- 2.
- 3.

**Cluster(s) that match my career interests are:**

<input type="checkbox"/> Arts, Media, & Communication	<input type="checkbox"/> Health & Biosciences
<input type="checkbox"/> Business Management & Finance	<input type="checkbox"/> Human Resource Services
<input type="checkbox"/> Consumer Service, Hospitality & Tourism	<input type="checkbox"/> Information Technology
<input type="checkbox"/> Construction & Development	<input type="checkbox"/> Manufacturing, Engineering & Technology
<input type="checkbox"/> Environmental, Agricultural & Natural Resource Systems	<input type="checkbox"/> Transportation Technologies

**Activities that I plan to participate in both in school and out of school are:**

--------------

**My 4-Year Course Plan:**

Attach a copy of your 4-year course plan
--

**My Academic Performance:**

Semester 1 - Date: _____	Semester 2 - Date: _____
Current GPA: ___ Cumulative GPA: _	Current GPA: ___ Cumulative GPA: _
Number of Days Absent: __	Number of Days Absent: __
Ways I can improve my attendance rate: _____	Ways I can improve my attendance rate: _____
Some ways my academic performance and attendance might affect my future plans are: _____	Some ways my academic performance and attendance might affect my future plans are: _____

# My Junior Planner

Name: _____
Student ID: _____
Grade Level: _____
School Name: _____
Graduation Year: _____

## MY PLAN

### About Me:

My strengths, talents, interests and preferences are:

### My Personal Goal(s) are:

3 things I can do to help me meet my Personal Goal(s):

- 1.
- 2.
- 3.

### My Academic Goals (check all that apply):

<input type="checkbox"/> To earn a ___ grade point average	<input type="checkbox"/> To earn college credit while I'm in high school
<input type="checkbox"/> To graduate from high school	<input type="checkbox"/> To earn an international Baccalaureate (IB) diploma
<input type="checkbox"/> To take Advanced Placement courses	<input type="checkbox"/> To maintain good attendance
<input type="checkbox"/> Other _____	

3 things I can do to help me meet my Academic Goals:

- 1.
- 2.
- 3.

### My Career Goals:

I've investigated these career areas:

- 1.
- 2.
- 3.

I'm interested in these career areas because:

**My Post High School Goals (check all that apply):**

<input type="checkbox"/> 2-year Community College	<input type="checkbox"/> Apprenticeship
<input type="checkbox"/> 4-year College or University	<input type="checkbox"/> Military
<input type="checkbox"/> Technical/Trade School	<input type="checkbox"/> Employment
<input type="checkbox"/> Other _____	

3 things I can do to help me prepare for my post-high school goals:

- 1.
- 2.
- 3.

**Cluster(s) that match my career interests are:**

**Activities that I plan to participate in both in school and out of school are:**

------------------

**My 4-Year Course Plan:**

Attach a copy of your 4-year course plan    
--

**My Academic Performance:**

Semester 1 - Date: _____ Current GPA: ___ Cumulative GPA: _ Number of Days Absent: __ Ways I can improve my attendance rate: _____ Some ways my academic performance and attendance might affect my future plans are: _____	Semester 2 - Date: _____ Current GPA: ___ Cumulative GPA: _ Number of Days Absent: __ Ways I can improve my attendance rate: _____ Some ways my academic performance and attendance might affect my future plans are: _____
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# My Senior Planner

Name: \_\_\_\_\_  
Student ID: \_\_\_\_\_  
Grade Level: \_\_\_\_\_  
School Name: \_\_\_\_\_  
Graduation Year: \_\_\_\_\_

## MY PLAN

### About Me:

My strengths, talents, interests and preferences are;

### My Personal Goal(s) are:

3 things I can do to help me meet my Personal Goal(s):

- 1.
- 2.
- 3.

### My Academic Goals (check all that apply):

- To earn a \_\_\_ grade point average       To earn college credit while I'm in high school  
 To graduate from high school               To earn an international Baccalaureate (IB) diploma  
 To take Advanced Placement courses     To maintain good attendance  
 Other \_\_\_\_\_

3 things I can do to help me meet my Academic Goals:

- 1.
- 2.
- 3.

### My Career Goals:

I've investigated these career areas:

- 1.
- 2.
- 3.

I'm interested in these career areas because:

**My Post High School Goals (check all that apply):**

<input type="checkbox"/> 2-year Community College	<input type="checkbox"/> Apprenticeship
<input type="checkbox"/> 4-year College or University	<input type="checkbox"/> Military
<input type="checkbox"/> Technical/Trade School	<input type="checkbox"/> Employment
<input type="checkbox"/> Other _____	

3 things I can do to help me prepare for my post-high school goals:

- 1.
- 2.
- 3.

**Cluster(s) that match my career interests are:**

<input type="checkbox"/> Arts, Media, & Communication	<input type="checkbox"/> Health & Biosciences
<input type="checkbox"/> Business Management & Finance	<input type="checkbox"/> Human Resource Services
<input type="checkbox"/> Consumer Service, Hospitality & Tourism	<input type="checkbox"/> Information Technology
<input type="checkbox"/> Construction & Development	<input type="checkbox"/> Manufacturing, Engineering & Technology
<input type="checkbox"/> Environmental, Agricultural & Natural Resource Systems	<input type="checkbox"/> Transportation Technologies

**Activities that I plan to participate in both in school and out of school are:**

--------------

**My 4-Year Course Plan:**

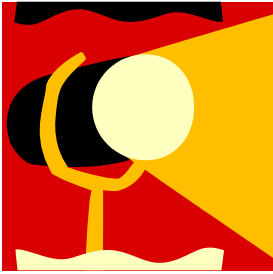
Attach a copy of your 4-year course plan
--

**My Academic Performance:**

Semester 1 - Date: _____	Semester 2 - Date: _____
Current GPA: ___ Cumulative GPA: _	Current GPA: ___ Cumulative GPA: _
Number of Days Absent: _	Number of Days Absent: _
Ways I can improve my attendance rate: _____	Ways I can improve my attendance rate: _____
Some ways my academic performance and attendance might affect my future plans are: _____	Some ways my academic performance and attendance might affect my future plans are: _____







# ***Focus on Juniors***

**Junior Advisory Meeting**

**Date**

**Start time - End time**

"Now is the  
time...  
Here is the  
place"

**Junior Advisory  
What & Why?  
Setting Goals  
The Junior Portfolio -  
What's required?**

**Remember...Attendance is Mandatory.**

**SEE YOU THERE!**

**Student Name:**

**ID#:**

**Your Mentor:**

**Your Meeting Location :**

# Advisory Meeting Script Template

Grade:

Meeting Month(s):

Start Time:

End Time:

---

Required Supplies:

---

## Activity 1

Activity Title: Greet the Group/Ice Breaker Activity

Start Time:

End Time:

MD CDC Standard(s):

---

## Activity 2

Topic: Reconnect Activity or Review concept from last meeting

Start Time:

End Time:

MD CDC Standard(s):

---

## Activity 3

Topic: High School Briefs - Getting Involved in Your School

Start Time:

End Time:

MD CDC Standard(s):

## Advisory Meeting Script Template cont'd

### Activity 4

Topic: Character Building Concept

Start Time:

End Time:

MD CDC Standard(s):

---

### Activity 5

Topic: School-Based Concept (Planner, Goal Setting, Cluster Activities, Career Development Content Standards, Career Related Learning Standards, etc)

Start Time:

End Time:

MD CDC Standard(s):

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### Activity 6

Topic: Career-Based Concept (Work Readiness Skills, Career-Related Learning Experiences, etc.)

Start Time:

End Time:

MD CDC Standard(s):

---

### Activity 7

Topic: Post-Secondary Planning

Start Time:

End Time:

MD CDC Standard(s):

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### Activity 8

Topic: Closing Activity or Present Follow-up Assignment

Start Time:

End Time:

MD CDC Standard(s):



# High School Briefs

High School

Date

Volume 1, Issue 1

Dates of Interest

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## Headline

Month

Activities



## *Sub Headline*

Month

Activities



## *Monthly Morals*



## *Get Involved!*



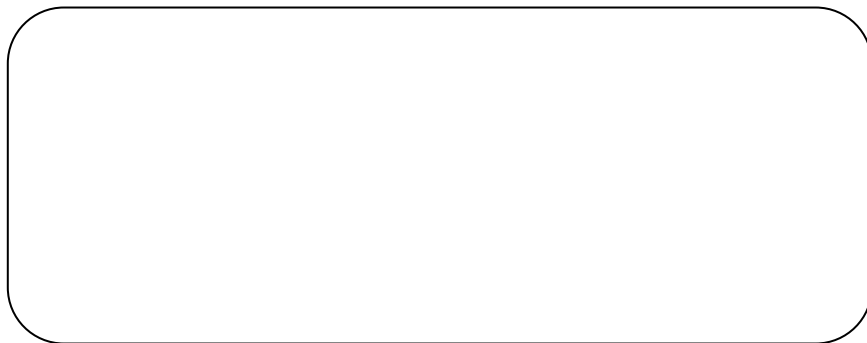
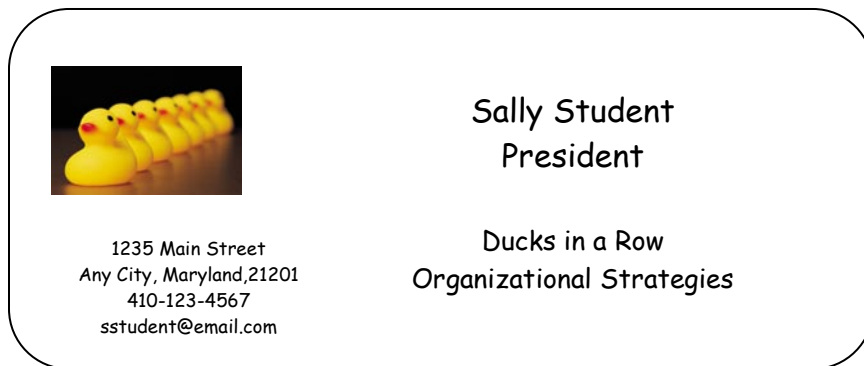
# Business Card

Businesses market their products all the time by advertising, making the product look attractive and showing it to people.

In this activity, students will design their own business card with the following information:

1. Name of company/employer
2. Student's name
3. Business address, including city, state, and zip code
4. Business phone number, including area code
5. Business logo

## Sample



## Career Clusters Interest Survey

Name \_\_\_\_\_

School \_\_\_\_\_ Date \_\_\_\_\_

**Directions:** Circle the items in each box that best describe you. You may make as many or as few circles in each box as you choose. Add up the number of circles in each box. Look to see which three boxes have the highest numbers. Find the corresponding Career Clusters on the pages immediately following this survey to see which Career Clusters you may want to explore.

<b>BOX 1</b>	<b>Activities that describe what I like to do:</b> 1. Learn how things grow and stay alive. 2. Make the best use of the earth's natural resources. 3. Hunt and/or fish. 4. Protect the environment. 5. Be outdoors in all kinds of weather. 6. Plan, budget, and keep records. 7. Operate machines and keep them in good repair.	<b>Personal qualities that describe me:</b> 1. Self-reliant 2. Nature lover 3. Physically active 4. Planner 5. Creative problem solver	<b>School subjects that I like:</b> 1. Math 2. Life Sciences 3. Earth Sciences 4. Chemistry 5. Agriculture	<b>Total number circled in Box 1</b>  <input style="width: 50px; height: 30px;" type="text"/>
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<b>BOX 2</b>	<b>Activities that describe what I like to do:</b> 1. Read and follow blueprints and/or instructions. 2. Picture in my mind what a finished product looks like. 3. Work with my hands. 4. Perform work that requires precise results. 5. Solve technical problems. 6. Visit and learn from beautiful, historic, or interesting buildings. 7. Follow logical, step-by-step procedures.	<b>Personal qualities that describe me:</b> 1. Curious 2. Good at following directions 3. Pay attention to detail 4. Good at visualizing possibilities 5. Patient and persistent	<b>School subjects that I like:</b> 1. Math 2. Drafting 3. Physical Sciences 4. Construction Trades 5. Electrical Trades/Heat, Air Conditioning and Refrigeration/Technology Education	<b>Total number circled in Box 2</b>  <input style="width: 50px; height: 30px;" type="text"/>
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<b>BOX 3</b>	<b>Activities that describe what I like to do:</b> 1. Use my imagination to communicate new information to others. 2. Perform in front of others. 3. Read and write. 4. Play a musical instrument. 5. Perform creative, artistic activities. 6. Use video and recording technology. 7. Design brochures and posters.	<b>Personal qualities that describe me:</b> 1. Creative and imaginative 2. Good communicator/good vocabulary 3. Curious about new technology 4. Relate well to feelings and thoughts of others 5. Determined/tenacious	<b>School subjects that I like:</b> 1. Art/Graphic design 2. Music 3. Speech and Drama 4. Journalism/Literature 5. Audiovisual Technologies	<b>Total number circled in Box 3</b>  <input style="width: 50px; height: 30px;" type="text"/>
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Source: Adapted from the Guidance Division Survey, Oklahoma Department of Career and Technology Education (2005)

**Note:** This survey does not make any claims of statistical reliability and has not been normed. It is intended for use as a guidance tool to generate discussion regarding careers and is valid for that purpose.

<b>BOX 4</b>	<b>Activities that describe what I like to do:</b> <ol style="list-style-type: none"> <li>1. Perform routine, organized activities but can be flexible.</li> <li>2. Work with numbers and detailed information.</li> <li>3. Be the leader in a group.</li> <li>4. Make business contact with people.</li> <li>5. Work with computer programs.</li> <li>6. Create reports and communicate ideas.</li> <li>7. Plan my work and follow instructions without close supervision.</li> </ol>	<b>Personal qualities that describe me:</b> <ol style="list-style-type: none"> <li>1. Organized</li> <li>2. Practical and logical</li> <li>3. Patient</li> <li>4. Tactful</li> <li>5. Responsible</li> </ol>	<b>School subjects that I like:</b> <ol style="list-style-type: none"> <li>1. Computer Applications/Business and Information Technology</li> <li>2. Accounting</li> <li>3. Math</li> <li>4. English</li> <li>5. Economics</li> </ol>	<b>Total number circled in Box 4</b> <input style="width: 50px; height: 30px; margin-top: 10px;" type="text"/>
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<b>BOX 5</b>	<b>Activities that describe what I like to do:</b> <ol style="list-style-type: none"> <li>1. Communicate with different types of people.</li> <li>2. Help others with their homework or to learn new things.</li> <li>3. Go to school</li> <li>4. Direct and plan activities for others.</li> <li>5. Handle several responsibilities at once.</li> <li>6. Acquire new information.</li> <li>7. Help people overcome their challenges.</li> </ol>	<b>Personal qualities that describe me:</b> <ol style="list-style-type: none"> <li>1. Friendly</li> <li>2. Decision maker</li> <li>3. Helpful</li> <li>4. Innovative/Inquisitive</li> <li>5. Good listener</li> </ol>	<b>School subjects that I like:</b> <ol style="list-style-type: none"> <li>1. Language Arts</li> <li>2. Social Studies</li> <li>3. Math</li> <li>4. Science</li> <li>5. Psychology</li> </ol>	<b>Total number circled in Box 5</b> <input style="width: 50px; height: 30px; margin-top: 10px;" type="text"/>
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<b>BOX 6</b>	<b>Activities that describe what I like to do:</b> <ol style="list-style-type: none"> <li>1. Work with numbers.</li> <li>2. Work to meet a deadline.</li> <li>3. Make predictions based on existing facts.</li> <li>4. Have a framework of rules by which to operate.</li> <li>5. Analyze financial information and interpret it to others.</li> <li>6. Handle money with accuracy and reliability.</li> <li>7. Take pride in the way I dress and look.</li> </ol>	<b>Personal qualities that describe me:</b> <ol style="list-style-type: none"> <li>1. Trustworthy</li> <li>2. Orderly</li> <li>3. Self-confident</li> <li>4. Logical</li> <li>5. Methodical or efficient</li> </ol>	<b>School subjects that I like:</b> <ol style="list-style-type: none"> <li>1. Accounting</li> <li>2. Math</li> <li>3. Economics</li> <li>4. Banking/Financial Services</li> <li>5. Business Law</li> </ol>	<b>Total number circled in Box 6</b> <input style="width: 50px; height: 30px; margin-top: 10px;" type="text"/>
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<b>BOX 7</b>	<b>Activities that describe what I like to do:</b> <ol style="list-style-type: none"> <li>1. Be involved in politics.</li> <li>2. Negotiate, defend, and debate ideas and topics.</li> <li>3. Plan activities and work cooperatively with others.</li> <li>4. Work with details.</li> <li>5. Perform a variety of duties that may change often.</li> <li>6. Analyze information and interpret it to others.</li> <li>7. Travel and see things that are new to me.</li> </ol>	<b>Personal qualities that describe me:</b> <ol style="list-style-type: none"> <li>1. Good communicator</li> <li>2. Competitive</li> <li>3. Service minded</li> <li>4. Well organized</li> <li>5. Problem solver</li> </ol>	<b>School subjects that I like:</b> <ol style="list-style-type: none"> <li>1. Government</li> <li>2. Language Arts</li> <li>3. History</li> <li>4. Math</li> <li>5. Foreign Language</li> </ol>	<b>Total number circled in Box 7</b> <input style="width: 50px; height: 30px; margin-top: 10px;" type="text"/>
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<b>BOX 8</b>	<p><b>Activities that describe what I like to do:</b></p> <ol style="list-style-type: none"> <li>1. Work under pressure.</li> <li>2. Help sick people and animals.</li> <li>3. Make decisions based on logic and information.</li> <li>4. Participate in health and science classes.</li> <li>5. Respond quickly and calmly in emergencies.</li> <li>6. Work as a member of a team.</li> <li>7. Follow guidelines precisely and meet strict standards of accuracy.</li> </ol>	<p><b>Personal qualities that describe me:</b></p> <ol style="list-style-type: none"> <li>1. Compassionate and caring</li> <li>2. Good at following directions</li> <li>3. Conscientious and careful</li> <li>4. Patient</li> <li>5. Good listener</li> </ol>	<p><b>School subjects that I like:</b></p> <ol style="list-style-type: none"> <li>1. Biological Sciences</li> <li>2. Chemistry</li> <li>3. Math</li> <li>4. Occupational Health classes</li> <li>5. Language Arts</li> </ol>	<p><b>Total number circled in Box 8</b></p> <div style="border: 1px solid black; width: 50px; height: 50px; margin: 0 auto;"></div>
<b>BOX 9</b>	<p><b>Activities that describe what I like to do:</b></p> <ol style="list-style-type: none"> <li>1. Investigate new places and activities.</li> <li>2. Work with all ages and types of people.</li> <li>3. Organize activities in which other people enjoy themselves.</li> <li>4. Have a flexible schedule.</li> <li>5. Help people make up their minds.</li> <li>6. Communicate easily, tactfully, and courteously.</li> <li>7. Learn about other cultures.</li> </ol>	<p><b>Personal qualities that describe me:</b></p> <ol style="list-style-type: none"> <li>1. Tactful</li> <li>2. Self-motivated</li> <li>3. Works well with others</li> <li>4. Outgoing</li> <li>5. Slow to anger</li> </ol>	<p><b>School subjects that I like:</b></p> <ol style="list-style-type: none"> <li>1. Language Arts/Speech</li> <li>2. Foreign Language</li> <li>3. Social Sciences</li> <li>4. Marketing</li> <li>5. Food Services</li> </ol>	<p><b>Total number circled in Box 9</b></p> <div style="border: 1px solid black; width: 50px; height: 50px; margin: 0 auto;"></div>
<b>BOX 10</b>	<p><b>Activities that describe what I like to do:</b></p> <ol style="list-style-type: none"> <li>1. Care about people, their needs, and their problems.</li> <li>2. Participate in community services and/or volunteering.</li> <li>3. Listen to other people's viewpoints.</li> <li>4. Help people be at their best.</li> <li>5. Work with people from preschool age to old age.</li> <li>6. Think of new ways to do things.</li> <li>7. Make friends with different kinds of people.</li> </ol>	<p><b>Personal qualities that describe me:</b></p> <ol style="list-style-type: none"> <li>1. Good communicator/good listener</li> <li>2. Caring</li> <li>3. Non-materialistic</li> <li>4. Uses intuition and logic</li> <li>5. Non-judgmental</li> </ol>	<p><b>School subjects that I like:</b></p> <ol style="list-style-type: none"> <li>1. Language Arts</li> <li>2. Psychology/Sociology</li> <li>3. Family and Consumer Sciences</li> <li>4. Finance</li> <li>5. Foreign Language</li> </ol>	<p><b>Total number circled in Box 10</b></p> <div style="border: 1px solid black; width: 50px; height: 50px; margin: 0 auto;"></div>
<b>BOX 11</b>	<p><b>Activities that describe what I like to do:</b></p> <ol style="list-style-type: none"> <li>1. Work with computers.</li> <li>2. Reason clearly and logically to solve complex problems.</li> <li>3. Use machines, techniques, and processes.</li> <li>4. Read technical materials and diagrams and solve technical problems.</li> <li>5. Adapt to change.</li> <li>6. Play video games and figure out how they work.</li> <li>7. Concentrate for long periods without being distracted.</li> </ol>	<p><b>Personal qualities that describe me:</b></p> <ol style="list-style-type: none"> <li>1. Logic/analytical thinker</li> <li>2. See details in the big picture</li> <li>3. Persistent</li> <li>4. Good concentration skills</li> <li>5. Precise and accurate</li> </ol>	<p><b>School subjects that I like:</b></p> <ol style="list-style-type: none"> <li>1. Math</li> <li>2. Science</li> <li>3. Computer Tech/Applications</li> <li>4. Communications</li> <li>5. Graphic Design</li> </ol>	<p><b>Total number circled in Box 11</b></p> <div style="border: 1px solid black; width: 50px; height: 50px; margin: 0 auto;"></div>
<b>BOX 12</b>	<p><b>Activities that describe what I like to do:</b></p> <ol style="list-style-type: none"> <li>1. Work under pressure or in the face of danger.</li> <li>2. Make decisions based on my own observations.</li> <li>3. Interact with other people.</li> <li>4. Be in positions of authority.</li> <li>5. Respect rules and regulations.</li> <li>6. Debate and win arguments.</li> <li>7. Observe and analyze people's behavior.</li> </ol>	<p><b>Personal qualities that describe me:</b></p> <ol style="list-style-type: none"> <li>1. Adventurous</li> <li>2. Dependable</li> <li>3. Community-minded</li> <li>4. Decisive</li> <li>5. Optimistic</li> </ol>	<p><b>School subjects that I like:</b></p> <ol style="list-style-type: none"> <li>1. Language Arts</li> <li>2. Psychology/Sociology</li> <li>3. Government/History</li> <li>4. Law Enforcement</li> <li>5. First Aid/First Responder</li> </ol>	<p><b>Total number circled in Box 12</b></p> <div style="border: 1px solid black; width: 50px; height: 50px; margin: 0 auto;"></div>



<b>BOX 13</b>	<b>Activities that describe what I like to do:</b> <ol style="list-style-type: none"> <li>1. Work with my hands and learn that way.</li> <li>2. Put things together.</li> <li>3. Do routine, organized and accurate work.</li> <li>4. Perform activities that produce tangible results.</li> <li>5. Apply math to work out solutions.</li> <li>6. Use hand and power tools and operate equipment/machinery.</li> <li>7. Visualize objects in three dimensions from flat drawings.</li> </ol>	<b>Personal qualities that describe me:</b> <ol style="list-style-type: none"> <li>1. Practical</li> <li>2. Observant</li> <li>3. Physically active</li> <li>4. Step-by-step thinker</li> <li>5. Coordinated</li> </ol>	<b>School subjects that I like:</b> <ol style="list-style-type: none"> <li>1. Math-Geometry</li> <li>2. Chemistry</li> <li>3. Trade and Industry courses</li> <li>4. Physics</li> <li>5. Language Arts</li> </ol>	<b>Total number circled in Box 13</b> <input style="width: 50px; height: 30px; margin-top: 10px;" type="text"/>
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<b>BOX 14</b>	<b>Activities that describe what I like to do:</b> <ol style="list-style-type: none"> <li>1. Shop and go to the mall</li> <li>2. Be in charge.</li> <li>3. Make displays and promote ideas.</li> <li>4. Give presentations and enjoy public speaking.</li> <li>5. Persuade people to buy products or to participate in activities.</li> <li>6. Communicate my ideas to other people.</li> <li>7. Take advantage of opportunities to make extra money.</li> </ol>	<b>Personal qualities that describe me:</b> <ol style="list-style-type: none"> <li>1. Enthusiastic</li> <li>2. Competitive</li> <li>3. Creative</li> <li>4. Self-motivated</li> <li>5. Persuasive</li> </ol>	<b>School subjects that I like:</b> <ol style="list-style-type: none"> <li>1. Language Arts</li> <li>2. Math</li> <li>3. Business Education/Marketing</li> <li>4. Economics</li> <li>5. Computer Applications</li> </ol>	<b>Total number circled in Box 14</b> <input style="width: 50px; height: 30px; margin-top: 10px;" type="text"/>
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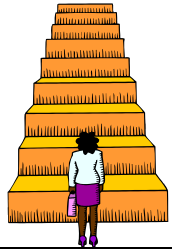


<b>BOX 15</b>	<b>Activities that describe what I like to do:</b> <ol style="list-style-type: none"> <li>1. Interpret formulas.</li> <li>2. Find the answers to questions.</li> <li>3. Work in a laboratory.</li> <li>4. Figure out how things work and investigate new things.</li> <li>5. Explore new technology.</li> <li>6. Experiment to find the best way to do something.</li> <li>7. Pay attention to details and help things be precise.</li> </ol>	<b>Personal qualities that describe me:</b> <ol style="list-style-type: none"> <li>1. Detail oriented</li> <li>2. Inquisitive</li> <li>3. Objective</li> <li>4. Methodical</li> <li>5. Mechanically inclined</li> </ol>	<b>School subjects that I like:</b> <ol style="list-style-type: none"> <li>1. Math</li> <li>2. Science</li> <li>3. Drafting/Computer-Aided Drafting</li> <li>4. Electronics/Computer Networking</li> <li>5. Technical Classes/Technology Education</li> </ol>	<b>Total number circled in Box 15</b> <input style="width: 50px; height: 30px; margin-top: 10px;" type="text"/>
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<b>BOX 16</b>	<b>Activities that describe what I like to do:</b> <ol style="list-style-type: none"> <li>1. Travel.</li> <li>2. See well and have quick reflexes.</li> <li>3. Solve mechanical problems.</li> <li>4. Design efficient processes.</li> <li>5. Anticipate needs and prepare to meet them.</li> <li>6. Drive or ride.</li> <li>7. Move things from one place to another.</li> </ol>	<b>Personal qualities that describe me:</b> <ol style="list-style-type: none"> <li>1. Realistic</li> <li>2. Mechanical</li> <li>3. Coordinated</li> <li>4. Observant</li> <li>5. Planner</li> </ol>	<b>School subjects that I like:</b> <ol style="list-style-type: none"> <li>1. Math</li> <li>2. Trade and Industry courses</li> <li>3. Physical Sciences</li> <li>4. Economics</li> <li>5. Foreign Language</li> </ol>	<b>Total number circled in Box 16</b> <input style="width: 50px; height: 30px; margin-top: 10px;" type="text"/>
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*Disclaimer: Your interests may change over time. These survey results are intended to assist you with informal career exploration. Consider more formal assessments and other resources or services to help you plan your career. This survey does not make any claims of statistical reliability.*

# CDF Guide

## How to identify the Career Development Framework Standards

	<p><b><u>Self Awareness</u></b> Acquire and apply self-knowledge to understand one's abilities to build and maintain a positive self concept.</p> <p><i>Have you...</i></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Identified your abilities, strengths, interests, skills and/or talents?</li><li><input type="checkbox"/> Interacted appropriately with others (teachers, community people, peers)?</li><li><input type="checkbox"/> Used self-knowledge to set goals and make decisions?</li></ul>
	<p><b><u>Career Awareness</u></b> Understand Maryland's Career Clusters and pathways and connect their relationship to educational achievement and life-long learning.</p> <p><i>Have you...</i></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Investigated Maryland's 10 Career Cluster areas?</li><li><input type="checkbox"/> Demonstrated career investigation and decision making skills</li><li><input type="checkbox"/> Learned educational, training and skill requirements for a career interest area?</li></ul>
	<p><b><u>Career Exploration</u></b> Assess Career Cluster choices and related pathways to develop an education and career plan.</p> <p><i>Have you...</i></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Identified a sequence of career pathway courses?</li><li><input type="checkbox"/> Prepared an educational and career plan to help you achieve your educational and career goals?</li></ul>
	<p><b><u>Career Preparation</u></b> Prepare for postsecondary and career success. Demonstrate career development skills in planning for post-high school experiences.</p> <p><i>Have you...</i></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Demonstrated career investigation skills?</li><li><input type="checkbox"/> Applied cluster knowledge through technology, research, problem-solving work-based learning and project-based learning?</li><li><input type="checkbox"/> Developed a career folder including a resume, cover letter, goals, etc.?</li></ul>
	<p><b><u>Job Seeking &amp; Advancement</u></b> Demonstrate skills to secure, maintain and advance in a chosen career cluster.</p> <p><i>Have you...</i></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Demonstrated proficiency in cluster and pathway standards?</li><li><input type="checkbox"/> Demonstrated employment skills (write a resume &amp; cover letter, interview, find employment, market yourself)?</li><li><input type="checkbox"/> Demonstrated career management skills?</li></ul>
	<p><b><u>Career Satisfaction &amp; Transition</u></b> Demonstrate skills that demonstrate how the attainment of knowledge and skills enhances one's ability to successfully function in a changing economy.</p> <p><i>Have you...</i></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Used career management and decision making skills?</li><li><input type="checkbox"/> Demonstrated lifelong learning skills?</li></ul>

# Career Fair Worksheet

Name \_\_\_\_\_

List five tips you received from employers regarding things that employers think are important in hiring a new employee (e.g. Skills, attendance, etc...).

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_
5. \_\_\_\_\_  
\_\_\_\_\_

**List five "Types of Jobs" that are offered by various businesses. Include training and skills required:**

*Job*                      *Type of Training/Skills Required*

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_
5. \_\_\_\_\_  
\_\_\_\_\_

**List three employers that offer to pay for an employee's education ("Education Reimbursement").**

	<i>Company</i>	<i>Entry Level Salary</i>	<i>Average Salary</i>
1.			
2.			
3.			

**Describe three safety practices you observed:**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**Reflecting on Your Observations:**

Describe a career area or job you observed that you would consider pursuing after high school. Include training/skill requirements, and salary range. Explain why this interests you.

**What was the most surprising or most interesting thing you learned? Explain.**

## MY PLAN (for Career Interview with my Counselor)

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

Date \_\_\_\_\_

Counselor's Name \_\_\_\_\_ Advisory Group \_\_\_\_\_

My strengths, talents, interests and preferences are:

My Personal Goal(s) are:

My Academic Goals are:

**Cluster(s)** that match my career interests are:

- Arts, Media, & Communication
- Business Management & Finance
- Construction & Development
- Consumer Service, Hospitality & Tourism
- Environmental, Agricultural & Natural Resource Systems
- Health & Biosciences
- Human Resource Services
- Information Technology
- Manufacturing, Engineering & Technology
- Transportation Technologies

My Career Goals are:

My Post High School Goals are:

## Career Investigation Questions

Date: \_\_\_\_\_

Guest Speaker: \_\_\_\_\_

Company: \_\_\_\_\_

List five tips regarding things that employers think are important in hiring a new employee (e.g. Skills, attendance, etc...).

List five "Types of Jobs" that are available in the speaker's company. Include training and skills required:

<i>Job</i>	<i>Type of Training/Skills Required</i>
------------	---

Provide salary information for three (3) of the above listed jobs.

<i>Job</i>	<i>Salary</i>
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Describe the safety practices required for the 3 jobs listed above.

Describe a career area or job discussed today that you would consider pursuing after high school. Include training/skill requirements, and salary range. Explain why this interests you.

What was the most surprising or most interesting thing you from today's guest? Explain.





List the salary and benefits.

---

---

Write the name of the union or memberships in any organizations that this career requires.

---

---

What is the job outlook for this career in the future?

---

---

---

Do you know anyone with this career? Name the place where they work.

---

---

List the reasons you would like this career.

- 
- 
- 

List the reasons that you would not like this career.

- 
-

# Career Speaker Note Taking Form

Student Name \_\_\_\_\_ Student # \_\_\_\_\_  
Class \_\_\_\_\_ Date \_\_\_\_\_

Speaker's Name? \_\_\_\_\_

Career/Job? \_\_\_\_\_

How long have they had this job? \_\_\_\_\_

Who does he/she work for? \_\_\_\_\_

Give a description of their duties \_\_\_\_\_

\_\_\_\_\_

How much money do they earn? \_\_\_\_\_

Are there any benefits available? \_\_\_\_\_

Do you need to be a member of a union or a professional organization? If so, what is the organization? \_\_\_\_\_

What education or training is necessary for the job? \_\_\_\_\_

\_\_\_\_\_

What are the positive things about this job? \_\_\_\_\_

\_\_\_\_\_

Why did they decide to enter this career? \_\_\_\_\_

\_\_\_\_\_

What are the negative things about his job? \_\_\_\_\_

\_\_\_\_\_

Would you like to have this job? Why or why not? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Cluster Exploration Activity

Please list the 10 Career Clusters:

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Write in the appropriate Career Cluster for each career below:

- A. Photographer: \_\_\_\_\_
- B. Biologist: \_\_\_\_\_
- C. Police Officer: \_\_\_\_\_
- D. Lawyer: \_\_\_\_\_
- E. Webmaster: \_\_\_\_\_
- F. Athletic Trainer: \_\_\_\_\_
- G. Forester: \_\_\_\_\_
- H. Accountant: \_\_\_\_\_
- I. Advertising Coordinator: \_\_\_\_\_
- J. Carpenter: \_\_\_\_\_
- K. Florist: \_\_\_\_\_

Please list two career clusters that interest you the most:

\_\_\_\_\_

List cluster electives that will support you in exploring these two career clusters:

\_\_\_\_\_

## CLUSTER JOB MATCHING

The following are the Maryland Career Clusters. Please match the careers from the next page with the correct Cluster.

Arts, Media and Communication	
Business Management and Finance	
Consumer Services, Hospitality, and Tourism	
Construction and Development	
Environmental, Agricultural, and Natural Resources Systems	
Health and Biosciences	
Human Resource Services	
Information Technology	
Manufacturing, Engineering, and Technology	
Transportation Technologies	

## CLUSTER JOB MATCHING-cont'd

Actor	Park Ranger
Airport Manager	Parole Officer
Architect	Parts Manager
Bus Driver	Payroll Clerk
Cartoonist	PC/System Technician
Casting Director	Plant Scientist
Chef	Plumber
Chief Financial Officer	Reporter
Child Support Worker	Research Assistant
College Professor	Soil Conservation Planner
Construction Manager	Speech Pathologist
Court Clerk	Systems Architect
Diesel Mechanic	Tax Analyst
Drafter/CAD Technician	Technical Editor
Electrician	Theme Park Manager
Engineering Technician	Traffic Engineer
Farm Manager	Training and Development Manager
Graphic Designer	Transportation Planner
Health & Safety Technologist	Travel Agent
Help Desk Technician	Veterinary Technician
Housekeeping Director	Welder
Information System Administrator	
Insurance Agent	
Laboratory Technician	
Lawyer	
Mechanical Engineer	
Medical Review Officer	
Musician	
Network Administrator	
Nurse	
Nutritionist	

## CLUSTER JOB MATCHING (answer key)

The following are the Maryland Career Clusters. Please match the jobs from page two with the correct Cluster.

Arts, Media, and Communication-actor, graphic designer, cartoonist, reporter, casting director, musician

Business Management and Finance-payroll clerk, chief financial officer, tax analyst, insurance agent, training & development manager

Consumer Services, Hospitality, and Tourism-travel agent, chef, housekeeping director, theme park manager, park ranger

Construction and Development-drafter/cad technician, plumber, electrician, architect, construction manager, welder

Environmental, Agricultural, and Natural Resources Systems-farm manager, veterinary technician, plant scientist, soil conservation planner, nutritionist

Health and Biosciences-nurse, speech pathologist, medical review officer, laboratory technician, research assistant

Human Resources Services-lawyer, parole officer, bus driver, child support worker, college professor, court clerk

Information technology-systems architect, technical editor, network administrator, help desk technician, information system administrator

Manufacturing, Engineering, and Technology-mechanical engineer, health & safety technologist, engineering technician, pc system technician

Transportation Technologies-bus driver, parts manager, traffic engineer, transportation planner, diesel mechanic, airport manager

# COLLEGE COMPARISON WORKSHEET

<b>COLLEGE NAME:</b>			
<b>LOCATION</b> <ul style="list-style-type: none"> <li>• Distance from home</li> </ul>			
<b>SIZE</b> <ul style="list-style-type: none"> <li>• Enrollment</li> <li>• Physical size of campus</li> </ul>			
<b>ENVIRONMENT</b> <ul style="list-style-type: none"> <li>• Type of school (2 or 4 yr.)</li> <li>• School setting (urban, rural)</li> <li>• Location &amp; size of nearest city</li> <li>• Co-ed, male, female</li> <li>• Religious affiliation</li> </ul>			
<b>ADMISSION REQUIREMENTS</b> <ul style="list-style-type: none"> <li>• Deadline</li> <li>• Tests required</li> <li>• Average test scores, GPA, rank</li> <li>• Notification</li> </ul>			
<b>ACADEMICS</b> <ul style="list-style-type: none"> <li>• Your major offered</li> <li>• Special requirements</li> <li>• Accreditation</li> <li>• Student-faculty ratio</li> <li>• Typical class size</li> </ul>			
<b>COLLEGE EXPENSES</b> <ul style="list-style-type: none"> <li>• Tuition, room &amp; board</li> <li>• Estimated total budget</li> <li>• Application fee, budget</li> </ul>			
<b>FINANCIAL AID</b> <ul style="list-style-type: none"> <li>• Deadline</li> <li>• Required forms</li> <li>• % receiving financial aid</li> <li>• Scholarships</li> </ul>			
<b>HOUSING</b> <ul style="list-style-type: none"> <li>• Residence hall requirement</li> <li>• Food plan</li> </ul>			
<b>FACILITIES</b> <ul style="list-style-type: none"> <li>• Academic</li> <li>• Recreational</li> <li>• Other</li> </ul>			
<b>ACTIVITIES</b> <ul style="list-style-type: none"> <li>• Clubs, organizations</li> <li>• Greek life</li> <li>• Athletics, intramurals</li> <li>• Other</li> </ul>			
<b>CAMPUS VISIT</b> <ul style="list-style-type: none"> <li>• When</li> <li>• Special opportunities</li> </ul>			





## **Extended Application - Summary Reflection**

It is important for students to reflect on their entire Extended Application Project/Product. The reflection will help them consider what they have learned and how what they learned applies to their future plans and goals.

### **Guiding Questions**

1. How did you select your Extended Application Project/Product? How did this experience fit with your education, career and personal goals?
2. Describe what you did during your Extended Application Project/ Experience. What were your specific activities?
3. What obstacles did you encounter and how did you overcome them?
4. Which Career Development Standards did you demonstrate? How?
5. What other skills and knowledge did you learn and develop?
6. How would you evaluate the experience overall? Did it meet your initial expectations?
7. How would you evaluate your participation and work?
8. What could you do better next time?

# FRESHMAN INTERVIEW

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

NAME: \_\_\_\_\_

CAREER PATHWAY: \_\_\_\_\_

HOW HAS THE YEAR STARTED? 1 2 3 4 5 6 7 8 9 10

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

DO YOU HAVE BROTHERS/SISTERS?

NAME

AGE

NAME	AGE
_____	_____
_____	_____
_____	_____

LIVING WITH: MO FA SM SF BF GU GP

NAMES

_____
_____
_____

HOBBIES, INTERESTS, ACTIVITIES:

_____
_____
_____

FAVORITE CLASS? \_\_\_\_\_

MOST CHALLENGING CLASS? \_\_\_\_\_

PROGRESS REPORTS:

DO YOU HAVE ANY QUESTIONS ABOUT SCHOOL?

# "Make Your Days Count"

Mark Scharenbroich

1. *What do you want?* \_\_\_\_\_
2. *How hard are you willing to work?* \_\_\_\_\_
3. *How long are you willing to hang in there before you give up?* \_\_\_\_\_

*"Live by design instead of by accident"*

Design two goals for yourself - one for school or work and one personal goal.

Goal #1: \_\_\_\_\_

Steps I need to take to reach the goal	Completed by

Goal #2: \_\_\_\_\_

Steps I need to take to reach the goal	Completed by

**"Have a life with meaning instead of showing up"**

## Glowing and Growing

Directions:

Ask students to consider how the year is going thus far. Tell them to think of 2 things to share:

Something to



This would be something the student is proud of or particularly excited about.

Something to **GROW** on.

This would be something the student is working on or struggling with.

# INFORMATIONAL INTERVIEW

Student Name \_\_\_\_\_ Student # \_\_\_\_\_  
Class \_\_\_\_\_ Date \_\_\_\_\_

Person's Name? \_\_\_\_\_

Career/Job? \_\_\_\_\_

How long have they had this job? \_\_\_\_\_

Who does he/she work for? \_\_\_\_\_

Give a description of their duties \_\_\_\_\_

\_\_\_\_\_

What is the salary range for this career? \_\_\_\_\_

Are there any benefits available? \_\_\_\_\_

Do you need to be a member of a union or a professional organization? If so, what is the organization? \_\_\_\_\_

What education or training is necessary for the job? \_\_\_\_\_

\_\_\_\_\_

What are the positive things about this job? \_\_\_\_\_

\_\_\_\_\_

Why did they decide to enter this career? \_\_\_\_\_

\_\_\_\_\_

What are the negative things about his job? \_\_\_\_\_

\_\_\_\_\_

Would you like to have this job? Why or why not? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Internship Host/Mentor Evaluation

---

Student Name

---

Evaluator's Name

---

Title

---

Evaluator's Phone

---

Email

---

Business Name (if applicable)

---

Address

City

State

Zip

---

---

**Scoring Key:** Please circle number that best indicates the student's effort and /or ability.

1 = Exemplary

2 = Satisfactory

3 = Needs Improvement

NA = Not Applicable

## **Performance Factors**

1 2 3 NA

**Initiative** - Sought work and responsibility, independently; generated ideas and expressed opinions willingly.

1 2 3 NA

**Quality of Work** - Completed work was thorough, accurate, and presentable.

1 2 3 NA

**Awareness** - Quickly grasped new concepts; processed information easily; asked thoughtful questions.

1 2 3 NA

**Enthusiasm** - Pursued experience with energy; took pride in accomplishments.

### **Personal Management**

- 1 2 3 NA Exhibited appropriate work ethic and behaviors.
- 1 2 3 NA Interacted appropriately with others.
- 1 2 3 NA Displayed high standards of attendance and punctuality.
- 1 2 3 NA Completed assigned tasks.

### **Problem Solving**

- 1 2 3 NA Displayed problem solving and decision making skills.
- 1 2 3 NA Identified alternatives and possible solutions where appropriate.

### **Communication**

- 1 2 3 NA Demonstrated effective verbal and non-verbal communication skills.
- 1 2 3 NA Spoke clearly, listened attentively and/or wrote clearly and accurately.
- 1 2 3 NA Gave and received feedback in a positive manner.

### **Teamwork**

- 1 2 3 NA Demonstrated respect and flexibility in team situations.
- 1 2 3 NA Worked effectively as a member of a team.
- 1 2 3 NA Demonstrated skills that improve team effectiveness (e.g. compromise, consensus building, conflict management, goal setting).

### **Employment Foundations**

- 1 2 3 NA Followed health and safety practices.
- 1 2 3 NA Dressed appropriately for the work environment.
- 1 2 3 NA Used tools and technology appropriately.

### **Career Development**

- 1 2 3 NA Asked thoughtful questions about educational, training and skill requirements for this career interest area.

### **Overall Experience**

- 1 2 3 NA Please rate your overall experience.

**Please include any additional comments on back:**

---

Evaluator's Signature

---

Date

**Job Shadow - Questions to Ask a Host**    Date \_\_\_\_\_

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

Name of Career and the person you are shadowing. \_\_\_\_\_

\_\_\_\_\_

Does the person work for a company? If so, please list it.

\_\_\_\_\_

How long has this person had this job? \_\_\_\_\_

How did they get this job? \_\_\_\_\_

What kind of education or training was necessary for this career?

\_\_\_\_\_

\_\_\_\_\_

Do they like the job? Why or why not?

\_\_\_\_\_

How many hours did you spend on the job? \_\_\_\_\_

Did you observe or actually get to work? If you worked, what did you do? \_\_\_\_\_

\_\_\_\_\_

During the time you observed the person, what did they do?

\_\_\_\_\_

\_\_\_\_\_



Is this what they usually do?

---

List reasons why you would like this job.

- 
- 
- 

List reasons why you would not like this job.

- 
- 
- 

Was this job shadow a good experience for you? Why or why not?

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# JOB SHADOW PLANNING TOOL

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

- Career Cluster Area:
- ρ Arts, Media & Communication
  - ρ Business Management & Finance
  - ρ Consumer Services, Hospitality & Tourism
  - ρ Construction Development
  - ρ Environmental, Agricultural, and Natural Resources Systems
  - ρ Health & Biosciences
  - ρ Human Resource Services
  - ρ Information Technology
  - ρ Manufacturing, Engineering & Technology
  - ρ Transportation Technologies

WHAT ARE THE INITIAL REQUIREMENTS?			
Complete a "perfect" Resume	Submit both to your teacher for proofing and credit.		
Prepare written Goals & Objectives			
WHAT DO I NEED TO DO TO GET STARTED?			
Choose three (3) career areas where you'd like to do your Job Shadow.	1.	2.	3.
List three (3) ways this career area relates to your post-high school goals?	1. 2. 3	1. 2. 3	1. 2. 3
List three (3) reasons you are interested in job shadowing in this career area?	1. 2. 3	1. 2. 3	1. 2. 3
HOW DO I BEGIN PLANNING MY JOB SHADOW?			
Think about contacts you might have in these career areas. List possible contacts.			
Think about others you know who might have contacts in these career areas (mom, dad, other relatives, friends, neighbors, or others like your doctor, dentist, boss, camp counselor etc.) List possible contacts.			
WHAT'S THE NEXT STEP?			
Make the initial contact to schedule your job shadow.	Get in touch with the people you've listed (above) to schedule your job shadow.		

## Job Shadow Planning Tool cont'd

<b>HOW DO I GET STARTED?</b>	
Choose several career areas where you'd like to do your Job Shadow.	
Think about contacts you might have in these career areas	Mom, Dad, Other Relatives, Friends, Neighbors, your Job Shadow Host or Others like your doctor, dentist, boss, camp counselor etc.
Complete a "perfect" Resume	Turn it in to your teacher for proofing and credit.
Prepare written Goals & Objectives	Turn in to your teacher for proofing & credit.
<b>WHAT IF I NEED HELP SETTING UP MY JOB SHADOW?</b>	
Meet with your teacher to brainstorm ways to connect with potential job shadow hosts.	
<b>WHAT DO I HAVE TO DO BEFORE I GO?</b>	
Complete the proper paperwork and have all required signatures.	Ask your Parent or Guardian to sign giving you permission to go on the Job Shadow.
Prepare questions to ask the employer host.	
Pick up an Employer Evaluation Form.	
Get directions to the worksite.	Ask your teacher or check Map Quest on the Internet.
<b>WHAT DO I DO ON THE DAY OF MY JOB SHADOW?</b>	
Deliver your Resume, Goals & Objectives and Employer Evaluation form to your host on the first day.	Your host will complete the Evaluation and mail it back to the school.
Dress appropriately for the workplace.	
Arrive on time for your appointment.	
<b>WHAT IF I'M SICK ON THE DAY OF MY JOB SHADOW?</b>	
Call your employer host and let him/her know that you won't be able to meet. Call your teacher to report your absence.	
<b>WHAT DO I DO AFTER MY JOB SHADOW?</b>	
Write a THANK YOU LETTER to your host.	Turn it in to your teacher for proofing, credit and mailing.

# Junior Year Transition Plan

Date \_\_\_\_\_

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

Career Goal: \_\_\_\_\_

\_\_\_\_\_

## Things to Consider...

PLAN \_\_\_\_\_

ACT \_\_\_\_\_

PSAT \_\_\_\_\_

SAT I \_\_\_\_\_

SAT II \_\_\_\_\_

Scholarships \_\_\_\_\_

NCAA\* Clearinghouse \_\_\_\_\_

College Fair \_\_\_\_\_

Job Shadow/Internship \_\_\_\_\_

Volunteering \_\_\_\_\_

College Visitations \_\_\_\_\_

Financial Aid \_\_\_\_\_

Other \_\_\_\_\_

\_\_\_\_\_

## COUNSELOR

\_\_\_\_\_ Credit Check

\_\_\_\_\_ Post-Graduation Plan

Options: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\* National College Athletic Association

# Letter of Introduction

Date

Dear Sir/Madam:

My name is (Student Name) and I am currently a (Year in School) at (School Name) High School. The purpose of this letter is to introduce myself to you, give you some information on my background and interests, and to let you know what I hope to see and learn on my group tour with your company.

Last year I attended (School Name) School and my favorite classes were (List Classes). Outside of school my primary interests are (List Outside Interests). My Cluster interest area is (Career Cluster Name).

I understand that during the tour, I will have the opportunity to see people working in many different kinds of jobs in many of the Career Cluster areas we are studying. I would be interested in knowing what kinds of education and training are needed to begin a career in these fields. Since this will be one of my first opportunities to actually be in a workplace, I'd also like to know about (Anything you'd like to know).

Thank you for your time and consideration. I am looking forward to meeting you and touring your company.

Sincerely,

Student Name

## Letter of Recommendation - Request

To: \_\_\_\_\_  
(Teacher's name)

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

Recommendation needed for: \_\_\_\_\_

Date due: \_\_\_\_\_

Please give this letter to the counseling office when it is completed.

Thank you

# Letters of Recommendation - Template

## PERSONAL DATA FORM

*It is important that this form be filled out accurately and completely to aide your counselor/teacher in preparing the recommendation for your use with applications for college or employment. Please attach a resume and hand carry it to the person you wish to write the letter. Don't forget the thank you note afterward!*

**Student name:** \_\_\_\_\_

List four teachers or staff members who know you well.

1) \_\_\_\_\_ 3) \_\_\_\_\_

2) \_\_\_\_\_ 4) \_\_\_\_\_

Describe your college/career plans.

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List advanced courses which you have completed or in which you are currently enrolled (IB/AP courses, Math, Physics, Articulated courses).

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Describe your involvement in athletics, community service and work experience.

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If there is something special or unique about you that you would like to have mentioned in the letter, please explain.

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Discuss your personal and professional goals.

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List any awards or special recognition that you have received.

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**Please attach your Resume'**

**You may be asked to provide stamped, pre-addressed envelopes for the colleges/universities to which you plan to apply...be sure and ask your counselor.**



# Mock Interview Evaluation

Student's Name: \_\_\_\_\_

Period: \_\_\_\_\_

Teacher: \_\_\_\_\_

Date: \_\_\_\_\_

## ***Interview Introduction:***

- Introduced themselves to the interviewer
- Greeted the interviewer with a smile
- Gave a firm, confident handshake

6	4	3	Inc.

## ***Interview Preparation:***

- Was professionally dressed
- Was properly groomed with good personal hygiene
- Presented a professional resume

6	4	3	Inc.

## ***General Delivery:***

- Maintained appropriate eye contact throughout the interview
- Gave specific, detailed answers to questions
- Appropriate use of descriptive language - NO SLANG
- ~~Clear pronunciation and enunciation~~
- Proper vocal rate and tone
- Used positive body language (Expressions, gestures, etc.)

6	4	3	Inc.
-	-	-	-

## ***Interview Conclusion:***

- Asked a relevant question seeking information/improvement
- Gave a firm, confident handshake
- Said "thank you" to the interviewer

6	4	3	Inc.

Things I thought you did well during the interview:

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Things I thought you could improve on:

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### ***EVALUATION KEY:***

- 6** = Exemplary or "YES"
- 4** = Proficient
- 3** = Improvement Needed
- Inc.** = Unacceptable or "NO"

INTERVIEWER'S NAME:

# Personal/Career Development Guide

## Self Awareness

Acquire and apply self-knowledge to understand one's abilities, strengths, interests, skills and talent to help make thoughtful choices for post-high school options.

*Have you...*

- Identified tasks that need to be done and gone on to complete those tasks?
- Interacted appropriately with others (teachers, community people, peers)?
- Maintained regular attendance and been on time?



## Problem Solving

Apply decision-making and problem-solving techniques in school and community.

*Have you...*

- Identified problems or issues?
- Used problem solving and decision making skills to identify alternatives & develop solutions?
- Developed a plan to implement the solutions?



## Communication

Demonstrate effective speaking, listening, written and non-verbal skills.

*Have you...*

- Spoken clearly, listened attentively and/or written clearly and accurately?
- Given and received feedback in a positive manner?
- Read technical or instructional or professional materials/journals for information?



## Teamwork

Demonstrate effective cooperation working with others in school and community.

*Have you...*

- Demonstrated respect and flexibility in team situations?
- Worked effectively as a member of a team?
- Demonstrated skills that improved team effectiveness - for example, compromise, consensus building, conflict management and goal setting?

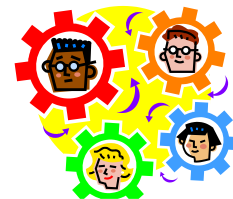


## Employment Foundations

Demonstrate both academic knowledge and technical skills required for successful employment in a Pathway interest area.

*Have you...*

- Demonstrated career investigation skills
- Developed work-readiness materials (resume, cover letter, goals etc.)
- Dressed appropriately for the work environment?
- Followed health and safety practices?
- Used tools and technology appropriately?



## Career Development

Demonstrate career development skills in planning for post-high school experiences.

*Have you...*

- Learned educational, training and skill requirements for a career interest area?
- Assessed your personal interests and strengths related to your personal, educational and/or career goals?
- Developed a plan to help you achieve your personal, educational and career goals?



# Personal Data Sheet

Fill out this form before you begin to complete your college applications. It will make completing individual applications easier later on.

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

Address: \_\_\_\_\_

Phone Number: \_\_\_\_\_

High School Name: \_\_\_\_\_

School Address: \_\_\_\_\_

School Phone Number: \_\_\_\_\_

Guidance Counselor: \_\_\_\_\_

CEEB Code: (School Code) \_\_\_\_\_

Cumulative GPA: \_\_\_\_\_

Class Rank: \_\_\_\_\_

Test Scores: \_\_\_\_\_ Dates Taken: \_\_\_\_\_

PLAN: \_\_\_\_\_

ACT: \_\_\_\_\_

PSAT: \_\_\_\_\_

SAT I: \_\_\_\_\_

SAT II: \_\_\_\_\_

# Planning for My Future

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

After graduation I plan to:

- Attend a 2-year Community College
- Attend a 4-year University
- Attend a Technical or Specialized Training School
- Go in to the Military
- Find a job and go to work
- I'm unsure

<b>My Action Plan</b> Things I need to do in...	
<b>September</b>	
<b>October</b>	
<b>November</b>	
<b>December</b>	
<b>January</b>	
<b>February</b>	
<b>March</b>	
<b>April</b>	
<b>May</b>	
<b>June</b>	

## Planning for My Semester Exams

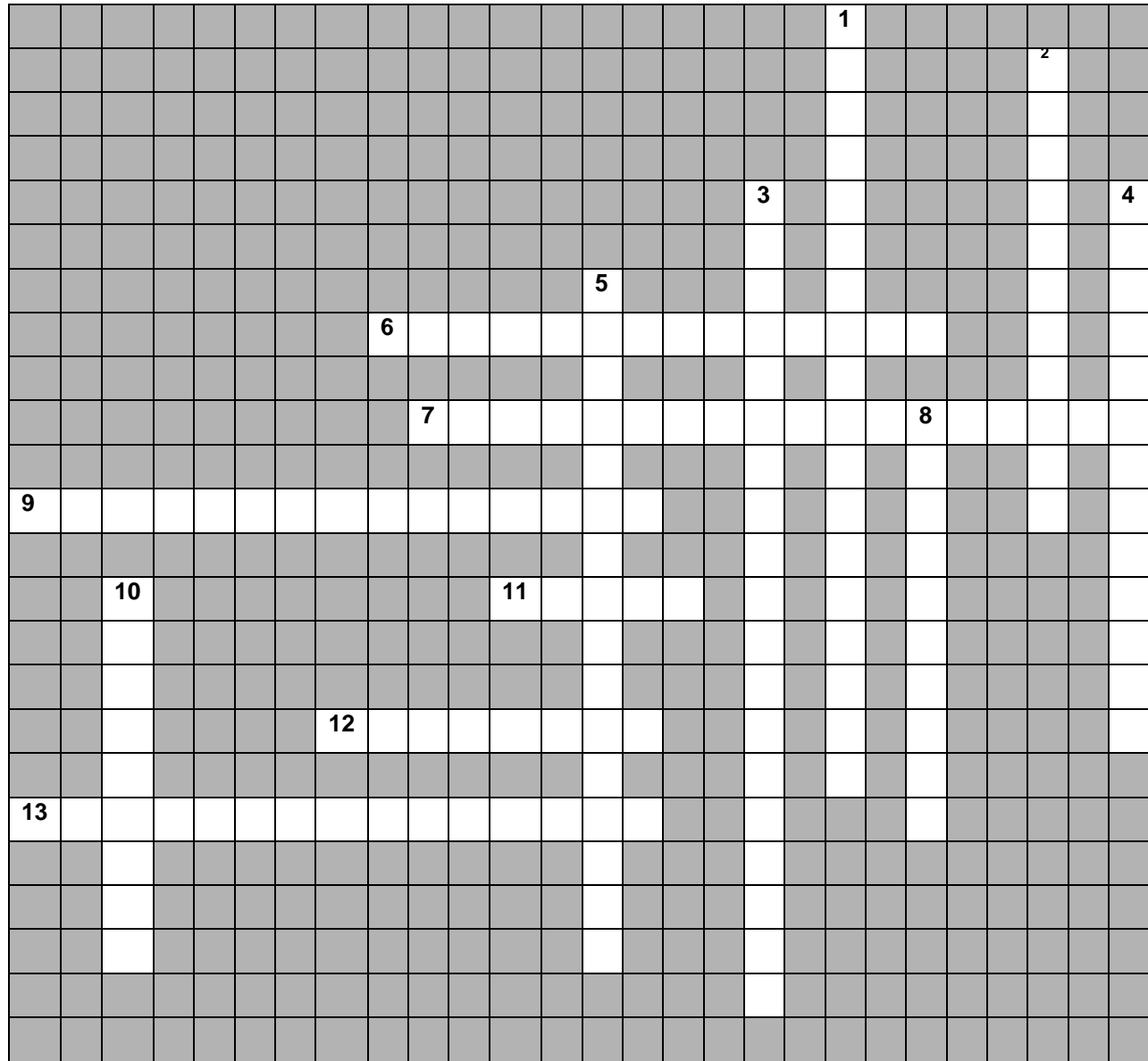
Period	Class	Is your Final Exam a Culminating Activity, Project, or a Written Exam?	My Study Plan Describe things you will do to prepare for your Final Exam.

CAREER AWARENESS  
 CAREER EXPLORATION  
 JOB SEEKING  
 CAREER PREPARATION

CAREER SATISFACTION  
 REFLECTION  
 SELF AWARENESS

CAREER CLUSTERS  
 PORTFOLIO  
 PROBLEM SOLVING

COMMUNICATION  
 GOALS  
 TEAMWORK



**DOWN**

1. To explore cluster options to prepare an educational and career plan (2 words - include space).
2. To demonstrate skills to secure, maintain and advance in a chosen career cluster (2 words - include space).
3. To demonstrate how lifelong learning skills enhance one's ability to succeed (2 words - include space).
4. A technique for expressing ideas effectively - giving and receiving information (2 words - include space).
5. To understand educational and skill requirements for a career interest area (2 words - include space).
8. A written evaluation of one's work.
10. A collection providing tangible proof of hard work, talents and accomplishments.

**ACROSS**

6. To understand your abilities, strengths, interests, skills and talents (2 words - include space).
7. To demonstrate career development skills to begin planning post-high school (2 words - include space).
9. Maryland's 10 occupational groupings (2 words - include space).
11. Things you plan to accomplish to attain.
12. To work effectively with others.
13. To find solutions and apply decision making techniques (2 words - include space).



# Reflection

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

Date \_\_\_\_\_ Class & Project \_\_\_\_\_

It is important to reflect on your progress in relation to the MD Career Development Content Standards. This reflection will show you what you have learned and how it all applies to your future plans and goals. The following are guiding questions to help direct you.

**Describe what you have learned about yourself during this activity.**

**What obstacles did you encounter and how did you overcome them?**

**Which Career Development Standards did you demonstrate? How?**

**What other skills and knowledge did you learn and develop?**

**How does this relate to your Career Cluster choice?**

**How would you evaluate your final product?**

**What would you do better next time?**



# Resume Template

**Student First & Last Name**  
**Street Address**  
**City, State and Zip code**  
**Area code and phone number**  
**E-mail address**

- OBJECTIVE:** Description of the job/internship you are seeking
- EDUCATION:** List current school, expected date of graduation, followed by high school, date of graduation. Also, list any other education experiences that may be related to the job you are seeking.
- WORK HISTORY:** Chronologically list current and previous positions held. Give the name of the employer and a brief job description. Dates are not necessary, unless they show long-term employment.
- VOLUNTEER EXPERIENCE:** Items here may be in addition to or instead of **WORK HISTORY**. Again, list items chronologically from the most recent to least recent.
- SKILLS:** Include applicable skills and abilities that will help make you more marketable in the eyes of the employer. The more you appear to be a potential asset to a prospective employer, the more likely you are to be offered the job.
- ACTIVITIES:** Being involved in an assortment of clubs and activities give the employer a better overall view of the type of person you are. This is an "optional" category. If you have had numerous work and volunteer experiences, you may not have room on your resume for this category. Include a separate sheet of paper with the information if that is the case.
- REFERENCES:** "**Available upon request**" is listed on the bottom of a resumé. References should be brought to the interview and provided upon request only. Three references (names, addresses & phone numbers) are sufficient and should be listed on a separate page. They should be adults you have worked for or know well. They should NOT be relatives.

*"Bullets" (•) may be used to lend clarity to the resume format & organization. Be sure to list items, not sentences or paragraphs. Potential employers will maybe spend 30 seconds reading your resume because they want to find out all about you immediately! Refer to "Resume" file for a sample.*

# Resume Template - Academic

**Shawna K. Anderson**  
200 West Baltimore Street  
Baltimore, MD 21201  
(410) 768-0988

## CAREER GOAL

To become a nurse  
Attend a four year college

## EDUCATION

Maryland High School  
GPA - 3.5  
Career Cluster-Health & Biosciences

Advanced Courses: (list)  
Articulated Credit  
Cluster courses

## HONORS/RECOGNITION

National Honor Society 11, 12  
Student of the Month 10, 11  
Soccer Player of the Year

## SCHOOL ACTIVITIES/ATHLETICS

President, Junior Class  
Cabinet Representative  
Science Club  
Soccer 9, 10, 11, 12

## OUTSIDE ATHLETICS/ACTIVITIES

Club Soccer  
Soccer Club Referee  
Church Youth Group

## COMMUNITY SERVICE/VOLUNTEER WORK

Hospital Volunteer  
Red Cross Blood Drive  
March of Dimes Walk

## Resume Template - Goals

Student Name  
Address  
City, State, Zip Code  
(Area Code) phone number  
E-mail address

### Goal:

My goal is to observe a (insert career type) in order to gain experience and assess my long-term interest in the field of (insert career type).

### Objectives:

6. Gain employability skills
7. Learn the educational requirements for various careers in (insert career type)
8. Observe how to (insert a skill specific to the career type)
9. Observe communication skills between staff and (insert target audience)
10. Observe procedures performed (insert broad overview of procedures related to the career type)

Replace all ( ) and the address field with information that applies to you personally. Be sure to delete these instruction lines when you "save as ..." under your file name!

# Senior Exit Interview

## Post High School Plans - Class of \_\_\_\_\_

ESL (K-12) yes no

Name (please print): \_\_\_\_\_ Hm Phone: \_\_\_\_\_

Address: \_\_\_\_\_

*Name and phone of someone who would know how to locate you:*

Name: \_\_\_\_\_ Phone: \_\_\_\_\_

Address: \_\_\_\_\_ City/State/Zip: \_\_\_\_\_

Father's Full Name: \_\_\_\_\_

Mother's Full Name: \_\_\_\_\_

*Check the one option that best fits your post-high school plans:*

- Community College

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

Have you taken the placement test? \_\_\_\_\_ Yes \_\_\_ No

- 4-year College/University

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

- I have been offered/received an award from (school or organization):

1) \_\_\_\_\_ Amount \_\_\_\_\_

2) \_\_\_\_\_ Amount \_\_\_\_\_

3) \_\_\_\_\_ Amount \_\_\_\_\_

- Military Branch: \_\_\_\_\_

- Other Training (Business College, Trade School, Technical School)

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

- Employment

- Full time work
- Full time work and school
- Part time work
- Part time work and school

=====

Name (please print): \_\_\_\_\_ Hm Phone: \_\_\_\_\_

8th SEMESTER TRANSCRIPT RELEASE: Transcripts can only be issued by a signed release (students under 18 years of age must have a parent signature). All colleges require an 8<sup>th</sup> semester transcript for final admission. Please send my transcript to the following schools:

School: \_\_\_\_\_ Address: \_\_\_\_\_

School: \_\_\_\_\_ Address: \_\_\_\_\_

School: \_\_\_\_\_ Address: \_\_\_\_\_

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

Parent Signature (if student not 18 years of age): \_\_\_\_\_

# Senior Transition Plan

NAME: \_\_\_\_\_

Date: \_\_\_\_\_

GPA: \_\_\_\_\_

WORK	MILITARY	SHORT TERM TRAINING
<input type="checkbox"/> Resume <input type="checkbox"/> Applications <input type="checkbox"/> Cover Letter <input type="checkbox"/> Resource Center <input type="checkbox"/> Attendance <input type="checkbox"/> Interview <input type="checkbox"/> Recommendation Letters	<input type="checkbox"/> Recruiter <input type="checkbox"/> ASVAB <input type="checkbox"/> Resource Center	<input type="checkbox"/> Application <input type="checkbox"/> Financial Aid Form (FAFSA) <input type="checkbox"/> Interview <input type="checkbox"/> Resource Center

TWO YEAR COLLEGE	FOUR YEAR COLLEGE
<input type="checkbox"/> Placement Test <input type="checkbox"/> Application <input type="checkbox"/> Limited Entry Programs <input type="checkbox"/> Visitations <input type="checkbox"/> Financial Aid Form (FAFSA) <input type="checkbox"/> Resource Center <input type="checkbox"/> Community College Scholarships <input type="checkbox"/> Talent Grants <input type="checkbox"/> Recommendations	<input type="checkbox"/> SAT <input type="checkbox"/> ACT <input type="checkbox"/> Rank <input type="checkbox"/> Applications School/Deadline _____ _____ _____ <input type="checkbox"/> College File <input type="checkbox"/> Recommendations <input type="checkbox"/> Financial Aid Form (FAFSA) <input type="checkbox"/> College Visits/Interviews <input type="checkbox"/> Scholarships <input type="checkbox"/> Loans <input type="checkbox"/> Resource Center <input type="checkbox"/> NCAA Clearinghouse <input type="checkbox"/> National College Fair <input type="checkbox"/> Transcripts

# SMART Goal Setting

When setting goals it is important to remember the acronym SMART:

- ✓ S = Specific      *Have only two absences from school for the rest of first semester.*
- ✓ M = Measurable      *Have a teacher check my attendance on SISWEB.*
- ✓ A = Achievable      *Yes, if I take care of myself nutritionally, physically, and get rest.*
- ✓ R = Realistic      *Yes, this allows for any potential sick days.*
- ✓ T = Timely      *January 9, 2007 (not quite the end of first semester).*

In the spaces provided below write two SMART Goals for yourself — one school or work goal and one personal goal — to be accomplished by \_\_\_\_\_.

## School- or Work-Related Goal

**S**PECIFIC:

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**M**EASURABLE:

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---

**A**CHIEVABLE:

---

---

**R**EALISTIC:

---

---

**T**IMELY:

---

---

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When setting goals it is important to remember the acronym SMART:

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In the spaces provided below write two SMART Goals for yourself — one school or work goal and one personal goal — to be accomplished by \_\_\_\_\_.

## Personal Goal

**S**PECIFIC:

---

---

**M**EASURABLE:

---

---

**A**CHIEVABLE:

---

---

**R**EALISTIC:

---

---

**T**IMELY:

---

---





# FRESHMAN/SOPHOMORE STUDENT-LED CONFERENCE WORKSHEET

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

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

**CLUSTER AREA OF INTEREST:**

- |  |   |  |
|--|---|--|
| <input type="checkbox"/> Arts, Media & Communication                             | <input type="checkbox"/> Construction & Development | <input type="checkbox"/> Information Technology                  |
| <input type="checkbox"/> Business, Management & Finance                          | <input type="checkbox"/> Health & Biosciences       | <input type="checkbox"/> Manufacturing, Engineering & Technology |
| <input type="checkbox"/> Consumer Services, Hospitality & Tourism                | <input type="checkbox"/> Human Resource Services    | <input type="checkbox"/> Transportation Technologies             |
| <input type="checkbox"/> Environmental, Agricultural & Natural Resources Systems |   |  |

You will have 15 minutes for your conference presentation. You will share the contents of your Junior Portfolio as well as ideas for options you are considering pursuing after graduation. Be sure to include the following elements:

- |                       |                               |
|-----------------------|-------------------------------|
| 1. Introduce yourself | 3. Share your information     |
| 2. Explain the agenda | 4. Conclude your presentation |

**PART 1 PERSONAL CHOICE**  
Share information about two (2) significant activities, projects, classroom events etc. you have been involved in during your Junior year.

<p><b>#1</b></p> <p><input type="checkbox"/> Community Service</p> <p><input type="checkbox"/> Field Trips</p> <p><input type="checkbox"/> Guest Speakers</p> <p><input type="checkbox"/> Job Shadow</p> <p><input type="checkbox"/> Special Project</p> <p><input type="checkbox"/> Other Related Activity</p>	<p>What did you do? What did you learn?</p> <hr/> <p>Which of the Career Development Standards did you meet? Explain</p> <hr/> <p>Why did you choose this experience above all the others?</p> <hr/> <p>How does this activity fit into your Cluster Area of Interest?</p>
<p><b>#2</b></p> <p><input type="checkbox"/> Community Service</p> <p><input type="checkbox"/> Field Trips</p> <p><input type="checkbox"/> Guest Speakers</p> <p><input type="checkbox"/> Job Shadow</p> <p><input type="checkbox"/> Special Project</p> <p><input type="checkbox"/> Other Related Activity</p>	<p>What did you do? What did you learn?</p> <hr/> <p>Which of the Career Development Standards did you meet? Explain.</p> <hr/> <p>Why did you choose this experience above all the others?</p> <hr/> <p>How does this activity fit into your Cluster Area of Interest?</p>

**PART II - WRITING WORK SAMPLE**  
- Share a writing sample from one of your classes.

<p><b>WRITING SAMPLE</b></p>	<p>What is the work sample?</p> <hr/> <p>What did you learn?</p> <hr/> <p>Which of the Career Development Standards did you meet? Explain.</p>
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## FRESHMAN/SOPHOMORE STUDENT-LED CONFERENCE WORKSHEET

Page 2

### PART III - IDEAS FOR AN INTERNSHIP OR PROJECT & AN EXTENDED APPLICATION TOPIC

Share 2 possible ideas for an internship or project	IDEA 1.	Why are you considering this?	What steps will you take to make this happen?
	IDEA 2.	Why are you considering this?	What steps will you take to make this happen?
Share 1 possible argumentative topic or hot issue related to your internship or project idea that could be used for an extended application paper	TOPIC .	Why are you considering this topic?	What steps will you take to make this happen?

### PART III - WHAT ARE YOUR POST-HIGH SCHOOL GOALS? -

<b>GOAL(S)</b>	What influenced your choices?
	What steps have you taken so far to prepare?
	What will you do during your senior year to further prepare yourself?

**PARENTS AND GUESTS ARE WELCOME.**

**PLEASE ENCOURAGE THEM TO COME.**

# JUNIOR STUDENT-LED CONFERENCE WORKSHEET

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

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

**CLUSTER AREA OF INTEREST:**

- |  |   |  |
|--|---|--|
| <input type="checkbox"/> Arts, Media & Communication                             | <input type="checkbox"/> Construction & Development | <input type="checkbox"/> Information Technology                  |
| <input type="checkbox"/> Business, Management & Finance                          | <input type="checkbox"/> Health & Biosciences       | <input type="checkbox"/> Manufacturing, Engineering & Technology |
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## PART II - WRITING WORK SAMPLE

Share a writing sample from one of your classes.

<p><b>WRITING SAMPLE</b></p>	<p>What is the work sample?</p> <hr/> <p>What did you learn?</p> <hr/> <p>Which of the Career Development Standards did you meet? Explain.</p> <hr/> <p>Why did you choose this work sample above all others?</p>
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**JUNIOR STUDENT-LED CONFERENCE WORKSHEET**  
**Page 2**

**PART III - IDEAS FOR AN INTERNSHIP OR PROJECT & AN EXTENDED APPLICATION TOPIC**

Share 2 possible ideas for an internship or project	IDEA 1.	Why are you considering this?	What steps will you take to make this happen?
	IDEA 2.	Why are you considering this?	What steps will you take to make this happen?
Share 1 possible argumentative topic or hot issue related to your internship or project idea that could be used for an extended application paper	TOPIC .	Why are you considering this topic?	What steps will you take to make this happen?

**PART III - WHAT ARE YOUR POST-HIGH SCHOOL GOALS? -**

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	What steps have you taken so far to prepare?
	What will you do during your senior year to further prepare yourself?

**PARENTS AND GUESTS ARE WELCOME.**  
**PLEASE ENCOURAGE THEM TO COME.**

# TOUR AND/OR FIELD TRIP EVALUATION & REFLECTION

Today's Date: \_\_\_\_\_

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

Teacher: \_\_\_\_\_ Period: \_\_\_\_\_

Company \_\_\_\_\_

Toured: \_\_\_\_\_

Please rate your experience by circling the number that best reflects your response based on the following scale:

1 Not Helpful	2 A Little Helpful	3 Helpful	4 Very Helpful	5 Most Helpful
------------------	-----------------------	--------------	-------------------	-------------------

Did the company tour provide you with:

- A better idea of what career choices are available 1 2 3 4 5
- Enough information to help you match jobs to Cluster programs 1 2 3 4 5
- Information about education and training requirements 1 2 3 4 5
- Information regarding company policies (hiring practices, dress, communication skills, etc...) 1 2 3 4 5
- Rate the company tour 1 2 3 4 5

## Reflection

1. What do you think was the most important thing that you learned from the Company Tour?

\_\_\_\_\_

2. What did you like best about the Company Tour?

\_\_\_\_\_

3. What did you like least about the Company Tour?

\_\_\_\_\_

4. Did the Company Tour reinforce your Career Cluster choice? Why or why not?

\_\_\_\_\_

5. Are you interested in exploring another Career Cluster area? Why or why not?

\_\_\_\_\_

\_\_\_\_\_

# Want Ad

Businesses place ads in newspapers and online when they want to hire new employees.

In this activity, students will design their own want ad to hire a potential new employee.

Logo

Name of Career: \_\_\_\_\_

Full time or Part time

Describe what the company is looking for:

For example, college degree or equivalent, if required; special certification; experience needed; special skills such as someone who is outgoing, is organized, or has computer skills.

Salary Range: \_\_\_\_\_

Benefits (may include salary, vacation, insurance etc.):

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To apply, send resume to:

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# Resources

# WEB RESOURCES

<b>High School Website</b>	<a href="http://www.">www.</a>	Check for up to date information
<b>Sites for Several Resources</b>	<a href="http://www.collegenet.com">www.collegenet.com</a> <a href="http://www.collegeboard.org">www.collegeboard.org</a> <a href="http://www.usnews.com/usnews/edu">www.usnews.com/usnews/edu</a> <a href="http://www.collegeispossible.com">www.collegeispossible.com</a>	Testing, financial aid , scholarships, testing information, general test preparation, college search, college applications, etc.
<b>College Search</b>	<a href="http://www.allaboutcollege.com">www.allaboutcollege.com</a> <a href="http://www.collegebound.net">www.collegebound.net</a> <a href="http://www.collegeexpress">www.collegeexpress</a>	Thousands of links, including colleges around the world Good general site Good general site
<b>Financial Aid</b>	<a href="http://www.finaid.org">www.finaid.org</a> <a href="http://www.fafsa.ed.gov">www.fafsa.ed.gov</a> <a href="http://www.cashe.com">www.cashe.com</a> <a href="http://www.studentaid.ed.gov">www.studentaid.ed.gov</a> <a href="http://www.salliemae.com">www.salliemae.com</a> <a href="http://www.edfund.org">www.edfund.org</a> <a href="http://www.usafunds.com">www.usafunds.com</a> <a href="http://www.pin.ed.gov">www.pin.ed.gov</a>	Comprehensive Fafsa online Financial information Student aid and loans Lending information Lending information Lending information Federal Department of Education website , excellent information General information A searchable database Links to other sites Vast database
<b>Scholarships</b>	<a href="http://www.fastweb.com">www.fastweb.com</a> <a href="http://www.scholarships.com">www.scholarships.com</a> <a href="http://www.finaid.org">www.finaid.org</a> <a href="http://www.collegequest.com">www.collegequest.com</a>	
<b>Testing</b>	<a href="http://www.act.org">www.act.org</a> <a href="http://www.collegeboard.com">www.collegeboard.com</a>	ACT information and practice SAT information and practice



# **Appendix**

## **Maryland Career Development Framework**



# Maryland Career Development Framework

## Grades Pre-K – Postsecondary (PS)/Adult

<i>Standard 1: Self-Awareness – Students will acquire and apply self-knowledge in order to develop personal, learning and career goals.</i>				
<b>Indicator A. Acquire and apply self-knowledge to understand one’s abilities, strengths, interests, skills, and talents as seen by self and others.</b>				
<b>Pre-K – 2</b>	<b>Grades 3-5</b>	<b>Grades 6-8</b>	<b>Grades 9-12</b>	<b>PS/Adult</b>
1. Identify one’s interests and likes and dislikes and how they impact one’s self concept.	1. Identify one’s positive personal characteristics (honesty, dependability, responsibility, integrity, and loyalty).	1a. Demonstrate behavior and decisions that reflect one’s interests, likes and dislikes. 1b. Identify one’s abilities, strengths, skills and talents as seen by self and others and explain the significance to one’s education and career plans.	1a. Integrate a broad range of interests into one’s personal learning and career goals, and assess the impact of abilities, strengths, skills, and talents on one’s career development. 1b. Evaluate how positive personal characteristics affect one’s career development.	1a. Expand and/or modify interests and adjust one’s personal learning and career goals.
2. Identify behaviors and attitudes that reflect one’s self-confidence, sense of self-efficacy, and self-concept.	2. Explore actions that will build and maintain a positive self-concept.	2. Demonstrate and evaluate behaviors that show self-confidence, sense of self efficacy, and a positive self-concept.	2. Explain and assess how one’s self-concept affects and promotes both educational achievement and success at work.	2. Assess the impact of educational achievement and/or success at work on one’s self-concept.
3. Recognize that situations, attitudes, and the behavior of others affect one’s self-concept and that of others.	3. Explain how specific situations, attitudes, and the behavior of others affect one’s self-concept and that of others.	3. Engage in behaviors and express attitudes that positively affect one’s self concept and the self-concept of others.	3. Evaluate how the impact of situations, attitudes, and the behaviors of others affect one’s self concept and how one’s behaviors and attitudes affect the self-concept of others.	3. Re-examine and adjust, when necessary, behaviors and attitudes to express a positive self-concept.

<b>Indicator B. Demonstrate positive interpersonal skills and respect for diversity to facilitate one's career development</b>				
<b>Pre-K – 2</b>	<b>Grades 3-5</b>	<b>Grades 6-8</b>	<b>Grades 9-12</b>	<b>PS/Adult</b>
1. Identify positive social skills and manners including demonstrating gratitude when interacting with others in a way that is honest, fair, helpful and respectful.	1. Demonstrate and evaluate how one's positive social skills, manners, and demonstration of gratitude contribute to effective interactions with others in group activities.	1. Assess the degree to which one interacts and uses feedback to adjust behavior in group activities in a way that is honest, fair, helpful, and respectful.	1. Assess the degree to which one interacts and uses feedback to adjust behavior in group activities in a way that is honest, fair, helpful, and respectful.	1. Assess the degree to which one interacts and uses feedback to adjust behavior in group activities in a way that is honest, fair, helpful, and respectful.
2. Identify the difference between appropriate and inappropriate behaviors in specific school and social situations.	2. Assess the consequences of appropriate and inappropriate behavior and the effects of outside pressure in specific school, and social situations.	2. Demonstrate and assess the degree to which one accepts responsibility for personal actions including dealing with outside pressures and contributing to group activities.	2. Demonstrate and assess the degree to which one accepts responsibility for personal actions including dealing with outside pressures and contributing to group activities.	2. Demonstrate and assess the degree to which one accepts responsibility for personal actions including dealing with outside pressures and contributing to group activities.
3. Demonstrate use of rules and procedures to work cooperatively with others in a variety of group situations, including the impact on one's learning and academic achievement.	3. Identify and apply goals, rules, procedures, roles, and resources to work cooperatively in group activities, including the impact on one's learning and academic achievement.	3. Analyze the impact of academic achievement on one's ability to work cooperatively in a group.	3. Evaluate individual and group performance and plan improvements using explicit criteria.	3. Evaluate individual and group performance and plan improvements using explicit criteria.
4. Identify conflicts and explain the importance of resolving group conflict cooperatively and peacefully.	4. Identify and resolve conflicts using skills such as consensus, compromise, collaboration, avoidance, and accommodation.	4. Identify and resolve conflicts and bring to consensus when appropriate.	4. Demonstrate the ability to support group decisions, respect dissenting positions, and/or use consensus.	4. Demonstrate the ability to support group decisions, respect dissenting positions, and/or use consensus.

<b>Pre-K – 2</b>	<b>Grades 3-5</b>	<b>Grades 6-8</b>	<b>Grades 9-12</b>	<b>PS/Adult</b>
5. Practice effective communication strategies such as paraphrasing, reflections, active listening, and assertive communication.	5. Practice effective communication strategies such as paraphrasing, reflections, active listening, and assertive communication.	5. Demonstrate, problem-solve and evaluate communication experiences and one’s use of effective strategies such as paraphrasing, reflections, active listening, and assertive communication.	5. Demonstrate, problem-solve, and evaluate communication experiences and one’s use of effective strategies such as paraphrasing, reflections, active listening, and assertive communication.	5. Demonstrate, problem-solve, and evaluate communication experiences and one’s use of effective strategies such as paraphrasing, reflections, active listening, and assertive communication.
<b>Indicator C. Recognize that growth and change are integral parts of career development</b>				
<b>Pre-K – 2</b>	<b>Grades 3-5</b>	<b>Grades 6-8</b>	<b>Grades 9-12</b>	<b>PS/Adult</b>
1. Describe how one has grown and changed.	1. Describe how one has grown and changed.	1. Recognize that one will experience growth and change in mind and body throughout life.	1. Analyze the results of one’s growth and changes throughout life to determine future growth opportunities.	1. Analyze the results of one’s growth and changes throughout life to determine future growth opportunities.
2. Identify situations in which one might need assistance from people or other resources (e.g. school problems).	2. Identify situations in which one might need assistance from people or other resources (e.g. school problems).	2. Identify situations and access resources, including other people, to seek assistance when needed.	2. Identify situations (school problems, financial problems, applying to college and for a job) and access resources, including other people, to seek assistance when needed.	2. Assess one’s strategies for accessing people and other resources when assistance is needed.
3. N/A	3. Recognize that external events often cause life changes.	3. Demonstrate adaptability and flexibility when initiating or responding to change.	3. Demonstrate and analyze how effectively one responds to change and/or initiates change.	3. Assess one’s strategies for managing life changes caused by external events.
4. N/A	4. Identify one’s motivations and aspirations.	4. Recognize that one’s motivations and aspirations are likely to change with time and circumstances.	4. Explain how one’s motivations and aspirations have changed with time and circumstance.	4. Assess how changes in one’s motivations and aspirations over time have affected one’s career development.

<b>Indicator D. Apply self-knowledge to decision making and goal-setting.</b>				
<b>Pre-K – 2</b>	<b>Grades 3-5</b>	<b>Grades 6-8</b>	<b>Grades 9-12</b>	<b>PS/Adult</b>
1. Recognize that everyone is a decision-maker.	1. Recognizes that self-knowledge enables one to make decisions, and effectively plan.	1. Demonstrate an awareness of one’s strategic thinking to make effective decisions about one’s goals for learning and performance.	1. Plan and follow steps to make effective decisions and achieve goals for learning and performance.	1. Monitor, evaluate, and make necessary adjustments in goals, plans, or actions.
<i>Standard 2: Career Awareness – Students will use the Maryland Career Clusters and pathways in order to understand their relationship to educational achievement and life-long learning.</i>				
<b>Indicator A. Analyze/compare the industries represented in Maryland’s 10 Career Clusters and how they relate to the needs and functions of the economy and society.</b>				
<b>Pre-K – 2</b>	<b>Grades 3-5</b>	<b>Grades 6-8</b>	<b>Grades 9-12</b>	<b>PS/Adult</b>
1. Identify the industries where family members work.	1. Identify the industries in the community that align with the career clusters.	1a. Analyze, compare, and identify related career clusters. 1b. Describe how career clusters relate to the needs and functions of Maryland’s economy and affect one’s career development.	1. Identify, explain, and experience career clusters of interest.	1. Re-examine and evaluate how career clusters can help one to respond to changing societal needs and economic conditions.
N/A	N/A	2. Compare/contrast the shift in the work organization of the 21 <sup>st</sup> century versus the past.	2. Compare/contrast the shift in the work organization of the 21 <sup>st</sup> century versus the past.	2. Evaluate how changing societal needs and economic conditions affect the nature of work and an individual’s progression within a career cluster and pathway.

<b>Indicator B. Understand the connections among educational achievement, lifelong learning and the career options across career pathways.</b>				
<b>Pre-K – 2</b>	<b>Grades 3-5</b>	<b>Grades 6-8</b>	<b>Grades 9-12</b>	<b>PS/Adult</b>
1. Explain how one is a learner and identify attitudes and behaviors that impact on educational achievement.	1a. Explore one's learning style and identify ways to become an independent learner and take responsibility for one's learning. 1b. Analyze personal attitudes, behaviors, and learning habits and identify how they impact educational achievement.	1a. Use knowledge of one's learning style, positive attitude, and behaviors to improve educational attainment and adjust behavior, when needed, to maximize achievement. 1b. Identify the connections between one's educational achievement and personal and career goals.	1a. Assess past, present, and future informal and formal learning experiences that connect to one's life goals. 1b. Analyze the connections between one's educational achievement and personal and career goals and adjust behavior in a way that integrates the strong connections.	1a. Adjust behavior in a way that integrates the strong connections between educational achievement and personal and career goals. 1b. Understand that ongoing attainment of knowledge and skills enhances an individual's ability to function effectively in a diverse and changing economy.
2. Identify academic strengths.	2a. Describe how proficiencies in math, science, and language arts impact the selection and attainment of one's personal and career goals. Identify how to get extra help when needed. 2b. Develop study skills that promote educational achievement.	2a. Assess one's educational achievement and explain how it impacts on the selection and attainment of career options to develop personal and career goals. 2b. Use study skills, strategies and learning habits to improve achievement. 2c. Use technology to access, store, manage, analyze, and communicate information to enhance and improve achievement.	2a. Prioritize educational achievement areas needing improvement and develop a plan to obtain proficiency of one's personal and career goals. 2b. Use study skills, strategies and learning habits to improve achievement. 2c. Use technology to access, store, manage, analyze and communicate information to enhance and improve achievement.	2a. Continue to prioritize educational achievement areas needing improvement and adjust planning. 2b. Use study skills, strategies and learning habits to improve achievement. 2c. Use technology to access, store, manage, analyze and communicate information to enhance and improve achievement.

**Indicator C. Understand how accurate, current and unbiased career information is necessary for successful career planning and management using career clusters.**

<b>Pre-K – 2</b>	<b>Grades 3-5</b>	<b>Grades 6-8</b>	<b>Grades 9-12</b>	<b>PS/Adult</b>
1. N/A	1. Identify sources of information about careers.	1a. Recognize that career information includes knowledge about career clusters and related economic information, career options, and education degrees and training requirements; and it is essential to career planning. 1b. Recognize that there are a variety of resources available which vary in quality such as accuracy, bias, timeliness and impartiality.	1. Evaluate and identify relevant career information resources to use in selecting and planning for a career cluster and career pathway. (i.e. economic, labor market, and employer-specific).	1. Analyze which educational and career cluster information resources are useful in one's ongoing career management.
2. N/A	2. Identify different career options, including those that may be considered nontraditional.	2. Investigate career clusters and career options, including those that may be nontraditional (i.e. relative to one's gender, race, culture, or ability.)	2. Demonstrate openness to and consider career cluster and options that one might view as nontraditional (i.e. relative to one's gender, race, culture, or ability.)	2. Integrate openness to nontraditional careers into one's career management. (i.e. relative to one's gender, race, culture, or ability.)
3. N/A	3. N/A	3. Evaluate assessments of personal career results to knowledge of self and career clusters.	3. Evaluate career assessment results to identify a career cluster and pathway and develop a career plan.	3. Evaluate career assessment results to manage one's ongoing career planning.

<b>Indicator D. Recognize that decision-making is an important part of an individual's career development.</b>				
<b>Pre-K – 2</b>	<b>Grades 3-5</b>	<b>Grades 6-8</b>	<b>Grades 9-12</b>	<b>PS/Adult</b>
1. N/A	1. Describe the decision-making process.	1. Identify resources for gathering information relevant to making a decision.	1. Explore and evaluate information relevant to making a decision.	1. Explore and evaluate information relevant to making a decision, and the steps used to make a decision.
2. N/A	2. Describe how setting personal priorities are part of decision-making.	2. Explore how one's personal priorities are part of one's decision-making.	2. Explain how one's career decision-making reflects personal priorities.	2. Assess the role of personal priorities in one's decision-making.
3. Recognize that there are alternatives to consider when making a decision and that each has outcomes.	3. Clarify alternatives and their outcomes when making a decision.	3. Apply knowledge of alternatives and their outcomes to one's decisions.	3. Examine the implications of decisions, consider new alternatives, and analyze the need to compromise and its effect on one's decisions.	3. Examine the implications of decisions, consider new alternatives, and analyze the need to compromise and its effect on one's decisions.
4. N/A	4. Understand that decision-making involves compromise.	4. Explain how decision-making may involve compromise and cite examples.	4. Explain how decision-making may involve compromise and cite examples.	4. Explain how decision-making may involve compromise and cite examples.
<b>Indicator E. Understand that balancing personal, leisure, community, learner and work roles is an important part of one's career development.</b>				
<b>Pre-K – 2</b>	<b>Grades 3-5</b>	<b>Grades 6-8</b>	<b>Grades 9-12</b>	<b>PS/Adult</b>
1. N/A	1. N/A	1. Recognize that one has personal, leisure, community, work roles, and responsibilities which must be balanced and that there are many ways to do so.	1. Examine one's personal, leisure, community, learner, work roles, and responsibilities and illustrate how they are interconnected.	1. Examine and evaluate how one balances life roles and responsibilities and determines desired changes.
2. N/A	2. N/A	2. N/A	2. Identify the connections between life roles and lifestyle.	2. Determine how one's life roles impact one's lifestyle.



<b><i>Standard 3: Career Exploration – Students will assess Career Cluster choices and related pathways in order to develop an academic and career plan.</i></b>				
<b>Indicator A. Prepare an educational and career plan based on high school graduation requirements, a sequence of career pathway courses, related academics and postsecondary options.</b>				
<b>Pre-K – 2</b>	<b>Grades 3-5</b>	<b>Grades 6-8</b>	<b>Grades 9-12</b>	<b>PS/Adult</b>
1. N/A	1. Understand that effective planning facilitates the attainment of personal and career goals.	1. Develop a high school plan that includes postsecondary options.	1. Review one’s high school plan, including postsecondary options and make modifications on an annual basis.	1. Modify one’s plan as needed to reflect ongoing career decisions.
2. N/A	2. N/A	2. Explore the requirements for effective transition from one learning level to the next (i.e. middle to high school and high school to postsecondary).	2. Demonstrate the knowledge and skills necessary to transfer effectively from one learning level to the next.	2. Demonstrate the knowledge and skills necessary to transfer effectively from a two-and four-college degree to graduate school.
3. N/A	3. N/A	3. Investigate program sequences for career clusters of interest that overlap with other career pathways.	3. Design a program sequence for selected career cluster, including postsecondary options.	3. Assess program sequence for selected career cluster and modify plan.
4. Explore specific learning experiences that are school-based and related to Maryland’s career clusters.	4. Explore specific learning experiences within Maryland’s career clusters.	4. Explore specific learning experiences within and across career clusters.	4. Apply cluster content standards to specific work-based learning experiences and one’s program sequence (high school plan).	4. Apply cluster content standards to specific work-based learning experiences and one’s program sequence (high school plan).

<b>Pre-K – 2</b>	<b>Grades 3-5</b>	<b>Grades 6-8</b>	<b>Grades 9-12</b>	<b>PS/Adult</b>
5. N/A	5. N/A	5. Select options for further education and/or training (i.e. dual enrollment, articulated credit, advanced placement, certification, two-year colleges, four-year colleges, apprenticeships, and technical schools).	5. Select options for further education and/or training (i.e. dual enrollment, articulated credit, advanced placement, certification, two-year colleges, four-year colleges, apprenticeships, and technical schools).	5. Select options for further education and/or training (two-and four-year college/universities credit by exams etc.).
<b>Indicator B. Use a process/model for knowing and thinking about how one makes decisions.</b>				
<b>Pre-K – 2</b>	<b>Grades 3-5</b>	<b>Grades 6-8</b>	<b>Grades 9-12</b>	<b>PS/Adult</b>
1. N/A	1. Identify a process/model for making decisions.	1. Explain/apply steps of a decision-making model to inform career cluster and pathway selection and high school plan development.	1. Demonstrate the use of a decision-making model on an ongoing basis.	1. Demonstrate the use of a decision-making model on a consistent basis as part of one's ongoing career management.
2. N/A	2. N/A	2. Identify how one's culture, beliefs, and attitudes impact one's career decisions.	2. Describe the impact of one's culture, beliefs, and attitudes on one's career decisions.	2. Describe the impact of one's culture, beliefs, attitudes, work values, and family life on one's career decisions.

**Standard 4: Career Preparation: Students will prepare for postsecondary and career success through a sequenced academic and technical program of study and related workplace experiences.**

**Indicator A. Acquire cluster and academic content knowledge and skills to succeed in high school and beyond.**

<b>Pre-K – 2</b>	<b>Grades 3-5</b>	<b>Grades 6-8</b>	<b>Grades 9-12</b>	<b>PS/Adult</b>
1. Apply academic content standards of the Voluntary State Curriculum (VSC)	1. Apply academic content standards of the Voluntary State Curriculum (VSC)	1. Apply academic content standards of the Voluntary State Curriculum (VSC)	1. Apply academic content standards of the Voluntary State Curriculum (VSC)	1. Successfully complete academic or training requirements.
2. N/A	2. N/A	2. Apply cluster content knowledge and skills (foundation, pathway, cross cluster) through technology, research, problem-solving, and project-based learning.	2. Apply cluster content knowledge and skills (foundation, pathway, cross cluster) through technology, research, problem-solving, work-based learning, and project-based learning.	2. Apply cluster content knowledge and skills (foundation, pathway, cross cluster) through technology, research, problem-solving, work-based learning, and project-based learning.
3. Apply academic, career cluster content standards, and the Skills for Success through project-based learning and other career connecting activities.	3. Apply academic, career cluster content standards, and the Skills for Success through project-based learning and other career connecting activities.	3. Apply academic, career cluster content standards, and the Skills for Success through project-based learning and other career connecting activities.	3. Apply academic, career cluster content standards, and the Skills for Success through project-based learning and career connecting activities.	3. Apply academic, career cluster content standards, and the Skills for Success through project-based learning and career connecting activities.
4. N/A	4. N/A	4. N/A	4. Develop a career folder to demonstrate academic and technical knowledge and skills of a career cluster for employment and postsecondary preparation.	4. Update career folder/portfolio to demonstrate academic and technical knowledge and skills of a career cluster for employment and postsecondary preparation.

<b>Indicator B. Use the selected decision-making process/model to update and modify the four-year plan.</b>				
<b>Pre-K – 2</b>	<b>Grades 3-5</b>	<b>Grades 6-8</b>	<b>Grades 9-12</b>	<b>PS/Adult</b>
1. N/A	1. N/A	1. N/A	1. Identify problems and/or gaps in the existing career plan annually.	1. Analyze existing plan to identify academic and career preparation needs.
2. N/A	2. N/A	2. N/A	2. Develop and complete the steps and timelines for taking entrance tests, choosing colleges and school, and gaining admission, applying and getting financial aid or selecting training and employment options.	2. Complete the steps and timelines for selecting training, employment and further education options.
<b><i>Standard 5: Job-Seeking and Advancement – Students will demonstrate skills to secure, maintain, and advance in their chosen or related career cluster.</i></b>				
<b>Indicator A. Understand how academic, technical, cross cluster and employability skills are needed to obtain or create, maintain, and advance in one’s career.</b>				
<b>Pre-K – 2</b>	<b>Grades 3-5</b>	<b>Grades 6-8</b>	<b>Grades 9-12</b>	<b>PS/Adult</b>
1. N/A	1. N/A	1. N/A	1. Demonstrate proficiency in cluster and pathway content standards, related academic content standards and Skills for Success.	1. Demonstrate proficiency in cluster and pathway content standards, related academic and training requirements, and core employability skills (i.e. Skills for Success).

<b>Pre-K – 2</b>	<b>Grades 3-5</b>	<b>Grades 6-8</b>	<b>Grades 9-12</b>	<b>PS/Adult</b>
2. N/A	2. N/A	2. N/A	2. Demonstrate skills to seek employment including writing a resume and cover letter, completing a job application, interviewing for a job, finding and pursuing employment leads and marketing oneself in the workplace.	2. Demonstrate skills to seek employment including writing a resume and cover letter, completing a job application, interviewing for a job, finding and pursuing employment leads and marketing oneself in the workplace.
3. N/A	3. N/A	3. N/A	3. Demonstrate proficiency in transferable skills that lead to advancement within a career cluster (financial management and accounting, legal services, regulatory compliance, risk management, government relations, marketing).	3. Demonstrate proficiency in transferable skills that lead to advancement within a career cluster (financial management and accounting, legal services, regulatory compliance, risk management, government relations, marketing).
4. N/A	4. N/A	4. N/A	4. Make decisions about the advantages and challenges of employment in a non-traditional career.	4. Assess the impact of one's decisions regarding employment in a non-traditional career.
5. N/A	5. N/A	5. N/A	5. N/A	5. Determine career preference regarding geographic mobility and one's employability.

Pre-K – 2	Grades 3-5	Grades 6-8	Grades 9-12	PS/Adult
6. N/A	6. N/A	6. N/A	6. N/A	6. Demonstrate a variety of skills and behaviors to maintain employment such as thinking skills, the ability to work on cross-functional teams, strong interpersonal skills, technology skills, communication skills, honesty and other positive personal qualities.
7.	7.	7.	7.	7. Select an offering in one’s career pathway that has high probability for career satisfaction and progression, and negotiate effectively for salary and other forms of compensation.

**Standard 6: Career Satisfaction and Transition – Individuals will demonstrate how the ongoing attainment of knowledge and skills enhances one’s ability to function and transition effectively in a diverse and changing economy.**

**Indicator A. Apply career management and decision-making skills to update ones’ career plan as needed.**

<b>Pre-K – 2</b>	<b>Grades 3-5</b>	<b>Grades 6-8</b>	<b>Grades 9-12</b>	<b>PS/Adult</b>
1. N/A	1. N/A	1. N/A	1. Determine changes and trends that may impact career plans and develop short- and long-term goals.	1. Evaluate and integrate, as appropriate, changes and trends into one’s career plans.
2. N/A	2. N/A	2. N/A	2. Explain that many skills and behaviors are needed to manage one’s career development (e.g. resiliency, self-efficacy, ability to scan the environment for trends and changes, having a futures perspective, and flexibility).	2. Demonstrate career development skills and behaviors and integrate them into one’s approach to career development (e.g. resiliency, self-efficacy, ability to scan the environment for trends and changes, having a futures perspective, and flexibility).
3. N/A	3. N/A	3. Explain how education, work, family, national crisis and economic conditions affect decisions.	3. Describe how education, work, family issues, national crisis and economic/labor market conditions affect decisions.	3. Evaluate the impact of one’s education, work, family, and economic/labor market conditions when making decisions.
4. N/A	4. N/A	4. N/A	4. N/A	4. Investigate additional education and training as needed for career retention and advancement.

<b>Pre-K – 2</b>	<b>Grades 3-5</b>	<b>Grades 6-8</b>	<b>Grades 9-12</b>	<b>PS/Adult</b>
5. N/A	5. N/A	5. N/A	5. Analyze and compare school and work needs with regard to interests, skills, and values to determine if long term goals are met.	5. Identify other positions that use cross cluster or transferable skills and apply a decision-making process/model when a career transition is required.
6. N/A	6. N/A	6. N/A	6. N/A	6. Analyze opportunities that exist for lateral or vertical movement from a current position and/or for enriching current responsibilities and apply a decision-making process/ model when a career transition is required.

**Indicator B. Evaluate the impact of lifelong learning on one’s ability to function effectively in a diverse and changing economy.**

<b>Pre-K – 2</b>	<b>Grades 3-5</b>	<b>Grades 6-8</b>	<b>Grades 9-12</b>	<b>PS/Adult</b>
1. N/A	1. N/A	1. N/A	1. Explain that our diverse and changing economy requires the updating of existing skills and the acquisition of new skills throughout life.	1. Explain that our diverse and changing economy requires the updating of existing skills and the acquisition of new skills throughout life.
2. N/A	2. N/A	2. N/A	2. Evaluate selection of specific postsecondary education and training programs as they relate to changing societal and economic conditions and update personal and career goals.	2. Evaluate selection of specific postsecondary education and training programs as they relate to changing societal and economic conditions and update personal and career goals.



<b>Pre-K – 2</b>	<b>Grades 3-5</b>	<b>Grades 6-8</b>	<b>Grades 9-12</b>	<b>PS/Adult</b>
3. N/A	3. N/A	3. N/A	3. N/A	3. Demonstrate ongoing use of informal and formal learning experiences into one's lifelong learning activities.
4. N/A	4. N/A	4. N/A	4. Explain how society's needs/functions and economic conditions affect one's career development (e.g. demographics, global competition, economic recession, and war).	4. Evaluate how society's needs/functions and economic conditions affect one's career management (e.g. demographics, global competition, economic recession, and war).
5. N/A	5. N/A	5. N/A	5. Evaluate how technology has changed and determine implications for one's lifelong learning.	5. Evaluate how technology has changed and determine implications for one's lifelong learning.