

Counselor Name: Jessica Radmaker
School: Colo-NESCO Community School District
Grade Level/Course: 5th-12th grade/School Counseling
Name of Unit: Colo-NESCO Career and College Fairs

Unit Design in the Standards-Based Classroom

1st Oval: What should students know and be able to do?

DuFour's Question 1: What do we want students to learn?

1. On which content standard(s) will the students be working?

- A. Content standards will include Iowa Core/Common Core/National Standards; Essential Learnings or Power Standards

Iowa Core 21st Century Skills

Employability Skills: High School (9 – 12) Details and Examples

1. Essential Concept and/or Skill: Communicate and work productively with others, incorporating different perspectives and cross cultural understanding, to increase innovation and the quality of work.

Work appropriately and productively with others

- Set goals
- Effectively communicate with group and stakeholders
- Demonstrate respectful behavior to group member ideas and opinions
- Manage and resolve conflict when appropriate
- Lead or support when appropriate
- Determine people's strengths and assign roles accordingly
- Contribute to a team by sharing information and expertise
- Agree to disagree in a respectful manner in a group dynamic
- Collaborate effectively with other teams/team members toward a common goal
- Recognize own and other's good efforts

Use different perspectives to increase innovation and the quality of work

- Gather input from all group members
- Capitalize on the diversity of group members
- Accept and provide feedback in a constructive and considerate manner

Use all the appropriate principles of communication effectively

- Listen to understand and appreciate the points of view of others
- Listen for comprehension
- Listen for decision making
- Process information in order to make an informed decision
- Ask appropriate questions in seeking clarification
- Read, understand and create information presented in a variety of forms (e.g. words, charts, graphs, diagrams)
- Follow directions
- Express thoughts and ideas clearly and succinctly
- Use appropriate technology to communicate

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- Use appropriate channels of communication (written, verbal, technical, visual)

2. Essential Concept and/or Skill: Adapt to various roles and responsibilities and work flexibly in climates of ambiguity and changing priorities.

Adapt to varied roles, responsibilities, and expectations

- Work independently or as a part of a team
- Learn from mistakes and accept feedback
- Carry out multiple tasks or projects
- Continuously monitor the success of a project or task
- Identify ways to improve project or task
- Consider multiple perspectives and represents a problem in more than one way
- Accept others; tolerant of differences

Work effectively in a climate of ambiguity and changing priorities

- Cope with uncertainty; quickly and calmly change focus and goals as the situation requires
- Demonstrate a sense of comfort with lack of structure
- Remain composed and focused, even under stress
- Adapt to changing requirements and information
- Respond openly and constructively to change
- Approach conflict from win-win perspective

Demonstrate appropriate risk-taking

- Provides innovative and resourceful engagement
- Identifies and suggests alternative ways to achieve goals
- Asks "what if"
- Brainstorms effectively
- Questions assumptions in a non-confrontational manner

3. Essential Concept and/or Skill: Demonstrate leadership skills, integrity, ethical behavior, and social responsibility while collaborating to achieve common goals.

Use interpersonal skills to influence and guide others toward a goal

- Positively support the work of others
- Facilitate and delegate responsibilities to best accomplish goal(s)
- Build relationships
- Engage in the tasks to accomplish goal
- Know when to listen and when to speak-up
- Maintain an open mind
- Provide constructive feedback

Leverage the strengths of others to accomplish a common goal

- Communicate effectively

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- Collaborate effectively
- Appreciate ideas of others
- Facilitate compromise that can lead to group consensus

Demonstrate integrity and ethical behavior

- Accept ownership for actions
- Demonstrate trustworthiness and honesty
- Make decisions based on important core values

Demonstrate mental, physical, and emotional preparedness to accomplish the task

- Organize required materials in a readily accessible format.
- Focus and become energized on the task objectives.

4. Essential Concept and/or Skill: Demonstrate initiative and self-direction through high achievement and lifelong learning while exploring the ways individual talents and skills can be used for productive outcomes in personal and professional life.

Perform work without oversight

- Assesses the situation and identify the priority/necessary actions to be taken
- Understand the value of the task in relationship to greater goal
- Understand that incomplete work-- even if excellent--is a failure
- Model self-confidence
- Know how to find and evaluate appropriate resources
- Implement solutions
- Demonstrate commitment to self/group/society

Use time efficiently to manage workload

- Segment task into logical steps with appropriate estimates of time
- Build a timeline to facilitate completion of the task
- Prioritize steps in proper order

Assess one's own mastery of skills

- Understand the task
- Identify the depth and breadth of knowledge to be successful at a task
- Identify and utilize appropriate measure of knowledge

Set and achieve high standards and goals

- Understand incremental steps for acquiring goals
- Create a written plan
- Set realistic goals that match aptitudes
- Engage in activities to improve skills that are relative to goals
- Demonstrate core values
- Constructively evaluate progress and takes corrective action when necessary

Engage in effective problem solving process

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- Transfer learning from one domain to another
- Identify partners and resources germane to the situation
- Evaluate and select the best resources in context of the problem, and allocates them appropriately
- Identify root cause of problem
- Detail a course of action in writing with sequence of steps involved
- Implement a solution and makes adjustments when there is need/opportunity for improvement

5. Essential Concept and/or Skill: Demonstrate productivity and accountability by meeting high expectations.

Deliver quality job performance on time

- Recognize and understand required standards needed for successful completion
- Set goals and establish timelines to reach required standards
- Establish assessment checkpoints throughout work processes
- Identify quality control issues and makes needed adjustments to correct problems
- Take initiative to see job completed without compromising quality
- Reassess process on a regular basis to identify any opportunities for improvement
- Demonstrate ethical behavior and works responsibly, reliably, and collaboratively with others

Demonstrate accountability for individual performance

- Come to work regularly and is on time all of the time
- Stay productive when on the job
- Take initiative to help others when own work is completed
- Accept responsibility for errors and corrects errors
- Learn from mistakes
- Follow through with work assignments
- Demonstrate willingness to work overtime
- Demonstrate flexibility to crosstrain

American School Counselor Association (ASCA) Standards

***These are the ASCA Standards met throughout this unit but not discussed further**

Academic Development:

Standard B: Students will complete school with the academic preparation essential to choose from a wide variety of substantial post-secondary options, including college.

A:B1 Improve Learning

A:B1.4 Seek information and support from faculty, staff, family and peers

A:B1.5 Organize and apply academic information from a variety of sources

A:B2 Plan to Achieve Goals

A:B2.4 Apply knowledge of aptitudes and interests to goal setting

A:B2.5 Use problem-solving and decision-making skills to access progress toward educational goals

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A:B2.7 Identify post-secondary options consistent with interests, achievement, attitude and abilities

Standard C: Students will understand the relationship of academics to the world of work and to life at home and in the community.

A:C1 Relate School to Life Experiences

A:C1.2 Seek co-curricular and community experiences to enhance the school experience

A:C1.3 Understand the relationship between learning and work

A:C1.4 Demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining and maintain life goals

A:C1.5 Understand that school success is the preparation to make the transition from student to community member

A:C1.6 Understand how school success and academic achievement enhance future career and vocational opportunities

Career Development:

Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

C:A1 Develop Career Awareness

C:A1.2 Learn about the variety of traditional and nontraditional occupations

A:A1.3 Develop an awareness of personal abilities, skills, interests and motivations

C:A1.7 Understand the importance of planning

C:A2 Develop Employment Readiness

A:A2.2 Apply job readiness skills to seek employment opportunities

C:A2.3 Demonstrate knowledge about the changing workplace

C:A2.7 Develop a positive attitude toward work and learning

C:A2.8 Understand the importance of responsibility, dependability, punctuality, integrity and effort in the workplace

Standard B: Student will employ strategies to achieve future career goals with success and satisfaction

C:B1 Acquire Career Information

C:B1.2 Identify personal skills, interests and abilities and relate them to current career choice

C:B1.4 Know the various ways in which occupations can be classified

C:B2 Identify Career Goals

C:B2.1 Demonstrate awareness of the education and training needed to achieve career goals

C:B2.2 Assess and modify their educational plan to support career

Standard C: Students will understand the relationship between personal qualities, education, training and the world of work

C:C1 Acquire Knowledge to Achieve Career Goals

C:C1.1 Understand the relationship between educational achievement and career success

C:C1.3 Identify personal preferences and interests influencing career choice and success

C:C1.4 Understand that the changing workplace requires lifelong learning and acquiring new skills

C:C2 Apply Skills to Achieve Career Goals

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C:C2.1 Demonstrate how interests, abilities and achievement relate to achieving personal, social, educational and career goals

Personal/Social Development:

Standard A: Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.

PS:A1 Acquire Self-Knowledge

PS:A1.2 Identify values, attitudes and beliefs

PA: A1.10 Identify personal strengths and assets

PS:A2 Acquire Interpersonal Skills

PS:A2.6 Use effective communication skills

Standard B: Students will make decisions, set goals and take necessary action to achieve goals.

PS:B1 Self-knowledge Application

PS:B1.9 Identify long- and short-term goals

PS:B1.10 Identify alternative ways of achieving goals

Standard C: Students will understand safety and survival skills.

PS: C1 Acquire Personal Safety Skills

PS:C1.6 Identify resource people in the school and community, and know how to seek their help

PS:C1.7 Apply effective problem-solving and decision-making skills to make safe and healthy choices

B. Learning Targets/Objectives/Learning Goals/I Can Statements/Outcomes

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Employability Skills: High School (9 – 12) Details and Examples

1. Essential Concept and/or Skill: Communicate and work productively with others, incorporating different perspectives and cross cultural understanding, to increase innovation and the quality of work.

Students will be able to respectfully communicate with business and college representatives in order to gain insight and perspective on what it takes to be successful in college, business, and life so that they may make informed decisions about their own futures.

2. Essential Concept and/or Skill: Adapt to various roles and responsibilities and work flexibly in climates of ambiguity and changing priorities.

Students will be able to identify multiple routes to take in order to achieve their career and college goals by listening and learning from the experience of other individuals already working in their prospective career field.

3. Essential Concept and/or Skill: Demonstrate leadership skills, integrity, ethical behavior, and social responsibility while collaborating to achieve common goals.

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Students will be able to network and build relationships with business and college representatives in order to achieve their future college and career goals as well as support the businesses and members of their community.

4. Essential Concept and/or Skill: Demonstrate initiative and self-direction through high achievement and lifelong learning while exploring the ways individual talents and skills can be used for productive outcomes in personal and professional life.

Students will be able to identify their own skills, interests, and values and how these, along with their aptitude, can be used to create realistic goals for college and careers.

5. Essential Concept and/or Skill: Demonstrate productivity and accountability by meeting high expectations.

Students will be able to identify the qualities it takes to be successful in the workforce such as productivity and accountability by listening to the stories of business and college representatives that have been successful in their careers.

2. What are the big ideas, major themes, key concepts, or essential understanding embedded in, or which transcend the standards listed above? See pg. 43-45 (Includes at least one statement or question that students will be able to understand, apply, or appreciate five years from now. Travels across time and are multiple applications/answers)

- There are many ways to be successful in life.
- All individuals in a community are valuable people with both successes and struggles that students can learn from.
- In order to set and achieve your goals, it is important to learn from the experiences of others and explore various paths that may be taken to achieve your own goals based on your skills, interests, values, and aptitude.

3. How will this unit be different from what/how I taught and asked students to do in years past?

Colo-NESCO hosted one Career and College Fair in the spring of the 2013-2014 school year. The two fairs that Colo-NESCO will host in the 2014-2015 school year will be different. We are asking students, faculty, and parents for more input on whom they would like to see at the fairs by using an online survey as well as asking for input during class meetings and individual conversations. We are using career clusters to ensure that we represent a wide variety of careers. We are hosting an Iowa College Application Campaign event at the fall fair to promote college and to help students with applications. We have been able to involve more students in the planning and set up of these events using assignments by classroom teachers as well as asking for volunteers to help set up tables and signs. We are inviting all 5th-12th grade students, as opposed to the 7th-12th grade students that were invited last year. We are also asking for more feedback from participants and attendees using surveys so that we may experiment and determine an optimum date and time to hold these events so that the maximum number of students are able to attend.

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4. When and where (inside and outside of school) have the students encountered information about and had experience with these key concepts/big ideas before?

Students have multiple opportunities inside of school to learn more about careers and college. Many teachers discuss career and college possibilities with students in their respective subject areas. Students also often complete assignments that relate to careers and college such as resumes, cover letters, and college and scholarship essays. Students also work on these concepts during four-year planning using I Have A Plan Iowa.

Students have multiple opportunities outside of school to learn more about careers and college. Students often learn from conversations with or observations of their parents, siblings, extended family, friends, peers, employers, and any other individuals they may encounter in their daily lives.

2nd Oval: How will students and I know when they are successful?

DuFour's Question 2: How will we know when students have learned it?

5. What would it look like when students can demonstrate that they understand the big ideas and have mastered the essential skills? That is, what are some ways they might demonstrate their capacity to use the newly learned concepts/information appropriately in a new situation?

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3. Essential Concept and/or Skill: Demonstrate leadership skills, integrity, ethical behavior, and social responsibility while collaborating to achieve common goals.

Students will be able to network and build relationships with business and college representatives in order to achieve their future college and career goals as well as support the businesses and

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members of their community.

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Students will be able to identify their own skills, interests, and values and how these, along with their aptitude, can be used to create realistic goals for college and careers.

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6. Consider the list generated in #5, and determine what tasks/products (formative or summative assessment) would best demonstrate student understanding. Decide whether to use a rubric or a performance task list and the criteria to be included.

Pink slips for extra credit and/or pizza – check for understanding – students list businesses or college that they spoke with, identify at least one thing that they learned from them, write that thought down and have that business person or college representative sign their pink slip

Surveys with participants to get their feedback on students

I could use a performance task list along with a student's pink slip(s) if I were to award a grade for student participation in the career and college fair.

7. What does a task analysis reveal about the skills, the knowledge, and the level of understanding required by the task?

For all 5th-12th grade students, we anticipated that they may have trouble thinking of questions to ask colleges and businesses. We also thought some students might have trouble initiating conversations. To deal with this problem, we split the 5th-12th grade students into two groups— 5th-8th grade and 9th-12th grade. We created two lists of potential questions to ask colleges and businesses. These lists were posted at the fair and were also handed out to students individually. We asked the 5th and 6th grade teachers to practice asking questions with their students so that they would feel more comfortable at the fair. Each 5th and 6th grade student also picked out specific businesses and colleges to talk with so that they did not feel overwhelmed. After they spoke with their initial choices, most felt comfortable to speak with other participants as well. We explained the procedure for filling out pink sheets and talking with businesses and colleges to the 7th-12th grade students during a school assembly. We gave a few example questions and explained where to find more potential questions to ask during the fair. These students were familiar with the process since they had attended the previous fair the year before.

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8. Do I already have sufficient pre-assessment data or do I need to gather more? If so, what method shall I use? What does the pre-assessment data tell me about the skills and knowledge on which the entire group will need to focus? Are there individual students who will need additional support if they are to have a realistic opportunity to demonstrate mastery? In which areas will they need support? Are there students who would be best served by extensions to the learning experiences?

The pre-assessment data that we used to plan the Career and College Fair was information we collected through surveys after last year's Career and College Fair. We asked students, parents, faculty, and fair participants about their rating of the fair and ideas to make the next fair even more successful. We also asked about variety of businesses and colleges and suggestions for the next fair. Before each of the fairs this year, we surveyed students for even more information on who they would like to see at the fair. We made every effort to get these businesses and colleges to the fair. If they were unable to attend, we collected information from them to pass along to these students requesting that they attend.

We also talked with teachers to make sure that our pink slip method of assessment was appropriate for all students. We got help from teachers to explain the procedure to younger students as well as special education students. During the fair we also had several teachers present to answer any questions from students or fair participants. This small amount of support seemed to make this task fairly easy for all students to successfully complete.

3rd Oval: What learning experiences will facilitate their success?

DuFour's Question 2: How will we know when students have learned it?

9. How will I Frame the Learning so that students know what they are going to be doing, what they will know and be able to do as a result of those activities, how they will be assessed, and how everything they are doing is aligned with the standards?

This unit is framed differently than a typical unit may be framed. When explaining to students the procedure of how to conduct themselves during the fair and how to fill out their pink sheets, we related the fair and what they will be learning to the 21st Century Skills listed in question number one. We explained how students in different grade levels may get different information from participating in the fair—younger students may be looking for basic information about a career or college, while older students may be looking for more specific information about a particular college or information on potential part-time or summer jobs. We went through the procedure of filling out a pink sheet with each group of students and gave clear examples of what information should be on these sheets. We then summarized this information and tied the skills they would be learning and practicing back to 21st Century Skills. We encouraged students to push themselves slightly out of their comfort zone to get the maximum benefit from this experience.

10. How will I help students access prior knowledge and use it productively, either building on it or reframing their thinking as appropriate?

I will encourage students to think back to which businesses and colleges they talked with last year during the fair as well as any businesses and colleges they feel like they would still like to talk with.

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I will encourage them to seek out new businesses that may be similar to other businesses that they are interested in. For example, if a student is interested in nursing, I will encourage them to speak with other professionals in the medical field such as a dentist. This will build on their interests and open them up to new possibilities for their future.

In future fairs we may use some other ideas to increase student engagement. One idea would be to use a scavenger hunt. This would encourage students to talk to an even wider variety of fair participants than they may have typically spoke to without the scavenger hunt assignment.

11. What methods of presentation and what active learning experiences can I use to help students achieve the standard? Could I provide multiple sources of information and exercises which would help all students make real-world connections and use rigorous thinking skills?

The method of presentation for the majority of the Career and College Fair participants is examples and demonstrations. Participants bring in tools and materials that they use in their actual work. Students are able to try out these hands-on activities such as changing a tire, decorating a cake, or working with electrical equipment. Some participants bring in short video presentations to demonstrate the work they do. A few participants even bring in games to get students involved and learning about their career field. This variety of interactive learning experiences helps to get students engaged and thinking about how the skills they already possess or the skills they can easily learn, will lead them to be successful in the world of work.

12. What assignments, projects, and homework will help students see the relevance of the learning and help them not only meet the standard but retain their learning? How might I provide multiple pathways to learning?

Since I am a counselor and not a teacher, I do not often assign homework or projects to students. However, there are a couple things I do with students throughout the year to keep this learning about careers and colleges fresh in their minds. Between the two Career and College Fairs I work with students on I Have A Plan Iowa to develop four year plans and explore careers and colleges. I use this time to encourage students to do further research into the careers they discovered during the fair. Students can look up what skills they need to be successful, where to obtain the necessary education, and what salary they can expect to earn if they enter that career field. I also ask students for feedback on the fair and suggestions for future fairs by using surveys, asking during classroom meetings, and asking students individually when we are discussing careers or colleges.

13. What are the ways I can gather formative assessment data that will provide me and my students information on their progress toward meeting the standard?

I can use our post survey that we complete with students to check for student understanding and to ask for information on what aspects of the fair they thought were beneficial and in what areas they still struggle. I can also use the information on each student's pink sheet to help determine level of understanding and engagement in the fair. Students are to write one thing they learned from each business they spoke with. I can determine what students have learned by reviewing these sheets. I can also determine which students need more guidance on careers and college by

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reviewing their answers.

14. What materials and resources do I need to locate and organize to provide multiple pathways to learning? How should I organize the classroom and the materials to provide easy student access?

I do not use a classroom for the Career and College Fair. This takes place in our high school gym. We arrange the gym so that all participants and attendees have adequate space to talk and complete demonstrations. The only materials necessary are a writing utensil and pink sheet(s). Students who do not have a writing utensil can pick up a pen or pencil at the door. Students also pick up their pink sheet(s) at the door and may go back for more pink sheets at any time. Grades are arranged to come in to the gym two at a time, so that no more than 75 students are in the gym at one time. This controlled flow of traffic makes it easier for students and participants to speak and have meaningful conversations.

15. What else might I do to provide challenging and meaningful experiences for both struggling and advanced learners? Are there other human, print, or electronic resources I might consult to refine/review my plan?

I can work with both struggling and advanced learners both during the fair and after the fair. During the fair I will seek out struggling learners and help them initiate conversations and determine which participants would be best to speak with based on their interests. I will also seek out advanced learners and challenge them to find more, less obvious participants to speak with to expand their knowledge base. After the fair I will be able to work with both struggling and advanced learners during I Have A Plan Iowa completion. I can help struggling learners by breaking down simpler tasks during I Have A Plan Iowa and relating them back to the fair and career and college exploration. I can also help advanced learners by showing them how to access more advanced online career databases so that they can explore careers and colleges in much more detail. I would further challenge advanced learners by helping to set them up with job shadowing or internship opportunities, as appropriate.

4th Oval: Based on data, how do I refine the learning experiences and/or the assessment?

16. How did students do on the performance task? Were there some students who were not successful? What might account for that? What might I do differently next time?

Overall, students did fairly well on the performance task. The majority of students wrote meaningful examples of what they learned from talking with fair participants. Students also reported how exciting and fun the hands-on demonstrations were. I think the variety of participants and the variety of demonstrations accounts for the success of these students. There were some students who struggled to write meaningful sentences about what they learned at the fair. I believe the fact that this was not a graded or required assignment accounts for the majority of students who put low effort into this task. A few students may have struggles to gather their thoughts and express themselves in writing. In the future, we may work with teachers to make these assignments mandatory. The 5th and 6th grade teachers did make this a mandatory task and received more complete and thoughtful responses from students. We could also think of

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alternative ways to share experiences such as classroom discussion afterwards instead of a written assessment.

17. What else do I need to consider in my advance planning the next time I am focusing on this standard?

I could take more time to compile immediate job opportunities for students and possible internship or job shadowing experiences. I encouraged students to speak with businesses about these things but it would be helpful for me to have a better list of possibilities when I'm working with students both during the fair and individually later on. I think it would also be helpful to tie this experience more closely to the job application and resume writing experience. I could work with teachers to plan the fair during a time that students are working on these tasks. Students could bring their resume to the fair for feedback from actual businesses.

18. Did all of the activities guide students toward mastery of the standard? Are there activities that need to be added, modified, or eliminated? Am I using these activities because I have always used them, or have I analyzed them to be sure that they are the most effective and efficient tools at my disposal?

I think the hands-on demonstrations and activities we had during the Career and College Fair were the most effective way to get students engaged in learning about careers. Students were able to try out the tasks that they would complete in the actual job setting. Some careers do not lend well to hands-on demonstrations. For these careers, participants had to rely more on video presentations or simply speaking about their careers. I believe this is an effective way of learning for some students. I believe the variety of activities guided most students to mastery of the standards covered. In the future I would like to tie this fair to field trips to actual businesses to further increase student learning and engagement.

19. Overall, was this unit effective for addressing the standard(s)? Are there other standards that I could incorporate into this unit or are there other units of study where I can have the students revisit these standards or essential understandings?

Overall, I do think this unit was effective for addressing the listed standards. As we continue to refine the fair and assessment materials, I believe we will more effectively address these standards. I constantly have students revisit these standards during classroom lessons and during individual meetings as much of my job is focused on career and college readiness.

Questions to ask Businesses:

- What is your job title?
- Can you tell me more about your company?
- What does a typical day of work look like for you?
- What do you like about your job?
- What do you dislike about your job?
- How did you find your job?
- What made you decide to work in this career area?
- What did you go to school for?
- Where did you go to school?
- When you were in school, what career dreams did you have?

Questions to ask Colleges:

- Where is your college located? Is there more than one campus?
- What types of programs or majors do you offer at your college?
- How much does it cost to attend your college?
- How can I get help paying for college?
- What activities are offered to students?
- What sports are on campus?
- What clubs do you have on campus?
- What student organizations are active on campus?
- What classes should I take in middle school and high school to prepare me for college?
- What else can I do to prepare myself for college?

Questions to ask Businesses:

- What is your job title?
- Can you tell me more about your company?
- What does a typical day of work look like for you?
- What do you like about your job? What do you dislike about your job?
- How did you find your job?
- What made you decide to work in this career area?
- Where did you go to school? What did you go to school for?
- Looking at your path from high school to your current position, if you could do anything differently, would you?
- What degrees/certifications do I need to get a job at your company?
- What skills do I need to get a job at your company?
- Are there any things that might prevent me from getting a job at your company?
- If I were to work at your company, what would my starting wage be?
- Are there opportunities for advancement within your company?
- Do you offer internships or part-time jobs for high school or college students?

Questions to ask Colleges:

- What types of programs/majors do you offer at your college?
- What is the average class size at your college? How easy is it to meet with faculty?
- What is your admissions process?
- What classes should I take in high school to prepare me for college?
- What is the yearly cost of attendance, including books, tuition, fees, housing and meal plans? In other words, what is the all-inclusive cost?
- What types of financial aid does the college offer and how do I apply?
- What work-study opportunities are there?
- What is your graduation rate? What does it take to graduate on time?
- What tutoring, counseling, and support services are available on campus and how are they accessed?
- How successful are the college's graduates in finding jobs? What does the school do to help graduates find jobs?
- Where is your college located? Is there more than one campus?
- Is it easy to get around campus? Can I walk to and from classes?
- What kinds of dorm choices are there? How much does housing cost? Is it easy to get on-campus housing? How many students live on campus? How hard is it to find off-campus housing?
- What computer access does the college have? Do I need to bring my own computer?
- What recreational facilities does the campus offer?
- What are the most popular extracurricular activities? What intramural sports are on campus?
- What student organizations are active on campus? What clubs do you have on campus?
- Can I take a tour?

"Pink Sheet"

During the Career Fair, please talk to at least 3 Business or College representatives. **Write a short statement on what you learned from the representative** and then collect the **signature of the representative** on the sheet below. Turn your sheet in at the fair for breakfast pizza, enter your sheet in a drawing for a prize, turn your sheet in to a teacher for extra credit, or turn in your sheet in the ICN Room for 5 Pi Day points.

Name: _____ Grade: _____

Business/College one: _____

Representative Signature: _____

Business/College two: _____

Representative Signature: _____

Business/College three: _____

Representative Signature: _____

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