



LESSON PLAN

GRADE: 9

MEETING: 10 – 50 min. session

DATE: 3/23/09

THEME: Organize Student Portfolio/
Practice Student Led Conference

NAVIGATION 101:

CLEAR, CAREFUL, AND CREATIVE PLANNING FOR LIFE BEYOND HIGH SCHOOL

Announcements:

- During Student Led Conferences, there are a number of paperwork issues we need to take care of.
 - 1) Have each student and parent(s) complete the short student and parent survey. Also complete the advisory survey yourself. The data from this survey is a requirement of this year's Navigation 101 Grant.
 - 2) Give parent(s) the two handouts the nurse has asked us to distribute.
 - 3) Give parent(s) the Skyward password. Yes, it is possible they already know their Skyward password. Joe wants to make sure DPHS has fully communicated with parents.
 - 4) Ask parent(s) if they would like to be a judge for senior Culminating Project Night. Of course, stress what a joyous occasion this night always is and what a great opportunity it would be to see what is their son or daughter will have to do when he or she is a senior. If they are interested, have them fill out bottom of the information form which then you should collect and bring to Tammy. They keep the top half for their information.

- **Remind students they should dress up for the conference. (business or best school attire)**

LESSON GOALS:

- Students will organize their portfolios according to the **Checklist for the Class of 2013**.
- Students will practice for SLC.

ESSENTIAL QUESTIONS:

Who am I?
How do I organize my portfolio?
How do I organize my SLC?
How do I present myself?

MATERIALS NEEDED:

- **Student Portfolios.** Students will need access to their portfolios at each advisory session.
- **Checklist for the Class of 2013** (from portfolio. Students should have them in their portfolio.)
- **Student Led Conference Planning Worksheet** (from portfolio.)

Students should have them in their portfolio.)

- **Student Led Conference Evaluation Rubric** (from portfolio.

Students should have them in their portfolio.)

- **Note cards** (from portfolio. Students should have them in their portfolio.)

CLASSROOM REVIEW:

SLC Nuts and Bolts Review (*10 minutes*)

- Remind students that a complete portfolio is the foundation for a successful Student Led Conference and that having a successful SLC is 50% of how they earn their .25 Advisory credit. Direct students to follow the order of the **Checklist for the Class of 2013**.

- Remind students that their note cards should follow the order of their portfolio.

- Remind students about the date and time of their SLC. Stress that time is an issue. They need to be on time and plan to finish in twenty minutes because a classmate of theirs may be waiting outside for his or her appointment.

CLASSROOM ACTIVITY 1:

Student Led Conference Practice (*40 minutes*) Practice in small groups or in front of the class. Our groups are so large it would probably be best to separate them into three or four groups. Each student should get a chance to see another student who does a good job and also get a chance to present to the group. Ask students to give **constructive** criticism of others. Walk around and help out students who are struggling or make comments.

1. Students must introduce their parents/guardians to the advisor.

2. Students then should explain their academic goal.

3. Students next should talk about their Four Year Plan. They should be able to explain that it is state law that they have this plan and that this plan will change as they mature. What classes do they enjoy now? What classes will they take in the next three years.

4. Students then should explain their career goal.

5. Students then should explain their career goal.

6. They next can discuss their WOIS results. If students haven't done the WOIS assignment, have them use the career suggestions in the learning and personality surveys. Do they have any idea where they will get training for their career? Where do they want to live?

7. Students then should explain their personal goal.

8. They next can discuss their Learning Styles Survey and Personality Profile. They can note whether their WOIS results agreed with the suggestions from the Learning Styles Survey and Personality Profile. What are their learning styles, personality traits, etc? Do they agree with the survey?

9. Students then can show the examples of their best work. Why was it their best work?

10. Finally students can end with some personal reflections. For example, have they caught on to the fact that if a student doesn't earn 21 credits, that student will not graduate from high school? Have their grades improved? Did they finish the semester with all their credits and good grades? Have they learned something important about themselves?

11. Students must then thank their parents/guardians for coming.

CLOSE

• **Advisors**, explain to students that they and their parents/guardians will fill out the **Student Led Conference Evaluation Rubric** which should be in their portfolio from last session. You can take the **Student Led Conference Evaluation Rubric** from them after their conference, make comments, and return it at their next advisory.

NOTE:

Advisors

- It's a good idea to have a list of questions to ask to help students who get stuck. Freshmen often aren't as prepared as you might wish or expect.
- If students are missing forms, tell them they can go to the Stag's Leap website to print them out by lesson.
- Also tell students that they may come to the after school program to work on the portfolio and SLC outline.

C O N F E R E N C E E V A L U A T I O N R U B R I C

DIRECTIONS: Students are expected to be proficient in each of the following areas. Please evaluate each student's performance in each area. Please also discuss with each student what the student did very well and how the student can improve.

Student: _____ Grade: _____ Advisor: _____

RATING	Distinguished	Proficient	Emerging (Comments)
Introduction	<input type="checkbox"/> 4 of 4 boxes checked	<input type="checkbox"/> Greets guests <input type="checkbox"/> Introduces self <input type="checkbox"/> Makes eye contact <input type="checkbox"/> Explains purpose of conference <i>(Need 3 of 4 boxes checked)</i>	
Appearance	<input type="checkbox"/> Wearing dress clothes	<input type="checkbox"/> Clothing is acceptable for presentation	
Academic Development <i>(Base assessment on student's grade level)</i>	<input type="checkbox"/> Shows and discusses at least three samples to describe academic performance <input type="checkbox"/> Explains why these samples were chosen	<input type="checkbox"/> Shows and discusses at least three samples to describe academic performance	
Career Development <i>(Base assessment on student's grade level)</i>	<input type="checkbox"/> Shows and discusses at least three samples to describe career exploration <input type="checkbox"/> Explains why these samples were chosen	<input type="checkbox"/> Shows and discusses at least three samples to describe career exploration	
Personal & Social Development <i>(Base assessment on student's grade level)</i>	<input type="checkbox"/> Shows and discusses at least three samples to describe personal interests or achievements <input type="checkbox"/> Explains why these samples were chosen	<input type="checkbox"/> Shows and discusses at least three samples to describe personal interests or achievements	
Conclusion	<input type="checkbox"/> PLUS has a neat, high-quality portfolio	<input type="checkbox"/> Answers questions promptly <input type="checkbox"/> Thanks parents and advisors	

Please circle student's rating: **Distinguished** **Proficient** **Emerging**



Checklist for Class of 2013

(Keep in front pocket of your binder)

- Cover Page** (A personal, colored, computer-designed cover inserted in the front of their portfolio.)
The design must include:
 - Each student's full name
 - The words "Class of 2013"
 - A school appropriate picture which represents some academic, career, or social aspect which represents each a student

Academic Development Portfolio Section

- "Academic Development" Portfolio Section Divider
- "Academic Goals" (Lesson 5)
- "Four-Year and Beyond Plan" (Lesson 6)
- "High School and Beyond Worksheet" (Lesson 6)
- "High School Requirements for Class of 2013" (Lesson 6)
- "Grade 9 Academic Inventory Handout" (Lesson 4)
- "Grade Progress Report" (date 11/07) from Skyward
- "Latest Transcript"

Career Development Portfolio Section

- "Career Development" Portfolio Section Divider
- "Career Goals" (Lesson 5)
- WOIS "Career Interest Areas Results" (from Digttools or find on Stag's Leap website)
- WOIS- "Interest Profiler Results" (from Digttools or find on Stag's Leap website)

Personal and Social Development Portfolio Section

- "Personal and Social Development" Portfolio Section Divider
- "Citizenship Goal Worksheet" (Lesson 1)
- "Learning Styles Inventory" (from Digttools or find on Stag's Leap website)
- "Overview of Learning Styles" (Lesson 3)
- "Keirsey Temperament Sorter" (from Digttools or find on Stag's Leap website)
- "Learning Styles Reflection/Keirsey Temperament Sorter Reflection" (Lesson 4)
- "Student Led Conference Planning Worksheet" (Lesson 7)
- "Student Led Conference Rubric" (Lesson 8)
- Four Examples of Best Work with completed "Work Sample Reflection Forms"
- Awards and Certificates