Compare Schools

Theme and Level

Theme: Research Options
Level: Next Steps

At a Glance

Students conduct interviews to learn first-hand about schools of interest.
Time: 75 minutes, across two days.

Essential Questions

- What can I learn about school of interest by talking with school representatives?

Preparation

- Secure computer lab with overhead projector and CIS access
- Find a college, community college or vocational school representative who is willing to visit your classroom and be interviewed by you to demonstrate informational interview.
- Make copies of the *Compare Schools Worksheet*, one per student.

Steps

1. Show PowerPoint (PPT) Slide 1. Tell students that the goal of this lesson is to become more decisive about schools by conducting research and interviewing individuals working in these schools.
2. Introduce a sample interviewee to the class and conduct the sample school interview.
3. Allows students to ask questions of the presenter.
4. Allow 20 minutes for this activity.
5. Show PPT Slide 2. Tell students that face-to-face and phone interviewing are important and useful adjuncts to career information. They provide "real life" perspective on the school that is hard to achieve away from the school setting, and sometimes the interviewee shares unique attributes and stories about the school that CIS and other sources may not provide.
6. Show PPT Slide 3. Distribute the *Compare Schools Worksheet*, explain the assignment and review the instructions.
7. Tell students that this activity will help them learn detailed information about the schools they are presently considering and hopefully begin to prioritize these schools.
8. Begin the worksheet completion in class; using CIS, walk students through the comparison process for three schools.
9. After 15 minutes, break students into pairs to discuss what they have learned using CIS for five minutes.
10. Assign worksheet completion as a homework assignment. Tell students that, ideally, they would meet school representatives face-to-face to complete this assignment, however, given that some of the schools they are considering may be in remote communities, it could prove impossible to meet all three representatives.
11. Instruct students to call those they cannot visit face-to-face,
12. Provide students a time frame to complete the remainder of the worksheet and interviews.
13. Inform students that they will create either a written or an oral presentation of their findings.
14. Show PPT Slide 4. On a subsequent day, upon completion of the worksheets and interviews, lead a class discussion about these interviews. Be sure to discuss:
    - How were these schools different than you expected?
    - What was your most surprising finding?
    - How did this project influence your consideration of these schools?
15. Show PPT Slide 5. Have students post thoughtful reflections detailing what they learned about themselves in their CIS portfolios, in the Next Steps: Research Options section of Career Plan.

Variations and Accommodations

- Students needing special assistance should be paired with a helpful class member for this activity.
- Worksheet could be completed by phone in class, given adequate quiet spaces for calling.

- Post the completed worksheets around the classroom for all students to view. Attach pictures of the individuals interviewed or the schools.
- This assignment could be distributed at the end of junior year, so students would have the summer to gather the data as they conduct college visits. Steps 14 and15 would then occur early senior year.

Assessment

Use the *Compare Schools Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections about what they learned in the test box within the Next Steps: Research Options section of Career Plan. The **What training programs and schools interest you now?** text box needs to be completed.

Materials

Computer lab with overhead projector and CIS access

Compare Schools (PPTX)
Compare Schools Scoring Guide (PDF)
Compare Schools Scoring Guide (DOCX)
Compare Schools (PDF)
Compare Schools (DOCX)

Materials shown on the left in blue are available by logging into a MCIS Administrative or Staff Account

Goals and Standards

Common Core State Standards

- English and Language Arts Career Anchor: Reading Informational Text
- English and Language Arts Career Anchor: Speaking & Listening
- English and Language Arts Career Anchor: Language

National Career Development Guidelines

- GOAL ED1 Attain educational achievement and performance levels needed to reach your personal and career goals.
- GOAL CM2 Use a process of decision-making as one component of career development.
- GOAL CM3 Use accurate, current and unbiased career information during career planning and management.

American School Counselor Association

- Personal-Social Development, Academic Development, Career Development

Bloom's Taxonomy: Understanding, Analyzing, Evaluating

American School Counselor Association (ASCA) Mindsets and Behaviors for Student Success

Mindset Standards

- Self-Confidence in Ability to Succeed
- Sense of Belonging in the School Environment
- Understanding that Postsecondary Education and Life-Long Learning are Necessary for Long-Term Career Success

Behavior Standards: Learning Strategies

- Demonstrate Critical-Thinking Skills to Make Informed Decisions
- Use Time-Management, Organizational and Study-Skills
- Apply Self-Motivation and Self-Direction to Learning
- Apply Media and Technology Skills
- Gather Evidence and Consider Multiple Perspectives to Make Informed Decisions

Behavior Standards: Self-Management Skills

- Demonstrate Ability to Assume Responsibility
- Demonstrate Self-Discipline and Self-Control
- Demonstrate Ability to Work Independently

Behavior Standards: Social Skills

- Use Effective Oral and Written Communication Skills and Listening Skills
- Create Positive and Supportive Relationships with Other Students
- Create Relationships with Adults that Support Success
- Use Effective Collaboration and Cooperation Skills
- Demonstrate Social Maturity and Behaviors Appropriate to the Situation and Environment