



AVID College and Careers:

A Schoolwide Approach



DEVELOPED WITH SUPPORT FROM:



Project Lead:

Ben Solomon

Instructional Strategist:

Dr. Shannon McAndrews

Contributors:

Angela Croce

Kristi Gerdes

Diana Lamar

Hilda Lopez

Dianne Mata

Janna Robin

Alisa Scerrato

Editor:

Tom Vigliotti

Proofreader:

Maegan Badham

Graphic Designer:

Tracy Castle



AVID PRESS®

Copyright © 2018

AVID Center • San Diego, CA

All rights reserved.

ACC1S2-20180726





Table of Contents

How to Use This Book	IV
AVID History and Philosophy	VI
Introduction	XV
Chapter 1: Key Characteristics of College- and Career-Ready Students	1
Chapter 2: Organizing Time and Materials	59
Chapter 3: Advancing College Preparedness	113
Chapter 4: Building Career Knowledge	191
Chapter 5: Promoting Financial Literacy	269
Resources	335

Visit the ***College and Careers*** webpage on MyAVID for additional materials and resources.

How to Use This Book

College and Careers: A Schoolwide Approach is one component of the suite of AVID resources intended to guide and support educators and students across the AVID system. It is designed to be used in concert with the *College and Careers* webpage on MyAVID, and indicates when other AVID books and web resources on MyAVID can be consulted for more information about a topic or activity. With this suite of resources, educators are equipped to support students as they prepare for and pursue their college and career goals.

Chapter Structure

Each of the five chapters of this book addresses aspects of college and career readiness and offers support for classroom instruction and schoolwide implementation of the topics addressed within it.

- To support classroom instruction, each chapter offers several activities that educators can implement in their classrooms to support all students. Many of these activities are supplemented by materials and resources available on the *College and Careers* webpage on MyAVID as well as other AVID curriculum resources.
- To support schoolwide implementation, each chapter includes a section devoted to envisioning schoolwide impact and planning to execute schoolwide strategies. In each chapter, this section also includes support for developing and strengthening family engagement, and the *College and Careers* webpage on MyAVID offers family workshops to enhance this support.

Chapter Overview

Chapter 1: Key Characteristics of College- and Career-Ready Students

Focusing on four key characteristics—self-awareness, self-care, self-monitoring, and self-advocacy—this chapter supports students as they develop knowledge, skills, and mindsets that assist with achieving college and career success.

Chapter 2: Organizing Time and Materials

This chapter works through organization from small scale (specific organizational tools) to big picture (broad organizational systems and routines). It outlines methods for helping students use organizational tools to develop systems and routines to organize materials and time.

Chapter 3: Advancing College Preparedness

Students of all ages and grade levels need to see, believe, be told, and know that higher education is an option. This chapter walks educators through the process of facilitating college exploration, preparation, selection, and helps set the stage for persistence and success.

Chapter 4: Building Career Knowledge

Regardless of how distant a career might seem, students can begin exploration and preparation by thinking about their future career as a long-term goal, considering and planning the steps they will take to achieve it. This chapter parallels chapter three as it

walks educators through the process of facilitating career exploration, preparation, selection, and helps set the stage for persistence and success.

Chapter 5: Promoting Financial Literacy

This chapter explores the language, structures, and common transactions students encounter related to finances and financial knowledge throughout their educational journeys and into their career fields.

Activity Overview

The following components are found within each activity.

Objectives

- This component lists the educator and student outcomes of the activity.

Overview

- This component describes the fundamental intention of the activity.

Materials/Set-Up

- This component lists the materials and preparation steps that are recommended or required to implement the activity.

Questions to Inform Instruction

- This component offers questions designed to promote thinking and discussion about schoolwide alignment (across classrooms, grade levels, sites, and/or feeder patterns, as appropriate) of the topic(s) addressed by the activity.

Overarching Process

- This component outlines the fundamental instructional practices presented by the activity, offering administrators, District Directors, and teams a compact overview of the instructional process.

Levels of Instruction

- The heart of each activity, this component presents the core concept of the activity in three levels—introductory, intermediate, and advanced—to match needs of students with a variety of experiences and prior knowledge. Educators are encouraged to determine prior knowledge and choose the level of instruction that best matches where students are to reinforce current skills and enhance knowledge.
 - Introductory: Students have little to no prior knowledge of the concept.
 - Intermediate: Students have some knowledge of the concept, yet still rely on guided practice.
 - Advanced: Students have substantial knowledge and are relatively independent, yet would benefit from more refinement across disciplines.



WICOR

This icon will appear next to any instructional steps that include a WICOR activity. WICOR activities and strategies are rich in opportunities for writing, inquiry, collaboration, organization, and/or reading. They help students comprehend materials and concepts and articulate ideas at increasingly complex levels in any classroom on campus. For more information, please see the glossary and visit the *College and Careers* webpage on MyAVID.

AVID History and Philosophy

HISTORY

What started with just one dedicated teacher and 32 students is today the largest college-readiness system in the nation, impacting nearly 1.5 million students annually in 46 states and 16 countries and territories. With more than three decades of research, AVID proves that low-income students from limited educational backgrounds in their homes, communities, and schools can succeed at the highest levels when given support. The first AVID class assembled in 1980—led by English teacher Mary Catherine Swanson—is a testament to the efficacy of teachers everywhere. Today, the average enrollment rate in two- and four-year colleges the first fall after high school for AVID students is 69%, compared to a national rate of 68%. This is exceptional considering that AVID students come from low-socioeconomic-status households at a rate almost two times higher than the nation overall. Because AVID is a system of “best teaching,” its practices resonate with all students and teachers, creating impressive schoolwide results.

Beginnings/Origin

The impetus for the creation of Advancement Via Individual Determination (AVID) was federal court-ordered integration of the San Diego Unified School District after the courts ruled that 23 San Diego area schools were “racially isolated.” When the mandate took place, Swanson was the English Department Chair at Clairemont High School, which had a highly academic, upper-middle income, mostly Anglo student body. In 1980, 500 low-income, largely ethnically diverse students were bused to the campus, creating disruption at this suburban, middle-class school. Not wanting to deal with the problems that they foresaw with the incoming students, many students and teachers fled to a brand new high school, leaving Clairemont in upheaval. Teacher expectations were low for these new students. Many assumed that they lacked parental support, motivation, and study habits to qualify for college, and most assumed that they would need watered-down curriculum to graduate. Swanson thought differently. She believed that with individual determination, hard work, and support, capable—but underachieving—students could succeed in rigorous curriculum and in college. From that belief, and despite resistance and doubt from her colleagues, AVID was born.

Swanson started her teaching career in 1966, teaching both remedial and advanced English classes. Her experience taught her that there was “less a difference between students’ abilities, than differences in their experiences at home and at school.” In her 1977 master’s thesis, she outlined what she believed were the practices that would support student acceleration and would later become the foundation of AVID: “a non-traditional classroom setting meeting the academic and emotional needs of individual students; the teacher

as advisor/counselor/student advocate; emphasis on objective data; students at the center of decision making regarding educational goals; student contracts outlining a willingness to work and setting learning goals; student support from teachers and skilled, trained tutors; a rigorous curriculum emphasizing academic reading and writing; and reliance on the Socratic process.”

With the help of her colleague and mentor, Jim Grove, Swanson created a program where underachieving students in the academic middle could succeed. In the fall of 1980, Swanson recruited 32 low-income, diverse students in the academic middle and enrolled them in college preparatory courses and the first AVID Elective class. They agreed to work hard and enroll in the most rigorous curriculum that the school offered. The AVID Elective included development of study skills, a curriculum focused on reading and writing for learning, and tutoring in collaborative study groups. The AVID signature tutorial groups incorporated writing for learning, inquiry, collaborative learning, organizational skills, and academic reading—later dubbed WICOR. In a letter to the superintendent of schools, the original AVID students wrote, “We have almost every minority group represented within our program, and we all [have] become really close, because we are all striving for the same goal—academic excellence. This is the key to AVID; we are like a supportive family where there is concern for us both academically and as people. We are proud to be AVID students and wish that students everywhere could have a program such as ours.” In 1984, 30 of Swanson’s original AVID students graduated, with 28 enrolling in four-year universities and two in community colleges.

The AVID strategies were so successful that one teacher accused the original AVID students of cheating, assuming “those kids” were capable of only D’s and F’s. Angry, the teacher demanded that the students retake the test, and Swanson and her students readily acquiesced. To the teacher’s surprise, the students passed again with flying colors. She not only apologized to the students, but she went on to become one of the most vociferous champions of AVID at Clairemont High School, telling other teachers, “You can’t believe what these kids can do!”

Early Vision of Schoolwide and AVID Curriculum

Following the cheating accusation, Swanson realized that she needed to educate teachers about AVID, so they knew that it wasn’t an elaborate cheating scheme, but a sound educational strategy. This realization led to the formation of the first Site Team. She knew that once teachers saw the strategies in practice and heard the testimonies of the students, they would support it. With help from Swanson, students led the Site Team meetings, explaining to teachers what worked to help them learn and what was a hindrance.

Teachers began to share methods and lessons based on the Site Team discussions. College professors of freshman courses were invited to join the Site Team, and together, the educators developed a compendium of materials based on the AVID tutorial practices. These content-specific materials were used for the first California statewide direct assessment of writing exams and became the basis for AVID’s curriculum.

Building off of the elective core curriculum, the curriculum expanded and focused on academic reading and writing for language arts-based classes and writing about science and mathematics through explanations of mathematical and science processes, clarifying that students understood the underlying tenets of the courses. Since teachers schoolwide used AVID strategies and curriculum with all of their students, in 1986, the San Diego Unified School District's Testing and Evaluation Department found that Clairemont High's schoolwide standardized test scores had improved 46% in language arts and 35% in mathematics—an increase higher than any of the other 16 high schools in the district. AVID was on its way to changing the face of education in America.

Growth

Since AVID was so successful at Clairemont High School, the California Department of Education gave Swanson money to disseminate AVID throughout San Diego County in 1986. By 1987, 30 sites were implementing AVID, serving over 14,000 students. It wasn't until 1991—when AVID was thrust onto the national stage—that the program would expand beyond California's borders. News of AVID's success had traveled to the Charles A. Dana Foundation in New York, and in 1991, Swanson was awarded the \$50,000 Dana Award for Pioneering Achievement in Education, making her the only public school teacher ever so recognized. The award received publicity in *The New York Times*, as well as many other publications, and states across the nation began clamoring for AVID in their schools. AVID soon spread throughout the nation and to the Department of Defense Dependents Schools overseas. This rapid growth led to the establishment of the associated nonprofit organization, AVID Center, in 1992.

Focus on Quality and Fidelity

As AVID expanded, Swanson realized the importance of maintaining program quality and fidelity to ensure that wherever AVID was in place, the teaching methods and outcomes were the same. The first way that she accomplished this was through professional development to ensure that all teachers were properly trained in AVID strategies and given the support that they needed. Starting in 1986, AVID coordinators would gather monthly, delve into research that supported AVID, and share practical classroom issues that were then solved collaboratively. Site Teams met to work on WICOR strategies specific to their curriculum. When California state monies for professional development—which paid for substitutes—dried up in 1989, Swanson began AVID's first Summer Institute, which would allow teachers to attend professional development without having to miss school. The first Institute lasted six days and was attended by approximately 260 educators. Today, AVID trains more than 40,000 educators each summer and countless more throughout the year, while continuing to provide world-class professional development opportunities to teachers across the nation.

The second way that Swanson assured fidelity to the AVID model was through the development of a Certification process—which was called Validation in 1987. Ten “Essentials” for implementing the program were in the study (an 11th, active Site Teams, was added later). The two most important points of data were increasing the percentage of all students enrolling in college preparatory curriculum, and increasing the number of students enrolling in college. In both categories, schools involved in AVID increased their success by more than 100%. At present, the Certification process continues to provide schools with an annual opportunity to assess the effectiveness of their AVID Elective classes and monitor progress toward schoolwide implementation. It allows AVID schools to achieve student results, measure those results, and institutionalize successful methodologies throughout the school community. Today, through decades of quality professional development and fidelity of implementation, AVID has grown into the largest, most comprehensive college-readiness system used by schools to improve the academic preparation and performance of all students, especially those who are underrepresented in higher education institutions. What began in one high school classroom now spans elementary through higher education and impacts nearly one million students all over the globe. AVID is not just another program; at its heart, AVID is a philosophy. Hold students accountable to the highest standards, provide academic and social support, and they will rise to the challenge.

Focus on All Students

At the core of AVID’s mission is the belief that all students can successfully achieve when they are held to high expectations and properly supported. Woven throughout AVID’s curriculum and philosophy are the Culturally Relevant Teaching (CRT) practices that help educators build authentic relationships, hold high expectations, empower student voices, engender self-advocacy, respect experiences, and build on assets. Together, these practices help foster a learning environment that is safe and empowers students to grow intellectually. In addition, all of AVID’s curriculum incorporates a wide variety of English Language Learner (ELL) strategies to purposefully support English language acquisition and promote the utilization of academic language in order to develop literacy and ensure college readiness.

THOUGHT LEADERS

Although AVID was developed through the teaching experiences of founder Mary Catherine Swanson, an early and ongoing research base for AVID testifies to the excellence of its practices.

Early Influences

An early influence for Swanson was William Glasser. In *Control Theory in the Classroom*, Glasser (1986) advocated for learning teams that allow students to work together to achieve a goal, rather than working in isolation. According to Glasser, learning groups satisfy the four basic psychological needs for students: belonging, power, freedom, and fun. Learning groups are successful because students know that they are no longer alone in their struggles, and they often perform better for their peers than for their teachers. Glasser's work supported the collaborative work that was, and still is, the heart of the AVID classroom.

Another early influence was Dr. Philip Uri Treisman, a mathematics professor at University of California, Berkeley. Swanson met Treisman in 1986 and learned that he, too, experimented with collaborative study groups. Treisman was struck by the high rate at which African American students failed his Calculus classes and the high rate at which Chinese students excelled at the same coursework, so he set out to determine why. What Treisman (1986) discovered was that while Chinese students worked collaboratively—studying together and critiquing each other's work—the African American students worked in isolation for fear of being thought of as unintelligent. They also maintained a sharp distinction between their academic and social lives. As a solution, Treisman developed a pilot math workshop, through which students worked in collaborative groups where they struggled with difficult Calculus problems.

His results paralleled Swanson's: When students work together to clarify understandings, they conquer coursework. Treisman became a founding board member of AVID Center in 1992.

As AVID grew, it continued to evolve its practices based on research.

Growth Thought Leaders

Learning to think and thinking to learn are both key concepts in the AVID classroom. Arguably the biggest influencer of the inquiry method at AVID is Dr. Arthur Costa, professor of education emeritus at California State University, Sacramento. Costa's Levels of Thinking range from lower order thinking skills (Level 1: gathering information) to higher order thinking skills (Level 2: processing information and Level 3: applying information). According to Costa (2001), "Meaning making is not a spectator sport. It is an engagement of the mind that transforms the mind. Knowledge is a constructive process rather than a finding" (p. 12). To better understand the content being presented in their core subject areas, it is essential for students to learn to think critically and to ask questions with higher levels of inquiry. By asking higher levels of

questions, students deepen their knowledge and create connections to the material being presented. Higher level questions are at the heart of the AVID tutorial because they prompt inquiry—a process that enables students to become independent thinkers who master their own learning. With the help of Costa’s Levels of Thinking, AVID is able to develop students who are fluent in the thinking process—students who know not just *what* to think, but *how* to think.

In *What Works in Classroom Instruction*, Marzano, Gaddy, and Dean (2000) offer nine categories of effective instructional strategies that produce “the highest probability of enhancing student achievement for all students in all subject areas at all grade levels” (p. 10):

- Identifying similarities and differences
- Summarizing and note-taking
- Reinforcing effort and providing recognition
- Homework and practice
- Nonlinguistic representations
- Cooperative learning
- Setting goals and providing feedback
- Generating and testing hypotheses
- Activating prior knowledge

These best teaching practices are embedded and incorporated throughout the curriculum and across the AVID System.

Current Thought Leaders

Today, AVID is highly influenced by the work of Carol Dweck, one of the world’s leading researchers in the field of motivation and professor of psychology at Stanford University. Her research focuses on why people succeed and how to foster success. In *Mindset: The New Psychology of Success*, Dweck (2006) posits that we look at the world with either a “fixed mindset” or a “growth mindset.” The former is characterized by the belief that talents and abilities are fixed, and no amount of work can change them. The latter is characterized by the belief that talents and abilities can be developed through hard work and education. She argues that students can, and should, be taught that effort can lead to positive changes and success; students will rise to the challenge if they know that success is not the province of the naturally gifted, but is available to all through hard work and individual determination. Dweck’s work supports AVID’s central philosophy that *all* students—no matter their backgrounds—have not only the right, but the ability to succeed.

AVID began with a strong research base and continues today to strengthen and validate its practices with research-based strategies and theories from today’s best and brightest minds in the arena of education and brain research.

For a more complete list of AVID’s Thought Leaders, visit <http://www.avid.org/research.ashx>.

AVID SCHOOLWIDE

What began decades ago with one teacher in one classroom preparing students for the rigors of postsecondary education quickly outgrew the confines of just one class. The successes of that teacher drove the expansion of the AVID Elective into a model of systemic reform that empowers schools to prepare more college-ready students on their campuses.

How It Works

AVID Schoolwide works through transforming four key domains of operations: Instruction, Systems, Leadership, and Culture. By focusing on these domains, AVID's philosophy and methodologies become deeply ingrained, and the benefits of AVID are widely experienced.

Instruction

It is instruction that incorporates the cornerstones of AVID's foundational tools—Writing, Inquiry, Collaboration, Organization, and Reading. When teachers participate in professional learning opportunities, implement WICOR strategies in their classrooms, and commit to success, they produce a learning environment where all students are equipped to tackle complex issues, problems, and texts.

Systems

AVID Schoolwide works to implement or reform systems that open access to the most rigorous courses in order to support college readiness beyond the AVID Elective. Data collection and analysis, opportunities for teachers to learn and refine their instructional practice, master schedule development, and student and parent outreach are examples of systems touched by AVID Schoolwide.

Leadership

Leadership sets the vision and tone that promotes college readiness and high expectations for all students in the school. The principal and a calibrated leadership team—including representatives from the AVID Site Team—work together to ensure that the school's mission and vision statements align with AVID's philosophy of open and equal access to rigorous courses and that resources are allocated to promote college readiness and high expectations for all students.

Culture

It is evident that AVID Schoolwide transforms a school when the AVID philosophy progressively shifts beliefs and behaviors, resulting in an increase of students meeting college-readiness requirements. A site builds this intentional culture by engaging parents, students, and teachers; focusing on community support; and establishing a mindset that all students can benefit from rigorous and challenging coursework.

Outcomes

When implemented with intentionality and fidelity, the AVID Schoolwide approach results in a number of favorable outcomes. Short-term outcomes include an increase in: the number of students completing rigorous courses, student attendance, and the educational aspirations of students. Long-term outcomes include an increase in: high school graduation rates, the completion of college entrance requirements, the number of seniors applying to college, the number of students enrolling in college, and the number of rigorous courses. AVID Schoolwide provides a high-quality, equitable education for all.

WICOR

Throughout the decades since AVID’s founding, through a continual cycle of improvement, the curriculum framework has been expanded and enhanced to ensure success for all students. One of the products of these decades of research is AVID’s foundational strategies for helping students succeed: writing to learn, inquiry, collaboration, organization, and reading to learn—WICOR. Based on what we know through brain research, learning has to be organized in such a way that students can build on existing schema to create new neural pathways. Pathways are only built if the brain has an opportunity to “wrestle” with new information—to figure out how the new fits with the old. This “wrestling” is best accomplished when we ask students to work actively with new information—they have to think, talk, write, read, and ask questions. When students are passive recipients of information, there is very little cognitive wrestling and critical thinking, and therefore, very little long-term learning—new pathways are unlikely to be formed. The AVID Center curriculum and learning team continues to review, improve, and refine the WICOR framework to support educators in reaching all students.

W: Writing to Learn

As an English teacher, Swanson firmly believed that writing was essential to help students process and retain their learning and that if students couldn’t explain something in writing, they didn’t know it well enough. Today, AVID is still a proponent of “writing to learn,” which allows students the opportunity to use writing—be it Cornell notes, learning logs, or quickwrites—to make sense of information.

I: Inquiry

The process of inquiry is also at the heart of the AVID class. Inquiry is “the question” that moves the learner to action, whether that be an explicit question or implicit questions that drive the process of working through ideas to a solution. Students uncover their understanding by asking critical questions. The goal is for students to analyze and synthesize materials or ideas to clarify their own thinking, probe others’ thinking and work through ambiguity. The key is for teachers to establish an environment where it is safe for students to engage in authentic inquiry—where wondering, questioning, and hypothesizing are fostered, and students recognize how to push each other’s thinking to higher levels.

C: Collaboration

Collaboration was central to AVID from the beginning, when Swanson replaced all of the rows of desks with wide cafeteria tables to allow students to work in groups. Collaboration in AVID is about developing positive interdependence, working with others toward a common goal or goals, and tapping into the social, mammalian side of the brain in efforts to increase motivation and attention to rigor.

O: Organization

The very first AVID students were required to carry binders to keep their class work organized. Today, the AVID binder is one of the cornerstones of the AVID class. However, organization is not just about the ability to organize and manage “stuff”; it is also the ability to organize and manage learning and self. Teachers can teach organizational skills by helping students find systems for recording homework and organizing their materials in a binder, in their backpack, and online. AVID’s primary focus, however, is teaching the more implicit organizational skills that help students see how their brains work, how they make sense of and organize information, how they apply specific strategies and monitor their outcomes, and how they take control of their learning.

R: Reading to Learn

To develop the necessary college-readiness skills, students have to practice close and critical reading. The goal is to help students read for meaning, versus reading for identification, and to strategically gain meaning, understanding, and knowledge from print and other media.

Introduction

INFLUENCES AND KEY RESEARCH

The following seminal resources and research helped shape the development of this book. These works guided the topics and concepts addressed in each chapter and are reflected in many of the activities.

AVID supports school and district college- and career-readiness efforts by providing strategies for rigorous teaching and learning that empower students with academic and 21st century skills to maximize college and career options.

Habits of Mind

Developed by Arthur Costa and Bena Kallick in 2000, the Habits of Mind framework describes some of the core characteristics of intelligent behavior. Costa and Kallick describe Habits of Mind as:

“16 of the attributes that human beings display when they behave intelligently. . . .[Habits of Mind] are the characteristics of what intelligent people do when they are confronted with problems, the resolutions to which are not immediately apparent.

These Habits of Mind seldom are performed in isolation; rather, clusters of behaviors are drawn forth and used in various situations. For example, when listening intently, we use the habits of thinking flexibly, thinking about our thinking (metacognition), thinking and communicating with clarity and precision, and perhaps even questioning and posing problems” (2008, p. 15).

The 16 Habits of Mind identified by Costa and Kallick (2008) are:

1. Persisting
2. Managing impulsivity
3. Listening with understanding and empathy
4. Thinking flexibly
5. Thinking about thinking (metacognition)
6. Striving for accuracy
7. Questioning and posing problems
8. Applying past knowledge to new situations
9. Thinking and communicating with clarity and precision
10. Gathering data through all senses
11. Creating, imagining, innovating
12. Responding with wonderment and awe
13. Taking responsible risks
14. Finding humor
15. Thinking interdependently
16. Remaining open to continuous learning

These Habits of Mind strongly influenced Chapter 1: Key Characteristics of College- and Career-Ready Students. They also guided development of all activities in all chapters owing to their emphasis on not only having information, but also knowing how to act on it. More information about the

Habits of Mind can be found in the works of Costa and Kallick, especially:

- *Learning and Leading with Habits of Mind: 16 Essential Characteristics for Success*
- *Habits of Mind Across the Curriculum: Practical and Creative Strategies for Teachers*

The Career Ready Practices

The Career Ready Practices are a component of the Common Career Technical Core. These 12 practices, listed below, “include 12 statements that address the knowledge, skills, and dispositions that are important to becoming career ready” (National Association of State Directors of Career Technical Education Consortium/National Career Technical Education Foundation, 2012).

The 12 Career Ready Practices:

1. Act as a responsible and contributing citizen and employee.
2. Apply appropriate academic and technical skills.
3. Attend to personal health and financial well-being.
4. Communicate clearly, effectively, and with reason.
5. Consider the environmental, social, and economic impacts of decisions.
6. Demonstrate creativity and innovation.
7. Employ valid and reliable research strategies.
8. Utilize critical thinking to make sense of problems and persevere in solving them.
9. Model integrity, ethical leadership, and effective management.
10. Plan education and career path aligned to personal goals.
11. Use technology to enhance productivity.
12. Work productively in teams while using cultural/global competence.

The authors of the Career Ready Practices (CRP), the National Association of State Directors of Career Technical Education Consortium, and the National Career Technical Education Foundation, note that they “describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline or level of education. CRP should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study” (National Association of State Directors of Career Technical Education Consortium/National Career Technical Education Foundation, 2012). In line with these notions, the Career Ready Practices guided the creation of all chapters of this book, and particularly Chapter 4: Building Career Knowledge. More information about the Common Career Technical Core and the Career Ready Practices can be found on the Advance CTE website, www.careertech.org.

American School Counselor Association (ASCA) Mindsets and Behaviors for Student Success: K-12 College- and Career-Readiness Standards for Every Student

The *ASCA Mindsets and Behaviors for Student Success: K-12 College- and Career-Readiness for Every Student* is a set of 35 standards developed by the American School Counselor Association based on a survey of research and best practices. They “describe the knowledge, skills, and attitudes students need to achieve academic success, college and career readiness, and social/emotional development” and are organized into domains and categories (American School Counselor Association, 2014). The standards are organized into domains, categories, and subcategories.

The ASCA Domains:

Academic Development – Standards guiding school counseling programs to implement strategies and activities to support and maximize each student's ability to learn.

Career Development – Standards guiding school counseling programs to help students 1) understand the connection between school and the world of work and 2) plan for and make a successful transition from school to postsecondary education and/or the world of work and from job to job across the life span.

Social/Emotional Development – Standards guiding school counseling programs to help students manage emotions and learn and apply interpersonal skills” (American School Counselor Association, 2014).

Within the domains, the standards fall into two categories and three subcategories:

“Category 1: Mindset Standards – Psycho-social attributes or beliefs students have about themselves in relation to academic work.

Category 2: Behavior Standards – Behaviors commonly associated with being a successful student.

Learning Strategies – Processes and tactics students employ to aid in the cognitive work of thinking, remembering, or learning.

Self-Management Skills – Continued focus on a goal despite obstacles (grit or perseverance) and avoidance of distractions or temptations to prioritize higher pursuits over lower pleasures (delayed gratification, self-discipline, self-control).

Social Skills – Acceptable behaviors that improve social interactions, such as those between peers or between students and adults” (American School Counselor Association, 2014).

In each chapter, the ASCA Mindsets and Behaviors helped shape the discussion around the roles of AVID Site Team members (including counselors) and the role of families. More information, including the standards themselves and specific grade-level competencies, can be found on the American School Counselor Association website, www.schoolcounselor.org.

David Conley's Four Keys to College and Career Readiness

David Conley, researcher and professor on college and career readiness, outlines four elements of college and career readiness. According to the model, the degree to which students are ready for college and careers corresponds to their level of mastery of the elements in all four keys: Think, Know, Act, and Go (Conley, 2014).

A Summary of Conley's Four Keys to College and Career Readiness:

- **THINK:** College- and career-ready students can process and manipulate information, using cognitive strategies to interpret and overcome problems and challenges.
- **KNOW:** College- and career-ready students have a strong academic knowledge base, as well as an understanding of how knowledge is organized and retained in their brains. They also understand the value of the content and that effort is a stronger factor in academic success than is innate aptitude.
- **ACT:** College- and career-ready students can develop skills and dispositions to take ownership and successfully manage their learning, as well as techniques which allow them to succeed in rigorous learning situations.
- **GO:** College- and career-ready students can navigate the challenges inherent to life transitions, including the contextual, procedural, financial, cultural, and personal issues which may arise (Education Policy Improvement Center, 2016).

Conley's work on the Four Keys to College and Career Readiness, as well as his thinking around the balance between college, work, job, career pathway, and life readiness has been influential throughout this book, and especially Chapter 3: Advancing College Preparedness and Chapter 4: Building Career Knowledge. More information on Conley's influential works can be found here:

- *Getting Ready for College, Careers, and the Common Core: What Every Educator Needs to Know*
- www.epiconline.org

Instructional Connections

The AVID College Readiness System encompasses elementary through higher education educators and students. Therefore, additional differentiation may be required to accommodate specific student, classroom, campus, or district needs. This book provides:

Elementary Connections

Elementary students represent the largest span of abilities and developmental levels; therefore, elementary educators may wish to access the introductory level on chosen topics that tie into schoolwide initiatives or programs already in place for whole-group activity ideas. Intermediate levels may be more appropriate for individual students or small groups of elementary students with considerable knowledge, exposure, or experience with the topics covered throughout this resource.

Secondary Connections

Middle school and high school students bring a variety of prior knowledge and experience related to the content within this resource. Therefore, it is critical that secondary educators assess and determine individual student prior knowledge before determining the appropriate level of instruction.

Higher Education Connections

At the higher education level, the chapters provide resources, topics, and concepts that students may or may not have been exposed to over their K–12 experiences. Therefore, it is important for higher education educators to assess and determine prior knowledge of students when determining levels of instruction.

Schoolwide Connections

For the broadest reach and the most impact, the final section in each chapter looks at the AVID Schoolwide Domains of Instruction, Systems, Leadership, and Culture as they relate to the specific content of the chapter. The questions are designed to spark discussions among Site Teams and feeder pattern teams as they support and guide all students towards college and career readiness.

Family Connections

Families are an integral component in supporting students' development of comprehensive college and career readiness. In the final section of each chapter, The Family's Role discusses ways to increase family involvement both at home and at school.

Cultural Relevancy and English Language Learners

While this book does not include specific call-outs to Culturally Relevant Teaching (CRT) practices or English Language Learner (ELL) scaffolds, efforts were made to weave supports in for all students throughout the book. Evidence of foundational CRT beliefs such as the importance of holding high expectations for all students, as well as ELL practices like the usage of word banks and sentence frames, can be found throughout this resource. For more detailed information on either of these topics, educators are encouraged to explore AVID's related resources, *AVID Culturally Relevant Teaching: A Schoolwide Approach* and *AVID Academic Language and Literacy: A Schoolwide Approach* and engage in AVID's professional learning on these topics.

MyAVID Curriculum Webpages

One of the many benefits of having AVID membership is access to MyAVID. Through individual MyAVID accounts, educators have 24/7 access to the curriculum webpages that provide important and relevant resources, videos, links, and materials that connect, support, and enhance AVID schoolwide libraries.

Professional Learning Opportunities

Across the AVID system, elementary, secondary, and higher education educators are encouraged to explore and attend Summer Institute and/or Path to Schoolwide professional learning opportunities to deepen their knowledge and usage of AVID strategies and philosophies.

Planning and Implementing Family Workshops

Family workshops are intended to help families, students, and educators learn to work together toward college and career readiness and success. Families can learn how to support their student in developing important characteristics and skills, as well as functioning as a support network for their student's growth and achievements. Students can learn how to most effectively "plug in" to this support network. Educators can learn more about the families they serve, and how to serve them more effectively. As these three groups grow and learn together, they will better understand and fulfill the role they play in student success. The information and guiding questions below can be used to help plan and implement effective family workshops.

Purpose

Family workshops are meant to further educate and empower families, students, and educators as they work collaboratively to prepare students for the rigors and requirements of the college admission process encountered in high school and supported by the AVID Elective. This is achieved through family engagement: A culture that ensures families are actively involved in helping all students meet college readiness requirements and are committed to building and sustaining a strong college readiness culture on site.

Preparing for the Family Workshop

Planning

- Who is the lead on this family workshop or this series (e.g., Principal, Counselor, PTA/PTSA President)?
- What are the objectives or expected outcomes for this family workshop?
- The *College and Careers* webpage on MyAVID includes a variety of complete family workshops. If the specific objectives require a custom-created family workshop, who will create it and who will review the content?
- What is our expected number of attendees or goal related to attendance?
- What are the key tasks to prepare for the family workshop and to meet the needs of our target audience?
 - Language translation (including live translation and translation of printed resources, etc.)
 - Child care
 - Presentation
 - Food
 - Arranging the logistics of the meeting space
- Who will be responsible for each key task (e.g., AVID Site Team, students, representatives from clubs/organizations, volunteers)?

- How are we incorporating student voice or student involvement in this family workshop?
 - Student speakers
 - Student work samples
 - Student leaders (completing tasks, leading aspects of the workshop, etc.)
- How will the resources and content be shared with families unable to attend?

Publicizing

- Who is the target audience (e.g., families of AVID Elective students, families of specific grade levels/classes, all families schoolwide or across the feeder pattern)?
- How will the event be publicized?
 - Invitations created by students
 - Phone calls and/or email
 - Announcement on a website
 - Announcement via social media

Implementing the Family Workshop

- How will contact information of attendees be collected?
- How will students be showcased?
 - Student celebrations or awards
 - Student speakers
 - Slideshow of pictures
 - Students working stations
- How might best practices for adult learning be utilized during the presentation?
 - Opening, closing, and rapport building
 - Understanding and managing the audience
 - Engagement, learning, and application
 - Using WICOR instructional strategies
 - Pacing
 - Verbal and non-verbal communication
 - Working with multiple presenters
- What take-home resources need to be provided?
- How might educators enhance their practice by learning from families during this workshop?

Extending Beyond the Family Workshop

- What is the most effective means of following up with attendees?
 - Thank-you emails
 - Reminders about objectives and how to use take-home resources
- What can we learn from families about this topic? How can we apply what we learned to better connect with/teach families?
- What can we learn from this workshop that will inform refinement of future workshops?



AVID Schoolwide Strategy Planning Guide

Use the AVID Schoolwide Strategy Planning Guide to guide discussions and planning related to implementing an AVID strategy schoolwide.

1. What strategy will we intentionally implement? Why?
2. Who will implement this strategy on the campus? (Educator, Team, Department, Grade Level, Campus)
3. Will the strategy be scaffolded? If so, how?
4. How will the participants (i.e., educators and students) be trained?
5. What resources are needed?
6. What is the timeline of implementation? How will new educators and students be supported in subsequent years?
7. How will implementation be measured? What documentation could be collected?

<https://my.avid.org/curriculum>





CHAPTER ONE

Key Characteristics of College- and Career-Ready Students



Visit the *College and Careers* webpage on MyAVID
for additional materials and resources.

Chapter Outline

Self-Awareness

- 1.1: Developing Self-Awareness
- 1.2: Adopting a Growth Mindset
- 1.3: Identifying Learning Preferences

Self-Care

- 1.4: Cultivating Healthy Habits
- 1.5: Developing and Maintaining Healthy Relationships
- 1.6: Being Mindful of the Moment
- 1.7: Techniques and Strategies for Stress Reduction

Self-Monitoring

- 1.8: Monitoring Motivation
- 1.9: Overcoming Obstacles Through Grit and Perseverance

Self-Advocacy

- 1.10: Developing Communication Skills for Self-Advocacy
- 1.11: Mental Flexibility
- 1.12: Exploring Leadership Characteristics

Supporting the Schoolwide Development of the Key Characteristics

- Schoolwide Suggestions
- The AVID Site Team's Role
- The Family's Role

Key Characteristics of College- and Career-Ready Students

AVID seeks to support students in developing the knowledge, skills, and characteristics that they need to plan for and achieve college and career success. Standards, frameworks, initiatives, and curricula outline what knowledge and skills to teach, yet what aspects of character should we explicitly target and deliberately develop?

This chapter focuses on four key characteristics of college- and career-ready students—self-awareness, self-care, self-monitoring, and self-advocacy. The approach to these characteristics is grounded in the work and research of both Albert Bandura (social cognitive theory) and Carol Dweck (growth and fixed mindsets), and the characteristics themselves emerge from efforts to align three frameworks: the American School Counselor Association’s (ASCA) Mindsets and Behaviors for Student Success: K–12 College- and Career-Readiness Standards for Every Student, Arthur L. Costa’s and Bena Kallick’s Habits of Mind, and Advance CTE’s Common Career Technical Core’s Career Ready Practices component.

By design, these characteristics are presented sequentially. Exploring and reinforcing the attitudes and behaviors of self-awareness paves the way for those associated with self-care, and so on. This is not to say that self-awareness must be “checked off the list” before self-care can be introduced. Development of these characteristics is cyclical, as well; as students age and mature, each characteristic should be revisited and deepened to continue building the personality component of college and career readiness.

Developing Characteristics in Students

Social Cognitive Theory

Psychologist and researcher Dr. Albert Bandura’s social cognitive theory is based on observational learning and reciprocal determinism—in other words, how people learn from one another through observation, and how environments, mindsets, and behaviors all interact to influence each other (Bandura, 1986). Social cognitive theory has remained powerful and continues to impact education, and Bandura’s work affirms the intuition that educators must be positive role models and foster conducive environments in order to maximize desirable characteristics in their students. It’s important to note that observational learning and reciprocal determinism are inherent aspects of the lives of social beings. Educators can choose to leverage social cognitive theory and create a learning environment that, both culturally and practically, reinforces the development of the key characteristics of college and career readiness.

“I am not what happened to me. I am what I choose to become.”

Carl Gustav Jung

Growth Mindset

The mindsets and behaviors that educators model make a strong impression on students and, in turn, influence learning outcomes. Similarly, they set the tone in the classroom, shaping culture and environment. One mindset that educators should take great care to genuinely adopt and model is a growth mindset. Modeling and teaching a growth mindset leads to an environment conducive to teaching characteristics and to behavior-shaping and skill-building in general. In an environment where growth mindset is a norm, effort and progress are celebrated just as much as talent and achievement, and the main goal is to learn and grow (Dweck, 2006). Beginning with a growth mindset, educators can establish a positive cycle in which environment and characteristics support and strengthen each other.

The first four sections of this chapter identify core aspects of the key characteristics of college- and career-ready students and offer activities, tools, and strategies to assist educators with developing them in their students. The final section considers options for schoolwide efforts to develop the key characteristics and includes how to involve AVID Site Teams and families.

For more tools related to developing the key characteristics of college and career readiness, please refer to the following AVID resources.

College and Careers Webpage

The *College and Careers* webpage includes additional materials and resources to supplement this chapter.

AVID Critical Thinking and Engagement: A Schoolwide Approach

AVID Critical Thinking and Engagement: A Schoolwide Approach includes resources that support teaching metacognitive skills, as well as resources to support self-advocacy skills through leadership development.

AVID Culturally Relevant Teaching: A Schoolwide Approach

AVID Culturally Relevant Teaching: A Schoolwide Approach includes resources that support teaching characteristics to diverse students, as well as resources to support motivation and self-monitoring.

AVID Academic Language and Literacy: A Schoolwide Approach

AVID Academic Language and Literacy: A Schoolwide Approach includes resources that aid in developing academic language and effective communication in support of all these characteristics.

Chapter Objectives

As a result of this chapter, educators will be able to:

- Support, guide, and empower students as they develop their self-awareness, self-care, self-monitoring, and self-advocacy characteristics.

As a result of this chapter, students will be able to:

- Demonstrate their self-awareness, self-care, self-monitoring, and self-advocacy character traits through the identified component mindsets and behaviors.

Levels of Instruction

Every chapter scaffolds activities into three levels of instruction. This design allows educators to choose the level of instruction that best matches where their students are to reinforce current skills and enhance understanding.

- **Introductory Level:** Students have little to no prior knowledge of the concept.
- **Intermediate Level:** Students have some knowledge of the concept, yet still rely on guided practice.
- **Advanced Level:** Students have substantial knowledge and are relatively independent, yet would benefit from more refinement across disciplines.

Pre-Reflection Questions

Educators should reflect on these questions, and AVID Site Teams should discuss them, to ensure that instruction, expectations, and culture develop and reinforce the key characteristics of college and career readiness in individual classrooms and schoolwide. As you read, think about how the strategies and activity ideas presented in this chapter can help formulate complete answers to these questions.

- How are students currently supported in developing self-awareness, self-care, self-monitoring, and self-advocacy in relation to college and careers?
- How are students currently supported in matching their self-awareness with their coursework and academic performance?
- How are students currently encouraged to understand and develop healthy habits as a foundation of academic and career success?
- How are students currently reflecting on and monitoring their academic growth and performance?
- How are students currently advocating for themselves and experiencing leadership opportunities?

Self-Awareness

Self-awareness is the knowledge of one's own character, including strengths, weaknesses, feelings, and motivations. The focus on developing self-awareness in students is a starting point for self-improvement and encouraging positive mindsets. Beginning with self-awareness provides a foundation on which to progressively build self-care, self-monitoring, and self-advocacy. Educators guide self-awareness development in students by focusing on a growth mindset, self-knowledge, and identifying learning preferences.

Growth and Fixed Mindset

A growth mindset, first described by psychologist Dr. Carol Dweck, is distinguished by the belief that talents and abilities can be developed through hard work and education. This contrasts a fixed mindset, distinguished by the idea that talents and abilities are fixed and do not depend on a student's effort or learning. Students with fixed mindsets often place very high value on being perceived as smart, which can get in the way of learning. Students with growth mindsets, however, see value in analyzing mistakes and tend to be the ones who are more motivated. A fixed mindset often prevents students from pushing themselves to try again after experiencing failure. Students with growth mindsets focus on improving and expect to put forth the effort that it will take to learn. This translates into successful and resilient learners and achievers (Dweck, 2006).

The tangible benefits of a growth mindset are numerous. Teaching students a growth mindset “results in increased motivation, grades, and achievement test scores” (Mindset Works, 2015) and shows them that “intellectual development is not the natural unfolding of intelligence, but rather the formation of new connections brought about through effort and learning” (Dweck, 2007). Additionally, when educators help students develop a growth mindset, they help them develop their self-awareness, become motivated learners, and ultimately boost academic achievement.

How Can Students Learn to Perceive Challenges as Opportunities?

It is important for students to understand that failure is not a dirty word; it's a critical part of learning and growing. To lessen worry and embarrassment about failure, teach students how to evaluate mistakes and plan a revised approach to a problem or challenge, and how to reflect on the effectiveness of what they did. With this mindset, failure becomes a learning opportunity, and continual improvement becomes a goal. The earlier that this mindset is taught, the better, as we want students to develop and internalize this way of thinking through college and into their careers.

Learning Preferences

Students often go to college without understanding the amount of reading and studying that will be expected and, sometimes, without the skills to study successfully. AVID gives educators tools and strategies to share with students so that they are prepared to study efficiently and effectively in college. An awareness of one's learning preferences is a part of this preparedness and is an important component of the self-awareness characteristic.

How Does Information Get Processed?

Learning preferences, also called learning styles, are the methods of receiving and processing information that a person favors and are usually the ones through which a person learns best (Bowdoin College Center for Teaching and Learning). Students who are aware of and understand their own learning preferences are able to anticipate challenges that they might have when presented with a particular concept or type of information and know how to use their strengths to process and learn it.

Educators can intentionally design activities that explore and appeal to all learning preferences. To this end, it is important for educators to know and understand their own learning preferences because these have the potential to dominate the types of activities that are used in the classroom. These activities are most effective when they incorporate opportunities to discuss learning preferences as a study skill and a part of a strategy that will lead to academic success. **(See the Organizing Time and Materials chapter for more information about time-management study skills.)**

Section Outline

- 1.1: Developing Self-Awareness
 - 1.1a: Activities to Explore Self-Awareness
- 1.2: Adopting a Growth Mindset
- 1.3: Identifying Learning Preferences

1.1 Developing Self-Awareness

Objectives

Educators will:

- Explore, engage, and support students in improving their self-awareness strategies and skills.
- Provide opportunities for students to practice and self-assess related to academic challenges with feedback and guidance.

Students will:

- Develop self-awareness strategies and skills in order to apply them to academic challenges.
- Practice self-awareness strategies and skills with a variety of academic challenges.

Overview

The following activity ideas are intended to provide students with opportunities to reflect on who they are as a result of accomplishments and challenges, and how these experiences impact who they will ultimately become. Self-awareness is the first step on the path to college and career readiness. Being self-aware can allow students to balance self-care, empower them to self-monitor, and motivate them to become their own self-advocates.

Materials/Set-Up

- Educator Resource:
 - [1.1a: Activities to Explore Self-Awareness](#)
- Visit the *College and Careers* webpage on MyAVID to explore related materials and resources.
- Explore and select appropriate knowledge-of-self activities. (Educator Resource 1.1a lists and briefly describes different activities.)
- Determine which activities match the needs of students.
- Consider suggested quotes for analysis (see Levels of Instruction) or choose quotes aligned with unique students' needs.

Questions to Inform Instruction

- How do students currently explore self-awareness?
- How do we, as educators, promote self-awareness?
- How will understanding and applying self-awareness skills enhance students' performance?

Overarching Process

- Introduce and define self-awareness.
- Engage students in individual and small-group activities that focus on learning about themselves and building self-awareness skills.
- Provide and facilitate connections between current status and future status related to college and career readiness.
- Incorporate self-reflection and discussions throughout the course or academic year.

Levels of Instruction

After determining students' prior knowledge of this concept, choose the level of instruction that best matches where they are to reinforce current skills and enhance understanding.

Introductory



- Engage students in a reflection about the following quote: “Knowing others is intelligence; knowing yourself is true wisdom” (Lao-Tzu, *Tao Te Ching*).
- Read the quote together as a group or read it aloud for the class to support academic language development (as appropriate).
- Encourage students to self-reflect and process with a partner through a **Think–Pair–Share**. Students should:
 - Think about what resonates and how this connects with personal experiences.
 - Pair up with a partner.
 - Share reflections in partner groups.
- Circulate around the room, offering guidance and support to students as needed.
- Facilitate a whole-group discussion about the connections, experiences, and ideas generated by this reflection and Think–Pair–Share.
- Guide discussion to connect with the key characteristics of college- and career-ready students (self-awareness, self-care, self-monitoring, and self-advocacy).
- Introduce self-awareness as the first characteristic and a foundational component to building college and career readiness.
- Engage students in one or more of the self-awareness activity ideas offered on the *College and Careers* webpage on MyAVID. (See [Educator Resource 1.1a: Activities to Explore Self-Awareness for more information.](#)) Activities ideal for this level of instruction include:
 - All About Me
 - Bio Poem
 - “I Am” Poem
 - Personality Crest

Intermediate



- Engage students in a reflection about the following quote: “We are products of our past, but we are not prisoners of it” (Warren, 2013).
- Encourage students to self-reflect and process the quote with a **quickwrite** response.
- Through a small-group discussion, ask students to share their thoughts and any connections that they made between the quote and their own self-awareness.
- Facilitate a whole-group discussion about the connections, experiences, and ideas generated by this reflection and small-group discussion.

- Engage students in one or more of the self-awareness activity ideas offered on the *College and Careers* webpage on MyAVID. (See Educator Resource 1.1a: Activities to Explore Self-Awareness for more information.) Activities ideal for this level of instruction include:
 - Milestones in My Life
 - My Accomplishments
 - Looking Back at Last Year

Advanced

- Engage students in a reflection about the following saying: “Do you control your emotions, or do your emotions control you?”
- Provide time for students to process this quote and engage students in a small-group discussion with the following prompts:
 - How does this quote connect to your own self-awareness abilities or skills?
 - Are there certain environments or surroundings that influence whether or not you are in control of your emotions?
 - Are there certain people who influence whether or not you are in control of your emotions?
- Facilitate a whole-group discussion about the connections, experiences, and ideas generated by this reflection and small-group discussion.
- Engage students in one or more of the self-awareness activity ideas offered on the *College and Careers* webpage on MyAVID. (See [Educator Resource 1.1a: Activities to Explore Self-Awareness for more information.](#)) Activities ideal for this level of instruction include:
 - Owning My Feelings
 - I Made a Mistake
 - What It Takes to Make Me Comfortable

Activities to Explore Self-Awareness

A description of activities to support developing various aspects of self-awareness is below. For instructional steps and other materials related to these activities, visit the *College and Careers* webpage on MyAVID.

Who I Am

All About Me

Before students can begin making college and career plans, it is important to help them start the process of analyzing who they are. This activity is a fun way for students to think about who they are and put the information into a format that they can share with others.

Bio Poem

Helping students constantly stay in touch with who they are and what makes them unique is one of the most valuable connections that an educator can facilitate. This activity helps students reflect on their unique qualities and then document them in a format that they can keep and see often, to remind themselves of who they truly are.

"I Am" Poem and Personality Crest

As students continue to construct their personal identity, it is important to help them reflect on their unique traits, talents, and assets. The "I Am" Poem and Personality Crest activities help students visually document and reflect on who they are, both from their own perspective and through the eyes of others.

What I've Done

Milestones in My Life

Just as milestones mark the progress of travelers along a road, personal milestones mark growth in independence throughout our lives. This activity supports students in identifying significant milestones in their personal growth.

My Accomplishments

Sometimes, life proceeds at such a rapid pace that students may not realize all that they are accomplishing. In My Accomplishments, students reflect on what they have accomplished, both inside and outside of school.

Looking Back at Last Year

The ability to reflect on one's past experiences is an important personal skill, especially in the context of being able to analyze what worked well from past choices and what did not work as well. The reflective process allows students to identify any components in their life choices that need to be adjusted in order to continue moving forward towards their personal goals.

How I Feel

Owning My Feelings

As students' life experiences and world views grow and change, so too do their emotions and feelings. As they experience many new situations, it is important for students to pause and take time for self-reflection to help understand more about how they feel and react.

I Made a Mistake

Successful people know that mistakes are not only inevitable when trying new things, but also that they make for some of the best learning opportunities. How students handle their failures may have a great impact on the magnitude and frequency of their successes.

What It Takes to Make Me Feel Comfortable

The classroom should be an environment of mutual respect. Students are encouraged to be aware of things that help them personally feel welcome and accepted, and which of their actions may bother other students so that those things can be avoided.

1.2 Adopting a Growth Mindset

A **growth mindset** is distinguished by the belief that talents and abilities can be developed through hard work and education. This contrasts a **fixed mindset**, distinguished by the idea that talents and abilities are fixed and do not depend on a student's effort or learning.

Objectives

Educators will:

- Introduce, reinforce, and expand the concepts of growth and fixed mindset throughout a course or academic year.
- Model mindset approaches and facilitate conversation when approaching new learning and academic challenges.

Students will:

- Determine how **growth and fixed mindsets** influence actions, behaviors, and attitudes toward academic challenges and new learning.
- Consider how growth and fixed mindsets affect them individually across content areas.

Overview

The following activity ideas are intended to guide students to self-awareness of the mindset (growth or fixed) that they “default to,” depending on the content area and/or type of academic challenge. As with all metacognitive skills, self-awareness regarding one’s mindset about new learning, and the ability to move from a fixed mindset to a growth mindset, can significantly influence how likely a learner is to succeed.

Materials/Set-Up

- Visit the *College and Careers* webpage on MyAVID to explore related materials and resources.
- Preview quizzes, questionnaires, or surveys designed to determine whether an individual’s current “default” mindset is a growth mindset or a fixed mindset.
- Select a quiz, questionnaire, or survey that matches the level and needs of students.
- Preview and select a reading or another resource around which a **Philosophical Chairs** or **Socratic Seminar** activity can be planned.



- Provide, or develop with students, a word bank of relevant **academic language**. Potential terms to include are below.

- | | | |
|----------------------------|------------------|-----------------|
| • motivation | • determination | • grit |
| • drive | • emotions | • self-efficacy |
| • self-perception | • reaction | • empowerment |
| • self-fulfilling prophecy | • transformative | • response |
| • perseverance | | |

Literacy and fluency in **academic language** collectively refer to an ability to access and engage in rigorous curriculum through the language specific to the discipline area or content. All students are academic language learners (ALLs).

Questions to Inform Instruction

- How do students currently perceive themselves as learners?
- How might educators support and strengthen positive self-perceptions?
- How might educators incorporate discussions and awareness of growth and fixed mindset into instruction?
- How might educators build a growth mindset culture for all students?

Overarching Process

- Introduce students to the concepts of growth and fixed mindsets.
- Provide, or develop with students, a word bank of relevant academic language for discussing growth and fixed mindsets and self-awareness topics.
- Develop discussion prompts and probing questions around growth and fixed mindsets and engage students in small-group discussions.
- Guide expansion of self-awareness to include identifying individual strengths and areas of challenge related to academic skills and performance, and connect with growth and fixed mindsets.

Levels of Instruction

After determining students' prior knowledge of this concept, choose the level of instruction that best matches where they are to reinforce current skills and enhance understanding.

Introductory

- Introduce and define growth and fixed mindsets.
- Provide resources for further exploration and connections with growth and fixed mindsets.
- Assist students with identifying growth-mindset academic language to support recognition and reinforcement.
- Prompt students' thinking by providing visual reinforcements and language examples to promote growth-mindset academic language.
 - “Mistakes help me learn!”
 - “Time and effort will strengthen my work.”
 - “I don't know this...yet!”

Intermediate

- Review and refine definitions of growth and fixed mindsets.
- Administer the selected learning preference quiz/questionnaire/survey designed to assist students with identifying their current “default” mindset.
- Provide, or develop with students, a word bank to support discussions that reinforce concepts of self-awareness related to academic skills and performance.
- Guide students in setting goals for engaging in a growth mindset when experiencing challenges in academic settings.

Advanced

- Revisit students' understanding of growth and fixed mindsets and discuss how this relates to current approaches to academic challenges.
- Engage students in reflection about the habits and behaviors that they exhibit as reactions to stress or emotional levels on their academic performance.
- Search online for an article related to growth mindset that is appropriate to your students.
- Facilitate a **Socratic Seminar** over the article. The teacher should serve as the facilitator in order to help the Socratic Seminar specifically focus on each student's current mindset and its connection to their academics.
- Provide time for individual reflection and opportunities to incorporate learning into daily practice.



1.3 Identifying Learning Preferences

Objectives

Educators will:

- Intentionally integrate and highlight a variety of learning preferences throughout a course or academic year.
- Guide students in determining personal learning preferences and applying this knowledge to improve study skills and maximize learning.

Students will:

- Experience lessons designed to accommodate a variety of learning preferences.
- Determine their personal learning preferences and apply this knowledge to improve study skills and increase academic performance.

Overview

The following activity ideas are intended to guide students to self-awareness of their learning preferences (sometimes referred to as learning styles) and provide an opportunity to reflect on how their preferences impact their study skills and academic performance.

Materials/Set-Up

- Visit the *College and Careers* webpage on MyAVID to explore related materials and resources.
- Preview quizzes, questionnaires, or surveys designed to identify an individual's learning preferences.
- Select a quiz, questionnaire, or survey that matches the level and needs of students.
- Engage in self-reflection, grade-level/department-level, and/or site-level discussions around learning preferences for alignment and calibration across the site for all students. (See Questions to Inform Instruction for potential conversations around alignment and calibration.)
- Provide, or develop with students, a definition of relevant academic language. Potential terms to include are:
 - **Learning Preferences** – A person's characteristic patterns of strengths, weaknesses, and preferences in taking in, processing, and retrieving information (Bowdoin College Center for Teaching and Learning)
 - Commonly preferred modalities of input: auditory/verbal, visual/graphic, kinesthetic/tactile
 - Commonly preferred ways to organize information: process/sequence, global/overview of "big picture"
 - Commonly preferred ways to express information: verbal/written, visual/graphic, demonstration

Questions to Inform Instruction

- How are we currently defining learning preferences for our students?
- How might we define, align, and calibrate learning preferences for our students?
- How will understanding and applying learning preferences affect student learning and performance?

Overarching Process

- Intentionally plan and integrate a variety of learning preferences into lesson plans. (Ideally, this integration is calibrated across a grade level or department.)
- Introduce, define, and reinforce a variety of learning preferences.
- Guide students to make connections between learning preferences, studying effectively, and using time effectively. (See [Chapter 2: Organizing Time and Materials for more information.](#))
- Guide and support students in aligning their learning preferences, study habits, and general approaches to learning new and/or rigorous content.

Levels of Instruction

After determining students' prior knowledge of this concept, choose the level of instruction that best matches where they are to reinforce current skills and enhance understanding.

Introductory

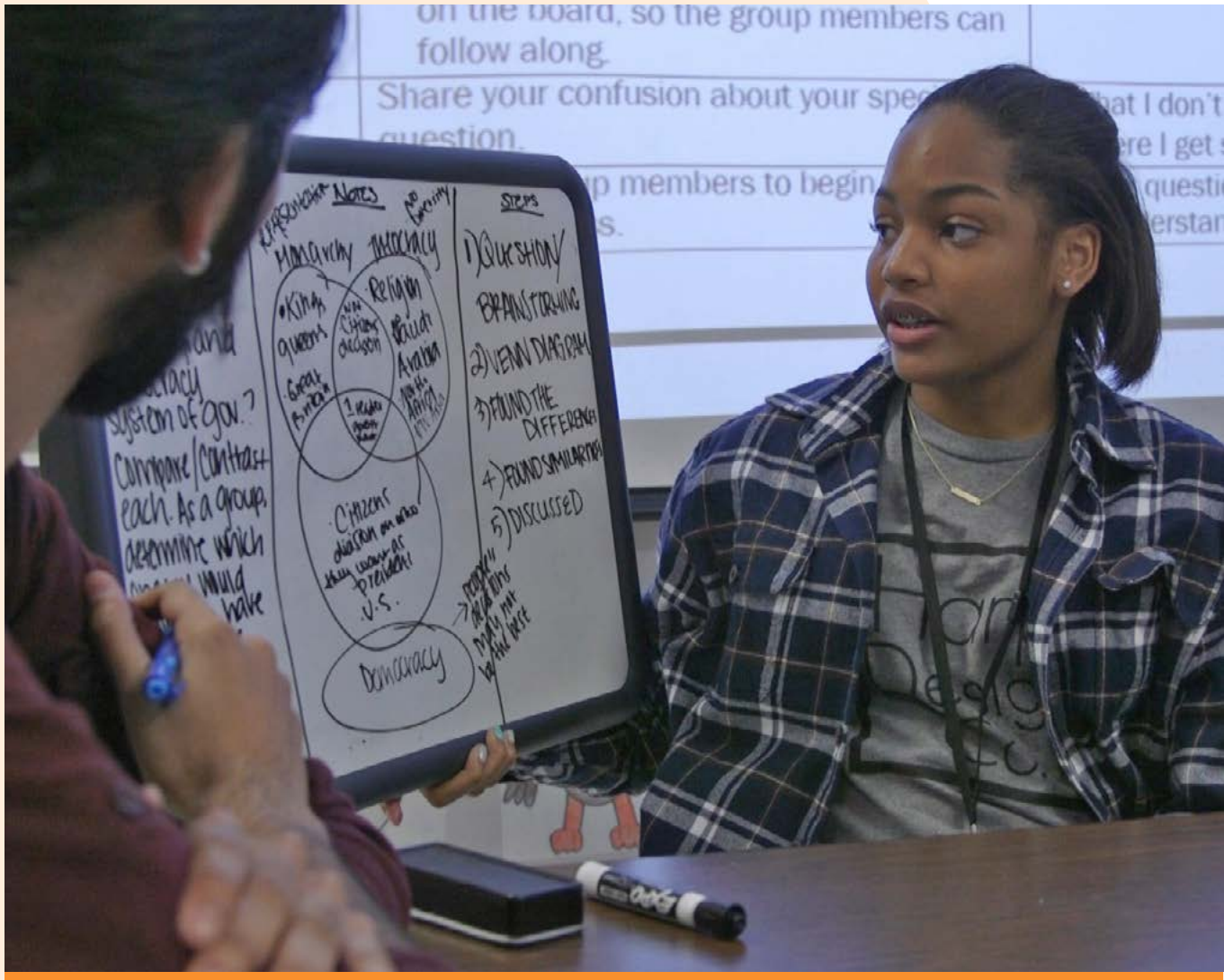
- Define learning preferences:
 - Learning preferences refer to a person's characteristic patterns of strengths, weaknesses, and preferences in taking in, processing, and retrieving information (Bowdoin College Center for Teaching and Learning).
- Identify and discuss common preferences:
 - Modalities of input: auditory/verbal, visual/graphic, kinesthetic/tactile
 - Organization of information: process/sequence, global/overview of "big picture"
 - Expressing information: verbal/written, visual/graphic, demonstration
- Provide resources for further exploration and connections of learning preferences and types of learning strategies.
- Demonstrate and highlight examples and strategies that touch on all of the defined learning preferences.
- Engage students in conversations related to their learning and encourage students to reflect on their learning preferences and how they might impact learning in a variety of subjects (e.g., auditory in literature, visual in math, kinesthetic in science).

Intermediate

- Explore students' current mindsets related to learning preferences and how this applies to specific assignments, tasks, or projects within your course or grade level.
- Engage students in self-reflection with the following directions and questions:
 - List your favorite subject area/class.
 - Identify a project or assignment in your favorite subject area that expanded your knowledge.
 - How was the project or assignment structured to support your learning?
 - Identify projects, assignments, or topics that frustrated or hindered your learning.
 - What was it about the project's/assignment's structure that hindered your learning?
 - How might the information that you just gathered about your own learning influence the way that you study?
- Encourage students to adjust or enhance their study strategies by applying the information that they have gathered from these self-reflection questions.

Advanced

- Administer the selected learning preference quiz/questionnaire/survey.
- Ask students to evaluate the quiz/questionnaire/survey and analyze the data concerning their learning preferences through the following reflection questions:
 - Which learning preference is the strongest?
 - Which learning preference is the weakest?
 - Do the results surprise you?
 - How will the results inform how you study?
 - How will the results impact your approach to assignments/projects?
 - How will you maintain a growth mindset in situations that are not aligned with your learning preferences?
- Engage students in small-group or partner discussions (ideally, grouped according to strongest learning preference) to share and explore study strategies based on personal learning preferences.
- Incorporate a variety of learning preference choices and models into instructional practices to reinforce students' understanding and support alignment between content and study habits.



Self-Care

Self-care is the proactive and intentional maintenance of one's health and well-being. The intent behind developing self-care is to support students in establishing a pathway to healthier lifestyles, positive choices, and forming and maintaining healthy relationships. Concentrating on self-care is a natural extension of positive self-awareness and paves the way to self-monitoring and self-advocacy. Educators guide the development of self-care by focusing on habits of health, wellness, social-emotional learning, and positive support systems.

Health and Wellness

When students learn to take care of their health, they will likely perform better in school. Proper nutrition, exercise, and sleep are instrumental in boosting students' confidence, motivation, and overall academic performance.

Intentionally Developing Healthy Habits and Routines

Healthy habits and routines should be introduced and developed throughout the academic continuum.

As rigor, academic workload, and peer pressure all increase, the willpower to resist unhealthy choices decreases, especially when knowledge about healthy alternatives is not present. Over time, these unhealthy choices turn into unhealthy habits, the effects of which can accumulate and lead to sluggishness, as well as hinder motivation and performance.

The activities and guiding questions in this section help educators support and guide students toward being in tune with their daily habits and routines so that students understand how to make healthier lifestyle choices and adopt better routines in order to give them the best chance of succeeding in college.

Social-Emotional Learning

Social-emotional learning (SEL) is the process through which we learn to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions (CASEL, 2016).

Social-emotional learning is critical for college and career readiness, in part because when students have healthy relationships and an effective support network of people who they trust, they are much more likely to feel confident and empowered to make well-informed decisions, set and reach goals, and become successful individuals (Goleman & Senge, 2014).

Social Support Systems

To develop strong support systems that they can depend on, students should consider their own goals, objectives, and resources. Schools should ensure that educators at every grade level are available to offer guidance for forming healthy social support systems. Educators can also play an important role in social and emotional learning as a part of a student's support system. They assist students with course selection, registration, and other requirements that guide students toward making choices that will impact their future. Students should perceive asking for help from educators, adults, and peers as instrumental support, not as a weakness, and this type of positive thinking should be reinforced schoolwide.

Section Outline

- 1.4: Cultivating Healthy Habits
- 1.5: Developing and Maintaining Healthy Relationships
- 1.6: Being Mindful of the Moment
- 1.7: Techniques and Strategies for Stress Reduction

1.4 Cultivating Healthy Habits

Objectives

Educators will:

- Introduce, reinforce, and expand students' comprehension of the concepts associated with healthy habits (lifestyle choices; supportive relationships; mental, physical, and emotional well-being) and their relationships with academic performance.
- Facilitate conversation about how students balance their lives and what habits and behaviors they can manage through self-care.
- Promote and model healthy habits during instruction throughout the academic year.

Students will:

- Engage in conversations around healthy, balanced lifestyles.
- Explore the importance of good sleeping, eating, and exercise habits to develop and maintain a healthy life.
- Keep a journal tracking their current habits.
- Identify areas that need attention and develop goals to address those areas.

Overview

The following activity ideas are intended to encourage students to consider what healthy and unhealthy habits they currently exhibit and provide opportunities for exploration of healthier alternatives.

Materials/Set-Up

- Visit the *College and Careers* webpage on MyAVID to explore related materials and resources.
- Locate resources that support student exploration of healthy habits (sleeping, eating, exercise).
- Provide, or have students create, journals. As appropriate, consider how these can be handmade by students and/or personalized so that students feel a personal connection to their journals.
- Provide, or develop with students, a word bank of relevant academic language. Potential terms to include are below.
 - habits
 - health
 - wellness
 - well-being
 - energy
 - exercise
 - sleep
 - balance
 - mental well-being
 - physical well-being
 - emotional well-being

Life balance refers to the idea that certain contrasting/complementary aspects of life (e.g., work and play, social time and alone time, discipline and indulgence) should be intentionally balanced. Balance does not necessarily mean “equal amounts of time.” Rather, it implies that, whatever the proportions are, all of these aspects are supporting individuals to accomplish personal goals while maintaining self-care.

Questions to Inform Instruction

- As educators, how are we promoting healthy habits on our campus?
- How are students currently demonstrating their **life balance**?
- What do students currently think about health, self-care, and well-being?
- How might our campus provide support, assistance, and guidance at school to support healthy habits?

Overarching Process

- Introduce, reinforce, and guide students’ understanding and application of healthy habits and life balance for a healthy life.
- Provide, or develop with students, a word bank of relevant academic language for discussing healthy habits, lifestyles, and self-care topics.
- Engage students in discussions and experiences designed to encourage self-awareness of current habits.
- Guide exploration of healthy habits and facilitate or encourage student independence with personal self-care.
- Provide opportunities for students to explore additional options, resources, and support networks for life balance.

Levels of Instruction

After determining students’ prior knowledge of this concept, choose the level of instruction that best matches where they are to reinforce current skills and enhance understanding.

Introductory

- Define and explore the concept of healthy habits specifically related to sleep, diet, and exercise.
- Provide, or develop with students, a word bank to support academic language use when discussing healthy habits, lifestyles, and self-care topics.
- Engage students in a Healthy Habits Log, tracking the number of hours that they sleep, logging the amount of exercise that they get, and keeping a food log in their planners or in their journals. (See the Organizing Time and Materials chapter for more information on planners, and see Student Handout 2.4a: Time Log for a possible format for tracking.)
- Upon completion of the tracking/logging of time, have students reflect on their Healthy Habits Log, first writing and then speaking to the following:
 - Identify your successes.
 - Identify where you have not yet achieved balance.
 - Share your successes and potential areas of focus with a partner or small group.



- Depending on age level, guide students to develop one to three **SMART goals** to increase healthy habits.

- As appropriate, pair up students and have them serve as each other's accountability partner to support, encourage, and monitor progress on healthy habits SMART goals.

Intermediate

- Review the concepts of healthy habits, specifically related to sleep, diet, and exercise.
- Provide resources for exploration of healthy sleep, diet, and exercise.
- Provide, or develop with students, a word bank to support academic language use when discussing healthy habits, lifestyles, and self-care topics.
- Develop an age-appropriate assignment in which students keep track of the amount of sleep and exercise that they get, as well as keep a log of what they eat.
- At the completion of the tracking/logging of time, have students analyze the data independently, in small groups, or with their accountability partners and compare this with progress towards their goals.
- Facilitate whole-group conversations on how healthy habits relate to and influence motivation, perseverance, grit, and mindset.

Advanced

- Review and refine students' understanding of healthy habits in relation to their personal life balance goals.
- Assign partners or small groups to conduct research projects on topics related to health (e.g., cardiovascular disease, diabetes, body mass index).
- Provide ample time for groups to research and develop presentations on their assigned topics. (To strengthen motivation, allow student choice of topic and method of presentation.)
- Incorporate products from research into classroom displays and classroom conversations throughout the course or academic year.

1.5 Developing and Maintaining Healthy Relationships

Objectives

Educators will:

- Explore, define, and promote positive, healthy relationships for self-care development.
- Guide students in practicing and connecting choices and decisions that support positive, healthy relationships with peers.
- Model positive, healthy relationships in the academic setting.

Students will:

- Identify the characteristics of positive, healthy relationships.
- Explore their individual peer relationships and identify and describe those that are positive and healthy.
- Consider ways to develop and maintain a strong support network.

Overview

The following activity ideas are intended to promote positive examples of healthy relationships and proper consideration of social circles in order to identify relationships that best support health and well-being. As students' lives progress, academic challenges increase and life becomes more complex. It is essential for students to have a strong support network made up of both adults and peers for aid and encouragement.

Materials/Set-Up

- Visit the *College and Careers* webpage on MyAVID to explore related materials and resources.
- Gather resources and recruit AVID Site Team members to be available to support students who may need additional assistance with relationships both inside and outside of school.
- Anticipate the need and prepare for compassionate de-escalating conversations in case the topic triggers negative or emotional responses in students.
- Provide, or develop with students, a word bank of relevant academic language. Potential terms to include are below.
 - relationships
 - healthy
 - symbiotic
 - support network
 - positive
 - peers
 - love
 - empathy
 - compassion
 - safety

Educators should always consider the relational capacity of the group when engaging in activities or conversations that ask students to show vulnerability or take risks. See *AVID Critical Thinking and Engagement: A Schoolwide Approach* and *AVID Culturally Relevant Teaching: A Schoolwide Approach* for more information on relational capacity.

Academic language scripts are sentence starters that can be used in a variety of content areas for a variety of purposes to support students' use of academic language.

- Provide additional academic language support for students through academic language scripts for discourse norms, such as expressing an option, constructively disagreeing, and building on what others say. (See *AVID Academic Language and Literacy: A Schoolwide Approach* for more information on **academic language scripts**.) Potential supports include:
 - I think/believe/predict/imagine that...
 - In my opinion...
 - I agree/disagree with what _____ said because...
 - That's an interesting idea. I wonder...? I think.... Do you think...?

Questions to Inform Instruction

- As educators, how aware are we of our students' life balance habits and life outside of school?
- What do our students' support networks look like at school? ...Outside of school?
- How might educators create a school climate and culture that highlights supportive adults and students on campus?
- How might educators model and guide students to build healthy relationships and support networks?
- What resources are available to students, both inside and outside of school, to help them troubleshoot life balance issues?

Overarching Process

- Introduce, explore, and develop authentic experiences for students to identify strong, healthy, and positive relationships with peers and adults on campus.
- Provide, or develop with students, a word bank and language scripts to promote academic language when discussing healthy relationships, support networks, and self-care topics.
- Provide multiple examples and opportunities for students to explore healthy relationships.
- Engage AVID Site Team members and community members with expertise in social-emotional learning to support and guide students who might experience challenges or require additional support.

Levels of Instruction

After determining students' prior knowledge of this concept, choose the level of instruction that best matches where they are to reinforce current skills and enhance understanding.

Introductory

- Introduce and define healthy relationships and provide examples common in a school setting (e.g., partners in science lab, staff/faculty-student relationships, teammates, club or program peers, recess or P.E. partners).
- Provide a word bank or develop an interactive **word wall** with students to support academic language around these topics. (See *AVID Academic Language and Literacy: A Schoolwide Approach* for more information on word walls.)
- Encourage students to identify healthy relationships and list them in their agenda/planners to serve as a visual reminder of the many people in their lives who support them in achieving their goals.

A **word wall** is a dynamic space in the classroom where students can display and reference academic vocabulary from the content and/or current unit of study.

Intermediate

- Review definitions of healthy relationships and support networks.
- Engage students in a brainstorm of members in their support network and then have them categorize members by the role that they play. Possible categories include:
 - Coach (inspires or motivates)
 - Teammate (encourages, cheers, and empathizes)
 - Teacher (challenges, encourages, and offers academic support)
 - Counselor (offers college support, offers guidance to help with problems with friends)
- Share categories as a class and discuss ways of initiating new relationships or modifying those that may not be positive influences.
- Encourage students to communicate with members of their support network, thank them for their support, and express appreciation for the role that they play in their lives. (Students can write letters, send text messages, and call or meet to have in-person conversations. The goal is to clearly express gratitude for the person and the relationship, so communication should be explicit about the support that the person has provided and should not leave doubt about the motive.)

Advanced

- Encourage students to explore personal relationships that have become unhealthy or have the potential to become unhealthy.
- Identify ways to appropriately change peer groups, build new healthy peer relationships, or seek outside assistance if appropriate.
- Engage students in personal reflection and identify ways to self-monitor their relationships to keep a healthy life balance.
- Guide students to identify areas of need (social, fitness, emotional, academic) and identify ways that their support networks could help.
- Provide opportunities for peers to share ideas and alternatives to strengthen their support networks inside and outside of school.

1.6 Being Mindful of the Moment

Mindfulness is a self-care technique that intentionally focuses one's attention on the present moment and the things that are within one's control (e.g., breathing, thoughts, reactions, behaviors).

Objectives

Educators will:

- Define, explore, and highlight **mindfulness** (“being in the moment”) activities to promote healthy habits.
- Intentionally incorporate, reinforce, and guide students in mindfulness activities throughout the course or academic year.
- Identify opportunities for students to share activities that are helpful during study blocks or study time outside of school.

Students will:

- Engage in and practice activities that assist with mindfulness throughout the course or academic year.
- Identify activities that resonate with them and assist them with self-care and healthy habits.

Overview

The following activity ideas are intended to introduce students to mindfulness. Supporting self-care in this chapter, mindfulness, or “being in the moment,” is more than stress reduction, though educators may choose to begin the discussion there. It is also about developing a non-judgmental awareness of the present moment. Mindfulness can be cultivated at any age and offers a variety of practical and useful tools, information, and activities for students to engage with inside and outside of class. Educators should encourage students to incorporate mindfulness both in the learning environment and as part of their healthy and balanced lifestyle.

Materials/Set-Up

- Visit the *College and Careers* webpage on MyAVID to explore related materials and resources.
- Identify campus resources or personnel to assist students with exploration of healthy habits in more depth.
- Determine activities that might be easily incorporated into daily practice throughout the course or academic year.

Questions to Inform Instruction

- As educators, what is our current understanding and experience with mindfulness (“being in the moment”)?
- What is our students’ current understanding and experience with mindfulness?
- How might educators engage students in activities or strategies that assist with staying in the moment?
- How might educators highlight and emphasize the benefits of our chosen activities and strategies?

Overarching Process

- Introduce the concepts of:
 - Being mindful
 - Being in the moment
 - Objective/non-judgmental assessment
- Incorporate chosen activities into instruction throughout the academic year.
- Provide, or develop with students, mindfulness activities that can be integrated into the instructional routines or as needed throughout the instructional day.
- Engage students in utilizing mindfulness activities throughout their day (inside and outside of school).
- Guide exploration of individual mindfulness goals and support development of habits that promote life balance.

Levels of Instruction

After determining students' prior knowledge of this concept, choose the level of instruction that best matches where they are to reinforce current skills and enhance understanding.

Introductory

- Introduce, define, and guide exploration of “being in the moment.”
- Facilitate group discussion on ways to “be present” or “live in the moment.” Options may include:
 - Ground yourself – Take a deep breath and focus on your breathing.
 - Appreciate your current surroundings – Look around and focus on really noticing what is around you (people, nature, animals, etc.).
 - Give your undivided attention – Focus on what is being said and what action is happening.
- Engage students in partner or small-group discussions and ask them to create visuals or slogans that reinforce and remind everyone in the classroom to live in the moment. Slogans might include:
 - Be Present
 - Focus on What Is Happening Here
 - Live in the Now
- Reinforce the concepts of being in the moment, being present, and being mindful of what is currently happening throughout the course or academic year.

Intermediate

- Engage students in conversations about current strategies or activities that they use to “be present” or “live in the moment.”
- Capture the ideas visually, for all to see and reference. Ideas to capture may include:
 - Breathing exercises to focus attention
 - Asking pertinent questions to demonstrate giving a conversation partner your undivided attention
- Engage small groups in role-playing scenarios that demonstrate the contrast between being in the moment and missing the moment. Provide opportunities for students to practice and choose to present their work in the way that most aligns with their interests and enhances their engagement (e.g., making videos, infographics, or storyboards).
- Encourage students to reflect on their own day or week. They can ask themselves things like:
 - “Were there opportunities to be more present in daily activities?”
 - “What are three things that went really well? What are two things that didn’t go so well? What’s the one thing that I want to focus on today/this week (e.g., think before speaking, practice moderation, express my gratitude)?”

Advanced

- Engage students in conversations concerning the benefits of breathing to support being present and taking a “mindfulness approach” to life.
- Explore, through group demonstrations, breathing practices of the group’s choice or introduce the most common mindfulness breathing techniques:
 - Silent Sigh: Take in a deep breath. Then, let out a sigh as slowly and silently as possible, so no one even knows that you are doing it. Follow along with all of the sensations in your body as you breathe out to the last bit of air in your body. Then, check in with how your mind and body feel. Decide if you need another silent sigh, or just let your breathing return to normal.
 - 7–11 Breathing: Breathe in to a (slow) count of 7. Breathe out to a count of 11. Repeat as needed. (This assists with slowing down and relaxing. When tired or in need of a pick-me-up, switch the breaths by breathing in to the count of 11 and breathing out to the count of 7.)
- Encourage students to incorporate these easy breathing techniques throughout their day or week and keep track of how they worked, changed their moods, or assisted with staying present.
- Incorporate opportunities for small groups or individuals to share successes and challenges with breathing techniques or other strategies.

1.7 Techniques and Strategies for Stress Reduction

Objectives

Educators will:

- Introduce, define, and model techniques and strategies to support stress reduction throughout the course or academic year.
- Incorporate strategies and techniques into daily practice, or as appropriate for the grade level, department, or campus, in order to promote self-care and healthy habits for all students.

Students will:

- Explore, experience, and engage in techniques and strategies to support stress reduction throughout the course or academic year.
- Identify techniques and strategies that reduce stress and support a healthy life balance.

Overview

The following activity ideas are intended to support students' healthy habits with stress reduction techniques and strategies. Tools to independently manage one's stress are an important component of self-care. As students mature and experience academic, social, and emotional challenges, having techniques and strategies that assist with healthy coping and maintaining a good life balance are critical for lifelong success.

Materials/Set-Up

- Visit the *College and Careers* webpage on MyAVID to explore related materials and resources, and determine techniques and strategies that are appropriate for, or of interest to, students.
- As appropriate, prepare and display, or have students create, visual reminders of chosen techniques or strategies.
- Design or locate a space that can symbolize healthy habits and is conducive to engaging stress-reduction techniques or strategies.

Questions to Inform Instruction

- How might educators model and incorporate stress-reduction techniques and strategies into instruction?
- What techniques and strategies do our students currently access or practice to self-regulate stress?
- As educators, how might we structure our courses, schedules, and expectations to reflect that we are mindful of the importance of balance, healthy habits, and self-care?

Overarching Process

- Introduce, reinforce, and engage students in techniques and strategies to maintain life balance and promote healthy habits.
- Engage students and model techniques and strategies for managing pressure and stress.

- Incorporate techniques and strategies for stress reduction and stress management into instructional practice.

Levels of Instruction

After determining students' prior knowledge of this concept, choose the level of instruction that best matches where they are to reinforce current skills and enhance understanding.

Introductory

- Define stress: a physical and emotional reaction that can result in an unbalanced, distressed state.
- Introduce the concepts of stress reduction and stress management as ways to support a healthy life.
- Engage students in conversations about potential stress-reduction practices and techniques:
 - Regular exercise
 - Mindfulness activities
 - Keeping a journal, diary, or blog
 - Breathing exercises
 - Muscle relaxation exercises
 - Guided imagery
 - Mindfulness activities ([See 1.6: Being Mindful of the Moment for more information.](#))

Intermediate

- Reinforce concepts of stress reduction and stress management.
- Engage students in analyzing current habits and practices to determine whether they contribute to stress reduction:
 - Sleep
 - Nutrition
 - Exercise
 - Time management
 - Goal setting
- Guide students to identify changes that they might make to any habits that are not conducive to healthy stress levels (e.g., get more sleep, improve diet, exercise regularly).
- Discuss techniques or strategies that align with their life balance goals. (If not already developed, engage students in developing life balance goals.)

Advanced

- Revisit healthy habits and engage students in conversations and self-reflection on how their support networks assist with managing stress and life balance challenges. Ask them to consider whether their support networks offer:
 - Humor
 - A variety of new perspectives
 - Opportunities to provide and receive empathy
- Guide students with analyzing and refining their personal life balance goals in order to share them with their support network for additional encouragement and guidance.



Self-Monitoring

Self-monitoring is the ability to be in control of one's behavior to adapt successfully to a variety of academic and social situations. The focus here is to guide students to self-monitor their levels of motivation, perseverance, and grit. Engaging in self-monitoring extends the knowledge obtained from self-awareness and self-care in order to funnel it into action with self-advocacy. Educators guide the development of self-monitoring by focusing on intrinsic and extrinsic motivators and highlighting perseverance and grit in action.

Goal Setting and Reflection

Setting goals and providing opportunities to self-monitor progress and motivation are at the core of self-monitoring as a characteristic. Additionally, giving students the opportunity to use self-reflection at the completion of projects or tasks can allow students to identify strengths and weaknesses, and also determine where improvement is needed. Allowing students to self-reflect and determine areas for improvement is necessary and is more beneficial than the educator determining this for the student. Throughout this chapter, and especially in this section, reflection is integrated or embedded into activities.

Motivation, Perseverance, and Grit Constructive Environment

Motivation is both intrinsic and extrinsic. Educators can impact extrinsic motivation by fostering an environment that encourages students to persist through challenges and supports them as they persevere. Relational capacity and a growth mindset are fundamental components of such an environment. Ultimately, students who believe in themselves and their problem-solving abilities are more motivated to persist through challenges to complete a task or reach a goal. An encouraging and supportive environment can help develop this aspect of self-esteem.

Attainable Goals

Students must learn to set attainable goals. Some challenges, like culminating projects or long-term assignments, may seem overwhelming, which can undermine motivation. Teaching students to create smaller, attainable goals can lead up to the larger achievement of completing a challenging assignment. Along the way, these smaller goals lead to frequent successes, and students who find success are more often motivated to complete assignments.

Appropriate Challenge

Challenge is another key factor of motivation. Students who aren't challenged can become bored and possibly complacent. Knowing students' personalities, strengths and weaknesses, and interests is important for educators in order to provide appropriate, engaging challenges. These challenges are the key inputs of the system. Appropriate challenge gives students the opportunity to engage and receive support from an encouraging environment, to set and achieve attainable goals, and to experience the frequent successes that can lead to self-esteem.

Choice

Giving students options that align with their interests is another way to motivate. Many students want to be, and in some cases are, artists, musicians, film directors, and tech wizards. Allowing them to use their creative strengths to connect to the content may be what is needed to inspire deep thinking and learning. Educators can ask students what types of projects they are interested in doing, what research would be of interest, and in what ways they want to present their projects. Breaking away from the mold and allowing creativity, as well as giving students some control, is a way to stimulate the love for learning and encourage all students to use their strengths. Additionally, validation and encouragement of all learning preferences and various talents can give learners unique perspectives.

To learn more about **tapping into students' interests to increase their motivation**, explore *AVID Culturally Relevant Teaching: A Schoolwide Approach*.

Section Outline

- [1.8: Monitoring Motivation](#)
- [1.9: Overcoming Obstacles Through Grit and Perseverance](#)

1.8 Monitoring Motivation

Objectives

Educators will:

- Incorporate, define, and expose students to the concepts of motivators and motivation, and the impact on academic performance throughout the academic year.
- Facilitate conversations about the connections between effort, performance, and motivation, and guide students to identify effective motivators and self-monitor motivation levels.

Students will:

- Gain awareness of motivators that positively impact performance.
- Explore how individual motivators and self-monitoring of motivation levels impact academic performance.

Overview

The following activity ideas are intended to initiate students' self-monitoring of their personal motivators inside and outside of the academic setting. As students increasingly self-monitor levels of motivation, the ability to identify specific motivators that have positive impacts on their performance will naturally increase.

Materials/Set-Up

- Visit the *College and Careers* webpage on MyAVID to explore related materials and resources.
- Gather resources and examples to help define and explain intrinsic and extrinsic motivators.
- Observe students in classroom and extracurricular settings, as appropriate, to gather ideas of what motivates them.
- Explore websites and social media sites to gather and inform potential motivators for your students.
- Preview and select readings or other resources on which to base assignments, tasks, and prompts that increase rigor and challenge students to consider their self-awareness and motivation.
- Provide, or develop with students, a word bank of relevant academic language. Potential terms to include are below.
 - intrinsic
 - extrinsic
 - goal
 - drive
 - motivation
 - motivator
 - reward
 - self-awareness
 - knowledge of self

Questions to Inform Instruction

- How are students currently encouraged to self-monitor motivation?
- What are key motivators for students?
- How might educators utilize students' interests to motivate their learning?
- How does students' self-monitoring impact their learning experience?
- How might educators incorporate opportunities for academic choice?

Overarching Process

- Introduce students to concepts, differences, similarities, and relationships between motivation and goals, as well as intrinsic and extrinsic motivators.
 - Extrinsic: The reward/motivator that motivates an individual originates outside of self (e.g., meeting expectations, a tangible incentive).
 - Intrinsic: The reward/motivator that motivates an individual originates inside of self (e.g., a feeling of accomplishment, fulfillment of a need).
- Provide, or develop with students, a word bank of relevant academic language for discussing motivation and self-monitoring topics.
- Develop discussion prompts and probing questions around motivation and academic performance and engage students in small-group discussions.
- Identify and incorporate opportunities for students to make choices throughout the instructional day or course.
- Identify students' interests to build connections within instructional practices.

Levels of Instruction

After determining students' prior knowledge of this concept, choose the level of instruction that best matches where they are to reinforce current skills and enhance understanding.

Introductory

- Introduce, define, and explore the concepts of motivation, self-monitoring, and the power of choices as motivators.
- Provide opportunities for students to practice and utilize the concepts and words within tasks, prompts, and assignments.
- Intentionally develop assignments that give students options aligned with their interests, or even give them the power of choice. For example, give options for culminating assignments, such as write an essay, develop a slide presentation, design a poster, create an infographic, produce a video, or allow students to choose for themselves what to do.

Intermediate

- Revisit the definition of motivation and identify the differences between intrinsic and extrinsic motivation.
- Encourage students to identify their personal intrinsic and extrinsic motivators related to academic performance.
 - Extrinsic: The reward/motivator that motivates an individual originates outside of self (e.g., meeting expectations, a tangible incentive).
 - Intrinsic: The reward/motivator that motivates an individual originates inside of self (e.g., a feeling of accomplishment, fulfillment of a need).
- Guide students to identify ways to increasingly self-monitor motivators and motivation levels, especially related to academic challenges. They might keep a list of motivators near their study space or in their planners to reinforce awareness.

Advanced

- In small groups or individually, encourage students to identify how they currently approach the concept of motivation and their current ways of self-motivating, specifically related to conquering academic challenges.
- Facilitate discussions focused on sharing strategies and motivators, and guide students to uncovering insights that inspire motivation and generate new ideas for self-monitoring.
- Intentionally develop assignments, tasks, and prompts that increase rigor and challenge students in order to provide opportunities for students to practice self-monitoring skills related to motivation.
- Incorporate periodic opportunities throughout the course or academic year for reflection on motivators in regards to what is and is not working.

1.9 Overcoming Obstacles Through Grit and Perseverance

Objectives

Educators will:

- Introduce, define, and reinforce the concepts of grit and perseverance throughout the course or academic year.
- Guide development and encourage further understanding of grit and perseverance as personality traits.
- Intentionally incorporate opportunities for students to reflect on their perseverance in relation to their mindsets and personal levels of motivation.

Students will:

- Explore the relationships between motivation, grit, and perseverance.
- Consider how grit and perseverance are sometimes considered personality traits or characteristics to describe successful people.
- Determine personal levels of grit and perseverance in relation to motivation and growth mindset in a variety of learning environments.

Overview

The following activity ideas are intended to explore grit and perseverance as personality traits in relation to motivation and a growth mindset. As students' self-monitoring of their own mindsets, actions, and behaviors increases, they will begin to identify their own personal levels of motivation and identify instances when they display grit and perseverance.

Materials/Set-Up

- Visit the *College and Careers* webpage on MyAVID to explore related materials and resources.
- Identify current assignments, lessons, or projects that students have completed this year (or in previous years).
- Perhaps show a video on grit or perseverance.
- Provide, or develop with students, a word bank of relevant academic language. Potential terms to include are below.
 - grit
 - perseverance
 - motivation
 - intrinsic
 - extrinsic
 - determination
 - mindset



- Preview and select a reading or another resource around which a rigorous WICOR activity (e.g., **Philosophical Chairs** or **Socratic Seminar**) can be planned.

Questions to Inform Instruction

- As educators, how do we define grit?
- Do our students currently understand the concepts of perseverance and motivation?
- How might educators structure instruction to incorporate the concepts and practice of grit and perseverance?

Overarching Process

- Introduce and reinforce grit and perseverance, and guide students to identify these traits “in action” and connect them to positive outcomes whenever possible.
- Provide, or develop with students, a word bank of relevant academic language for discussing grit, perseverance, and self-monitoring topics.
- Engage students in experiences to enhance self-monitoring of the perseverance and grit that they have displayed through challenges faced.
- Incorporate opportunities for students to reflect throughout the course or academic year.

Levels of Instruction

After determining students’ prior knowledge of this concept, choose the level of instruction that best matches where they are to reinforce current skills and enhance understanding.

Introductory

- Introduce, define, and explore the concepts of grit and perseverance.
- Incorporate connections to motivation and a growth mindset.
- Provide students with resources to explore and stimulate connections. (Visit the *College and Careers* webpage on MyAVID to explore related materials and resources.)
- Assist students with identifying their current levels of grit and perseverance with academic challenges.
- Provide visual reinforcements and language examples to promote grit, perseverance, and motivation, and encourage students to make up their own. For example:
 - “When the going gets tough, the tough get going.”
 - “Never give up, never surrender.”
 - “The way of progress is neither swift nor easy.”

Authentic definitions

synthesize students' prior knowledge, personal connections, and the formal definition of a term in the students' own words.

Intermediate

- Provide opportunities for students to develop **authentic definitions** for grit, perseverance, motivation, and mindset. (See *AVID Academic Language and Literacy: A Schoolwide Approach* for more information on authentic definitions.)
- Engage students in identifying a challenging, multi-step assignment, project, or task that they have recently completed.
- Working individually or in small groups, have students recall and capture the approaches that they took and challenges that they encountered during the assignment or project.
- Come together as a class for groups to share their experiences and capture examples of perseverance and grit on a visual display.
- Facilitate students' reflection, either in group discussion or personal reflection, prompted with the following questions:
 - What was the easiest part? Why?
 - What was the hardest part? Why?
 - Was the work individual, collaborative, or a combination of both?
 - Was there evidence of perseverance or grit during this examination of our projects?

Advanced

- Review and refine definitions for grit, perseverance, motivation, and mindset.
- Engage students in conversation to identify specific personal examples of when they persevered and “channeled grit” to accomplish an academic goal despite significant challenges.
- Direct students to explain where they struggle and the strategies that they employ to get themselves “unstuck.”
- Incorporate opportunities (online or face-to-face) for students to share their experiences in order to learn from and assist their peers with the personality traits of grit and perseverance.

Self-Advocacy

Self-advocacy entails self-awareness, self-care, and self-monitoring. For students to make informed decisions about their lives and be their own advocates, they need to know themselves, know their needs, and know whether or not those needs are being met. The focus on self-advocacy is intended to develop students' abilities to influence and navigate their own paths in life. Embracing self-advocacy empowers students to use the knowledge that they gain through self-awareness, self-care, and self-monitoring to make decisions and choices in line with their personal objectives and goals. Educators guide self-advocacy development by focusing on communication, mental flexibility, and leadership opportunities.

Mental Flexibility

Social-Emotional Learning

Change can be a difficult, but necessary and unavoidable, part of life. Students hear about an ever-changing career landscape and are told that to get a job in today's job market, being able to adapt quickly—being mentally flexible—is key. One's mental flexibility can be thought of as the degree to which a person understands that change is inevitable and approaches change as an opportunity. An important driver of mental flexibility with respect to one's outlook on change is social-emotional learning, specifically the ability to self-manage emotion.

Active Role in the Change Process

Involving students in the changes that are occurring is one technique to help students focus their energy in a positive manner. This could mean changing expectations, assignments, or rules. Being involved in the change process may help students feel like they are more in control of the events and outcomes that they experience. The unknown can feel like something that should be feared, yet when embraced, can lead to great things.

Mental Rehearsal and Visualizing Success

Mental rehearsal is a specific strategy to prepare for change or even just challenging tasks. Many athletes use this technique to visualize plays and perhaps determine the necessary defense. It incorporates identifying worries and concerns and determining ways to address them. This is one way to teach your brain to anticipate problems before they arise, which can alleviate many worries.

Building self-confidence is another way to boost one's outlook on change. The more self-confident a person is, the more likely they are to embrace change as a potentially positive experience. Goal setting can help with confidence. Approaching a big change through short-term goal setting can help manage stress by keeping the focus on smaller, more manageable changes. It can also present the opportunity to become more directly involved in the change.

Many of these aspects, nuances, and components of mental flexibility can influence students' success in college. Course formats can vary, different college professors will use a variety of teaching methods, different components of one course may be taught by different instructors (labs and lectures taught by different teaching assistants), and so on. The more mental flexibility that a student can exhibit, the more successful that they can be in challenging and unique situations.

Leadership Opportunities

According to the National Association of Colleges and Employers 2013 Job Outlook Survey, leadership is the most sought-after trait by employers. Leadership experiences and roles are listed on college applications and are highlighted within college entrance essays, as well as on an individual's résumé. It is through leadership experiences that students grow and succeed as leaders. Unfortunately, leadership skills are rarely explicitly taught in the classroom setting. In *AVID Critical Thinking and Engagement: A Schoolwide Approach*, an entire chapter is dedicated to leadership development. Here, we discuss some personality components of effective leaders.

To learn more about **instructing students to develop specific leadership skills**, explore *AVID Critical Thinking and Engagement: A Schoolwide Approach*.

To learn more about **developing the communication skills that support self-advocacy**, explore *AVID Academic Language and Literacy: A Schoolwide Approach*.

Section Outline

- 1.10: Developing Communication Skills for Self-Advocacy
- 1.11: Mental Flexibility
- 1.12: Exploring Leadership Characteristics

1.10 Developing Communication Skills for Self-Advocacy

Objectives

Educators will:

- Introduce, explore, and engage students in strengthening their communication skills.
- Provide opportunities for students to practice with academic language scripts to increase their self-advocacy skills.

Students will:

- Strengthen individual communication skills to improve their ability to self-advocate.
- Increase individual communication skills through rehearsal and practice with academic language scripts.
- Develop academic language structures that support and engage them throughout their academic and career experiences.

Overview

The following activity ideas are intended to promote communication as a means to self-advocate. Through exploration of the previously covered characteristics (self-awareness, self-caring), students develop a solid understanding of what their learning, health, and wellness needs are and how to meet them. In learning to self-monitor these needs, students develop an understanding of whether these needs are being addressed. Through increasing communication skills around self-advocacy, students strengthen their ability to represent themselves and these needs when talking with educators, administrators, and professors.

Materials/Set-Up

- Visit the *College and Careers* webpage on MyAVID to explore related materials and resources.
- Review previous activity ideas on self-awareness, self-care, and self-monitoring to support students with self-advocacy topics throughout the academic year.
- Develop academic language scripts to support effective self-advocacy language and provide them in advance or integrate them into activities. (Ideally, the same academic language scripts will be utilized schoolwide in order to build a common language and strengthen self-advocacy as a cultural component.)

Questions to Inform Instruction

- How do our students currently exhibit self-advocacy skills?
- As educators, how do we currently encourage or support self-advocacy in our students?
- How might educators intentionally model and support students with self-advocacy?

- How do academic language and literacy skills influence self-advocacy skills?
- How does being able to self-advocate prepare students for college and career success?

Overarching Process

- Engage students in discussions relating communication skills and self-advocacy.
- Guide exploration of self-awareness, self-care, and self-monitoring to increase self-advocacy skills.
- Provide opportunities for students to rehearse and practice a variety of self-advocacy conversations that they might have, with support of academic language scripts as needed.
- Support individual student goals, and identify and foster experiences for students to advocate for themselves.

Levels of Instruction

After determining students' prior knowledge of this concept, choose the level of instruction that best matches where they are to reinforce current skills and enhance understanding.

Introductory

- Define self-advocacy and the power of communication skills.
 - Stress the importance of learning to articulate one's personal history and values.
 - AVID Summer Institute student speakers are often excellent examples of students who have found their voice and actively utilize academic language and effective communication. Consider showing videos of past student speakers.
- Demonstrate and model strategies and academic language scripts for students to engage in productive and positive conversations.
- Using academic language scripts, engage students in practice and rehearsal across a variety of topics and contexts, such as:
 - With a Socratic Seminar after reading the related article, chapter, or book
 - In a group conversation about backwards mapping prior to beginning a collaborative project, assignment, or task
 - After completing a collaborative project, assignment, or task
- Provide opportunities for students to engage in self-reflection concerning their strengths, weaknesses, and areas of focus related to self-advocacy.

Academic

conversations provide opportunities for students to interact with, add to, and deepen their understanding of language.

Intermediate

- Explore students' current knowledge and abilities related to communication skills. Ask them to reflect (possibly through a **quickwrite**) on the following:
 - Describe a successful **academic conversation** with an educator.
 - Describe an unsuccessful academic conversation with an educator.
 - Describe a successful academic conversation with a peer.
 - Describe an unsuccessful academic conversation with a peer.



- With partners or in small groups, ask students to compare and contrast the successful and unsuccessful academic conversations.
 - What did the successful conversation feel like?
 - How did the successful conversation sound?
 - In what ways were you assertive during the successful conversation?
 - In what ways did you demonstrate empathy and respect during the successful conversation?
 - How does this contrast with the unsuccessful conversation?
- Debrief with the whole group to reinforce the power of positive communication skills and the importance of practicing with the academic language scripts.

Advanced

- Review specific components of effective communication skills, such as:
 - Effective verbal communication (word choice, grammar, tone, etc.)
 - Respectful non-verbal communication (posture, facing the speaker, etc.)
 - Active listening (eye contact, nodding head, smiling, etc.)
- Engage students in mock-interviews in groups of four. Assign each student a role and rotate through the roles:
 - Interviewer – Ask questions and keep conversation moving forward.
 - Interviewee – Respond to questions and practice academic language scripts.
 - Observer 1 – Keep track of verbal communication, non-verbal communication, and active listening examples of interviewer.
 - Observer 2 – Keep track of verbal communication, non-verbal communication, and active listening examples of interviewee.
- Ensure that all students have several opportunities to practice and rehearse in all roles.

1.11 Mental Flexibility

Objectives

Educators will:

- Introduce, define, and model the concept of mental flexibility in relationship to the characteristics of college- and career-ready students.
- Guide students through practicing and developing skills to be mentally flexible throughout their academic life, as well as their career experiences.

Students will:

- Gain awareness of skills that increase mental flexibility.
- Explore their current status of individual mental flexibility in academic settings.
- Reflect on their current status and skills to focus on strengthening mental flexibility now and in the future.

Overview

The following activity ideas are intended to help students understand their current level of mental flexibility and explore ways to increase it. Being able to challenge oneself mentally is critical for success in college and career. Mental flexibility is becoming aware of fear and rigidity, and includes examining things from multiple perspectives. The act of challenging students encourages broadening perspective and increasing mental flexibility and prepares students to be effective and informed self-advocates.

Materials/Set-Up

- Visit the *College and Careers* webpage on MyAVID to explore related materials and resources.

Questions to Inform Instruction

- How might educators model mental flexibility?
- How mentally flexible are students currently?
- Do students and staff/faculty react well to change?
- How might educators create a schoolwide culture that promotes mental flexibility?

Overarching Process

- Introduce, model, and guide students' understanding of the concept of mental flexibility.
- Provide opportunities to explore students' current levels of mental flexibility.
- Engage students in academic conversations that require mental flexibility.
- Guide exploration of students' current levels of self-awareness, self-monitoring, self-care, and self-advocacy.

Levels of Instruction

After determining students' prior knowledge of this concept, choose the level of instruction that best matches where they are to reinforce current skills and enhance understanding.

Introductory

- Introduce the concept of mental flexibility as the ability to shift thoughts or actions according to the changing demands of a situation, challenge, or problem.
- Intentionally develop opportunities for students to discuss and evaluate their mental flexibility through problem-solving with multi-stepped challenges.
- Prompt students to reflect on how they currently approach and experience academic challenges that involve quick reactions, multiple steps, and multiple expected outcomes (e.g., essays, research projects, speeches, word problems, labs). Do they tend to engage or disengage during these experiences?
- Provide opportunities to share out ways to increase mental flexibility:
 - Take a break for 5–15 minutes and do something else (e.g., take a walk, work on something else).
 - Learn a new skill, activity idea, or hobby (e.g., new language, new sport).
 - Be more spontaneous (e.g., spend an hour or a day unplanned)
- Encourage students to remain self-aware of their mindset and mental flexibility on a daily basis to promote self-advocacy skills.

Intermediate

- Revisit the concept of mental flexibility and relate it to self-advocacy.
 - Safely exploring the boundaries of their “comfort zones” can help students better understand, and thus better articulate, their needs.
- Encourage students to self-assess by reflecting on how they approach daily activities (e.g., where, when, and how they complete homework; how they study for exams; where they sit at lunch).
- Challenge students to explore alternate approaches to the same daily activities.
- Engage students in conversations—in pairs, in small groups, or as a whole group—to explore how making minor changes in daily activities might impact individual mental flexibility.
- Encourage students to keep a reflective journal of instances where their mental flexibility was challenged to increase. This provides a useful record and helps put students in a frame of mind that may lead to an increase in the number of opportunities for students to practice mental flexibility.

Advanced

- Ask students about a task that gives them anxiety (e.g., public speaking/class presentations, performing in extracurricular sports activities or other activities, answering questions during class).
- Conduct a quickwrite to allow students to gather their thoughts.
- Engage students in partner or small-group discussions to capture all of the possible options for activities or tasks that raise anxiety.
- Guide discussion to explore ways to overcome that anxiety.
- Engage students in other activity ideas presented in this chapter (specifically those targeting mindfulness, growth mindset, and stress reduction).
- Intentionally incorporate opportunities for students to break activities or tasks that currently cause them anxiety into a set of attainable goals and allow time to plan those goals. Provide reflection time to analyze the progress that they are making and coping strategies being utilized.



1.12 Exploring Leadership Characteristics

Objectives

Educators will:

- Define, introduce, and familiarize students with student leadership qualities to promote self-advocacy skills.
- Model and facilitate student self-awareness, self-care, self-monitoring, and self-advocacy related to leadership and college and career readiness.

Students will:

- Learn the qualities of successful leaders.
- Reflect on what leadership qualities are intrinsic and/or extrinsic.
- Set goals for growth related to a specific leadership quality.

Overview

The following activity ideas are intended to build certain qualities (general and task-oriented) aligned with successful leaders. Familiarizing students with these leadership qualities will yield insights into their own leadership.

Materials/Set-Up

- Visit the *College and Careers* webpage on MyAVID to explore related materials and resources.
- Become familiar with the leadership qualities (below) prior to discussing and sharing them with students and prepare to provide definitions and examples.
- Create a word bank of Andrew J. DuBrin's general and task-oriented qualities of effective leaders (DuBrin, 2012):
 - Self-confidence
 - Humility
 - Core self-evaluations (self-esteem, self-efficacy, locus of control, emotional stability)
 - Trustworthiness
 - Authenticity
 - Extraversion (outgoing)
 - Assertiveness
 - Enthusiasm (optimism, warmth)
 - Sense of humor
 - Passion
 - Emotional intelligence
 - Flexibility and adaptability
 - Internal locus of control (attribute events/outcomes to one's own doing, versus external locus of control – events/outcomes are beyond one's control)
 - Courage

Questions to Inform Instruction

- What are students' current perceptions of leadership?
- As educators, how do we define student leadership?
- As educators, how do we define educator leadership?
- How might educators model and promote leadership qualities and characteristics?

Overarching Process

- Introduce students to DuBrin’s leadership qualities.
- Using a word bank, provide academic language support while discussing DuBrin’s leadership qualities.
- Engage students in discussions, exploration, reflection, and goal setting related to leadership.
- Incorporate opportunities for leadership and activities that promote leadership qualities.
- Guide students with self-assessment and goal setting related to leadership qualities.

Levels of Instruction

After determining students’ prior knowledge of this concept, choose the level of instruction that best matches where they are to reinforce current skills and enhance understanding.

Introductory

- Engage students in a group brainstorm of qualities of effective leaders.
- Record and display students’ ideas (on chart paper, whiteboard, etc.) as they offer them.
- Engage students in partner, small-group, or whole-group discussions of leadership qualities that the group has brainstormed.
- Identify common themes and make connections to qualities that appear in the provided word bank.
- Encourage students to select three words from the word bank.
- Engage students in looking for examples of those three characteristics in peers, family members, and/or educators. (Select an appropriate timeframe for observations.)
- After observing and gathering examples, ask pairs or small groups of students to identify commonalities across their examples.
- Provide opportunities for pairs/groups to share out their findings.
- Facilitate connections and incorporate discussions about leadership qualities throughout instruction.

Intermediate

- Support students in creating a list of their own leadership qualities.
- When complete, provide DuBrin’s list of leadership qualities (see Materials/Set-Up) or another resource that outlines and explains research-driven leadership characteristics.
- Encourage pairs or small groups to compare and contrast the lists that they made with the list provided.
- As a class, discuss how different leaders exemplify different leadership qualities at different times/in different contexts.
- Ask students to reflect on their leadership. Are there any qualities on the list that they feel they could work on? Ask them to set goals around one to three of the leadership qualities.

Advanced

- Introduce or revisit DuBrin’s leadership qualities.
- Guide student reflection on challenges and successes that they have had recently related to the leadership qualities.
- Revisit the qualities of successful leaders.
- Define and describe the concept of a board of directors (a group of people that typically oversees the activities and growth of an organization).
- Use a “board of directors” metaphor to explain or reinforce the idea of support networks and mentors with students.
- Encourage students to identify who is on their “leadership board of directors.”
- Provide time for students to capture their individual leadership board of directors. (Students can draw, write names, or offer written descriptions.)
- Facilitate—individually, in pairs, or in small groups—planning how to build a board of directors (i.e., support network) to develop leadership qualities.



Supporting the Schoolwide Development of the Key Characteristics

The key characteristics of college- and career-ready students described and developed in this chapter are the foundation upon which the skills and knowledge comprising the remainder of this book are built. Not only is it imperative for teachers to support the development of these characteristics in individual students, it is just as important that the culture of the school supports their development schoolwide. This culture of high expectations for all students, where students throughout the school believe that teachers expect them to develop characteristics of college and career readiness, is evident when the AVID philosophy progressively shifts beliefs and behaviors, resulting in an increase of students meeting college-readiness requirements.

Section Outline

- Schoolwide Suggestions
- The AVID Site Team's Role
 - AVID Schoolwide Strategy Planning Guide: Key Characteristics (Example)
- The Family's Role

Schoolwide Suggestions

AVID is schoolwide when a strong AVID system transforms the instruction, systems, leadership, and culture of a school. The suggestions below are intended to spark ideas for how an AVID site could support the development of the key characteristics for college and career readiness schoolwide.

Instruction

The more that educators schoolwide intentionally and consistently integrate into their instruction language and activities related to developing characteristics of college and career readiness, the more that students will internalize and manifest these characteristics.

Efforts to integrate the characteristics of college and career readiness into instruction schoolwide could look like:

- Taking the first few days of the school year and, as a faculty, focusing on self-awareness activities ([1.1: Developing Self-Awareness](#), [1.2: Adopting a Growth Mindset](#), and [1.3: Identifying Learning Preferences](#)) to get to know students, as well as letting them increase their self-awareness
- Creating and adopting a list of academic language scripts to use schoolwide for students to initiate “self-advocacy conversations” with faculty
- Intentionally communicating how schoolwide AVID instructional strategies (e.g., Cornell notes, Socratic Seminar, organizational tools) connect with and support the development of the key characteristics

Systems

As educators begin to integrate key characteristics of college and career readiness into their instruction, they should also begin conversations around systems that can be used to align expectations across the school.

Efforts to develop aligned systems could look like:

- Starting a schoolwide wellness program, with faculty and students participating, in order to support a lifestyle of self-care
- Conducting student and faculty pre- and post-surveys related to familiarity with the key characteristics
- Providing professional development related to the key characteristics, such as a book study on Carol Dweck’s *Mindset: The New Psychology of Success* or reviewing related TED Talks (www.ted.com)

Leadership

Schoolwide leadership, especially from the principal and a representative leadership team, should seek to establish a mission and vision that align with these key characteristics and promote high expectations for all students.

Efforts in this domain could look like:

- Utilizing the language of the key characteristics when individually consulting with students or faculty (e.g., in faculty meetings, discipline conversations, counselors with career conversations)
- Utilizing the AVID Site Team to support the implementation of instruction, systems, and culture development activities
- Providing communication and clarity on the alignment between the key characteristics, the school's mission and vision, and the AVID mission and vision for college readiness.

Culture

After instruction, systems, and leadership have aligned, the characteristics of college- and career-ready students can influence the culture of the school by helping students to access rigorous coursework and become college and career ready.

Efforts to transform school culture could look like:

- Visibly messaging the four key characteristics of college and career readiness in hallways and classrooms
- Discussing, through professional learning communities (PLCs) or other formal collaboration structures, how the key characteristics can be incorporated into the design of lessons
- Hosting family workshops related to supporting the key characteristics of college- and career-ready students at home (See *The Family's Role* for more information on working with families.)

The AVID Site Team's Role

The AVID Site Team is one of the key leadership elements in advocating for high expectations schoolwide related to college and career readiness. This voluntary team of administrators, counselors, teachers, and others should work together to constantly examine strengths and weaknesses of both students and faculty related to supporting the development of the key characteristics and then plan for how to shore up gaps that were identified.

The suggestions below are intended to spark ideas for how the AVID Site Team could support the development of the key characteristics of college and career readiness schoolwide.

Instruction

- Ensure that AVID Site Team teachers' classrooms are model classrooms for instruction related to the development of the key characteristics. Consider inviting other faculty members in to observe lessons on the key characteristics.
- Involve AVID Site Team counselors and administrators in supporting the implementation of instruction related to the development of the key characteristics in ways such as:
 - Providing model lessons
 - Observing lessons and providing feedback
 - Clarifying how schoolwide AVID instructional strategies connect with and support the development of the key characteristics

Systems

- Assess the current schoolwide status related to the key characteristics. Consider administering a schoolwide pre-survey of faculty and students and then a post-survey to measure growth.
- Provide professional learning to faculty related to the key characteristics.

Leadership

- Use the AVID Schoolwide Strategy Planning Guide as a framework to discuss and plan support for the schoolwide development of the key characteristics. [See Educator Resource: AVID Schoolwide Strategy Planning Guide: Key Characteristics (Example) for ideas about how the resource could be used.]

Culture

- Create posters of the key characteristics of college- and career-ready students and post them around the school.
- Create an interactive public space (e.g., a graffiti wall) where students can write motivational quotes related to the key characteristics or create art inspired by them.
- Lead family engagement efforts related to development of the key characteristics. (See The Family's Role for more details.)

AVID Schoolwide Strategy Planning Guide: Key Characteristics (Example)

This is an example of the AVID Schoolwide Strategy Planning Guide as it might be used related to the development of the key characteristics of college and career readiness. A copy of this template is available in the introduction, as well as on the *College and Careers* webpage on MyAVID.

1. What strategy will we intentionally implement? Why?

We will implement a “Self-Awareness Campaign” (through the Developing Self-Awareness and Identifying Learning Preferences activities) to provide opportunities for faculty to get to know students and for students to increase their self-awareness.

2. Who will implement this strategy on the campus? (Educator, Team, Department, Grade Level, Campus)

The Self-Awareness Campaign will be implemented by all teachers schoolwide.

3. Will the strategy be scaffolded? If so, how?

For the sake of consistency and clarity, all students and teachers will have the same expectations.

4. How will the participants (i.e., educators and students) be trained?

During staff professional learning, we will inform and train all teachers in the expectations around the select self-awareness activities. Additionally, each department will meet to, under the guidance of their department head, clarify expectations and procedures, as well as support buy-in. Students will be exposed to the activities through their teachers.

5. What resources are needed?

Some self-awareness activities may require copies of student handouts.

6. What is the timeline of implementation? How will new educators and students be supported in subsequent years?

The bulk of the Self-Awareness Campaign will take place in the first week of school. The Social Studies department has volunteered to focus on learning preferences, including class time for students to take a learning styles assessment.

7. How will implementation be measured? What documentation could be collected?

We will conduct an end-of-year survey of teachers and students to determine the effectiveness of the Self-Awareness Campaign and how the system can be further refined next year.

The Family's Role

Even when a school strongly supports the development of the key characteristics of college and career readiness, students can still struggle to fully internalize the characteristics if they are not reinforced at home. Educators should determine opportunities for families to be involved in the process of developing these characteristics.

The suggestions below are intended to spark ideas for how educators can support the family's role related to the key characteristics for college and career readiness.

Partnering at Home

- Provide families with resources that encourage the use of growth-mindset language at home. (Visit the *College and Careers* webpage on MyAVID to explore related materials and resources.)
- Provide families with resources designed to help them integrate the key characteristics into their own lives.
- Communicate to families the results of students' learning preferences assessments and offer ideas about how they can support an effective learning environment at home.

Connecting Families With the School and Community

- Provide opportunities for families to play an active volunteer role in the schoolwide strategies that are implemented related to developing the key characteristics in ways such as:
 - Creating and posting messaging around the four key characteristics of college and career readiness in hallways and classrooms
- Determine what community-based resources could support families as they support students in developing the key characteristics. (For example, to support families with self-care, identify support programs that assist families with health and nutrition.)
- Determine how to best engage families in the decision-making process around each of the above decisions.

Post-Reflection Questions

Educators should reflect on these questions, and AVID Site Teams should discuss them, to ensure that instruction, expectations, and culture develop and reinforce the key characteristics of college and career readiness in individual classrooms and schoolwide. After reading and exploring strategies and activity ideas presented in this chapter, think about how these strategies and activity ideas have guided complete answers to the questions below.

- How are students supported to develop self-awareness, self-care, self-monitoring, and self-advocacy related to college and careers?
- How are students supported related to matching their self-awareness with their coursework and academic performance?
- How are students encouraged to understand and develop healthy habits as a foundation of academic and career success?
- How are students reflecting on and monitoring their academic growth and performance?
- How are students advocating for themselves and experiencing leadership opportunities?

Works Cited

- American School Counselor Association. (2014). *Mindsets and behaviors for student success: K-12 college- and career-readiness standards for every student*. Alexandria, VA: Author.
- Bandura, A. (1986). *Social foundations of thought and action: A social cognitive theory*. Englewood Cliffs, NJ: Prentice-Hall.
- Bowdoin College Center for Teaching and Learning. (n.d.). *Learning preferences*. Retrieved from Baldwin Program for Academic Development: <https://www.bowdoin.edu/baldwin-program/student-resources/learning-styles.shtml>
- CASEL. (2016). *SEL defined*. Retrieved from Collaborative for Academic, Social, and Emotional Learning: <http://www.casel.org/social-and-emotional-learning/>
- National Association of State Directors of Career Technical Education Consortium/National Career Technical Education Foundation. (2012). *Common career technical core*. Silver Spring, MD: National Association of State Directors of Career Technical Education Consortium/National Career Technical Education Foundation. Retrieved from https://www.careertech.org/sites/default/files/CCTC_Standards_Formatted_2014.pdf
- Costa, A. L., & Kallick, B. (Eds.). (2009). *Habits of mind across the curriculum: Practical and creative strategies for teachers*. Alexandria, VA: Association for Supervision and Curriculum Development.
- DuBrin, A. J. (2012). *Leadership: Research, findings, practice, and skills* (7th ed.). Boston, MA: Cengage Learning.
- Dweck, C. (2006). *Mindset: The new psychology of success*. New York, NY: Random House.
- Dweck, C. (2007, October). The perils and promises of praise. *Educational Leadership*, 65(2), 34–39. Retrieved from <http://www.ascd.org/publications/educational-leadership/oct07/vol65/num02/The-Perils-and-Promises-of-Praise.aspx>
- Goleman, D., & Senge, P. (2014). *The triple focus: A new approach to education*. Florence, MA: More Than Sound, LLC.
- Mindset Works. (2015). *Increasing students' motivation, grades, and achievement test scores*. Retrieved from Mindset Works: <https://www.mindsetworks.com/page/increase-students-motivation-grades-and-achievement-test-scores>
- National Association of Colleges and Employers. (2013). *Job Outlook 2013*. United States: NACE.
- Tzu, L. (2006). *Tao te ching*. (S. Mitchell, Trans.) New York, NY: Harper Collins Perennial Classics.
- Warren, R. (2013). *The purpose driven life*. Grand Rapids, MI: Harper Collins/Zondervan.

CHAPTER TWO

Organizing Time and Materials



Visit the *College and Careers* webpage on MyAVID
for additional materials and resources.

Chapter Outline

Organizing Materials

- 2.1: Using Organizational Tools to Develop Organizational Systems
- 2.2: Using Organizational Checks to Foster Accountability and Guide Feedback

Organizing Time

- 2.3: Organizing Time
- 2.4: Tracking and Analyzing Time Usage
- 2.5: Prioritizing Time to Improve Planning

Organizing Materials and Time for Long-Term Assignments

- 2.6: Organizing Materials Long-Term Using Portfolios (Physical or Digital)
- 2.7: Backwards Mapping

Supporting the Schoolwide Development of Organization

- Schoolwide Suggestions
- The AVID Site Team's Role
- The Family's Role

Organization

A student's ability to self-monitor and self-organize correlates strongly with college and career readiness. Even for the most talented students, however, proficiency in these abilities rarely comes naturally. Organization (AVID's umbrella term for self-management of materials, time, and thought) almost always takes time to build through instruction, practice, and real experiences.

The work of Anderson, et al., (2008) supports this and highlights a few keys to developing organizational skills:

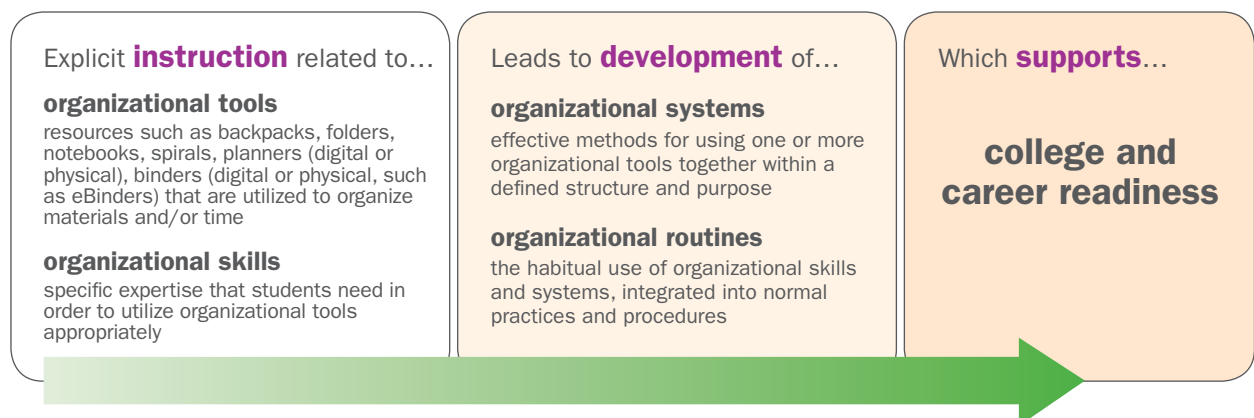
- Direct and guided instruction on organizational skills
- Schoolwide expectations, reinforcements, and support
- Accessible organizational strategies, tools, and systems

The ultimate goal of teaching organization is to teach the idea that developing effective self-management practices is a lifelong endeavor integral to success. Each student is unique and begins this journey to a more organized self from a different starting point. AVID's philosophy is to set high expectations and maintain accountability while honoring individualized approaches and providing support. Educator leadership (instruction, guidance, and gradual release of responsibility) and classroom collaboration (discussion, feedback, coaching, and sharing of insights) are critical components of this support. They also set the stage for a growth mindset about the development of organizational skills throughout individuals' careers and lives.

To develop effective organizational routines and use them to support academic success and college and career readiness, students first need to develop specific organizational skills and systems. This chapter works through organization from small scale to big picture. It outlines methods for helping students develop skills and systems to:

- organize materials
- organize time
- organize materials *and* time for planning and succeeding with long-term assignments

The general approach, and some key terms that will be used throughout the chapter, can be summarized as follows:



“From the moment you start tidying, you will be compelled to reset your life. As a result, your life will start to change...It allows you to confront the issues that are really important.”

Marie Kondo

The first three sections of this chapter help frame thinking and guide lesson planning with an offering of activity ideas, tools, and strategies to assist educators with developing students' skills and routines related to organization. Student-level organizational skills are important. For maximum impact and learning, however, schoolwide and department teams are encouraged to have discussions to determine the scope, sequence, and alignment of *schoolwide* organizational systems. To that end, the final section of this chapter considers options for schoolwide efforts to develop the organization, and includes how to involve AVID Site Teams and families.

Organization with eBinders

Some sites may approach organizational skills, systems, and routines knowing that they will primarily, or even exclusively, use digital tools to drive development. In this context, a schoolwide outlook and carefully designed implementation plan are critical. AVID's eBinders.net offers a schoolwide e-binder strategy, and can guide creation of an implementation roadmap that takes into consideration a school's culture, the technology available, and training that will be necessary.

Visit [eBinders.net](https://www.ebinders.net) for more information

Regardless of whether students are using digital or physical tools to build their organization, the instructional principles and philosophical approaches are aligned:

- Develop skills around the use of the organizational tools
- Synthesize these tools into an organization system
- Organize materials and time using these systems
- Maintain accountability to honing skills and using systems
- Strive for routine use of these systems, as well as the ability to refine and adapt them to any task/goal requiring organization
- Use this as an opportunity to coach a growth mindset and the development of key characteristics of college and career readiness

For more on developing organization, please refer to the following AVID resources.

College and Careers Webpage

The *College and Careers* webpage on MyAVID includes additional materials and resources to supplement this chapter.

Core Strategy Webpages: Organizing Materials and Organizing Time

Core AVID strategy webpages include a variety of additional resources specific to the topic.

AVID Critical Thinking and Engagement: A Schoolwide Approach

AVID Critical Thinking and Engagement: A Schoolwide Approach includes resources which support teaching the metacognitive skills involved in organization, thinking, and learning.

AVID Elective Weeks at a Glance

The AVID Elective Weeks at a Glance supports AVID Elective teachers in grades 6–12 by providing a suggested sequence of lessons and units in order to address the grade level’s AVID Elective Standards. See the Weeks at a Glance on MyAVID for more information.

AVID Elementary Foundations: A Schoolwide Implementation Resource

AVID Elementary Foundations: A Schoolwide Implementation Resource includes resources to support the development of organizational skills at the elementary level.

AVID Postsecondary Strategies for Success

AVID Postsecondary Strategies for Success includes resources to support the development of organizational skills at the higher education level.

Chapter Objectives

As a result of this chapter, educators will be able to:

- Support students' ability to organize materials through the use of organizational tools (such as backpacks, planners, and binders) that support organizational systems.
- Cultivate students' management of time through the use of specific organizational tools, planning, and reflection.

As a result of this chapter, students will be able to:

- Identify organizational tools and systems that support academic success.
- Develop efficient, individualized routines related to using organizational tools and planning strategies to enhance academic performance.
- Apply organizational routines to academic and personal life to achieve balance, increase productivity, and reach well defined goals.

Levels of Instruction

Every chapter scaffolds activities into three levels of instruction. This design allows educators to choose the level of instruction that best matches where their students are to reinforce current skills and enhance understanding.

- **Introductory Level:** Students have little to no prior knowledge of the concept.
- **Intermediate Level:** Students have some knowledge of the concept, yet still rely on guided practice.
- **Advanced Level:** Students have substantial knowledge and are relatively independent, yet would benefit from more refinement across disciplines.

Pre-Reflection Questions

Educators should reflect on these questions, and AVID Site Teams should discuss them, to ensure that student-level organizational skills are effectively supported in individual classrooms and schoolwide. As you read, think about how the strategies and activity ideas presented in this chapter can help formulate complete answers to these questions.

- How are students currently organizing materials and time?
- How are educators currently developing students' organizational skills and routines?
- How are students currently held accountable for their organization and planning?
- How is organization currently reinforced outside of the classroom?
- How are educators providing flexibility within assigned organizational systems to accommodate as well as include all students?

Organizing Materials

Students can begin the process of getting organized by learning skills and systems for managing their materials. Students (and educators) are often frustrated by lost assignments, inability to find materials, and general disorganization. As proficiency with an organizational system for materials increases and begins to eliminate these frustrations, the benefits of organization become apparent. In turn, this can motivate persistent use of these skills and systems and development of long-term organizational routines, which translates to college and career readiness and a more organized, and probably more successful, self.

This is not to say that students need a lot of convincing examples or contrived experiences to prove that being organized is a good thing. Rather, they likely will admit that being organized would be great, but it's just "not them." At first, students will need support in seeing that it's worth the time and effort it takes to get and stay organized. The organizational systems they use must be well suited to their needs so that they continually experience organization as a helpful strategy, not a "worthless hassle." This is accomplished by guiding them to develop a system that really does help them identify what is important to keep and manage materials and tasks in a way that makes their lives easier, and by holding them accountable to maintaining it until the benefits speak for themselves.

In this section, educators are provided with ways to introduce the expectation of organization and guide students through the development and refinement of an organization system for materials and resources that will meet rigorous demands and address individual student needs. It should be noted that tools for organizing time (e.g., planners) are a key part of an organizational system, and that organizing time is a rich skillset. Organizational tools and skills for organizing time will be addressed later in the chapter.

Section Outline

- 2.1: Using Organizational Tools to Develop Organizational Systems
 - 2.1a: Organizational Tool Alert!
 - 2.1b: Helpful Hints for Teaching Organization
- 2.2: Using Organizational Checks to Foster Accountability and Guide Feedback
 - 2.2a: AVID Schoolwide: Organizational Tool Assessment
 - 2.2b: AVID Elective: AVID Binder Rubric
 - 2.2c: Kudos and Critiques

Visit the Organizing Materials core strategy webpage

on MyAVID for additional materials and resources.

2.1 Using Organizational Tools to Develop Organizational Systems

Objectives

Educators will:

- Intentionally model and integrate a variety of organizational tools throughout the course or academic year.
- Guide, facilitate, and model effective organizational systems in order to provide experiences for students to identify and engage in utilizing specific organizational tools.

Students will:

- Define what an organizational tool is and how it relates to an overall organizational system.
- Explore a variety of organizational tools in order to identify tools that work within the larger context of organizational systems.
- Develop an individual organizational system based on an understanding of various organizational tools.

Overview

The following activity ideas are intended to guide students to an awareness of organizational tools and the larger organizational system expectations of educational settings. Organization is not a skill that comes naturally to most students. It must be explicitly taught and cultivated. By teaching students how to use specific organizational tools within the context of organizational systems, educators can help students develop organizational skills and routines and empower them to determine a personal organizational system that works for their long-term academic success.

Materials/Set-Up

- Educator Resources:
 - [2.1a: Organizational Tool Alert!](#)
 - [2.1b: Helpful Hints for Teaching Organization](#)
- Visit the *College and Careers* webpage on MyAVID to explore related materials and resources.
- Review the Helpful Hints for Teaching Organization and the Organizational Tool Alert educator resources.
- Depending on the current knowledge of students in relationship to grade level/department or schoolwide expectations, gather or prepare samples of organizational systems structured around notebooks/folders, ideally featuring a variety of techniques such as divider systems, color-coding, etc. (See the instructional levels below for more information.)
- For more information about organization at the elementary level, see the *AVID Elementary Foundations* curriculum guide and webpage.
- For more information about organization at the postsecondary level, see *AVID Postsecondary Strategies for Success*.
- For more information about digital organization and implementing a schoolwide eBinder, see the Schoolwide eBinder Planning Process Overview, available at eBinders.net.

The development of organizational skills and routines is most effective when done as part of a schoolwide, aligned initiative. For more information on how to align schoolwide organizational systems, see [Supporting Organization Schoolwide](#).

Questions to Inform Instruction

- What organizational tools or systems do students currently use?
- What organizational tools are most appropriate for students at this developmental and educational level?
- How might educators most effectively model, teach, and refine organizational systems to match students needs and abilities?
- What will be the measures of success related to organizational tools and systems?
- How might the connection between organizing materials and academic success be most effectively communicated to students and to families?
- How will we as a site support student who do not bring organizational tools or materials to school?

Overarching Process

- Educators intentionally plan and integrate a variety of organizational tool options into instruction. (Ideally, this integration is calibrated across grade-levels, departments, and/or schoolwide.)
- Introduce the concept of organization, and why it is a vital component of present and future success.
- Explain expectations for students around organizing their materials.
- Explain what type of organizational tools should be utilized, both for organizing materials and organizing time. (See the [Organizing Time section of this chapter for skill-building related to tools for organizing time.](#))
- Share exemplars of how the organizational tools should look, and model ways that students should implement the tools within this educational setting.
- Provide time for students to initially set-up and organize their tools, as well as ask questions and interact with their peers.
- Continue to guide, evaluate and refine students' chosen organizational tools and systems throughout the remainder of the academic year.
- Incorporate alternative tools and adaptations as well as collaborative opportunities for students to share what works and does not work in order to strengthen their ability to utilize their organizational tools.

Planner refers to any organizational tool that supports students with managing time, documenting coursework, and recording commitments (inside and outside of school). Depending on a variety of factors (grade level, nature of use, and even regional terminology) planners may also be referred to as agendas, calendars, schedules, etc.

Levels of Instruction

After determining students' prior knowledge of this concept, choose the level of instruction that best matches where they are to reinforce current skills and enhance understanding.

Introductory

- Introduce the concept of organizational tools by engaging students with the following prompt: "My backpack/desk/**planner** is my first organizational tool because..."
- Provide time for students to respond.
- Record student ideas as volunteers or selected students share their thinking.
 - If necessary, supplement the chart with ideas about tools for organizing materials, such as "The backpack/desk will be where we will keep our planners. Planners are also organizational tools that keep track of our assignments and special events."

- Identify ways to keep backpacks/desks/planners organized. Allow students the opportunity to share out about how they keep their materials in order, as well as difficulties they have faced.
 - A follow-up question could ask students how they manage their responsibility of keeping backpacks/desks/planners organized, rather than relying on their teacher/parent/guardian.
- Create routines for students related to storing materials and resources in backpacks/desks/planners in an orderly, productive way. Explicitly model this routine and allow students time to practice it.
 - Consider providing, or co-creating with students, a checklist (written in planners) of what they need to bring into the classroom and/or what they need to remember to take with them at the end of the day.
- When students have difficulty meeting expectations for organization, use the Organizational Tool Alert! educator resource to inform parents/guardians/mentors that their student is struggling to maintain the needed level of organization.

Intermediate

- Have students respond to the following prompt: “I currently organize my materials by... I currently organize my time by...”
- Explain that organizational skills are something that students will be developing and refining throughout their lives, and that these skills are a vital component of present and future success.
- Explain expectations for students around organizing their materials. (Ideally, expectations are calibrated and aligned across grade-levels, departments, and/or schoolwide.)
- Provide an opportunity for students to share what has worked and not worked in the past related to organizational tools and/or systems.
- Discuss various ways that students can personalize their organizational systems within notebooks/folders and multi-subject binders:
 - Creating subsections within larger sections
 - Color-coding (e.g., science = green folder/spiral/divider, history = red folder/spiral/divider) and highlighting related obligations/commitments recorded in the planner the same color
- Share visual examples of folders/notebooks/binders/planners to provide students opportunities to explore and inform decisions about their own organizational tools and systems.
- Engage students in partner or small-group discussions to share ideas about using organizational tools within the context of an organizational system.
 - How does the planner align or work with the other organizational tools?
 - How might digital tools for organization be used in conjunction with physical tools?
 - Do requirements and needs change depending on content areas?
 - How might color-coding assist with these systems?
 - How are the systems assessed by educators?

For more information about digital organizational systems and schoolwide AVID eBinders, see eBinders.net.

- Facilitate a class discussion to address any pending student concerns related to the organizational system.
- Provide time for students to initially set-up and organize their tools. Debrief with students individually or in small groups to address any other concerns or challenges.
- Continue to guide, evaluate, and refine the organizational tools and systems throughout the remainder of the course or academic year.

Advanced

- Discuss organization and the meaning of organizational tools and organizational systems.
 - Organizational Tools – resources such as backpacks, folders, notebooks, spirals, planners (digital or physical), binders (digital or physical, such as eBinders) that are utilized to organize materials and/or time
 - Organizational Systems – effective methods for using one or more organizational tools together within a defined structure and purpose
- Brainstorm as a group the purposes of an organizational system. At the core, an organizational system should support:
 - Access to materials and supplies
 - Archiving course materials (notes, assignments, study guides, etc.) in a way that makes them easy to retrieve
 - Organizing time (planning, monitoring, and adjusting)
- Clarify expectations for students around organizing their materials, and how it accomplishes the purposes which were brainstormed.
- Develop students’ ownership and autonomy in their organization by discussing various ways that students can personalize their organizational systems, such as:
 - Creating subsections within larger sections
 - Color-coding sections (e.g., science = green, history = red) and highlighting related obligations/commitments recorded in the planner the same color
 - Other components of the organizational system in which students have freedom of choice
- Facilitate a class discussion to address any pending student concerns related to the organizational system.
- Provide time for students to initially set-up and organize their tools.
- Reinforce assessment process and feedback cycle process. ([See 2.2: Using Organizational Checks to Foster Accountability and Guide Feedback in this chapter for more information.](#))
- Clarify any misunderstandings or misinterpretations, and revisit frequently throughout the feedback cycle.

Organizational Tool Alert!

Dear Parent/Guardian/Mentor:

_____ is working toward being organized and successful this school year. Here are the expectations that we have in our class around organization:

Our expectations:

- _____
- _____
- _____
- _____
- _____
- _____

To help your student be successful, please ensure that your student is meeting each of these expectations.

Additional Comments:

Thank you for your support!

Sincerely,

Helpful Hints for Teaching Organization

While other chapters in this book focus more on impacting students' attitudes and knowledge, teaching organization is a skill-intensive topic. These helpful hints will support educators as they guide students to learn and develop the organizational skills required in order to be academically successful.

Get organized yourself.

In order for educators to help students become organized, it is important that they first consider their own organizational practices. Educators should model their own organizational techniques in the classroom for students to mirror and make their own. Self-reflection can be prompted with questions like “What organizational tools and systems do I currently utilize with my own materials? In my own materials, desk, lessons, etc., am I modeling organization for my students?”

Clarify expectations.

Organizational systems are most effective when expectations are clearly communicated at the beginning, and then reinforced throughout the year. It is ideal for the organizational system not only to be consistent throughout the class, but also throughout the school. Self-reflection can be prompted with questions like “What are the expectations for organization? How can those expectations be clearly and consistently communicated to students? How can I help students in understanding the reason for our organization system?”

Scaffold from teacher-directed towards student ownership.

When first introducing organizational systems and skill development, students will need explicit guidance. Match this guidance to the what you expect them to do with the organizational system. If you want students to be able to quickly retrieve completed homework assignments so that they can use them to study for an upcoming test, then tell them where and how to store completed homework in their organizational tools. Make students see how having a well-designed organizational system in place makes completing tasks that much easier. Throughout their academic years, both educators and students should continually assess and adjust organizational methods as students transition to having more ownership of the process and expectations. Developing the ability to create a personal organizational system that matches the expectations of the task, assignment, or workload is the desired outcome. Self-reflection can be prompted with questions like “In which elements of the organizational system are students currently experiencing success? Should ownership of this element be transferred to the students?”

Monitor outcomes and provide feedback to guide refinement.

At each instructional level (introductory, intermediate, advanced, accelerated) educators and students continually provide feedback on adjustments that need to be made to ensure that students are staying organized. Self-reflection can be prompted with questions like “How are students currently held accountable for utilizing organizational tools for success in their coursework? What is the most effective means of providing feedback to students on their organizational tools and systems?”

Recognize individuality.

Each level of instruction will depend on the content, grade level, and prior knowledge of students. Educators can use the activities that follow as a guideline and starting place to assist and guide each unique group of students. Self-reflection can be prompted with questions like “What unique components of my class/ students/environment should be factored in when considering our organizational system?”

2.2 Using Organizational Checks to Foster Accountability and Guide Feedback

Objectives

Educators will:

- Intentionally employ varied organizational tool checks to ensure students are keeping their materials organized throughout the academic year.
- Reaffirm the importance of utilizing an organizational system and promote motivators around organizational systems.

Students will:

- Demonstrate proficiency concerning chosen organizational tools and the overall organizational system.
- Understand the importance of having an organizational system and its relationship to academic success.

Overview

The following activity ideas are intended to foster accountability and guide feedback with organizational systems. Skill in using physical and/or digital tools to organize assignments and tasks is foundational to building organizational systems. Once students begin to become independent with their organizational systems, it is imperative that educators monitor development and provide constructive feedback in an intentional and consistent way. Organizational checks can occasionally be a summative assessment, but should more often be formatively assessed to ensure continuous usage and growth.

Materials/Set-Up

- Student Handouts:
 - [2.2a: AVID Schoolwide: Organizational Tool Assessment](#)
 - [2.2b: AVID Elective: AVID Binder Rubric](#)
 - [2.2c: Kudos and Critiques](#)
- Visit the *College and Careers* webpage on MyAVID to explore related materials and resources.
- Determine what fostering accountability and organizational checks will look like in your classroom. Things to consider include:
 - Allow quizzes/tests to be “open-tool” (folder, notebook, binder, planner), perhaps relating to a particular day in class, to ensure students are staying organized.
 - Allow students who consistently perform well to be exempt from future organization checks, but inform them that you reserve the right to “spot-check” their organizational tool(s) at any time and, if below standard, they will again participate in regular assessments.

- To keep organizational checks fun:
 - Conduct “Shake Tests” – Have students shake their organizational tools up, down, to the right, and to the left. Find ways to make this fun, such as leading the class in “aerobics” or dances with their organizational tool.
 - Write each component of the organization check on an index card, and place the cards in a bag. Randomly select one card out of the bag and spot-check that item.
 - Conduct “Musical Chairs” – Have students stand and then move about the room as music is played. Once the music stops, students stop and check the organizational tool that is closest to them.

.....Questions to Inform Instruction

For more information on how to align schoolwide organizational systems, see [Supporting Organization Schoolwide](#).

- As a site, how frequently should organizational tools be checked (either formative or summative) in order to ensure students’ skill development?
- What organizational checks are most appropriate for students at this developmental and educational level?
- How might organizational checks support students in moving from a place of compliance with teacher-led expectations to a place of personal commitment to organizational routines?
- How might educators model and guide student autonomy and independence with organizational tools and organizational systems?

Overarching Process

- Have students access their designated organizational tool(s).
- Choose an assessment based on the type of tool(s) to be checked, time constraints, and the level of students’ skill development.
- Depending on expectations of grade levels, departments, and/or the site, distribute the appropriate assessment and related assessment materials. (Check with the AVID Site Coordinator and/or AVID District Director for current assessments and guidelines for organizational tools across the feeder patterns or district.)
- Note: Higher education students can use the same assessments that secondary students use, but should use them independently to self-monitor and self-reflect on their organization and learning.
- Provide opportunities for students to self-reflect and self-monitor individual goals and progress.

Levels of Instruction

After determining students’ prior knowledge of this concept, choose the level of instruction that best matches where they are to reinforce current skills and enhance understanding.

Introductory

- Have students access their designated organizational tool(s).
- Conduct an educator-directed organization check, such as:
 - Comprehensive Check:
 - Utilize a resource (depending on type of organizational tool) such as student handout [2.2a: AVID Schoolwide: Organization Tool Assessment](#) or [2.2b: AVID Elective: AVID Binder Rubric](#).
 - Spot Check:
 - Choose one or two components of the organization check to spot-check for the day. These could be randomly chosen, or might be components with which students have been struggling.
 - Assess the component.
 - Quick Check:
 - Inform students of the expectations around their organizational tools. Examples include:
 - For desks and backpacks, no loose papers or materials
 - For folders/notebooks/spirals/binders, everything hole-punched and stored in its proper section
 - For an eBinder, all files saved within the proper folder according to established naming conventions
 - For planners, no empty boxes, days, or weeks
 - Students begin with full credit, and points are subtracted from their total if the quick check reveals issues with maintaining the organizational tools.
- Consider having students who do lose points for whatever reason address the error and come back later for a makeup organization check.
- After the assessment, utilize student handout [2.2c: Kudos and Critiques](#) to provide observations and goals for upcoming organization checks. This can be done individually with students, or by providing observations and goals to the class as a whole.

Intermediate

- Have students access their organizational tool(s) and, if needed, distribute an assessment form.
- Have each student trade their organizational tool with a partner and then grade it according to the assessment criteria.
- Consider having students conduct a conversation with their partner, using [2.2c: Kudos and Critiques](#) as a guide for the conversation.
- After peer assessments, have the students return the organizational tool(s) and double-check the grading and feedback.
- Provide opportunities for students to reflect and self-assess to monitor progress and organizational goals.

Advanced

- Have students access their organizational tool(s) and, if needed, distribute an assessment form.
- Using the designated organization check assessment criteria, have students self-assess their organizational tool and report their grade.
- Periodically remind students of the value of integrity and trust.
- Have students individually complete student handout [2.2c: Kudos and Critiques](#).
- Prompt students to think about:
 - What is working and not working related to my chosen organizational tool?
 - Do I need to change tools, or do I need to work on my skills with the tools I'm currently using? Does my organization system make things easier for me?
 - What do I wish I "had a better handle on," and what can I do to improve in that regard?



- Engage students in a WICOR activity (e.g., reflective writing, **Helping Trios**, **Carousel Brainstorm**) that provides opportunity for students to collaborate, analyze, and reflect on current progress with organizational systems.





AVID Schoolwide: Organizational Tool Assessment

Name: _____ Date: _____

Content: Correct materials are available.

There Not There

Organizational tools: spirals, folders, composition books, binder, dividers

Supply pouch

Extra paper

Daily agenda/planner

(3) Advanced

(2) Satisfactory

(1) Developing

(0) Not Evident

Organization: Overall order is evident.

There Not There

Appropriate supplies

Completed daily planner

Clearly divided

Neat and orderly, papers filed appropriately

Quick access

(3) Advanced

(2) Satisfactory

(1) Developing

(0) Not Evident

Academic: Correct class content is available.

There Not There

Class notes

Handouts/worksheets

Returned assignments

(3) Advanced

(2) Satisfactory

(1) Developing

(0) Not Evident

Next Steps:

AVID Elective: AVID Binder Rubric

Name: _____ Date: _____

	Advanced	Satisfactory	Developing	Unsatisfactory
Binder/Contents <ul style="list-style-type: none"> • 3-ring binder • Tabbed subject dividers • Zipper pouch • Pens and pencils • Notebook paper • Agenda/daily planner calendar • Tutorial Request Forms • Learning Logs 				
Binder Organization <ul style="list-style-type: none"> • Zipper pouch • Agenda/daily planner/ calendar • Notebook paper • Academic sections 				
Academic Sections <ul style="list-style-type: none"> • Divider • Cornell notes for each class • Handouts/worksheets/ classwork • Tests/quizzes • Returned assignments 				
Advanced: Satisfactory: Developing: Unsatisfactory:	All supplies, notes and student work are included and well-organized. Most supplies, notes and student work are included and organized. Some supplies, notes and student work are included. Few supplies, notes and student work are included.			

Kudos and Critiques

Based on the recent organization check, list observations of Kudos and Critiques.

Date: _____

Kudos

Positives, strengths, commendations, areas that demonstrate improvement

Observations

Critiques

Negatives, weaknesses, recommendations, areas with room for improvement

Goals for upcoming organization checks:

1. _____
2. _____
3. _____



Organizing Time

Once students have a system for maintaining their materials the focus can shift to the time-organization skills that they need to become college and career ready. A part of college and career readiness is independence, and time management is key to this. Often, though, time management is one of the greatest challenges for students.

When students prepare for a project at any grade level, they frequently encounter a few critical problems—either they do not plan enough or they plan inappropriately. This often leads to students “going through the motions” and missing opportunities to learn as they scramble to have something to turn in.

Ultimately, educators can teach students how to backwards map—how to brainstorm ideas at the beginning of a project, assignment, or exam announcement; how to break seemingly overwhelming obligations into manageable tasks; and how to allot appropriate amounts of time to these tasks. To do this effectively, and to be able to replace patterns of procrastination and inefficiency with routines of preparation and planning, students first need to learn the core skills of organizing time.

At the center of skills and routines for organizing time is a tool to support time management. Using this tool (e.g., a planner) as a part of a robust organizational system is critical to balancing activities, projects, and study time. In this chapter, educators will be exposed to activity ideas that use organizational tools for time to:

- Guide students to understand obligations and commitments as constraints on time
- Cultivate knowledge about how long it takes to complete things or to put it another way to track time
- Support effective prioritization of time through analysis of goals and/or discussions about personal priorities

Reflection and a growth mindset form a valuable foundation to any efforts to teach organization. Reflection allows students to look back at what did and didn't work, and a growth mindset helps them apply this knowledge to learn what will work best. Educators must give students the tools to develop study habits, design assignments that allow students to use these tools, and then offer time for reflection. Through these reflective experiences, metacognitive skills strengthen, and a positive outlook towards improvement and persistence through challenge can be nurtured.

Section Outline

- 2.3: Organizing Time
 - 2.3a: 10 Ways for Educators to Support Planner Usage
- 2.4: Tracking and Analyzing Time Usage
 - 2.4a: Time Log
- 2.5: Prioritizing Time to Improve Planning

Visit the Organizing Time core strategy webpage
on MyAVID for additional materials and resources.

2.3 Organizing Time

Planner refers to any organizational tool that supports students with managing time, documenting coursework, and recording commitments (inside and outside of school). Depending on a variety of factors (grade level, nature of use, and even regional terminology) planners may also be referred to as agendas, calendars, schedules, etc.

Objectives

Educators will:

- Outline, guide, and model the organizational process of calendaring time constraints (e.g., assignments, tasks, events, due dates) in a formal organizational tool for organizing time, such as a **planner**.
- Monitor and create consistency for student organizational process as they build skills and explore a variety of tools.

Students will:

- Explore a variety of organizational formats for calendaring/planning.
- Build organizational skills within a chosen organizational tool.
- Consistently use a specific organizational tool to record obligations and constraints on time.

Overview

The following activity ideas are intended to help students manage their time effectively and grow comfortable using an organizational tool to record their obligations and commitments. Educators model, guide, and monitor students in the core skill of consistently using a planner to—simply put—write it down. This sets the stage for robust use of a planner to balance activities, projects, and study time. Such planning can help students avoid procrastination and help develop the skills and attitudes critical to being a college-ready student and a career-ready adult.

Materials/Set-Up

- Educator Resource:
 - [2.3a: 10 Ways for Educators to Support Planner Usage](#)
- Visit the *College and Careers* webpage on MyAVID to explore related materials and resources.
- Gather examples and other helpful information to share with students:
 - Variety of calendars, planners, agendas (physical and digital)
 - Visual of expectations (e.g., rubric, assessment sheet)
 - Samples of student calendars, planners, agendas (former students often do not mind donating their calendars, planners, or agendas)
- Review, ideally with the AVID Site Team, [Educator Resource 2.3a: 10 Ways for Educators to Support Planner Usage](#).
- For more information about organizing time at the elementary level, see the *AVID Elementary Foundations* curriculum guide and webpage.
- For more information about organizing time at the postsecondary level, see *AVID Postsecondary Strategies for Success*.

Questions to Inform Instruction

- What organizational tools or systems do students currently utilize to organize their time?
- What tool(s) for organizing time are most appropriate for students at this developmental and educational level?

- How might educators most effectively model, teach, and refine organization of time?
- How can educators promote student autonomy and personal responsibility with organizational tools and systems? (See [Educator Resource 2.3a: 10 Ways for Educators to Support Planner Usage](#) for ideas and strategies that will deepen students' connection with their planners and with organizational systems.)
- What will be the measures of success related to tools and systems for organizing time?

Overarching Process

- Introduce the concept of organizing time, and why it is a vital component of present and future success.
- Explain what organizational tools will be utilized for organizing time, and how they will be utilized. (Ideally, expectations are calibrated across grade-levels, departments, and/or schoolwide; see [Educator Resource 2.3a: 10 Ways for Educators to Support Planner Usage](#).)
- Share exemplars of how the organizational tools should look, and model ways that students should implement the tools within this educational setting.
- Provide time for students to initially set-up, refine, and organize their tools, as well as ask questions.
- Continue to guide, evaluate, and refine the organizational tools and systems throughout the course or academic year. (See [2.2: Using Organizational Checks to Foster Accountability and Guide Feedback for more information](#).)

Levels of Instruction

After determining students' prior knowledge of this concept, choose the level of instruction that best matches where they are to reinforce current skills and enhance understanding.

Introductory

- Engage students thinking with the following prompt: “Why is it important to write down what was done each day?”
- Encourage students to share their ideas with the whole group.
- Record ideas on a class chart.
- Explain the expectations for utilization of the planner.
- Depending on the course or grade level:
 - Include assignments, due dates, topics/concepts of the lesson/class
 - Include special events, test/exam dates
 - Include holidays, important personal dates (birthdays, celebrations, etc.)
- As students become independent with basic entries, teacher-direction will be minimal.
- Continue to guide, evaluate, and refine students' planner use throughout the course or academic year. (See [2.2: Using Organizational Checks to Foster Accountability and Guide Feedback for more information](#).)

Intermediate

- Remind students of the expectations in place for the planner.
- Begin to increase the sophistication of planner use, shifting the focus from simply writing down what was done to using it as a tool used to document, reflect, and plan.
- To initiate this transition, select one or more skills to incorporate, such as:
 - Inclusion of extracurricular activities
 - Time allocation (study blocks, study plans)
 - Long-term project planning
 - Reflection on learning
- For each additional component, share exemplars of how the organizational tools should look, and model ways that students should implement the tools within this educational setting.
- Continue to guide, evaluate, and refine students' planner use throughout the course or academic year. (See [2.2: Using Organizational Checks to Foster Accountability and Guide Feedback for more information.](#))

Advanced

- Through an activity such as [2.4: Tracking and Analyzing Time Usage](#), heighten students' awareness of how they use their time and the many factors which currently affect how they organize their time.
- Discuss organization and the meaning of organizational tools and organizational systems.
 - Organizational Tools – resources such as backpacks, folders, notebooks, planners (digital or physical), binders (digital or physical, such as eBinders) that are utilized to organize materials and/or time
 - Organizational Systems – effective methods for using one or more organizational tools together within a defined structure and purpose
- Brainstorm as a group the purposes of a system for organizing time. At the core, a system for organizing time should support:
 - Documentation of what was done
 - Documentation of key dates, events, and deadlines
 - Reflection on key learning points (such as **Stretch Journals, KWLAs, and/or Learning Logs**)
 - Planning and time allocation related to future tasks (such as Backwards Mapping; see [2.7 Backwards Mapping for more information](#))
- Explain expectations for students around how the planner will be implemented, and how it accomplishes the purposes which were brainstormed.
- Develop students' ownership and autonomy in their time organization by discussing various ways that students can personalize their system for organizing time, as well as addressing any pending student concerns related to the organizational system.
- Provide time for students to refine and organize their planners.
- Introduce the assessment process and feedback cycle process. (See [2.2: Using Organizational Checks to Foster Accountability and Guide Feedback for more information.](#))



10 Ways for Educators to Support Planner Usage

- 1. Explicitly tell students, “Write this in your planner,” and wait for all students to do it.**
Rather than saying, “Your homework tonight is...,” say, “Get out your planner and write your homework...” It’s helpful to write this into your lesson plans as a way to help you remember to explicitly say this.
- 2. Build routines wherein students use their planner.**
Start each week by having students write in the schedule for your class for the week. Or start each class period by having students write the objective or essential question of the lesson in their planner.
- 3. Model planner usage by having a weekly planner on the wall.**
Students will benefit greatly by being able to see exactly what you expect them to write down in their planner for your class, especially at first while you are helping them build their skills with planners. Often companies that sell school planners have laminated wall calendars available for teachers.
- 4. Backwards map major assignments together as a class.**
Anytime your students have a major project or major test coming up, have them write down the due date in their planner. Then help them through the process of brainstorming the components of the project, the time they need to complete these components, and their goal of when they should have each component done.
- 5. Use the planner as a hall pass for trips to the restroom, office, etc.**
This is a great schoolwide initiative to get all students to use their planner. Students are not allowed to leave the classroom without their planner. This also provides teachers an easy way to track how many times students are leaving their class and other classes.
- 6. Have periodic “planner checks” and give students a grade for their planner usage.**
Many teachers use planners for quickwrites and bell-ringer activities. This can then be collected for a grade in your class. Another option is to have students do their “exit tickets” for your class in their planner and show it to you on the way out.
- 7. Support struggling students by having their parents or another adult view the planner.**
Having parents or another adult sign the student’s planner is a great way to create home accountability for assignments. The planner can be a great tool for communicating with parents to make sure that they are aware of assignments and upcoming deadlines.
- 8. Start the year with a planner scavenger hunt.**
If your school has a standard schoolwide planner, there are probably many resources included in it that students never know about, such as motivational quotes, the periodic table of elements, maps, and lists of U.S. presidents. Take a few minutes with your class to show them all the things that are available to them in their planner. This activity can also be revisited periodically throughout the year.
- 9. Design a planner that works for your school’s unique needs.**
Many AVID Site Teams have designed a planner that comes already filled in with school holidays, football games, and other major school events. It can also be designed to correspond to the schedule of your school. This also allows schools to create planners with holes that fit in binders, or any other shape or size that is desired.
- 10. Find fun ways to incorporate the planner into your class.**
Have the class write down everyone’s birthday in their planners. Add obscure holidays such as “National Share a Smile Day” (March 1). Count down the days until the end of school.

Adapted from Solomon, B. (2011). *The student success path*. San Diego, CA: AVID Press.

2.4 Tracking and Analyzing Time Usage

Objectives

Educators will:

- Model, guide, and facilitate students' planning, monitoring, and adjusting their time to increase successful outcomes and academic performance.
- Provide opportunities for students to analyze, prioritize, and manage their time with constructive feedback, guidance, and support.

Students will:

- Gather information, analyze, and adjust how they spend their time.
- Determine how they currently allocate their time and how they could utilize their time more effectively in the future.

Overview

The following activity ideas are intended to increase students' self-awareness about where their time goes so that they can make more informed decisions around planning and prioritizing time. With tools for organizing time (e.g., **planners**) in place, students can develop their time management skills to ultimately have a positive impact on their performance. To this end, increasing self-awareness around their habits (studying and otherwise) through the use of time logs (graphic organizers that assist students with monitoring how they spend their time) will help them manage their time more effectively.

Planner refers to any organizational tool that supports students with managing time, documenting coursework, and recording commitments (inside and outside of school). Depending on a variety of factors (grade level, nature of use, and even regional terminology) planners may also be referred to as agendas, calendars, schedules, etc.

Materials/Set-Up

- Student Handout:
 - [2.4a: Time Log](#)
- Visit the *College and Careers* webpage on MyAVID to explore related materials and resources.
- Create a sample completed time log for modeling (see Student Handout [2.4a: Time Log](#)).

Questions to Inform Instruction

- What are students' greatest struggles related to balancing and prioritizing their time?
- What academic benefits might students gain by better prioritizing their time?
- What will be the measures of success related to tools and systems for organizing time?

Overarching Process

- Explain to students that, before they can analyze, prioritize, and budget their time, they must know how they are currently spending their time.
- Explain how logging time helps us examine how we currently spend our time.
- Track time usage by using Student Handout [2.4a: Time Log](#) to log time over a pre-determined period.
- Analyze the completed time log in order to determine ways to better allocate time.

Levels of Instruction

After determining students' prior knowledge of this concept, choose the level of instruction that best matches where they are to reinforce current skills and enhance understanding.

Introductory

- In preparation, complete a sample time log (see Student Handout [2.4a: Time Log](#)) for a fictional student named Claudia. Allocate the time with some issues that may be common to your students (too much screen time, too little sleep, work schedules, etc.)
- Explain that Claudia wants to be a good student, so she tracked her time in order to analyze how she uses her time.
- Display the sample time log.
- Ask students individually to review the time log, and respond in writing to questions such as:
 - How does Claudia spend the majority of her time?
 - What is Claudia doing well in budgeting her time?
 - How could Claudia improve the way she spends her time?
- After students have individually responded, facilitate a conversation either with partners, small groups, or the whole class over the same questions.
- Finally, ask students:
 - Why is it important for all of us to know how we spend our time?
 - How might you take what you have learned and apply it to influence how you spend your time in the future?

Intermediate

- Have students track their time for 1–2 weeks using Student Handout [2.4a: Time Log](#) or their planners.
- After the time logs are complete, have students analyze them and write down the major categories of time usage and how many hours were spent on each category.
- Facilitate a class discussion on how they currently spend their time. Ask about and discuss any categories that surprised them (things that took longer than expected, more time spent on leisure activities than expected, etc.).
- Finally, ask students “Why is it important for all of us to know how we spend our time and how long it takes to accomplish different things?”
- As an exit ticket (ticket out the door), have students write a complete sentence using the sentence frame, “Now that I know more about how I spend my time, two things I want to change are...”

Advanced

- Explain to students that, before they can analyze, prioritize, and budget their time, they must know how they are currently spending their time.
- Explain how a time log helps us examine how we currently spend our time.
- Have students predict how they will spend their time in the coming weeks by:
 - Listing the major categories of how they think they will spend their time
 - Predicting how many hours they will spend on each category per week
 - Note: Having students fill out Student Handout [2.4a: Time Log](#) with their predictions is a good way to record this information.
- Have students track how they actually use their time for 1–4 weeks using Student Handout [2.4a: Time Log](#) or their planners.
- After the time logs are complete, have students analyze them and write down the major categories of time usage and how many hours were spent on each category.
- Have students compare their predictions to the actual results.
- Facilitate a class discussion on what the differences were, why they existed, and what they can learn from how accurate or inaccurate their predictions were.

Time Log

Name: _____ Date: _____

Directions: Use the table below to log your activities, hour by hour, for the upcoming week. Update the log during the day, at the end of the day, or the following morning. As you track your time, be sure to keep track of details, like what assignment you're working on or what subject you're studying. Keep this neat because you will be using it in class later. You might want to use codes to help fill in the boxes, for example: HW – doing homework; C – in class; TV – watching television; SL – sleeping.

Day Date	Monday __/__/__	Tuesday __/__/__	Wednesday __/__/__	Thursday __/__/__	Friday __/__/__	Saturday __/__/__	Sunday __/__/__
12:00 AM							
1:00							
2:00							
3:00							
4:00							
5:00							
6:00							
7:00							
8:00							
9:00							
10:00							
11:00							
12:00 PM							
1:00							
2:00							
3:00							
4:00							
5:00							
6:00							
7:00							
8:00							
9:00							
10:00							
11:00							

2.5 Prioritizing Time to Improve Planning

Objectives

Educators will:

- Guide, monitor, and facilitate students' self-awareness and self-monitoring of how they prioritize their time to promote balance and improve performance.

Students will:

- Experience a method that supports estimating, with increasing accuracy, the amount of time required to accomplish goals.
- Monitor, prioritize, and adjust how they use their time to improve balance and planning.

Overview

The following activity ideas are intended to extend the concepts presented in 2.4: Tracking and Analyzing Time Usage and to support students' self-awareness and self-monitoring related to priorities and time management. After students have tracked and analyzed how they spend their time, they can meaningfully consider the alignment of how they use their time with their priorities and goals.

Materials/Set-Up

- Student Handout:
 - [2.4a: Time Log](#)
- Visit the *College and Careers* webpage on MyAVID to explore related materials and resources.
- In advance, have students complete [2.4: Tracking and Analyzing Time Usage](#), using either Student Handout [2.4a: Time Log](#) or their planners.
- Create sample completed time log for modeling (see Student Handout [2.4a: Time Log](#)).

Questions to Inform Instruction

- Do students have a clear definition of their academic, extracurricular, social, and health goals?
- How well-aligned are students' priorities (as evidenced by how they spend their time) and goals?
- What are a few practical ways that students could prioritize and spend their time to help them better accomplish their goals?

Overarching Process

- Introduce and model that a major component of success is aligning the way we spend our time with our personal goals.
- Guide students through the process of comparing how their time is actually spent to the amount of time it will take to accomplish stated goals.
- Guide students in considering this alignment and what it means to prioritize time.

Levels of Instruction

After determining students' prior knowledge of this concept, choose the level of instruction that best matches where they are to reinforce current skills and enhance understanding.

Introductory

- In preparation, complete a sample time log (see Student Handout [2.4a: Time Log](#)) for a fictional student named Victor. Allocate the time with some issues that may be common to your students (too much social media time, too little sleep, etc.).
- Explain to students that Victor has certain priorities and goals, such as:
 - Academic – Earning all A's and B's
 - Extracurricular – Making the soccer team
 - Social – Maintaining healthy relationships with friends
 - Health – Getting at least 8 hours of sleep each night
- Display the sample time log.
- Ask students individually to review the time log and respond in writing to questions such as:
 - Do you think Victor is accomplishing his priorities and goals? Why or why not?
 - What should Victor change in how he spends his time in order to better achieve his priorities and goals?
- After students have individually responded, facilitate a conversation either with partners, small groups, or the whole class over the same questions.

A **think-aloud** is a strategy for verbally communicating the cognitive processes involved in an activity as a model for students.

- Conduct a **think-aloud** with the whole group, completing a time log that prioritizes, budgets, and monitors time appropriately for Victor to accomplish his goals.
 - Add specific time limits
 - Block out specific study/work blocks
 - Incorporate adjustments depending on developmental level of students
- Engage students in self-reflection concerning how the information and ideas generated might influence how they manage their own time.
 - How might you change how you prioritize your time in order to better achieve your goals?



Intermediate



- Engage students in reflection (**journal, quickwrite, Think–Pair–Share**) with the following prompt:
 - How do time management skills align with the key characteristics of college- and career-ready students?
 - Note: See the Key Characteristics of College- and Career-Ready Students chapter for more information.
- Provide specific categories for goal setting, or have students individually identify goals aligned with the characteristics of college- and career-ready students:
 - Characteristics: Self-Awareness, Self-Care, Self-Monitoring, Self-Advocacy
 - Categories: Academic, Extracurricular, Social, Health

- Facilitate conversations concerning how much time will be required to accomplish the goals.
- Engage students to individually review their record of time (such as Student Handout [2.4a: Time Log](#), or a completed planner) staying mindful of the following points:
 - What does how I spend my time say about my priorities?
 - Do my priorities align with my goals?
 - Why or why not?
- Incorporate student responses into whole group discussion to clarify expectations, share ideas, or alternative strategies to strengthen time management skills.
- Encourage students to refine their goals or develop **SMART goals**.



Advanced

- Once students have experienced success with time management, engage students in creating an “ideal” time log (see Student Handout [2.4a: Time Log](#)), filling it in with their time allocated as dictated by their priorities and goals.
- Facilitate a class discussion to activate thinking on a variety of aspects:
 - Discuss whether there are ideal times for studying, exercising, socializing, etc. and how carefully arranging work and “break time” (e.g., exercising, socializing) can help make time spent working more productive.
 - Discuss whether there are times during the day that are not ideal for mentally and/or physically demanding activities.
- After creating ideal time logs, challenge students to align how they spend their time in the upcoming week to their ideal time logs, and to monitor how they do each day throughout the week.
- Remind students to monitor their actual time and compare it to their ideal time log throughout the week (as appropriate).
- In small groups or partners, have students:
 - Identify areas of successes in following the ideal time log. What were the results of sticking to the plan?
 - Identify challenges in following the ideal time log. What made actual prioritization and time management difficult?
 - Calculate how much time they actually spent working on their goals and priorities and compare it to the ideal time log.
 - Reflect on what they have accomplished this week relative to their goals and priorities.



- Incorporate student self-reflection (**journal, quickwrite, Think–Pair–Share, Interactive Notebook**)
 - Did I accomplish my ideal time log? Why or Why not?
 - Did I accomplish all my goals and maintain my priorities?
 - Could I have accomplished more? How?
 - How could I have prioritized my time differently?
 - If I accomplished everything I intended to last week, what can I learn from the comparison of my actual time log to the ideal time log that will help me improve my time allocation skills?

Organizing Materials and Time for Long-Term Assignments

Once students have achieved some degree of comfort with tools, skills, and systems for organizing materials and time, educators can continue supporting college and career readiness with assignments that require long-term organization. The long-term organization of materials and time (i.e., resource management and planning) is explored in this section through portfolios and backwards mapping.

Most students need support to help them develop long-term organizational skills and routines. Having clearly defined goals in place at the outset of any long-term assignment or project is one key support. AVID advocates use of the SMART goals framework to create goals that are specific, measurable, action-oriented, realistic, and timely. Just thinking through a goal, however, does not suffice. Students should write their goals down in concise statements.

In *AVID Critical Thinking and Engagement: A Schoolwide Approach*, educators can **explore goal setting and the key metacognitive steps** within the process in more depth.

With goals in place, educators can help students plan how to accomplish assignments with backwards mapping, including instruction in:

- brainstorming ideas at the beginning of a project, assignment, or exam announcement
- breaking seemingly overwhelming obligations into manageable tasks
- allotting appropriate amounts of time to these tasks
- identifying potential time conflicts and other pitfalls/risks, and tweaking plans or developing contingency plans to address these issues

As students are finalizing their plans for accomplishing an assignment, setting goals around certain aspects—such as grades, work quality, and time spent working—could be added to plans to underscore the key characteristics of college and career readiness explored in Chapter 1. It is also important that students have time for reflection to process lessons learned and strategize ways to improve.

By developing long-term organizational skills and routines that include reflection, goal-setting, and effective planning, students can better manage their own time and become more independent, college- and career-ready individuals.

Section Outline

- 2.6: Organizing Materials Long-Term Using Portfolios (Physical or Digital)
 - 2.6a: Portfolio Reflection Questions
- 2.7: Backwards Mapping
 - 2.7a: Backwards Mapping Plan

2.6 Organizing Materials Long-Term Using Portfolios (Physical or Digital)

Objectives

Educators will:

- Introduce, model, and facilitate skill progression and the concept of academic portfolios (physical or digital).
- Intentionally incorporate multiple ways to use portfolios throughout the academic year.

Students will:

- Engage in opportunities to gain skills related to developing and maintaining academic portfolios.
- Demonstrate understanding of the concept of academic portfolios.

Overview

The following activity ideas are intended to introduce and guide autonomy and independence with portfolios. Portfolios (physical or digital) are a meaningful way of collecting and keeping student work over time. Guide students to determine what work is most beneficial to collect, as well as the most effective system for storing and organizing materials. This supports organizing thought and, in turn, college and career readiness.

Materials/Set-Up

- Educator Resource:
 - [2.6a: Portfolio Reflection Questions](#)
- Visit the *College and Careers* webpage on MyAVID to explore related materials and resources.
- Gather examples and other helpful information to share with students:
 - Organizational tools aligned with current organizational systems and the goals of students' portfolios
 - Sample portfolios
- Consider developing a word bank or visual representation of the following terms to reinforce the concepts:
 - **Artifact collections** – Collection of milestones, projects, or activities over set period of time
 - **Process-oriented portfolios** – Highlight the processes of learning from beginning to the end, with an emphasis on growth over time
 - **Product-oriented portfolios** – Highlight a variety of quality works and accomplishments, with an emphasis on why the chosen product is an exemplar
 - **Public exhibitions** – Formal presentation of all or parts of chosen portfolio to an audience of peers, educators, family members, and/or community members
- Determine how to transfer the ownership of aspects of portfolios to the student (choosing which work should be saved, how it should be organized, etc.) and if portfolios will be assessed.

Questions to Inform Instruction

- How are portfolios currently being utilized in our grade level, department, and/or site?
- What experiences do students currently have with academic portfolios?
- How might educators assess academic portfolios?
- How might academic portfolios support the development of characteristics of college- and career-ready students?

Overarching Process

- Introduce and discuss portfolios and the various purposes they can serve.
- Establish that portfolios provide an opportunity for practicing and honing organizational skills and routines.
 - The system will encompass a wide variety of materials.
 - Materials will accumulate over a significant, and not necessarily finite, time period.
 - As something that must be developed over time, portfolios require a high degree of self-monitoring.
- Inform students about how the organizational system will work, identifying expectations such as:
 - Where materials will be stored (binder, folder, digital archiving system)
 - How often materials will be added (weekly, monthly, quarterly)
 - Materials to be collected (drafts, finals, projects, assessments)
 - If and how portfolios will be assessed (rubrics, scoring, points)
- Allow students time to initially set up and refine their long-term organizational tools and ask any related questions.
- Guide students to develop their portfolios and, based on assessments, transition the ownership of portfolios to students.
- Reinforce portfolios with timely reflection and by maintaining a focus on the overarching purpose of the portfolio.

Levels of Instruction

After determining students' prior knowledge of this concept, choose the level of instruction that best matches where they are to reinforce current skills and enhance understanding.

Introductory

- At the introductory level, academic portfolios are often used as a collection of artifacts of the academic year.
 - Artifact collections – Collection of milestones, projects, or activities over a set period of time
- Identify key milestones or projects each month, quarter, or semester (ahead of time or with the students) in order to highlight the content, concepts, and ideas explored throughout the academic year.
- Traditionally, this type of portfolio provides evidence of mastery of a set of skills, applied knowledge, or attitudes and beliefs.



- Include opportunities for students to reflect on their portfolios throughout the process. (See Educator Resource 2.6a: Portfolio Reflection Questions for potential reflection prompts.) Students can reflect:
 - individually, with learning logs that are included in the portfolio
 - with a specific partner, through the **WICOR Partners** protocol (e.g., How is this milestone/project/activity an example of good writing/inquiry/collaboration/etc.?)
 - with a family member or counselor, as it relates to the characteristics of college and career readiness

Intermediate

- At the intermediate level, academic portfolios often are process-oriented or product-oriented:
 - Process-oriented portfolios – Highlight the processes of learning from beginning to the end, with an emphasis on growth over time
 - Product-oriented portfolios – Highlight a variety of quality works and accomplishments, with an emphasis on why the chosen product is an exemplar
- With this in mind, students should be guided to collect and keep relevant materials aligned with the expected portfolio outcomes.
 - Process-oriented samples – Entire process of essay, all assignments, notes and work from a chapter, etc.
 - Product-oriented samples – All work throughout course or academic year, in order to select the exemplars
- Provide time to reflect and a focus of reflection in accordance with the type of portfolio. (See Educator Resource [2.6a: Portfolio Reflection Questions](#) for potential reflection prompts.)
 - Process-oriented reflection – At the end of the process, with a focus on growth over time
 - Product-oriented reflection – As products are selected for inclusion, with a focus on why the chosen product is an exemplar in terms of both the product itself and the effort that went into it

Advanced

- At the advanced level, expectations for both process-oriented portfolios and product-oriented portfolios (see Intermediate Level of Instruction, above) are heightened with inclusion of public exhibition.
 - Public exhibitions – Formal presentation of all or parts of chosen portfolio to an audience of peers, educators, family members, and/or community members
- As students' prepare for college and career, the advanced level supports self-advocacy (as well as other characteristics of college and career readiness) by widening the audience beyond well-known peers and educators.

- At the start of the course, semester, or academic year, provide students time to do research and reflection in order to choose a purpose for the portfolio they will be maintaining, either:
 - A portfolio that will demonstrate why they should be accepted to their top-choice college
 - A portfolio that will demonstrate why they should get their dream job
- Throughout the course, semester, or year, provide students time and support to ensure they collect the artifacts for their portfolios and organize them appropriately.
 - This may involve additional research into the skills required for their dream job, or the knowledge and academic skills relevant to their prospective college major.
 - As students research and identify skills and knowledge they'll need to highlight in their portfolios, consider allowing them to design assignments that will give them opportunities to demonstrate their mastery of these skills/knowledge. (See the [Self-Monitoring section of chapter 1](#) and [1.8: Monitoring Motivation](#) for more information on how student choice and motivation interact.)
- When students are ready (most likely towards the end of the course, semester, or year), create an opportunity for students to publicly exhibit their portfolios. Options for this include:
 - At a mock college and career fair, where students publicly present to peers and/or educators and counselors
 - At a college and career readiness family workshop, where students publicly present to the community
- Regarding public exhibition, be sure to collaborate with colleagues, families, and community members as needed to ensure a positive and productive event.
- Provide ample time and opportunities for students to prepare, rehearse, and gain constructive feedback from educators and peers prior to actual public exhibition.
- After exhibition, guide reflection opportunities that connect this experience with the key characteristics of college and career readiness (especially self-advocacy). Reflection prompts might include:
 - How does this connect to self-advocacy?
 - How do the other characteristics that this project requires (self-awareness, self-monitoring, and self-care) ultimately support self-advocacy?
 - Note: See [Chapter 1: Key Characteristics of College- and Career-Ready Students](#) for more information.

Portfolio Reflection Questions

- What is your favorite piece of work in the portfolio? Why? What does it say about you?
- Look at some work from a long time ago and some that was completed recently. Where do you notice improvement? What has improved? What areas would you like to improve? Why?
- What seems to be your greatest strength as indicated by your work? Is it a specific skill? For instance, are you a strong writer or presenter? Is it a subject area? For instance, are your best grades all for work related to science concepts?
- Have your academic interests or goals shifted in any way since the start of the year? How does the completion of this work bring you closer to your goals (academic, extracurricular, social, health, etc.)?
- Has any of the work in the portfolio been the result of collaboration? What did you learn about yourself in that process?
- What could you do in the future to have more success with difficult projects or tasks?
- What's missing from your portfolio? Do you possess skills or knowledge that aren't currently represented in your portfolio? What can you do about that?
- What have you learned about yourself this year?

Adapted from Risi, R., Schiro, P., & Serret-Lopez, C. (2005). *Strategies for success teacher guide*. San Diego, CA: AVID Press.

2.7 Organizing Time Long-Term Using Backwards Mapping

Objectives

Educators will:

- Guide and instruct students with time management strategies for long-term assignments.
- Model multi-step time management strategies in order for students to increase independence with extended projects or tasks.

Students will:

- Understand and demonstrate the concepts and practices of backwards mapping.
- Apply backwards mapping to complete long-term assignments and goals with self-reflection to gain insights and strengthen self-awareness of current level of performance.

Overview

The following activity ideas are intended to continue the focus on organizing time by developing skills in backwards mapping. Backwards mapping, when used as a time management strategy, especially with multi-step and extended time projects, leads to increased autonomy and student success. “Chunking” projects or exams into mini-assignments (milestones) with their own due dates puts students in charge of their own organization and outcomes. This method is dependent on students consistently performing at the advanced level of implementation of time management strategies and methods. The levels of instruction below apply the same strategy to increasingly complex assignments.

Materials/Set-Up

- Student Handouts:
 - [2.7a: Backwards Mapping Plan](#)
- Visit the *College and Careers* webpage on MyAVID to explore related materials and resources.
- Ensure students have implemented organizational tools and organizational systems for organizing time.
- Introductory Level:
 - A previously completed long-term project or multi-day assignment
- Intermediate and Advanced Levels:
 - Students will identify 1–2 active long-term projects or multi-day assignments to incorporate planning and learning throughout the process.
- For more information about long-term time management and backwards mapping at the postsecondary level, see *AVID Postsecondary Strategies for Success*.
- For more information about project planning and group work, see *AVID Critical Thinking and Engagement: A Schoolwide Approach*.

Questions to Inform Instruction

- How do students currently incorporate the backwards mapping method?
- What might educators model to reinforce the benefits of the backwards mapping method?
- How might we assess students' performance with the backwards mapping method?
- How might educators gradually release the backwards mapping method?

Overarching Process

- Introduce, define, and describe the backwards mapping method to students as a method to support time management for long-term assignments, tasks, or projects.
- Model the method and facilitate learning through the process of breaking a task into component parts (milestones) and identifying due dates for each component.
- Incorporate students' chosen organizational tools and systems to capture due dates, ordered steps, and/or required components.
- Engage student reflection individually, in small groups, and whole class discussions to clarify points of confusion and make connections to organizational systems.

Levels of Instruction

After determining students' prior knowledge of this concept, choose the level of instruction that best matches where they are to reinforce current skills and enhance understanding.

Introductory

- Introduce the concept of backwards mapping as a method to aid time management and planning for long-term projects, assignments, or tasks that require more than one work session for completion, such as:
 - essays, novels, modules within lessons, research projects, etc.
- Engage students in discussions and brainstorming about how they have approached long-term projects in the past, charting/displaying ideas that are shared out. Possible ideas include:
 - Blocking out time each day or week
 - Creating a schedule
 - Breaking down the project into smaller pieces or chunks
- Identify a project or assignment that students have completed as reference for guided instruction.
 - What were the required components of this project?
 - How much time was provided to complete the project?
 - Did the project involve working or interacting with others?
 - Upon reflection, how well did you do with the process of completing the project?
 - How well did you do with managing your time?

- Engage students in self-assessing their current level of understanding of long-term projects:
 - Working in partners or small groups, identify the key components of long-term projects that inform the backwards mapping method:
 - How much time is allotted from the assigned date to the due date?
 - Is this an individual, partner, or group project?
 - How many pieces or required components are included in this project?
 - What required tasks or steps are within each component of this project?
 - What prior knowledge do I have related to the topics and components within this project?
 - What other projects, assignments, or commitments overlap with the dates of this project?
- Facilitate whole-group discussion to clarify the key components needed prior to planning work for long-term projects.
- Develop a graphic organizer or planning guide as a class, or use student handout [2.7a: Backwards Mapping Plan](#). Discuss how the resource will support backwards mapping.
- Provide opportunities for students to work with the backwards mapping method in partners and small groups. Opportunities should include a variety of multi-day/long-term projects throughout the academic year.

Intermediate

- After experiencing successes and failures with planning and time management for long-term projects/assignments, ideally individual *and* group assignments, engage students in reflection and self-assessment on those experiences.
 - How did you approach planning your time?
 - How did you actually use your time?
 - Did the final product include all the required elements or components?
 - How did you incorporate the project planning into your organizational tool and/or system?
- Develop a graphic organizer or planning guide as a class, or use student handout [2.7a: Backwards Mapping Plan](#), to reference and utilize for planning.
- Encourage students, individually or in small groups, to add information and fill out plan details for long-term project/multi-day assignments. (Ideally, students will do this with an upcoming assignment, but this can be completed in retrospect as well, especially if the assignment results evidenced a need for better time management.)
 - Remind students to include key components (e.g., due date, required pieces, expected parameters, potential conflicts or overlapping priorities)
- Facilitate group discussion to clarify the backwards mapping method. Discuss questions such as:
 - How might my timeline be impacted by conflicting assignments or events already noted in my organizational tool (e.g., planner)?
 - How might I incorporate daily or weekly work blocks to maintain my time management plan?

- Encourage students to incorporate backwards mapping plans into their organizational systems (e.g., record all components of the plan in their planners, implement color-coding to support organizing materials that will be required at some point during the plan).
- Encourage students to select accountability partners who monitor adherence to the backwards-mapped plan and to periodically check in with them.
- Provide opportunities for students to self-reflect and self-assess their progress before, during, and after the completion of the long-term project.

Advanced

- As students' master skills related to time management, efficiency, and quality, the relationship between self-monitoring and self-advocacy and long-term projects can come into focus.
- Have students identify two overlapping long-term projects or multi-day assignments that are currently assigned or will be assigned in the near future.
- Engage students in self-reflection related to juggling more than one long-term project. Prompts may include:
 - How does backwards mapping assist with balancing my time across multiple assignments?
 - How does my chosen organizational tool for managing time align with the backwards mapping method?
- Encourage students to include the details of their backwards mapping plan for both projects or assignments in their organizational tools.
 - Use student handout [2.7a: Backwards Mapping Plan](#) to support thinking and planning, or develop another graphic organizer or planning guide as a class.
 - Remind students to include things like due dates, component tasks, required components for both projects.
- With accountability partners (assigned or chosen), engage students in discussion concerning the following topics:
 - How do the due dates impact each project?
 - How do the work blocks impact each project?
 - What previous commitments or assignments impact the projects?
 - How might I adjust my backwards mapping plan to accommodate both projects?
- Facilitate a group discussion concerning strategies to balance more than one long-term project.
 - How might we self-monitor our daily and weekly time management to enhance our productivity?
 - How might we self-advocate while balancing more than one long-term project?
 - How might self-awareness guide adjustments and refinement of the plan?
 - How might we manage our self-care to stay at our optimum performance levels?
- Provide ongoing opportunities for students:
 - to check in with their accountability partners
 - to reflect and record their individual progress and performance throughout the plan

Backwards Mapping Plan

Complex assignments can be broken down into manageable chunks. Analyze your task using backwards mapping and determine what tasks need to be completed. Once you have organized this information, periodically refer back to your Backwards Mapping Plan in order to analyze your progress.

Name: _____ **Project:** _____

<p>Major Project Components</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>4. _____</p> <p>5. _____</p> <p>_____</p> <p>Potential Calendar Conflicts</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Due Date:</p>	
	5. <i>Tasks to Complete:</i>	
	4. <i>Tasks to Complete:</i>	
	3. <i>Tasks to Complete:</i>	
	2. <i>Tasks to Complete:</i>	
	1. <i>Tasks to Complete:</i>	

Upon submitting your project, reflect and comment on the strengths of your plan and what you would do differently next time.

Supporting Organization Schoolwide

As students develop the skills of organizing their materials and time, the metacognitive processes that promote organized thought are activated and can be honed by educators. Ultimately, this empowers students to take responsibility for their learning in all classes and propels them toward college and career readiness. For students to truly develop the organizational systems and routines that promote this pathway, they need consistent high expectations for organization reinforced throughout all of their classes. This culture of high expectations for all students, where students throughout the school believe that teachers expect them to develop organizational skills and routines that support college and career readiness, is evident when the AVID philosophy progressively shifts beliefs and behaviors resulting in an increase of students meeting college readiness requirements.

AVID is schoolwide when a strong AVID system transforms the instruction, systems, leadership, and culture of a school. The suggestions below are intended to spark ideas for how an AVID site could support the development of organization for college and career readiness schoolwide.

Section Outline

- Schoolwide Suggestions
- The AVID Site Team's Role
 - AVID Schoolwide Strategy Planning Guide: Organization (Example)
- The Family's Role
 - How Families Can Support Organization
 - How Families Can Support Organization (Example)

Schoolwide Suggestions

AVID is schoolwide when a strong AVID system transforms the instruction, systems, leadership, and culture of a school. The suggestions below are intended to spark ideas for how an AVID site could support the development of the key characteristics for college and career readiness schoolwide.

Instruction

Before organization can truly become a schoolwide value, it must be intentionally woven into instruction across the school. Educators can utilize resources and activities such as those in this chapter to explicitly instruct students in how to organize their materials and time. Not only should organizational tools and skills be mentioned at the beginning of the academic year, but also consistently reinforced throughout the year.

Efforts to integrate organization into instruction schoolwide could look like:

- Utilizing routines from educator resource [2.3a: 10 Ways for Educators to Support Planner Usage](#)
- Providing a few minutes each week for students to organize their binders or backpacks
- When giving a long-term assignment, providing explicit instructions on how to manage time and backwards map (See [2.7: Organizing Time Long-Term Using Backwards Mapping](#))

Systems

As educators begin to integrate organizational tools and skills into their instruction, they should also begin conversations around systems that can be used to align expectations across the school.

Efforts to develop aligned systems could look like:

- Adopting common organizational tool options schoolwide (e.g., agenda, folders, binders, spirals)
- Rotating one subject area or department to perform consistent checks of students' level of success with organizational tools (This is important to ensure that all students are receiving periodic checks.)
- Planning and refining organizational expectations, instruction, and assessment through consistent schoolwide, grade level, or department calibration during planning or AVID Site Team sessions

Leadership

Alignment of instruction and systems must be supported by local leadership, including the site principal and a representative leadership team. This is an integral component of initial adoption of schoolwide organizational systems, and also the degree to which they are sustained.

Efforts in this domain could look like:

- Providing time for professional learning around established schoolwide organizational systems
- Securing and/or providing resources for schoolwide systems, such as a schoolwide planner and/or binder
- Delivering communication and clarity on the alignment between organizational systems, the school's mission and vision, and the AVID mission and vision for college readiness

Culture

After instruction, systems, and leadership have aligned, organizational systems and routines can influence the culture of the school by helping students to access rigorous coursework and become college and career ready.

Efforts to transform school culture could look like:

- Establishing high expectations for students' organizational skills and the underlying self-awareness and self-monitoring predictive of college and career readiness
- Creating schoolwide messaging about how the school's organizational systems support students' college and career readiness (possibly related to the key characteristics of college and career readiness)
- Hosting family workshops to support alignment and reinforcement of organizational systems at home ([See Supporting Organization: The Family's Role](#) for more information on working with families.)

The AVID Site Team's Role

The AVID Site Team is one of the key leadership elements in supporting the alignment of organization schoolwide. This voluntary team of administrators, counselors, teachers, and others should work together to initially plan how organizational systems and routines can be initially taught to faculty and students, and then systemically reinforced and refined.

The suggestions below are intended to spark ideas for how the AVID Site Team could support the alignment of organization schoolwide.

Instruction

- Ensure that Site Team teachers' classrooms are model classrooms for instruction related to the development of organization skills. Consider inviting other faculty members in to observe lessons on supporting organization skill development.
- Site Team counselors and administrators can also support the implementation of instruction related to the development of organization systems and routines.

Systems

- Assess the current schoolwide status related to organization skills and the use of organizational tools.
- If part of the organizational plan is to implement eBinders, utilize the AVID Schoolwide eBinder Planning Process Overview and related online resources. (See eBinders.net for more information.)
- Periodically revisit and refine the implementation of the schoolwide organizational systems and routines.

Leadership

- Use the AVID Schoolwide Strategy Planning Guide as a framework for the conversation and planning around aligning schoolwide expectations related to organization. [See [AVID Schoolwide Strategy Planning Guide: Organization \(Example\)](#) for an illustration of how the resource could be used.]
- Determine what role each member of the AVID Site Team (administrators, counselors, teachers, and others) will have in the implementation of the plan.
- Consider how AVID Site Team members (including AVID students) can mentor other students to help with organization schoolwide. (Visit the *College and Careers* webpage on MyAVID to explore related resources.)

Culture

- Ensure that Site Team teachers' classrooms are model classrooms for high expectations related to the self-awareness and self-monitoring that support organization and drive college and career readiness
- Develop and deliver schoolwide messaging about how the school's organizational systems support students' college and career readiness
- Lead family engagement efforts related to development of organization skills. (See [Supporting Organization: The Family's Role](#) for more information.)

AVID Schoolwide Strategy Planning Guide: Organization (Example)

This is an example of the AVID Schoolwide Strategy Planning Guide as it might be used related to the development of organizational skills, systems, and routines. A copy of this template is available in the introduction, as well as on the *College and Careers* webpage on MyAVID.

1. What strategy will we intentionally implement? Why?

Now that we have completed our pilot and testing of our eBinder organizational system, we will be implementing an eBinder schoolwide. In order to be college and career ready, as well as academically successful, our students need to have 21st century skills. We believe that utilizing the organizational tool of an eBinder schoolwide will help students both now and in the future.

2. Who will implement this strategy on the campus? (Educator, Team, Department, Grade Level, Campus)

The eBinder system will be implemented and supported by all educators schoolwide.

3. Will the strategy be scaffolded? If so, how?

For less experienced students, we will have more intentional teacher-directed structures. As students move up, they will have more opportunities to design and personalize their own organizational structures within the eBinder.

4. How will the participants (i.e., educators and students) be trained?

During staff professional learning, our Technology Leadership Committee will inform and train all educators in the expectations around and usage of the eBinder system. Additionally, an interdisciplinary team will guide the planning and implementation of eBinders schoolwide to clarify expectations and procedures as well as support buy-in.

5. What resources are needed?

Each student will be provided with an individual device. Additionally, each device will have internet access and be connected to our common cloud platform.

6. What is the timeline of implementation? How will new educators and students be supported in subsequent years?

We will implement eBinders and explain expectations to all students during the first week of school. The English department has volunteered to conduct quick checks of all students' eBinders at the beginning of class every other Friday. The administrators and counselors have volunteered to be available to consult individual students who are not meeting expectations, as well as to help new students that are added throughout the year get up to speed.

7. How will implementation be measured? What documentation could be collected?

We will conduct two surveys: a mid-year and an end-of-year survey of educators and students. This will help us to determine the effectiveness of the schoolwide eBinder implementation and collect ideas for how the system can be further refined next year.

For more information about implementing an AVID eBinder, visit eBinders.net.

The Family's Role

Family engagement is an essential part of student success and can serve as a positive reinforcement of the organizational systems that are utilized at school. In order for this to happen, educators must determine the key elements of organization that should be communicated to families, and what tools should be provided to families to support development of organizational skills.

Partnering at Home

- Determine key ways in which the home environment could support students in developing organizational skills, such as checking students' organizational systems and developing organizational systems for organizing time and materials at home.
- Determine tools that can be provided to families so they can support their student's organizational skills. (See the [How Families Can Support Organization](#) educator resource.)
- Determine the best way to communicate important information about those tools to families. For example:
 - Digital communication:
 - Email/Group Texts – Collect email addresses early in the year and provide initial overviews of organizational expectations and periodic reminders throughout the year.
 - Social Media/Webpages – Post pictures of exemplary organizational tools for materials (e.g., organized binders or backpacks) and time (e.g., completed planners, backwards mapping worksheets) and encourage families to check their student's organizational efforts to see how they compare.
 - Individual conversations – As students develop their organizational skills, individual conversations with their families about their strengths and opportunities for growth are beneficial. These can happen through phone calls, parent-teacher conferences, Open House events, etc.
 - Family workshops – The most effective way to explain organization strategies and how families can support them is through a family workshop focused on organization. Consider incorporating an “Organization Fair” with stations at which students teach families how to set up and check a binder, how to fill in a planner, etc. See the Planning and Implementing Family Workshops section in the introduction for more information.

Connecting Families with the School and Community

- Provide opportunities for families to play an active volunteer role in the schoolwide strategies that are implemented related to developing organization.
- Determine what community-based resources could support families and students in developing organizational skills. (For example, community organizations that provide organizational tools for students.)
- Determine how best to engage families in the decision-making process around each of the above decisions.

How Families Can Support Organization

Organizing Materials	The school's expectations are...	Families can support this at home by...
System for Organizing Daily Materials		
Accountability		
Long-Term Materials		
Organizing Time	The school's expectations are...	Families can support this at home by...
System for Organizing Time		
Accountability		
Study Skills		

How Families Can Support Organization (Example)

Organizing Materials	The school's expectations are...	Families can support this at home by...
System for Organizing Daily Materials	<i>All students will carry an organized binder to all their classes</i>	<i>Making sure that students have their binder with them each evening</i>
Accountability	<i>Binders will be checked in first period every Monday</i>	<i>Checking the binder each Sunday evening; Consider doing a "shake test!"</i>
Long-Term Materials	<i>Students will keep up with materials</i>	<i>Providing a space for students to study and keep completed assignments at home</i>
Organizing Time	The school's expectations are...	Families can support this at home by...
System for Organizing Time	<i>All students will have a school planner (provided by school) and write down the Essential Question and homework from each class</i>	<i>Implementing a "family organization system" with some elements of the school's system for organizing time</i> <i>Discuss the Essential Question with your student and consider having a "family planner" at home to capture everyone's schedules and special events.</i>
Accountability	<i>Planners will be checked in fifth period every Friday</i>	<i>Checking and signing the planner each evening (as appropriate)</i>
Study Skills	<i>All students will study at least 30 minutes each night</i>	<i>Encourage and guide time management skills related to study block balanced with other chores, special events, or extra-curricular activities.</i>

Post-Reflection Questions

Educators should reflect on these questions, and AVID Site Teams should discuss them, to ensure that student-level organizational skills are effectively supported in individual classrooms and schoolwide. After reading and exploring strategies and activity ideas presented in this chapter, think about how they have guided complete answers to these questions.

- How are students demonstrating organization of materials and time?
- How have instructional practices and routines been adjusted or refined related organizational skills?
- How have assessments of student organization and planning been adjusted or refined?
- How has organization outside of the classroom been refined or impacted?
- How has increasing the flexibility within schoolwide organizational systems supported all students?

Works Cited

Anderson, D. H., Munk, J. A., Young, K. R., Conley, L., & Caldarella, P. (2008). Teaching Organization Skills to Promote Academic Achievement in Behaviorally Challenged Students. *Teaching Exceptional Children* v40 n4, 6-13.

CHAPTER THREE

Advancing College Preparedness



Visit the *College and Careers* webpage on MyAVID
for additional materials and resources.

Chapter Outline

College Exploration

- 3.1: The Language of Higher Education
- 3.2: Exploring College Options
- 3.3: Learning About College
- 3.4: Exploring Campus Life
- 3.5: College Tours and College Fairs

College Preparation

- 3.6: Exploring the Application Process
- 3.7: Developing Academic Plans
- 3.8: Understanding GPA
- 3.9: Investing in Extracurricular Activities
- 3.10: Writing College Essays
- 3.11: Crafting Personal Statements
- 3.12: Requesting Letters of Recommendation for Academic Advancement
- 3.13: Earning Transfer Credits

College Selection

- 3.14: Selecting a College: Academic Fit
- 3.15: Selecting a College: Social Fit
- 3.16: Selecting a College: Financial Fit

College Persistence and Success

- 3.17: Tackling Transitions
- 3.18: Building Social Support Networks
- 3.19: Academic Support Networks

Supporting College Preparedness Schoolwide

- Schoolwide Suggestions
- The AVID Site Team's Role
- The Family's Role

Advancing College Preparedness

All students need to be exposed to college. They need to consistently see and hear messages about college. They need to believe that college is a great opportunity and an attainable option, and understand that pursuing a college education is expected of them. The earlier educators assist students, and families, with exploration of college opportunities, the better. This helps to establish that the question is not if a student will go to college, but where and why, and supports informed decision-making related to higher education pathways.

At least some amount of higher education is virtually a necessity to maximize options and achieve upward mobility in the current workforce, and this need will only become more pronounced. Educators can, and should, begin helping students explore college opportunities as early as elementary school, and grade levels should align to successively build college knowledge and begin pre-work and planning. Support should continue all the way through the application and enrollment process, and even into college to aid successful transitions and persistence. This early start and sustained support will ultimately maximize options and assists students in fulfilling their potential, both practically and intellectually.

As a component of the AVID College Readiness System, AVID for Higher Education focuses on persistence and success. Dr. Joe Cuseo, professor emeritus of psychology and director of the first-year seminar at Marymount California University for more than 25 years, informed the work of the AVID for Higher Education team. Cuseo describes seven research-based, student-centered principles of higher-education success (Cuseo, n.d.):

1. Personal validation
2. Self-efficacy, grit, and growth mindset
3. Meaning and purpose
4. Active involvement (engagement)
5. Reflection
6. Social integration
7. Self-awareness

These principles inform this chapter's activities and strategies related to persistence and success.

This chapter offers ways to introduce students and families to the college planning process, from exploration to preparing to selecting a college. It also offers activities to begin a discussion about persistence.

“If you want to be truly successful invest in yourself to get the knowledge you need to find your unique factor. When you find it and focus on it and persevere, your success will blossom.”

Sydney Madwed

For more information on advancing college preparedness, please refer to the following AVID resources.

College and Careers Webpage

The *College and Careers* webpage on MyAVID includes additional materials and resources to supplement this chapter.

Preparing for College

Designed to be a resource guide for AVID teachers who are preparing students in grades 11 and 12 for college exploration and selection, *Preparing for College* digs deep into the specifics of these topics. Please see the *Preparing for College* curriculum resource and webpage on MyAVID.

Chapter Objectives

As a result of this chapter, educators will be able to:

- Facilitate student exploration, thinking, and planning concerning higher education opportunities.
- Guide discovery of “best fit” options with safety, match, and reach schools in the categories of academic fit, social fit, and financial fit.
- Support and guide students in considering common challenges to higher education persistence and success.
- Instill concepts and academic language relevant to higher education expectations and processes.

As a result of this chapter, students will be able to:

- Identify essential aspects of “best fit” safety, match, and reach schools in the categories of academic fit, social fit, and financial fit.
- Understand and plan for common challenges to higher education persistence and success.
- Understand key concepts and utilize academic language relevant to higher education expectations and processes.

Levels of Instruction

Every chapter scaffolds activities into three levels of instruction. This design allows educators to choose the level of instruction that best matches where their students are to reinforce current skills and enhance understanding.

- **Introductory Level:** Students have little to no prior knowledge of the concept.
- **Intermediate Level:** Students have some knowledge of the concept, yet still rely on guided practice.
- **Advanced Level:** Students have substantial knowledge and are relatively independent, yet would benefit from more refinement across disciplines.

Pre-Reflection Questions

Educators should reflect on these questions, and AVID Site Teams should discuss them, to ensure that instruction, expectations, and culture are advancing college preparedness in individual classrooms and schoolwide. As you read, think about how the strategies and activity ideas presented in this chapter can help formulate complete answers to these questions.

- How do educators support students with understanding the dimensions of fit (academic, social, and financial) and with discovering safety, match, and reach schools?
- How do educators empower students to learn concepts and utilize academic language relevant to higher education contexts and processes?
- How do educators define “higher education” and the pursuit of it? (Does the definition include career, technical, and other adult education opportunities?)

Advancing College Preparedness

In some sense, a student's college journey begins when the idea of college is made more concrete, through identifying and exploring the many higher education opportunities available. Students need to investigate and reflect to begin formulating answers to important questions, such as: What options are available? What do I want and need? What is within reach? What can I do to extend my reach, and how do I prioritize my wants and needs to select a college that is a good fit?

Answering these questions requires access to information and the ability to process it. Students may not know where to turn to get meaningful information about college, and they likely are not proficient in the academic language of higher education ("matriculation," "impacted major," and "articulation agreement" are probably not well understood concepts). To begin to address these challenges, this section provides educators with introductory activities and resources that guide students through early exploration of higher education opportunities.

The activity ideas in this section are designed to put students into productive modes of thinking, expose students to a variety of potential college experiences, and prompt students to envision themselves in college courses and as college graduates. They also include methodology to teach the language of higher education and incorporate college tours, college fairs, as well as admission representatives guest speakers (virtual and on-campus/live) to maximize student exposure to different types of colleges and information about them. Lastly, they guide educators in helping students refine the criteria that will help guide their decision about what option and what school is a good match for them.

Section Outline

- 3.1: The Language of Higher Education
- 3.2: Exploring College Options
- 3.3: Learning About College
- 3.4: Exploring Campus Life
- 3.5: College Tours and College Fairs

3.1 The Language of Higher Education

Objectives

Educators will:

- Intentionally integrate and highlight a variety of vocabulary and academic language exposure throughout the academic year.
- Model and assign writing assignments and engage students in small-
..... group conversations that require the use of **content-specific vocabulary** and academically appropriate language throughout the academic year.

Students will:

- Engage in activities designed to incorporate content-specific vocabulary and academic language.
- Learn and effectively use content-specific vocabulary in writing and conversation to encourage academic language and literacy.

Content-specific vocabulary terms are relatively low-frequency domain- and discipline-specialized words and phrases that appear in textbooks and other instructional resources.

Overview

The following activity ideas are intended to guide students in the language of higher education. Higher education has its own language: students research their “best-fit” schools, they apply for “financial aid,” they “declare majors and minors”—the list is long. Students should be exposed to the language of higher education and become fluent in it. This way, they will be empowered to participate in meaningful and productive academic discussions about higher education and be informed throughout the application process.

Materials/Set-Up

- Visit the *College and Careers* webpage on MyAVID to explore related materials and resources.
- Confirm access to computers with internet access.
- Preview and select (and perhaps bookmark) websites that explain college vocabulary.
- Gather examples and other helpful information to share with students:
 - Higher education textbooks, informational brochures and pamphlets, applications, websites, and any other relevant materials available, physical and digital. (Counselors, admissions offices, and public libraries are all great sources.)
- Provide, or develop with students, a word bank of relevant academic language. Potential terms to include are below.

Introductory

- | | | |
|--------------------|---------|------------|
| • college | • major | • suburban |
| • university | • minor | • private |
| • higher education | • rural | • public |
| • campus | • urban | |

Intermediate

- transcript
- SAT®
- GPA
- financial aid
- scholarships
- ACT®
- plagiarism
- internships
- college essays
- letter of recommendation
- application process

Advanced

- community college
- vocational college
- liberal arts
- reach school
- safety school
- FAFSA®
- rolling admissions
- early decision
- lecture
- seminar
- associate degree
- bachelor's degree
- master's degree
- doctoral degree

Questions to Inform Instruction

- As educators how do we influence the use of academic language in our classrooms?
- As educators how do we reinforce and model content-specific vocabulary throughout the academic year?
- How might we model or reinforce strategies that promote academic language and content-specific vocabulary use in all students?
- How might we design opportunities for students to practice meaningful and relevant use of content-specific vocabulary and academic language?

Overarching Process

- Intentionally plan and model academic language and content-specific vocabulary throughout the academic year.
- Introduce, define, reinforce, and model content-specific vocabulary.
- Guide and support students in practicing and self-monitoring their academic language and content-specific vocabulary usage throughout the academic year.

Levels of Instruction

After determining students' prior knowledge of this concept, choose the level of instruction that best matches where they are to reinforce current skills and enhance understanding.

Introductory

- Provide opportunities for students to research the provided content-specific vocabulary. (See Materials/Set-Up for suggested terms.)
- Engage students in a writing assignment in which they develop a description of their ideal college using at least three of the vocabulary words.
- To support family involvement, encourage students to review their ideal college descriptions or to research three content-specific vocabulary terms with an adult of importance to them.

Intermediate

- Provide an opportunity for students to explore the definitions and information concerning chosen content-specific vocabulary. (See Materials/Set-Up for suggested terms.)
- Review definitions with the whole group and discuss prior knowledge and questions to generate connections between terms and to personal experience.
- Ask students to work in partners to develop three to five potential questions (using at least three content-specific words) to pose to counselors or college representatives to practice using appropriate academic language.
- To support family involvement, encourage students to incorporate three to five content-specific vocabulary words into a descriptive paragraph highlighting important or relevant information they have learned about college to share at home or with a mentor.

Advanced

- Facilitate class discussion around the college application process and the chosen content-specific vocabulary. (See Materials/Set-Up for suggested terms.)
- Have students work in partners or small groups to ensure their understanding of content-specific vocabulary. They should research as needed to develop an understanding and authentic definition for any unknown/unfamiliar terms.
- Facilitate an academic conversation on the college application process in whole group or small groups and hold students accountable for using content-specific vocabulary during the discussion.
- To support family involvement, encourage students to develop a checklist of required components of the college application process to share with family members or trusted adults outside of school.

3.2 Exploring College Options

Objectives

Educators will:

- Provide information about different types/categories of colleges to broaden student perspectives on what it means to pursue higher education.
- Engage and guide students in comparing and contrasting the different types/categories of colleges.
- Assist students in identifying the types/categories of colleges that relate to customized college lists and personal goals.

Students will:

- Research and develop an understanding of the different types/categories of colleges.
- Compare and contrast the different types/categories of colleges.
- Reflect upon which type/category appeals to them and matches their personal goals.

Overview

The following activity ideas are intended to promote exposure to and exploration of the variety of types/categories of colleges. The path to college readiness should include frequent exposure to new information, experiences, and perspectives. Exploring the many higher education options open to students supports this goal. Many students, especially first-generation college students, might not yet understand the diversity of options available to them. Exploring them together is a great support.

Materials/Set-Up

- Visit the *College and Careers* webpage on MyAVID to explore related materials and resources.
- Preview the different types/categories of colleges, and develop a word bank to support academic language development. Potential terms to include are below.
 - liberal arts colleges
 - universities
 - technical colleges
 - professional schools
 - historically black colleges and universities (HBCUs)
 - tribal colleges
 - women's colleges
 - community or junior college
 - proprietary institutions
 - Hispanic-serving institutions
- Poster board/chart paper
- Index cards or sticky notes
- String, push pins, or tape to attach index cards

Questions to Inform Instruction

- As educators, what is our current understanding of the different types/categories of colleges?
- How do students currently understand the different types/categories of colleges?
- How might educators expand students' understanding of "college" by exploring different types/categories?
- How might knowledge of different types/categories impact our students?

Overarching Process

- Engage students in exploration and discussions relating to the different types/categories of colleges.
- Guide exploration and authentic definitions of different college options.
- Provide opportunities for students to learn and share about a variety of college options available.
- Support individual student goals and foster experiences for students to advocate for the college options they choose.

Levels of Instruction

After determining students' prior knowledge of this concept, choose the level of instruction that best matches where they are to reinforce current skills and enhance understanding.

Introductory

- Introduce, define, and explore the types or categories of colleges. (See Materials/Set-Up for suggested terms.)
- Incorporate connections to students' interests and current college knowledge.
- Provide opportunities for students to explore and develop authentic definitions of each of the types/categories of colleges presented.
- Encourage students to create a visual display (digital or physical, e.g., **One-Pagers**) that highlights the names of colleges that fit into their type/category (e.g., a visual highlighting HBCUs might include Howard University and Morehouse College, among others) and includes information about the general category as well as information about each of the schools included.
- Display research products (in a Gallery Walk) for peers, schoolwide audiences, or community.



Intermediate

- Review and revisit students' understanding pertaining to types/categories of colleges.
- Assign types/categories or allow students to select types/categories of interest to further research.
- Provide opportunities for students to explore potential colleges that match their assigned or chosen type/category.
- In small groups or independently, students process and reflect information with a WICOR activity (e.g., creating **Interactive Notebooks** with the college type/category and researched info on the right side of a two-page spread, and individual processing and reflection on the left side).



- Incorporate innovative ways to display and share with their peers, schoolwide, and with the community.

Advanced

- Revisit the definitions of each type/category of colleges with a quick review activity.
- Create clearly labeled centers around the classroom, one for each type/category.
- Provide students with index cards (or sticky notes). Ask them to create three to five “college cards,” each of which lists their name, a college of interest (an actual college or just the type/category), and one good reason to go to that specific college/type of college.
- Students place their college cards in their respective centers (e.g., on the wall near the posted definition/explanation of the type/category of college).
- Give students string and have them physically connect their college cards using the string. It is fine if all of students’ choices are in the same type/category.
- Provide time for students to view the resulting web, and facilitate a class discussion on selection of college types/categories and the unique make-up of everyone’s choices.
- Engage students in self-reflection on their choices and their learning from the activity. Prompt students’ thinking with the following questions:
 - What did the majority of my peers select as their preferred college type?
 - How did my college choices match with the college types?
 - After viewing the class college web and participating in the discussion, do I wish to refine or revisit my college choices?

These activity ideas reference the National Association for College Admission Counseling’s *Step by Step: College Awareness and Planning: Middle School Curriculum*.

3.3 Learning About College

Objectives

Educators will:

- Introduce, reinforce, and expand student thinking about college opportunities throughout a course or academic year.
- Expose students to information pertaining to college to provide real world examples of success as it relates to the characteristics of college- and career-ready students. (See the [Key Characteristics of College- and Career-Ready Students](#) chapter for more information.)

Students will:

- Explore self-awareness of college knowledge and college opportunities.
- Consider the realities of the complete college journey compared to their current or past knowledge of college experiences.

Overview

The following activity ideas are intended to guide students to think about college and to explore the available options as well as potential opportunities.

Materials/Set-Up

- Visit the *College and Careers* webpage on MyAVID for related materials and resources.
- Confirm access to computers with internet access.
- Provide, or develop with students, a word bank of relevant academic language. Potential terms to include are below.
 - postsecondary
 - in-state
 - professional certificates
 - higher education
 - out-of-state
 - bachelor's degree
 - college
 - community college
 - master's degree
 - university
 - vocational college
 - doctoral degree
 - institution
- Collaborate with colleagues and students to develop questions to spark discussions, such as:

Introductory

- What do you think of when you hear the word college?
- Who do you know that is in college now or that went to college?
- What do you know about their experiences?
- Why do people go to college?

Intermediate

- How are sports and college used in everyday life? (television, fashion, movies, music, and advertising)
- What type of college interests you?
- What do you know about going to college as an in-state or out-of-state student?
- What do you think about the idea of going to a small college? Medium? Large?
- What are the pros and cons of living in a city, suburban, or rural area?
- What have you heard or learned about others' experiences of college?

Advanced

- What intrigues, excites, or concerns you about college?
- What would you like to study or learn more about in college?
- What field of study or career interests you most?
- What type of college coursework is required in that field or career?

Questions to Inform Instruction

- As educators, how do we define college?
- As educators, what does a college path for all students look like?
- How do our students currently define or view college, and what shaped/shapes that view?
- How do our students currently define their college paths, and how can we help expand them?

Overarching Process

- Introduce students to the concept of college and establish self-awareness of their attitudes and beliefs about college and the college journey.
- Prompt, encourage, and monitor discussions around college and college awareness.
- Expand student's self-awareness through metacognition about their college knowledge and areas of interest related to higher education opportunities.

Levels of Instruction

After determining students' prior knowledge of this concept, choose the level of instruction that best matches where they are to reinforce current skills and enhance understanding.

Introductory

- Introduce and define “college”:
 - College: an educational institution of higher learning with offerings that might include vocational, technical, professional instruction and/or general liberal arts curriculum for bachelor’s degree, and/or specialty coursework for master’s degrees, or doctorate degrees
- Engage students in small groups to develop an authentic definition of college.
- Facilitate a larger discussion around the small groups’ definitions and transition the conversation to pre-developed questions designed to expand students’ thinking about college. (See Materials/Set-Up for suggested questions.)
- Involve students in creating posters or signs for the classroom and around campus that promote positive definitions of college and college exploration.

Intermediate



- Review and revisit student definitions of college and get a “pulse check” on current levels of self-awareness each student demonstrates about his or her potential college pathways.
- Have students **Think–Pair–Share** to process and discuss pre-developed questions designed to expand their thinking. (See Materials/Set-Up for suggested questions.)
- Facilitate a larger discussion to identify similarities and differences from the group discussions and begin to categorize and illustrate the types of colleges students are interested in exploring. Use the college word bank to support academic language and build students’ college vocabulary. (See Materials/Set-Up for suggested terms.)
- Consider the following opportunities to extend college knowledge:
 - Establish college names for table groups, classrooms, or hallways around the campus to promote college awareness, exploration, research, and exposure.
 - Assign a college research assignment that allows students to identify and explore one college institution.
 - Have students write professional letters and emails to a variety of colleges to receive information packets from the admissions offices.

Advanced

- Revisit students’ current self-awareness of their college knowledge.
- Engage students in self-reflection using pre-developed questions designed to expand their thinking about college. (See Materials/Set-Up for suggested questions.)
- Provide opportunity for students to search online for colleges that offer their anticipated academic interests, majors, and degrees.
- Facilitate a class discussion to activate metacognition, increase self-awareness, and create personal connections to college opportunities.

3.4 Exploring Campus Life

Objectives

Educators will:

- Introduce, define, and expose students to the similarities and differences between college campus structures and K–12 school structures in order to facilitate interest and exploration of college opportunities.

Students will:

- Explore college campus structures, services, and opportunities available.
- Compare and contrast college campus structures, services, and opportunities with current experiences in K–12 school structures.
- Learn about structures, services, and opportunities that make college campuses unique.
- Explore a variety of majors and careers services available on college campuses.

Overview

The following activity ideas are intended to initiate students' exploration of the positive differences between the structures and services of K–12 schools and college campuses. Students often express that they do not want to go to college because they do not like high school or do not like getting up early to go to school. This activity promotes awareness about the freedom that college campuses provide and creates opportunities for college conversations and sharing of related resources.

Materials/Set-Up

- Visit the *College and Careers* webpage on MyAVID for related materials and resources.
- Explore and gather resources to support exploration of college.
- Ideally, confirm access to computers/devices with internet access.
- Determine if students will self-select colleges to explore or if colleges will be assigned.
- Provide, or develop with students, a word bank of relevant academic language. Potential terms to include are:
 - minor
 - mascot
 - financial aid
 - major
 - placement rate
 - scholarships
 - college
 - living options (dorms, on-campus apartments, residential life)
 - extra-curricular options (Greek life, clubs, sports, societies)
 - department
 - institutions

Questions to Inform Instruction

- How do our students currently view the college experience and college campus structure?
- Do our students view college as a unique experience or as an extension of high school life?
- How do we, as educators, promote the benefits and positive experiences of college campus life?
- How do we, as educators, view the college experience and college campus structure?
- How has college changed since our personal college journeys, and how does that affect our conversations with students?
- How do we, as educators, stay abreast of current trends, practices, and expectations of college to best serve all students?

Overarching Process

- Introduce students to the concepts of college campus life, and the differences, similarities, and unique activities and services not typically available in K–12 school structures.
- Provide or develop with students, a word bank of relevant academic language for discussing college campus life.
- Create opportunities to engage students in individual and small-group exploration of college campus life.
- Identify and facilitate students' interests and use them to build connections to college campus life and opportunities.

Levels of Instruction

After determining students' prior knowledge of this concept, choose the level of instruction that best matches where they are to reinforce current skills and enhance understanding.

Introductory

- Introduce students to the similarities and differences between K–12 school structures and college campus structures.
 - A great way to enliven this learning experience is to incorporate a variety of well-designed and stimulating sources of college information rich with school colors and logos, info about mascots, sports teams, locations, majors, minors, etc.
- Provide opportunities for students to explore pre-approved webpages, school websites, and other online resources to gather information and formulate a basic understanding of college campus life.
- Encourage students to pick a specific college and capture the following information about it, working individually or in small groups:
 - When was the college was established?
 - What demographic information can be found about the student body?
 - Is it public or private?
 - In what setting—urban, rural, suburban—is this college?
 - Is there any religious affiliation?
 - Is it a “commuter school,” or is living on campus the norm?
 - What sports, clubs, societies, Greek life, etc. options are there?
 - What are some of the most popular majors?



- Engage students in developing visual representations of the information they have gathered to be displayed around the campus or classroom.
- Incorporate student share-outs of information through a **Gallery Walk** or even a **World Café**.

Intermediate



- Revisit college-life vocabulary and college resources to reinforce academic language and reconnect with the many aspects of campus life that make college a unique, positive, and enriching experience.
- Give students the opportunity to gather information, individually or in small groups, about the following to become experts on a chosen or assigned college:
 - Living options (residence halls, on-campus apartments, off-campus housing)
 - Food options (specialty options, cafeteria, café, etc.)
 - Extracurricular options (clubs, sports, fraternities/sororities, etc.)
 - Degree options (majors, minors, graduate school, etc.)
- Provide opportunity for individuals or small groups to do further research into a chosen college, highlighting the quality of campus life.
- Engage students in energizing activities focused on discussing positive characteristics and aspects of college life, for example:
 - **Philosophical Chairs** discussion around a central statement like “Life is better at a small, private college in a rural setting.”
 - “Speed Dating,” in which small groups of students who are passionate about a particular college represent that college and try to recruit undecided students using a speed-dating format (undecided students spend a short, pre-determined amount of time talking with one group before moving to the next).

Advanced

- Individually or in small groups, students explore the freshman acceptance statistics for their chosen or assigned college. Gather data on things like:
 - Average GPA
 - Average SAT® /ACT® scores
 - Percentage of freshman applicants admitted
 - Cost to attend for in-state versus out-of-state students
 - International percentages
 - AP® /IB® /dual-enrollment coursework impacts
 - Graduation percentages (also compared to national averages)
- Provide guidance and opportunities for individual students or small groups to research the outlined or expected topics, gather reliable information, and design college pamphlets on their assigned/chosen college.
- Incorporate student-created pamphlets into classroom, college planning space, office, or as displays in hallways to promote college awareness and interest.
- As appropriate, connect the learning to college tours and the college application process.

3.5 College Tours and College Fairs

Objectives

Educators will:

- Introduce, define, and reinforce the importance of exploring colleges prior to the application process.
- Guide students in developing customized lists of colleges by category, namely the best academic fit, social fit, and financial fit.
- Intentionally incorporate opportunities for students to attend virtual college fairs to encourage sustained practice investigating college options.

Students will:

- Define personal college lists for academic, social, and financial fit to inform exploration of college options.
- Attend virtual college fairs and college introductory sessions (e.g., online chats with current students and faculty, campus open house events, special programs) to gain a deeper understanding of the college application process and college options.

Overview

The following activity ideas are intended to provide a deeper look at the college options with a focus on what students want in a college to help encourage a college match. Once matches are identified, the focus shifts quickly to exploring virtual tour options and websites to learn as much as possible about the school, the application process, and other relevant information.

Materials/Set-Up

- Visit the *College and Careers* webpage on MyAVID for related materials and resources.
- Explore college websites to become familiar with how they are set up in order to help students navigate them and to minimize confusion during college research time.
- Preview and identify sites that support students with developing individual checklists that can guide students during virtual college fairs/tours.

Questions to Inform Instruction

- As educators, what do we expect students to gain from experiencing college fairs, tours, and guest speakers?
- What exposure to college fairs, tours, and guest speakers do our students currently have?
- How might we, as educators, model and teach students to be critical consumers of a college's website?
- How might we, as educators, guide and prepare students for college fairs, tours, and guest speakers?
- How might we, as educators, guide or support virtual college fairs, tours, and guest speakers?
- How might we, as educators, guide or support on-campus fairs, tours, and guest speakers?

Overarching Process

- Introduce concepts of virtual and on-campus/face-to-face college visits, fairs, and tours as important steps in the college selection and admissions process.
- Guide students in preparing and practicing for college events, college fairs, and campus tours prior to attending or scheduling opportunities.
- Assist students with developing personalized wish lists for exploration of academic, social, and financial fit related to their college exploration.
- Incorporate opportunities for students to attend virtual tours and explore college websites throughout the academic year.
- Explore on-campus/face-to-face options for visits, fairs, and tours whenever possible.

Levels of Instruction

After determining students' prior knowledge of this concept, choose the level of instruction that best matches where they are to reinforce current skills and enhance understanding.

Introductory

- Introduce the concept of a virtual college tour, or invite college representatives to come give a presentation and answer questions.
- Demonstrate for students how to visit a school's website and take a virtual tour with the entire class.
- As the virtual tour unfolds, think-aloud to identify information that will later help determine whether the school is a good academic fit, social fit, and/or financial fit. (Be sure to connect this thinking with "live" campus tours as well as. The same thought process and fact finding apply, and a virtual tour is a great way to prepare students to take a live tour. There may even be value in taking a virtual tour of a campus before a scheduled live tour of that same campus.)
- Engage students in developing their "college wish list" (personalized criteria for what they currently believe makes for a great college experience), considering general criteria such as:
 - in-state, out-of-state
 - on-campus housing, off-campus housing
 - specific sports or clubs
 - social, cultural, and academic sororities and fraternities
 - total number of students (small, medium, or large student body)
 - location (urban, suburban, rural, international)
 - scholarships and financial aid options
- Encourage students to share their personalized lists with their family, friends, mentors, and supporters to encourage conversations about potential college tours and future college plans.

Intermediate

- Revisit students' personalized criteria lists and add supporting details for each item listed. Provide discussion time and guiding questions to facilitate students' review, revision, and refinement of their lists.

- Ask students to form small groups and brainstorm potential questions to ask during a college tour. Encourage groups to review questions together to make them meaningful (e.g., ask “How do most students at this school fund their education” versus “How much is tuition?” or “What do students say they enjoy most about campus life?” versus “Do you have sports teams?”)
- As a whole class, decide on the top 10 questions to ask prior to visiting or applying to that college.
- Share with students upcoming college fairs, tours, visits, or other events available online or in your area.
- Encourage students to seek and find opportunities to attend college fairs, tours, and visits and to share them with the class. Provide time and support for reviewing and refining personalized criteria lists before upcoming college events.
- After the event, incorporate ways for students to share their learning with peers and families (audio recordings, collages, comics, posters, slide presentations, digital books, narrated slideshows, movies, animations, blogs, or study aids).

Advanced

- Support students as they refine their personalized criteria lists and guide them in using their lists to select colleges to tour (virtual or on-campus).
- Individually work with students to review their lists and prioritize needs into three categories ([See the College Selection section of this chapter for more information](#)):
 - **Academic Fit**
School offerings align with student’s academic interests, and student’s academic performance aligns with school’s selectivity.
 - **Social Fit**
School offerings align with student’s expectations for things like extracurricular activities, living options (e.g., dorms, off-campus housing), location (e.g., urban, rural), and total student body, etc.
 - **Financial Fit**
Net cost (total cost minus “savings” from financial aid and other awards, AP® credits and other transfer credits, etc.) aligns with available financial resources. ([See the Financial Literacy chapter for more information.](#))
- Note: It’s critical to encourage and provide support to students who may be discouraged to learn that finding a good fit requires a lot of sacrifices.
- Incorporate frequent and consistent opportunities for students to have exposure to additional colleges and universities throughout the academic year.

College Preparation

This section prepares students to overcome obstacles and tackle the logistics surrounding the college application process. The activities and strategies help educators get students ready to fill out college admission and scholarship applications, consider how they will select college courses, and plan ahead to possibly earn college credits while still in high school.

This kind of preparation need not be saved for the junior and senior years, however. Students in the elementary grades can begin to define their interests, students in middle school should come to understand the implications that the courses they take in middle school have on their high school career, and students in high school should be paying close attention to the requirements of, expectations in, and their purpose for college. Even in college, students should continue to self-monitor progress to ensure they are meeting expectations for more advanced courses they will take later in college, and getting ready for success in continued studies and/or a career.

There are many dimensions to college preparation, and the activities and strategies in this section address them to varying degrees of depth, from an introduction to the concept up to deep exploration and learning. Some key dimensions are included below.

- **Overall high school grades** – Transcripts will list all classes students have taken in high school and the grades received. Colleges look at students' transcripts for challenging courses and compare them to the rigorous courses available on campus to get a snapshot of the level of exposure to rigorous content.
- **College preparatory course grades (AP®, IB®, Cambridge®, and honors)** – It is important to gain exposure and experience with courses of rigor and standardized rigorous testing such as AP, IB, and Cambridge. For most selective institutions, college preparatory courses count more toward GPA than regular courses and imply a higher level of rigor and challenge.
- **Essay** – Almost every application requires that students submit an essay or personal statement based on questions the college provides. These documents are opportune times for students to share their stories, give colleges additional insight, and influence in admission decisions.
- **Extracurricular commitment** – Students' activities outside of school are very important to colleges, because they show levels of commitment and interests. Colleges care how long students have been involved in activities, how much time they devote to each one, and whether or not they have leadership roles.

- **Demonstrated interest** – Colleges and universities want to know that students are interested in attending. There are multiple ways to demonstrate interest such as visiting campus, contacting admissions officers (email, telephone, in-person, or through social media), or participating in admission interviews and recruitment events.
- **Special talent** – This is a skill that makes a student stand out. It could be theater productions, fashion design, athleticism, student leadership, or anything else that distinguishes the student from others.
- **Letters of recommendation** – Although not all colleges ask for letters of recommendation, some colleges require them from teachers, high school counselors, or other adults to support students' application; and provide additional perspectives on students' past performance and future potential.

For a **detailed roadmap of the college preparation process for students in grades 11 and 12**, explore the *Preparing for College* curriculum resource and webpage.

Section Outline

- 3.6: Exploring the Application Process
- 3.7: Developing Academic Plans
- 3.8: Understanding GPA
- 3.9: Investing in Extracurricular Activities
- 3.10: Writing College Essays
- 3.11: Crafting Personal Statements
- 3.12: Requesting Letters of Recommendation for Academic Advancement
- 3.13: Earning Transfer Credits

3.6 Exploring the Application Process

Objectives

Educators will:

- Expose students to the different types of applications (digital and physical) that students will encounter when applying to colleges and, in some cases, high schools.
- Provide opportunities for students to practice, interact with, and receive feedback on the application process using mock applications.
- Provide advanced-level students with opportunities to draft, receive feedback, and submit completed applications.

Students will:

- Engage in exploration, practice, and interaction with applications.
- Prioritize and incorporate feedback related to successful completion of the application process.

Overview

The following activity ideas are intended to introduce application processes and provide opportunities for students to become familiar and successful with completing applications. Applications are ubiquitous in college and career, yet for some students filling out an application might be overwhelming. Educators can support successful completion of applications by providing opportunities to interact with and practice completing applications. Also, asking for, reflecting on, and implementing feedback related to certain components is a key part of the overall process.

Materials/Set-Up

- Visit the *College and Careers* webpage on MyAVID for related materials and resources.
- Identify and provide applications (physical and digital) for students to interact with and practice.

Questions to Inform Instruction

- How do students currently receive instruction, support, and feedback on the specifics and overarching concept of application completion?
- How might we incorporate practice or mock-application opportunities into our instruction?

Overarching Process

- Introduce a variety of applications and application processes.
- Provide opportunities to review applications and to discuss how to successfully complete applications.
- Engage students in completing practice applications.
- Provide opportunities for students to receive and reflect on feedback about their practice applications.
- Guide students to prioritize and incorporate feedback.
- Give students opportunities to plan and complete actual applications.

Levels of Instruction

After determining students' prior knowledge of this concept, choose the level of instruction that best matches where they are to reinforce current skills and enhance understanding.

Introductory

- Introduce and engage students in reviewing and analyzing the different types of applications and questions asked within an application.
- Model the successful completion of key components of a chosen application with a **think-aloud**. (Think aloud as you demonstrate completion of the component so that all students can see action steps and hear associated thought processes involved.)
- Incorporate opportunities for students to review a variety of applications through individual, small-group, and whole-group exploration.
- Encourage self-monitoring through opportunities to reflect on what they learned and what they need to do to be prepared to successfully complete applications.

A **think-aloud** is a strategy for verbally communicating the cognitive processes involved in an activity as a model for students.

Intermediate

- Reinforce the importance of gathering and preparing information prior to engaging in the application process.
- Engage students in analyzing chosen applications. Students can work in pairs or small groups to determine level of information required to complete the application.
- Incorporate opportunities for students to complete mock-application submissions.
 - Note: The chosen application will most likely be a digital/online application. Even so, there is benefit to having students complete this step on paper. The application process can be stressful and can trigger a fixed mindset about one's qualifications. Filling out an online-only application on paper first supports a growth mindset about the process. It makes it clear that it takes a lot of work, and at least a few practice attempts, to create a strong application, and that students should not be discouraged if the application at first seems daunting or difficult.
- Facilitate a feedback process. Provide opportunities for peers (or others, depending on the chosen applications) to review and provide constructive criticism.
- Engage students in self-reflection. They might consider things like:
 - What information was difficult to gather?
 - What questions/components of the application were hard for me to complete?
 - Based on the questions/components of this application, what can I infer about what this school/organization is looking for in an applicant? (e.g., someone who has significant volunteer experience, someone who can demonstrate mastery of certain skills)
 - What can I do to strengthen my application?

- Depending on students' grade-level and the nature of this practice, consider ways to connect practicing applications to organizing time and organizing long-term materials. (See the Organizing Time and Materials chapter for more information.) Reflection questions that may support these connections include:
 - How can I manage my time differently to get more volunteer experience before I have to submit this application?
 - How might a portfolio help me strengthen my application?

Advanced

- Revisit the importance of gathering and preparing information prior to engaging in the application process.
- Engage pairs or small groups of students in analysis of the prior feedback related to mock-applications or previous applications they have submitted.
- Guide students in developing action steps and plans for successful completion of one, or several, applications. Consider ways to connect this planning to organizing time and backwards mapping. (See the [Organizing Time and Materials chapter for more information.](#))
- Incorporate opportunities for students to complete and actually submit applications.



3.7 Developing Academic Plans

Objectives

Educators will:

- Guide students' understanding of the importance of thoughtful academic planning that aligns with college goals.
- Model and guide students in developing a long-term academic plan for their course sequence (dependent on their current grade level).
- Incorporate strategies and consistent practices to encourage students to keep track of their plans and their progress.

Students will:

- Learn the importance of long-term academic plans as a part of goal setting and achievement.
- Reflect on how academic plans and course completion support progress toward desired major or career field.
- Produce long-term academic plans that align with goals.

Overview



The following activity ideas are intended to support academic planning (general and college-specific) aligned with goals of college acceptance, college persistence, and ultimately college completion. Incorporating **SMART goals** will create a strong foundation for students as they transition through K–12 and into higher education.

Materials/Set-Up

- Visit the *College and Careers* webpage on MyAVID for related materials and resources.
- Handouts for students to track their course progress and grades, and samples of completed handouts

Questions to Inform Instruction

- As educators, how do we define college planning?
- How might we, as educators, collaborate (vertical planning) to ensure consistency of college planning throughout students' academic paths?
- How might we, as educators, introduce and encourage the idea of a planned path to college and college completion?
- How might we, as educators, model and foster reflection, revisions, and intentional planning?

Overarching Process

- Introduce students to intentional academic planning.
- Using a prepared plan as a model, students will be introduced to the process of determining the appropriate courses, sequences, and related timetable throughout their K–16 educational experience.
- Engage students in the process of developing a multi-level, multi-year academic plan.
- Facilitate and guide students' individual reflections and consistent, continual self-monitoring related to academic plans and college goals.

Levels of Instruction

After determining students' prior knowledge of this concept, choose the level of instruction that best matches where they are to reinforce current skills and enhance understanding.

Introductory

- Ask students to write down answers to the following questions:
 - What classes do students feel good about, and what classes pose challenges?
 - What electives do students think they might want to take in the future?
 - How do students think the classes they are taking now relate to being prepared to attend college or connect to their career?
- Have students discuss their answers in small groups.
- Make the point that, eventually, students get to choose the classes they want to take, but those choices should always be guided by the larger goal of attending college and pursuing their career goals.
 - For example, a student who takes at least four years of a foreign language may be eligible to take an AP® class in high school and gain credit towards college. This kind of course planning may help them pass a college placement test or otherwise bypass a college course or prerequisite, thus saving money on tuition. Similarly, if a student is really good at English, science, social studies/history, or math, she can keep taking higher and higher levels of it in high school and college. Colleges require a certain number of semesters of most of the major subjects. The more advanced the class, the better students may look to colleges. The same thing holds true for AP® exams and college placement tests.

Intermediate

- Ask students to write down the subjects they do best in, the subjects they enjoy most, and the subjects that are most challenging.
- Students should think about how they can address those challenges, continue taking the class(es), and successfully pass.
- Students should also write down what classes interest them most and what elective classes (e.g., art, journalism, theater, music) they want to take in high school.
 - Point out the trajectory of courses that leads to success in high school (for example, math: algebra, advanced algebra, geometry, trigonometry, and then calculus), and the backwards planning students have to do in order to be college-ready at the end of high school. Also point out that there is a difference between just being college-ready and being ready for a highly selective college. These require students to take the most advanced courses in subjects that are offered, which requires careful planning even before high school.
 - Explain that the choices students make about which courses to take have direct implications for high school and college.

- Make the point that, in high school, students get to choose the classes they want to take, but those choices should always be guided by the larger goal of attending college and pursuing their career goals.
 - For example, a student who takes at least four years of a foreign language may be eligible to take an AP® class in high school and gain credit towards college. This kind of course planning may help them pass a college placement test or otherwise bypass a college course or prerequisite, thus saving money on tuition. Similarly, if a student is really good at English, science, social studies/history, or math, she can keep taking higher and higher levels of it in high school and college. Colleges require a certain number of semesters of most of the major subjects. The more advanced the class, the better students may look to colleges. The same thing holds true for AP® exams and college placement tests.
- Introduce the planning template (handout; see Materials/Set-Up for more information) that will help students keep track of the classes they need to take, the classes they are taking, and the grades they are receiving.
- Model how to fill it out and practice with students in large and small groups.
- Have students connect their academic planning to the interests they hope to pursue in high school and college.

Advanced

- Finally, have students map the courses they plan to take throughout their high school careers.
- Have students connect these classes to the interests they plan to pursue in college.

3.8 Understanding GPA

Objectives

Educators will:

- Introduce, define, model, and expand students' understanding of grade point average (GPA) and its relationship to college admission.
- Guide students in calculating and self-monitoring their GPA at different stages of their academic journey.

Students will:

- Know how to determine GPA.
- Explore the significance of GPA at different stages of their academic journey.
- Reflect on their current GPA and how it relates to choosing a college and career path.

Overview

The following activity ideas are intended to connect GPA with college admission requirements and college persistence at both the undergraduate and postgraduate levels. Many colleges have a minimum GPA requirement for admission, and use GPA to determine whether students are succeeding in courses and progressing towards degree completion (good academic standing). Increasing students' awareness of the connections and consequences of GPA is important, as is encouraging self-monitoring through opportunities for students to calculate their own GPA each marking period, reflect on current goals, and revise or set new ones.

Materials/Set-Up

- Visit the *College and Careers* webpage on MyAVID to explore related materials and resources.
- Explore and review GPA requirements of a variety of colleges' requirements related to GPA for colleges in your area or colleges of most interest to your students.
- Review the steps for calculating GPA to ensure you are able to guide students in the process.

Questions to Inform Instruction

- How aware are students about the concept and significance of GPA?
- Do our students' know how to calculate GPA?
- As educators, do we know how to calculate GPA and college practices with weighted and unweighted GPAs?
- Are we, as educators, able to explain why colleges recalculate GPA during the admissions process?

Overarching Process

- Introduce and discuss the concept and significance of GPA.
- Model how, and guide students to be able to successfully calculate their individual GPA.
- Provide opportunities for students to practice calculating their own GPA.
- Engage students in academic conversations concerning GPA impact in high school, on college admissions for undergraduate and postgraduate options, and on college persistence.
- Guide exploration of students' current academic performance and goals for college.

Levels of Instruction

After determining students' prior knowledge of this concept, choose the level of instruction that best matches where they are to reinforce current skills and enhance understanding.

Introductory

- Introduce the concept of grade point average (GPA).
- Model the steps of calculating GPA with the whole class with sample grades.
 - List all classes and the letter grade received.
 - Assign 4 points for every A, 3 points for every B, 2 points for every C, 1 point for every D, and 0 points for any F's.
 - Multiply the number of each letter grade received by the points earned for each one and then add them together. This is the total grade points. For example, if a student got 3 A's, 2 B's, and 1 C, add together 12 (3 A's x 4 points), 6 (2 B's x 3 points) and 2 (1 C x 2 points). Their total grade points would be 20.
 - Divide the total grade points by the total number of classes taken, and that equals their GPA! $20 \text{ divided by } 6 = 3.33$
- Provide visual reference of the steps for students.
- Encourage students to calculate their own GPA.

Intermediate

- Revisit how to calculate GPA and encourage students to self-assess their current academic performance with their selected college choices.
- Challenge students to go to their top college choices and compare their current GPA to the average GPA of the admitted freshman class.
- Engage students in conversations (pairs, small groups, whole group) to explore ways to maintain or improve their current GPA to align with expectations of the colleges they would like to attend. Facilitate and guide students to revisit and develop action steps toward their college goals.

Advanced

- Revisit how to calculate GPA.
- Introduce the idea of academic standing, and discuss how colleges do not stop monitoring GPA once a student has been accepted. They expect current students to maintain a minimum GPA to demonstrate progress and success.
- Challenge students to explore their “reach” college’s GPA minimums (for acceptance and to maintain good academic standing).
- Engage students in conversations (pairs, small groups, whole class) to explore how they might enhance or maintain their current GPA to align with their reach college’s expectations for admission. Students can write **SMART goals** or share ideas using **Give One, Get One** to process how strategies like learning preferences (see 1.3: Identifying Learning Preferences for more information) or backwards mapping (see 2.7: Backwards Mapping for more information) might enhance or maintain their GPA.
- Engage students in a WICOR activity (**Carousel Brainstorm, World Café**) to explore how the characteristics of college readiness (self-awareness, self-care, self-monitoring, and self-advocacy; see the Key Characteristics of College- and Career-Ready Students chapter for more information) will help them maintain their college GPA and persist in college.
- Facilitate and guide students to revisit and refine action steps toward achieving their college aspirations.



3.9 Investing in Extracurricular Activities

Objectives

Educators will:

- Facilitate the exploration of extracurricular activities, including sports, clubs, and community service, inside and outside of the classroom throughout the academic year.
- Provide opportunities for students to volunteer and build community connections and awareness of extracurricular activities.
- Model and encourage real-world learning opportunities to be discovered and developed throughout the academic year.

Students will:

- Gain awareness of extracurricular opportunities available on and off campus.
- Explore and experience community service, service projects, sports, clubs, and activities on and off campus.
- Create and maintain an activity log or tracking system of community extracurricular activities and hours.

Overview

The following activity ideas are intended to inform students about the existence and importance of extracurricular opportunities such as community service, volunteer experience, clubs, sports, etc. They also encourage independent exploration of future opportunities and connections to the fact that many colleges are looking for well-rounded students who are involved in extracurricular activities and community service.

Materials/Set-Up

- Visit the *College and Careers* webpage on MyAVID for related materials and resources.
- Identify an area in the classroom to serve as an interactive space for students' to post and explore extracurricular opportunities on and off campus.
- Review expected community service logs and other options for students to log service hours and capture their reflections and learning, as well as a description of the associated responsibilities and tasks.

Questions to Inform Instruction

- What extracurricular opportunities do we currently provide on our campus?
- What extracurricular opportunities are available for our students in the community?
- How might educators partner or make connections to incorporate opportunities for extracurricular involvement into instruction?
- How might educators model the importance of extracurricular activities?

Overarching Process

- Introduce, model, and guide students' understanding of the concept of extracurricular activities (e.g., community service, sports, clubs, service learning).
- Provide opportunities for students to explore and engage in extracurricular opportunities both on campus and in the community.
- Guide students to self-monitor their extracurricular hours, document their experiences, and reflect on their learning.

Levels of Instruction

After determining students' prior knowledge of this concept, choose the level of instruction that best matches where they are to reinforce current skills and enhance learning.

Introductory

- Introduce and define extracurricular activities.
- Engage students in conversations about a variety of extracurricular activities and service. Provide examples of service-oriented organizations such as Habitat for Humanity, The Humane Society, and senior citizen service centers, and discuss sports, clubs, and other opportunities.
- Create a list of the extracurricular opportunities offered on campus and ones in the community students might consider.
- Display the list in a space or area that is accessible to all students and families.
- After students have identified several options of interest, have them write about which option they are most interested in and why, and ask them to develop a plan and that outlines the action steps they'll take to get involved.
- Encourage students to keep a log of their extracurricular activities, including dates, descriptions, and reflections. Consider how students can keep this log in a portfolio. (See [2.6: Organizing Materials Long-Term Using Portfolios](#) for more information.)

Intermediate

- Revisit the concept and context of extracurricular activities and community service, and assess students' current extracurricular investment (activities, projects, hours, etc.).
- Engage students in identifying personal interests and skills.
- Encourage students to identify how their interests and skills might assist or help others.
- Provide students opportunities to research year-long community service options, possibly as a component of a year-long community service project.

- Encourage students to start or join a club or local organization related to their personal interests and skills.
- Encourage students to keep a log of their community service activities, including dates, descriptions, and reflections. Consider how students can keep this log in a portfolio. (See 2.6: [Organizing Materials Long-Term Using Portfolios](#) for more information.)

Advanced

- Engage students in a brainstorming session on areas of need on campus or in the community (e.g., tutoring younger students, recycling projects, energy conservation, mentorship, campus clean-up).
- Introduce or review leadership traits and self-advocacy as a characteristic. (See [Chapter 1: Key Characteristics of College- and Career-Ready Students](#) for more information.)
- Identify opportunities for students to become leaders and advocates through an extracurricular or community-service opportunity. They might run an event or workshop, or even host a “volunteer fair” to create awareness of opportunities for other students to become involved on campus or in the community.
- Develop or update a public information space to include ideas for involvement, and encourage student, family, and schoolwide interaction with this information.



3.10 Writing College Essays

Objectives

Educators will:

- Intentionally incorporate writing assignments that encourage self-reflection and self-awareness and align with development of college application essays and personal statements.
- Provide opportunities and guidance on how to transform completed assignments into college application essays.

Students will:

- Identify and write about personal strengths and uniqueness in essay assignments.
- Determine the types of college essays or personal statements that will likely be required in the application process to colleges of choice.

Overview

The following activity ideas are intended to encourage ongoing college essay development and refinement. College essays are an important part of the college application process. Students can begin writing about their strengths and college and career goals early on. Creating a college portfolio and keeping these writings throughout their education can provide a reflection tool and can aid in the final college essays.

Materials/Set-Up

- Visit the *College and Careers* webpage on MyAVID for related materials and resources.
- Select, create, or develop with students graphic organizers to support **language functions** and academic language in the design of essays.
- Gather several sample college essays of varying quality to support discussing and developing parameters and guidelines for successful development of essays.

Questions to Inform Instruction

- What types of college essays are students expected to write?
- What skills can be strengthened in order for students to write a successful college essay?
- How important are college essays for students to gain admission and/or obtain scholarships?
- How might educators support students in preparing well-written college essays?

Language functions

refer to responses that students are expected to express to demonstrate their comprehension of specific concepts or topics within a variety of content areas; exemplified in assignments that include compare and contrast, sequencing, cause and effect, elaboration or description, and supporting claims with evidence.

Overarching Process

- Introduce, explore, and develop students' understanding and skills related to developing college application essays.
- Provide, or develop with students, graphic organizers to support language functions and promote academic language and literacy development (see Materials/Set-Up for more information).
- Incorporate multiple opportunities for students to view sample essays and develop their own essays.
- Facilitate a constructive feedback process (schoolwide or community members) to support a growth mindset and drive improvement.

Levels of Instruction

After determining students' prior knowledge of this concept, choose the level of instruction that best matches where they are to reinforce current skills and enhance understanding.

Introductory

- Engage students in conversation regarding the writing process and the impact on college essays.
- Encourage students to create a college essay portfolio to store a variety of best practices, tips, samples, and personal writing that will support the eventual creation of college application essays.
- Brainstorm with students about potential pieces to keep in this portfolio.
- Have students write a paragraph describing each of their personal strengths (or, how they exemplify the four characteristics of college and career readiness) as the initial entry for these portfolios.

Intermediate

- Have students research the types of college essays that are a part of many college applications (e.g., an opportunity to write about a powerful learning experience, an opportunity to write about leadership traits).
- Create a class list of the types of essays that are needed.
- Choose several of these essays and assign them throughout the year.
- Have students edit and revise essays.
- Keep finished products in the students' college essay portfolios.

Advanced

- Revisit the types of college essays that are a part of many college applications.
- Optionally, arrange students in small groups based on the type of college essay that they will need to write for an upcoming application.
- Have students review quality samples aligned with their assigned types of essays and create **One-Pagers** that speak to parameters and guidelines for successful development of essays.
- Provide time for students to write their actual college essays.
- Encourage students to be honest, creative, and show their personality in the essay.
- Encourage students to revisit their college essay portfolio and determine which pieces can inform or serve as a foundation for the creation of the actual college essay.
- Provide time for and guide extensive feedback/revision cycles. Consider including schoolwide colleagues and experienced community members to maximize individualized coaching of students.



3.11 Crafting Personal Statements

Objectives

Educators will:

- Explore, define, and promote development of personal statements.
- Guide students in the creation of best practices to support writing personal statements.

Students will:

- Explore sample personal statements written as part of a college application.
- Identify key components of personal statements.
- Practice developing content to include in personal statements.

Overview

The following activity ideas are intended to support crafting effective, quality personal statements as a component of a college application. The best personal statements are not only well written, they also offer more than a quick glimpse at the life of the writer. They go deeper and showcase grit, achievement, accomplishment, emotional intelligence, thoughtfulness, and/or something unique. The more authentic the content, the more likely it is that the reader will see evidence of these aspects in the writer.

Language functions

refer to response that students are expected to express to demonstrate their comprehension of specific concepts or topics within a variety of content areas; exemplified in assignments that include compare and contrast, sequencing, cause and effect, elaboration or description, and supporting claims with evidence.

Materials/Set-Up

- Visit the *College and Careers* webpage on MyAVID for related materials and resources.
- Gather several sample personal statements (from former students, current students of colleagues, etc.).
- Select, create, or develop with students graphic organizers to support **language functions** (structure and flow) and academic language in the design of personal statements.

Questions to Inform Instruction

- What do colleges look for in personal statements?
- How might we, as educators, model and incorporate the development of personal statements into instruction?
- What can we, as educators, do to help students find inspiration to develop personal statements?

Overarching Process

- Introduce, explore, and develop authentic personal statements that enhance students' applications.
- Provide, or develop with students, graphic organizers to support language functions (structure and flow) and promote academic language and literacy development (see Materials/Set-Up for more information).
- Incorporate opportunities for students to view samples of well written personal statements.
- Facilitate a constructive feedback process (schoolwide or community members) to support a growth mindset and drive improvement of personal statements.

Levels of Instruction

After determining students' prior knowledge of this concept, chose the level of instruction that best matches where they are to reinforce current skills and enhance understanding.

Introductory

- Introduce, define, and explore the personal statement as a component of the college application process. Applications typically require one of two types of personal statements:
 - General – comprehensive personal statements generally required in undergraduate applications; allow for choice of topics and content
 - Specific – topic-specific personal statements generally required in selective undergraduate or graduate school applications; relatively narrow topic provided by institution
- Guide students in brainstorming topics for general personal statements with the following prompts:
 - Describe your life story (unique perspective, special, distinct or impressive experiences).
 - Describe the events or personal experiences that have influenced or motivated you to go to college.

Intermediate

- Revisit the definitions of the types of personal statements.
- Provide sample personal statements for students to explore. Note things like structure, content choices, and storytelling/narrative ideas within strong personal statements.
- Encourage students to develop an outline to support creation of their own personal statement.

- Guide students to:
 - Develop a “hook” and a storyline.
 - Include specific details to ensure topic/content is not so general that it could describe most people.
 - Avoid clichés, hyperbole, and redundancy.
 - Avoid “overlap.” (If multiple essays are required for an application, ensure that they are unique. Also, avoid simply describing details from a supporting document like a transcript.)
- Provide time for students to share outlines with peers and gather feedback and suggestions to improve content.

Advanced

- Highlight the typical admissions review process as it pertains to personal statements:
 - At least two readers evaluate each personal statement/essay.
 - Written evaluation is submitted by each reader.
- Engage students in conversations concerning best practices for writing personal statements. Capture and display initial thinking.
- Provide opportunities for students to review samples of quality personal statements and use this information to refine initial thinking.
- Capture and display the final list of best practices as students explore examples. The list might include best practices such as:
 - Don’t “recycle” personal statements word for word. Requirements likely differ across applications, and it will be obvious to admissions representatives if the finer details of the prompt are not addressed.
 - Highlight your uniqueness and connect it to the colleges’ offerings or opportunities.
 - Pay attention to grammar and punctuation. **PROOFREAD!**
- Facilitate a feedback/revision cycle. Consider including schoolwide colleagues and experienced community members to maximize individualized coaching of students.

3.12 Requesting Letters of Recommendation for Academic Advancement

Objectives

Educators will:

- Introduce, define, and expand students' comprehension of the concept of a letter of recommendation as a part of college, scholarship, and job applications.
- Facilitate conversations about the process of obtaining letters of recommendation.

Students will:

- Explore the importance of identifying the right people for writing letters of recommendation.
- Create and maintain a file of generic and specific letters of recommendation.
- Identify 5–10 people to ask to write letters of recommendations.

Overview

The following activity ideas are intended to support students in obtaining letters of recommendation. Letters of recommendations are excellent opportunities for others to describe the strengths and outstanding contributions of students to strengthen an application. However, if references are not selected carefully and provided the necessary details, the intended goals may be unsuccessful.

Materials/Set-Up

- Visit the *College and Careers* webpage on MyAVID for related materials and resources.
- Connect with colleagues to gather a variety of letters of recommendation. Protect identities by removing or redacting names. Gather both good and bad examples of letters.
- Provide, or develop with students, a word bank of relevant academic language. Potential terms to include are:
 - character
 - self-awareness
 - self-care
 - self-monitoring
 - self-advocacy
 - grit
 - perseverance
 - motivation
 - academic performance
 - athletic performance
 - innovation/creativity
 - community service
 - extracurricular activities

Questions to Inform Instruction

- How do our students currently approach identifying references and requesting letters of recommendation?
- As educators, what do we look for in letters of recommendation?
- How might educators model and guide students through the process of obtaining letters of recommendation, especially with identifying who, and how, to ask for a recommendation?
- How might educators provide opportunities for students to share tips, strategies, and samples?

Overarching Process

- Introduce, reinforce, and guide students' understanding of the process of requesting and obtaining letters of recommendation.
- Provide, or develop with students, a word bank of relevant academic language to support students' self-advocacy and articulation of specific requests. Often, the more specific the request, the stronger the letter of recommendation. (See Materials/Set-Up for suggested terms.)
- Guide students through the process of considering what letters of recommendation should address, who to ask for a letter, and how to formulate effective requests for letters of recommendation.

Levels of Instruction

After determining students' prior knowledge of this concept, choose the level of instruction that best matches where they are to reinforce current skills and enhance understanding.

Introductory

- Define and explore the concept and process of letters of recommendation.
- Share examples of more effective and less effective letters of recommendation.
 - Consider the source. For example, compare the effectiveness of a letter from a teacher, current/former employer, or other professional reference versus a letter from a relative.
 - Consider the relationship. For example, compare a letter written by someone who clearly knows very little about the individual versus a letter written by someone who clearly has a strong professional relationship with the individual.
- Engage students in identifying 1–3 people who know them well (through extracurricular activities, social organizations, or employment) and might be interested in writing a letter of recommendation on their behalf.
- Depending on grade level, have students identify areas of success, accomplishments, or strengths they would like highlighted in their letters of recommendation.
- Encourage students to write draft emails/letters to their potential references requesting the letter and outlining the topics to address in the letter of recommendation.
- In pairs or small groups, have students conduct peer reviews of draft emails, offer feedback, and make revisions prior to sending requests.

Intermediate

- Review the process of requesting letters of recommendation.
- Provide examples of letters that effectively support an application process (i.e., offer relevant information) versus letters that less effectively support an application process (i.e., do not include much relevant information).
- Facilitate and guide discussions concerning the balance of letters. More advanced students typically have a wider variety of professional relationships. Guide students to consider the different types of references (e.g., current/former employers, current/former teachers, current/former community service leaders/supervisors, etc.) and how each type can support an application in different ways.
- Identify areas to highlight in letters, for example, academic performance, leadership characteristics, examples of collaboration/being a team player, or strong work ethic.
- Facilitate a whole-group discussion on how the right letters of recommendation influence opportunities and pathways to success. Discussion may address questions like the following:
 - Who is most qualified to write a letter of recommendation about academic performance? About work ethic? About other topics?
 - What should a letter of recommendation address if that letter is a part of a college application? A job application? A scholarship application? An internship application?
 - How can a request for a letter of recommendation respectfully guide the content of that letter?

Advanced

- Encourage students to assess and rank their current letters of recommendation.
- Individually or in pairs, students can explore the strengths and weaknesses of their current portfolio of letters of recommendation, including:
 - Variety of references
 - Depth of content
 - Variety of highlighted strengths or skills
 - Areas of weakness or needs with respect to the portfolio of letters
- Provide ample time for students to assess and make suggestions to enhance or refine their portfolios.
- Incorporate opportunities for students to review each other's letter of recommendations and celebrate all their accomplishments.

3.13 Earning Transfer Credit

Objectives

Educators will:

- Explore, engage, and support students in improving their self-awareness, self-care, self-monitoring, and self-advocacy skills (the key characteristics of college- and career-ready students; [see Chapter 1 for more information](#)) related to earning and transferring college credits.
- Provide opportunities for students to self-assess areas of interest, coursework options, and life balance scenarios in order to enhance students' abilities to determine the right options for them.

Students will:

- Increase awareness of:
 - Options for earning and transferring college credit while still attending high school
 - AP®, IB®, Cambridge exams; dual credit, and dual enrollment courses
 - Articulated college credit when transferring from a two-year college to a four-year college
- Incorporate the key characteristics of college- and career-ready students when determining the best college credit options and making plans.

Overview

The following activity ideas are intended to provide students with knowledge about the options they have to earn college credit. They also guide students to consider the demands of pursuing these options and what it will take, both personally and academically, to succeed.

Materials/Set-Up

- Visit the *College and Careers* webpage on MyAVID for related materials and resources.
- Preview and explore college credit-bearing options prior to engaging students in exploration. Potential options include:
 - Advanced Placement® (AP®)
 - International Baccalaureate® (IB®)
 - Cambridge International Exams
 - Project Lead the Way
 - Dual-enrollment or dual-credit courses
 - Articulated credits (two-year to four-year transfer agreements)
- Determine what options are available to students locally, including options available through current campus partnerships.

Questions to Inform Instruction

- As a campus, what offerings do we currently have for students related to earning college credit?
- As educators, how do we promote earning college credit?
- As educators, how do we model and encourage life balance as a factor in decision making?
- How aware are students about their options for earning college credit? Do they know about AP/IB/Cambridge? What about dual enrollment or dual credit? Are they looking into options at two-year and four-year colleges? Trade schools or professional certificates?

Overarching Process

- Introduce and define options for earning college credits while in high school or community college.
- Engage students in individual and small group activities that focus on increasing knowledge of available options.
- Incorporate importance of including the key characteristics of college- and career-ready students in the decision making process prior to enrolling in college credit opportunities.
- Guide students on individual paths that align with their current status and college goals.

Levels of Instruction

After determining students' prior knowledge of this concept, choose the level of instruction that best matches where they are to reinforce current skills and enhance understanding.

Introductory

- Introduce and explain options for students to earn college credit. (Visit the *College and Careers* webpage on MyAVID for related materials and resources.)
- Provide information and time for students to explore these options in small groups or as a whole class.
- To help inform students' decision making, facilitate conversations that relate these opportunities to high expectations and ask students these guiding questions to stimulate thoughts and discussion:
 - What are my strengths?
 - What are my content areas of interest?
 - How will I juggle a college credit-bearing course with my other coursework, job, family obligations, etc.?
 - How will this course impact my study blocks and coursework plan?
 - If an option I am interested in does not exist in my area, how might I explore additional options or advocate for the course on my campus?
- Incorporate opportunities for students to discuss in small groups to share thinking and make plans for possible options.

Intermediate

- Revisit options that students have to earn college credit.
- Invite students who were or are enrolled in college credit-bearing courses to come and share their experiences and recommendations.
- As a group, develop questions to ask guest speakers, such as:
 - How did you decide which course or courses to take?
 - How do you juggle other commitments and courses?
 - Why did you choose to take a college credit-bearing course?
 - If you could start school over, what would you do differently? Why?
- Engage students in small-group discussions related to how they will maintain balance with high school, extracurricular activities, personal commitments, and college credit-bearing coursework.
- Encourage students to revisit and refine their coursework plan. (See [3.7: Developing Academic Plans for more information.](#))

Advanced

- Revisit options that students have to earn college credit.
- Engage students in self-reflection and self-assessment of current college and coursework plans as well as current self-care, self-monitoring, and self-advocacy progress toward college goals.
- Facilitate conversations individually, in small groups, and as a whole class to ensure students are making decisions that work and align with their goals and current plans.
- Intervene if students are overextending themselves with their college credit earning choices.



College Selection

With so many options available, choosing a college can seem like a daunting task. It is important that students have utilized self-reflection and have a good amount of self-awareness by the time they begin applying for college so that when the time does come, students can meaningfully consider how their personalities, social needs, and academic strengths factor into the selection process. Educators should talk with students about different options. For example, should students start at a community college and then later transfer to a university? There are a variety of paths and roadmaps to earning a college degree.

When exploring higher education options with the intention of selecting schools to apply to, it's important that students consider schools in context to find the right fit for them. The "right fit" includes a few different dimensions:

- **academic fit** – the school's offerings align with the student's academic interests and goals, and the student's current academic performance aligns with the school's admission profile/selectivity.
- **social fit** – the school's offerings align with the student's extracurricular expectations, interests, and desired living options, location, and compatibility with the student body
- **financial fit** – the school's requirements align with monetary options and the student's expected financial aid contributions

Students should set high expectations and challenge themselves to grow while ensuring their bases are covered. Within each dimension of fit, the right fit is really a range:

- **safety schools** – relevant aspects of the student's profile exceed the school's average range of accepted students.
- **match schools** – relevant aspects of the student's profile are in the middle or toward the higher end of the school's average range of accepted students
- **reach schools** – relevant aspects of the student's profile are in the lower end or below the school's average range of accepted students

Common Challenges

Students and families, especially first-generation college students and low-income families face many challenges between selecting a college and showing up on the first day of school. AVID is particularly helpful in addressing two of these challenges: “undermatching” and “summer melt.”

“Undermatching” occurs when students “attend less challenging colleges than their academic credentials would allow them to” (Chingos M., 2014). As a result, well-qualified students, often from low-income households or underrepresented groups, are not matched with selective colleges and universities. These undermatched students attend institutions that are less demanding and, as research shows, are less likely to graduate (Cohodes & Goodman, 2014). The implication is that students should attend the most selective schools that their credentials allow them to attend. Students should be mindful of undermatching and its potential consequences when considering academic fit.

“Summer melt” has typically been used to refer to students who have paid a deposit at a particular college or university but instead attend a different institution assumed to be of comparable quality. However, it also applies to college-intending students who “fail to enroll in college the fall after [high school] graduation” (Castleman, Page, & Snowdon, 2013). Students from minority and/or lower-income populations are most likely to “melt away.” They often plan to go to college and complete the steps required to attend, however, they may not have family support or knowledge of the systems that are in place to help navigate new challenges.

In order to support the selection process, and mitigate challenges like undermatching and summer melt, this section provides tips, guiding questions, and other resources for educators. With the proper information and support, educators can help students and their families prepare for college selection, entry, persistence, and academic success.

Section Outline

- 3.14: Selecting a College: Academic Fit
- 3.15: Selecting a College: Social Fit
- 3.16: Selecting a College: Financial Fit

3.14 Selecting a College: Academic Fit

Objectives

Educators will:

- Introduce, outline, and highlight strategies to determine best-fit higher education options in relationship to academic performance, aptitudes, strengths, and interests.
- Pose key questions and provide background information around key considerations in the selection process.
- Guide students through self-reflection activities to determine the best academic fit by aligning their aptitudes, academic strengths, and interests with a college's selectivity and academic offerings.

Students will:

- Explore match schools, reach schools, and safety schools in order to determine the best academic fit during the selection process.
- Engage in a variety of information gathering to determine match, reach, and safety schools to mitigate **summer melt** and **undermatching** during the selection process.

Overview

The following activity ideas are intended to guide students to consider academic fit as a part of the college selection process. The higher education exploration and selection process can, and should, be a fun and exciting time, but it requires informed decision making. Educators need to guide and support students to look beyond peripheral factors to examine the essential components of what makes a school a good fit so that the schools that students apply to, and ultimately attend, will empower students to achieve career and life aspirations.

Materials/Set-Up

- Visit the *College and Careers* webpage on MyAVID for related materials and resources.
- Preview and determine online (websites, online documents, etc.) or other resources for students to access during academic fit activities.
- Use pre-determined questions to engage students in deeper reflection about the higher education selection process and drive personal connections.
- Provide, or develop with students, a word bank:
 - match school – entrance requirements are aligned with your GPA and SAT® /ACT® score
 - reach school – less than 25% chance of acceptance, based on GPA and SAT/ACT score
 - safety school – greater than 75% chance of acceptance, based on GPA and SAT/ACT score

Summer melt is the “melting away” of prospective students’ motivation and plans to attend college during the summer between the end of high school and the beginning of the first semester of college. These students typically come from minority and/or lower-income populations, (Ceja, 2013).

Undermatching is the mismatching of students, typically from underrepresented/lower socioeconomic backgrounds, to less selective/challenging colleges than their academic record would otherwise allow them to attend (Chingos, 2014).

Questions to Inform Instruction

- What are students' current impressions of how academic fit impacts the higher education selection process?
- As educators, what do we currently know about academic fit?
- How might educators model and foster student self-reflection about academic fit in the context of higher education choices?

Overarching Process

- Define **academic fit** related to college selection as the degree to which a particular institution aligns with the academic performance, preferences, and goals of an individual. It might be helpful to describe academic fit as a balance of an institution's selectivity and offerings:
 - Selectivity – The academic quality of an institution is often predicted by how selective the institution is.
 - Offerings – The academic appeal/relevance of an institution to a student is based on how well aligned the student's interests and aptitudes are with the institution's course/program offerings.
 - As an example, if a student has the academic profile to get accepted to Harvard, but she is passionate about STEM, then perhaps a selective polytechnic institute, such as Georgia Tech, is a better academic fit.
- Guide students to an understanding of the impact and connections between academic performance and higher education choices.
- Engage students in the process of exploring higher education through a comprehensive lens which includes academic fit.
- Facilitate and guide individual student reflection on considering the implications of academic fit both for their academic choices now and in the future.

Levels of Instruction

After determining students' prior knowledge of this concept, choose the level of instruction that best matches where they are to reinforce current skills and enhance understanding.

Introductory

- Introduce, reinforce, and engage students in understanding the concepts of academic fit in relationship to evaluating their options for higher education.
- Develop and explore key questions to guide research and identification of the best academic fit:
 - Does my current academic performance (grades, course selections, etc.) accurately reflect who I am academically? What are my goals related to academic performance?
 - What degrees and programs am I interested in? Which schools currently offer these options?
 - Based on where I currently am academically, what are some potential safety schools, reach schools, and match schools?
 - How should the graduation rate data of these schools be factored into my consideration of academic fit?

- Incorporate opportunities for students to research potential best academic fit higher education opportunities through individual, small group, or whole group exploration.
- Provide self-reflection time by encouraging students to reflect on what they have learned and how it might influence their current and future choices.

Intermediate

- Reinforce the concept of academic fit in relationship to match, reach, and safety schools.
- With students in pairs or small groups, engage them in developing and analyzing a list of potential match and safety schools to determine the level of alignment of these schools with their current academic profile. (Visit the *College and Careers* webpage on MyAVID for related materials and resources.)
- Incorporate opportunities for students to research and identify reach schools as a part of their analysis.
- Provide self-reflection time by encouraging students to reflect on their lists of match and safety schools and rank them by best fit.

Advanced

- Revisit definitions of academic fit in relationship to safety, match, and reach schools.
- Facilitate a group discussion around the concept of undermatching.
 - Undermatching occurs when students attend less selective/challenging colleges than their academic record would otherwise allow them to attend (Chingos, 2014).
 - Undermatching has been proven to negatively affect college graduation rates (Cohodes & Goodman, 2014), which in turn affects long-term economic inequality and social mobility.
- Engage students in analyzing their top schools in each category of safety, match, and reach related to academic, social, and financial fit. (See related activities in this section for more information.)
- In small groups or pairs, have students locate and review the applications for their chosen schools.
- Provide opportunities for students to explore, prepare, and possibly complete the application process for their chosen schools.

3.15 Selecting a College: Social Fit

Objectives

Educators will:

- Introduce, outline, and highlight strategies to determine best-fit higher education options in relationship to multiple social/community factors.
- Pose key questions and provide background information around key considerations in the selection process.
- Guide students through self-reflection activities to determine the school choices that align with their personal goals related to environment, social interactions, and mindsets.

Students will:

- Gain awareness of how social fit impacts higher education selection.
- Explore impact of environment, social interactions, and mindsets on potential school choices.

Overview

The following activity ideas are intended to increase students' self-awareness and assessment skills related to finding social best-fit colleges. Students should take into consideration the importance of environment, opportunities for social interactions, and their expectations for day-to-day life at school and in the community when considering college options.

Materials/Set-Up

- Visit the *College and Careers* webpage on MyAVID for related materials and resources.
- Ensure access to computers with internet access.
- Explore and review websites and other resources that discuss social aspects of academic/student life of the college options of most interest to your students.

Questions to Inform Instruction

- What do students currently know about the impact of social fit when selecting a higher education pathway?
- As educators, what do we currently know about social fit?
- How might educators model and foster student self-reflection to encourage consideration of social fit as a part of the selection process.

Overarching Process

- Define **social fit** related to college selection as the degree to which a particular institution (and possibly the surrounding community) aligns with the preferences, goals, and expectations of an individual. It might be helpful to describe social fit as a balance of things like an institution's environment, culture, community, and social offerings.

- Guide students to an understanding of the impact and connections between social factors and higher education settings.
- Engage students in process of exploring schools through the lens of social fit.
- Encourage actual campus visits and tours, and/or any other opportunities that students have to actually see and experience campus/social life at the higher education institutions they're interested in. (Reading websites and other resources is informative, but an actual campus visit is the best way to get a feel for social fit.)

Levels of Instruction

After determining students' prior knowledge of this concept, choose the level of instruction that best matches where they are to reinforce current skills and enhance understanding.

Introductory

- Introduce, reinforce, and engage students in understanding the concept of social fit in relationship to higher education.
- Develop and explore key questions to guide research and identification of best fit:
 - What is my wish list in relationship to social fit with my school choice?
 - Brick and mortar, online, blended
 - International/study abroad opportunities
 - Residential versus commuter school
 - Clubs, Greek life, sports, other extracurricular activity options
 - Religious affiliation, demographics
 - How does the location impact my decision?
 - urban, rural, suburban
 - in-state, out-of-state
 - weather
 - How do my peers' choices impact my decisions? (Some students may be perfectly satisfied with the community and social connections they currently have. It's a complicated conversation to have, but a good process includes considering whether or not the growth opportunities presented by the challenge of moving away from home are worth the sacrifices.)
 - Peers/family members attending local schools
 - Peers/family members attending out-of-state schools
- Incorporate opportunities for students to explore potential best fit higher education opportunities through individual, small-group, or whole-group exploration.
- Provide self-reflection time by encouraging students to reflect on what they have learned and how it might influence their choices.

Intermediate

- Reinforce the concept of social fit in relationship to safety, match, and reach schools.
- Engage students in analyzing current list of potential match and safety schools in pairs or small groups to determine level of alignment with social fit criteria.
- Incorporate opportunities for students to explore and list reach schools within their analysis.
- Provide self-reflection time by encouraging students to reflect on their match and safety schools lists and rank best-fit choices.
- Provide opportunities for students to explore, prepare for, and reflect on virtual or on-campus tours, especially focusing on interactions with students and faculty in order to determine the level of social fit ([see 3.5: College Tours and College Fairs for more information](#)).

Advanced

- Revisit definitions of social fit in relationship to safety, match, and reach schools.
- Engage students in analyzing their top schools in each category of safety, match, and reach related to academic, social, and financial fit. (See related activities in this section for more information.)
- In small groups or pairs, students review and visit websites to identify and coordinate opportunities to connect with current students and/or faculty on their campuses of choice.
- In small groups or pairs, have students locate and review the applications for their chosen schools.
- Provide opportunities for students to explore, prepare for, and reflect on virtual or on-campus tours, especially focusing on interactions with students and faculty in order to determine the level of social fit ([see 3.5: College Tours and College Fairs for more information](#)).
- Provide opportunities for students to explore, prepare, and possibly complete the application process for their chosen schools.

3.16 Selecting a College: Financial Fit

Objectives

Educators will:

- Introduce, define, and reinforce the importance of considering financial fit (standard of living) when exploring higher education opportunities.
- Guide students in developing personalized wish lists for financial fit (short and long term) in relationship to tuition and fees as well as the long-term financial implications of different higher education opportunities.

Students will:

- Gain awareness of financial implications in relationship to higher education.
- Develop perspectives on short- and long-term standard of living expectations in relationship to costs and debt.

Overview

The following activity ideas are intended to increase students' self-awareness and assessment skills related to finding financial best-fit higher education opportunities. Students should take into consideration educational debt (including how things like transportation, food, entertainment, and housing costs will impact it) when thinking about college selection. Educators can highlight that higher education costs are investments into an individual and into the future, but that those investments must be sound ones.

Literacy and fluency in **academic language** collectively refer to an ability to access and engage in rigorous curriculum through the language specific to the discipline area or content. All students are academic language learners (ALLs).

Materials/Set-Up

- Visit the *College and Careers* webpage on MyAVID for related materials and resources.
- Explore the [Financial Literacy chapter](#) for more activity ideas that address financial considerations.
- Ensure access to computers with internet access.
- Provide, or develop with students, a word bank of relevant **academic language**. Potential terms to include are:
 - financial aid
 - financial literacy
 - sticker price
 - estimated net price
 - private school
 - state school
 - community college
 - scholarships
 - work/study programs
 - internships/ apprenticeships

Questions to Inform Instruction

- How do students currently define or view financial fit in relationship to higher education?
- As educators, how do we inform students and address misconceptions about financial considerations in relationship to higher education?
- How might educators' foster self-reflection in students to encourage consideration of long-term financial fit as a part of the college selection process?

Overarching Process

- Define **financial fit** related to college selection as the degree to which a particular institution aligns with the financial profile and goals of an individual.
- Guide students to an understanding of the impact and connections between financial implications and higher education opportunities.
- Address any misconceptions that students have related to financial fit of higher education, especially around affordability.
- Engage students in exploring and evaluating financial fit in the selection process.

Levels of Instruction

After determining students' prior knowledge of this concept, choose the level of instruction that best matches where they are to reinforce current skills and enhance understanding.

Introductory

- Introduce, reinforce, and engage students in understanding and connecting the concept of financial fit to selection of higher education opportunities.
- Develop, with students, key questions to guide exploration and identification of best financial fit. Potential questions might include:
 - What is my vision of standard of living in my school selection?
 - What is my wish list related to financial fit?
 - Scholarship chances
 - Loans
 - Estimated Family Contribution (EFC)
 - What is the true “net cost” of a school, including sticker price, financial aid, room, supplies, and other costs?
- In partners or small groups, provide opportunities for students to explore higher education through the lens of financial fit.

Intermediate

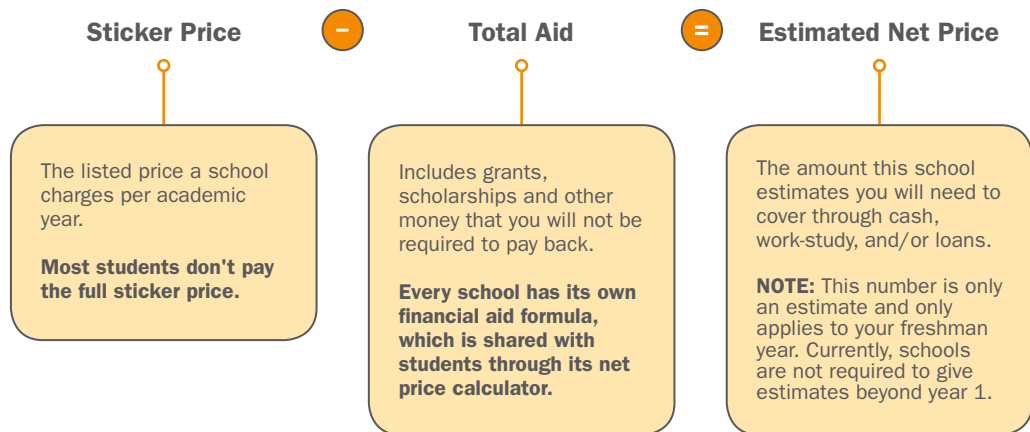
- Introduce, reinforce, and engage students in understanding the concept of financial fit in relationship to higher education.
- Develop and explore key questions to guide research and identification of best financial fit:
 - What is my wish list in relationship to financial fit with my school choice?
 - FAFSA
 - Estimated Family Contribution
 - Loans, credit cards, payment plans
 - How does the typical higher education environment match my wish list in relationship to standard of living?
 - Housing, food, entertainment, transportation
 - How does the location impact my financial fit?
 - Transportation, cost of going home during school breaks
 - Cost of living in the area
 - How should my future earning potential be factored in when determining financial fit?

- Incorporate opportunities for students to explore potential best fit higher education opportunities through individual, small-group, or whole-group exploration.
- Provide self-reflection time by encouraging students to reflect on what they have learned and how it might influence their choices.

Advanced

- Revisit definitions of financial fit in relationship to safety, match, and reach schools.
- In small groups or pairs, students review and visit websites to identify and coordinate opportunities to connect with financial aid offices on their campuses of choice.
- Engage students in analyzing their top schools in each category of safety, match, and reach related to academic, social, and financial fit. (See related activities in this section for more information.)
- In small groups or pairs, have students locate and review the applications for their chosen schools.
- Provide opportunities for students to explore, prepare, and possibly complete the application process for their chosen schools.

What is Net Price?



Reprinted with the express written permission of ECMC Group, Inc. and College Abacus.
 For more information, visit www.collegeabacus.org.



College Persistence and Success

Lemons and Richmond (1987) define the **sophomore slump** as a “period of developmental confusion” and hypothesize that the “sophomore slump results from student’s struggles with achieving competence, desiring autonomy, establishing identity, and developing purpose.”

When college students are able to join and form social support systems and leverage academic support systems, they are more successful (Cuseo, 2007). These resources can serve to mitigate factors, such as “**sophomore slump**,” that can hinder development and jeopardize persistence (Lemons & Richmond, 1987). Within elementary and secondary AVID College Readiness Systems, the instructional focus is not just on preparing students with the skills they need to do well in college, but also on ensuring that they possess the necessary characteristics to persevere and complete their college journeys.

In the first chapter, the key characteristics of college- and career-ready students are defined and explored. Throughout this resource, as certain skills are explored, connections to these characteristics are highlighted to provide tangible ideas to offer additional support and assistance to students. In this chapter, the intention is to highlight how these characteristics manifest themselves within higher education settings in order to bring the characteristics development full circle.

As Cuseo (2007) points out, “research indicates that one key characteristic of successful college students is that they monitor their own performance, that is, they maintain awareness of (a) how effectively they are learning—for example, they pay attention to whether they are really paying attention in class, and (b) if they are actually learning what they are attempting to learn—for example, if they are truly understanding the material they are studying or merely memorizing it (Weinstein, 1994; Weinstein & Meyer, 1991).” In this section, these notions of academic self-awareness and self-monitoring are extended beyond content knowledge and applied to the use of social and academic support systems that are so important for college persistence.

College Persistence and the Key Characteristics of College- and Career-Ready Students

Self-Awareness

- Self-awareness supports students as they look at themselves and their learning to identify the best college for them in terms of the three dimensions explored earlier in this chapter: academic fit, social fit, and financial fit. Once in college, self-awareness empowers students to look back on the successes and failures of their K–12 journeys and articulate them as lessons learned that can inform how they approach and persist through the challenges of higher education.

Self-Care

- Self-care is the proactive and intentional maintenance of one's health and well-being. Strong self-care routines support college students as they adjust to new levels of independence and responsibility. A “self-care mindset” guides positive choices, promotes healthy lifestyles, and highlights the benefits of forming and maintaining healthy relationships. Meeting these basic needs is critical to persistence and success in higher education.

Self-Monitoring

- Self-monitoring is the ability to be in control of one's behavior to adapt successfully to a variety of academic and social situations. College students who self-monitor their motivation, perseverance, and grit in relationship to their level of engagement and involvement on campus courses and co-curricular events are more likely to succeed (Cuseo, 2007). College students can enhance their self-monitoring by learning about potential obstacles, like sophomore slump, and identifying good study habits and key motivators for success on campus.

Self-Advocacy

- Self-advocacy entails self-awareness, self-care, and self-monitoring. For students to make informed decisions about their lives and be their own advocates, they need to know themselves, know their needs, and know whether or not those needs are being met. In college, students will need to self-advocate often. College students can continue developing self-advocacy fostering relationships with professors, being mentally flexibility in how they approach courses, schedules, and co-curricular events, as by continuing to hone leadership skills.

Section Outline

- 3.17: Tackling Transitions
- 3.18: Building Social Support Networks
 - 3.18a: My Support Networks
- 3.19: Academic Support Networks

3.17 Tackling Transitions

Objectives

Educators will:

- Incorporate discussions related to transition phases in an academic journey to prepare students for their next phase, or next level of academic rigor and expectations.
- Incorporate strategies and tools to assist students as they transition into different phases of their academic journeys.

Students will:

- Develop knowledge and gain exposure to transitional phases in academic settings.
- Identify tools and strategies that guide and support their transition throughout their academic journey.

Overview

The following activity ideas are intended to guide students through change, specifically the transitions they experience in their academic journeys (moving from one grade level to the next, from lower elementary to upper elementary, and from middle school to high school to college). Each transition entails new challenges, situations, and environments. These transitions can be stressful and can make students more vulnerable, and both of these states can be exacerbated by a lack of social support. But transitions can also be a time of great opportunity and growth, if students approach them knowing where and how to find support.

Materials/Set-Up

- Visit the *College and Careers* webpage on MyAVID for related materials and resources.
- Prepare to define and discuss the typical transition phases of an academic journey: transitioning to upper elementary, transitioning to middle school, transitioning to high school, and transitioning to college.
- Review and reference the key characteristics of college- and career-ready students. ([See Chapter 1 for more information.](#))
- Explore options for online collaborative brainstorming.
- Chart paper

Questions to Inform Instruction

- How do our students currently approach change and transitional phases in their academic journeys?
- As educators, how might we assist and guide students during critical transitional phases?
- What is currently in place, or might be added or adjusted, to support all students during critical transitional phases?

Overarching Process

- Prompt students to think about transitions they have experienced or will experience in life, and the challenges and successes that are associated with those transitions.
- Engage students in discussions and activities that promote facing and overcoming the challenges as well as celebrating the successes.
- Encourage students to build upon their learnings with each new transition they encounter.

Levels of Instruction

After determining students' prior knowledge of this concept, choose the level of instruction that best matches where they are to reinforce current skills and enhance understanding.

Introductory

- Discuss transitions in general and connect how they are a necessary component of change.
- Highlight positive and negative experiences and outcomes relevant to what students are experiencing, for example:
 - Transition to fourth grade
 - Transition to middle school
 - Transition into AP® /IB® /Cambridge courses
 - Transition into senior year of high school
- In small groups, engage students in listing positive and negative experiences they have had related to transitions in academic settings. Optionally, small groups can share the experiences they listed through **Give One, Get One**. (Sharing positive and negative experiences like this can support social-emotional learning, but be mindful of the relational capacity of the group.)
- To debrief as a whole group, capture the strategies or mindsets that supported or assisted individuals through the transition.



Intermediate

- As a class, identify an upcoming transition that students will be involved in, such as changing to a new grade level, a new school, etc.
- Brainstorm a list of challenges and successes that students are expecting to experience as a result of this upcoming transition. Consider categorizing the challenges as emotional, social, health/wellness, and academic challenges.
- Place students into small groups, and then assign each group one of the challenges and one of the success. Ask each group to create a **One-Pager**.
 - Optionally, groups can design their One-Pager as a “movie poster” for a movie about overcoming the challenge and experiencing the success. To accompany the One-Pager/movie poster, groups can create a 1-minute “trailer” (a script that they read aloud, or that they act out and film). The movie poster and trailer should present the strategies, tools, and/or mindsets needed to overcome the challenge and achieve the success.



- Have each group present their One-Pager. Display them in the class or around the school as a visual reminder about how to thrive during transitions.

Advanced

- As a class, brainstorm unique challenges that are related to transitioning to college, such as homesickness, the responsibilities that come with independence, learning financial independence, coordinating transportation, time management, etc.
- Through a class vote, determine what students consider to be the top five challenges of transitioning to college.
- Write each of the top five challenges at the top of a sheet of chart paper, and then conduct a **Collaborative Brainstorm** over how these challenges might be addressed or overcome.
 - Consider moving the brainstorm to an online space and allowing students to search the internet for resources and ideas.
- Have students individually set a **SMART goal** around implementing one or more of the ideas from the Collaborative Brainstorm.



3.18 Building Social Support Networks

Objectives

Educators will:

- Incorporate discussions about a variety of attributes and components of social support networks throughout the academic year.
- Incorporate strategies, tools, and approaches to build and strengthen non-academic social support networks.

Students will:

- Determine social support networks that influence, support, and guide individual progress and growth.
- Consider how, and how effectively, social support networks support individual transition success.

Overview

The following activity ideas are intended to support students with social integration and social fit in higher education contexts. Social integration can be thought of as “closing the loop” of social fit. Choosing a college that will be a good social fit is an important part of the college selection process (see [3.15: Selecting a College: Social Fit for more information](#)). Successfully integrating into that social setting and forming supportive social networks is the goal. Effective social support networks will help students accept and persist through challenges and grow into mature, well-rounded young adults.

Materials/Set-Up

- Student Handout:
 - [3.18a: My Support Networks](#)
- Visit the *College and Careers* webpage on MyAVID for related materials and resources.
- Prepare to define and discuss social support networks.
- Provide, or develop with students, a word bank of relevant **academic language**. Potential terms to include are:
 - social support networks
 - extracurricular organizations
 - religious organizations
 - study groups
- Develop a sample Frayer Model to display/share with students.

Literacy and fluency in **academic language** collectively refer to an ability to access and engage in rigorous curriculum through the language specific to the discipline area or content. All students are academic language learners (ALLs).

Questions to Inform Instruction

- What social support networks currently exist for our students?
- As educators, how might we expand options for students?
- As educators, how might we increase involvement concerning social support networks schoolwide?

Overarching Process

- Facilitate discussion and processing to arrive, as a group, at a definition for social support networks as the group(s) of people who make you feel cared for and to whom you can reliably turn to for support at different points in life.
- Discuss and articulate the relationship between social support networks and academic success.
- Guide students through the process of examining their current social support networks.
- Discuss ways that students' social support networks may be supporting, accelerating, slowing, or even preventing progress toward their personal goals.
- Set goals for how students may go about strengthening their social support networks.

Levels of Instruction

After determining students' prior knowledge of this concept, choose the level of instruction that best matches where they are to reinforce current skills and enhance understanding.

Introductory

- As a class, brainstorm the social support networks that students currently in place in students' lives. As students share their responses, write them on the board. As necessary, prompt students with examples like:
 - extracurricular organizations
 - family
 - friends
 - religious organizations
 - educators
 - study groups
- Distribute student handout [3.18a: My Support Networks](#), and have students draw a picture/logo/symbol to represent them in the center.
- Around their drawings, tell students to write their different social support networks and the names of individuals in these social support networks. (They can add circles and/or lines, as needed.)
- Finally, at the bottom of the page, have students complete the prompt "When I think about my support networks, I feel ____ because ____."

Intermediate



- Have students work individually to identify their current social support networks.
- Ask students to continue working individually to complete a **quickwrite** on the following prompt: “In what ways do my current social support networks support me in becoming who I aspire to be emotionally, socially, physically (health-wise), and academically?”



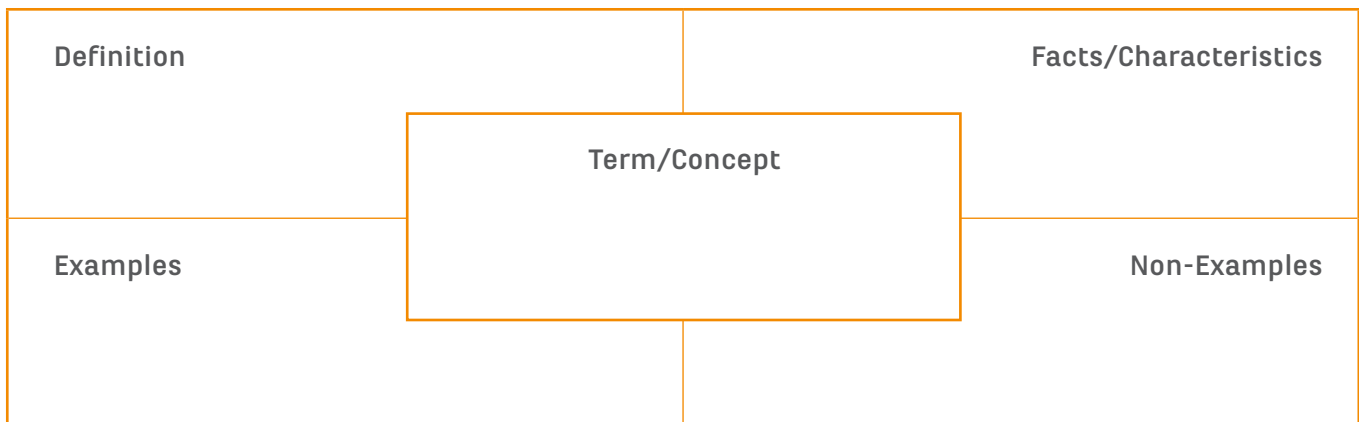
- Depending on the relational capacity of the class, consider conducting a **Four Corners** discussion to allow students to further process how their social support networks relate to each of the four categories from the quickwrite.
- Finally, have students set goals for how they will refine their social support networks to ensure that they are getting quality support that they can leverage to become who they want to be in each of the categories.

Advanced

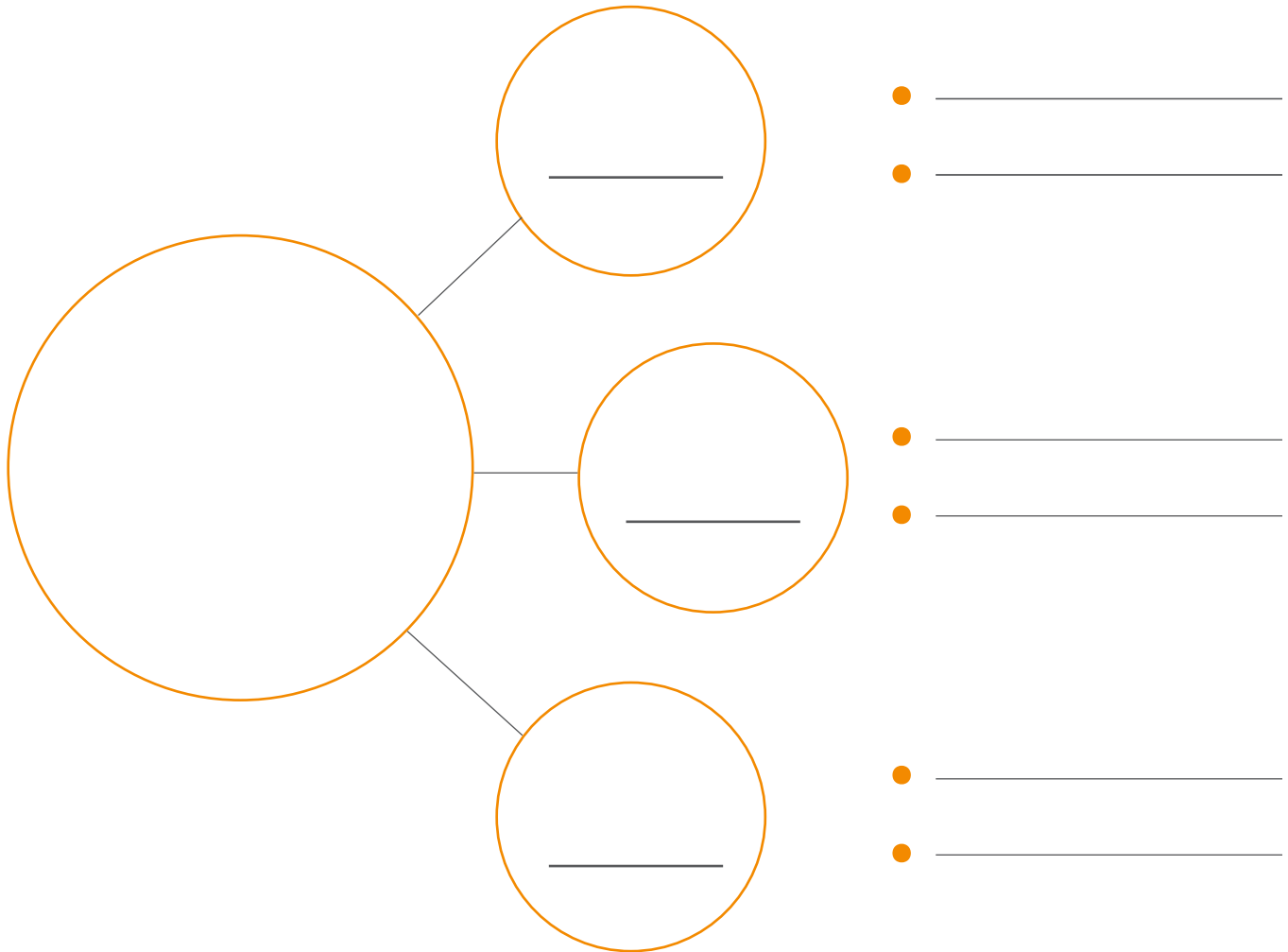
- Discuss the various options available as social support networks at the college level (in addition to friends and family). Discuss resources such as:
 - Advising and counseling services
 - Residential advisors (or other student housing services)
 - Peer relationships/connections formed through participating in Greek life
 - Peer relationships/connections formed through participating in sports, clubs, and/or other organizations
 - Peer relationships/connections formed through participating in work study
 - Other peer mentoring programs
- In partners or small groups, have students discuss their experiences with each of the above social support networks.
 - Consider having groups create a Frayer Model (see below) for one of the above social support networks and then present it to the class.
- Answer any questions that students have about how to access these supports.



- Have students work individually to set a **SMART goal** around one idea for how to improve their social support networks.



My Support Networks



Respond to the following: "When I think about my support networks, I feel _____

because

3.19 Academic Support Networks

Objectives

Educators will:

- Incorporate discussions about a variety of attributes and components of academic support networks throughout the academic year.
- Incorporate strategies, tools, and approaches to exploring and expanding student academic support networks.

Students will:

- Determine effectiveness and opportunities to improve academic support networks currently utilized.
- Consider how academic support networks can be accessed and utilized.

Overview

The following activity ideas are intended to prompt students to think about available academic support networks, evaluate their own usage of them, and understand the benefits of the support they receive. Students will then discuss the academic support networks available in higher education and consider how they might impact their decisions related to academic fit.

Materials/Set-Up

- Student Handout:
 - [3.18a: My Support Networks](#)
- Visit the *College and Careers* webpage on MyAVID for related materials and resources.
- Prepare to define and discuss academic support networks.
- Provide, or develop with students, a word bank of relevant **academic language**. Potential terms to include are:
 - academic support networks
 - online resources
 - peer study groups
 - counselors
 - tutoring centers
 - supplemental instruction (if available)
 - collaborative study groups
 - student success centers
- Develop a sample Frayer Model to display/share with students.

Literacy and fluency in **academic language** collectively refer to an ability to access and engage in rigorous curriculum through the language specific to the discipline area or content. All students are academic language learners (ALLs).

Questions to Inform Instruction

- What academic support networks currently exist for our students?
- How as educators might we expand options for students?
- How might we increase involvement concerning academic support networks schoolwide?

Overarching Process

- Remind students that they should have academic goals both for their current academic performance as well as their long-term academic aspirations.
- Facilitate discussion and processing to arrive, as a group, at a definition for academic support networks as the group(s) of people and resources who support you in accomplishing your academic goals at different points in life.
- Guide students through the process of examining their current academic support networks and considering what additional options are available to them.
- Set goals for how students may go about strengthening their academic support networks.

Levels of Instruction

After determining students' prior knowledge of this concept, choose the level of instruction that best matches where they are to reinforce current skills and enhance understanding.

Introductory

- Introduce students to the idea of academic support networks.
- Distribute student handout [3.18a: My Support Networks](#)
- Ask, “What academic support networks are available on our campus?” Brainstorm a class list. Be sure to include networks such as:
 - Teachers and tutorials
 - Online resources
 - Peer study groups
 - Counselors



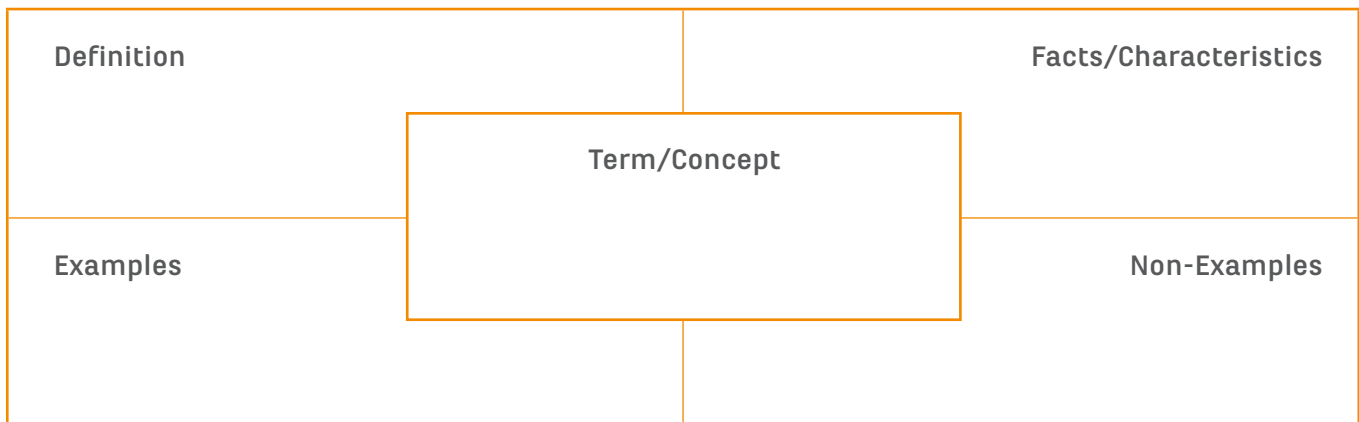
- Set a **SMART goal** around exploring or utilizing one additional academic support network.

Intermediate

- Have students complete a quickwrite on the following prompt: “What would your ideal academic support network look like?”
- Ask for a few volunteers to share their response.
- In partners or small groups, have students discuss how they’ve been utilizing the academic support networks currently available to them. Prompt conversation with questions such as:
 - Compare and contrast your current academic support networks to the ideal academic support network from your quickwrite.
 - In what ways are your current academic support networks effective and ineffective?
 - How does the quality of your academic support networks correlate to your academic success?

Advanced

- Discuss the various options available as social support networks at the college level (in addition to friends and family). Discuss resources such as:
 - Tutoring centers
 - Supplemental instruction (if available)
 - Collaborative study groups
 - Professor's office hours
 - Academic advising
 - Student success centers
- In partners or small groups, have students discuss their experiences with each of the above academic social support networks.
 - Consider having groups create a Frayer Model (see below) for one of the above academic support networks and then present it to the class.
- Answer any questions that students have about how to access these support networks.
- Have students work individually to set a **SMART goal** around one idea for how to improve their academic support networks.



Supporting College Preparedness Schoolwide

The elements of college readiness described and developed in this chapter are a core component of fulfilling the AVID mission statement of preparing all students for college readiness and success. When individual educators support college readiness in their classrooms, only scattered groups of students benefit. When educators coordinate their efforts and transform the culture of the school to support college readiness schoolwide, all students are a part of this shift. Schools should strive to develop a climate in which expectations around college attendance and enrollment are clear and students are actively guided by faculty and staff to meet college readiness requirements.

Section Outline

- Schoolwide Suggestions
- The AVID Site Team's Role
 - AVID Schoolwide Strategy Planning Guide: College Preparedness (Example)
- The Family's Role

Schoolwide Suggestions

AVID is schoolwide when a strong AVID system transforms the instruction, systems, leadership, and culture of a school. The suggestions below are intended to spark ideas for how an AVID site could support college readiness schoolwide.

Instruction

The more educators schoolwide intentionally and consistently integrate into their instruction language and activities related to college readiness, the more students will internalize and manifest these characteristics.

Efforts to integrate college readiness into instruction schoolwide could look like:

- Engaging in College Talk discussions where faculty and staff share their own experiences, including their college decision-making process, which imparts confidence in students that college pathways are open to all of them
- Explicitly connecting class content to related college and degree options
- Using the ideas and activities from this book across the school with all students, such as in content classes and/or in advisory periods (Vertically align the activities over the course of all grade levels of the school.)

Systems

As educators begin to integrate college readiness into their instruction, they should also begin conversations around systems that can be used to align expectations across the school.

Efforts to develop aligned systems could look like:

- Implementing site policies and procedures that ensure all students access courses of high rigor
- Implementing, monitoring, and adjusting academic support structures (e.g., scaffolding strategies, tutorials, mentoring) as needed to ensure students throughout the school develop deeper levels of understanding in rigorous work
- Providing opportunities for students to take pre-collegiate exams
- Ensuring students' schedules reflect that they are enrolled in rigorous courses, appropriate to the student, enabling them to fulfill the sequence of four-year college or university requirements

Leadership

Schoolwide leadership, especially from the principal and a representative leadership team, should seek to establish a mission and vision that aligns with AVID's mission and vision for college readiness.

Efforts in this domain could look like:

- Utilizing the AVID Site Team to support the implementation of instruction, systems, and culture development activities
- Utilizing teacher leaders to help spread the mission and vision of college readiness, as well as vertical and horizontal articulation of support
- Ensuring that the school's mission and vision (and if possible the district's mission and vision) is aligned with AVID's mission and vision for college readiness

Culture

As instruction, systems, and leadership align, schools can continue to develop a school climate in which college attendance and enrollment are clear, and there are prominent expectations, and students are actively guided by faculty and staff to meet college readiness requirements.

Efforts to transform school culture could look like:

- Providing opportunities for students throughout the school to attend college fairs, campus tours, and/or research colleges and ensure an increased number of colleges/universities are visible
- All teachers expecting students throughout the school to attend college
- Hosting family workshops related to supporting college readiness at home ([See The Family's Role](#) for more information on working with families.)

The AVID Site Team's Role

The AVID Site Team is one of the key leadership elements in advocating for high expectations schoolwide related to college readiness. This team is charged with working together to close the achievement gap and provide college readiness for all students across the site.

The suggestions below are intended to spark ideas for how the AVID Site Team could support college readiness schoolwide.

Instruction

- Ensure that AVID Site Team teachers' classrooms are model classrooms for instruction related to college readiness. Consider inviting other faculty members in to observe lessons that incorporate the college readiness activities in this chapter, or lessons on the key characteristics of college- and career-ready students.
- Involve AVID Site Team counselors and administrators in supporting the implementation of instruction related to college readiness, such as:
 - Providing model lessons
 - Observing lessons and providing feedback
 - Clarifying how schoolwide AVID instructional strategies connect with and support college readiness

Systems

- Utilize AVID students and other student leaders to help others complete college applications, FAFSA, etc. (after they have completed their own).

Leadership

- Use the AVID Schoolwide Strategy Planning Guide as a framework to discuss and plan support for the schoolwide development of college readiness. [See [AVID Schoolwide Strategy Planning Guide: College Readiness \(Example\)](#) for ideas about how the resource could be used.]
- Ensuring that the AVID Site Team is building capacity to sustain roles in order to support schoolwide college readiness.
- Establish data points on college readiness benchmarks for all students.

Culture

- Support college visibility throughout the school (college t-shirt days, college door decorating contests, college displays, etc.)
- Display the products from college research projects throughout the school. (See [3.2: Exploring College Options](#) and [3.3: Learning About College](#) for more information.)
- Lead family engagement efforts related to supporting college readiness at home (See [The Family's Role](#) for more information on working with families.)

AVID Schoolwide Strategy Planning Guide: College Preparedness (Example)

This is an example of the AVID Schoolwide Strategy Planning Guide as it might be used related to college readiness. A copy of this template is available in the introduction, as well as on the *College and Careers* webpage on MyAVID.

1. What strategy will we intentionally implement? Why?

We will implement “Student-Led College Readiness Lunches” to provide leadership opportunities for students, including AVID students, as well as opportunities for all students schoolwide to be exposed to resources for college readiness. This will include exhibits displayed during lunch related to clubs, financial aid, college-readiness courses, college awareness, etc. To increase student engagement, a scavenger hunt will be developed throughout the exhibits, with prizes for completion. The exhibits will be created and manned by student leaders.

2. Who will implement this strategy on the campus? (Educator, Team, Department, Grade Level, Campus)

The Student-Led College Readiness Lunches will ultimately be planned, organized, and implemented by AVID student leaders, as well as leaders from other student organizations under the direction of the AVID Club sponsor. The AVID Site Team, especially the AVID counselors, will provide extra support, especially during the initial implementation phase.

3. Will the strategy be scaffolded? If so, how?

The schedule of the lunches will be planned by the students and intended to coincide with key college-related dates (college application deadlines, FAFSA deadlines, college football season, College Week, etc.)

4. How will the participants (i.e., educators and students) be trained?

The AVID student leaders, as well as leaders from other student organizations, will be directed by the AVID Club sponsor. They will then in turn be responsible for training students who visit the exhibits during their lunch.

5. What resources are needed?

The resources for each exhibit, including handouts and prizes, will be collected by the AVID Club.

6. What is the timeline of implementation? How will new educators and students be supported in subsequent years?

Planning of the Student-Led College Readiness Lunches will begin at the first AVID Club meeting, with a goal of having two Student-Led College Readiness Lunches per semester.

7. How will implementation be measured? What documentation could be collected?

After each Student-Led College Readiness Lunch, participating students will complete a brief evaluation, which can be used to determine how many students visited each exhibit and the overall effectiveness of the event.

The Family's Role

Even when a school systematically supports college readiness, students still benefit from a strong support network at home related to college readiness. Educators should determine opportunities for families to be involved in the process of developing college readiness.

The suggestions below are intended to spark ideas for how educators can support the family's role related to college readiness.

Partnering at Home

- Provide resources for families to explore colleges and college readiness information at home (e.g., virtual college fairs and tours, financial aid websites).
- Communicate the importance of completing college-readiness coursework and its related impact on college readiness.
- Provide activities and resources related to college readiness on the school website for family use at home.

Connecting Families with the School and Community

- Provide family workshops related to college readiness.
- Determine opportunities to include family members in college exposure experiences, such as guest speakers and college field trips.
- Determine how best to engage families in the decision-making process around each of the above decisions.

Post-Reflection Questions

Educators should reflect on these questions, and AVID Site Teams should discuss them, to ensure that instruction, expectations, and culture are advancing college preparedness in individual classrooms and schoolwide. After reading and exploring strategies and activity ideas presented in this chapter, think about how they have guided complete answers to these questions.

- How have educators changed or adjusted their support of students related to understanding the dimensions of fit (academic, social, and financial) and with discovering safety, match, and reach schools?
- How have educators empowered students to learn concepts and utilize academic language relevant to higher education contexts and processes?
- How have educators adjusted or changed the definition of “higher education” and the pursuit of it?

Works Cited

- Castleman, B. L., Page, L. C., & Snowdon, A. L. (2013). *Strategic data project summer melt handbook: A guide to investigating and responding to summer melt*. Cambridge, MA: Harvard University Center for Education Policy Research. Retrieved from <http://sdp.cepr.harvard.edu/summer-melt-handbook>
- Ceja, A. (2013, July 12). Summer melt. *Homeroom*. Retrieved from <https://blog.ed.gov/2013/07/summer-melt/>
- Chingos, M. (2014, January 15). Can we fix undermatching in higher ed? Would it matter if we did? *The Brown Center Chalkboard Series*. Retrieved from <https://www.brookings.edu/research/can-we-fix-undermatching-in-higher-ed-would-it-matter-if-we-did/>
- Cohodes, S., & Goodman, J. (2014). Merit aid, college quality and college completion: Massachusetts' Adams scholarship as an in-kind subsidy. *American Economic Journal: Applied Economics*, 6(4), 251-285. Retrieved from <http://j.mp/1aWix9e>
- ECMC Group, Inc. (2016). College abacus. Retrieved from <http://collegeabacus.org/>
- Cuseo, J. (2007). What all first-year students should know: The most potent, research-based principles of college success. Retrieved from https://www.hendrix.edu/uploadedFiles/Academics/Academic_Support_Services/CNSA%201011%20CUSEO%20College%20Success%20Principles.pdf
- Cuseo, J. (n.d.). Seven student-centered principles of success: Key theoretical principles underlying the AVID for higher education system. Retrieved from <https://my.avid.org/files/12342.pdf>
- Lemons, L. J., & Richmond, D. R. (1987, Winter). A developmental perspective of sophomore slump. *NASPA Journal*, 24(3), 15-19.
- National Association for College Admission Counseling. (n.d.). *Step by step: College awareness and planning for families, counselors, and communities*. Retrieved from <http://www.nacacnet.org/STEPS>

CHAPTER FOUR

Building Career Knowledge



Visit the *College and Careers* webpage on MyAVID for additional materials and resources.

Chapter Outline

Career Exploration

- 4.1: The Language of Careers
- 4.2: Exploring Career Options
- 4.3: Career Guest Speakers
- 4.4: Career Fairs
- 4.5: Career Research

Career Preparation

- 4.6: Considering Career Fields
- 4.7: Exploring Service Learning, Job Shadowing, and Internships
- 4.8: Using Networking to Make Career Connections
- 4.9: Requesting Letters of Recommendation for Career Advancement
- 4.10: Writing Résumés and Cover Letters
- 4.11: Preparing for Interviews

Career Selection

- 4.12: Selecting a Career: Academic Fit
- 4.13: Selecting a Career: Social Fit
- 4.14: Selecting a Career: Financial Fit

Career Persistence and Success

- 4.15: Managing Transitions
- 4.16: Workplace Skills
- 4.17: Seeking Mentors
- 4.18: Defining Career Success

Supporting Career Knowledge Schoolwide

- Schoolwide Suggestions
- The AVID Site Team's Role
- The Family's Role

Building Career Knowledge

Regardless of how distant a career might seem, students at any age can start preparing by thinking about a career as a long-term goal and taking gradual steps toward reaching it. This type of forward thinking should be cultivated schoolwide. Throughout the AVID College Readiness System, the message is that persistence leads to success. In this chapter we explore how persistence and success relate as students move from their educational journeys into the workplace and begin their chosen careers.

Through mentorship, building and strengthening employability skills, and initiating and maneuvering through career transitions, students move from childhood to adulthood in tandem with the continued development of the key characteristics of college- and career-ready students.

This chapter addresses career exploration and knowledge development through the lens of work, career and job readiness. Through activities and strategies present in this chapter, students explore the language of careers, interact with experts in a variety of career fields, and explore fields of interest.

“Your profession is not what brings home your weekly paycheck. Your profession is what you’re put here on earth to do, with such passion and such intensity that it becomes spiritual in calling.”

Vincent van Gogh

For more tools related to building career knowledge, please refer to the following AVID resources.

College and Careers Webpage

The *College and Careers* webpage includes additional materials and resources to supplement this chapter.

Core Strategy Webpages

Core AVID strategy webpages include a variety of additional resources relevant to this topic.

Chapter Objectives

As a result of this chapter, educators will be able to:

- Introduce, define, and reinforce the concepts of jobs, careers, and career fields as well as the differences between each concept.
- Guide and support students as they explore, reflect upon, and develop short- and long-term career pathways.
- Initiate key questions on topics such as academic, social, and financial fit in relationship to career fields and career pathways.
- Intentionally incorporate and discuss connections of concepts with the key characteristics of college- and career-ready students. (See Chapter 1 for more information.)

As a result of this chapter, students will be able to:

- Comprehend the concepts of jobs, careers, and career fields and be able to articulate the differences between each concept.
- Identify, explore, and research career fields and career pathways of interest.
- Strengthen and continue to develop skills and qualities aligned with career-readiness and career expectations.
- Investigate and reflect upon best fit career fields based on academic, social, and financial fit to develop short- and long-term career pathways.

Levels of Instruction

Every chapter scaffolds activities into three levels of instruction. This design allows educators to choose the level of instruction that best matches where their students are to reinforce current skills and enhance understanding.

- **Introductory Level:** Students have little to no prior knowledge of the concept.
- **Intermediate Level:** Students have some knowledge of the concept, yet still rely on guided practice.
- **Advanced Level:** Students have substantial knowledge and are relatively independent, yet would benefit from more refinement across disciplines.

Pre-Reflection Questions

Educators should reflect on these questions, and AVID Site Teams should discuss them, to ensure that instruction, expectations, and culture support the development of career knowledge in individual classrooms and schoolwide. As you read, think about how the strategies and activity ideas presented in this chapter can help formulate complete answers to these questions.

- How do educators currently support students in charting their career trajectories?
- What are key considerations that students should have in mind when they research careers that are a good fit for their skills and interests?
- How do the key characteristics of college- and career-ready students impact students' selection of career fields?



Career Exploration

Educators can begin their approach to career exposure and exploration by ensuring that students know certain terminology. Even though the terms are often used interchangeably, there is a difference between “work,” a “career”, and a “job.” ACT®, in a brief entitled *Unpacking “Career Readiness,”* clarifies the distinction in terms of academic readiness for the workplace (ACT, Inc., 2015, pp. 2-3):

- **“Work” Readiness** — The foundational level of the academic knowledge and skills normally required to enter a typical postsecondary workforce training program, regardless of occupation or Career Cluster®.
- **“Career” Readiness** — The second level of readiness focuses on the jobs within a particular Career Cluster (for example, health care, construction, information technology) to determine both the specific academic skills and the performance level of those skills required for readiness in those jobs.
- **“Job” Readiness** — The level referring to academic skills that are above and beyond foundational and are job specific. This level would provide even greater precision for examining the skills and the levels of these skills required by a particular job or occupation.

Essentially, educators can guide students to the understanding that they are very likely to have several jobs during their lifetime, and that they may have more than one career, if not several. The critical knowledge for students to gain is the importance self-awareness in relationship to careers. Workers need to remain self-aware and knowledgeable about the skills and educational requirements of changing jobs and careers. For example, one might be able to change jobs after learning a few specific skills, yet not be able to change careers or move into a new field without a lot of additional education. Developing the key characteristics, outlined in Chapter 1 of this resource, assists students with taking a proactive approach to their career and life choices.

As early as elementary school, educators can start prompting students to think like professionals in the classroom by saying things like, “Today we will be engineers, artists, mathematicians.” The idea is to get students thinking about careers and opening up possibilities of what might make a good fit. Educators need to consistently provide students with ideas to get them thinking about what their career interests might be, even if their career goals will likely change and evolve over the years, even through college.

This section addresses the information and knowledge that students need to explore careers, and ways that educators can clarify and support any misconceptions around what searching for a career implies, while preparing students for their lifelong goals and interests.

Section Outline

- 4.1: The Language of Careers
 - 4.1a: The Career Clusters®
- 4.2: Exploring Career Options
- 4.3: Career Guest Speakers
 - 4.3a: Guest Speaker Guide
- 4.4: Career Fairs
- 4.5: Career Research

4.1 The Language of Careers

Content-specific vocabulary terms are relatively low-frequency domain- and discipline-specialized words and phrases that appear in textbooks and other instructional resources.

Objectives

Educators will:

- Intentionally integrate and highlight a variety of vocabulary and academic language exposure throughout the academic year.
- Model and assign writing assignments and engage students in small-group conversations that require the use of **content-specific vocabulary** and academically appropriate language throughout the academic year.

Students will:

- Engage in activities designed to incorporate content-specific vocabulary and academic language.
- Learn and effectively use content-specific vocabulary in writing and conversation to encourage academic language and literacy.

Overview

The following activity ideas are intended to guide students in the language of their career fields of interest. Each career field has its own language; students should be exposed to the language of the career world. Once they become fluent, they are empowered to participate in meaningful and productive academic discussions.

Materials/Set-Up

- Student Handout:
 - [4.1a: The Career Clusters®](#)
- Visit the *College and Careers* webpage on MyAVID for related materials and resources.
- Confirm access to computers with internet access.

Questions to Inform Instruction

- As educators, how do we influence the use of academic language in our classrooms?
- As educators, how do we reinforce and model content-specific vocabulary throughout the academic year?
- How might we model or reinforce strategies that promote academic language and content-specific vocabulary use in all students?
- How might we design opportunities for students to practice meaningful and relevant use of content-specific vocabulary and academic language?

Overarching Process

- Intentionally plan and model academic language and content-specific vocabulary throughout the academic year.
- Introduce, define, reinforce, and model content-specific vocabulary.
- Guide and support students in practicing and self-monitoring their academic language and content-specific vocabulary usage throughout the academic year.

Levels of Instruction

After determining students' prior knowledge of this concept, choose the level of instruction that best matches where they are to reinforce current skills and enhance understanding.

Introductory

- Provide opportunities for students to research Career Cluster vocabulary.
- Engage students in a writing assignment in which they develop a description of their ideal career field using at least three of the vocabulary words relevant to the Career Clusters that interest them most.
 - For example, students who select Architecture & Construction as a Career Cluster can research and then identify content-specific vocabulary such as remodel, community, industrial, office facilities, building construction, and construction management.
- To support family involvement, encourage students to review their ideal career descriptions or to research three content-specific vocabulary terms with an adult of importance to them.

















Intermediate

- Provide an opportunity for students to explore the definitions and information concerning chosen content-specific vocabulary. (See [Student Handout 4.1a: The Career Clusters](#))
- Review definitions with the whole group and discuss prior knowledge and questions to generate connections between terms and to personal experience.
- Ask students to work in partners to develop three to five potential questions (using at least three content-specific words) to practice using appropriate academic language.
- To support family involvement, encourage students to incorporate three to five content-specific vocabulary words into a descriptive paragraph highlighting important or relevant information they have learned about the career field to share at home or with a mentor.

Advanced

- Facilitate class discussion around the chosen content-specific vocabulary. (See [Student Handout 4.1a: The Career Clusters](#))
- Have students work in partners or small groups to ensure their understanding of content-specific vocabulary related to their career fields of interest. They should research as needed to develop an understanding and authentic definition for any unknown/unfamiliar terms.
- Facilitate a discussion in the whole group or small groups and hold students accountable for using content-specific vocabulary during the discussion.
- To support family involvement, encourage students to share with family members or trusted adults outside of school.

The Career Clusters[®]

-  Agriculture, Food & Natural Resources[®]
-  Architecture & Construction[®]
-  Arts, A/V Technology & Communications[®]
-  Business Management & Administration[®]
-  Education & Training[®]
-  Finance[®]
-  Government & Public Administration[®]
-  Health Science[®]
-  Hospitality & Tourism[®]
-  Human Services[®]
-  Information Technology[®]
-  Law, Public Safety, Corrections & Security[®]
-  Manufacturing[®]
-  Marketing[®]
-  Science, Technology, Engineering & Mathematics[®]
-  Transportation, Distribution & Logistics[®]

The Career Clusters[®] brand logo and its extensions are the property of the National Career Technical Education Foundation, as managed by NASDCTEc.

4.2 Exploring Career Options

Objectives

Educators will:

- Inform, define, and guide students to understand the difference between jobs and careers.
- Provide opportunities for students to brainstorm, share, and explore a variety of job and career interests.

Students will:

- Understand, analyze, and reflect on the difference between jobs and careers.
- Explore a variety of job and career interests individually and in small groups

Overview

The following activity ideas are intended to guide students to understand the differences between jobs and careers and expand their ideas about what different jobs are available. Exploration includes brainstorming, researching, and synthesizing information.

Materials/Set-Up

- Visit the *College and Careers* webpage on MyAVID to explore related materials and resources.
- Confirm access to computers with internet access.
- Provide, or develop with students, a word bank of relevant academic language. Potential terms to include are:
 - Job
 - Career
 - Field
 - Work Role
 - Pursuit
 - Lifelong Ambition
- Chart paper
- Sticky notes

Questions to Inform Instruction

- How do our students currently view jobs and careers?
- As educators how might we define jobs and careers?
- What are the best ways to introduce the concepts of jobs and careers?
- How might we ignite lifelong ambitions within career fields in our students?



Overarching Process

- Introduce, define, and explore the concepts of jobs, careers, and fields of study.
 - A job is an activity or work role in which an individual can earn money. Jobs fill a work role within a business or organization, often short-term or temporary positions.
 - A career requires specific learning or competencies and extends across a progression towards lifelong goals and ambitions. Careers are long-term pursuits, and typically involve movement in several roles within the same field of work or study.
- Provide opportunities to explore and research different options in the world of work through partner and small-group discussions.
- Establish student self-awareness of career fields in order to guide and expand areas of interest related to career choices and educational choices.

Levels of Instruction

After determining students' prior knowledge of this concept, choose the level of instruction that best matches where they are to reinforce current skills and enhance understanding.

Introductory

- Introduce the terms Job and Career on a chart paper display (or another visual display on which students can place sticky notes).
- In small groups, challenge students to quickly list as many jobs and careers as they can on sticky notes (one idea per sticky note).
-  • **Whip Around** to each group, and ask a group leader to share three ideas from the group's rapid brainstorm.
- "Score" the brainstorming effort: For every novel idea a group presents, that group gets a point. If other groups have the same idea, no one gets a point.
- After all points have been tallied, ask the whole group to engage in a discussion of the difference between jobs and careers.
- Provide definitions or develop authentic definitions with the whole group. (See Materials/Set-Up for more information.)
- Ask groups to consolidate duplicate ideas and place their sticky notes under the headings on the Job chart paper or the Career chart paper.
- Once all groups have placed their sticky notes, facilitate a whole group discussion to explore the ideas, moving ideas as needed to the appropriate heading of Job or Career.
-  • Encourage students to engage in self-reflection (**quickwrite**, journal, or reflection paragraph) with the following prompt: "Did your perspective of jobs and careers change over the course of our activity? Why or Why not?"

Intermediate

- Revisit and refine students' definitions of jobs and careers.
- Engage students in exploration of career options and career fields of interest through opportunities to research careers.
- Provide resources or visuals of career fields and options (e.g., books, webpages).
- Ask students to create a career exploration graphic organizer: Students choose a career field and explore jobs within that field. Place the career field in the center of the graphic organizer and place jobs on the "spokes." (See example, below.)
- Provide an opportunity for students to share their findings, and ensure students with similar fields interact and exchange ideas related to their research.
- Engage students in self-awareness and self-reflection by developing a career **SMART goal**.



Advanced

It is important to discuss with students careers and jobs that no longer exist, as well as new careers and jobs, and potential careers and jobs not yet in existence.

- Revisit students' current definitions of jobs and careers.
- Provide, or develop with students, a visual display of careers, perhaps titled Career Options: Past, Present, and Future.
 - It is important to discuss careers and jobs that no longer exist, as well as new careers and jobs, and potential careers and jobs not yet in existence.
- Using the Career Options list or prior knowledge, ask students to select two to four career fields for a research project.
- Provide ample time for students to gather critical information and research their career fields of interest (for example, education required, skillset required, average salary).
- Once research is complete, form small groups or pairs of students with similar career fields.
- In their pairing or group, students develop career posters/boards to be shared with the class and displayed around the classroom or school to increase career awareness.
- Consider hosting a Career Awareness Day in which students' present information about their careers of interest to a schoolwide audience or community audience.

4.3 Career Guest Speakers

Objectives

Educators will:

- Increase students' exposure to, interest in, and knowledge of a variety of career fields through career guest speakers (professionals in a variety of careers) and video/multimedia resources about a variety of career fields.

Students will:

- Engage guest speakers with prepared questions and take notes on information presented during guest speaker sessions in order to learn about a variety of career fields.
- In addition to guest speakers, or as an alternative, explore a variety of video and multimedia resources in order to learn about a variety of career fields.

Overview

The following activity ideas are intended to spark student interest in a variety of career fields. Through live presentations or recorded presentations, students will explore the depth and breadth of a variety of career fields.

Materials/Set-Up

- Visit the *College and Careers* webpage on MyAVID to explore related materials and resources.
- Working with schoolwide colleagues, identify potential career guest speakers (professionals from a variety of careers) and coordinate a panel or series of presentations.
 - Consider focusing on broad fields (Law Enforcement) and inviting several specialists within that field to discuss their specific perspective (police officer, lawyer, judge, forensic scientist, traffic school instructor)
- Develop and provide guest speakers with an outline or talking ideas/points to address, as well as expectations of behavior, language, and **Essential Question(s)** that the information they present should answer.
- Plan to provide, or develop with students, questions for guest speakers and to review expected behavior and outcomes for each guest speaker presentation.

An **Essential Question** is used to guide and frame the note-taking process and summarization. It is a question that captures the overarching concept and is answered in the notes or by the summary.

Questions to Inform Instruction

- How do we currently coordinate career guest speakers for our students?
- How large is our current career guest speakers pool?
- How might we increase the variety of our career guest speakers pool?
- How might we efficiently access our career guest speaker pool?

Overarching Process

- Introduce students to a variety of career fields to explore differences, similarities, and unique qualities and jobs within each career field.
- Prior to guest speakers arriving, provide, or develop with students,

pertinent questions for students to ask as well as Essential Question(s) to help focus note-taking on the information provided. Examples include:

- How has your work changed over time in your chosen career field?
- How have you kept your knowledge and skills current over time in your chosen career field?
- Review expected behavior and outcomes for the career guest speaker presentation, and facilitate the presentation.
- Develop opportunities for engaging students in individual and small-group exploration of career fields.
- Identify students' interests and facilitate connecting them to career options and career field choices.

Levels of Instruction

For this activity idea, the process remains the same, and depends on how presentations are coordinated (panel, single speaker, series of speakers, videos/multimedia). The depth and breadth of the expectations and outcomes increases with each level of instruction.

Introductory, Intermediate, Advanced

Provide background knowledge and behavior and note-taking expectations to the students prior to the arrival of the career guest speaker:

- **Introductory** – include key terms in notes
- **Intermediate** – include concepts or questions to guide notes
- **Advanced** – include summary, reflection, and analysis in notes

Consider student greeters to meet the career guest speakers and escort them from the office to the designated presentation location. Presentations may take the form of:

- Individual presentations
- Panel of presenters
- Career fair with tables

Presentations might include discussion of:

- Education or specialized skills required
- Scope of work
- Salary ranges
- Typical day or week
- Range of opportunity within career field

Questions from students might ask about:

- Education or specialization required
- Typical workload or caseload
- Typical day or week
- Average salary during first year, after five years, after 10 years

Reflection might include:

- Quickwrite
- Journal entry
- Reflection essay
- Research project on career field(s)
- Thank-you letter identifying three learning points resulting from the presentation

Guest Speaker Guide

Thank you for agreeing to be a guest speaker for our students. Please use these key talking points at your discretion as you prepare for your presentation to our class.

Key Talking Points

Biography

Please provide a brief biography focused on your education and career journey, including:

- Colleges/universities you have attended
- Degrees/certifications you have earned
- Jobs and positions which you have held

Current Job/Career

Please provide a brief biography focused on your education and career journey, including:

- Job title and employer
- The typical salary range for your job/career field
- Other opportunities that exist within your career field
- Scope of the work: what skills you use, what types of tasks you do, what a typical day/week might look like
 - This is a great time in the presentation to tell stories, and/or allow students to actively role play one of your job tasks.
- What you do and don't enjoy about your job

Please feel free to bring any artifacts, visuals, or demonstrations that will show students what is entailed in your career.

4.4 Career Fairs

Objectives

Educators will:

- Introduce, define, and reinforce the importance of exploring fields of study or career fields prior to developing career goals and plans.
- Guide students in developing personalized wish lists for academic, social, and financial fit related to career goals and plans.
- Intentionally incorporate opportunities for students to attend virtual and face-to-face career fairs to encourage deeper exploration of options.

Students will:

- Define personal wish lists for academic, social, and financial fit exploration of career options.
- Attend and actively participate in career fairs to gain a deeper understanding of career options.

Overview

The following activity ideas are intended to provide a deeper look at career options with a focus on individual student goals and desires related to a good career fit.

Materials/Set-Up

- Visit the *College and Careers* webpage on MyAVID to explore related materials and resources.
- Get familiar with various career information websites in order to help students navigate them and to minimize confusion during student exploration time.
- Preview and identify appropriate sites that support students with developing individual checklists as well as guide students during virtual career fairs.
- Provide, or develop with students, expected outcomes of participating in career fairs. Possible outcomes might include learning about:
 - Required skills or education (specific skills/field)
 - Level of education or skill set required (e.g., Ph.D., years of experience, etc.)
 - Language requirements
 - Predicted lifespan of career (the demand for newspaper journalist is fading, yet journalists are still needed in other mediums and the skills are applicable to other jobs)
 - Level of stress associated with career field
 - Lifestyle associated with career field

Questions to Inform Instruction

- As educators, what are our expected outcomes from career fairs for our students?
- What exposure to career fairs do our students currently have?
- How might educators model and teach students to be critical consumers of career fields?
- How might educators guide students to prepare for career fairs?
- How might educators guide or support virtual career fairs?
- How might educators guide or support on-campus career fairs?

Overarching Process

- Introduce concepts of career fairs, tours, and visits, both virtual and face-to-face, as important steps in the career exploration process.
 - **Career fair** – A virtual or in-person event at which several representatives from a variety of companies/organizations are present
 - **Career tour** – A trip to a company/organization that incorporates a tour of many operations (e.g., a tour of a scientific laboratory)
 - **Career visit** – A trip to a company/organization that incorporates an opportunity for specific information gathering (e.g., opportunities to do job shadowing or observe a process)
- Guide students in preparing for career fairs that they will attend.
- Assist students with developing personalized wish lists to guide consideration of academic, social, and financial fit related to their career exploration.
 - **Academic Fit** – Aptitude, knowledge, and specialized skills and abilities required in the career align with individual interests and strengths
 - **Social Fit** – Social dynamics typical of the career align with personality traits, characteristics, temperament, and workplace preferences (solo, team, virtual, face-to-face)
 - **Financial Fit** – Salary expectations of the career align with standard of living expectations, income requirements, need for health benefits, etc.
- Incorporate opportunities for students to attend virtual fairs and explore career websites throughout the academic year.
- Explore face-to-face options as applicable. (See 4.7: Exploring Service Learning, Job Shadowing, and Internships for more information.)

Levels of Instruction

After determining students' prior knowledge of this concept, choose the level of instruction that best matches where they are to reinforce current skills and enhance understanding.

Introductory

- Introduce the concept of attending a virtual career fair.
- Demonstrate for students how to visit a career information website (such as www.onetonline.org) and take a virtual tour with the entire class.
- **Think-aloud** to model the types of things to think about as the class learns about the career: specific academic, social, and financial fit topics. (See [Overarching Process for more information.](#))
- Engage students in developing their personalized fit checklist by identifying key things they want in a career. They should think about things like:
 - Hours and schedule
 - Working in a brick-and-mortar office, remotely, or in the field
 - Travel expectations
 - Specific benefits (medical, dental, vision, vacation packages)
 - Total number of job options within the career field
 - Location of work (urban, suburban, rural, international)
 - Clients (children, adolescents, adults, seniors, people with disabilities, veterans)
- Encourage students to share their personalized lists with their families to encourage conversations about potential career fields.

Intermediate

- Revisit student's goals and plans for researching and pursuing their career fields of interest.
- If personalized wish lists are developed, provide opportunity for students to update and refine their lists. If they are not, provide opportunity for students to develop their lists.
- In small groups, have students brainstorm potential questions to ask at a career fair.
- As a whole class, develop the top 10 questions to ask or know the answers to about a career prior to deciding to pursue that career.
- Share with students' attendance and registration information for upcoming career fairs, tours, or visits available online or in person in the area.
- Provide opportunity for students to do online research and refine their checklists to prepare for attending career fairs.
- Incorporate ways for students to share their learning with peers and families (audio recordings, collages, comics, posters, slide presentations, digital books, narrated slideshows, movies, animations, study aids).

A **think-aloud** is a strategy for verbally communicating the cognitive processes involved in an activity as a model for students.

Advanced

- Check in with students' current goals and plans for researching and pursuing their career fields of interest.
- Introduce or refine students' wish lists and guide students to select career fields that are an ideal fit (i.e., a balance of prioritized needs related to academic fit, social fit, and financial fit).
- Individually guide students to review the items on their wish lists and categorize them into four fit categories: academic, social, and financial:
 - **Academic Fit** – Aptitude, knowledge, specialized skills, and abilities required in the career align with individual interests and strengths
 - **Social Fit** – Social dynamics typical of the career align with personality traits, characteristics, temperament, and workplace preferences (solo, team, virtual, face-to-face)
 - **Financial Fit** – Salary expectations of the career align with standard of living expectations, income requirements, need for health benefits, etc.
- Guide students to prioritize and use this information to start to see connections between career fields and the information in their categorized lists.
- Encourage and provide support to students that may be discouraged with initial fit challenges
- Incorporate opportunities for students to continue to explore and refine their wish lists throughout the academic year.

4.5 Career Research

Objectives

Educators will:

- Introduce and provide opportunities for students to explore the 16 Career Clusters®.
- Engage students in deeper exploration of specific jobs within each Career Cluster.

Students will:

- Explore and engage in opportunities to explore the 16 Career Clusters.
- Research specific jobs within chosen Career Clusters.

Overview

The following activity ideas are intended to guide students into deeper understanding of potential jobs and options within specific Career Clusters. Deeper exploration provides opportunity for students to discover similarities and differences between job descriptions and interests within the 16 Career Clusters.

Materials/Set-Up

- Student Handout:
 - [4.1a: The Career Clusters®](#)
- Visit the *College and Careers* webpage on MyAVID to explore related materials and resources.
 - Preview and select a website with Career Cluster information to explore as a whole group.
- Confirm access to computers with internet access.

Overarching Process

- Introduce students to the Career Clusters.
- Connect the Career Clusters to the content of the class, as well as to students' specific interests.
- Provide time for students to explore Career Clusters of interest or gain new insight into Career Clusters.
- Engage students in self-reflection concerning the Career Clusters of most interest to them in relationship to potential career choices.

Levels of Instruction

Introductory



- Engage students in whole-group exploration of the chosen website (a website with information about each of the 16 Career Clusters; visit the *College and Careers* webpage on MyAVID to explore related materials and resources.)
- Model search options on the chosen website.
- Select and explore a Career Cluster.
- As a whole group, identify the top five facts related to the Career Cluster being explored.
- Engage students in **Think–Pair–Share** about at least three of the top five facts about the Career Cluster: How does knowing these facts influence your interest in this Career Cluster?
- Debrief with whole group to clarify any misunderstandings or confusion with Career Cluster language.

Intermediate

- Provide or project [Student Handout 4.1a: The Career Clusters®](#) .
- In small groups or partners, assign (or allow students to choose) one of the 16 Career Clusters.
- Provide ample opportunity for students to explore their chosen Career Cluster in depth.
- Consider creating a scavenger hunt related to the Career Cluster, for example:
 - Locate 15–20 content-specific vocabulary terms common for this Career Cluster.
 - Identify established, new, and emerging (future) career options within the Career Cluster.
 - Illustrate Wows (interesting, exciting information) and Wonders (things that spark curiosity or questions) of the career cluster.
 - Find information about this Career Cluster that relates to your categorized academic fit, social fit, and financial fit wish lists. (See 4.4: Career Fairs for more information.)
- Allow groups to choose a way to share their discoveries (e.g., a video, infographic, poem).
- Provide opportunities for groups to share their finished products with their peers in class and schoolwide.

Advanced

- After students have a solid sense of the 16 Career Clusters and interest in at least one Career Cluster, engage students in reviewing their research on their chosen Career Cluster and consolidate information from their experiences, such as career fairs, website exploration, and job-shadowing.
- Individually, have students gather information on at least 15 jobs (e.g., names, job descriptions) within the chosen Career Cluster.



Engage students in an **Inner-Outer Circle** discussion:

- Depending on how much overlapping interest there is in certain Career Cluster(s), consider multiple groups per Career Cluster or a whole-group activity that is not divided by Career Cluster.
- Groups divide into two subgroups and form an inner and outer circle.
- Students in the inner circle face out, and students in the outer circle face in so that each person is facing a partner in the other circle.
- Inner-circle students share information about three to five jobs with their outer-circle partners.
- Outer-circle partners compare this to their findings (in their notes) and asks questions to their inner-circle partners.
- Roles switch.
- After one round, both circles rotate in opposite directions and new partners are formed to begin cycle again.
- Repeat and rotate as many times as necessary to achieve desired outcomes.

Career Preparation

Regardless of grade level or amount of exposure to college and career readiness standards, students schoolwide should be thinking about careers as a long-term goal. Students can record their thoughts and reflections year to year, which is important so that they can gain a sense of their cumulative growth.

Educators can help students take gradual steps toward their career aspirations in several ways: they can start by coaching students toward connecting their multi-year education plan with the career field they would ultimately like to pursue. In addition, they can help students learn about networking and making connections, as well as learn the importance of internships, job shadowing, and service learning. The guiding questions and strategies in this section helps educators foster the development of students' plans while enabling them to prepare for careers in an informed yet open-minded and forward-thinking manner.

Educators can equip students for challenges that lie ahead by providing them with tools and strategies that support career preparation. Some of the challenges addressed in this section are described below.

Letters of Recommendation

Letters of recommendation will be needed throughout a student's academic career, as well as in the workforce. It is useful for students to think about people who know them well, know their character, and can talk about their strengths and skills. AVID places an emphasis on building relational capacity, and students should develop meaningful relationships with educators, employers, and people that they are working with and for. Students want to choose people who know their work ethic, who can elaborate on their skills, and have agreed to be a reference.

Interview Process

Interviewing is a necessary skill for both academics and the workforce. Students must learn how to interview and present themselves in a way that highlights their personality and skills. It is important to practice interview skills so that students appear comfortable yet act professional. First impressions are critical, therefore students should look and demonstrate professionalism while interviewing for internships, scholarships, and jobs.

Résumés

A résumé is an advertisement of the skills and experiences that one has acquired. It is important to begin developing a résumé early on, and to continue to add and collect experiences to add to this résumé throughout junior high, high school, college, and beyond. Keeping a list of work experiences, community service activities, awards, honors, and continuing to add to work experiences, allow students to keep track of a variety of experiences that can be collected for a résumé. Students should be aware of how to advertise and market themselves to employees.

Section Outline

- 4.6: Considering Career Fields
- 4.7: Exploring Service Learning, Job Shadowing, and Internships
- 4.8: Using Networking to Make Career Connections
- 4.9: Requesting Letters of Recommendation for Career Advancement
- 4.10: Writing Résumés and Cover Letters
- 4.11: Preparing for Interviews

4.6 Considering Career Fields

Objectives

Educators will:

- Introduce, reinforce, and expand student thinking concerning discovering career fields and identifying career fields of interest.
- Intentionally expose students to information about career fields.
- Engage students in activities that provide opportunities to explore career fields.

Students will:

- Engage in activities that promote exploration and discovery of career fields in order to identify career fields of interest.
- Expand current thinking of potential career fields by encouraging discovery of a variety of career fields and opportunities within each one.

Overview

The following activity ideas are intended to guide students to think about career paths and to explore plans to achieve their career vision and goals.

Materials/Set-Up

- Visit the *College and Careers* webpage on MyAVID to explore related materials and resources.
- Preview and identify appropriate websites that support students with researching specific career fields.
- Ensure access to computers with internet access.
- Provide, or develop with students, a word bank of relevant academic language. Potential terms to include are:
 - Legal
 - Technology
 - Medical
 - Education
 - Sciences
 - Sales
 - Transportation
 - Human Resources
- With colleagues or with students, develop potential questions to start discussions that explore career visioning and planning. Potential questions include:

Introductory

- What do you think of when you hear the words “career” or “career field”?
- What career or career field appeals to you or is of interest to you?
- What special skills or education is required by the career of career field of interest to you?

Intermediate

- What type of career fields appeals to you? What do you know about:
 - Fields that involve people
 - Fields that involve animals
 - Fields that involve technology
 - New fields or long standing professions
- What have you heard about other people's experiences concerning your career of interest?

Advanced

- What intrigues you about your career of choice?
- What would you like to study or learn more about?
- What type of college coursework is required in that field or career?
- How broad is your field of interest? Are there many different pathways to pursue?

Questions to Inform Instruction

- As educators, how do we currently define career or career fields?
- As educators, what does a career path look like for our students?
- How do our students currently define career or view career fields?
- How do our students currently define their career paths?

Overarching Process

- Introduce students to the concept of career and establish self-awareness of their attitudes and beliefs about careers and career pathways.
- Prompt discussion around career awareness in order to engage students in small-group discussions.
- Guide expansion of self-awareness to include identifying career knowledge and areas of interest related to postsecondary (after high school) and postgraduate (after college) opportunities.

Levels of Instruction

After determining students' prior knowledge of this concept, choose the level of instruction that best matches where they are to reinforce current skills and enhance understanding.

Introductory

- Introduce and define the concepts of *career* and *career field*.
 - **Career** – An occupation or profession, typically requiring specific training or skills, that progresses across the span of a person's adult life
 - **Career field** – The industry or category of a career, typically not the specific job title (for example a doctor is within the medical career field)

- Engage students in small-group discussions to develop and share out authentic definitions of *career* and *career field*.
- Facilitate discussion concerning these definitions and engage students in conversations prompted by the predetermined questions. (See Materials/Set-Up for more information.)
- Involve students in creating posters or signs for the classroom or around the campus that promote positive definitions of career fields and promotes career exploration.

Intermediate

- Revisit student definitions of career fields and use the review as an opportunity to check on current level of students' self-awareness related to career paths.
- Have pairs of students discuss predetermined questions about career fields. (See Materials/Set-Up for more information.)
- As a whole group, share key points from partner conversations and identify similarities and differences. Begin to categorize and illustrate the types of career fields students are interested in exploring, using a word bank to support academic language.
- Consider naming table groups, classrooms, or hallways around the campus after various career fields to promote career awareness and exploration.
- Consider assigning a career exploration project in which students identify and research one career field that interests them.

Advanced

- Revisit students' current self-awareness of career knowledge.
- Engage students in self-reflection with predetermined questions. (See Materials/Set-Up section for more information.)
- Provide opportunities for students to search online for career fields of interest.
- Facilitate a class discussion to assist students with expanding self-awareness and making connections to career opportunities.

4.7 Exploring Service Learning, Job Shadowing, and Internships

Objectives

Educators will:

- Intentionally integrate and highlight a variety of service learning, job shadowing, and internship opportunities available to students throughout the academic year.
- Provide opportunities for students to engage in service learning, job shadowing, and internships in order to increase their knowledge about career fields of interest.

Students will:

- Engage in real-world experiences within career fields of interest.
- Consider service learning projects, job shadowing opportunities, or internship possibilities in career fields of interest.

Overview

The following activity ideas are intended to embed students in the language, procedures, and environment of career fields of interest. Career fields have unique characteristics, therefore research, and especially real-world experience, support best-fit career choices.

Materials/Set-Up

- Visit the *College and Careers* webpage on MyAVID to explore related materials and resources.
- Gather career pamphlets, applications, and materials aligned with career fields, skillsets, and expectations. (Counselors, Human Resource offices, and public libraries are great resources.)
- Ensure access to computers with internet access.
- Provide, or develop with students, a word bank of relevant academic language. Potential terms to include are:
 - Apprentice
 - Employee
 - Income
 - Aptitude
 - Employer
 - Standard of living
 - Benefits
 - Entrepreneur
 - Development
 - Entry-level

Questions to Inform Instruction

- What exposure and experience do our students currently have with internships, job shadowing, and service learning?
- As educators, what connections or knowledge do we have in our community related to job shadowing, internships, and service learning?
- How might educators foster social responsibility through service learning?

Overarching Process

- Intentionally gather information, and plan and model service learning, job shadowing, and internship opportunities for all students throughout the academic year.
- Introduce, define, reinforce, and model the importance of service learning, and active/experiential exploration of career fields.
- Guide students to discover and engage in community-based opportunities to gain real-world experience.
- Support students to self-monitor progress and learning in service learning, job shadowing, and internship opportunities, and to self-advocate for additional/expanded opportunities.

Levels of Instruction

After determining students' prior knowledge of this concept, choose the level of instruction that best matches where they are to reinforce current skills and enhance understanding.

Introductory

- Make students aware of and cultivate interest in pre-existing opportunities in the community.
- Provide guidance and support to students to get involved in the community.
- Engage students in a writing assignment in which they develop a description of their ideal career, using at least one vocabulary word from the word bank (see Materials/Set-Up).
- To support family involvement, encourage students to work with a family member or mentor to prepare three ideas and corresponding plans for getting involved in the community with the goal of career-field exploration.

Intermediate

- Provide opportunities for students to “network” to share and explore information concerning service learning projects, job shadowing, and/or internships in your community.
- Working in partners, have students develop three to five potential questions (using at least three terms from a relevant word bank) to pose to professionals who work in the career field they would like to explore.
- Encourage students to write a descriptive paragraph (using three to five terms from a relevant word bank) highlighting important or exciting information they learned about their career field to share with family and/or mentors.

Advanced

- Engage the whole group in discussion concerning service learning projects, job shadowing opportunities, and/or internships in your community.
- In small groups or pairs, have students share how the service learning projects, job shadowing opportunities, or internships they are engaged in relate to the career field in which they are interested, and have them share what they've learned about the career field through the experience.
- Have groups or pairs review their best-fit lists (academic, social, and financial ([see 4.5: Career Fairs for more information](#))) and discuss how their experiences may have impacted these lists. Revise lists as needed.
- Encourage the use of career-specific or content-specific language during the discussion.
- Encourage students to develop a checklist of required education, knowledge, and/or skills relevant to the career field of choice and to review it with a family member or mentor.



4.8 Using Networking to Make Career Connections

Objectives

Educators will:

- Introduce, define, and expose students to the techniques and strategies to increase interest and exploration of career networking.

Students will:

- Explore career networking structures, services, and opportunities.
- Learn strategies, techniques, and best practices that make career networking successful and beneficial.
- Explore a variety of guiding questions for in-person and virtual networking opportunities.

Overview

The following activity ideas are intended to reduce the intimidation of meeting adults who work in students' chosen career fields. The purpose of these questions is to demystify career networking and give students confidence in developing the communication skills to successfully engage in career networking opportunities.

Materials/Set-Up

- Visit the *College and Careers* webpage on MyAVID to explore related materials and resources.
- Explore, preview, and gather site-approved resources (links, websites, flyers, pamphlets) to support exploration of career networking.
- Determine if students will self-select career networking opportunities or if opportunities will be assigned.
- Provide, or develop with students, **academic language scripts** to guide and assist with language development. Scripts might include:
 - Your job is of interest to me, tell me more about...
 - I am interested in learning about...
 - My last project focused on...
 - My career field of interest is...

Academic language scripts are sentence starters that can be used in a variety of content areas for a variety of purposes to support students' use of academic language.

Questions to Inform Instruction

- How do our students currently view and define career networking?
- As educators how do we view and define career networking?
- What career networking opportunities are currently available to our students?
- How might we enhance or prepare our students for career networking?

Overarching Process

- Introduce, model, and guide development of career networking strategies and techniques throughout the academic year.
- Provide opportunities for students to experience, practice, and get feedback related to their interactions and communication skills during mock and real-world career networking activities and events.


Levels of Instruction

After determining students' prior knowledge of this concept, choose the level of instruction that best matches where they are to reinforce current skills and enhance understanding.

Introductory

- Introduce and define the concept of *career networking*.
 - **Career Networking** – Creating and maintaining professional relationships with a group of acquaintances and associates for the purposes of sharing career opportunities, advancing career knowledge, and furthering career goals.
- With students in pairs or small groups, engage in mock career-networking conversations.
- Encourage students to utilize the predeveloped academic language scripts (see Materials/Set-Up) to practice using appropriate language and interactions.
- Circulate and provide feedback and guidance as needed.
- Encourage students to reflect on what was easy and what was difficult during their mock career-networking experience.

Intermediate

- Revisit the concept and definition of career networking.
- Encourage students to attend real-world career-networking events in the community (at college campuses, nonprofits) throughout the academic year for classroom credit.
-  Engage students in keeping a journal or **learning log** of their experiences.
- Provide time or space for students to share their experiences, get feedback, and share strategies consistently and periodically throughout the academic year.

Advanced

- Based on students' career interests, arrange one-on-one or small-group discussions with a variety of professionals.
 - Consider reaching out to local Chambers of Commerce, Kiwanis Clubs, Optimist Clubs, Small Business Associations, or Toastmasters International to arrange opportunities for students to practice career-networking techniques and interactions.
- Engage students in self-assessment of performance and interaction abilities at their chosen event.
- Provide time or space for students to share their experiences, get feedback, and share strategies consistently and periodically throughout the academic year.

4.9 Requesting Letters of Recommendation for Career Advancement

Objectives

Educators will:

- Provide models and define strategies to determine who and how to ask for quality letters of recommendation.
- Outline key components of asking for letters of recommendation.
- Create opportunities to practice asking for letters of recommendation and collect real letters.

Students will:

- Experience models and engage in using strategies to determine the appropriate people to ask for letters of recommendation and appropriate ways to ask for letters.
- Identify potential writers/references who can provide letters of recommendation.
- Practice requesting letters of recommendation and ask references for real letters of recommendation.

Overview

The following activity ideas are intended to clarify who and how to ask for letters of recommendation to reduce the intimidation associated with requesting them. The purpose is to demystify the process of requesting letters of recommendation and give students confidence in the communication skills needed to successfully self-advocate.

Materials/Set-Up

- Visit the *College and Careers* webpage on MyAVID to explore related materials and resources.
- Collect a variety of letters of recommendation to serve as models.
- Provide, or develop with students, **academic language scripts** to guide and assist with requesting letters. Scripts might include:
 - I am applying to _____ and I would like to ask you to write a letter of recommendation on my behalf. I will need the letter by....
 - Thank you for agreeing to write a letter of recommendation. I was hoping you could highlight...
 - I know you are quite busy, and that writing a letter of recommendation can be time consuming. If you would like, I can write a draft for you to review.

Academic language scripts are sentence starters that can be used in a variety of content areas for a variety of purposes to support students' use of academic language.

Questions to Inform Instruction

- Why is it essential for students to understand who should write letters of recommendation?
- Why should students be encouraged to collect letters or recommendation throughout an academic career?
- How can educators encourage students to connect with current/future educators and employers to build relationships with people who will write positive letters or recommendation?

Overarching Process

- Introduce, model, and guide development of the process of requesting letters of recommendation throughout the academic year, including: identifying potential writers and strategies and techniques for making requests.
- Provide opportunities for students to experience, practice, and get feedback related to their interactions and communication skills during mock and real requests of letters of recommendation.

Levels of Instruction

After determining students' prior knowledge of this concept, choose the level of instruction that best matches where they are to reinforce current skills and enhance understanding.

Introductory

- Introduce the concept of a letter of recommendation, the purpose of these letters, and the importance of selecting appropriate people to provide them.
- Provide or project sample letters of recommendation to model expected content and outcome of strong letters.
- Provide opportunities for individual, pairs, or small groups of students to develop a list of people whom they might ask to write letters of recommendation. Providers should come from different components of their life (school, extracurricular activities/organizations, religious organizations, work).

Intermediate

- Engage students in whole-group conversation on letters of recommendation using questions like the following, capturing responses for review:
 - What makes a good letter of recommendation?
 - How does the purpose of the application in question (e.g., applying for an internship doing technical work at a design firm, applying for a scholarship awarded to leaders in the community, applying to a selective academic program) influence what the letter should discuss?
 - Why does it matter who writes a letter of recommendation?
 - Who is a good person to have write a letter of recommendation?
 - What do you ask the writer?

- Provide, or develop with students, lists of important things to consider when identifying who to ask for letters of recommendation.
 - What is the purpose of the application?
 - What “talking points” should the letter of recommendation discuss (e.g., specific skills, leadership, academic performance, other attributes/characteristics)?
 - Who in your life is able to speak substantively about these talking points?
- Identify individuals that students have positive relationships with, work well with, or who have worked with students and can speak to strengths and other relevant aspects. For example:
 - Teachers/Professors, Principals, Counselors
 - Coaches, Trainers, Club Leaders
 - Community Service Supervisors
 - Employers
 - Church Personnel
- Talk with students about common concerns and occurrences around asking for letters of recommendation:
 - It’s common to be afraid to ask for letters of recommendation. Be direct and concise.
 - Be prepared to write a draft of the letter you want, or to provide an outline of key points to cover.
 - Be prepared to provide things like a résumé, or to meet with the writer to clarify any information. Also, always thank the writer.

Advanced

- Facilitate opportunities for students to engage in real requests for letters of recommendation.
- Have students identify four to six potential writers.
- Coach students to request letters.
- Provide time for students to reflect on the process:
 - What was easy to ask?
 - What was difficult to ask?
 - What would you adjust or change next time?

4.10 Writing Résumés and Cover Letters

Objectives

Educators will:

- Introduce, highlight, and model how to write a strong résumé and cover letter.
- Engage students in developing a résumé and cover letter.

Students will:

- Understand the key components of a strong résumé and cover letter.
- Practice, receive feedback, and finalize a résumé and cover letter.

Overview

The following activity ideas are intended to guide students through the key points to consider when creating a résumé and cover letter. Students should be taught to highlight the experiences, skills, achievements, and accolades set students apart from others when applying for higher education and the world of work.

Materials/Set-Up

- Visit the *College and Careers* webpage on MyAVID to explore related materials and resources.
 - Identify and prepare graphic organizers to support creating organized content for résumés and cover letters
- Gather examples of strong and weak résumés and cover letters.
- Ensure access to computers with internet access.
- Provide, or define with students, the following components of résumés and cover letters:
 - **Expected outcome** – Résumés and cover letters introduce oneself in the context of a goal for accomplishing something (obtaining a scholarship or job, getting into college or a certificate program).
 - **Format** – Résumés and cover letters look a certain way, and include specific information.
 - **Efficient** – Owing to length requirements and the need to quickly make a positive impression, clarity, visual appeal, and grammar are very important for résumés and cover letters.
 - **Chronological Résumé** – The most common format for résumés, this includes an objective and/or career summary statement and lists (beginning with most recent) all employment, accomplishments, and educational information.
 - **Functional Résumé** – Commonly used when transitioning into new career fields or when there are breaks in employment history, this type of résumé highlight skills and abilities and summarize work history.

Questions to Inform Instruction

- What experience do students currently have with developing résumés and cover letters?
- As educators, how are we supporting students with developing résumés and cover letters?
- How might we enhance the models and highlight key components of résumés and cover letters for students?

Overarching Process

- Ensure that students understand the importance of résumés and cover letters.
- Introduce, highlight, and model the components of strong résumés and cover letters.
- Provide opportunities for students to practice writing résumés and cover letters, as well as opportunities to receive constructive feedback.
- Guide students to understand the benefits of building a “skeleton” résumé early and maintaining and tweaking that résumé throughout academic and career experiences.

Levels of Instruction

Introductory

- Introduce or revisit the genre of professional writing as a persuasive style of writing.
- Depending on the age of students, consider introducing résumé and cover letters in separate activities.
- Define the key components of résumés and cover letters (see Materials/Set-Up for more information):
 - Expected outcome
 - Format
 - Efficient
- Provide or project sample résumés and cover letters.
- Highlight and engage students in discussing key components:
 - What is the expected outcome of this résumé or cover letter?
 - Does the format align with the résumé or cover letter samples we reviewed?
 - Is the résumé or cover letter visually appealing, free of grammatical errors, and effective at presenting information relevant to the expected outcome?
- Debrief with the whole class to clarify any points of confusion.

Intermediate

Résumés

- Introduce the two types of résumés (see Materials/Set-Up for more information):
 - Chronological
 - Functional

- Provide or project sample résumés (both chronological and functional) and, in small groups or in pairs, ask students to review and discuss the samples. (Don't tell students which type of résumé it is.)
- Ask students to identify the type of résumé and provide reasons or details to support their choice.
- As a whole group, share the correct answers for each sample and clarify any points of confusion.

Cover Letters

- Introduce the concept of a business letter and highlight the correct placement of heading, date, salutation, body paragraphs, closing, and signature.
- Provide or project sample cover letters (both strong and weak) and, in small groups or in pairs, ask students to review and evaluate the samples.
- Ask students share their evaluations, identify the correct and incorrect placement of features of sample cover letters, and other strengths/weaknesses.
- As a whole group, discuss each sample and clarify any points of confusion.

Advanced

- Once students have had experience reviewing and evaluating samples of résumés and cover letters, engage students in the process of developing their own.
- Optionally, provide time for students to research job postings aligned with their career interests and to select one for which they will create résumés and cover letters.
- Revisit the types of resumes (chronological and functional; see Materials/Set-Up for more information).
- Use templates and/or online resources to guide students through the development of a draft of each type of résumé and of a cover letter. (Visit the *College and Careers* webpage to explore related resources.)
- Provide time for students to work independently to develop résumés and cover letters aligned with the support resources (i.e., templates and/or online resource) and the intended purpose (e.g., applying for a job aligned with their career interests).
 - Graphic organizers can support developing content for both résumés and cover letters, for example:
 - Cause-and-Effect graphic organizers can be used to help students capture information about experiences that have led them to develop a specific skill (how experiences have “caused” a skill to develop)
 - Elaboration/Description graphic organizers can be used to help students list the responsibilities and duties associated with a specific role or position they have held
 - Claim and Evidence graphic organizers can be used to help students create cover letters that explain why they are qualified candidates
- Provide time for peer review and revisions prior to submission.
- Consider having students submit online to webpages that provide feedback or have students submit materials for a grade and feedback.

4.11 Preparing for Interviews

Objectives

Educators will:

- Introduce, reinforce, and provide opportunities for students to gain understanding and knowledge of interviewing skills.
- Provide opportunities for students to rehearse and practice interviewing skills.

Students will:

- Engage in opportunities to gain understanding and knowledge concerning interviewing skills.
- Actively rehearse and practice interviewing strategies in mock interviews to gain confidence and increase interviewing skills.

Overview

The following activity ideas are intended to expose students to interviews. Interviewing is a necessary skill in both academia and the workforce. Students must learn how to interview and present themselves in a way that highlights their personality and skills. It is important to practice interview skills so that students are comfortable and appropriate during actual interviews.

Materials/Set-Up

- Visit the *College and Careers* webpage on MyAVID to explore related materials and resources.
- Consider recruiting community members or schoolwide colleagues to conduct mock interviews.
- Consider previewing a variety of interview support websites to gather a variety of questions. Potential mock-interview questions include:
 - What are your strengths?
 - What are your weaknesses?
 - Have you ever been on a project or team where someone was not pulling their own weight? How did you handle it?
 - Describe a time when you had to deal with a conflict? How did you handle it? What was the outcome?
 - What goals would you set for yourself if you got this job?
 - How would you prepare for your first week on the job?
 - Describe your work style?
 - If you could choose one superhero power, what would it be and why?
 - Sell me this _____.

Questions to Inform Instruction

- What experience do students currently have with the interview process?
- As educators, how might we incorporate additional opportunities for students to practice and rehearse for interview situations?
- How might students enhance their interview and communication skills schoolwide?

Overarching Process

- Provide models, tips, and strategies to support successful interviews.
- Provide opportunities for students to develop and prepare questions and strong responses for typical interview situations.
- Engage students in mock interviews and provide constructive feedback and opportunities to rehearse and practice new techniques.

Levels of Instruction

Introductory

- Have students interview a peer.
- This can be a casual interview, asking questions of one another.
- Interviews can be used as community-building activities.
- Do this often enough that students become comfortable with asking and answering questions.

Intermediate

- Provide and define interview tips for successful interviews
 - “Dress for Success” – Be sure to arrive at an interview dressed appropriately, looking professional.
 - Prepare to answer common questions – In anticipation of certain questions—about basic skills, about behavior under stress, salary expectations, career development goals, things that make one a unique candidate—plan out potential responses. Be concise and think of examples to support. (“Common questions” will vary significantly depending on the context. A job interview will probably not include questions about culture/background, but a scholarship interview might. Look closely at the context in determining what questions to prepare for.)
 - Prepare questions to ask – Most interviews include time for a candidate to ask questions of the interviewer/interview panel. Prepare questions in advance. Good questions focus on dynamics of the workplace or demonstrate that a candidate has “done his/her research” about the job and organization.
 - Be present – Be an active listener during the interview. Pay attention to verbal and nonverbal communication.

- In small groups or in pairs, provide sample questions for students to consider. Alternatively, provide an opportunity to explore websites that list sample interview questions.
- Give students time to review questions and develop responses to practice and rehearse things like good examples and appropriate language.
- As a whole group, ask students to share out their responses and provide constructive feedback and helpful hints for further development.

Advanced

- Provide, or develop with students, questions that include a variety of potential interview questions.
- Place students in small groups or pairs to conduct mock interviews
- Consider placing students in triads (with the roles of interviewer, interviewee, and coach). Provide enough time for each triad member to take on all roles in the process.
- Check on each group and provide guidance, feedback, and encouragement as students practice and rehearse their communication skills.
- Engage students in whole-group debrief to analyze the process, and prepare for next set of mock interviews or actual interviews.



Career Selection

The process of career selection is not an easy one, nor is it a one-time event. Students will almost certainly change their minds many times before embarking on their first career path. They will also almost certainly change jobs, and possibly even career fields, at least once in their lifetimes. Each of these decisions represents a choice, so the activities and strategies presented in this section are meant to outline a process for making the most informed choice possible, even if that choice is made many times over.

Exploration and selection go hand in hand. When exploring career options, it's important that students consider careers in context to find the right fit for them. The "right fit" includes a few different dimensions:

- **academic fit** – the degree to which the knowledge and specialized skills and abilities (competencies) required by an occupation/career field align with an individual's academic interests, skills, and strengths
- **social fit** – the degree to which the social dynamics and working environment of an occupation/career field align with an individual's needs, personality, and preferences
- **financial fit** – the degree to which an occupation/career field's potential for compensation growth over time aligns with an individual's evolving financial needs relative to cost of living, lifestyle needs, and financial/life goals

As students are guided through the process of exploring career fields and jobs of interest, it is beneficial to help them organize their thinking and capture their learning with a graphic organizer or reflection tool. As students are exposed to a new career field through the variety of activity ideas in this resource, they can continually add information about academic fit, social fit, and financial fit as well as AVID's key characteristics of college- and career-ready students to this graphic organizer/reflection tool. As they start to notice the trends of which career fields and occupations are good fits for them, this can support the choices they make to deepen their exploration (selecting classes and extracurricular opportunities to pursue) and their college and postsecondary decisions.

As a part of the selection process, students should seek to increase independent focus on the key characteristics within their graphic organizer/reflection tool. Focusing on self-awareness of their areas of strength, weakness, and interest related to career paths and career readiness can continue guiding decisions about things like which classes to take and which career fields to explore through job shadowing and internships.

They should self-monitor these experiences, and use them to refine their definitions about what “good fit” looks like. Even as they enter the world of work, they will still be self-monitoring academic fit (Do I have the knowledge/skills/competencies I need to excel in this job? Does this provide the mental stimulation I desire?), social fit (Do I enjoy working here?), and financial fit (Is this job providing for the lifestyle I desire to live?). The more students are prepared to understand these three fit areas, the more likely they will be to find career fields and ultimately an occupation that satisfies them.

Section Outline

- 4.12: Selecting a Career: Academic Fit
- 4.13: Selecting a Career: Social Fit
- 4.14: Selecting a Career: Financial Fit

4.12 Selecting a Career: Academic Fit

Objectives

Educators will:

- Introduce, outline, and highlight strategies to determine best-fit career fields in relationship to academic interests, skills, and strengths.
- Pose guiding questions and provide background information around key considerations in the career-field selection process.
- Guide students through self-reflection activities to determine the career fields that align with their academic interests, skills, and strengths.

Students will:

- Gain awareness of how academic performance links to career performance and success.
- Explore impact of academic performance, skills, knowledge, and interests on potential career fields.

Overview

The following activity ideas are intended to increase student's self-awareness and assessment skills related to finding academic best-fit career fields. Students can be thinking about what it means for a career to be a good academic fit and what steps they should take to ensure that their academic performance, the skills they possess, and their educational goals are aligned with their career interests and goals.

Materials/Set-Up

- Visit the *College and Careers* webpage on MyAVID to explore related materials and resources.
- Confirm access to computers with internet access.
- Review the educational pathways relevant to the career fields of most interest to your students, making note of academic performance requirements. For example, will students need to maintain a high GPA in college to get into a competitive graduate/professional program (e.g., medical school)? Will students need to do well in certain courses/subjects to acquire knowledge and skills required by jobs in these career fields (e.g., computer science, chemical engineering)?

Questions to Inform Instruction

- What do students currently know about the impact of academic performance on future career paths?
- What career fields have competitive academic-performance expectations?
- How might educators model and foster self-reflection in students about the academic fit of the career fields in which they are currently interested?

Overarching Process

- Define academic fit related to career selection as the degree to which the knowledge and specialized skills and abilities (competencies) required by an occupation/career field align with an individual's academic interests, skills, and strengths.
- Coach students to understand the relationship between academic performance, educational requirements, and career opportunities, as well as the relationship between academic interests and skills and career selection.
- Engage students in the process of exploring career fields through the lens of academic interests, skills, and strengths.
- Facilitate and guide individual student reflection in which academic fit is considered in relation to other dimensions of fit (social and financial) and their career-field interests.

Levels of Instruction

After determining students' prior knowledge of this concept, choose the level of instruction that best matches where they are to reinforce current skills and enhance understanding.

Introductory

- Provide students with students with definitions of:
 - **Career field** – The industry or category of a career, typically not the specific job title (for example a doctor is within the medical career field)
 - **Job** – a specific occupation within a career field
- After exposing students to different career fields (see 4.2: [Exploring Career Options](#) and 4.5: [Career Research](#) for more information), introduce them to the concept of academic fit in relationship to career fields. Ask students to self-reflect over key questions such as:
 - What career fields are interesting to me? Why do I find those interesting?
 - What career fields are not interesting to me? Why do I not find those interesting?
 - In what subject areas am I strongest. What subject areas do I enjoy the most?
 - What skills are required of this career field? Do I currently have those skills? If not, does learning those skills sound appealing?
 - Is my current academic performance (grades and course selection) going to help me or hinder me in pursuing this career field?
- Incorporate opportunities for students to research academic/education requirements for career fields of interest.
- In small groups, guide students in brainstorming the steps along the journey into their career fields of interest.

Intermediate

- Provide students with students with definitions of:
 - **Career field** – The industry or category of a career, typically not the specific job title (for example a doctor is within the medical career field)
 - **Job** – a specific occupation within a career field
- After exposing students to different career fields, have them choose one to three career fields which they consider to be most interesting.
- Introduce them to the concept of academic fit in relationship to jobs. Ask students to self-reflect over key questions such as:
 - Within my selected career field, what jobs are interesting to me? Why do I find those interesting?
 - Within my selected career field, what jobs are not interesting to me? Why do I not find those interesting?
 - What skills are required of this job? Do I currently have those skills? If not, does learning those skills sound appealing?
 - Is my current academic performance (grades and course selection) going to help me or hinder me in pursuing this job?
 - Am I willing to earn the required degrees/certifications to be considered for this job? What courses do I need to focus on in this educational pathway?
- Incorporate opportunities for students to research academic/education requirements for jobs of interest.
- Guide students in brainstorming the steps along the journey into a job in their career fields of interest.

Advanced

- Revisit definitions of academic fit in relationship to career fields and jobs within that career field.
- Have students research and analyze the academic requirements relevant to their career field and jobs of interest. They can research the education they need (content and degree), how competitive this pathway is, and how technical/precise the demands of the jobs are (e.g., do people with this job use specific academic/technical skills every day, as in engineering or lab tech?).
 - For younger students, being interested in multiple career fields and jobs is good. As students move through their education, they should start the process of paring down this list.

- Support students in narrowing down their career field preferences as needed and determining one to two occupations which they think would provide them with a good academic fit.
- Engage students in analyzing their choices related to all three dimensions of fit: academic, social, and financial fit. (See related activities in this section for more information.)
- Guide students through backwards mapping the path to employment in their career field and occupation of preference. (See [2.7: Organizing Time Long-Term Using Backwards Mapping](#) for more information.)
Facilitate their thinking with questions such as:
 - What degrees or certifications do you need to be eligible/qualified? How will you go about earning those credentials?
 - What job training or experience do you need to be eligible/qualified? How will you go about getting that training and experience?
 - What classes should you be taking now to best prepare you? What will you do to be successful in those classes?
 - What extracurricular activities should you be involved in now to prepare you? How will you manage your time to fit this into your schedule? (See [2.5: Prioritizing Time to Improve Planning](#) for more information.)

4.13 Career Selection: Social Fit

Objectives

Educators will:

- Introduce, outline, and highlight strategies to determine best-fit career fields in relationship to the multiple social facets of social interactions.
- Pose key questions and provide background information around key considerations in the career-field selection process.
- Guide students through self-reflection activities to determine the career fields that align with their personal goals related to environment, social interactions, and mindsets in their chosen career field.

Students will:

- Gain awareness of how considering social fit impacts career field and job selection.
- Explore the impact of environment, social interactions, and mindsets on potential career fields.

Overview

The following activity ideas are intended to increase students' self-awareness and assessment skills related to finding social best-fit career fields. Students should take into consideration the importance of environment, social interactions, and colleagues' mindsets when considering their career interests. Social fit aligns closely with the key characteristic of self-care. In asking questions about social fit, students are asking, "Will this career field and occupation support the physical, emotional, and social health that I desire?"

Materials/Set-Up

- Visit the *College and Careers* webpage on MyAVID to explore related materials and resources.
- Confirm access to computers with internet access.
- Review the social dynamics relevant to the career fields of most interest to your students, making note of things like social skills, work environments, and general personality characteristics common to a field.

Questions to Inform Instruction

- What do students currently know about considering social fit when selecting career paths?
- What career fields require or commonly include unique or specific social skills, work environments, or certain personality characteristics?
- How might educators model and foster self-reflection in students about the social fit of the career fields in which they are currently interested?

Overarching Process

- Define **social fit** related to career selection as the degree to which the social dynamics and working environment of an occupation/career field align with an individual's needs, personality, and preferences.
- With conversations and other reflection activities, guide students to develop self-awareness related to their social preferences.
- Coach students to an understanding of the impact and connections between social fit and career selection.
- Engage students in the process of exploring career fields through the lens of social dynamics, working environments, and personality characteristics.
- Facilitate and guide individual student reflection in which social fit is considered in relation to other dimensions of fit (academic and financial) and their career-field interests.

Levels of Instruction

After determining students' prior knowledge of this concept, choose the level of instruction that best matches where they are to reinforce current skills and enhance understanding.

Introductory

- Guide students through increasing their self-awareness related to their social preferences by having them respond to questions such as:
 - Work/Life Balance – What are my priorities when considering balancing my work life with my life outside of work?
 - Purpose – Does the core purpose of this job and organization align with my core values?
 - Freedom to Make Decisions – Do I prefer to make decisions on my own, or do I want a high level of support and supervision?
 - Independence – Do I prefer to work individually or on a team?
 - Relationships – Am I predominantly an Introvert, Extrovert, Ambivert?
 - Face-to-Face Discussions – Do I like working with people in a face-to-face setting, or am I okay with communicating primarily through technology?
 - Recognition – How important is it to me that I am recognized for my work?
 - Stress Tolerance – Do I like work that is fast-paced, or more slow and methodical?
 - Structured vs. Unstructured Work – Do I prefer doing the same tasks from day to day, or do I prefer something that offers a high level of variety?

- Introduce, reinforce, and engage students in understanding the concept of social fit in relationship to career fields and occupations of interest.
- Develop and model key questions to guide research and identification of best-fit career fields with respect to social fit:
 - How does the typical work environment match my wish list in relationship to social fit?
 - What career fields or occupations would be a good social fit for me?
 - What career fields or occupations would not be a good social fit for me?
- Have students individually describe or draw their ideal working conditions related to social fit.

Intermediate

- Reinforce the concept of social fit in relationship to preferred work environment and social dynamics of career fields of interest.
- Arrange students in pairs or small groups and have them analyze the social skills and dynamics typical of each career field on their current lists of potential career fields. Ask groups to then consider how well this aligns with their needs, personalities, and preferences.
- Develop questions with whole group to assist students with determining best-fit careers, potential questions:
 - What are the social interactions, skills, and environment expectations in my career field interest?
 - Are interpersonal relationships in the career fields I'm interested in typically competitive or cooperative in nature?

Advanced

- Revisit definitions of social fit in relationship to career fields and jobs within that career field.
- Support students in narrowing down their career field preferences as needed and determining one to two occupations which they think would provide them with a good social fit.
- Support students in identifying one or more occupations that aligns with their current analysis of their social, financial, and academic fit.
- Engage students in analyzing their choices related to all three dimensions of fit: academic, social, and financial fit. (See related activities in this section for more information.)
- Guide students through backwards mapping the path to employment in their career field and occupation of preference. (See [2.7: Organizing Time Long-Term Using Backwards Mapping for more information.](#)) Facilitate their thinking with questions such as:
 - What degrees or certifications do you need to be eligible/qualified? How will you go about earning those credentials?
 - What job training or experience do you need to be eligible/qualified? How will you go about getting that training and experience?
 - What classes should you be taking now to best prepare you? What will you do to be successful in those classes?
 - What extracurricular activities should you be involved in now to prepare you? How will you manage your time to fit this into your schedule? (See [2.5: Prioritizing Time to Improve Planning for more information.](#))

4.14 Career Selection: Financial Fit

Objectives

Educators will:

- Introduce, define, and reinforce the importance of considering financial fit (standard of living) when exploring career fields.
- Guide students in developing personalized wish lists for financial fit (short- and long-term) in relationship to salaries and the financial implications of different careers fields, including projected number of job openings in the field.

Students will:

- Gain awareness of financial implications in relationship to career fields and professions.
- Develop perspectives on short- and long-term standard of living expectations in relationship to salaries and benefits.

Overview

The following activity ideas are intended to increase students' self-awareness and assessment skills related to finding financial best-fit career fields. Students' life goals will change, probably many times. At this point, they should be guided to consider the relationship between compensation and cost of living. Students can be coached to think about how, at early stages of their careers, they will need to pay back student debt and will probably want to maintain a certain lifestyle. Later, they might want to start a family or accomplish other goals that require different financial means. Students at the beginning of career searching need not be driven by salaries, but should begin to think about how career selection relates to what they might want to do in life in 5, 10, and 15 years.

Materials/Set-Up

- Visit the *College and Careers* webpage on MyAVID to explore related materials and resources.
- Ensure access to computers with internet access.

- Consider how to discuss the topic of financial fit with students, highlighting:
 - The importance of balancing all dimensions of fit (academic, social, and financial) – Some students might equate success with high compensation, and will aspire to “be rich.” Students should be encouraged to set and accomplish financial goals, but need to know that, sometimes, high-paying jobs require a great deal of sacrifice in terms of time or lifestyle, which might impede other life goals (having a family, traveling every year, pursuing other hobbies or interests). The goal is to coach students to consider how a need for life balance and a desire to accomplish all their life goals (not just financial goals) factors in to definitions of success.
 - The importance of considering projected job openings – Some students will aspire to careers as professional athletes, musicians, or artists. Students should be encouraged to “dream big,” but need to know that career paths like these are difficult to follow and that competition for these jobs is extremely intense. The goal is to coach students to understand these realities, and to explore and cultivate other interests to maximize the number of options available to them at any point.
- Provide, or develop with students, a word bank of relevant academic language. Potential terms to include are:
 - Public sector
 - Private sector
 - Salary
 - Hourly
 - Cost of living
 - Benefits
 - Bonuses
 - Commission-based jobs
 - Projected job openings

Questions to Inform Instruction

- How do students currently define or view financial fit in relationship to career selection?
- As educators, how do we inform students of financial considerations in relationship to career selection?
- How might educators’ foster self-reflection in students to consider long-term financial fit when selecting career fields?

Overarching Process

- Define **financial fit** related to career selection as the degree to which an occupation/career field’s potential for compensation growth over time aligns with an individual’s evolving financial needs relative to cost of living, lifestyle needs, and financial/life goals.
- Coach students to an understanding of the impact and connections between financial considerations and career selection.
- Engage students in the process of exploring and evaluating career fields from a financial/life goals perspective.
- Engage students in the process of exploring and evaluating career fields from a perspective of projected openings in the field.

Levels of Instruction

After determining students’ prior knowledge of this concept, choose the level of instruction that best matches where they are to reinforce current skills and enhance understanding.

Introductory

- Introduce, reinforce, and engage students in understanding and connecting the concept of financial fit to career selection.
- Work with students to develop key questions to guide research and identification of best financial fit career fields. Potential questions might include:
 - What is my vision of “standard of living” for myself? What are the necessities that I cannot do without? What comforts would I like to routinely enjoy? What luxuries are nice to have sometimes, but not necessarily a requirement?
 - What would be the required wage for me to attain my desired standard of living?
 - What is my wish list for financial compensation now? In 5 years? In 10 years?

- In partners or small groups, provide opportunities for students to explore career fields and jobs through the lens of financial compensation.

Intermediate

- Reinforce the concept of financial fit in relationship to preferred standard of living and financial/life goals.
- Engage students in analyzing and comparing their current vision of preferred standard of living to the average financial compensation for career fields and jobs of interest.
- In partners, have students compare and contrast career fields of interest with average financial compensation and/or salaries, as well as projected job openings.
 - Point out to students that projected job openings should be a financial consideration because they can only earn the projected wages if they can find a job in the field.

For more detailed lessons and resources around career exploration related to financial fit, see the *College and Careers* webpage.

- Prompt partners to think about ideal and best-fit career fields. Potential questions:
 - What are the average salaries for entry-level positions in my chosen career field?
 - Is my job of interest in the private or public sector?
 - Does typical income for my chosen career field include additional financial compensation (a bonus, commission, overtime)?
 - How does the forecasted demand for this job/competition for jobs in this career field compare to other jobs?
- Encourage students to keep, develop, or refine their wish list concerning financial fit when selecting career fields and jobs.

Advanced

- Revisit definitions related to best-fit career fields and jobs specifically as it relates to financial fit. Also, revisit how students weight financial fit when making career choices.
- Engage students in analysis of key points to consider when selecting career fields and jobs. Potential guiding questions might include:
 - Will I have student loans to repay upon completion of college? Will the earning potential of the job eventually cover my student loans?
 - Where does financial compensation fall in my list of career priorities?
 - Do I have a preference of working in the private or public sector? How does private or public sector preference impact my financial considerations?
- Provide opportunities for students to explore the differences in salaries between public and private sectors of their chosen career fields and jobs.



- Consider broadening students' perspective about financial fit by conducting a **Philosophical Chairs** over the following central statement: "Financial fit should be the main consideration when choosing a career field and job."
- Engage students in analyzing their choices related to all three dimensions of fit: academic, social, and financial fit. (See related activities in this section for more information.)
- Guide students through backwards mapping the path to employment in their career field and occupation of preference. (See [2.7: Backwards Mapping for more information.](#)) Facilitate their thinking with questions such as:
 - What degrees or certifications do you need to be eligible/qualified? How will you go about earning those credentials?
 - What job training or experience do you need to be eligible/qualified? How will you go about getting that training and experience?
 - What classes should you be taking now to best prepare you? What will you do to be successful in those classes?
 - What extracurricular activities should you be involved in now to prepare you? How will you manage your time to fit this into your schedule? (See [2.5: Prioritizing Time to Improve Planning for more information.](#))



Career Persistence and Success

As students prepare to make their move into their careers, the goal is that they will be able to find a path along which they thrive, meet their personal goals, and achieve success as they define it. For students to persist and succeed in the workplace, and on the longer career journey, they need to be able to navigate the various transitions which they will encounter. Transitions will occur not only with the initial step into the workforce, but also between jobs, to different employers, and likely even into new careers. Students can be empowered to manage these transitions well by being equipped with the workplace skills they will need, as well as by receiving support from experienced mentors who can help them navigate various challenges. As they are equipped with these assets and a network of support, students will be prepared to define their aspirations of career success, and work to make that success a reality.

The Key Characteristics of College- and Career-Ready Students

As students move into adulthood, they will be asked not only to transition, but also to persist through new challenges and improve at new tasks. The key characteristics of college- and career-ready students can support these demands.

Self-Awareness

- A productive self-awareness in the workplace is the goal of self-awareness around the successes and challenges that students experience throughout their educational journeys. Self-awareness not only enhances students' ability to select career fields that are a good fit, it also supports students to ask and answer questions like "Am I growing and contributing in my current career?"

Self-Care

- Self-care is the proactive and intentional maintenance of one's health and well-being. A focus on self-care as one enters the adult workforce is critical for living a healthy, balanced life. Self-care routines help students prepare to ask themselves, "Are the personal, social, and professional aspects of my life balanced in a way that matches my goals and needs?"

Self-Monitoring

- Self-monitoring is the ability to be in control of one’s behavior to adapt successfully to a variety of academic and social situations. In school and in a career, students need to be able to monitor their motivation, interests, and strengths. Students can always hone self-monitoring skills by asking themselves, “Am I focused? How is my motivation level influencing my performance?”

Self-Advocacy

- Self-advocacy entails self-awareness, self-care, and self-monitoring. For students to make informed decisions about their lives and be their own advocates, they need to know themselves, know their needs, and know whether those needs are being met. Students self-advocacy can be developed to prepare them for asking themselves questions like, “Am I speaking up for myself with my colleagues? Am I respected and showing respect in my workplace?”

Section Outline

- 4.15: Managing Transitions
- 4.16: Workplace Skills
- 4.17: Seeking Mentors
- 4.18: Defining Career Success

4.15 Managing Transitions

Objectives

Educators will:

- Incorporate discussions related to school-to-work transitions to prepare students for their next phase.
- Incorporate strategies and tools to assist students as they transition into different phases of their work life.

Students will:

- Develop knowledge and gain exposure to transitional phases related to work life.
- Identify tools and strategies that guide and support transitions driven by career choices.

Overview

The following activity ideas are intended to guide students through changes associated with transitions in the world of work, such as moving into a new position, changing occupations, or moving to a new career field. All transitions include new challenges, situations, and environments, and preparing to approach them with a growth mindset is key.

Materials/Set-Up

- Visit the *College and Careers* webpage on MyAVID to explore related materials and resources.
- Identify with or explain to students transitional phases commonly experienced in work life: getting one's first job, starting one's first career, transitioning to a new job, transitioning to a new career.
- Review and reference the key characteristics for college- and career-ready students (see Chapter 1 for more information).
- Explore options for online collaborative brainstorming.

Questions to Inform Instruction

- How do our students currently approach change and transitional phases within a workplace setting?
- As educators, how might we guide and support students during critical transitional phases?
- What is currently in place, or might be added or adjusted, to support all students during critical transitional phases?

Overarching Process

- Prompt students to think about transitions they have experienced or will experience in life, and the challenges and successes that are associated with those transitions.
- Engage students in discussions and activities that promote facing and overcoming those challenges as well as celebrating those successes.
- Encourage students to build upon their learnings with each new transition they encounter.

Levels of Instruction

After determining students' prior knowledge of this concept, choose the level of instruction that best matches where they are to reinforce current skills and enhance understanding.

Introductory

- Discuss transitions in general and describe how they are an inherent component of change.
- Highlight positive and negative experiences and outcomes relevant to the group of students:
 - Transition to first job
 - Transition into career field
 - Changing career fields
 - Transition into leadership
- In small groups, engage students in listing positive and negative experiences they have had related to transitions in the workplace.
- With the whole group, capture the strategies or mindsets that supported or assisted individuals through the transition.

Intermediate

- As a class, identify an upcoming transition that students will experience, such as starting a job, changing positions, or entering a new career field.
- Brainstorm challenges and opportunities that may arise during this transition. Consider grouping the responses into emotional, social, health/wellness, and academic/skills challenges.
- Place students into small groups, and then assign each group one of the expected challenges and one of the expected opportunities. Ask each group to complete a **One-Pager** which depicts the strategies, tools, or mindsets that assist them with overcoming their assigned challenge and succeeding with their assigned opportunity.
- Have each group present their One-Pager, and then display them in the class or school as a visual reminder about how to thrive during transitions.



Advanced

- As a class, brainstorm unique challenges that are related to transitioning to the workforce and that phase of life, such as financial independence, transportation, time management, problem-solving, and workplace culture.
- Through a class vote, determine what students consider to be the top five challenges of transitioning to the workforce.
- Write each one of these challenges on a piece of chart paper and conduct a **Collaborative Brainstorm** over how these challenges might be addressed or overcome.
 - Consider allowing students to utilize online resources to spark ideas.
- Have students individually set a **SMART goal** around implementing one or more of the ideas discovered through the Collaborative Brainstorm.



4.16 Workplace Skills

Objectives

Educators will:

- Introduce, define, and model attitudes, behaviors, actions, and skills most sought after by employers.
- Provide opportunities to practice and gain feedback related to the behaviors, actions, and skills that increase employability.

Students will:

- Gain awareness of attitudes, behaviors, actions, and skills that are most important in the workplace.
- Practice and gain feedback from peers and professionals on attitudes, behaviors, actions, and skills that increase employability.

Overview

The following activity ideas are intended to develop students' knowledge and initiate self-reflection around important qualities that employers look for in employees. In addition to the knowledge and skills related to the specific career field and occupation, successful employees are also able to practice behaviors, attitudes, and actions consistent with work readiness.

Materials/Set-Up

- Visit the *College and Careers* webpage on MyAVID to explore related materials and resources.
- Provide, or develop with students, a word bank of relevant academic language. Potential terms to include are:
 - Attention to Detail
 - Integrity
 - Dependability
 - Analytical Thinking
 - Achievement/
Effort
 - Cooperation
 - Initiative
 - Independence
 - Persistence
 - Stress Tolerance
 - Adaptability/
Flexibility
 - Leadership
 - Concern for Others
 - Innovation
 - Social Orientation

(U.S. Department of Labor, Employment and Training Administration, O*NET OnLine)

Questions to Inform Instruction

- How do students define employability?
- As educators, how do we define workplace skills?
- How might the academic language related to workplace skills and work readiness be integrated and utilized schoolwide?
- How might educators increase students' workplace skills?


Overarching Process

- Introduce, model, and define workplace skills and work readiness:
 - Workplace skills – attitudes, behaviors, actions, and skills that enable employees to work well with others, be critical thinkers, problem-solvers, and assets to the organization and profession.
 - Work readiness – the degree to which an employee possesses and utilizes workplace skills
- Engage students in self-reflection designed to encourage self-awareness and self-monitoring of workplace skills and work readiness.



Levels of Instruction

After determining students' prior knowledge of this concept, choose the level of instruction that best matches where they are to reinforce current skills and enhance understanding.

Introductory

- Introduce students to the concepts of workplace skills and work readiness.
- Display the words from the workplace skills word bank (see Materials/ Set-Up) and briefly discuss what each term means.
- Divide students into partners or small groups and provide each group with a sheet of paper.
-  Have students develop a **One-Pager**:
 - Select one skill from the word bank and using this as the title of their page
 - Develop a visual representation and authentic definition of the chosen skill
 - Create an example of how that skill impacts the workplace
- Have students present their One-Pagers to the class, possibly through oral presentations. Consider displaying the One-Pagers around the classroom or school to increase awareness of workplace skills.

Intermediate

- Display the words from the workplace skills word bank and have students briefly discuss what each term means to them, using real-world examples when possible.
-  Have students self-reflect on their current work readiness with a **quickwrite** or small-group conversation. Prompt their thinking with guiding questions such as:
 - Which of the workplace skills do you consider to be most important?
 - Name three workplace skills that you consider to be strengths? Explain.
 - Name three workplace skills that you consider to be weaknesses? Explain.
 - How might you go about growing in your weaker workplace skills?
-  Have students set a **SMART goal** around improving in one or more of their weaker workplace skills.

Advanced

- Display the words from the workplace skills word bank and have students briefly discuss what each term means to them, using examples from their own academic or work experience when possible.
- Have students evaluate their own level of work readiness by interviewing an employer, educator, or other adult in their life. Prompt the interviewees thinking by reviewing the list of workplace skills and asking guiding questions such as:
 - Which of the workplace skills would you consider my top three strengths? Please explain.
 - Which of the workplace skills would you consider my three weakest? Please explain.
 - How might I go about growing in my weaker workplace skills?
- Have students set **SMART goals** about researching career fields and occupations that align with their strongest workplace skills and improving in one or more of their weaker workplace skills.



4.17 Seeking Mentors

Objectives

Educators will:

- Incorporate opportunities and discussions that guide and support students to identify and include mentors throughout their academic and professional lives.
- Explore how mentorship can support approaching and navigating transitions and challenges in the workplace.

Students will:

- Determine and define the types of mentors who influence, support, and guide career transitions and career success.
- Consider how mentors support career success, and how the lack of mentors might hinder it.

Overview

The following activity ideas are intended to guide students in seeking mentors throughout their academic and professional lives. Mentorship is an excellent way to connect experienced professionals with emerging or aspiring professionals and foster the learning that results. Educators are among the first mentors students have and are able to guide and support students in the benefits of seeking out and keeping other mentors throughout their careers.

Materials/Set-Up

- Visit the *College and Careers* webpage on MyAVID to explore related materials and resources.
- Provide, or develop with students, a working definition of mentor as a trusted advisor who has work and/or life experience that can be used to educate and guide the mentee.
- Provide, or develop with students, a word bank of relevant academic language. Potential terms to include are:
 - Workplace literacy
 - Real world point-of-view
 - Communication skills
 - Workplace challenges
 - Career guidance
 - Career goals
 - Career advice
- Develop a Frayer Model that explains the concept of mentorship to display/share with students.

Definition		Facts/Characteristics
	Term/Concept	
Examples		Non-Examples

Questions to Inform Instruction

- How do students currently define mentorship?
- How might we enhance and strengthen students' perspectives on mentorship?
- How might we increase opportunities for mentorship for our students schoolwide?

Overarching Process

- Define mentorship and the importance of mentors in the workplace.
- Guide students in developing **authentic definitions** of mentors and mentorship, and explore ideal mentors who can support them at various points in their careers.

Levels of Instruction

After determining students' prior knowledge of this concept, choose the level of instruction that best matches where they are to reinforce current skills and enhance understanding.

Introductory

- Introduce students to the concept of mentors and mentorship.
- As a whole group, brainstorm mentor/mentee relationships students have experienced to date. Examples might come from school, sports, or the workplace.
- Guide the conversation to address ways mentors can assist or guide individuals throughout their careers. Discuss how mentors provide:
 - Access to valuable knowledge gained from experience
 - Guidance and assistance
 - Perspective and a real-world point of view
- Group students into small groups or work as a whole class. Provide students with sticky notes or strips of paper and instruct them to write their names on the paper and place it into a container.
- In their small groups or with the whole class, have one student select a name from the container. That student then shares with the group the thing they enjoy about the person whose name they chose.
- Repeat until all students have selected a name, ensuring that all students have given and received a positive affirmation.
- Debrief the experience with the whole group, and highlight how sharing positive feedback relates to mentorship.
- Encourage students to identify a school or learning community mentor who can support them with a challenge they are experiencing in their current stage of life and to reach out to that mentor within the week.

Intermediate

- Group students into small groups or partnerships. Students are assigned, or can create, scenarios that allow them to practice positive interactions between mentor and mentee. Possible scenarios that a mentee might bring to a mentor include:
 - Navigating a challenging conversation with a professor, teacher, or supervisor
 - Deciding on a college to attend or a career field
 - Determining if they should go into the military
 - Deciding on whether to apply for graduate school
- Remind students to utilize academic vocabulary during these role-playing scenarios.
- Provide ample time for students to develop and role-play the scenarios to experience peer mentorship.
- Optionally, allow students to share lessons learned and/or perform their role-play for an audience.
- Encourage students to explore peer or cross-age mentoring programs on campus or in the community.

Advanced

- Engage students in exploring organizations and programs on campus or in the community that offer or sponsor mentorship programs.
- Identify key characteristics and descriptions that describe an ideal mentor.
- Individually, with a partner, or in small groups, students develop a “job description” of an ideal mentor.
- Engage students in identifying their ideal mentor and finding an ideal mentor within a month.
- Encourage students to share these “job descriptions” with the mentors they choose.

4.18 Defining Career Success

Objectives

Educators will:

- Introduce, engage, and guide students in developing authentic, personal definitions of success.

Students will:

- Gain self-awareness and develop an authentic and personal definition of success.

Overview

The following activity ideas are intended to develop students' knowledge and initiate self-reflection around the concept of success. Students hear the word countless times each day, and a variety of examples surround them in and out of school, as seen in adults, peers, the community, and the media. Educators can guide students to deepen their understanding of what success means to them and solidify a vision of success that aligns with their goals and values.

Materials/Set-Up

- Visit the *College and Careers* webpage on MyAVID to explore related materials and resources.
 - Preview and identify articles and videos about success.
- Provide, or develop with students, a word bank of relevant academic language. Potential terms to include are:
 - Success
 - Triumph
 - Pride
 - Accomplishment
 - Prosperity
 - Values
 - Purpose
 - Satisfaction
 - Integrity

Questions to Inform Instruction

- How do students currently define success?
- As educators, how do we define success?
- How might we enhance and encourage students to develop authentic and personal definitions of success that motivate them?

Overarching Process

- Share your personal definition of success and others' personal definitions while guiding students through self-reflection about the idea that success is relative and that everyone can personally define success.
- Remind students that they are responsible for creating their own definition of success, and then achieving it.
- Make connections between the definitions of success and how they apply to careers.

Levels of Instruction

After determining students' prior knowledge of this concept, choose the level of instruction that best matches where they are to reinforce current skills and enhance understanding.



Introductory

- Have students compose a **quickwrite** over the prompt: “What is success?” Encourage students to think about success in multiple contexts (school, sports, games, relationships).
- Have students share their quickwrite with a partner, and then ask a few students to share with the class.
- As a class, agree on a broad definition of success to utilize, such as:
 - Accomplishing your goals
 - Doing what you were supposed to do
 - Being happy
- Place students in small groups, and provide each group with a piece of paper.
- Using this broad definition of success, brainstorm as a class on the following: “What does it mean to be a successful student?”
- Have students write the word SUCCESS down the side of the paper, and then create an acrostic poem by coming up with one example/attribute of a successful student that corresponds with each letter.
- Have small groups present their poems to the class through oral presentations. Consider displaying the acrostics around the classroom or school.
- Facilitate a class conversation about how being a successful student now will ultimately help students to have career success later.

Intermediate

- Identify four common definitions of career success that will resonate with students, such as
 - Success means making money.
 - Success means doing something that matters.
 - Success means doing what you want to do when you want to do it.
 - Success means serving other people.
- Print each of the common definitions of success, and then post the printouts, one each, in the four corners of the classroom.



- Conduct a **Four Corners** discussion:
 - Present each of the common definitions to students.
 - Ask them to determine which of the definitions they most agree with, and then move to the corresponding corner of the classroom.
 - While in their corner, provide time for students to discuss with each other why they chose that corner.
 - Finally have each corner appoint one spokesperson to share out with the class a summary of their discussion.

- Have students return to their seats.
- Remind students that ultimately they will be responsible for creating their own definition of success, and then achieving it.
- As a final reflection, have students respond individually in writing to the prompts:
 - “To me, success is...”
 - “As a student, this means that I should be....”
 - “How this effects my career goals and choices is that...”



Advanced

- Conduct a **Socratic Seminar** over the topic of career and life success by:
 - Providing all students with a text or other resource related to success, such as an article or a TED Talk.
 - Have students independently create one to two higher-order questions related to the text/resource, or to the topic of success in general.
 - Facilitate a Socratic Seminar by establishing norms, procedures, and a group leader.
 - At strategic moments throughout the Socratic Seminar, direct the conversation to focus on implications for students’ careers and career values.
- As a final reflection, have students respond individually in writing to the prompt: “To me, career success means.... Because...”

Supporting Career Knowledge Schoolwide

While the skills and knowledge required for career readiness and college readiness are similar, they are not the same, and must both be individually and explicitly developed in students. Related specifically to career readiness, not only should teachers build students' career knowledge in the classroom; but also the culture of the school must value and support the growth of career knowledge schoolwide.

Section Outline

- Schoolwide Suggestions
- The AVID Site Team's Role
 - AVID Schoolwide Strategy Planning Guide: Building Career Knowledge (Example)
- The Family's Role

Schoolwide Suggestions

AVID is schoolwide when a strong AVID system transforms the instruction, systems, leadership, and culture of a school, ensuring college readiness for all AVID Elective students and improved academic performance for all students based on increased opportunities.

The suggestions below are intended to spark ideas for how an AVID site could build career knowledge schoolwide.

Instruction

The more educators schoolwide intentionally and consistently build career knowledge, the more students connect with and develop the characteristics of college- and career-ready students and develop a foundation for career readiness.

Efforts to integrate building career knowledge into instruction schoolwide could look like:

- Hosting a Career Talk “lecture series” in which faculty and staff share their own experiences, including their career decision-making process, to impart confidence in students that career pathways are open to all of them
- Explicitly connecting class content to related career and job options
- Utilizing the activities from this chapter

Systems

As educators begin to integrate building career knowledge into their instruction, they should also begin conversations around systems that can be used to align expectations and support across the school.

Efforts to develop aligned systems could look like:

- Developing opportunities for students throughout the school to participate in enrichment activities, internships, community service, or service learning to explore careers
- Ensuring students’ schedules include rigorous courses, appropriate to the student, which are aligned with potential careers of interest

Leadership

Schoolwide leadership, especially from the principal and a representative leadership team, should seek to establish a mission and vision that aligns with AVID's mission and vision for career readiness.

Efforts in this domain could look like:

- Utilizing the AVID Site Team to support the implementation of instruction, systems, and culture development activities
- Ensuring that the faculty understands that AVID supports school and district career readiness efforts by providing strategies for rigorous teaching and learning that empower students with academic and 21st century skills to maximize postsecondary career options

Culture

As instruction, systems, and leadership align, schools should strive to develop a culture of career knowledge.

Efforts to transform school culture could look like:

- Providing opportunities for students throughout the school to attend career fairs
- Hosting family workshops related to building career knowledge and supporting career readiness at home ([See The Family's Role for more information on working with families.](#))

The AVID Site Team's Role

The AVID Site Team should be one of the key voices in communicating the importance of building career knowledge schoolwide for all students.

The suggestions below are intended to spark ideas for how the AVID Site Team could support career readiness schoolwide.

Instruction

- Ensure that AVID Site Team teachers' classrooms are model classrooms for instruction related to career knowledge and readiness. Consider inviting other faculty members in to observe lessons that incorporate the activities in this chapter, or on the key characteristics of college- and career-ready students.
- Involve AVID Site Team counselors and administrators in supporting the implementation of instruction related to career readiness, such as:
 - Providing model lessons
 - Observing lessons and providing feedback
 - Clarifying how schoolwide AVID instructional strategies connect with and support career readiness

Systems

- Ensure that all college readiness efforts throughout the campus also include a career readiness component.
- Facilitate community and college partnerships that focus on and develop career knowledge and career readiness.

Leadership

- Use the AVID Schoolwide Strategy Planning Guide as a framework to discuss and plan support for the schoolwide development of career readiness. [See [AVID Schoolwide Strategy Planning Guide: Building Career Knowledge \(Example\)](#) for ideas about how the resource could be used.]

Culture

- Support career knowledge opportunities and awareness throughout the school (career fair information, skills workshops, internship/job shadowing opportunities).
- Display the products from career research projects throughout the school.
- Lead family engagement efforts related to supporting career readiness at home (See [The Family's Role for more information on working with families.](#))



AVID Schoolwide Strategy Planning Guide: Building Career Knowledge (Example)

This is an example of the AVID Schoolwide Strategy Planning Guide as it might be used related to building career knowledge. A copy of this template is available in the introduction, as well as on the *College and Careers* webpage on MyAVID.

1. What strategy will we intentionally implement? Why?

We will implement a weekly Career Exploration Thursdays schoolwide during advisory period on Thursdays. This will support all students in learning about career options, as well as provide opportunities for educators to connect the content of their classes to this schoolwide initiative.

2. Who will implement this strategy on the campus? (Educator, Team, Department, Grade Level, Campus)

All advisory classes will implement Career Exploration Thursdays.

3. Will the strategy be scaffolded? If so, how?

Career Exploration Thursdays will be designed to build knowledge throughout the year, culminating with Career Week near the end of the school year.

4. How will the participants (i.e., educators and students) be trained?

The AVID Site Team, and especially the AVID Elective teachers and AVID counselors, will design the units and provide professional learning to the faculty. Advisory teachers will be responsible for leading the activities during their advisory periods.

5. What resources are needed?

Any required resources or materials for the units will be developed under the guidance of the AVID Site Team. Whenever possible existing resources (such as career websites) will be utilized.

6. What is the timeline of implementation? How will new educators and students be supported in subsequent years?

Career Exploration Thursdays will begin during the fourth week of advisory and continue until the culminating Career Week. The curriculum will be revised for next year so as not to be redundant.

7. How will implementation be measured? What documentation could be collected?

Teachers and students will be surveyed at the end of the year to determine the effectiveness of the weekly Career Exploration Thursdays program. Additionally, students will create a summative product during the final unit which will be displayed schoolwide during Career Week.

The Family's Role

The family plays a vital role in student development of career knowledge. According to one survey (Manufacturing Institute, 2015), parents and family are three of the top five influences on future career pathways.

When one thinks about the role that parents, family, and teachers have on guiding and supporting a student's experiences, the value of partnering with families in supporting career readiness becomes even more apparent.

The suggestions below are intended to spark ideas for how educators can support the family's role related to career readiness.

Partnering at Home

- Provide resources for families to explore career readiness information at home (e.g., virtual career fairs and tours, financial aid websites).
- Communicate the importance of a growth mindset at home related to career options and readiness.

Connecting Families with the School and Community

- Provide family workshops related to career readiness.
- Determine opportunities to include family members in career-exposure experiences, such as guest speakers and career field trips.
- Determine how best to engage families in the decision-making process around each of the above decisions.

Post-Reflection Questions

Educators should reflect on these questions, and AVID Site Teams should discuss them, to ensure that instruction, expectations, and culture support the development of career knowledge in individual classrooms and schoolwide. After reading and exploring strategies and activity ideas presented in this chapter, think about how they have guided complete answers to these questions.

- How have educators adjusted their support and guidance of students as they chart their career trajectories?
- What key considerations should students have in mind when researching careers in relationship to social, financial, and academic fit?
- How do students utilize the key characteristics of college- and career-ready students to impact their career choices and lifelong work?

Works Cited

- ACT, Inc. (2015). *Unpacking “career readiness”*. Retrieved from <http://www.act.org/content/dam/act/unsecured/documents/UnpackingCareerReadiness.pdf>
- Administration, U.S. Department of Labor Employment & Training. (n.d.). *Work Styles*. Retrieved from O*NET OnLine: https://www.onetonline.org/find/descriptor/browse/Work_Styles/
- Manufacturing Institute. (2015). *Attracting the next generation workforce: The role of career and technical education*. Washington, D.C.: The Manufacturing Institute. Retrieved from http://www.themanufacturinginstitute.org/~/_media/313BCA4C3721444CA8C48F7304F32027.ashx



CHAPTER FIVE

Promoting Financial Literacy



Visit the *College and Careers* webpage on MyAVID
for additional materials and resources.

Chapter Outline

Personal Finance

- 5.1: Personal Financial Language
- 5.2: Building Financial Plans
- 5.3: Personal Income and Career Employment
- 5.4: Developing Credit and Debt Strategies
- 5.5: Saving and Investing
- 5.6: Spending and Budgeting

College Finances

- 5.7: Calculating the Net Cost of College
- 5.8: Earning College Credit in High School
- 5.9: Exploring Options to Pay for College

Financial Aid

- 5.10: The Language of Financial Aid
- 5.11: Financial Aid Myths and Realities
- 5.12: Completing the FAFSA®
- 5.13: Finding College Scholarships
- 5.14: Understanding Student Loans

Supporting Financial Literacy Schoolwide

- Schoolwide Suggestions
- The AVID Site Team's Role
- The Family's Role

Promoting Financial Literacy

“The number one problem in today’s generation and economy is the lack of financial literacy.”

Alan Greenspan

The National Financial Educators Council defines financial literacy as “possessing the skills and knowledge on financial matters to confidently take effective action that best fulfills an individual’s personal, family, and global community goals.” The Government Accounting Office offers a different take, stating that financial literacy is essentially “the ability to make informed judgments and to take effective actions regarding the current and future use and management of money.” The Jump\$tart Coalition describes it as “the ability to use knowledge and skills to manage one’s financial resources effectively for lifetime financial security” (National Financial Educators Council, 2013).

Definitions differ, but the theme is the same—students need to be empowered to make informed decisions about their finances. For many students, making decisions about financing higher education is the first time they will be expected to demonstrate financial literacy. The decisions they make then will impact their personal finances for the rest of their lives. This chapter offers activities that promote financial literacy and decision-making. These activities and strategies were informed by the work of the National Financial Educators Council and the Jump\$tart Coalition’s *National Standards in K–12 Personal Finance Education* (jumpstart.org), and are categorized into three domains.

Personal Finances

The knowledge and skills required to successfully manage personal finances are built on an understanding of the language of finance. With this foundation, students can experience activities that explore how financial planning, credit, debt, saving, spending, and budgeting all impact personal finances.

College Finances

Funding a college education is a big, and new, challenge for most students. Framing this challenge begins with an understanding of what college costs, and what the benefits—financial and otherwise—of a college education are. Students can then experience activities that explore additional options that impact and support informed decision-making about college finances.

Financial Aid

Completing the *Free Application for Federal Student Aid* (FAFSA®) must be on every student’s to-do list. As part of the process, students need to learn the language of financial aid. They need to dispel myths and learn what financial aid is, and is not. They need to learn about the different components of a financial aid package (grants, loans, scholarships, work–study, etc.). Some of the best resources to support this learning include those offered by the Office of Federal Student Aid, available at studentaid.gov. By completing the FAFSA, applying for scholarships, and understanding the different financial aid options available to them, students can make informed decisions about the financial aid options that best meet their needs.

This chapter offers ways to introduce students to the financial literacy they need for college and career readiness through discussion, exploration, and guided practice.

For more tools related to promoting financial literacy, please refer to the following AVID resources

College and Careers Webpage

The *College and Careers* webpage includes additional materials and resources to supplement this chapter.

Weeks at a Glance

Weeks at a Glance includes selected activities from this chapter adapted for the AVID Elective classroom and aligned with the AVID Elective standards.

Preparing for College

Preparing for College includes resources which support exploring college finances in the 11th and 12th grades as students prepare and apply for college.

AVID Academic Language and Literacy: A Schoolwide Approach

AVID Academic Language and Literacy: A Schoolwide Approach includes resources which support developing academic vocabulary and language to learn new concepts.

Chapter Objectives

As a result of this chapter, educators will be able to:

- Support, guide, and empower students as they develop awareness and knowledge of personal finances, college finances, and financial aid.

As a result of this chapter, students will be able to:

- Demonstrate their knowledge and apply strategies for understanding and problem-solving of personal finances, college finances, and financial aid.

Levels of Instruction

Every chapter scaffolds activities into three levels of instruction. This design allows educators to choose the level of instruction that best matches where their students are to reinforce current skills and enhance understanding.

- **Introductory Level:** Students have little to no prior knowledge of the concept.
- **Intermediate Level:** Students have some knowledge of the concept, yet still rely on guided practice.
- **Advanced Level:** Students have substantial knowledge and are relatively independent, yet would benefit from more refinement across disciplines.

Pre-Reflection Questions

Educators should reflect on these questions, and AVID Site Teams should discuss them, to ensure that instruction, expectations, and culture promote financial literacy in individual classrooms and schoolwide. As you read, think about how the strategies and activity ideas presented in this chapter can help formulate complete answers to these questions.

- How do we currently define financial literacy?
- How prepared are students for challenges related to personal finances and financial literacy?
- As educators, how do we currently guide and support students with financial literacy?

Personal Finance

As students transition to college and career, they will experience a new degree of independence and, with it, a new degree of personal responsibility for their financial well-being. They will be presented with many financial choices, and the decisions they make could have lasting consequences. To be empowered to navigate these future choices and effectively manage their personal finances, students need to begin developing language, perspectives, and strategies for developing financial plans and for making decisions about financial challenges. Developing these foundational skill sets along with an understanding of the processes, benefits, and risks of credit, debt, saving, and investing equips students to emerge as independent adult consumers and achieve their future financial goals.

This section provides a launching point to help students build a foundation of literacy in personal finance through exploration of the language of personal finance, building financial plans, considering income and career employment choices and investigation of credit, debt, saving, investing, spending, and budgeting. The activities and strategies presented here were informed by the Jump\$tart Coalition for Personal Financial Literacy's *National Standards in K-12 Personal Finance Education* (2015).

Section Outline

- 5.1: Personal Financial Language
- 5.2: Building Financial Plans
 - 5.2a: Making Decisions
- 5.3: Personal Income and Career Employment
- 5.4: Developing Credit and Debt Strategies
- 5.5: Saving and Investing
- 5.6: Spending and Budgeting

5.1 Personal Finance Language

Objectives

Educators will:

- Model and explore with students a variety of personal-finance vocabulary and consistently integrate this academic language into instruction throughout the course or academic year.
- Assign writing assignments and engage students in small-group conversations that require the use of content-specific vocabulary and academic language related to personal finance throughout the course or academic year.

Students will:

- Engage in activities designed to explore and reinforce content-specific vocabulary and academic language related to personal finance.
- Effectively use content-specific vocabulary in writing and conversation to demonstrate proficiency with academic language related to personal finance.

Overview

The following activity ideas are intended to begin students' acquisition of the academic language needed to explore personal-finance concepts and engage in discussions about personal finances. Understanding the meaning of key concepts such as credit, debt, savings, and investing empowers students to make informed life choices, plans, and decisions. Educators can support students by consistently and intentionally incorporating personal-finance language and opportunities to explore and interact with these concepts throughout the academic year.

Materials/Set-Up

- Visit the *College and Careers* webpage on MyAVID to explore related materials and resources.
 - Preview websites and resources that present frameworks and standards for teaching about personal finance.
- Gather resources from local banks, investors, and colleagues to provide tangible information about financial literacy for students (pamphlets, brochures, etc.).
- Provide, or develop with students, a word bank of relevant academic language. Potential terms to include are:

• Salary	• ATM/Debit/Debit Card	• Interest
• Employee/Employer	• Credit/Credit Card	• Checking Account
• Minimum wage	• Credit Limit/Credit Rating	• Endorsing a Check
• Overtime	• Account Balance	• 401(k)
• Payroll	• Withdrawal	• APR
• Take-home pay	• Deposit	• APY
• Gross/Net		• Mortgage
• Debt		• Principal

Questions to Inform Instruction

- As educators, how do we influence the use of academic language in our classrooms?
- As educators, how do we reinforce and model content-specific vocabulary related to personal finances throughout the academic year?
- As educators, how do we design opportunities for students to practice meaningful and relevant use of content-specific vocabulary related to personal finances?

Overarching Process

- Introduce, define, reinforce, and model content-specific vocabulary related to personal finances.
- Frequently model appropriate use of content-specific vocabulary related to personal finances and coordinate with planned opportunities for students to learn about personal-finance concepts and use related content-specific vocabulary throughout the academic year.
- Guide and support students in practicing and self-monitoring their knowledge and use of content-specific vocabulary related to personal finances.

Levels of Instruction

After determining students' prior knowledge of this concept, choose the level of instruction that best matches where they are to reinforce current skills and enhance understanding.

Introductory

- Provide, or develop with students, a word bank of relevant content-specific vocabulary (see Materials/Set-Up for suggested terms).
- Engage students in exploring terms and developing authentic definitions for the words in the word bank. (It may be best to focus on three to seven new terms at a time.)
- Support family involvement in this academic language development by encouraging students to review and discuss their definitions with an adult of importance to them.

Intermediate

- Provide an opportunity for students to explore the definitions and information concerning chosen content-specific vocabulary. (See Materials/Set-Up for suggested terms.)
- Review the definitions with the whole group and discuss prior knowledge of these concepts.
- Ask questions to generate connections between the terms and personal experiences.
- Ask students to work in partners to develop five to 10 potential questions (using content-specific vocabulary and appropriate academic language) to ask and research. Provide time to research answers.
- To support family involvement, encourage students to incorporate three to five content-specific vocabulary words into a descriptive paragraph highlighting important or relevant information they have learned about these personal-finance concepts to share at home or with a mentor.

Advanced

- Facilitate a class discussion around the chosen content-specific vocabulary. (See Materials/Set-Up for suggested terms.)
- Have students work in partners or small groups to ensure their understanding of content-specific vocabulary related to personal-finance concepts. They should research as needed to develop an understanding and authentic definition for any unknown/unfamiliar terms.
- Facilitate a discussion with the whole group or in small groups and hold students accountable for using content-specific vocabulary during the discussion.
- To support family involvement, encourage students to share insights with family members or trusted adults outside of school.



5.2 Building Financial Plans

Objectives

Educators will:

- Introduce, define, and support an understanding of personal financial decisions.
- Provide opportunities for students to understand the importance of being informed, being responsible, and being realistic when building financial goals.
- Assist students with a systematic decision-making model for personal financial decisions and circumstances.

Students will:

- Understand concepts and content-specific vocabulary related to personal finance.
- Determine and develop personal financial plans.
- Develop a systematic decision-making model for personal financial decisions and circumstances.

Overview

The following activity ideas are intended to expose students to the basic concepts and ideas related to personal finances. Early exposure to personal-finance concepts and vocabulary lays a strong foundation for the knowledge students will need as they grow and encounter increasingly complex personal-finance questions and problems. Educators can guide and instruct students in developing their own personal financial decision-making models and financial plans.

Materials/Set-Up

- Student Handout
 - [5.2a: Making Decisions](#)
- Visit the *College and Careers* webpage on MyAVID to explore related materials and resources.
- Ensure access to computers with internet access.
 - Preview and select websites where students can find personal financial products to compare and contrast (e.g., two different credit card options with different terms, two different college loan options with different terms, etc.).
- Introductory Level of Instruction:
 - Provide, or develop with students, scenarios that depict different levels of financial responsibility.

- Provide, or develop with students, a word bank of relevant academic language. Potential terms to include are:
 - personal finances
 - systematic decision-making
 - financial circumstances
 - financial goals
 - money-handling decisions
 - pre-purchase research
 - pre-investigation of consumer fraud (scams and solicitations)

Questions to Inform Instruction

- What background information do students currently possess related to their own personal finances and financial plans?
- What myths do students believe about personal finances?
- As educators, how might we support all students to be able to manage personal finances?
- How might educators support and guide students with developing financial goals, plans, and financial decision-making strategies?

Overarching Process

- Establish a foundational knowledge of personal finances related to decision-making, planning, and implementing financial plans.
- Engage students in opportunities to gain knowledge about what it means to be a savvy consumer and to make sound financial decisions.
- Incorporate this learning into the development of a personal financial decision-making model and financial goals.
- Reflect on the personal decision-making model and goals to develop a financial plan.

Levels of Instruction

After determining students' prior knowledge of this concept, choose the level of instruction that best matches where they are to reinforce current skills and enhance understanding.

Introductory



- Engage students in reflection. Students can **quickwrite**, **Think–Pair–Share**, or **journal** their responses to the following prompt: “What does it mean to be financially responsible?”
- After responding, encourage students to share out their current thinking and make connections to previous discussions or activities they have engaged in related to personal finances.
- In partners or groups, have students read pre-developed scenarios (one scenario per group) that depict individuals displaying different levels of financial responsibility. and evaluate the financial responsibility of individuals through scenarios. Students will:
 - Read the assigned scenario(s).
 - Identify the main challenge or decision that needs to be made.
 - Determine options and/or solutions for the challenge or decision.
 - Share their thinking with a small group or the whole class.

- Debrief the scenarios activity with the whole group to clarify misconceptions, make connections, and provide the insight that decisions might differ depending on an individual’s circumstances, such as age, time of year, or lifestyle.
- Highlight strategies or steps students engage in to make their financial decisions.



Intermediate

- Engage students in reflection. Students can **quickwrite**, **Think–Pair–Share**, or **journal** their responses to the following prompt: “How do communication skills impact financial decision-making?”
- After responding, encourage students to share out their current thinking and make connections to previous discussions or activities they have engaged in related to personal finances.
- Engage the whole class in discussion to capture ideas and vocabulary related to communication skills such as: **negotiation**, analysis, discussion, and shared responsibilities.
- In small groups or partners, engage students in the following potential explorations:
 - Credit card options – Compare and contrast offers from two banks (terms and agreements)
 - College loan options – Note the similarities and differences of loans offered by two lenders
 - Individual versus shared financial responsibilities – Costs that are an individual’s responsibility versus costs that are shared with a roommate
 - Negotiating the sales price of a major purchase – Buying a vehicle, finding an apartment, purchasing a computer
- Provide opportunities for students to explore online.
- Using [Student Handout 5.2a: Making Decisions](#), students capture:
 - Key information gathered
 - Relevant questions that will inform the decision, and answers to those questions
 - Strategies utilized to make decision
 - Decision
- Utilize a format for short presentations to have partners or groups share out their findings, strategies, and decisions.
- Provide an opportunity for students to reflect and incorporate their learning into a personal financial decision-making model. This should include four to six steps, written as questions to answer or action items to review prior to making financial decisions. For example, a decision-making model written as action items might look like the following:
 - Identify the issue or desired outcome
 - Compare options and consequences associated with each
 - Choose an option
 - Take action
 - Evaluate results

Negotiation skills are the communication skills necessary to interact professionally and academically during legal and professional meetings, discussions, and transactions.

- Incorporate an opportunity for students to share their financial decision-making model with their families or adults of importance, and encourage them to discuss the models to reinforce and refine.



Advanced

- Engage students in reflection. Students can **quickwrite, Think–Pair–Share**, or **journal** their responses to the following prompt: “How does financial responsibility change over time or over one’s lifetime?”
- After responding, encourage students to share out their current thinking and make connections to previous discussions or activities they have engaged in related to personal finances and financial plans.
- Engage the whole class in discussion to capture ideas and vocabulary related to circumstances that impact personal finances and financial responsibility, such as: higher education, major purchases (vehicle, home, savings/investment), major life events (marriage, having a child, starting a business, changing careers)
- Independently, in partners, or in small groups, have students develop financial plans which they might refine throughout their academic years and into their adult lives. Components that might be included in a comprehensive personal financial plan include:
 - financial goals
 - spending and saving plan (budget)
 - cashflow management plan
 - investing plan
 - insurance plan
 - net worth statement
 - retirement plan
- Consider incorporating guest speakers (face-to-face or virtual) with relevant expertise to guide and instruct students in financial planning.
- Provide opportunities for students to develop sample financial plans:
 - In small groups or with a partner:
 - Provide students with a profile of a fictional person that includes an annual income and describes financial and life goals. Small groups/partners collaborate to develop a plan for this person including a budget and an investment plan.
 - Individuals:
 - Provide students time to independently develop their own financial plan for the next 5 and next 10 years including financial goals, spending, saving, and investing plans. Small groups/partners collaborate to develop a plan for this person including a budget and an investment plan.
- Encourage students to share their plans with family members or adults of importance.

Making Decisions

Ideal Outcome

What is your ideal outcome?

Priorities

When making decisions, we often must make compromises. Given your ideal outcome, what are your priorities?

- 1.
- 2.
- 3.
- 4.
- 5.

Options

Review all available information and compare and contrast your options.

Pros			Cons		
Option 1	Both	Option 2	Option 1	Both	Option 2

Questions

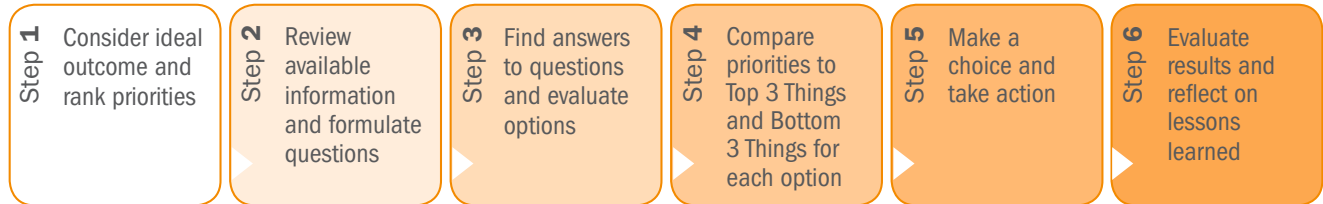
After looking closely at all available information, what questions do you still have? Use the answers to these questions to determine the top 3 things and bottom 3 things unique to each option.

- 1.
- 2.
- 3.

"Top 3"		"Bottom 3"	
Top 3 Things Unique to Option 1	Top 3 Things Unique to Option 2	Bottom 3 Things Unique to Option 1	Bottom 3 Things Unique to Option 2
1.	1.	1.	1.
2.	2.	2.	2.
3.	3.	3.	3.

Process

What are the steps of your decision-making process? An example process is below, but feel free to make your own!



Decision

What did you decide?

Explanation

How did the information you gathered and your decision-making process lead you to this decision?

Reflection

“Good judgement is the result of experience and experience the result of bad judgement.” –Mark Twain

Consider the quote above. What does it mean to you? What does it mean about the decision-making process?

5.3 Personal Income and Career Employment

Objectives

Educators will:

- Guide student understanding related to how financial and non-financial factors impact career opportunities and personal finances.
- Identify, define, and discuss different forms of compensation: earned/unearned income, wage, salary, monetary and non-monetary employee benefits.
- Identify types of payroll deductions, and identify the difference between gross, net, and taxable income.

Students will:

- Engage in opportunities that inform understanding of financial and non-financial factors that impact career opportunities and personal finances.
- Define and discuss different forms of personal compensation, payroll deductions, and employee benefits.

Overview

The following activity ideas are intended to expose students to the dynamics of personal finances. College and career decisions are often heavily influenced by personal income and lifestyle choices, so students need a solid financial knowledge base on which to make sound financial decisions about higher education and career pathways. Educators can guide students to understand financial basics to empower students with this knowledge base and the ability to make quality decisions.

Materials/Set-Up

- Visit the *College and Careers* webpage on MyAVID to explore related materials and resources.
- Provide, or develop with students, a word bank of relevant academic language. Potential terms to include are:
 - wage/wages
 - salary/salaries
 - tips
 - monetary gifts
 - gross income
 - net income
 - taxable income
 - disposable income
 - essential expenses (childcare, healthcare, etc.)
 - earned income
 - unearned income
 - deductions
 - exemptions
 - tax credits
 - monetary employee benefits
 - non-monetary employee benefits
- Ensure access to computers with internet access.

Questions to Inform Instruction

- How do students currently view potential income within the context of career paths or career fields of interest?
- How do the key characteristics of college- and career-ready students influence decision-making related to financial matters?
- As educators, how might we bridge the discussions and instruction about college and career choices (academic, social, and financial fit) to discussions and instruction about financial literacy?

Overarching Process

- Introduce concepts, ideas, and processes related to personal income and employment.
- Engage students in learning opportunities that strengthen their abilities to understand and respond rationally in financial decision-making challenges and opportunities.
- Encourage students to develop authentic definitions for and understanding of concepts, ideas, and processes related to personal income and employment.
- Incorporate opportunities for students to reflect on and refine their financial goals and plans throughout the course or academic year.

Levels of Instruction

After determining students' prior knowledge of this concept, choose the level of instruction that best matches where they are to reinforce current skills and enhance understanding.

Introductory



- Provide and define, or develop definitions with students, key vocabulary concepts and phrases. (See Materials/Set-Up for suggested terms.)
- In partners or small groups, engage students in a collaborative activity such as **Carousel Brainstorm** or **One-Pagers** to develop authentic definitions and to build background knowledge, review information, and formulate opinions.
- Provide time for students to explore resources that contain information related to their assigned concept, idea, or term/phrase
- Encourage students to provide at least two tangible examples and create explanatory visuals to reinforce retention and learning.
- Consider incorporating products of activities into an interactive online workspace for future reference.

Intermediate



- Provide and define, or develop definitions with students, key vocabulary concepts and phrases related to differences in forms of compensation. (See Materials/Set-Up for suggested terms.)
- In partners or small groups, engage students in a collaborative activity such as **Numbered Heads Together** or **Pairs Check** to explore different forms of compensation.
- Engage students in a challenge related to differences in compensation.

Options include:

- Develop a public service announcement on the different sources of income (wages, salaries, tips, gifts).
- Record an instructive mock interview with a financial advisor related to earned income vs. unearned income.
- Design a visual representation (e.g., infomercial, infographic, poster) that distinguishes gross income, net income, and taxable income.
- Provide time for students to research and develop their products.
- Consider ways to share student products schoolwide and with the local learning community.

Advanced



- Engage students in activities that promote development of self-advocacy and public speaking through exploration of topics related to personal finance. One activity option is **Philosophical Chairs: Jury Style**.
 - Determine if students will be assigned or will self-select a role: Prosecution, Defense, or Jury.
 - Provide, or determine with students, topics to discuss. Options include:
 - People should not be allowed to have a credit card until they are 21 years old or older.
 - All high school students should be required to complete a personal finance class as part of their degree plan.
 - For all jobs, income should have some element of performance-based commission.
 - Provide ample time for students to gather information, organize, and prepare their opening statements/arguments. Ensure students understand the expectation that opening statements/arguments reflect sound reasoning and appropriate academic language.
 - Engage small groups in Philosophical Chairs: Jury Style, monitoring and facilitating as needed.
- Debrief the activity with the whole group and clarify any points of confusion or opportunities for additional research.
- Have students reflect through a summary paragraph/page considering individual learning related to personal finances. Encourage them to share their reflections and learning with family members or adults of importance.

5.4 Developing Credit and Debt Strategies

Objectives

Educators will:

- Introduce and define concepts, and guide discussions related to developing strategies to responsibly manage both credit and debt.
- Engage students in activities that compare, contrast, and explore in depth the concepts of credit and debt management, as well as common challenges and consequences of accumulating debt.

Students will:

- Explore, through a variety of activities, concepts related to credit and debt management, and common challenges and consequences of accumulating debt.
- Increase awareness and knowledge of credit and debt in relationship to personal finances.

Overview

The following activity ideas are intended to expose students to concepts, ideas, and strategies to manage, control and analyze the benefits and consequences of various types of credit and debt. In the classroom, students are exposed early to borrowing items with the intention to return in the same condition or same amount, building upon this foundational concept transitions into borrowing money and the concepts of credit and debt. Educators can support students with their understanding and develop strategies to manage and minimize debt.

Materials/Set-Up

- Visit the *College and Careers* webpage on MyAVID to explore related materials and resources.
- Preview and identify resources that support students with knowledge related to credit and debit management.
- Provide, or develop with students, a word bank of relevant academic language. Potential terms to include are:
 - credit
 - debt
 - leasing
 - borrowing
 - buying
 - rent-to-own
 - lenders
 - interest rate
 - monthly payments
 - total cost of credit

Questions to Inform Instruction

- What is the current understanding of students related to credit and debt?
- What is the current knowledge and experience of students with credit and debt?
- As educators, how might we include instructional opportunities to apply and practice interaction with credit and debt processes and procedures?

Overarching Process

- Introduce, define, and explore credit and debt as basic financial tools of personal finances.
- Engage students in opportunities that support building awareness and knowledge of various types of credit, strategies to manage debt, and a basic understanding of credit and debt.
- Encourage student to reflect and incorporate their learning into refined financial goals/plans throughout the course or academic year.

Levels of Instruction

After determining students' prior knowledge of this concept, choose the level of instruction that best matches where they are to reinforce current skills and enhance understanding.

Introductory



- Introduce and define examples of credit and debt for students through modeling and exploration of various informational resources.
- Consider providing visuals to support comprehension and increase academic language development. (See Materials/Set-Up for suggested terms.)
- Engage students in **Would You Rather...?** activity using “Would you rather...” questions about credit and debt. Options include, Would you rather...:
 - buy a new vehicle or a pre-owned vehicle?
 - make purchases using a credit card or a debit card?
 - be in debt or be debt free?
 - own a home or rent an apartment?
 - ...apply for a scholarship or apply for a student loan?
 - pay off debt in monthly payments or pay in full?
- As a part of the activity, have students justify their answer to all questions with one to two complete sentences explaining their choices.
- Engage students in a whole-group debrief to clarify points of confusion, provide additional information, and incorporate new learning.

Intermediate

- Engage students in a group brainstorm considering the following: “What are the different types of credit?”
 - Potential responses: student loans, auto loans, personal loans, payday loans, home equity loans, credit cards
- In partners or small groups, provide time for students to explore resources to learn more about credit (non-revolving, revolving, secured, unsecured, short-term, etc.).
- Assign or allow students to self-select major purchases, such as vehicles, appliances, computers, homes.

- Ask students to calculate the total cost of their assigned/selected purchase and determine the best credit option available.
- Debrief the activity with the whole group, incorporating information concerning consequences of easy credit, interest rates, and monthly payments.



Advanced

- Engage students in **Think–Pair–Share** with the following prompt: “What is the difference between a positive and negative credit score? How does a negative credit score impact financial options?”
- Provide time for students, working individually or with a partner, to explore and gather information on the topics important to credit. Potential topics include:
 - Fair Credit Reporting Act
 - Primary organizations that provide credit reports
 - Information contained in credit report
 - Analysis and summary of the credit scoring system
- Students consolidate their information into a one-page “executive summary” that highlights the benefits and consequences of credit and debt.

5.5 Saving and Investing

Objectives

Educators will:

- Introduce and define saving and investment options and model examples.
- Engage students in opportunities to explore saving strategies and potential investment options.

Students will:

- Engage in activities to increase awareness and knowledge related to saving and investing.
- Develop personal strategies for saving.
- Demonstrate awareness of different investment options.

Overview

The following activity ideas are intended to introduce students to saving strategies and investment options. Financial independence begins with saving and investing for the future, but many students do not have experience with, or even exposure to, long-term financial planning. Educators can introduce the concepts of savings and investment to give students the knowledge they need to develop strategies that support future financial stability.

Materials/Set-Up

- Visit the *College and Careers* webpage on MyAVID to explore related materials and resources.
- Ensure access to computers with internet access.

Questions to Inform Instruction

- What do students currently understand about saving and investing money?
- How might we, as educators, guide and support students' awareness of saving and investing money as part of their personal financial plans?
- How do we guide students to consider whether their financial goals align with their saving plans and income?
- How might we, as educators, support students in making knowledgeable decisions about their personal finances?

Overarching Process

- Provide opportunities for students to explore and define the concepts of saving and investing money.
- Introduce students to websites that assist with understanding interest rates, saving options, and investing options.
- Encourage and guide students to develop financial goals related to savings and investing.

Levels of Instruction

After determining students' prior knowledge of this concept, choose the level of instruction that best matches where they are to reinforce current skills and enhance understanding.



Introductory

- Engage students in a **Think–Pair–Share** on investing and saving money:
 - How do you define investing money and saving money for your future?
- Encourage students to share out their current understanding and capture their thinking visually for reference during instruction.
- Provide information and resources to establish context for developing financial goals related to saving and investing.
- Model a strategy for setting and accomplishing savings or investing goals, for example:
 - Define what you want to accomplish
 - Short-term
 - Long-term
 - Prioritize your lists to determine a focus and set goals
 - Determine a target date for each goal
 - Attach a monetary value to each goal (How much do you want to save/invest by a certain target date?)
 - Develop a plan for achieving this goal
 - Develop a budget that allows you to achieve this plan
- Model sample goals with students, ideally using an authentic project, such as a schoolwide or community fundraising effort, for example:
 - Raising money for a local homeless shelter
 - Collecting \$1000 in donations for a schoolwide garden
 - Donating money to a local charity
 - Participating in a Jog-A-Thon or similar event to raise money for the school
- Engage students in daily check-ins, and monitor and chart progress throughout the timeframe.

Intermediate

- Engage students with the following prompt: “Why is saving a prerequisite to investing?”
 - Encourage students to self-reflect, gather their ideas, and share out with a small group about their current understanding of saving and investing.
 - Capture small-group thinking visually, soliciting ideas using a round robin or popcorn format.
- Facilitate a whole-group discussion to clarify points of confusion and provide additional information.

- In partners or in small groups, provide time for students to explore resources to research topics related to investing and saving. Potential topics include:
 - Identify and analyze options for account management services
 - Develop and prepare a saving and investment budget
 - Investigate and rank investment options offered by financial institutions
- Develop “Top 5 Saving Strategies” **One-Pager**
 - Compare and contrast savings and investing
 - Outline how investments build wealth and support financial goals
 - Analyze and evaluate investment alternatives
 - Outline and model how to buy/sell investments
 - Discover how agencies protect investors
 - Discover how financial markets and products are regulated
- Provide time for students to research and develop final products.
- Incorporate opportunities for students to share their findings and learning with their classroom and schoolwide peers.



Advanced



- Engage students in a **quickwrite** on the following prompt: “How might life circumstances affect and impact investing and saving over a lifetime?”
- With elbow partners or small groups, provide time for students to share out their current thinking related to the prompt.
- Assign or allow students to self-select partners/groups to develop public service announcements or informational guides that support awareness of personal saving and investment options. Potential focus areas include:
 - Reasons to be prepared with an emergency savings plan (a “rainy day fund”)
 - Benefits of having a savings plan
 - Top five investment options
 - Top five saving strategies
- Incorporate research into a writing assignment in which students highlight their findings and develop financial goals related to saving and investing.

5.6 Spending and Budgeting

Objectives

Educators will:

- Introduce and define the concepts of budgeting and spending and model with examples.
- Increase students' awareness of budgeting and spending habits and guide students to apply this awareness to update their understanding of making responsible financial decisions.

Students will:

- Apply basic concepts of budgeting and spending to refine their understanding of what it means to make responsible financial decisions.
- Engage in activities designed to increase awareness and knowledge related to budgeting and spending money.

Overview

The following activity ideas are intended to introduce students to the concepts of spending and budgeting. Spending and budgeting are, in a sense, the capstone of financial literacy. They require the application of students' knowledge related to income, debt, and saving. Students need to be prepared with knowledge, skills, and strategies to monitor income and expenses, plan for spending, and save for future goals.

Materials/Set-Up

- Visit the *College and Careers* webpage on MyAVID to explore related materials and resources.
- Ensure access to computers with internet access.
- Intermediate Level of Instruction:
 - Prepare index cards that list a job title and the median annual wage for that job. Be sure to include a broad range of income levels.
 - Search by job title at onetonline.org for median annual wage data.

Questions to Inform Instruction

- What background information do students need to understand spending and budgeting?
- What guiding principles related to spending and budgeting do students need?
- How can educators support students as they plan budgets and discuss spending?

Overarching Process

- Guide students to an authentic definition of budget as a spending and saving plan.
- Support students in developing a solid understanding of key principles related to spending and budgeting, such as spending less than your income and saving to support financial stability when encountering unforeseen expenses.
- Support students' understanding of the importance of budgeting, and how budgeting can help to accomplish present and future financial goals.

Levels of Instruction

After determining students' prior knowledge of this concept, choose the level of instruction that best matches where they are to reinforce current skills and enhance understanding.

Introductory

- Have students brainstorm things that people spend money on. As students share, capture their responses on the board.
- Guide students to categorize responses into broader categories such as bills, food, household, and transportation.
- Explain to students that each of these is an example of the types of categories that should be in a personal budget, or spending and saving plan.
- To model, walk students through the process of taking a typical monthly income and allocating it out to the categories that they created.

Intermediate

- Prepare index cards that list a job title and median annual wage for that job. Be sure to include a broad range of income levels.
- Divide students into groups, and have each group randomly select one card.
- Provide time for groups to create a monthly budget using the annual wage listed on the card. If groups need guidance, suggest that they divide the annual wage by 12 to obtain a monthly income and then determining how to allocate this monthly income.
- Remind students to “pay themselves first” by including savings in their budget.
- As necessary, prompt students with categories that should be in their budget, such as bills, food, household, or transportation.
- Have each group post their budget around the room, and then conduct a



Gallery Walk.

- Prompt students to revise and update their budgets by:
 - Noting categories that may have been missing from their budget
 - Reflecting on questions such as, “What if you had an unexpected expense, such as an injury or a car repair?”

- Facilitate a whole-group debrief over the process of budgeting. Debrief questions might include:
 - “What was most challenging aspect of creating a budget?”
 - “How does your income affect your ability to create a feasible budget?”

Advanced

- Guide students through the process of creating and maintaining a personal budget. Steps may include:
 - Review monthly income (including income from work, financial aid, family contributions, etc.)
 - Identify and categorize expenses
 - Identify how much to save to cover emergency/unforeseen expenses
 - Balance the budget by making sure that expenses didn’t exceed income (If so, how should it be addressed?)
 - Maintain and update budget
- Have students individually reflect on their budgets by responding to questions such as the following:
 - What was most difficult/easiest about sticking to your budget?
 - What have you learned about your personal spending habits through the budgeting process?
 - In what ways will maintaining a budget be easier/harder as you get older?



College Finances

When the question, “How am I going to pay for college” is put to students, it is often the biggest financial decision they have faced in their lives. A part of the answer lies in the financial fit of both college selection and career planning. Students need to choose a college that fits their personal financial situation and should consider both income potential and the amount of student debt they will accrue when choosing an education pathway and developing career plans.

Other factors impact the decision as well. Financial aid, discussed in the next section, is usually the most significant factor, but there are others. Another is the total cost of college, including the many unanticipated expenses. Students need to be guided to consider all expenses associated with attending a college so they can understand the total cost of an education. Other factors include options to reduce or offset the cost of attending a college. Taking courses of rigor can help. Students who take rigorous courses, such as Advanced Placement®, International Baccalaureate®, and dual credit courses, may be able to earn college credit and are typically better prepared for the rigors of higher education. They are less likely to need remedial courses or need to retake courses in college, keeping the amount of tuition a student needs to pay to a minimum (Mendiola, Watt, & Huerta, 2010). Similarly, students can explore options for working in college and other less traditional ways to reduce or offset the cost of college or reduce the amount of college debt that is ultimately repaid.

This section presents activities that guide students to explore the total cost of college, options to earn college credit while still in high school, and some of the less common ways of keeping the cost of college low. With this knowledge, students are empowered to make the best decisions about their college finances.

Section Outline

- 5.7: Calculating the Net Cost of College
 - 5.7a: My Cost of Attending College
- 5.8: Earning College Credit in High School
- 5.9: Exploring Options to Pay for College

5.7 Calculating the Net Cost of College

Objectives

Educators will:

- Introduce students to the costs of college and calculating the net cost.
- Incorporate opportunities for students to investigate the process of financing and budgeting expenses (direct and indirect) for college.

Students will:

- Explore opportunities to investigate the process of financing and budgeting expenses (direct and indirect) for college.
- Consider and practice cost–benefit analysis to inform college selection decisions.
- Identify the net cost of attending college to inform decisions and budget plans.

Overview

The following activity ideas are intended to expose students to the overall costs of college. College costs vary from state to state and can vary significantly depending on a student's living arrangements. All colleges are required to have a net price calculator on their websites to assist prospective students with the cost of attendance. Educators can support planning for college financing by providing opportunities for students to learn about net cost and determine and consider the overall costs and benefits of higher education.

Materials/Set-Up

- Student Handout:
 - [5.7a: My Cost of Attending College](#)
- Visit the *College and Careers* webpage on MyAVID to explore related materials and resources.
 - Preview websites and resources designed to assist students with determining the net cost of college.
 - Consider accessing articles and resources that discuss the financial benefits of higher education.
- Pre-select colleges or provide an opportunity for students to select colleges of interest.
- Provide, or develop with students, a word bank of relevant academic language. Potential terms to include are:
 - net cost
 - cost–benefit analysis
 - full-time college student
 - part-time college student
 - tuition
 - required fees (registration, enrollment)

Questions to Inform Instruction

- What do students currently know about college finances?
- As educators, what do we currently know about college finances?
- How might we support and guide students with understanding, planning, and financing higher education?

Overarching Process

- Plan and integrate a variety of opportunities for students to explore the costs of college and determine options for financing college.
- Guide students with questions and activities that provide opportunities for collaboration and exploration to increase knowledge about the actual (direct and indirect) costs of financing higher education.
- Provide opportunities for students to reflect on learning to inform higher education decisions.

Levels of Instruction

After determining students' prior knowledge of this concept, choose the level of instruction that best matches where they are to reinforce current skills and enhance understanding.

Introductory



- In partners or small groups, assign or allow students to select a college to research.
- Engage students in a **Think–Pair–Share** to capture their prior knowledge concerning the costs associated with college.
- Encourage partners to share out their current thinking. Capture ideas that are shared for the whole group to review and discuss.
- Distribute Student Handout 5.7a: My Cost of Attending College and develop with students a list of potential costs associated with each category. The list might include:
 - Tuition and Fees
 - credit fee, enrollment fee, health fee, student activity fee
 - Room and Board
 - campus housing, meal plan, rent, security deposit
 - Books and Supplies
 - textbooks, course materials, computer, software, paper, pens, pencils
 - Estimated Personal Expenses
 - food
 - entertainment
 - clothing
 - laundry
 - social clubs, Greek affiliations
 - healthcare
 - Transportation
 - travel to/from home
 - parking fees
 - gas
 - vehicle maintenance
 - public transit pass

- Engage students in partner, small-group, or whole-group discussion about the items on the list. Facilitate discussions to ensure they provide context, clarify questions, and provide foundational knowledge of expenses included in the cost of attending college.
- Provide an opportunity for students to reflect and apply this introductory knowledge to next steps, goals, or plans for the finding the right social-, academic-, and financial-fit college. (See the [Advancing College Preparedness chapter](#) for more information on college selection.)



Intermediate

- Engage students in a **quickwrite** on the following prompt to gather prior knowledge and clarify current mindset related to higher education costs:
 - “Describe your current understanding of higher education costs and compare these costs to the benefits of higher education completion.”
- Discuss with students the common costs associated with pursuing higher education. Distribute [Student Handout 5.7a: My Cost of Attending College](#) and, as a whole group or in small groups, brainstorm costs associated with each larger category. (See Introductory level of instruction for ideas for each category.)
- Engage students in partner or small-group discussions around questions such as the following:
 - What costs were expected?
 - What costs were surprises?
 - How does this list tie into your life/career goals?
- Facilitate a whole-group discussion about learning to clarify points of confusion.
 - The goal is to give students a realistic picture of the cost of college. This information needs to be balanced with information about the many options available with respect to financial fit and financial aid. See the [Advancing College Preparedness chapter](#) for more information on selecting a college that is a good financial fit, and other activities in this chapter for more information about financial aid.
- Provide opportunities for students to reflect on this information and to refine any in-progress best-fit college selection plans or other life or career goals to incorporate this learning. (For more information about best-fit college and career selection, including financial fit, see the [Advancing College Preparedness](#) and the [Building Career Knowledge](#) chapters.)

Advanced



- Assign a relevant reading to students and have them work through it using the **critical reading process**.

- Plan for Reading/Establish a Purpose:
 - Recognize author's purpose
 - Connect to personal life/career goals
- Build Vocabulary:
 - Consider support resources or parallel processing activities that will frontload key vocabulary and support academic language development. These will depend on reading and language levels of students. (See the AVID Academic Language and Literacy webpage for additional support and resources.)
- Pre-Read:
 - Peruse the text (title, subtitles, organizational signals)
- Interact with the Text:



- First Read (create a **GIST** of the text)
- Second Read (mark the text)
- Third Read (develop text-dependent questions)

- Extend Beyond Text



- Conduct a **Socratic Seminar** to process the text.
- Provide opportunities for students to reflect on this information and to refine any in-progress best-fit college selection plans or other life or career goals to incorporate this learning. (For more information about best-fit college and career selection, including financial fit, see the [Advancing College Preparedness](#) and the [Building Career Knowledge](#) chapters.)



My Cost of Attending College

Name: _____ Project: _____

College: _____

Item	Average Annual Cost	Source of Information
Tuition and Fees		
Room and Board		
Books and Supplies		
Estimated Personal Expenses		
Transportation		
My Total Cost		

Adapted from Neumann, S., Lopez, H. (2012). *Preparing for college*. San Diego, CA: AVID Press.

5.8 Earning College Credit in High School

Objectives

Educators will:

- Introduce students to different opportunities to earn college credit in high school.
- Guide students in setting goals and making plans that include rigorous courses and college credit-earning opportunities.

Students will:

- Explore campus-, district-, or community-based opportunities to earn college credit in high school.
- Determine which courses or opportunities fit with their college goals and plans.
- Develop academic goals and plans that include rigorous courses and college credit-earning opportunities.

Overview

The following activity ideas are intended to introduce and encourage students to develop plans to take rigorous courses (such as AP®, IB®, or dual credit college courses) and potentially earn higher education credit in high school. Unfortunately, too many students need to take remedial courses or repeat courses in college, which can be costly setbacks. Educators can help students avoid such setbacks by guiding students to take courses of rigor now to prepare for the rigors of higher education. The potential to earn college credit makes this an even more beneficial opportunity to explore.

Materials/Set-Up

- Visit the *College and Careers* webpage on MyAVID to explore related materials and resources.
- Review rigorous, college credit-earning course offerings accessible to high school students on campus, in the district, and at local colleges/universities.
- Connect with colleagues and district/site specialists for additional resources and information for students.
- Intermediate Level of Instruction
- Prepare and provide **academic language scripts** to support academic language development during Lines of Communication.
- **Note:** Not all higher education institutions accept AP/IB courses as transfer credit regardless of exam scores. Ensure that students understand the goal of these courses is to experience courses of rigor and be prepared for college, and ultimately to graduate high school ready to enter college with no need for remedial coursework.

Academic language scripts are sentence starters that can be used in a variety of scenarios for a variety of purposes.

Questions to Inform Instruction

- What opportunities to earn college credit in high school exist for students?
- How many of our students are currently taking advantage of these opportunities?
- As educators, how might we incorporate discussions and resources into our instruction to promote and guide students to take courses of higher rigor that also provide opportunities for earning college credit.

Overarching Process

- Introduce, define, and highlight college credit, courses of rigor, and options/opportunities available to students.
- Provide opportunities for students to explore, identify, and apply/enroll in available options.
- Engage in interactive and reflective activities to gain awareness and knowledge concerning available options.
- Encourage reflection and development of plans/goals for courses or programs of interest.

Levels of Instruction

After determining students' prior knowledge of this concept, choose the level of instruction that best matches where they are to reinforce current skills and enhance understanding.

Introductory

- Introduce and define concepts relevant to earning college credit and courses of rigor. Establish a knowledge base about potential opportunities on campus, in the district, in the local community, or online to increase access to rigorous coursework and earning college credit. Examples include AP[®], IB[®], and dual credit college courses.
- In partners or small groups, engage students in discussion concerning the options. Potential discussion questions include:
 - What courses are interesting to you? Why?
 - What course offerings surprised you? Why?
 - Which courses would you like to learn more about?
 - Which courses provide dual credit?
 - Are there other programs or course options that can provide college credit?
- Provide opportunities for students to gather detailed information on courses of interest and develop goals and/or a plan to enroll.

Intermediate



- Initiate student thinking on the topic of different coursework opportunities through a quickwrite or discussion on the following:
 - “What are the advantages of enrolling in courses like AP®, IB®, and dual credit college courses?”
- Engage students in **Lines of Communication** to further develop thinking. Use the questions below (or other pre-developed questions) to guide conversation, and provide academic language scripts to support responses.
 - What AP® or IB® courses are available in our district?
 - What is dual credit and what courses offer it?
 - Are there other programs or course options that can provide college credit?
 - What costs/fees are associated with these course offerings?
- Provide opportunities for students to reflect on this information and to refine any in-progress best-fit college selection plans or other life or career goals to incorporate this learning. (For more information about best-fit college and career selection, see the [Advancing College Preparedness](#) and the [Building Career Knowledge](#) chapters.)

Advanced



- Prompt student thinking with a **Think–Pair–Share** on the following topic:
 - “What courses have you taken/will you take that provide opportunities for earning college credit?”
- Engage students in **Numbered Heads Together** or **Philosophical Chairs** activity on the benefits of earning college credit while in high school. Either of the following concepts could be developed into questions for Numbered Heads or a central statement for Philosophical Chairs:
 - AP/IB/Cambridge Courses and Exams: Cost–Benefit
 - Dual Credit Courses: Risks and Rewards
- Provide students time to reflect on the discussion and incorporate their new knowledge into a plan or life/college/career goals.
- Provide opportunities for students to reflect on this information and to refine any in-progress best-fit college selection plans or other life or career goals to incorporate this learning. (For more information about best-fit college and career selection, see the [Advancing College Preparedness](#) and the [Building Career Knowledge](#) chapters.)

5.9 Exploring Options to Pay for College

Objectives

Educators will:

- Introduce and define options (traditional and non-traditional) that reduce, offset, or cover some costs of higher education.
- Guide exploration of options and provide opportunities for students to investigate and identify options to match their academic, financial, and social fit goals.

Students will:

- Explore resources and gather information about a variety of options available (traditional and non-traditional) to reduce, offset, or cover some costs of higher education.
- Determine the benefits and challenges of options and identify options that match individual academic, financial, and social fit goals.

Overview

The following activity ideas are intended to guide exploration and dispel myths around options that fund or otherwise reduce the out-of-pocket expense of higher education. These include traditional options like working while attending college, and less commonly explored options like athletic scholarships, military service, and loan forgiveness and cancellation programs tied to certain work or service after college. Some students may be counting on options, such as working or athletic scholarships, without being well informed about relevant challenges. Others may not be aware of options that align well with their post-college plans. Educators can guide students to explore information and analyze challenges and benefits about various options.

Materials/Set-Up

- Visit the *College and Careers* webpage on MyAVID to explore related materials and resources.
- Gather information and resources concerning “cost-saving” options, such as:
 - Service academies (e.g., U.S. Air Force Academy)
 - Reserve Officer Training Corps
 - Armed Forces
 - NCAA Athletics
 - Work–Study/Campus Job
 - Peace Corps
 - AmeriCorps
 - Federal student loan forgiveness, cancellation, and discharge
 - Tuition reduction programs
- Ensure access to computers with internet access.
- Invite speakers to visit and inform students about the challenges and benefits of cost-saving opportunities (e.g., athletic scholarships, loan forgiveness programs, externships, internships, work–study programs) for students.

Questions to Inform Instruction

- What do students currently know about being employed while attending school?
- As educators, how might we introduce, guide, and provide resources to students concerning the variety of cost-saving options available?
- What resources are available to inform students of opportunities?

Overarching Process

- Introduce and define student employment and other cost-saving opportunities.
- Provide opportunities for students to explore websites and resources to gain information about student employment and cost-saving opportunities.
- Engage in discussions and activities to establish a relevant knowledge base and broaden perspective in support of informed decision-making.

Levels of Instruction

After determining students' prior knowledge of this concept, choose the level of instruction that best matches where they are to reinforce current skills and enhance understanding.

Introductory

- Provide, or develop with students, a word bank of potential cost-saving opportunities. (See Materials/Set-Up for more information.)
- Working in partners or small groups, provide time for students to develop authentic definitions for one to two assigned or chosen options.
- Consider inviting guest speakers or career/guidance counselors from colleges to speak to students concerning employment and other funding opportunities.

Intermediate



- Engage students in a **quickwrite** and discussion with the following prompt:
 - “List the benefits and challenges to working while attending school.”
- Guide students to resources and provide time for them to either:
 - Research more deeply the benefits and challenges associated with working while attending school
 - Research employment opportunities available on campus (work–study, campus jobs) or in the community of the college(s) they are considering attending

- Encourage students to determine how these opportunities align with things like their intended major and other interests.
- Have students develop a list of their top five potential employment options.
- Working in small groups, students share out their lists and discuss their reasoning and rationale for their opportunities of interest.
- Encourage students to share their lists with family members or adults of importance to students to assist with their final decision making.

Advanced

- Guide students to explore other cost-saving options, such as athletic scholarships, military service, and federal loan forgiveness programs.
- As they explore resources, offer opportunities for discussion around questions such as:
 - What are the pros and cons of service academies, ROTC, and joining the armed forces?
 - What are federal loan forgiveness programs, and how do they work?
 - Is an athletic scholarship an option?
- Engage students in reflection and debrief of discussions to provide clarification and additional information.
- Encourage students to summarize learning in writing to share with family members or adults of importance to the student to assist with final decisions.

Financial Aid

Every year, millions of students begin exploring the options available to them to finance their higher education. There are several forms of financial aid available (grants, loans, scholarships, etc.), and the earlier students begin to develop an understanding of them, along with the analytical skills to be informed consumers, the better off they will be when it comes time to decide on options. In many cases, the informational resources that accompany these options, such as the FAFSA informational resources, have been refined in response to decades of feedback and are excellent places to turn to gain knowledge. Educators can bring students to these resources early to support developing students' knowledge and analytical skill. They can also guide students at the point when they need to research and apply for these options during the college application process.

This section presents activities that explore many financial aid options available to them. Early exploration is incorporated, as well as guidance and support during actual application processes. With this knowledge and support, students are empowered to access the best options for financing their higher education.

Section Outline

- 5.10: The Language of Financial Aid
 - 5.10a: Financial Aid Terms and Definitions
- 5.11: Financial Aid Myths and Realities
 - 5.11a: Financial Aid Myths and Realities
- 5.12: Completing the FAFSA®
- 5.13: Finding College Scholarships
 - 5.13a: Scholarship Search
- 5.14: Understanding Student Loans

5.10 The Language of Financial Aid

Objectives

Educators will:

- Model and integrate academic language and content-specific vocabulary of financial aid throughout the course or academic year.
- Create opportunities for students to engage in conversations that require the use of academic language and content-specific vocabulary of financial aid.

Students will:

- Engage in activities designed to incorporate content-specific vocabulary of financial aid.
- Learn and effectively use content-specific vocabulary in conversations to increase knowledge and experience with language prior to submitting for and accessing financial aid.

Overview

The following activity ideas are intended to initiate exploration of the concepts and language of financial aid through discussion and internet research. Educators can begin preparing students for the financial aid process early by guiding them through opportunities to learn the language of financial aid and integrating it into instruction.

Materials/Set-Up

- Educator Resource:
 - [5.10a: Financial Aid Terms and Definitions](#)
- Visit the *College and Careers* webpage on MyAVID to explore related materials and resources.
- Ensure access to computers with internet access.
- Using [Educator Resource 5.10a](#), prepare multiple sets of terms and definitions for matching activities:
 - Make sufficient copies of Educator Resource 5.10a (one set per group of four students)
 - Cut terms and definitions to separate
 - Optionally, place each set of terms and definitions into a paper bag (Introductory and Intermediate Levels only)
 - Place a glue stick in the bag (Introductory Level only)

Questions to Inform Instruction

- What do students currently know about financial aid?
- As educators, how do we currently support students to understand financial aid as a general concept and as highly detailed and specific information?
- How do we currently present synthesized information to families and develop the communication and feedback cycle related to financial aid?

Academic conversations provide opportunities for students to interact with, add to, and deepen their understanding of language.

Overarching Process

- Expose students to content-specific vocabulary of financial aid, using select terms from [Educator Resource 5.10a: Financial Aid Terms and Definitions](#).
- Engage students in **academic conversations** around financial aid.
- Students work with what they have learned about financial aid to consider its relevance to them and their family.

Levels of Instruction

After determining students' prior knowledge of this concept, choose the level of instruction that best matches where they are to reinforce current skills and enhance understanding.

Introductory

- Refer to [Educator Resource 5.10a: Financial Aid Terms and Definitions](#) and select terms that are aligned with students' prior knowledge to review and introduce new terms.
- Prepare sets of terms and definitions for use in a matching activity. (See Materials/Set-Up for more information.)
- Arrange students in groups of four, number off 1–4, and distribute one set of terms/definitions to each group.
- Students work to match definitions to terms.
- After students have identified a match, groups use the glue sticks to paste the term and definition onto a blank sheet of paper.
- Have groups discuss the terms and how learning the definitions may have cleared up misconceptions and/or how the concepts might apply to them.



- Using **Numbered Heads Together**, facilitate a group share out of how these financial aid terms apply to students.
- Spark conversation with questions such as:
 - Which terms did you know prior to this activity?
 - Which terms did you not know prior to this activity?
 - How might knowing the definitions of these terms assist you with the financial aid process?

Intermediate

- Refer to [Educator Resource 5.10a: Financial Aid Terms and Definitions](#) and select terms that are aligned with students' prior knowledge to create a balance of review and new terms.
- Prepare sets of terms and definitions for use in a vocabulary activity. (See Materials/Set-Up for more information.)
- Divide students into teams (student selected or pre-determined), and distribute one bag of terms/definitions to each group.



- Using **List-Group-Label**, have students process the terms and their meanings by:
 - Listing any additional relevant terms they know or have heard of
 - Discussing how the terms are related to one another and arranging into groups
 - Labeling the groups they created

- Ask students to share the group labels and compare and discuss how different teams grouped and labeled their terms.
- Optionally, provide students time to do internet research into new terms they listed but do not know much about, or any other terms.
- Facilitate a whole group debrief about how these terms apply to students.

Advanced

- Refer to [Educator Resource 5.10a: Financial Aid Terms and Definitions](#) and select terms that are aligned with students' prior knowledge to focus on new terms.
 - Prepare sets of terms and definitions for use in a vocabulary activity. (See Materials/Set-Up for more information. For the Advanced level, terms do not need to be placed in a bag.)
- With students working in partners or individually, distribute one key term to each student
- Instruct each student or pair to create a **One-Pager** for their term which includes:
 - Term
 - Definition of the term in their own words
 - Non-linguistic representation of the term
 - Related terms
 - Examples of their term
- Optionally, allow students to use the internet to research examples and other important points relevant to this term.
- Have each student/pair present their One-Pager, and then post them around the classroom as an interactive **word wall**.



A **word wall** is a dynamic space in the classroom where students can display and reference academic vocabulary from the content and/or current unit of study.

Financial Aid Terms and Definitions

<p>Award Letter</p>	<p>A letter from the college Financial Aid Office to the student listing all financial aid awarded to the student. Award letters vary among institutions, but they generally list the expected family contribution, cost of attendance, and the terms of the aid awarded.</p>
<p>Cost of Attendance</p>	<p>The student's cost of attendance includes tuition, fees, and a standard allocation designed to cover reasonable living expenses while attending school. The cost of attendance is determined by the school using guidelines established by federal regulations.</p>
<p>Default</p>	<p>This term applies to loans. It is the failure to repay a student loan according to the terms of the loan. If you default, your school, the organization that holds your loan, the state, and the federal government can all take action to recover the money, including notifying national credit bureaus of your default.</p>
<p>Expected Family Contribution (EFC)</p>	<p>The total amount students and their families are expected to pay toward college costs. This is determined from family and student income and assets for the prior year. The amount is derived from a need analysis of the family's financial circumstances.</p>
<p>FAFSA®</p>	<p>The <i>Free Application for Federal Student Aid</i> (FAFSA) determines a student's financial aid. Get info and apply online at www.fafsa.gov.</p>
<p>Federal Pell Grant</p>	<p>A federal grant for undergraduate students with financial need.</p>
<p>Federal Perkins Loan</p>	<p>A federal student loan, made by the recipient's school, for undergraduate and graduate students who demonstrate financial need.</p>
<p>Financial Aid Package</p>	<p>The total financial aid a student receives. Federal and non-federal aid, such as grants, loans, work-study, and scholarships, are combined in a "package" to help meet the student's need.</p>
<p>Financial Need</p>	<p>The amount by which your family's contribution falls short of covering your college expenses. It is determined by subtracting the expected family contribution (EFC) from the total cost of attendance.</p>
<p>Gift Aid</p>	<p>Financial aid that does not have to be paid back, such as scholarships and grants</p>

Grant	A type of financial aid award based on need or merit that does not require repayment
Interest	A fee charged when you take out a loan. Interest is calculated as a percentage of the principal loan amount. The rate may be constant throughout the life of the loan (fixed rate) or it may change at specified times (variable rate).
Loan	Borrowed money that must be repaid with interest. Can be either a private loan made by a lender such as a bank, credit union, state agency, or school, or a federal loan funded by the federal government
Merit-Based Aid	Financial aid that is awarded based on a student's academic, leadership, or artistic skill or ability, or some other criteria. Merit-based aid may consider a student's grades, test scores, special talents, or extracurricular activities to determine eligibility.
Need-Based Financial Aid	Financial aid that is awarded based on a student's financial circumstance. Need-based aid can be awarded in the form of grants, loans, or work-study.
Net Price	An estimate of the actual cost that a student and family need to pay in a given year to cover education expenses for the student to attend a particular school. Net price is determined by taking the institution's cost of attendance and subtracting any grants and scholarships for which the student may be eligible.
Net Price Calculator	A tool that allows current and prospective students, families, and other consumers to estimate the net price of attending a particular college or career school.
Room and Board	An allowance for the cost of housing and food while attending college or career school.
Scholarship	Money awarded to students based on academic or other achievements to help pay for education expenses. Scholarships generally do not have to be repaid.
Work-Study	A federal student aid program that provides an opportunity for a student to work part-time and attend college. Work-study is designed to help students fund their education expenses.

For additional terms, see the Federal Student Aid Glossary (<https://studentaid.ed.gov/sa/glossary>).

5.11 Financial Aid Myths and Realities

Objectives

Educators will:

- Discuss and dispel myths related to financial aid in support of students' understanding of financial aid.
- Provide opportunities for students to gain understanding of common myths and financial aid realities in order to increase student success within the financial aid process.

Students will:

- Develop an understanding of common myths and realities related to financial aid.
- Engage in activities that increase their ability to dispel common myths and focus on realities related to the financial aid process.

Overview

The following activity ideas are intended to clarify the realities and the misconceptions surrounding the financial aid process. Educators can support students' success with the financial aid process by dispelling the myths and focusing on the realities of financial aid.

Materials/Set-Up

- Educator Resource:
 - [5.11a: Financial Aid Myths and Realities](#)
- Visit the *College and Careers* webpage on MyAVID to explore related materials and resources.
- Using [Educator Resource 5.11a](#), prepare a set of myths for a discussion activity (Intermediate Level only):
 - Cut a copy of Educator Resource 5.11a so that each myth is on its own strip of paper.
 - Fold each strip of paper in half and place it in a bag or another container

Questions to Inform Instruction

- How do students currently view the financial aid process?
- How accurate are students' beliefs about the financial aid process?
- How might we dismiss financial aid myths and support our students to better understand the financial aid process?

Overarching Process

- Introduce students to common myths associated with financing college and the financial aid process.
- Support students in dispelling common myths, as well as any other myths they may have concerning college.
- Support students in understanding that college can be a financial reality for them, no matter their financial background.

Levels of Instruction

After determining students' prior knowledge of this concept, choose the level of instruction that best matches where they are to reinforce current skills and enhance understanding.

Introductory



- Refer to [Educator Resource 5.11a: Financial Aid Myths and Realities](#).
- Introduce two to three of the myths each day by engaging students in a **quickwrite**, prompting students to agree or disagree with the statements. For example:
 - Please respond “agree” or “disagree” to the following statements, and explain why.
 - The college with the lowest price will be the most affordable.
 - My dream college is a private school. My family can't afford the tuition.
- After the quickwrite, read the related “Reality” to dispel these myths.
- Engage students in a class discussion related to common financial aid myths selected and the resources, guidance, and support available to them on campus or in the community.

Intermediate

- Prepare a set of myths for random selection. (Refer to [Educator Resource 5.11a: Financial Aid Myths and Realities](#) and Materials/Set-Up for more information.)
- Group or pair students and allow groups to select one myth from the container. In their small groups or pairs, students discuss why this statement is a myth.
- After student discussions, have groups/pairs read their myth out loud to the whole group.
- Provide the “Reality” to dispel the myth with the whole group.
- Engage students in conversation concerning the importance of confirming the factual accuracy of information and assumptions as they are applying and working through the financial aid process.

Advanced

- Refer to [Educator Resource 5.11a: Financial Aid Myths and Realities](#) and select myths that are most relevant to students.
- Engage students in a “sped up” version of **Philosophical Chairs**:
 - Present one of the selected myths to students as the central statement, and allow them to choose sides (agree or disagree).
 - Each side gets 2 minutes to plan an opening statement.
 - Each side is then allowed to present their opening statement and the other side is allowed to offer one response.
 - Each side is allowed one rebuttal to the other side's response.
 - After a quick (5 minutes or less) discussion, present the next myth/central statement and continue.
 - **Note:** The exact number of responses is not critical. The idea is to facilitate a quick Philosophical Chairs activity that lasts 5 minutes or less per central statement.
- Close with a whole group discussion focusing on the realities and incorporating resources, staff, and community connections that support students with the financial aid process.

Financial Aid Myths and Realities

Myth #1: I can't afford college at all, let alone the college of my dreams.

Reality: When students and parents see the tuition price, the cost of living in the dorms, and the price of textbooks they get “sticker shock.” Paying for college is the largest single investment many families make. Two out of three students get at least some financial aid to help make college more affordable (The College Board, 2016). Students can receive a combination of grants, loans, scholarships, or work-study jobs to help reduce the cost of college.

Myth #2: My dream college is a private school. My family can't afford the tuition.

Reality: Don't rule out the college of your dreams just because of the cost. If a college has higher tuition and expenses, students often get more financial aid to help cover the extra cost. For example, in 2004 Harvard University began the Harvard Financial Aid Initiative. Currently, families that earn less than \$65,000 per year will not be expected to contribute to college costs (i.e., their expected family contribution is \$0).

Myth #3: Only students who are very poor, very smart, or uncommonly talented qualify for financial aid.

Reality: Financial aid comes in many forms—grants and scholarships, which don't have to be repaid, and loans, which do have to be repaid. There is need-based aid for students who come from lower income families and merit-based aid for students who excel in athletics, drama, debate, instrumental music, community service, and many other areas.

Myth #4: The college with the lowest price will be the most affordable.

Reality: Not necessarily! Some of the more expensive colleges have raised significant amounts of money for scholarships from their alumni and friends. As a result, they have more money to give to students in the form of scholarships, which reduces the “sticker price.” If a student qualifies for need-based aid, they may receive more financial aid at the more expensive school, thus reducing the final cost.

Myth #5: I can get more scholarships or financial aid for college by paying someone to search for me.

Reality: Beware of any group or individual that guarantees a scholarship or financial aid if you pay a fee. These groups utilize high pressure tactics to get parents to pay for a service they don't need. There are many very good, free scholarship and financial aid sources.

Myth #6: I'm expecting to receive a lot of scholarships, so I don't need to apply for aid.

Reality: Apply for all types of aid: scholarships, grants, work-study opportunities, and loans. If your final tab after paying tuition, fees, books, room and board, computer, etc., is completely covered by your scholarships, you can turn down the other aid. Also, in the unlikely event that you need to switch schools unexpectedly, you've already secured some aid towards your potential new school.

Myth #7: Only students with good grades get financial aid.

Reality: A high grade point average will help a student get into a good school and may help with academic scholarships, but most federal financial aid programs do not take a student's grades into consideration. As long as you maintain satisfactory academic progress in college, federal financial aid will be there to help you (Office of Federal Student Aid, 2016).

Myth #8: I can wait until I get accepted to a college before worrying about financial aid.

Reality: Most financial aid is distributed on a first-come, first-served basis. Planning should start junior year for what sources of financial aid you will apply to. There are some scholarships that are available to juniors, so starting early may mean more money for college.

Myth #9: I want to go to college, but my parents don't have the money, and I can't afford to take out loans to pay for college.

Reality: Almost all students today can get low-interest education loans to help them pay for college, and education loans typically don't have to be paid back until a student is out of school. In the long run, the financial value of having a college degree outweighs the cost.

Myth #10: There is no money for college.

Reality: Total annual financial aid available to students is approaching \$200 billion. This includes the entire spectrum of aid, such as grants, scholarships, work-study, low-interest and government-subsidized loans. However, students must apply for the different types of financial aid, meet the requirements, and meet the timelines.

Myth #11: My parents make too much money to qualify for any aid.

Reality: This is the biggest myth of all and the most dangerous. There are no income limitations on aid. While a family with significant income may not be eligible for need-based aid, there are dozens of strategies available to lower the cost of college. Always submit the FAFSA to see what you qualify for. There may be family circumstances that increase your chances of getting some aid, including number of family members in college, household size, age of older parent, etc.

Myth #12: The process of applying for financial aid is too complicated.

Reality: For many schools, the only step involved in applying for financial aid is to fill out the FAFSA. There are detailed instructions for every question, as well as online help.

Adapted from Neumann, S., Lopez, H. (2012). *Preparing for college*. San Diego, CA: AVID Press.

5.12 Completing the FAFSA®

Objectives

Educators will:

- Introduce, explain, and model completion of the *Free Application for Federal Student Aid* (FAFSA).
- Guide students to prepare to complete and submit the FAFSA.

Students will:

- Learn about the FAFSA and develop an action to complete it.
- Complete and submit the FAFSA.

Overview

The following activity ideas are intended to introduce students to the *Free Application for Federal Student Aid* (FAFSA) and guide and support completion. Educators can introduce the FAFSA, explain complex aspects of the process, and help students establishing a FAFSA account. They can also guide students to create clear plans to complete the FAFSA, and ultimately support actual completion. The FAFSA resources online are highly instructive, and educators should rely upon them for clear guidance.

Materials/Set-Up

- Visit the *College and Careers* webpage on MyAVID to explore related materials and resources.
- Review online and on-campus resources related to the FAFSA, noting:
 - Deadlines
 - Websites that support students with the FAFSA and larger financial aid process
 - Colleagues who specialize in the FAFSA and can guide and support the class
- Ensure access to computers with internet access.
- Introductory Level of Instruction:
 - Select colleges of interest for students and determine where to find cost of attendance information for these colleges
- Provide, or develop with students, a word bank of relevant academic language. Potential terms to include are:
 - Cost of Attendance (COA)
 - Expected Family Contribution (EFC)
 - Financial Aid
 - Financial Aid Package

Questions to Inform Instruction

- What do students currently know about the FAFSA?
- As educators, what do we know about the FAFSA?
- How might we support students with completing the FAFSA?
- How might we ensure families have and understand information about what their student needs to complete and submit the FAFSA?

Overarching Process

- Introduce and define key terms that will support completing the FAFSA.
- Support students' understanding of the importance of the FAFSA.
- Guide students' in the steps required to complete and submit the FAFSA.

Levels of Instruction

After determining students' prior knowledge of this concept, choose the level of instruction that best matches where they are to reinforce current skills and enhance understanding.

Introductory

- Using a predetermined college as a model, provide the cost of attendance (COA) to students.
- Facilitate exploration of the COA (Where is this information found? What does it mean?) and clarify questions students' may have about what is included in the total cost of attendance.
- Survey students' current thinking around this COA with the following questions:
 - Do you think this is a large or small amount of money?
 - How do you think this COA influences your ability to go to this college?
 - Why do you feel this way?
- Explain that the COA is the cost students will certainly pay if they do not complete the FAFSA.
- Introduce and define the FAFSA and explain the process and outcomes:
 - Calculates the expected family contribution (EFC)
 - Calculates financial need
 - $COA - EFC = \text{Financial need}$
 - Helps determine total financial aid package (which is a combination of scholarships, grants, loans, etc.)
- Engage students in group discussion about the importance of submitting the FAFSA, and consider revisiting [5.11a: Financial Aid Myths and Realities](#).

Intermediate

- Engage students in exploration of the FAFSA website (fafsa.gov).
- Guide students through the website, noting and ensuring understanding of:
 - Overall layout
 - Important deadlines
 - Key announcements
- Engage students in developing a to-do list of the steps they need to complete to submit the FAFSA. Consider having students backwards map these steps in their planners. (See [2.7: Organizing Time Long-Term Using Backwards Mapping for more information.](#))
- Remind students that they will complete the FAFSA each year during college.

Advanced

- This level of instruction should be implemented during the FAFSA application period with students who are completing/will complete the FAFSA.
 - As needed, students (and parents) create a Federal Student Aid ID (FSA ID).
 - Engage students in developing a checklist of information they may need to gather from their families.
 - Develop an expected timeline of submission and hold students accountable to that submission date.
 - Facilitate the process of students' preparing, completing, and submitting the FAFSA.
 - Remind students to complete the FAFSA every year of their college attendance.

5.13 Finding College Scholarships

Objectives

Educators will:

- Guide students to develop research and evaluation skills to determine scholarship opportunities of value to them.
- Provide opportunities for students to identify and evaluate scholarship offerings and determine those for which they will apply.

Students will:

- Understand scholarships and the role they play in college financing.
- Research and evaluate scholarship offerings to identify opportunities for which they will apply.
- Develop a list of websites to support them in the college scholarship application process.

Overview

The following activity ideas are intended to develop students' knowledge of the concept, risks, and process of scholarships. Scholarships can be a valuable source of college funding, but students need to know how to apply for them, and how to be savvy consumers, to identify legitimate and potentially beneficial offerings for which to apply.

Materials/Set-Up

- Student Handout:
 - [5.13a: Scholarship Search](#)
- Visit the *College and Careers* webpage on MyAVID to explore related materials and resources.
- Ensure access to computers with internet access.
- Preview scholarship webpages of most relevance to your students and be ready to explain and discuss content.
- Invite faculty or community representatives to discuss scholarship opportunities and processes with students.

Questions to Inform Instruction

- What do students currently know about scholarships?
- As educators, how might we support students with attaining scholarships?
- How might we support and guide students with the application process for scholarships?

Overarching Process

- Develop students' understanding of the concept of scholarships.
- Offer select websites as a starting point, and guide students through internet research and evaluation to identify legitimate and valuable scholarship opportunities.
- Ensure students have the opportunity to personalize their learning in ways relevant to scholarships for which they may apply.

Levels of Instruction

After determining students' prior knowledge of this concept, choose the level of instruction that best matches where they are to reinforce current skills and enhance understanding.

Introductory



- Have students create **KWLA** charts:
 - Divide a piece paper into 4 equal columns and then label the columns K, W, L, and then A.
- Ask students to work independently to write what they know about college scholarships in the K column.
- Ask students to write in the W column what they want to know about college scholarships.
- Facilitate a discussion about scholarships. Ask students to share some of the items they wrote in their W column. At every opportunity that arises, provide an answer and have students write this new information in the L column of their KWLA charts. (Consider providing time for students to research online to address any topics/questions that remain unanswered after the discussion.)
- Once most of the questions have been addressed, have students work independently to complete the A column by writing how they will apply their knowledge about college scholarships.

K _{now}	W _{ant to Know}	L _{earned}	A _{pply}

Intermediate

- As a class, identify a local or national scholarship website or application.
- Facilitate application completion and support students as they create any associated essays, résumés, and letters of recommendation. (See the Advancing College Preparedness chapter for more information.)
- If applicable, support students in submitting their completed application.
- Debrief the process by facilitating a reflective discussion with prompting questions such as:
 - “What was most difficult about completing the scholarship application?”
 - “What did you learn by completing this scholarship application?”

Advanced

This level of instruction should be implemented during the college application period with students who are completing college applications.

- Support students in creating an **organizational tool** and **system** (such as a system that uses a “college crate”) that supports identifying and prioritizing scholarships for which they are eligible, gathering the related information, and meeting submission timelines. (See the Organizing Time and Materials chapter for more information.)
- Provide time and support for students to register on a scholarship pairing website. (Your school may have a commercial service for scholarship matching.)
- Have students research at least two scholarships and complete [Student Handout 5.13a: Scholarship Search](#) for each. They may find that they do not qualify for the scholarship, but this activity will give them an idea of requirements.
- Students can also begin developing a plan for information they need to add to their college crate to be prepared for future scholarship applications. Allow for a sharing opportunity.

A “**college crate**” is an organizational tool, such as a dedicated crate, binder, or portfolio, used with a system for collecting and organizing college information.



Scholarship Search

Name: _____ Date: _____

Name of scholarship: _____

Sponsoring organization: _____

Due date: _____ Award amount: _____

Requirements of Scholarship

What requirements must be met to apply for the scholarship? Each organization sets its own requirements. Put "N/A" if the requirement listed below is not part of the scholarship requirements.

GPA? Test scores? _____ Grade level? _____

Geographic (where you live)? _____ Religion? _____

Class rank? _____ Ethnicity? _____

U.S. citizen? _____ Sports? _____ Gender? _____

Must attend a particular college? _____ Special talent? _____

Specific to a major? _____ Parent's employer? _____

List other requirements not included above:

Will you apply for this scholarship? Explain your reasons:

Adapted from Neumann, S., Lopez, H. (2012). *Preparing for college*. San Diego, CA: AVID Press.

5.14 Understanding Student Loans

Objectives

Educators will:

- Lead students in discussions about concepts related to student loans and the process of loan applications.
- Supervise and assist students as they conduct research on loan options.

Students will:

- Learn key concepts and processes of student loan applications.
- Apply knowledge to identify options appropriate to personal circumstances.

Overview

The following activity ideas are intended to guide students to understand the risks and benefits of student loans as they complete and submit the *Free Application for Federal Student Aid* (FAFSA®). Loans will likely be a necessary part of most students' financial aid packages, but they entail a great deal of responsibility for which students may or may not be prepared. To apply for a federal student loan, students must complete and submit the FAFSA. Based on the results of their FAFSA, their college or career school will send them a financial aid offer, which may include federal student loans, and then instruct them on how to accept all or a part of the loan.

Materials/Set-Up

- Visit the *College and Careers* webpage on MyAVID to explore related materials and resources.
- Ensure access to computers with internet access.
- Invite faculty with expertise to present to the class about the student loan process.

Questions to Inform Instruction

- What do students currently know about student loans?
- As educators, what do we currently know about student loans?
- How might we guide student thinking about the benefits and challenges of student loans?
- How might we support students with personal finance discussions in the classroom?

Overarching Process

- Engage students in understanding key considerations related to student loans, such as:
 - Loans must be repaid, and serious legal consequences result with default.
 - Student loans can be viewed as an investment in yourself and your future. Just like an investment, there are associated risks that must be understood to ensure an informed decision-making process.
 - Programs exist to help pay back or forgive loans. Learn about them.
- Provide opportunities for students to learn about the types of loans available and the differences between available loans.

Levels of Instruction

After determining students' prior knowledge of this concept, choose the level of instruction that best matches where they are to reinforce current skills and enhance understanding.

Introductory

- Revisit or initiate discussions about paying for college, highlighting the fact that, unlike minor expenses, higher education is a “purchase” that must be financed. Introduce students to the concepts related to paying for college.
- Revisit, define, and assist students with developing authentic definitions surrounding financial aid options, such as:
 - Work–Study
 - Scholarships
 - Grants
 - Loans
- Ensure students understand that loans are the only form of financial aid that always requires students to repay the money they received.
- Provide opportunities for students to explore websites to research student loan options.

Intermediate

- Revisit discussions about student loans, and clarify points of confusion.
- Guide students to research federal student loan programs:
 - Federal Perkins Loan Program
 - William D. Ford Federal Direct Loan Program
- Incorporate a written assignment in which students showcase the information they discovered and apply it to their own college application process.

Advanced

- As a class, in small groups, or independently, review and discuss the following terms/concepts as they relate to loans:
 - Subsidized vs. unsubsidized:
Subsidized loans are essentially interest-free until you finish school OR are not a full-time student for six months. Unsubsidized loans accrue interest while you are in school, even though you do not start paying them back until six months after you are out of school, finished or not.
 - Loan forgiveness and repayment programs:
There are programs that will repay or forgive a percentage of a student's loan after a specific work commitment has been completed. Students often must work in a specific field or job in an underserved area of the country. Examples include:
 - Teacher Loan Forgiveness
 - Public Loan Forgiveness
 - For more information, see studentaid.ed.gov.
- As a class, in small groups, or independently, students research answers to the following questions:
 - What types of student loans (federal or private) are available?
 - Are these options subsidized or unsubsidized?
 - What loan forgiveness and repayment programs are out there?
 - What are the pros and cons of participating in a loan forgiveness and repayment program?
 - Engage students in whole group discussion and clarify points of confusion or provide additional information as needed or applicable.

Supporting Financial Literacy Schoolwide

The elements of financial literacy described and developed in this chapter are a core component of fulfilling the AVID mission statement of preparing all students for college readiness and success. Not only is it imperative for teachers to support financial literacy within their classroom, it is just as important that the culture of the school promotes financial literacy schoolwide.

Section Outline

- Schoolwide Suggestions
- The AVID Site Team's Role
 - AVID Schoolwide Strategy Planning Guide: Promoting Financial Literacy (Example)
- The Family's Role

Schoolwide Suggestions

AVID is schoolwide when a strong AVID system transforms the instruction, systems, leadership, and culture of a school, ensuring college readiness for all AVID Elective students and improved academic performance for all students based on increased opportunities.

The suggestions below are intended to spark ideas for how an AVID site could promote and support financial literacy schoolwide.

Instruction

The more educators schoolwide intentionally and consistently integrate into their instruction language and activities related to financial literacy, the more students will internalize the knowledge and exercise the relevant skills.

Efforts to integrate financial literacy into instruction schoolwide could look like:

- Engaging in discussions about personal finance appropriate to the level of the students
- Supporting the completion of scholarship applications, including essays, within content classes
- Utilizing the activities from this chapter

Systems

As educators begin to integrate financial literacy into their instruction, they should also begin conversations around systems that can be used to align expectations and support across the school.

Efforts to develop aligned systems could look like:

- Providing schoolwide seminars on college financing, such as FAFSA Nights
- Providing opportunities for students to earn college credit, such as dual credit and AP coursework
- Providing courses on finances and financial literacy

Leadership

Schoolwide leadership, especially from the principal and a representative leadership team, should seek to establish a mission and vision that aligns with AVID's mission and vision for financial literacy.

Efforts in this domain could look like:

- Utilizing the AVID Site Team to support the implementation of instruction, systems, and culture development activities
- Ensuring that the faculty understands the connections between financial literacy and college and career readiness

Culture

As instruction, systems, and leadership align, schools should strive to develop a culture that promotes financial literacy.

Efforts to transform school culture could look like:

- Providing awareness throughout the school of the myths and realities about college finances (See [5.11: Financial Aid Myths and Realities for more information.](#))
- Hosting family workshops related to supporting financial literacy at home (See [The Family's Role for more information on working with families.](#))

The AVID Site Team's Role

The AVID Site Team is one of the key leadership elements in advocating for high expectations schoolwide related to financial literacy. This team is charged with working together to close the achievement gap and support financial literacy, especially as it relates to college readiness, for all students across the site.

The suggestions below are intended to spark ideas for how the AVID Site Team could support financial literacy schoolwide.

Instruction

- Ensure that AVID Site Team teachers' classrooms are model classrooms for instruction related to financial literacy. Consider inviting other faculty members in to observe lessons focused on financial literacy.
- Involve AVID Site Team counselors and administrators in supporting the implementation of instruction related to financial literacy, such as:
 - Providing model lessons
 - Observing lessons and providing feedback
 - Clarifying how schoolwide AVID instructional strategies connect with and support financial literacy

Systems

- Ensure that all college awareness efforts throughout the campus also include a financial literacy component.

Leadership

- Use the AVID Schoolwide Strategy Planning Guide as a framework to discuss and plan support for the schoolwide development of financial literacy. [[See AVID Schoolwide Strategy Planning Guide: Promoting Financial Literacy \(Example\)](#) for ideas about how the resource could be used.]

Culture

- Support financial literacy visibility throughout the school.
- Display posters helping students understand that going to college is an option, no matter their financial background.
- Lead family engagement efforts related to supporting financial literacy at home. ([See The Family's Role for more information on working with families.](#))



AVID Schoolwide Strategy Planning Guide: Promoting Financial Literacy (Example)

This is an example of the AVID Schoolwide Strategy Planning Guide as it might be used related to financial literacy. A copy of this template is available in the introduction, as well as on the *College and Careers* webpage on MyAVID.

1. What strategy will we intentionally implement? Why?

We will implement a schoolwide initiative to dispel myths that students may have around financial aid. Many of our students come from low socio-economic backgrounds and think that it is impossible for them to afford college. When they believe that college is not an option, it affects the way they view all of their academic life. We hope to dispel some of those myths so that students believe that college can be a realistic option for them long term and also invest more in academics in the short term.

2. Who will implement this strategy on the campus? (Educator, Team, Department, Grade Level, Campus)

The AVID Site Team, working with the AVID Club, will be primarily responsible for the creation and dissemination of the materials.

3. Will the strategy be scaffolded? If so, how?

No.

4. How will the participants (i.e., educators and students) be trained?

The AVID Site Team, and especially the AVID Elective teachers and AVID counselors, will design the unit and provide professional learning to the faculty. Advisory teachers will be responsible for leading the activities within their advisory period classes.

5. What resources are needed?

We will utilize the information from 5.11: Financial Aid Myths and Realities as the basis for the content. We will choose the 5-7 misconceptions that are most relevant to our students, and then determine how best to create awareness. Depending on how the message will be delivered, there may be related expenses (printing costs for posters, video production costs, etc.).

6. What is the timeline of implementation? How will new educators and students be supported in subsequent years?

The initiative will last throughout the year, with a special focus during existing college awareness efforts (College Week, FAFSA Night, etc.). Based on the success of the initiative this year, we may have a similar initiative in future years.

7. How will implementation be measured? What documentation could be collected?

We will conduct a focus group at the beginning of the year to determine which myths are most relevant to students, and then reconvene the focus group at the end of the year to determine the effectiveness of the initiative.

The Family's Role

Even when a school promotes financial literacy, students still benefit from a strong support network at home. Educators should determine opportunities for families to be involved in the process of promoting and supporting financial literacy.

The suggestions below are intended to spark ideas for how educators can support the family's role related to financial literacy.

Partnering at Home

- Provide resources for families to explore financial literacy information at home (e.g., virtual college fairs and tours focusing on college finance options, financial aid websites, etc.).
- Encourage families to engage students in their own personal-finance decisions.
- Communicate the importance of completing college-readiness coursework and its related impact on financial literacy.

Connecting Families With the School and Community

- Provide Family Workshops related to financial literacy that benefit families in their personal financial literacy as well as in supporting their children develop relevant knowledge and skills.
- Encouraging families to participate in all financial literacy learning opportunities, such as FAFSA Nights or other college-financing presentations.
- Determine how best to engage families in the decision-making process around each of the above decisions.

Post-Reflection

Educators should reflect on these questions, and AVID Site Teams should discuss them, to ensure that instruction, expectations, and culture promote financial literacy in individual classrooms and schoolwide. After reading and exploring strategies and activity ideas presented in this chapter, think about how the strategies and activity ideas presented in this chapter have guided complete answers to these questions.

- How has our approach to preparing students for challenges related to personal finances and financial literacy changed?
- As educators, how are we guiding and supporting students with financial literacy?
- How do we define financial literacy?

Works Cited

- Cuseo, J. (2013). Why is college worth it: The economic and personal benefits of a college education. Retrieved from
- Jump\$tart Coalition for Personal Financial Literacy. (2015). *National standards in K–12 personal finance education (4th edition)*. Washington, D.C.: Author. Retrieved from http://www.jumpstart.org/assets/files/2014_NationalStandardsBook-WEB.pdf
- Mendiola, I. D., Watt, K. M., & Huerta, J. (2010). The impact of Advancement Via Individual Determination (AVID) on Mexican American students enrolled in a 4-year university. *Journal of Hispanic Higher Education*, 9(3), 209–220.
- National Financial Educators Council. (2013). *Financial literacy definition by NFEC, Jump\$tart & GAO.*. Retrieved from National Financial Educators Council: <https://www.financialeducatorsCouncil.org/financial-literacy-definition/>
- Neumann, S., & Lopez, H. (2012). *Preparing for college*. San Diego, CA: AVID Press.
- Office of Federal Student Aid. (2016, May). *Myths about financial aid*. Retrieved from Resources: Federal Student Aid: <https://studentaid.ed.gov/sa/sites/default/files/financial-aid-myths.pdf>
- The College Board. (2016). *Financial aid: FAQs*. Retrieved from Big Future: <https://bigfuture.collegeboard.org/pay-for-college/financial-aid-101/financial-aid-faqs>





Resources

Glossary	336
Index	346
Acknowledgments	348
References	349

Visit the *College and Careers webpage* on MyAVID for additional materials and resources.

Glossary

A

academic conversation: Opportunities for students to interact with, add to, and deepen their understanding of language.

academic fit: The degree to which any pursuit, such as a college or career choice, aligns with an individual's knowledge, skills, interests, and/or goals.

academic language: Literacy and fluency in academic language collectively refer to an ability to access and engage in rigorous curriculum through the language specific to the discipline area or content. All students are academic language learners (ALLs).

academic language scripts: Sentence starters that can be used in a variety of content areas for a variety of purposes to support students' use of academic language.

agenda: See *planner*.

artifact collection: A collection of milestones, projects, or activities over a set period of time.

authentic definition: A definition that synthesizes students' prior knowledge, personal connections, and the formal definition of a term (in the students' own words).

AVID Schoolwide: AVID Schoolwide occurs when a strong AVID system transforms the Instruction, Systems, Leadership, and Culture of a school, ensuring college readiness for all AVID Elective students and improved academic performance for all students based on increased opportunities.

B

backwards mapping: A strategy for analyzing an assignment or goal, breaking it down into major components and then into smaller tasks, as well as analyzing the resources and time needed to accomplish the tasks.

C

calendar: See *planner*.

career: An occupation or profession, typically requiring specific training or skills, that progresses across the span of a person's adult life.

Career Clusters®: 16 career fields that contain occupations in the same field of work that require similar skills, education, or experience (see www.careertech.org/career-clusters for more information).

career fair: A virtual or in-person event at which several representatives from a variety of companies/organizations are present.

career field: The industry or category of a career, typically not the specific job title.

career networking: Creating and maintaining professional relationships with a group of acquaintances and associates for the purpose of sharing career opportunities, advancing career knowledge, and furthering career goals.

career tour: A trip to a company/organization that incorporates a tour of many operations (e.g., a tour of a scientific laboratory).

career visit: A trip to a company/organization that incorporates an opportunity for specific information gathering (e.g., opportunities to do job shadowing or observe a process).

Carousel Brainstorm: A version of Collaborative Brainstorming in which groups of students move from station to station located on chart paper around the room to contribute information and opinions in response to pre-determined questions/stimuli ([see the core strategy webpages on MyAVID for more information](#)).

Collaborative Brainstorming: A collaborative strategy for brainstorming in which groups work together to understand and define a specific concept or topic ([see the core strategy webpages on MyAVID for more information](#)).

content-specific vocabulary: Relatively low-frequency domain- and discipline-specialized words and phrases that appear in textbooks and other instructional resources.

critical reading process: The process of supporting student engagement with rigorous texts through a plan for reading, pre-reading, interacting with the text, and extending beyond the text, while building vocabulary throughout the process ([see the core strategy webpages on MyAVID for more information](#)).

Culture (AVID Schoolwide Domain): AVID Schoolwide Culture is evident when AVID's mission and vision for college readiness result in an increased number of students meeting college readiness requirements.

E

eBinder: An organizational tool utilized to organize materials and/or time digitally ([see ebinders.net](#) for more information).

Essential Question: An overarching concept, phrased as a question, that is used to guide and frame the note-taking process and summarization.

F

FAFSA®: Free Application for Federal Student Aid ([see fafsa.gov](#) and [studentaid.gov](#) for more information).

financial aid: Grants, scholarships, loans, or paid employment offered to help a student meet their college expenses.

financial fit: The degree to which any pursuit, such as a college or career choice, aligns with an individual's financial profile and goals.

fixed mindset: A fixed mindset is distinguished by the idea that talents and abilities are fixed and do not depend on a person's effort or learning (Dweck, 2006).

Four Corners: A collaborative strategy in which students respond to a prompt which has four different response options and then move to a designated corner of the classroom to discuss why they responded as they did ([see the core strategy webpages on MyAVID for more information](#)).

G

Gallery Walk: A sharing and processing activity used when students/groups are each creating a similar product. Upon completion, each student/group posts or places the finished product around the perimeter of the room. Students/groups then circulate around the classroom and review others' products, as though they were walking through a museum gallery ([see the core strategy webpages on MyAVID for more information](#)).

GIST: Generating Interactions between Schemata and Text, a summarizing strategy, applicable in all content areas, in which students create a summary of the text with 20 words or less ([see the core strategy webpages on MyAVID for more information](#)).

Give One, Get One: A version of Collaborative Brainstorming in which students first individually brainstorm responses to a prompt and then exchange ideas with their classmates ([see the core strategy webpages on MyAVID for more information](#)).

grit: Perseverance and passion for long-term goals (Duckworth, 2007).

growth mindset: A growth mindset is distinguished by the belief that talents and abilities can be developed through hard work and education (Dweck, 2006).

H

Helping Trios: A collaborative protocol in which trios of students respond verbally to a prompt, offer feedback on the responses, and then engage in open dialogue ([see the core strategy webpages on MyAVID for more information](#)).

I

Inner-Outer Circle: A collaborative structure in which students break into two equal groups. Groups form two concentric circles and face each other. Individual students speak to the partner across from them about a given prompt. After a set amount of time, circles rotate in opposite directions so that students are paired with a new partner, and discussion continues ([see the core strategy webpages on MyAVID for more information](#)).

Instruction (AVID Schoolwide Domain): AVID Schoolwide Instruction occurs when the entire instructional staff and students use AVID strategies, other best instructional practices, and 21st century tools to ensure college readiness for AVID Elective students and increased academic performance for all students.

Interactive Notebook: A metacognitive writing strategy including organized notes paired with reflective and metacognitive responses, either in graphic or written form ([see the core strategy webpages on MyAVID for more information](#)).

J

job: A specific occupation within a career field.

journal: A writing tool that provides opportunities for students to engage in reflective and metacognitive responses.

K

knowledge of self: An individual's degree of knowledge about their identity, values, accomplishments, and emotional state.

KWLA: A metacognitive writing strategy in which students write what they Know and Want to know about a topic, and then afterwards what they have Learned and how they will Apply their learning ([see the core strategy webpages on MyAVID for more information](#)).

L

language functions: Responses that students are expected to express to demonstrate their comprehension of specific concepts or topics within a variety of content areas, exemplified in assignments that include compare and contrast, sequencing, cause and effect, elaboration or description, and supporting claims with evidence.

Leadership (AVID Schoolwide Domain): AVID Schoolwide Leadership is governed by the principal and a representative leadership team that establishes a mission and vision and strategically implements a schoolwide college readiness plan that aligns with AVID and promotes high expectations for all students.

learning log: A metacognitive writing strategy in which students reflect on what and how they learn and then synthesize their thoughts in writing ([see the core strategy webpages on MyAVID for more information](#)).

learning preferences: A person's characteristic patterns of strengths, weaknesses, and preferences in taking in, processing, and retrieving information (Bowdoin College Center for Teaching and Learning).

life balance: The idea that certain contrasting/complementary aspects of life (e.g., work and play, social time and alone time, discipline and indulgence) should be intentionally balanced. Balance does not mean “equal amounts of time.” Rather, it implies that whatever the proportions are, all of these aspects are supporting individuals to accomplish personal goals while maintaining self-care.

Lines of Communication: A collaborative structure in which students break into two equal groups. Groups form lines, lines face each other, and individual students speak to the partner across from them about a given prompt. After a set amount of time, lines shift in opposite directions so that students are paired with a new partner, and discussion continues (see the core strategy webpages on MyAVID for more information).

List–Group–Label: A collaborative inquiry strategy in which students brainstorm a list of responses to a given prompt, then collaboratively work to group responses and develop a label for each group (see the core strategy webpages on MyAVID for more information).

M

match school: A school for which relevant aspects of an applicant's profile are in the middle or toward the higher end of the school's average range of accepted applicants.

metacognition: Reflecting upon and directing one's own thinking.

mindfulness: A self-care technique that intentionally focuses one's attention on the present moment and the things that are within one's control (e.g., breathing, thoughts, reactions, behaviors).

mindset (growth and fixed): A growth mindset is distinguished by the belief that talents and abilities can be developed through hard work and education. This contrasts with a fixed mindset, which is distinguished by the idea that talents and abilities are fixed and do not depend on a student's effort or learning (Dweck, 2006).

N

negotiation: Communication skills necessary to interact professionally and academically during legal and professional meetings, discussions, and transactions.

Numbered Heads Together: A collaborative structure in which students form groups and number off (e.g., 1, 2, 3, and 4). Groups engage in discourse about a topic/question, and if randomly called upon by number (e.g., all 2s respond), that group member serves as group spokesperson, sharing a summary of the discussion/answer with the whole class (see the core strategy webpages on MyAVID for more information).

O

One-Pager: A strategy in which students creatively express their comprehension of, reactions to, and connections with a specified topic on a single sheet of paper using a defined format ([see the core strategy webpages on MyAVID for more information](#)).

organization: Self-management of materials, time, and thought.

organizational routine: The habitual use of organizational skills and systems, integrated into normal practices and procedures.

organizational skills: Specific expertise that students need in order to utilize organizational tools appropriately.

organizational system: An effective method for using one or more organizational tools together within a defined structure and purpose.

organizational tool: A resource such as a backpack, folder, notebook, spiral, planner (physical or digital), or binder (physical or digital, such as an eBinder) that is utilized to organize materials and/or time.

P

Pairs Check: A collaborative structure in which students work in pairs and small groups to solve a problem while verbalizing their thinking as their partner checks and coaches their work ([see the core strategy webpages on MyAVID for more information](#)).

Philosophical Chairs: A structure for inquiry that is built on a prompt and to which contradictory positions exist; participants address these positions through deep, academic discourse in a structured, formal process ([see the core strategy webpages on MyAVID for more information](#)).

Philosophical Chairs Jury Style: A structure for inquiry that promotes argument and evaluation through three roles (prosecution, defense, and jury) and opening and closing arguments to incorporate Philosophical Chairs within a smaller, interactive format ([see the core strategy webpages on MyAVID for more information](#)).

planner: This is any organizational tool that supports students with managing time, documenting coursework, and recording commitments (inside and outside of school). Depending on a variety of factors (grade level, nature of use, and even regional terminology) planners may also be referred to as agendas, calendars, schedules, etc.

process-oriented portfolio: An organizational tool that highlights the processes of learning from beginning to the end, with an emphasis on growth over time.

product-oriented portfolio: An organizational tool that highlights a variety of high-quality works and accomplishments, with an emphasis on why the chosen product is exemplary.

public exhibition: A formal presentation of all or parts of a chosen portfolio to an audience of peers, educators, family members, and/or community members.

Q

quickwrite: A brainstorming and processing method in which students write nonstop for a short time, usually 3–5 minutes ([see the core strategy webpages on MyAVID for more information](#)).

R

reach school: A school for which relevant aspects of the student's profile are in the lower end or below the school's average range of accepted students.

reflection: Purposeful processing that is reliant upon thinking, reasoning, and examining one's own thoughts, feelings, and experience.

relational capacity: The degree of trust and level of safety between members of a group ([see the core strategy webpages on MyAVID for more information](#)).

S

safety school: A school for which relevant aspects of the student's profile exceed the school's average range of accepted students.

self-advocacy: The ability to influence and navigate one's own paths in life.

self-awareness: The knowledge of one's own character, including strengths, weaknesses, feelings, and motivations.

self-care: The proactive and intentional maintenance of one's health and well-being.

self-efficacy: The strength of belief in one's ability to set and accomplish goals.

self-monitoring: The ability to be in control of one's behavior to adapt successfully to a variety of academic and social situations.

SMART goals: A framework to support goal setting by ensuring that goals are Specific, Measurable, Action-oriented, Realistic, and Timely ([see the core strategy webpages on MyAVID for more information](#)).

social fit: The degree to which any pursuit, such as a college or career choice, aligns with an individual's personality and preferred social environment.

social-emotional learning: The process through which we learn to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions (CASEL, 2015).

Socratic Seminar: A structure for inquiry built on question-driven dialogue around a common text or resource that students have analyzed and about which they have prepared questions to drive the discussion ([see the core strategy webpages on MyAVID for more information](#)).

sophomore slump: A period of developmental confusion that results from a student's struggles with achieving competence, desiring autonomy, establishing identity, and developing purpose (Lemons & Richmond, 1987).

Stretch Journal: This is a metacognitive writing strategy that emphasizes reflection and application of learning. It incorporates a three-column format for written reflections in which students can respond using pictures, words, phrases, sentences, or paragraphs. The three columns of the journal are often "What did we do," "How did we use it," and "How will I use it in the real world," but can be adapted as desired ([see the core strategy webpages on MyAVID for more information](#)).

summer melt: The "melting away" of a prospective college student's motivation and plans to attend college during the summer between the end of high school and the beginning of the first semester of college; these students are more often from minority and/or lower-income populations (Ceja, 2013).

support network: The group of people who provide emotional and practical help to an individual.

Systems (AVID Schoolwide Domain): AVID Schoolwide Systems are achieved when structures are in place and implemented that support the AVID Elective, curriculum and instruction, data collection and analysis, and professional learning to ensure college readiness for AVID Elective students and increased academic performance for all students.

T

think-aloud: Verbally communicating the cognitive processes involved in an activity as a model for students.

Think–Pair–Share: A collaborative structure in which students think about a topic or question and then discuss with a partner to come to a better understanding of the topic ([see the core strategy webpages on MyAVID for more information](#)).

U

undermatching: The mismatching of students, typically from underrepresented/lower socioeconomic backgrounds, to less selective/challenging colleges than their academic record would otherwise allow them to attend (Chingos, 2014).

W

Whip Around: A collaborative strategy in which group members respond in sequence to a discussion prompt. Groups are typically small, and initial responses are not discussed until all group members have offered an initial response to the prompt ([see the core strategy webpages on MyAVID for more information](#)).

WICOR Partners: A collaborative structure in which students establish five different partners (a Writing partner, an Inquiry partner, a Collaboration partner, an Organization partner, and a Reading partner) for future collaborative activities ([see the core strategy webpages on MyAVID for more information](#)).

WICOR strategies: Teaching and learning methodologies in the critical areas of Writing, Inquiry, Collaboration, Organization, and Reading to help students comprehend materials and concepts and articulate ideas at increasingly complex levels in any classroom on campus.

word bank: A list of content and/or cross-content academic vocabulary given to students for inclusion in an oral or written response.

word wall: A dynamic space in the classroom where students can display and reference academic vocabulary from the content and/or current unit of study.

World Café: A collaborative strategy in which students rotate through varied small-group discussions in order to analyze issues, share their expertise, and engage in cooperative problem solving ([see the core strategy webpages on MyAVID for more information](#)).

Would You Rather...?: A "getting to know you" activity to build relational capacity in which the teacher poses a question that presents two options, and the students must choose one ([see the core strategy webpages on MyAVID for more information](#)).

<https://my.avid.org/curriculum>



Index

academic conversation, 43–44, 45, 121, 143, 310

academic fit, 116, 131–133, 160–161, 162–164, 172, 181, 208, 210, 212, 234–235, 236–239, 242, 267

academic language scripts, 24, 42–44, 53, 222–223, 224, 302, 304

agenda (see also planner), 24, 67, 76, 77, 82, 86, 105

authentic definition, 39, 121, 123, 127, 199, 202, 218, 253, 256, 276–277, 285, 294, 306, 326

AVID Schoolwide, XII–XIII, XIX, XXIV, 55–56, 76, 107–108, 187–188, 264–265, 330–331

backwards mapping, 43, 84, 93, 99–103, 105, 109, 138, 144, 239, 242, 246, 320

calendar (see also planner), 67, 77, 82, 85, 86

Career Clusters®, 196, 198–200, 211–213

career fair, 97, 205, 207–209, 213, 263, 264, 266

career field, 139, 193–194, 198–199, 201–203, 204–205, 206–210, 214, 216–218, 219–221, 222, 227, 234–235, 236–239, 240–242, 243–246, 248, 250–251, 252, 254, 257, 266, 285

career networking, 222–223

Culture (AVID Schoolwide Domain), XII, XIX, 53–54, 55, 58, 104, 105–106, 107, 117, 185–186, 187, 190, 194, 262–263, 264, 267, 273, 329, 330, 333

eBinder, 61, 62, 66, 68–69, 74, 84, 107, 108

Essential Question, 85, 111, 204–205

FAFSA®, 120, 169, 187, 188, 271, 308, 312, 317, 318–320, 325, 329, 331, 332

financial aid, 119–120, 128, 132–133, 160, 168–170, 188, 189, 266, 271–272, 295, 296, 299, 308, 309–313, 314–317, 318–319, 325–326, 331, 332, 333

financial fit, 116, 131–133, 160, 164, 167, 168–170, 172, 193–194, 207–210, 212, 234–235, 239, 242, 243–246, 285, 296, 299–300

fixed mindset, XI, 3, 6, 12–13, 137

grit, XVII, 12, 22, 32, 37–39, 115, 150, 153, 173

growth mindset, XI, 4, 6, 12–13, 16, 32, 37–38, 47, 53, 61, 62, 80, 115, 137, 149, 151, 250, 266

Instruction (AVID Schoolwide Domain), XII, 53, 55, 58, 105, 107, 185, 187, 262, 264, 329, 330

Leadership (AVID Schoolwide Domain), XII, 53–54, 55, 104, 105–106, 107, 185–186, 187, 262–263, 264, 329, 330

learning log, XIII, 77, 84, 96, 223

learning preferences, 6, 7, 14–16, 33, 53, 56, 57, 144

life balance, 21–22, 24–25, 27, 29–30, 156–157, 241, 244, 248

mindfulness, 26–28, 30, 47

mindset (see also growth mindset and fixed mindset), IV, XI, XII, XVII, 3–4, 5, 6, 12–13, 16, 22, 32, 37–39, 46–47, 53, 57, 61, 62, 80, 115, 137, 149, 151, 165, 173, 175, 240, 250, 251, 266, 299

One-Pager, 123, 149, 175–176, 251, 253, 285, 292, 311
organizational routine, 61, 64, 65, 73
organizational skills, VII, XIV, 61–62, 63, 64, 66–68, 71, 82, 93, 95, 104, 106, 108, 109, 112
organizational system, IV, 61–62, 64, 65, 66–69, 71, 72–73, 75, 80, 83–84, 94–95, 99–100, 102, 104, 106, 107, 108, 109, 112
organizational tool, IV, 53, 61, 62, 64, 65, 66–69, 70, 71, 72–75, 76, 80, 82–84, 86, 94–95, 99–102, 105, 107, 108, 109, 323
Philosophical Chairs, 12, 37, 130, 246, 286, 304, 315
planner, 21, 24, 36, 61, 64, 65, 67–69, 72, 74, 76, 77, 80, 82–85, 86–88, 90, 92, 101–102, 105–106, 109, 111, 320
process-oriented portfolio, 94, 96
product-oriented portfolio, 94, 96
public exhibition, 94, 96–97
quickwrite, XIII, 9, 43, 47, 85, 91, 92, 179, 182, 202, 205, 253, 259, 279–281, 292, 299, 304, 306, 315
reach school, 116–117, 120, 160, 162–164, 167, 170, 190
safety school, 116–117, 120, 160, 162–164, 167, 170, 190
self-advocacy, IV, IX, 3–5, 6, 9, 18, 32, 40–41, 42–43, 45–46, 48, 53, 58, 91, 96–97, 102, 144, 147, 153–154, 156, 158, 173, 249, 286
self-awareness, IV, 3, 5, 6–7, 8–10, 11, 12–13, 14, 21, 32, 34, 40, 42–43, 45, 48, 53, 56, 58, 86, 90–91, 99, 102, 106, 107, 115, 125–127, 144, 148, 153, 156, 160, 165, 168, 172–173, 196, 202–203, 217–218, 235, 236, 240–241, 243, 248–249, 253, 258
self-care, IV, 3, 5, 6, 8–9, 18, 20–22, 23–24, 26, 29, 32, 40, 42–43, 45, 48, 53, 57, 58, 91, 97, 102, 144, 153, 156, 158, 173, 240, 248–249
self-efficacy, 12, 48, 115
self-monitoring, IV, 3–5, 6, 9, 18, 32, 34–36, 37–38, 40, 43, 48, 90–91, 95, 97, 102, 106, 107, 120, 137, 139, 142, 144, 153, 156, 173, 198, 235, 249, 253, 276
SMART goals, 21–22, 91–92, 93, 139, 144, 176, 179, 182–183, 203, 251, 253–254
social fit, 116, 131–133, 160, 165–167, 172, 177, 208, 210, 212, 234–235, 240–242, 305
social-emotional learning, 18–19, 24, 40, 175
Socratic Seminar, 12–13, 37, 43, 53, 260, 300
sophomore slump, 172–173, 190
summer melt, 161, 162, 190
support network, XXI, 19, 21, 23–25, 30, 50, 177–180, 181–183, 189, 332
Systems (AVID Schoolwide Domain), IV, XII, XIX, 53, 55, 104, 105, 107, 185, 187, 262, 264, 329, 330
Think–Pair–Share, 9, 91, 92, 127, 212, 279, 280, 281, 289, 291, 298, 304
undermatching, 161, 162, 164, 190
word bank, XX, 12–13, 20–22, 23–24, 34–35, 37–38, 48–49, 94, 119, 122, 125, 127, 128–129, 153–154, 162, 168, 177, 181, 201, 216, 218, 219–220, 244, 252–254, 255, 258, 275–276, 279, 284, 287, 297, 306, 318
word wall, 24, 311

Acknowledgments

The *College and Careers* book and resources stand on the shoulders of the many people who have been involved in its development throughout the years. Mary Catherine Swanson, the founder of AVID, took the first steps when she dedicated herself to increasing educational opportunities and closing the achievement gap for all students. The developers of the 2005 edition of the *College and Careers* book continued to raise the bar on creating college and career readiness for AVID Elective students with their work. And now this edition not only provides resources for AVID Elective students, but takes the message of college and career readiness schoolwide as well as system-wide. This schoolwide and system-wide expectation of college and career readiness truly embodies the AVID mission statement of preparing all students for college readiness and success in a global society.

We would like to acknowledge the following individuals for their contributions to the development of the *College and Careers* book and resources:

Nancy Caine

Regina Risi

Paolina Schiro

Carmen Serret-Lopez

References

- ACT, Inc.** (2015). *Unpacking "career readiness"*. Retrieved from <http://www.act.org/content/dam/act/unsecured/documents/UnpackingCareerReadiness.pdf>
- Administration, U.S. Department of Labor Employment & Training.** (n.d.). *Work Styles*. Retrieved from O*NET OnLine: https://www.onetonline.org/find/descriptor/browse/Work_Styles/
- American School Counselor Association.** (2014). *Mindsets and Behaviors for Student Success: K–12 College- and Career-Readiness Standards for Every Student*. Alexandria, VA: Author.
- Anderson, D. H., Munk, J. A., Young, K. R., Conley, L., & Caldarella, P.** (2008). Teaching Organization Skills to Promote Academic Achievement in Behaviorally Challenged Students. *Teaching Exceptional Children*, 40(4), 6–13.
- Bandura, A.** (1986). *Social foundations of thought and action: A social cognitive theory*. Englewood Cliffs, NJ: Prentice-Hall.
- Bowdoin College Center for Teaching and Learning.** (n.d.). *Learning preferences*. Retrieved from Baldwin Program for Academic Development: <https://www.bowdoin.edu/baldwin-program/student-resources/learning-styles.shtml>
- CASEL.** (2016). *SEL defined*. Retrieved from Collaborative for Academic, Social, and Emotional Learning: <http://www.casel.org/social-and-emotional-learning/>
- Castleman, B. L., Page, L. C., & Snowdon, A. L.** (2013). *Strategic data project summer melt handbook: A guide to investigating and responding to summer melt*. Cambridge, MA: Harvard University Center for Education Policy Research. Retrieved from <http://sdp.cepr.harvard.edu/summer-melt-handbook>
- Ceja, A.** (2013, July 12). Summer melt. *Homeroom*. Retrieved from <http://blog.ed.gov/2013/07/summer-melt/>
- Chingos, M.** (2014, January 15). Can we fix undermatching in higher ed? Would it matter if we did? *The Brown Center Chalkboard Series*. Retrieved from <https://www.brookings.edu/research/can-we-fix-undermatching-in-higher-ed-would-it-matter-if-we-did/>
- Cohodes, S., & Goodman, J.** (2014). Merit aid, college quality and college completion: Massachusetts' Adams scholarship as an in-kind subsidy. *American Economic Journal: Applied Economics*, 6(4), 251-285. Retrieved from <http://j.mp/1aWix9e>
- Conley, D. T.** (2014). *Getting ready for college, careers, and the common core: What every educator needs to know*. San Francisco, CA: Wiley/Jossey-Bass.
- Costa, A. L.** (2001). *Developing minds: A resource book for teaching thinking* (Third edition). Alexandria, VA: Association for Supervision and Curriculum Development.
- Costa, A. L., & Kallick, B. (Eds.).** (2008). *Learning and leading with habits of mind: 16 essential characteristics for success*. Alexandria, VA: Association for Supervision and Curriculum Development (ASCD).
- Costa, A. L., & Kallick, B. (Eds.).** (2009). *Habits of mind across the curriculum: Practical and creative strategies for teachers*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Cuseo, J.** (2007). What all first-year students should know: The most potent, research-based principles of college success. Retrieved from https://www.hendrix.edu/uploadedFiles/Academics/Academic_Support_Services/CNSA%201011%20CUSEO%20College%20Success%20Principles.pdf
- Cuseo, J.** (2013). Why is college worth it: The economic and personal benefits of a college education. Retrieved from <http://www.shepherd.edu/wordpress-1/wp-content/uploads/2015/08/BenefitsofAttendingCollege-Joe-Cuseo.pdf>

- Cuseo, J.** (n.d.). Seven student-centered principles of success: Key theoretical principles underlying the AVID for higher education system. Retrieved from <https://my.avid.org/files/12342.pdf>
- DuBrin, A. J.** (2012). *Leadership: Research, findings, practice, and skills* (7th ed.). Boston, MA: Cengage Learning.
- Dweck, C. S.** (2006). *Mindset: The new psychology of success*. New York, NY: Random House.
- Dweck, C.** (2007, October). The perils and promises of praise. *Educational Leadership*, 65(2), 34–39. Retrieved from <http://www.ascd.org/publications/educational-leadership/oct07/vol65/num02/The-Perils-and-Promises-of-Praise.aspx>
- ECMC Group, Inc.** (2016). College abacus. Retrieved from <http://collegeabacus.org/>
- Education Policy Improvement Center.** (2016). *The Four Keys to College and Career Readiness*. Retrieved from Education Policy Improvement Center (EPIC): Empowering Students for College and Career: <http://www.epiconline.org/what-we-do/the-four-keys/>
- Glasser, W.** (1986). *Control theory in the classroom*. New York: Perennial Library/Harper & Row.
- Goleman, D., & Senge, P.** (2014). *The triple focus: A new approach to education*. Florence, MA: More Than Sound, LLC.
- JumpStart Coalition for Personal Financial Literacy.** (2015). *National standards in K–12 personal finance education (4th edition)*. Washington, D.C.: Author. Retrieved from http://www.jumpstart.org/assets/files/2014_NationalStandardsBook-WEB.pdf
- Lemons, L. J., & Richmond, D. R.** (1987, Winter). A developmental perspective of sophomore slump. *NASPA Journal*, 24(3), 15-19.
- Manufacturing Institute.** (2015). *Attracting the next generation workforce: The role of career and technical education*. Washington, D.C.: The Manufacturing Institute. Retrieved from <http://www.themanufacturinginstitute.org/~media/313BCA4C3721444CA8C48F7304F32027.ashx>
- Marzano, R. J., Gaddy, B. B., & Dean, C.** (2000). *What works in classroom instruction*. Aurora, CO: Mid-continent Research for Education and Learning.
- Mendiola, I. D., Watt, K. M., & Huerta, J.** (2010). The impact of Advancement Via Individual Determination (AVID) on Mexican American students enrolled in a 4-year university. *Journal of Hispanic Higher Education*, 9(3), 209–220.
- Mindset Works.** (2015). *Increasing students' motivation, grades, and achievement test scores*. Retrieved from Mindset Works: <https://www.mindsetworks.com/page/increase-students-motivation-grades-and-achievement-test-scores>
- National Association for College Admission Counseling.** (n.d.). *Step by step: College awareness and planning for families, counselors, and communities*. Retrieved from <http://www.nacacnet.org/STEPS>
- National Association of Colleges and Employers.** (2013). *Job Outlook 2013*. United States: NACE.
- National Association of State Directors of Career Technical Education Consortium/National Career Technical Education Foundation.** (2012). *Common career technical core*. Silver Spring, MD: National Association of State Directors of Career Technical Education Consortium/National Career Technical Education Foundation. Retrieved from https://www.careertech.org/sites/default/files/CCTC_Standards_Formatted_2014.pdf

- National Financial Educators Council.** (2013). *Financial literacy definition by NFEC, Jump\$tart & GAO.* . Retrieved from National Financial Educators Council: <https://www.financialeducatorsCouncil.org/financial-literacy-definition/>
- Neumann, S., & Lopez, H.** (2012). *Preparing for college.* San Diego, CA: AVID Press.
- Office of Federal Student Aid.** (2016, May). *Myths about financial aid.* Retrieved from Resources: Federal Student Aid: <https://studentaid.ed.gov/sa/sites/default/files/financial-aid-myths.pdf>
- The College Board.** (2016). *Financial aid: FAQs.* Retrieved from Big Future: <https://bigfuture.collegeboard.org/pay-for-college/financial-aid-101/financial-aid-faqs>
- Treisman, U.** (1986). A study of the mathematical performance of black students at the University of California, Berkeley. Doctoral dissertation. University of California, Berkeley. *Abstracts International*, 47: 1641-A.
- Tzu, L.** (2006). *Tao te ching.* (S. Mitchell, Trans.) New York, NY: Harper Collins Perennial Classics.
- Warren, R.** (2013). *The purpose driven life.* Grand Rapids, MI: Harper Collins/Zodervan.