JAHMILA KUARTEI

EDET 628 – WEEK 2 ASSIGNMENT – STAGE 1 UBD

Stage 1 Desired Results

ESTABLISHED GOALS	Transfer	
Alaska Content Standards: **EMPLOYABILITY** B. A student should be able to identify career interests and plan for career options. A student who meets the content standard should: B1. identify and appreciate personal interests, aptitudes, abilities, and priorities; B2. identify possible career options, considering both employment and self - employment, and understand how changes in the workplace affect career choice; B3. use labor market information to identify occupational and economic trends and opportunities, and evaluate possible career options; **ISTE NETS for Students** 3. Research and information fluency Students apply digital tools to gather, evaluate, and use information. 3a. Plan strategies to guide inquiry	*Students will be able to independently use their learning to…* • Create a technology tool for learning about new and emerging career fields in the San Francisco Bay Area. • Introduce/Present the technology tool at the program culminating event.	
	Meaning	
	UNDERSTANDINGS *Students will understand that…* 1. career research and planning can help to identify barriers, available resources, and supports needed to pursue a career path. 2. local, national, and global events affect the current and future job market. 3. building and maintaining a professional network can increase your knowledge of different career fields, work experiences, and career opportunities. 4. using technology appropriately and effectively to complete tasks is a valuable and necessary skill for employment. 5. technology can enable and enhance effective collaboration with others.	**ESSENTIAL QUESTIONS** 1. How do I know what kind of career is right for me? 2. What jobs and careers will be available when I'm ready to begin working? 3. How can I find out about different types of careers and career paths? 4. How can I prepare myself today if I don't know what I want to do in the future?
	Acquisition	
	Students will know… 1. Local and online resources to learn about specific careers of interest. 2. Current trends and predictions about the local and state job market. 3. Women professionals in a variety of industries and careers and their experiences of pursuing successful careers. 4. technology skills needed to develop and improve job readiness. 5. technology tools that are useful for effective communication and collaboration within a group.	*Students will be skilled at…* 1. accessing and using resources to learn about careers of interest. 2. reading and interpreting local and state information about job markets. 3. networking with professional women and conducting informational interviews about their current jobs and career paths. 4. using technology to gather, organize, analyze, and share information with others. 5. using appropriate technology to manage time, resources, and tasks within a group.

Stage 2 - Evidence	
Evaluative Criteria	**Assessment Evidence**

• Identification of and reflection on personal values and experiences that are relevant to selecting a career.
• Appropriately and effectively utilize a technology tool for gathering and compiling information about career exploration.
• Empathize with other participants who are exploring careers to pursue and be receptive to advice from adult mentors (career women).
 	
I would like to create a simple rubric to assess the above criteria since we don't assign "grades." I would only use three levels:
 	
Exceeds Expectations
 	
Meets Expectations
 	
Does Not Meet Expectations
	PERFORMANCE TASK(S):
	
	1. Choose a career of interest by self-reflection, completing inventories, and exploring new and emerging careers fields.
	2. Interpret data on employment trends and potential growth in your chosen career industry.
	3. See a range of perspectives from professional career women about choosing a career, being successful in the workplace, and making career decisions.
	
	OTHER EVIDENCE:
	
	1. News & Resource Reports – give oral report to the group about a news article or resource
	2. Group Discussions
	   a. oral participation and sharing a personal takeaway to close the day or an event
	   b. online participation in discussion group, providing feedback, sharing your perspective, and adding value to the conversation
	3. Products from group and individual activities –
	   a. identity map
	   b. values poster
	   c. career web
	   d. problem solving stories
	4. Individual Meetings w/ Program Coordinator –at the beginning of the program to discuss personal, academic, and career goals.
	5. Self-Assessments:
	   a. Participants take pre survey about program goals and outcomes (Standards, EQ's and EU's) and individual knowledge base and understandings (Confidence ratings on program content and skills taught; taken as a Google Docs survey).
	   b. Participants complete goal – setting worksheets to outline personal, academic, and career goals
	   c. Bi-Weekly Journal – email to Program Coordinator about your Props (Strengths or Celebrations) and your Areas of growth (Weaknesses, External Issues, Learning and skills goals)

7. Individual Activity: Goal Setting Worksheets (W, E1, R, E2, T, O)– Participants download the "Goal Setting Worksheet" from the shared Program Folder; participants fill out the worksheet to identify their personal, academic, and career goals. Participants upload their worksheet to their individual shared drive. Participants do not need to complete the worksheet and may choose which parts to prioritize.	Participants can identify and justify personal, academic, and career goals and relevant tasks in their Goal Setting Worksheets. Participants can identify key steps to accomplishing each goal. Participants can effectively use Google Drive to organize and share information

Rubric for Goal Setting Worksheet (Self-Assessment Tool):

	Right On Track (Meets Expectations) 6 points each	Ahead of the Pack (Exceeds Expectations) 9 points each	Need to Catch Up (Does Not Meet Expectations) 3 points each
Goals	Participant can identify individual, academic, and career goals	Participant can identify and describe more than one goal in each area (individual, academic, and career goals)	Participant cannot identify and/or describe at least one individual, one academic, and one career goal
Relevance	Participant can justify why each goal is important	Participant can describe a relevant experience or influence that has impacted pursuit of each goal	Participant cannot articulate why each goal is important
Steps	Participant can identify steps needed to accomplish each goal	Participant can demonstrate that they have completed steps to accomplish a specific goal and can identify remaining tasks	Participant cannot identify key steps needed to accomplish each goal
Barriers	Participant can identify existing or possible barriers to accomplishing each goal	Participant can recognize barriers and propose supports and resources needed to accomplish each goal	Participant cannot identify existing or possible barriers to accomplishing each goal
Tech use	Participant can effectively organize and share information in Google Drive	Participant can effectively organize and share information in a digital tool other than Google Drive	Participant cannot effectively organize or share information in Google Drive

Jahmila Kuartei
EDET 628 – UBD Stage 2 – Evaluation Tools

16. Activity: Explore Current & Emerging STEM Careers (W, H, E1, E2, T) – Participants will work in teams to create a short presentation on current & emerging careers in Science, Technology, Engineering, and Math. Participants will use the CA CareerZone website, local news articles, company profiles, and online resources to create a 5 minute presentation. They must include: • A digital tool (show a video, walkthrough a company website, slideshow, etc.) • Highlight occupations in their category (Science, Technology, Engineering, or Math) • Identify at least two (2) local companies employing their occupation • Show the salary ranges and education levels of the occupations • Share how Science, Technology, Engineering or Math is related to their own career choice	Participants can work cooperatively to: * identify and assign team roles and responsibilities * create a digital tool * illustrate STEM Careers and synthesize important information * recognize and reflect on how all careers are connected to STEM in some way

Rubric for Goal Setting Worksheet (Self-Assessment Tool):

	Right On Track (Meets Expectations) 6 points each	**Ahead of the Pack** (Exceeds Expectations) 9 points each	**Need to Catch Up** (Does Not Meet Expectations) 3 points each
Content	Content is relevant and includes all criteria (occupations, companies, details, relevance)	Content is relevant and includes all criteria as well as additional resources	Some of the content is relevant, several criteria are included
Delivery	Presentation is cohesive and engaging to the audience	Presentation is cohesive, engaging, and incorporates audience participation	Presentation is somewhat cohesive but does not engage the audience
Teamwork	Team works collaboratively and effectively; each member has a clear role and responsibilities	Team works collaboratively and effectively; team members have clear roles and	Some team members have roles and responsibilities

		responsibilities; team incorporates consensus building strategies	
Use of Technology	Team use of technology is appropriate and engaging	Team appropriately uses more than one technology tool to engage the audience	Team does not use technology effectively

Formative Assessment: Daily Close Out Discussion

To end each session, participants share their takeaways about the day's activities by answering a guiding question:

Examples:

- **What surprised me today and why?**
- **What did I learn about myself and why is that meaningful to me?**
- **What changed for me today and why?**
- **What questions came up for me?**
- **What challenged me today and why? How did I react? How can others support me?**
- **What did I do to help others succeed today?**

Checklist: We want to see participants become increasingly invested in their learning by sharing meaningful takeaways.

- o **Consciousness - Participant shares an appropriate (to the activities) meaningful takeaway.**
- o **Connectedness - Participants can relate to others' takeaways or see other perspectives.**
- o **Context - Participant builds on previous takeaways or applies takeaway in another context.**
- o **Community – Participants values being an integral part of the group learning.**

Goal Setting Worksheet

Section 1: SETTING GOALS

Directions: Make a list of your **personal, academic or college**, and **career or employment** goals.
Decide if each goal is short-term or long-term. A short-term goal is something you want to accomplish in 3-6 months, a long-term goal is something you want to accomplish in 6-12 months.

A. PERSONAL GOALS: goals to improve your knowledge, habits, health, or personal life skills.

1. Short-term personal goal -   Stop procrastinating

2. Short-term personal goal -   Learn to drive

3. Long-term personal goal -   Learn to cook

4. Long-term personal goal -   Learn a new language (either Korean or Spanish)

> **Commented [MK1]:** I added some examples of what participants usually write in this section
>
> **Commented [MK2R1]:**
>
> **Commented [MK3R1]:**

B. ACADEMIC or COLLEGE GOALS: goals for academic success or post-secondary education

1. Short-term academic/college goal -   *Get a high score on SATs and straight A's*

2. Short-term academic/college goal -   *Find what college and major I want*

3. Long-term academic/college goal -   *Get accepted into one of my top choice colleges*

4. Long-term academic/college goal -   *Study abroad*

C. CAREER or EMPLOYMENT GOALS: goals for a future career or getting a job

1. Short-term career/employment goal -   *Do a summer internship*

2. Short-term career/employment goal -   *Find a part time job in a dessert cafe*

3. Long-term career/employment goal -   *A steady and interesting career*

4. Long-term career/employment goal -   *Career with a high income*

Goal Setting Worksheet

Section 2: CREATING TASKS & DEADLINES

Directions: * Select one (1) goal from each category (personal, academic, and career) and fill in the table with information you know right now. You made add rows to include more information or add more goals.
                * Explain your goal and why it is important to you; add more space as needed.
                * Describe any barriers that can prevent you from successfully completing your goal.
                * Write down tasks you have completed and any remaining tasks that will help you to successfully complete each goal. If you have a specific deadline, include that information after the appropriate task.
                * List any resources or supports you have used or plan to use in completing each task.
                * Use the Notes section to write down any details that you want to share, it could also be something you don't know where to put on this worksheet.

A. PERSONAL GOALS: short or long term goals

1. _____

_____

_____

Barriers to my success: _____

_____

_____

_____

		Date Completed / Deadline	
Completed Tasks:	1.		
	2.		
	3.		
	4.		
	5.		
	6.		
Remaining Tasks:	1.		

ENVISION PROGRAM
NextSteps Plan

	2.		
	3.		
	4.		
	5.		
	6.		

Notes: _____

_____

_____

_____

_____

_____

RESOURCE/SUPPORT	DESCRIPTION/ CONTACT INFORMATION
1.	
2.	
3.	
4.	
5.	

3

1091 Mission Street * San Francisco CA 94103
Ph: (415) 701-7991 Fax: (415) 701-0131
www.sfoasis.org

Goal Setting Worksheet

B. ACADEMIC or COLLEGE GOALS:

1. _____

_____

_____

Barriers to my success: _____

_____

_____

_____

		Date Completed / Deadline	
Completed Tasks:	1.		
	2.		
	3.		
	4.		
	5.		
	6.		
Remaining Tasks:	1.		
	2.		
	3.		
	4.		
	5.		
	6.		

Notes: _____

_____

4

RESOURCE/SUPPORT	DESCRIPTION/ CONTACT INFORMATION
1.	
2.	
3.	
4.	
5.	

Goal Setting Worksheet

C. CAREER or EMPLOYMENT GOALS:

1. _____
    _____
    _____

Barriers to my success: _____
    _____
    _____
    _____

		Date Completed / Deadline	
Completed Tasks:	1.		
	2.		
	3.		
	4.		
	5.		
	6.		
Remaining Tasks:	1.		
	2.		
	3.		
	4.		
	5.		
	6.		

Notes: _____

6

Goal Setting Worksheet

Oasis
for girls

_____

_____

_____

_____

_____

RESOURCE/SUPPORT	DESCRIPTION/ CONTACT INFORMATION
1.	
2.	
3.	
4.	
5.	

Goal Setting Worksheet

JAHMILA KUARTEI
EDET 628 – WEEK 6 – ASSIGNMENT 4 – UBD Stage 3

Stage 3 – Learning Plan	
Summary of Key Learning Events and Instruction	*Assessment*
1. Icebreaker: Identity Maps (H, E1, T, O)– Participants have a gallery walk to view Identity Maps of professional women in San Francisco (famous, past and present). Participants then create their own Identity Maps to reflect who they are and roles they play in various aspects of their lives (home, school, community, church, sport team, etc.). They may also share favorites, hobbies, nicknames, skills, values, and labels – anything that represents their identity. Each participant shares her Identity Map with the group. Ask participants to reflect on what their identity means to them as they each share their Identity Map with the group.	Participants can illustrate and explain aspects of their identity and reflect on how these aspects impact their values and interests.
2. Team Meeting: Program Orientation (W, E2, O) – Review agenda for today. Participants are introduced to the ENVISION Program Goals and Objectives. They review their Participation Agreement and go on a space tour to become familiar with the program room and other onsite resources. Participants take online pre-survey.	Participants can complete online pre-survey. Participants can reflect on why Goals and Agreements are necessary for the Program.
3. Group Activity: Create a Group Agreement (W, H, E1, T, O) – Participants create a group agreement by playing "Amoeba." Participants work as a group to clarify statements in the agreement and sign the Group Agreement addendum to the Participation Agreement.	Participants can justify expectations for behavior by giving meaningful and relevant examples from their personal experiences. Participants are open and receptive to others' ideas. Participants sign the Group Agreement.
4. Closeout Discussion: Share Takeaways (W, H, R, E2, T) – Participants share takeaways with the group by answering any of these questions: What surprised me today? What did I learn about myself? What am I looking forward to in this program? Preview agenda for next session. Participants read the program motto to end the session.	Participants can reflect on new knowledge, understandings, and perspectives from the session.

4/9/16   1

5. Icebreaker: Mock Reunion (H, R, E1, E2, T)– Participants recite the program motto to begin the session. Participants simulate an Oasis reunion 20 years from today. Participants write a short paragraph introduction of themselves telling others what they did after leaving Oasis. Post prompt questions for participants to consider: What did you do after high school? Where did you go to school? What is your life like? Do you have a family? Where do you live? What do you do for fun? What has your career path been? Have participants introduce themselves and ask follow up questions to clarify details in their introduction (Why do you live in India?, What made you want to be a singer?, What did you like about college?).	Participants can write a paragraph in the present tense about themselves in 20 years. Participants can role-play what their interests, lifestyle, accomplishments, and careers will be like as adults.
6. Team Meeting: Computer Lab Orientation (W, E1, O) – Review agenda for today. Review computer use policy and guidelines. Participants are each assigned a laptop and workstation. Participants create new Gmail accounts, send a test message to the Program Coordinator, create a signature, and add other participants to their Contact List. Participants must join a shared Program Folder in Google Drive and create an individual shared folder and add the Program Coordinator with editing privileges.	Participants can perform computer lab orientation tasks.
7. Individual Activity: Goal Setting Worksheets (W, E1, R, E2, T, O)– Participants download the "Goal Setting Worksheet" from the shared Program Folder; participants fill out the worksheet to identify their personal, academic, and career goals. Participants upload their worksheet to their individual shared drive. Participants do not need to complete the worksheet and may choose which parts to prioritize.	Participants can recognize and describe personal, academic, and career goals and relevant tasks in their Goal Setting Worksheets.
8. Closeout Discussion: Share Takeaways – **(W, R, E2, T)** Participants share takeaways with the group by answering any of these questions: What surprised me today? What did I learn about myself? What changed for me today? What am I looking forward to next week? Highlight activities for next week. Participants recite the program motto to end the session.	Participants can reflect on new knowledge, understandings, and perspectives from the session.

9. Icebreaker: Problem Solving Stories (H, R, E1, E2, T, O) – Participants recite the program motto to begin the session. Participants pair up and tell one problem solving story from their own experience. Use "*Problem Solving Stories*" Handout. Their partners will listen and write down qualities and skills they heard being shared or used in the story. Participants change partners and repeat the exercise. Everyone shares back their list of qualities and skills and reflects on whether they agree with the assessment or not. Discuss how your intentions may or may not be reflected in your actions during problem solving.	Participants can describe a problem-solving experience and justify their actions in resolving the situation.

Participants can analyze others' stories and identify skills used by the storytellers.

Participants can compare their experiences and consider other approaches to problem-solving. |
| **10. Team Meeting: Review Program Calendar (W, E1, O)** – Review today's agenda. Participants will log in to their Google Accounts and accept the Program Calendar invitation. They will review their weekly schedule and discuss important event dates and field trips during the program. Each participant will sign up for an individual meeting with the Program Coordinator to review their Goal Setting Worksheet. | Participants can use the Google Calendar to find and add events and to sign up for an Individual Meeting. |
| **11. Activity: Explore California CareerZone website (http://www.cacareerzone.org/) (H, E1, R, T, O** - Participants will work in pairs to explore the website; they must create an account and complete the following tasks:

 1. Complete at least one Assessment in the "Assess Yourself" section – Quick, Interest, Skills, and Work Importance.
 2. Identify at least three (3) Job Families that contain careers of interest to you.
 3. Select at least five (5) Occupation profiles that you are interested in exploring further (save the profiles to your account and save a PDF file of each profile, upload the profile PDF files to your Individual shared folder.
 4. Partners will each select one occupation profile to print and to share on the Google Group. | Participants can work collaboratively to:

* prioritize their interests, manage their time, and perform activity tasks

* self-asses their interests, skills, and priorities

* evaluate job families and careers of interest

*decide which occupational profiles interest them |

12. Closeout Discussion: Share Reflections and Takeaways (W, R, E2, T) – Participants share reflections about the activity and takeaways with the group by answering these questions: What are the occupation profiles that I chose? What is the Outlook for my chosen occupational profile? What surprised me today? What did I learn about myself? What changed for me today? What are questions I have about a future career? Highlight activities for next week. Participants recite the program motto to end the session.	Participants can reflect on new knowledge, understandings, and perspectives from the session. Participants can relate to others' career interests and choices. Participants can evaluate their choices in comparison with previous career interests.
13. Individual Meetings (W, E, R, E2, T, O) – Participants meet individually with the Program Coordinator to review their Goal Setting Worksheet, check in about progress and participation to date, highlight strengths and areas of interest, and identify obstacles, issues, and areas of growth.	Participants can show their Goal Setting Worksheet and describe the goals and tasks needed. Participants can recognize barriers to success and propose tasks and steps needed. Participants can be open to suggestions and resources given by the Program Coordinator.
14. Icebreaker: Career Webs (H, E1, R, T, O– Participants will illustrate a Career Web by creating a brainstorming map in MindMeister (mindmeister.com). The Career Webs will show careers of people they know (family members, school staff, adult mentors, neighbors, community members, etc.); they need to write as many careers and show on the map how they are connected to those individuals. Ex: If my best friend is a babysitter and her mom is a nurse, then from me (in the center of the map), there is a connection to a babysitter and from there, a connection to a nurse. Participants will share their map with the group (via email) and save a screenshot to upload into their individual shared folder.	Participants can produce a Career Web in MindMeister and represent the people in their network.

15. Team Meeting: Prep for Career Night (W, H, E1, R, T, O) – Review Today's Agenda. Participants break up into small groups (3 or 4 in each) and take turns reading the *Career Night Panelist Profiles*. They should use the CA CareerZone website to look up occupational profiles if they don't understand the woman's job or title. Participants create a list of 6-8 questions they want to ask each Career Night Panelist. Participants can use the "*Career Night - Sample Questions*" Handout or come up with their own. Each group will type up their questions and save the document in the shared program folder.	Participants can work cooperatively to analyze Career Nigh Panelist Profiles. Participants can create a list of questions and an informational interview form.
16. Activity: Explore Current & Emerging STEM Careers (W, H, E1, E2, T) – Participants will work in teams to create a short presentation on current & emerging careers in Science, Technology, Engineering, and Math. Participants will use the CA CareerZone website, local news articles, company profiles, and online resources to create a 5 minute presentation. They must include: • A digital tool (show a video, walkthrough a company website, slideshow, etc.) • Highlight occupations in their category (Science, Technology, Engineering, or Math) • Identify at least two (2) local companies employing their occupation • Show the salary ranges and education levels of the occupations • Share how Science, Technology, Engineering or Math is related to their own career choice	Participants can work cooperatively to: * identify and assign team roles and responsibilities * create a digital tool * illustrate STEM Careers and synthesize important information * recognize and reflect on how all careers are connected to STEM in some way
17. Closeout Discussion: Share Reflections and Takeaways (W, R, E2, T) – Participants share reflections and feedback about the activity and takeaways with the group by answering these questions: What surprised me today? What did I learn about myself? What changed for me today? What are questions I have about being a successful career woman? Highlight activities for next week. Participants recite the program motto to end the session.	Participants can reflect on new knowledge, understandings, and perspectives from the session. Participants can evaluate their own presentations Participants can constructively critique others' presentations.

18. Event: Career Night (W, E1, E2, T, O) – Participants will attend a Career Night event to meet local professional women from a variety of career fields. Participants will: • Review questions and assign roles in their small groups (Interviewers and Note Takers) • Meet with pairs of Career Women and interview them about their career paths and current occupations. • Take interview notes on "*Career Night Interviews*" Handout • Share reflections and takeaways in their small groups and select common takeaways to share with the entire event audience.	Participants can exhibit professionalism in their participation, interactions and communication with others Participants can relate to the Career Women's experiences and reflect on their own future career path and choices Participants can be aware of barriers that affect career women Participants can compare their values and interests with others Participants can recognize important values and skills needed to pursue any career (networking, communication, problem-solving, persistence, etc.)
19. **Activity: Feedback Session (W, R, E2, T, O)** – Participants reflect on the event and complete an online self-assessment chart: What did I do well, What could I have improved, What went well (event), What could be improved (event). Participants will work with a partner to discuss and rate their participation in the program based on the Participation Agreement and the activities (Icebreakers, Team Meetings, Activities, Tech Tasks, Takeaways, Partner work, Group Discussion). They will fill out a Google Forms survey that includes specific questions about previous activities that ask - What skills have I gained? How have I contributed to the group experience? How can I improve my participation? How can others help me to improve? What questions do I want to answer before the end of this program?	Participants can reflect on the Career Night event and complete an online self-assessment chart