Program Manual

ROADS to SUCCESS
Connecting Students to their Futures

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THE ORGANIZATION AND MISSION

This section provides background information on Roads to Success—how we started, program goals, and essential, core beliefs. Helpful for all people involved in implementing the RTS program, including administrators, teachers, and school counselors.

Dear Roads to Success Partner:

We are tremendously excited you've decided to use the Roads to Success (RTS) curriculum in your school. Roads to Success started operating in schools in early 2005, and the curriculum was used with over 5,000 students in 35 schools during the 2008-2009 school year. In the 2009-2010 school year, we are transitioning from a direct service model to focus on dissemination and support. We're excited about what we've accomplished, and glad you've decided to join the effort to have all young people, from all backgrounds, succeed in pursuing their career and education goals.

Roads to Success can be implemented in any school district or educational setting willing to dedicate time and staff to this purpose.

The program offers:

- 180 carefully crafted lesson plans for grades 7-12. These are easily adapted to the needs of guidance personnel, veteran teachers, or instructors new to the field.
- Student materials, including Student Handbooks, Portfolios, and unit-by-unit Family Newsletters for each grade level.
- À la carte teacher training on a variety of subjects, including classroom management, procedures and rules, best practices in the classroom, group work, organization and structure, giving clear instructions, maximizing student understanding, adapting lessons, and engaging students.
- This Program Manual, including information on the Roads to Success mission, program and curriculum, instructional tips and guidance, suggestions for making the program work in your schools, and ways to evaluate success.

The Program Manual that follows is a collection of best practices gathered during our four years of implementation. It's everything you need to know to implement the Roads to Success program in your school. For more information, and to access our full curriculum, please visit **www.roadstosuccess.org**.

Best,

Jon Rosenberg
Executive Director

Mission and Core Beliefs

Our Mission Statement:

Roads to Success empowers young adults to make education and career choices that match their individual skills and interests. We believe that all young people, from all backgrounds, have the potential to succeed. Our program spans the critical years of adolescence, helping young adults explore college and career possibilities, develop education plans, and understand their own role in achieving success. Over the past four years of implementation, we have:

- Created an innovative, research-based career and college readiness program;
- Ensured that the program's implementation is high-quality, cost-effective, and consistent; and
- Subjected the program to rigorous third-party evaluation to prove its positive effects;

Roads recognizes the need to bring our program experience and expertise to a larger population so that we can achieve maximum impact on a national scale. As we transition from direct program implementation to dissemination, we hope to:

1. expand the program through partnerships with school districts and social service providers,
2. advocate at the state and local government levels for funding and policy support,
3. enable the creation of guidance program models that reach youth in other settings, such as foster care group homes, juvenile justice facilities, and after-school programs,
4. present best practices for school-based guidance at conferences,
5. and share our expertise in program design, training and evaluation.

Theory of Change

Roads to Success believes that young people need more than instruction in the major subjects to succeed in high school and beyond. We believe that they also need hope about the future, aspirations for adulthood, and knowledge of how to move from their current circumstances to achieve their goals. We believe that the best way to do this is to effectively deliver a long-term program—integrated into the school day—that builds college and career readiness as a core competency.

By focusing a small, well-planned amount of time each year, over a number of years, Roads to Success can ensure that students:

- understand the relevance of school to a positive future;
- learn about career and education options, and develop career goals and education goals;
- acquire a set of 21st century skills that facilitate movement through high school and into adulthood;
- receive assistance during transitions from middle school to high school, and from high school to post-secondary education, including help with the college application process;
- acquire habits of mind and work that will help throughout their lives.

Roads to Success believes that achieving this can be done cost-effectively and at scale, through a largely standardized program of engaging, well-designed workshops.

Our Core Beliefs:

1. Students who are **confident** and **motivated** are more likely to achieve educational and career success.
2. Students who possess **self-knowledge** are more likely to make good choices and to lead fulfilling lives.
3. If students are exposed to a range of **career options**, and helped to chart **educational paths** to achieving them, they will engage more actively and effectively in their schooling.
4. If students are encouraged to develop important **workplace** and **life skills**, they will become more confident in their abilities **and** will be better prepared to succeed as adults.

Program Overview

What do you want to do with your life once you graduate from high school?

What do you need to do to reach that goal?

At Roads to Success, we believe that the answers to these two questions are critical to student success – in middle school, high school, and beyond. It is our mission to instill in students a sense of self-efficacy – the knowledge that their actions make a difference – and provide practical skills they'll need to realize their dreams.

RTS is an education non-profit that helps youth discover the careers that inspire them and the steps needed to reach their goals. From study strategies to SAT preparation, exploring careers to acing an interview, Roads to Success coaches students in the skills they'll need to become productive adults.

Program Features

- Integrated 6-year curriculum, grades 7-12
- Weekly in-school workshops designed to engage adolescents
- Internet-based college and career research
- Portfolios documenting student accomplishments
- Project-based learning units that build critical thinking, teamwork, and leadership skills

We recognize that adolescence is a crucial time for students, a period when they become increasingly at risk of disengaging from school. Many students lack parental or other adult role models who have demonstrated to them the value of striving toward meaningful educational and career goals. In economically depressed communities, students are rarely aware of the wide array of careers available to them, and have little sense of the connections between schooling and a rewarding adult life.

RTS helps students develop plans for the future, stay focused on their schooling, and acquire critical skills to facilitate the transition from the teen years to adulthood. More concretely, the program is intended to increase rates of high school graduation and post-secondary education completion and foster career success.

The RTS program was launched in early 2005 to help forge connections between students' school experiences and their aspirations for adulthood, as an ongoing part of the middle and high school program.

For more information about Roads to Success, please visit our website at **www.roadstosuccess.org**.

Program Design

The Roads to Success Program is designed to address several critical needs.

The need for postsecondary education and training

The need for young Americans to obtain postsecondary education and training is starker than ever. A college graduate makes almost twice as much as a high school graduate over the course of a lifetime. Many of the fastest-growing jobs require some amount of postsecondary education, and there are a dwindling number of positions requiring only on-the-job training. Despite this trend, only about 75% of American students even finish high school, with much lower graduation rates among low-income urban, rural, and minority students. While most high school graduates do enroll in some form of postsecondary education, there are again significant disparities based on income and ethnicity. Alarmingly high percentages of postsecondary students fail to earn a degree, with many failing to persist even to the second year; again, these disparities highly correlate with race and income.

Problems with student aspirations and motivation

The current federal policy focus on holding schools accountable for student test scores serves to reveal inequities in student outcomes, but it does little to help students understand why they should strive and persist in school. In many low-income communities, students have little exposure to the wide range of available careers in today's society, and their schools often fail to help them develop aspirations that reflect each student's unique interests, values, and abilities. The absence of meaningful aspirations too often leads to a failure of motivation, with negative consequences for both students and their communities.

Lack of planning and information

Even when students develop career and educational aspirations, many lack coherent plans for attaining their goals. The absence of such plans makes it difficult for students to maintain motivation, deal with setbacks, and sustain educational effort. Although most parents want their children to attend college, many low-income families do not have access to necessary information about how to prepare for and access it. Students from families in which the adults have not themselves been to college are at a marked disadvantage in pursuing postsecondary education, and have inaccurate information about admissions requirements, financial aid, and degree requirements. This misinformation may seriously harm students' chances of attending and completing college.

Insufficient emphasis on critical skills
Academic skills—including literacy and numeracy—are of huge importance, and should be central to any schooling model. But other skills are also critical to success in education and the workplace. Students need to develop the abilities to plan realistically, self-advocate, think critically, work with others, manage money, and communicate clearly and effectively. In their efforts to meet federal and state standards in academic subject areas, schools typically under-focus on these skills.

Overburdened school counselors
Ideally, school counselors would serve to address the above issues. In reality, counselors are responsible for a wide array of tasks (class scheduling, course management, discipline problems, psychological counseling, and special education assessment). With caseloads often exceeding 500 students, career and college counseling can be seen as the least urgent task and often receives lowest priority.

Program Delivery
RTS is a research-based classroom intervention designed to give schools a way to address the above needs. RTS meets during the school day as a regularly scheduled class for nearly 25 hours per year beginning in grades 7 and continuing through grade 12.

This intervention model is highly consistent with the American School Counselors Association's (ASCA) National Model, which calls for a switch in the emphasis of counselors' work "from service-centered for some of the students to program-centered for every student." The ASCA Model calls for "systematic delivery" of a comprehensive guidance program with several components:

- A curriculum component "by which every student receives school guidance curriculum content in a systematic way." **This is what RTS is designed to do.**
- An individual student planning component in which students and their parents can "plan, monitor, and
- understand their growth and development and take action on their next steps personally, educationally, and occupationally." **RTS provides significant program time and resources for this process.**

By providing schools with a means of addressing the above components for all students, RTS frees up school counselors for the tasks that already consume much of their time: responding "to the direct, immediate concerns of students [through services such as] individual counseling, crisis counseling, referrals or consultations…"

While ASCA standards call for counselors to develop classroom-based guidance programs, the reality is that most counselors do not have the time to do so; RTS addresses this reality.

RTS is designed to be adopted by schools without major effort on a school's part. Time demands on a school's academic schedule are minimal—about 2% of a student's time in school over the course of a year—but the cumulative program dosage is sizable.

RTS has the potential to improve student outcomes in measurable ways. These include medium-term predictors of postsecondary success such as consistent school attendance, SAT/ACT-taking, grade point average, credit accumulation, and on-time high school graduation, as well as long-term outcomes such as college persistence and completion rates.

Structural elements

RTS has examined a large number of interventions and designed a program that includes a number of structural elements that, in combination with the content elements discussed below, have the potential to produce better student outcomes than current educational and youth development practices.

- **Grades 7-12, 45 minutes/week, all students**
  RTS is a relatively high-dosage and long-term intervention. We have designed the program to begin serving students before they are at major risk of disengaging from school, and to stay with them long enough to make a lasting difference. RTS is designed to serve students for six consecutive years. Programs that are offered after school, during the summer, or as electives are limited as to which students can participate. Programs that operate as more of a "pullout" for a subset of students can suffer from highly variable student participation, particularly over successive years of enrollment in a program. Unlike many programs that are targeted at a subset of students, RTS is intended as a whole-school treatment.

- **Standardized program**
  Many interventions are implemented inconsistently both within and across schools or program sites making evaluation of effectiveness difficult if not impossible. RTS, by contrast, has a consistent scope and sequence of activities.

- **Focus on student engagement**
  Students learn and retain more when they are active participants in learning and they can relate to the content. For example, experiential education experiences have demonstrated the ability to raise student engagement in learning. In RTS, students participate in project-based learning activities, including a grade 7 career fair project, a grade 8 community improvement project, and a grade 9 workplace simulation project. In the 10th grade RTS curriculum, students go on a college visit, and in the 11th grade program, students participate in a job shadowing experience.

- **Low-cost Intervention**
  RTS was designed as a low-cost intervention, and so that schools considering the program will not see its cost as a major obstacle to its implementation.

Content Elements

RTS's content elements focus on the appropriate balancing of knowledge and skills activities over the six-year period of student enrollment in the program. RTS teaches students to set manageable goals, to plan steps towards those goals, to build skills necessary for postsecondary success, and to gain motivation through these activities. Although the balance of content differs by grade level, each year contains elements of career exploration and planning; education planning; goal-setting and planning skills; self-presentation skills; and financial literacy. These content areas are typically grouped into multi-week units. Each grade level consists of a scope and sequence (within the larger six-year scope), detailed workshop plans (typically about 10 pages long), student handbooks and portfolios, and monthly family newsletters aligned with program content.

Content areas include:

- **Career Exploration and Planning**
  Each year of the six-year RTS program contains a significant focus on college exploration and planning; the emphasis is particularly strong in grades 7 through 9, with the goal of increasing student motivation through the development of career aspirations.

- **Education Planning**
  RTS activities include a significant focus on exploration of values, interests, and abilities in the context of educational and career planning.

- **College Access Information and Activities**
  RTS's six-year sequence of education planning activities for students, and monthly newsletters for parents, is intended to address the information gap about college access.

- **Non-Academic Readiness Skills**
  RTS focuses on providing students with key non-academic skills that are necessary for postsecondary success but given scant attention in most secondary schools, such as study skills, planning, information-gathering, self-presentation, and financial literacy.

The logic model on the next page demonstrates how RTS' program elements are related to short-term, intermediate and long-term outcomes.

Logic Model for Roads to Success

The Intervention

Content Elements
- Career Exploration and Planning
- Education Planning
- College Access Information and Activities
- Skills-Building Activities

Structural Elements
- RTS Facilitators supplementing school counseling staff
- Grades 7-12, 45 minutes/week, serving all students
- Standardized program
- Focus on student engagement
- Low-cost Intervention
- Project-based learning

→

Short-Term Outcomes

Positive student beliefs about the relevance of school to preparation for adulthood
- Work skills
- Working well with others
- Solving real-world problems
- Developing career goals
- Understanding yourself

→

Intermediate Outcomes

1st Stage
- Motivation and engagement in school
- Career and college awareness

2nd Stage
- Completion of college preparatory activities
- High school completion

→

Long-Term Outcomes

1st Stage
- Enrollment in college
- Receipt of Financial Aid

2nd Stage
- Persistence and completion of postsecondary education/training
- Career Attainment

↑ ↑ ↑ ↑

Background Factors:

- Pre-program student skills, knowledge, beliefs and behaviors
- School quality, peer effects
- Parent and community characteristics

GETTING STARTED

Provides all the essential information on getting RTS up and running in schools. Most helpful for those doing operational planning for the program.

Planning Meetings and Timelines

It's helpful to begin planning several months before starting the Roads to Success program. The chart below indicates meetings we recommend having prior to program launch, and a suggested time table.

What	Who	Should happen when	Date meeting occurred
OPERATIONS MEETING Planning for RTS program launch	School administrators, counseling staff, potential staff who will be implementing the program (called **RTS Facilitators**)	• Spring before program begins	
INTRODUCTION MEETING Introduce RTS program to school staff; generate excitement about program launch	School administrators, school staff, RTS Facilitator	• Before school starts (summer) OR • In-service days OR • Staff meeting in the beginning of the school year	

What	Who	Should happen when	Date meeting occurred
ADMINISTRATOR and RTS FACILITATOR MEETING(S) These should be ongoing meetings to talk through the requirements of the program and what's needed in terms of school support	School principal, RTS Facilitator	• Ongoing (before program begins and throughout implementation as needed)	
SCHOOL COUNSELOR MEETING RTS Facilitator meets with school counselor to preview curriculum and establish working relationship	RTS Facilitator, school counselor	• Ongoing (before program begins and throughout implementation as needed)	
PARENT MEETING Introduce RTS program to parents (optional); generate excitement and garner parent support	School staff, RTS Facilitator, parents	• Beginning of school year	
BOARD MEETING: Introduce RTS program to your school board (optional)	School administrators, guidance staff, RTS Facilitator, local school board	• Spring before program begins OR • Fall of program launch	

Scheduling the RTS Program

In many ways scheduling is the biggest programmatic hurdle to confront in implementing Roads to Success. In some schools the RTS Facilitator pushes into another class, such as English or Social Studies, and the host teacher stays. In other cases there is no host teacher, and the RTS program is scheduled independently. After delivering the program to many different schools over the past four years, we have learned some valuable scheduling lessons that can have a dramatic impact on the success of the program. Considering the following when planning your schedule will help ensure a more successful program:

1. **Be open-minded about scheduling, but keep in mind that consistency of delivery is best.** We have designed the program to be implemented each week for 45 minutes with consistent student groupings for the entire school year. We believe, and research supports, that a consistent dosage over six years will yield results. The program is typically scheduled as part of a core class (e.g. English) that meets for the entire school year; however, there are a number of different ways to make it work in your school if this is not an option. See next page for other options. Carefully think through your options, and who you're planning to serve, before deciding the best schedule for your program.

2. **Schedule enough time for the lessons.** Lessons are written for 45-minute periods and while some may be completed in less time, there are significant challenges when cutting the lessons down to fit in 30 minutes or less.

3. **Think about who you're targeting with the intervention.** If you want to serve the hardest-to-reach, least engaged students, it will not make sense to make the program a voluntary after-school activity, when you're more likely to get those students who are the most motivated. Making it mandatory, or scheduling it during the school day can ensure that ALL students are served.

4. **Keep class sections consistent throughout the year**. Keeping the class groupings consistent helps preserve the community that students build, and prevents some lessons from being repeated for students (since classes can get off track with snow days, delays, etc.).

5. **Make arrangements for the computer lab.** About ¼ of RTS lessons require a computer lab. Lesson plans specify whether a lab will be needed, so Facilitators know well in advance when the computer lab should be reserved. It is imperative that computer lab time be made available for the RTS program.

6. **Stay away from Monday classes.** Scheduling RTS classes on Mondays is often problematic because of school vacation schedules; students wind up missing many RTS classes over the course of the year. If this can be avoided, or if a missed Monday class can be made up during a different day of the week, it will result in a more consistent program.

7. **Choose a supportive teacher.** Choosing a teacher to teach RTS who is supportive of the RTS program is essential to the success of the program. Additionally, if the RTS Facilitator will be pushing into a class where there is a host teacher, he also must be on board with the program. Nothing can throw a program off track more than an unsupportive environment.

8. **Make accommodations for a six-day rotation.** Six-day rotation schedules make it difficult to provide weekly classes and students will get less content over the course of the year.

9. **Be prepared for testing to change schedules.** State testing can disrupt schedules and students wind up missing program content if RTS classes are scheduled during this time.

10. **Communicate the importance of preserving RTS time.** Teachers sometimes use the RTS period for their own content during finals or test review. While we understand that teachers are pressed for time to cover everything they need to, establish an understanding among staff that scheduled RTS sessions are for RTS material only.

If you're planning to schedule the program during the school day, below are some options to consider:

- Scheduled as part of a major subject area (e.g. English).
- Scheduled as part of a related course that is delivered in a block format (two 45 minute periods). RTS is delivered as part of the block 1x/week.
- Scheduled as a rotated class among electives (e.g. for the first quarter its part of Art, for the second its part of Health, etc.) OR rotated among core classes (e.g. first quarter part of English, second quarter part of Science). NOTE: Both of these options are contingent on consistent student groupings.
- Scheduled as part of a year-long elective class (e.g. Business). NOTE: The problem with this method is that it may not reach everyone in a grade.
- Scheduled opposite a class that does not meet everyday (e.g. gym).
- Scheduled twice weekly for a semester.

Remember, consistency of delivery is extremely important in implementing the Roads to Success program successfully.

Equipment and Site Licenses

The Roads to Success program does not rely heavily on electronic equipment and technology. However, there are lessons that may require a television, DVD player, or computer lab. Additionally many lessons require an overhead or LCD projector. Each RTS lesson includes a summary of the materials that are needed, so facilitators will know well in advance what they need to reserve. In adopting the RTS program, it's important to think about whether your school has sufficient equipment available for successful implementation.

Some RTS lessons in each year of the program require use of a career exploration and college access website. In Iowa, schools have free access to **www.IHaveAPlanIowa.gov**. Information on additional career websites is provided below. Additional college websites are described within the lessons themselves. If you decide to use resources other than IHaveAPlanIowa.gov, some lessons will require adaptation.

Iowa College Aid

IHaveAPlanIowa.gov is a college and careers website where Iowa students can create an electronic career portfolio, build a resume, access college and financial aid information, explore careers, and more. Log-in information can be shared with the entire student body, as well as parents and teachers. We've provided a Iowa College Aid handout to share with staff and parents in the **Delivering the RTS Program** section.

Trademarks

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Career Noodle

www.careernoodle.com
Career Noodle has over 1000 video interviews, easy navigation, and lots of cool features including personal portfolio tools (e.g. resume builder, college entrance exam tracking, online career journal, online counselor/advisor and 21st Century Skills video libraries). Bulleted items, rather than paragraphs of text in the job descriptions, make this a good choice for struggling readers. Site licenses can be purchased at www.careernoodle.com.

Free Resources

www.nycareerzone.org

- For: middle school and older
- Best things: career info is clear, there are direct links to schools in NY state that provide training in each career
- Worst thing: Search by career types may be confusing. Try searching by occupation (career) first.

www.thefunworks.org

- For: middle school students or anyone just beginning their career search
- Best things: easy to use, includes links to cool facts and additional resources, there's even a link to an online dictionary
- Worst thing: you won't find all careers here

http://career.missouri.edu/students/explore/thecareerinterestsgame.php

- For: college students or high school students interested in finding out more about their career interests
- Best thing: explains career types (found on careerzone website, above) in a way that makes sense
- Worst thing: no info about individual careers

www.nextsteps.org

- For: high school and older
- Best things: easy to search careers alphabetically, includes unusual careers from "artificial eye maker" to "tattoo artist," fun to read, great FAQs about choosing a career
- Worst things: you'll want to get more info on careers, as this site isn't as complete as some, it's a Canadian site, so not all info will be applicable to career & college searches in the U.S.

http://stats.bls.gov/oco/

- For: adults and others who want to dig deep
- Best thing: from the U.S. Department of Labor, this site has a ton of up-to-date info on every career imaginable
- Worst thing: Lots to read, no flashy graphics

Two cautions when evaluating career websites for use with your students:

- Readability is often an issue. (You can check the readability of a website by cutting and pasting sample text into MSWord, then using the "Spelling and Grammar" tool.)
- Middle-school students may not be developmentally ready to identify their skills and interests, and choose a career based on these traits. Interest inventories are neither fortune-tellers nor career counselors. They should be used as tools to widen the range of career possibilities, not to rule out favorite career goals.

THE PROGRAM

This section provides an overview of our curriculum and a description of what's found in a lesson plan.

Grade Overviews

Grade 7 Overview

For many students, grade 7 marks the transition to middle school. This can mean a whole range of adjustments – from interacting with students from outside their own neighborhoods to taking responsibility for their learning as they move from class to class. Several 7th-grade units focus on skills needed for academic success in this new environment.

Study Skills

- A Time and Place to Study. The what, when, where, and how of effective studying.
- Note-taking. How are notes used in the work world? Students look at the notes of waiters and wedding planners, doctors and landscapers, then practice techniques for taking notes in class.
- Studying for Tests. How to review information presented in class, figure out what's important, and memorize key facts.
- Short-Term Planning. Making lists, prioritizing, and estimating time requirements help students make sure they accomplish their goals.
- Stress Management. Yes, middle school can be stressful. In this workshop, students talk about healthy ways of dealing with it.

Grow Your Intelligence

Students learn about the structure of the brain and study recent research that supports the "growth" mindset: that intelligence can be improved through effort and practice. Students study examples of extraordinary achievement – including the legendary basketball skills of Michael Jordan and the mathematical accomplishments of students from Garfield High School in East L.A. Students compare how they currently spend their time with skills they'd like to improve in the future, and examine the effects of stereotyping on their own aspirations. (Based on the malleability of intelligence research of Dr. Carol Dweck and Dr. Lisa Blackwell and the stereotype threat research of Dr. Joshua Aronson and Dr. Claude Steele.)

Careers

Career exploration and education planning are at the heart of Roads to Success. Students use an online tool (www.IHaveAPlanIowa.gov) to take an interest inventory on the web, then research the career of their choice and present it at a 7th-grade Career Fair. Students also consider Bureau of Labor statistics that show the relationship between education and earnings (as well as the inverse correlation between education and unemployment).

Financial Education
Lessons on budgeting and "being a smart consumer" show students how planning can help them reach their goals.

Values and Success
Students consider what's important to them and how their values might impact their career and education plans.

Grade 8 Overview

Careers
8th-graders continue to explore careers using the interest inventory and profiles found on www.IHaveA-PlanIowa.gov, focusing on job description, working conditions, education needed, and the likes and dislikes of people working in the field.

Setting Goals
Goal-setting and decision-making strategies are taught in the context of selecting courses for high school.

Education After High School
Students are introduced to the range of post-secondary options, from apprenticeships to four-year colleges, and beyond. Students develop a list of colleges of interest, choosing one to research in more detail.

Communication and Networking
8th-graders make their first foray into workplace communication. How is business phone and e-mail communication different from conversation with friends? Who's in their personal network and how can friends and acquaintances connect them with jobs? What kinds of questions yield information about business opportunities?

Community Makeover Challenge
In a multi-week unit, students identify a community problem and create a proposal for its solution. At each school, a panel of judges reviews proposals, with the winning class receiving support from the school to make their plan a reality.

Money Matters
How far could a $60 weekly paycheck stretch if you had a part-time job? Students allocate their hypothetical resources and are faced with unplanned-for dilemmas like buying an expensive pair of sneakers and replacing a lost CD. In a separate lesson, they figure out how long it would take to save for an I-pod, a year of community college, or another big-ticket item.

Grade 9 Overview

Careers
9th-graders are introduced to the idea of matching their skills and interests to career types. They use IHaveA-PlanIowa.gov to explore job descriptions, earnings, and education needed for several careers, examine their personal values as they relate to the world of work, and review the daily activities of people who hold their favorite jobs.

Finding a Job
Students learn about jobs appropriate for 15- and 16-year-olds and the pros and cons of working while still in high school. They create an information card to assist in completing a job application, and practice interviewing skills. They discuss the expectations bosses have for employees and the things workers have a right to expect in return.

Education After High School
Students explore college entrance requirements and various forms of financial aid. They learn how employers and colleges use work experience and extracurricular activities to compare candidates. They discuss the pros and cons of going to college.

Money Matters
In this two-lesson unit, students take on the salaries and financial responsibilities of adult life. In week 1, students select careers obtainable with a high school education, then choose housing, transportation, and leisure options, attempting to create a balanced budget. In week 2, they try again, selecting careers from those requiring two-year, four-year, and graduate degrees.

Ad Apprentices
In this unit, students are charged with planning a 30-second videotaped public service announcement that conveys a key concept from Roads to Success. They work together in teams – analyzing existing public service announcements, selecting a topic, and figuring out what story they want to tell and how to tell it. The winning proposal is videotaped, and edited.

Grade 10 Overview

Careers
Career research continues to be a main theme. Students examine career outlooks for various fields and compare their own values, interests, and abilities with job requirements. They identify the characteristics of their ideal jobs, and make tentative career choices.

Finding a Job
Students explore the benefits of entry-level jobs, then survey local employers about qualities most desired in job candidates. Students identify their own workplace skills and give examples that demonstrate their acquisition of these skills. This unit concludes with mock interview participation and feedback.

Test Prep
Students discuss reasons to take the PSAT (or, where applicable, the ACT Plan) and review the types of questions included on the test. This unit also includes a review of sample post-secondary tests required for job placement and advancement, an illustration that reading and math skills are needed by both college- and workforce-bound students.

Education After High School
Students compare tech/trade school, community college, and four-year college options, and get an overview of the path to college application and acceptance. Students compare their academic achievement with the proficiency required in their chosen fields, and set short-term goals for improvement as needed. Students list

questions about college, and go on a campus visit to get them answered. The financial aid process is explored.

Money Matters
A senior-year scenario gives students a chance to consider some of the financial decisions they'll soon face: saving for school expenses, ATM/debit card use, credit card considerations, and reading the fine print in a contract.

Grade 11

In Grades 11 and 12, the focus shifts from exploration and self-discovery to identifying post-secondary training opportunities and completing the steps needed to access them.

Test Prep
Students receive information about the ACT and SAT, and become familiar with the format of the test most commonly taken in their region. One class period is spent working through sample problems together; another is devoted to online registration. A final lesson explores standardized tests commonly used in workforce development and employee screening: the Test of Adult Basic Education (TABE), the Armed Services Vocational Aptitude Battery (ASVAB), and the ACT WorkKeys Foundational and Personal Assessments.

Careers
Students take an interest inventory and consider job description, education requirements, and outlook for a career of interest. They consider their transcripts to gauge how well prepared they are for careers of choice, and make plans to regroup if improvement is needed.

Job Shadow
In this project-based learning unit, students create resumes and cover letters, research companies, and practice informational interviewing skills. Workplace behavior – including everything from attire to office gossip to personal phone calls – is discussed. (Tie-tying instructions are provided.) This unit culminates in a structured visit to a workplace, complete with written employer feedback and the requisite thank-you note.

Education After High School
Students compare their district's high school graduation requirements, a list of recommended courses for college-bound students, and IHaveAPlanIowa.gov's list of suggested courses for their chosen careers. Based on this information, they select courses for their senior year. College majors are discussed, educational options other than four-year colleges are explored, including community colleges, tech and trade schools, apprenticeships, and the military. Students research college. College application and financial aid information is briefly reviewed, online tools and the process of obtaining references is discussed.

Money Matters
Students consider the advantages and disadvantages of credit card use and the reasons why good credit is important. They investigate potential car purchases and the cost of buying, operating, and insur-

ing a car. Finally, they examine cost and other considerations when renting an apartment and explore their rights and responsibilities as spelled out in a typical lease.

Grade 12

Grade 12 will focus on the activities students need to make the transition to the next step, whether it's college or career.

Your College/Work Application
Students spend five weeks writing a personal essay suitable for a college application or self-presentation during a job interview. This essay will serve as a way for students to crystallize their thoughts about what they have to offer the world, whether they're workforce- or college-bound. Students receive instructions on requesting references and assembling information needed for a job or school application.

Financial Aid
Students conduct scholarship searches and complete the Free Application for Federal Student Aid (FAFSA). They are provided with guidelines for comparing financial aid packages.

Finding a Job
Continuing the work begun in the Grade 11 Job Shadow unit, students practice the skills needed to successfully search for work. They'll focus on updating resumes, writing cover letters, company research, interviewing techniques, and successful job-hunting strategies.

"Freshman Year" Budget
Students create a budget based on their anticipated career or education path following graduation.

Next Steps
Students consider what it takes to get ahead in the workplace and make the most of their college experience.

Unit and Lesson Overview

Grade 7

	Introduction	Setting Goals	Grow Your Intelligence	Study Skills	Careers	Money Matters	Values	Portfolio Review
1	Culture & Procedures	Setting Goals 1	How Your Brain Works	Finding a Time and Place to Study	Interest Inventory	Understanding Advertising	Values	Year in Review
2	Teambuilding	Setting Goals 2	You Can Grow Your Intelligence	Taking Notes	Navigating IHaveAPlanIowa.gov	Budgeting I		
3	Artifacts & Autobiography		Use It or Lose It	Studying for Tests	Value of a Degree	Budgeting II		
4			A Word to the Wanna-Be Wise	Managing Stress	Career Fair: Career Research 1			
5				Short-Term Planning	Career Fair: Career Research 2			
6				Study Skills Challenge	Career Fair: Career Research 3			
7					Career Fair: Creating Career Fair Displays			
8					Listening and Asking Questions			
9					Career Fair: Presentation Practice			
10					Career Fair Reflection			

Grade 8

	Introduction	Setting Goals	Careers	Communication & Networking	Community Makeover	Education After High School	Money Matters	Portfolio Review
1	Culture & Procedures	Setting Goals	Interest Inventory	Phone and Email Etiquette	Intro to Makeover Challenge	Post-Secondary Options	Budgeting	Year in Review
2	Teambuilding	Decision-Making	Job Description	Your Network	Brainstorming	One- and Two-Year Programs	Savings	
3		High School Choices	Working Conditions	Meeting and Greeting	Planning the Pitch	Four-Year Programs		
4		Decision-Making Challenge	Career Education and Interviews	Networking Challenge	Drafting the Pitch	Research Skills		
5			Career Pitch		Drafting the Pitch II	Research Results		
6					Perfecting the Pitch			

Grade 9 (7th - 12th grade version)

	Introduction	Setting Goals	Careers	Ad Apprentices	Education After High School	Finding A Job	Money Matters	Portfolio Review
1	Culture & Procedures	Setting Goals	Interest Inventory	Think Like An Advertiser	The Cost of College	Jobs for Teens	Real-Life Budget 1	Year in Review
2	Teambuilding	High School Matters	Finding Careers that Fit	Setting Up Shop & Choosing a Topic	Financial Aid	Completing Applications	Real-Life Budget 2	
3			Career Report	Planning and Storyboarding I	Entrance Requirements	Interview Basics		
4			Day on the Job	Planning and Storyboarding II	Building Credentials	Interview Practice		
5			Work and Values	PSA Presentations	College: To Go or Not to Go?	Workplace Responsibilities		
6			A Career for You?			Workplace Rights		

Grade 9 (9th - 12th grade version)

	Introduction	Setting Goals	Careers	Ad Apprentices	Education After High School	Finding A Job	Money Matters	Portfolio Review
1	Culture & Procedures	Setting Goals	Interest Inventory	Think Like An Advertiser	Post-Secondary Options	Jobs for Teens	Real-Life Budget 1	Year in Review
2	Teambuilding	High School Matters	Finding Careers that Fit	Setting Up Shop & Choosing a Topic	One- and Two-Year Programs	Completing Applications	Real-Life Budget 2	
3	Autobiography		Career Report	Planning and Storyboarding I	Four-Year Programs	Workplace Responsibilities		
4			Day on the Job	Planning and Storyboarding II	The Cost of College	Workplace Rights		
5			Work and Values	PSA Presentations	Financial Aid			
6			A Career for You?		Entrance Requirements			
7					Building Credentials			

Grade 10

	Introduction	Taking Tests*	Careers	Finding a Job	Education After High School	Money Matters	Portfolio Review
1	Culture & Procedures	Introduction to the PSAT	Interest Inventory	Entry-Level Jobs	Comparing Post-Secondary Options	Setting a Budget	Year in Review
2	Teambuilding	Psyching out the PSAT	Career Outlook	Jobs for Teens	The Road to College	Take it to the Bank	
3		Post-High School Tests	Investigating Careers	Employer Survey Follow-up	What Can I Do Now?	Keeping Track of Your Money	
4		Introduction to the ACT	Working Conditions, Earnings, and Education	Sell Yourself	Preparing for Junior Year	Using Credit Cards with Care	
5		Psyching out the ACT	Career Clusters	Preparing for an Interview	Preparing for the College Visit	Before you Sign: Contracts	
6		Post-High School Tests	Choosing a Career	Mock Interviews	Reflecting on the College Visit		
7					Financial Aid		

Grade 11

	Introduction	Test Prep*	Careers	Job Shadow	Education After High School	Money Matters	Portfolio Review
1	Introduction	Introduction to the ACT/SAT	Interest Inventory	Introduction to Job Shadow	Choosing Courses for Senior Year	Understanding Credit	Year in Review
2		ACT Practice Questions	My Career Research	Creating Resumes I	Choosing a College Major	Credit Cards	
3		ACT Registration	Career Choice	Creatiing Resumes II	Other Education Paths	Let's Go Car Shopping	
4		Workforce and Adult Ed Tests		Workplace Behavior	Evaluating Post-Secondary Options	Paying for a Car	
5		Introduction to the ACT/SAT		Informational Interview I	Choosing a College	Renting Your First Place	
6		SAT Practice Questions		Informational Interview II	College Research I	Signing a Lease	
7		SAT Registration		Reflection & Thank-You Note	College Research II		
8		Workforce and Adult Ed Tests			College Research III		
9					Letters of Recommendation		

Grade 12

	Introduction	Applying to College	Finding a Job	Financial Aid	Money Matters	Next Steps
1	Introduction	Completing a College Application	Who Gets Jobs?	Financial Aid Options	"Freshman Year" Budget	Freshman Year Survival Guide
2	Introduction II	Essay-Writing I	Your Network	Scholarships I	Big Ticket Expenses (Housing & Transportation)	Advice from the Experts
3		Essay-Writing II	Company Research I	Scholarships II	Health Insurance	Getting Ahead at Work
4		Essay-Writing III	Company Research II	FAFSA I	Budgeting Details	
5		Essay-Writing IV	Your Resume	FAFSA II		
6		Essay-Writing V	Cover Letters I	Comparing Financial Aid Packages		
7			Cover Letters II			
8			The Interview			
9			Follow-up			

*Both an SAT and ACT version exist, depending on what is customary for students in a given school.

Lesson Plan Format

Here's what you can expect to find in each Roads to Success lesson plan.

Lesson Descriptions

This includes the lesson titles and corresponding Big Idea for each lesson in a given unit. In addition, lessons that require collaboration with any school staff, including school counselors, school administrators, and the person in charge of the computer lab, are noted here.

Planning Pyramid

Teaching a once-a-week program can be frustrating because there's so little time available for expanded discussions or re-teaching material students didn't understand. In order to help prioritize instruction, we've created planning pyramids for each unit. These should help separate essential from non-essential outcomes. At the base of each pyramid, you'll find skills all students should be able to master. At the top, you'll find skills that only a portion of your students will demonstrate. In all cases, you should focus on what you want your students to learn rather than "getting through" the material exactly as written.

Family Newsletter

The Family Newsletter (there is one for each unit) provides students families with a brief overview of what information will be covered in a unit. It is intended to keep families informed on what their students are learning and how they can support them at home. We encourage you to distribute copies of the family newsletter at the beginning of each unit. (These newsletters should be approved by the school administrator prior to distribution.)

The Big Idea

The Big Idea sets a purpose for the lesson. It should be written on the board and shared with students at the beginning of the class. Students should be able to answer this question at the conclusion of the lesson. **Example:** How does advertising affect my spending?

Objectives

Objectives describe how to measure whether a student has mastered the material, and the behavior a competent student will demonstrate.

Agenda

Here, each activity is listed followed by its approximate time. We recommend listing the daily activities on the board to help keep students focused and moving forward. Please note that the times are meant to serve as guidelines; what happens in individual classrooms will vary.

Sample:

Approx.45 minutes

1. Warm-up (5 minutes)
2. Activity II (15 minutes)
3. Activity III (20 minutes)
4. Wrap-up (5 minutes)

Materials

This is a complete list of materials needed, including Student Handouts and Facilitators' Resources.

- **Facilitator Resources**
  Facilitators' Resources are for use in teaching the lesson when something more specific than the step-by-step activities is required. (Examples: a script that is read aloud to students or a list to be used in creating a newsprint poster or overhead transparency.)
- **Student Handouts**
  Copies of materials found in the student handbook.
- **Portfolio Pages**
  Copies of materials found in the student portfolio.
- **Media**
  Any DVDs or VHS tapes needed to implement the lesson.
- **Other Materials**
  List of additional materials needed to implement the lesson: chart paper, markers, overhead projector, highlighters, index cards, etc.

Overview

A brief paragraph stating the focus of the lesson and summarizing what students will do.

Preparation

This section describes what to do in the days (or weeks) prior to the lesson as well as immediately before the class arrives. Facilitators should be particularly aware of preparation that will require coordination with other faculty and staff members, such as:

- Arranging to use the computer lab
- Securing A/V equipment such as a DVD player or VCR
- Making photocopies or overhead transparencies
- Coordinating efforts with the school counselor

Background Information

This will be included only in those lesson plans where additional information might be helpful. Look here for details such as info about website log-in, supporting statistics, and context for a particular topic.

Vocabulary

It's not our goal to teach formal vocabulary lessons, but students should have a working knowledge of words needed to understand lesson content. Words they'll need to know are included here for your convenience.

Implementation Options

This section is critical for figuring out how to adapt lessons for a particular class. There will be suggestions of what steps to cut if a lesson seems too long, ways to alter the delivery if a particular technology is unavailable, or ideas for varying the delivery method to suit class needs (e.g. working in pairs rather than individually, sitting in a circle to foster discussion). In addition, most lessons will include an optional written DO NOW (list of questions) to begin the lesson with a formal individual activity.

Activity Steps

A step-by-step plan that explains each portion of the lesson in detail. Note that a Warm Up is a hook to draw students into the lesson, like the sitcom teaser that sucks you into a T.V. show before the titles or first commercial. For that reason, the Warm Up should be brief and to the point. It's also recommended that you allow five minutes at the end of each period for a Wrap Up in which you review what the students have accomplished.

Please note that the dialogue marked "**SAY SOMETHING LIKE**" indicates key content. Facilitators should use whatever words they're comfortable with to convey the messages indicated.

Sample Lesson

4

COMMUNICATION & NETWORKING

Lesson Descriptions

Communication & Networking 1: Phone and E-mail Etiquette
How can I use the phone and email to communicate effectively with adults?

Communication & Networking 2: Your Network
What is networking and how can it help me?

Communication & Networking 3: Meeting and Greeting
What are the advantages of being a good conversationalist, and how can I improve my conversational skills?

Communication & Networking 4: Networking Challenge
What have I learned about networking and communication?

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PLANNING PYRAMID

GRADE 8, Unit 4, Communication & Networking

Some Students Will:

- Start and continue a conversation with someone they don't know well.

Most Students Will:

- Initiate a phone conversation and/or leave a message that's business-appropriate.
- Use a template to write a note thanking someone for their help.
- Shake hands like a business person.

All Students Will:

- Understand the difference between informal and business-appropriate e-mail.
- Recognize the characteristics of a business-appropriate phone call.
- Identify at least two adults in their personal network.
- Recognize that they can greatly expand their knowledge of the world by asking friends, and friends of friends, for help.
- Explain the reason for sending a thank-you note to a person who's helped them.
- Give two tips for talking to someone they don't know well.

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Roads to Success is a new program designed to help middle and high school students prepare for their futures. This newsletter will keep you posted on what we're doing in school, and how families can follow through at home.

For more info, visit www.roadstosuccess.org.

Did you know?

The most effective job-hunting methods involve person-to-person contact:

-Researching companies, with informational interviews & follow-up.

-Calling companies listed in the phone book to find out if they're hiring for work you can do.

-Knocking on doors of companies that interest you.

-Asking people you know for job leads.

Source: "What Color is Your Parachute?" author Richard Bolles, at www.jobhuntersbible.com

ROADS to SUCCESS

Grade 8 **Networking & Communication**

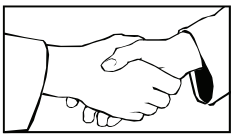
Family Newsletter

The Power of Networking

Teens can get a head start on their careers by talking to adults about their work experiences—their first jobs, what they loved, what they hated, how they got where they are today.

Neighbors, teachers and extended family members, friends from sports teams or religious organizations– all can be good sources of information. That's networking.

Networking is about building relationships that last for years. It's about giving help as well as accepting it. Young people may be uncertain about what they have to offer in



exchange for job leads or advice. Here are some ideas:

Lend a hand. Volunteering is a great way to meet new people. And it gives you a chance to show how hard-working and resourceful you are. Help with a neighborhood clean-up, organize a clothing drive, or share your computer skills.

Show enthusiasm. Teens who are eager to learn can be a refreshing change from the "been there, done that" attitude of some more experienced workers.

Give somebody a chance to be a hero. Most people like talking about their jobs and giving advice. People find it satisfying when a young person succeeds because of their help. Two rules of networking: #1: Let the person who helped you know how things turned out. #2: Say thanks.

Once your teen has his first job, remind him that this is his chance to show what he can do. Can his boss count on him? Does he do more than what's required? Being a good employee adds to the network of people willing to help him when it's time to move on.

Grade by Grade: Real-world Communication

A 2001 study showed that 90% of teens use e-mail. About 74% of those online use instant messaging. This means plenty of opportunities to develop very unbusinesslike habits when it comes to using the Web!

In grade 8, Roads to Success presents classes that focus on ways business communication is different from chatting with friends.

Some highlights:

- How to leave a phone message
- Appropriate screen names & e-mail etiquette
- How people you know can help you find work—and how you can help in return (networking)
- How to say thanks
- How to shake hands
- How to start a conversation and keep it going

Web Tip:
Online journals (such as blogs or personal webpages) can be found by people they were never intended for—such as family members or future employers. Caution teens that material meant to be private may be more public than they realize.

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Phone and E-mail Etiquette

The BIG Idea

- How can I use the phone and e-mail to communicate effectively with adults?

AGENDA

Approx. 45 minutes
I. Warm-up (5 minutes)

II. Phone Tap Game (15 minutes)

III. Can't Fail E-mail (5 minutes)

IV. Switch and Fix (15 minutes)

V. Wrap-up (5 minutes)

MATERIALS

- ❑ **STUDENT HANDBOOK PAGES:**
  - Student Handbook page 33, Good Telephone Skills Checklist
  - Student Handbook page 34, Can't Fail E-mail
- ❑ **FACILITATOR PAGES:**
  - Facilitator Resource 1, DO NOW
  - Facilitator Resource 2, Script
  - Facilitator Resource 3, Phone Tap Calls, one copy per group of 3-4 students
- ❑ Overhead projector and/or chart paper
- ❑ Notebook paper

OBJECTIVES

During this lesson, the student(s) will:

- Recognize there are different rules for phoning and e-mailing adults.
- Discuss the benefits of using proper etiquette, and learn when to choose a more formal approach.
- List and practice effective phone and e-mail habits.

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OVERVIEW

Students discover that communicating effectively with adults requires different skills than those they use with friends. This lesson teaches when and how to adopt the more formal, correct etiquette, for both phone and e-mail communications. A group game hones students' telephone skills, and an e-mail activity reinforces proper Internet correspondence.

PREPARATION

- ❑ List the day's **Big Idea** and activities on the board.
- ❑ The following handouts need to be made into overhead transparencies or copied onto chart paper:
  - **Student Handbook page 33, Good Telephone Skills Checklist**
  - **Student Handbook page 34, Can't Fail Email**
- ❑ Obtain chewing gum (optional, but adds fun).
- ❑ Bring in a phone to use as a prop (cell or toy).
- ❑ Make copies of **Facilitator Resource 3, Phone Tap Calls**, one copy per group of 3.

BACKGROUND INFORMATION

When kids talk to each other on the phone, or send e-mails via the internet, they use slang, code, and "creative" punctuation (if any). They need to know that communicating with adults calls for a more formal approach. If they want to be taken seriously when networking, applying for a job, soliciting information, or functioning in a workplace, they must use the proper etiquette for phone and e-mail exchanges. During class they will learn, and practice, effective skills for making phone calls and writing e-mails.

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IMPLEMENTATION OPTIONS

DO NOW:

*(You may choose to present the **Warm Up** activity as a written Do Now. Present the questions on the board or overhead, and have students write only their answers on index cards. You could also choose to give the students a handout by copying* **Facilitator Resource 1, DO NOW.**)

Questions:

1. List three rules for having a polite phone conversation with an adult.
   (Ex: Don't eat, drink, or chew gum while speaking)
2. Imagine you need to write an e-mail to an adult. How should this e-mail look different than an e-mail to a friend?

Once students have completed their work, begin with the **Warm Up** as written. Students will share their responses to these questions where noted in the lesson plan.

For classes that you don't think have the maturity to do **Activity II: Phone Tap Game** independently in groups, you can do it as an entire class. If you decide to do it as a class, choose two volunteers to play the parts of the Adult Listener and the Caller; the rest of the class will act as Tappers. After the volunteers have acted out their conversations, have the class evaluate the Caller and offer constructive criticism. Then choose new volunteers and repeat. **NOTE:** If you decide to do this as a whole class activity, you'll need to make extra copies of **Student Handbook page 33, Good Telephone Skills Checklist**.

If you run short of time, drop **Activity IV, "Switch and Fix."** But make sure to complete **Activity III, "Can't Fail E-mail,"** so the students will understand the etiquette of e-mailing adults, and be able to practice on their own.

Conversely, if you have plenty of time and are in a school scenario which allows each student to work on a computer, you can do "Switch and Fix" the following way: Have students log onto their computers, and access an e-mail writing screen. Then ask them to write the three to five sentence e-mail to a friend (as described above). Leaving this e-mail on their computer screen, the students then switch seats, moving to the computer on their right. In a new e-mail, they rewrite the letter and fix it so it's appropriate to send to an adult.

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ACTIVITY STEPS

I. WARM-UP (5 minutes)

1. **SAY SOMETHING LIKE:** This week, we're beginning a new unit on networking and communication. Today, we'll talk about how to use the phone and e-mail in business situations. Later, we'll learn about networking – how to make business connections and stay in touch. It's easier than you think, and it's a skill you'll use for the rest of your life.

   How many of you make telephone calls?

   [All hands should go up.]

   If you call a friend and a parent answers, do you speak to them differently than you would your friend? Are you a little more polite and formal? [Students respond; some may be willing to show you both styles.]

   Most of us have different "phone voices" for different circumstances. With friends it's okay to be relaxed and informal. But adults expect a little more. Suppose I had to call your parents and explain today's lesson. What do you think their impression would be if I sounded like *this*…

   [Pop the gum in your mouth, pick up your phone, and chew loudly as you read **Facilitator Resource 2, Script**.]

   SAY SOMETHING LIKE: What would your parents think of me? Would they be impressed? Would they want me to teach you how to succeed in the work world? [Students respond.]

II. Phone Tap Game (15 minutes)

1. **SAY SOMETHING LIKE:** Everyone needs good telephone skills to be taken seriously and make a positive impression. There are some basic skills everyone ought to know.

   "What rules should you follow when talking to an adult on the phone?" [Record students' responses on the board or chart paper. (This question refers to number 1 on the DO NOW.)]

   Display Student Handbook page 33, Good Telephone Skills using an overhead projector or chart paper. Instruct students to turn to this Student Handbook page. On

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the overhead, check off all the skills your students already identified and then have volunteers read the rest of the skills aloud.

2. **SAY SOMETHING LIKE:** Keeping these skills in mind, we're going to play a game called "Phone Tap." Anyone know what a "phone tap" is? [Students respond. They'll probably know, from watching spy movies and TV detective shows.]

   A phone tap is when someone listens in on a phone conversation. And, that's what you're going to do in this game: listen in on each other's calls.

3. Organize students into groups of 3 (4 if there are leftovers). Give each group one copy of **Facilitator Resource 3, Phone Tap Calls**. Instruct the students to take turns being the Caller, the Adult Listener, and the Tapper – the person who listens in, or "taps" the call. If there are 4 in a group, assign 2 to work together as Tappers. (See **Implementation Options** for suggestions.)

   Explain the rules of the game: Tappers write the name of the Caller they are tapping on top of their **Student Handbook page 33, Good Telephone Skills Checklist**. During the call, the Tapper checks off what the Caller does right, and also makes notes to provide the Caller with constructive feedback. For example, a Tapper might note "you remembered to spell your name, but you went too fast for someone to write it down," or "you were polite, but you referred to the manager as 'the guy.'" Instruct Listeners to cooperate with the Caller's requests, and keep the call moving by asking the Caller good questions.

4. Every three minutes, call out for the groups to switch roles. Explain to students the following directions:
   - Callers become Listeners, Listeners become Tappers, Tappers become Callers.
   - The new Tapper writes the Caller's name on the top of his/her sheet.
   - The new Caller uses the next idea on the "Phone Tap Calls" list as the basis of his/her call.

5. When everyone has had a turn as Caller, students exchange their sheets to see how many checks they earned, and what suggestions the Tappers made. Anyone with multiple checks is doing well.

III. Can't Fail E-mail (5 minutes)

1. **SAY SOMETHING LIKE:** Besides talking on the phone, how else do you communicate

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with friends?

[Let students answer; someone should say something like, "IM" and "e-mail" but if not, you suggest it.]

When you send an e-mail to a friend, do you use full sentences, correct spelling and proper grammar? [This should get a laugh, or a chorus of "No"!]

Give some examples of shortcuts you use. [Students give examples.]

Using shortcuts and abbreviations when you e-mail a friend is just fine. But when you e-mail an adult, or someone you don't know well - to get information about a job or a research paper, for example - you need to use a more formal and grammatically correct style.

2. Display **Student Handbook page 34, Can't Fail E-mail** using an overhead projector and refer students to this page. Have a different student read aloud each e-mail. As a class, discuss the differences between the e-mail to a friend, and the e-mail to an adult. Point out what's important to remember when you communicate with adults via e-mail. Underline these tips on the overhead. Instruct the students to circle these tips on their handbook page.

   If there are abbreviations or slang expressions in the e-mail to a friend that your students don't know, use that as a "teachable moment" to show them how an adult receiving an indecipherable e-mail might think and feel.

IV. Switch and Fix (15 minutes)

1. Instruct the students to take out a pencil and piece of paper, and write a three to five sentence e-mail to a friend describing something they'd like to receive as a gift, such as a new CD, a puppy, a sports car, etc. (Give a sheet of paper to every student who does not have one.) The subject isn't important, as long as they write the e-mail to someone their age, from one friend to another, with abbreviations, slang, etc. (Note that students should not use language inappropriate for school.) Tell them to include an e-mail heading (who it's to, from, date, subject line) as if it were a real e-mail. (The e-mail to an adult on **Student Handbook page 34, Can't Fail E-mail** provides a model.)

   Give the class 6 minutes to write, with a one-minute warning when it's time to wrap-up.

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2. On your signal, tell them to switch pages, passing theirs to the person on their right.

3. The students now rewrite the letter in front of them, fixing it so it's appropriate to send to an adult. Put a fake name (such as Mr. Rich) and a fake e-mail address (richrich@money.com) on the board for them to use. Give them eight minutes to complete the task, with a one-minute warning when it's time to wrap-up.

4. On your signal, tell them to pass the page back to its original writer. Give everyone a minute to read the revisions their partners made. If there's time, ask students to read aloud, and praise or suggest appropriate revisions.

V. WRAP UP (5 minutes)

1. [If time permits, quiz the class's knowledge of telephone and e-mail tips. Without looking at their handbook pages, students should recite tips discussed earlier in class. (They do not have to recite the tip word for word as long as they have covered the main idea.) Check off their responses on the appropriate student handbook pages and give hints if the students seem stuck.]

2. **SAY SOMETHING LIKE:** How you present yourself to adults makes a difference, whether it's in person, on the phone, or in an e-mail. If you follow the simple guidelines we discussed today, adults will be more impressed by you, more likely to listen to you, and more willing to help you get what you want. Review the handbook pages often to improve your communication skills. That's it for today! Thanks, and see you next time.

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DO NOW
Communication and Networking 1: Phone and E-mail Etiquette

Directions: You will have three minutes to read the questions and write your response.

Questions:

1. List three rules for having a polite phone conversation with an adult.
(Ex: Don't eat, drink, or chew gum while speaking)

_____

_____

_____

_____

2. Imagine you need to write an e-mail to an adult. How should this e-mail look different than an e-mail to a friend?

_____

_____

_____

_____

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SCRIPT

Note: Please read this in an unprofessional manner. Mumble, shout, chew gum loudly, speak too fast, eat, burp, slurp – whatever will make your students cringe when they imagine their parents listening. And feel free to improvise.

FACILITATOR

Yea, um, it's me. I gotta tell ya, you know,
about the thing. The school thing. The whachamacallit.
Hold on –

(SHOUTING, OVER SHOULDER)

Whaddya want? I'm on the phone!

(BACK TO THE CALL)

So, um, where was I? Oh yea, like,
I teach that school thing, for your kid,
what's her name, his name, whatever.
It's about stuff ya gotta know, like how to
do good, when ya yak on the phone.
That's it.

(HANG UP)

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PHONE TAP CALLS

You are going to be hosting a party for all of your classmates. In order to ensure that your party will be a hit, you need to make the following phone calls. Follow the instructions for each call, and remember all of the Good Telephone Skills Tips, and you will be sure to host the party of the century.

Call # 1:
You are trying to book a venue for your party. You heard that the catering hall close to school has exactly the right amount of space and the right kind of food for your party. When you call, there won't be anyone to pick up, so you will have to leave a message. Make sure the message you leave is clear and provides all of the important information about you and your party (your name/ number/ a good time to call/ type of party), so that someone can call you back.

Call #2:
A day has passed, and there was a message from Mr. Paul on your answering machine. Return Mr. Paul's call at the catering hall, to find out if you can hold your party there. When he picks up, provide details about your event (how many/date/time). Ask if he can give you a special rate for such a large group, and find out how much it will cost. Leave proper information so he can call you back with the information.

Call #3:
You've learned that Mr. Paul can supply you with all the food and drinks you'll need except for a cake decorated in the school colors. Call Betty's Bakery to find out what size cake you'll need for 40 people and how much it will cost. Find out what kinds of cake she can bake and colors of frosting you can order. Place an order, and leave your name and phone number so she can reach you if she has questions.

Call #4:
It is almost party time and you want to make sure that your DJ has all of the information about the party that she needs. You need to make sure that the DJ is going to play the right music. You also need to tell her when to arrive, the address of the party, and how long you will need her to stay. Make sure you leave your number with her in case anything comes up between now and the day of the party.

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Caller's Name _____

GOOD TELEPHONE SKILLS CHECKLIST

Directions: Write the caller's name at the top of the page. Check off each skill you observe the caller using. Record your comments at the bottom of this sheet.

- ❑ Know what you want to say before making the call.
- ❑ Speak clearly, in a pleasant tone of voice.
- ❑ Don't eat, drink, or chew gum while speaking.
- ❑ Identify yourself as soon as someone answers, and ask for the person with whom you'd like to speak. "Hello, this is Jane Doe. May I please speak with Mr. So-and-So?"
- ❑ If someone else answers first, introduce yourself again when the correct person comes on the line.
- ❑ State the reason for your call. "I'm a student at Irvington Middle School, practicing phone calls. Would you mind if I asked you a question about recycling?"
- ❑ Be respectful and polite at all times.
- ❑ Avoid slang, and use proper English. For example, say "yes" instead of "yea."
- ❑ Be a good listener, without interrupting.
- ❑ If the person will be calling you back, repeat your name, spell it, and leave your phone number (including the area code if the call isn't local).
- ❑ Thank the caller for speaking with you.
- ❑ Say goodbye, and give the person a chance to do the same before disconnecting.
- ❑ If you get an answering machine, leave a message that clearly states your name, why you are calling, when you are calling (date and time), and a number where you can be reached. Make sure you finish the message by saying "Thank You".

Comments:

_____

_____

_____

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CAN'T FAIL E-MAIL

Example #1: Email to a friend

To: yobud@roadstosuccess.org
From: student@roadstosuccess.org
Date:
Subject:

sup

wen riting an e-mail 2 an adult def be polite all da time...be sure dat ur sn is aight...fill da top out wit da rite info bout urself meaning da address date subject...make da lettr like a biz lettr usin good gramma spellin and punctuation...dont use smilies or type in all caps LIKE THIS...rmembr 2 give info bout how 2 reach u w/ur email and ur name…g/l

g2g
ur dawg

Example #2: E-mail to an adult

To: student@roadstosuccess.org
From: facilitator@roadstosuccess.org
Date: June 2, 2005
Subject: Can't Fail E-mail

Dear Student,

When writing an e-mail to an adult, please be polite at all times. Make sure you have a respectable screen name. Fill in the header with the correct e-mail address, the date (if it's an option), and the subject (be brief but to the point.) Construct your letter like a business letter, using correct grammar, spelling and punctuation. Don't use emoticons, or type in all capitals (which indicates shouting). Remember to include information about how to reach you with a response (your e-mail address, full real name). Good luck.

Thank you,
Facilitator, Roads to Success

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RTS Materials

In order to implement Roads to Success, you will need the following materials.

Facilitator Guide

The detailed lessons for the grade(s) that you are teaching, including planning pyramids and family newsletters. These lessons are available on IHaveAPlanIowa.gov.

Program Manual

The150-page manual you are reading, that has with detailed information about Roads to Success and implementing the program in your school, available for download on IHaveAPlanIowa.gov and the RTS website.

Student Handbooks and Portfolios

The student handbook pages are used as worksheets during the lesson and often don't make sense in isolation. They rely on the lesson for instruction and context. The portfolio pages are more cumulative assignments, and can be saved from year to year to show student progress.

Student handbooks and portfolios don't typically go home; they're used in class and stored at school. At the end of the school year, you can either pass portfolios back to the students, or save them over the course of their middle and high school experiences. Note that saving portfolio pages at the end of each grade requires advance planning for storage. The 11th and 12th grade portfolio items are the most important in demonstrating student competency; if your school has a formal portfolio system, they might be a valuable addition to it.

If you only plan to use a few RTS lessons over the course of the year, you can simply photocopy the handbook and portfolio pages for the specific lesson(s) you're teaching, and pass them out to students as needed. However, if you plan to use the curriculum consistently, we recommend printing an entire student handbook and portfolio for each student. This will help establish the program as a part of the school's curriculum, and will provide a consistent place for work each week. If possible, binding these documents together in a three-ring binder will help ensure pages aren't misplaced and important work isn't lost.

Access to IHaveAPlanIowa.gov

IHaveAPlanIowa.gov is an interactive career and college research website that students use in each year of the Roads to Success curriculum. See the **Equipment** section for more information and visit **IHaveAPlanIowa.gov** for the opportunity to explore the site.

Videos

Where included in the lessons, media clips generally take five to ten minutes of instructional time per class. Instructions for downloading videos are found within the relevant lessons. Some videos can be found on the Roads to Success website.

BEST PRACTICES: TEACHING TIPS

This section can be helpful for both veteran teachers and those new to the profession; it's packed with tips and best practices from those who have been in the field and seen what works.

Differentiation: Teaching All Students

It's late September, and by now you've noticed that there are non-readers in your classroom. Or that a few students, despite their apparent devotion to you and love for all things Roads to Success, arrive disorganized and unprepared, week after week.

You are not alone.

A typical classroom encompasses a wide range of abilities and needs, from students reading years below grade level to academic stars. Your classroom may include students who are just learning English, or students with learning disabilities.

How can a Roads to Success Facilitator accommodate students who are struggling with basic skills?

1. **Provide structure.**
   Establish consistent procedures re: materials required for class, where to turn in papers, and when things are due. (One teacher of at-risk high school boys starts each day with a checklist to make sure they're prepared. The list includes a notebook, paper, pencil, reading book, and a smile.)

2. **Give clear directions, one step at a time.**
   Ask a student to repeat the directions before the class begins a task, rather than asking "Any questions?" or "Does everybody understand?" (One RTS Facilitator designates a student Communications Director who's responsible for clarifying instructions once they're given.)

3. **Modify expectations.**
   Not every student is capable of performing all tasks at grade level. It's OK to reduce the amount of work for a specific student, allow him to respond verbally rather than in writing, or have him dictate his answers to you, or another student.

4. **Ask an expert.**
   If possible, ask a Special Ed teacher or ELL (English Language Learner) teacher for techniques that work well with specific students.

5. **Provide assistance.**
   Pair readers with non-readers, technology-proficient students with those who need help. You may want to designate tech support kids (whom students must see for help before they see you) or regular reading partners.

6. **Write key points on the board, and reinforce them verbally.**
   Most people are visual learners. For the majority of your students, it's helpful to see things as well as hear them. Be sure to read key instructions aloud so understanding isn't dependent on reading ability.

7. **Consider the seating arrangements in your classroom.**
   Seat students with vision or hearing problems where it's easiest to see or hear. Seat students who are easily distracted away from distractions (their friends, a noisy hallway, a view of the schoolyard). Make sure you can circulate easily throughout the classroom to provide assistance. Proximity can eliminate many behavior problems.

8. **Provide extra time.**
   Designate office hours for students who need extra help. Allow students who need extra time to finish assignments at home. NOTE: Extra homework time doesn't guarantee success; students need the ability to tackle the work alone (or someone to help) as well as the ability to remember instructions and follow through.

9. **Give struggling students enough help to begin the next step.**
   Provide visual examples, and post them where all students can see them (overhead projector, chart paper, etc.). This allows you to reference the next step, reducing the amount of time needed to assist individual students.

10. **Teach to a variety of learning styles.**
    Everybody has something they're good at. Your worst reader may be your best artist. The student who can't sit still may be great at activities that require the class to get up and move. Provide varied experiences so everybody has a chance to succeed.

Lastly, it's important that adaptations not seem punitive or subject a student to ridicule. Students should be taught strategies for working around their weaknesses and capitalizing on their strengths so they can access information in the world beyond your classroom.

Managing Cooperative Groups

Cooperative groups are an incredibly powerful instructional tool but can also create some challenges in the classroom. Luckily, there are many ways to manage group work effectively.

The first key to cooperative groups is room arrangement. It's tricky to have students work together when they're sitting in rows, so you'll have to take the plunge and arrange (or re-arrange) desks into small groups. If you have a particularly difficult class you may want to start with pairs. As the pairs become used to working in small groups you can put two pairs together to form groups of four.

If you are a traveling teacher (without your own room) and work in classrooms where the desks are arranged in rows, you can still use group work. Simply work through how you will want the kids to move their desks together ahead of time and teach them how. Set up time trials to see if the group can beat their own best time when moving into groups. Again, making pairs might be easier at first.

Team names encourage a sense of team identity. Providing a theme helps expedite matters and discourages inappropriate suggestions. Tie your theme to what you're studying.

When assigning group work, it's important to give each student on the team a specific job or responsibility. This will help each individual know what is expected of him as a successful team player. These jobs should help the student teams manage the process of completing the assigned group work in an effective and collaborative way.

Below are some examples of jobs that could be assigned:

- **Time Keeper** : The time keeper makes sure that the team completes the assignment in the allotted time.
- **Recorder**: The recorder takes notes for the group and writes the group's responses to the assigned work.
- **Speaker**: The speaker reports the responses of the group to the teacher and other members of the class.
- **Manager:** The manager checks that all of the group members' jobs are covered and that the group will be able to successfully complete the assigned work.
- **Artist**: The artist creates any of the drawings, diagrams or illustrations needed for the group.

You should assign team jobs based on the requirements of the group work you have assigned. For example, if you don't require drawings, you do not need to assign an artist to the group. Make sure students understand what they will need to do in order to complete their jobs successfully.

Engagement Strategies

To ensure equity and foster inclusion, try these strategies to determine who goes first when students are working in teams, pairs or groups*:

- **Alpha order:** person whose name is first in alphabet; person whose name is last.
- **Personal characteristics:** shortest person; tallest person; person with the longest hair; person with the shortest hair.
- **Possessions:** person with most pets, person with no pets, person with most unusual pet(s).
- **Family Characteristics:** person with most siblings; person with least siblings
- **Style of Dress:** person with most colorful outfit; person with most/least amount of jewelry.
- **Other Characteristics:** person whose birthday is closest to today (past or present); person who has lived in the city longest; person who is newest to the city.

***Note:** Some students may be sensitive about attributes like height or number of family members. Use discretion in choosing what works best for your group.

Maximizing Student Understanding

What's going on inside our students' heads? Although much remains a mystery, research provides at least a partial answer to this question. Here are some strategies that will help you effectively engage the teenage brain.

Provide scaffolding.

We've all seen scaffolding in action. Think of how an adult teaches a young child to ride a bike, running down the street with a firm hand on the fender, providing unseen assistance before letting go at the critical moment. Or the typical driver's ed sequence: classroom instruction, STUDENT DRIVER car with dual controls, family car with student at the wheel and terrified parent in the passenger seat, newly licensed student running a solo errand while parent paces at home.

For the most part, scaffolding is already built into the lesson plans. For example, you're asked to introduce your students to IHaveAPlanIowa.gov by demonstrating its features via laptop/LCD projector; then provide a simple exercise that requires them to find specific, easily accessed information; and finally, turn them loose to research on their own. Your judgment on when your students are ready to work with less help will make the difference between a smooth learning curve and chaos, and on the other hand, between boredom and engagement.

Provide Wait-Time (also known as Think-Time).

In order to get better, volunteered, appropriate answers from a greater number of students, allow the class enough time to consider and respond to your questions. Suggested amount of time: three seconds once you've finished the question. (If this sounds like no time at all, watch the clock, and consider the early research (Rowe, 1972), in which classroom wait-time was often 1.5 seconds or less.) Students should also be given time to compose their answer if they pause mid-thought, with more wait-time provided afterward if you'd like students to respond to each other.

Note that prefacing a question with a student's name, e.g. "Shannon, why might someone decide to go to college?" allows the entire class to check out mentally while Shannon comes up with the answer. Pose the question first, wait . . . (three seconds), then call on one of the many students who has the answer. "To be most effective, this period of silence should follow a clear, well-structured question with the cues students need to construct adequate answers" (Stahl, 1994).

Provide periodic opportunities to process information. The age of your students is the number of minutes they can cognitively attend. (If you're teaching 7th grade, you've got 12 minutes before you lose them!) After that amount of time, give them a chance to review, respond, and change gears before moving on. (After the age of 20, maximum attention span remains stable at 15 – 20 minutes.)

Use anchoring techniques that allow students to stop and reflect on what they've learned. Here are some ways to check for understanding:

- four-color student response cards, as illustrated below.

  Each student gets a set of four cards, each printed on a different color paper. Response cards can be used to gauge student understanding in a variety of situations – to answer multiple choice (A,B,C,D or 1,2,3,4), true/false, yes/no, or opinion questions.

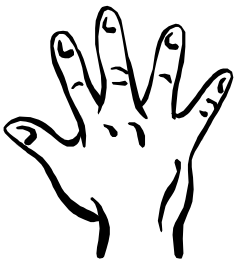
  The facilitator asks a question, and each student holds up the card that represents his answer.

TRUE A 1 STRONGLY AGREE	FALSE B 2 AGREE
YES C 3 DISAGREE	NO D 4 STRONGLY DISAGREE

- Individual white (dry erase) boards, with students responding simultaneously to review material you've just covered.

- "Fist to Five" – students vote on a continuum from one to five: a closed fist indicates little agreement, five fingers indicates complete agreement, with intermediate sentiments possible. (Be sure to model the school-appropriate way to vote with one finger, or eliminate the one-finger option.)

DON'T AGREE



DEFINITELY AGREE

- Thumbs up/thumbs down: a simpler version of the above: thumbs up means yes, thumbs down means no, a flat thumb indicates uncertainty.

  Source: "Motivating Reluctant Learners," presentation by Robert S. Barwa, EdD.

Teach using three modalities.

Whenever possible, present information verbally and visually, e.g. write key instructions on the board. Adding the kinesthetic modality – movement – enhances memory and engagement. (Think back to those camp songs that had various hand signals for a long list of plot elements.)

To transfer information from short- to long-term memory.

Use the principle of 10-24-7. Review in 10 minutes, 24 hours, 7 days. (Although RTS doesn't meet with students 24 hours after material is presented, we can use the suggested 10 minutes to review before moving on to the next activity, with an additional opportunity for recalling key points the following week.)

Give students lots of opportunities to share and connect.

These don't have to be deep and meaningful – for example, when studying the brain, "Turn to your neighbor and say, 'frontal lobe,' and show him its location by touching your forehead".

Another opportunity for interaction is the guided lecture. You provide a brief presentation; students do not take notes. After five to ten minutes, they write down all the important points. Students review their written notes in small groups, and are then allowed to ask the presenter questions.

Provide opportunities for students to wake up and get invigorated.

Scientists call this "state management," and tell us that the body gets conditioned to the state it's in. Get students moving – breathe, snaps, clap, drum roll, "turn to the person next to you and say ___." Use music, have students stand up and stretch, offer treats, etc.

When giving directions, try the callback technique. Teacher says, “Turn to page five. What page?” Students say, “Page five.” Teacher says, “Turn to your neighbor and say, ‘Are you there yet?’”

Source: “Capturing a Teenage Brain,” presentation by Jenny Swerson, EdD, Quantum Learning.

Provide context.

How does new information relate to what we already know?

The New Teacher Project suggests that the following info be included at the beginning of each lesson:

- What is about to happen and why
- How this lesson or activity relates to what has been done previously
- How it’s going to happen and what is expected of the student

Present information in meaningful chunks.

Teach for America provides these examples:

Take three seconds to try to remember the 21 letters in each sequence below:

1. HJAUIERYERWHABRBAGFCD
2. GOAT JUMP TENT ASK RED SUM
3. WARRIORS FOUGHT BRAVELY

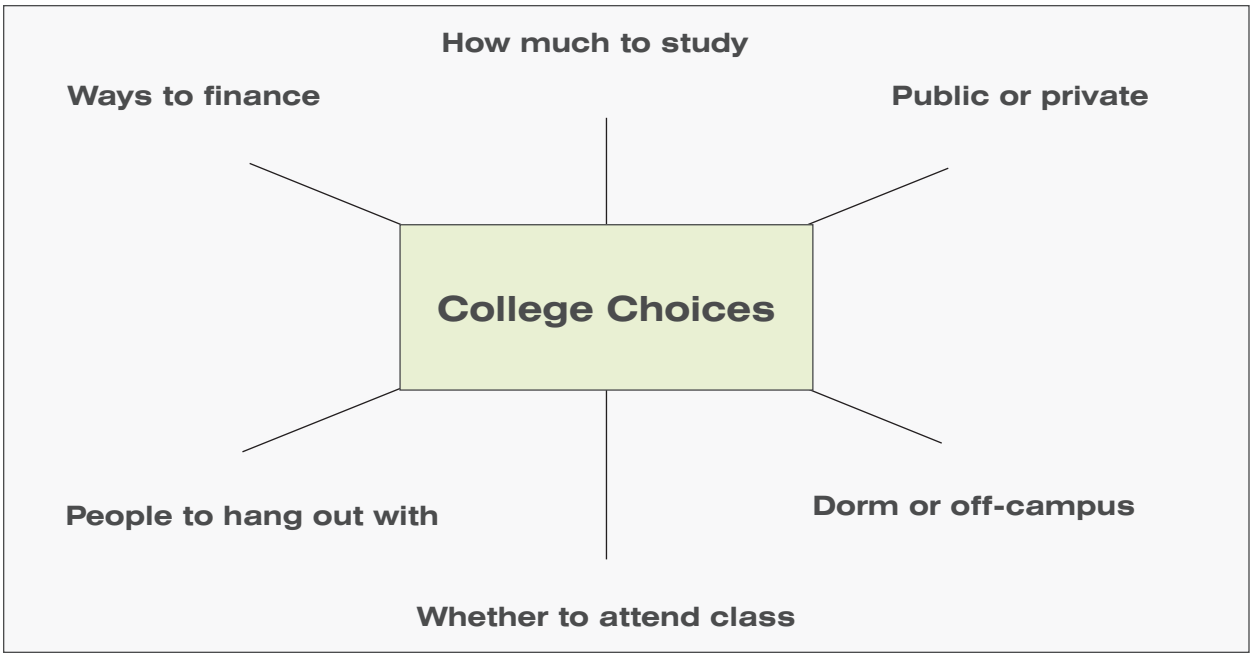
Clearly, we can remember 21 letters much more easily when they are grouped meaningfully. By grouping ideas and creating categories, students have much less to remember, or at least have an automatic filing system for the data you want them to process.

As an example, imagine you are attempting to digest a huge mass of knowledge in preparation for a new job teaching students who need considerable help immediately. If you were simply handed all of that information in an unorganized pile, you would have a difficult time accessing it and remembering it. So, you might start “chunking” that information by thinking about it in different “folders” in your mind. Perhaps you could organize it as Instructional Planning & Delivery, Classroom Management & Culture, Learning Theory, etc. Then, within each of those “folders,” you do another layer of mental grouping so that the mass of information in Instructional Planning & Delivery becomes another handful of mental “folders” – Assessment, Long-Term Planning, etc. These layers of organization in our minds make huge amounts of information accessible and memorable.

Use graphic organizers to provide students with a mental map.

Graphic organizers (also known as mind-maps) are included throughout the RTS lessons as one way to provide context for new information. In this example, a graphic organizer has been used to capture brainstormed ideas about choices to be made concerning college.

Example:



Here's another way of organizing the same information:

Before Going	Once You're There
Ways to finance	People to hang out with
Public or private	How much to study
Dorm or off-campus	Whether to attend class

How to Give Instructions

Giving instructions to students is one of the most important parts of being a good teacher. Adolescents crave clarity from their teachers, so being specific and clear when giving directions will help your students feel safe and successful. See below for more suggestions on how to give instructions.

Obtain your classes' attention.

- Make sure that you are not speaking over side conversations, or competing with movement in the room when first giving instructions.
- Although you may feel you are wasting time waiting for your students to settle in, the payoff will be well worth it when you only have to give your instructions once.

Be specific.

- Include the most important points of what is expected of students.
- You may want to write the activity steps on the board so that your students can use them as a reference while they work. If the instructions already appear on the worksheet, make sure to read the instructions with your students before they begin their work.
- Tell them how much time they will have to complete the task.

Be brief.

- More than one command at a time may include too much verbal information for your students to process, and thus they may miss important details.
- Give students a moment to process what you have said before moving ahead.

Talk slowly.

- It will allow more time for your students to process and comprehend your instructions.

Have your students repeat your directions.

- If they have difficulty with repeating the details, then it indicates that the instructions were too lengthy and complicated. This will serve as a cue to simplify the information.

Check with your students frequently.

- Make sure they are not lost or confused during new or less structured tasks.

Sourced from Anne Gavin, M.A., The Learning Lab @Lesley University Porter Exchange Building, 1815 Massachusetts Avenue (Suite 375), Cambridge, Massachusetts, USA 02140 http://www.lesley.edu/learninglab/tips4success.html . ©2000, Lesley University All rights reserved.

BEST PRACTICES: DELIVERING THE RTS PROGRAM

Over four years of delivering the program, we've learned some important lessons about making Roads to Success work in the classroom that we'd like to share. This section is written primarily for RTS facilitators who will be delivering the program.

12 Tips for Successful RTS Facilitators

1. **Help your students see the big picture.**
   We've all seen the movies where a teacher inspires students to succeed beyond their wildest imaginations: Stand and Deliver, Mr. Holland's Opus, Coach Carter, Mad Hot Ballroom. What the teachers in these legendary classrooms have in common is their ability to envision excellence, convey their dream to their students, and give them the tools to realize that dream.

   Take a moment to think about what you'd like your Roads to Success students to accomplish by the end of the year. Maybe they'll finish with 15 career ideas they didn't have when the year began. Maybe every student will write every homework assignment in his or her day planner every day. Maybe each student will recognize at least one post-secondary education opportunity worth setting his or her sights on.

   Make sure your students know what you want for them, and make a point of telling them every time they move one step closer to accomplishing your goals for the class. (Of course you want your goals to become their goals, but first things first.)

2. **Create an atmosphere where students are willing to take positive risks.**
   Adolescents are renowned for risk-taking - driving too fast, diving into uncharted waters, surfing atop subway cars. Science suggests that decision-making parts of the brain aren't fully developed until adulthood, and risk-taking is probably fueled by a lack of appreciation of the consequences as well as a desire for peer approval.

   But risk-taking in the classroom is rare. Students may perceive volunteering an answer as going out on a limb, facing the danger of embarrassment before one's peers.

   In her insightful book, When Kids Can't Read, What Teachers Can Do, former middle-school teacher Kylene Beers describes the contagious energy she observes in first-grade classrooms, students leaning across their desks, wildly waving their hands for attention. "Miss! Miss! Miss!" they blurt out. "I know! I know! I know!"

   She goes on to describe how that exuberance and confidence fade as students get older. Beers wonders for all of us where that first-grade energy goes, and chalks it up to the value adolescents place on peer relationships and fear of public failure.

Fitting in, finding a group, and forming relationships with peers become more valuable than stickers on homework papers or nods of approval from the teacher. If that need for peer approval begins to escalate (as early as third grade for some students) at the same time reading problems become evident, then students find themselves more and more reluctant to take risks in reading in front of peers. . .

'They won't try,' we say. Instead, we fail to see that they are trying at what matters the most: keeping some form of respect with their peers.

Even your most competent students may not want to set themselves apart from the rest of the group by participating. Beers describes teacher workshops where she typically has to coax the first person to share his or her work. One teacher described the feelings of the typical workshop participant. "We just don't know each other real well, aren't sure of what you want us to say, and certainly don't want to appear dumb in front of you or anyone else in here."

Creating a classroom where students feel safe – where they don't have to worry about appearing dumb (or too smart!) – becomes one of a facilitator's primary goals. One way to do this is make it clear that your room is a place where there will be zero tolerance for put-downs.

3. **Provide opportunities for success, and demonstrate your belief that students can achieve their goals.**
In Dynamite in the Classroom: A How-To Handbook for Teachers, Sandra Schurr summarizes what we know about the psychology of learning (Doll, Curriculum Improvement: Decision Making and Process, 1982). The following are included among two dozen "consensus observations":

Tolerance of failure is best taught through providing a backlog of success.

Individuals need practice in setting goals for themselves: goals that are neither so low and limited as to elicit little effort nor so high and difficult as to foreordain failure. Realistic goal setting leads to more satisfactory improvement than does unrealistic goal setting.

Learners progress in any area of learning only as far as they need in order to achieve their purpose. Often they do only well enough to 'get by'; with increased motivation they improve.

The most effective effort is put forth by children when they attempt tasks which fall in the range of challenge – not too easy and not too hard – where success seems quite possible but not certain.

4. **Develop classroom rules and logical consequences for breaking them.**
Kids of all ages need to know what's expected of them, and early adolescents in particular have a well-honed sense of what is "fair".

Reinforcing the rules requires consistency and a bit of finesse. Knowing how to discipline without interrupting the class, how to avoid getting sucked into a power struggle with a teenager, how to encourage students who can't find it in themselves to approach the task at hand – all require practice. Fortunately, a lot has been written on this topic!

SUGGESTED READINGS:

- Day One & Beyond: Practical Matters for New Middle-Level Teachers, Rick Wormeli
- Cooperative Discipline, Linda Albert

5. **Develop procedures for doing routine tasks.**
   You'll be amazed how much you can accomplish if you explain classroom procedures early in the year and review them often.

   Some of us bristle at any suggestion of regimentation; the idea of insisting on a certain heading on a paper, or double-spacing hand-written compositions, or passing papers to the front of the room in a certain order just goes against the grain. This lack of routine ends up being exhausting; you have to tell your students in each and every situation what you expect from them: hearing their pitches as to why they should be allowed to go to the bathroom or reminding them that the bell that signals the end of class doesn't give them license to bolt for the door.

   Not only does a lack of classroom routine make things chaotic for you as a teacher, it wastes instructional time – as you interrupt whatever's going on to look for missing papers, give individual instructions to kids who've been absent, make hasty assignments to keep students busy when a guest appears at the door, etc. Figure out what you want your smoothly-operating classroom to look like and teach students the procedures to make it happen from the beginning. (Note: if you're sharing a classroom where the teacher is present, it's probably simplest to reinforce the procedures he or she has established.)

6. **Know your students, what motivates them, and what's developmentally appropriate for their age.**

7. **Know what you want your students to master in each lesson.**
   We've done our best to create lessons that are educationally sound, provide opportunities for success, and fit neatly into a 45-minute period. However, you'll quickly notice how different your classes are in their levels of engagement and realize that there's no such thing as a one-size-fits-all lesson plan. We encourage you to try these lesson plans as written, but we recognize that part of your job as a facilitator is to figure out where your students are making connections and where they need more help. It may be that a thorough exploration of a single example works better than cursory coverage of three. Or that students aren't really accomplishing much in small groups, don't know what they're supposed to do, and need redirection that goes beyond "I want to see everybody working."

Know in advance of presenting a lesson what your bottom line is. Is it essential that students know the difference between fixed and variable expenses, or is the point of the lesson that a budget is a financial plan that has to be revisited and adjusted if it's going to work?

8. **Ask open-ended questions that will get students thinking rather than guessing at the correct answer.**
   Too often, we ask questions that are merely a test of what students already know. The teacher's end of the dialogue goes something like this: "Who can give me a definition of ____?" "Well, yes, it does have something to do with _____." Or "No, not exactly," followed – perhaps after many wrong guesses – by "Yes, you're right."

   The student who guessed correctly may or may not feel good about coming up with the answer. The students with the not-quite-right answers may be a little less likely to venture a guess next time. And the two dozen kids who are silent may have learned nothing at all.

   An open-ended question (one with no right or wrong answer) gives students more opportunities for success. And it can give students who don't have the requisite background information insight into the thought processes of those in the know. In this scenario, the teacher's questions sound more like this: "Tell me what you know about _____." "How do you know that?" or "Why do you think that?" "Based on what you know about ____, what would you say about _____?"

9. **Don't lecture, except where required to impart new information students couldn't possibly know. Students should be doing most of the talking.**
   See the following sections for tips on engaging and grouping students.
   - Managing Cooperative Groups
   - Creating Teams
   - Engagement Strategies

10. **Model your thinking when introducing a new concept or procedure. Don't assume students will know what's expected.**
    A workshop in which high school seniors are coached in writing memorable college essays uses the mantra "Show, don't tell." Students are cautioned to avoid assertions like "I'm resourceful and hard-working," instead supplying the details that make it so: the gavel-to-gavel account of a moot court experience, the family crisis that led to the pursuit of a college degree as a means to financial security, the trip to Africa that sparked questions about economic inequality (and an interest in local fashion)!

    This showing is a hallmark of good teaching as well as good writing. Kylene Beers points out that it's not enough to quiz students on their comprehension of a piece of literature. What happens to the students who didn't "get" what they read the first time through? She suggests showing them how we created meaning from the text. Beers describes this modeling of our thought processes as Think-Alouds. Although she describes this technique as a means to teach reading comprehension, it has applications for other subjects as well.

Here's an example of how a facilitator might model her thought processes in the course of the Roads to Success program:

> **THINK-ALOUD (MAKING A HYPOTHESIS ABOUT A CAREER)**
> Facilitator has just asked students who've viewed a career video whether they would find the job interesting, and asked several to justify their answers. The facilitator says something like: "You've just made a hypothesis – an "educated guess" about something based on the information you have. Students make hypotheses all the time. Will it rain today? Does so-and-so like you? . . .
> What information might help you make a more accurate guess about the weather? Figure out if somebody likes you? . . .
> What additional information might help you decide if a job is a good "fit""?

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11. **Provide ways for students who are poor readers or writers to access and respond to information. Help your students help each other.**
    Recognize that there may be students in your classroom whose reading and writing skills are so poor that it's difficult for them to process information without some extra help. These students often arm themselves with face-saving strategies of disinterest in and disdain for the task at hand.

    Kylene Beers talks about the courageousness such students exhibit simply by showing up:

    I've come to see that gesture of just showing up as a strength of character that continually amazes me. These students who struggle with reading know they struggle with reading; they know that they lack the single most important tool for success in school – the ability to read and make sense of texts – and they know that in not having that ability, they are open to ridicule from peers and from teachers… These students would prefer to get in trouble with us for not doing their work than be embarrassed in front of their peers for doing it wrong. They give us the most they can: they show up. I believe we must celebrate the courage required to walk through the doors day after day of a place that is designed to reward those who can read when you know you are one of the ones who can't.

    Do what you can to even the playing field for these students. Assign, or let them choose, a partner who can read the material aloud. Enforce your policy of zero tolerance for put-downs. Make it clear that you don't consider the class successful until everybody's able to succeed.

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12. **Be yourself. It's your attention, support, and sense of humor that will make the difference for your students.**
    Rick Wormeli, veteran middle-school teacher and author of Day One & Beyond: Practical Matters for New Middle-Level Teachers, offers the following advice:

    > *There is nothing like teaching this age group. It's different from elementary, high school, or university teaching. Next to ages zero to two, young adolescents are in the fastest metamorphosis of their lives – physically, emotionally, intellectually, and socially. This makes for a won-*

drous and challenging journey, and as a new middle school teacher, you are on the front edge of all the fun. Better take a picture of yourself right now – you'll never be the same again.

Every day will affirm the grand potential of humanity, although some days you'll have to look harder for it. Trust those of us who've come before you: it's there. And as you find it, spread the good word about today's talented young adolescents, who will be tomorrow's wise leaders. You'll encounter individuals who are at their most unlovable stages of development but who are full of hope for themselves and the world around them. Some students will ply you with questions about unified field theories, nuance in literature, and mathematical progressions one day, and the next day they'll be wondering which cartoon character can beat up Superman and how to pop a growing zit without anyone noticing. Students who beg for a debate on the merits of various political systems one minute will seriously ponder the effects of igniting a cigarette lighter near their inseam the next time they pass gas. In no other job do we get to laugh as much or so often humble ourselves in the presence of greatness.

Rick Wormeli has spent many years as a classroom teacher, and is as kind to his fellow-teachers as he is to kids. He recommends that new middle-level teachers tell themselves each morning that they will make at least twelve big mistakes during the day. "When you make them, feel bad for a moment, then move on – you're still within budget." After twenty years of teaching, he still allows "ten whopping mistakes per day" in his daily regimen.

Finally, know that you're part of an enormous community that cares about your kids. Talk to the positive, committed teachers in your school. Check out the online resources for educators.

ADDITIONAL WEB RESOURCES:

- **www.middleweb.com**
  Blogs, chat, links, more, plus an online newsletter with resources of interest to middle-school teachers. TO SUBSCRIBE: Send a note to norton@middleweb.com with SUBSCRIBE in the subject line.
- **www.nmsa.org**
  Website of the National Middle School Association, links to other reputable agencies and organizations.
- **http://www.education-world.com/a_curr/curr174.shtml**
  "Ten Great Sites Every Middle School Educator Should Know"

Facilitation Checklists

Here are helpful checklists for staying organized throughout the week.

Pre-Facilitation Checklist

- ❑ Did I read the entire lesson? Do I have any questions?
- ❑ Did I prepare any materials necessary to adapt the lesson for my students needs?
- ❑ Did I prepare all of the materials necessary to facilitate this lesson?
  - Power Point presentations
  - Other images
  - Web materials
  - Creative supplies
  - Photocopies
  - Other
- ❑ Did I write the agenda and other necessary information (e.g. Big Idea) on the board or chart paper?
- ❑ Do I have any materials that I need to hand back to students?

Facilitation Checklist

- ❑ Do my students know how I expect them to enter the room and find their seats? Have they done that?
- ❑ If my students have not entered the room and taken their seats the way that I expect, what have I done to correct this behavior?
- ❑ Do my students know what my procedure is for the distribution of handbooks and portfolios? If they do, have they done this?
- ❑ If they have not done this, what have I done to correct their behavior?
- ❑ Am I moving my students at a pace that will allow me to cover all material in a timely and efficient manner?
- ❑ Have I handed back all student work?
- ❑ Have I collected all work that is due today?
- ❑ Do I have any announcements that need to be made before the end of class?
- ❑ Do my students know what I expect of them in regard to a dismissal procedure and are they doing it?
- ❑ If not, what can I do in order to correct this behavior?

Post Facilitation Checklist

- ❑ Do I have all of my materials gathered and put in their appropriate place?
- ❑ Is my lesson plan back in the facilitation binder?
- ❑ Are my student's papers in a folder to be graded?
- ❑ Are all of my facilitation materials from this lesson filed away for next time?
- ❑ Do I have time set aside to look at and record assignment completion for my students?
- ❑ Have I reviewed my lesson for next week in order to secure anything I may need for the week to come or make any adaptations necessary for my kids?
- ❑ Do I need a VCR or DVD player?
- ❑ Do I need the computer lab?
- ❑ Do I need an overhead projector?
- ❑ Do I need to purchase any materials for my facilitation next week?
- ❑ Do I need to get anything approved by my school administrator?
- ❑ Have I determined or made the necessary adaptations to next week's lesson?

Lesson Adaptations

Anybody who's ever been in a classroom knows that one size definitely does not fit all. In a typical middle or high school class, students will range from non-readers to those who can read anything you give them. Sometimes students will enter the classroom with an issue that needs to be resolved before learning can take place. Sometimes a single sentence will spark a lively discussion that could expand to fill the entire period. Sometimes a plan that seemed "creative" on paper will be met by blank stares of disinterest or confusion.

The way you adapt the lesson to meet the needs of a particular group of students is the art and craft of good teaching. The challenge is making this happen in your program. Based on your unique school and student needs, you will need to adapt the material to work in your classroom with your students.

Here are some suggestions and guidelines for adapting Roads to Success lesson plans:

Change the delivery method.
The lessons usually specify whether an activity is to be done individually, in pairs, in small groups, or as a whole class. You should change this if you find a way that works better for your kids.

Change the amount of work to be completed.
You can always have students do five examples rather than ten, or one example rather than two, particularly when students have poor academic skills or there are time constraints.

Change the method in which students demonstrate engagement or proficiency.
If you have students who have difficulty writing, for example, dictating an answer or drawing a picture might substitute.

Create additional materials.
Facilitators sometimes create an additional worksheet to use as a DO NOW at the start of the class period, or to focus student attention when an existing assignment feels vague.

Reserve time for a warm-up and wrap-up.
When pressed for time these are often the first things to be cut, but they actually provide important structure to the lesson and a chance to review content that students may not revisit for another week.

Split the lesson in half, double up on lessons, or cut material to accommodate time.
The lessons were written with the intention of being taught in 45 minutes, however if your program is

shorter or longer in duration you may want to add or take away from what is in the lesson plan for that day. Look at the entire unit to see if there is the opportunity to combine or consolidate lessons.

Mark priority tasks for the student to complete first and give bonus points or small prizes for any extra tasks completed.

Divide assignments into parts and give one part at a time.
If the students are working on a whole page of questions, have them cover all but the top two questions. Explain to them that they just need to focus on these questions. When they finish that question, they can start to work on the next two. [Note: This technique can be done for a whole class, a group of students, or even on an individual basis. You can also choose to have the students answer only one question at a time.]

Provide answer choices.
For example offer a word bank for "Fill in the Blank" questions. Include all the words that correctly complete the fill in the blank question.

Provide a written list of vocabulary words before each lesson to assist students who struggle with spelling.

Here are some suggestions for providing additional instructional support:

Break directions into clear and concise steps.
Write directions out step by step. This can be done in a handout or on an overhead or chart paper. (The font size needs to be large. Overhead: use at least 18 point font.)

Stop frequently at various points when giving directions. Ask students to repeat the directions to you.

Add visuals to supplement directions or concepts being taught/modeled.

Model what you want them to accomplish.
- Model how you want the assignment to be completed.
- Practice the task as a group.
- Once they have mastered this guided practice, students can then work independently or in pairs.

Assign peer tutors.
Allow low-level learners to work with academically strong students to assist in the completion and accuracy of their assignments.

Assign seats to add structure for students who get distracted easily.
Ask the student(s) where he/she can work best.

Adaptations Without Computers

In each grade you will find that there are some lessons that require the use of computers. We have found that on occasion the computer lab is either unavailable or out of order. It is important that the lessons get taught in order, even if the computers at the school are not available for the day. This means that you will have to be prepared to teach each computer-based lesson with modifications if necessary.

When reviewing your lesson for the next week, make sure to identify any areas where you might see a technology issue and brainstorm ways to adapt your materials for your students if the technology is not available.

Some possible modifications to allow for lesson delivery to take place include:

- If there is a shortage of computers, partner students up to complete any work.
- Use the laptop/projector/overheads to lead the class through the activity as a whole group.
- Print out screen shots or website documents for student reference when computers are not available.

Collecting and Assessing Work

Collecting and assessing is one way of showing your students that their work is valuable and meaningful. When students receive feedback on their work it allows them to self-assess on a regular basis. Receiving student work will also provide you an opportunity to assess what students know and help you identify topics that might need further explanation. Below you will find a few helpful hints to make the process of collecting and assessing easy and efficient.

Determine what to collect.

We recommend collecting work during every session for the first four weeks of Roads to Success class. By doing so you establish the expectation that work should be completed during every class. You will also be able to establish the procedures you will use for the year for how you will collect and re-distribute student work. After the first four weeks of class, we recommend that you collect portfolio assignments and project-based learning assignments at a minimum, as these are the most essential assignments in each grade level. If there will be a large gap of time between portfolio assignments or project-based learning work, you can collect work at your discretion in order to check completion and understanding of key lessons, and reinforce the idea that you believe that your students' work is valuable.

Previous Roads to Success teachers have found it helpful to post homework assignments on the schools' website, if available.

Create a system for collecting work.

Making decisions in advance of class about how you would like your students to turn in their work will save enormous headaches and will help you get your classroom procedures up and running smoothly. Will you have a helper collect the work for you, or do you want to go around the room and pick it up? If you would rather have your students leave their work in their binders than collect it, you should feel free to do so. If you decide to do this, make sure that you check their work in their binders on a regular basis. Make these

expectations clear at the beginning of the year, and stick to your system.

Determine how you will store student work.

Once you have collected student work, where will you put it? Establish a consistent place for storing each period's work.

Think about how to assess the work.

As mentioned in the **Building a Roads to Success Culture** section, we recommend having Roads to Success be a Pass /No Pass course. Therefore your assessment of student work should be non-numerical. You can avoid spending countless hours grading by using a simple check plus, check, check minus grading system. If you choose to write comments on your students' work, we recommend keeping them conversational and focused on your students' thought process.

Make a plan for returning assignments.

Just as you need to have a system for collecting work, you should have one for passing back work. When do you want to pass back work, and who will facilitate that distribution? It is important to return work the next time you see your students so that they have immediate feedback.

Student Jobs

Assigning classroom jobs to students can be a great way to both make your class run smoothly and to actively involve students in Roads to Success. You can cut down on the amount of classroom time you spend distributing materials, taking attendance, and collecting homework and allow students to exercise responsibility in the classroom. Middle school students in particular are often eager and excited for the chance to feel important, and jobs can give them a sense of ownership in the class. That being said, this type of classroom structure will not work for every Facilitator or for every group of students, so don't feel compelled to try this in your classroom.

Roads to Success Corporation

Modeling the classroom after a mock workplace can help reinforce the development of workplace skills. For example, one RTS facilitator decided to employ her students in a "Roads to Success Corporation". She modeled her students' job titles on real-world jobs such as "Director of Communications" and "Director of Transportation."

The following are some examples of classroom jobs that Roads to Success facilitators have used in their classrooms. Remember, these are suggestions only. If you decide to implement student jobs, you should pick the jobs from this list, or add your own, that fit your teaching style and make the most sense at your school.

Director of Transportation:
Collects classwork from classmates during RTS class, and delivers the work to a designated place where the Facilitator can pick it up.

Director of Communications:
Repeats instructions and clears up confusion for students who have questions about activities or assignments.

Attendance Director:
Takes roll and enters absences. (Alternately, students can work in pairs as the "Census Bureau" to complete this task.)

Director(s) of Curriculum and Instruction:
Distributes all classroom materials.

Safety Director:
Helps with noise control and disruptions. He or she can politely remind other students when the noise level is too loud, and/or help identify students that wish to add to the classroom discussion. **NOTE:** This student should probably not have any real disciplinary authority, but simply act as a quiet reminder when students need to settle down a bit. You may want to give the Safety Director a special badge or vest. It may sound counterintuitive, but this position is often especially effective when assigned to a student who has exhibited a pattern of disruptive behavior. Getting to be in charge will often re-channel this student's need for attention in a more positive direction.

Logistical Director(s):
Implements engagement strategies to divide the class into groups and sub-groups for activities.

Materials Handlers:
Distributes student handbooks at the beginning of class and collects them at the end.

Running the Corporation

You can further connect the classroom to the job market by having students formally apply for the jobs by completing written applications. (See the **Student Job Application Resource** at the end of this section). However, you might also want to consider assigning jobs, rather than ask for applications. If a student who typically acts out in class is assigned a job that keeps them busy and engaged in class, this can be a huge bonus for how the rest of your class flows. Since the student who acts out is not typically the one who would hand in the application, consider whether asking for applications or assigning jobs would work better for you.

So students understand their roles and responsibilities right from day one, you need to be clear about what is expected of them. The following are some things to think about so the students' jobs can run smoothly.

1. Before you assign a student to a particular role, you should be sure that that role will have real and consistent duties. If a student "employee" does not actually end up doing much in his or her position, it won't be a meaningful experience for them or a useful role for you.

2. Give each student an index card with their job description on it and clear instructions about what they are to do each day. These should be kept in their Student Handbooks. Or, to make it more "official", give them an RTS Employee folder, with a typed page inside with their job description.

3. Make sure you have worked out procedures with each student. For example, have a bin in the classroom to put the attendance sheets for the Attendance Director. Make sure the Director of Curriculum knows where to look for materials that need to be passed out.

4. Decide when student jobs will change. Every quarter? Semester?

5. Decide if students can be fired or rewarded and be clear about what the policy is.

Using Videos In Your Classroom

Lessons occasionally specify videos to start discussions or reinforce key concepts. It's important to set up and debrief videos to provide context needed for understanding. In many cases, specific questions are already included in the lesson plans. General suggestions follow.

Before Viewing

Engaging students in one or more of these activities will help them mentally prepare for what they are about to see, and better engage with the video content.

Ask students to use their prior knowledge.
"Today we are going to watch a video about an Animal Trainer. Does anyone think they might know what an Animal Trainer does?"

Ask students to make a prediction.
"Today we are going to watch a video about an Animal Trainer. That is a person who takes care of and teaches animals who perform in movies, television and in live performances. What do you think they will say their favorite part of their job is?"

Ask students to make a connection.
"Today we are going to watch a video about an Animal Trainer. Has anyone ever seen an animal that was trained, or ever watched someone work with animals? Where did you see that?"

Show the students what questions you will ask them after the movie and tell them to do active listening for clues when watching the video. (When using this option, please be sure to check that the answers to your questions can be answered by watching the video clip.)

"We are going to watch a video about an Animal Trainer. When the video is finished I am going to ask you what an Animal Trainer does, what kind of education you need to become an Animal Trainer, and what the earnings are for an animal trainer. Make sure that you listen for the answers to those questions."

After Viewing

Engaging students in one or more of these activities will help them to retain and develop a deeper understanding of what they viewed.

Ask students to make a connection.
"Who thinks they might like to be an Animal Trainer. Why or why not?"

Ask students to summarize what they saw
"Can someone summarize what this clip was about?"

Ask students to respond to the questions about the video
"Let's answer the questions that are written on the board. Once everyone has had time to respond we will review the answers together."

WHAT IS IHAVEAPLANIOWA.GOV?

IHaveAPlanIowa.gov is a web-based career exploration and planning tool that you will use to explore career and college options and create a comprehensive career portfolio. Features of the program include:

- **Interest and Skills Assessments** – Learn about your interests, values, skills and abilities.
- **Detailed Career Profiles** – direct links between careers and high school subjects, as well as links between careers and college programs
- **Interviews** – interviews with real people add depth and realism to career profiles
- **College and Financial Aid Information** – updated yearly with different search tools to help students find the right college and the right scholarships
- **Electronic Career Portfolio** – available online, so that family members and teachers can see how their students are putting together their educational plans
- **Resume Builder** – integrated with the portfolio to help students format and print out professional-looking resumes quickly and easily

To find out more about the program, we encourage
you to sign in with your access information:

Sign in at: **www.IHaveAPlanIowa.gov**

Enter your **Account ID:** _____

Enter your **password:** _____

JOB APPLICATION:
ROADS TO SUCCESS, INC.

NAME _____ CLASS _____

POSITION DESIRED _____

Please answer the following questions in complete sentences.

1. Why are you interested in the position?

2. How are you qualified for the position? Please explain why you would be the best student in your class for the job.

3. Describe your experiences helping adults (either teachers or adults at home or in your community).

SIGNATURE_____ **DATE**_____

_____

REFERENCE CHECK (This space is for teacher use only – do not write below this line!!) Ask a teacher to write a short reference for you, explaining why you would be great at this job.

BEST PRACTICES: RTS IN YOUR SCHOOL

This section has a little something for everyone, but facilitators and administrators will most benefit from reading tips on making the program work in a school.

Supporting Your RTS Facilitator

In most schools, Roads to Success is taught by a school staff member. However, in some the program is taught by a guest teacher who is not formally employed by the school (e.g. from a local CBO). In these guest teacher models, there are many things school administrators can do in collaboration with RTS facilitators to make the program successful. The following is a suggested checklist of items to provide, discuss and decide in collaboration with the RTS facilitator to help ensure program success. Note that many of these apply to situations in which the RTS facilitator is travelling to different classrooms, and may not be helpful for schools that use staff to implement the program.

Review the curriculum.

The grade overviews in the program section provide some curricular information and give you a general sense of the topic areas RTS will address, but you also have the opportunity to look at the RTS curriculum in more depth with your facilitator or independently. This will give you a chance to preview the major projects that students have each year (e.g. Career Fair in 7th grade, Community Makeover Challenge in 8th grade, Ad Apprentices in 9th) and decide if and how to involve the school in these activities.

Determine school discipline policy.

Being aware of the rules and regulations of the school will help make sure the facilitator is in compliance with school policy. Make sure the RTS facilitator has a copy of the school discipline policy.

In addition, determine the range of disciplinary actions that are appropriate for a facilitator in the classroom. While some of these may be adjusted based on the preferences of the host teacher, it's helpful for the administrator's preference on disciplinary actions to be known. Consider the following questions:

- What is the range of disciplinary actions in the school and classroom? What is the process for taking these actions? Can the facilitator impose disciplinary consequences such as detention? How do you prefer the facilitator and host teacher resolve disciplinary issues?
- What are the school/class procedures? (e.g. fire drills, hallways passes, etc.)

Provide a school calendar.

In order to plan lesson delivery, having a school calendar in advance (with as much detail as possible re: school wide testing, field trips, holidays, etc.) is helpful.

Invite the facilitator to school staff trainings.

Including your facilitator in appropriate staff trainings will help he or she become a part of the school community, and help ensure program success.

Provide bulletin board space.

Often RTS facilitators lack their own classroom. Providing them with a bulletin board in a public location (e.g. hallway) allows them to be a presence for students even when they aren't in class. Students can check in about program happenings and facilitators can post announcements about student successes.

Allow announcements on loud speaker (as needed).

One feature of the RTS program culture involves recognition for student achievements and efforts. Some RTS lessons involve competition between classes, and having the opportunity for recognition over the loud speaker, or announcements and shout-outs can create added excitement around the program.

Provide adequate board space.

Facilitators need to be able to use a portion of the board in their classroom or have an alternative way of presenting visual material during the lesson.

Provide storage space.

Each Roads to Success student has a binder, and facilitators often have additional classroom materials. It would be great to have storage for these items in the RTS classroom. Students often forget their binders week to week, and facilitators aren't able to transport them back and forth.

Prep/Additional storage space

In order to prep lessons it's helpful for facilitators to have access to a room or desk in the school that serves as a workspace when they aren't teaching. Access to a general storage area for additional RTS materials may also be needed.

Mentor Teacher (optional)

If your facilitator is new to teaching, a mentor teacher can make the transition to a new school much smoother by offering guidance and tips on everything from administrative matters to providing insights on reaching students. Mentor teachers are typically more senior teachers who are open to helping new additions to the school. If you have someone on your staff who you might recommend for this role, it would be helpful for RTS facilitators.

Working with School Counselors

Establishing a good relationship early between the school counselor and the Roads to Success program will be hugely beneficial during the year. This section helps RTS facilitators identify why and how to work with school guidance staff.

School counselors are among our most important allies in preparing our students for adulthood. Their expertise is invaluable for the work ahead.

The American School Counselors Association (ASCA) national standards helped shape our ideas about what Roads to Success graduates should know. For example:

- Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.
- Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

If there's so much overlap between school guidance programs and RTS, why is RTS needed? Many school counselors are working with caseloads far above the recommended ratio of one counselor for every 250 students. According to ASCA, school counselors have historically "spent much of their time responding to the needs of a small percentage of students, typically those who were high achievers or who were high risk." Counselors' time is often diverted to tasks like scheduling and academic record-keeping rather than direct student contact. ASCA's national model recommends "structured developmental lessons" "presented systematically through K-12 classroom and group activities." We can help with that.

What will school counselors want to know about RTS? They'll want to know that we're there to supplement, not supplant, their programs. They may want to know what we're teaching, and when, to figure out possible points of collaboration. They may be interested to know that our curriculum has been informed by guidance counselor input every step of the way.

School counselors will have information you need, particularly about local opportunities. For example, you'll want to avail yourself of their specialized knowledge as students begin the college application and workforce preparation process junior and senior year. Here are some areas where counselors may be of help:

- Referral and follow-up for students who raise troubling personal issues during your class (We highly recommend reporting classroom incidences to school guidance staff.)
- Academic resources such as test prep and tutoring
- Course offerings and selection process
- Graduation requirements
- Transcripts for assistance in education planning
- Standardized test-taking (e.g. ACT, SAT), including fee waivers for students who need them
- Local scholarships
- Tech and trade schools and apprenticeships
- Connections to college admissions offices
- Connections to former students now in college
- Parent workshops on financial aid
- Calendars of application deadlines
- Local college and career fairs
- College catalogues and print versions of materials we'll be accessing online

Developing a relationship with the school counselor early on makes it easier to ask for help later.

Building a Roads to Success Culture

We'd love it if all students were highly motivated by each RTS lesson, but we know that isn't always the case. While we think we've done a great job creating a curriculum that is fun and engaging, a lot depends on your ability to generate enthusiasm for Roads to Success by providing real-world examples, humor, praise, local color, and fun. The right combination will vary from school to school, teacher to teacher, and classroom to classroom. However, we've gathered some tips and best practices to help you establish a Roads to Success culture in your school.

What should the RTS program culture to do?

1. Promote engagement in the RTS program and in school.
2. Encourage good attendance.
3. Reward citizenship (in the classroom, school, and community).
4. Encourage students to push themselves.
5. Create a sense of classroom accountability.
6. Help students see cause and effect, linking effort and achievement.
7. Encourage a classroom climate of respect, responsibility and teamwork that acts as a model of appropriate workplace behavior.

What does an engaged Roads to Success student look like?

An engaged student is curious about his own skills and interests. He investigates the opportunities open to him after high school and compares them with his current course, making adjustments as needed. An engaged student recognizes that planning and preparation are keys to realizing her dreams. She understands that she has the power to make a difference in her own life, her community, and the world beyond.

Depending on how you schedule the program, Roads to Success may lack two inducements present in a "regular classroom":

- Student-teacher relationships based on daily interaction.
- Academic consequences provided by tests and graded assignments.

It is therefore helpful to create a classroom culture where students feel a shared sense of purpose and see their efforts rewarded at frequent intervals. We recommend that students receive a pass/no pass grade for their work in RTS and feedback on some key assignments.

Why and How to Grade Students

In most schools, Roads to Success is not a credit-bearing course, but many teachers and schools recognize the value of a grade as a motivator/reward for academic effort. Similarly, our experience over the past four years has demonstrated the importance of using a grade to ensure student buy-in and accountability.

We suggest the following guidelines in creating your grading policy:

1. **Assign a Pass/No Pass (or Satisfactory/Unsatisfactory) grade to students.**
   Our general guideline is that to earn a passing grade, students must be active participants in the Roads to Success class (meaning participation in class discussion and/or completion of their student handbook pages) and must complete all project-based learning and portfolio activities (see **Collecting and Assessing Work** section for more information).

   We feel that RTS should be an opportunity for students to experience success in school. Most students will pass the Roads to Success class (close to everyone if not everyone), and students who are in danger of failing should be appropriately warned. You may make exceptions for students experiencing extenuating circumstances such as illness, and can also make accommodations for students with special needs regarding the amount of work required on a given assignment.

   Roads to Success does not have a formal policy on make-up work. You should inform students of your own expectations regarding make-up work in case of absence. (There will be some school situations in which make-up work is unrealistic.)

2. **If possible, make the grade part of the report card.**
   Putting the RTS grade on the report card will give students a chance to see their work reflected and can help ensure parents are aware of the class. Make sure you are aware of the dates grades close at your school so you can submit your student marks in time to be included on the school report card.

   If this isn't possible, we've had teachers create their own RTS report cards. These can be either mailed home with the school report cards or passed out to students. In other schools, Roads to Success performance is included in the grade for the host subject (e.g. part of the Social Studies grade). This ensures another layer of accountability, because the RTS grade will actually be included in a core subject area. Additionally, some school administrators have made the decision to make RTS worth partial credit over several years.

3. **Make sure everyone knows the policy.**
   If you have a host teacher, work together to determine how the RTS grade will be assessed prior to the start of the school year. Once decided upon, the grading policy should be clearly communicated to students and consistently followed.

4. **Devise a system for keeping track of assignments.**
   This can be a simple Excel sheet, a grading book, or some other method that works for you. Since so many RTS activities are contingent on in-class work, consider combining your attendance tracking and assignment completion in one document. Sample grading sheets are available on the RTS website, **www.roadstosuccess.org.**

5. **Create a homework policy.**
   Homework is not routinely assigned as part of the RTS curriculum, except in special circumstances where out-of-class resources are needed. At your discretion, however, you may assign work not completed in class as homework. Because there is often a week between assignments, previous RTS teachers have found it helpful to post RTS assignments on the school's website or a bulletin board, if available.

6. **Make effective use of praise, encouragement, and incentives.**
   The manner in which prizes and praise are implemented in the classroom makes a difference – so create classroom traditions that will be fun for your students and comfortable for you. Choose key assignments to write feedback on so students know their work is being reviewed. See additional notes below about using praise, incentives, and rituals in the classroom.

Praise

According to teacher trainer Laurie Pendleton, the most effective praise contains three elements: the student's name, what they did right, and why it was a good idea. For example, "Keisha, thanks for coming to class prepared. Your future employer will appreciate this."

Some research suggests that vague praise ("Nice job!") or praise that addresses ability rather than effort ("You draw so well.") can actually inhibit autonomy and self-reliance. For more on this subject, search the Internet using keywords "effective praise statements" or check out the following websites:

- http://www.suite101.com/article.cfm/teaching_with_style/63862 http://wik.ed.uiuc.edu/index.php/Praise
- http://www.ericdigests.org/pre-9213/praise.htm
- http://www.pobronson.com/blog/2007/02/how-not-to-talk-to-your-kids-part-5.html#4413197783967639805
- www.brainology.us (Click on "About Us," then any of the "In the Press" articles.)

Incentives

Experimenting with student incentives over the last four years has taught us they need to be timely to be effective; waiting until the end of the year for a big payoff simply doesn't work for middle school youth. Some RTS teachers have used small incentives to engage students in their classrooms. In many cases, they helped create an environment, in which students were participating and excited about the RTS content. Consider using pens, pencils, highlighters, or other small incentives in the RTS class to encourage and reward participation.

Some general suggestions for making incentives work in your classroom:

- First, make sure your school administrators are okay with using incentives in the classroom.
- Students should know what the reward is for, and it should involve genuine effort.

Incentives:

- Can be given spontaneously (e.g. to everyone who gets to class on time) or as promised (e.g. everyone who brings in his homework next week).

- Should be fun.
- Should not require laborious record-keeping or large amounts of class time.
- Should be in keeping with your own classroom management style.
- Should not be used as a punishment (avoid withholding of prizes for “bad behavior”).

Examples of when to use them:
- Award homework completion (esp. for big assignments)
- Award portfolio or project-based learning activity completion
- Award participation in extracurricular activities
- Award attendance or grades (for improvement over time)
- Award student volunteers
- Award a class for exceptional performance, or reaching a goal

Ritualizing when prizes are awarded is one way to make the process less cumbersome and more organized.

Rituals

Rituals are events that are celebrated by everyone in the class, with no student excluded for undone work or bad behavior. They are traditions that characterize Roads to Success as it happens in a particular school with a particular teacher, something to look forward to year after year.

For example, when returning key assignments, consider passing out prizes for students who did well, or awarding attendance and grades on a quarterly or semesterly basis. Ritualize the completion of a unit by passing out stickers. Using a treasure box, or a raffle can add excitement to the prizes.

Other ways to build an RTS culture

1. **Create hype around the project-based learning activities.** These are a great opportunity to get students fired up about RTS and their school’s and class’s involvement in a big projects. Consider having judges from the outside world, school assemblies, and an awards ceremony to really trumpet students’ achievement in these long projects.

2. **Distribute the RTS Family Newsletters, and other program news, to other teachers and school counselors in the school.** Keeping them in the loop about what RTS is and what is going on with students will help the program be more integrated in the school, and might give other teachers an opportunity to reinforce RTS content with their students. Consider creating an RTS bulletin board and posting student work, information about college, or interesting facts about careers to generate more interest in the program and disseminate some program content at the same time.

3. **Create a Student Advisory Board.** At some schools Facilitators and RTS students have established a Student Advisory Board (SAB) to do additional, related activities outside of class. This is an opportunity to have students participate in activities that aren’t scalable for the whole program, such as work

site visits and guest speakers. We've had SAB clubs visit ABC studios, Pfizer, and create a newsletter. Students can have considerable input on the activities the club engages in, but it's important for the Facilitator to provide some structure to these activities so they are meaningful and successful.

4. **Use school-wide assemblies as an opportunity to generate excitement about the program.** The school wide assembly can be an opportunity to recognize students for great work, or to introduce a new project-based learning unit. Additionally, Making it Count (**www.makingitcount.com**) offers highly interactive and engaging assembly presentations for high school freshmen, juniors, and seniors about making the most out of their high school experiences and preparing for college.

5. **Involve the press.** Finding opportunities to celebrate student achievement through articles in local newspapers will really get students excited about what they're doing and will foster a sense of community interest in the program. Often local newspapers are looking for stories, and your chances of having yours printed is even higher if you write a summary or article in advance and submit it to the paper.

6. **Host a Year-End Party.** Recognize students for their work in RTS over the year, provide an opportunity to reflect on their accomplishments, and end the year on a positive note.

What Have Other Facilitators Done?

- Created a RTS Student of the Month award each month, published in the school or local paper.
- Recognized students' birthdays with a special certificate and prize.
- Had students bring in their trophies or certificates to demonstrate extracurricular participation.
- Kept a box of sharpened RTS pencils and pens for students who didn't bring a writing implement to class.
- Awarded students who completed their Do Now immediately upon entering the classroom.
- Gave tickets to students, which could be traded in for a prize at the end of the period.
- Rewarded students for their successes in other school-related activities, such as making the Honors Choir, or the state archery team.
- Kept small prizes in his pocket during class, and gave them to students during class when they exhibited on-task behavior.

Roads to Success in the Junior and Senior Year

The last two years of high school is really where the 'rubber hits the road' for students in the Roads to Success program. Students take their college entrance exams, prepare for graduation, write their applications, and apply for jobs. This is an exciting time as students decide what they'll be doing and where they'll be living. And for the student who completes all six years of the Roads to Success program, he or she has completed a great number of activities that have prepared him or her for life after high school. In the junior and senior years, the program is chock full of workshops that will help get students to the high school finish line. From resume writing to creating a budget and practicing interviews, RTS students already have a leg up on many peers. Tracking completion of these activities and rewarding student effort are critical to their completion.

Contextualize what students have done over the past years to reinforce what they've learned, encourage engagement throughout the year, and tie the program together. In the beginning of the both the junior and senior year, remind students of how their education goals connect to their career goals. Students have been working on their career aspirations for years, and beginning the junior and senior year with this reminder will help give a reason for them to continue to engage Roads to Success activities. Throughout the year remind students of where they've been and where they are going and how their career plans tie to their education plans.

With school administrators, determine how you will encourage completion of important RTS activities. We've identified two different approaches, either requiring completion of activities or incentivizing completion of activities, and depending on your school context, one may work better.

The key college and workforce preparatory activities are listed on the next page. Requiring their completion as a condition for graduation ensures all students will emerge with this skill set developed and adds weight to the program. Alternatively, consider offering an RTS credential (to be part of a student's report card or transcript) as evidence of activity completion.

Key program activities include:

- SAT or ACT registration (11th grade and 12th grade)
- Resume (11th and 12th grade)
- Cover letter (12th grade)
- College application (12th grade)
- FAFSA (12th grade)
- Recommendations (11th grade)
- College essay (12th grade)
- Post-secondary budget (12th grade)

If creating RTS as a graduation credit is not an option, consider other ways to incentivize students and reward achievement. If your school is in a position to award scholarships, or a monetary incentive to students who complete all of the required program activities, that can be a powerful motivator. Specially acknowledging the students who complete the RTS program activities at an awards ceremony can also help encourage engagement.

Create a bulletin board for seniors with their pictures and caption about their plans for the future. You could post acceptance letters and job offers. Create a school bulletin board of pennants or t-shirts of the school students will be attending (without the students' name) or something similar for those entering the workforce.

In collaboration with the school counselor and school administrators, the RTS facilitator should **devise a system for tracking student completion of key program activities.** You'll want to avoid overlapping, or duplicate reporting structures, so deciding in advance who is tracking what and communicating that to students is important. You may want to separate the reporting responsibilities into college-related vs. non-college-related for ease of delegation.

Preparing for Junior and Senior Year

For facilitators, there is a good deal of intricate knowledge in the junior and senior year content that school and college access counselors have and RTS facilitators need. We recommend arranging a training opportunity for your RTS facilitators working with juniors and seniors to learn more about these processes. They can be informal, for example in collaboration with the school counselor, or arranged through an outside agency or college admissions counselor. There are often college access organizations that provide trainings for people in the field. Try the National College Access Network (**www.collegeaccess.org**) for a listing of these organizations in your area. Attending trainings specific to your location will also help in providing important region-specific information for students.

There is also plenty of information online for providing background knowledge about the college and financial aid application processes. Consider using these resources to help inform your professional development.

www.collegeboard.com
This site has a wealth of information for parents and students about planning for college, including information about test preparation and financial aid.

www.firstinthefamily.org
This website offers information about both high school and the college planning process for students who are the first to go through it in their families. There are also audio interviews with first-generation college students who talk about the money, cultural, family, and academic hurdles they face on the path to a four-year degree—and how colleges can help.

www.knowhowtogo.org
The information on this website is broken down in grade specific areas, so middle schoolers and seniors, and everyone in between, can read information relevant to their specific grade. It also debunks some of the myths and concerns around college costs that can turn students off to the idea of post-secondary education.

http://thechoice.blogs.nytimes.com/
This site has great information from college admissions counselors and parents, and follows several students' blogs as they navigate their way through the college admissions process. Great resource with a lot of lively discussion and links to related news articles in the Times.

Project-Based Learning

"Tell me and I will forget. Show me and I may remember.
Involve me and I will understand." – Confucius

Experiential learning had its origins in the progressive education movement of the 1920s, but really came into its own in the mid-1980s with the publication of David Kolb's book, Experiential Learning: Experience as the Source of Learning and Development.

Following in the footsteps of John Dewey, Kolb argued that experience in learning was the best way to encourage engagement, helping students:

- connect school learning to real life
- become personally involved
- assign big-picture meaning to the knowledge they acquire

Experiential learning is probably best thought of in terms of a continuum; almost all learning is experiential, but some learning is more experiential than others. The more "experiential" learning is, the more immersed in the activity the student is and the less control over the content the teacher has. Ideally, through active participation in experiential education, students become creators of knowledge and take responsibility for their own learning.

Where does Roads to Success fit on the Experiential Learning continuum?

Lessons in which students puzzle out the machinations of a real-life budget, compare college websites and reconcile their findings, and practice making business phone calls are experiential in nature. Lessons in which students plan and implement community improvement projects or create their own PSAs are even closer to an "experiential" ideal.

X

You are here.

Roads to Success has one project-based learning unit in each of grades 7-11.

Below are descriptions of each project-based learning unit found in the grades 7-11 curriculum, as well as suggestions for successful implementation of these projects in your schools.

Grade 7: Career Fair

Career exploration and education planning are the heart of Roads to Success. Students visit **IHaveA-PlanIowa.gov**, and take an interest inventory on the web, research the career of their choice, and present it to their peers at a 7th-grade Career Fair. Students also consider Bureau of Labor statistics that show the relationship between education and earnings (as well as the inverse correlation between education and unemployment).

SUGGESTIONS FOR IMPLEMENTATION:

Arrange for resources for students to do research. You will need to use IHaveAPlanIowa.gov or use another career exploration website in order for students to be able to do their research. See the **Equipment and Site Licenses** section for information about IHaveAPlanIowa.gov, Career Noodle, and additional resources for career research.

Reserve ample computer time in advance for students to do research and prepare their presentation boards. You will need to make sure your school's computer lab is available for students to do their research. The actual lessons give more specifics about how much time is required, but plan on students using the computer lab for several weeks of RTS lessons.

Plan for student needs. Arrange for peer helpers to work with one another to complete tasks. Consider alternatives for students who have difficulty with written or verbal presentations.

In addition make sure students understand the scope of this project, and your expectations, well in advance. Don't allow too many repeat careers, particularly "celebrity careers" (e.g. NBA player), if at all possible.

Plan the logistics of the event, including space, timing, and transportation. Where will the career fair take place? Often this event works best when hosted in a public space within the school building; a gymnasium, library or auditorium, since classroom space is tight. Extra space also allows you to combine several classes at once, if so desired, or to have students in other (non-RTS grades) visit the Career Fair. Also consider timing--will the Career Fair take place during school hours, or at a time when parents and community members can attend? You should think about issues of student transportation if you plan to host the event during after-school hours.

Also, **always have a Plan B**, if schedules or room availability change, it's important to be able to quickly have another option available.

Purchase materials in advance. Students will need display boards to assemble and present their research. In the past Roads has purchased these from Dick Blick Art Materials (http://www.dickblick.com/) for a reasonable price. If you have a a student's board from the previous year, it can be a helpful model for students.

Recruit other adults to help with the planning, set up, and assessment of the Career Fair. It helps elevate

the importance of the event for students and makes it special. You can even schedule the Career Fair on a night when there will be adults available, such as a PTO meeting or a Board of Education meeting. Make sure you get permission from the appropriate administrators before doing so.

Sweat the small stuff. If you create a schedule for students and nametags listing careers, students who are visiting the fair will be better able to navigate the room.

Make it special. Ask colleges or businesses for promotional prizes that you can distribute to students. If your students respond well to competitions, consider having students vote for the one or two best presentations or for categories like "Most Unusual Career." [In some classes, this may not be the best option, if it will discourage students.] Invite other classes in the school to come see your student's work. When the fair is over arrange for the boards to be on display in the school.

Grade 8: Community Makeover

In a multi-week unit, students identify a community problem and create a proposal for its solution. At each school a panel of judges reviews proposals, with the winning class receiving up to $500 to make their plan a reality.

The grade 8 Community Makeover has the potential to yield wonderful results as a means of empowering teens. We've seen the pride that comes from providing toiletry kits to New York City's homeless teens, concert proceeds to the American Cancer Society, pet supplies to an animal shelter, or a fresh coat of paint wherever it's needed.

We've also seen kids' disappointment when things don't go quite as planned, facilitators' frustration with bureaucracy, and administrators' concerns about what's manageable. To minimize these problems, we've created a set of suggestions for the Community Makeover.

SUGGESTIONS FOR IMPLEMENTATION

Determine your budget for this project. Check in with your school's administration to determine how much money is available for students to execute this project.

Projects should specify how the allotted money will be spent. For example, you should fund a particular event for charity, but should not provide unspecified operating expenses for an ongoing student club.

Obtain approvals. All of the stakeholders, including school administrators and those who will benefit from the project, should give permission early in the process. For example, custodial staff should be consulted on projects that will require their cooperation. This will help you discover obstacles early enough to work around them. Consider having students present the proposal to administrators to give them additional presentation practice.

Manage expectations, but generate excitement. Let students know that obstacles often occur in big projects that require various approvals. Reassure them that you're there to help them figure out alternatives when things go awry. Stress the benefit to the whole group of doing the project that gets chosen.

Throughout the project, keep the energy up by involving other teachers, making school-wide announcements, and making the judging of the proposals an event.

Anticipate legal issues. All of the usual rules about parent permissions, transportation of students, and photo releases apply here. In addition, please be aware of any additional legal issues that might need to be resolved. For example, a school district policy may prohibit students from painting or climbing on ladders, or require that repairs be performed by a certified contractor.

Clear dates. Make sure all stakeholders have agreed to the date, time, and place for the Community Makeover. We recommend choosing a project that can be completed in one day or a weekend.

Have the groups identify a parent or teacher volunteer (prior to judging) who will help them implement their project if their proposal wins. These projects tend to take a lot of coordination and having another set of hands, or two, will greatly reduce anxiety for RTS facilitators. Consult with your school's administration to confirm their policies. They may have rules about who can volunteer for school projects.

Use local resources. Involve the local community and reach out to businesses to help with the project. For example, one winning class put on a benefit concert and had a local law firm sponsor t-shirts to be sold at the show. Use the local press. This is a great opportunity to get your students' names in the paper and on the radio. Local papers are often looking for just this kind of story.

Get local people to judge the competition. Having people from outside the school who are involved in the local community will make the Community Makeover special. Make sure they understand what is required of them well in advance to avoid confusion on the day of the event. Advance review of the judging criteria might be helpful (included in the lesson).

Prepare students for win or lose, so they are not discouraged if their proposal isn't picked. You may need some of these students to step in and help execute the winning project, so keeping them positive is important. You may choose to brainstorm activities for the losing groups to keep them involved in something positive for the community.

Grade 9: Ad Apprenticies

In this unit, students are charged with planning a 30-second videotaped public service announcement that conveys a key concept from Roads to Success. They work together in teams – analyzing existing public service announcements, selecting a topic, and figuring out what story they want to tell and how to tell it. The winning proposal is videotaped, edited, and then shared with the public or greater school community.

SUGGESTIONS FOR IMPLEMENTATION:

Make sure the proper equipment is available. At the conclusion of the Ad Apprentices unit, the winning team will shoot and edit their 30-second PSA. You should survey your school/district to make sure you have the equipment and personnel needed to make this happen. See the Grade 9 Ad Apprentices unit for specifics about what equipment you'll need.

Get help. For those unfamiliar with video equipment and editing software, it will be helpful to find someone

who can provide advice or hands-on assistance in both the videotaping and editing phases of this project. Often this help is available right in your school—check whether a student filmmaker or school media specialist might be such a person.

Schedule enough time. You should allow at least two to three hours of editing to create the 30-second PSA. Allow about two weeks for filming and editing. If possible, and with permission from administrators, film the PSA during school/class time to ensure you will have enough student participants. It can be challenging to convince students to stay after school.

Determine how to share the video. Consider how students' work will be viewed before embarking on the project. Check in with your school's administrators to see if the winning PSA can be published on your school's website. If not, see if YouTube is an option, or perhaps presenting it at a school assembly. You want to create an opportunity for the winning group's PSA to be seen by others.

Secure permissions. Students will need signed permissions to appear in the video. If filming takes place outside of school hours, they may also need permissions for that. Securing these in advance of filming will greatly reduce administrative headaches along the way.

Additional Tips:

- Pay attention to the audio quality. An in-camera microphone may not be adequate if you're any distance from the subject, so plan accordingly.
- Make sure you're including only what's needed in the frame. Closer is generally better.
- If you're planning on doing multiple takes of a single scene, "slate" each so you can find it again. Press record, then have your subject hold a piece of paper that identifies the scene (e.g. "First lady greets students, take 1") before beginning the actual taping.

Grade 10: College Visit

In this unit, students compare tech/ trade school, community college, and four-year college options, and get an overview of the path to college application and acceptance. Students compare their academic achievement with the proficiency required in their chosen fields, and set short-term goals for improvement as needed. Students list questions about college, and go on a campus visit to get them answered. The financial aid process is also explored.

SUGGESTIONS FOR IMPLEMENTATION:

Determine your budget. Depending on where your school is located and what school you are visiting, there may be bus and food fees (although many schools will allow students to eat in the cafeteria free of charge with advance arrangements). Figure out what the approximate costs will be and consult with your administrators about what is available for the trip. Also find out if there is a college trip already planned with non-RTS students in your school that you could combine with your visit.

Determine the timing of the visit. You will want to work with your administration to determine what days work to schedule a college visit with your 10th grade classes. Think about testing schedules and school vacations in determining the best time to schedule it. It's best to schedule the visit when college is in session so students can see the campus in full swing.

Think about what type of school you will visit. You have the option to bring your students to a four-year college, a community college or a tech/trade school. Determine what type of degree the majority of your students are interested in pursuing and arrange for them to visit that type of program. Depending on the size of your 10th grade class, you may want to arrange two trips to different types of institutions.

Make the most out of visiting the campus: There are a number of activities your students can engage in once they are on the campus. Some recommended activities include taking a campus tour, talking with students, visiting a dorm room, sitting in on a lecture, and eating lunch in the dining hall (most schools have this option, many at reduced or no cost). Plan your events carefully with the admissions office.

Anticipate legal issues: All of the usual rules about parent permissions, transportation of students, and photo releases should apply here. You also may need to have additional chaperones depending on how many students you're taking and school policy.

Grade 11: Job Shadow

In this project-based learning unit, students create resumes and cover letters, research companies, and practice informational interviewing skills. Workplace behavior—including everything from attire to office gossip to personal phone calls – is discussed. This unit culminates in a visit to a workplace, complete with written employer feedback and the requisite thank-you note. We offer two suggestions (standard and alternate) for planning your job shadow.

SUGGESTIONS FOR IMPLEMENTATION:

Determine the timing of the job shadow. All the project-based learning units are highly dependent on having sufficient time. You will want to work with your administration to determine what time frame your students should use in order to complete their job shadows.

Determine the type of job shadow experience.

1. Standard Job Shadow Experience

   Students are responsible for the following:
   - Making an initial call to set up the visit
   - Making a follow-up call to confirm the visit
   - Obtaining written parent permission/medical info prior to the visit
   - Arranging transportation to and from the workplace
   - Notifying teachers of absence and making up missed work
   - Securing a written evaluation from the employer, to be mailed to the RTS facilitator with a signature across the sealed flap of the envelope. (Alternatively, schools may to choose to accept company letterhead or a business card as evidence of a visit, along with a student-delivered evaluation from the employer.)

   Companies are responsible for the following:
   - Providing a liaison who will direct the student's activities while in the workplace and complete the written evaluation at the end of the visit.
   - Providing a safe environment for the student's visit.
   - Communicating problems to the RTS facilitator in a timely manner.
   - Providing appropriate access to work activities, planning meetings, etc.
   - Allowing time (at least 15 minutes) for the student to conduct an informational interview with one

of the company employees, preferably the person assigned as the liaison.

Standard Job Shadow experience continued

The school is responsible for:

- Creating inducements for students to participate, for example, making the job shadow visit a course requirement.
- Offering the missed time as an "excused absence" where appropriate documentation is provided.
- With the RTS facilitator, cultivating relationships with local employers that enable students to connect with appropriate workplaces. For maximum effectiveness, this process should begin when the RTS program is instituted in grade 9.

The RTS facilitator is responsible for:

- Tracking permission slips and employer evaluations.
- Providing instruction re: contacting employers and setting up job shadow opportunities.
- Describing workplace expectations.
- Assisting students in planning informational interviews.

For more information about creating a Job Shadow program, see Roads to Success Grade 12, Job Shadow lesson 1: Introduction to job shadow, and visit www.jobshadow.org.

2. Alternate Job Shadow Experience

   In areas with few job opportunities, or where lack of transportation presents a hurdle, schools may choose to take multiple students to visit a single workplace. For example, a visit to a local hospital could include opportunities for small groups of students to shadow a variety of jobs in the medical field (nurse, doctor, radiologist, etc.) and in fields represented by other departments as well (accountant, lawyer, hospital administrator, chef, social worker, security, etc.).

   Advantage:

   - Visits aren't dependent on individual student initiative

     Requirements:

     1. School relationships with local employers
     2. Employers willing and able to host large numbers of students. (Many may limit the number of visitors to 20 or fewer.)
     3. Advance planning re: field trip permissions, transportation arrangements, chaperones, etc.

   Disadvantages:

   - Fewer opportunities for individual employer/student interaction
   - Less freedom to choose fields of interest
   - Disruptions to other classroom activities

Talk with administrators about students missing school for the job shadow. If your students will be making these jobsite visits on their own, work with your school to account for the day that your students will miss class (e.g. have this be an excused absence). The school should be notified of the date in advance, approve the visit, and the student should return from the visit with evidence that they did in fact

spend the day on a job shadow. (A business card, or copy of letterhead could be their proof.) Groundhog Day is the nationally recognized day for job shadowing. Perhaps you can make arrangements with your school that this be the day your students participate in their job shadow.

Anticipate legal issues. All of the usual rules about parent permissions, transportation of students, and photo releases should apply here. In addition, please be aware of any additional legal issues that might need to be resolved. For example, it's a good idea for students to bring medical releases (with emergency contact and allergies) with them on the job shadow visits.

Supporting RTS in Your School

In addition to scheduling and identifying a facilitator, which are two significant components of RTS implementation, there are a number of other logistical considerations that will help RTS operate smoothly, listed below. In determining how best to support the RTS program in your school, committing to the following will help ensure the program's best chance for success.

Get staff support.

It is absolutely essential to have your staff's support and buy-in in order for the Roads to Success program to be successful with students. Introducing and explaining the program to school staff well in advance of its anticipated start will give everyone the background information necessary to feel comfortable with the program. Give them the opportunity to have questions answered and voice concerns. Roads is an important part of the school day that allows students to see linkages between what they are learning in class and their adult aspirations. However, teachers responsible for instructing core content may feel like that are losing valuable instructional time to Roads. Therefore, it's essential they have the opportunity to learn more about the program and how it will benefit their students before it is fully up and running. Making RTS an integrated part of the school day is a challenge, but having supportive teachers makes a huge difference.

We encourage all schools to schedule time for your RTS facilitator to present the Roads to Success program either during in-service days before the school year starts or during the first week of school. Additionally, see the **Sample Faculty Intro Letter** Resource at the end of this section. Distributing this to staff is also a good way to generate excitement and enthusiasm about the program.

Schedule the program in a way that will ensure its consistent implementation.

See the **Scheduling** section for more detailed information, but over four years of implementation we've observed that the programs with the most implementation success are those that are scheduled as part of a core class, meeting weekly (on the same day and period), throughout the year, with the same group of students. Changes to the schedule during the school year are not recommended, as they slow the process of establishing RTS as a presence in the school.

Support a grading policy for the RTS program.

See the section on **Building a Roads to Success Culture** for more information. Generally, RTS students are more engaged when they are held accountable. We recommend a Pass/No Pass grade for students that is included on the school report card.

Ensure adequate computer access.

The Roads to Success curriculum does have a significant number of lessons that require the use of a computer lab. Schools implementing RTS should provide sufficient access to computers and the Internet so that students enrolled in the program are able to research as required in about 25% of the RTS sessions. While there are back-up paper versions for most of the computer activities, the students and the program greatly benefit from having sufficient access for computer activities.

Ensure adequate technology access.

Occasionally RTS Facilitators use overhead projectors, LCD projectors, and DVD players/VCRs when delivering lessons. Having these available for the RTS facilitator to sign out when needed will allow for the lessons to be implemented more effectively. The expectation is that it is the facilitator's responsibility to learn the procedures for using these materials, with the understanding that their reservations will be honored. Communicating these policies early to your facilitator will help prevent issues during the school year.

Engage in family outreach.

Introduce the Roads to Success program to parents and guardians at the start of the year. See the **Sample Family Intro Letter** for a template.

Roads to Success has created a family newsletter to be distributed at the start of each unit. These newsletters are relevant to each unit and grade level, and are a way to keep parents and guardians informed of what's happening in the program as well as offering suggestions for discussing career exploration, work opportunities, education planning, and financial literacy with their child. Deciding the best way to distribute these newsletters, whether they are part of a school mailing or individually given to students, will help ensure that you are keeping parents/guardians informed about the program. Electronic versions (available on the Roads to Success website) in English and Spanish are also available to post on your school's website.

Additionally, if you think parents would be interested in attending an informational meeting about the RTS program consider making RTS a part of parent-teacher nights, or either as a formal presentation being available to give feedback on students' progress and update parents on program happenings.

Take care of student permissions early in the school year.

In many cases students won't need explicit permissions to participate in the RTS program because it's a regularly scheduled part of their school day. However, there are some student permissions associated with the RTS program including, a technology use policy, and field trip permissions. If your school has a beginning of the year mailing of all permissions that goes home to parents, you should include the RTS permission slips. This will cut down on lost paperwork and help increase the return rate. NOTE: If you are evaluating your program, you may need an additional permission to allow student data to be collected. See the section on **Evaluating your Roads to Success Program** for more information.

Provide training and support opportunities.

Roads to Success offers training materials and professional development sessions, as well as ongoing support. While in many cases the lessons can be implemented without a significant amount of outside help, it can be helpful to introduce staff to the RTS mission and best teaching practices, particularly those new to teaching. See the **Training and Support** section for more information.

Work with the counseling staff.

Roads to Success is a classroom-based guidance program, and as such has a tremendous amount of material that is of interest to school counselors. Working together to determine the best time to deliver units (e.g. choosing high school courses) or offering supplemental information (e.g. background on the FAFSA) can be enormously helpful for both Roads and the counseling staff. We recommend a meeting early in the year to preview the content and brainstorm ways to work together, and frequent communication. See the **Working with School Counselors** section for more information.

SAMPLE FAMILY INTRO LETTER

September 2010

Dear Parent or Guardian,

Welcome to the **[school year, for example 2010-11]**! I am pleased to announce that **[grade level, for example, all seventh-graders]** will participate in the Roads to Success program this year. Roads to Success is a once-a-week program designed to help middle school and high school students plan for their futures, giving them the tools needed to realize their dreams. We are looking forward to a productive and enjoyable year.

Roads to Success students will participate in both hands-on and computer-based activities designed to encourage career awareness, education planning, goal-setting, and responsible money management. In each grade, students will take part in a project-based learning unit, such as the 7th Career Fair and the 8th grade Community Makeover contest.

As the Roads to Success facilitator at ___ **[school]**, I look forward to working with your child. **[insert a paragraph about your background]**

Classroom activities have a greater impact when they are reinforced by support from home. From time to time, we will be sending newsletters to update you on what's going on in the classroom. I encourage you to play a key role by asking questions, having discussions, and exploring goals and educational opportunities with your child.

Finally, I would like to take the opportunity to invite you to contact me anytime with questions that you may have about Roads to Success. I can be reached by phone at _____, or through e-mail at _____.

I look forward to meeting you in the near future!

Sincerely,

[Your name]

Roads to Success Facilitator

ROADS to SUCCESS

SAMPLE FACULTY INTRO LETTER

Dear Teachers and Faculty:

Roads to Success is back at **[name of school]** for this school year. We would like to thank all teachers, faculty, and staff who helped us to make the program a success last year. **[If RTS is new to your school, delete previous sentences and replace with "I'm pleased to announce the beginning of a new program, Roads to Success, at (name of school)."]**

First, a quick overview of our program for those of you who may be unfamiliar with how we work. Roads to Success is a once-a-week program designed to help students plan for the future by exploring their career options and identifying the education needed to realize their dreams.

Education planning, career awareness, goal-setting, and money management will be essential program components in all grades. **[Delete items in the list below that refer to grades you will not be teaching.]**

- 7th-graders will work on study skills and ways to improve learning. They will research their careers of interest and prepare presentations for their peers during the Career Fair unit.
- 8th graders will learn about the importance of networking and work on their communication skills. They will participate in a competition to create and execute a Community Makeover proposal within their community.
- 9th graders will learn about job applications, interviewing, and workplace etiquette, and will work in teams on an "Ad Apprentice" project, creating public service announcements reinforcing Roads to Success themes.
- 10th graders will explore college entrance examinations and will participate in a College Visit.
- 11th graders will research college and other educational opportunities, explore college entrance exams, create resumes in preparation for a workplace visit, and learn more about money management (credit cards, car ownership, and renting an apartment).
- 12th graders will complete college applications and essays, apply for financial aid, and create budgets for the year following graduation. They will also learn how to find jobs and manage the transition to their post-high school lives.

IHaveAPlanIowa.gov (**www.IHaveAPlanIowa.gov**) is a career exploration tool that we use with all of our students. Iowa provides access to all schools, and all students and faculty are able to create their own Account ID and password to use this resource. Students can take an interest inventory and research careers and education opportunities. Please feel free to ask me questions about this resource or any other Roads to Success content.

We are very excited to be **[returning to/part of] [name of school]** for the 2009-2010 school year. I look forward to working with all of you.

Sincerely,

[Your name]

Roads to Success Facilitator

EVALUATION AND OUTCOMES

In this section, we provide some background information on the Roads to Success evaluation efforts, and some tools and guidance for schools interested in measuring how their own program is doing.

Evaluating Your Roads to Success Program

Since program inception Roads to Success has been committed to measuring results and tracking progress. In implementing Roads to Success at your school we encourage you to also concentrate on measuring program effectiveness. We don't expect each site to do a rigorous, third-party evaluation, but this section provides a number of tools to use in looking at your own program's effectiveness. When implemented as designed (45 min/week/6 years) we expect Roads to Success to lead to:

- higher high school graduation rates
- higher completion rates of college preparatory activities
- higher enrollment in college
- more students receiving financial aid
- higher rates of completion for post-secondary education
- better career attainment

Unfortunately, most of these outcomes are not evident until late in high school. However, it's helpful to know earlier if you are on the right track. Therefore, Roads has identified some early outcomes (below) that are tied to our longer term goals (the bullets above), that we expect to see change as a result of the program. These include:

- career and college awareness and efficacy (as measured by baseline and follow-up surveys)
- motivation and engagement in school (as measured by attendance, course taking habits, baseline and follow-up surveys)

By measuring these early outcomes we can see whether students are on track to achieve the long-term outcomes.

Why should you do an evaluation of your Roads to Success program?

- You want to know how the RTS program is affecting your students—are they better off as a result of the program?
- Demonstrating strong evaluation results will make the program more attractive to funders

What your evaluation will look like will differ based on the students you serve, the resources available to you, and your own preferences. Below are some helpful terms to know and resources to use in planning a Roads to Success evaluation. If you are new to evaluation projects, it might be helpful to consult with other organizations that have already published reports on program outcomes.

Logic Model: A logic model is a tool that describes and graphically displays what your project intends to do and what it hopes to accomplish and impact. A logic model is a map that summarizes key program elements and intended outcomes. (Definition adapted from **http://nnlm.gov/outreach/community/logicmodel.html**).

The Roads to Success Logic Model is included at the end of this section.

Baseline and Follow-up Surveys

The Roads to Success Baseline and Follow-up surveys are identical. They are used to show change over time for a group of students, and they were developed with Mathematica Policy Research, a leading education research group. They are available as a resource in this section to be used in your own evaluation.

The RTS baseline and follow-up survey collect information on:

- School and community involvement
- Learning and study habits
- Plans for the future
- Student demographics

The baseline survey should be administered at very start of the program, preferably before even the first RTS lesson is started. This will give you an understanding of where students are before they've ever been introduced to what RTS is. The survey takes 15-20 minutes for a class of students to complete.

We recommend administering the follow-up survey after two years. For example, for students starting in the 7th grade, we recommend doing the initial baseline survey in the fall one to two weeks before the program starts, and then doing the follow-up survey at the end of their 8th grade year. The follow-up survey, when compared to the baseline, will indicate change over two years.

Control and Comparison Groups

One caution in using baseline survey and follow-up surveys for your evaluation is that they are of limited usefulness if you don't also administer them to a control or comparison group. If you only administer it to the students in the program, you will not get an accurate picture of what would have happened to those students *in the absence of* the RTS program. In order to get at that information you need to administer the surveys to a control or comparison group or cohort.

Cohort: a generational group as defined in demographics, statistics, market research (e.g. all people age 30-39; all 7th graders in Park School)

Control group: a group of students, in the same school, in the same cohort, randomly assigned to not get the program.

How does it work? If 50 students apply for 25 spots, and you randomly choose 25 to be in the program and 25 not to be. The 25 not in the program are the control group and the 25 in the program are the treatment group. Be sure that if you are going the control group route you let students know ahead of time that there is a chance they won't be randomly selected to be in the program.

Comparison group: a group of students as much like your RTS students as possible, but who did not try to get RTS. How does it work? You find a school as much like yours as possible, similar demographics, achievement, size, etc. that does not have the RTS program. The same grade in that school can be a comparison group for the RTS grade you are serving.

Control groups are preferred whenever possible, but can be difficult to implement, particularly with multi-year scheduling.

By using a control or a comparison group in addition to surveying the students enrolled in the RTS program, you are able to determine:

- Change in RTS student attitudes, efficacy and learning habits over time, and
- How this change compares to students not enrolled in the program.

Prior and Successive Cohort: If you decide to use a comparison group in your evaluation, using prior and successive cohort data is another option. You could compare the same administrative data from an RTS treatment group to a previous and successive cohort that did not receive the program to observe differences between those students who are in Roads to Success and those who are not. If you were interested in gathering survey data, you could also do baseline and follow up surveys with students who receive the program in 7th grade, and in the following school year doing another set of surveys with the 7th grade cohort that won't receive the program.

Collecting administrative data

In addition to the survey data, it is also useful to collect administrative data from your students. Oftentimes 'hard' data vs. survey data is desirable for demonstrating the impact of a program to an outside audience (e.g. funders). We recommend collecting and comparing the following sources of administrative data for treatment and control/comparison students at the start of the program, and at the end of 8th grade, 10th grade, and 12th grade to show change over time.

- Student attendance records
- Course-taking (incl. failure rates and whether more students are taking more college prep classes)
- PSAT and SAT participation rates
- Grade point average (GPA) and grade in school*
- Graduation rates (also dropout and GED)

*While we don't expect huge changes in school performance on the individual student level, across the cohort we do expect to see modest change.

Attendance and Fidelity of Implementation

Another important piece of information in gathering administrative data is the attendance of your students in the Roads to Success class. You'll want to look at whether those students who attended the program with more regularity had better outcomes. Sample attendance/grading templates are available on the Roads to Success website.

Relatedly, collecting information on fidelity of implementation of the program can provide valuable insights about how the program is working in your school. **Fidelity of Implementation** (Fid Imp) refers to looking at whether the lesson is being used in the classroom as it was intended to be and as it was written. For example, are the lessons too long, so every week the Wrap-Up gets cut? Are the students in one classroom moving much more quickly through the lessons than another class? Are some teachers struggling to get through all of the content? Gathering information to answer these questions will help you figure out how the RTS program is fitting in your particular school context.

Fidelity of implementation sheets are also available on the RTS website. Notice that the Fid Imp sheets are used to indicate the percentage of each section, of each lesson, that is taught. These should be filled out for each period, and should not be combined into one general sheet for all of 7th grade. Keeping each period separate will allow you to see differences among the different teachers and classes.

12th Grade Survey

The survey at the end of the 12th grade is designed to get more information about what your students are doing after they graduate, and reveal the progress they've made toward a successful career. It's a good opportunity for seeing how well your students' career goals and plans to achieve them are aligned. This survey is customizable, and you should feel free to edit as appropriate for your students.

When analyzing student responses you'll want to look at whether they've applied to school or a job, how realistic their school preferences are, and whether they've been accepted among other considerations. We recommend using a point system, as described below. Note that analyzing the survey responses will require some time and knowledge of the students' academic performance (in terms of judging whether the college or job is 'reasonably ambitious' and 'realistically attainable').

For students who are on track to graduate on time (within six years after entering 7th grade) with a regular high school degree the point system is as follows:
1 – Accepted to college or secured a job that is reasonably ambitious given the students preparation,
2 – Applied to at least one college or job that is both reasonably ambitious and realistically attainable
3 – Applied to at least one college or job but plans are either too ambitious or not ambitious enough
4 – On track to graduate but not in the first three categories

For students who are not on track to graduate on time with a regular degree*:
5 – Still attending high school
6 – Dropped out but have a GED or good job
7 – Dropped out; no GED or good job

*NOTE: Since these students presumably won't be taking the 12th Grade Survey, you'll want to track GED, dropout and retention along with your other administrative data.

In addition, we strongly recommend tracking what happens to your students after they graduate from high school and enroll in college. This information is available through the **National Student Clearinghouse**. The National Student Clearinghouse is a non-profit organization that provides diploma and enrollment verification for post-secondary and secondary student degrees. More than 3,300 colleges, enrolling 92% of US college students, and hundreds of high school districts nationwide participate in the Clearinghouse. By purchasing a license to the National Student Clearinghouse, you can track your high school graduates and their degree completion. For more information visit, **http://www.studentclearinghouse.org/default.asp**.

Permissions

The surveys we included have a place for a student ID number. You can have students fill out the survey using either an ID number or their name, but make sure it is the same for all students in the class and that you are consistent in communicating it to students. You can't compare the baseline and follow-up surveys unless they share they same identifier.

In most schools you will have to get parental permission for students to take this survey and share information with you. At the very least you will need to get approval from your administrators. Most often a **"passive consent"** process will be sufficient. In passive consent you can send a letter home to parents/guardians explaining the Roads to Success program and the information you will be collecting. The parent/guardian will return to permission slip ONLY IF THEY object to his/her student taking the survey. If they don't return the form, permission is implied. This process is much easier than an **"active content process"** in which the student must return the signed form in order to be able to participate. Determine with your school administrators what permissions you will use.

Analyzing your Data from Baseline/Follow-up Surveys

Depending on the number of students enrolled in the program, analyzing the data can be time-intensive. Roads used the SNAP Survey software for some survey creation and data analysis. See **http://www.snap-surveys.com/** for ordering information. You can also use Excel for data analysis, looking at the different percentages of how students respond (control/comparison vs. treatment), change over time, and breaking down students into different subgroups (e.g. boy/girl, grade level).

General Evaluation Tips

Establish a data sharing agreement. It can be challenging to collect information from students in the program and comparison groups. Try to arrange an agreement with the school(s) that will allow you the flexibility to do surveys during the school day and collect student information (attendance, grades, etc) directly from the school(s) rather than relying on the students to supply them.

Get students on board. Students will be more interested in answering these evaluation questions if they

know how the information is going to be used and that their answers will not be made public. Also, try to keep the instruments you use fairly brief so students don't tune out while taking the survey. If getting control/comparison groups to complete surveys and share information is challenging, consider offering incentives.

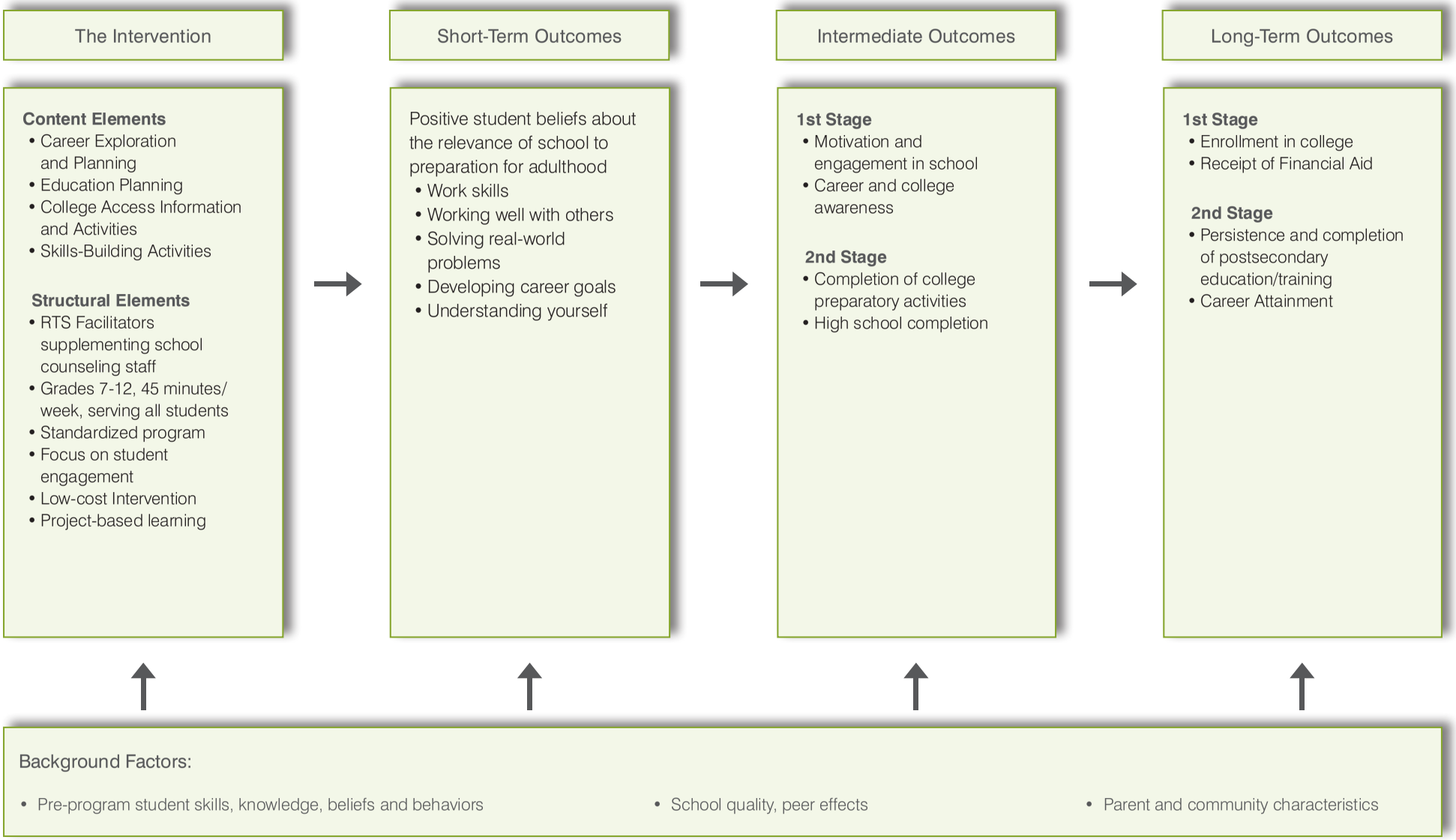
Consider permissions. Although RTS surveys do not ask potentially high-risk questions such as information about sexuality or drug and alcohol use, it's possible that your school and parents may object to the survey being administered. Check in with administrators about permissions before you distribute the surveys. You can also pass out "passive consent" permission forms that instruct parents to call only if they object to their student participating.

Create control and comparison groups. Many program leaders are resistant to creating control groups because they don't want to deny services to a population. While valid, it's important to understand how much a well designed study can teach about program effectiveness. Serving all students is rarely an option due to limited resources, so randomly choosing what students will get the program is in some ways much fairer than systematically doing so. Control groups are preferable to comparison groups, but are difficult to implement, requiring twice the number of students. Both require systems for data collection to ensure you are able to track both groups of students—those that are getting the treatment and those who are not.

Pay attention to timing when scheduling the baseline and follow-up surveys. You'll want to consult with your schools testing and vacation calendars to make sure the surveys can happen at the appropriate intervals.

Make the survey as easy as possible for students. Be sure to read the questions aloud to help those students who are poor readers. Have students review the survey before turning it in to make sure everything is filled out. Assure them that their responses will be protected, and that the only person seeing their responses is you (or whomever it is handling the data analysis at the school). Arrange for students to drop their survey in a box or folder to ensure anonymity.

Logic Model for Roads to Success



Student ID

MATHEMATICA
Policy Research, Inc.

STUDENT SURVEY

INSTRUCTIONS

- This survey asks about your involvement in school and the community, learning and study habits, and plans for the future. The survey should take about 30 minutes.
- Mark only one answer for each question, unless the directions tell you to mark more than one answer. You may use a pen or pencil.
- Your answers are ***very important*** to us. This is not a test. There are no right or wrong answers. You may skip any question you do not wish to answer.
- If you have a question about the survey, raise your hand and someone will help you.

A. SCHOOL AND COMMUNITY INVOLVEMENT

A1. How much do you agree or disagree with each of the following statements?

	MARK ONE FOR EACH ROW			
	Strongly Disagree	Disagree	Agree	Strongly Agree
a. I go to school because I think the subjects I'm taking are interesting	1 ☐	2 ☐	3 ☐	4 ☐
b. I go to school because I'm learning skills that I will need for a job	1 ☐	2 ☐	3 ☐	4 ☐
c. I go to school because my parents or guardians expect me to succeed	1 ☐	2 ☐	3 ☐	4 ☐

A2. How important are good grades to you?

MARK ONE ONLY

1 ☐ Not important at all

2 ☐ Somewhat important

3 ☐ Important

4 ☐ Very important

A3. In the last year, how often have you discussed the following with a parent or guardian?

	MARK ONE FOR EACH ROW				
	Never	Not Very Often	Sometimes	Often	Very Often
a. Selecting courses or programs at school	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
b. School activities or events	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
c. Topics you've studied in class	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
d. Your grades	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐

A4. In the last year, how often have you discussed the following with a parent or guardian?

	MARK ONE FOR EACH ROW				
	Never	**Not Very Often**	**Sometimes**	**Often**	**Very Often**
a. Taking college entrance exams (like the SAT or ACT)	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
b. Whether to go to college	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
c. What college to choose	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
d. Different college majors and programs	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
e. Possible jobs or careers	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐

A5. In the last year, how often have you discussed the following with one or more teachers or school staff (such as a guidance counselor)?

	MARK ONE FOR EACH ROW				
	Never	**Not Very Often**	**Sometimes**	**Often**	**Very Often**
a. Taking college entrance exams (like the SAT or ACT)	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
b. Whether to go to college	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
c. What college to choose	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
d. Different college majors and programs	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
e. Possible jobs or careers	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐

B. LEARNING AND STUDY HABITS

B1. Do you . . .

	MARK ONE FOR EACH ROW				
	Never	**Not Very Often**	**Sometimes**	**Often**	**Always or Almost Always**
a. stick with a class assignment or task until it is done?	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
b. put in your best effort on class assignments, projects, and homework?	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
c. ask a teacher or another student for help when you don't understand an assignment?	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
d. take part in class discussions or activities?	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
e. come to your classes prepared with what you need (books, paper, and something to write with)?	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
f. complete class assignments, projects, and homework on time?	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐

B2. During the current school year . . .

	MARK ONE FOR EACH ROW			
	Never	**1 – 4 Times**	**5 – 9 Times**	**10 or More Times**
a. How many times were you late for school?	1 ☐	2 ☐	3 ☐	4 ☐
b. How many times did you cut or skip classes?	1 ☐	2 ☐	3 ☐	4 ☐
c. How many times were you absent from school?	1 ☐	2 ☐	3 ☐	4 ☐
d. How many times were you sent out of class for bad behavior?	1 ☐	2 ☐	3 ☐	4 ☐
e. How many times were you given a detention?	1 ☐	2 ☐	3 ☐	4 ☐

C. PLANS FOR THE FUTURE

C1. How important is each of the following to you in your life?

	MARK ONE FOR EACH ROW			
	Not Important	**Somewhat Important**	**Important**	**Very Important**
a. Being successful in my line of work	1 ☐	2 ☐	3 ☐	4 ☐
b. Having a happy family life	1 ☐	2 ☐	3 ☐	4 ☐
c. Having lots of money	1 ☐	2 ☐	3 ☐	4 ☐
d. Having strong friendships	1 ☐	2 ☐	3 ☐	4 ☐
e. Being able to find steady work	1 ☐	2 ☐	3 ☐	4 ☐
f. Helping other people in my community	1 ☐	2 ☐	3 ☐	4 ☐
g. Getting a good education	1 ☐	2 ☐	3 ☐	4 ☐
h. Getting a good job	1 ☐	2 ☐	3 ☐	4 ☐

C2. As things stand now, I think I will . . .

MARK ONE ONLY

1 ☐ Complete high school and graduate with a diploma
2 ☐ Drop out of high school and complete the GED
3 ☐ Not finish high school

C3. How far would you like to get in school?

MARK ONE ONLY

1 ☐ High school graduate/GED
2 ☐ Technical or trade school
3 ☐ Associates degree (2 year college degree)
4 ☐ Bachelors degree (4 year college degree)
5 ☐ Masters degree or equivalent
6 ☐ Ph.D., MD or other advanced degree (like a medical or law degree)

C4. How likely is it that you will get this far in school?

MARK ONE ONLY

Not Very Likely ← → **Very Likely**

1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
0% - 20%	21% - 40%	41% - 60%	61% - 80%	81% - 100%

C5. What reasons might keep you from achieving your educational goals?

	MARK ONE FOR EACH ROW	
	Yes	**No**
a. I don't like school	1 ☐	0 ☐
b. My grades aren't high enough	1 ☐	0 ☐
c. Courses are too difficult for me	1 ☐	0 ☐
d. I can't afford it	1 ☐	0 ☐
e. I plan to join the military	1 ☐	0 ☐
f. No one in my family has ever gone on to school after high school	1 ☐	0 ☐
g. I'd rather work and make money than go to school	1 ☐	0 ☐
h. I don't think that going to school is important	1 ☐	0 ☐
i. I need to help support my family	1 ☐	0 ☐
j. Some other reason (name this reason) _____	1 ☐	0 ☐

C6. Tell us a little about your career goals. In the boxes below, name up to three careers you would most like to have and answer the three related questions about each career.

Name the career or careers you would most like to have:	Answer these related questions:	MARK ONE FOR EACH ROW Not Very ⟷ Very
1. _____	a. How interested are you in this career?	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐
	b. How likely are you to enter this career?	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐
	c. How well would you perform in this career?	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐
2. _____	a. How interested are you in this career?	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐
	b. How likely are you to enter this career?	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐
	c. How well would you perform in this career?	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐
3. _____	a. How interested are you in this career?	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐
	b. How likely are you to enter this career?	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐
	c. How well would you perform in this career?	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

C7. Name the career you expect to be working in by age 30 and answer the three related questions.

_____

Answer these related questions:	MARK ONE FOR EACH ROW Not Very ← → Very				
a. How interested are you in this career?.....	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
b. How likely are you to enter this career?	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
c. How well would you perform in this career? ...	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐

C8. What education or training do you need for this career?

MARK ONE ONLY

1 ☐ No education after high school is needed
2 ☐ Military training
3 ☐ Technical or trade school
4 ☐ Associates degree (2 year college degree)
5 ☐ Bachelors degree (4 year college degree)
6 ☐ Masters degree or equivalent
7 ☐ Ph.D., MD or other advanced degree (like a medical or law degree)
8 ☐ Other (*Please describe*) _____
d ☐ Don't know

C9. How likely is it that you could successfully complete the education and/or training required to enter this career?

MARK ONE ONLY				
Not Very Likely ←				→ Very Likely
1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
0% - 20%	21% - 40%	41% - 60%	61% - 80%	81% - 100%

C10. What reasons might keep you from achieving your career goals by age 30?

MARK ALL THAT APPLY

1 ☐ Not enough education
2 ☐ Need to work to support my family
3 ☐ My parent or guardian wants me to have a different career
4 ☐ Other (*Please describe*) _____
5 ☐ I can't think of a reason that will keep me from achieving my career goals

C11. How much do you agree or disagree with each of the following statements?

	MARK ONE FOR EACH ROW			
	Strongly Disagree	**Disagree**	**Agree**	**Strongly Agree**
a. I know what is required to succeed in different careers	1 ☐	2 ☐	3 ☐	4 ☐
b. I know how to find out about what types of jobs are best for me	1 ☐	2 ☐	3 ☐	4 ☐
c. I have a good idea about the kinds of jobs I would be good at	1 ☐	2 ☐	3 ☐	4 ☐
d. I will be able to overcome barriers that stand in the way of achieving my career goals	1 ☐	2 ☐	3 ☐	4 ☐

D. BACKGROUND INFORMATION

D1. When were you born?

|___|___| / |___|___| / |_1_|_9_|___|___|
Month Day Year

D2. Are you:

1 ☐ Male?

2 ☐ Female?

D3. How do you describe yourself?

MARK ALL THAT APPLY

1 ☐ White

2 ☐ Black or African-American

3 ☐ Hispanic or Latino/Latina

4 ☐ Asian

5 ☐ Native Hawaiian or Other Pacific Islander

6 ☐ American Indian or Alaskan Native

7 ☐ Other (*Please describe*) _____

D4. What is the highest level of education completed by your mother or female guardian?

MARK ONE ONLY

1 ☐ Some high school

2 ☐ GED

3 ☐ High school graduate

4 ☐ Technical or trade school

5 ☐ Associates degree (2 year college degree)

6 ☐ Bachelors degree (4 year college degree)

7 ☐ Masters degree or equivalent

8 ☐ Ph.D., MD or other advanced degree (like a medical or law degree)

9 ☐ Other (*Please describe*) _____

d ☐ Don't know

D5. What is the highest level of education completed by your father or male guardian?

MARK ONE ONLY

1 ☐ Some high school

2 ☐ GED

3 ☐ High school graduate

4 ☐ Technical or trade school

5 ☐ Associates degree (2 year college degree)

6 ☐ Bachelors degree (4 year college degree)

7 ☐ Masters degree or equivalent

8 ☐ Ph.D., MD or other advanced degree (like a medical or law degree)

9 ☐ Other (*Please describe*) _____

d ☐ Don't know

D6. What is the main language spoken at home?

MARK ONE ONLY

1 ☐ English

2 ☐ Spanish

3 ☐ English and Spanish equally

4 ☐ Other (*Please describe*) _____

D7. Do you have a computer at home with access to the internet?

1 ☐ Yes

0 ☐ No

D8. Please fill in today's date.

|___|___| / |___|___| / |_2_|_0_|_0_|_9_|
Month Day Year

D9. Do you have any siblings or anyone else in your home who currently attend the 7th grade at this school?

1 ☐ Yes

0 ☐ No

D10. Have you participated in a program or class called Roads to Success?

1 ☐ Yes

0 ☐ No

Thank you very much for completing this survey.

Name: _____

ID Number: _____

End of 12th Grade Survey

Over your time in this high school we hope we've helped you prepare for what happens next. From writing reports to practicing interview skills to working on group projects, you've learned the skills you'll need to succeed out there in the "real" world. We'd love to get a brief sense of what your plans are now that the last days of high school are upon us. What will you do? Where are you headed? If you would fill out this survey we would greatly appreciate it. Thank you for all your hard work and dedication over the years, and again, congratulations!

SECTION A: DEMOGRAPHICS

1. When were you born? (MM/DD/YYYY)

   _____

2. Are you
   - ❑ Male
   - ❑ Female

3. How would you describe yourself? Mark all that apply.
   - ❑ American Indian or Alaskan Native
   - ❑ Asian
   - ❑ Black or African American
   - ❑ Hispanic or Latino/Latina
   - ❑ Native Hawaiian or Other Pacific Islander
   - ❑ White
   - ❑ Other (please describe) _____

4. What is the highest level of education completed by your mother or female guardian? Mark one only.
   - ❑ Some High School
   - ❑ GED
   - ❑ High school graduate
   - ❑ Technical or trade school
   - ❑ Associates degree (2 year college degree)
   - ❑ Bachelor's degree (4 year college degree)
   - ❑ Masters degree or equivalent
   - ❑ Ph.D., MD, or other advanced degree
   - ❑ Other (please describe) _____
   - ❑ Don't know

5. What is the highest level of education completed by your father or male guardian? MARK ONE ONLY.
   - ❑ Some High School
   - ❑ GED
   - ❑ High school graduate
   - ❑ Technical or trade school
   - ❑ Associates degree (2 year college degree)
   - ❑ Bachelor's degree (4 year college degree)
   - ❑ Masters degree or equivalent
   - ❑ Ph.D., MD, or other advanced degree
   - ❑ Other (please describe) _____
   - ❑ Don't know

SECTION B: BACKGROUND

6. What school do you go to?

   _____

7. How many years have you been in the Roads to Success program?
   - ❑ 0
   - ❑ 1
   - ❑ 2
   - ❑ 3
   - ❑ 4
   - ❑ 5
   - ❑ 6

8. Are you graduating this year?
   - ❑ Yes
   - ❑ No

9. What grades do you typically get in school?
   - ❑ Mostly As
   - ❑ As and Bs
   - ❑ Mostly Bs
   - ❑ Bs and Cs
   - ❑ Mostly Cs
   - ❑ Cs and Ds
   - ❑ Mostly Ds
   - ❑ Ds and Fs
   - ❑ Mostly Fs

10. Did you apply to any colleges (including two-year, four-year, and technical/ trade) this year?
   - ❑ Yes
   - ❑ No

If yes, please answer questions 6-9. If no, please go to #10.

11. How many two-year schools did you apply to?
   - ❑ 0
   - ❑ 1
   - ❑ 2-4
   - ❑ More than 4

   List names of schools : _____

   _____

   _____

12. How many 4-year schools did you apply to?
   - ❑ 0
   - ❑ 1
   - ❑ 2-4
   - ❑ More than 4

   List names of schools : _____

   _____

   _____

13. How many tech/trade schools did you apply to?
    - ❑ 0
    - ❑ 1
    - ❑ 2-4
    - ❑ More than 4

    List names of schools : _____

    _____

    _____

14. How many schools were you accepted to?
    - ❑ two-year schools ___
    - ❑ four-year schools _____
    - ❑ Tech/trade schools _____

    List names of schools : _____

    _____

    _____

15. If no, do you plan on applying to college in the future?
    - ❑ Yes
    - ❑ No

16. What are your plans for the fall? Are you:
    - ❑ Going to college (Go to Section C)
    - ❑ Starting a full-time job (Go to Section D)
    - ❑ Starting a part-time job (Go to Section D)
    - ❑ Joining the military (Go to Section D)
    - ❑ No current plans (Go to Section E)

SECTION C: IMMEDIATE PLANS-COLLEGE

If you are planning to attend college starting in the Fall of next year, and you've been accepted, please answer the following questions. If you are not starting college in the Fall, you can go to **SECTION D.**

17. What type of college will you be attending?
    - ❑ two-year college
    - ❑ four-year college or university
    - ❑ Tech/trade school

    List name of school: _____

18. Where will you be living?
    - ❑ in campus housing (dorm)
    - ❑ in off campus housing (apartment)
    - ❑ at home

19. Do you know what you will major in?
    - ❑ Yes
    - ❑ No

    If yes, what is your planned major?

    _____

20. What is the total cost of attending school next year?
    - ❑ Tuition and fees _____
    - ❑ Room & board _____
    - ❑ Books & supplies _____
    - ❑ Misc. _____

21. Did you apply for financial aid?
    - ❑ Yes
    - ❑ No

22. Will you be receiving financial aid?
    - ❑ Yes
    - ❑ No

23. What amount of financial aid are you receiving?
    - ❑ Loans _____
    - ❑ Scholarships _____
    - ❑ Grants _____
    - ❑ Work Study _____

24. Will you be working while you are in school?
    - ❑ Yes
    - ❑ No
    - ❑ Not sure

25. Is this a work-study placement?
    - ❑ Yes
    - ❑ No

Thank you. Please go to SECTION E.

SECTION D: IMMEDIATE PLANS-WORK

If you are planning to start a full-time or part-time job this Summer or Fall, and not attending school, please fill out the items below.

26. What jobs have you applied for?

    _____

    _____

    _____

27. If you already have a job, what is the name of your employer?

    _____

28. What will be your position/title?

    _____

    _____

29. Is this job:
    - ❑ part-time
    - ❑ full-time
    - ❑ freelance

30. If you have not received a job offer yet, please write what jobs you're considering on the lines below.

Jobs I'm considering	Have you applied?		Have you interviewed?	
	❑ Yes	❑ No	❑ Yes	❑ No
	❑ Yes	❑ No	❑ Yes	❑ No
	❑ Yes	❑ No	❑ Yes	❑ No
	❑ Yes	❑ No	❑ Yes	❑ No

SECTION E: FUTURE PLANS

31. What are your long-term career goals?

    _____

    _____

32. What career do you plan to be in by age 30?

    _____

    _____

33. What are your education goals?
    - ❑ Some High School
    - ❑ GED
    - ❑ High school graduate
    - ❑ Technical or trade school
    - ❑ Associates degree (two-year college degree)
    - ❑ Bachelor's degree (four-year college degree)
    - ❑ Masters degree or equivalent
    - ❑ Ph.D., MD, or other advanced degree
    - ❑ Other (please describe) _____
    - ❑ Don't know

TRAINING, SUPPORT, AND PRICING

If your school is interested in additional training and support, RTS Instructional Support Staff is available to lead professional development activities. There is a wide array of topics and workshops available.

Roads to Success Instructional Practice Workshops are designed to benefit veteran educators as well as instructors who have not had formal training or experience in the classroom. Classroom teachers, camp counselors, and after-school program employees are ideal candidates for these trainings. These workshops can be tailored to meet the needs and experience of the participants.

About Roads to Success

Roads to Success is an education non-profit that helps youth discover the careers that inspire them and the steps needed to reach their goals. From study strategies to SAT preparation, exploring careers to acing an interview, Roads to Success coaches students in the skills they'll need to become productive adults. We believe that all young people, from all backgrounds, have the potential to succeed. Our program spans the critical years of adolescence, helping young adults explore college and career possibilities, develop education plans, and understand their own role in achieving success. We currently offer a 7th through 12th-grade curriculum.

For more information check us out at **www.roadstosuccess.org**.

CLASSROOM MANAGEMENT

Students will always challenge the limits regarding appropriate behavior in the classroom. This testing of boundaries is a normal part of adolescent development and should be something that every educator feels equipped to deal with.

In this workshop participants will:

- Explore common student behaviors and the developmental reasons behind them
- Identify common issues in their classrooms
- Work together to create rules and consequences for common student behaviors
- Develop a "tool-box" of skills that can be used for immediate behavior interventions

PROCEDURES AND RULES

Before learning can begin, students must know that they are in a safe and well- organized environment. No matter what age group you are working with, you will see great results if your room is organized, there are procedures in place, and students are aware of your expectations.

In this workshop participants will:

- Learn the difference between procedures and rules
- Understand the reasons behind the need for structure in the classroom
- Develop a set of procedures and rules for their classroom
- Create resources for students that will better help them to understand what is expected of them

BEST PRACTICES FOR YOUR CLASSROOM

Every student has a different learning style. What are some things I can do in every class in order to ensure that I am reaching my diverse group of learners in each lesson?

In this workshop participants will:

- Identify the different learning styles, and what each type of learner needs
- Identify ways to include these learning preferences in every lesson that you teach
- Practice planning for various learning styles using a sample lesson

TEACHING AS ACTING AND ENGAGING YOUR STUDENTS

"I am not here to entertain you". This commonly used expression in classrooms across the country will be challenged by this unconventional instructional workshop. Classroom teachers can learn a lot from actors, as they face many of the same challenges traditional performers do.

In this workshop participants will:

- Explore the ways in which teaching is similar to acting
- Play classic theater games to learn to use their voices and bodies to engage their students
- Develop strategies for using their new performance skills in their classrooms

ADAPTING LESSONS FOR YOUR CLASSROOM

Veteran classroom teachers know that one size definitely does not fit all. The way that you adapt your lesson to meet the specific needs of a particular group of students is the art and craft of good teaching.

In this workshop participants will:

- Learn how to modify their delivery method to accommodate all learners
- Practice modifying the amount of work that they expect their students to complete
- Identify alternative methods for students to demonstrate proficiency

GIVING CLEAR INSTRUCTIONS

Giving instructions to students is one of the most important parts of being a good teacher. Adolescents crave clarity from their teachers, so being specific and clear when giving directions will help your students feel safe and successful.

In this workshop participants will:

- Learn the steps to take in order to give clear instructions
- Learn how to check in with students to see if they understand your expectations
- Practice giving clear instructions

MAXIMIZING STUDENT UNDERSTANDING

What's going on inside of our students' heads? Although much remains a mystery, research provides at least a partial answer to this question. What are some ways to effectively engage teens' brains so that they better understand and retain the information we are teaching them?

In this workshop participants will:

- Learn how to provide multiple opportunities for learning in their lessons
- Practice techniques that will allow students to synthesize what they have learned
- Learn to provide multiple opportunities for students to prove mastery and comprehension of material
- Learn techniques that enhance student reflection and retention of material

ORGANIZATION AND STRUCTURE

You are responsible for 150 students, they all have a paper due next week and semester grades are due on Friday. This scenario is all too common in the lives of teachers. How will you organize your classroom and materials to ensure that your paperwork is completed efficiently and accurately?

In this workshop participants will:

- Develop techniques for staying organized with classroom procedures, homework and other paper work
- Create a plan to utilize student helpers, develop filing systems and organize their daily calendars to incorporate time for paper work and other non-instructional duties
- Create a classroom "Road Map" for procedures such as returning and collecting work, collecting and distributing resources such as art supplies, and distributing rewards and recognition

PRICING

Our workshop pricing is varied and is based on the length and number of sessions, audience size, prep, and materials. Travel costs are also considered part of our pricing.

For more information on any of these workshops and how Roads to Success can present to your student, parent or teacher groups please contact our website, **www.roadstosuccess.org**.