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| **TEXAS CTE LESSON PLAN**  [www.txcte.org](http://www.txcte.org) | |
| **Lesson Identification and TEKS Addressed** | |
| **Career Cluster** | Education and Training |
| **Course Name** | Practicum in Education and Training |
| **Lesson/Unit Title** | Accepted! College Selection and Admission |
| **TEKS Student Expectations** | **130.165. (c) Knowledge and Skills**  (2) The student explores the teaching and training profession. The student is expected to:  (C) update assessment of personal characteristics needed to work in the teaching and training profession;  (E) refine professional philosophy of education based on a personal set of beliefs;  (F) explore the educational/academic requirements and possible degree/certifications available in education;  (G) refine personal career plan in preparation for a career in the field of education or training. |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | |
| **Instructional Objectives** | **Students will:**   * Compare colleges/universities of interest and evaluate the components of their education program * Create a personal education-based career plan |
| **Rationale** | As you enter your senior year of high school, also your last year in this education and training program, it is vital that you begin to seriously think about the college/university program of study you wish to pursue. You have been provided with opportunities to explore post-secondary options and have evaluated the types of programs each option has to offer. You are now ready to take an in-depth look at the details of specific education related programs of study. This will allow you to develop a more refined plan in preparation for your future as an educator. |
| **Duration of Lesson** | Four 45-minute class periods |
| **Word Wall/Key Vocabulary**  *(ELPS c1a,c,f; c2b; c3a,b,d; c4c; c5b) PDAS II(5)* | **Admissions counselor:** Recruits future students or helps students prepare for their future education  **American Testing Center (ACT):** A college readiness standardized assessment for high school achievement and college admissions in the United States produced by ACT, Inc.  **Certification:** Official approval to do something professionally or legally  **Externship:** A training program that is part of a course of study of an educational institution and is taken in private business  **Federal Student Aid:** Any grant or scholarship, loan or paid employment offered to help a student meet his/her college expenses  **Internship:** A student or recent graduate who works for a period of time at a job in order to get experience  **Preliminary Scholastic Aptitude Test (PSAT):** A standardized test administered by the College Board and National Merit Scholarship Corporation (NMSC) in the United States for college admissions  **Scholarship:** A grant or payment made to support a student’s education, awarded on the basis of academic or other achievement |
| **Materials/Specialized Equipment Needed** | **Equipment:**   * Computer lab with Internet access (be sure to follow district guidelines for Internet access) * Computer with projector for multimedia presentation * Presenter/remote   **Materials:**   * Admission programs from a variety of colleges * Catalogs from various colleges (obtained from school counselor’s office) * College pennants * College memorabilia such as:   + Blankets   + Baseball caps   + Cups   + Mugs   + T-shirts   + Watches   **Supplies:**   * Glue or glue sticks * Markers * Poster board * Scissors   **Another appropriate lesson:**   * Philosophy of Education * Practicum in Education and Training * Copies of handouts   **PowerPoints**   * Accepted! College Selection and Admission   **Technology:**   * Free iPad App   + ACTStudent ACTStudent helps users anticipate and manage the ACT Test experience. <https://itunes.apple.com/us/app/actstudent/id431920584?mt=8>   + Free iPad App: The Official SAT Question of The Day  The Official SAT Question of the Day™ app allows you to get ready for the SAT whenever and wherever you choose.<https://itunes.apple.com/us/app/official-sat-question-day/id361264754?mt=8> * Infographic   + The Top Five Scholarship Application Mistakes<http://www.studentscholarshipsearch.com/tips/scholarship-tips-and-mistakes.php>   **YouTube®:**   * Sal Khan’s story: College admissions Information on navigating the college applications, admissions and paying for college.<http://youtu.be/cGg1j1ZCCOs> * Sal Khan’s story: Exploring college options Hear how Sal determined where to apply for college.<http://youtu.be/3fEIvVnGUcI>   **Graphic Organizer:**   * Double-Entry Journal Notes * In-State versus Out-of-State College/University Comparison * KWL Chart – Accepted! College Selection and Admission * What to Look for in a College Education Program   **Handouts:**   * Admissions Interview Questions * College/University Investigation * Contents of a College/University Catalog * Rubric for College/University Quadarama |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | **Prior to the lesson:**  Become familiar with the PowerPoint, handouts, and activities.  Display as many of the lesson-related supplies (see Materials or Specialized Equipment Needed) as you have available on a table in front of the room.  Become familiar with how to make a quadarama  **Before class begins:**  As students enter the classroom, subdivide them into groups of three.  Distribute one copy of Contents of a College/University Catalog and a college catalog to each group. If paper catalogs are not available, but you have access to a computer lab or computer cart, students may access college catalogs online. Instruct students to browse through the catalog. They will select and write down the types of information they think would be important to a student preparing to enter college for the first time.  Allow groups to share their results.  Inform the students that they will be completing an in-depth research of education related programs of study during Guided Practice and Independent Practice.  Distribute graphic organizer, KWL Chart – Accepted! College Selection and Admission. Have students complete the first two columns of the chart. Ask students to write down what they already know about college selection and admission in the first column, and what they want to learn about college selection and admission in the second column. The last column will be completed during Lesson Closure. |
| **Direct Instruction \*** | Introduce lesson objectives, terms and their definitions.  Introduce the PowerPoint, Accepted! College Selection and Admission. Distribute Double-Entry Journal Notes. Students will be expected to take notes while viewing the slide presentation. Allow time for questions and classroom discussion.  After viewing and discussing the PowerPoint, distribute What to Look for in a College Education Program. Students will complete each section with information from the slide presentation. Allow for questions and discussion. Listen and build upon the discussions from the students.  Check for understanding.  Throughout the lesson refer to the Word Wall so that students may become familiar with the lesson terms and definitions. They may use a site such as wordle.net or tagxedo.com to create a digital word wall.  Videos included in the slide presentation:   * Sal Khan’s Story: College Admissions Information on navigating the college applications, admissions and paying for college.<http://youtu.be/cGg1j1ZCCOs> * Sal Khan’s Story: Exploring College Options Hear how Sal determined where to apply for college.<http://youtu.be/3fEIvVnGUcI>   *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * providing student with a copy of the presentation * correcting for spelling and grammar but do not deduct from total on homework * providing individual assistance, as needed |
| **Guided Practice \*** | Teacher note: Please inform students that the focus of this lesson is on education-related programs of study.  Scenario: You have been awarded a four-year scholarship. You must actively be pursuing a degree in the field of education.  Distribute the handout, College/University Investigation. Individually, students will be researching four colleges or universities of their choice that provides an education-related program of study and/or certification. If they are interested in Texas colleges/universities, they may use of Compare College Texas at <http://comparecollegetx.com/find-colleges/.> Compare College Texas is an interactive, mobile-friendly web tool designed to help users learn more about Texas public universities and community colleges. To compare colleges, they must first select the button for two or four-year schools, and then use the sliding bars to narrow their choices or search for a college or university by name. To simply view an institutional profile, enter an institution name in the search box.  Students also have the option of researching out-of-state colleges and universities.  Students will use this information to create a quadarama during Independent Practice. They will visually display the information they collected on each college/university on the quadarama. Inform the students to prepared to share and present their quadaramas with the class.  You may opt to assign students a college/university to research.  Monitor and guide students as they work independently researching and collecting data for their assignments. Student presentations will occur when assignments have been completed.  Completion of assignment can be assessed as a daily grade.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * partnering with a more experienced student * providing extra time, as needed * correcting for spelling and grammar but do not deduct from total on homework * providing individual assistance, as needed |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | Prior to lesson, build a quadarama to show as an example of the base of their project. Use “How to Make a Quadarama”  Individually, students will create a college/university quadarama. They will be using the information from College/University Investigation to use on the quadaramas.  Each quadrama must have the following:   * Information on four colleges/universities * Basic academic courses required * Education-related certification programs offered at each college/university * Education-related degree plans offered at each college/university * Education internship/externship opportunities offered * Name of the colleges/universities, location, campus life and admissions requirements * Their choice of five interesting facts about the college/university’s College of Education   They will visually display the information they have collected on each college/university on the quadarama. Inform students to be prepared to share and present their quadaramas with the class.  Distribute and review Rubric for College/University Quadarama so that students will understand how their project will be assessed.  Monitor and guide students as they work independently create the quadaramas. Student presentations will occur during Lesson Closure when quadaramas have been completed.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * providing student with a copy of the presentation * providing individual assistance, as needed |
| **Lesson Closure** | Review objectives, terms and definitions.  Student will display and present their quadaramas. Allow time for students to view all projects.  Allow time for classroom discussion. Students may compare in-state versus out-of-state college/universities using the information from their quadaramas (see Enrichment activity).  Complete graphic organizer, KWL Chart – Accepted! College Selection and Admission to analyze what they have learned about the education programs they researched.  Teacher note: You may opt to contact the school counselor or librarian to obtain permission to display the college/university quadaramas in his or her area. |
| **Summative/End of Lesson Assessment \*** | Student will be assessed with Rubric for College/University Quadarama.  Optional  Students may write a one-page reflection based on their interview and discoveries about the education program researched.  Students may include the following statements and question in their self-reflection:   * Describe the college education program you researched. * What do the college education program(s) offer you? * When would you begin taking educational courses? * How will this information help you create a personal career plan for a career in education? * How long is the internship? Do you get to pick the placement, or are you placed at a school? * Is the program an effective/successful program for your individual needs? Why or why not?   *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * providing individual time, as needed * correcting for spelling and grammar but do not deduct from total on homework * providing individual assistance, as needed |
| **References/Resources/**  **Teacher Preparation** | **Images:**   * Photos obtained through a license with Shutterstock.com™.   **Textbooks:**   * Diaz, C., Pelletier, C. & Provenzo, Jr., E. (2006). *Touch the future: teaching!* Boston, MA: Pearson Education, Inc. * Kauchak, D. & Eggen, P. (2014). *Introduction to teaching: Becoming a professional*. (Fifth ed.). Saddle River, NJ: Pearson Education, Inc. * Morrison, G. (2012). Â \_Early childhood education today\_. (Twelfth ed.). Upper Saddle River, NJ: Pearson Education, Inc.   **Websites:**   * American College Testing (ACT) When to take the ACT and how to apply to college.<http://www.actstudent.org/college/applying.html> * Big Future Learn everything you need to know about applying for college from The College Board.<https://bigfuture.collegeboard.org/get-in/applying> * Compare College Texas Compare College TX is a mobile-friendly, interactive website targeted to parents, students, and high school advisors to help answer questions that matter most to prospective students, such as: how much will this college cost, what percentage of students are accepted to this college, and how likely am I to graduate on time from this college? <http://comparecollegetx.com/find-colleges/> * Federal Student Aid The U.S. Department of Education explains how and when to apply for federal student aid.<https://studentaid.ed.gov/prepare-for-college/applying> * PSAT/MNSQT Information on the PSAT.<https://www.collegeboard.org/psat-nmsqt> * Texas Education Agency Educator Certification<http://tea.texas.gov/Texas_Educators/Certification/>   **YouTube™:**   * Sal Khan’s story: College admissions Information on navigating the college applications, admissions and paying for college.<http://youtu.be/cGg1j1ZCCOs> * Sal Khan’s story: Exploring college options Hear how Sal determined where to apply for college.<http://youtu.be/3fEIvVnGUcI> |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** | * Word wall * Draw visual representations of terms on word wall * Visual representations of 16 Career Clusters * <http://www.learnersdictionary.com/> for pronunciation and meaning of terms |
| **College and Career Readiness Connection[[1]](#footnote-1)** |  |
| **Recommended Strategies** | |
| **Reading Strategies** | Current Events: Assign students to read content pertaining to college information. Information can be found in newspaper articles, magazines, journals and online print.  Suggestions:   * Education Pays 2013: The Benefits of Higher Education for Individuals and Society<http://trends.collegeboard.org/sites/default/files/education-pays-2013-full-report-022714.pdf> * Start College Conversations Early<http://www.usnews.com/education/best-colleges/articles/2012/04/25/start-college-conversations-early-experts-recommend?int=97cc08.> * Trends in Student Aid 2014<http://trends.collegeboard.org/sites/default/files/2014-trends-student-aid-final-web.pdf> * Trends in Higher Education Series<http://trends.collegeboard.org/sites/default/files/2014-trends-college-pricing-final-web.pdf> * Promote the use of the pre-reading strategy prediction. * Encourage students to connect reading to their life experiences or prior knowledge.   Word Attack Strategies: Prior to reading, allow students to skim the passage or text, circling words that are unfamiliar to them. Once these words are decoded (glossary, dictionary, dictionary.com, classroom discussion), students will have a better understanding of the pronunciation and meaning of the unfamiliar word(s), facilitating comprehension. |
| **Quotes** | A college degree is the key to realizing the American dream, well worth the financial sacrifice because it is supposed to open the door to a world of opportunity. **-Dan Rather**  It is virtually impossible to compete in today’s global economy without a college degree. **-Bobby Scott**  The American Dream is one of success, home ownership, college education for one’s children, and have a secure job to provide these and other goals. **-Leonard Boswell**  When I was in college, I wanted to be involved in things that would change the world. **-Elon Musk** |
| **Writing Strategies**  **Journal Entries + 1 Additional Writing Strategy** | **Journal Entries:**   * What are you looking for in an educational degree program? * What experiences do you hope to take from your college program? * How do you want the education program to prepare you for teaching? * What do you hope to gain from a student-teacher internship program?   **Writing Strategy:**   * RAFT   + Role: Senior student   + Audience: Junior student   + Format: Informative   + Topic: Enrolling in a teacher educator program |
| **Communication**  **90 Second Speech Topics** | * Describe the program you researched. * Describe the process of applying for college. |
| **Other Essential Lesson Components** | |
| **Enrichment Activity**  (e.g., homework assignment) | * Distribute the handout, Admissions Interview Questions. Inform students they will be contacting a college admissions counselor and/or a program of study counselor. Students will be required to formulate a minimum of five questions to ask about the college/university education related programs to determine if it is adequate for his or her college needs. The interview can be conducted via e-mail, in person, Skype or Google Hangouts. * Distribute the handout In-State versus Out-of-State College/University Comparison. Students can complete each section with information based from their research.   **TEDx Talk:**  TED is a nonprofit organization devoted to spreading ideas, usually in the form of short, powerful talks (18 minutes or fewer).  TEDx is a program of local, self-organized events that bring people together to share a TED-like experience. At a TEDx event, TEDTalks videos and live speakers combine to spark deep discussion and connection in a small group. These local, self-organized events are branded TEDx, where x = independently organized TED event.  TED-Ed’s commitment to creating lessons worth sharing is an extension of TED’s mission of spreading great ideas. This allows users to take any useful educational video, not just TED’s, and easily create a customized lesson around the video.  The videos below are related to the lesson. Allow students to view the videos, and lead a discussion concerning the TED Talk.   * Five TED Talks You Should Watch Before Taking the SAT<http://magoosh.com/sat/2014/five-ted-talks-you-should-watch-before-taking-the-sat/> |
| **Family/Community Connection** | Display all quadaramas in the library and share with the school community or display prior to a PTA or PTSO meeting.   * Have students go on a college tour of the college they interviewed. Have them meet with an ambassador for the college, someone who can take them on a personal tour of the college and can tell them details about the program. |
| **CTSO connection(s)** | Family Career and Community Leaders of America (FCCLA) <http://texasfccla.org>  **STAR Events**   * Early Childhood – An individual event – recognizes participants who use Family and Consumer Sciences skills to plan and conduct a child development project that has a positive impact on children and the community. * Focus on Children – An individual or team event – recognizes participants who organize a community service project focused on a specific need related to children in the community. * Teach and Train – An individual event – recognizes participants for their exploration of the education and training fields through research and hands-on experience.   SkillsUSA <http://skillsusa.org>  **SkillsUSA Contests:**   * Early Childhood Education – An individual event – recognizes participants who demonstrate knowledge of developmentally appropriate practice and ability to prepare and implement learning activities for children three to five years old. Contestants will prepare a written lesson plan and take a written test assessing their knowledge of child development and effective teaching strategies.   Texas Association of Future Educators<http://tafeonline.org>  **TAFE Competition:**   * Exploring Education Administration Careers – An individual event – recognizes participants who job shadow an education administrator for 8 hours. Each participant observes the direction, leadership, and day-to-day management of educational activities in schools and other education institutions. * Exploring Student Support Services Careers – An individual event – recognizes participants who select one instructional-support professional that works within their school district and to job shadow and interview the individual. * Educational Leadership Fundamentals – This competition is an individual event that recognizes participates who take a 30-minute timed exam about knowledge of the teaching profession. |
| **Service Learning Projects** | Successful service learning project ideas originate from student concerns and needs. Allow students to brainstorm about service projects pertaining to lesson. For additional information on service learning see: <https://gsn.nylc.org/>  Possible idea: Have students plan and host a college fair with emphasis on admissions information session for the junior class. |

1. Visit the Texas College and Career Readiness Standards at <http://www.thecb.state.tx.us/collegereadiness/CRS.pdf>, Texas Higher Education Coordinating Board (THECB), 2009. [↑](#footnote-ref-1)