**HVHS Senior School Counseling Classroom Seminars**

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| **Project Title:**  Senior Seminar  **Lesson #** 1-4  **Grade Level:** 12  **Time Needed:** 45 minutes (each lesson)  **Focus Question:** Are the seniors prepared to apply to college(s)? | **Materials Needed:**   1. Writing Utensils 2. Folder 3. Pre-test 4. Packet Includes- Checklist 5. Interest Sheet 6. Senior Year “To Do List” 7. SAT & ACT testing Dates/Locations 8. “Are you on track?” Form (graduation requirement checklist) 9. Unofficial Transcripts 10. Sample Unofficial Transcript 11. 4.0 Conversion Scale 12. BCC College Fair Permission Slip 13. List of college/universities attending 14. List of Colleges/Universities visiting Hoosac Valley High School 15. Teacher & Counselor Recommendation Request Forms 16. College Application Organization Chart 17. Counselor Business Cards 18. Sign-up sheet for Common Application Instruction Seminar 19. Senior Year “To Do List” 20. Essay Writing Tips/Tricks 21. Essay Questions Samples 22. College Interviewing Tips 23. College/University Envelope Packet Instructions 24. Packet for demonstration 25. Instant Admission Dates 26. College Envelope Packets 27. Financial Aid Night Flyer 28. CSS Profile Information 29. List of Scholarships 30. Financial Aid Information 31. Post-test |

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| **CURRICULUM LINKS:**  **National Common Core**  [CCSS.ELA-Literacy.CCRA.R.7](http://www.corestandards.org/ELA-Literacy/CCRA/R/7/) Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.1  [CCSS.ELA-Literacy.CCRA.W.9](http://www.corestandards.org/ELA-Literacy/CCRA/W/9/) Draw evidence from literary or informational texts to support analysis, reflection, and research.  [CCSS.ELA-Literacy.CCRA.W.10](http://www.corestandards.org/ELA-Literacy/CCRA/W/10/) Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.  **ASCA National Standard(s):**  **Academic**  A:A2.3 Use communications skills to know when and how to ask for help when needed  *A:B1.4* Seek information and support from faculty, staff, family and Peer  A:B1.5 Organize and apply academic information from a variety of sources  A:B2.6 Understand the relationship between classroom performance and success in school  A:C1.6 Understand how school success and academic achievement enhance future career and vocational opportunities  **Career**  *C:A1.5* Learn to make decisions  C:A1.7 Understand the importance of planning  C:A2.6 Learn how to write a résumé  C:A2.9 Utilize time- and task-management skills  C:B2.1 Demonstrate awareness of the education and training needed  to achieve career goals  *‘***Personal/Social Development**  PS:A1.3 Learn the goal-setting process  **MA Curriculum Frameworks**  A2-1,A2-4,W1-1,W2-3 and PS1-3  **MA Career Development Education Benchmarks**   |  |  |  | | --- | --- | --- | |  | **MA Career Development Education Benchmarks** | **Competencies** | | **Academic** | ***Learners will develop and***  ***demonstrate:***  A2: strong academic,  technical and employability  skills for career and life  management. | A2-1: Communication and literacy skills for self-advocacy and presentation **(e.g., college and job interviews)**  A2-4: Critical thinking skills to use and evaluate information **(e.g. Evaluating credit card offers)** | | **Workplace Readiness Development** | ***Learners will develop***  ***and demonstrate:***  W-1: knowledge and  skills in the planning and  decision-making process  W2: an exploratory  attitude toward self, life  and the world of work; | *W1-1*: Skills in the planning process (focusing on the importance of  preparation and future orientation)  W2-3: Skills to both utilize and  evaluate career information, resources, and experts in career planning | | **Personal/Social**  **Development** | ***Learners will develop and demonstrate:***  *PS1:* attitudes, behaviors,  knowledge and skills that  promote identity formation, personal responsibility and self-direction | PS1-3: Attitudes and skills, personal  responsibility and self-determination |   **GUIDANCE DEPARTMENT LINK:**  To provide a comprehensive and developmental school counseling program of services that promote the academic, social/emotional, and career potential of all students. Through counseling, advocacy, advising, collaboration, leadership, and systemic change, counselors assist students to achieve personal excellence, to become life-long learners and to be responsible community members. |
| **PLANNING REFLECTION:**   * Skills, Knowledge * Baseline Data:   + How many seniors are there?   + How many seniors will be applying to college? * Measurements used to collect pre and post data:   + Pre-Assessment   + Post-Assessment   + # of students that applied to college/post-secondary program * Assess student learning through:   + Pre and Post Assessment Data   + College applications. How many students applied to college? |
| **COUNSELOR/TEACHER PERFORMANCE OBJECTIVES** During the lesson the counselor will focus on college and career readiness.  In order to succeed in life after high school, all students must follow a guided process. Through the use of discussion, worksheets, and inventories, we will explore the various steps seniors must take to apply to schools/programs/work. |
| **STUDENT PERFORMANCE OBJECTIVES** |
| |  |  |  | | --- | --- | --- | | **Cognitive:** By the end of the lesson, students will identify important college deadlines. | **Affective:** By the end of the lesson, students will realize the HS school counseling office has a process for requesting official transcripts by summarizing the protocol | **Behavioral/Performance:**  By the end of the lesson, students will be able to compile a list of colleges of interest. | |
| **PRE-ASSESSMENT**  *Students will fill out a worksheet before the seminar begins for pre-assessment:*   1. The last month seniors should take the SAT’s is December. True or False. (please circle) 2. HVHS Guidance suggests that students develop a list of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ colleges of interest. 3. If you are using the common application, which form **must** you provide to your guidance counselor? 4. How do you request an official transcript? 5. What are you responsible for regarding the college envelope packet? 6. The deadline for most colleges for early applications is \_\_\_\_\_\_ or \_\_\_\_\_\_\_.   **POST-ASSESSMENT**  *Students will fill out a worksheet after the completion of the seminar for post-assessment:*   1. The last month seniors should take the SAT’s is December. True or False. (please circle) 2. HVHS Guidance suggests that students develop a list of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ colleges of interest. 3. If you are using the common application, which form **must** you provide to your guidance counselor? 4. How do you request an official transcript? 5. What are you responsible for regarding the college envelope packet? 6. The deadline for most colleges for early applications is \_\_\_\_\_\_ or \_\_\_\_\_\_\_. |
| **DESCRIPTION OF THE ACTIVITY/SEQUENCE OF THE LESSON**  **Previous to the start of each lesson-**   * **Separate the class into two groups.** Group 1 will stay in the classroom and Group 2 will proceed to the main office conference room.   + A-K   + L-Z   **Lesson One—September Application Process Deadline (One day)**   * **Distribute the pre-test** * **Introduce the college application process – focusing on key points for September**   + Hand out the Senior Year “To Do List” in order for seniors to follow along with key points.     - Visit schools and college representatives to gather information about college/universities of interest.       * Hand out the list of college representatives visiting HVHS       * Hand out the list of college attending the BCC College Fair       * Hand out the BCC College Fair Permission Slips     - Sign-up for Standardized Testing       * Hand out the SAT/ACT Testing Dates & Locations       * Show the students where to find these dates on guidance website     - Make sure you are on track to graduate       * Hand out the “Are you on Track?” Form       * Hand out the 4.0 Conversion Scale         + Example on board w/ sample transcript     - Request Letters of Recommendation       * Show students what the teacher & counselor recommendation request forms look like.       * Offer a copy to those who will be asking soon.         + Let the students know where to find them in the guidance office     - Stay Organized!       * College Application Organization Chart       * Fill out the form with students to show an example   + Counselor Business Cards   + Provide sign-up sheet for Common Application Instruction Seminar   Navigating the College Fair (Josh Mendel- MCLA)   * Interest Sheet (collect) * Packet Includes Checklist (collect) * Discussion   + Find out the current application status among students.     - Concerns     - Questions     - What would they like to know more about   **Lesson Two—October Application Process Outline (One day)**   * **Continue working on the College Application Process- Focus on key points for October.**   + Ask students to follow along with the “Senior Year To Do List”     - Provide extra copies, if needed     - Display the list on the computer for students   + Review the list of college/universities visiting HVHS in October.   + Hand out sample essay questions   + Hand out essay writing tips   + Hand out Common Application Instructions     - Briefly explain the instructions incase some students did not attend the seminar.   + Hand out the College/University Envelope Packet form     - Demonstrate how to fill out the form – what to do/not to do     - Demonstrate how the envelop packet is put together in guidance   + Remind seniors of the counselor request deadline for Early Action/Decision students   + Remind seniors to stay organized!   **Lesson Three- Common Application Instruction Seminar- see additional lesson plan**   * **PowerPoint and handouts**   **Lesson Four—November Application Process Outline (One day)**   * **Continue working on the College Application Process- Focus on key points for November.**   + Provide a list of Instant Admissions dates   + Hand out CSS profile info   + Hand out envelope packets to those in need   **Lesson Five—December Application Process Outline (One Day)**   * Continue working on the College Application Process- Focus on key points for December.   + Hand out the list of scholarships   + Hand out Financial Aid Information     - How to create a FAFSA pin     - CSS Profile info * Distribute the post-test |

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| **MODIFICATION FOR DIFFERENTLY ABLED STUDENTS:**   * Preferential seating and/or grouping. * Oral and visual instructions will be provided. * Counselors will connect with ELA and Special Education Liaisons. | **LEARNING STYLES ADDRESSED:**   * Kinesthetic (icebreaker) * Visual * Auditory |
| **DATA ANALYSIS AND SUMMARY:** To date, 87.4% of the seniors have applied to a post-secondary program.When asked if this intervention was helpful, 97% of the seniors agreed that it was. Last year, 66% of HVHS students went to a 2-year or 4-year institution. To date, data shows that 87.4% will be attending school after graduation. | |
| **REFLECTION** The intervention was successful. In the future, it may be helpful to use PowerPoint presentation for those who are visual learners. It will also be more helpful to discuss the SAT’s at an earlier date. Splitting up the students based on counselor assignment worked very well. Students were able to interact more with the counselor. | |
| **RESOURCES**   * ASCA. High school career development. American School Counselor Association. Retrieved from   <http://www.schoolcounselor.org/resources_list.asp?c=40&i=16>   * College Board. SAT. Retrieved from <https://www.collegeboard.org> * College Board. College Planning. Retrieved from <https://www.collegeboard.org> * Common Core. Common Core State Standards Initiative. Retrieved from www.corestandards.org * FAFSA. Federal Student Aid. Retrieved from https://fafsa.ed.gov * MASCA. MA Model for Comprehensive School Counseling Programs. Retrieved from <http://masca.org/images/stories/Resources/mamodel_comprehension> | |

**SUPPLEMENTAL MATERIAL:**

1. PRE-ASSESSMNET
2. POST-ASSESSMENT
3. DATA GRAPH/CHART

**Data Analysis**

Throughout the lesson, students were taught the application process. The graph below reflects the percentage of students that have either applied to a 2-year or 4-year college and the military. The graph also reflects the percentage of students that have not applied to any programs.

The graph below represents the percentage of students that were prepared with a list of colleges when they met with their counselor. Of the students that were not prepared, 20% applied to school with further help from their counselor. Seventeen percent did not apply to any programs.

**Name:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Date:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**HVHS Application Process**

1. The last month seniors should take the SAT’s is December. True or False. (please circle)
2. HVHS Guidance suggests that students develop a list of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ colleges of interest.
3. If you are using the common application, which form **must** you provide to your guidance counselor?
4. How do you request an official transcript?
5. What are you responsible for regarding the college envelope packet?
6. The deadline for most colleges for early applications is \_\_\_\_\_\_ or \_\_\_\_\_\_\_.

**Name:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Date:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**HVHS Application Process**

1. The last month seniors should take the SAT’s is December. True or False. (please circle)
2. HVHS Guidance suggests that students develop a list of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ colleges of interest.
3. If you are using the common application, which form **must** you provide to your guidance counselor?
4. How do you request an official transcript?
5. What are you responsible for regarding the college envelope packet?

1. The deadline for most colleges for early applications is \_\_\_\_\_\_ or \_\_\_\_\_\_\_.
2. Was this helpful?
3. Comments/suggestions \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_