**Unit: Freshman Seminar Topic: Introduction to Naviance Lesson # 2**

**Focus Question:** What is Naviance, how can it help me, and what is my personality type?

**Grade Level**: 9

**Materials Needed**: Computer with internet access for teacher and for all students, Projector, Screen, Student-specific Naviance registration codes, Teacher login to Naviance, AHS Naviance Setup Directions, Worksheet 1, Career Exploration Summary Sheet

**Time needed**: 1 class period, approximately 1 hr.

**Curriculum Links:**

**National: ASCA Performance Standard (MA Model):**

**Academic Development**

**A:B2.2**: Use assessment results in educational planning

**A:B2.7**: Identify post-secondary options consistence with interest, achievement, aptitude, and abilities

**Career Development**

**C:A1.1**: Develop skills to locate, evaluate, and interpret career information

**C:A1.3**: Develop an awareness of personal abilities, skills, interest and motivations

**C:B1.2**: Identify personal skills, interests and abilities and relate them to current career choice

**C:B1.5**: Use research and information resources to obtain career information

**C:B1.6**: Learn to use the Internet to access career-planning information

**PS:A1.10**: Identify personal strengths and assets

**State: MA Curriculum Frameworks:**

Social and Emotional Health Strand: Through the study of Identity students will

* 5.14 Describe theories of personality development, including identity formation, and differentiate among the concepts of ideal self, public self, and private self

ELA Speaking and Listening Standards Grades 9-10: Comprehension and collaboration

* Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

English Language Arts (ELA) Guiding Principles: Literacy in all forms of media

**State: MA CDE Benchmarks:**

* **W1-4:** Skills in evaluating career plans and decisions in relation to aptitudes, values, and interests.
* **W2-2:** Knowledge of how and where to access career and labor market information
* **W2-3:** Skills to both utilize and evaluate career information, resources, and experts in career planning.
* **PS1-**1: Skills in developing and maintaining a clear and positive self-concept.
* **PS1-**2: Skills in relating individual learning style, interests, values and aptitudes to one’s concept of self.

**District/School Links:**

* Awareness of Naviance software to promote college and career readiness.
* Directly linked to Ashland Public Schools RTTT Project 4C: Program, Intervention or Activity to be Implemented in Order to Reach C&CR Goals: “Deliver seminars to freshman on AHS orientation and self awareness.”

**Planning Reflection**:

* In this lesson, we are primarily teaching skill and attitude. We are teaching the students how to use their Naviance account and how to access career and college information through the results of their surveys. We are also attempting to teach an attitude – an attitude of understanding in the student so that they appreciate and understand how Naviance can help them in their personal, college, and career exploration. Ultimately, through the lesson, the Naviance program will also teach the students knowledge as it will reveal to them a personality profile, consisting of strengths and blind spots, careers and college majors that they may like, and their learning style. Students can then use this knowledge in their college and career planning endeavors.
* Baseline data needed for this lesson was collected through a pre-evaluation. We asked students if they had a Naviance account set up and if they understand how Naviance can help them to explore career options. Because no student had a Naviance account set up prior to the lesson, we know that no students have yet to complete the *Do What You Are* Survey. All of this information contributed to our baseline data.
* Our pre-evaluations and post-evaluations were both a single page questionnaire with 11 questions pertaining to learning in the seminar series (all questions were given the option of yes or no answers). We administered these in paper and pencil format at the beginning of the first lesson and at the end of the last lesson in the series, testing learning in all lessons of the grade wide seminars. Students were instructed to answer honestly and anonymously.
* Quantitatively, we plan to assess student learning by collating the data on the pre- and post-test evaluations and comparing them to measure the difference. If there are more affirmative answers on the post-test results than the pre-test results, we can assume student learning occurred. Qualitatively, observations and conversations with students and other counselors will help to assess the impact of our instruction and intervention.

**Teacher Performance Objectives:** During the lesson, the counselor will instruct students on the purpose of Naviance and guide them through completing the “Do What You Are” personality assessment.

**Student Performance Objectives:**

* *Cognitive*: By the end of the lesson, the students will be able to describe and explain the purpose of the Naviance program, as well as what their personality profile consists of.
* *Affective*: By the end of the lesson, the students will understand how Naviance can help them explore career options.
* *Behavioral/Performance*: By the end of the lesson, students will have set up their individual Naviance account and will have a list of 3 careers and/or majors on which they intend to do further exploration.

**Modifications for Differently-abled Students:**

Students are able to take breaks as needed and to work at their own pace. Class activities are not graded; students are evaluated based on their participation.

**Pre-Assessment**: Pre-assessment was given at the beginning of lesson 1 of the series. Results of the pre-assessment show that 2% of students had a Naviance account set up and 10% of students understood how Naviance can help them explore career options prior to participating in this lesson.

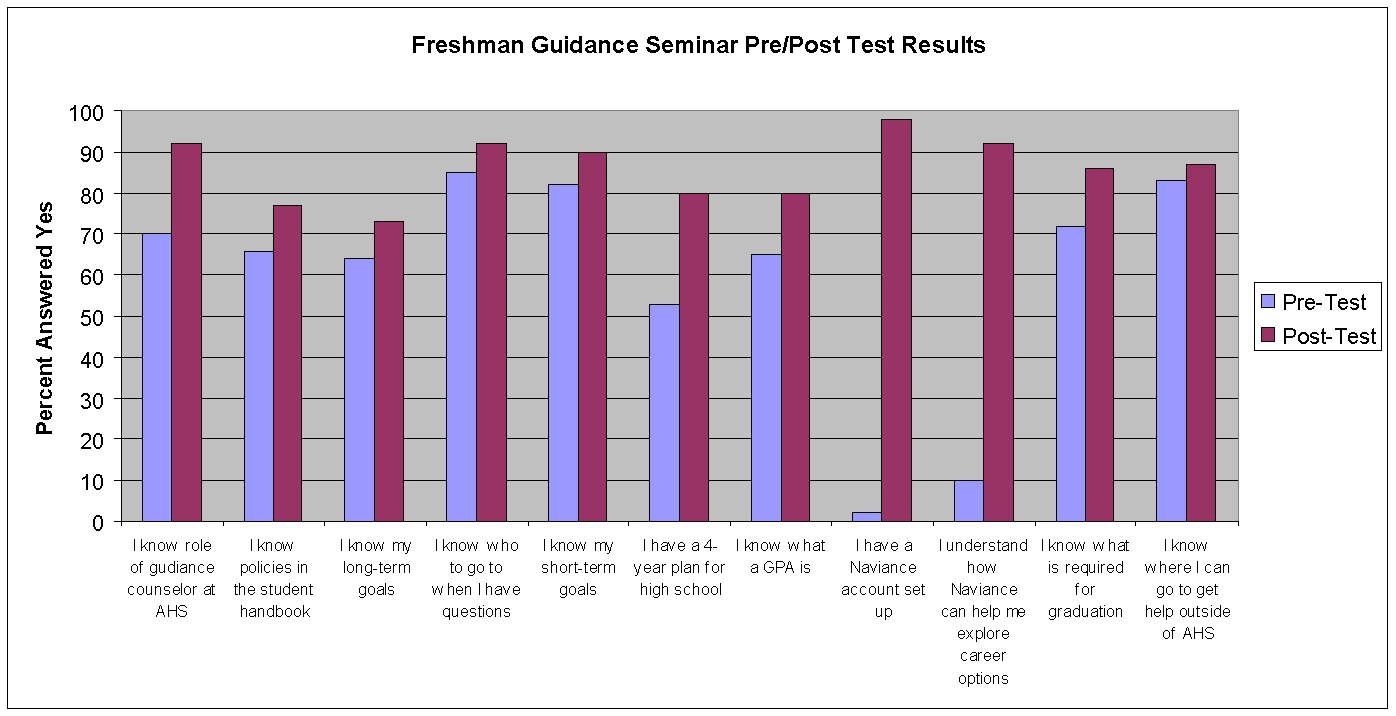
**Description of the Activity/Structure of the Lesson:**

1. As students arrive, have them log on to computer with their windows log in. Identify any students who do not have windows login or have trouble logging in. Refer them to the school librarian to retrieve a working login.
2. Hand out to students the AHS Naviance Setup Directions
   1. Students will all need to go to <http://connection.naviance.com/ashland>
   2. Show students how to create a desktop icon for Naviance on their desktop
3. Go around to students giving them their “registration code”. You may also print out “business cards” from the Naviance program which will list the registration code and student name. Once they have this code, they will need to enter it and follow the directions on the screen. This includes setting up their account with an e-mail address and a password.
4. Once students are logged in to the program, introduce Naviance. Explain that it is a career and college readiness program that they will be using for the next four years. Explain that it helps with self-exploration and college and career exploration. Explain that they will be taking a personality inventory that will tell them more about themselves and what possible careers and majors they may be interested in.
5. Direct students to complete the *Do What You Are* inventory on the site.
6. Walk around the classroom monitoring students as they complete the assessment. Answer any questions that arise.
7. The goal is for students to compete the inventory by the end of the period. Once they finish, they should be reading their results in detail and exploring potential careers/majors that are listed.
8. For students who finish early and have explored their results, they may take the rest of the period to fill out “Worksheet1” and “Career Exploration Summary Sheet”. Worksheet 1 will guide students in summarizing their findings from the personality assessment. The “Career Exploration Summary Sheet” will guide students through exploring a particular occupation in depth.

**Assessment**: Conversations with students about their individual personality profile will help to determine if the student understands his/her personality profile and the results of the assessment. If students have enough time to fill out the worksheets, their answers on the worksheets will also help to assess the lesson.

In addition, the freshman seminar post-assessment was also used to measure learning occurring during this lesson. Results of the post-test show that there was a 96% increase in the number of students who had a Naviance account set up (pre-test: 2%, post-test: 98%) and there was an 82% increase in the number of students who understand how Naviance can help them explore career options (pre-test: 10%, post-test: 92%). The graph below represents the pre- and post-test results, which include multiple lessons in the seminar. The questions particular to this lesson are outlined in red.

Overall, most students met the learning objectives of the lesson, which were to set up their Naviance account, complete the *Do What You Are* personality assessment, and understand how Naviance can help them. Students are now aware of what Naviance is and will continue to use Naviance for the rest of their high school career. Students are also encouraged to use the program at home as well. That data suggests that almost all students who participated in the lesson have a Naviance account set up. The 2 percent of students who do not were most likely absent for this particular lesson, in which case they should be followed up with so that they can activate their account.



**Reflection**: Overall, I observed, co-taught, and led this lesson with multiple different groups of students. Most students seem to really enjoy the exercise and are genuinely interested in learning more about themselves and future college and career options. The distribution of Naviance codes to students was a bit cumbersome and for future planning purposes, should be re-thought. Printing out codes for specific students before hand and distributing them by passing out pieces of paper instead of giving codes to students one-by-one would probably help to make this process less cumbersome. Also, in general some students are very upset of giving up their study hall for the seminars. It would be easier if the seminars were institutionalized and built into the students’ schedules at the beginning of the year so that there are no surprises. When students are pulled from a class they like and are expecting, they sometimes bring with them an apathetic attitude (even if students are warned ahead of time, many forget). However, for the most part students actively participated and genuinely enjoyed the activity.

**References**:

Naviance Family Connection: https://connection.naviance.com/fc/signin.php?hsid=ashland

Naviance Setup Directions

High-Level Description of the Sixteen Personality Types: http://personalitypage.com/high-level.html

Worksheet 1

Career Exploration Summary Sheet

**AHS Naviance Setup Directions**

**Naviance**

http://connection.naviance.com/ashland

Visit the Naviance website above. Students need a “registration code” available from their guidance counselor if they’ve never used Naviance before. Enter the registration code in the box that says “new user?” and follow the directions. You will be directed to set up your personal username and password. Your registration code will not be needed after your initial setup. Use the email and password you setup when you return to use Naviance.

Sign In

Email: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Password: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Worksheet #1

Name:

Directions: Use this interest profile to help summarize your findings from the personality assessment you just took.

Summary and Action Plans:

1. My Personality Profile Code is:

\_\_\_ Extroverted vs. \_\_\_ Introverted \_\_\_Sensing vs. \_\_\_ Intuition

\_\_\_ Thinking vs. \_\_\_ Feeling \_\_\_ Judging vs. \_\_\_ Perceiving

2. Occupations that are of some interest to me are:

3. School subjects that will help me prepare for my career goals are:

4. Skills I need to develop:

5. Action Plan: Things I need to do:

\_\_\_ Talk to someone working in a career area I am interested in

\_\_\_ Research what places can prepare me for my career choices

\_\_\_ Create or update my 4-year plan

\_\_\_ Talk to my guidance counselor about my choices

**Career Exploration Summary Sheet**

Occupation Choice:

What interests you most about this career?

What type of education is required to enter this field? (high school, bachelor's, master's).

What types of courses in high school would help you prepare for this field?

What is the minimum starting salary for this occupation?

What are the geographical limitations of a position in this field? (In what locations are most of these positions available?) Name three locations you can find this occupation.

What are the responsibilities of this occupation?

What types of skills are necessary to be an expert in this occupation?

What personality traits will help you succeed in this field?

What are some possible schools that can prepare you for this career? Name at least three.

What is the future outlook for this field?

**High-Level Description of the Sixteen Personality Types**

**ISTJ**

Serious and quiet, interested in security and peaceful living. Extremely thorough, responsible, and dependable. Well-developed powers of concentration. Usually interested in supporting and promoting traditions and establishments. Well-organized and hard working, they work steadily towards identified goals. They can usually accomplish any task once they have set their mind to it.

Click [here](http://personalitypage.com/html/ISTJ.html) for a detailed description of ISTJ.

**ISTP**

Quiet and reserved, interested in how and why things work. Excellent skills with mechanical things. Risk-takers who they live for the moment. Usually interested in and talented at extreme sports. Uncomplicated in their desires. Loyal to their peers and to their internal value systems, but not overly concerned with respecting laws and rules if they get in the way of getting something done. Detached and analytical, they excel at finding solutions to practical problems.

Click [here](http://personalitypage.com/html/ISTP.html) for a detailed description of ISTP.

**ISFJ**

Quiet, kind, and conscientious. Can be depended on to follow through. Usually puts the needs of others above their own needs. Stable and practical, they value security and traditions. Well-developed sense of space and function. Rich inner world of observations about people. Extremely perceptive of other's feelings. Interested in serving others.

Click [here](http://personalitypage.com/html/ISFJ.html) for a detailed description of ISFJ.

**ISFP**

Quiet, serious, sensitive and kind. Do not like conflict, and not likely to do things which may generate conflict. Loyal and faithful. Extremely well-developed senses, and aesthetic appreciation for beauty. Not interested in leading or controlling others. Flexible and open-minded. Likely to be original and creative. Enjoy the present moment.

Click [here](http://personalitypage.com/html/ISFP.html) for a detailed description of ISFP.

**INFJ**

Quietly forceful, original, and sensitive. Tend to stick to things until they are done. Extremely intuitive about people, and concerned for their feelings. Well-developed value systems which they strictly adhere to. Well-respected for their perserverence in doing the right thing. Likely to be individualistic, rather than leading or following.

Click [here](http://personalitypage.com/html/INFJ.html) for a detailed description of INFJ.

**INFP**

Quiet, reflective, and idealistic. Interested in serving humanity. Well-developed value system, which they strive to live in accordance with. Extremely loyal. Adaptable and laid-back unless a strongly-held value is threatened. Usually talented writers. Mentally quick, and able to see possibilities. Interested in understanding and helping people.

Click [here](http://personalitypage.com/html/INFP.html) for a detailed description of INFP.

**INTJ**

Independent, original, analytical, and determined. Have an exceptional ability to turn theories into solid plans of action. Highly value knowledge, competence, and structure. Driven to derive meaning from their visions. Long-range thinkers. Have very high standards for their performance, and the performance of others. Natural leaders, but will follow if they trust existing leaders.

Click [here](http://personalitypage.com/html/INTJ.html) for a detailed description of INTJ.

**INTP**

Logical, original, creative thinkers. Can become very excited about theories and ideas. Exceptionally capable and driven to turn theories into clear understandings. Highly value knowledge, competence and logic. Quiet and reserved, hard to get to know well. Individualistic, having no interest in leading or following others.

Click [here](http://personalitypage.com/html/INTP.html) for a detailed description of INTP.

**ESTP**

Friendly, adaptable, action-oriented. "Doers" who are focused on immediate results. Living in the here-and-now, they're risk-takers who live fast-paced lifestyles. Impatient with long explanations. Extremely loyal to their peers, but not usually respectful of laws and rules if they get in the way of getting things done. Great people skills.

Click [here](http://personalitypage.com/html/ESTP.html) for a detailed description of ESTP.

**ESTJ**

Practical, traditional, and organized. Likely to be athletic. Not interested in theory or abstraction unless they see the practical application. Have clear visions of the way things should be. Loyal and hard-working. Like to be in charge. Exceptionally capable in organizing and running activities. "Good citizens" who value security and peaceful living.

Click [here](http://personalitypage.com/html/ESTJ.html) for a detailed description of ESTJ.

**ESFP**

People-oriented and fun-loving, they make things more fun for others by their enjoyment. Living for the moment, they love new experiences. They dislike theory and impersonal analysis. Interested in serving others. Likely to be the center of attention in social situations. Well-developed common sense and practical ability.

Click [here](http://personalitypage.com/html/ESFP.html) for a detailed description of ESFP.

**ESFJ**

Warm-hearted, popular, and conscientious. Tend to put the needs of others over their own needs. Feel strong sense of responsibility and duty. Value traditions and security. Interested in serving others. Need positive reinforcement to feel good about themselves. Well-developed sense of space and function.

Click [here](http://personalitypage.com/html/ESFJ.html) for a detailed description of ESFJ.

**ENFP**

Enthusiastic, idealistic, and creative. Able to do almost anything that interests them. Great people skills. Need to live life in accordance with their inner values. Excited by new ideas, but bored with details. Open-minded and flexible, with a broad range of interests and abilities.

Click [here](http://personalitypage.com/html/ENFP.html) for a detailed description of ENFP.

**ENFJ**

Popular and sensitive, with outstanding people skills. Externally focused, with real concern for how others think and feel. Usually dislike being alone. They see everything from the human angle, and dislike impersonal analysis. Very effective at managing people issues, and leading group discussions. Interested in serving others, and probably place the needs of others over their own needs.

Click [here](http://personalitypage.com/html/ENFJ.html) for a detailed description of ENFJ.

**ENTP**

Creative, resourceful, and intellectually quick. Good at a broad range of things. Enjoy debating issues, and may be into "one-up-manship". They get very excited about new ideas and projects, but may neglect the more routine aspects of life. Generally outspoken and assertive. They enjoy people and are stimulating company. Excellent ability to understand concepts and apply logic to find solutions.

Click [here](http://personalitypage.com/html/ENTP.html) for a detailed description of ENTP.

**ENTJ**

Assertive and outspoken - they are driven to lead. Excellent ability to understand difficult organizational problems and create solid solutions. Intelligent and well-informed, they usually excel at public speaking. They value knowledge and competence, and usually have little patience with inefficiency or disorganization.

Click [here](http://personalitypage.com/html/ENTJ.html) for a detailed description of ENTJ.