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Student Learning Target

Grade: 8 th (Counselor SLT)	Subject: Career Portfolio	Interval of Instruction: Full Academic Year
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1. WHAT SHOULD STUDENTS KNOW AND BE ABLE TO DO? HOW WILL I MEASURE SUCCESS?

- What [content](#) will I prioritize?
 - What [standards](#) are most tied to success?
 - What prior knowledge will they need to be successful?
- What [assessment](#) will provide the best evidence of my students' mastery of the priority content at the end of the year?
 - Will this assessment method enable me to determine how students are progressing throughout the year?

Priority Content:

Building student aspirations and goal setting are integral parts of a comprehensive school counseling model. Students are more likely to achieve their college and career aspirations when planning and goal setting begin early. Improving learning, setting goals, relating learning to life experiences partner with investigating the world of work, developing career awareness, and acquiring employability skills to support a student with understanding the connection between learning/college and work/career. These skills sets are aligned with the [ASCA Mindsets & Behaviors for Student Success](#), specifically Mindset Standard 4; Behavior Standard/Learning Strategies 3, 4 and 7; Behavior Standard/Self-Management Skills 1 and 5; and Behavior Standard/Social Skills 1, 6, and 7.

End-of-Year Assessment Method and Name:

Using the Career Interest Inventory from the Plan[®] and the [Student Planning Guide](#) aligned with [Louisiana Connect](#), students will analyze their results in collaboration with the counselor to choose a career pathway and complete an online career portfolio in [Louisiana Connect](#). Using a counselor created rubric, I will evaluate the career portfolios to assess student progress in identifying career pathways and education or training required for career pathway aligned with student identified career interest.

Online Career Portfolio

2. WHAT DO STUDENTS KNOW AND WHAT ARE THEY ABLE TO DO NOW?

- What [knowledge/skills are related to success](#) with this year's [priority content](#)?
- What [data sources](#) and [background information](#) are available?
- What diagnostic assessment resources are available?
- What can I conclude about students' mastery of prior knowledge and skills?
- Based on the data, what can I conclude about students' readiness?

There are 40 students in the 8th grade at my school. While these students have completed career activities as defined by Act 1124 Regular Session, 1997, they have not connected these activities with planning for college and career. On a counselor created assessment, 10 (25%) students identified multiple career options and 30 (75%) identified only one career option.

Students are unable to identify available career options, the educational requirements for careers, or match high school course work to career pathways.

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3. IS THERE A GROUP OF STUDENTS ON WHICH I SHOULD FOCUS THIS LEARNING TARGET?

- Have I set learning targets for all of my students?
- Which subgroups in my school population need additional support to achieve success?
- Which students will need additional support to achieve success?

There are 256 students enrolled in grades 6 - 12 at my school, but my focus is the 40 students in the 8th grade who will be initiating an [individual graduation plan](#) this year. These students will need support to connect interests with career pathways, thereby maximizing college and career options and ultimately broadening college access.

During the career awareness/readiness class students will use the [Student Planning Guide](#) as guide to build student profile and career portfolio in [Louisiana Connect](#). I will collaborate with the career awareness/readiness teacher to deliver lessons in a whole group setting and will consult with small groups and individual students to assist them with incorporating results with career and interest inventories into career pathway choices. At least 80% of the students will achieve a 3 or better on their Career Portfolio. Those students earning a 4 will receive a certificate in the Academic Assembly.

STUDENT LEARNING TARGET:

- What level of performance on the end-of-year assessment from Step 1 do I expect the identified student population to achieve?

80% of 8th grade students will earn at least a 3 on the Career Portfolio.

SCORING PLAN:

- How will you measure your students' success?
- Based on students' baseline data, what is the minimum level of performance I expect from the identified students?
- Based on students' baseline data, how many students can reasonably be expected to meet or exceed the expected level of performance?

Insufficient Attainment of Target (1 point):	Partial Attainment of Target (2 points):	Full Attainment of Target (3 points):	Exceptional Attainment of Target (4 points):
The teacher has demonstrated an insufficient impact on student learning by falling far short of the target.	The teacher has demonstrated some impact on student learning, but did not meet the target.	The teacher has demonstrated a considerable impact on student learning by meeting the target.	The teacher has demonstrated an outstanding impact on student learning by surpassing the target by a meaningful margin.
Achievement range: <70% of identified students meet their career goal.	Achievement range: 70-79% of identified students meet their career goal.	Achievement range: 32-34 of identified students meet their career goal.	Achievement range: >85% of identified students meet their career goal AND earn a 4 on their Career Portfolio.

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4. HOW WILL I MONITOR PROGRESS?

- When will I monitor students' developing mastery of the priority content?
- What [curricular resources](#) and [assessment methods](#) will I use to determine students' mastery of the priority content on an on-going basis?
- Are these assessment methods aligned with the end-of-year assessment identified in Step 1?

Ongoing

I will collaborate with the career awareness/readiness teacher to deliver lessons in a whole group setting and will consult with small groups and individual students to assist them with incorporating results with career and interest inventories into career pathway choices.

Checkpoint 1

1st Nine Weeks

Participation in career awareness/readiness course

Completion of assigned career portfolio tasks

Progress on profile and portfolio

Checkpoint 2

2nd Nine Weeks

Participation in career awareness/readiness course

Completion of assigned career portfolio tasks

Progress on profile and portfolio

Checkpoint 3

3rd Nine Weeks

Participation in career awareness/readiness course

Completion of assigned career portfolio tasks

Progress on profile and portfolio