

# Changing Attitudes, Changing Lives

## Motivating Freshmen for Higher Academic Achievement

Presented by Mindy Bingham

Making a successful transition from middle school to high school is critical to a student's lifelong success. Mindy Bingham, author of the award-winning *Career Choices* curriculum, shares how schools across the country integrate comprehensive guidance into the 8<sup>th</sup> or 9<sup>th</sup> grade without sacrificing student achievement, academic rigor, and content standards.

*Please note:*

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[www.academicinnovations.com/docs/mbsession.pdf](http://www.academicinnovations.com/docs/mbsession.pdf)

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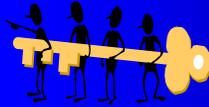


## Changing Attitudes, Changing Lives

Motivating Freshmen for  
for Higher Academic  
Achievement

One goal of this workshop:

Provide the tools  
to do the job!



*Ready or not, here it comes...*

## High School Reform Movement

High School Reform  
is a  
Presidential priority



State of the Union Address, Feb. 2, 2005

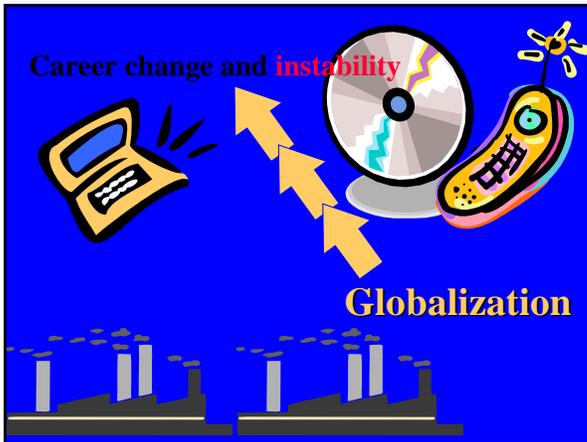
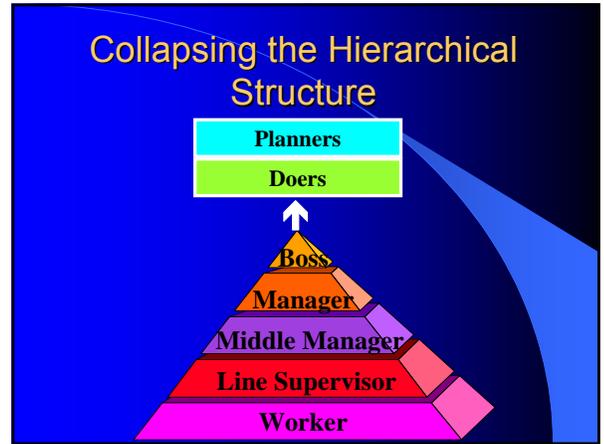
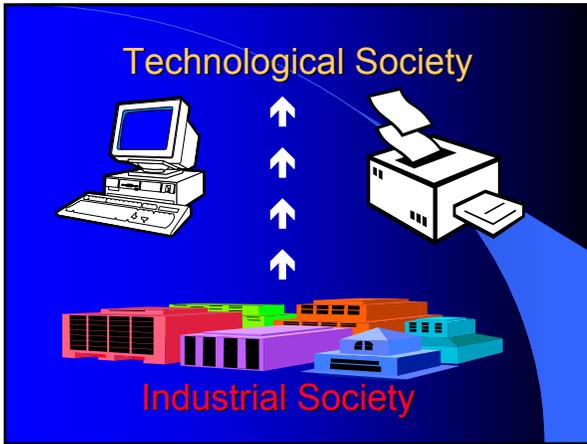
## Governor's Education Summit on High School Reform

Feb. 26 and 27, 2005  
Washington, D.C.



NGA 2005 National Education Summit on High Schools

## What is driving this national movement?



- ### The future for our workforce:
- Skill levels will continue to increase.
  - Multiple career/job changes will become the norm.
  - Technology will become part of virtually everyone's work.
  - Career planning and guidance support will be critical to a person's future in the world of work.

### Huge Gaps Exist Between Student Aspirations and Reality

High school dropout rates remain high and college graduation rates remain low.

### 80% of high school sophomores aspire to go to college yet ...

- USA Today, February 2, 2005



**...only 6%  
of students from poor\*  
families have a degree  
by age 24**

\*earning less than \$35,377 annually



**...51%  
of students from affluent\*  
families have a degree by  
age 24**

\*earning more than \$85,000 annually

Florida and New York saw  
significant drops in the percentage  
of ninth-graders graduating from  
high school within four years.



**Florida dropped 15%  
New York dropped 19%**



Both states have high-stakes high school  
graduation exams.

“States that already have high school  
exit exams in place have lower  
graduation rates and lower college-  
entrance-exam scores than states that  
don’t have them.”

Study of 18 states that require students to pass an  
exam in order to graduate, as reported in  
*Education Week*, Feb. 2, 2005



**Today, a college degree,  
doesn’t necessarily equal  
economic self-sufficiency.**



***Meet the Twixters!***

**Young adults that live  
off their parents and  
bounce from job to job**

- *Time* magazine, January 24, 2005

**Today, 20% of 26-year-olds live with their parents.**

**This percentage has nearly doubled since 1970 from 11% to 20%.**



**Only half of the 18- to 29-year-olds polled considered themselves financially independent.**

*Time* magazine poll of 601 adults, ages 18 to 29, November 2004

**Despite the money they've spent on their education, they're not ready for careers.**

- 19% say school didn't prepare them to be successful in their work life.
- 36% say they're just getting started on finding the job or career they want.

*Time* magazine poll, November 2004

**Universal problem –  
In Great Britain they're called:  
KIPPERS**

**K**ids  
**I**n  
**P**arents  
**P**ockets  
**E**roding  
**R**etirement  
**S**avings



**What can we do?**

- Help your kids figure out who they are
- Talk about the future on a regular basis
- Build your kids work skills

**Dr. Mel Levine, author of  
*Ready or Not, Here Life Comes***

***"We are seeing an epidemic of work-life unreadiness, kids in their early twenties who can't figure out who they are or what they need to be doing with their lives..."***

-Dr. Mel Levine on the *Today Show*, January 25, 2005

***“I think at every grade in school there ought to be a course called career education...”***

-Dr. Mel Levine on the *Today Show*,  
January 25, 2005

**Yes, what is needed in schools today includes career education**

**...and More!**

## **Brainstorm**

Think back to when you were 14 years old. What were the attitudes, awareness, people and circumstances that kept you in school and achieving?

**“The problem is too many of our students just don’t see the relevance of school.”**

- Betsy Brand  
*Here's What We Must Do To Get Our Students Ready For Work*

## **Comprehensive Guidance in the Classroom**

**...in either the 8th or 9th grade**



## **Studies show...**

The high school freshman year is pivotal, because students make critical academic choices that will impact the rest of their lives.

More students dropout of school in the freshman year than any other year...and high stakes testing seems to exacerbate this problem.

## Freshman dilemma!

Students are being asked to make more sophisticated decisions at a younger and younger age, with little information for making those decisions.

## COLLEGE PREP?

50% of students who enter college never finish.

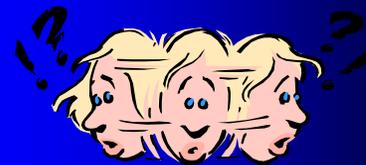
BUT....

Studies show entering college freshmen who have a career plan/goal are likely to graduate. Longitudinal studies show females who enter as college freshmen with a career goal are more likely to achieve their career potential.

## The second most important decision a person makes...

15 minutes with a counselor, a couple of computerized interest inventories, and a paper on *what you want to be when you grow up* just won't do it in today's world.

## What can we do?



## Course Standards for Freshman Transition Classes



### Coursework must include:

- Personal/Social Development & Skill building
- Educational Achievement Plans
- Career/Life Skills and Planning



Use the  
*Freshman Transition Standards*  
to  
**upgrade** your  
freshman courses &  
academies

## FOR ALL STUDENTS

The ideal is  
a comprehensive guidance course  
that is **mandatory** for **all** students  
in either the  
**8<sup>th</sup> or 9<sup>th</sup> grade.**

### BENEFITS:

- Reduce dropout rates  
(high school and college)
- Increase matriculation into  
post-secondary programs
- **Increase recruitment and retention  
into Tech Prep programs**
- Provide skills to successfully  
navigate life and work transitions

*Ready or not, here it comes...*

## High School Reform Movement

**Are you ready?**



## What is Comprehensive Guidance

and why should it be a mandatory  
class for **ALL** students  
in 8<sup>th</sup> or 9<sup>th</sup> grade

## Classroom-based comprehensive guidance programs help students:

1. Recognize the value of education and the lifelong rewards of achieving in school.
2. Become identity achieved, which builds self-esteem, confidence and character.
3. Create an educational plan for the next five to 10 years -- along with the skills to change.
4. Learn a life and career planning process they can use throughout their lives.
5. Feel in control of their own destiny by providing the vision and skills necessary to succeed in a changing world.

## Benefits of a classroom-based Comprehensive Guidance Curriculum

It creates buy-in to the educational process.

It offers relevant themes for academic skill development.

It helps students become identity achieved and builds self-esteem.

Supports the counseling and guidance goals by helping student develop educational plans.

## Comprehensive Guidance is motivational

Students are more likely to apply themselves to more rigorous academic studies if they have a vision of their future and understand what doing well in school today means to their future happiness and life satisfaction.

## Comprehensive Guidance is Important for Dropout Prevention

Studies show students who can project themselves into the future and understand the consequences of their actions today are far less likely to drop out of school (high school/college), become a teen parent, or abuse drugs.

## A Comprehensive Guidance course is ideal for:

- Freshman Transition course
- **Smaller Learning Communities**
- Critical "first course" for Tech Prep or Career Academies
- **Career Orientation** courses
- Life Skills mandates
- **Dropout Prevention strategies**

Madison Avenue has always known how to get people to buy into things. They write benefit-laden copy that translates into: **"What's in it for me?"**

What is needed:

## Benefit-Laden Curriculum

This is the motivational cycle:  
When a student sees personal benefit in the task



## The Four "R's" in Education

Reading  
Writing  
Arithmetic  
and  
REALITY

Classroom-Based,  
Comprehensive Guidance  
Coursework must include:

## Personal and Social Development

## Becoming Identity-achieved

Building  
character  
and  
self-esteem



## The key task of adolescence is the establishment and consolidation of identity

Classroom-Based,  
Comprehensive Guidance  
Coursework must include:

## Career and Life Skills and Planning

"It is the inability to settle  
on an occupational identity  
which disturbs individual  
young people."

- Erik Erikson  
*Childhood and Society*

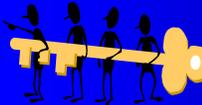
Classroom-Based,  
Comprehensive Guidance  
Coursework must include:

## Educational Achievement Plans

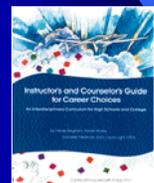
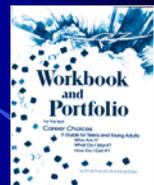
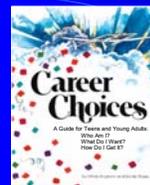
Changing Attitudes, Changing Lives

Help Students recognize  
the value of education

The key to success with your  
students.



## Why Reinvent the Wheel?

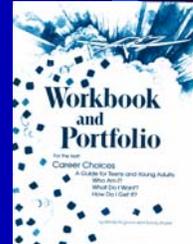
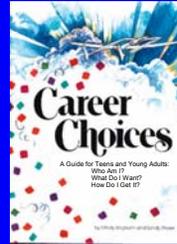


## PROVEN

- Used in over 3,800 schools
- Increases reading, writing, and math scores
- Decreases dropout rates
- Reduces lateral movement between career pathways

## Meets the Standards for Freshman Transition Courses

[www.academicinnovations.com/docs/ftsc.pdf](http://www.academicinnovations.com/docs/ftsc.pdf)



*Course theme woven throughout*

**Vision + Energy = Success**

## Award-Winning

*Promising Intervention*

- U.S. Dept. of Education

*Best Practices*

- U.S. Dept. of Labor

*Breaking Traditions*

- Vocational Equity in Education Council



*"I found these materials adaptable to both my gifted and talented students and to my non-motivated students."*

- Kathryn T. Harcum  
English Chairperson  
North Caroline High School  
Ridgely, Maryland

## Different by Design

Teaches a

*self-discovery &  
planning process*

students will use time  
and time again  
throughout their lives!



## Table of Contents

### Who Am I?

Chapter one - *Envisioning Your Future*  
Chapter two - *Your Personal Profile*

### What Do I Want?

Chapter three - *Lifestyles of the Satisfied and Happy*  
Chapter four - *What Cost This Lifestyle?*  
Chapter five - *Your Ideal Career*  
Chapter six - *Career Research*  
Chapter seven - *Decision Making*

### How Do I Get It?

Chapter eight - *Setting Goals and Solving Problems*  
Chapter nine - *Avoiding Detours and Roadblocks*  
Chapter ten - *Attitude Is Everything*  
Chapter eleven - *Getting Experience*  
Chapter twelve - *Where Do You Go from Here?*

Turn to *Career Choices*, page 5

Different by Design...

Scope and Sequence

Teaches a systematic process  
for decision-making.

Leading to the development  
of a personalized

10-year  
plan.



Turn to *Career Choices*, pages 279 - 280

Different by Design...

## Engaging Format

- Self-discovery surveys and inventories
- Activity worksheets and journal entries
- Contemplation and investigation
- Case studies and group projects

## Bull's Eye Chart



***"Passion is the energy and enthusiasm wedded to a sense of purpose that gives life meaning and pleasure."***

- Carl Goldberg  
Clinical psychologist

## Finding Your New Career

Form a brainstorming team with two other individuals.

Use the following prompts from Career Choices:

- *Updated Bull's Eye Chart*, page 27
- *Your Salary Requirements*, pages 92-93
- *Your Ideal Job Characteristics*, page 134

Brainstorm at least three careers you would like to pursue upon leaving the education field.

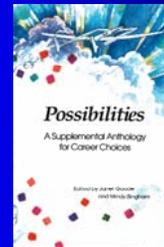
## Career Choices...

- ☑ is a personalized curriculum
- ☑ gets students actively involved and motivated
- ☑ demonstrates the importance of education
- ☑ encourages critical thinking and problem solving
- ☑ integrates academics and career/vocational education
- ☑ reinforces reading, writing and computation skills

## Academic Integration:

1. Important requirement for funding for the new reauthorization of Carl Perkins.
2. Important for meeting the new requirements and standards for increased reading and math scores.
3. Important for your student's futures!

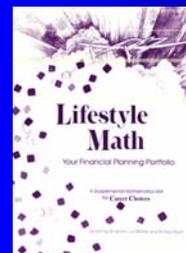
## English/Language Arts Anthology



## Stories and literature provide affective learning opportunities.

Studies show that people integrate learning more through stories and metaphor than didactic readings and lectures.

## Real-World Math



## 100-page math problem

Calculate the budget of how you want to live when you are 29 years old.

*This activity will have the greatest impact on a student's attitude about preparing themselves for the future!*

# Do the Math

[www.lifestylemath.com](http://www.lifestylemath.com)

## Online Correction Key

[www.lifestylemath.com](http://www.lifestylemath.com)

- Finally, math problems can be relevant to each person's situation.
- Students can correct their personalized computations online – at home or at school.
- Once students work through *Lifestyle Math* they will never again ask, "When will we ever need to use this?"

## Online Correction - Step Three

- If needed, rework your figures and enter your revised numbers.

**Your Calculations of Gasoline Cost Per Month - Page 36**

You've left 1 of the fields blank or with invalid entries! The fields you missed are all in BLUE.

You also have mistakes in 1 of the total fields! The fields with errors are all in RED.

You have 67% of this page correct!

A. Miles you plan to drive per week	<input type="text" value="150"/>	miles
B. Miles per gallon for your car	<input type="text" value="25"/>	miles per gallon
C. Gallons of gasoline per week (This calculation is A divided by B)	<input type="text" value="6"/>	gallons per week
D. Cost per gallon of gasoline (\$1.30 average or research gas costs in your area)	<input type="text" value="1.50"/>	cost per gallon
E. Total cost of gasoline per week (This calculation is C * D)	<input type="text" value="9"/>	gasoline cost per week
F. Multiply by 4 weeks per month	<input type="text" value="4"/>	X 4
G. Gasoline expense per month (This calculation is E * F)	<input type="text" value="36"/>	gasoline cost per month

## More Motivation, Less Frustration

### For Students:

- Math problems are personalized, providing an exciting environment for learning math skills.
- Instant feedback on the accuracy of their computations.

### For Teachers:

- Your enthusiasm grows as you watch your students work through their "ideal" budgets.
- It's like having a teaching assistant in your classroom and at home with your students.

**"The more the high schools personalize their work with students, the more effective they will be."**

Theodore Sizer, author  
*Horace's Compromise:  
The Dilemma of the American  
High School*

*“The year 2000 results are spectacular ...[with] significant improvement in reading and math...The utilization of Career Choices...facilitates learning and increases awareness of the relationship between academic achievement and work.”*

from the independent evaluation report of the  
UAW-Diamler Training Center  
Delaware School-To-Work Program 2000

Integrate technology  
into your  
*Career Choices*  
classroom with  
[www.careerchoices.com](http://www.careerchoices.com)



Quality web  
sites can be



integrated into your existing  
*Career Choices* lesson plans.

CareerChoices.com has...

Career research tools & information

Job interview tips & practice

Information on colleges/post-secondary  
education opportunities

Resume writing hints

Mortgage and car loan calculators

CareerChoices.com has...

Online financial aid applications

Calculators for factoring manageable  
student loan debt based on career choice

National and state labor market statistics,  
including projected job growth

Visit [www.careerchoices.com](http://www.careerchoices.com)

Each lesson has:

🔥 Presentation suggestions

🔥 Activities

🔥 Energizers

🔥 Resources

The flexible, yet comprehensive Lesson Plans will save you hundreds of hours of planning time!

## How long is the course?

- Quarter
- Trimester
- Semester
- Year-long

Career Choices is a *sequential curriculum.*

Tell me, and I forget.  
Show me, and I remember.

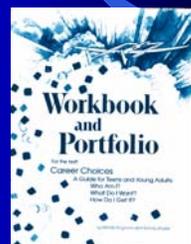
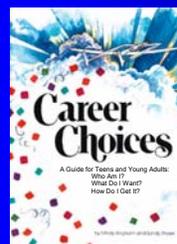
But involve me...  
and I understand!



“Career Choices received a Promising Intervention Award from the U.S. Department of Education in recognition of its effectiveness in reducing dropout rates and supporting higher achievement in reading and math.”

Techniques Magazine, March 2001  
Association for Career and Technical Education

Use as the foundation course to launch students into High School - 8<sup>th</sup> or 9<sup>th</sup> grade -

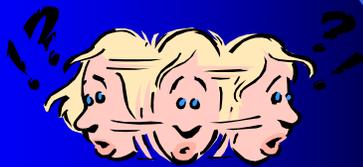


## Freshman Transition Course "Foundation Skills"

## Tennessee's Career Management Success Model

**CMS**

What if you don't have time in your school schedule to devote to a freshman transition course?



## Using *Career Choices*, the *Workbook & Portfolio*, *Possibilities*, and *Lifestyle Math*

A fully integrated academic course taught by one instructor within:

- an academy
- school-within-a-school
- special populations program

## Integrated Course Structures

## Using *Career Choices*, the *Workbook & Portfolio*, and *Possibilities*

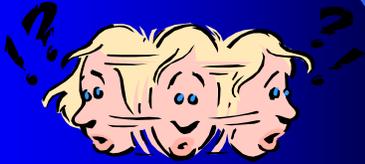
Semester or year-long class in the English Department

- Freshmen or sophomore English
- Applied English
- Communications class
- Tech Prep English

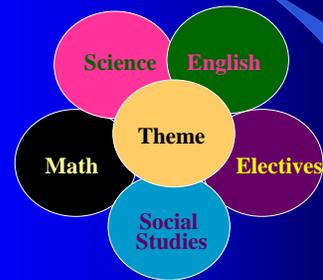
*Instructor's Guide*,  
p. 9/27



# Why the English classroom?



## The interdisciplinary model



## Advantages of Integrated, Thematic-driven Curriculum

### Learners:

- ☑ See connections and relationships between disciplines – more like the real world.
- ☑ Are more motivated and engaged by thematic/relevant topics.
- ☑ Learn to synthesize information rather than memorize facts.
- ☑ Gain an increased perception of the real world that makes the transition to work faster and easier.

## Used in interdisciplinary teams, Career Choices:

- Integrates academics with career education.
- Offers a thematic approach for an interdisciplinary team setting.
- Saves hundreds of hours of team planning time.
- Gives classroom teachers the vehicle for becoming part of the guidance team.
- Provides counselors with in-depth data so the guidance process is more effective.

## Using *Career Choices*, the *Workbook & Portfolio*, and *Possibilities*

A team teaching opportunity for the English department and...

- School counselors
- Career instructors
- Family & consumer sciences
- Technology course

## Using *Career Choices*, the *Workbook & Portfolio*, and *Possibilities*

Two integrated classes:

- Freshmen transition and freshmen English
- Freshmen English and business
- Freshmen transition and keyboarding

## Using Career Choices, the Workbook & Portfolio, Possibilities, and Lifestyle Math

Semester or year-long interdisciplinary course taught by the English, math, and social science or guidance departments.



## Career Education and English/Language Arts

The most effective way to teach writing is to teach it as a process of brainstorming, composing, revising and editing.



- What Works :  
Research about Teaching and Learning  
United States Department of Education

## Business/Technology and English/Language Arts

**Award-winning  
Tumwater  
High School,  
WA**  
**English &  
Technology Model**

Instructor's Guide,  
pp. 7/2 - 7/3



## Nine-Week Interdisciplinary Lesson Plan Week Four

	Career/College Curriculum	English/Language Arts	Math	Social Studies
Monday	Budget Exercise, pages 4/47-44	The Savings Book by Gary Soto Discussion: Questions 1, 2, 3	Miscellaneous Expenses, page 84 Group Think: Saving Strategies, pages 82-83	Capitalism How it works
Tuesday	Budget Exercise, pages 4/47-44	Activity from The Savings Book Activity a: Group	Your Total Budget Profile, page 85 What Ends Up in Your Pocket, page 86	Capitalism vs. Socialism
Wednesday	Hard Times Budget, page 4/65 Presentation suggestions	Miss Rosie by Lucille Clinton Discussion: Journal entry Questions 3, 4, 5	Your Annual Salary Requirement, page 87 New Find a Job, page 88	The Free Enterprise System: Small Business to Corporations
Thursday	Some Sample Budgets, page 4/66 Presentation suggestions	Christmas Day in the Workhouse by George Simms Discussion: Questions 2, 3 Group activity: Question 5	Group Project: Hard Times Budget, pages 83-84	Poetry in the U.S.
Friday	A Few Words About Poverty, page 4/67 Presentation suggestions	The Gift of the Magi by O. Henry Discussion: Journal entries, Question 4	Charting Statistics, pages 95-97	Poetry in the U.S.

Instructor's Guide,  
p. 5/5



## CURRICULUM & TECHNICAL SUPPORT

For the *Career Choices* curriculum

**(800)967-8016**

[tanja@academicinnovations.com](mailto:tanja@academicinnovations.com)

## Technical Support Available Online

Visit our Web Site

<http://www.academicinnovations.com>

Email us at:

[academic@academicinnovations.com](mailto:academic@academicinnovations.com)

## Help with:

- Strategies for creating buy-in at your site
- Linking with other schools using the curriculum
- Information on Staff Development opportunities
- Funding ideas
- Working with special populations
- Additional resources and recommendations

## Staff Development Opportunities:

- Two-day workshops in Santa Barbara
- Certified Trainers for workshops at your site
- Video of a two-day workshop

Visit...

[www.academicinnovations.com](http://www.academicinnovations.com)

for a variety of online resources



## Specialized Lesson Plans

For an example,  
see *Instructor's Guide*,  
pages 5/5 – 5/35.

## Focus on the Future online newsletter

Register at:  
[www.academicinnovations.com](http://www.academicinnovations.com)  
for our **FREE** online newsletter

## Changing Attitudes... Changing Lives!

Once students understand how their current education impacts their future, school and learning take on new meaning!

### What do students think?

*"Before this class I thought everything would just fall into place. Now I realize that I have to make my future happen, it won't just work out good by itself."*

Student in Dee Fay's *Career Choices* class  
Ukiah High School, Ukiah, CA

### What do students think?

*"We do graduate surveys two years and five years after graduation. Students consistently rank this class as one of their favorites."*

Steve Rzeka, Counselor  
South Park High School  
Fairplay, CO

### What do teachers think?

*"Many students told me that this was the first course that actually made sense to them. They really saw the importance. They related their school work to real life."*

Sue Butler, English Teacher  
Branford High School  
Branford, CT

## We Recommend:

**Work through your own copy of  
*Career Choices*  
with your own life plan  
(perhaps a career after retirement).**

**The process is valid for any stage of career planning.**

## Your take-away tools :

1. Ideas and strategies for developing your own classroom-based comprehensive guidance program.
2. A copy of this PowerPoint presentation to share with your peers.
3. A 60-day review set of Career Choices.
4. Information on professional development for yourself, school or district.



The textbooks and lesson plans  
are only the tools...

You are the Architect!



The Most Important Ingredient is:

You!

If you are unable to get into  
this presentation...

Stop by booth #103 between 5:30 and 7:00  
this evening to sign up for a set of the  
materials handed out at this presentation.

Author **Mindy Bingham** will be there to  
answer your questions.

