

INTERNSHIP CULMINATING PROJECT
POWERPOINT PRESENTATION:

**COLLEGE & CAREER
READINESS CLASSROOM
GUIDANCE UNIT**

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COSC 694
Fall 2025



Hello everyone! Welcome to my internship culminating project PowerPoint presentation. For my project, I conducted a college and career readiness unit with 11th graders in the classroom.

AGENDA

- Existing Data Sources
- Needs Assessment
- Description of Project
- AIA Standards Alignment
- ASCA Mindsets & Behaviors
- Artifacts
- Cultural Sensitivity
- Evaluation



This is a quick overview of the main points I wanted to share with you all. These topics will highlight how this classroom unit was formulated and then completed from start to finish.



EXISTING DATA SOURCES

To begin, let's examine the existing data sources that support the need for this specific type of intervention.

EXISTING DATA SOURCES: Hillsborough County Public Schools

2024-2025 Wharton High School Schoolwide Improvement Plan using Every Student Succeeds Act (ESSA) Assessment System (Hillsborough County Public Schools, 2024)

Graduation Rate

STATE AVERAGE	90
DISTRICT AVERAGE	87
WHARTON (SCHOOL) AVERAGE	85

College and Career Readiness

STATE AVERAGE	67
DISTRICT AVERAGE	65
WHARTON (SCHOOL) AVERAGE	63

First, according to the 2024-25 Schoolwide Improvement Plan for Wharton High School, provided by the Hillsborough County Public Schools (2024), the school is below both district and state averages for graduation rates and college and career readiness using the nationwide Every Student Succeeds Act (ESSA) assessment system.

The numbers for Wharton are lower than both state and district, making some sort of intervention focusing on post-secondary and graduation planning necessary.

EXISTING DATA SOURCES: Counseling Supervisor Report

Florida's Bright Futures Scholarship Application Program

School Year	# of Bright Futures Applications
2017-2018	334
2018-2019	294
2019-2020	345
2020-2021	138
2021-2022	142
2022-2023	120
2023-2024	108

Florida's Bright Futures Scholarship Program is a unique scholarship opportunity available to high school seniors. Depending on the merit and achievement of the student, up to 100% of their tuition can be covered if they choose to attend a Florida public post-secondary institution. The award amount is based on requirements such as the number of high school credit/college prep courses completed, a student's weighted GPA, entrance exam scores (SAT/ACT), and work or community service hours (Florida Department of Education, n.d.).

From 2019 to 2024, the number of Bright Futures applications completed by Wharton High School students decreased by approximately 69.3%. This is one of the most telling statistics and data that we have. This showcases the need to better prepare students for post-secondary experiences and endeavors before graduation.

EXISTING DATA SOURCES: FL Dept. of Education

Wharton High School Enrollment in College and Career Accelerated Credit Programs (Florida Department of Education, n.d.)

Acceleration Program(s)

2021-2022	66%
2023-2024	62.1%

Advanced Placement (AP)

2021-2022	36.7%
2023-2024	25.4%

College Dual Enrollment

2021-2022	44.5%
2023-2024	33.9%

Lastly, these tables highlight the student enrollment numbers in college and career-accelerated credit programs at Wharton. Similar to the other trends we have looked at, the steady decline is apparent.

Overall, it can be concluded that, based on analysis of achievement data at Wharton High School, measures of college and career readiness have decreased in recent years. This classroom guidance lesson is intended to help interrupt this data trend.



NEEDS ASSESSMENT



Now that we have some schoolwide quantitative data, I want to explore some additional qualitative and self-report data through a needs assessment.

NEEDS ASSESSMENT

WHAT

- A Google survey was created to assess students' needs

WHO (3 different versions)

- Counseling Department/team
- Advancement Via Individual Determination (AVID) classroom teacher
- AVID classroom students (11th grade)

HOW

- Link sent electronically with QR code
- Anonymous answers

WHY

- To assess where students need the most support based on self-report data

This slide presents a quick overview of my needs assessment survey. I created a Google Form that was shared with the counseling department, the AVID classroom teacher (this is where I'm pushing in), and the AVID classroom students. The content of the needs assessment is the same for all 3 versions; the wording is just slightly different to apply it appropriately to each audience. I sent the survey out using the direct link for school staff, and then had students scan a QR code to have them do it on their phones.

NEEDS ASSESSMENT

On a scale of 1 (not confident) to 5 (very confident), how confident are you in your ability to:

- Identify and describe your skills and achievements
- Write and format a strong resume that effectively reflects your skills and experiences
- Demonstrate professionalism in appearance, communication, and behavior
- Create and deliver a clear elevator pitch
- Network effectively with teachers, mentors, and community members

On a scale of 1 (strongly disagree) to 5 (strongly agree), rate how you currently feel.

- I understand that professional behavior (appearance, communication, and punctuality) affects future (college, career, etc.) opportunities.
- I am motivated to develop skills that will help me succeed in college and/or my future career/endeavors.

What type of support or activity would help you most in this unit? (check all that apply)

- Step-by-step guidance for creating a resume
- Examples of strong vs. weak resumes
- Peer review and feedback opportunities
- Practice with professional behavior (role-play, etiquette)
- Help writing and practicing an elevator pitch
- Networking tips and real-world connections
- Other

If you checked "other" in the previous question, please describe what other support you would like to see within these lessons.

What is one question you have about resumes, professionalism, networking, and preparing for college/career opportunities, etc.?

This slide highlights the questions/content of my needs assessment. This is the student version. For teachers and counselors, it says “students” in place of “your.”

This survey utilized Likert scale questions, a check all that apply, and short answer questions.

NEEDS ASSESSMENT RESULTS: STUDENTS

Statements with the highest scale (5- very confident/strongly agree) votes

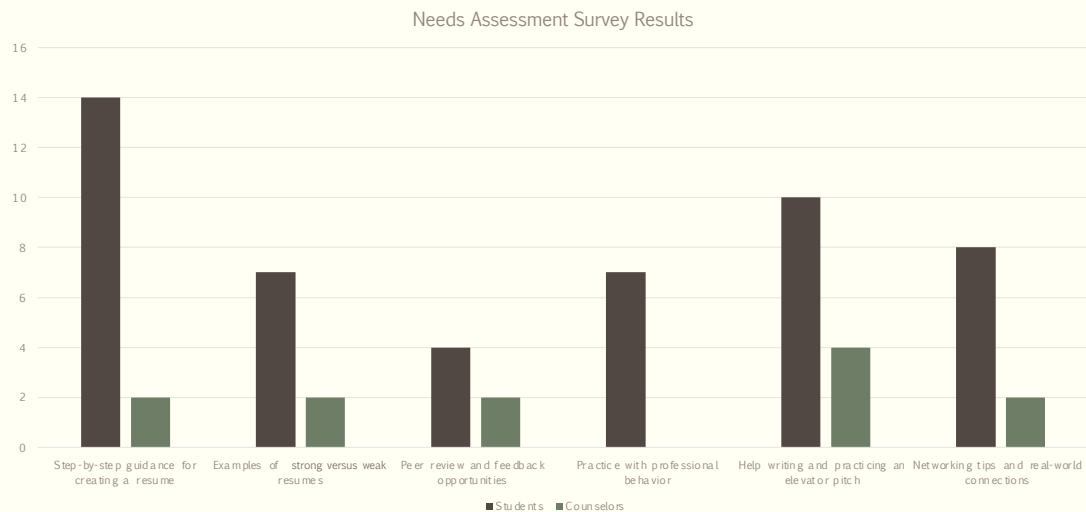
- I understand that professional behavior (appearance, communication, punctuality) affects future (college, career, etc.) opportunities.
- I am motivated to develop skills that will help me succeed in college and/or my future career/endeavors.

Statements with the lowest scale (1 and 2- not confident/strongly disagree) votes

- Create and deliver a clear elevator pitch
- Write and format a strong resume that effectively reflects your skills and experiences

Due to time constraints, I do not have the time to share all the results from the needs assessment. Before moving on, I wanted to highlight some data from the student needs assessment. I wanted to capture some of the areas where the students felt most comfortable or confident. Statements with the highest scale (5- very confident/strongly agree) votes were (1) I understand that professional behavior (appearance, communication, punctuality) affects future (college, career, etc.) opportunities and (2) I am motivated to develop skills that will help me succeed in college and/or my future career/endeavors. On the flip side, statements with the lowest scale (1 and 2- not confident/strongly disagree) votes are (1) Create and deliver a clear elevator pitch and (2) Write and format a strong resume that effectively reflects your skills and experiences.

NEEDS ASSESSMENT: Click All That Apply



This is some of the data from the check all that apply question. A total of 22 students completed the needs assessment, and 4 counselors took the needs assessment, so that's where the drastic differences come from. This chart isn't intended for you to compare the two groups. Rather, it is just an easy way to present both forms of data at once.

NEEDS ASSESSMENT: Student Questions

- Can your resume be a make-or-break situation?
- How do I find smart people?
- What are the ways networking affects you in the future?
- How can it have effects on people?
- How long should a resume be?
- What are the top main skills I would need to use during college?
- What information can I use to fill the missing space in a resume?
- Are we going to set up our applications for college?
- Do you need to retype your resume every time you apply somewhere?
- How do I do it?
- What should you add to a resume if you haven't had a first job?
- What jobs go on your resume?
- What are they looking for?

These were student questions noted in the needs assessment.

I found these questions really interesting, and I wanted to make it a point to address them throughout the unit.



Now that we have an established baseline as to why this intervention is appropriate and needed, let's get into how I addressed these issues!

PROJECT DESCRIPTION: CONTENT

Classroom Guidance Lesson Unit: *Launching your Professional Self*

Lesson 1: *Building Your Story*

- Resume basics 101

Lesson 2: *Power Up Your Profile*

- Resume refinement
- Action verbs

Lesson 3: *Making Your Mark*

- First Impressions
- Soft skills
- Professionalism

Lesson 4: *Making Connections that*

- Networking

This is the basic breakdown of my classroom lessons and their content.

These topics were established based on input from the classroom teacher as well as the data previously presented.

PROJECT DESCRIPTION: ACTIVITIES

Classroom Guidance Lesson Unit: *Launching your Professional Self*

Lesson 1: *Building Your Story* → resume organizer

- Resume basics 101

Lesson 2: *Power Up Your Profile* → peer review

- Resume refinement
- Action verbs

Lesson 3: *Making Your Mark* → role play and mock interviews

- First Impressions
- Soft skills
- Professionalism

Lesson 4: *Making Connections that Count* → write and share elevator pitch

- Networking

To engage in meaningful ways with the content, these are the activities for each lesson.

HIRING PROCESS



RESUME REVIEW
(LESSONS 1 AND 2)



INTERVIEWS
(LESSONS 3 AND 4)

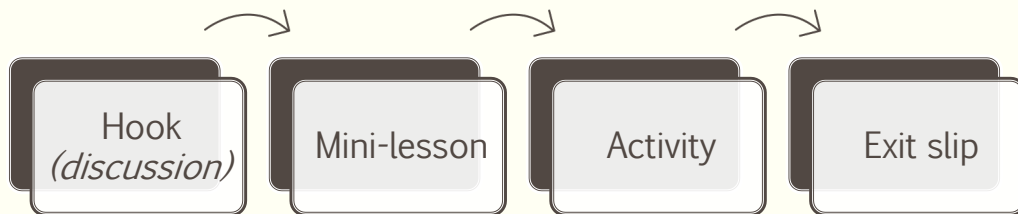


PROFESSIONAL DEVELOPMENT
(LESSON 4)

My goal with this unit was to ensure that students understood not only why this information is important, but also the fact that it is all connected. These lessons were meant to somewhat mirror the stepping stones of the hiring or admissions process.

The first step in getting hired is submitting a resume. After a candidate gets through the resume review, they are typically called for an interview. From there, it is essential that they can effectively advocate for themselves in professional settings, use skills to differentiate themselves, and network to build career connections.

TYPICAL AGENDA/FLOW



Typically, my lessons followed this flow. Each class period is typically about 50 minutes, and I wanted the majority of the period to be used for student activity and sharing.

PRE-TEST

Multiple choice

- For a high school student applying to a part-time job or college program, a resume should generally be:
- Jamie only has space for 4 sections on his resume. He has: part-time job experience, volunteer work, hobbies, and school awards. Which 4 sections should he prioritize to maximize relevance for a job application?
- Which of the following pairs correctly shows a soft skill and a hard skill?
- “_____ a community fundraiser that raised \$2,500 for local charities.” Which action verb best completes the sentence?
- How long should an elevator pitch be?

Select all that apply

- Which of the following BEST explains why professionalism is important in any career?
- Which of the following elements should be included in a strong elevator pitch?

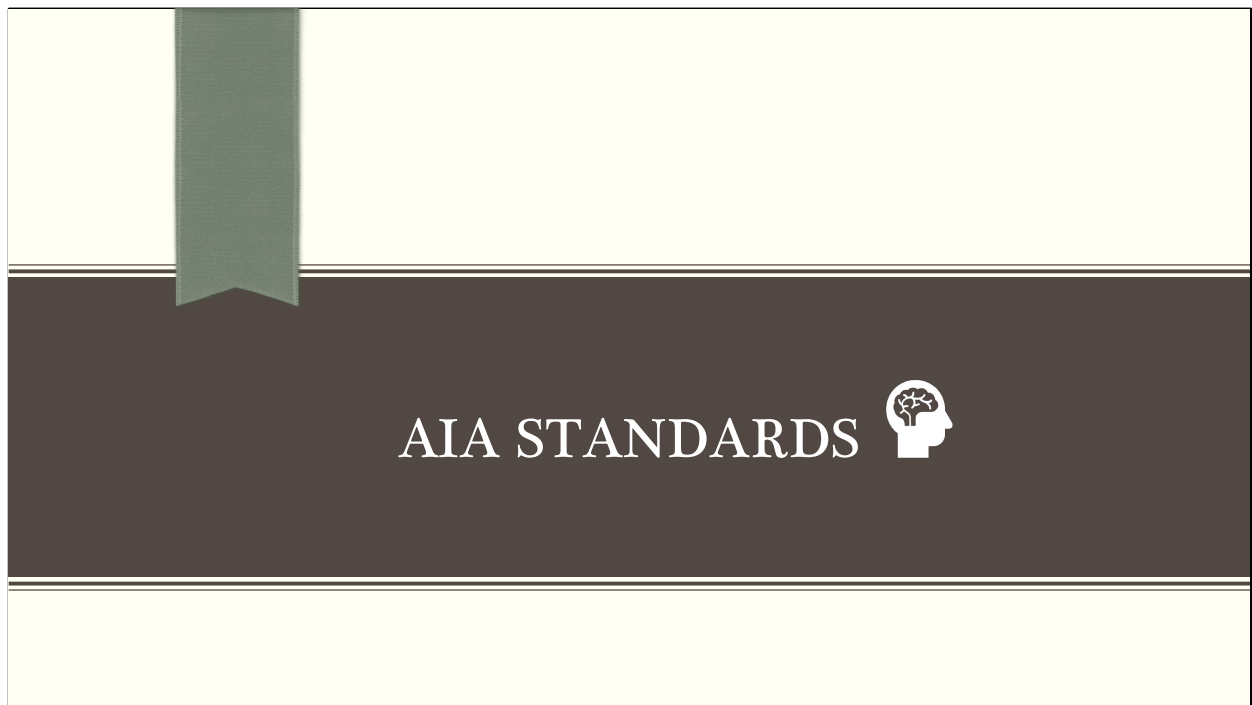
On this slide, the contents of my pre-test are pasted. This does not include the answer choices. Rather, I just wanted to show what was assessed and how.

PRE-TEST RESULTS

Frequently missed questions ?	
Questions with a less than 50% correct response rate	
Question	Correct responses
1. For a high school student applying to a part-time job or college program, the resume should generally be:	5 / 22
5. Which of the following BEST explains why professionalism is important in any career? (Select all that apply)	10 / 22
6. Which of the following elements should be included in a strong elevator pitch? (Select all that apply)	3 / 22
7. How long should an elevator pitch be?	5 / 22

I wanted to share some of the data from the pre-test I gave the students. They took this 7-question assessment before lesson 1 and after lesson 4.

Students missed questions that pertained to every lesson, so it was a decent place to start and gave lots of room for improvement!



How does this unit align with LU's AIA standards?

AIA STANDARDS

COUNSELING PREVENTION & INTERVENTION

- Intervention that addresses academic, social, and career development
- Addresses and helps build student resiliency

DIVERSITY & ADVOCACY

- Incorporates intentional strategies to uphold cultural sensitivity
- Considerations include learning styles and levels for students, and societal/current economic issues

CONSULTATION & COLLABORATION

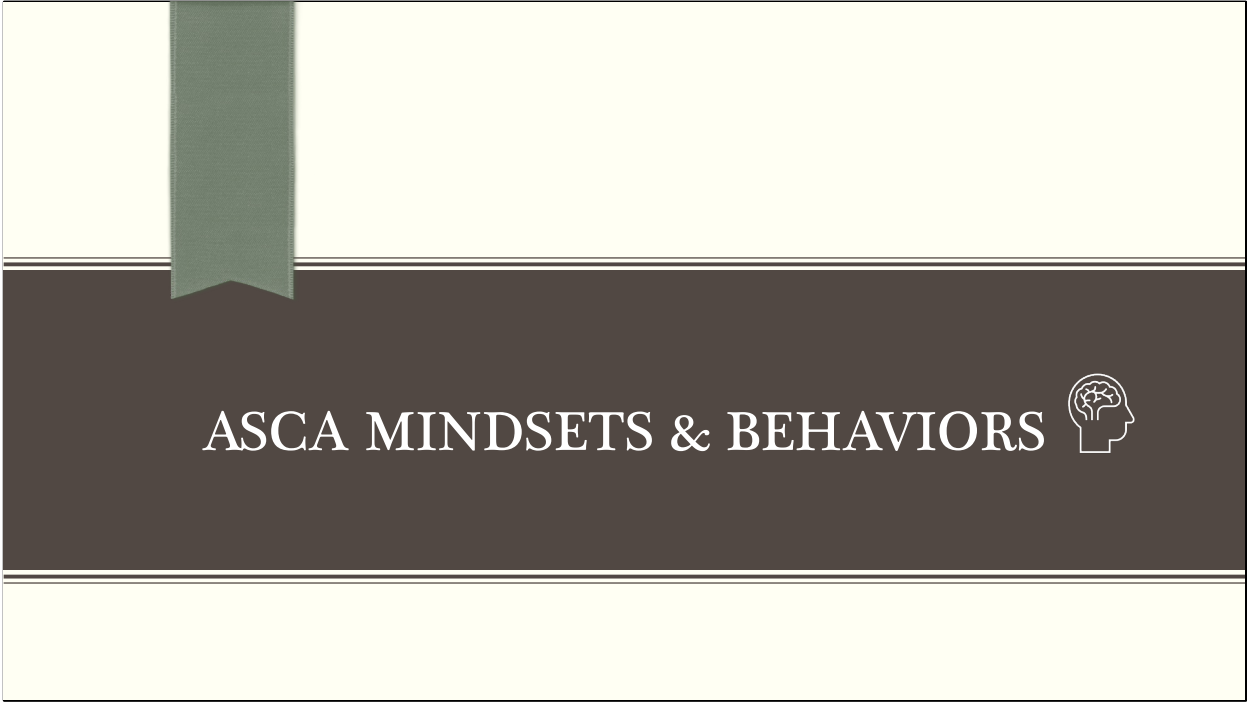
- Collaborated with the classroom AVID teacher
- Collaborated with the school social worker
- Consulted with my site supervisor

The first AIA Standard that aligns with this proposed classroom guidance lesson is counseling, prevention and intervention. Under this standard, counselors are called to design and implement interventions for social, academic, and career development. This is the core of this assignment, as I implemented the classroom guidance lesson to address college and career readiness while considering factors such as resiliency and student development.

The second AIA Standard that aligns with this proposed classroom guidance lesson is diversity and advocacy. Under this umbrella, other considerations include learning styles and levels for students and considerations of societal and current economic issues. It is one of my top priorities that I continue to enhance a positive school climate and hope for the future.

The third AIA standard that aligns with this proposed classroom unit is consultation and collaboration. Prior to completing lessons plans and doing my proposal, I took the time to engage in professional consultation and collaboration for this lesson. Specifically, I consulted with my supervisor, one of the school social workers, and the AVID classroom teacher. For me

personally, it was important to learn what has already been covered in class, what the teacher's goals are for the year, and to identify and work through any concerns, etc. By engaging in this process, I was able to identify lessons that will be meaningful, non-repetitive, align with teacher and student goals, and allow the teacher to build on this content after the unit is completed.



ASCA MINDSETS & BEHAVIORS

Now, let's review the ASCA mindsets and behaviors.

ASCA MINDSETS AND BEHAVIORS (ASCA, 2021)

<i>M 6</i>	<i>B-LS 9</i>	<i>B-SS9</i>
<i>Understanding that postsecondary education and lifelong learning are necessary for long-term success</i>	<i>Decision-making informed by gathering evidence, getting others' perspectives and recognizing personal bias</i>	<i>This social skills behavior standard is, "Social maturity and behaviors appropriate to the situation and environment"</i>
<ul style="list-style-type: none"> ▪ Help students develop growth mindsets ▪ Develop students' unique path 	<ul style="list-style-type: none"> ▪ Foster critical thinking through compare and contrast exercises, reflection questions, etc. ▪ Peer assessment procedures and exercises, which are empirically validated (Double et al., 2020). 	<ul style="list-style-type: none"> ▪ Exercises that involve first impressions, professionalism, and networking ▪ Skillset requires practice and a sense of personal responsibility

The first ASCA Mindset and Behavior that aligns with this proposed unit is M 6. The entirety of this lesson is aimed at helping prepare and equip students for post-secondary endeavors. These will not look the same for each student, but each student must develop a growth mindset in regard to future plans.

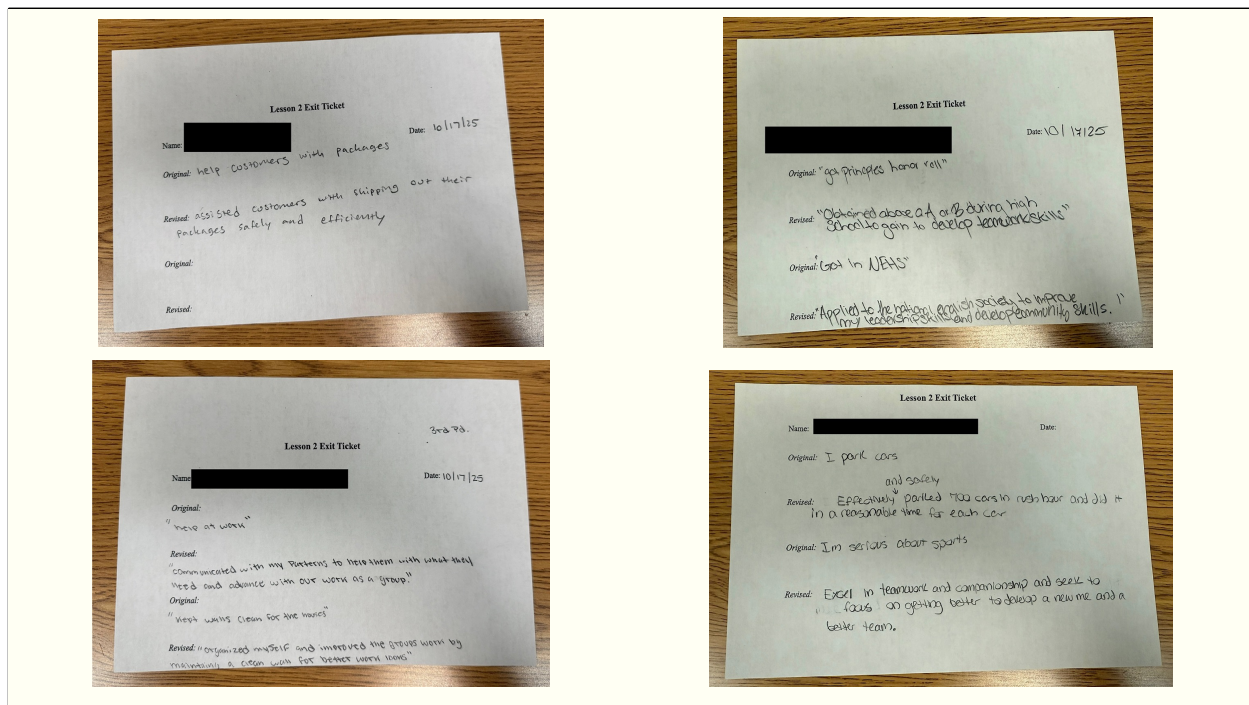
The second ASCA Mindset and Behavior that aligns with this proposed unit is B-LS 9. Within this unit, we compared impactful versus ineffective resumes using critical thinking skills and evidence as to why each was effective in conveying ideas and personal skills. I also had students peer review their resumes. Peer assessment has been empirically validated as a formative practice in classrooms and has been shown to be more effective than no assessment or teacher-assessment measures (Double et al., 2020).

The third ASCA Mindset and Behavior that aligns with this proposed unit is B-SS9. This directly relates to the lessons on first impressions, professionalism, and networking. Students are going to learn how to appropriately present themselves in various professional situations (interviews, college fairs, career fairs, etc.) This skillset requires practice and

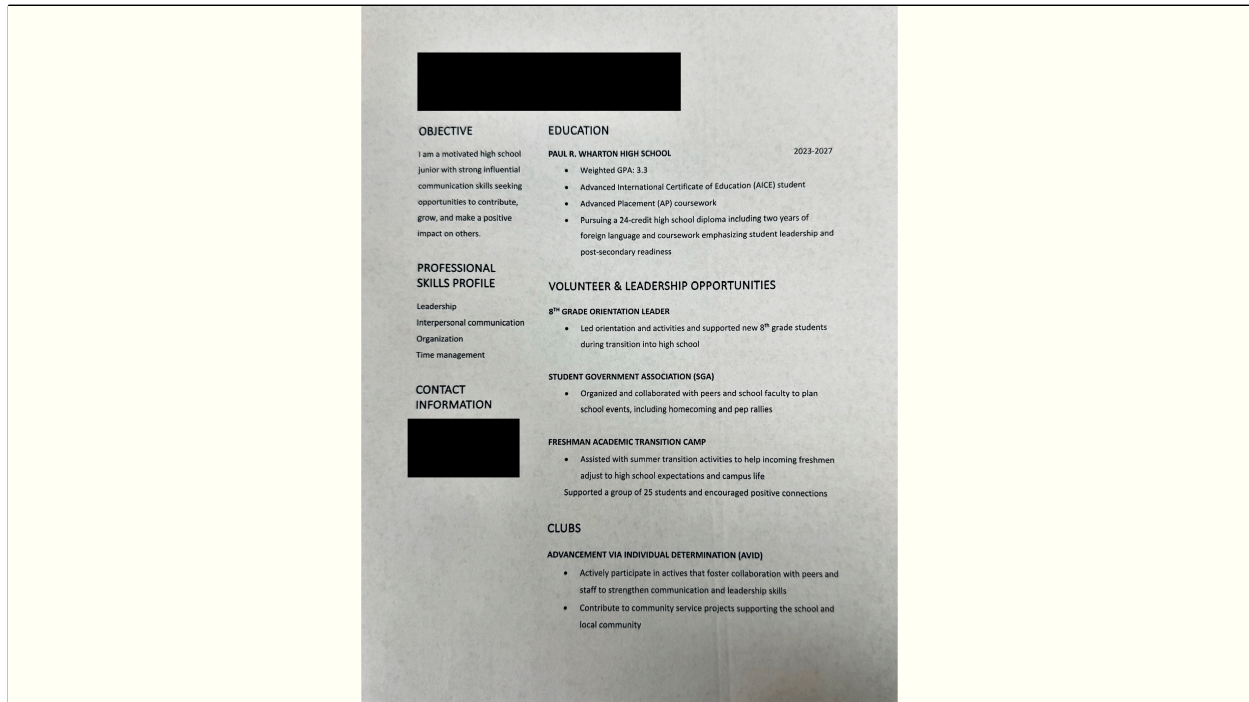
a sense of personal responsibility, which is what I aimed to foster.



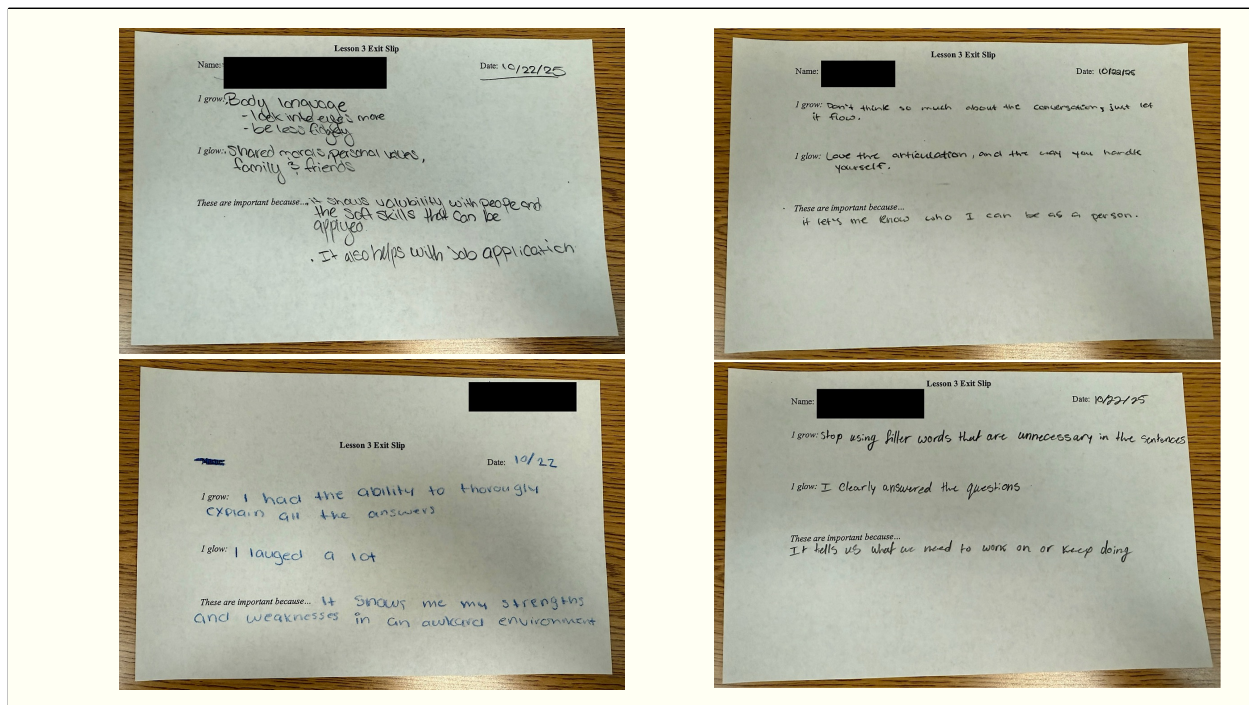
On the next few slides, I am going to present some of the artifacts from my lessons.



These are some of the exit slips from lesson 2, which was resume refinement and peer review. I had students demonstrate how they utilized their time and edited the content on their organizers for their resumes. I had them focus on action verbs and measurable outcomes.



This is an example of a resume that a student created from this unit. We met 1:1 to strengthen and revise her resume as well.



After completing a mock interview in lesson 3, I had students reflect on the feedback from their peers. I had them reflect on 1 grow, 1 glow, and the importance of them.



CULTURAL SENSITIVITY



Another important part of classroom lesson units is cultural sensitivity. Throughout the unit, I implemented a number of strategies to ensure I upheld multicultural competencies.

CULTURAL SENSITIVITY

Strategies

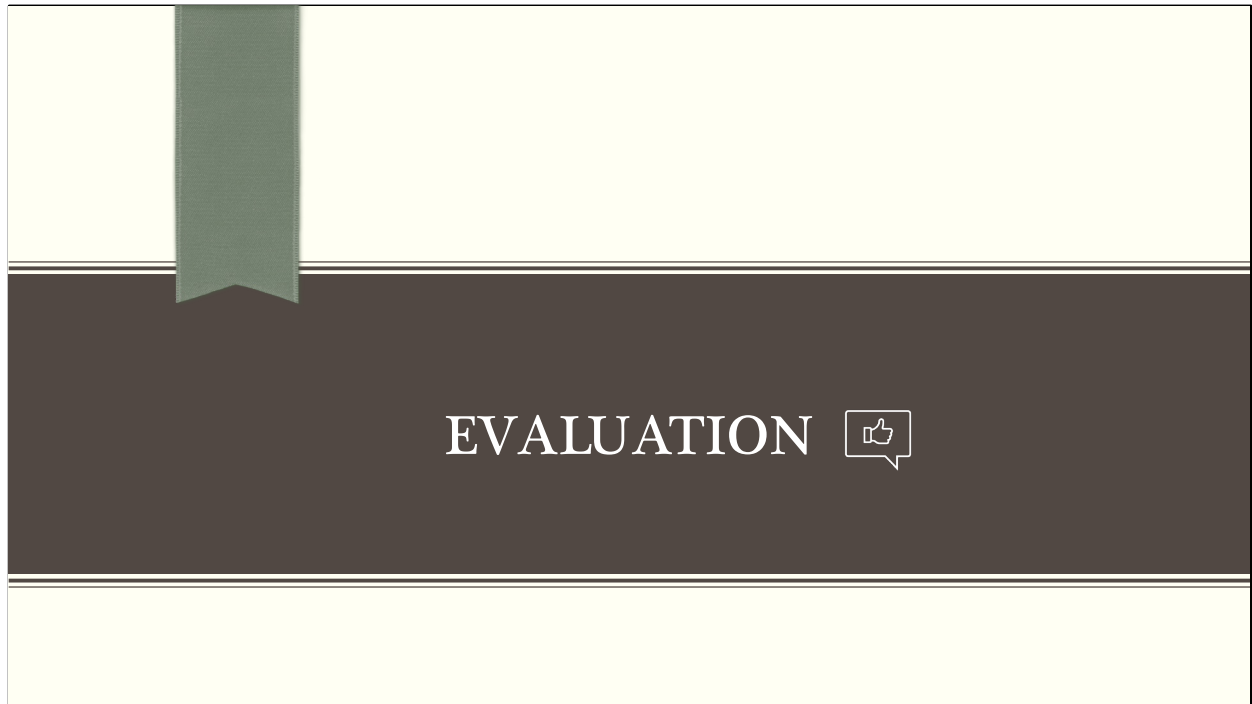
- Creating lesson plans that involve activities that allow students the opportunity to share personal experiences through classroom discussion and personal application (Abacioglu et al., 2020)
 - Creating resumes and elevator pitches are various ways to tell a personal story, which align with culturally sensitive practices and allow for personal exploration.
- Challenging assumptions (Markey et al., 2021)
 - Highlight that no path is better than another; rather, they yield different opportunities and challenges
- Define “college and career readiness” as a partnership between a teacher/counselor and a student, rather than measuring it as a skillset (Hungerford-Kresser et al., 2022)
 - This approach aims to help students navigate the world of post-secondary academics and lifestyle while utilizing the student’s personal strengths

The first strategy that I used- starting simple- was creating lesson plans that involve activities that allow students the opportunity to share personal experiences through classroom discussion and personal application promotes this kind of culturally sensitive environment (Abacioglu et al., 2020). The activities rely heavily on voluntary student involvement (sharing with one another and the classroom as a whole). Creating resumes and elevator pitches are various ways to tell a personal story, which align with culturally sensitive practices and allow for personal exploration.

Another strategy to promote a positive, caring, and safe learning environment for all students is challenging assumptions (Markey et al., 2021). By fostering an environment where students feel safe and comfortable enough to explore and challenge assumptions about topics such as diversity and culture, intercultural inclusiveness is promoted (Markey et al., 2021). The AVID classroom presents a unique opportunity to engage in this. By having students create resumes that align with their goals and plans for their post-secondary future, it encourages the intercultural dialogue between students, and they learn to appreciate their similarities and respect their differences (Markey et al., 2021). It shows that no path is

better than another, rather they yield different opportunities and challenges.

A third strategy to promote a positive, caring, and safe learning environment for all students is to define college and career readiness as a partnership between a teacher/counselor and a student rather than measuring it a skillset that a student may or may not possess (Hungerford-Kresser et al., 2022). By taking this approach, we avoid attaching labels to students (Hungerford-Kresser et al., 2022). This perspective shift is vital in cultural sensitivity because each student brings their own experiences and beliefs. This role takes the pressure off the students to “have it all together” and know what they want to do for the rest of their life. Rather, this approach aims to help students navigate the world of post-secondary academics and lifestyle while utilizing the student’s personal strengths (Hungerford-Kresser et al., 2022).



The last thing I want to do is review the evaluation of these classroom lesson areas.

EVALUATION

How did I evaluate this lesson?

- Personal reflection
- Pre- (before lesson 1) and post-lesson (after lesson 4) assessment to measure student growth
- Student input (glows and grows)
- Teacher feedback

Outcome Data (no updated data available, *too early in the school year*)

- Review ESSA assessment system
- # of Bright Future's Scholarship Applications
- # of enrolled students in college and career accelerated programs

There are several ways I evaluated this classroom guidance unit.

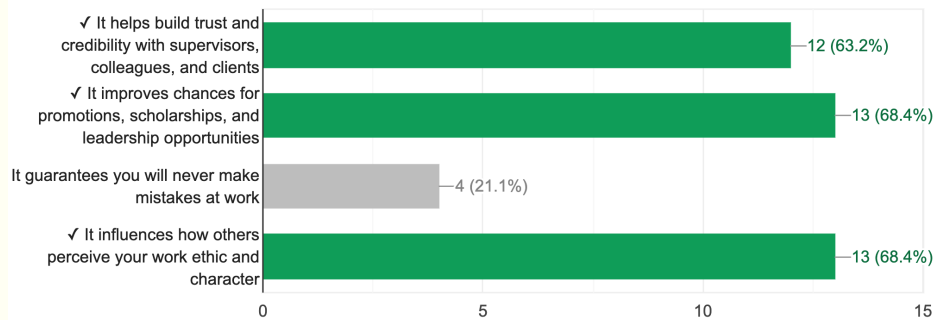
First, I gathered data from all relevant parties. This includes personal reflection, pre- (before lesson 1) and post-lesson (after lesson 4) assessment to measure student growth, student input (glows and grows), and the teacher feedback survey.

Outcome data- such as the review of the ESSA assessment system data, the number of Bright Future's Scholarship Applications, and the number of enrolled students in college and career accelerated programs could be reviewed. For this lesson specifically, there was no updated data available because too early in the school year. I want to note that I know one classroom lesson will not vastly affect these numbers. However, it is the hope that these lessons are impactful and are adopted to other classrooms throughout the school years to address these gaps.

Evaluation: Post-lesson assessment

5. Which of the following BEST explains why professionalism is important in any career? (Select all that apply)

6 / 19 correct responses

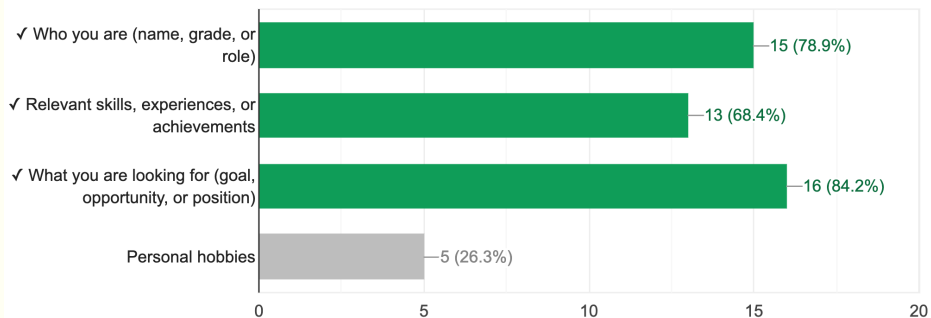


When evaluating the lesson, I thought it was important to review which questions still had the lowest scores. Unsurprisingly, it was the check all that apply questions that had the lowest scores.

Evaluation: Post-lesson assessment

6. Which of the following elements should be included in a strong elevator pitch? (Select all that apply)

5 / 19 correct responses



For both questions, you can see that the distribution of the answers is mostly correct. Students missed the one that sounded correct, but required critical thinking and reflection to decide if it actually fit the context.

EVALUATION: Personal Reflection

GLOWS

- The mini lesson set up worked really well and allowed for a nicely paced lesson
- Students enjoyed being able to work together
- The activities they completed apply to the real world
 - No “busy work”
- Encouraged students to come work with me 1:1 for resume help!

GROWS

- The resume organizer was from Teachers Pay Teachers, and I think it would have been better to make my own, looking back
- The resume portion felt rushed, even with 2 lessons
 - The resume could have been a whole unit!

Here are some of the main takeaways from my personal experience with the unit. Some of my personal “glows” are (1) the mini lesson set up worked really well and allowed for a nicely paced lesson, (2) students enjoyed being able to work together, (3) the activities they completed apply to the real world (no “busy work”), and (4) the lessons encouraged students to come work with me 1:1 for resume help!

My areas for growth (grows) include (1) the resume portion felt rushed, even with 2 lessons (the resume could have been a whole unit!) and (2) students provided feedback stating that the mock interviews could have been more realistic if we had them dress up or conduct interviews outside the classroom setting.

EVALUATION: Students

GLOWS

- Learning how to apply for jobs properly
- Learning how to do a resume
- Learning how to work and explain myself to people
- When we interviewed each other and got to know your peers on another level.
- An amazing speaker!! Very clear.
- Food (I brought them snacks for the last lesson as a thank you ☺)

GROWS

- More engagement with the whole class, not just the same people
- Try to make mock interviews more realistic

At the end of the unit, I asked students to fill out a reflection about the glows and grows of the lesson. Pasted on this slide is some of the feedback I received!

GLOWS

Learning how to apply for jobs properly

Learning how to do a resume

Learning how to work and explain myself to people

When we interviewed each other and got to know your peers on another level.

An amazing speaker!! Very clear.

Food (I brought them snacks for the last lesson as a thank you)

GROWS

More engagement with the whole class, not just the same people

Try to make mock interviews more realistic

EVALUATION: Teacher

GLOWS

- “I loved your willingness to collaborate with me, learn about my classroom environment before pushing in, and your eagerness to receive feedback!”
- “The content of the lessons was very applicable to the students’ lives. I really appreciated how the content of the lessons can be added to students’ AVID portfolios.”

GROWS

- “For future lessons, find ways and/or questions that can really foster student engagement. I know the mini-lessons are necessary for content, but I would create follow-along notes or mandatory check-ins throughout.”
- The resume portion was beneficial, but I think some students were still a little confused.”

Here are some evaluation points from the teacher. She really liked the classroom lessons and the layout; there were just times when things felt rushed, despite the 50-minute class period.



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- Markey, K., O'Brien, B., Kouta, C., Okantey, C., & O'Donnell, C. (2021). Embracing classroom cultural diversity: Innovations for nurturing inclusive intercultural learning and culturally responsive teaching. *Teaching and Learning in Nursing*, 16(3), 258-262. <https://doi.org/10.1016/j.teln.2021.01.008>

On this slide, my academic references are listed in APA format.