Workforce Preparation: O*NET Interest Profiler Lesson Plan

NRS Level(s): Low to High Intermediate Basic Education

Lesson Title: The O*NET Interest Profiler	Approximate Length of Lesson: 3 hours and 10 minutes
Instructional Objective *(written in teacher language primarily derived from content standards and includes evidence of mastery)*: By the end of this lesson, the students will be able to: • Identify two occupations that align with their individual Holland Code families. • Compare and contrast the occupational descriptions using the job summaries on O*NET. • Give at least three examples of how the occupations are alike and three examples of how they are different.	**Learning Target Statements** *(written in student-friendly language and helps learners reflect on what they are able to do as a result of the lesson)* for learners' exit tickets, learning logs, or reflection: • I can become more self-aware by stating an occupation I want to pursue that aligns with my personal interests. • I can process and analyze information to create a career goal that is specific and realistic for me. • Before I could …, now I can … Before I could say I wanted a job; now I can say which occupation is best for me and why.
ELA/Mathematics/ELP Standard(s) Addressed:	**ELA/Mathematics/ELP:** **CCR Levels C and D:** R9: integrate information from multiple texts. R4: Determine the meaning of technical words and phrases in text. **ELPS Levels 4 and 5:** ELPS 5: Gather information from multiple print sources. ELPS 8: Determine the meaning of technical words and phrases in text.

Central Skills Taught:	☐ Adaptability and Willingness to Learn	☑ Problem Solving
	☑ Communication	☑ Processing and Analyzing Information
	☐ Critical Thinking	☐ Respecting Differences and Diversity
	☑ Interpersonal Skills	☑ Self-Awareness
	☑ Navigating Systems	

Language Demands: *(Include academic language, language skills, etc.)*	Depending on the occupation choices, O*NET may feature Tier 3 vocabulary that the teacher may need to help the student understand. The teacher may need to review the Holland Code terms and create synonyms or examples to help students better understand what their Holland Code Test results mean. For lower skilled students or English language learners, the teacher may need to read aloud each statement in the Holland Code Test and define specific words that the students do not understand.		
Assessing Mastery of the Objective(s) and Central Skills: *(Indicate <u>when</u> and <u>how</u> assessment—formative and/or summative—will occur during the lesson.)*	**Proof of Learning:** ☑ Via observation of a team task (e.g., discussion, work on project) ☐ Via team self-assessment ☑ Via individual self-assessment ☐ Via team product ☑ Via individual product ☐ Other_____	**Proof of Learning Tools:** ☐ Rubric ☑ Checklist ☐ Quiz ☐ Other_____	**Ongoing Formative Assessment** ☐ Nonverbal responses to comprehension questions (e.g., answer cards, Kahoot) ☐ Peer-to-peer quizzing ☐ Exit/admit tickets ☐ KWL charts ☑ Other <u>Completed Venn Diagram</u>

Adaptations and/or Accommodations: *(How will you increase access to the content of the lesson? Identify differentiation strategies.)*	**For lower-level learners:** • Project the O*NET Interest Profiler site and take the test to model the process for the class. As you take the test, check comprehension of each phrase using gestures and pictures to support learners' understanding. Show learners your test results and ask questions that require minimum production but demonstrate learners' comprehension (i.e., yes/no, true/false, alternative "OR" questions). Elicit the steps learners will use for accessing the profiler on their devices and keep the list of steps posted for learners to use as they go onto the site. Provide regular check-ins with students to monitor progress and offer support. • For the occupation comparison task, simplify the process by 1) modeling locating jobs that match your Holland Code, 2) having the class choose two occupations for you, 3) having the class think of differences and similarities between the two jobs based on your prompts, and 4) grouping learners with the same Holland codes so that they can work together to choose two occupations to compare and contrast. For any occupation listed under their code that learners do not know, you (or your learners on their phones) can do a quick Google images search to see a picture of the occupation. **For higher-level learners:** • Ask them to make inferences about the jobs based on their research and include those in their Venn. Create opportunities for these learners to present their Venn diagram and summarize their thinking in an oral report to the class or teams. If learners do not have access to a laptop or tablet, demonstrate how to use Smartphones to access the O*NET Interest Profiler site.		

Introduction: How will you introduce the lesson objective and how it fits into the unit/LOI? Identify its relevance to learners' needs and goals. **Timing: 20 minutes**	The students, as usual, arrive a few minutes early; sign in with their exact time of arrival; check the board for the day's learning activities and objectives, along with the materials needed; gather the necessary materials; and complete the activities listed on the board. Think about your answers to the following questions: • What's one job you liked? Why was it a "good fit"? • What's one job you disliked? Why?	**CENTRAL SKILLS** • Communication • Navigating systems	**MATERIALS** • Whiteboard • Marker • Laptop • Projector • Laptop for each student

Introduction (continued)	(The above should be completed within the first 5 minutes of class.)		• A blank Venn diagram for each student
	The teacher asks a few students to share with the class a job they liked and why the job was or was not a good fit for them. The teacher also asks a few students to share with the class a job they disliked and why the job was not a good fit for them.		• A blank Venn diagram in printed or digital format
	Next, the teacher shares a story about a former job that s/he liked and one that s/he did not like. The teacher emphasizes some of the skills learned and how s/he was able to transfer those skills to her/his occupation as a teacher.		
	Afterward, the teacher leads a discussion about the types of jobs that are or are not part of a career pathway.		
	The teacher reviews the day's goals and articulates the goals so that the students can think about how they relate to the language of workforce preparation skills used in the classroom:		
	• Gain self-awareness of individual interests through the O*NET Interest Profiler.		
	• Process and analyze information gained from the interest profiler to determine two occupations that align with individual interests.		
	• Compare and contrast two texts to find similarities and differences.		

Explanation and Modeling 1: *What type of direct instruction do learners need? Are there ways for learners to access the new content independently? What types of models will you provide and when?* **Timing: 20 minutes**	The teacher accesses the O*NET Interest Profiler online (https://www.mynextmove.org/explore/ip) and projects the web page onto a screen. Next, the teacher reviews the instructions for the interest profiler and explains how occupations listed on O*NET correspond to the Holland Code families.	• Processing and analyzing information	• Laptop • Projector • A blank Venn diagram in printed or digital format
Guided Practice 1: *Which tasks and learning activities will you use to engage learners with the content and skills? How will you structure the tasks or other learning activities to support learners' success?* **Timing: 20 minutes**	Each student opens an internet browser on their laptop, navigates to the O*NET Interest Profiler online (https://www.mynextmove.org/explore/ip), and takes the Interest Profiler. The teacher circulates around the classroom and supports the students as necessary.	• Problem solving • Processing and analyzing information	• Laptop • Projector • Laptop for each student • A blank Venn diagram for each student

Explanation and Modeling 2:	The teacher (working from a screenshot of the Holland Code results from her/his profile) goes to O*NET to locate two different occupations that correlate to the teacher's Holland Code. The teacher opens the corresponding web pages in two different windows in the internet browser and models the act of toggling between the two pages.	• Communication • Processing and analyzing information	• Laptop • Projector • A blank Venn diagram in printed or digital format
What type of direct instruction do learners need? Are there ways for learners to access the new content independently? What types of models will you provide and when? **Timing: 20 minutes**	The teacher then models the think-aloud process and elicits student input on how some information is similar between the two occupations (e.g., education necessary, Holland Code, skills). The teacher asks questions, as necessary, to help the students compare and contrast information. The teacher asks the students to share the differences they notice between the two occupations. The teacher projects a Venn diagram on the screen and types in some of the responses that the students share. Next, the teacher explains that the middle of the Venn diagram is where similar items are grouped. S/he asks the students to recall two items that were similar from the compare and contrast activity that was done and types those items in the middle of the Venn diagram. The teacher provides the practice activity directions: • Use your Holland Code results from your Interest Profile to find two occupations with the same Holland Code on O*NET. • Use a Venn diagram template to compare and contrast the information your find about those two occupations.		

Guided Practice 2: *Which tasks and learning activities will you use to engage learners with the content and skills? How will you structure the tasks or other learning activities to support learners' success?* **Timing: 20 minutes**	With teacher support, the students first go to O*NET and conduct research to find two occupations that match their Holland Code. Then they use the information on the occupations to complete their Venn diagram. Next, the teacher asks questions to prompt the students to dig into the reading on the occupations and encourages the students to write more information in their Venn diagrams.	• Communication • Problem solving • Processing and analyzing information	• Laptop • Projector • Laptop for each student • A blank Venn diagram for each student
Application/Extended Practice: *What will learners do to demonstrate their acquisition of content knowledge, basic skills, and key soft skills?* **Timing: 60 minutes**	Partners review each other's Venn diagrams. The students process and analyze the information shared by their peer, ask questions about information in the Venn diagram, and discuss why the occupations might be a good fit for each individual. The teacher encourages the students to use "I notice" and "I wonder" statements. For example, a peer might say, "I noticed the one occupation you chose requires you to work outside all the time. Do you like being outside?" OR "I wonder whether there are any schools around here that provide training for this occupation." (If there is time, learners could pair up with a new partner and repeat the process.)	• Interpersonal skills • Self-awareness	• Completed Venn Diagram
Student Reflection on Learning Targets, Closure, and Connection to Future Learning **Timing: 30 minutes**	The teacher asks the students to use their Venn diagrams and Interest Profiler results to self-assess their learning.	• Self-awareness	• Completed Venn Diagram