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| ***Holland Career Type Assessment*** |

By: Katie VanBuskirk [intern!]

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| **Students: All 11th grade students** |
| **Sessions: 2 US History Classes** |

**ASCA Counseling Standards Addressed**

| **A-A** | **A-B** | **A-C** | **C-A** | **C-B** | **C-C** | **PS-A** | **PS-B** | **PS-C** |
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|  |  |  | x | x | x |  |  |  |
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C:A2.5 Learn to respect individual uniqueness in the workplace

C:B1.2 Identify personal skills, interests and abilities and relate them

to current career choice

C:B1.3 Demonstrate knowledge of the career-planning process

C:B1.4 Know the various ways in which occupations can be classified

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

C:C2.1 Demonstrate how interests, abilities and achievement relate to

achieving personal, social, educational and career goals

C:C2.3 Learn to work cooperatively with others as a team member

**Maryland Career Development Standards Addressed**

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| **ST1-**  **A** | **ST1-**  **B** | **ST1-**  **C** | **ST1-**  **D** | **ST2-**  **A** | **ST2-**  **B** | **ST2-**  **C** | **ST2-**  **D** | **ST2-**  **E** | **ST3-**  **A** | **ST3-**  **B** | **ST4-**  **A** | **ST4-**  **B** | **ST5-**  **A** | **ST6-**  **A** | **ST6-**  **B** |
| X | X |  |  |  |  |  |  |  |  |  | X |  |  |  |  |

1a. Integrate a broad range of interests into one’s personal learning and career goals, and assess the impact of abilities, strengths, skills, and talents on one’s career development.

4. Demonstrate the ability to support group decisions, respect dissenting positions, and/or use consensus.

2. Apply academic and career –related content knowledge and skills (foundation, pathway, cross cluster) through technology, research, problem-solving, work-based learning, and project-based learning.

**COMAR Standards Addressed**

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| 13A.04.02.01 | A. Policy. Each local school system shall assure that students have equal access to career and technology education programs without regard to sex, race, national origin, physical or mental disability, socioeconomic status, academic disadvantages, economic disadvantages, or limited English-speaking ability. Each local school system shall further assure that career and technology education programs are readily available to students from all geographic sections of the local school system. |
| 13A.04.02.01 | C. Program Information. Each local school system shall make career awareness, exploratory activities, and unbiased program information equally available to students in accordance with §A of this regulation. |

**Formative Assessment:**

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| * Students will complete a worksheet that identifies their primary and secondary Holland types, and the attributes of both type. * Students will use the four corners method to identify how their classmates perceive results from an assessment. |

**Enduring Life Skill(s)**

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|  | Caring |  | Goal Setting |  | Responsibility |
|  | Commitment |  | Integrity |  | Self Discipline |
|  | Compassion |  | Kindness |  | Tolerance |
|  | Confidence | x | Perseverance | x | Understanding |
| x | Cooperation |  | Problem Solving |  |  |
|  | Courage | x | Respect |  |  |

**Results**

| **Results Statements (As a result of participating in this activity, students will):** | | **How Students Will Demonstrate Progress Toward Results:** | **Assessments Used With Each Result Statement:** |
| --- | --- | --- | --- |
| 1 | Identify their primary and secondary Holland type | Using Naviance Family Connection in the computer lab over a 45 minute class period | Career Interest Profiler |
| 2 | Understand that skills and interests relate to job satisfaction, and that multiple careers could be good choices. | Through a guided questions and discussion in groups. | Worksheets and group presentations. |

**Preparations**

Complete the following preparations prior to introducing the activity to students:

* Reserve a computer lab in advance
* Have signs to identify perception locations for the four corner assessment.
* Grant permissions in Naviance Family Connection for students to complete the Holland Assessment.
* Supply enough copies of the worksheet and ensure that students have writing utensils available.
* Ensure that the classrooms have a working document camera.

**Resources**

The following resources are used in this activity:(Activity Sheets and/or suggested supporting resources—full citation/source for all materials used and/or modified MUST be provided)

* Naviance Family Connection – Holland Career Type Assessment

**Objective:**

* SWBAT gain awareness of personal abilities, skills, interests and motivations by completing the career interest profiler created by John Holland in order to identify their primary and secondary career type.
* SWBAT relate personal abilities, skills, interests and motivations to career choices by discussing five careers in a group setting in order to understand that multiple careers can produce job satisfaction.
* Engagement (Hook): Students move around the classroom to identify their perception and reaction regarding their Holland Type.

**Suggested Instructional Sequence/ Session Activities**

| **Session** | **Step** | **Responsibility** | **Action Steps** |
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| 1 | 1 | Counselor | The counselor presents information on career choice and career types through a short power point presentation. Information of how to log onto Naviance and take the assessment is demonstrated as well. |
| 1 | 2 | Students | Log on to Naviance Family Connection. Under the “Careers” tab, click “Career Interest Profiler” and then click on the “Start Assessment” button. This should take a class approximately one 45-minute period to complete. |
| 1 | 3 | Students | Complete the Holland Career Assessment and Complete an exit slip which summarizes information about their primary and secondary career type. |
| 2 | 1 | Counselor | 1. The warm up is displayed on the projector. Students are handed worksheets to begin answering, “What is a benefit of taking the career interest profiler? 2. Why may it be recommended to find a career in your primary or secondary Holland Career type?” |
| 2 | 2 | Counselor and Students | Identify three corners of the room as surprised, agree, and disagree. Ask students “Explain how you feel about the results of your John Holland Career assessment. Did it reflect who you think you are? Did it surprise you? Do you disagree? Did it match your future ambitions?” then to move to the corner of the room that matches their feelings toward their results. Verbalize which group seems to be the most full versus the least. Ask students to infer and answer why that might be. Then have students move back to their seats and answer the warm up question. |
| 2 | 3 | Counselor | When the warm up is complete ask a student to read the objective, “SWBAT relate personal abilities, skills, interests and motivations to career choices by discussing five careers in a group setting in order to understand that multiple careers can produce job satisfaction. “  Tell students that we will be doing this through group work. You will be gathered in groups of students with the same primary Holland type. Once you are in your groups you will select five different careers that are designated for your Holland type. Once you have selected the careers your group must discuss the guided questions on the worksheet. After about 15-20 minutes your group will then present your findings to the rest of the class. |
| 2 | 4 | Students | Student groups will take turns using a document camera. Students will present general information about their primary Holland type, describe the occupations the group selected, general likes and dislikes amongst group members, and finally the conclusions drawn from the activity. |
| 2 | 5 | Students | Students will finish the activity with a reflection question about the last two lessons, “After the last two career sessions and activities how have your thoughts on future careers changed?” |

**Follow-Up Activities**

## Classroom Teacher Follow-Up Activities (Suggestions classroom teacher may use to reinforce student learning of Comprehensive Guidance Lesson concepts)

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| Use designated Holland groups as breakout groups during classwork activities. Pair with your like Holland group, or pair with someone who is not of the same Holland type for a different approach to solving problems. |

## School Counselor reflection notes (to be completed after the lesson)

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| ***STUDENT LEARNING:*** *How will students’ lives be better as a result of this lesson? E.g.*   * *In what ways has their feeling, thinking, acting changed?* * *How will these changes help them to be successful in school/life?*   ***SELF ASSESSMENT:*** *How did I do?? E.g.,*   1. *What did I “like” about what I did to facilitate student learning?* 2. *What would I change about what I did if I could do this lesson over with the same class? When I “do” the lesson with another group?*   ***IMPLEMENTATION PROCEDURES:*** *How did the process work? E.g.,*   * *Which of the procedures were effective? Which were ineffective?* * *What changes will I make in the procedures the next time I “do” the lesson? (e.g. involvement of students, time, materials, instructions, grouping of students)* * *Did the assessment provide adequate information about ALL students’ performance?* * *What do I need to change to better align assessment with what all students are expected to know and be able to do?* |