

HOW TO CUSTOMIZE THE NORTH DAKOTA PLANNING MILESTONES

QUICK REFERENCE GUIDE FOR PROFESSIONALS

Use this guide to learn how to customize the default North Dakota Planning Milestones set or create a new planning milestones set from scratch.

LOCATING THE CUSTOMIZE PLANNING MILESTONE FEATURE

1. Sign into the Professional Center as an administrator (site administrator-level access required.)
2. From the home screen of the Professional Center, click **Administration**.
3. Click **Change the Planning Milestones for your students** in the **Customize Planning Milestones** section.

EDIT THE SYSTEM-DEFINED PLANNING MILESTONES SET

*There is a default set of planning milestones, called the North Dakota Planning Milestones, a system-defined set. The administrator has the option of using the system-defined planning milestones set as it is with some, or all, grades at their school, or editing the system-defined planning milestones set. (The system-defined sets can be edited but not deleted.)

The planning milestones set can even be turned off some, or all, grades if desired. The system-defined planning milestones set has 18 milestones, which is the maximum number of milestones a set may have.

How to define sets of Planning Milestones by Role/Grade

You can edit defined sets of planning milestones, create, and assign the sets to user roles/grades that will be displayed for students in their RUReady.ND.gov under the Your Portfolio tab. (To make effective use of the system, encourage students to complete the planning milestones displayed in their portfolio.)

Planning Milestones Assignments

You can choose the set of planning milestones to be displayed to users in each role/ grade. If you choose "None" then the Your Planning Milestones feature will not be available to that role/grade. Don't worry about roles/grades that aren't applicable to your school or agency.

4. The administrator can take any of the following actions with planning milestones:
 - Edit the North Dakota Planning Milestones set (system-defined planning milestones set) and assign the edited planning milestones set to any grade/role, or grades/roles, at your school or site.
 - Turn the North Dakota Planning Milestones set (system-defined) on or off for any grade/role, or grades/roles, at your school or site.
 - Create a new planning milestones set from scratch and assign it to any grade/role, or grades/roles, at your school or site.

HOW TO RUN A MILESTONES TRACKING REPORT

This Tracking Report allows you to easily measure students' progress in completing activities. You can report on activities that may or may not belong to a Milestone Set! This gives you an enhanced view of student progress.

1. Sign into the Professional Center.
2. Click on the **Reports** tab.
3. Click on **Create a New Report**
4. Under Tracking Reports, click on **Milestones (Activities)**
5. Choose your report criteria

Be sure to select the Milestone Activity set you would like included in the report. You can also choose to filter by individual Milestone Activities.

6. When you have completed selecting your report criteria, click **Create Report**.

The resulting report will display how many students have completed the Milestone Activities selected. Reports can be printed, saved, exported as multiple file types (PDF, Word doc, or Excel).

Frequently Asked Questions

Q: Why are some completed Milestones (activities) not appearing in the timeframe I selected?

When a student completes an activity multiple times, the report will only show the most recent completion date. If an activity is initially completed within your timeframe, and then edited or redone on a date falling outside your specified timeframe, the first instance of completion will not appear in your report.

Q: When I look at the report, I am missing one or more Milestones. Why?

The Milestone report you see on the screen only shows the first 18 Milestones you selected when you created the report. You can see all the activity for all Milestones by exporting the report to Excel/CSV format.

Postsecondary Planning

LESSON 6: PRACTICE A COLLEGE APPLICATION

Summary:

A college application that's incorrect or incomplete won't get you very far. Practice completing a college application and put your best foot forward!

Lesson Objectives:

Students will be able to:

- Complete a college application

Grade Levels: 9-12

Time Needed: 50 minutes

Resources Needed:

- Access to RUReady.ND.gov

Computer Use: Yes

ASCA Mindsets & Behaviors:

- Mindsets:**
2. Self-confidence in ability to succeed
 4. Understanding that postsecondary education and lifelong learning are necessary for long-term career success
 5. Apply media and technology skills
 6. Positive attitude toward work and learning

Behaviors:

Learning Strategies

3. Demonstrate time management, organizational, and study skills
4. Apply self-motivation and self-direction to learning
5. Apply media and technology skills
9. Gather evidence and consider multiple perspectives to make informed decisions

Self-Management Skills

3. Demonstrate ability to work independently
7. Demonstrate effective coping skills when faced with a problem
8. Demonstrate the ability to balance school, home, and community activities

Lesson Plan

10. Demonstrate ability to manage transitions and adapt to changing situation and responsibilities

Social Skills

1. Use effective oral and written communication skills and listening skills
2. Create positive and supportive relationships with other students
6. Use effective collaboration and cooperation skills

Overview:

College applications can be long, complicated documents. But with practice and preparation, students can feel confident that they are putting their best foot forward and making a positive impression on college admissions officers.

Activator:

Facilitate a class discussion regarding the importance of postsecondary planning focusing on completing college applications. Remind students that, just like when they study and prepare for a college entrance exam, practicing filling out a college application will bring confidence and assurance that they are giving the best impression they can. Suggest to students that a college application is very similar to a job application as it introduces them to the admissions committee of their college of choice.

Activity:

1. Instruct students to sign in to their account on RUPrepare.ND.gov. Have them click the **College Planning** tab, then on **Get to College**, and then on **Practice a College Application**.
2. Allow students ample time to complete the practice application by following the prompts on each page.
3. Instruct students to write their thoughts and save them in **Your Journal** on the **Your Portfolio** tab of RUPrepare.ND.gov. The following questions will help direct them: *What was the most difficult part of completing the application? Was the process what you had expected? Why or why not? What did you like or dislike about this exercise? Has this exercise exposed you to new concerns, thoughts, and ideas about the application process?*

Wrap Up:

1. Facilitate a class discussion on the college application process. Ask students to share their thoughts and concerns about completing the application.

Follow-up Options:

1. Encourage students to review their practice application with a parent, guardian, or adult mentor.



CareerViewXR Graduate Course



CareerView^{XR}

Immersive Career Exploration Graduate Course

Immerse yourself in innovative career exploration with our graduate-level PD course on virtual reality for career exploration using CareerViewXR.

Course Registration & More Details:

[CareerViewXR.com/cvxr-news/immersive-career-exploration-graduate-course-nd/](https://careerviewxr.com/cvxr-news/immersive-career-exploration-graduate-course-nd/)



**Register for PD Credit through
NDSU Distance and
Continuing Education:**
bit.ly/ImmersiveCareer24
1 Credit | \$50 | Aug. 5-Dec. 18



Course Links:

Course Registration and More

Details: <https://careerviewxr.bemorecolorful.com/cvxr-news/immersive-career-exploration-graduate-course-nd/>

(Optional) Register for PD Credit through NDSU: <https://northdakotastate-ndus.nbsstore.net/educ-2000-immersive-career-exploration-08-05-24-12-18-24>

Questions, reach out to:

Lisa Metzger

lisa@bemorecolorful.com

CareerView^{XR}

New CareerView^{XR} Experiences Launching in October!

Over a dozen new experiences to get both students and adults excited about career exploration.



Accounting Firm



Battery Manufacturer



Beet Sugar Factory



Commercial Lobster Fishing



Compact Equipment Manufacturer



Contract Harvesting



Custom Coating Solutions



Custom Fabricated Steel Solutions



Electronics Developer



Insulated Glass Manufacturer



Paleontologist




Product Developer and Manufacturer



Professional Theatre Production

Contact CareerViewXR Subscription Account Manager, Lisa Metzger at
for any questions or support needs.

 lisa@bemorecolorful.com

 701-353-2000, Option 2

RUReady.ND.gov Professional Center Site Maintenance

Information for Site Administrators

The RUReady.ND.gov Professional Center (<https://procenter.ruready.nd.gov>) is a companion website for North Dakota educators/professionals to use in conjunction with RUReady.ND.gov, the comprehensive college and career planning portal for your students/clients. The Pro Center provides all the tools you'll need to manage your college and career planning programs— administration, reporting, communicating and monitoring student/client progress.

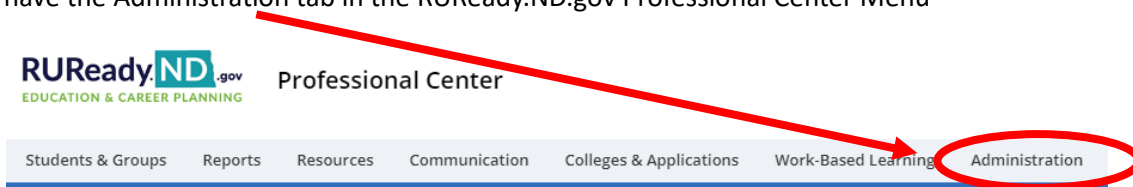
Professional-level users have different levels of access, and it's important to maintain the list of professionals who have access to your site. Only Site Administrators can change the access level of other professional users.

Who should have Site Administrator level account for your RUReady.ND.gov Professional Center site?

- Users with Site Administrator access (Professional Center accounts created with an administrator code) can:
 - customize the Plans of Study templates, graduation requirements, Milestones, and the Assignment & Curriculum Builder
 - update their school's master course list
 - edit the local scholarships database
 - change the professional account access key, and
 - manage professional accounts at their school or site.
- Typically, just one or two users have Site Administrator level access. Site Administrators have the ability to make changes that affect the entire site and all users.

How do I know if I have Site Administrator level privileges?

- You'll have the Administration tab in the RUReady.ND.gov Professional Center Menu



- Need Site Administrator level access? Contact Laura Glasser, with NDCTE, at leglasser@nd.gov or 701-328-9733.

Site Maintenance

A Site Administrator should review periodically (minimum annually):

Who has Professional Level Access to your RUPReady.ND.gov Professional Center site?

Managing Professional Accounts:

1. Click on the **Administration** tab.
2. Click on **Manage Professional Accounts**
3. **Review Professional Accounts connected to your site.**
 - a. Are they still working for your school?
 - b. Do they have the appropriate level of access?
 - i. Upgrade, downgrade, or remove professional account privileges as necessary. Removing a professional’s account privileges for your site does not delete the professional user’s account, it only removes their access to your site.

If their privilege level is indicated as Professional , they have access to:	If their privilege level is indicated as Professional Administrator , they have access to:	If their privilege level is indicated as Limited Professional , they have access to:
<ul style="list-style-type: none"> • Students and groups for all students • Reporting for all students • Communication tools • Resources • Colleges & Applications for all students • Work-Based Learning for all students <p>Professional Account Access Key (PAAK) Level Access</p>	<ul style="list-style-type: none"> • Administration tools including Assignment Builder, Surveys, Local Scholarships, Account Management, Planning Milestones, Local Settings • Students & groups for all students • Reporting for all students • Communication tools • Resources • Colleges & Applications for all students • Work-Based Learning for all students <p>Site Administrator Code Level Access</p>	<ul style="list-style-type: none"> • Assigned students and groups • Reporting for assigned students • Communication tools for assigned students • Resources • Colleges & Applications for assigned student <p>Limited Professional Accounts are managed at the site level and are created and maintained by a Professional Site Administrator.</p>

4. FAQs
 - a. Why don't I see my own account?
 - i. When you're signed in, your own account is not listed.
 - b. I see accounts with XAP, Customer Support, and other users I don't recognize, should I delete those?
 - i. Don't hesitate to remove accounts for users you don't recognize; however, please note that the accounts for Customer Support, XAP, Laura Glasser (NDCTE), and Patrick Mineer (Golden Path Solutions) are part of the product support and maintenance team. Don't worry, if you delete an account that's part of the support team, we have the ability to add our connection back when you need assistance.
 - c. Who can reset professional account passwords?
 - i. Professional users can reset their own password using the [Forgot your username or password](#) on the RUPReady.ND.gov Professional Center sign in page.
 - ii. If a professional user does not recall the secret question/answer that's required during the self-reset process or they are unable to reset their account for any other reason, they will need to contact XAP Customer Support for assistance, 1-800-468-6927.

Assignment and Curriculum Sets

Review the Assignment & Curriculum Sets

1. Click on the **Administration** tab.
2. Locate the **Assignment & Curriculum Builder** section.
3. Click on **Assignment & Curriculum**
4. **Is there an Assignment and Curriculum set assigned to students? Does it need to be updated?**
 - a. These resources are available in the RUPrimary.ND.gov Professional Center to assist you (under Resources > Assignment and Curriculum Builder):
 - [Overview of the Assignment & Curriculum Builder](#)
 - [How to Create a Curriculum](#)
 - [How to Assign a Curriculum](#)
 - [How to Modify a Curriculum](#)
 - [Run an Assignment & Curriculum Builder Report](#)
 - [Assignment & Curriculum Builder Definitions](#)

School Course Planning

Update School Course List – Essential to maintain if you are using the Plan of Study in RUPrimary.ND.gov.

Update School Grad Requirements – Are your graduation requirements up-to-date? Disable sets you do not want displayed to students.

Update School Programs of Study – Essential to maintain if you are using the Plan of Study in RUPrimary.ND.gov.

Planning Milestones

Review the Milestones that are assigned to students at your school.

1. Click on the **Administration** tab.
2. Locate the **Planning Milestones** section.
3. Click on **Planning Milestones**
4. **Are there Milestones assigned to students? Multiple sets of Milestones can be created and assigned to different grade levels.**
 - a. These resources are available in the RUPrimary.ND.gov Professional Center to assist you (under Resources > Milestones):
 - [Customize the Milestones](#)
 - [Run a Milestones Tracking Report](#)

Miscellaneous

Professional Account Access Key – Keep your sites access code secure.

1. Site administrators have the ability to change the Professional Account Access Key (PAAK) code. This is the access code that standard professional users need to create their own accounts. You would need the current PAAK to change the access code. If you need to or choose to change the code, it's advised that the PAAK be a complex code not easily guessed or recalled to maintain a high level of security.

Need assistance or have questions about maintaining your Professional Center site? Contact:

Laura Glasser, Career Resource Manager
ND Career and Technical Education - leglasser@nd.gov or 701-328-9733

Contact Person	Laura Glasser NDCTE: Career Resource Manager	Dawn Ulmer NDCTE: Strategic Projects Manager	Kelly Pierce NDCTE: Supervisor - Career Development & Career Advisors	Patrick Mineer Golden Path Solutions: Founder & CEO	Lisa Metzger CareerViewXR: Subscription Account Manager	XAP Support XAP, LLC: RUReady Product Developer
Email	leglasser@nd.gov	dulmer@nd.gov	kpierce@nd.gov	patrick@goldenpath.net	lisa@bemorecolorful.com	support@xap.com
Phone	701-328-9733	701-328-3124	701-328-3103	701-866-2620	701-353-2000 x 711	800-468-6927
Primary Contact for	<ul style="list-style-type: none"> •RUReady.ND.gov •Work-based Learning in RUReady.ND.gov •Methodize ACT Test Prep •RUReady.ND.gov Technical Support 	<ul style="list-style-type: none"> •Work-based Learning Programs and Resources •Work-based Learning Coordinator Training 	<ul style="list-style-type: none"> •Career Development Programs •Career Advisors •Career Advisor Training •Credentials for Career Development and Career Advisors 	<ul style="list-style-type: none"> •Compass •Employer Connections and opportunities for Work-based Learning •Customizing your school's course data for the 4-year rolling plan in Compass. 	<ul style="list-style-type: none"> •Assistance with VR headset setup •Assistance with downloading CVXR experiences to the VR headset 	<ul style="list-style-type: none"> •Contact XAP to reset your Professional Account Password or try the self-reset feature at https://procenter.ruready.nd.gov/Recover_Password.aspx
Links	<ul style="list-style-type: none"> • www.cte.nd.gov/crn • www.cte.nd.gov/CRNResources • www.cte.nd.gov/crnworkshops 	<ul style="list-style-type: none"> • www.cte.nd.gov/WBL 	<ul style="list-style-type: none"> • www.cte.nd.gov/careerdev • www.cte.nd.gov/career-advisors 	<ul style="list-style-type: none"> • https://goldenpath.net/compass 	<ul style="list-style-type: none"> • https://careerviewxr.bemorecolorful.com/faqs/ • www.edutech.nd.gov/careerviewxr 	<ul style="list-style-type: none"> • https://procenter.ruready.nd.gov

Work-Based Learning Resources

RUReady.ND.gov Professional Center

- Sign in to the RUReady.ND.gov Professional Center <https://procenter.ruready.nd.gov>
 - Click on the **Resources** tab.
 - Quick Reference Guides:
 - **Work-Based Learning Module**
 - [Use the Work-Based Learning Module Features](#)
 - [Quick Guide for Professionals](#)
 - [Quick Guide for Students](#)
 - [Work-Based Learning Organization Input Form](#)

North Dakota Career and Technical Education Website www.cte.nd.gov/WBL

- What is Work-based Learning?
- Work-based Learning Goals
- Work-based Learning Resources
- Work-based Learning Coordinator Training
- Work-based Learning Information/Flyer for Employers www.cte.nd.gov/businessindustry

Compass Resources

- **Compass Console** (See student’s Compass Profile information including classes, activities, hobbies, etc.)
 - Sign in to the RUReady.ND.gov Professional Center <https://procenter.ruready.nd.gov>
 - Click on the Work-based Learning tab
 - Click on in the sub-menu.
 - Click on the Compass Console button.
 - The **Compass Console** is also where, as a professional, you access and modify the Class List for your school.
 - Click on the “gear” icon in the top (gold) menu > My Class Lists > Click the School Name

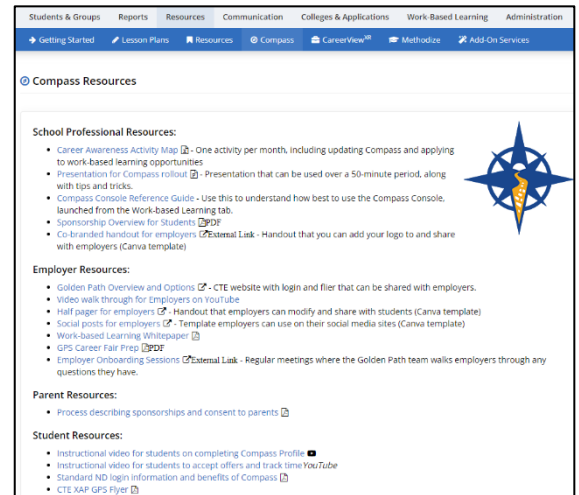
FIRST NAME	LAST NAME	EMAIL	BIRTH YEAR	GEN	ETHNICITY	RACE	ACTIVITY	HOBBIES	PERSONALITY	R	I	A	S	E	C	LAST LOGIN		
Steven	Wonder	steve.wonder@ruready.nd.gov	2026	No	96	22	11	16	INTP-A	2.2	1.5	1.3	1.3	2.4	2	9/24/24		
GF Student	Valley	nd.valley@student.01012000@ruready.nd.gov	2024	No	0											Internal		
Connor	Foster	M56foster@ruready.nd.gov	2027	No	0											Internal		
El	Green	M57green@ruready.nd.gov	2024	No	0											Internal		
Neal	Schon	Neal.Schon@ruready.nd.gov	2026	No	0											Internal		
Susan	Baseman	test@mail2@ruready.nd.gov	2025	No	0											Internal		
Crystal	Gayle	crystalgayle1@ruready.nd.gov	2030	No	47	7	4			3.9	0.1	4.1	0.8	1.9	0.8	8/16/24		
AmalNayasia	Spraggins	nayasiacollee@gmail.com	2025	No	0											Internal		
Khazmir	denson	khazmir@ruready.nd.gov	2025	No	0											Internal		
GF Student	Twining	nd.twining@student.01012000@ruready.nd.gov	2024	No	0											Internal		
Ava	Clark	M54Clark@ruready.nd.gov	2027	No	0											Internal		
Susan	Baseman	emaisusan@protonmail.com	2024	No	0					0.0	0.0	0.0	0.0	0.0	0.0	4/9/24		
XSP	Tap	nd.tap@ruready.nd.gov	2024	No	8	12				1.4	0.2	0.8	0.0	0.0	3.6	5/13/24		
Quan	Marsh	gmnd@mlinstructor.com	2025	Yes	82	80	16	11	ENFP-A	1.9	1.3	2.4	0.5	1.5	3.4	4	16	9/30/24
celenmareBeachFN	celenmareBeachFN	celenmareBeach@iap.com	2026	No	0											Internal		
164019	164029	164019@westfergisk12.nd.us	2028	No	0											Internal		
??	??	goobehed19@outlook.com	2020	No	0											Internal		
WBLTest	WorkBased	WBLTest@ruready.nd.gov	2027	No	0					0.0	0.0	0.0	0.0	0.0	0.0	6/17/24		
Avery	Cooper	M55cooper@ruready.nd.gov	2027	No	0											Internal		
Greenh	Marsh	ndgreenh@ruready.nd.com	2026	No	69	22	3	3		1.1	0.1	1.3	0.3	0.6	0.5	4/19/24		
Mahmoud	Mahmoud	mahmoudmahmoud@studuents.net	2025	No	0											Internal		
mahmoud	yalye	mahmoud.yalye@studuents.net	2025	No	0											Internal		
Nine	Test	2024.09.26-MR@ruready.nd.gov	2025	No	0											Internal		

- **Compass Resources for Professionals, Employers, Parents and Students**

- Sign in to the RUReady.ND.gov Professional Center <https://procenter.ruready.nd.gov>
- Click on the Resources tab
- Click on Compass in the sub-menu.

- **School Professional Resources:**

- [Career Awareness Activity Map](#) - One activity per month, including updating Compass and applying to work-based learning opportunities
- [Presentation for Compass rollout](#) - Presentation that can be used over a 50-minute period, along with tips and tricks.
- [Compass Console Reference Guide](#) - Use this to understand how best to use the Compass Console, launched from the Work-based Learning tab.
- [Sponsorship Overview for Students](#)
- [Co-branded handout for employers](#) - Handout that you can add your logo to and share with employers (Canva template)



- **Employer Resources:**

- [Golden Path Overview and Options](#) - CTE website with login and flier that can be shared with employers.
- [Video walk through for Employers](#) on YouTube
- [Half pager for employers](#) - Handout that employers can modify and share with students (Canva template)
- [Social posts for employers](#) - Template employers can use on their social media sites (Canva template)
- [Work-based Learning Whitepaper](#)
- [GPS Career Fair Prep](#)
- [Employer Onboarding Sessions](#) - Regular meetings where the Golden Path team walks employers through any questions they have.

- **Parent Resources:**

- [Process describing sponsorships and consent to parents](#)

- **Student Resources:**

- [Instructional video for students on completing Compass Profile](#)
- [Instructional video for students to accept offers and track time](#)
- [Standard ND login information and benefits of Compass](#) handout
- [CTE XAP GPS Flyer](#)

Draft Work-Based Learning Lesson Plans from XAP

Work-Based Learning

LESSON 1: Getting Started with Work-Based Learning

Summary:

Students complete the Compass Assessment to view matching Work-Based Learning Opportunities in RUReady.ND. Students will also understand how to navigate Work-Based learning tools within RUReady.ND.

Lesson Objectives:

Students will be able to:

- Navigate WBL tools independently.
- Use Compass Assessment results to view matching WBL opportunities.

Time Needed: 1 class period

Resources Needed:

- Access to RUReady.ND
- Copy of **Exploring WBL Opportunities** worksheet

Curriculum Links: Career Planning

Computer Use: Yes

Grade Levels: 9 – 12

ASCA Mindsets & Behaviors:

Mindsets:

Behaviors:

Learning Strategies

1. Use critical thinking skills to make informed decisions
2. Take a creative approach to learning, tasks, and problem solving
5. Apply media and technology skills to enhance learning

Self-Management Skills

3. Work independently

Social Skills

1. Use effective oral and written communication skills and listening skills
9. Demonstrate social maturity and behaviors appropriate to the situation and environment

Description:

In this lesson, students will learn how to use the Work-Based Learning tools in RUReady.ND.gov. Students will complete the Compass Assessment in RUReady.ND. Upon completion of the Compass Assessment, students will explore WBL Opportunities that may be a good match. Students will learn how to use the WBL tools, including: application tools, logging hours, and adding a new WBL experience.

Preparation:

1. View WBL Opportunity listings in RUReady.ND. Confirm that there are several listings available for students to view by following the steps in the WBL Quick Reference Guide for Students:
 - a. WBL Quick Reference Guide for Students ([QRG for Students](#))
 - b. WBL Quick Reference Guide for Professionals ([QRG for Professionals](#))
2. Ensure that students have a computer to complete this activity.
3. Print the **Exploring WBL Opportunities** worksheet, 1 per student.

Warm Up:

1. Explain to students that they will be learning more about Work-Based Learning Opportunities.
 - a. Talking points: what is WBL? Types of WBL
2. Spend a few minutes having a class discussion on how our interests can help with career decision making.

Activity Part I: The Compass Assessment

1. Explain how to get to the compass assessment
2. Explain to students the purpose of the Compass Assessment
3. Have students complete the Compass Assessment, answering questions as needed.
4. Remind students to enter a comment about their results.

Activity Part II: Matching and Exploring WBL Opportunities

1. Introduce students to the WBL Opportunities page, explaining features like:
 - a. Matching Opportunities
 - b. New Opportunities/ view all
 - c. Applications
2. Ask students to review their matching opportunities and complete the **Explore WBL Opportunities** worksheet.

Activity Part III: Using WBL Tools

1. Demonstrate to students how to enter WBL-related experiences.
2. Show how to log hours and attach related pieces of evidence.
3. Explain how to end an experience, marking as complete.

Wrap Up:

1. Ask students to raise their hand if they found a WBL Opportunity that they would like to apply to. Ask a few students to explain how it helped being matched to opportunities.
2. Answer any remaining questions.

Exploring WBL Opportunities

Student name: _____

Now that you have completed the Compass Assessment, it is time to explore WBL opportunities that may be a good match for you!

WBL OPPORTUNITY NAME	IS THIS A MATCHING OPPORTUNITY?	WOULD YOU APPLY TO THIS OPPORTUNITY?	WHY OR WHY NOT?

Work-Based Learning

LESSON 2: Communication in the Workplace

Summary:

Students will discuss ways in which people communicate in the workplace. Students will learn about electronic communication etiquette and demonstrate skills by writing and sending a work-related email.

Lesson Objectives:

Students will be able to:

- Explain ways in which we communicate in the workplace.
- Write and send an email to a workplace supervisor.

Curriculum Links: Career Planning

Grade Levels: 9 – 12

Time Needed: 1 class period

Resources Needed:

- Students will need access to a computer and a school or personal email account.
- Professional will provide the email address to which students will send their email activity.
- Printed copies of the role-play scenarios (Activity part I) and “The Bad Email” (Activity part II)

Computer Use: Yes

ASCA Mindsets & Behaviors:

Mindsets: N/A

Behaviors:

Learning Strategies

1. Use critical thinking skills to make informed decisions
2. Take a creative approach to learning, tasks, and problem solving
5. Apply media and technology skills to enhance learning

Self-Management Skills

3. Work independently

Social Skills

1. Use effective oral and written communication skills and listening skills
6. Use effective collaboration and cooperation skills
9. Demonstrate social maturity and behaviors appropriate to the situation and environment

Description:

In this lesson, students will learn about workplace communication. Students will first review what they know about different ways we communicate (ex. verbal, written, body language). Then the class will discuss differences in how we communicate with (for example): friends, the school principal, and a cashier at the grocery store. Next students will demonstrate through role-play scenarios (provided below) how they would communicate in sample workplace situations. Lastly, students will review how to properly communicate electronically. Students will demonstrate effective email communication by sending a work-related email to the Professional facilitating this lesson for review.

Preparation:

1. Print copies of the scenarios under Activity Part I. You may want to pre-select the role-play actors to help with lesson plan flow.
2. Print copies of "The Bad Email" to distribute during Activity Part II.
3. Remind students that they will need to use a computer to complete this activity.

Warm Up:

1. Tell the students that in today's lesson, we will talk about communication. Ask the student to spend 2 minutes thinking about ways they have communicated with others since waking up this morning. Ask a few students to share the ways they communicated today. You may hear answers like text, email, talking in person, fist bump, smile, hug, etc.
2. Next, write on the whiteboard: Friend, School Principal, Cashier at the Grocery Store. Ask students to share how they would communicate with each of the examples. Then ask students why they communicate differently with each of the examples.

Activity Part I: Workplace Communication

1. Explain to students that they will be acting out workplace scenarios, demonstrating communication skills. Select students to role play each of the scenarios below. After each scenario, ask the class to discuss the different types of communication in each scenario, and if the scenario was handled correctly.
 - a. **Scenario 1:** You are in the second month of your internship at a manufacturing plant. You and the other intern, Alex, have been assigned to conduct a safety-review training for your department. You have been working hard on your portion of the assignment, will be presenting the training with Alex in two days. You ask Alex if he has his portion of the presentation ready, and he tells you "not yet" and walks away. What would you do next?
 - b. **Scenario 2:** You have a part-time job at a big-box home improvement store. You have good knowledge and experience working with lumber, so your supervisor has been pleased with your work. There is a policy of no "requests off" during peak holiday times. You play Varsity basketball at school, and your team just qualified for the playoffs in 2 weeks. You will need to travel for the playoffs and will need to take 4 days off from your job. The schedule will not be posted for another week, but you

need to talk to your boss soon. Role-play how you would communicate with your boss in this scenario. What do you do?

- c. **Scenario 3:** Your internship at the TV station has been an amazing experience over the last 6 months. Since you are at the halfway point, you have a meeting with your supervisor to review your mid-year evaluation. You are excited to see your evaluation because you anticipate there being lots of positive feedback. She emails a copy of the evaluation to you an hour before your meeting, asking you to look it over before you meet. When you open your evaluation, you are surprised that you did not score as high as you anticipated in a few categories. Now you feel nervous going into the meeting. Role-play the meeting and how you would discuss your evaluation scores with your supervisor.

Activity Part II: Electronic Communication

1. Ask the class to share how an email could sound unprofessional or of really poor quality. Examples could include emails in all caps, emails without a subject line, the entire email written in the subject line, or lack of punctuation. The Professional may want to share a story about a poorly written email they received in the past.
2. Explain to students that a professional email should:
 - a. Include a greeting.
 - b. Be to the point and polite.
 - c. Include a closing (thank you, kind regards, etc.)
 - d. Be re-read, spell checked, and proofed for grammatical errors before sending.
 - e. Go to the correct person! Double check the recipient email address.
3. Distribute "The Bad Email" to students. Working in partners, allow the students 5 minutes to find the errors in the email. Next, ask the students to work independently to re-write the email to be workplace professional. Allow students 5-10 minutes to write the email. Next ask the students to send the email to the email address that you provide. Remind students that the email should contain a topic line, a greeting, and a closing in addition to the body of the email.

Wrap Up:

1. Remind students to submit the email activity.
2. Answer any remaining questions.

The Bad Email

Student name: _____

Communication takes place in the workplace daily. Email is a common way to communicate professionally. Below you will find an email that Darrin (Department Manager) received from Liam (Sales Associate). The email needs improvement! **Circle the errors in Liam's email:**

*From: Liam Anderson <LAnderson@fakecompany.com>
Sent: Wednesday, February 7, 2024 11:33 PM
To: Darrin Jones <DJones@fakecompany.com >
Subject: hey*

Hey boss man-

Im gonna need to be off on Friday. TBH I feel bad for the short notice but I forgot I gotta go to the dentist. Good thing my mom remembers stuff like this LOL! Its prob good Im going tho... Anyways... so I got katie to cover my client meeting on friday (yay!) but I wont have my sales reports done til monday sorry. Plz don't be mad at me! Coffee on me Monday to make it up to you!!!!

Go Cubs!

L-

Help Liam re-write a professional email to his supervisor. Remember to check grammar, spelling, and punctuation.

Work-Based Learning

LESSON 4: After your WBL Experience: Evaluation Review and Next Steps

Summary:

Students will review and understand the feedback provided in the WBL experience evaluation. The feedback will be used to develop a measurable goal for the next WBL experience or upcoming employment. Lastly, students will make resume updates based on the recent WBL experience.

Lesson Objectives:

Students will be able to:

- Update resume to include WBL experience(s).
- Understand feedback provided in the WBL evaluation.
- Set a measurable goal based on feedback provided in the WBL evaluation.

Curriculum Links: Career Planning

Grade Levels: 9 – 12

Time Needed: 1 class period

Resources Needed:

- Access to RUReady.ND
- **WBL Evaluation** shared with each student electronically.
- Copies of a “sample” WBL evaluation for students to use if they do not have a complete evaluation.

Computer Use: Yes

ASCA Mindsets & Behaviors:

Mindsets: N/A

Behaviors:

Learning Strategies

1. Use critical thinking skills to make informed decisions
5. Apply media and technology skills to enhance learning

Self-Management Skills

3. Work independently

Social Skills

1. Use effective oral and written communication skills and listening skills
6. Use effective collaboration and cooperation skills
9. Demonstrate social maturity and behaviors appropriate to the situation and environment

Description:

In this lesson, students will individually review and understand their WBL evaluation. The lesson will begin with a warm-up discussion and review of each evaluation component. Next, the students will review their evaluation independently. Students will then set a measurable goal/SMART goal that is related to growth in WBL or a post-graduation work experience. The lesson will conclude with students making updates to their resumes to include the WBL experience.

Preparation:

1. Verify that WBL evaluations are completed for each student.
2. For students who have not completed a WBL experience and received an evaluation, the sample evaluation at the end of the lesson can be used as a substitute/
3. Using the RUReady.ND Professional Center, share each completed evaluation with the corresponding student.
4. Remind students that they will need to use a computer to complete this activity.

Warm Up:

1. Tell the students that lesson will be about “Ending the WBL experience”.
2. Discuss the categories of the WBL evaluation, providing explanation of how to perform satisfactory in each category:
 - a. *Section 1: Act as a Responsible and Contributing Citizen and Employee*
 - b. *Section 2: Apply Appropriate Academic and Technical Skills*
 - c. *Section 3: Communicate Clearly, Effectively, and with Reason*
 - d. *Section 4: Utilize Critical Thinking to Make Sense of Problems and Persevere in Solving Them*
 - e. *Section 5: Work Productively in Teams While Using Cultural/Global Competence*
 - f. *Section 6: Final Thoughts*
3. Ask students to give an example of how you can show **adaptability** in the workplace.
4. Next, ask a student to give an example of how they showed **collaboration** during their experience.
5. Remind students that an evaluation is an opportunity to receive feedback, recognize achievements, and set future goals.

Activity Part I: Review your WBL evaluation.

1. Ask students to open their WBL evaluation.
2. Allow the students five minutes to review their evaluations.
3. After five minutes, ask students to select on evaluation category where they see opportunity for growth. The selected category will be used to develop a Career Growth Goal in Part II.
4. Allow 5-10 minutes for discussion and questions about evaluations and scoring.

Activity Part II: Developing a Career Growth Goal


Lesson Plan

1. Once student have selected the evaluation category for their goal development, ask students to brainstorm how an employee could proficiently demonstrate this skill.
2. Show the clip, *What are SMART goals? What are goals?* <https://youtu.be/C2lchO979wM> (this clip is also on the student page *My Goals & Action Plans*)
3. Next, ask students to develop a measurable goal related to the selected evaluation category, reminding students that the goal should be measurable and include a time duration (ex. 1 year, 5 years, etc.).
4. Ask students to enter their goal into RUPReady.ND under the *My Goals & Action Plans* activity.
5. Check in with students as they finish developing the goal, providing feedback if needed.

Wrap Up:

1. Ask students to list some benefits of setting career-related growth goals. define
2. Answer any remaining questions.

Sample Evaluation:

 **Section 1** 36 of 48
Act as a Responsible and Contributing Citizen and Employee

- | | |
|---|---|
| 1. Conduct self in a respectable, appropriate manner with proper appearance. | 3 |
| 2. Work positively. | 3 |
| 3. Work ethically. | 3 |
| 4. Adapt to varied roles, responsibilities, schedules, and contexts. | 3 |
| 5. Work effectively in a climate of ambiguity and changing priorities. | 3 |
| 6. Utilize time and manage workload efficiently. | 3 |
| 7. Maintain focus and manages projects effectively. | 3 |
| 8. Is accountable for results. | 3 |
| 9. Inspire others to reach their very best via example and selflessness. | 3 |
| 10. Demonstrate integrity and ethical behavior in using influence and power. | 3 |
| 11. Demonstrate learning acquisition and application skills by requesting help when needed and then contributing to the success of the group by assisting others. | 3 |
| 12. Demonstrate understanding of workplace organizations, systems, and climates by identifying "big picture" issues and fulfilling the mission of the workplace. | 3 |

 **Section 2** 18 of 24
Apply Appropriate Academic and Technical Skills

- | | |
|---|---|
| 13. Demonstrate mathematics skills by using mathematical reasoning to accomplish tasks. | 3 |
| 14. Demonstrate resourcefulness by contributing new ideas and working with initiative. | 3 |
| 15. Demonstrate effective reading skills by interpreting workplace documents. | 3 |
| 16. Demonstrate effective writing skills by interpreting workplace documents and writing clearly. | 3 |
| 17. Demonstrate critical-thinking and problem-solving skills by analyzing and resolving problems that arise in completing assigned tasks. | 3 |
| 18. Demonstrate proficiency with job-specific technologies by selecting and using technological resources to accomplish work responsibilities in a productive manner. | 3 |

Total points given: 18 / 6 = 3

 **Section 3** 21 of 28
Communicate Clearly, Effectively, and with Reason

- | | |
|---|---|
| 19. Use communication to inform, instruct, motivate, and persuade. | 3 |
| 20. Articulate thoughts and ideas effectively using oral, written, and nonverbal communication skills in a variety of forms and contexts. | 3 |
| 21. Develop, implement, and communicate new ideas to others effectively. | 3 |
| 22. Know when it is appropriate to listen and when to speak. | 3 |
| 23. Listen effectively to decipher meaning of a message. | 3 |
| 24. Use technology as a tool to research, organize, evaluate, and communicate information. | 3 |
| 25. Understand both how and why messages are constructed and used in written form. | 3 |

Total points given: 21 / 7 = 3



Section 4
Utilize Critical Thinking to Make Sense of Problems and Persevere in Solving Them

27 of 36

- | | |
|--|---|
| 26. Use various types of reasoning as appropriate to the situation. | 3 |
| 27. Use information accurately and creatively for the issue or problem at hand. | 3 |
| 28. Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems. | 3 |
| 29. Effectively identify and ask significant questions that clarify various points of view and lead to better solutions. | 3 |
| 30. Effectively solve different kinds of non-familiar problems in both conventional and innovative ways. | 3 |
| 31. Incorporate feedback effectively. | 3 |
| 32. Reflect critically on past experiences in order to inform future progress. | 3 |
| 33. Cope positively with praise, setbacks, and criticism. | 3 |
| 34. Uses interpersonal and problem-solving skills to influence and guide others toward a solution. | 3 |

Total points given: 27 / 9 = 3



Section 5
Work Productively in Teams While Using Cultural/Global Competence

27 of 36

- | | |
|--|---|
| 35. Participate actively, as well as be reliable and punctual. | 3 |
| 36. Collaborate and cooperate effectively with team. | 3 |
| 37. Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work. | 3 |
| 38. Demonstrate ability to work effectively and respectfully with diverse teams. | 3 |
| 39. Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal. | 3 |
| 40. Assume shared responsibility for collaborative work, and value the individual contributions made by each team member. | 3 |
| 41. Understand, negotiate, and balance diverse views and beliefs to reach workable solutions, particularly in multi-cultural environments. | 3 |
| 42. Respect cultural differences and works effectively with people from a range of social and cultural backgrounds. | 3 |
| 43. Act responsibly with the interests of the larger community in mind. | 3 |

Total points given: 27 / 9 = 3