

Quick Start Checklist

For Post-Secondary Instructors

To get the desired results from the *Career Choices and Changes* workbook and [My10yearPlan.com](#)®, it is important to remember that your coursework:

- Should be comprehensive, with class discussion and active learning in a Socratic format as the key delivery method, so you'll want to review the corresponding pages in [Section Four of the Instructor's Guide](#) prior to each class meeting
- Must be sequential, running from beginning to end, Chapters 1-15 in order
- Must culminate in the completion of a written, comprehensive 10-year plan (Chapter 15)

PRIOR TO THE FIRST DAY OF CLASS

In preparation for teaching this course:

At the time you or your bookstore places your adopting order for *Career Choices and Changes* and [My10yearPlan.com](#)®, you will be given a My10yearPlan.com® instructor's account which includes a blank demo student account to work with plus complete access to the [Instructor's Resource Center](#). Call (800) 967-8016 if you do not have this.

Determine Your Course Structure:

Note: Whether your students choose the print workbook of *Career Choices and Changes* and [My10yearPlan.com](#)® option or the *Career Choices and Changes* ONLINE student edition, the suggestions that follow are applicable to either structure as you plan and conduct your course. You can allow students to choose either of the formats based upon their learning preferences. The review and grading is the same for you as an instructor.

If your students are in a distance learning, independent study course, the functionality of the online program provides the opportunity for a self-paced rigorous course. Motivated learners should be able to work through the course material with little support. See notes at the end of this checklist for applicable suggestions.

Course Planning:

- Join the Instructor's Resource Center (www.careerchoices.com/resourcecenter) and spend two to three hours previewing available resources beginning with [the Start-Up Strategies Webinar](#) by author Mindy Bingham. You'll come away with tips and strategies to help you make decisions regarding how you want to structure your own course. This should be your first stop.
- Next, open the [Instructor's Welcome Packet](#) where you'll find resources and ideas to develop your course.
- In addition, [access the online Instructor's Guide](#) that comes with each adoption. This is found on the [Instructor's Resource Center](#) that you will access with the same username and password as those you use for your own [My10yearPlan.com](#)® account. Bookmark this.

- Study [My10yearPlan.com](#)®. Visit the website and use your *populated* trial account (provided with your review copy of the workbook) to review all the possible reports available for students, instructors, and advisors. Plus, the last 20 minutes of the [Start-Up Strategies Webinar](#) noted above provide a great overview.
 - If you have the time, why not complete your own online 10-year Plan for the career you envision when you retire from education? You will understand the pedagogy better and have an example to share with your students.

Now you are ready to finalize your lesson plans/pacing guide:

Complete your lesson plan and pacing guide prior to the first day of meeting with your students (whether in class or remotely). We've made this easy for you.

- You'll find copies of sample pacing guides on the [Instructor's Resource Center](#). Click on [Lesson Planning Spreadsheets](#) in the left navigation, and choose the most appropriate lesson plan to use as your starting point based on the time you have to complete your course. If you need assistance, call your Academic Innovations Educational Consultant or our Curriculum and Technical Support Team at (800) 967-8016.
- Study the lesson planning spreadsheet, reviewing each page in the workbook and the corresponding activity online at [My10yearPlan.com](#)®.
- Read through the workbook and review [Section Four of the Instructor's Guide](#), making notes or highlighting the ideas you want to use. At this point, you may want to edit and enhance the spreadsheet lessons based upon your particular goals and your student population.

Optional coursework and resources:

- Review the [pre- and post-surveys](#) (optional) found in the [Assessment section of the Instructor's Resource Center](#) so you are ready to administer them at the appropriate times. The pre-survey is done prior to any work in the course. The post-survey is done after students have completed their 10-year plans. Both surveys are available to students through [My10yearPlan.com](#)®.

ONCE YOUR CLASS STARTS

First day of class:

- Review the [First Day of Class Meeting Agenda](#) found in the [Welcome Packet on the Instructor's Resource Center](#). This takes the guesswork out of launching your course.
- Conduct the pre-survey during the first 15 minutes of class before you say much about the course at all. (See [Assessment section of the Instructor's Resource Center](#).)
- Make sure all students have successfully registered for the correct section in [My10yearPlan.com](#)®. If not, you will be unable to see their work. If they did not do this correctly, they'll find a step-by-step way to correct this in the Help section of [My10yearPlan.com](#)®.
- Review the Help section on [My10yearPlan.com](#)® with your students. Remind them that they should be able to quickly find answers to most questions about [My10yearPlan.com](#)®.

- As this is a comprehensive guidance course, it is important to set high expectations from the first day of class. You'll want to remind your students that this is a demanding class but that, as in life, the more they put into it, the more they'll get out of it.

Prior to each class:

- Prep for your course by reviewing your lesson planning spreadsheet for the day.
- Turn to the corresponding workbook pages in [Section Four of the Instructor's Guide](#) and review the recommendation for that activity/exercise. Your *Instructor's Guide* is an important resource for this effort. The course is content-rich. Besides having relevance to your students' lives and helping them build relationships (with themselves, others, and the world), it is rigorous. To complete the necessary lessons, you'll want to fine-tune your delivery and timing of activities.
 - See yourself as discussion leader, mentor, coach, and cheerleader, helping students explore and develop their own vision of a productive future. Use questioning and dialogue rather than lecture.
- Flip the Classroom: Assign homework from the workbook and then [My10yearPlan.com](#)® at the end of each class session so students come to the next class prepared for discussion and group activities.

IMPORTANT: Homework assignments are vital to the success of the course.

- a. [My10yearPlan.com](#)® allows instructors to "flip the classroom." This means the students receive the content through reading/completing the assignments in the workbook and online prior to the class meeting where the specific chapter/content will be discussed.
- b. This allows you, the instructor, to use your valuable time in class to facilitate rich discussion about the topics the students have already explored, thereby providing more in-depth understanding. (See [sample discussion questions](#) on the Instructor's Resource Center under the Assessment section for appropriate topic ideas.)
- c. When you assign homework, expect students to come to class prepared for that day's discussions. The homework—both online and in their workbook—provides the platform that encourages them to explore their own thoughts, goals, plans, and attitudes about the lesson for the day. This allows class time to be used for discussions, energizers, brainstorming, and group activities as noted in the *Instructor's Guide*.
- d. Homework assignments are noted on the customized lesson planning spreadsheets.
- e. At the end of each class, be sure to take time to thoroughly review the homework assignment for the next class.

Throughout the course:

- Follow your pacing guide so you are certain to cover the material needed for students to create their personalized, meaningful 10-year plans. If you get behind, double up on assignments.
- Assessment: For weekly quizzes; sample discussion questions and essays; a variety of ideas for grading coursework, midterms, and finals; and ways of measuring your students' higher order thinking skills, visit the [Assessment section of the Instructor's Resource Center](#).

- Also, review the [Start-Up Strategies Webinar](#) for best practice suggestions and strategies that will make your job of grading more efficient and enjoyable.
- For personalized curriculum support, remember that Academic Innovations is ready to help. Contact your Educational Consultant or reach out to our Curriculum and Technical Support Team at (800) 967-8016 or support@academicinnovations.com.
- In Chapter 11, students start finalizing their Skills-Based Education Plan. You'll want to review the following video tutorial to understand this progressive education plan: [The Skills-based Education Plan: Why is it important?](#)

Final:

- At least two weeks before the end of your class, assign one or all of the following as the take-home final:
 - All of Chapter 15
 - The 10-Year Plan Summary Page
 - The online 10-Year Plan and Portfolio report (either all of it or the last section). Students can turn this in as a printed report or send it to you by email to grade.
- Optional: On the day of your final, assign the [online post-survey](#) after students complete their 10-year plans. Compare students' pre- and post-survey responses.

At the end of the course:

- Share your experience with the staff of Academic Innovations by completing an online instructor survey at www.academicinnovations.com/survey.html. We take these evaluations seriously and use them to help us as we upgrade our services for you.
- Share your pre- and post-test data survey data reports with your department chair and at your next department meeting.
- CELEBRATE** a job well done with both your students and your peers!

Notes for Distance Learning coursework:

This course can be an independent study course where the student is primarily responsible for their learning by reading the content and working through the online My10yearPlan.com®. If their work is tied to a grade, we suggest that you set deadlines for the completion of two midterms and the final. The first two midterms are the completion and grading of the work in Section 1—Who Am I? and Section 2—What Do I Want? Then, the final is the completion of Section 3—How Do I Get It? We suggest you grade the Portfolio document for each section found on the Student Dashboard.

With deadlines for each midterm, students won't procrastinate and then have to rush through their work prior to the end of the grading cycle. This is a comprehensive guidance course that requires as much time thinking about their answers as it does actually completing the work. Therefore, spacing the work out through the grading cycle by controlling midterm deadlines is a much better strategy for learning and applying what is studied in this course.