

Quick Start Checklist

For Post-Secondary Instructors Incorporating Career Choices and Changes ONLINE *Student Edition* into Their Coursework

To get the desired results from the online *Career Choices and Changes* embedded into My10yearPlan.com[®], it is important to remember that the coursework:

- Must be **sequential**, running from beginning to end, Chapters 1-15 in order, with all activities completed
- Must culminate in the completion of the online 10-year Plan Summary Page, a written, comprehensive 10-year plan

PRIOR TO STARTING YOUR TEACHING ASSIGNMENT

The all-inclusive *Career Choices and Changes ONLINE Student Edition* can be used in a variety of course structures.

- ✓ Independent study
- ✓ Distance learning or hyflex format
- ✓ In-person classes using the flipped classroom model

The level of interaction you plan to have with your students will dictate which of the suggestions in this document you choose to adopt.

Independent Study Course

If you are working with a motivated group of students who are self-directed learners and taking advantage of all the course content *Career Choices and Changes ONLINE Student Edition* provides, you can assume most will be able to work through the coursework with little involvement on your part. Once the learner completes their work, you can simply grade their [10-year Plan Summary Page](#) as their course final. By reviewing the student's 10-year Plan Summary Page data, you can be assured they have acquired the knowledge and skills the course is designed to provide.

Distance Learning or Hyflex Course

If you are working in a distance learning situation or hyflex format where students may want or need more support and coaching because they are not regularly in the classroom with you, many of the suggestions on this checklist will be of benefit to you.

Regular Class Session with Students using *Career Choices and Changes ONLINE*

Even if you are working in a traditional, classroom-based, in-person delivery or a remote option with weekly meetings, students may still choose the fully online version of the course materials

because that is the learning style they like. Be assured you can have a class where students have the option to choose the print textbook/My10yearPlan.com combination or the Career Choices and Changes ONLINE Student Edition. Once their account is linked to your class (regardless of the version of the online program they choose—My10yearPlan.com® or Career Choices and Changes ONLINE Student Edition), you can track and grade all learners seamlessly.

Whether you are teaching your course as an independent study option, distance learning, hyflex, or a regularly scheduled face-to-face course, we recommend you review all 10 of the resources noted below:

- ❑ 1. At the time you or your bookstore places your adopting order for [Career Choices and Changes ONLINE student edition](#), you will be given a My10yearPlan.com® instructor's account which includes a *blank* demo student account to work with. You will also be provided your own account with complete access to the [Instructor's Resource Center](#). Call (800) 967-8016 if you do not have this.
- ❑ 2. Log in to the [Instructor's Resource Center](#) 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. If you haven't received your credentials for the [Instructor's Resource Center](#) website, contact us at (800) 967-8016.
- ❑ 3. Next, open the [Instructor's Welcome Packet](#) where you'll find resources and ideas to develop your course strategies. If you won't be delivering a traditional in-person course, many of the resources may not be applicable to you. But because you may want to have occasional meetings with your students, you'll want to review what is here.
- ❑ 4. In addition, you may want to [access the online Instructor's Guide](#) that comes with each adoption. This is found on the [Instructor's Resource Center](#)—one more great reason to bookmark this resource.
- ❑ 5. 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.
- ❑ 6. Review the videos found on the [Self-Directed PD for Instructors](#) link on the [Instructor's Resource Center](#). Visit [aiworkshops.com](#) for upcoming live webinars and PD options.
- ❑ 7. In Chapter 11, students start finalizing their [Skills-Based Education Plan](#). You'll want to [review this video tutorial](#) to understand this progressive education plan.
- ❑ 8. Make sure all students have successfully registered for the correct section for your course in My10yearPlan.com®. If not, you will be unable to see their work. If you need help with this or anything else related to My10yearPlan.com®, contact our Technical Support Team at (800) 967-8016 or support@academicinnovations.com.

- ❑ 9. Point students to the Help section of My10yearPlan.com[®]. Remind them that they should be able to quickly find answers in the Help section to most questions about My10yearPlan.com[®] and Career Choices and Changes ONLINE.
- ❑ 10. 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.

Best way to prepare for this course:

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. (You should have received a copy of the student edition of the program when you adopted the course.)

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[®].

Tips for Regularly Scheduled Class Sessions— Both In-Person and Remote

If you are working directly with students, whether it is an in-person classroom that meets regularly or working remotely with online class sessions, the tips that follow will save you time as you build a robust course.

Start by finalizing your lesson plans/pacing guide:

- ❑ Complete your lesson plan and pacing guide prior to the first day of class. We've made this easy for you.
- ❑ You'll find copies of sample pacing guides on the Instructor's Resource Center. Click on [Pacing Guides](#) 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 pacing guide 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.

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 in class before you say much about the course at all. (See [Assessment section of the Instructor's Resource Center](#).)
- ❑ 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.

- 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.
- 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.)
- 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](#) on the Instructor's Resource Center for best practice suggestions and strategies that will make your job of grading more efficient and enjoyable.

Final:

- At least two weeks before the end of your class, assign one or all of the following as the take-home final:
 - The [10-Year Plan Summary Page](#) on My10yearPlan.com
 - The online 10-Year Plan and Portfolio report (in its entirety or the last section)
 - Students can turn this in as a printed report or send it to you by email as a PDF to grade.
 - All of Chapter 15
- 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](#). 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!