DPS CareerCoach Program
Career Coach Handbook
MLK Early College/QEP Resources
Engineering Pathway
Fall 2015
# Contents

DPS Career Connect: Programs and Students ................................................................. 4
YCC Grant .................................................................................................................... 4
DPS Student Population: Demographics ...................................................................... 4

What is the DPS CareerCoach Program? ................................................................. 5
Mentoring Outcomes ................................................................................................... 5
Benefits of the CareerCoach Program ........................................................................ 5
DPS CareerCoach Program Objectives: ...................................................................... 5

CareerCoach Program Activities ............................................................................... 6
General CareerCoach Format: .................................................................................... 6
DPS STEM Course and the CareerCoach Program .................................................. 6
School Snapshot ......................................................................................................... 6
Program Activities ....................................................................................................... 6
Career Coach Dates for Fall 2015: ............................................................................ 6

Healthy Coaching Relationships ............................................................................... 7
Signs of Success ............................................................................................................ 7
Coaching Guidelines: Formal or Informal? .............................................................. 7
Physical Boundaries .................................................................................................... 7
Unacceptable Behavior Policy .................................................................................... 7
Career Coach Check-Ins ............................................................................................. 8
Career Coach Support ................................................................................................ 8
Student Safety and Well-Being ................................................................................ 8
Transportation .............................................................................................................. 9
Communication between Coach and Student Outside of Program ...................... 9
Gifts and Money .......................................................................................................... 9
Roles: Primary Coach, Head Coach and Assistant Coach ..................................... 9
Effective Coaching ..................................................................................................... 10
Three Stages of Relationship Development ........................................................ 10

Session Reporting .................................................................................................... 11
Monthly Report Form Questions ............................................................................... 11

Program Contact Information .................................................................................. 12

Career Coach Program Activities ............................................................................. 13

Week 1: Introductions and Career Exploration ...................................................... 13
What Do We Have in Common? .............................................................................. 16
Career Coach Program Contact Sheet .................................................................... 17
Top Three Career Choices ....................................................................................... 18
Career Research Worksheet .................................................................
Act Now! ..............................................................................................
Mini Interview Questions ....................................................................
Office Etiquette ..................................................................................
Student Work Readiness Assessment .................................................

Week 2: Informational Interviews & Trick of the Trade ....................... 26
Trick of the Trade ............................................................................... 27
Trick of the Trade- Coach Feedback Form ....................................... 28

Week 3: Job Shadow, Career Reflections, & Prepare for Final Presentation ........................................ 29
Job Shadowing Reflection Sheet .......................................................... 31
Career Directions Worksheet ............................................................... 32
STEM SKILLS .................................................................................... 34
SOFT SKILLS LIST ............................................................................ 35
Instructions for Final Presentation ...................................................... 37

Week 4: Final Presentations & Celebration ........................................ 38
RUBRIC FOR STUDENT PRESENTATIONS .................................... 39

HANDBOOK RECEIPT ACKNOWLEDGEMENT .................................. 40
March 26, 2015

Dear Career Coach Volunteers:

On behalf of Denver Public Schools, thank you for supporting the Career and Technical Education (CTE) Department’s STEM program. Your time, effort and example are truly invaluable to our high school students, many of whom come from families with limited economic resources. DPS is committed to expanding work-based learning opportunities, including mentoring, as an important complement to our new STEM CTE career pathways. The pathways model relies on project-based instruction in STEM course sequences throughout high school, combined with career exploration and development opportunities. Research supports this approach. Multi-year DPS CTE participants show a 30% increase in graduation rates when compared to their non-CTE peers. Other districts across the country have seen engagement in CTE also positively impact postsecondary enrollment and first-job earnings after graduation.

Your partnership with CTE is helping to close Denver’s opportunity gap and ensure college and career readiness for Denver high school students. We are thrilled to have you join us. I encourage you to communicate regularly with district staff in the CTE Career Coach mentoring program to ensure a positive experience for you and your student.

Thank you again for your partnership with Denver Public Schools and for your service in support of Denver’s youth.

Best,

Tom Boasberg
Superintendent
DPS Career Connect: Programs and Students

YCC Grant
Youth CareerConnect (YCC) is part of a national effort to improve urban students’ access to high-growth, high-wage STEM (science, technology, engineering and math) careers. In 2014, Denver Public Schools was awarded $7 million by the Department of Labor to prepare students for careers in the following STEM industries based on Denver labor market data. They are:

- Advanced Manufacturing
- Engineering
- Engineering in the Energy Sector
- Biomedical/Health Care
- Information Technology (IT)
- Finance

CareerConnect programs provide career focused instruction and training and prepare students for postsecondary studies and job placement. Much of our growth in STEM career pathways is focused on developing and implementing project-based. However, a critical part of our expansion also includes work-based learning (e.g. job shadows, mentoring, internships). Research shows career-focused coursework combined with experiences in work-based learning results in increased graduation rates, motivation in academic study, course completion and job earnings following graduation\(^1\). Within Denver Public Schools, CareerConnect students were 30% more likely to graduate than their peers\(^2\).

DPS Student Population: Demographics

- Students served district-wide: 87,000
- High school population: 20,000
- Racial representation: 1% American Indian, 3% Asian/Pacific Islander, 14.1% Black/African American, 57.5% Latino/Hispanic; 21.2% White/European and 3% Other.
- Population eligible for free and reduced lunch (poverty indicator): 72%
- English Language Learners: 35%
- Students with disabilities: 12.5%
- DPS graduation rate (students who earn a diploma in 4 years): 61%
- DPS completion rate (students who earn a diploma in 4+ years): 72%

---

\(^1\) SRI International, 2014. 5-year study on California’s Linked Learning Initiative. See http://linkedlearning.org/get-involved/resources/

\(^2\) Regression study internally conducted and sponsored by Harvard University.
What is the DPS CareerCoach Program?

The DPS CareerCoach Program is a mentoring program designed to connect high school students interested in STEM careers to professionals in IT, engineering, engineering/energy, biomedical and advanced manufacturing fields. Mentoring is offered to students enrolled in STEM pathway courses.

Career Coaches meet with students 2 hours per month at the school and two hours per month at the worksite. Each coaching session will be facilitated by DPS staff with specific activities oriented toward exploration of and planning for STEM careers.

Mentoring Outcomes

Studies on the positive effects of mentoring show the following long-term outcomes for students³:

- Improvement in overall academic performance (quality of classwork, # of assignments turned in, increased self-esteem)
- Higher graduation and college enrollment rates
- Higher educational aspirations

DPS Pilot Program Data

Data from our pilot CareerCoach Program showed students increased their career self-efficacy by 13-20%, 100% felt their Career Coach impacted their schoolwork in a positive way, and both 100% of coaches and students would recommend the program to a peer.

Benefits of the CareerCoach Program

Benefits for the Student:

- Develop awareness of business and career opportunities
- Improve self-efficacy (student’s belief in their ability to accomplish their goals)
- Increase relevance of coursework by applying academic concepts to the workplace
- Establish professional relationship with a successful, working adult

Benefits for Career Coaches:

- Make a difference in both students’ lives and the school system
- Help develop a pipeline of highly qualified workers in your industry
- Develop professionally through teaching key industry concepts to your student

DPS CareerCoach Program Objectives:

1. Increase student’s knowledge of career pathways and prepare career plan
2. Motivate students to discover and pursue STEM careers
3. Connect classroom learning with workplace applications
4. Develop work readiness and professionalism

CareerCoach Program Activities

**General CareerCoach Format:**
2 hours of mentoring at the school per month
One, two hour visit to work site per month

**DPS STEM Course and the CareerCoach Program**
Students participating in the CareerCoach Program are enrolled in a STEM course. CareerCoach Program activities are embedded in the course and offered during school hours.

**School Snapshot**
MLK Early College is located in northeast Denver and serves over 400 full time students. Students are predominately Latino and African American and 90% qualify for free and reduced lunch. MLK offers student’s career focused courses in engineering and advanced manufacturing. Students take these career courses for half a day coupled with their core academic studies.

Students participating in the CareerCoach Program are enrolled in a Principles of Engineering Class.

**Program Activities**
Career Coaches are asked to familiarize themselves with weekly activities provided on pages 13-40.

**Career Coach Dates for Fall 2015:**

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>October 21</td>
<td>7:30-9:30 AM</td>
<td>QEP Resources</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Worksite Visit</td>
</tr>
<tr>
<td>November 3</td>
<td>8:00-10:00 AM</td>
<td>QEP Resources</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Worksite visit</td>
</tr>
<tr>
<td>December 2</td>
<td>7:30-9:30 AM</td>
<td>QEP Resources</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Worksite visit</td>
</tr>
<tr>
<td>December 9</td>
<td>8:00-10:00 AM</td>
<td>MLK Early College</td>
</tr>
<tr>
<td></td>
<td></td>
<td>19535 E 46th Avenue</td>
</tr>
</tbody>
</table>
Healthy Coaching Relationships

The following section contains guidance and tips on how to build a healthy relationship with your student and ways to be an effective coach. DPS Staff are committed to provide every necessary support to you as a Career Coach are available for consultation at any time.

Signs of Success
Listed below are the signs of success to look for in a student as a result of the mentoring relationship.

- Improved school attendance, completion of schoolwork and engagement in class
- “Light bulb goes on” in response to information coach shares with student
- Improved eye contact; happier demeanor at school
- Increased communication; communicates more spontaneously
- Improved interaction with peers
- Improved appearance
- Increased consideration for others
- More enthusiasm

Coaching Guidelines: Formal or Informal?
Career Coaches must strike a balance between formal and relaxed modes of relating to students. While many programs concentrate on entertaining activities, the Career Coach’s role is primarily that of a professional role model.

A professional role model exemplifies the traits and behavior expected of someone in a business setting. Career Coaches are asked to maintain their professionalism while having fun and enjoying their time with their student.

Physical Boundaries
As a rule of thumb, intimate contact should be kept to a minimum. Touch in neutral zones such as on the shoulder or “fist-bumping” is generally considered appropriate. It is always best to ask the student if he/she feels comfortable with physical contact and respecting the student’s response.

Unacceptable Behavior Policy
The DPS Career Coach Mentoring Program does not tolerate unacceptable behaviors on the part of coaches or students participating in the program. This policy is in addition to behavioral requirements/recommendations stated elsewhere within this manual.

The following behaviors are regarded as incompatible with DPS Career Coach Mentoring Program goals, values, and standards and therefore are prohibited while participants are engaged in mentoring activities:

- Unwelcome physical contact, such as inappropriate touching, patting, pinching, punching, and physical assault
Career Coach Handbook

- Unwelcome physical, verbal, visual, or behavioral mannerisms or conduct that denigrates, shows hostility, or aversion toward any individual
- Demeaning or exploitive behavior of either a sexual or nonsexual nature, including threats of such behavior
- Threatening behavior
- Denigration, public or private, of any mentee parent/guardian or family member
- Intentional violation of any local, state, or federal law
- Possession of illegal substances and/or any weapons such as knives, brass knuckles, etc.

Any unacceptable behavior, as specified but not limited to the above, will result in a warning and/or disciplinary action including suspension or immediate termination from participation in the mentoring program. Failure to adhere to the Career Coach Program policies may also be grounds for disciplinary action and/or termination.

Career Coach Check-Ins
DPS staff will contact each Career Coach every other week for the first semester of the program. Contact will be made by phone and/or email. Check-ins allow DPS staff to learn more about how the mentoring relationship is developing and identify any issues to be addressed by school-based staff.

Career Coach Support
During the course of the Career Coach Program, a student may bring up issues the coach is not prepared to handle or feels should be brought to the school staff’s attention, such as serious conflicts at home, drug/alcohol use, or sexual activity. Coaches are encouraged to discuss these issues with program staff at any time. The source of information will be kept confidential and staff will either follow up with the student or provide counsel to the Career Coach on how to best address the situation. If in doubt, check it out. It is better to share information than wonder if it necessitates staff intervention.

Contact information for all program staff is provided on page 12.

Student Safety and Well-Being

The following is a list of situations coaches must report to the school’s contact person immediately:

- If the student begins to talk about life not being worthwhile, appears depressed (looks sad, lacks energy, grades have dropped, cries easily), or talks openly about suicide.
- If the student threatens to harm or kill someone else.
- If the student mentions being either physically, emotionally or sexually abused.

If a Career Coach needs to reach DPS staff afterhours (between 5 PM and 7 AM or on weekends), a list of designated contacts is indicated on the Contact Information page. When calling afterhours, please leave a voice message and send a text (when possible) if the person you are trying to reach does not answer. If you are unable to reach our staff, please call DPS Safety Department’s Dispatch at 720-423-3911 for assistance.
Transportation
Career Coaches may not transport students in their private vehicle. All transportation to and from the worksite will be provided by Denver Public Schools.

Communication between Coach and Student Outside of Program
Career coaches and students may opt to communicate with each other via work email, text and phone (at the Career Coach’s discretion) during the yearlong program. Coaches are encouraged to use their work email rather than personal email. Communication is generally encouraged as long as:
- Both parties are comfortable exchanging contact information.
- The communication is mutually satisfying and seen as welcome and not disruptive.
- The communication is appropriate per the Coaching Guidelines section of this document.

It is recommended the Career Coach and student determines time limits for communication (ex. not before 8 AM or after 9 PM) and a reasonable response time.

Face-to-face contact between the Career Coach and student should only occur during Career Coach sessions and DPS sponsored events.

Gifts and Money
Because of the professional nature of the Career Coach-student relationship, Career Coaches are asked not to purchase gifts or give money to students they are mentoring. If a student asks for money or items of value, please bring this to the attention of program staff.

Roles: Primary Coach, Head Coach and Assistant Coach
Career Coaches may choose to either commit to becoming a Primary Coach (work one-to-one with a student) or split their role into two positions: Head Coach and Assistant Coach. It is important for both the Head and Assistant Coach to agree upon the essential responsibilities of the mentoring relationship before the initial meeting with the student. In general, it makes sense for the Head Coach to “steer” the mentoring relationship and for the Assistant Coach to provide back up when the Head Coach cannot participate due to work and/or personal conflicts. However, the Coach pair can decide what works best for both parties as long as the responsibilities listed below are met.

1. Both head and assistant coach attend the first Career Coach Program session.
2. One of the coaches must be present at each school and worksite visit.
3. One of the coaches accepts responsibility for pre-planning events such as the Mini-Interviews and the Job Shadow.
4. One of the coaches accepts responsibility for completion of the Monthly Report.
5. Both coaches agree to report concerns directly to DPS staff rather than relaying them through the other coach.
Effective Coaching
Career Coaches may offer students any or all of the following:

Academic Support: Academic support includes activities, which keep young people in school, and help them graduate by assisting in the evaluation of educational choices and directing them to resources.

Role Modeling: Role modeling involves pointing out, demonstrating and explaining actions and values that offer the best opportunities for success and happiness and helping students see and strive for possibilities beyond what they may see in their present environment.

Attention and Concern: Some students do not receive enough attention and concern from the adults in their lives. Coaches can fill in these empty spaces with dependable, sincere, and consistent attention and concern. At the same time, it can be important to confront inappropriate behavior (ignoring coach, rude comments, interrupting frequently, etc.)

Accountability: A commitment made to a student for a meeting, activity, or appointment should be a coach’s priority, barring emergencies. Consistent accountability builds trust, establishes a positive example (role modeling), and creates constructive mutual expectations.

Encouragement: Coaches can help students build self-confidence, self-esteem, and cultural pride by focusing on talents, assets, and strengths. Encourage students to talk by asking open-ended questions (ex. Tell me about the careers you have been considering.) Let students make their own decisions; assist by listing options.

Three Stages of Relationship Development

Stage One: The Beginning -- Building Trust
Building trust can take weeks, sometimes months. During the trust-building phase, a Career Coach may experience a student testing to see if the Coach is trustworthy or will hang in there when things get challenging. This difficult state will not occur in all relationships. If it does, it is important for a coach to remain consistent and to resist personalizing the “testing” phase as much as possible.

Stage Two: The Middle-- Reaching Goals
This is a time of closeness in the relationship. In general, students at this stage will tend to view their coach as trustworthy, a confidant, and an important person in their lives.

Stage Three: Ending the Relationship – When It’s Time to Move On
The last stage of the relationship is that of closure: recognizing successes as well as challenges and saying good bye. Be clear about your commitment from the beginning. DPS staff will facilitate closure activities which may include the following:

- Exchange of written letter with student
- Reflection activity
Career Coaches may be offered the opportunity to continue to work with their student in a formal, supervised capacity through a potential partnership between DPS and Big Brothers Big Sisters. More information about this opportunity will be provided when/if this option becomes available.

**Note:** If a Career Coach knows he/she needs to prematurely end the coaching relationship due to extenuating circumstances, it is vitally important to communicate this information to program staff as soon as possible. A sudden closure of a coach-student relationship can be harmful to the student and should be handled with care and careful consideration.

**Session Reporting**

Career Coaches are asked to submit monthly reports via an online system, to track monthly hours and student progress. DPS staff will send monthly email reminders for this reporting. These will be accessible through Survey Monkey at:


**Monthly Report Form Questions**

1. Name of Coach:
2. Company:
3. School Where Volunteering:
4. Date of Report:
5. Total Number of Hours Spent Coaching This Month (include time with your assigned student and other students):
6. Please check which of the areas of development listed below you have discussed with your student this month.
   - Attendance
   - Academics
   - Self Confidence
   - Career Options
   - Professionalism
   - Other:
7. Would you like a DPS staff person to contact you regarding concerns or challenges related to your relationship with your student? □ YES □ NO
# Program Contact Information

<table>
<thead>
<tr>
<th>Contact</th>
<th>Name</th>
<th>Phone Number</th>
<th>Address/Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>MLK Early College</td>
<td>720-424-0555</td>
<td>19535 E 46th Ave, Denver, CO 80249</td>
</tr>
<tr>
<td>Family and Community Engagement (FACE) Specialist</td>
<td>Ambar Suero</td>
<td>720-424-0553</td>
<td><a href="mailto:Ambar_suero@dpsk12.org">Ambar_suero@dpsk12.org</a></td>
</tr>
</tbody>
</table>

**AFTER HOURS/EMERGENCY CONTACTS:** Please send text and leave voice mail.

<table>
<thead>
<tr>
<th>Contact</th>
<th>Name</th>
<th>Phone Number</th>
<th>Address/Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Director of Pathways/Assistant Principal</td>
<td>Jacquelyn Scales</td>
<td>720-424-0475</td>
<td><a href="mailto:JACQUELYN_SCALES@dpsk12.org">JACQUELYN_SCALES@dpsk12.org</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Cell: 206-898-0376</td>
<td></td>
</tr>
<tr>
<td>CareerConnect Work-Based Learning Coordinator</td>
<td>Monica Schultz</td>
<td>720-423-6665</td>
<td><a href="mailto:monica_schultz@dpsk12.org">monica_schultz@dpsk12.org</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Cell: 303-909-8726</td>
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</tr>
<tr>
<td>CareerConnect Pathways Director</td>
<td>Joe Saboe</td>
<td>720-423-6663</td>
<td><a href="mailto:joe_saboe@dpsk12.org">joe_saboe@dpsk12.org</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Cell: 571-926-0488</td>
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</table>

Ambar Suero, Jacquelyn Scales or Monica Schultz should be the first point of contact for any Career Coach Program related concerns or questions.

**In the case of an emergency after hours** (from 5 PM to 7 AM or on weekends), please contact Jacquelyn Scales, Monica Schultz or Joe Saboe using the cell phone numbers listed above. Please leave a voice mail and send a text when attempting to reach Mark, Monica or Joe.

If you are unable to reach any of these staff members, please contact **DPS Safety and Security Dispatch** at 720-423-3911.
Career Coach Program Activities
In this section, Career Coaches are provided the weekly curriculum and activities. Although each session is facilitated by DPS staff, it may be helpful to familiarize yourself with what is included in the agenda for each day.

Each session has warm up discussion topics which provide *optional* questions you can ask your students to get started. If there are other things you prefer to talk with your students about, please feel free to do so until the day’s structured activities begin.

The important tasks for each session are then listed with guidance provided to the coach on how to approach the activity. In some cases, additional talking points related to the day’s topic are specified. Handouts are listed directly below the tasks and instructions.

### Week 1: Introductions and Career Exploration

The **first part** of this session is primarily designed to help the students and Career Coaches get to know each other. Warm up and “get-to-know-you” activities will be facilitated by the FACE Regional Coordinator. A sample activity, “What Do We Have in Common?” is provided on page 16.

The **second part** of each session is dedicated to exploration of careers in the energy engineering industry.

<table>
<thead>
<tr>
<th>Task 1: Student and Career Coach get to know each other.</th>
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<table>
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<tr>
<th>Task 2: Student and Career Coach share contact information using the Contact Sheet (pg. 17).</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Task 3: Student and Career Coach will explore various career options within the engineering field.</th>
</tr>
</thead>
</table>

**Option 1:** Using the on-line links listed below, provide student with an overview of the types of careers in your industry. If the student has already chosen a particular career, discuss the career ladder for that career (ex. Nurse’s Assistant → Licensed Practical Nurse → Registered Nurse → Clinical Specialty (with Masters or certifications). Student fills in top 3 career choices on page 18.

**Option 2:** Discuss with your student the four criteria for choosing a career to narrow down career choices. Student fills in top 3 career choices on page 17.

**On-line links:**
**GENERAL:** [www.mynextmove.org](http://www.mynextmove.org)

**IT:** Nebraska IT careers handout; [http://money.usnews.com/careers/best-jobs/rankings/best-technology-jobs](http://money.usnews.com/careers/best-jobs/rankings/best-technology-jobs)

<table>
<thead>
<tr>
<th>4 Criteria for Choosing a Career</th>
</tr>
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</table>

✓ **Interests:** What jobs match what you enjoy learning, doing, exploring, experiencing?

✓ **Values:** Does the job satisfy the things you feel are important (money, recognition, leadership, time off to enjoy family and friends,
<table>
<thead>
<tr>
<th>ADVANCED MANU:</th>
<th>regular work hours, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="http://www.cocareeractiontools.org">www.cocareeractiontools.org</a> (advanced manufacturing site - see job types)</td>
<td>✓ Working Conditions: Does the job allow you to work in an environment you feel comfortable in? Allow you to move or do hands on activities? Allow you enough time to work by yourself or with others?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ENGINEERING:</th>
<th>✓ Skills/Aptitude: What jobs allow you to use the skills and abilities that come naturally to you (maybe you are a born salesperson, maybe you are good at math or writing, maybe you have great social skills.. how can you put these to work for you in a career?)</th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="http://www.sciencebuddies.org/science-engineering-careers#engineering">http://www.sciencebuddies.org/science-engineering-careers#engineering</a></td>
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<td><a href="http://www.mynextmove.org">www.mynextmove.org</a></td>
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<th>BIOMEDICAL:</th>
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<tr>
<td><a href="http://www.explorehealthcareers.org">www.explorehealthcareers.org</a></td>
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<tr>
<th>ENERGY:</th>
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### Task 5: Students Choose 3 Career Interests (pg. 18)

### Task 6: Student and Coach Research Careers

**Option 1:** Complete the Career Research sheet on page 18 using the on-line links you used during Week 2 or the search for a career video using the websites listed below.

**Option 2:** Create an electronic collage of images and words that represent the following about the student’s top career choice (see pg. 20 for sample):
- Work Tasks
- Knowledge or Skills Needed
- Two Similar Careers
- Level of Education Needed
- Outlook
- Salary

### CAREER VIDEOS:

- Career One Stop

- Watch-Know-Learn

- Gadball
  - http://www.gadball.com (Career tools → Career videos)

### Task 7: Student and Coach explore what student can do NOW to prepare for chosen career

**Option 1:** Work with your student to fill out the Act Now! Worksheet (pg. 22).

**Option 2:** Use the Act Now! Worksheet (pg. 22) as a set of discussion questions to review with your student.
**Task 8:** Review Mini-Interview questions (pg. 23) and Office Etiquette (pg. 24)

Students and coaches will review the mini interview questions, adding 3 of their own and review appropriate office etiquette to prepare for next session and informational interviews.

**Task 9:** Wrap Up/Closing Activity/ Work Readiness Assessment (pg. 25)

The facilitator will lead this last part of the session. Coaches will help students complete the Work Readiness Assessment.

**Handouts:** What Do We Have in Common? (pg. 16), Contact Sheet (pg.17), Questions Top Three Career Choices (pg. 18), Career Research Sheet (pg.19), Sample Career Collage (pg. 21), Act Now! Worksheet (pg. 22), Mini Interview Questions (pg. 23), Office Etiquette (pg. 24), Student Work Readiness Assessment (pg. 25)
### What Do We Have in Common?

For each item below, note how many people in your group or pair have these things in common.

<table>
<thead>
<tr>
<th>Someone who knows how to change a tire</th>
<th>Someone who likes to cook</th>
<th>Someone who plays a sport</th>
<th>Someone who likes chocolate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Someone who speaks another language (even a little)</td>
<td>Someone whose name starts with any letter between A-K</td>
<td>Someone who is over 5 feet tall</td>
<td>Someone whose mom or dad was born outside the US</td>
</tr>
<tr>
<td>Someone who has brown eyes</td>
<td>Someone who can drive a car</td>
<td>Someone who has a paying job (including babysitting, yard work, etc.)</td>
<td>Someone who has a Facebook account</td>
</tr>
<tr>
<td>Someone who knows how to do the business handshake (demonstrate)</td>
<td>Someone who can do a cartwheel</td>
<td>Someone who plans to go to college or went to college</td>
<td>Someone who loves scary movies</td>
</tr>
<tr>
<td>Someone who likes tattoos</td>
<td>Someone who likes listening to music</td>
<td>Someone who was born in Denver</td>
<td>Someone who has traveled outside the US</td>
</tr>
</tbody>
</table>
# Career Coach Program Contact Sheet

<table>
<thead>
<tr>
<th>Person</th>
<th>Email Address:</th>
<th>Work Phone:</th>
<th>Cell Phone:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Name:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Career Coach Name (Primary):</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Career Coach Name (Head Coach):</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Career Coach Name (Assistant Coach):</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Hours to contact Career Coach/Student:**

**Response Time (how long will it take to reply to email or text?):**
Top Three Career Choices

Name:
Date:

**Career 1:**
Provide a short description of this career.

**Career 2:**
Provide a short description of this career.

**Career 3:**
Provide a short description of this career.
Career Research Worksheet
(Use with www.mynextmove.org)

Career Interest:

WHAT THEY DO

1. Describe what you do for this career.

2. List four work tasks you would do on this job.
   a) 
   b) 
   c) 
   d)

3. List two related or similar careers you might consider (see “Explore More”).
   a) 
   b)

4. What kind of personality do you need for this career?

SKILLS YOU NEED

4. To enter this career, I would need these skills (list 2 for each):
   Knowledge
Skills

Abilities

WHAT TO LEARN

5. What is the highest level of education required for this career?

☐ High School diploma (On-the-job training)
☐ Vocational training or trade school (certificate program)
☐ Community college or two year college (associates degree)
☐ Four-year college (bachelor’s degree)
☐ Graduate school (master’s degree)

MONEY & OUTLOOK

6. Is the job outlook for this career (meaning the number of jobs that will be available in the future) bright, average or below average?

☐ Bright
☐ Average
☐ Below Average

7. What is the average annual (yearly) or hourly salary for this career in....

Colorado $                        The U.S. $
### Sample Collage: Occupational Therapist

**Work Tasks:**
- Evaluation
- Teach patients daily living
- Create treatment plan

**Skills:**
- Communication
- Social
- Analytical
- Problem Solving

**Similar Careers:**

**Education:** Masters Degree

**Outlook:** 🌞 BRIGHT! Will grow in the next few years!

**Salary:** $78,810 per year, on average
Act Now!

Name:

Date:

I am taking the classes I need for high school graduation and to get the education I need after high school.
  ☐ Yes.
  ☐ I’m not sure. I need to find out.

I am taking CareerConnect classes in the career area I am interested in.
  ☐ Yes.
  ☐ No.

I am seeking work opportunities (paid and unpaid) in the field that I plan to pursue.
  ☐ Yes.
  ☐ No.

What can you do RIGHT NOW to work toward your career goal?
  ☐ Unpaid or Paid Internship
  ☐ Career and Technical Education (CTE) Classes
  ☐ Related High School Classes (please list)
  ☐ Job Shadow
  ☐ School activities or clubs (please list)
  ☐ Other:
Mini Interview Questions

Students may use the first 5 questions to get the interview started and will need to add their own questions for items 6-8.

Person's Name: Job Title:

1. Please describe your job. What is a typical day at work like? What are your job duties?

2. What interested you about this field?

3. What kind of education did you need to enter this field?

4. What experience or skills are required?

5. What does the future hold for people in this career? Is this field growing?

Student adds his/her own questions for items 6-8.

6.

7.

8.
Office Etiquette

Office Etiquette Tips
Career Coaches, please discuss with your student what is considered acceptable in your office or work space related to the following:

1. Cell phone use
2. Appropriate way to introduce yourself
3. Appropriate way to interrupt someone in a cubicle or office
4. Dress code
5. Basic behavior guidelines (keep your voice low, don’t touch things in other people’s offices without asking first, no playing around, use good manners such as saying thank you, etc.)
6. Other thoughts?

How to Make a Good First Impression
Give your student a few pointers on how to make a good impression when first meeting people in your office.
## Student Work Readiness Assessment

<table>
<thead>
<tr>
<th>Point Scale</th>
<th>3 = Met Expectations most of the time</th>
<th>2 = Met expectations some of the time</th>
<th>1 = Did not meet expectations</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Professionalism</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reliable (shows up on time or notifies someone if tardiness is anticipated)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Manages time well, stays focused on task</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Curiosity</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ask questions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Takes risks, tries new things</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Grit</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Puts in best effort</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sticks with a task, even if it’s challenging</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Communication</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asks for help</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speaks clearly</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL POINTS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Week 2: Informational Interviews & Trick of the Trade

**Objective:** Students will gain more exposure to careers in the energy engineering industry through informational interviews and by learning a trick of the trade.

<table>
<thead>
<tr>
<th>Task 1: Welcome &amp; Group Warm Up Activity lead by facilitator</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Task 2: Informational Interviews</strong></td>
</tr>
<tr>
<td>Students will use the Mini Interview Questions (pg. 23) to conduct interviews with people who are in the career field or job matching the student’s interests. There will be two interview sessions, both lasting 30 minutes each. If a Coach is not being interviewed, they will accompany their student during interview sessions.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Task 2: Complete the Trick of the Trade activity (pg. 27).</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discuss with your student what “trick” you could teach him/her. Encourage your student to be part of the decision making. The “trick” can be specific to your job, an organizational or technology tool related to your industry, a technique you use to do your job, etc.</td>
</tr>
</tbody>
</table>

Once you both decide, complete the Trick of the Trade Activity.

Ask your student to review the trick of the trade with you. The student could try his/her demonstration on you or one of your co-workers. Once your student feels comfortable, have them teach the same trick of the trade with another student while you observe.

Coach completes Trick of the Trade Feedback Form (pg. 28) after student completes the activity.

<table>
<thead>
<tr>
<th>Task 3: Wrap Up/Closing Activity/ Work Readiness Assessment (pg. 25)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The facilitator will lead this last part of the session. Coaches will help students complete the Work Readiness Assessment.</td>
</tr>
</tbody>
</table>

**Handouts:** Mini Interview Questions (pg. 23), Trick of the Trade (pg. 27), Trick of the Trade Feedback Form (pg. 28), Student Work Readiness Assessment (pg. 25)
**Trick of the Trade**

**What is a “trick of the trade”?**

A trick of the trade is knowledge about how to do something known by people in a particular line of work. It might be a short cut, an easier way to perform a task or a special way of doing something not known to other people.

**Instructions:** You and your Career Coach will need to choose a trick of the trade he/she can teach you. Once you learn the trick, you will be asked to teach it to another student. **Hint:** What tricks do you know that make you a successful student?

This worksheet is designed to provide step-by-step instructions for the student learning the trick. Make sure you breakdown the trick into small steps and provide enough detail for the student to know what to do.

<table>
<thead>
<tr>
<th>Name of the Trick:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Description of what it does:</td>
<td></td>
</tr>
<tr>
<td>How to do the “trick” (include clear step by step instruction, add diagrams or pictures if helpful):</td>
<td></td>
</tr>
</tbody>
</table>
Trick of the Trade- Coach Feedback Form

This form should be completed by the Career Coach for his/her student.

1. Did the student learn the trick well enough to teach it to another student?
   - ☐ Yes
   - ☐ No

2. Did the student present the trick in a professional manner?
   - ☐ Yes
   - ☐ No

3. Did the student present the “trick” in a way that was easily understood?
   - ☐ Yes
   - ☐ No

4. What did the student do well?

5. What could the student improve?
# Week 3: Job Shadow, Career Reflections, & Prepare for Final Presentation

## Overview
Work Site Visit #3 provides the student an opportunity to job shadow his/her Career Coach for one hour. The student completes a reflection worksheet following the job shadow. Students will also be introduced to their final presentation instructions and begin working on it with their coach.

## Task 1: Welcome & Group Warm Up Activity lead by facilitator

## Task 2: Student completes job shadow with Career Coach.

**Option 1:** Walk students through your work space. Point out tools you use (laptop, organizational tools such as notebook or calendar, devices, etc.) to do your job. Introduce student to other employees on your team. Review with student who he/she will be interviewing that day and review interview questions. Explain to students the tasks you do each day. Invite your student to observe you working. Explain the procedures or tasks you are performing and why. Discuss who is on your team and the work you do together.

**Option 2:** If you are not in your regular work space, talk with student about your typical day, which employees you work with most and how you stay connected to the day’s work (laptop, iPhone or other device you use to check email or the status of a project or issue, etc.). Introduce student to other employees on your team. Review with student who he/she will be interviewing that day and review interview questions. If your job is hard to demonstrate in action, consider sharing a project you are working on or team up with other mentors to do a role play that shows the work each of you does to complete work tasks.

## Talking Points:
1. Talk about what you like about where you work. Discuss the advantages and disadvantages of working for a company like yours.
2. Talk with your student about your company’s culture. How is different than other work environments?
3. Ask the student if he/she thinks the work site is casual or business-like and why.
4. Ask the student about his/her observations. What did he/she notice when walking through the work space? Is this a place where the student could see him/herself working? Why or why not?

## Task 2: Student completes Job Shadow Reflection sheet (pg. 31).

Provide 5-10 minutes at the end of the job shadow for student to complete the Job Shadow Reflection sheet.
<table>
<thead>
<tr>
<th>Task 3:</th>
<th>Student reflects on knowledge and experiences gained through the class and during mentoring that impact his/her career direction. (pg. 33).</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Career Coaches can assist with the Career Directions sheet by sharing with students their observations and insights over the course of the semester. Based on what you know of the student’s strengths, skills and interests, what careers might you suggest the student consider? It is most important the student be able to identify a career direction after completing the assignment.</td>
<td></td>
</tr>
<tr>
<td>The intent of this activity is to have the student reflect on their experiences in their STEM course including the time they spent working with their Career Coach to solidify their “career direction” or their current thinking about what career they intend to pursue. This is done by having the student consider the STEM (pg. 35) and soft skills (pg. 36) they learned in the class, insights they gained about what they are good at and what they enjoyed doing both during mentoring and the class.</td>
<td></td>
</tr>
<tr>
<td>The Career Coach may help guide a student to consider careers that match both their interests and strengths/skills or invite the student to consider whether the career they have selected for themselves seems to match the skills they identified.</td>
<td></td>
</tr>
<tr>
<td>Task 4:</td>
<td>Student develops Power Point or outline for final presentation (pg. 38).</td>
</tr>
<tr>
<td>Option 1:</td>
<td>Student develops a Power Point presentation addressing the 3 points outlined in the Instructions for Final Presentation sheet (pg. 38).</td>
</tr>
<tr>
<td>Option 2:</td>
<td>Student can opt to use other formats to address the information outlined in the Instructions for Final Presentation sheet (pg. 38) such as:</td>
</tr>
<tr>
<td>- a collage representing the answers to the questions above</td>
<td></td>
</tr>
<tr>
<td>- a drawing or photo</td>
<td></td>
</tr>
<tr>
<td>- a demonstration of something you learned how to do or work sample</td>
<td></td>
</tr>
<tr>
<td>- Anything else they can think of!</td>
<td></td>
</tr>
<tr>
<td>If time allows, you might review some basic guidelines for presentations with your student such as: use of notes, maintaining eye contact with the audience, using props to make a point, standing with confidence while speaking, practice your presentation several times before the day you present, etc.</td>
<td></td>
</tr>
<tr>
<td>Task 5:</td>
<td>Wrap Up/Closing Activity/ Work Readiness Assessment (pg. 25)</td>
</tr>
<tr>
<td>The facilitator will lead this last part of the session. Coaches will help students complete the Work Readiness Assessment.</td>
<td></td>
</tr>
</tbody>
</table>

**Handouts:** Job Shadow Reflection Sheet (pg. 31), Career Directions Worksheet (pg. 32), STEM Skills List (pg. 34), Soft Skills List (pg. 35), Instructions for Final Presentation (pg. 37), Work Readiness Assessment (pg. 25)
Job Shadowing Reflection Sheet

What part of your Career Coach’s job did you find most interesting?

List four things that you learned about your Career Coach’s job during your job shadow:

1.
2.
3.
4.

What skills and interests do you have that make you well-suited for this job? Or not a good fit for this job?

How do you feel about this career now that you have completed your job shadow? Do you still want to work in this field? Why or why not?

Other Thoughts:
### Career Directions Worksheet

**Exercise Instructions**

1) Review the STEM Skills List on page 35. **Circle the ones you demonstrated in this course.**

2) Write 3 STEM skills you used in box below under the column marked, “STEM Skills”.

3) Look at the Soft Skills list on page 36. **Check off the ones you have demonstrated in this course.**

4) Write 3 soft skills you have demonstrated in this course in the column marked “Soft Skills”.

5) For each STEM Skill and Soft Skill, **provide an example of when you demonstrated that skill in the Column marked “Example”.**

<table>
<thead>
<tr>
<th>STEM Skills</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>1)</td>
<td></td>
</tr>
<tr>
<td>2)</td>
<td></td>
</tr>
<tr>
<td>3)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Soft Skills</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4)</td>
<td></td>
</tr>
<tr>
<td>5)</td>
<td></td>
</tr>
<tr>
<td>6)</td>
<td></td>
</tr>
</tbody>
</table>

6) **Highlight or circle** the STEM Skills and/or Soft Skills that you enjoyed and would like to continue to develop. These are indicators of your **career direction**.

7) **Review the skills your highlighted and circled and reflect on what this might tell you about the kinds of jobs that could be a good fit for you.** For example, if you highlighted social skills, you might want to consider jobs in which you work with a team or have a lot of contact with...
customers. If you circled problem solving, we can narrow the options some by assuming a job allowing you to help other people fix mechanical or technical problems might be something you would enjoy.

8) **Write a 3-5 sentences about “what does this tell me about the types of careers I might like to pursue?”**

These can be careers related to the industry you are studying in this class or other types of careers.
STEM SKILLS

MEDIA and TECHNOLOGY

☐ Use technology to write documents, send email, and conduct research on the web
☐ Use responsible behavior regarding technology (“digital citizenship”)
☐ Create Excel spreadsheets and charts; use them to interpret data
☐ Use on-line data storage and sharing such as Google Drive
☐ Stay up to date with the latest technology

PROBLEM SOLVING:

☐ Troubleshoot the source of a problem
☐ Come up with new ideas and identify and explain a potential solution
☐ Able to approach problems with a blend of information from a variety of sources (ex. math & engineering concepts)
☐ Use critical thinking to detect mistakes
☐ Apply research to solve unfamiliar problems
☐ Use math skills for calculations and measurements

TASK/PROJECT MANAGEMENT:

☐ Develop a project plan with deadlines that is easily understood by others
☐ Provide leadership to ensure a project is done efficiently and uses the talent of all team members
☐ Use online project management tools, or planners to organize the my own tasks or those of my team
☐ Manage detailed information such as instructions, data, diagrams, etc. related to a project

PRESENTATION SKILLS:

☐ Use basic public speaking skills such as making eye contact, speaking clearly, and rehearsing so that I present smoothly.
☐ Address the focus or target of the presentation
☐ Give an informed and professional presentation to a variety of audiences
☐ I can adjust my presentation, or speaking style to better reach my audience.

ENTREPRENEURSHIP/FINANCIAL LITERACY:

☐ Discuss the basic concepts related to the operation of a business
☐ Develop a business plan
☐ Apply basic knowledge about money management and banking to make wise financial decisions
SOFT SKILLS LIST
Consider each soft skill listed below by using the sentence, “I can ________________” and inserting each skill listed below. Check off the skills you can confidently say you have.

COMMUNICATION
☐ Write clearly in a professional manner
☐ Take good notes that allow me to reflect on previous learning/discussion
☐ Defend opinions using facts
☐ Speak clearly to classmates, teachers and other adults
☐ Explain difficult concepts in simpler terms
☐ Listen carefully and ask good questions
☐ Resolve conflicts by communicating calmly with others during difficult situations

COLLABORATION
☐ Work well with others
☐ Give and receive feedback
☐ Work with a team to develop ideas, create a plan or prototype and evaluate results
☐ Plan and prioritize to reach a goal

GRIT
☐ Complete projects or meet goals using my best effort
☐ Stick with a project, even if it is hard or challenging
☐ Stay focused at school
☐ Solve difficult problems using various methods
☐ Ask for help from others

PROFESSIONALISM
☐ Manage my time effectively
☐ Meet deadlines
☐ Behave and dress appropriately/professionally in the workplace
☐ Start tasks on my own without someone else prompting me
☐ Work independently
☐ Be reliable and dependable

CURIOSITY
☐ Ask questions, but also know when to listen
☐ Request more schoolwork so I can reach my full potential
☐ Take risks and try new things

POSITIVITY
☐ Assume others have good intentions, even if I don’t agree with them
☐ Uplift and inspire others; provide peers with positive feedback
☐ Keep an open mind
☐ Represent Denver Public Schools in a positive manner

Adapted from 21st Century Skills for Success, www.21stcenturyskills.org
Instructions for Final Presentation

CONTENT:
Using your “Career Directions” worksheet, please prepare a 3-5 minute presentation that includes the following:

1. The STEM skills and soft skills you learned or had an opportunity to demonstrate in this class.
2. Your career direction after taking this class and working with your Career Coach.
3. One thing you learned from your Career Coach this semester.

FORMAT:
Students are encouraged to use technology and to add to their presentations with one or more of the items listed below:

- a collage representing the answers to the questions above
- a drawing or photo
- a Power Point
- Demonstration of something you learned how to do or work sample
- Anything else you can think of!
### Week 4: Final Presentations & Celebration

<table>
<thead>
<tr>
<th><strong>Overview</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>This is the final CareerCoach session for semester. Students and mentors break into 4-5 small groups. Students do their presentation and receive informal feedback from both coaches and peers. Coaches provide written feedback using the rubric on page 39.</td>
</tr>
<tr>
<td>It is nice to end the small group sessions by having the student and coach thank and or acknowledge each other verbally and/or in writing and to hand out certificates to everyone present.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Warm Up for Coaches</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Students may be nervous and need help getting their presentation set up. You might give your student some words of encouragement and help him/her lessen their nervousness by taking deep breaths or talking with you about a completely different topic.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Task 1:</strong> Student completes final presentation and receives feedback from coaches and peers.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career Coach provides written feedback using rubric on page 39.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Task 2:</strong> Celebration and cake!</th>
</tr>
</thead>
</table>

**Handouts:** Rubric for Student Presentations (pg. 39)
# RUBRIC FOR STUDENT PRESENTATIONS

**STUDENT NAME:** ____________________________________ **DATE:** ___________

<table>
<thead>
<tr>
<th>EXCELLENT 8-10 Points</th>
<th>ABOVE AVERAGE 5-7 Points</th>
<th>AVERAGE 2-4 Points</th>
<th>NEEDS IMPROVEMENT 0-1 Points</th>
<th>Points Assigned by Judge</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality of Presentation</td>
<td>- Well-prepared</td>
<td>- 1 or 2 elements missing or poorly demonstrated</td>
<td>- Does not demonstrate appropriate quality of work</td>
<td></td>
</tr>
<tr>
<td>Score: ____</td>
<td>- Exhibits confidence</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Time used constructively</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Presented in logical sequence</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quality of Reflection</td>
<td>Thoughtful discussion of:</td>
<td>- Clear discussion of 2 of 3 required areas</td>
<td>- Inadequate or muddled discussion of required areas</td>
<td></td>
</tr>
<tr>
<td>Score: ____</td>
<td>- STEM skills and soft skills learned and/or demonstrated</td>
<td></td>
<td>- Unable to demonstrate appropriate reflection</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- A short summary of learning and how it informed student’s career choice</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>- One thing the student learned from their Career Coach</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appearance and Body Language</td>
<td>- Positive attitude</td>
<td>- Demonstrates 5 of 6 required attributes</td>
<td>- Demonstrates 3 or 4 of 6 required attributes</td>
<td></td>
</tr>
<tr>
<td>Score: ____</td>
<td>- Expresses enthusiasm</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Dressed well (clean, neat)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Addresses audience directly</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Makes eye contact with audience</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Appropriate/non-distracting gestures and body language</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL POINTS AWARDED:**__________

**Comments:**

**Coach’s Signature:**                          **Date:**
HANDBOOK RECEIPT ACKNOWLEDGEMENT

This handbook has been developed and distributed to assist you with your participation in the DPS/CTE Career Coach Program. We hope it will inspire you as a work-based mentor and answer any questions you have about the program.

By signing below, you acknowledge receipt of the DPS/CTE Career Coach Program Handbook. You further acknowledge Denver Public Schools requires you to read this material before you begin working with a student as a Career Coach.

Print Career Coach Name: ____________________________  Date: ____________________________

Contact Phone Number: ____________________________  Company: ____________________________

Signature: ____________________________  Email Address: ____________________________