

SAMPLE LESSON PLAN

Course Title: Application Execution: My Qualifications and My Schools
Session Number: Three

Session/Conference Objective(s):

1. FW analyze qualifications and personal preferences to find “best fit schools” (referring back to their lists from Y1).
2. FW finalize list and gather applications from at least seven schools to where they will apply, including 1-2 safety schools below their fit, 3-5 best fit schools at their fit, and 1-2 reach schools above their fit.

Session/Conference Outcomes:

1. FW determine their selectivity fit and tier their schools into safety schools, best fit schools and reach schools.
2. FW obtain or request applications from all of the schools to which they will apply.

Preparation Required:

PD (*approx 30-45 min*)

- Review session plan and supplemental materials, copy graphic organizer and selectivity chart, create chart paper list of example student’s schools.
- Remind parents and Fellows about upcoming conference.
- Confirm Fellows’ plans for arriving to conference early, prepared and dressed for success.

Fellows (*TBD*)

- Complete drafts of two UIUC application essays for conference.

Session Duration:

- 2 hours

<p><u>Key Points:</u></p> <ul style="list-style-type: none"> • Because all students are different, have different qualifications and different preferences, best fit schools are different for everyone. • Best fit schools are schools that challenge and support students in the learning and living environment that match their needs. • The selectivity of a school in its admissions process is a strong indicator of the needed challenge/support balance. • Personal preferences help students decide what type of learning and living environment matches their needs. 	<p><u>Materials:</u></p> <ul style="list-style-type: none"> • Computers with Internet • “My Qualifications and My Schools” graphic organizer • Selectivity chart • Printer • Flash Drives
<p><u>Session Plan:</u></p> <ol style="list-style-type: none"> I. Opening (10 min) <ol style="list-style-type: none"> a. Journal Post – Students should log on to their journals and begin a post reflecting on the question: “What makes a school a best fit school? What criteria go in to determining a school’s fit? Are everyone’s best fit schools the same? Why or why not?” b. Discussion – PDs ask 2-3 students to share out their responses to check for initial misunderstandings to correct during the session or high quality understandings to reinforce. 	<p><u>PD Notes:</u></p> <p>Devote significant time at the start and end of the session to confirm logistics and preparation for the upcoming conference. Prompt attendance, preparation and participation are mandatory.</p> <p>This session is a continuation of a similar</p>



<p>c. Objectives, Outcomes and Agenda Overview</p>	<p>session done during Year 1. Because interests, qualifications, and needs change, the key components of this session must be revisited in Y2 before applications are completed.</p> <p>Fellows should remember the concept of best fit school and the importance of applying to and selecting a best fit school.</p>
<p>II. Selectivity Determination (20 min)</p> <p>a. Best Fit Discussion</p> <ol style="list-style-type: none">i. PD highlights key points of the lesson.ii. Guiding questions for discussion:<ol style="list-style-type: none">1. What does it mean for a school to both challenge and support its students?2. Why is a challenge/support balance necessary to find in a college?3. If you don't get into a "very selective" school, does it mean that you will not be a successful college student? Why or why not? <p>b. Example Student "John or Jane Fellow"</p> <ol style="list-style-type: none">i. PD passes out "My Qualifications and My Schools" graphic organizer and Selectivity chart to students.ii. Walk through Jane Fellow who has a 3.1 GPA and a 19 on the ACT who predicts she can get a 21 on the October retake. Jane is also involved in a school sport and is the secretary of an after-school club. Record these on a chart paper that matches the students' graphic organizer.iii. Use the selectivity chart to match the best fit selectivity for Jane, one selectivity level up for reach and one selectivity level down for "safety." <i>The result is that Jane should have Selective Colleges as her best fit, Selective/Very Selective Colleges as her reach, and Somewhat Selective Colleges as her safety schools.</i> <p>c. Student Work</p> <ol style="list-style-type: none">i. Students are provided time to analyze their own qualifications and determine their own selectivity scale for safety, best fit and reach schools.	<p><u>PD Notes:</u></p> <p>Understanding the key points is essential to enrolling in a best fit school. They establish purpose for prioritizing the schools later on in the session. Spend some time with this discussion to build rationale.</p> <p>Remember that a best fit school can support a student's academic, non-academic and financial needs.</p> <p>Other positive attributes are important if a student is "on the edge" between two selectivity zones. PDs should use discretion to bump students up based on other attributes or predicted ACT retake scores.</p> <p>Have GPAs and ACT scores available for students in case they don't know them.</p>
<p>III. Best Fit, Reach and Safety Schools (60 min)</p> <p>a. John or Jane Fellow Example</p> <ol style="list-style-type: none">i. On a piece of chart paper, Jane Fellow has her schools listed: Univ. of Illinois-Urbana/Champaign, Northwestern, UIC, Loyola Univ. Chicago, Chicago State Univ., Northern Illinois Univ., Howard Univ., Columbia College	<p><u>PD Notes:</u></p> <p>Choices Planner should be available at: www.cps.bridges.com</p> <p>CPS often changes the address of this website. Your counselor should know</p>



<p>ii. Use the “Choices Planner” school profiles to determine selectivity of each school. Have students look up the schools and record their selectivity index on the list of schools. <i>Very selective – UIUC, Northwestern; Selective – Loyola, Howard; Somewhat selective – UIC, Chicago State, NIU; Nonselective – Columbia College</i></p> <p>iii. Place the names of the schools on the chart paper graphic organizer under safety, top-choice or reach based on the match of selectivity to Jane’s selectivity profile.</p> <ol style="list-style-type: none">1. Best Fit: Loyola, Howard (<i>must find at least one more Selective school</i>)2. Reach: UIUC, Northwestern3. Safety: UIC, NIU4. Eliminated: Chicago State (didn’t need it as another safety school, would rather go to UIC or NIU), Columbia College (way below fit, wouldn’t challenge Jane Fellow enough) <p>iv. Discuss potential misunderstandings:</p> <ol style="list-style-type: none">1. What if all my schools are reach schools? <i>Choose two that you will prioritize as reach schools and re-search for schools that better match your selectivity profile.</i>2. What if my schools are way below my selectivity? <i>Choose two that you will prioritize as safety schools and re-search for schools that better match your selectivity profile.</i>3. What if I don’t have any reach or safety schools? <i>Re-search for at least 1 reach and 1 safety school.</i>4. What about schools that are way out of my selectivity profile, above or below? <i>Consider why you were interested in that school to begin with. If the reasons are strong enough, you may want to keep it as a reach or safety school. In which case, choose or find another reach or safety school that matches your selectivity profile a bit better.</i>5. What if UIUC is way above my reach selectivity? <i>You will still be applying to UIUC. Place it as a reach school and prioritize another school as a reach school that better matches your reach selectivity.</i> <p>b. Student Work</p> <ol style="list-style-type: none">i. Students are provided time to research the selectivity index of the schools on their list from last year and place them as a best fit, safety or reach school.ii. Students whose schools do not match the 1-2 safety, 3-5 best fit and 1-2 reach schools must re-search for schools to fit this profile.iii. PDs help individual students and ask all students	<p>the current web address.</p> <p>You should be able to access Choices Planner by clicking on the Learn button and then the School Finder button.</p> <p>The Choices Planner site and the selectivity chart from CCSR use different terminology:</p> <p><u>CCSR</u> Non-Selective Somewhat Selective Selective Selective/Very Selective Very Selective</p> <p><u>CPS</u> Open Minimum Moderately Very Most</p> <p>The major message we need to send with all of these answers is that we are prioritizing schools that will best match the level of challenge and support that we need. Some reach schools will challenge us too much without the needed support. Some safety schools will not challenge us nearly enough. Challenge/support balance is what we are looking for in a best-fit school.</p>
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<p>about their selectivity profiles and how their schools fall into the three categories.</p> <p>iv. PDs should OK each student's final list of schools and get them started on application requests/downloads.</p>	
<p>IV. Downloading/requesting application materials (20 min)</p> <p>a. Student Work</p> <p>i. Once students have had their lists okayed by PDs, they should begin navigating each school's website for application materials.</p> <p>ii. Applications should be downloaded and printed, if possible, or requested via mail to either a student's home address or the school address to the attention of a PD.</p> <p>iii. Students should keep all printed applications with a PD. Students will likely not have time to print and/or download applications for all of their schools, so have the students download or request at least 3 in the session and assign the remaining applications as prep work for the next session.</p>	<p><u>PD Notes:</u> Remind students that application information may often be hidden inside of "Admissions" or "Prospective Students" on college websites.</p> <p>If you have not done so already, have files created for each Fellow to begin storing application materials. At an upcoming session, students will further organize their applications into individual folders for each school's application.</p> <p>There will be essay brainstorming space on each application checklist which will be attached to Fellows' applications folders. This will occur in upcoming sessions and will include the other colleges students will be applying to.</p>
<p>V. Closing (10 min)</p> <p>a. Journal Post – Students return to today's journal post to do the following:</p> <p>i. Adjust their response to the initial question from the opening.</p> <p>ii. Post additional information regarding today's outcomes answering the questions: "Based on your high school qualifications, to which schools will you be applying? Which schools are your safety schools, which are your best fit schools and which are your reach schools? Why did you categorize the schools as you did?"</p> <p>b. Discussion</p> <p>i. One student is asked to share their best fit response.</p> <p>ii. Each student shares his or her 3-5 best fit schools.</p> <p>c. Prep Work – Fellows begin planning for upcoming conference – parent information, dressing for success, arranging transportation, being prepared and planning for an early arrival</p>	<p><u>PD Notes:</u> Quality journal posts will discuss that a best fit school is one that challenges and supports each student and that is different for all students. The journal post should also include their selectivity profile and the schools they will apply to, placed into the three tiers. Use the session's key points as a framework to evaluate journal posts.</p>

d. Prep Work – Fellows bring in hard copies (printed versions) of applications for all schools. Update journal if final list was not completed during today’s session. If an application comes in the mail, DON’T forget it!	
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Follow-up/between session work:

- Fellows
 - Bring in applications!
 - Be ready for Saturday!
- PD
 - Continue to check Fellow planners from this day forward.
 - Prep for conference and session 4.

My Qualifications and My Schools

College success is all about finding the college that is right for you. That college will challenge and support you. It will provide you with the learning and living environment that you need. Last year, we researched our personal preferences for colleges that would give us the kind of college atmosphere we wanted. This year we need to take a look at whether or not those colleges will both challenge and support us in order to achieve success. A college's selectivity is a strong factor in whether or not it will be a challenging and supportive environment for us and we want to prioritize schools that will best fit our qualifications.

Because my high school qualifications are...

Cumulative GPA	ACT Composite	Predicted Retake Composite	Other Positive Attributes (i.e. Extracurricular activities, volunteer work, etc.)

...the selectivity of my best-fit, reach and safety schools should be...

Safety	Best Fit	Reach

...and the schools I'm going to apply to are...

Safety	Best Fit	Reach

****Note:** We will all be applying to the *University of Illinois at Urbana-Champaign (UIUC)*. Please include this school in your list of schools that you are going to apply to, making sure you categorize it as a safety, top-choice or reach school based on your qualifications and selectivity rankings.

Once you have 1-2 safety schools, 3-5 best fit schools and 1-2 reach schools, you should obtain or request applications from each of these schools. Visit each school's website to download application materials or request application materials by mail. We will begin looking at each application in next week's session to create checklists and timelines for their completion.

Selectivity Chart¹

		Unweighted GPA in Core Courses				
		<2.0	2.0–2.4	2.5–2.9	3.0–3.4	3.5–4.0
Composite ACT Score	Missing ACT	Two-Year Colleges	Nonselective Four-Year Colleges	Somewhat Selective Colleges	Selective Colleges	Selective Colleges
	<18	Two-Year Colleges	Nonselective Four-Year Colleges	Somewhat Selective Colleges	Somewhat Selective Colleges	Selective Colleges
	18–20	Nonselective Four-Year Colleges	Somewhat Selective Colleges	Somewhat Selective Colleges	Selective Colleges	Selective/Very Selective Colleges
	21–23	Somewhat Selective Colleges	Somewhat Selective Colleges	Selective Colleges	Selective/Very Selective Colleges	Selective/Very Selective Colleges
	24+	Somewhat Selective Colleges	Selective/Very Selective Colleges	Selective/Very Selective Colleges	Very Selective Colleges	Very Selective Colleges

Note: Students in the Selective category who are either in an IB program or have taken at least two AP and at least six honors courses are moved up to the Very Selective category.

¹ Roderick, M., Nagaoka, J., Coca, V., & Moeller, E. (2008). *From high school to the future: Potatoes on the road to college*. Chicago, IL: Consortium on Chicago School Research. Retrieved July 28, 2008, from http://ccsr.uchicago.edu/publications/CCSR_Potholes_Report.pdf