

Chapter Excellence Program *Sample Application*

Activity 1

Name of Activity: **Classroom to Career: Professionalism Technical Skills Field Trips**

A. Which Framework elements apply to the activity?

- | | |
|---|---|
| ☐ Integrity | ☐ Responsibility |
| ☐ Work Ethic | ☐ Adaptability/Flexibility |
| ☒ Professionalism | ☐ Self-Motivated |

B-1. What was the Intentional Essential Element SMART Goal?

G-1: By the end of the technical skill field trip, 100% of Visual Arts students attending the field trip will demonstrate professionalism by engaging respectfully with industry mentors, following the guidelines for appropriate behavior and communication, and adhering to the dress code and other professional expectations related to the field trip.

B-2. What were three goals of the Activity? (Need 3 Activity SMART goals)

G2: 100% of Visual Arts students will complete a learning activity to explore the essential element Professionalism to prepare for the field trip by 01.13.25.

G3: By 01.10.25, the Workplace Experiences committee will demonstrate professionalism by actively participating in setting deadlines and organizing all aspects of the field trip, including identifying locations, contacting venues to arrange dates and activities, completing required paperwork, and managing permission slips.

G4: 100% of Visual Arts students attending the field trip will reflect on their field trip experience to identify a specific aspect of professionalism they will focus on improving for future career and technical education opportunities.

C. Plan of Action (who, what, when, where)

8.13 Who: All students, Instructor; **What:** Introduction to SkillsUSA, Essential Elements, & Program of Work; **Where:** Classroom.

8.14 Who: All students, Instructor; **What:** Brainstorm project ideas aligning technical skills with Essential Elements. Students practice professional communication during collaborative session; **Where:** Classroom.

8.23 Who: All students, Instructor; **What:** Students vote on projects for Program of Work, using professional discussion and consensus-building; **Where:** Classroom.

12.12 Who: Workplace Experience Committee (WEC); **What:** Finalize field trip locations, activities, & professional behavior expectations; **Where:** Classroom.

1.8 Who: WEC; **What:** Identify deadlines, paperwork, & logistics for field trips; **Where:** Classroom & School Office.

1.10 Who: WEC, Instructor; **What:** Contact mentors, confirm dates, and outline professional expectations for site visits; **Where:** Email.

1.13 Who: WEC, Instructor; **What:** Complete field trip paperwork, gather signatures, and arrange transportation; **Where:** Classroom, Front Office.

2.5 Who: Students, Instructor; **What:** Distribute permission slips, review professional communication expectations; **Where:** Classroom.

2.12 Who: Students, Instructor; **What:** Professionalism activity focused on Workplace expectations, dress code, respectful culture, and professionalism; **Where:** Classroom.

2.14 Who: Students; **What:** Deadline for permission slips. Students practice meeting deadlines; **Where:** Classroom/Email.

2.21 Who: Instructor, Advanced Visual Arts (VA) Students; **What:** Field Trips, Photography students visit sister high school to practice studio photography & professionalism; Graphic Design students visit district print shop for career exploration & technical skill application; **Where:** Williams Field HS, District Print Shop.

2.24 Who: Students, Instructor; **What:** Reflect on professionalism and technical skills growth from field trip. Update SMART goals for technical skills and professionalism; **Where:** Classroom.

D. Framework/Essential Element & Activity Outcome (What was accomplished? Impact to community, school, members, etc.)

Impact of Learning: Students in the advanced photography and graphic design classes gained real-world exposure to professional expectations through interactions with the high school photography program and district print shop employees. The tour of the high school photography program along with using the photo studio, and the tour and use of print shop equipment offered valuable insights into the expectations for the next step in their academic journey and exploration of the visual arts career pathways. This experience reinforced the importance of professionalism, including dress code, communication, and skill application. Students were able to observe and engage with professionals, enhancing their understanding of how their classroom skills translate to real-world settings.

Outcome: During the field trip, students met outlined expectations for professional conduct by engaging respectfully with mentors, asking questions, and following guidelines in a hands-on setting. They demonstrated professionalism through their active participation in skill demonstrations and adapting to new learning environments. This experience allowed students to compare and adjust to the professional expectations of high school and industry settings, preparing them for future educational and workplace opportunities by fostering their ability to adapt and thrive in diverse professional environments. By interacting with mentors and the high school instructors, students built connections and strengthened their understanding of professionalism in both academic and workplace settings. This opportunity not only impacted student learning but also reinforced the importance of professionalism as they transition into high school CTE programs.

E. Framework/Essential Element & Activity Goals/Evaluations/Results (Explain in detail if goals were exceeded, met or unmet and circumstances detailing results.)

G1: Met. 100% of students demonstrated professionalism by submitting permission slips on time then aligned to dress code expectations of a Cooley shirt and jeans. Through active listening and applying directions provided by industry mentors, students developed their technical skills while applying previously learned skills. Advanced students were commended for their positive behavior and meeting behavioral expectations showing their loyalty to peers and supervisors.

G2: Exceeded. 97% of students explored the Professional Development Essential Element through the Professionalism activities in class. The goal was set to account for potential absences, with opportunities for students absent to review the concepts on Canvas. In immersive learning activities were designed to engage in discussions on the importance of “Behaving in alignment with workplace standards to display a positive image.”

G3: Met. The Workplace Experiences Committee demonstrated professionalism by exploring than setting deadlines to organizing logistics of the field trips. They chose the sister high school photography program for a studio photo field trip and the district print shop for a post-production field trip. With locations selected, completing paperwork to meet district Cooley Middle School deadlines for field trips began. This included working with the instructor to complete paperwork, gather administrative signatures, and set up transportation. They then established when to pass out permission slips and a deadline for when to return the permission slip.

G4: Met. Students reflected on their professionalism on the school day after the field trip. Focusing on utilizing the SMART goal system utilized in class, the students attending the technical skill field trip reflected on specific parts of the essential element to set a short term goal to complete by the end of the year and a long term goal to support their continued exploration of career and technical education career pathways.