

UMTSS MOCK INTERVIEW MODEL

June 19, 2014
Davis Conference Center

PRACTICE
WITHOUT THE
PRESSURE
(IN THEORY)

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UMTSS 2014*

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<http://www.davis.k12.ut.us/Page/44114>

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Presenters



The goal of Transition is that students seamlessly transition from school to adult life with the skills and supports in place for them to succeed in their desired post school outcomes.

Ellen Condon 2014

As educators we often believe we have met our transition obligation if we can just get our students to graduation, get them the name of the Vocational Rehabilitation counselor, and just make sure they have their IEP and Eligibly Summary forms.



Why Mock Interviews?

Mock Interviews create an annual opportunity to introduce students early to potential supports in the community that could assist them with their post-high school transition goals

To become employed most students need to be practiced and versed in their ability to:

- o Locate employment opportunities/post-high agencies or support
- o Apply for positions and create opportunities to interview
- o Successfully interview for employment
- o Follow up after the interview

The anticipated benefits coupled with the unexpected collaborative outcomes have made this a model worth consideration

Level of Intervention Supports Transition Assessment and Planning

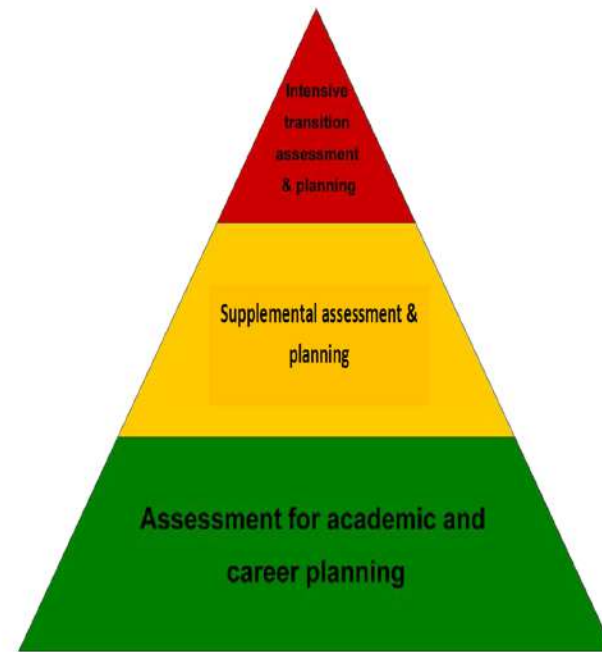
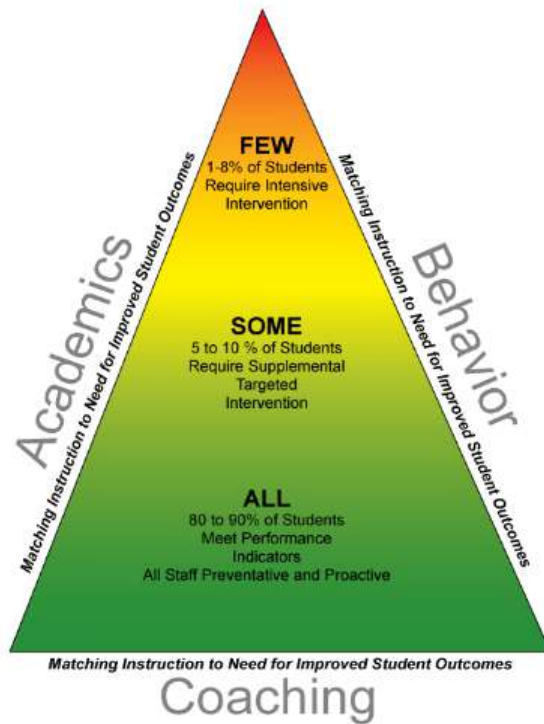


Figure 3. Assessment for Student-Focused Planning (Morningstar, 2011)

The Mock Interview Model Meets All Tiers of Intervention

Opportunities to interview range from regular business to transition services including:

- o Department of Workforce Services
- o Vocational Rehabilitation
- o Mock interview can be tailored with supports for a successful and positive experience
- o Intensive transition assessment and planning can occur
- o Bonus: Blending and braiding of services

We tell students to network to find a job



We need to create networks to support them as well

Collaboration is about creating opportunities to develop effective interagency relationships

- Understanding interagency programs and services
- Framework of expectations
- Timeline of services are understood by all (especially the student)
- The application and qualification process
- Streamline testing and documentation to reduce duplication
- Reduce the time to determine eligibility
- Sharing appropriate resources
- Clear responsibilities for student, educator, and provider
- Ensure that the IEP aligns with the IPE and/or EP

Individualized Education Plan, Individual Plan Employment or Employment plan

Focusing on the Student, our goals are to:

- o provide a consistent message
- o develop professional relationships in order to coordinate services
- o create a seamless transition for our student into their chosen post-high school plan

Why did we start?

5 years ago at Layton High...

- Hired specifically for transition focus
- Tasked with creating a department wide focus and emphasis
- Simple for students and teachers
- Involve the entire department and introduced post-high connections
- Collaboration assists with the skills and supports that will enhance the seamless transition to desired post-high opportunities



Relevant Data for Students with Disabilities

- 29% drop out of high school
- 43% that stay in school do not receive a regular diploma
- The effectiveness of a teacher is the major determinate of student academic progress
- Teacher effects on student achievement have been found to be both additive and cumulative
- Teacher education focus on student outcomes is appropriate and consistent with other human service professionals such as Department of Workforce Services or Vocational Rehabilitation who focus on client outcomes

Department Demographics

- o Transition outcomes range from:
University of Utah to the Davis District Transition program
- o 120-150 Mild/Moderate students
- o IQ ranges between 70-140
- o Academics range from 3.9 grade to grade 12+ skills
- o Staff ranges from 5-8 depending on full-time/part-time status and student numbers

Mock Interview Tools

Lauren Gail Cash, Centennial Jr. High

lcash@dsdmail.net

<http://www.davis.k12.ut.us/Page/44114>

Lauren Cash has been doing Mock Interviews in 1999

- o She has defined the process to maximize the opportunity for success
- o She willingly shares the resources and materials she has developed over the years

Mock Interview resources/tools/link on the Davis Site:

<http://www.davis.k12.ut.us/site/Default.aspx?PageID=1382>

Materials were developed and implemented at Layton High by the Special Education team from 2010-2014

- o Rubric and spreadsheets are available to adapt and use to meet your needs
- o Folder and water bottle label templates, Thank You posters, name cards etc. are located here as well
- o Please provide feedback and suggestion to mallen@dsdmail.net

As with any part of this presentation please give credit to your source.

Mock Interview Model Centennial Jr. High

Student's Name: _____ English Teacher: _____ Pd: _____
 Evaluator's Name: _____

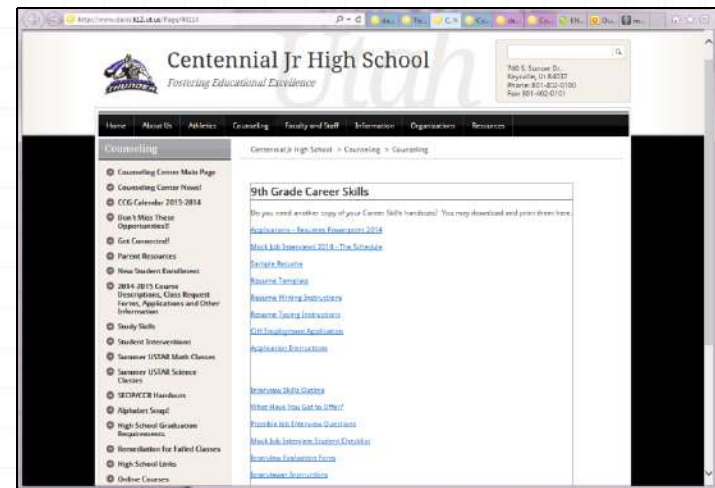
Mock Job Interview Evaluation Form

Please rate the student's performance in each area on a scale of 1 (lowest) to 5 (highest). This is a learning experience for the students, so your honest feedback is important. The students will be graded primarily upon the quality of their preparation and their participation in the interview.

Professional Appearance:	Student looks clean and neat and dresses appropriately for interview standards.	1	2	3	4	5
Professional Conduct:	Student smiles, makes eye contact, introduces self, shakes hands, sits appropriately, appears confident and friendly.	1	2	3	4	5
Communication Skills:	Student uses proper grammar, listens actively, and responds with short, appropriate answers.	1	2	3	4	5
Background and Experience:	Student is able to describe volunteer, work or personal experiences that relate to the workplace.	1	2	3	4	5
Questioning Skills:	Student asks questions appropriate to interview.	1	2	3	4	5
Application/Resume:	Paperwork is neat, clean and well-prepared.	1	2	3	4	5
Comments:						

- o Centennial Jr. High does Mock Interviews with ALL of the 9th grade students, including functional skills
- o Students are prepared for this experience in their English class
- o Teachers count the points awarded as a test grade
- o Volunteers receive training 30 minutes prior to their interview time
- o Interviews take place on one day

- o Lauren Gail Cash, Centennial Jr. High
o lcash@dsdmail.net
- o Lauren Cash began doing Mock Interviews in 1999
- o She has defined the process to maximize the opportunity for success
- o She willingly shares the resources and materials she has developed over the years



<http://www.davis.k12.ut.us/page/44114>

Mock Interview Model

Layton High: Special Education Department

- Students with mild/moderate disabilities or who are in functional skills class
- Recommend volunteer training of expectations and the rubric
- All Special Ed classes meet in the library for mock interviews
- Organizations introduce themselves to the students
- Interviews are spaced for confidentiality and privacy. Students check-in to interview and are lead to the interviewer of choice or as determined by the case manager
 - Special Educators make specific introductions as needed
- Interviews take place over a two day A/B period
- Some 12th grade students help coordinate and facilitate
- Goal is a positive experience and introduction to contacts

Why We Developed Our Own Rubric

- o Feedback from the community
 - o The initial rubric was too vague in providing constructive feedback
- o Revised rubric was based on three years of input from multiple community sources including:
 - o Department of Workforce Services
 - o Vocational Rehabilitation
 - o Avalon School of Cosmetology
 - o Marinello School of Beauty
 - o Local businesses
 - o Army
 - o Marines
 - o Air Force
 - o Educators
- o We took the feedback, identified weaknesses, and redesigned it based on specific outcomes
 - o Specific areas can be identified
 - o Realistic measurement during the interview
 - o Focus on a specific skills for the student
 - o Needed levels of support can be identified in one place
 - o Have interviewer ratings align closer to each other

Application Resource

o www.wa.gov/esd/guides/docs/generic_job_app.doc

Or google: "general job application wa"

o This allows for multiple editing /corrections

o Usually an average of 4 corrections

o We keep these in their file as part of their transition portfolio

o "Real job" online applications may be completed for credit IF the form can be printed OR the student must show the teacher the completed application

o Hardcopy applications are available

o Collected from local businesses

o In class as well as the day of interviews

APPLICATION FOR EMPLOYMENT

This generic application is provided by WorkSource Washington. This form complies with federal and state laws against discrimination. However, applicants using this form should check local ordinances. WorkSource Washington and WorkSource Trust Employment Security are not responsible for the misuse of information provided on this form. Provide all information requested by printing in ink or typing. Use the "FOLD" line to separate through the document.

GENERAL INFORMATION

Name (Last, First, Middle Initial) (Print) (Middle Initial) (Print) (Last Name) (Print)

Address (Please Print Address) (City) (State) (Zip) (State) (Country) (Print)

E-Mail Address (Are you legally entitled to work in the U.S.? Yes No)

POSITION

Position or type of employment desired

Are you able to perform the essential functions of the job you are applying for, with or without reasonable accommodations? Yes No

Ready to start Yes No

Other address

EDUCATION AND TRAINING

High School or Grade or General Education (GED) Test Passed? Yes No
 If "No," list the reason (Date Completed)

College, Business School, Military (Most recent first)

Name and Location	Class Attended	College Status	Graduate	Degree or Year	Major or Subject
<input type="text"/>	From <input type="text"/> To <input type="text"/>	Current <input type="checkbox"/> Former <input type="checkbox"/>	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="text"/>	<input type="text"/>
<input type="text"/>	From <input type="text"/> To <input type="text"/>	Current <input type="checkbox"/> Former <input type="checkbox"/>	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="text"/>	<input type="text"/>
<input type="text"/>	From <input type="text"/> To <input type="text"/>	Current <input type="checkbox"/> Former <input type="checkbox"/>	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="text"/>	<input type="text"/>

Occupational License, Certificate or Registration: License Number License Issued Expiration Date

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Languages: Read, Write, or Speak fluently other than English:

VETERAN INFORMATION (Most recent)

Branch of Service Date of Entry Date of Discharge

SPECIAL SKILLS (List all pertinent skills and equipment that you can operate)

(Maximum 1000 characters)

WORK EXPERIENCE (Most Recent First. Exclude voluntary work and military experience)

Employer Telephone Number From (Month/Year)

Job Title Number Employees Supervised To (Month/Year)

Reason for Leaving (Maximum 1000 characters)

Hours Per Week

Last Salary

Supervisor

Reason for Leaving Yes No

Employer Telephone Number From (Month/Year)

Job Title Number Employees Supervised To (Month/Year)

Reason for Leaving (Maximum 1000 characters)

Hours Per Week

Last Salary

Supervisor

Reason for Leaving Yes No

Employer Telephone Number From (Month/Year)

Job Title Number Employees Supervised To (Month/Year)

Reason for Leaving (Maximum 1000 characters)

Hours Per Week

Last Salary

Supervisor

Reason for Leaving Yes No

I certify the information contained in this application is true, correct, and complete. I understand that, if employed, false information reported on this application may be considered just cause for discharge.

Signature of Applicant Date

Interviewer's Comments

WorkSource Washington and WorkSource Trust Employment Security are equal opportunity employers and providers of employment and training services. Address all race-related inquiries to our Equal Opportunity Specialist.

Cover Letter

- Students are to select a local business they would consider applying for
- The cover letter should include:
 - The actual local business address and contacts obtained from an online search
 - Tailored to interests and skills of the student
 - A professional format
 - Request for an interview
 - Multiple editing /corrections
 - Usually an average of 3 corrections
 - We keep these in their file as part of their transition portfolio



Sample Interview Questions

The purpose of an interview is for the employer to find out about you, the prospective employee. Read the questions and formulate your answers. A good interview often determines whether or not you get hired. Remember, nothing beats preparation and strong first impressions.

1. Tell me a little about yourself. (Or tell me about yourself as it pertains to this job.)
2. What do you see yourself doing five years from now?
3. Why should I hire you?
4. What do you think it takes to be successful in a company like ours?
5. Tell me a problem you have encountered in life and how you handled it.
6. What are some of your short and long-term goals and objectives?
7. What do you REALLY want to do in life?
8. Which is more important to you - the money or the job?
9. What do you consider to be your greatest strengths and weaknesses?
10. How would you describe yourself to others?
11. How do you think one of your references would describe you?
12. What motivates you to put forth your greatest effort?
13. What qualifications do you have that you think will make you successful in our business?
14. Describe the relationship that should exist between a supervisor and employee.
15. What two or three accomplishments have given you the most satisfaction?
16. Describe your most rewarding experience.
17. If you were hiring an employee for this position, what qualities would you look for?
18. What school subjects do you like best and least? Why?
19. Do you think that your grades are a good indicator of your academic achievement? Why?
20. What have you learned from participating in extra-curricular activities?
21. In what kind of work environment are you most comfortable?
22. How would you describe the ideal job for you?
23. Why are you seeking a position with our company?
24. If one of your friends worked here and was stealing from the business, what would you do?
25. How would you handle an irate customer?
26. Can I count on you to be punctual and productive? Give me an example.

2014 Participants

Overview Letter

Thank you for your participation in the Layton High 2014 Mock Interviews

You and other community volunteers will provide the opportunity for 140 students with mild/moderate disabilities to interview with agencies and business representative in our community April 2nd and 3rd, from 7:30-2:20 p.m. Students receive an authentic experience in a safe environment.

Things to note:

1. Lunch is provided both days.
2. Visitor parking is on the North West side of the school.
If you come at 7:30, parking is easier if you arrive by 7:15.
3. You will have 5 minutes at the beginning of each class to present your business/organization.
4. Students interested in your business/organization will interview with you.
5. Please take a few minutes during this time to provide contact information or answer questions student may have about your business/organization.
6. We are looking forward to your help in creating a positive learning experience.

*organization is defined as a post-high school option such as, the military, school, agency, or service provider.

APRIL 2, 2014

B Day

		# TO INTERVIEW	# OF INTERVIEWERS
7:30-9:00	5th Period	25	5
9:05-10:35	6th Period	32	7
10:40-12:10	7th Period	54	7
LUNCH	Provided		
12:45-2:20	8th Period	42	4

APRIL 3, 2014

ADAY

		# TO INTERVIEW	# OF INTERVIEWERS
7:30-9:00	1st Period	52	5
9:05-10:35	2th Period	22	7
10:40-12:10	3th Period	40	7
LUNCH	Provided		
12:45-2:20	4th Period	47	5

This year we will have representatives from the American Airline (retired), United States Army, Avalon School of Cosmetology, Department of Workforce Services, Petco, Treasured Again, Vocational Rehabilitation, Wise Cabinetry, and others.

Thanks again!

Melanie Allen
mallen@dsdmail.net

Dreams are not something to wait for; they are something to work for.

Thank You Poster



Layton High

The administration, staff and students of Layton High would like to thank:

Karen Westover, American Airlines

Ssg Craft and SFC Heller, United States Army

Andrea Bush, Avalon Cosmetology School

David Allen, Countdown Maps

Shara Ballstead, Davis Applied Technology College

Andrea, Department of Workforce Services

Ben, Department of Workforce Services

Keith, Department of Workforce Services

Natasha, Department of Workforce Services

Jill Hatch, Grassroots Aveda Salon

Candace Hadley, Interform

K.C., Petco

Michele Smith, Treasured Again

Todd Kelly, Web /Graphic Design and Voiceovers

Jan Roberts, Roberts Engineering

Travis Taylor, Vocational Rehabilitation

Lisa Wise, Wise Cabinetry

<http://www.davis.k12.ut.us/site/Default.aspx?PageID=1382>

Allen, Patterson, Taylor UMTSS 2014

WIA Youth- Introduction

- From federal legislation in 1998
- Focus on helping students that may otherwise lack resources to get training and education
- DWS administers this program in Utah
 - Called LYFE in Salt Lake and Tooele Counties

WIA Youth- Eligibility

- There are many services at DWS that anyone can receive
- WIA Youth services are ones that the applicant must apply and be eligible for:
 - Eligibility can take from 1 to 6 weeks
 - Includes income, citizenship/residency, need, TABE testing, and barriers
 - Age: Can apply if they are between 14 and 22 years old
 - Disability is a barrier, but it is not required for eligibility

WIA Youth- Services

- Once accepted, youth and young adults may receive a variety of services including:
 - Career planning
 - Job search
 - Interviewing
 - Resumes
- Secondary and post-secondary education– including tutoring, mentoring, credit make-up, concurrent enrollments, and the cost of GED tests, tuition, required books and supplies
 - Leadership activities/projects
 - Paid internships
 - Incentives

WIA Youth- a Community Partner

- We work to maintain relationships with schools and others in the community
- We coordinate our efforts and plans with schools, Vocational Rehabilitation, and others
- We do presentations at schools and enjoy doing mock interviews for students when we can
 - These interviews and presentations done in the community do not require eligibility and WIA enrollment

Vocational Rehabilitation

- o The Utah State Office of Rehabilitation provides Transition Services to eligible students with disabilities as they transition from school to adult life
- o Our goal is to provide students with a smooth transition, holistic team approach, and services that are necessary and reasonable to help prepare for, obtain, and maintain employment

<http://www.usor.utah.gov/transition>

Vocational Rehabilitation

VR Services may include:

- VR Counseling and Guidance
- Medical/Psychological Restoration
- Job Development and Placement
- Work Adjustment and Life Skills Training
- Employer Supports and Accommodations
- IEP and 504 Planning
- Support Employment
- Assistive Technology
- Training and Education

Our goal, as Vocational Rehabilitation Transition Counselors, is to provide the most appropriate counseling and guidance for your successful transition from high school to adulthood, independence, and employment.

<http://www.usor.utah.gov/transition>

Vocational Rehabilitation

Applying for VR Services:

- Fill out an application
 - Download from our website: usor.utah.gov
 - Pick one up from a VR office
 - Call and have one mailed out to you
- Every office is different, ask how they handle applications
- Once the application is filled out, call the VR office to schedule the initial interview
- Let the scheduler know that you are in high school so they can assign you to a Transition Counselor
- Bring the application to the initial interview

Vocational Rehabilitation

Initial Interview for VR Services:

- o We will go over the Application with you to make sure we understand what is being described
 - o You will want to be as specific as possible when describing your disability and how it has impacted you
 - o Whenever possible use personal examples
- o If you have documentation of your disability please bring this into the first meeting. This needs to be signed by one who has the authority to give the diagnosis (e.g. Medical Doctor, Psychologist, etc.)
- o Examples may include:
 - o Medical Records with a specific disability diagnosis
 - o Psychological Evaluation with specific DSM diagnosis
 - o Receiving SSI/SSDI as a result of your disability
 - o Etc.
- o VR can request the documentation, or we can help with evaluations if you do not have documentation available (Eligibility Summary/IEP)

Vocational Rehabilitation

Initial Interview (continued):

- o An IEP or Evaluation Summary will help with understanding how specific disabilities have impacted you
- o This will help VR understand services that you may need to be successful
 - o In order to use these for eligibility there needs to be signed documentation of the disability's diagnosis
 - o If school documentation is not sufficient, additional testing may be offered (specific learning disability)

Vocational Rehabilitation

Eligibility:

- o To qualify for VR services you need to meet 4 criteria:
 1. You must have a significant mental or physical impairment
 2. Your impairment must result in a substantial impediment to employment
 3. You must be able to benefit from services through an employment outcome
 4. You must require Vocational Rehabilitation Services to prepare for, enter into, engage in, or retain gainful employment consistent with your strengths, resources priorities, concerns, abilities, capabilities interests and informed choice
- o VR is eligibility based - not everyone qualifies for VR services

Vocational Rehabilitation

Collaboration:

- o Earlier Intervention
- o Release of Information
 - o Open Lines of Communication
 - o Documentation Sharing
 - o IEP and IPE
- o Team approach to help students have the tools and resources necessary to be able to help themselves as they transition into adult life

Collaboration

How We Make it Work

- o Focus on the Student
- o Ask questions
 - o Ask for clarification of procedures from the other organizations
- o Set timelines and follow up
- o Work to find ways to make the situation work
- o Frustration usually comes from not understanding the other person.
 - o We often use the same words, but do not understand those words in the same way: internship, disability, plan
 - o We use different words for the same thing: Student, Client, Customer
- o Don't give up too early
 - o Work through the miscommunications that are bound to occur

Student Benefits

- Relevant, rigorous, simulated experience with feedback
- Familiar environment with teachers they trust
- Become familiar with those they may connect to post-high
- Self-advocacy at real level
- Have support not available in a “real” setting
- Enhance likelihood of seamless transition

Students know there is a shared collaborative vision and responsibility between themselves, their teachers and their chosen post-high connection

Mock Interviews create a safety net for those who need it most, and enhances the likelihood of a seamless transition

Benefits

Teachers:

- o Two days of each term:
 - Term 1: Cover letter & application
 - Term 2: Resume & Interview skills
 - Term 3: Mock Interviews
 - Term 4: utahfutures.org
- o General rubric, but teachers decide how to teach content
- o Active, engaging, relevant, and authentic curriculum
- o Meet Transition goals; district standards, state, core curriculum
- o Educators/Students receive an overview and introduction to post-high connections
- o Graduation rate has increased

Department:

- o Shared vision and standard
- o All staff address transition
- o Transition data is collected
- o Student data is on the shared drive regardless of who the previous case manager is/was
- o Staff accountability/timeline
- o Real life business standard and measurement

Collaboration Benefits

- o Connecting with post-high agencies and education
- o For 2 days each year, we have a chance to work together
- o We cannot take everyone to the community so the community comes to us
 - o 120-150 students
 - o 10-15 community volunteers a day
- o Saves time and streamlines the information to students/educators
- o Benefits agencies with outreach
- o Provides an opportunity to collaborate on transition issues



Benefits of Lunch During Mock Interviews

- Opportunity to interact and relax in an informal setting
 - Trust and rapport are developed
 - Create collaborative and networking opportunities
- Learn what each agency really does
 - Learn what is needed for program eligibility and application
- Establish connections: name, face, and contact information
- Understanding processes on a personal basis
 - “How can this work?”
 - “I have a student who...”

Student Survey

Mock Interview Spring 2014

Name _____

Circle the grade you are in. 10 11 12

Have you interviewed before this year? Yes No

How many years have you participated in mock interviews. 1 2 3

Do you currently work? Yes No

If Yes, Where?

How did you find/get the job? _____

Did you know about Davis Applied Technology College high school program? Yes No A little I attend DATC
 How likely are you to apply? I will I might I will not
 What program would you apply for?
 In your words what do they do?

Did you know about Department of Workforce Services before this experience? Yes No A little I am a client
 How likely are you to apply for services? I will I might I will not
 In your words what do they do?

Did you know about Vocational Rehabilitation before this experience? Yes No A little I am a client
 How likely are you to apply for services? I will I might I will not
 In your words what do they do?

Did you know about Avalon School of Cosmetology before this experience? Yes No A little
 How likely are you to apply for services? I will I might I will not
 In your words what do they do?

Did you know about your military options before this experience? Yes No A little I have a recruiter
 How likely are you to apply for services? I will I might I will not
 In your words what do they do?

Do you have an open case with:
 Department of Workforce Services Yes No
 Vocational Rehabilitation Yes No

How did you find out about their services _____

(1 is the lowest 5 is the highest)

How valuable do you feel that it is to learn how to interview? 1 2 3 4 5

How helpful did you think that mock interviews were? 1 2 3 4 5

How well do you think it will help you prepare for future interviews? 1 2 3 4 5

Have you interviewed for a "real job" before? 1 2 3 4 5

Did the mock interviews give you a real world experience? 1 2 3 4 5

How likely are you to recommend this experience to others? 1 2 3 4 5

Complete the sentence:

What was the most beneficial part of the mock interviews?

What was the least?

When I do this again next year I will:

What I recommend to others who do this?

What would I do differently?

Mock interviews have helped me by:

Interesting Feedback

- How helpful do you think mock interviews were?
 - Overall 71.9% of students said that mock interviews were helpful.
- How likely are you to recommend this experience to others?
 - 78% of seniors would recommend mock interviews, while 62% of juniors and 39% of sophomores would.
- Students that said they were prepared for the interview:
 - 10th grade-65%, 11th grade-66.7%, 12th grade- 77.8%.
- Of those that participated in mock interviews 3 years, none ranked the value of mock interviews less than 5!
- Of those that participated in mock interviews 2 years over half ranked the value of mock interviews less than 5.

Conclusion

- Mock Interviews create the opportunity to introduce students to potential supports that could assist them early with current and future transition goals
- Rallying point for the collaborate process
- Shared activity that everyone understands and is the catalyst to bring everyone together.
- Collaboration will take time, but the outcomes are worth it
- The anticipated benefits coupled with the unexpected collaborative outcomes make this a model worth consideration

Collaboration Outcomes

- More students so we can help out. Hope and motivation to keep in school and help provide plan with immediate incentives WIA/graduation
- Currently:
 - DWS Drop out/transportation/incentives/extra supportive services/credit recovery
 - Changing the mock interviews to introduce students sooner
- Seamless transition from case manager to a VR counselor
 - Trust has been established
 - IEP/IPE
- Graduation rate has gone from 44% to 55%
 - The transition focus as a team has helped increased this outcome
 - Mock interviews are the culmination of transition throughout the year



Most Beneficial Part of Mock Interviews:	What was the least beneficial:	What I recommend to others:	What do differently?	Mock Interviews helped me by:
Talking to old friends in the waiting room	No notice	Dress good	Dress good	Nothing
Knowing what you do wrong and how to fix it.	Me being nervous	Stay calm. Be yourself answer questions to the best of your ability	Prepare myself with questions to answer	with my confidence in interviewing and learning to answer questions better
got some tips on how to improve	they really didn't ask that many questions	that it good for you	dress up	giving me tips on how to do it
The people telling me things I should say	The whole dress up part.	to be respectful at all times	I would have dressed up.	Showing me there is more than football
the experins	nothing	no	everything	I don't know
It gave me some practice for my future interviews. At the end of it gave me good advice.	The least was if the mock interviews gave me a real world experience,	Prepare!	have practice ones, then the actual mock interviews	preparing for my future interview
to hear what I had to say	how to dress	to do the best they can	dress up	knowing what to say
Learning	n/a	everything	be prepared	giving me a world experience
learning how to ask appropriate questions learning about there jobs to learn who to who to get a job The interview experience the End the interviews	The dressing part it wasn't really helpful it was helpful The set up like signing in and out waiting	dress up to do a good job be prepared ?	nothing talk about me my~ less shy a lot Nothing	asking questions at the end to get a job giving me experience what it does best geving me proper time
learning more about how to get closer to my career	feeling and looking less confitent then I should	try your very best	ask more questions	knowing how to have a portfolio
I loved meeting new people	I didn't like being bored	to do better with interviews	dress better	working better
just talking and finding out more about what I wanted to do	Just describing who who was	to do it u will be prepared	have my papers more put together	preparing for my future
I don't know	I don't know	do it if you want to	I won't attend	they didn't help me
to talk to people	knowing that it is a fake	to look them in the eye	dress up	knowing how to do resumes
knowing what to do I an interview of your own to help I would talk to the person and she would listen	applying for company you don't want I don't no Have you interviewed for a "real job" before	dress relely likley well maybe choose the easiest job interviewer	not slow? meh I would dress better	giving me an experience of so~t~this stuff learning how to answer question about the job
the interview	waiting for someone to interview you	come prepared	be prepared	teaching me how to interview
It helped me have an idea of what a real interview would be like		I would recommend that others just do their best.	I would try to respond better than I did.	showing me what an actual interview would be like.
it's preparing you for something real	for the first time we weren't prepared	Dress up nice and Be Prepared	Reply with better answers	getting ready for the real world
I think it is helpful to the ones that don't have that experience				giving me things that I would need to know for a real interview. The things I would need to work on in the futer
having the interviews	having to dress	dress	dress	understanding interviews
help you prepare for an interview	not getting a job	is that make sure your confident and prepared	come dressed up	preparing me for real world job interviews
The food back	the interview	don't do it	try	geving me pointers

helping me by making look more authoritative	clouthing I already know	keep calm, be yourself	wear a suit	being prepared
the beneficial part is to help you in Real World Skills	they tell you what you need help with a questions	dress good	act.	telling me what I can do in life
to know what to do in the future and how to dress	there was always benefits	I don't know	dress and be more prepared	Knowing what to do in the future/how to dress and How to answer my questions better.
It helped me on what to say	nothing	it will help you on what to say and to overcome your fear on talking to people		
getting feedback	having it be required instead of optional	be prepared	get a better score	prepare for real interviews
that I learned more about the program		come prepared w/ everything	dress nice, have a resume	learning more about our program
help us focus on the interview	nothing. Everything is important in an interview	dress for the job	dress both day	keeping me in-line in the interview
It gave me some practice for my future interviews. At the end of it gave me good advice.				
The experience		Juniors and Sophomores	Ask More questions/Work more on Questions	Learning how to interview
How to Act	The suspense	Dress nice and stay calm	Have more questions to ask	Letting me know what to do and how how act
Learning by doing	none	Stay calm	Nothing (tied for the highest score)	Practice
Learning what to say and not to say	n/a	Make good eye contact	Nothing	I don't know
Knowing how they go	I may be rejected	Be confident and believe	Not sure	Telling me how interview in the real world will go.
I have a job	waste of time, I have a job	Do it if you don't have a job	n/a	I had a job my sophomore year
Learning to do a real interview	n/a	Be ready for it	Nothing	Giving me experience for real interviews
Experience	Nothing	Try to be happy	Dress up	The experience
Be prepared for real interviews	Having many reourse classes, so if you interview the first time you can get board.	Get all of the documents, dress up, act like it is real, not just a joke	Interview more	Being prepared
It helps with real world stuff	n/a	Sophamores and Juniors	Ask More questions/Work more on Questions	Real world stuff
The interview	Sitting	Yes	Dress up	Not being nervous
The interview	Not sure	Don't be shy	n/a	Giving me the experience
Help you learn how to interview	Nerve-wracking	Do you best	Nothing	teaching me how to interview
Unknown	Unknown	Nothing	Nothing	Learning people skills
I don't know	I don't know	It kind of helps	Nothing	Doing better
Learning to interview	boring	be ready and preapare	Be ready to iterview and not be ready at the last minute	teaching me how to interview
The real application	n/a	Just relax and be who you are	ready before hand	I have always had a job

Common Core

Reading, Writing, Speaking, Listening

- o The Common Core asks students to read stories and literature, as well as more complex texts that provide facts and background knowledge in areas such as science and social studies. Students will be challenged and asked questions that push them to refer back to what they've read. This stresses critical-thinking, problem-solving, and analytical skills that are required for success in college, career, and life.

<http://www.corestandards.org/ELA-Literacy/>

Common Core



<https://lce.cec.sped.org/>

Identify the Stages of an Interview

Correlation to Common Core Standards

Literacy.SL.8.1 COMPREHENSION AND COLLABORATION

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

Literacy.L.6.1 CONVENTIONS OF STANDARD ENGLISH

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Literacy.L.6.2 CONVENTIONS OF STANDARD ENGLISH

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Literacy.L.6.3 KNOWLEDGE OF LANGUAGE

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Simulated Interview

Literacy.SL.8.1 COMPREHENSION AND COLLABORATION

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

Literacy.L.6.1 CONVENTIONS OF STANDARD ENGLISH

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Literacy.L.6.3 KNOWLEDGE OF LANGUAGE

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

ANY
QUESTIONS
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