



**International Center
for Leadership
in Education**



Gold Seal:

Copernicus Education Gateway

Author(s): <i>Marsha Kucker</i>			Lesson Title: <i>Job Shadowing</i>			
Grade Span			ICLE Application Model			
<i>K-4</i>	<i>5-8</i>	<i>9-12</i>	<i>A</i>	<i>B</i>	<i>C</i>	<i>D</i>
<i>XX</i>						<i>XX</i>

Instructional Focus:

Listening – Students listen for a variety of purposes appropriate to the grade level.

Speaking – Students speak for a variety of purposes and audiences with sophistication and complexity appropriate to the grade level.

Writing – Students write for a variety of purposes and audiences with sophistication and complexity appropriate to the grade level.

Performance Task

1. Divide your students into groups of four or five.
2. Work with area businesses to set up a job shadowing experience for each group.
3. Prior to the job shadowing, discuss with the students the proper behavior and also work with them to develop a list of questions for the business sponsor. Students should write their responses in sentence and paragraph form.
4. After the event, have students complete the “My Job Shadowing Experience” worksheet (see Job Shadowing Chart 1). Ask each group to make an oral presentation to the class on their experiences.

ICLE Essential Skills

Apply in writing the rules and rules and conventions of grammar, usage, punctuation, paragraphing and spelling. (e1)
Prepare and deliver individual speeches by gathering information, rehearsing, making eye contact, speaking loudly enough, delivering information in a well-organized fashion, and appealing to the needs of the target audience. (e10)
Present information in well-organized fashion that will be clear to the target audience. (e11)
Listen, comprehend and summarize essential information from a variety of sources such as speeches, plays, commercials, on radio and television, and political debates. (e25)
Use writing as a tool for learning in formats such as learning logs, laboratory reports, note-taking, journals and portfolios. (e40)
Ask questions of others that encourage them to participate, elaborate, and contribute to understanding topics under discussion. (e48)
Organize supporting detail in logical and convincing patterns. (e54)

Scoring Guide:

	4 Exceptional	3 Admirable	2 Acceptable	1 Amateur
Group Participation	All students enthusiastically participate	At least ¾ of students actively participate	At least half the students confer or present ideas	Only one or two persons actively participate
Shared Responsibility	Responsibility for task is shared evenly	Responsibility is shared by most group members	Responsibility is shared by ½ the group members	Exclusive reliance on one person
Quality of Interaction	Excellent listening and leadership skills exhibited; students reflect awareness of others' views and opinions in their discussions	Students show adeptness in interacting; lively discussion centers on the task	Some ability to interact; attentive listening; some evidence of discussion or alternatives	Little interaction; very brief conversation some students were disinterested or distracted
Roles Within Group	Each student assigned a clearly defined role; group members perform roles effectively	Each student assigned a role but roles not clearly defined or consistently adhered to	Students assigned roles but roles were not consistently adhered to	No effort made to assign roles to group members

Student evaluation form available under attachment: Job Shadowing Evaluation Chart 2.

Keywords

English Language Arts	Mathematics	Science
Reading	Algebra	Earth Science
Writing Careers Grammar Narrative Paragraphs Vocabulary	Geometry	Life Science
Communications Discussion Illustration Interviewing Listening Oral presentation Retell	Statistics	Chemistry
Literature	Calculus	Physics
Other	Trigonometry	Other
	Other	

Chart 1

MY JOB SHADOWING EXPERIENCE

Name of Business:

Name of Host Employee:

Describe three of the most interesting things you discovered about this career:

What skills and educational training will you need to perform this job?

Skills:

Education:

Chart 2

Evaluation Form A: Process

Name:

Date:

Class:

	Exceptional	Admirable	Acceptable	Amateur
Group Participation				
Shared Responsibility				
Quality of Interaction				
Roles Within Group				

COMMENTS: