



Credentials of Value (CoV)

Curriculum Series Lessons



INDIANA COMMISSION *for*
HIGHER EDUCATION

Table of Contents

Topic 1 Understanding You & CTE Pathways

Lesson Overview

Competencies

Lesson 1

Introduction (Slides 2-5, estimated 5 min)

Student Activity - Agilities Assessment (Slides 6-7, estimated 15-20 min)

Instruction – Next Level Programs of Study (NLPS) and Indiana CTE Career Guide (Slides 8-9, estimated 10-15 min)

Making the Connection (Slides 10-12, estimated 5 min)

Wrap up (Slides 13-14, estimated 10 min)

Exit Journal Rubric

Extension Activities

Topic 2 Understanding the New IN Diploma/Seals & Credentials of Value

Lesson Overview

Competencies

Lesson 2

Introduction (Slides 17-24, estimated 10-12 min)

Indiana’s New Diploma & Seals (Slides 25-28, estimated 20 min)

Credentials of Value (Slides 29-34, estimated 15-20 min)

Wrap-up

Extension Activities

Topic 3 Postsecondary & Career Alignment

Lesson Overview

Competencies

Lesson 3

Introduction (Slides 37-39, estimated 5 min)

Instruction - Credentials of Value (Slides 40-43, estimated 5-8 min)

Group Activity (Slides 43-49, estimated 10-12 min)

Next Steps (slides 46-48, estimated 5 min)

Dream Career Presentation/Visualization Rubric

Wrap up (Slides 49-50, estimated 2-3 min)

Extension Activities

Topic 4 Creating your Credential Completion Plan (CCP)

Lesson Overview

Competencies

Lesson 4

Introduction (Slides 52-56, estimated 3-5 min)

Instruction - Pulling Together Your Vision Activity (estimated 10-15)

Wrap up

Topic 1 Understanding You & CTE Pathways

This lesson introduces students to the purpose and structure of Indiana’s CTE system and how pathways guide career development.

Each topic covers multiple steps to reach the end goal of a Credential of Completion Plan (CCP). Further information can be seen on the journey slides and within the CoV Instructor Guide.

Lesson Overview

45-55 minute lesson

Resources/Materials

- Instructor resources
 - Curriculum Instructor Guide [will be linked when finalized]
 - [Topic 1 Understanding You & CTE Pathways Slide Deck](#)
 - Change images on slide 5 if needed
- Student resources
 - [Agilities Work Profiler](#)
 - [CTE Course Titles and Descriptions](#)
 - [Indiana CTE Career Guide](#)

Peer Feedback: The guided practice involves students collaborating and discussing CTE pathways, promoting analytical thinking as they evaluate which pathways align with their skills and interests.

Independent Practice: The assignment where students select and analyze CTE pathways requires them to synthesize information and articulate their thoughts, enhancing their understanding and application of the concepts.

Competencies

Indiana's CTE system encompasses various pathways that prepare students for careers. By the end of the topic, students will be able to:

- Students will be able to explain the purpose and structure of Indiana’s CTE system and how pathways guide their career development.
 - Students will gain an understanding of Career and Technical Education (CTE) and the specialized skills needed for different career opportunities related to the program of study.
 - Students will explore resources available for students to research and select CTE pathways.
 - Students gain an overview of the various CTE pathways available in Indiana and better understand the importance of aligning personal interests and skills with career pathways.
-

Lesson 1

Introduction (Slides 2-5, estimated 5 min)

[Topic 1 Understanding CTE Pathways Slide Deck](#) – Display the slide deck for your students. **Check the speaker notes in the slide deck** for reminders and discussion prompts for the instructor.

Slide 3: Discussion: In the opening activity where students discuss their career aspirations, encourage them to think critically about their interests and goals, fostering personal connections to the material.

Slide 4: Share the learning goals with your students. These will be part of the reflection at the end of the class.

Slide 5 Discussion: This activity relates to the competency of understanding the specialized skills needed for different career opportunities related to the program of study through collaboration, communication, critical thinking, creativity, attention to detail, etc.

Slide 5: As students glance at the career images, have them ask themselves/share with the class:

- What skills do you think are essential in these careers?

Student Activity - Agilities Assessment (Slides 6-7, estimated 15-20 min)

Have students independently complete/update a personal interest inventory activity. [Agilities Work Profiler](#)

Slide 7: Once all students complete the activity, discuss the importance of aligning personal interests with career pathways. Have students share their top profile with a partner or in a small group. Allow for a short discussion between students regarding the why behind their profiling outcomes, as this relates to the competency of demonstrating the skills needed to successfully collaborate within teams, departments, and organizations.

Adapt to online or blended: Create a discussion board where students answer the questions and respond to classmates.

Instruction - Next Level Programs of Study (NLPS) and Indiana CTE Career Guide (Slides 8-9, estimated 10-15 min)

Have students explore the [Indiana CTE Career Guide](#) in small groups or partners. Note pages 10/11 on work-based learning and 14/15 on NLPS overview. Students should also explore the career overview pages starting on page 16.

- Adjust the size of groups and career pathways to best suit your class focus. i.e., a larger class can be divided into 6 groups with two groups working on the same snapshot; or if you are teaching within a specific pathway, all snapshots can be related to your specificity.
- Set expectations for collaboration: All voices should be heard, and each member should contribute.
- In relation to the competency, guide students to explore career opportunities related to the NLPS pathway and understand how they relate to the global economy and marketplace. Support questions for each group, starting with simple inquiries (e.g., *What education and training is needed for this career?*) and progressing to more complex ones (e.g., *How does this pathway align with current job market trends? Does your career of interest align?*). Monitor group discussions and provide support as needed.

Slide 9 Discussion: Referencing their skills and career of interest, students begin to see alignment of interests with career choices by diving deeper into the NLPS pathways.

Adapt to online or blended: Each student chooses a specific Career Snapshot and CTE pathway (linked above) resource for research. Taking notes about the supporting questions: Starting with simple inquiries (e.g.) and progressing to more complex ones (e.g., *How does this pathway align with current job market trends? Does your career of interest align?*). Monitor group discussions and provide support as needed.

Making the Connection (Slides 10-12, estimated 5 min)

Slide 10: Emphasize the way that CTE and NLPS are a student's partner in success beyond high school.

Slide 11: Share the key components of the NLPS with the students. Pages 14/15 of the [Indiana CTE Career Guide](#) also have some key information to share.

Indiana's **NLPS** re-imagined the state's CTE system beginning with the 2022-23 school year. NLPS organized more than 60 programs of study into clearly **sequenced pathways** that were aligned to **high-demand industries**, **dual-credit** courses at Ivy Tech Community College and Vincennes University, and **recognized certifications**.

The **NPLS**, including each 4-course sequence, course standards, and competencies, the postsecondary courses at Ivy Tech and Vincennes, each NLPS course is now even better aligned, and dual credit course eligibility has increased. (Most recently updated on June 13, 2025.)

Slide 12: Share the key benefits for students in understanding NLPS and CTE/dual credit. You can mention that after this series of lessons they will have created or updated their own Grad Plan with clearly identified steps in gaining credentials and/or certifications to guide them as they finish high school and look to enrollment in college, employment in the workforce, or enlistment in the military, which also aligns to creation of a Credential Completion Plan (CCP).

Wrap up (Slides 13-14, estimated 10 min)

Note: This will be a starting point for their cumulative graduation plan in Topic 4

Slide 13: Let's Reflect - Could be a class discussion or an exit ticket.

Slide 14: 1-2-3-4 - Peer Response Strategy

Student reflection of Agilities results and career pathway(s) of interest. Self-selected pathways and how NLPS courses connect to those. (journal, essay, etc.)

Exit Journal Expectations:

- *Have students share 2-3 sentences about their top skills as determined in the profiler activity.*
- *Then have them share an additional 2-3 sentences about their possible NLPS pathway aligned to those skills and interests.*

Peer Feedback Expectations:

- Review a classmate's draft and use the 1-2-3-4 response strategy below.

Online/blended Expectations:

- Draft reflection and post for review.
- Choose a peer's topic and respond using the 1-2-3-4 response strategy.

Strategy: 1-2-3-4 Discussion Response

1	2	3	4
Compliment: Start with a positive note. Find a specific point to compliment.	Comment: Make a comment about something relevant and meaningful that a student shared.	Connect: Look to make a connection with something that was written. Explain that connection.	Question: Ask a specific question that may assist students in elaborating further on a topic.

If time permits, this could also be a discussion question for students to share with each other and respond to their peers. A larger group discussion could possibly change a student's pathway based on conversations and responses of their peers.

Exit Journal Rubric

Prompt: Write 2–3 sentences about your top skills as identified in the profiler activity. Then write 2–3 sentences about a possible NLPS pathway that aligns with those skills and your interests.

Instructor may also provide students with a self-assessment rubric: [Topic 1: ExitJournal Checklist Student](#)

Criteria	Exceeds Expectations (3)	Meets Expectations (2)	Needs Improvement (1)	Not Evident (0)
Skills Reflection	Clearly identifies 2–3 skills with strong explanation of why they are strengths. Sentences are detailed and specific.	Identifies at least 2 skills with some explanation. Sentences are mostly clear.	Mentions only 1 skill or gives very limited explanation. Sentences are vague or incomplete.	No skills mentioned OR response is off-topic.
NLPS Pathway Connection	Describes a possible NLPS pathway with 2–3 clear sentences, strongly connecting pathway to skills and interests.	Describes a pathway with some connection to skills and/or interests. Sentences are clear but may lack depth.	Mentions a pathway but gives little to no connection to skills or interests. Sentences lack clarity.	No pathway described OR response is off-topic.
Sentence Quality & Completion	Writes at least 4–6 complete sentences that fully answer the prompt. Writing is clear, organized, and error-free.	Writes at least 4 sentences that address the prompt. Writing is mostly clear and understandable.	Writes fewer than 4 sentences, or sentences are incomplete and hard to follow.	No sentences provided.

Total Points Possible: 9 (3 per category)

Extension Activities

Create a visual representation of your skills and career pathways you are exploring.

Support: Pair struggling readers with a peer tutor during group activity or provide audio versions of key documents.

Enrichment: Students research local employers related to their chosen pathway and schedule a virtual Q&A.

Research: Students can further explore and research their skills from the Agilities Activity to increase their knowledge of skills and how those connect to various career opportunities.

Counselor Collaboration: Invite the school counselor to co-facilitate the IN Diploma/CoV session and connect plans to graduation requirements.

Topic 2 Understanding the New IN Diploma/Seals & Credentials of Value

This lesson explores the redesigned diploma requirements and how CoVs are integrated into students' academic journeys.

Each topic covers multiple steps to reach the end goal of a CCP. Further information can be seen on the journey slides and within the CoV Instructor Guide.

Lesson Overview

45-55 minute lesson

Resources/Materials

- Instructor resources
 - Curriculum Instructor Guide [will be linked when finalized]
 - [Topic 2 Credentials of Value Slide Deck](#)
- Student resources
 - [Credentials of Value Memo](#)
 - [Indiana CTE Career Guide](#)
 - [Credentials of Value & Career Cluster Cards](#)

Small Group/Pairs Activity: This guided practice involves students researching, collaborating, and discussing CoVs promoting understanding of credentials of value and how they can positively impact postsecondary opportunities.

Independent Practice: This assignment is the continuation of guiding students in selecting a diploma seal and then elaborating on one or two credentials aligned to their selected pathway. Students should synthesize information and articulate their thoughts, enhancing their understanding and application of the concepts.

Competencies

- Examine licensing, certification, and credentialing requirements for different career opportunities related to the program of study.
- Students will explore the role of CoVs, matching them with relevant career opportunities.
- Evaluate and articulate their high school diploma options and identify potential CoVs that align with their chosen career pathway.

Lesson 2

Introduction (Slides 17-24, estimated 10-12 min)

[Topic 2 New Diploma & Credentials of Value Slide Deck](#) - Display the slide deck for your students. **Check the speaker notes in the slide deck** for reminders and discussion prompts for the instructor.

Slide 18: In this opening activity, students are imagining themselves in their career aspirations. Encourage them to use forward thinking and focus on their interests and goals so they can make personal connections.

Slide 19: Share today's competencies with students.

Slide 20: Have students read the question on the slide and allow a few seconds of thought. You may want to share an example (i.e., family, friends) to get them started.

Slide 21: This slide provides a number of influences that impact decisions and choices.

Slide 22: Influences on our choices can be positive and negative. This slide allows for some thought-provoking insight.

Adapt to online or blended: Students take notes and write down questions and thoughts about the topics and reasons why to turn in as an assignment.

Slide 23: Transition slide shifting to our lesson on the new IN Diploma and Seals.

Slide 24: This shows a visual pathway with topics we have covered and those yet to be covered prior to reaching the end goal of creating an individualized CCP.

Indiana's New Diploma & Seals (Slides 25-28, estimated 20 min)

Slide 25: Overview of new IN Diploma.

Slide 26: IN Diploma and Seals image slide, identifying changes occurring for the Class of 2029 and beyond,

Slides 27: This slide guides your students to become experts in the new IN Diploma details.

Resources: [Diploma+ Seals Info](#)

Divide students as seated into groups of five. Then, have students determine their "expert" topic by choosing one number each for the following choices: (5 students = 5 topics provided; adjust accordingly as your class size dictates.)

Resource: IN Diploma Comp & Seals

1. Foundation Requirements (core subjects credits)
2. Technical/Academic Specializations (Honors and Honors Plus)
3. Enrollment Honors Seal
4. Employment Honors Seal
5. Enlistment & Service Honors Seal

Slide 28: Research and note findings for their chosen "expert" topic (Note: Setting a timer may assist in keeping students from having stray conversations) (Suggesting 8-10 min). Once "expert" research is complete, each group should create a visual/written/slide summary of the new IN Diploma & Seals to share with the entire class by a chosen group spokesperson.

Adapt to online or blended: Students choose an expert topic. Read and summarize key points. Turn in as a discussion or assignment.

Credentials of Value (Slides 29-34, estimated 15-20 min)

Resources: [Credential & Career Cluster Cards](#)

Slide 29: This slide updates our journey and serves as a transition to CoV.

Slide 30: This topic gets students shifting their mindset to what CoVs are and will help them dive into the next activity.

Slide 31: This slide highlights the benefits of pairing an aligned NLPS pathway to skills and CoVs.

Slide 32: This slide provides some insight into additional perks of CoVs.

Slide 33: Checking for understanding “Connect the Credential” Activity

Instructor Resource: Credentials of Value List (Green)

- **Printed Version:** (2 options)
- Pair students or place in a small group
 - Set expectations for collaboration: All voices should be heard, and each member should contribute.
 - Give each **Career Clusters** cards, (e.g., "Construction," "Health & Human Services") and **Credentials** to students or groups.
 - Ask students to work together to match the credentials to the correct cluster by placing them next to the corresponding card.
- **Digital Version:**
 - Use a Jamboard or Padlet with draggable topics, where students drag each **CoV** to the correct **Career Cluster** column.
 - Example of matching Credential to Career Clusters (A spoiler for one is shown on slide)
 - **Discussion/Reflection:** Upon completion of this activity ask/discuss these questions:
 - Why did you match each credential where you did?
 - Were any surprising or difficult to match?

Slide 34: This slide wraps up and summarizes key points for obtaining one or more CoVs.

[Topic 2: Credential & Career Cluster Cards Answer Key](#)

Wrap-up

Slide 35: This side allows students to pull everything from today’s competencies together.

Note: This will be another piece for their CCP in Topic 4

Exit Journal Expectations:

Student reflection of new IN Diploma & Seals, as well as their new ideas and interest in CoVs (journal, essay, etc.).

- *Have students share 2-3 sentences about what diploma options they see as a best fit for them. They should provide a rationale for this choice. Then have students write a few additional sentences about their possible CoVs they may wish to pursue in high school. These should align to their pathway of interest.*
 - Which diploma seal and Credentials of Value do you want to pursue?
 - How will you make that happen?

Extension Activities

- **Create:** Students may create a profile for a person (real or imaginary) whose career pathway has been shaped by earning credentials. Your profile should explain:
 - Which credentials they earned.
 - How those credentials influenced their career choices, opportunities, or success.
 - Could include an interview with an AI, a partner pretending to be the person, an actual person, etc.
- **Enrichment:** Have students create a podcast to promote one of the new diploma seals and the connection to CoVs.
- **Explore:** Students can access the [Next Level Jobs](#) website to deepen research on their career(s) of interest.

Topic 3 Postsecondary & Career Alignment

This lesson connects credential attainment to various postsecondary options, including Indiana College Core (ICC) Transfer Singulation Articulation Pathway (TSAP), and NLPS pathways.

Each topic covers multiple steps to reach the end goal of a CCP. Further information can be seen on the journey slides and within the CoV Instructor Guide.

Lesson Overview

45-55 minute lesson

Resources/Materials

- Instructor resources
 - [Curriculum Instructor Guide](#)
 - [Topic 3 Postsecondary & Career Alignment](#)
- Student resources
 - [Credentials of Value](#)
 - [Indiana CTE Career Guide](#)
 - [Topic 3: Dream Career Rubric Student Self Assessment](#)

Independent Practice: The assignment allows students to select and analyze high-demand and impactful CoV for their pathway based on prior topic lessons and interests discovered while in this course. It requires them to synthesize information and articulate their thoughts, enhancing their understanding and application of the concepts.

Peer Feedback: The guided practice involves students collaborating and discussing CoV mapping and feedback within a common interest pathway. This promotes analytical thinking as they evaluate which pathways align with their credentials.

Competencies

Indiana's CTE system encompasses various pathways that prepare students for careers. By the end of the topic, students will be able to:

1. Evaluate the impact of the CoV selected career cluster.
 2. Apply career exploration insights to define a personalized pathway within their selected career cluster.
 3. Select and justify a pathway as part of their personalized CCP.
 4. Start to develop a personalized CCP that reflects their interests and strengths.
-

Lesson 3

Introduction (Slides 37-39, estimated 5 min)

[Topic 3 Postsecondary & Career Alignment Slide Deck](#) - Display the slide deck for your students. **Check the speaker notes in the slide deck** for reminders and discussion prompts for the instructor.

Slide 38: This slide sets up an interesting debate and can easily lead into a good discussion. To be clear, the value of either truly depends on the career pathway of choice. However, it is important to note that having or obtaining a strong skill set can also lead to a degree at a much lower cost.

Slide 39: Share today's competencies with your students.

Instruction - Credentials of Value (Slides 40-43, estimated 5-8 min)

Slide 40: This slide highlights the coordination behind the development of CoVs. Many sectors and data influence the impact of CoV, including employers giving input on needs.

Slide 41 Discussion: The Department of Workforce Development data is a driving force behind the needed CoVs in specific areas or regions. The top Indiana employment areas of need are listed.

Slide 42: This slide highlights the four key groups who benefit from CoV. Indiana's ongoing efforts aim to create a stronger and more responsive workforce, benefiting individuals and the state's economy. Resource link: [Top Jobs Indiana](#). Please use this to view and show income levels for careers in these sectors with various credential levels.

Slides 37-42: Adapt to online or blended: Speaker questions can be added to the slide, asking students to reflect on the questions within the slide and write their answers down. Or create a discussion board with the questions.

Group Activity (Slides 43-49, estimated 10-12 min)

Slide 43: To help students understand the value of different career paths, here are scenarios for a group activity focusing on Indiana's CoV.

- Divide students into small groups and assign 1-2 of the 8 scenarios. (You may wish to assign them by scenarios aligned to their interests, but it is not mandatory.)
- Scenarios (2/career cluster) for students to research—can be found in this [CoV Scenario handout](#)

Slide 44: This slide recaps the CoV scenario activity, allowing students to listen and learn for developing their CCP.

Slide 45: Our map, to again recap the process in this course.

Slides 43-49: Adapt to online or blended: Students choose a scenario to research. The [CoV Scenario handout](#) should be uploaded to the course. Students create a summary and submit their notes in a discussion. This will allow students to take notes from other students' research. Students then reply to a post with additional questions.

Next Steps (slides 46-48, estimated 5 min)

Slide 46: This slide shares the benefits of postsecondary and career alignment

Slide 47: This slide shares the CTE Career Guide, showing the pathway of planning forward. This guide is a great resource as all high school students plan for high school and beyond. (See Extension Activities for further ideas.)

Activity

Slide 48: Visualization activity for postsecondary and career alignment. Students pair with a peer of like career interest to create a vision board following the prompts on the slide. Students are encouraged to be creative. (Instructor may decide upon mode of presentation for students: i.e., PowerPoint, Google Slides, Canva, or a hand-drawn image to share.)

Once the partner Career Vision board is complete, students should prepare highlights for the entire class. (Time may become an issue here, so you may choose to display their poster/picture on the classroom wall in a gallery walk for inspiration as they begin their CPP plan, or extend presentations into Topic 4 Intro.)

Adapt to online or blended: Students create the visualization using a computer program such as PowerPoint, Google Slides, Canva, or a hand-drawn image, which is then uploaded into a discussion.

Dream Career Presentation/Visualization Rubric

This rubric will be used to evaluate your presentation or visualization of your dream career project. Be sure to address each area with detail and creativity.

Instructor may also provide students with a self-assessment rubric: [Dream Career Presentation/Visualization Rubric - Student Self-Assessment](#)

Criteria	Exceeds Expectations (3)	Meets Expectations (2)	Needs Improvement (1)	Not Evident (0)
Dream Career Description	Clearly and thoroughly describes the dream career, including role, responsibilities, and why it is appealing.	Describes the dream career with some details; explains role or appeal.	Mentions dream career but with little detail or clarity.	No description of dream career is provided.
Typical Day	Provides a vivid, detailed explanation of a typical day in the role, showing clear understanding of career tasks.	Explains what a typical day might look like with some detail.	Gives a vague or incomplete description of a typical day.	No explanation of a typical day is given.
Impact of Work	Clearly explains the positive impact they want to make, showing thoughtful connection between the career and broader contributions.	Explains some impact they want to make through their career.	Mentions impact briefly but without depth or connection to career.	No mention of desired impact.
Work-Life Balance	Thoughtful and specific reflection on balancing work with personal life, including examples of how they would use time/money for fun or personal goals.	Explains ideas about balancing work and personal life with some detail.	Mentions work-life balance vaguely or incompletely.	No mention of work-life balance.

Criteria	Exceeds Expectations (3)	Meets Expectations (2)	Needs Improvement (1)	Not Evident (0)
Dream Career Description	Clearly and thoroughly describes the dream career, including role, responsibilities, and why it is appealing.	Describes the dream career with some details; explains role or appeal.	Mentions dream career but with little detail or clarity.	No description of dream career is provided.
Presentation/Visualization Quality	Presentation is creative, well-organized, and engaging; visualization clearly enhances understanding of the dream career.	Presentation is clear and organized; visualization supports the description.	Presentation/visualization is somewhat unclear, incomplete, or lacks engagement.	No presentation or visualization is evident.

Total Possible Points: 15

Wrap up (Slides 49-50, estimated 2-3 min)

Note: This will also help students create their CCP in Topic 4.

Slide 49: This slide completes another step along the pathway of this course.

Slide 50: Let's Recap! This slide highlights the value of postsecondary and career alignment.

Slide 51: This slide recaps today's lesson and sets the stage for Topic 4.

Extension Activities

Create your own vision board of your future career, including the steps to get there.

Provide resources for students to explore more careers that interest them, including interviews with professionals in those fields (i.e., [US DoL Career Video](#)).

Enrichment: Students begin researching potential colleges or training programs related to their chosen pathways. The Indiana Career CTE Guide and Career Explorer can be used for further research and guidance for students.

Topic 4 Creating your Credential Completion Plan (CCP)

This lesson connects credential attainment to various postsecondary options. This topic includes a review of lessons and activities in Topics 1-3, to obtain the end goal of a CCP.

Lesson Overview

45-55 minute lesson

Resources/Materials

- Instructor resources
 - Curriculum Instructor Guide [will be linked when finalized]
 - [Topic 4 Creating your CCP Slide Deck](#)
 - [Credential Completion Plan](#)
- Student resources
 - Student/Partner Dream Career board
 - [Credential Completion Plan](#) (This form has live resource links embedded)

Independent Practice: The assignment allows students to pull together information from lessons and activities learned in Topics 1-3 and create their own CCP.

Peer Feedback: If time permits, students may share with peers their ideas and thoughts during or after completion of “Pulling Together Your Vision.” It involves students collaborating, discussing, and providing feedback regarding their career choices and steps in choosing the pathway to succeed.

Competencies

Indiana's CTE system encompasses various pathways that prepare students for careers. By the end of the topic:

1. Students will demonstrate their understanding of the requirements for earning credentials and how those align with their career goals.
2. Students will further understand the importance of setting realistic goals and timelines for credential completion.

Lesson 4

Introduction (Slides 52-56, estimated 3-5 min)

[Topic 4: Creating your CCP](#) - Display the slide deck for your students. **Check the speaker notes in the slide deck** for reminders and discussion prompts for the instructor.

Slide 53: Share today's competencies with your students.

Slide 54: This map shows the final steps that will be taken today as students create their CCP, as well as all the prior lessons and activities covered in this course.

Slide 55: This slide highlights the clarity of creating a CCP.

Slide 56: This slide includes necessary items within the CCP and ties all of those back to prior lessons and activities in Topics 1-3.

Instruction - Pulling Together Your Vision Activity (estimated 10-15)

Slide 57: This slide provides an overview for reflection and students work on. Allow for students to complete this activity.

Slide 58: (Share this slide once students have completed the above activity.) This slide speaks to options for career goals and the various ways to achieve those goals.

Slides 52-58: Adapt to online or blended: Speaker questions can be added to the slide asking students to reflect on the questions within the slide and write their answers down. Or create a discussion board with the questions.

Slide 59: This slide recaps the new IN Diploma and Seals requirements. It prompts them to think before they complete the next step in the CCP.

Group Creating Your CCP Activity (estimated 30-40 min)

Slide 60: This slide highlights some of the components students should include in their CCP. Leave this slide up for the entirety of the activity.

Instructor please share this [Credential Completion Plan](#) for all students to **make a copy** to create their personalized CCP.

Students have linked resources embedded within the template and may use other resources from Topics 1-3 as well.

Adapt to online or blended: Students create their CCP with the same template link as those in the classroom.

Wrap up

Slides 61 & 62: These slides celebrate the completion of each student's CCP and all the steps involved. It is important to remind them that this is to be used to guide them in communicating with various adults as they plan forward in high school.

Extension Activities

Create: Attach or share your CCP and vision page to a class board as a reminder of your goal. Find pictures/images/inspiring words to add as motivation.