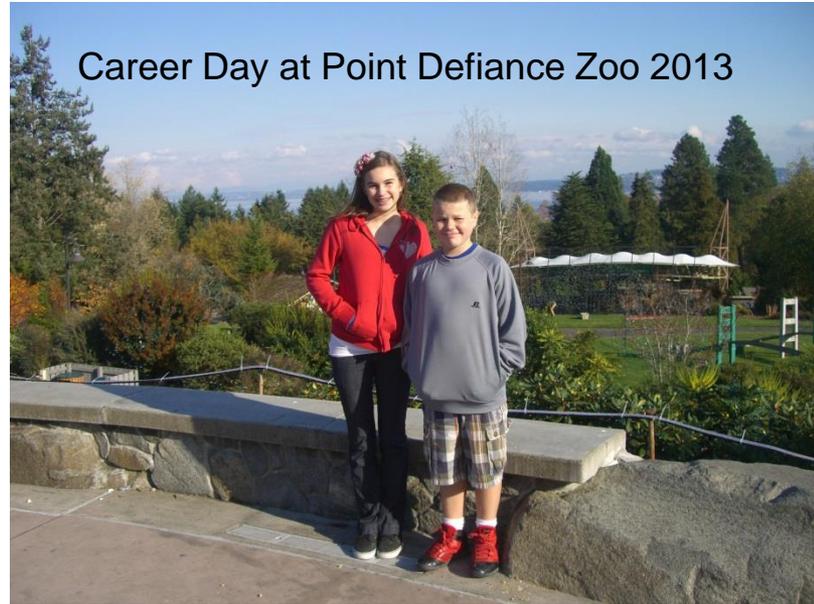


Career Day at Point Defiance Zoo 2013



MIDDLE SCHOOL CAREER & COLLEGE READINESS

Career Education Opportunities Joint Taskforce
12.2.13

AMERICAN SCHOOL COUNSELOR ASSOCIATION CAREER DEVELOPMENT STUDENT STANDARDS

ASCA National Standards for career development guide school counseling programs to provide the foundation for the acquisition of skills, attitudes and knowledge that enable students to make a successful transition from school to the world of work, and from job to job across the life span.

- Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.
 - C:A1 Develop Career Awareness
 - C:A2 Develop Employment Readiness
- Standard B: Students will employ strategies to achieve future career goals with success and satisfaction.
 - C:B1 Acquire Career Information
 - C:B2 Identify Career Goals
- Standard C: Students will understand the relationship between personal qualities, education, training and the world of work.
 - C:C1 Acquire Knowledge to Achieve Career Goals
 - C:C2 Apply Skills to Achieve Career Goals



COMMON CORE- COLLEGE & CAREER READINESS



- The Career Readiness Partnership Council has recognized that college readiness is only part of the issue; what is needed is a **comprehensive strategy that links education with workforce preparation** and includes all aspects of preparation and support.
- The **comprehensive school counseling program drives college-and-career readiness** through development and implementation of programs that address areas such as social and interpersonal skills, organizational skills, problem solving skills, knowledge of career opportunities, and post-high school planning.
- To help students become career-ready, **schools must begin in elementary school and coordinate and collaborate throughout all grades** to create opportunities for all students to gain the knowledge and skills needed for their futures. School Counselors understand that to accomplish these goals they must address the academic barriers through a multi-faceted focus on social and emotional learning as part of their unique function in the schools.



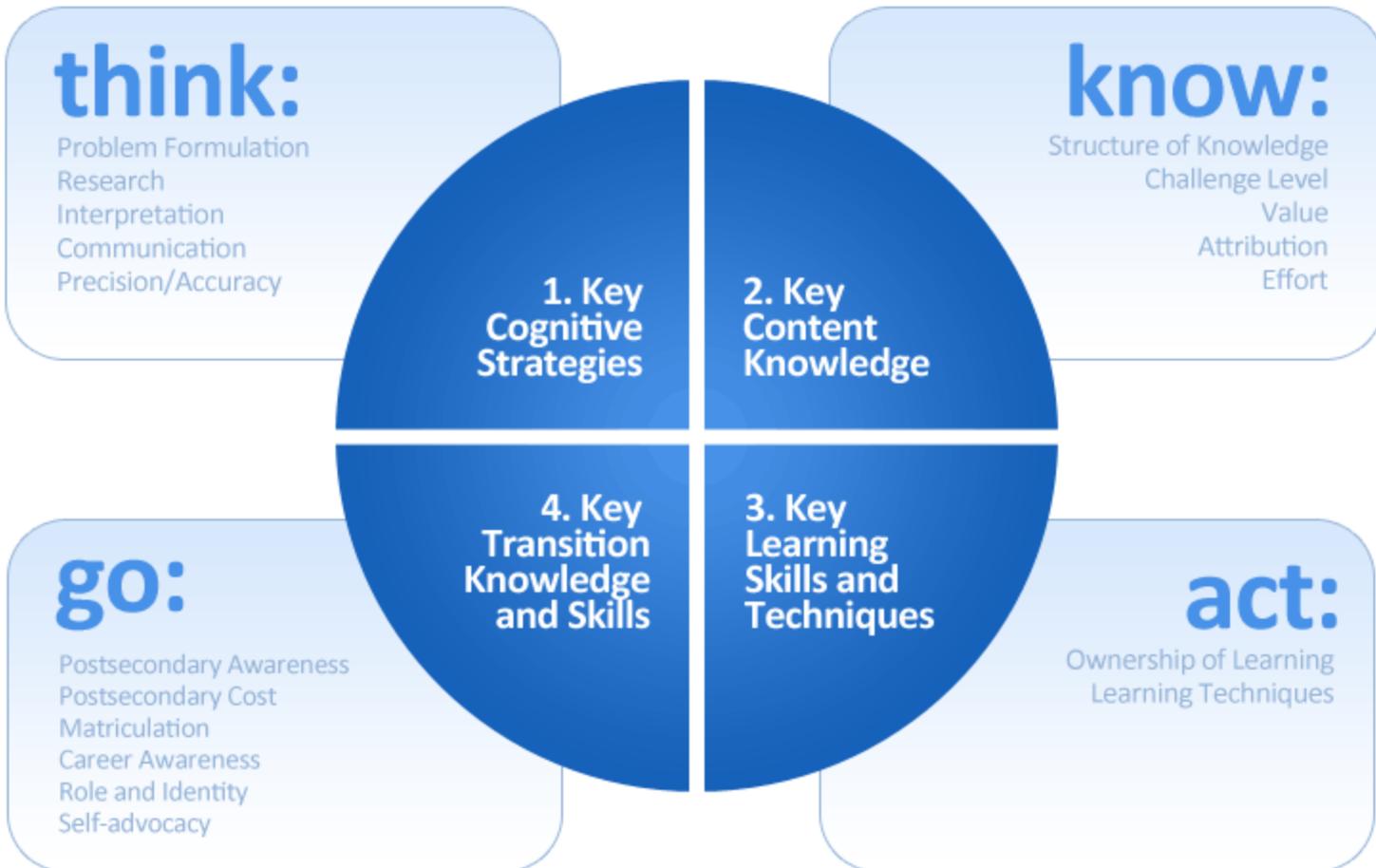
ASCA NATIONAL MODEL- K-12 SEQUENCE TOOL

— + Automatic Zoom ↕

<i>CAREER DEVELOPMENT DOMAIN (cont'd)</i>	Grade Configuration, if different than listed			
	K-2 <input type="checkbox"/>	3-5 <input type="checkbox"/>	6-8 <input type="checkbox"/>	9-12 <input type="checkbox"/>
STANDARD C: Students will understand the relationship between personal qualities, education, training, and the world of work.				
Competency C:1 Acquire Knowledge to Achieve Career Goals				
C:C1.1 understand the relationship between educational achievement and career success	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C:C1.2 explain how work can help to achieve personal success and satisfaction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C:C1.3 identify personal preferences and interests which influence career choice and success	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C:C1.4 understand that the changing workplace requires lifelong learning and acquiring new skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C:C1.5 describe the effect of work on lifestyle	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C:C1.6 understand the importance of equity and access in career choice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C:C1.7 understand that work is an important and satisfying means of personal expression	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Competency C2 Apply Skills to Achieve Career Goals				
C:C2.1 demonstrate how interests, abilities and achievement relate to achieving personal, social, educational, and career goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C:C2.2 learn how to use conflict management skills with peers and adults	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C:C2.3 learn to work cooperatively with others as a team member	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C:C2.4 apply academic and employment readiness skills in work-based learning situations such as internships, shadowing, and/or mentoring experiences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Four Keys to College and Career Readiness

Through extensive research and years of work in the field, David T. Conley, PhD, and EPIC have identified factors important to college and career readiness that make up the Four Keys to College and Career Readiness. EPIC's Four Keys conceptual framework has been adopted by national organizations such as the College Board, International Baccalaureate®, and by numerous states and school districts.



MIDDLE SCHOOL CAREER GUIDANCE: SAME STANDARDS, DIFFERENT DELIVERY MODELS

○ Yelm Middle School, Yelm (Grades 7-9)

- 2 School Counselors / 730 students
- Early NAV101 school, so homeroom structure already build into schedule with staff support to deliver lessons prepared by school counselors for Academic Goal Setting, Personal/Social Skill Development, Career & Post-Secondary Exploration, High School & Beyond Planning, Conference Preparation, and Pre-Registration.
- 3 computer labs, but limited option to give all students equitable and timely access for career & college exploration.
- Implement student tours of Skills Center and Running Start.

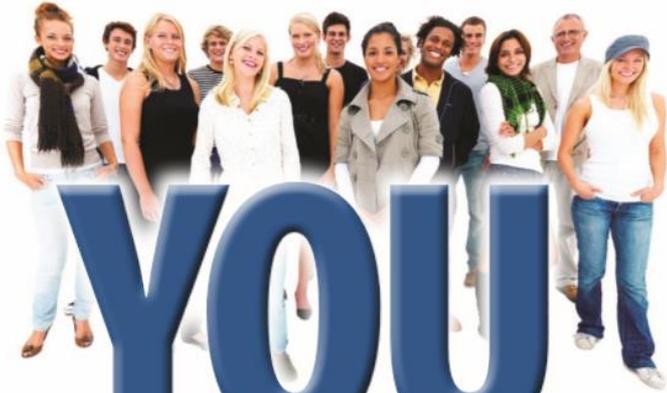
○ G.W.Bush Middle School, Tumwater (Grades 7-8)

- 1 School Counselor / 530 students
- Schoolwide career/college/4YP not in place
- School Counselor made proposal to leadership team for permission to create and implement schoolwide career & college readiness lessons.
- School Counselor utilized television broadcast system to deliver lesson. Teacher projected lesson powerpoint serving as support staff during the lesson.
- 2 computer labs, but limited option to utilize online tools.
- Implement student tours of Skills Center and Running Start.



WORKFORCE TRAINING & EDUCATION COORDINATING BOARD

- Free workbook (can print online or request hard copies) at <http://www.wtb.wa.gov/TrainingResources.asp>



**Where are
YOU
Going?**

2013-2015

 **Workforce Training and Education Coordinating Board**
128 10th Avenue SW, PO Box 43105, Olympia, 98504-3105
360-709-4600 • www.wtb.wa.gov



CAREER EXPLORATION: SCOPE & SEQUENCE DEVELOPMENT

Your Path to Career Planning

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MIDDLE SCHOOL CAREER & COLLEGE READINESS SCHOOL WIDE LESSON SEQUENCE

7th Grade

1

Lesson Goals:

- Students identify their Interest Rating
- Students work in small groups to collaboratively learn about the six Interest Rating categories
- Students identify how their Interest Profiles connect to career exploration

Essential Questions:

- What are my interests?
- How do my interests connect to my career goals?
- What is the value in people having different Interest Profiles?

Materials:

- "Where Are You Going? The 2010-2012 guide to careers and occupations in Washington state" workbook per student
- **Writing utensil** per student – encourage pencil
- Interest Rating graph template (overhead or electronic)

2

Lesson Goals:

- Students will review the six Interest Rating categories
- Students identify how their Interest Profile connects to career exploration
- Students identify two career opportunities and educational requirements for those careers

Materials:

- "Where Are You Going?" workbook (teacher has from last lesson)
- Handout: "Career Exploration Summary"

8th Grade

1

Lesson Goals:

- Students increase awareness of the four high school graduation requirements
- Students develop understanding of specific credits required for high school graduation
- Students will begin to draft their High School & Beyond Plan

Materials:

- TV Channel 2
- Handout: "High School & Beyond Planning Sheet"
- High School & Beyond Plan Powerpoint: hardcopy and electronic copy

2

Lesson Goals:

- Students know the four THS graduation requirements
- Students know the specific credits required for THS graduation
- Students will use the THS course catalog to select elective choices for their planning sheet in preparation for pre-registration

Materials:

- TV Channel 2
- Powerpoint presentation (electronic & hardcopy): "High School & Beyond- Class of 2017 Part 2"
- Handout from March 8th: "High School & Beyond Planning Sheet"
- Handout (**wait until Step 6**): "THS 9th Grade Course Catalog"



CAREER EXPLORATION FOLLOW UP

- Grade-Level / Team data tables on large posters showing 7th grade Interest Profile totals and 8th grade Career Cluster totals.
- Career Exploration Summary (see below) shared at student conferences.
- Listening Lunch- reinforce vocabulary and career sharing.
- 8th grade LA class works on career research project and display posters.



Tools ab Screen 1-2 of 3 View Options X Close

B.M.S. FALCON 101

7th Grade - Career Exploration Summary - 2013

Name: _____ HMRM TCHR: _____

INTEREST PROFILE:
Record your results from page 6 in the "Where Are You Going" 2010-2012" workbook for each interest category and identify your top 3 categories (1st, 2nd, 3rd in the "Top 3" column). *If you were absent for the Interest Profile activity*, read the description of each interest rating below and pick the 3 that you believe describe you the most.

	TOTAL	TOP 3
Realistic - building, repairing, working outdoors; hands-on problems and solutions.		
Investigative - researching, analyzing, inquiring; activities that involve ideas and thinking.		
Artistic - creating art, drama, music, writing; activities dealing with arts and self-expression.		
Social - helping, instructing, care giving; assisting others & promote personal development.		
Enterprising - selling, managing, leading others; starting and carrying out projects.		
Conventional - accounting, organizing, attention to accuracy and detail.		

Which Interest Category do **you** think fits you the best? _____

CAREER SEARCH:
Using the "Where Are You Going" workbook, explore career opportunities using your Interest Profile details (p. 6) and Career Cluster selection(s) (p. 8-11). Locate the workbook pages identified by your Career Cluster. Referencing your Interest Profile, scan the Interest Rating column for the careers listed in your Career Cluster to find a match. Circle all career and Interest Rating matches in your Career Cluster. **Select the top two career matches that interest you the most and record the information below.** If you do NOT find a match that you believe fits your career goals, use the Index of Careers (p. 50-52) to keep searching until you find a match.

The Education column for each career summarizes the educational details and programs offered in Washington state. The number(s) in the Education column matches the program providers listed in the back of the workbook (p.68-79).

	Career Name and Occupational Description	Average Monthly Wage	Openings Per Year	Education Requirements
1.				
2.				

How can awareness of your personal interests help guide your future goals and career options?

➡

OSPI STATEWIDE STRATEGIC PLAN FOR SECONDARY CAREER AND TECHNICAL EDUCATION

- **Goal 2: Ensure that every student receives comprehensive career guidance that leads to a personalized Program of Study.**

- **Current Resources**
 - 2.4.4 Mandate statewide articulations between secondary and postsecondary education.
 - 2.4.5 Charge education agencies to develop statewide articulations from high school to postsecondary education.

- **Additional Funding**
 - 2.3.2 Deliver professional development to teachers and counselors on:
Academic alignment of standards • Community-based organizations • High School and Beyond Plan requirements • Industry partnerships • Professional associations • Programs of Study • Social media integration in the classroom • Student leadership



CAREER EDUCATION: QUALITY AND EQUITY OF ACCESS FOR ALL KIDS

- **Student standards for career exploration and career/college readiness** are already defined by a variety of professional education agencies (American School Counselor Association, Common Core, OSPI, PESB, Washington Student Achievement Council, Elementary & Secondary Education Act, etc.).
- **Collaboration across all levels K-12 is required to articulate a career exploration and college readiness scope and sequence** to efficiently utilize resources (time, staffing, and materials), strengthen the safety net for grade-level transitions, effectively reach all students, and prepare all students to set and achieve their dreams after high school.
- **Information sharing between buildings/grade bands** regarding student interests and tentative career paths.
- When a **comprehensive school counseling program is implemented** and the academic, social/emotional, and career development skills are imbedded into the school system, school counselors can team with post-secondary and/or community professionals to target areas of career interest identified by students.
- **Barriers:** *professional development in program and out due to changing economy and job market; *access to online tools for instruction vs. supplemental resources for those who have internet out of school; *master schedules and highly qualified staffing requirements limit student driven scheduling or career enrichment offerings; *elementary school counselor ratios restrict opportunity to imbed career development into K-6 while juggling elementary social/emotional and academic skill building needs.