

2011-12 Career Development Building Plan

Name: _____

Building: _____ Grade Levels: _____ Total Number of Students: _____

Please type. Plan by grade level using Key Concepts of Career Development.

PLANNING TEAM MEMBERS AND TITLES:

As Career Development Building Representative, I plan to:

Grade _____

Our plan:

Grade _____

Our plan:

Grade _____

Our plan:

Grade _____

Our plan:

The Ultimate GOAL is curriculum integration that increased both academic gains and career maturity. Please use the following parameters to guide your work:

K-5's Core Focus should be career awareness that embeds activities to assure student career awareness. Strategies: Drawing contests around careers, career days, field trips, role playing, video presentations of various careers, etc.

Grades 6-8's Core foci should be career exploration and career interest with continued career awareness. Strategies: Embedded activities designed to help students consider their personal career interests including: interest inventories, aptitude assessments, and other career assessments. The assessments should direct career exploration, with room for redirection. Career field trips, job shadowing, tours, interviews with career professionals and career information about educational requirements, labor market growth and changes, entrepreneurial options, and use of career planning tools will occur at this stage.

Grades 9-12's Core foci should be career exploration and career planning transitioning to more advanced approaches such as internships, co-ops, and sophisticated virtual connections to careers not physically available to students. Students need to be fully aware of the options and impacts of a set of career choices, allowing for re-direction/s. Career planning will focus on making a clear connection between career and education decisions including high school course selections, college selection for postsecondary study, major selection in high school and college, career-tech course selections, and other strategies. The focus will be on how to create such plans and have experiences so the student will be able to use these skills throughout life.

Outcomes should be:

Career/education plan development – a rubric based assessment of the quality of the plans and its indication of student's knowledge of career awareness, career interests, exploration and planning. Content standards that drive career connections that will have a factual assessment.

Career Interview – a structured interview that will discern student understanding of careers, career choices, and education planning.

Career/Education Portfolio – rubric based assessment of the quality of the portfolio.

YOUR "RESOURCES"

Career Information:

Exploring careers which utilize subject area information (i.e. talents, interests, skills pertinent to a content area)

Career Exploration/Career-Technical Orientation:

Job Shadowing and Mentorships (Key Figures/Role Models)

Community Service/Involvement

Business Partnerships

Planfulness, Academic Planning/Time Perspective:

I.A.C.P., Study Skills, Cooperative Learning, and a sense of future with regard to career, college and life, Oral and Written Presentations

YOUR "FUTURE"

Community Involvement:

Field Trips

Speakers

Job Shadowing

Business Partnerships

Community Service

Economics:

Budgeting/Money Management

Marketing and Advertising

Lifestyle Choices

Curiosity/Future Trends:

Technology

Future employment opportunities