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Career Ready or Rushed? Developing Career Exploration in CSCPs

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Career Ready or Rushed?

Developing Career Exploration in CSCPs

Catherine Hammond, MEd
Richard E. Cleveland, PhD
Counselor Education, Georgia Southern University

2015 Annual Conference ◆ November 4 - 6, 2015 ◆ Hyatt Regency Savannah ◆ Savannah, Georgia
Session Handout & Materials at:

@RichieKinz
#GSCA2015
http://tinyurl.com/pofrfjs
richardcleveland.me
Learning Outcomes/Goals

1. Describe student outcomes/benefits associated with PK-12 career exploration.

2. Align CSCP career exploration with professional learning standards (i.e., site, district, state, CCSS, ASCA, etc.).

3. Identify 3 potential career exploration interventions/activities; one for each RTI level.

4. Identify at least 1 assessment/data-collection tool for career exploration evaluation.
Agenda

- Career Exploration: Challenges & Opportunities
- Potential Problem with College/Career-Readiness: *Ready, but ready for what?*
- Creating/Fostering Exploration in PK-12 *So what might this look like?*
- What Are Your Thoughts? *Your experiences, ideas, questions?*

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Definitional Matters

- On your paper, write out how you define “post-secondary success” for your students.
Career Exploration  

Towards CSCP creation, implementation, & advocacy...

- If you don’t **define your role**, someone else will
- **Intentional** which PK-12 initiatives for CSCP alignment
- **Beliefs matter**
“We guide our boys and girls to some extent through school, then drop them into this complex world to sink or swim as the case may be. Yet there is no part of life where the need for guidance is more emphatic than in the transition from school to work - the choice of a vocation, adequate preparation for it, and the attainment of efficiency and success.”

- Frank Parsons (1909)
Career Exploration *Preface*

- “Educators and employment experts currently use the word *crisis* to describe America’s present status with regard to generating a productive and relevant 21st Century workforce...” (Schmidt, Hardinge, & Rokutani, 2012)

- **New focus or renewed focus?**
  - Parsons (1908), Davis (1914), Progressive Movement in Education, 1980’s *A Nation at Risk*, NDEA, etc. (Gysbers, 2013; Gysbers, 2010)
Michelle Obama: Counselors build the bridge to college

Quality school counselors improve our children's chances of success and ensure our nation's future. ASCA	@ASCAtweets
Feb 2
Growing up in exactly a for school, i chose to create my brother Craig exactly sure the right school for me. I worked hard and got good grades, but i didn't need counseling in high school. Fortunately, Craig was there to help him navigate the process.

PEOPLE WITH AN ASSOCIATE'S DEGREE EARN 25% MORE THAN PEOPLE WHO NEVER ATTENDED COLLEGE.

Submit a video re how you're getting FASFA completed at your school. Get @FLOTUS to your school. #ReachHigher #SCOY15

"Often America's school counselors are the deciding factor if students will attend college or not," says @FLOTUS #scoy15

@DESCounseling: "It's critical to begin the conversation of college and career readiness at the elem school level" #scoy15

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FACT SHEET: The First Lady announces “Better Make Room” campaign

The First Lady's Reach Higher initiative brings together over 20 social media, business, and nonprofit partners to launch Better Make Room, a campaign squarely directed at generation Z (14-19 year olds).

The First Lady launched her Reach Higher initiative to inspire every student in America to take charge of their future by completing their education past high school, whether at a professional training program, a community college, or a four-year college or university.

That is why, as part of her Reach Higher initiative, the First Lady is announcing a new public awareness campaign, Better Make Room, to target Generation Z, or young people ages 14-19, to celebrate education, change the national conversation, and reach students directly where they are and give them a space to create content while also navigating the college-going process. This campaign will leverage traditional and new media platforms to celebrate student stories in the same way that we often celebrate celebrities and athletes. With partners in the business, philanthropic, media, and education realm, this campaign will stretch across the country to inspire students and give them the tools they need to reach higher for college.

White House Convening


When: November 2-4, 2015
Where: University of North Florida in Jacksonville
Who: 50 state teams committed to improving student postsecondary outcomes
Career Exploration Preface

- ASCA National Model 3 Domains for Student Development
  - Academic
  - Career
  - Social/Emotional

ASCA Mindsets & Behaviors (2014)

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Career Exploration

Preface

- Comprehensive, developmental, outcome-based school counseling program
  - **Comprehensive**: Serves ALL students
    - Intertwined with Academic & Social/Emotional Design & implement an integrated career development program
    - Curricular integration
  - **Developmental**: Sequential, longitudinal, builds on stages, connected
  - **Outcome-Based**: Identifying outcomes - aka standards

Dollarhide & Saginak (2012); Niles & Harris-Bowlsbey (2012)
Schneck et al. (2012); Thompson (2012)

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Career Exploration

- Holistic, including life roles, settings, events, and the spectrum of diversity we each exhibit. (Gysbers, 2013; Niles & Harris-Bowlsbey, 2012)
  - “The content in all three [domains] is required to prepare students to become career ready.” (Gysbers, 2013)

- As part of CSCP, career exploration/development has an impact on student academic success (Lapan et al., 2012; Schmidt et al., 2012)

- This conceptualization being constricted by societal, economic, and political factors. (Schneck et al., 2012)
Career Exploration

Guiding Standards:
- Investigate world of work: *Initiate Curiosity*
- Identify aspirations & attainment: *Determine Goals*
- Relation of whole self to world of work: *Foster Meaning-Making*

Guiding Theories:
- Holistic & Developmental
- Constructivist & Systemic
- Structured, Multi-Faceted, & Integrated with Academics

References:
- National Standards for School Counseling Programs (Campbell & Dahir, 1997)
- ASCA National Model (2012)
- ASCA Mindsets & Behaviors (2014)

(Arthur & McMahon, 2005; Gibson, 2005; Hartung et al., 2008; Helwig, 2008; McMahon & Watson, 2005; 2008; Mittendorff et al., 2011; Super, 1990; Turner et al., 2004; Wood & Kaszubowski, 2008)
Challenges & Opportunities

Challenges to Career Exploration

- *Time, “Inappropriate” for level, No Structure in Place*
- *Lack of focus/resources, “discouraging school counselors”, Lack of CCSS alignment* (College Board, 2012)

Opportunities for Career Exploration

- *STEM, STEAM, Dual-Enrollment*
College/Career-Readiness Storm: Help or Hindrance?

- While college enrollment continues to rise, completion remains low (Lee & Rawls, 2010)

- College Completion: 33.3% (4yr) 54.5% (6yr) (Chronicle of Higher Education/NCES, 2012)
College/Career-Readiness Storm: Help or Hindrance?

- Social/Cultural/Media emphasis: #BetterMakeRoom
  - “…the First Lady is announcing […] Better Make Room, to target Generation Z, […] celebrate education, change the national conversation, and reach students directly where they are and give them a space to create content while also navigating the college-going process.” (White House Fact Sheet, Oct. 19, 2015)
  - “[re: FAFSA]…only time in your life you can spend to 29 minutes and have access to 150 billion dollars. So I don’t care how much money your family has, doesn’t have or your community; if you want to work hard and go to college you can do it.” (Arne Duncan, #BetterMakeRoom launch, White House, Oct. 19, 2015)
College/Career-Readiness Storm: Help or Hindrance?

- National Consortium for School Counseling and Postsecondary Success (NCSCPS): 3rd White House Convening

<table>
<thead>
<tr>
<th>#NCSCPSReachHigher Conversation [November 2nd-3rd]</th>
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<tbody>
<tr>
<td>Twitter users</td>
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<tr>
<td>#NCSCPSReachHigher Tweets</td>
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<tr>
<td>Reach (followers)</td>
</tr>
<tr>
<td>Impressions (posts to followers)</td>
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</tbody>
</table>

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College/Career-Readiness Storm: Help or Hindrance?

- School counselors not providing Career Counseling Domain services as often as Academic & Personal/Social (Anctil et al., 2012; Osborn & Baggerly, 2004)

- True in 2012, True in 2015 (Cleveland ASCA Webinar, 2015)

<table>
<thead>
<tr>
<th>QUESTION</th>
<th>Anctil et al., 2012</th>
<th>Cleveland /ASCA Webinar, 2015</th>
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<tbody>
<tr>
<td>Site Level?</td>
<td>Majority MS and HS</td>
<td>Split ES and HS</td>
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<td>Priority placed on Career?</td>
<td>Moderate to Very High</td>
<td>Moderate</td>
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<td>Time spent on Career?</td>
<td>Majority less than 40%</td>
<td>Majority less than 20%</td>
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</table>
College/Career-Readiness Storm: 

*Help or Hindrance?*

*Preventing opportunities from becoming challenges....*

- If you don’t *define your role*, someone else will
- *Intentional* which PK-12 initiatives for CSCP alignment
- *Beliefs matter*
Pursuing Career Exploration

- **Alignment** (Foundation; ASCA, 2012)
  - Intentionally integrating career in vision, mission, etc.
  - Identifying “Anchor Points” (CCSS, ASCA Mindsets & Behaviors)
  - Curricular integration, standards, blending, etc.

- **Delivery** (Delivery; ASCA, 2012)
  - Including career in our delivery services

- **Evaluation** (Management & Accountability; ASCA, 2012)
  - Monitoring & assessing
  - Starting with the end in mind (McTighe, 2014)
Pursuing Career Exploration

- Curricular integration, blended standards, standards mapping, etc.
- Matching differing sets of standards for a unit/lesson/intervention
- Lesson Plan, Curriculum Plan (Management, pgs. 41-81)
- Results Reports (Accountability, pgs. 99-124)

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Pursuing Career Exploration **Alignment**

- Assessment: Starting with the end in mind... *(McTighe, 2004)*
- Time & Intention
- Battling Silo Mentalities
  - Formidable obstacle of lack of connections between various PK-12 educational initiatives
  - Integrating Career standards into strong foundation articulating the connections between these outcomes/competencies

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Pursuing Career Exploration

Alignment

- How to go about alignment?
  - ASCA schoolcounselor.org
  - Site SIP/Leadership Plan
  - District curriculum director/committee
  - CCSS corestandards.org
## Pursuing Career Exploration Alignment

### 2013-14 SIP Goals

<table>
<thead>
<tr>
<th>School Improvement Plan (SIP)</th>
<th>GA Best Soft Skill</th>
<th>ASCA Standards</th>
<th>Georgia Career Cluster</th>
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</thead>
<tbody>
<tr>
<td><strong>Goal 1</strong></td>
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<td>Transportation, Distribution, and Logistics</td>
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<td>Discipline</td>
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<td>Teamwork &amp; Work Habits</td>
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<td><strong>Goal 2</strong></td>
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<td>Transportation, Distribution, and Logistics</td>
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**RATIONALE:**

To support planning and action to address discipline disproportionality at the school level and to decrease amount of time students are removed from the classroom environment.

(Savannah-Chatham County Public Schools, 2013)
Pursuing Career Exploration

- Guidance Lessons, Activities, and Interventions
  - ASCA Scene, ASCA Resource Center
  - Social Media (Pinterest, #scchat, etc.)

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Pursuing Career Exploration Delivery

- “Aligning” Delivery Framework
  - CSCP & Multi-Tiered Systems of Support
  - ASCA MTSS Position Statement (ASCA, 2014)

- “…used to make decisions about general, compensatory and special education…”
- “…meet the needs of all students and identify students who are at-risk…”
- “Providing all students with a standards-based school counseling core curriculum to address universal academic, career and personal/social development.” [bold emphasis mine]
Pursuing Career Exploration *Delivery*

**Scenario #1**
- Career domain activities present in my CSCP?
- Career present in each format of delivery?
  - Classroom Lesson(s)
  - Small-Group Focus
  - 1:1 Individual Sessions
- Required site/district Career outcomes and/or competencies addressed?

**Scenario #2**
- Career outcomes and/or competencies viewed within an RTI lens?
- Career domain as one part of the holistic student transcending an RTI label?
- Strengths-Based approach in and *with* Career?
Pursuing Career Exploration Delivery

- ASCA Closing-the-Gap Action Plan  
  ASCA National Model (3rd ed.), 2012

- School Counseling Program Goal Plan  
  Making DATA Work (3rd ed.), 2013

### Table: Career Exploration Action Plan

<table>
<thead>
<tr>
<th>Design</th>
<th>Ask</th>
<th>Track</th>
<th>Announce</th>
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<tbody>
<tr>
<td>SMART GOAL</td>
<td>RTI Level</td>
<td>ASCA Mindsets &amp; Behaviors</td>
<td>Site SIP Goal</td>
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<tr>
<td>3 Bottom Tier</td>
<td>3</td>
<td>Mindsets: 1, 5, 6, Behaviors: L.S.9, CE.1, SS.6</td>
<td>SIP Goal #: Incorporate OA Career Clusters into all grades.</td>
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### Pursuing Career Exploration Delivery

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<tr>
<th>Design</th>
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<tbody>
<tr>
<td><strong>RTI Level</strong>&lt;br&gt;3 Bottom Tier</td>
<td><strong>ASCA Mindsets &amp; Behaviors</strong>&lt;br&gt;Mindsets: 1, 5, 6. Behaviors: LS.9, SS.1, SS.8</td>
<td><strong>Site SIP Goal</strong>&lt;br&gt;SIP Goal #4: Incorporate GA Career Clusters into all grades.</td>
<td><strong>CCSS</strong>&lt;br&gt;ELA Reading #6: Distinguish own point of view from that of narrator or characters. ELA Writing #1: Write opinion piece supporting a point of view with reasons.</td>
</tr>
<tr>
<td><strong>SMART GOAL</strong>&lt;br&gt;No existing data</td>
<td><strong>Actions Steps</strong>&lt;br&gt;Deliver classroom guidance lesson to all 3rd grade classrooms. Use texts <em>Jobs People Do</em> and <em>Amazing Grace</em> to discuss jobs they would like to do and gender stereotypes in careers. Students will role-play how they would advocate for Grace. Students will complete opinion piece writing assignment during week-long writing time in class. Students will share final draft with peers.</td>
<td><strong>Timeline</strong>&lt;br&gt;Fall</td>
<td><strong>Measure Effectiveness</strong>&lt;br&gt;Weekly visits to all 5 3rd grade classrooms. Each session 30-40 minutes. Collaboration with teachers on writing pieces.</td>
</tr>
<tr>
<td><strong>Process:</strong>&lt;br&gt;Graded opinion pieces written by students indicating students: (1) satisfied writing conventions necessary for CCSS, and (2) identified at least two jobs they are interested in.</td>
<td><strong>Perception:</strong>&lt;br&gt;Share Data with Others</td>
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</table>
Pursuing Career Exploration  Evaluation

- ASCA National Model  (3rd ed.)  (ASCA, 2012)
- Making DATA Work  (3rd ed.)  (Kaffenberger & Young, 2013)
- Evidence-Based School Counseling  (Dimmitt, Carey & Hatch, 2007)

- Incorporating data collection & analysis into Career provides critical information for Closing-the-Gap activities
- Data-infusion provides formative assessment while conducting interventions.
- Contributes additional data to the picture of students’ overall academic success.
# Pursuing Career Exploration

## Evaluation

<table>
<thead>
<tr>
<th>RTI</th>
<th>ASCA M&amp;S</th>
<th>CCSS</th>
<th>ACTION</th>
<th>DATA</th>
</tr>
</thead>
</table>
| Bottom Tier | Mindsets: 3, 4, 5. Behaviors: LS.1, LS.9, SS.1, SS.6 | Reading Informational Text: 1, 4, 6, 7. Writing Standards: 1, 2, 3, 8. | - Visit home room period and introduce topic of college/career.  
- Have students review college brochures and analyze them.  
- Working in groups students dissect the brochures and form an opinion about the college.  
- Connect with teacher for writing assignment where students form an opinion on the brochure. | Pre/Post survey of college/career awareness  
Demonstration of critical thinking skills and group skills  
Writing grades from assignment |
| Bottom Tier |                             |                                           | - Meet with all students on my caseload and chart out postsecondary plan. | PS Plan                                       |
## Pursuing Career Exploration

### Evaluation

<table>
<thead>
<tr>
<th>RTI</th>
<th>ASCA M&amp;S</th>
<th>CCSS</th>
<th>ACTION</th>
<th>DATA</th>
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</thead>
<tbody>
<tr>
<td>Mid Tier</td>
<td>Mindsets: 1, 2, 3, 4.</td>
<td></td>
<td>§ Using data from Bottom Tier intervention in classroom and 1:1</td>
<td>§ Pre/Post survey of college/career</td>
</tr>
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<td></td>
<td>Behaviors: LS.1, LS.4,</td>
<td></td>
<td>caseload meetings, identify students requiring additional assistance.</td>
<td>awareness AGAIN</td>
</tr>
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<td>LS.7, SM.5, SM.6, SS.1</td>
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<td>§ Conduct small group on college/career plans and how that is a part</td>
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<td>SS.6, SS.8</td>
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<td>of their holistic person.</td>
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What Might This Look Like?

Catherine Hammond, M.Ed. Candidate
Foundation

What is expected?

- 17 Career Cluster presentations
- Extra CCRPI point for 5\textsuperscript{th} grade portfolios
Challenges

Developmentally appropriate?

- Brooke Creamer, M.Ed. Candidate Data-Based Intervention
  - 1st grade students received surveys pre/post career lessons
  - After receiving career cluster lessons, students’ variability in career choice increased by 50+%

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Enhance Exploration at the Elementary Level

• **Career Day**
  
  • “Career exploration experiences provide opportunities for children to confirm the knowledge and information obtained through career awareness experiences.” (Magnuson & Starr, 2000 pg. 92)

• **Make career lessons FUN!**
  
  • Arts, AV Technology, and Communications example
Enhance Exploration at the Elementary Level

• **Make lessons work for you (and everyone else!)**
  - Finance cluster using budgets
    - **CCSS.MATH.CONTENT.5.NBT.B.7**
      Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

• **Breach tiers 2 and 3**
  - Tie in career exploration into interventions you already do
  - Create intentional exploration interventions

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Let’s Talk...

- What might this look like?
  - Specifically at MS and HS levels.

- What differentiates Career-Ready from College-Ready?

- Who else (other systems/agents) do we need to address?

- What are your questions?
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