PK-12 CAREER EXPLORATION

Relevancy in an RTI & Common Core Core Landscape

Thursday April 23, 2015 16:00hrs EST
Dr. Richard E. Cleveland, PhD
Assistant Professor, Coordinator School Counseling Program
College of Education, Georgia Southern University
(912)478.8022
ricleveland@georgiasouthern.edu
@RichieKinz
http://richardcleveland.me

- Counselor Educator
  - *School Counseling*

- Assessment & Accreditation Adjunct
  - *College of Education*

- Professional School Counselor
  - *K-12 Public School Setting*
Introductions

Getting an idea of who’s in attendance today…

- What level do you practice at?
Outline for Webinar

- **Rationale**
  - Connecting to your site/district and CGCP mission

- **Alignment**
  - Connecting with Common Core, ASCA, and other standards

- **Delivery**
  - Incorporating into your CGCP and an RTI structure

- **Evaluation**
  - Starting with the end in mind as we collect, review and analyze data

- **Questions**
Preface

1. What priority is placed on Career Exploration/Development at your site?

2. Percentage of time spent on Career Domain activities/work (compared to Academic and Personal/Social domains)?
Preface

Priority placed on career exploration/development at your site?

<table>
<thead>
<tr>
<th>Priority</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very High</td>
<td>6.9%</td>
</tr>
<tr>
<td>High</td>
<td>18.5%</td>
</tr>
<tr>
<td>Moderate</td>
<td>41.5%</td>
</tr>
<tr>
<td>Low</td>
<td>30.6%</td>
</tr>
<tr>
<td>None</td>
<td>2.5%</td>
</tr>
</tbody>
</table>

(Anctil, Smith, Schneck, & Dahir, 2012)
## Preface

### Percentage of time spent on Career Domain activities/work (compared to other domains)?

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>81-100%</td>
<td>5.1%</td>
</tr>
<tr>
<td>61-80%</td>
<td>5.2%</td>
</tr>
<tr>
<td>41-60%</td>
<td>8.8%</td>
</tr>
<tr>
<td>21-40%</td>
<td>34.3%</td>
</tr>
<tr>
<td>Less than 20%</td>
<td>45.4%</td>
</tr>
<tr>
<td>None</td>
<td>1.2%</td>
</tr>
</tbody>
</table>

(Anctil, Smith, Schneck, & Dahir, 2012)
Preface

Common Misconceptions

- Only for high school
- Only for high school seniors
- Elementary students can’t focus on career goals or aspirations
- Can be accomplished in just a single 1:1 session with a student
- Only for GPAs 3.00 or higher
- Only for students who are “serious”
- Is just a recent development in PK-12
- Is a non-counseling duty
- Isn’t really connected with the other domains of a CGCP
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)
Preface

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

ASCA Mindsets & Behaviors (2014)
Preface

- Comprehensive, developmental, outcome-based school counseling program (Thompson, 2012)

  - *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)
Preface

If you don’t define your role, someone else will.

- **Rationale** – Being intentional about integrating career
- **Alignment** – Curricular integration, standards, blending, etc.
- **Delivery** – Including career in our delivery services
- **Evaluation** – Monitoring & evaluating
Rationale

- 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)

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

- **Beliefs Matter**
  - CGCP Foundation (ASCA National Model, 2012)

- **Beliefs Guide Evaluation & Assessment**
  - Starting with the end in mind (McTighe, 2004)

- **Beliefs Influence Advocacy**
  - Common Core standards align activities with the goal of college and career-readiness
  - Common Core and ASCA Mindsets & Behaviors emphasize higher order thinking skills

- **Research**
  - As an integrated part of CGCP, career exploration/development has an impact on student academic success (Lapan et al., 2012; Schmidt et al., 2012)
Rationale... yeah, so what?

1. Review your site vision and mission statement.
2. Review your CGCP vision and mission statement.
3. Write/Revise as necessary to include/address career exploration/development with students.
Alignment

- What is alignment?
  - 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)
Alignment

- Why do 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

CGCP  SIP  RTI  CCSS  District
Alignment

- How to go about alignment?
  - ASCA schoolcounselor.org
  - Site SIP/Leadership Plan
  - District curriculum director/committee
  - CCSS corestandards.org
Alignment... *yeah, so what?*

### 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>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Discipline</td>
<td></td>
<td>Transportation, Distribution, and Logistics</td>
</tr>
<tr>
<td></td>
<td>Teamwork &amp; Work Habits</td>
<td></td>
<td>Law, Public Safety, Corrections, and Security</td>
</tr>
</tbody>
</table>

|                               | Discipline        |                | Transportation, Distribution, and Logistics |
|                               | Teamwork & Work Habits |                | Law, Public Safety, Corrections, and Security |

**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)
Delivery

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

- “Aligning” Delivery Framework
  - CGCP & 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]
Delivery

ASCA Delivery

Response to Intervention
Delivery

Assessing my CGCP Career Delivery

Basic Proficiency
- Career domain activities present in my CGCP?
- 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?

Exemplary Proficiency
- 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?
Delivery… *yeah, so what?*

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

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

---

**Table:**

<table>
<thead>
<tr>
<th>Design</th>
<th>Ask</th>
<th>Track</th>
<th>Announce</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SMART GOAL</strong></td>
<td><strong>RIT Level</strong></td>
<td><strong>ASCA Mindsets &amp; Behaviors</strong></td>
<td><strong>Site SIP Goal</strong></td>
</tr>
<tr>
<td>Bottom Tier 3</td>
<td>5, 6, 8</td>
<td>Lifeskills, SS.1, SS.6</td>
<td>SIP Goal #4: Incorporate OA Career Clusters into all grades.</td>
</tr>
</tbody>
</table>
## Delivery… yeah, so what?

<table>
<thead>
<tr>
<th>Design</th>
<th>Ask</th>
<th>Track</th>
<th>Announce</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SMART GOAL</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>RTI Level</strong></td>
<td><strong>ASCA Mindsets &amp; Behaviors</strong></td>
<td><strong>Site SIP Goal</strong></td>
<td><strong>CCSS</strong></td>
</tr>
<tr>
<td>3 Bottom Tier</td>
<td>Mindsets: 1, 5, 6. Behaviors: LS.9, SS.1, SS.8</td>
<td>SIP Goal #4: Incorporate GA Career Clusters into all grades.</td>
<td>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></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Process:**
Weekly visits to all 5 3rd grade classrooms. Each session 30-40 minutes. Collaboration with teachers on writing pieces.

**Results/Outcome:**
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.

**Perception:**
Evaluation

- College and Career Readiness for Gifted African American Girls: A Call to School Counselors (Mayes & Hines, 2014)
  - Career Day
  - Classroom Guidance Lessons re: College/Career
  - Field Trip to College
  - Small Group and/or 1:1 with narrative, biblio-, or cinematherapy
Evaluation

Richard’s HS Plan

- Continue to conduct classroom guidance lessons in students’ home room through fall semester. Specifically look for examples of successful African American women and highlight their college/career journeys.
- Conduct small group counseling for girls interested in college and STEM careers.
- Connect with students on my caseload identifying as minority status and specifically discuss college/career options, set goals for FAFSA, etc. with them.
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.
## Evaluation… yeah, so what?

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

<table>
<thead>
<tr>
<th>RTI</th>
<th>ASCA M&amp;S</th>
<th>CCSS</th>
<th>ACTION</th>
<th>DATA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mid Tier</td>
<td>Mindsets: 1, 2, 3, 4. Behaviors:</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>
<tr>
<td></td>
<td>LS.1, LS.4, LS.7, SM.5, SM.6,</td>
<td>LS.1, LS.4</td>
<td>caseload meetings, identify students requiring additional assistance.</td>
<td>awareness</td>
</tr>
<tr>
<td></td>
<td>SS.1, SS.6, SS.8</td>
<td></td>
<td>▪ Conduct small group on college/career plans and how that is a part of</td>
<td>AGAIN</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>their holistic person.</td>
<td></td>
</tr>
</tbody>
</table>
Questions

How to succeed in business Rule #12:
“Dress for the job you want not the job you have.”

Career Counseling. It’s more than just reading the “right” advice.
Thank You!

Dr. Richard E. Cleveland, PhD
Assistant Professor, Coordinator School Counseling Program
College of Education, Georgia Southern University
(912)478.8022
rcleveland@georgiasouthern.edu
@RichieKinz
http://richardcleveland.me