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# **The K-12 Student Experience: Career Education and Readiness**

House Committee on Higher Education  
and Workforce Development

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# Overview

- **Student Experience**
  - Comprehensive programming and student standards
  - Career education and information
  - Tools and resources
- **Career Educators**
  - Training, preparation, professional learning, and roles
  - Data-driven programs, curricula, and challenges
- **Innovative Programs**
  - Industry and community connections

# Oregon's Equity Lens

The Equity Lens clearly articulates the shared goals we have for our state

Creating a culture of equity requires:

- Monitoring, support, resources, data, and opportunity
- An understanding of historical contexts and the active investment in changing social structures and practices over time to ensure that students from all communities have the opportunities and support to realize their full potential

# Student Experience



# Student Experience

## What is a Comprehensive Program?

- Academic
- Social & Emotional Learning
- Career Development
- Community Involvement





# SC Student Standards – Career Domain

This form is a tool you can use in planning your overall school counseling curriculum.

Indicate the grade level in which you plan to address any standard in the cells below. It isn't necessary to address each standard each year.

Mindsets	K	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th
M 1: Belief in development of whole self, including a healthy balance of mental, social/ emotional and physical well-being				x	x	x			x			x	
M 2: Self-confidence in ability to succeed				x	x	x			x		x		
M 3: Sense of belonging in the school environment	x	x	x				x			x			
M 4: Understanding that postsecondary education and lifelong learning are necessary for long-term career success				x	x	x			x	x			
M 5: Belief in using abilities to their fullest to achieve high-quality results and outcomes				x	x	x		x	x		x		
M 6: Positive attitude toward work and learning	x	x	x					x			x		
<b>Behavior: Learning Strategies</b>													
B-LS 1: Demonstrate critical-thinking skills to make informed decisions				x	x	x			x			x	
B-LS 2: Demonstrate creativity	x	x	x						x	x			
B-LS 3: Use time-management, organizational and study skills				x	x	x			x				x
B-LS 4: Apply self-motivation and self-direction to learning				x	x	x			x		x		
B-LS 5: Apply media and technology skills				x	x	x		x		x			
B-LS 6: Set high standards of quality				x	x	x		x			x		
B-LS 7: Identify long- and short-term academic, career, social/emotional and community involvement goals				x	x	x			x			x	
B-LS 8: Actively engage in challenging coursework				x	x	x			x		x		
B-LS 9: Gather evidence and consider multiple perspectives to make informed decisions				x	x	x		x				x	
B-LS 10: Participate in enrichment and extracurricular activities				x	x	x			x	x			
<b>Behavior: Self-Management Skills</b>													
B-SMS 1: Demonstrate ability to assume responsibility				x	x	x		x				x	
B-SMS 2: Demonstrate self-discipline and self-control							x	x	x			x	
B-SMS 3: Demonstrate ability to work independently						x			x		x		
B-SMS 4: Demonstrate ability to delay immediate gratification for long-term rewards	x	x	x						x			x	
B-SMS 5: Demonstrate perseverance to achieve long- and short-term goals				x	x	x		x	x			x	
B-SMS 6: Demonstrate ability to overcome barriers to learning				x	x	x			x			x	
B-SMS 7: Demonstrate effective coping skills when faced with a problem									x			x	
B-SMS 8: Demonstrate the ability to balance school, home and community activities							x	x					x
B-SMS 9: Demonstrate personal safety skills	x	x	x				x				x		
B-SMS 10: Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities									x				x
<b>Behavior: Social Skills</b>													
B-SS 1: Use effective oral and written communication skills and listening skills						x	x					x	
B-SS 2: Create positive and supportive relationships with other students			x					x		x			
B-SS 3: Create relationships with adults that support success			x			x			x	x			
B-SS 4: Demonstrate empathy			x					x			x		
B-SS 5: Demonstrate ethical decision-making and social responsibility					x	x			x			x	
B-SS 6: Use effective collaboration and cooperation skills	x	x	x					x				x	
B-SS 7: Use leadership and teamwork skills to work effectively in diverse teams				x	x	x			x			x	
B-SS 8: Demonstrate advocacy skills and ability to assert self, when necessary		x	x						x			x	
B-SS 9: Demonstrate social maturity and behaviors appropriate to the situation and environment				x	x	x		x	x				x

# Snapshot: Elementary K-5

Behavior: Social Skills	K	1	2	3	4	5
B-SS 1: Use effective oral and written communication skills and listening skills						x
B-SS 2: Create positive and supportive relationships with other students			x			
B-SS 3: Create relationships with adults that support success			x			x
B-SS 4: Demonstrate empathy			x			
B-SS 5: Demonstrate ethical decision-making and social responsibility					x	x
B-SS 6: Use effective collaboration and cooperation skills	x	x	x			
B-SS 7: Use leadership and teamwork skills to work effectively in diverse teams				x	x	x
B-SS 8: Demonstrate advocacy skills and ability to assert self, when necessary		x	x			
B-SS 9: Demonstrate social maturity and behaviors appropriate to the situation and environment				x	x	x

# 21<sup>st</sup> Century Skills and SEL Connection to Workforce

1. Ability to work in a team structure
2. Ability to make decisions and solve problems (tie)
3. Ability to communicate verbally with people inside and outside an organization
4. Ability to plan, organize and prioritize work
5. Ability to obtain and process information



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# Career Learning Continuum

## Career Awareness

### **Learning *about* work**

Build awareness of the variety of careers available and the role of post-secondary education; broaden student options.

### **Sample student learning outcome**

Students can articulate the type of postsecondary education/ training required in the career field and its importance to success in that field.

### **Experience defined by:**

- One-time interaction with partner(s), often for a group of students
- Designed primarily by adults to broaden students' awareness of a wide variety of careers and occupations

### **Experiences might include:**

- Workplace tour
- Guest Speaker
- Career Fair
- Visit parents at work

## Career Exploration

### **Learning *about* work**

Explore career options and postsecondary for the purpose of motivating students and to inform their decision making in high school and postsecondary education.

### **Sample student learning outcome**

Students can give at least two examples of how their individual skills and interests relate to the career field and/or occupation.

### **Experience defined by:**

- One-time interaction with partner(s), for a single student or small group
- Personalized to connect to emerging student interests
- Students take an active role in selecting and shaping the experience
- Depth in particular field
- Build skills necessary for in-depth work-based learning

### **Experiences might include:**

- Informational interview
- Job shadow
- Virtual exchange with a partner

## Career Preparation

### **Learning *through* work**

Apply learning through practical experience that develops knowledge and skills necessary for success in careers, postsecondary education.

### **Sample student learning outcome**

Students build effective working relationships with colleagues and customers; able to work with diverse teams and contribute appropriately to team effort.

### **Experience differentiated by:**

- Direct contact with partners over time
- Application of transferable skills
- Activities have consequences, value beyond classroom success
- Learning for student and benefit to partner are equally valued

### **Experiences might include:**

- Student-run enterprise with partner involvement
- Virtual or extended online interactions with partners
- Service learning with partners
- Compensated internships connected to curriculum

## Career Training

### **Learning *for* work**

Train for employment and/or postsecondary education in a specific range of occupations.

### **Sample student learning outcome**

Students demonstrate knowledge and skills specific to employment in a range of occupations in a career field.

### **Experience differentiated by:**

- Interaction with partners over extended period of time
- Benefit to employer is primary, learning for student is secondary
- Develop mastery of occupation-specific skills
- Complete certifications or other requirements of a specific range of occupations

### **Experiences might include:**

- Internship required for credential or entry to occupation
- Apprenticeship
- Clinical experience
- On-the-job training
- Work experience

# Career Information

## Student information resources:

- School counselors
- Career advising personnel
- Classroom teachers (general education)
- CTE teachers (high school)
- College access professionals (i.e., ASPIRE, GearUP)
- College/Career Readiness programs (ie, WOU Scholars)
- Specific programs and/or courses (such as AVID/CTE)
- Career development classroom materials (books, online tools, etc)



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# Career Information (cont'd)

## Career education activities:

- General classroom activities
- Interest inventories/ability assessments
- Career-specific events (i.e., college/career fairs)
- Focused activities personalized for students (such as job shadows or workplace tours)
- Pre-apprenticeships or Apprenticeships
- Online/web tools
  - Oregon CIS
  - Naviance



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# Starting Early

“Oregon is one of more than 45 states that has adopted the Common Core State Standards, or CCSS. These standards align instruction across our state, our country, and even internationally!

[ODE Website, 2017]





# Culturally Responsive Practices

“Culturally responsive teaching is a pedagogy that recognizes the importance of including students’ cultural references in all aspects of learning.

- Match classroom instruction to cultural norms for social interaction.
- When asking questions or giving directions, adjust Wait Time for students from different cultures.
- Be sensitive to the cultural shifts that immigrant students, or other students with minority family and community cultures, must make as they move between school and home.
- Help parents gain cultural capital (the skills to negotiate the education system and knowledge of the norms of behavior that govern schools)
- Use culturally responsive and respectful approaches in character education and social skill instruction.”





# Foundational Skills

- Content rich curriculum across all subjects builds key vocabulary and general background knowledge.
- Developing executive function through a variety of activities.
- Proficiency in literacy, numeracy and writing skills.
- Be disciplined by knowing and understanding their learning styles.
- Possess the ability to self-regulate.
- 3<sup>rd</sup>-5<sup>th</sup> grade: sharing, collaboration and high level of behavioral conduct.
- Opportunities for leadership, participation in extracurricular/enrichment activities.
- Understand basic finance as well as early engagement in activities to learn financial literacy.



# Successful Elementary Strategies

- NOSCA-Six components of College and Career Readiness Counseling
- Social and Emotional Learning
- College and Career activities
- Parent engagement



# Questions?



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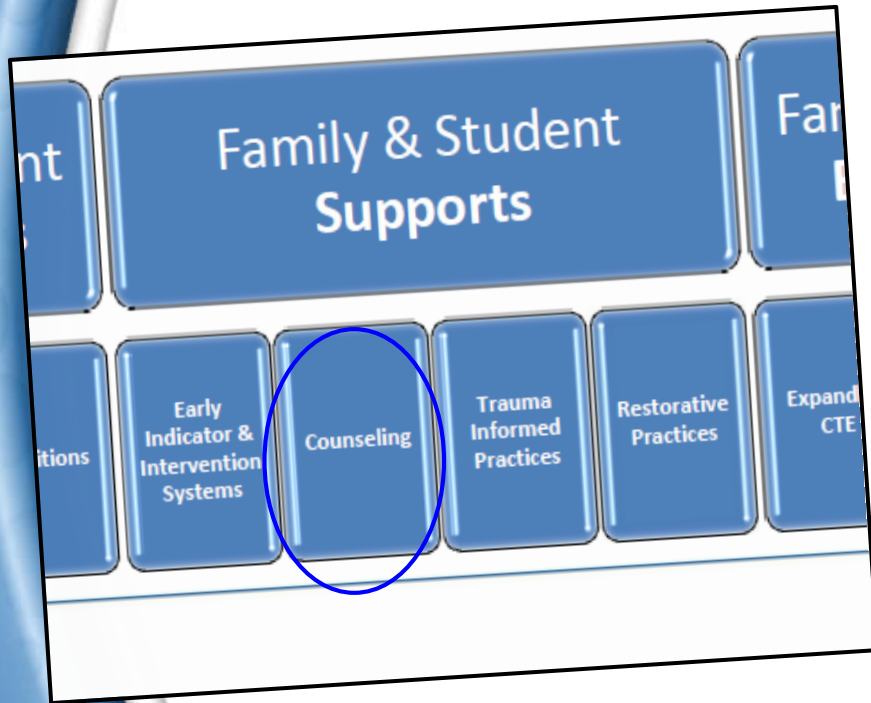
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# School Counselor Training

## Preservice Programs:

- Foundations in school counseling (Comprehensive School Counseling Programs)
- Group theory (theory, strategies, and skill development)
- Family, individual counseling
- Career development (over the lifetime)
- Classroom instruction and management
- Action research (using data)
- Practicum experiences and supervision

# The Role of School Counselors



CEdO Statewide report, revealed that the School Counselor's role is seen as 3 separate people or jobs:

1. Mental/behavioral health
2. College and career advising
3. Scheduling and academics



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# What do they actually do?

## Implementation of a Comprehensive Program

- Provide curriculum based on standards
- Data collection/analysis for continuous improvement
- Facilitation of the standards areas (academic, social/emotional, career, community involvement)
- Professional development to stay up to date in all of these areas



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Breaking Barriers  
Supporting Success



# Challenges

## Student Priorities and Needs

- Social/Emotional and mental health needs
- High levels of crisis response services

## Systemic Issues

- Perception of the role, building assignments for “other duties”
- Ratios
- Rural areas and school counseling FTE
- Timing of PD opportunities (during student contact days)

# Professional Development

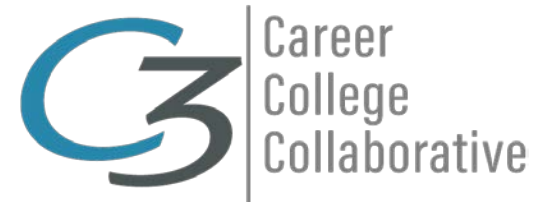
## Educational Opportunities:

- OSCA/state conferences and regional trainings
- CCR Alliance Academy
- ASCA University
- Topic-specific webinars
- Externships with industry partners
- State convening (Reach Higher Summit)



## Resources:

- Networks, Listserv
- Online courses



# Connecting with Industry and Innovative Practices

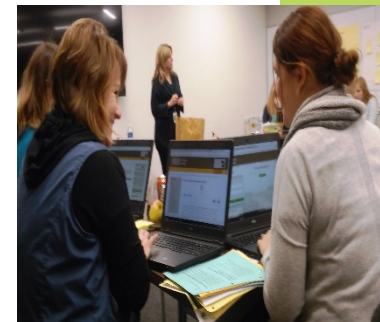
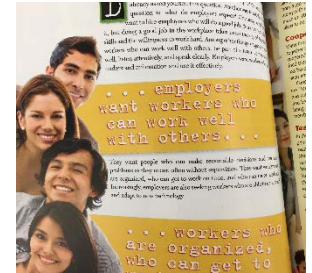


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# Career and College Readiness Professionals: Professional Learning Community

Speakers	Outcomes
OSAC CIS College Board	Clear Consistent Information aligned to transition timelines
Held at a Partner Location: Independent Electrical Training Perlo Construction Oregon Tech Anderson Readiness Center OHSU Salem Clinic	<ul style="list-style-type: none"> <li>• Build Relationships</li> <li>• Deepen understanding</li> <li>• View work-readiness skills</li> <li>• Gain personal understanding of career and post-secondary training connection.</li> </ul>
ODE shares: Counseling Standards CTE: Programs of Study CCR Alliance Academy	Timely updates and access to opportunities
Collaboration	Partners are better informed about communication successes and failures
Resource Sharing	Quick access to resources shared on <a href="https://www.wesd.org/Page/790">https://www.wesd.org/Page/790</a>



Student-centered. Future-focused.

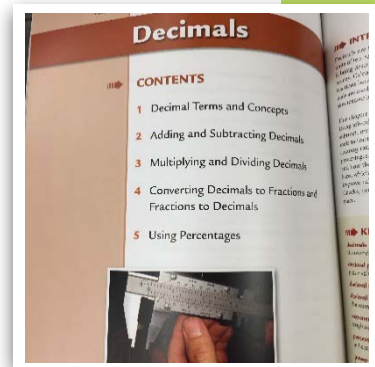


# Expos, Educator Externships and Engagement

## Educator Externship

Educator Externships are designed to:

- *Infuse Real-World Relevance*
- *Develop Partnerships*
- *Foster Multi-Disciplinary Connections*
- *Increase Career Related Learning*



Student-centered. Future-focused.

# Connecting in the Metro area

## College/Career Pathways PD

- Steering Committee
- Regional ACTE
- Regional Education Service District

## **Career & College Readiness**

*in the Hillsboro School District*

# Building Student opportunities

- Pathways which lead to High Wage/High Demand careers



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# Notable Career Learning Opportunities in Oregon

- Learning Centers
  - CTEC
  - Sabin
  - Pendleton
- Career Pathway Program/Endorsement
  - McMinnville



# Questions?



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# Thank you

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