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## Tri Rivers Career Center Mission Statement

Our mission is to prepare all secondary and adult students to contribute advance and succeed in the 21st Century workforce, to be responsible family and community members and to embrace life-long learning.

### 2413 –CAREER ADVISING Policy

This policy has been developed as prescribed in R.C. 3313.6020 and the State Board of Education's Model Policy. This policy shall be updated at least once every two (2) years. The policy shall be made available to students, parents/guardians/custodians, and local postsecondary institutions, residents of the District, and shall be posted on the District web site.

Career advising is an integrated process that helps students understand how their personal interests, strengths and values might predict satisfaction and success in school and related career fields, as well as how to tie these interests and strengths to their academic and career goals. Students need to have access to comprehensive resources and support to prepare for their future success. Through relevant classroom instruction, career-related learning experiences, and a program of counseling and advising, students can discover their interests and explore academic and career pathway options.

The District's Career Advising Plan shall include:

- A. Grade-level examples that link students' schoolwork to one (1) or more career field.
- B. Career advising to students in grades K-12, which includes age-appropriate activities and also includes creating and maintaining a Student Success Plan beginning in grade 6.
- C. Additional interventions and career advising for students who are identified as at risk of dropping out of school. These may include:
  1. Identifying students who are at risk of dropping out of school using a local, research-based method, such as the Early Warning System offered by the Ohio Department of Education, with input from teachers, school counselors and other appropriate school staff.
  2. Developing a Student Success Plan for each at-risk student that addresses the student's academic and career pathway to a successful graduation and the role of career-technical education, competency-based education and experiential learning when appropriate.
  3. Before developing a Student Success Plan, District staff will invite the student's parent/guardian/custodian to assist. If that adult does not participate in the plan development, the District will provide the adult a copy of the plan, a statement of the

importance of a high school diploma and a listing of the pathways to graduation available to the student.

- D. Training for employees on how to advise students on career pathways, including training on advising students using the tools available in OhioMeansJobs K-12.

This may also include training on other online tools provided that offer resources for discovering career interests, exploring and researching career and education options and supporting the development of a Student Success Plan.

- E. Multiple academic and career pathways through high school that students may choose to earn a high school diploma, including opportunities to earn industry-recognized credentials and postsecondary course credit.

- F. Information on courses that can award students both traditional academic and career-technical credit.

- G. Documentation on career advising provided for review by the student, student's parent, guardian or custodian, and schools the student may attend in the future.

This may include activities that support the student's academic, career and social/emotional development, such as those saved to a student's OhioMeansJobs K-12 Backpack.

- H. The supports necessary for students to have successful transitions from high school to their postsecondary destinations, including interventions and services for students in need of remediation in mathematics and English language arts.

R.C. 3313.6020, Ohio Model Policy on Career Advising (ODE) (December 2014)

## 4 Components of Career Based Initiatives

### *Employer Expectations*

What are employers looking for in a new employee? How are these concepts introduced and reinforced in the classroom setting? TRCC Teachers documented classroom activities and assignments related to employer expectations. Additionally, we have included a list of employability skills that the Career Readiness Team identified as important skills that students should be developing in high school.

According to the U. S. Department of Education, employability skills are general skills that are necessary for success in the labor market at all employment levels and in all sectors.

The Employability Skills Framework is a part of the Support for States Employability Standards in CTC and Adult Education project, an initiative of the Office of Career, Technical, and Adult Education, U. S. Department of Education. The framework development was guided by a group of career and technical education (CTE), adult education, workforce development and business organizations. (<http://cte.ed.gov/employabilityskills/>) There are three categories including Applied Knowledge, Effective Relationships and Workplace Skills.

Applied Knowledge encompasses Critical Thinking and Applied Academic Skills. Applied Academic Skills is the ability to take academic skills and apply them in the workplace. Examples of such skills include reading, writing, mathematical strategies and scientific principles. Critical Thinking involves skills that enable employees to think critically and creatively in the work place. These skills also include the ability to make good decisions, solve problems, planning and organization. Students need to be prepared to complete employment paperwork and make decisions that will impact them financially.

Effective Relationships include Interpersonal Skills and Personal Qualities. Working effectively in a team, providing good customer service, conflict resolution are a few of the employer expectations for Interpersonal Skills. Respecting differences and leadership skills are desirable traits for employees. Personal qualities would consist of a willingness to learn, adaptability, self-discipline, professionalism, initiative, and a positive attitude. Other qualities include a sense of responsibility, the ability to work independently, integrity as well as taking responsibility for personal growth. Another related employer expectation is that the employee is drug free.

Employers have identified a variety of skills needed to be successful in the workplace. These include the effective and efficient use of resources including time management, personnel, money and material. Another desirable skill is the ability to use information through understanding, evaluating and processing this information.

Communication skills are necessary in the workplace. Specifically, written and verbal skills are most desirable. Also, employers value active listening, the ability to observe especially non-verbal skills and reading comprehension.

The Employability Skills Framework also include the ability of employees to understand systems and the work environment. This would include the ability to understand a business or work

environment, their role in the organization and the bigger picture of the business as a whole. A desirable skill is that the employee can improve or design the system.

Employer expectations include the effective use of technology. While this expectation can vary greatly among employers, there are common threads. For instance, does the employee have basic computer skills? Does the employee understand the appropriate use of social media? Can the employee use computer applications such as Microsoft Office products?

Definitions of many of these skills are located in the appendix of this document.

### ***Understanding Self***

Students should be aware of who they are and what they want to do. Interest tests, aptitude tests are widely available and in most cases inexpensive. Whether it is in the classroom as an assignment or an optional opportunity (ASVAB), students can learn more about themselves and how this can help in their career decision and how to develop the skills needed to reach this goal.

### ***Understanding Careers***

How do students learn about careers? In a Career Center, we have a unique opportunity to introduce and explore careers in a lab setting. As students work together in Career Tech Student Organizations, this exposure continues beyond their lab areas. Other methods include job shadowing, work and internships, class speakers, etc... increase a students knowledge about careers.

### ***GOAL Setting***

TRCC Students have opportunities to identify and set goals in both academic and lab classes. Goal setting is the process of identifying something that you want to accomplish and establishing measurable **goals** and timeframes. One example of goal setting is the SMART goal process. Is the goal specific, measurable, attainable, relevant and timely?

## School Wide Career Based Initiatives by Grade and Level

### Tri-Rivers Career Readiness 10<sup>th</sup> Grade

Activity	Explanation	Resource	Person Responsible	Timeline	C.B. Initiative	Assessment/ Accomplished	
Student Updates	To check schedule of individual students to ensure class placement aligns with career goals/pathways	--	Counselor	August	Career Goal	Checklist (check of all students)	
New Student Orientation	To acquaint level one students with TRCC (Eng/Construction Trades Academy)	--	Counselors/Teachers	September-November	Understanding career	Checklist	
Level One Meetings	Conduct Review of Credits/Graduation Pathways/Career Goals	--	Counselors/Teachers	Complete by Nov. 15	Career Goal	Checklist	
Resume	Create Resume. Include education, work experience, and training	--	SRC Coordinator	Before end of Semester 1	Employer expectation/career goal	Checklist	
Student Organizations	Student Participation in career tech. student organizations (CTSO, FFA, SKILLS USA, FCCLA)	Membership fee per student. Fees for conferences/competition	Designated Advisor	Year Long	All	Wednesday Leadership Meetings/Competitions/Attendance at Conferences/	
ASVAB, ACT	Tests available to students	ASVAB \$0 ACT \$42.50	Counselor	ASVAB- Fall ACT- Year Long	Understanding self	Optional	

Great Start	Students visit to order uniforms, complete paperwork	--	Administrative Assistant	June (Prior to Enrollment)	Career goal/ understanding career	Checklist	
Dinner with a Teacher	Level 1 students visit labs (w/parents) and learn about their programs	Food Costs	Counselor/ Skills Lab Instructors	April (Prior to Enrollment)	Understanding Careers/Career Goals	Checklist	
College Credit Plus (CCP)	Meeting to address possibilities for students to do CCP	--	Area Colleges/ Counselor	February	Career Goals	Attendance/ Completed College Applications	
College, Trade Schools, Military Reps	To acquaint students with options to assist with their career pathway	--	Counselor	All Year	Understanding Careers/ Career Goals	Sign-up sheets in Student Services/Electronic Reminder from School Counselor	
Counselor Meetings	School Counselors, Career Connections Coordinator meets with all home schools	Snacks/ End of school year luncheon	Counselor	4-5 Meetings	Career Goals/ Understanding self/ Understanding careers	Attendance	
Job Fair	Fall Job Fair Sponsored by Ohio Means Jobs	--	Counselor	Fall	All	Attendance	
Campus Job Fair	Sponsored by OSUM and MTC	--	Counselor	Spring	All	Attendance	
Ohio Means Jobs	Introduction to Ohio Means Jobs	--		October/ November	All	Checklist	
Student Assigned laptops	Students are given laptops for school assignments, etc.	Costs for laptops/software/ Technology support	Technology Department	First week of School	Employer Expectation	Students agree to Adhere technology Use guidelines in student handbook	

# 11<sup>th</sup> Grade

<b>Activity</b>	<b>Explanation</b>	<b>Resource</b>	<b>Person Responsible</b>	<b>Timeline</b>	<b>C.B. Initiative</b>	<b>Assessment/ Accomplished</b>
Dinner with a Teacher	Level 1 students visit labs (w/parents) and learn about their programs	Food Costs	Counselor/ Skills Lab Instructors	April Prior to Enrollment	Understanding Careers/Career Goals	Checklist
Great Start	Students visit to order uniforms, complete paperwork	--	Administrative Assistant	June Prior to Enrollment	Career goal/ understanding career	Checklist
New Student Orientation	To acquaint level one students with TRCC (Eng/Construction Trades Academy)	--	Counselors/Teachers	August	Understanding career	Checklist
Student Updates	To check schedule of individual students to ensure class placement aligns with career goals/pathways	--	Counselor	Sept.-Oct.	Career Goal	Checklist (check of all students)
Checklist (check of all students)	Conduct Review of Credits/Graduation Pathways/Career Goals	--	Counselors/Teachers	Complete by Nov. 15	Career Goal	Checklist
Resume	Create Resume. Include education, work experience, and training	--	Student Resource Center Coordinator	Before end of semester 1	Employer expectation/career goal	Checklist

Student Organizations	Student Participation in career tech. student organizations (CTSO, FFA, SKILLS USA, FCCLA)	Membership fee per student. Fees for conferences/competition	Designated Advisor	Year Long	All	Competitions Attendance at Leadership Meetings/Conferences
ASVAB, ACT,	Tests available to students	ASVAB \$0 ACT \$42.50	Counselor	ASVAB- Fall ACT- Year Long	Understanding self	Optional
College and Career Fairs	Encourage students to attend college & career fairs	Busing (beginning 2017)	Counselor	Fall/Year Long	All	Students submit proof of attendance (selfie with college rep)
College credits/ credentials, certifications	To explore, enroll in courses to receive college credits, credentials, or certifications	Varies according to type of credentials, certifications	College Credits-Counselor & Instructor Credentials/Certifications-Skills Instructors	Year Long	Understanding Careers/ Career Goals	Completion of College Credit, credentials, & certifications
College Credit Plus (CCP)	Meeting to address possibilities for students to do CCP	--	Area Colleges/ Counselor	February	Career Goals	Attendance
College, Trade Schools, Military Reps	To acquaint students with options to assist with their career pathway	--	Counselor	All Year	Understanding Careers/ Career Goals	Sign-up sheets in Student Services/Electronic Reminder from School Counselor
Workkeys, (Related to Industry Credential)	Assessments required of junior students	Paid by state	Adult Ed Workforce Development Coordinator	May	Employer Expectations, understanding self, career goals	Checklist
Counselor Meetings	School Counselors, Career Connections Coordinator meets	Snacks/ End of school year luncheon	Counselor	4-5 Meetings	Career Goals/ Understanding self/	Attendance

	with all home schools				Understanding careers	
Student Assigned laptops	Students are given laptops for school assignments, etc.	Costs for laptops/ software/ Technology support	Technology Department	First week of School	Employer Expectation	Students agree to Adhere technology Use guidelines in student handbook

# 12<sup>th</sup> Grade

Activity	Explanation	Resource	Person Responsible	Timeline	Career Based Initiative	Assessment/Accomplished
Dinner with a Teacher	<b>Level 1</b> students visit labs (w/parents) and learn about their programs	Food Costs	Counselor/ Skills Lab Instructors	April Prior to Enrollment	Understanding Careers/Career Goals	Checklist
Great Start	<b>Level 1</b> Students visit to order uniforms, complete paperwork	--	Administrative Assistant	June Prior to Enrollment	Career goal/ understanding career	Checklist
New Student Orientation	With TRCC Chosen Program	--	Counselors/Teachers	August	Understanding career	Checklist
Senior Meeting	Meet with all seniors to identify progress on career pathway and graduation requirements	--	Counselors	Early Fall	Understanding self/ understanding career goal setting	Checklist
Financial Aid/ Scholarship	Evening meeting open to all seniors/parents Financial Aid/ Scholarships & FAFSA completion session	\$50.00 (door prizes)	Counselors/ College Reps	Fall	Career Goals	Attendance Sheet
Senior Packet	Information for seniors to plan for senior year and beyond	--	Counselor	Fall	All 4	Checklist
Resume	Update resume, list of references	--	Student Resource Center Coordinator	End of 3 <sup>rd</sup> Quarter	Employer Expectations Career Goal	Checklist
Career Passport	All seniors will complete career passports	Folders	Director of Academics and Student Services	Complete by May	All	Checklist
Senior Recognition Night	Evening program open to families: passport, recognition, scholarships, awards	\$500.00 Rental of Palace	Director of Academics and Student Services	May	Career Goal	Attendance/ Event Program

OGT Work keys, (Related to Industry Credential)	Assessments required of senior (level 2) students	Work keys \$15 per test, \$45 for all three	Adult Ed Workforce Development Coordinator	Late Spring	Employer Expectations, understanding self, career goals	Checklist
College, Trade Schools, Military Reps	To acquaint students with options to assist with their career pathway	--	Counselor	All Year	Understanding Careers/ Career Goals	Sign-Up sheets in Student Services/Electronic Reminder from School Counselor
Counselor Meetings	School Counselors, Career Connections Coordinator meets with all home schools	Snacks/End of school year luncheon	Counselor	4-5 Meetings	Career Goals/ Understanding self/ Understanding Careers	Attendance
Senior Wall of Fame	Recognizes seniors who have been accepted to college, technical school, inducted or sworn into a branch of military or have been approved for early job placement or paid internship	--	Director of Communications	Year Long	Career Goal Employer Expectations	Form/Written Document of acceptance
Career Readiness Class	Optional Class for Seniors	Salary	English Instructor	All Year	All 4	Enrollment/ Course Completion
Student Assigned laptops	Students are given laptops for school assignments, etc.	Costs for laptops/ software/ Technology support	Technology Department	First week of School	Employer Expectation	Students agree to Adhere technology Use guidelines in student handbook

## Career Based Initiatives- Science 12<sup>th</sup> Grade

Michelle Rawlins

Kathleen Wren

John Seibel

Kathy Greenwood

	Activity	Audience	Assessment
Employer Expectations	<ul style="list-style-type: none"> <li>-Follow lab directions</li> <li>-Read, interpret &amp; follow directions</li> <li>-Be on time, be there</li> <li>-Dissection/Scientific Principles</li> </ul>	<ul style="list-style-type: none"> <li>-Teacher</li> <li>-Teacher/Instructor/Employer</li> <li>-All Classes</li> <li>Level 1</li> </ul>	<ul style="list-style-type: none"> <li>-Lab report &amp; observations</li> <li>-Correct lab procedure</li> <li>-Lab Report</li> <li>-Are they here on time? If not deduct from grade</li> <li>-Lab check off/Lab Adv. Studies</li> </ul>
Understanding Self	<ul style="list-style-type: none"> <li>-16personalities.com/ Myers Briggs test</li> <li>-Groupwork/Key Strengths</li> <li>-Learning Style Inventory</li> <li>Learning Style Inventory</li> <li>Body Systems in Anatomy and Physiology</li> </ul>	<ul style="list-style-type: none"> <li>-Student &amp; Teacher</li> <li>-Peers/Self</li> <li>-All Classes</li> <li>Level 1</li> </ul>	<ul style="list-style-type: none"> <li>-Personality results</li> <li>-Completed group projects, self-assessment, peer assessment</li> <li>-The actual assessment</li> <li>Assesment of Learning Style</li> <li>Tests and quizzes</li> </ul>
Understanding Careers	<ul style="list-style-type: none"> <li>-Measuring materials for labs (Medicine VET)</li> <li>-Measurement Lab &amp; Activity, Math Activities</li> <li>-Relate real life things from my past as an engineer to math, science, &amp; career tech classes</li> <li>For HCA students, video clips on Career in each chapter</li> </ul>	<ul style="list-style-type: none"> <li>-Peers &amp; Teacher</li> <li>-Teacher/Peers</li> <li>-All Classes</li> <li>HCA Students</li> </ul>	<ul style="list-style-type: none"> <li>-Lab report</li> <li>-Completed Measurement lab/lab report, Mastery of scientific math concepts</li> <li>-Regular Tests</li> <li>Embedded in Notes/Class Assignment</li> </ul>

## Career Based Initiatives- English 12<sup>th</sup> Grade

Kari Hord

Julie Myers

Kristi Schirtzinger

	Activity	Audience	Assessment
Employer Expectations	<ul style="list-style-type: none"> <li>-Career choices text</li> <li>-Ohio Means Jobs</li> <li>-Interview Schedule</li> </ul>	<ul style="list-style-type: none"> <li>-Career Planning Class</li> <li>-Level 2/English 12 Students</li> </ul>	<ul style="list-style-type: none"> <li>-Ohio Means Jobs</li> <li>-Application worksheet/ Culminating Project</li> <li>-Quiz over material in module</li> </ul>
Understanding Self	<ul style="list-style-type: none"> <li>-Learning styles inventory, personality inventory (Myers Briggs), Values assessment inventory.</li> <li>-Career choices text</li> <li>-Values auction and follow up essay</li> </ul>	<ul style="list-style-type: none"> <li>-All seniors</li> <li>-Career Planning Class</li> <li>-Level 2/English 12 Students</li> </ul>	<ul style="list-style-type: none"> <li>-Assessment results</li> <li>-Ohio Means Jobs</li> <li>-Application worksheet/ Culminating Project</li> <li>-Essay rubric and reflection paper</li> </ul>
Understanding Careers	<ul style="list-style-type: none"> <li>-Career choices text</li> <li>-Myers Briggs Online Assessment</li> </ul>	<ul style="list-style-type: none"> <li>-Career Planning Class</li> <li>-Level 2/English 12 Students</li> </ul>	<ul style="list-style-type: none"> <li>-Ohio Means Jobs</li> <li>-Application worksheet/ Culminating Project</li> <li>-Essay reflecting on how personality type applies to "Real Life"</li> </ul>
Goal Setting	<ul style="list-style-type: none"> <li>-Career choices text</li> <li>-"Senior Letter to Myself"</li> </ul>	<ul style="list-style-type: none"> <li>-Career Planning Class</li> <li>-Graduating Students</li> <li>-Level 2/English 12 Students</li> </ul>	<ul style="list-style-type: none"> <li>-Ohio Means Jobs</li> <li>-Application worksheet/ Culminating Project</li> <li>-Letter is graded on content (rubric)</li> </ul>

## Career Based Initiatives- English 11<sup>th</sup> grade

Paula Brazell

Dionna Randas

Kari Hord

	Activity	Audience	Assessment
Employer Expectations	<ul style="list-style-type: none"> <li>-Socratic Seminar –see Appendix</li> <li>-Resume writing, classroom expectations, this is a professional environment for writing techniques, proper grammar</li> </ul>	<ul style="list-style-type: none"> <li>-English 11 Students</li> </ul>	<ul style="list-style-type: none"> <li>-Based on rubric and participation</li> <li>-Resume</li> <li>-Writing exercises</li> </ul>
Understanding Self	<ul style="list-style-type: none"> <li>-Values Assessment</li> <li>-What's my sentence</li> <li>-3 Words</li> <li>-Learning styles, inventory, personality inventory (Myers Briggs), values assessment inventory</li> </ul>	<ul style="list-style-type: none"> <li>-English 11 Students</li> <li>-All juniors</li> </ul>	<ul style="list-style-type: none"> <li>-Based on completion of assignment</li> <li>-Students write one sentence that would describe them</li> <li>-Students write 3 words to focus on throughout the year</li> <li>-Assessment results</li> </ul>
Understanding Careers	<ul style="list-style-type: none"> <li>-Research careers in different educational labs</li> <li>-Throughout lessons, we discuss how what we are learning applies to their careers, writing tone, vocabulary, critical thinking, etc.</li> </ul>	<ul style="list-style-type: none"> <li>-English 11 Students</li> </ul>	<ul style="list-style-type: none"> <li>-Based on completion of assignment</li> <li>-Throughout the year. Writing assignments &amp; auditory.</li> </ul>
Goal Setting	<ul style="list-style-type: none"> <li>-How will you achieve your goal</li> </ul>	<ul style="list-style-type: none"> <li>-English 11 Students</li> </ul>	<ul style="list-style-type: none"> <li>-Based on completion of assignment</li> </ul>

## Career Based Initiatives- Math 11<sup>th</sup>&12<sup>th</sup> Grades

Eliza Gentkowski  
 Amy Hansen  
 Jon Crothers  
 John Seibel

	Activity	Audience	Assessment
Employer Expectations	Habits of Mind Employment Chapter of Financial Algebra Due dates and required work Soft Skills, Punctuality and attendance	11 <sup>th</sup> & 12 <sup>th</sup> graders in Algebra 1.5 & Algebra 2 Financial Algebra Classes All Students	End of the Year Question/Evaluation Chapter 6 Test and Project Were assignments turned in on time? Was work up to sufficient standards? Grade Deduction
Understanding Self	Habits of Mind-see appendix Learning style inventory	11 <sup>th</sup> & 12 <sup>th</sup> graders in Algebra 1.5 & Algebra 2 All	End of the Year Question/Evaluation Assessment Results
Understanding Careers	Habits of Mind Different Careers are also talked about in Financial Algebra. For example Actuary, Accountant, Salesman Relate real life things from past experience as an employer to math, science and career tech classes	11 <sup>th</sup> & 12 <sup>th</sup> graders in Algebra 1.5 & Algebra 2 Financial Algebra Classes All	End of the Year Question/Evaluation Tests
Goal Setting	Self-Evaluation each quarter When talking about interest and savings accounts, we discuss goal setting (in a financial sense) Students are asked to set goals on all assignments Encourage use of planners so students can keep track of assignments and upcoming tests.	11 <sup>th</sup> & 12 <sup>th</sup> graders in Algebra 1.5 & Algebra 2 Financial Algebra Classes All	Academic Action Plan Chapter 3 Test and Project Did students achieve the goal? Redo if not until goal is achieved

## Career Based Initiative- Social Studies

Brett Gentkowski

Roy Schweinfurth

Heather Jenkins

	Activity	Audience	Assessment
Employer Expectations	<ul style="list-style-type: none"> <li>-Punctuality- Sign in, sign out, attendance, tardy, bell work.</li> <li>-Attendance, be on time, in uniform</li> </ul>	<ul style="list-style-type: none"> <li>-Students</li> <li>-Our class</li> </ul>	<ul style="list-style-type: none"> <li>-The activity</li> <li>-By teacher to check tardies, attendance &amp; uniforms</li> </ul>
Understanding Self	<ul style="list-style-type: none"> <li>-Interest survey</li> <li>-Self evaluations are done at the end of each quarter</li> </ul>	<ul style="list-style-type: none"> <li>-Students</li> <li>-The student &amp; teacher</li> </ul>	<ul style="list-style-type: none"> <li>-Interest survey</li> <li>-The student assess their progress &amp; effort</li> </ul>
Understanding Careers	<ul style="list-style-type: none"> <li>-Entrepreneurship project</li> <li>-Examination of careers related to elected officials- all year</li> <li>-Discussion of govt. careers &amp; participation</li> </ul>	<ul style="list-style-type: none"> <li>-Students</li> <li>-Students</li> </ul>	<ul style="list-style-type: none"> <li>-Create their own business related to their lab</li> <li>-Each visit assessment</li> </ul>
Goal Setting	<ul style="list-style-type: none"> <li>-Goal setting at the beginning of the year and checking goals at the end of the year</li> </ul>		

NOTE: American Government offered 2016-17 school year to all students to accommodate state testing.

# Skills Labs

## Career Based Initiatives

### Advanced Machining – Scott Jones

	Activity	Audience	Assessment
Employer Expectations	A=1 NAME B=2 KNOWLEDGE 96% C=3 HARDWORK 98% Z= 26 ATTITUDE 100%	Junior and Senior	Employers want employees with good attitude, because knowledge + hard work don't measure up.
Understanding Self	Interview Style: Tell me about yourself	Junior and Senior	Critique Interview Answers
Understanding Careers	Ohio Means Job Research	Junior and Senior	Report on career of choice
Goal Setting	We do a quarter, half, and year goal	Junior and Senior	Check end of each grading period to see who succeeded

## Career Based Initiatives

### Ag and Industrial Power- Jim Rittler

	Activity	Audience	Assessment
Employer Expectations	Daily Attendance uniform ID Badge	Level 1 & 2	Employability Points
Understanding Self	“Get to know you” Activity	Level 1	Stand up in front of class to introduce yourself
Understanding Careers	Field Trips UNOH Farm Science Review Class Trip Speakers FFA	Level 1 & 2	Look up information assignment sheet
Goal Setting	Work with each student on goal setting. Short-term/long-term	Level 1 & 2	Fill out Goal Sheets

Career Based Initiatives  
Auto Technologies- Lucas Bledsoe

	Activity	Audience	Assessment
Employer Expectations	-Reinforcement of soft skills  -Includes punctuality, attendance, etc	Level 1 & 2	Employability Chart (see Appendix)
Understanding Self			
Understanding Careers	College Rep Speakers	Level 1 & 2	Attendance, Handout Assignment (see Appendix)  Spring
Goal Setting	Certification of exams Industry credential exams embedded in curriculum	Level 1 & level 2	Results of exam

**Career Based Initiatives**  
**Cosmetology- Junior – Becky Salyer**

	<b>Activity</b>	<b>Audience</b>	<b>Assessment</b>
<b>Employer Expectations</b>	Soft Skills DVD's	Students – Jr.	Discussion/ Questions
<b>Understanding Self</b>	Personality Inventory	Students -Jr.	Discuss personality types
<b>Understanding Careers</b>	Cosmetology career posters	Students- Jr.	Present Posters
<b>Goal Setting</b>	Career & SkillsUSA Goals- Activity	Student Jr. & Sr.	Look at end of year or semester.

Career Based Initiatives  
Cosmetology- Senior- Becky Salyer

	Activity	Audience	Assessment
Employer Expectations	Participation in Skill Contest – COS, NAILS, ESTHETICS	Judges- Jr. & Sr.	Contest Rubric
Understanding Self	Shear Class Style Show	Parents, Friends, Family, Peers- Jr. & Sr.	Successfully Competing – hair, skin, & nail service
Understanding Careers	Job Shadow	Student/Stylist- Jr. & Sr.	Report to class
Goal Setting	--	--	--

Career Based Initiatives  
Criminal Justice- Terry Donough

	Activity	Audience	Assessment
Employer Expectations	Job Interview	All Classes	Report Findings to Class
Understanding Self	Learning Style Assessment	All Classes	Written Report
Understanding Careers	Research project	Jr. Class Updated Sr. Year	Class presentation Test
Goal Setting	"Life" timeline	All Classes	Student check-up after graduation

Career Based Initiatives  
Culinary Arts- Sheila Hamm

	Activity	Audience	Assessment
Employer Expectations	Attendance uniform soft skills	Students 1 & 2	Points towards lab grade (See Appendix for ProStart handout)
Understanding Self	All about you	Students level 1	Finished & Graded project
Understanding Careers	Career project  FCCLA	→ Students level 2  → Level 1 & 2	
Goal Setting	College Rep Visits (Understanding Careers)  Plan the work/work the plan	Students Level 1 & 2  Level 2	Life

Career Based Initiatives  
Digital Media Entertainment/ Mr. Toth

	Activity	Audience	Assessment
Employer Expectations	Career Exploration	Level I and II	Project Level I presents to the class Level II presents to 3 professionals
Understanding Self	Career Based Activities	Level I and II	Overall students need to answer the question...did you find this work enjoyable?
Understanding Careers	Career Based Activities	Level I and II	See above
Goal Setting	SMART Goals	Level I and II	(see Appendix for handout)

## Career Based Initiatives

### DME 1 and 2 Related- Ms Randas

	Activity	Audience	Assessment
Employer Expectations	<p>Online portfolios Classroom Expectations Projects that have employer Expectations as if working for a company. The entire certification program works through projects as if working for a company. This gives the students experience at completing a job in a professional manner with specific expectations and time limits.</p>		Online portfolio
Understanding Self	<p>Online portfolio focuses on their interest and talents</p>		
Understanding Careers	<p>Ohio Means Jobs Introduction Explore Career Fields</p>		
Goal Setting	<p>Complete Certifications</p>		Certification Tests

**Career Based Initiatives**  
**Engineering- Ritch Ramey**

	Activity	Audience	Assessment
<b>Employer Expectations</b>	Tour of Honda and talked with former student and trainers about careers at Honda	37 Engineering Students	Students were given time to talk about expectations to work at Honda and what training they would need
<b>Understanding Self</b>	N/A		
<b>Understanding Careers</b>	Read article on Linkdyn about the future of Industry 4.0. The student had to read and then write summary of how the changing field will affect their future career	Engineering level 1 and 2	Graded on Canvas LMS the individuals writing assignment and then commented on summary.
<b>Goal Setting</b>	Read article on Linkdyn about the future field of robotics. The student had to read and then write summary of training they would need to be successful in the field.	Engineering level 1 and 2	Graded on Canvas the individuals writing assignment and then commented on summary.

## Career Based Initiatives

### Health Careers Academy – Lori McGuire and Jennifer Grimes

	Activity	Audience	Assessment
<b>Employer Expectations</b>	-Covered as discussion. -Word Learning Strategies -Electronic Health Records -STNA it's part of some chapters	Discussion in each class: Electronic Health Record, Chpt 1- level 1, learning strategies- level 1 coding level 2, STNA Level 1 Patient Care Technician Level 2	100% of HCA takes these classes
<b>Understanding Self</b>	-Meyers Briggs- like personality test (condensed version) -Apply to work (medical office) environment	(Level 1) in learning strategies class	100% of HCA level 1 will take.
<b>Understanding Careers</b>	Each of our classes are career based. Discussion in each class: Electronic Health Record, Chp 1- level 1, learning strategies- level 2, coding level 2, STNA level 2	Level 1 & Level 2	100% of HCA Level 1 and 2 students except those not in medical coding
<b>Goal Setting</b>	SMART Goals short term and long term. Students complete 5. I discuss each area of S.M.A.R.T. and how goal setting can be used in class & work & home.	Level 1 Students	100% of HCA Students Complete this assignment

## Career Based Initiatives

### Hospitality- Barb Bell

	Activity	Audience	Assessment
<b>Employer Expectations</b>	Community Based volunteering 3 days per week, 2 hours per day, 6 hours per week.	All level 1 & 2	Daily feedback from employee mentors
<b>Understanding Self</b>	Grooming & Hygiene Are you ready for work-Daily self & teacher evaluations (charted) Posters Guest speakers 20-10-5 Rule for Hospitality	All	Charts Demonstration feedback Practice
<b>Understanding Careers</b>	See Employer Expectations  Mini-units Internet research Power point & Oral presentations	All	Formal Assessments
<b>Goal Setting</b>	Each quarter goals are set for in school activities self-progress Review every 2 weeks	All	Self-Actualization

**Career Based Initiatives**  
**Veterinary Science – Carrie Heimlich**

	Activity	Audience	Assessment
<b>Employer Expectations</b>	Daily “employability” points 0-10	Vet 1 & 2	Assessed Daily on: -in uniform -preparation -punctuality -attitude -peer interaction
<b>Understanding Self</b>	Career Research Project	Vet 1 (all careers) and Vet 2 (large animal careers)	Career Poster
<b>Understanding Careers</b>	“Get to know me” paper & FFA CDE comp in skills used in different careers	Vet 1	Turn in for completion and share with others in class.
<b>Goal Setting</b>	FFA Job Interview CDE Competition	Vet 1 & 2	Compile cover letter, resume, application, references, conduct interview, follow-up letter. Graded All complete at local level- others move all the way to state.

## Career Based Initiatives

### Welding- Obra Horn

	Activity	Audience	Assessment
Employer Expectations	-Communication -Wearing proper equipment	Level 1 & 2	Employability Daily Points
Understanding Self	Teamwork Initiative	Level 1 & 2	Employability Daily Points
Understanding Careers	-work ethic -field trips -Honda -race track -Union Tank	Level 1 & 2	-Employability Daily Points -Certifications
Goal Setting	-Learning to set goals -Core skill practice	Level 1 & 2	-Certifications -Employment -Co-ops

## Professional Development

### Tri-Rivers Career Center

#### Professional Development Opportunities in Career Readiness

2016/17 School Year



#### August 2016...

-Staff takes the Myers/Briggs Learning Inventory and discusses what type of learner each of them. In addition, we were in-serviced on how to use this information to help our teaching in the classroom. Several staff members use these types of inventories to assess their students prior to the year starting.

#### August 2016-December 2016...

-Numerous staff and administration took advantage of the third in a series of three classes offered through the Ohio State University. Through this coursework each of us earned our CBI endorsement to be added on to our licenses.

### Suggestions for Future Activities Professional Development

#### Year One

1. All Staff Training- Ohio Means Jobs/Workforce Development speaker
2. Staff Meetings Agenda Item
  - a. provide an exercise to increase career awareness in staff (game, activity)
  - b. Techniques to develop Soft skills in our students
    - Overcoming barriers to developing soft skills
    - Using CTSO in developing soft skills
3. Career Based Initiatives review in Advisory Committee Meetings

4. Meeting with Instructional Staff to review Career Based Initiatives and identify gaps.  
Fall Update Plan with new programs  
Spring review plan and update

## **Year Two**

1. Break out session during teacher in-service
2. All staff tour and or visit one business that potentially would hire our students (could include students).
3. Based on gaps identified in curriculum in year one, develop a school wide effort to cover specific soft skills.  
Provide training for instructors if needed
4. Staff Meeting Agenda Item
  - a. Assessing our efforts....how do we measure the development of soft skills in students (recognize and reinforcement technique for students)
  - b. Best Practices in Skills lab, Academic classroom, non academic best practice (CTSO, community service event, etc...)
5. Annual Meeting with Instructional Staff to review Career Based Initiatives.  
  
Fall Update Plan with new Programs.  
  
Spring

## **Year Three**

1. Continue School wide soft skill implementation
2. Staff Meetings
  - a. Recognize Best Practices
3. Staff will visit one to two TRCC graduates in the workplace and review what soft skills they use and what TRCC could do to improve the development of these skills.

## Goals for Next Year

1. Career Connection Coordinator meets with each Instructor to review Career Based Initiatives at the beginning and end of each year. Update the activities as needed.
2. Career Connections Coordinator will meet with students to identify Career Goals, post-secondary plans and review of key soft skills.
3. Share Plan with Home school counselors at the high schools and middle schools.
4. Incorporate more career based information into recruitment programs.

## State Resources

Ohio Department of Education <https://education.ohio.gov/>

# career connections

Career Connections is a joint initiative among the Governor's Office of Workforce Transformation, Ohio Board of Regents, OhioMeansJobs and Ohio Department of Education. Career Connections began in 2012 by providing a framework by which students develop a vision and realistic plan for their futures – during K-12 and beyond. Learning strategies are embedded into Ohio's New Learning Standards for English language arts, math, science and social studies. Career Connections aligns the many efforts around college and career readiness to support students in becoming productive and engaged citizens.



### Career Awareness

#### Elementary Grades (K-5)

Students become familiar with careers through learning that connects classroom instruction to future work. Career awareness strategies show students various types of careers and stimulate interest in future work.

### Career Exploration

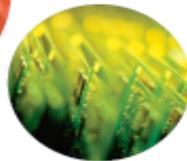
#### Middle Grades (6-8)

Students explore their career interests through embedded activities. Career exploration strategies are opportunities for students to discover work environments and understand the various aspects of the workplace. Strategies include tools and instruments that help students understand and appreciate their strengths and interests. Students start plans for their future with career information and postsecondary education data. Plans include course selection and planning as well as career aspirations and goals.

### Career Planning

#### High School (9-12)

Students continue career exploration while focusing on career planning. Activities provide advanced experiences that offer hands-on opportunities in a workplace. Career planning strategies focus on making clear links between career options and educational decisions. Students develop the skills to revisit previous exploration and planning strategies as they face career changes throughout life.



**Ohio** | Department  
of Education

# career connections FRAMEWORK

## ELEMENTARY GRADES

### Career Awareness (e.g.: describe careers, identify career information, interpret connections between school and future work )

- Workplace visits with career interviews
- Career connections learning strategies
- Classroom career speakers
- Introduction to Ohio career fields and pathways

## MIDDLE GRADES

### Career Exploration & Interests (e.g.: identify interests, develop self-awareness, determine personal motivations related to work and income)

- Advanced academic and technical education
- Student Success Plan
- Career connections learning strategies
- Workplace visits with career interviews
- Career courses
- Career mentorships
- Career research
- Service learning
- Career-technical student organizations
- OhioMeansJobs K-12
- Career pathways

## HIGH SCHOOL

### Career Planning, Decision-Making, & Transition (e.g.: understand career interests, engage in career-based learning experiences, explore and identify education and training options beyond high school aligned with career interests, learn how to adjust career plans according to shifts in the economy and interests)

- Advanced academic and technical education
- College Credit Plus
- Career academies
- Career connections learning strategies
- Career pathways
- Career-technical student organizations
- Industry-recognized credentials
- Student Success Plan
- Internships
- Career mentorships
- Pre-apprenticeship programs
- Part-time work
- Service learning
- Cooperative education programs
- OhioMeansJobs K-12

## LIFELONG LEARNING

### Career Preparation and Fulfillment (e.g.: pursue career interests, engage in career-based learning related to established goals, access and navigate resources that lead to continued growth and development, reflect on goals and adjust plans according to economic and interest changes)

- Advanced education and training programs
- Apprenticeships
- Career mentorships
- Cooperative education programs
- Economic viability
- Industry credentials
- Internships
- Professional development
- Reflective career evaluation and changes
- Service learning
- Successful work experiences
- OhioMeansJobs

# Career Advising Step by Step Planning Guide

Strategies and Actions	Resources Needed	Completion Date	Person Responsible
<b>Introducing the Initiative</b>			
1. Gather team to help gain support and enhance awareness of the career advising policy and actions related to the policy.			
2. Gather support from Superintendent, Board of Education, teachers and community			
3. Adopt a career advising policy. Gain Board approval.			
<b>Create Change</b>			
4. Assess what your district already has in place.			
5. Identify new resources needed and gaps that exist.			
6. Create activities to fill in gaps.			
7. Design the delivery system – Who? What? When? Where? How?			
8. Establish a program calendar.			

Plan for Implementation			
9. Obtain official adoption by the board.			
10. Prioritize the needs of your students. Where will you begin implementation?			
11. Establish a way to identify students who are at-risk of dropping out of school a. What are your indicators b. When will you begin to identify c. How will you identify d. Who will be responsible for this			
Strategies and Actions	Resources Needed	Completion Date	Person Responsible
12. Develop a plan of how Student Success Plans will be implemented a. Who will do this? b. When will this take place? c. How will the plan be revisited and updated regularly? d. How often will plan be revisited? e. How will activities be documented?			
13. Determine if students will use OhioMeansJobs K-12 or another online tool.			
14. Present suggestions and ideas to administrators, staff, students, families.			
15. Conduct staff training if needed.			

<b>Implement</b>			
16. Establish calendar of activities to be implemented during school year.			
17. Distribute calendar to teachers.			
<b>Evaluate</b>			
18. Review activities and make changes as needed.			
19. Collect data to validate program.			

# Ohio Means Jobs

Secure | <https://jobseeker.k-12.ohiomeansjobs.monster.com/seeker.aspx>

Enter job title    Enter keywords    in    Enter job location    OH    [SEARCH JOBS](#)    [SEARCH WORKKEYS®](#)

- Explore It**  
Types of jobs, positions, industries ▶
- Plan It**  
Education, training, skills ▶
- Fund It**  
Budgeting tools, scholarships ▶
- Find It**  
Search Jobs ▶
- College Students**  
Career Exploration ▶



## OhioMeansJobs K-12

### The place to plan your future.

Get started by trying one of these:

- Take the [guided tour](#) and complete recommended activities
- [Create](#) your online backpack to save and view information
- Take a [career interest survey](#) to learn about yourself
- Explore [career information](#) by a keyword or industry
- Build a [budget](#) to learn about the cost of living on your own

[GET STARTED ON MY OWN](#) or [TAKE THE GUIDED TOUR](#)



## Appendix

1. Definitions for Employer Expectations and Examples of Related Curriculum Based Initiatives
2. Socratic Seminar Handouts-English II
3. Habits of Mind Handouts-Algebra 1.5, 2.0
4. Automotive Assignment Handouts
  - a. College Compare and Contrast Worksheet
  - b. Weekly Attendance form
5. Culinary Handout on ProStart
6. DME-SMART Goals worksheet

## Definitions for Employer Expectations and Examples of Related Curriculum Based Initiatives (in green)

### *Applied Knowledge*

**Critical Thinking-** Thinking that is clear, rational, open-minded and informed by evidence.

- College Search Handout (Automotive-Bledsoe)
- Raspberry Pie (CNET-Casey)

**Decision Making-** The thought process of selecting a logical choice from the available options.

- College Search Handout (Automotive)

**Problem Solving Skills-** The process of working through details of a problem to reach a solution.

- Source: <http://www.businessdictionary.com>
- Health Careers Academy

**Planning and Organizational Skills-**The end result of the process of setting medium and long-term objectives for an organization and then developing a strategy to accomplish those goals. This can be applied to personal goals such as long term savings.

- Students are asked to use planners (Science/Math-Seibel)
- Smart Goals (DME)
- Goal Setting at the Beginning of the Year (Social Studies)

### *Applied Academic Skills*

**Reading Skills-**The ability to understand work related documents.

- Read, Interpret/Follow Lab Directions (Science-Wren)

**Writing Skills-** The ability to write effectively to the chosen audience.

- Resume Writing (English 11)

**Mathematical strategies-** The ability to apply math to solve problems.

- Source: U. S Department of Labor
- Interest and Savings Accounts (Financial Algebra-Hansen)

**Scientific Principles-**Knowing and applying scientific principles and methods to solve problems.

- Source: National Network of Business and Industry Associations.
- Dissection (Science- Greenwood)

**Technology Use-** Using information technology and related applications to convey and retrieve information including Navigation and File Management and Internet and email.

- Source: National Network of Business and Industry Associations.
- Laptops assigned to every student

The ability to use technology appropriately including email, social media and application (phones).

- Ohio Means Jobs

## ***Effective Relationships***

**Team oriented-** This person collaborates and is a productive member of a team. The ability to establish a high degree of trust and credibility with others.

Source: National Network of Business and Industry Associations.

-Shear Class Style Show (COS)

-Teamwork Initiative (WEL)

**Customer Service Skills-** The ability to develop effective relationships with customers, businesses and the public.

Source: U. S. Department of Agriculture

-Store Front Services (ALL)

**Conflict resolution-** The ability to negotiate, identify and resolve conflicts.

**Leadership skills-** The ability to lead and support others and the ability to guide a group to a common good.

-CTSO

-Ambassador Club

-Student Recruitment Events

**Cultural Diversity Skills/Respect-** Working effectively with those who have diverse backgrounds.

Source: National Network of Business and Industry Associations.

-STNA (HCA-Grimes and McGuire)

## ***Personal Qualities***

**Willingness to learn/responsible for personal growth-** a person who continually learns and understands the need for lifelong learning.

-Discussion (HCA-Grimes and McGuire)

**Adaptability-** The ability to be flexible and adjust to change.

-Storefront Services (labs)

**Initiative-** Demonstrating a wiliness to work and seek out new work challenges.

Source: National Network of Business and Industry Associations.

-Assignment of Future of Industry (Engineering-Ramey)

**Professionalism-** Maintaining a professional demeanor at work. Demonstrate self-control by maintaining composure and keeping emotions in check even in difficult situations. Maintain professional appearance by dressing appropriately for the job and maintaining personal hygiene.

The ability to use professional language when speaking with supervisors, co-workers and customers, Maintain a positive attitude. Taking ownership of your work.

Source: National Network of Business and Industry Associations.

-Program Uniforms

-Student ID

-CTSO

-Attitude (AM)

## **Personal Qualities (con't)**

**Dependable and reliable** Displaying responsible behaviors at work. The ability to behave consistently, predictably and reliably. The ability to fulfill obligations, complete assignments and meet deadlines. Demonstrate regular and punctual attendance. Displays self-control and the ability to follow rules and procedures.

Source: National Network of Business and Industry Associations.

-Attendance (all)

**Drug Free-** The ability to refrain from engaging in the manufacture, distribution, possession or use of an illegal drug.

-Drug screening (HCA, CJ)

### **What is a "Drug Free Workplace?"**

*It is an employment setting where all employees adhere to a program of policies and activities designed to provide a safe workplace, discourage alcohol and drug abuse and encourage treatment, recovery and the return to work of those employees with such abuse problems. The intent of the program is to educate adults on the problems relating to substance abuse. The one place where there can be mandated adult education is the workplace. This empowers the individual and the family, resulting in stronger communities*

Source: the Council on Alcohol and Drugs

## **Workplace Skills**

**Time Management-** The effective use of time and resources including money and material

-Employability Sheet with Preparation and Time Utilization (AUTO)

**Information Skills** -The ability to locate, organize, use analyze and communicate information

-Ohio Means Jobs

-Choosereasthanst.org (CUL)

**Communication Skills-** The ability to communicate verbally and in written form. The ability to observe and understand non-verbal communication.

-Application Worksheet (English Classes)

**Understanding of Industry and Systems-** The ability to understand work environment and how it relates to the industry as a whole.

-Job Shadow (Cosmetology)

# Socratic Seminar Guidelines



- ⇒ Be prepared to participate
- ⇒ Don't raise hands
- ⇒ Invite others into the discussion
- ⇒ Refer to the text
- ⇒ Comments must be appropriate/respectful/focused
- ⇒ Listen to and build on one another's comments



## Assessment Complete!

Congratulations! You sorted all the cards.



PRINT

### Your Values Assessment Results

#### PRIMARY VALUES

Your primary interest code is  
**A - Achievement**

#### SECONDARY VALUES

Your secondary interest code is  
**R - Recognition**

#### 10-YEAR ASSESSMENT

Based on your assessment results, you may be interested in the following Career Clusters. The percentages below indicate the match between occupations in the **A - Achievement** work values code and those in the Cluster.



Public Safety,  
Corrections  
& Security

21%

Law, Public Safety, Corrections and Security



Information Technology  
& Communications

19%

Information Technology and Communications



Marketing

17%

Marketing, Sales and Service

#### Matching Occupations:

Less than 2 year degree:

Radio and Television Announcers

2 year degree:

Interior Designers

4 year degree:

Career/Technical Education Teachers, Secondary School

4 year plus degree:

English Language and Literature Teachers, Postsecondary

Which job could you really see yourself doing?

How will you achieve your goal?

## HABITS OF MIND

(After Arthur L. Costa and Bena Kallick, *Habits of Mind: A Developmental Series*, Copyright © 2000)

The Habits of Mind are an identified set of 16 problem solving, life related skills, necessary to effectively operate in society and promote strategic reasoning, insightfulness, perseverance, creativity and craftsmanship. The understanding and application of these 16 Habits of Mind serve to provide the individual with skills to work through real life situations that equip that person to respond using awareness (cues), thought, and intentional strategy in order to gain a positive outcome.

1. **Persisting:** Sticking to task at hand; Follow through to completion; Can and do remain focused.
2. **Managing Impulsivity:** Take time to consider options; Think before speaking or acting; Remain calm when stressed or challenged; Thoughtful and considerate of others; Proceed carefully.
3. **Listening with Understanding and Empathy:** Pay attention to and do not dismiss another person's thoughts, feeling and ideas; Seek to put myself in the other person's shoes; Tell others when I can relate to what they are expressing; Hold thoughts at a distance in order to respect another person's point of view and feelings.
4. **Thinking Flexibly:** Able to change perspective; Consider the input of others; Generate alternatives; Weigh options.
5. **Thinking about Thinking (Metacognition):** Being aware of own thoughts, feelings, intentions and actions; Knowing what I do and say affects others; Willing to consider the impact of choices on myself and others.
6. **Striving for Accuracy:** Check for errors; Measure at least twice; Nurture a desire for exactness, fidelity & craftsmanship.
7. **Questioning and Posing Problems:** Ask myself, "How do I know?"; develop a questioning attitude; Consider what information is needed, choose strategies to get that information; Consider the obstacles needed to resolve.
8. **Applying Past Knowledge to New Situations:** Use what is learned; Consider prior knowledge and experience; Apply knowledge beyond the situation in which it was learned.
9. **Thinking and Communicating with Clarity and Precision:** Strive to be clear when speaking and writing; Strive be accurate to when speaking and writing; Avoid generalizations, distortions, minimizations and deletions when speaking, and writing.
10. **Gathering Data through All Senses:** Stop to observe what I see; Listen to what I hear; Take note of what I smell; Taste what I am eating; Feel what I am touching.
11. **Creating, Imagining, Innovating:** Think about how something might be done differently from the "norm"; Propose new ideas; Strive for originality; Consider novel suggestions others might make.
12. **Responding with Wonderment and Awe:** Intrigued by the world's beauty, nature's power and vastness for the universe; Have regard for what is awe-inspiring and can touch my heart; Open to the little and big surprises in life I see others and myself.
13. **Taking Responsible Risks:** Willing to try something new and different; Consider doing things that are safe and sane even though new to me; Face fear of making mistakes or of coming up short and don't let this stop me.
14. **Finding Humor:** Willing to laugh appropriately; Look for the whimsical, absurd, ironic and unexpected in life; Laugh at myself when I can.
15. **Thinking Interdependently:** Willing to work with others and welcome their input and perspective; Abide by decisions the work group makes even if I disagree somewhat; Willing to learn from others in reciprocal situations.
16. **Remaining Open to Continuous Learning:** Open to new experiences to learn from; Proud and

**Academic Action Plan**

Student Name: \_\_\_\_\_ Class: \_\_\_\_\_

Semester 1 summary: Quarter 1 grade \_\_\_\_\_ Quarter 2 grade \_\_\_\_\_ Exam Grade \_\_\_\_\_

What is something positive you achieved this semester academically?

\_\_\_\_\_

What is something positive you achieved this semester outside of academics?

\_\_\_\_\_

Are you satisfied with your academic performance in math semester 1? Do you think you reached your potential in my class?

\_\_\_\_\_

What are some good study habits you had this semester? If you do not think you had any good study habits, list two or three that you think would be helpful.

\_\_\_\_\_

If you were not satisfied with your performance semester 1 in math, are there things you think you can do next quarter to reach your full potential?

\_\_\_\_\_

What do you think is an attainable goal for quarter 3?

\_\_\_\_\_

How important is this goal for you?

(Rate it between 1 and 10, 10 being the most important and 1 being the least) \_\_\_\_\_

Explain the reason for your rating:

\_\_\_\_\_

Are there people in your life that can help you achieve this goal? If so, list them.

\_\_\_\_\_

Did you utilize their help this past semester? Why or why not?

\_\_\_\_\_

List 5 practical steps you plan to take next quarter to achieve your goal. These can include things that you are already doing that you would like to continue.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

**Compare and Contrast (Tech Lit)**  
**Colleges for Automotive Technology**

Students name: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

As you listen to the presentation, try to collect the following pieces of information that will help you make an informed decision about the college you wish to attend.

Name of College: \_\_\_\_\_

Rep's name: \_\_\_\_\_

Location of College: \_\_\_\_\_

Living arrangements: \_\_\_\_\_

Number of people per room if applicable: \_\_\_\_\_

Courses in base curriculum: \_\_\_\_\_

Additional courses available: \_\_\_\_\_

Base cost of program: \_\_\_\_\_

Articulation/College credit agreement with Tri-Rivers: \_\_\_\_\_

How many months to complete the course: \_\_\_\_\_

Number of hours in class per day: \_\_\_\_\_

Do they offer extracurricular activities (race teams, baseball, softball, etc.): \_\_\_\_\_

Do they offer a dining area/cafeteria: \_\_\_\_\_

Teacher/Student Ratio: \_\_\_\_\_

Hands on Time: \_\_\_\_\_

Scholarships Available: \_\_\_\_\_

																								Weekly Date
																								Attendance
																								Punctuality
																								Preparation
																								Shop Duties
																								Time Utilization
																								Day Total
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																								Time Utilization
																								Day Total

## Setting up Student Profiles on [www.chooserestaurants.org](http://www.chooserestaurants.org)

To take an online ProStart exam or log hours for the COA, students will need a profile on the NRAEF website. Here are the steps to make that happen.

1. Have students log on to [www.chooserestaurants.org](http://www.chooserestaurants.org).
2. In the upper right hand corner, click on "register".
3. Student should fill in all their legal information. Leave the exam session number at the bottom of the screen blank. (If the student has taken ServSafe, encourage them to use the exact same information so that all of their certifications will be connected.)
  - a. Information is case sensitive
  - b. Information should be kept somewhere secure
  - c. TIP: Students will forget their passwords so keep documentation somewhere secure of their usernames, email address used, and password.
4. Once registered, students can click on "my profile" to edit their information. There will also be an identification number listed here.

To take an online exam:

1. Students log on to [www.chooserestaurants.org](http://www.chooserestaurants.org)
2. In the blue ribbon across the top, hover over "Programs and Scholarships". In the drop-down under "ProStart for Students", students click "Exams".
3. Students click green words, "Take Exam".
4. Students follow the prompts and select "I agree" to the terms.
5. On the "Welcome Examinee" page, there are exam instructions and practice question hyperlinks built into the page. TIP: do this first.
6. Instruct students to open their online test voucher code. Enter this combination of letters and numbers EXACTLY AS PRINTED, including hyphens, in the box for "exam access code".
7. Click Continue and begin the test.

To check exam scores:

1. Students log on to [www.chooserestaurants.org](http://www.chooserestaurants.org)
2. In the blue ribbon across the top, hover over "Programs and Scholarships". In the drop-down under "ProStart for Students", students click "Exams".
3. Students click green words, "Check Scores". It can take a few days for scores to show up here for students to view.
4. Students can then select "Print Certificate" to view their level 1 or level 2 certificate.

## SMART Goal Worksheet

Today's Date: \_\_\_\_\_ Target Date: \_\_\_\_\_ Start Date: \_\_\_\_\_

Date Achieved: \_\_\_\_\_

Goal: \_\_\_\_\_

### **Verify that your goal is SMART**

**Specific:** *What exactly will you accomplish?*

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**Measurable:** *How will you know when you have reached this goal?*

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**Achievable:** *Is achieving this goal realistic with effort and commitment? Have you got the resources to achieve this goal? If not, how will you get them?*

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**Relevant:** *Why is this goal significant to your life?*

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**Timely:** *When will you achieve this goal?*

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