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## Elementary College and Career Readiness Curriculum: A School Counselor Intervention

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Elementary College and Career Readiness Curriculum:  
A School Counselor Intervention  
By  
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## **Abstract**

Labor market projections indicate that across all industries, jobs will require increased post-secondary education, credentials, and training requirements. The U.S. will not have the workers that meet these requirements, resulting in a worker shortage. Knowing this predicted shift, our current education system is charged with the responsibility of educating and preparing students for these positions and to fill the needs of our society. Career development is a lifelong process beginning in childhood, and school counselors are responsible for supporting this healthy development. Despite this call to action, there is a lack of content, resources, or evidence-based programs available for elementary career counseling interventions. This project explores and combines the developmental needs of elementary students and effective implementation strategies for healthy career growth to create a ready-to-use fourth grade Tier One intervention for school counselors. All necessary resources are included for lesson plans, career day facilitation, and parent/guardian involvement. Data collection procedures within the unit will facilitate the creation of evidence for school counselors and researchers to more effectively advance the elementary career development field, advocate for elementary school counseling, and implement evidence-based career counseling interventions.

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## **Chapter One: Introduction**

### **Problem Statement**

Students begin to make career-related choices as early as elementary school, but the lack of developmentally appropriate, college and career guidance has left them unprepared and uninformed about their post-secondary options (Mariani et al., 2016). The growing disconnect between the future workforce needs and the preparation of our students for post-secondary education is evident in the United States' predicted worker shortage. In 2022, jobs that require some form of post-secondary education within the United States are projected to climb 14 percent from the already 65 percent in 2020 (Richards & Terkanian, 2013). The U.S. is expected to fall short five million workers for these positions (Carnevale, Smith, & Strohl, 2014). The value of attaining a high school diploma is declining, and higher levels of education correlate with an increase in salary and lowered unemployment rates (U.S. Bureau of Labor Statistics, 2014). Across all industries, projections show that jobs will require more skills, education, credentials, certifications, training, and/or degrees beyond high school (post-secondary education) (Achieve, 2012). Knowing this predicted shift, our current education system is charged with the responsibility of supporting students to transition into these positions and fill the needs of our society.

Despite increased attention on college and career education programs being implemented at the national and state level, there is a lack of evidence-based resources and effective implementation procedures available for supporting students at the elementary level (Knight, 2015). The traditional process of school counselors beginning college and career planning at the high school level is neglecting the critical

developmental readiness of elementary-aged students (Knight, 2015). Career development involves a life-long process that begins in early childhood. Personal and career concepts are starting to develop in this time, so college and career development curriculum is needed in elementary schools to begin solidifying the important connections between students' self-awareness, academic achievement, future goals, and their ability to compete in the future labor market (Pulliam, 2018; Turner & Lapan, 2013).

### **Importance and Rationale of the Project**

To address our nation's labor shortage, there has been an increased focus on effectively preparing K-12 students for college and careers. Individual states have implemented initiatives to adopt more challenging and meaningful standards intended to advance students towards college and career success (Mariani et al., 2016). In Michigan, the Department of Education (MDE) has created a Career Readiness Initiative that "requires career exploration and job readiness education as part of School Improvement Plans... for career exposure in elementary, middle, and high school" (Whiston, 2017, p. 1). Despite the call to action for K-12 college- and career-readiness (CCR) programs, much of the theory-driven, evidence-based interventions for students only exist at the middle and high school levels (American School Counselor Association [ASCA], 2014; Auger et al., 2005).

It has been proven that developmentally, elementary-aged students have already begun thinking about their careers and undergoing changes concerning their thoughts on occupational aspirations and expectations (Auger et al., 2005). An ACT policy report indicated that students who are exposed to college and post-secondary learning

opportunities early on were more successful at building on that knowledge over time (Dougherty, 2013). Furthermore, students who enter ninth grade with career planning skills and positive expectations are more likely to be engaged in school (Mariani et al., 2016). Career development programs should begin at the elementary level to effectively “increase their [students’] knowledge of occupations, raise their desire to pursue post-secondary education, and learn more about themselves, their education, and the world of work” (Mariani et al., 2016, p. 72). Unfortunately, though the career development standards have increased nationwide and there is evidence supporting the developmental importance of the career decisions being made at the elementary level, there are very few theory and evidence-driven programs available for school counselors to deliver to elementary students.

School counselors are in a position to be leaders in meeting this challenge because they are situated to support important career and college readiness mindsets for K-12 students (Fraser, 2012). ASCA’s (2014) mindset and behavior standards call on school counselors to help all students have self-confidence in their ability to succeed, have a positive attitude towards work and learning, and an understanding that post-secondary education and lifelong learning are necessary for career success. The College Board’s National Office for School Counselor Advocacy (2012) also emphasized the contribution to “career and college readiness by elementary school counselors via creating early awareness and enhancing the requisite knowledge and skills that lay the foundation for academic rigor and social development” (p. 2); yet, very little applicable content has been provided in support of this work.



Recent studies have determined that increased frequency and quality of students' career and college advising interactions with school counselors predicted academic success and enrollment in post-secondary education institutions (Lapan et al., 2014; Poynton & Laban, 2017). Thus, data-based interventions, following ASCA aligned standards, that create a career and college readiness culture spanning the entirety of a student's school career should be an integral part of a comprehensive school counseling curriculum (Curry & Milsom, 2013).

### **Background of the Project**

The challenges high school graduates face to satisfy the post-secondary requirements necessary to lessen the growing labor shortage stem from multiple systemic factors. With the additional costs and a variety of post-secondary education options, many students lack the financial literacy necessary to pursue these opportunities (McSwain, 2008). Students provided with counseling at the secondary level are nearly seven times more likely to apply for financial aid to take advantage of those opportunities; without guidance on financial access tools, post-secondary education prospects are increasingly limited (Dunlop Velez, 2016). Also contributing to the growing number of workers unprepared to fill jobs that require post-secondary education is the lack of quality Career Technical Education (CTE) programs in high school.

CTE programs have been proven to increase post-secondary enrollment, employment, and wage earnings (Dougherty, 2016). Despite the benefits of these high-school based interventions, broadening access to post-secondary education programs is not enough (Achieve, 2012). Two-year colleges continue to have chronically high-remediation rates; without a strong K-12 foundation, students are not being prepared to

be successful in these programs (Achieve, 2012). The most neglected and detrimental source contributing to the nation's shortage of workers is the lack of CCR programs at the elementary level (Cahill & Furey, 2017).

The career growth process of children at the elementary level has been supported and explicated by several career development theorists. The theoretical support of Donald Super and Albert Bandura's work has long been used to describe the career development process of children and characterize the important changes of various interests, skills, and values in these young stages (Knight, 2015). These theories are some of the most notable in the field to describe how career paths progress in childhood. Their unique and wide variety of views provide guidance to school counselors on the needs of children regarding healthy career development. Neglecting this stage of the development process and attempting to fill in the gaps later in middle or high school leaves students at a disadvantage and with potentially stunted personal development. Research indicates that many students who drop out of school in their teens have dropped out psychologically in as early as third grade (Herr, Cramer, & Niles, 2004). Providing appropriate supports and opportunities to develop the skills that impact their college and career choices starting in elementary school will allow them to build on this healthy development and more successful transition into meeting the needs of our society post-graduation (Dougherty, 2013).

Despite these longstanding theories, the career development of children in elementary school by school counselors has historically been neglected (Nazli, 2007). Although school counselors are often the few people trained on career theory and how to address career development across a life span, much of the attention and research focuses

on implementing this knowledge in the middle and high school years. Currently, only half of all states in the U.S. mandate school counseling K-8<sup>th</sup> grade (ASCA, 2020). This devalued view of school counseling/career development at the elementary level led to its lack of emphasis in counselor training programs, creating a perpetuated cycle of it as a lower priority (Emmett, 1997). This notion has persisted over decades as demonstrated by a survey of school counselors that ranked the career planning process and career information skills least important for elementary students (Freeman, 1994). Eighteen years later in 2012, a study found that elementary school counselors spend significantly less time on career development than academic or social-emotional development (Antcil et al., 2012).

These opinions and practices have reoccurred throughout history, as have the unsupported attempts to shift them. In the 1990s, 18 of the 40 Counsel for the Accreditation of Counseling and Related Educational Programs (CACREP) schools reported modifications to their career course for future elementary school counselors (Emmett, 1997). Sadly, these changes only added to the cycle; they provided very little literature to guide legitimate interventions, support, and information. A belief that career development is equally important at all levels leads to school counselors engaging in more career development activities (Antcil et al., 2012), but reaching that belief requires an increased focus on and support for evidence-based elementary career counseling activities across our country.

In 2010, new importance was placed on preparing PK-12 students for colleges and careers nationally. As a result of the shortages in the U.S. workforce and the country's decline in international rankings for post-secondary degree completion, the

Obama administration implemented the North Star Goal and the Reach Higher Initiative (Duncan, 2010; Mariani et al., 2016; Reach Higher 2015). These programs aimed to increase our rankings in post-secondary degree completion and help all students recognize that college was attainable. Michelle Obama directly named school counselors as leaders in this initiative (Reach Higher, 2015). Consequently, ASCA's Mindsets and Behavior Standards for Student Success (2014) specified the CCR preparation of all K-12 students, and most schools now require a student career plan by middle school (National Office for School Counselor Advocacy [NOSCA], 2012).

State legislatures are also shifting their focus to require school districts to take active roles in assisting students to prepare for their future educations and careers. In 2018, several bills were passed in Michigan to begin implementing the Michigan Career Development Model (MI CDM; 2018) intending to provide K-12 students with the knowledge and skills to succeed in their career of choice and lifelong learning. Despite this renewed focus, available curriculum to guide schools for grades PK-5 was still lacking (Mariani et al., 2016; WWC, 2008). Support for all students has increasingly become a priority, and research-based interventions are essential to help school counselors guide students to success, but without an increase in resources at the elementary school level, none of these narratives will change and the state and national initiatives will likely continue to fall short of their goals.

### **Statement of Purpose**

The purpose of this project is to create a comprehensive guide for school counselors to establish and deliver a CCR unit to fourth-grade students. The school counselor(s) play the central role of delivering this unit and should collaborate with

teachers, student families/guardians, and administration to integrate the content fully and effectively for the students. This unit is structured based on three specific objectives to begin preparing students to meet the need of the nation's changing workforce and further promote CCR programs starting in elementary school. These consist of developmentally appropriate interventions, parental/guardian involvement and resources, and data collection.

Prior research has shown that elementary school students benefit from and are developmentally prepared for career exploration activities (Cahill & Furey, 2017, Knight, 2015; Mariani et al., 2016; Martinez et al., 2017). Appropriate to fourth graders' needs at this developmental stage, the activities conducted by the school counselor address the students' "awareness and understanding of self-development, self-efficacy, and the knowledge of world of work" (Cahill & Furey, 2017, p. 16). Through these activities, students should also be discouraged from the common practice of prematurely eliminating potential career choices, specifically related to gender biases, that may be a good match for their skills and interests in the future (Auger et al., 2005; Herr et al., 2004). These goals will be addressed through classroom lessons for all fourth-grade students and will culminate in an all school career day event.

Student family/guardian involvement is integral in the school counseling process; it increases student achievement and attendance, promotes career development, enhances school climate, and fosters student resilience (Epstein & Sheldon, 2006). Children's view of their future selves reflects their experiences, interests, and the life roles of parents and significant others (Cahill & Furey, 2017); particularly at this young age, students rely on others to shape their worldview and can benefit from key figures in their life promoting

their career growth and providing diverse images/experiences (Gibson, 2005). Resources will be provided to student families/guardians to help educate them on facilitating career exploration and development that coincides with their in-school learning. Parents/guardians will also be provided with various ways to be involved throughout the unit. When children are supported in their visions for the future, they are more likely to explore a diverse range of career options, and these visions are constructed based on their experiences and relationships in the present. Therefore, it is critical that parents/guardians are given the opportunity to support their students through this process (Cahill & Furey, 2017).

Collecting data through pre- and post-tests in this unit should be a positive step forward in developing more elementary level, evidence-based interventions for all school counselors and will advocate for further usage of career development curriculum in elementary school (Mariani et al, 2016). Currently, CCR programs at the elementary are limited, but with this practitioner-conducted research, the available curriculum can be expanded (Mariani et al., 2016). Data collection procedures will follow ASCA's recommendations, and it is recommended that they be used in this unit to establish perception and outcome data that are expected to provide evidence for school counselors to more effectively advocate for implementing these programs throughout other schools. Favorable results should also allow for more school personnel to make data-informed decisions to better meet the needs of students as they progress throughout middle and high school and for future elementary interventions (ASCA, 2016). This evidence-based career program and its results are expected to allow school counselors to properly assist their students to become more aptly prepared for post-secondary and career success.

### **Objectives of the Project**

The primary objective of this project is to improve fourth-grade students' CCR development, so that they are equipped to build on this growth throughout their school careers and be successful in their post-secondary transitions. This should be demonstrated by positive growth in students' self-awareness, self-efficacy, and knowledge of the world of work. This project proposes use of measurement scales for pre- and post-tests to gather perception data, including questions from the Bandura (1997) and Super (1990) based Elementary Career and College Readiness Self-Efficacy Inventory (ECCRSI; Allen, Baker, & Foxx, 2018).

Student attendance rates and classroom behavior referrals should also be collected at the end of the trimester for outcome data. If the objectives are met, post-test results are expected to show fourth-grade students with higher scores, improved attendance rates, and lowered behavior referrals at the end of the trimester than in previous fourth grade academic years. By filling this gap for students, this project provides a unique opportunity to advance the school counseling field as a whole. Thus, an additional objective is to establish a developmentally appropriate and evidence-based CCR curriculum within the historically fragmented practice of elementary level college and career school counseling (Schulsteiss, 2008).

The CCR unit is aligned with multiple, research-based ASCA (2014) mindset and behavior standards. These standards "describe the knowledge, skills, and attitudes students need to achieve academic success, college and career readiness, and social/emotional development" (ASCA, 2014, para. 1). The standards focus on the career development domain which guides school counselors to help students understand the

connection between school and work and to plan a successful transition out of school (2014). Three mindset standards (M) will be addressed: (1) self-confidence in ability to succeed (M 2), (2) understanding that post-secondary education and life-long learning are necessary for long-term career success (M 4), and (3) positive attitude toward work and learning (M 6). Classroom lessons within this unit address students' self-efficacy and give students opportunities to value/learn their skills and interests. The career day along with exploring the world of work in lessons will allow students to relate their current school experience and with future career paths (Gibson, 2005). Increased self-efficacy and career awareness is anticipated to give students a better understanding of the purpose of school, hope for a successful future, and dedication to finding and fulfilling their career aspirations.

Three learning strategy (LS) standards will be addressed (ASCA, 2014): (1) gather evidence and consider multiple perspectives to make informed decisions (LS 9), (2) identify long- and short-term career goals (LS 7), and (3) apply self-motivation and self-direction to learning (LS 4). The activities expose students to a wide variety of career choices that require differing levels of credentials allowing them to make more personalized, informed choices for their future. They will be encouraged to explore their goals individually and establishing the paths necessary to achieve them.

Two self-management (SM) standards will be addressed (ASCA, 2014): (1) demonstrate the ability to assume responsibility (SM 1) and (2) demonstrate perseverance to achieve long- and short-term goals (SM 5). Beginning CCR lessons in elementary school allows students to begin learning the value of working towards a desired goal and taking leadership of their learning. These activities, along with self-directed exploration



of the career day, are expected to give students an opportunity to practice these skills and a foundation to build upon through each grade.

Lastly, two social skills (SS) will be addressed (ASCA, 2014): (1) create relationships with adults that support success (SS 3) and (2) demonstrate social maturity and behaviors appropriate to the situation and environment (SS 9). The family/guardian involvement, community members at the career day, and counselor-led lessons permit students to build strong relationships with a wide variety of adults where they feel encouraged and supported in their career development. They should begin building a network of people to rely upon. Students will be expected to create an environment of trust and respect throughout this unit. Together, each class is expected to define the group expectations to encourage self-exploration in a judgment-free zone. This should allow for more personal growth and practice with collaboration skills, an essential skill for future employment.

Although the school counselor is expected to follow ASCA's Ethical Standards (2016) to maintain high standards of integrity, leadership, and professionalism at all times, this CCR unit focuses specifically on enhancing the standard of creating a comprehensive data-informed program. The school counselor should provide evidence-based lessons, collect and analyze data to inform their choices, and share their results with meaningful stakeholders to advocate for effective elementary CCR curriculum. Without this unit, this ethical standard as it relates to elementary CCR resources is not readily accessible.

## Definition of Terms

*Career Development:* The lifelong processes of individuals, with adult assistance, exploring their worlds to construct possibilities for their present and future selves (Cahill & Furey, 2017)

*Career Technical Education (CTE):* Academic programs that specialize in skilled trades, applied sciences, modern technologies, and career preparation (Dougherty, 2016).

*Career Readiness:* Attainment and demonstration of the ability to engage in post-secondary education training that will lead to requisite associate's and bachelor's degrees, licenses, and certificates (Achieve, 2018).

*Career Maturity:* Readiness to cope with the developmental task in one's developmental growth stage (Super, 1990).

*College and Career Readiness Program:* Interventions provided by the school counselor to help students (1) understand the connection between school and work, and (2) plan for and make a successful transition from school to post-secondary education and/or the world of work and from job to job across the lifespan (ASCA, 2014).

*Self-Concept:* The idea of the self constructed from the beliefs one holds about oneself and the responses of others (Super, 1990).

*Self-Efficacy:* The extent to which individuals believe they can master a skill or complete a task (Bandura, 2006).

*Tier One Interventions:* The preventative and proactive, core instructional interventions for all students that often are delivered as large-group activities of classroom lessons (ASCA, 2016).

### **Scope of the Project**

This project was designed to be used with all fourth-grade students in a classroom setting. It offers a comprehensive guide for school counselors at the elementary level to facilitate a CCR unit. The goal of this project is to create a unit that should improve students' self-efficacy, self-awareness, and knowledge of the world of work; provide parents/guardians with appropriate tools to support their students' career development, and generate necessary data for school counselors to advocate and make informed decisions regarding career development at the elementary level. This project is unique; no comprehensive unit, including all necessary resources, exists for school counselors at this grade level.

This project includes a unit outline for counselor planning purposes and complete lessons organized in ASCA's lesson plan template. The unit should be integrated with 4<sup>th</sup> grade social studies curriculum objectives. Cross-curricular integration guides will be completed individually by the counselor implementing the unit. Parent/guardian resources are included as well as letters that can be used to inform all stakeholders on the details and importance of beginning this unit. A guide is provided to help facilitate an effective career day that includes a variety of community workers, diverse role models, and careers that require different postsecondary credentials. This project includes data collection resources and suggested formatting options to best share results, but it does not include suggestions on how to specifically share or publish this information. Ways of using this program to inform future interventions will be individual to each school population, so each school counselor will be responsible for using the data as needed.

This project cannot account for students' beginning self-efficacy, self-awareness, or knowledge of the world of work before receiving the unit. Lessons within the unit include modifications with the intention of each student being able to improve despite their initial results on the pre-test. It also includes content on the world of work for all different levels of careers and post-secondary credential and education opportunities, making it appropriate for all students and varying state workforce needs (Achieve, 2012). This project recommends desegregating data results to determine further CCR small-group or individual interventions that may be needed. Guidelines on those interventions are not provided due to their individualized nature.

Since all students are expected to be receiving this content, the school counseling curriculum should be shared at the beginning of the year with all parents/guardians, teachers, and administration. One limitation that could influence the implementation of this project is the approval of the school board and/or principal. A professional development presentation may benefit school counselors who are not receiving support, but it is outside the scope of this project. All stakeholders should be made aware of the career development characteristics and needs of elementary aged students, but the professional development and resources necessary will be created on an individual basis depending on stakeholder understanding. The school counselor should be readily available to discuss these opinions with parents/guardians too, but the unit itself is expected to benefit the student despite the absence of a school-home connection. Although it is a new model for many elementary schools, this project was created with transparent intent to support students, school counseling responsibilities, and our nation's workforce.

## **Chapter Two: Literature Review**

### **Introduction**

Addressing the problem of our nation's workforce shortage through CCR preparation beginning in elementary school requires a critical review of the literature on the topics used to support and create this project. This chapter begins by explicating the theoretical framework of this project. Then, the available literature that structures this curriculum is evaluated. This portion includes three areas of focus that inform the background and practices employed in this project: (1) the use of theory-driven classroom units to enhance CCR in elementary students, (2) the importance of school-to-home connections for CCR in elementary school, and (3) the effects of data-driven counseling curriculum. The summary provides an overview of the theoretical underpinnings and key research findings included in this chapter. Lastly, the conclusion addresses how these key findings are used to create and inform the project that is described in chapter three and the appendices.

### **Theory/Rationale**

Our nation is facing a worker shortage coupled with the fact that employment and income increasingly correlate with degree attainment (Carnevale et al., 2014). To more aptly prepare students for this future, many researchers, educators, and policymakers deem CCR as essential in K-12 education. Despite this support, the literature and research to inform the creation of CCR curriculum in elementary school is insufficient. This discussion of Bandura's Social Cognitive Theory (SCT), also known as social learning theory (SLT), and Donald Super's Life-Span, Life-Space Theory (LSLST), provides a foundation for these elementary CCR interventions that have well documented

practical applications for children (Curry & Milsom, 2017). These theoretical understandings of childhood career and self-development relate directly to the focus of the research and creation of this project, ensuring that it is suited to the needs of children.

### **Social Cognitive Theory**

Bandura (2006), the creator of SCT, adopted an agentic view of development, meaning that humans are believed to be self-organizing, proactive, and self-regulating contributors to their circumstances rather than simply being a product of them. His work on SCT has been one of the most important theories in understanding life experiences in relation to career development (Bandura, 1977). To best understand the development process of career aspirations, he proposes two major concepts: (1) self-regulation within reciprocal determinism and (2) self-efficacy.

Reciprocal determinism is recognition of the way humans are influenced by their environments, the way they process information, and their reactions to it. These three areas of environment, thoughts, and behaviors share a triadic, causal relationship (Bandura, 1977). Since people are influenced positively and/or negatively by the environment they are in, and how they cognitively process and behave in reaction to it, consequently they then influence their environment and reactions of other people. In a school, students have varying life circumstances and therefore are influenced differently based on how they regulate their thoughts and behaviors regarding those circumstances. Bandura (1977) stressed the importance of children learning to control these thoughts and behaviors to reach goals (self-regulation). In our fast-paced society defined by continuous technological and social changes, students are expected to have the skills to adapt to the changing nature of careers that were once grounded in stability but are now defined by

transformative environments (Bandura, 2001). Self-regulation is critical to future career success by their ability to determine goals and engage in behaviors that will help them reach those goals (Curry & Milsom, 2017).

Through his research on the “sociocognitive influences that shape children’s career aspirations and efficacies” (Bandura, 2001, p. 187), Bandura found that children’s efficacy rather than actual academic achievement is the most pervading determinant of their perceived occupational efficacy and preferred choice of work. Self-efficacy is understood to be the focal point of human agency and career development. Bandura (1977) noted that no matter the outside motivation, if one does not believe they can reach their desired goal through their actions, they have very little impetus to persevere or overcome roadblocks. Bandura (1997, 2001) concluded that belief that individuals can attain their goals through their own actions influences their aspirations and commitment, resiliency, quality of thinking and problem-solving, vulnerability to stress and depression, what they attribute to success and failures, and the decisions they make at pivotal decisional points in life.

According to Bandura (1977), efficacy is thought to be created by four main sources: (1) performance accomplishments, (2) vicarious experiences, (3) verbal persuasion, and (4) emotional arousal. Performance accomplishments through lived experiences are the most responsible source of efficacy expectations. Vicarious experiences of seeing others complete intimidating tasks without negative consequences can create the belief in the observer that if they increase their efforts, they will eventually succeed in it too. As clarified by Curry and Milsom (2017), the influence of vicarious experiences stresses the importance of career role models. Students are more likely to

believe they can succeed in a given occupation if they see someone similar to themselves succeeding in that given profession or related activity. The final two, although important, have low impact, but can be curated through supportive environments and relationships allowing them to associate positive emotions with beliefs about themselves. Students need opportunities to perform in career related settings/tasks and appropriate role models to expand their occupational efficacy (Bandura, 2001).

Bandura (2011) also observed that career trajectories are being formed early in the developmental process, because self-efficacy impacts the types of occupations students believe they have the capabilities for and consequently directs their career pursuits. His research emphasized that academic efficacy specifically has the most pervasive impact on judgments of occupational efficacy; academic efficacy lends to good academic progress, then to high educational aspirations, following with career interests that require more advanced education, and vice versa (Bandura, 2001). Curry and Milsom (2017) added that if early in school a student develops low self-efficacy and does not believe they will be successful in postsecondary education or career pursuits, they may begin to show decreased drive and commitment to school, lack of perceived purpose, or attempts at rigorous courses. It helps to understand what Bandura (2001) concluded, that self-efficacy determines the career options that are given consideration, and its development is critical in childhood.

Bandura (2001) argued that relationships also play a part in one's identity and efficacy beliefs due to the reciprocal determinism of one's environment, thoughts, and actions. Social identity deals with the way someone is treated by significant others and therefore partially constructs one's personal identity. Parents'/guardians' aspirations for



their child play a significant role in that child's perceived academic efficacy. These aspirations give students faith in their ability to achieve a goal. Also, Bandura added that the more self-efficacious the parent/guardian, the more likely they are to enhance their child's academic efficacy.

It is important to note that although self-regulation and self-efficacy account for a large portion of the differences in career choices among individuals, other sociocognitive factors such as social status, job demands, and/or monetary expectations, contribute to occupational choices. According to Ajzen and Fishbein (1980), expectancy-value theories explain that people select their course of action based on the options with the highest expected value. Bandura (2001) determined value and outcome considerations are only a small part of the decision-making process. Self-efficacy determines the options being looked at; areas where one has low efficacy will not be considered. Exclusions of a large option, like a career path, are made more rapidly based on self-efficacy and with only a small thought of the costs and benefits.

Bandura (2001) stressed that people who develop their self-regulation skills and self-efficacy beliefs can generate numerous life options and are more successful in determining their desired future. Curry and Milsom (2017) explained that starting at a young age, students begin projecting themselves into their perceived future and begin working towards that world that in return will shape many portions of their life. Career choices frequently shape the nature of one's life including friendships, family life, hobbies, living situations, etc. It is important to begin developing high self-efficacy and self-regulation skills in childhood to influence the course of their occupational development and potential successes.

### **Life-Span, Life-Space Theory**

According to Curry and Milsom (2017), Super presented LSLST as one of the most influential and well-known career development theories in 1953. In contrast to the previous career theories that focused more on a specific occupational choice, this theory centralizes on the life-long development of career choices that are established as individuals progress through different developmental stages, occupational self-concept, and social roles (Super, 1990).

Super (1990) outlined five stages of career development in LSLST, each categorized by appropriate developmental tasks, to depict the fluctuation of vocational tasks at different times throughout one's life cycle: (1) growth (from birth to 14 years), (2) exploration (14-24 years), (3) establishment (24-44 years), (4) maintenance (44-65), and (5) disengagement (over 65). LSLST has been criticized for its perceived linear progression of career development despite the workforce evolving and being characterized by globalization and technological advancements (Sullivan, 2006). In response, Hall and Mirvis (1996) have suggested the existence of multiple shorter learning cycles over a life that are propelled by learning rather than age. These theories suggest the need for less focus on concrete career decisions, but Super (1990) acknowledged that these stages can also be seen as task-centered rather than age-dependent. Each individual moves through each stage in different ways and at different ages and may even cycle through each stage again as their careers change and evolve. Overall, Super (1990) noted that the goal of these developmental tasks, no matter when they occur, is to support individuals as they reach career maturity.

Super (1990) concluded that within this developmental perspective, it is believed that people base their career decisions on their self-concept. Self-concept is believed to be the main force behind people's behaviors. Beginning in infancy, individuals begin to develop a personal identity based on their roles, abilities, values, and characteristics. As they learn about the world of work, they begin to translate this self-concept into an occupational preference. Developing and applying self-concept is central to career decisions, and satisfaction comes from their ability to understand, adapt, and apply these self-concepts successfully throughout their life.

Lastly, Super (1990) believed that social context plays a direct role in career choices. The roles one plays throughout their life (e.g., parent, child, worker, spouse) that change over a lifespan define a person with two or three prevailing as the most influential. These fundamental and even marginal roles that exist in social contexts create the core of one's identity and is central to achieving life satisfaction. The interactions, characteristics, and or conflicts between these roles construct their career choices.

Elementary students in the growth stage are developing their interests, skills, understanding of the world of work, and socialization skills (Curry & Milsom, 2017). The career developmental tasks specific to this stage are to become concerned about the future, increase personal control over one's own life, convince oneself to achieve in school and work, and acquiring competent work habits and attitudes (Curry & Milsom, 2017). There are an additional nine concepts in the growth stage defined to assist the development of a positive self-concept, problem-solving and decision-making skills, and an understanding of the world of work. These concepts are the following: (1) curiosity, (2) exploration of the environment and oneself, (3) information to understand the

importance of career awareness and how to gather it, (4) key figures that have a significant influence in an individual's life, (5) interests, (6) locus of control over the environment and one's emotion, (7) time perspective to support future plans, (8) self-concept, and (9) planning skills (Super, 1990).

For elementary students, these concepts structure the expected behaviors and supports needed for their career development. This development can be stunted by many outside influences, but with the appropriate foundation in the growth stage, they can adequately continue their career development (Super, 1980).

### **Research/Evaluation**

The research analyzed in this section focuses on the impact of theory-driven classroom lessons on the CCR of elementary students, as well as the integration of school-to-home connections and data usage strategies within CCR counseling curriculum. Each of these topics is fundamental in creating the project components explicated in Chapter Three and the Appendices.

### **CCR Tier One Interventions**

Direct student services of school counseling programs include activities that promote academic, career, and personal/social development (ASCA, 2014). School counselors use data to discern where the needs lie for their students. To best reach an entire grade level, school counselors focus on Tier One interventions (ASCA, 2014). Based on the synthesis of research reports regarding the growth and characteristics of the shifting workforce, data shows that not only is increased access to postsecondary education necessary but should be the foundation of CCR development in K-12 schools (Achieve, 2012). To reach all elementary students, developing prevention-oriented

classroom lessons and schoolwide activities is key to teaching students foundational and developmental appropriate skills that reduce the probability that they will need additional individualized support in the future (Hatch et al., 2018). Through Tier One interventions, 75 to 80 percent of children are expected to reach levels of competency (Shapiro, n.d.).

Researchers have indicated it is developmentally appropriate that elementary students have already begun thinking about careers and are developing in ways that will shape their career paths (Bandura, 2001; Auger et al., 2005; Magnuson & Starr, 2010; Mariani et al., 2016). Much of the research available regarding elementary school development centralizes on child development theories (Magnuson & Starr, 2000). The challenge that many stakeholders face is finding more systemic ways to enhance CCR, but recent developments have begun to show the positive impact theory-driven classroom CCR lessons can make for elementary students' career development.

In a nonequivalent group quasi-experimental study, Allen, Jones, Baker, and Martinez (2019) determined that CCR classroom interventions grounded in SCT and LSLST theory can be effective for elementary school students. The curriculum, REACH, was designed to enhance the CCR self-efficacy of students and to prepare students to cope with the demands of life and work (Bandura, 1997; Super, 1990) in hopes that it would add relevance to the school experiences of students who many not view school as important. The lesson objectives, delivered weekly over an eight-week period, were to help students better understand themselves, their passion, and the world of work. Results showed that such programs can be effective (Allen et al., 2019). Self-efficacy scores improved, and new concepts, vocabulary, and relationship skills were practiced.

It is necessary to note that this study is limited in scope to one fourth grade class in one specific school, but the diverse population and research design illuminated the differences between perceived occupational efficacy and actual experience (Allen et al., 2019). The curriculum had a more significant effect on Black and Hispanic students' self-efficacy scores than of their white counterparts. Although new content was provided for all students, initial self-efficacy scores varied greatly among racial groups. The data highlights the importance of including content from a wide range of resources and lifestyles that will benefit their school population and collecting data to identify areas of continued need.

Mariani, Berger, Koerner, and Sandlin (2016) developed and delivered an interdisciplinary, collaborative CCR curriculum unit for fifth-grade students called "Operation Occupation." The results from their study showed an increase in students' CCR concepts including self-awareness, the importance of postsecondary education, and exploration of career options (Bandura, 2001; Mariani et al., 2016; Super, 1990). Students and teachers both reported recognizing the value and applicability of the presented information. The curriculum was aligned with ASCA (2014) Mindset and Behavior standards along with the fifth-grade social studies curriculum. Teachers were included in the process of creating and delivering these interdisciplinary lessons. Perception data also indicated a stronger connection amongst school counselors, teachers, administration, and parents/guardians. Their involvement was highly encouraged throughout, resulting in the development of a broad and inclusive curriculum. As with the previous case study, elementary CCR research is still limited. The results from Operation Occupation only account for one school population. Results also only account for

perception data. Outcome data are necessary to determine the long-term positive effects from this curriculum.

Elementary school career days indicated positive improvements in students' career awareness, self-efficacy, and school engagement (Brown-Huston & Wilkerson, 2014). Based on Super's (1990) developmental tasks and concepts of the growth stage, a career day was conducted to expose students to numerous career possibilities for them to explore and begin connecting their schoolwork with their future career paths (Brown-Huston & Wilkerson, 2014). Accountability and evaluation measures were necessary to increase student engagement and support future implementation. The career day was set up to utilize students' exploratory needs and habits and allowed for students to navigate the event individually. Relationship building and involvement with community partners showed the most benefit for the students. Not only did it increase student self-efficacy, but from their positive experience in the event, the community partners were made aware of elementary career development and excited about continuing their partnership. These new role models conveyed the importance and value of education through realistic, hands-on career exploration activities (Brown-Huston & Wilkerson, 2014).

The lack of longitudinal research on CCR interventions has made it difficult to understand the impacts of career development interventions delivered over the entirety of a student's school career, but the interrelation between career development and personal development provides a unique opportunity to see the benefits of long-term Tier One interventions spanning from kindergarten to high school. The theory-based units that have shown positive results for elementary CCR focused on improving self-efficacy, self-awareness, critical thinking skills, goal setting, teamwork, and leadership (Allen et al.,

2019; Mariani et al, 2017); all of these objectives correlate to one's social-emotional well-being and support healthy development. Career paths and choices also have a critical impact on one's socioemotional well-being and learning (Bandura, 2001; Super, 1990).

In a meta-analysis on social-emotional learning (SEL) in schools, Taylor, Oberle, Durak, and Wessberg (2017) reviewed 82 school-based Tier One SEL interventions involving over 97,000 students from kindergarten to high school. The interventions varied in duration, location, and participants, but they all collected follow-up assessments six months or longer after the intervention. Long-term positive effects from the programs were still prevalent in students from six months to eighteen years after they received them; students enhanced their personal development, social relationships, ethical behaviors, and effective, productive work strategies (Elias et al., 2015; Taylor et al., 2017). These long-term positive effects were also seen to benefit all students across diverse populations.

The objectives of these interventions do not assess the impact of teaching students specifically about the world of work and how to navigate it, but these SEL objectives are essential to healthy career development. These results illuminate the potential of Tier One CCR interventions when implemented from kindergarten to high school (Allen et al., 2019). The evidence-based lessons plans for elementary CCR units have been historically neglected but various lessons within Operation Occupation (2016) unit as documented by Mariani et al. (2016) and REACH (2019) curriculum as reported by Allen et al. (2019) provided up to date evidence and theory-driven activities, guidance on how to create a



welcoming learning environment for students to feel comfortable and willing to explore their self-concept, and the inclusion of role models/examples from diverse populations.

To capitalize on the benefits of Tier One interventions, McCormac and Snyder (2019) analyzed and evaluated the process of a districtwide initiative to improve Tier One interventions with evidence-based lessons. This analysis identified techniques and plans to develop and deliver quality classroom lessons consistent throughout an entire district that will yield positive, measurable outcomes. These techniques include training all school staff on the key components of a program and having the teachers present or participate in the lesson delivery (McCormac & Snyder, 2019). This allows for more diffusion of lesson objectives throughout the school and school day. Counselor training was also recommended to ensure that counselors are comfortable in delivering effective lessons and addressing students' needs, specifically when using a new curriculum. If counselors are comfortable with the content, it would be expected that they are better able to use effective classroom management and relationship building strategies which make the lesson delivery more successful and impactful (Mariani et al., 2016). These programs show positive results, but they take communication, time, data collection, and organization to ensure all stakeholders are informed and on board throughout the process and content is tailored to the needs of the students as they progress in their school career (McCormac & Snyder, 2019).

### **School-To-Home Partnership**

Parent/guardian relationships have a big impact on student career development (Bandura, 2001). Creating connections between the school counseling curriculum and a student's home life falls on the expertise and responsibilities of the school counselor

(ASCA, 2016). Interrelated to one's personal identity are their social relationships. Relationships with family, friends, peers, and community greatly impact how students view themselves and their occupational aspirations and choices. The inclusion of key adults in a student's life in their career exploration can promote positive career development in children (Gibson, 2005). In a study that determined the influence and motivation of career choices, parents/guardians were found to be far more influential than schoolteachers or counselors (Kniveton, 2009). To effectively prepare these adults to fill this role and act as models, they need to be informed on how to facilitate, enhance, and take part in the career development of their students.

In Mildred and Fuhrey's (2017) guide for educators on the career development of young children, they analyzed information from students, parents/guardians, and educators to determine what knowledge the students had on career and work behaviors. It was apparent that children's beliefs about themselves and the world are influenced by their experience and events in correlation to the type of support and feedback from the relationships with people closest to them. When students feel loved in these relationships, they are more likely to develop healthy-self concepts and self-efficacy (Cahill & Furey, 2017). When trusted adults encourage and support children's confidence and risk-taking abilities, they maintain a sustained desire of learning and curiosity. Educating parents/guardians on the importance of bringing attention to their student's strengths, giving them chances to explore other strengths, and being comfortable with making mistakes will build adaptability, problem-solving skills, and relationship building skills. This study also recognized that exposing children to careers through media, books, videos, and daily life experiences will support them in becoming more knowledgeable

about the world of work and prepare them for their future. If parents/recognize their ability to support their student in this manner, CCR curriculum can be enhanced in and outside of school (Cahill & Furey, 2017).

This study was comprised of information from student work and parent/guardian focus groups and surveys, so it provides realistic work samples and information from many different opinions (Cahill & Furey, 2017). It was conducted in Canada, and therefore may produce different results if conducted with different demographics, but the results from this study were consistent with other popular career development theories and research. The comprehensive guide provided still has the power to inform effective changes for many stakeholders on how to embed career development with young children (Cahill & Furey, 2017).

Bandura (2001) conducted a study to determine how sociocognitive influences shape children's career aspirations and trajectories. It was determined that parents/guardians act in ways that build a student's academic and social efficacy, promote aspirations, and increase academic achievements based on their aspirations for the child. Bandura concluded that raising the parents'/guardians' aspirations and belief in their ability to influence their child's career development will increase the child's occupational efficacy.

Bryan and Henry (2012) noted that the ASCA National Model sets a standard of practice for school-to-home partnerships because these types of collaboration benefit student achievement. School counselors can educate and create a conversation about elementary student's career development and the role stakeholders play in that process.

Having these partnerships will enhance the school counseling curriculum and better prepare our students for postsecondary and career success.

### **Data-Driven Counseling Curriculum**

Strategies to create comprehensive data-informed programs align with the ASCA's ethical standards for school counselors (ASCA, 2016). School counselors are committed to implementing accountability strategies to close opportunity and achievement gaps. Data-informed school counseling programs improve overall academic, career, and social-emotional development (Young & Kauffmanberger, 2018). To provide the most effective CCR elementary curriculum for students, school counselors must engage in a cycle of strategies to analyze existing data and implement, collect, and evaluate program data to inform their counseling practice (U.S. Department of Education, 2016). Implementing these strategies within the CCR elementary curriculum has the potential to advance and inform the field of evidenced based-practices, career development programs that span K-12 grade, and future research on career development. This data can be used to advocate for change in our systems to benefit students' success (Dimmitt, 2009).

The ASCA publication, *Making DATA Work* provides a structured four-step process that can help school counselors create, implement, and evaluate interventions intended to support elementary students' CCR (Young & Kauffmanberger, 2018). Not only will the practices outlined in this process improve student achievement, but advocates for the pivotal role that school counselors play in student career development in K-12 schools (Dimmitt, 2009).

ASCA developed the *Recognized ASCA Model Program* (RAMP) designation to identify schools that the basic tenants of the ASCA model (Ward,2009). Schools receiving this designation have directed their programs towards greater accountability and data-driven practices (Ward, 2009). In a study determining the effectiveness of 31 elementary RAMP schools, Ward (2009) determined that the students in these schools had higher overall achievement and attendance rates. This study only analyzed the impact of RAMP programs past the first year of implementation, and therefore identifies several areas where further research is needed to identify the benefits of RAMP programs for extended student success, but the method supports the use of data strategies described by ASCA to improve career development curriculum (Ward, 2009; Young & Kauffmanberger, 2018).

### **Summary**

Elementary students are engaging in ongoing career development, and career development education as part of a comprehensive school counseling curriculum should begin in elementary school (Auger et al., 2005; Bandura 2001; Blackhurst & Auger, 2008; Mariani et al., 2016; Super, 1990). Tier One theory-based interventions can be effective for improving the CCR in elementary school (Allen et al. 2019; Mariani et al., 2016). Research suggests ways to build and deliver curriculum based on SCT and LSLST, two of the most highly influential, proven, and applicable theories for elementary career development. These theories stress the importance of helping students during the formation of self-concept, helping students become aware of their strengths and limitations, providing an introduction to the world of work, and engaging in/being exposed to new, career-related tasks and activities to boost self-efficacy. Since the

development of personal and social self-concepts begins at this early age, curriculum units that include activities to boost self-efficacy and self-awareness in connection to the world of work are needed to improve the career development of elementary students.

Despite the lack of longitudinal, outcome-based CCR elementary curriculum data, many objectives in these early stages of career development encompass SEL competencies. SEL Tier One interventions in grades K-12 are proven to have a long-term positive effect on personal development, social relationships, ethical behavior, and effective, productive work experiences (Elias et al., 2015; Taylor et al., 2017). Following the implementation strategies of these SEL interventions, Tier One CCR curriculum can benefit the career development of elementary students, specifically when particular attention is paid to self-efficacy, the connection of school and work, career options, as well as counselor, teacher, and stakeholder communication/training.

Relationships with parents/guardians play a big role in the development of elementary students (Bandura, 2001). These relationships impact their career aspirations, and support from key adults in their life positively advance their career development (Gibson, 2005). Parent/guardian academic aspirations for their child direct the self-efficacy and achievement of that child. When trusted adults encourage, support risk-taking, notice strengths, and make a child feel loved, it can boost their adaptability, problem-solving, and relationship-building skills (Cahill & Furey, 2017). Children also become more knowledgeable about the world of work when they are exposed to different careers over their lifetime. To support adults in their ability to support the career development of their student in these ways, school counselors have the responsibility to

facilitate school-to-home connections and educate families on the school counseling curriculum and strategies to enhance that learning at home (ASCA, 2016).

Research and data collection are critical resources for strengthening the link between theory and practice in the school counseling curriculum. School counselors are responsible to engage in rigorous reflection of their practices and employ strategies to collect and evaluate data from their interventions (ASCA, 2016).

### **Conclusion**

It is proven that elementary students have begun thinking about careers, and Tier One counseling beginning in elementary school is effective for supporting and improving this development. Providing these interventions in elementary school is critical to career success but is very rare. This project was created following research-based suggestions for best practices to improve elementary career development. The Tier One CCR curriculum includes classroom lessons based on Bandura's SCT and Super's LSLST which stress the importance of self-efficacy and self-concept as students navigate their environments, counselors should initiate school-to-home partnerships to involve parents/guardians in the curriculum, and ASCA aligned data collection strategies should be followed to evaluate intervention effectiveness and advance the field for CCR curriculum.

Classroom lessons to improve CCR must be appropriate to the developmental stage of elementary students. These lessons, delivered by the trained school counselor, will include the classroom teacher to enhance classroom management and increase the number of stakeholders involved in elementary career development. In this stage, students are forming their self-concept and will be provided opportunities to explore their

interests, build relationships with classmates, and discover and utilize their talents. To connect this self-concept to the world of work, students can benefit from being exposed to many career options. Throughout the lessons and culminating career day, they should be able to apply their strengths and interests to possible career paths. Self-efficacy is also being formed in this developmental stage. Self-efficacy is critical to academic, career, and social-emotional success. To enhance their self-efficacy and occupational efficacy, students will be asked to participate in career-related activities, be connected with career professionals and role models that are similar to themselves, and explore the ways school achievement is connected to career success.

Data collection procedures following ASCA guidelines structure programs to best benefit students. These practices should be utilized to collect and analyze perception and outcome data to evaluate the effectiveness of the school counseling curriculum, tailor content to students' needs, expand the available research on career curricula for elementary students, and provide additional resources for counselors to better prepare students for postsecondary and career success.

School-to-home partnerships within the school counseling curriculum benefit the overall achievement of students (ASCA, 2016). Parents/guardians play a pivotal role in the career development of elementary students (Bandura, 2001). They are included as participants in the CCR curriculum as well as partners in the career development of their student at home. To best utilize their impact on career development they should be given educational resources that describe the career development of elementary students, information on how to begin having career conversations at home, and ways to support their student's self-efficacy and self-awareness. Parents/guardians will also be asked to



serve as career role models and partners in their student's education in roles such as a career day participant or facilitator.

The theory and research discussed in Chapter Two provide the framework for this project and its components discussed in the next chapter. Through theory-driven and evidence-based lessons, students should enhance their ability and understanding of their skills and interests, expand their awareness of the world of work, improve their self and occupational efficacy, and increase their school engagement and motivation. These developmental advancements are expected to support their academic and career successes and provide a strong career foundation for students to continue their career development as they prepare for postsecondary education and careers. Parent/guardian involvement techniques and data collection practices are expected to support and enhance the curriculum to meet students' developmental needs and advance the comprehensive, theoretical basis of elementary CCR research. The need for postsecondary education in our society is becoming greater to meet the needs of the changing workforce, and early career interventions are critical to meet these needs. The following chapter includes a description of the project components, the plan for project evaluation, anticipated project conclusions, plans for implementation, and the appendices based on the theoretical foundations and research evaluated in this chapter.

## **Chapter Three: Project Description**

### **Introduction**

Elementary-aged students have already begun thinking about their careers and undergoing changes concerning their occupational aspirations and expectations (Auger et al., 2005; Bandura 2001; Blackhurst & Auger, 2008; Mariani et al., 2016; Super, 1990). CCR counseling that facilitates healthy career development spanning the entirety of a student's school career is vital for preparing students to meet the needs of the future labor market (Auger et al., 2005). The goal of this project is to create a comprehensive guide for school counselors to establish and deliver a CCR unit to fourth-grade students, so at its conclusion, each student has positive growth in their self-awareness, self-efficacy, and knowledge of the world of work. The project description is organized into four well-defined sections. First, the project components are explained, including information on the set-up and format of the unit and career day, lesson plans, and parent/guardian resources. Second, the project evaluation describes the scales used to measure the unit's effectiveness, data collection strategies, and criteria determining the success of the project. Third, the predicted project conclusions are explained in an answer to the stated problem, based on the conclusions drawn from prior research. Lastly, the fourth section lays out the plans for implementing of the project, including how it should be used and what to do with the information gained in its evaluation.

### **Project Components**

CCR interventions beginning in elementary school are important because at this age students have already begun thinking about careers and are developing in ways that will shape their career paths (Auger et al., 2005; Bandura, 2001; Magnuson & Starr,

2010; Mariani et al., 2016). At this level, Tier One interventions focusing on self-efficacy, self-awareness, the connection of school and work, career options, as well as counselor, teacher, and stakeholder communication/training can have positive effects on career development (Allen et al. 2019; Elias et al., 2015; Mariani et al., 2016; Taylor et al., 2017). This project provides a clear, comprehensive guide for school counselors around the country to follow when organizing and implementing a CCR unit in their elementary schools to improve fourth-grade students' self-efficacy, self-awareness, and knowledge of the world of work. The components of this project are explained below with reference to the attached appendices.

To ensure this unit follows ASCA aligned procedures for ethical and effective interventions, it begins with the CCR unit preparation overview (Appendix A; ASCA, 2019). The overview acts as a guide for the school counselor to plan and fully understand the breadth of the unit and its objective before its initiation. It provides the details and steps to follow before, during, and after the unit to have organized implementation and data collection practices. Three ASCA templates (2019), the Annual Student Outcome Plan, Classroom and Group Mindsets & Behaviors Action Plan, and Mindsets & Behaviors Results report (Appendix A), are included to ensure the unit is comprehensive and data driven to appropriately meet the needs of the student population. These templates are to be started before the lessons begin.

The pre-/post-tests (Appendix A) used for measurement tools were created using questions from the ECCRSI (Allen et al., 2018) and career development theories of Bandura (2006) and Super (1990). These resources appropriately measure the growth in students' knowledge, skills, and abilities in relation to the unit objectives. The reliability

and validity of the ECCRSI is provided in the literature, and, with permission (Appendix B) given from its creators, several self-efficacy measuring questions are included in the pre-/post-test (Allen et al., 2018). The pre-/post-test is free and accessible for any school counselor in the country; it can be converted from Google forms to a printed version for any school without computer availability. Before the start of the unit, school counselors should schedule time with classroom teachers to administer the pre-test through whichever format is appropriate. Questions can be read aloud through headphones or by the administrator.

This unit includes lesson plans for six, weekly classroom lessons, a career day event in the fifth week, and parent/guardian resources. The Career Day planning guide (Appendix C), includes the steps needed to facilitate a diverse, career day based on the ASCA position of upholding and creating school-family-community partnerships (ASCA, 2020). Parent/guardian resources (Appendix D) to be delivered before and after the unit delivery inform and provide resources to establish a common understanding, involvement, and value in their student's career development. This content, including tips, videos, and activities, is intended to empower parents/guardians to engage in career development at home. Harnessing the influence of parents/guardians on healthy self-concept and self-efficacy development can enhance the counseling curriculum being conducted in school (Cahill & Furey, 2017; Gibson, 2005).

The activities included in the six lesson plans (Appendix E) were chosen because they address the unit objectives and Mindset & Behavior Standards (ASCA, 2014). They are developmentally appropriate and based on recommendations from Bandura (1977, 1997, 2006) and Super (1990). Several activities are adapted from the Missouri

Comprehensive Guidance and Counseling (2015) elementary career development curriculum. Permission was granted by the Missouri Department of Education (Appendix B) to adapt and include them in this project. The lessons center around broadening their self-awareness through skill and interest development, improving their self-efficacy through goal setting practice and performance accomplishments, and advancing their understanding of the world of work and how they fit within it (Missouri Comprehensive Guidance and Counseling, 2015). All materials and resources (Appendix E) are included and available to any school counselor.

Data collection is a key component to the successful implementation of this project and for advancing the elementary career development field. Several appendices are included for an organized and comprehensive process, product, and outcome data collection. The results of the pre-/post-tests (Appendix A) are intended to be used to collect perception data. The lesson records sheet (Appendix A) were designed to facilitate the collection of process data. Perception data within the unit delivery should be gathered through processing questions and exit tickets (Appendix E) at the end of each session. A teacher survey (Appendix A) was also included to be given to teachers following career day for additional perception data from their perspective. The Annual Student Outcome Goal Plan included in the unit overview (Appendix A), should be used to track student growth through outcome and perception data. These results should then be included in the DATA form (Appendix F). The DATA form is intended to be used by the school counselor to compile all process, perception, and outcome data following the second trimester. The following section of this chapter will provide further details on the project evaluation.

## **Project Evaluation**

Evaluation is the key determinant of a comprehensive-data informed program. It is the responsibility of the school counselor to provide needed and effective interventions based on student data and outcomes (ASCA, 2016). Through evaluation of the process, perception, and outcome data, the program's effectiveness and potential shortcomings will be determined. Elementary career development has been neglected in research; therefore, these data collection and evaluation strategies act as evidence for advancements in this field and increase the number of resources available to elementary school counselors (Cahill & Furey, 2017).

Process data will be obtained through the lesson records sheet indicating the number of students in attendance, length of meetings, and date of meetings. The pre-/post-tests, student exit tickets, and teacher surveys will provide perception data. Success will be indicated by student improvement from the pre-tests to the post-tests showing growth in their attitude, skills, and knowledge of the unit objectives. The teacher survey will show the teacher's satisfaction with the career day event/unit as a whole and can be used to generate future collaboration and teacher relationships. Attendance rates and behavioral referrals collected at the end of the second trimester in comparison with the first trimester and previous year rates will provide outcome data. Examining attendance records have the potential to reveal students' connection to school. With increased self-efficacy and value in school's connection to their future, it is predicted to result in students' increased engagement in school (Bandura, 2006). The number of behavioral referrals can indicate similar outcomes. If students can feel more confident in their abilities and talents, believe they can overcome challenges, and be invested in their

interests developing in school. then catalysts for behavioral referrals have the potential to decrease. If the project is successful, student attendance and behavior will improve over the year and the following years indicating healthy career development in the participants.

All process, perception, and outcome data will be compiled to determine the progress towards the Annual Student Outcome Goal Plan. These will all then be included in the DATA form. This form helps plan how data from the intervention will be used to support future student success and will be shared with stakeholders to provide evidence and advocacy for the elementary career development curriculum (Kaffenberger & Young, 2018). It can also be used for further career development curriculum planning for earlier and later grades. This unit can act as a stimulus for furthering the comprehensiveness of career development curriculum. How and to whom this form will be shared with will vary for each school and school counselor.

### **Project Conclusions**

The predicted worker shortage in the U.S. has made it apparent that there is a growing disconnect between the future workforce and the preparation of students to meet its changing needs (Achieve, 2012). Across all industries, projections show that jobs will require post-secondary education (Achieve, 2012). The belief that schools are responsible for preparing students to meet these needs beginning in elementary schools has been widely accepted. This is obvious based on the wealth of individual state and national initiatives implementing goals and requirements intended to advance and extend career development to all levels (ASCA, 2014; Auger et al., 2005; Mariani et al., 2016; NOSCA, 2012; Reach Higher, 2012) and research shows that elementary students are

engaging in ongoing development that will later impact their careers (Auger et al., 2005; Bandura 2001; Blackhurst & Auger, 2008; Mariani et al., 2016; Super, 1990). School counselors are in a position to be leaders in meeting this challenge because they are situated to support career and college readiness mindsets for K-12 students (Fraser, 2012). Prior research has demonstrated how Tier One theory-based interventions with parent/guardian involvement can be effective for improving the CCR in elementary school (Allen et al. 2019; Bandura, 2001; Cahill & Furey 2017; Gibson, 2005; Mariani et al., 2016). Developing students' self-concept, understanding their strengths and limitations, learning about the world of work, and boosting their self-efficacy are appropriate tasks that support healthy career development for fourth grade students (Auger et al., 2005; Bandura 2001; Blackhurst & Auger, 2008; Mariani et al., 2016; Super, 1990). Therefore, it is anticipated that the project evaluation outlined above will show the objectives were fulfilled.

SCT and LSLST, which provide the theoretical orientations of this project, are based on the notion that career development is strongly rooted in self-awareness, self-regulation, and self-concepts (Bandura, 2001; Super, 1990). As the fourth graders engage in the unit, it is predicted that they will deepen their understanding of these concepts and begin planning for and projecting themselves into their perceived future (Curry & Milsom, 2017). Providing these supports and opportunities starting in elementary school will allow students to build on this healthy development as they move forward and more successfully transition into meeting the needs of our society post-graduation (Dougherty, 2013).



CCR programs at the elementary level are limited. Therefore, this project fills multiple areas of need. This project is intended to allow counselors to establish and facilitate a CCR unit quickly and effectively; it is research-based and includes all the necessary resources and processes. In addition to providing resources for school counselors, the data collection procedures will facilitate the creation of evidence for school counselors and researchers to more effectively advocate for implementing these programs throughout schools. This wider scope of evidence will lead to data-informed decisions that better meet the needs of students in future elementary interventions and as they progress throughout middle and high school.

Several questions regarding career development in elementary school will not be answered by this project. The project evaluation cannot directly show that the labor shortage in jobs that require post-secondary education will decrease. This project, grounded in research and developmentally appropriate/engaging activities, answers the call to action for an increase in career development counseling at all grade levels, and therefore, it is predicted that students will be more aptly prepared to fulfill labor market needs. Consequently, a direct correlation to career success will be impossible to determine based on these project results. It is recommended that future longitudinal research is conducted to discern how early intervention impacts healthy career development later in life.

This project also does not determine how needs will change as career development counseling expands or changes. These activities are appropriate for fourth-grade students, but needs may change if counseling begins in early grades. At this time, little research and resources are available to build from, but it will depend on individual

school counselors to adapt the unit to meet the needs of their students before and after this unit is delivered. Similarly, counseling interventions following this unit will need to be adjusted to build on this predicted growth. Suggestions for past or future interventions are not given within the scope of this research.

### **Plans for Implementation**

This project is intended to be used by elementary school counselors to launch, facilitate, and evaluate elementary career development units for fourth grade students. School counselors will collaborate and partner with classroom teachers to inform students and their families/guardians on the importance and meaning of career development at this age. This unit is intended and appropriate for all fourth-grade students and will encourage the participation of the community for comprehensive implementation and added importance. In the weeks prior to the beginning of this unit, the school counselor will work to inform parents/guardians, administration, school staff, community members, and other stakeholders of the importance and rationale of this project. This can take different forms (e.g.- professional development meetings, resource sharing, conversations, school board presentations) depending on the need, acceptance, and prior knowledge of these populations. Career day volunteers and processes will also be in the works to ensure representatives are being contacted while the school counselor is facilitating the unit lessons. Students will also be informed of the upcoming unit by their teacher and will complete the pre-test with the school counselor. An appropriate meeting schedule will be put into place with teachers and school calendars. At that point, the lessons can begin. At the conclusion of the six lessons and career day event, the counselor will administer the post-test and send home appropriate resources to parents/guardians.

After the counselor has compiled all process, perception, and outcome data into the DATA form, they should share these results with administration, school board, staff, district school counselors, and other stakeholders. This information demonstrates the effectiveness of the school counseling intervention but also draws attention to the importance and need for career development counseling beginning in elementary school. These project conclusions must be used to create further career development curriculum. District school counselors will work together to put implement future interventions that build on this development. These data can be used to advocate for the increased presence of elementary school counselors, which is necessary for comprehensive school counseling programs to exist.

School counselors, with the skills and opportunity, can partner with and conduct high-quality practitioner research studies using this curriculum to further advance this field of study. Publishing findings in professional journals could allow for the impact to be disseminated more widely and would allow resources to be more widely available to school counselors. This project, its conclusions, and potential future research findings are appropriate to be shared at counselor association conferences. The increase in the call to action for comprehensive career counseling partnered with the lack of available research to elementary school counselors are expected to make this ready-to-use unit a rare and indispensable resource.

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**Appendix A**

**College- and Career-Readiness Unit Overview**

## CCR Unit Overview

### Details

**Unit Topic:** College and Career Readiness: Self-efficacy, Self-Awareness, and Knowledge of the World of Work

### **Unit Objectives:**

1. Students will build self-efficacy by identifying/building their strengths and how they relate to future career paths.
2. Students will build self-regulation skills through setting goals and learning goal achievement strategies.
3. Students will be able to identify task value between school and future plans.
4. Students will build their self-awareness skills and how to incorporate them into their future career plans.

### **Attitudes, Skills, Knowledge to be developed:**

Attitudes-

- Belief in self-efficacy
- Understand importance of school achievement and its relationship to future career plans

Skills-

- Set short- and long-term goals
- Create a plan to complete a task or goal

Knowledge-

- Identify the postsecondary requirements for careers
- Match personal skills and interests to a career path

### **Grade Levels:**

- 4<sup>th</sup> Grade Students

### **Number of Students per Lesson:**

- 20-27 Students

### **Session Times:**

- Six, 50-minute sessions beginning in the 2<sup>nd</sup> trimester
- Weekly Wednesday Lessons, Social Studies Period
- Career Day- Thursday of the 5<sup>th</sup> week, each fourth-grade class visits at different times

**Data****Process**

- Number of students
- Number of sessions
- Length of sessions

**Perception**

- Pre/post-test: determine changes in students' attitudes, skills, and knowledge
- Exit Cards: students will provide answers to open-ended questions upon the conclusion of the group sessions
- Teacher Survey

**Outcome**

- Behavioral referrals and attendance rates at the end of the second trimester

## **Process**

### **Before Group:**

- 1) Review School Data Profile from previous academic year to compare with post unit data
  - [Complete Annual Student Outcome Plan](https://www.schoolcounselor.org/school-counselors/asca-national-model/templates-and-resourcew) for career development (https://www.schoolcounselor.org/school-counselors/asca-national-model/templates-and-resourcew)
  - under ASCA National Model templates
- 2) Share CCR unit information with staff, families, and students in early October
- 3) Coordinate schedules with 4<sup>th</sup> grade teachers to ensure lessons can be delivered in 50-minute, weekly sessions (preferably during social studies period)
- 4) Administer [pre-test](https://forms.gle/8JdQM2TQ6eyHnKXb8) (https://forms.gle/8JdQM2TQ6eyHnKXb8) in class using 1:1 technology
- 5) Follow Pre-Career Day guidelines
- 6) Send home Career Development Parent/Guardian Information Sheet

### **During Group:**

- Complete lesson records sheet each lesson
- Begin- During CCR Career Day Guidelines

Lesson 1: (Cootie) Catching My Strengths

Lesson 2: The Power of Yet: Self-Efficacy Strengths

Lesson 3: Match Made in Heaven

Lesson 4: The Next Steppingstone

Lesson 5: The Road to Career Day

Career Day

- Post Career Day guidelines
- Post Career Development [Teacher Survey](https://forms.gle/qPdKxueE65D9FWQ28) (https://forms.gle/qPdKxueE65D9FWQ28)

Lesson 6: Putting the Pieces Together

- [Post-Test](https://forms.gle/oYo6fnFxCGgXauR36) (https://forms.gle/oYo6fnFxCGgXauR36)

### **After Group:**

- 1) Letter and resources to parents/guardians encouraging continued practice career development skills
- 2) Follow up individual meetings with teachers or students as indicated on post Career Day survey
- 3) Gather and review outcome and perception data to inform future counseling curriculum and success towards objectives.
  - a. Determine students need tier 2 support or referrals to support services outside of the school setting.
- 4) Share results with administrators and teachers through DATA form and [Mindsets & Behaviors Results report](#) (file:///C:/Users/evansb/AppData/Local/Microsoft/Windows/INetCache/Content.Outlook/ZBSJM8H2/•%09https://www.schoolcounselor.org/school-counselors/asca-national-model/templates-and-resources) during professional development meetings at the end of the month.
- 5) Collaborate with district school counseling team to integrate CCR developments and needs into future units in middle and high school.

## Classroom and Group Mindsets & Behaviors Action Plan



AMERICAN  
SCHOOL  
COUNSELOR  
ASSOCIATION

The ASCA Mindsets & Behaviors guide the planning and delivery of all student activities and interventions. The purpose of the classroom and group Mindsets & Behaviors action plan is to provide an overview of the delivery of direct services in large group (LG), classroom (Class) and small group (SG) settings. This plan presents the topics addressed, and the annual calendar presents schedule of all classroom and groups activities.

Use the classroom and group Mindsets & Behaviors action plan to identify all ASCA Mindsets & Behaviors addressed through classroom and group activities. While some activities address multiple ASCA Mindsets & Behaviors, list the activity with the primary mindset or behavior addressed by the activity. It is not necessary to repeat activities with all ASCA Mindsets & Behaviors addressed through that activity.

School Name:

Mindsets	Activity	Participants	Class/LG	SG
M 1. Belief in development of whole self, including a healthy balance of mental, social/ emotional and physical well-being				
M 2. Self-confidence in ability to succeed	CCR Lesson 1-2, 6	4 <sup>th</sup> grade	✓	
M 3. Sense of belonging in the school environment				
M 4. Understanding that postsecondary education and lifelong learning are necessary for long-term career success	CCR Lesson 3-5, Career Day	4 <sup>th</sup> grade	✓	
M 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes				
M 6. Positive attitude toward work and learning	CCR Lesson 1, 2, 5, 6, Career Day	4 <sup>th</sup> grade	✓	
Behavior Learning Strategies	Activity	Participants	Class/LG	SG
B-LS 1. Demonstrate critical-thinking skills to make informed decisions				



B-LS 2. Demonstrate creativity				
B-LS 3. Use time-management, organizational and study skills				
B-LS 4. Apply self-motivation and self-direction to learning	CCR Lesson 3, 5, 6, Career Day	4 <sup>th</sup> grade	✓	
B-LS 5. Apply media and technology skills				
B-LS 6. Set high standards of quality				
B-LS 7. Identify long- and short-term academic, career and social/emotional goals	Lesson 2	4 <sup>th</sup> grade	✓	
B-LS 8. Actively engage in challenging coursework				
B-LS 9. Gather evidence and consider multiple perspectives to make informed decisions	Lesson 1, 4, 5, Career Day	4 <sup>th</sup> grade	✓	
B-LS 10. Participate in enrichment and extracurricular activities				
<b>Behavior Self-Management Skills</b>	<b>Activity</b>	<b>Participants</b>	<b>Class/LG</b>	<b>SG</b>
B-SMS 1. Demonstrate ability to assume responsibility	CCR Lesson 3, 6	4 <sup>th</sup> grade	✓	
B-SMS 2. Demonstrate self-discipline and self-control				
B-SMS 3. Demonstrate ability to work independently				
B-SMS 4. Demonstrate ability to delay immediate gratification for long-term rewards				
B-SMS 5. Demonstrate perseverance to achieve long- and short-term goals	CCR Lesson, 2, 4	4 <sup>th</sup> grade	✓	
B-SMS 6. Demonstrate ability to overcome barriers to learning				
B-SMS 7. Demonstrate effective coping skills when faced with a problem				

B-SMS 8. Demonstrate the ability to balance school, home and community activities				
B-SMS 9. Demonstrate personal safety skills				
B-SMS 10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities				
<b>Behavior Social Skills</b>	<b>Activity</b>	<b>Participants</b>	<b>Class/LG</b>	<b>SG</b>
B-SS 1. Use effective oral and written communication skills and listening skills				
B-SS 2. Create positive and supportive relationships with other students				
B-SS 3. Create relationships with adults that support success	CCR Unit, Career Day	4 <sup>th</sup> grade	✓	
B-SS 4. Demonstrate empathy				
B-SS 5. Demonstrate ethical decision-making and social responsibility				
B-SS 6. Use effective collaboration and cooperation skills				
B-SS 7. Use leadership and teamwork skills to work effectively in diverse teams				
B-SS 8. Demonstrate advocacy skills and ability to assert self, when necessary				
B-SS 9. Demonstrate social maturity and behaviors appropriate to the situation and environment	Career Day, 9	4 <sup>th</sup> grade	✓	

### Lesson Records Sheet

Lesson 1 Date:	Class:	Class:	Class:	Class:	Class:
Number of Students:					
Length of Lesson:					
Lesson 2 Date:					
Number of Students:					
Length of Lesson:					
Lesson 3 Date:					
Number of Students:					
Length of Lesson:					
Lesson 4 Date:					
Length of Lesson:					
Number of Students:					
Lesson 5 Date:					
Number of Students:					
Length of Lesson:					
Lesson 6 Date:					
Number of Students:					
Length of Lesson:					

**Appendix B**  
**Copyright Permission Forms**

## ECCRSI Copyright Permission

Johnston County Schools Mail - ECCRSI Questions and Excitement!

7/14/20, 1:02 PM



Amanda Allen &lt;amandaallen@johnston.k12.nc.us&gt;

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### ECCRSI Questions and Excitement!

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**Alexandra Evans** <evansal@mail.gvsu.edu>  
 To: Amanda Allen <AmandaAllen@johnston.k12.nc.us>

Mon, Jul 13, 2020 at 6:22 PM

Guidelines for the Preparation of the Master's Project

Dear Dr. Allen,

I am currently enrolled in the Grand Valley State University (GVSU), School Counseling graduate program, and I am writing a Master's Project for the completion of my Master's Degree in Education. Last November you sent me the ECCRSI for me to use in my potential project. I am reaching out again to receive permission to include five questions from that inventory in the appendixes of my Master's Project?

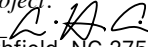
Your signature at the bottom portion of this letter confirms your ownership of the above item. The inclusion of your copyrighted material will not restrict your re-publication of the material in any other form. Please advise if you wish a specific copyright notice to be included on each page. My *project* may be cataloged in the GVSU library and will be available to other students and colleges for circulation.

Sincerely,

Alexandra Evans

[Evansal@mail.gvsu.edu](mailto:Evansal@mail.gvsu.edu)

PERMISSION IS GRANTED to Alexandra Evans to include the requested material(s) in (his or her) GVSU Master's of Education *Project*.

Name: Amanda H. Allen   
 Address: 211 E. Rose St. Smithfield, NC 27577

Date: 7/14/2020

Use the following permission signature format if a publishing house or other organization owns the copyright.

Name of Company/Organization  
 Permission granted by: \_\_\_\_\_

Title: \_\_\_\_\_  
 Date: \_\_\_\_\_

On Fri, Nov 15, 2019 at 9:41 PM Amanda Allen <AmandaAllen@johnston.k12.nc.us> wrote:

[Quoted text hidden]

## Missouri Department of Education Copyright Permission

 **Jessica King**  
Jul 14, 11:03am

Yes, you are welcome to use the information posted on our website. Thank you.



**Jessica King**  
Administrative Assistant - OCCR  
[Missouri Department of Elementary and Secondary Education](#)

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ORIGINAL MESSAGE

**Appendix C**  
**Career Day Planning Guide**

## Career Day Planning Guide

Career Day Planning Guide	
<b>1</b>	<p><b>Before CCR Unit</b></p> <ul style="list-style-type: none"> <li>• Send out volunteer sign-up sheet to all parents/guardians and PTA</li> <li>• Create list of career representatives from the community               <ul style="list-style-type: none"> <li>○ Volunteers can generate specific contact and communication</li> </ul> </li> <li>• Reserve space in school building for the Thursday of the fifth week of the unit</li> <li>• Create flyers and information sheets for community, family, and school staff</li> </ul>
<b>2</b>	<p><b>During CCR Unit</b></p> <ul style="list-style-type: none"> <li>• Assign career representatives to volunteers for contact and communication               <ul style="list-style-type: none"> <li>○ Encourage career representatives to bring any hands-on engagement activities for the students</li> <li>○ Gather title, organization, and education requirements from each career representative</li> </ul> </li> <li>• Create list of email and/or contact information</li> <li>• Send out information to career representatives through email               <ul style="list-style-type: none"> <li>○ Date and time reminders</li> <li>○ Encouragement to bring hands on supplies, activities, examples, and/or props from their profession</li> <li>○ Logistics of set-up information</li> </ul> </li> <li>• Assign volunteers for day-of set up (e.g.-tables, signs, entry table, chaperones)</li> <li>• Contact career representatives one week prior to the event to confirm attendance and answer questions               <ul style="list-style-type: none"> <li>○ Remind them to bring any props, demos, work attire, and postsecondary education information necessary to their position</li> </ul> </li> <li>• Collect information for each vendor               <ul style="list-style-type: none"> <li>○ Career title, organization, and education needed for this career</li> </ul> </li> <li>• Schedule visitation times for each fourth-grade class for the afternoon (two classes at a time)               <ul style="list-style-type: none"> <li>○ Older grades can be included if time allows</li> </ul> </li> </ul>
<b>3</b>	<p><b>During Career Day Event</b></p> <ul style="list-style-type: none"> <li>• Coordinate volunteer responsibilities-               <ul style="list-style-type: none"> <li>○ After set-up the majority will act as chaperones, as students will be able to navigate the Career Day freely</li> </ul> </li> <li>• Set-up and greet career representatives</li> <li>• Greet students as they enter Career Day               <ul style="list-style-type: none"> <li>○ Distribute Scavenger Hunt bookmark and pencils to students and explain raffle</li> </ul> </li> <li>• Collect Scavenger Hunt sheets, pull raffle sheets and distribute small prizes</li> <li>• Email teacher feedback survey to all teachers that attended career day               <ul style="list-style-type: none"> <li>○ <a href="https://docs.google.com/forms/d/e/1FAIpQLSeFx9pig2_8EkJL_hAHDtTHgH-gjnI4G4Wuxy7lHPpXgoYXZQ/viewform?usp=sf_link">Google Form</a> (https://docs.google.com/forms/d/e/1FAIpQLSeFx9pig2_8EkJL_hAHDtTHgH-gjnI4G4Wuxy7lHPpXgoYXZQ/viewform?usp=sf_link)</li> </ul> </li> <li>• Send thank you cards to volunteers and career representatives</li> </ul>



### Career Day Representative Suggestions

This list is not exhaustive and may vary depending on community demographics

Architect	Firefighter	Public Health Educator	Artist	Hairdresser
Cosmetologist	Real Estate Agent	Speech Pathologist	Preschool Teacher	Entrepreneur
Lawyer	Registered Dietitian	Factory Employee	Technician	Registered Nurse
Certified Nursing Assistant	City Manger	Civil Engineer	City Representative	Recycling Plant Manager
Sanitation Worker	City Judge	Orthopedic Surgeon	Social Worker	Police Officer
Veterinarian or Vet Tech	EMT	Electrician	Principal	Librarian
Ad Salesperson	Travel Agent	Gardener	Farm Worker	Lab Assistant
Plumber	Construction Worker	Physical Therapist	Trainer	Camp Director
Chef	Lifeguard	CPR Teacher	Phone Repair Technician	Boat Captain

Adapted from (Brown-Huston & Wilkerson, 2014)

### Career Day Volunteer Letter

It is our vision at [SCHOOL NAME] to prepare students to be postsecondary education bound and career ready! Your students have been exploring their skills and interests, the world of work, and how to reach their goals, and we would like to celebrate and encourage this continued exploration by hosting a career day. In order to achieve this vision, we need the assistance of parents, community members, and public figures, so that together we may educate students on the importance of furthering their education and the career opportunities available to them.

We are asking for volunteers to help make this experience happen! We could use help in several different ways. We cordially invite you to be a career representative at our career day on [DATE OF EVENT]. We are looking for any career with any range of education requirements or training. We also need volunteers to help gather career representatives, set-up for our career day, and/or facilitate event. All of us at [SCHOOL NAME] would greatly appreciate any support you are able to provide.

If you feel inclined or are able to support us, please let me know. Please return this letter with your student and/or contact me by email or phone call. I can answer any additional questions that you have!

Thank you!

[Signature/Name/Contact Info]

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Cut off and return to school.

I \_\_\_\_\_ would like to be a volunteer for career day.

- Check below how you are able to help.

\_\_\_ I would like to be a career representative at the career day.

\_\_\_ I would like to contact and communicate with career representatives.

\_\_\_ I would like to set-up and facilitate career day on [DATE OF EVENT]

### Career Day Scavenger Student Hunt

Printing Directions: Print as a bookmark with Career 1 on front and Career 2 on back

**Welcome to Career Day! Let's Explore.**

Career 1: \_\_\_\_\_

One thing I would enjoy about having this career:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What strengths do I have in common with this career?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Education needed to get this career:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

How do they help our community?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Career 2: \_\_\_\_\_

One thing I would enjoy about having this career:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What strengths do I have in common with this career?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Education needed to get this career:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

How do they help our community?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Name: \_\_\_\_\_

**Appendix D**  
**Parent/Guardian Resources**

## Career Development Parent/Guardian Information Sheet

Printing Guidelines: Print as a two sided infographic and send home before the unit



### 4TH GRADE CAREER DEVELOPMENT

On a journey to post-high school education and career happiness.



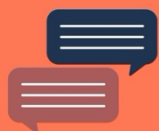
#### YOUR 4TH GRADER

This year all 4th grade students will be participating in a career development unit with their teacher and school counselor. At this stage, the lessons will focus on students learning their skills and interests, setting, believing, and achieving their goals, and exploring the world of work.



#### PARENTS, GUARDIANS, AND FAMILIES

As the people closest to your student, you make a huge impact their understanding of themselves and the world. With your support, this unit and the career development of your student will soar. Listed below are a few easy activities and conversations that can support their growth at home.



#### TALK ABOUT CAREERS

Help increase children's awareness of a wide variety of careers by noticing and talking about people doing different jobs your community. Describe the work that people are doing and provide children with a name of that job. For example: "Look over there! That's a police officer in her police car. Police protect the public, arrest criminals and help with emergencies." These conversations can be casual (at the grocery store) or structured (field trips to different businesses).



#### BE CURIOUS TOGETHER

Be curious about the work of others. Ask questions that you can playfully explore and wonder about together. For example: "What does a chef do each day? What decisions do they have to make? What do they like about their job? How did they become a chef? Did they have to go to chef school? Do you think you would like being a chef?" Curiosity modeled by a trusted adult will encourage children to explore and ask their own questions.



#### GO THROUGH THE PROCESS

Use goal-setting to encourage children's understanding of the steps involved with making a career choice and getting the job. For example: "How do you become a doctor?" Brainstorm steps together: graduate high school, volunteer in a hospital, go to college to study medicine. These discussions will help children move beyond a simple understanding of career only based on uniforms or objects (you're a doctor if you wear a stethoscope).



# 4TH GRADE CAREER DEVELOPMENT

On a journey to post-high school education and career happiness.



## IMAGINE THE FUTURE

Promote reflection and future thinking by asking children to imagine their life in five, 10, or even 20 years. Ask them questions about what they want to do each day, how they want to spend their time, what leisure activities they want to do regularly, and what work they might like doing.



## PLAY TIME

Try out different types of play and imaging different scenarios. Children explore their environment and the different roles they can play in them through play. It also allows them to try out new skills that help them cope in every day life. Adapting to new responsibilities, scenarios, and roles during play time helps them adapt in real life.



## ENCOURAGE CHALLENGES

Help students take on new challenges and be willing to take risks. Promoting the idea that it is okay to fail but to learn from it and continue growing helps students build confidence and willingness to try new things.

Please contact me with any questions. We will have resources available at the end of the career development unit for easy, at-home growth. Thank you always for your support. The school and your student are lucky to have you.

Name x  
Contact x

Adapted from (Howard & Dinius, 2019)

## Parent/Guardian Resources Post Unit

### Links-

[Websites/Online Games & Activities](#)

[Career Conversations Starters](#)

[Value Card Sort](#)

### Career Exploration Books for Kids

- <https://thecolorfulapple.com/2019/10/career-exploration-books-kids/>
- <https://www.moneyprodigy.com/career-books-for-kids/>
- <https://withlovebecca.com/career-books-for-kids/>

### [Tips and Tricks](#)

[Job Ideas for Kids Under 13](#)

### YouTube Videos

- [Growth Mindset vs. Fixed Mindset](#)
- [Growth Mindset Plant Cartoon \(for kids and parents\)](#)
- [How to Praise in a Healthy Way](#)

### Considerations-

- Enroll and engage children in multiple types of activities, clubs, or groups
- Provide diverse role models for all different types of careers and community or familial roles

**Appendix E**  
**Lesson Plans and Materials**



## Lesson Plans



## Lesson Plan

Lesson Plan for	(Cootie) Catching My Strengths	(lesson title)
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School Counselor:	
Target Audience:	4 <sup>th</sup> Grade Classroom Lesson
Mindsets & Behaviors: (limit of three)	M2. Self-confidence in ability to succeed M6. Positive attitude toward work and learning. B-LS 9. Gather evidence and consider multiple perspectives to make informed decisions.
Lesson	1 Of 6

Learning Objective(s)/Competency	
Students will:	Will identify at least 8 examples of times they were successful or personal strengths.
Students will:	Will match personal interests to at least one career path.
Materials:	
<p>Cootie Catcher Template</p> <p><a href="https://dese.mo.gov/sites/default/files/cnsl-curr-cd7-4-unit-1-instructional-activity-2-lesson-1.pdf">Where Do I Fit? Activity Sheet (p. 5-7)</a> (https://dese.mo.gov/sites/default/files/cnsl-curr-cd7-4-unit-1-instructional-activity-2-lesson-1.pdf)</p> <p><a href="https://dese.mo.gov/sites/default/files/cnsl-curr-cd7-4-unit-1-instructional-activity-2-lesson-1.pdf">Job Activity Sheet (p. 9-11)</a> (https://dese.mo.gov/sites/default/files/cnsl-curr-cd7-4-unit-1-instructional-activity-2-lesson-1.pdf)</p> <p>Edited Career Path Posters</p> <ul style="list-style-type: none"> <li>Tape to hang posters</li> </ul> <p>Exit Ticket Template</p> <p>Scissors</p> <p>Writing Utensils</p>	
Evidence Base:	
<input type="checkbox"/> Research-Informed <input type="checkbox"/> Action research	
Procedure: Describe how you will:	
Introduce:	<p>Introduce self and remind students of pre-test</p> <ul style="list-style-type: none"> <li>Reiterate class expectations, partnership with their teachers, and purpose of the unit.</li> </ul>

<p>Communicate Lesson Objective:</p>	<p>Ask students, “so are you already to go get some careers? Who’s ready to start working?”</p> <ul style="list-style-type: none"> <li>• Playful serious manner to shock kids about the prospects of them working careers at this age?</li> </ul> <p>Thumb Indicator- “When you think about getting a job, by the show of your thumb, who gets really excited about it?”</p> <ul style="list-style-type: none"> <li>• In response, “well the most exciting thing is that you all have some time before we start choosing our careers, and you all get the amazing opportunity to learn so much about yourself and the world of work that you can find a career that is a great match for you! Something that makes you happy, you enjoy, helps your community, and help you reach your life goals.”</li> </ul> <p>Explain difference between job and career and how careers change throughout their lives</p> <ul style="list-style-type: none"> <li>• Explain why we must learn about ourselves</li> <li>• “So as your school counselor and your teacher, we are hiring all fourth graders in this school. Your job is that throughout the rest of your school career, you must always be learning about yourself, what you like, what you’re good at, and what you want to keep getting better at.”</li> </ul> <p>Lesson objectives- “Today we are going to learn and think about ourselves and how we fit into the world of work. By the end of the lesson it is our goal to be able to say:</p> <ul style="list-style-type: none"> <li>• (I read, students repeat)</li> <li>• I can make a of list things that I am good at.</li> <li>• I can identify times when I was successful.</li> <li>• I can recognize how my skills and interests can fit into a career path.”</li> </ul>
<p>Teach Content:</p>	<p>Cootie Catcher Activity- “Not only are you going to learn a lot of new skills and interests in your new job we just hired you for, but you have already been successful at things in your life before now! It’s time to think back on them, teach me, and teach others about you.”</p> <ul style="list-style-type: none"> <li>• Student’s fill in prompts</li> <li>• Guided folding with teacher support if needed</li> <li>• Demonstrate how to use Cootie Cather <ul style="list-style-type: none"> <li>○ Choose color, animal name letter count 3x, read third animal chosen</li> </ul> </li> <li>• When finished, share with at least two other people <ul style="list-style-type: none"> <li>○ Each partner has to be a strength spotter- strength spotters identify at least one strength of their partner (additional to cootie catcher example) <ul style="list-style-type: none"> <li>▪ “I notice that your strength is…”</li> </ul> </li> </ul> </li> </ul>
<p>Practice Content:</p>	<p>“Where Do I Fit” Activity</p>

	<ul style="list-style-type: none"> <li>• Explain activity</li> <li>• “There are no right or wrong answers, and none of these answers have to stay the same forever. It is just to get our brain connecting things we like to things we may want to do in our future.”</li> </ul> <p>Review Career Path posters hanging around the room and how jobs can be organized into these areas</p> <ul style="list-style-type: none"> <li>• Silent Gallery Walk around the room to review jobs and paths that their interests may fit into</li> </ul>
Summarize:	<p>Hand raise formative assessment-</p> <ul style="list-style-type: none"> <li>• “Raise your hand if... <ul style="list-style-type: none"> <li>○ If you learned something new about yourself</li> <li>○ Remembered something you did that made you feel successful</li> <li>○ Saw a career path that you may fit into or that thought was interesting</li> <li>○ Saw how something you are learning in school connected to a career path”</li> </ul> </li> <li>• “We are always growing and changing, and all of us are going to be better at and enjoy different things. The exciting thing about school is that we get to practice and learn things in all different subjects (e.g.- math, writing, art, physical education, STEM, social studies), so we are more prepared to make good decisions on what career paths we may want to follow in our future.”</li> </ul>
Close:	<p>Collect Cootie Catchers and “Where Do I Fit” Sheets</p> <p>Students complete exit ticket and explain next week’s schedule</p> <ul style="list-style-type: none"> <li>• Remind them that their job this week is to notice at least one thing they are good at and one thing they enjoy</li> </ul>
Processing Questions for Exit Ticket	<ol style="list-style-type: none"> <li>1. What Career Path looked interesting to you? <ol style="list-style-type: none"> <li>a. How does a job in that path help our world?</li> </ol> </li> <li>2. What is something you want to do more of?</li> <li>3. What are some thoughts or concerns you have about today or for this unit?</li> </ol>



## Lesson Plan

Lesson Plan for	The Power of Yet: Self-Efficacy Strengths	(lesson title)
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School Counselor:	
Target Audience:	4 <sup>th</sup> Grade Classroom Lesson
Mindsets & Behaviors: (limit of three)	M 2. Self-confidence in ability to succeed B-SMS 5. Demonstrate perseverance to achieve long- and short-term goals B-LS 7. Identify long- and short-term academic, career and social/emotional goals
Lesson	2 Of 6

Learning Objective(s)/Competency	
Students will:	Build self-regulation skills through setting long term and short-term goals
Students will:	Understand the link between their school tasks and future goals
Materials:	
<p>“<a href="https://www.youtube.com/watch?v=XLeUvZvuvAs">The Power of Yet</a>”- YouTube Video (https://www.youtube.com/watch?v=XLeUvZvuvAs)</p> <p>Student Pre-Made Cootie Catchers</p> <p>SMART Board</p> <p><a href="https://www.scholastic.com/teachers/blog-posts/genia-connell/setting-almost-smart-goals-my-students/">Scholastic Lesson Plan and SMART Goal Template</a> (https://www.scholastic.com/teachers/blog-posts/genia-connell/setting-almost-smart-goals-my-students/)</p> <p><a href="https://freespiritpublishingblog.com/2016/04/28/5-steps-to-success-help-kids-set-and-achieve-their-goals/">Ladder Worksheet</a> (https://freespiritpublishingblog.com/2016/04/28/5-steps-to-success-help-kids-set-and-achieve-their-goals/)</p> <p>Check-In Questions</p> <p>Exit Ticket Template</p>	
Evidence Base:	
<input type="checkbox"/> Research-Informed <input type="checkbox"/> Evidence-Based <input type="checkbox"/> Best Practice	
Procedure: Describe how you will:	
Introduce:	Check in from last week’s task

	<p>Joke and call attention to how the video we are watching may seem young but highlight the power of Janelle Monae and this message.</p> <ul style="list-style-type: none"> <li>• Ask students to watch for different types of tasks and what would happen if the characters just gave up. <ul style="list-style-type: none"> <li>○ Watch “The Power of Yet”</li> </ul> </li> </ul>
<p>Communicate Lesson Objective:</p>	<p>“Turn and talk with a person near you about what you think Janelle means by ‘the power of yet’”</p> <ul style="list-style-type: none"> <li>• Have a few students share</li> <li>• Summarize- “The power of yet, is the power to not get so frustrated by something that you give up, The power of saying, ‘I don’t have it YET’ gives you confidence to practice and continue trying until the goal is reached.” <ul style="list-style-type: none"> <li>○ Give appropriate example of something that if they gave up on as a baby, they would never be able to do today (e.g.- walk, brush hair, talk, learn their name) <ul style="list-style-type: none"> <li>▪ Example from video- “Should they expect to be an expert at something right away? Should they expect to immediately get better after the first time trying?”</li> </ul> </li> </ul> </li> <li>• “It’s ok if things are hard sometimes, that means we are exploring something new, but we have the opportunity to say, ‘I don’t get it YET and make plan on how to reach our goal.”</li> </ul> <p>Guided Imagery- Imagine a time when you were doing something new, how did it feel, what was hard about it, what did you do to overcome that challenge</p> <ul style="list-style-type: none"> <li>• Have students share examples</li> </ul> <p>Lesson objectives-“Today we are going to learn a skill that will help us in situations like the ones in the video. We all have different interests and skills, but we can all use this technique to help us overcome challenges and reach our goals. By the end of this lesson it is our goal to be able to claim:</p> <ul style="list-style-type: none"> <li>• I can create a SMART goal.</li> <li>• I can make a plan to reach my goal.</li> <li>• I know how to use my unique skills and talents to set and achieve goals. ”</li> </ul>
<p>Teach Content:</p>	<p>Practice and write short term SMART goals using the scholastic lesson plan and SMART goal activity sheet. Stop the lesson before the “succinct goal sheet”</p> <p>Emphasize “the power of yet” when talking about goals and building up their confidence to complete their task.</p>
<p>Practice Content:</p>	<p>Complete Ladder Worksheet in partners- move students around the room to work</p> <ul style="list-style-type: none"> <li>• What steps will we need to take to get to that goal?</li> </ul>

	<ul style="list-style-type: none"> <li>• Collaborate with partners to plan small, achievable steps to reach the top of the ladder</li> <li>• “We can’t expect to just fly to the top of the ladder; we need to climb. Just because we aren’t at the top YET, doesn’t mean we won’t reach it.”</li> </ul> <p>Students should always have the option to work individually but should be recommended to move around the room, so they aren’t sitting for too long.</p>
Summarize:	<p>“When something feels really challenging and frustrating that does not mean we should give up in ourselves. We can see it as a reminder that we are getting better at something brand new to us! With a SMART goal plan, we all can believe we have what it takes to reach our goal and overcome obstacles.”</p> <ul style="list-style-type: none"> <li>• Students find a new partner around the room and share a time when they already worked to achieve a goal following a goal ladder without even realizing you were doing it.</li> </ul>
Close:	<p>Summarize following through on plans now that they are made Briefly explain teacher check-ins</p> <ul style="list-style-type: none"> <li>• Leave check in goal questions with classroom teacher. The teacher will do daily check-ins with students to check progress on goal completion or amending</li> </ul>
Processing Questions for Exit Ticket	<ul style="list-style-type: none"> <li>• What goal(s) have you reached already in your life? Name at least 2.</li> <li>• How would you feel/what would your life be like if you reached your SMART goal?</li> <li>• How will one of your strengths help you reach your future goal?</li> </ul>



AMERICAN  
SCHOOL  
COUNSELOR  
ASSOCIATION

## Lesson Plan

Lesson Plan for	Match Made in Heaven	(lesson title)
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School Counselor:	
Target Audience:	4 <sup>th</sup> Grade Classroom Lesson
Mindsets & Behaviors: (limit of three)	M 4. Understanding that postsecondary education and lifelong learning are necessary for long-term career success B-SMS 1. Demonstrate ability to assume responsibility B-LS 4. Apply self-motivation and self-direction to learning
Lesson	3 Of 6

Learning Objective(s)/Competency	
Students will:	Link at least three examples of school learning to a career path.
Students will:	Explain the goal completion process.
Materials:	
<a href="https://dese.mo.gov/sites/default/files/cnsl-curr-ad6-4-unit-1-instructional-activity-2-lesson-1.pdf">Man on Moon Activity (materials listed in link)</a> (https://dese.mo.gov/sites/default/files/cnsl-curr-ad6-4-unit-1-instructional-activity-2-lesson-1.pdf) White Board & Markers <a href="https://dese.mo.gov/sites/default/files/cnsl-curr-cd8-4-unit-1-instructional-activity-2-lesson-1.pdf">Careerville Lesson (materials listed in link)</a> (https://dese.mo.gov/sites/default/files/cnsl-curr-cd8-4-unit-1-instructional-activity-2-lesson-1.pdf) Exit Ticket Template	
Evidence Base:	
<input type="checkbox"/> Best Practice <input type="checkbox"/> Action Research <input type="checkbox"/> Research-Informed	
Procedure: Describe how you will:	
Introduce:	Review goal setting practices of last week and teacher check-ins Complete Man on the Moon activity (emphasize SMART acronym while goal setting) <ul style="list-style-type: none"> <li>Starting with the hook to step 8</li> </ul>
Communicate Lesson Objective:	Summarize past lessons- learning about self, our abilities, and reaching goals to strengthen our abilities/follow our interests

	<ul style="list-style-type: none"> <li>• “By doing these things, we are making our way successfully through school along the road towards ‘Careerville’! This road will be different for all of us, because we all have our own unique talents and skills, but in the end, we all have the goal to end up in our own ‘Careerville’ doing something we enjoy and helping our community!”</li> </ul> <p>Draw road on the board, with Careerville written at the end.</p> <ul style="list-style-type: none"> <li>• Draw multiple different roads with different careers</li> </ul> <p>Lesson objectives- “Today we are going to be learning more about how career choices connect to what we are learning in school and to our own interests. By the end of this lesson it is our goal to be able to claim:</p> <ul style="list-style-type: none"> <li>• I can connect important lessons I am learning in school to a career or career pathway.</li> <li>• I can list strengths used in different career paths.”</li> </ul> <p>(Missouri Comprehensive Guidance and Counseling, 2015)</p>
Teach Content:	<p>Careerville Lesson Steps 1-12 with variation</p> <ul style="list-style-type: none"> <li>• Do not use “Relationship to my Current Learning Sheet...” <ul style="list-style-type: none"> <li>○ Only complete Career Path large poster boards. Do not need to transfer over to activity sheet.</li> </ul> </li> </ul>
Practice Content:	In lesson listed above.
Summarize:	In lesson listed above.
Close:	<p>Closing remarks- “Using the career paths, we have begun to organize the world of work and workers in our mind. We are also seeing how our own interests and skills help shape our unique roads to ‘Careerville’. Your jobs this week, that your teacher and I are hiring you for is to think about the different things you are learning in class and how they relate and connect to different careers. Feel free to add careers to the pathways or skills to the posters, and, as always, keep thinking about the things you enjoy and what you are good at.”</p> <p>Distribute Exit Tickets</p>
Processing Questions for Exit Ticket:	<ul style="list-style-type: none"> <li>• What career path interests you? Why?</li> <li>• How does being successful in school help you in your future?</li> <li>• What skills or topics would you like to learn more about in school?</li> </ul>





## Lesson Plan

Lesson Plan for	The Next Steppingstone	(lesson title)
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School Counselor:	
Target Audience:	4 <sup>th</sup> Grade Classroom Lesson
Mindsets & Behaviors: (limit of three)	M 4. Understanding that postsecondary education and lifelong learning are necessary for long-term career success B-SMS 5. Demonstrate perseverance to achieve long- and short-term goals B-LS 9. Gather evidence and consider multiple perspectives to make informed decisions
Lesson	4 Of 6

Learning Objective(s)/Competency	
Students will:	The student will identify training and education for two career options.
Students will:	The student will present, in a group, three careers, their connection to current learning, and their post-secondary education requirements for one career path.
Materials:	
Tootsie Rolle Activity (Appendix E ) <a href="https://dese.mo.gov/sites/default/files/cnsl-curr-cd8-4-unit-1-instructional-activity-3-lesson-2.pdf">Careerville Lesson 2 (materials listed in link)</a> (https://dese.mo.gov/sites/default/files/cnsl-curr-cd8-4-unit-1-instructional-activity-3-lesson-2.pdf) Exit Ticket template	
Evidence Base:	
<input type="checkbox"/> Best Practice <input type="checkbox"/> Action Research <input type="checkbox"/> Research-Informed	
Procedure: Describe how you will:	
Introduce:	Tootsie Roll Activity- reminder of career paths <ul style="list-style-type: none"> <li>• Emphasize-               <ul style="list-style-type: none"> <li>○ Different careers for different types of people</li> <li>○ How all different types of skills, jobs, and trainings are important and contribute to our society</li> <li>○ How to analyze everyday things in connection to careers</li> </ul> </li> </ul>

	Follow engagement section of Careerville Lesson 2
Communicate Lesson Objective:	<p>Gesture to career path written on board</p> <ul style="list-style-type: none"> <li>• “Today we are going to learn more about the different ways to get to ‘Careerville’. We have discussed how each person’s individual interests and skills shape their road, the importance of knowing how to set goals and make a plan to reach them on our way down the road, and how what we are learning in school connects to ‘Careerville’. By the end of the lesson today it is our goal to be able to claim: <ul style="list-style-type: none"> <li>○ I can identify the postsecondary education needed for different careers.</li> <li>○ I can name different types of post-secondary education.”</li> </ul> </li> </ul>
Teach Content:	<p>Careerville Lesson 2</p> <ul style="list-style-type: none"> <li>• All except step 7</li> </ul>
Practice Content:	In lesson listed above
Summarize:	<p>In lesson listed above</p> <p>Have each group present their poster for individual career paths.</p> <ul style="list-style-type: none"> <li>• Students share a summary of their career path, three careers in their career pathway, list the connections to current learning, and postsecondary education requirements needed for the particular careers listed.</li> </ul>
Close:	<p>Review connection of all three sections on the poster</p> <ul style="list-style-type: none"> <li>• Discuss the necessity for post-secondary education, but the variety available outside of typical 4-year college</li> </ul> <p>Explain schedule for next session</p> <p>Distribute Exit Tickets</p>
Processing Questions for Exit Ticket:	<ul style="list-style-type: none"> <li>• What was a new type of post-secondary education that you learned about today?</li> <li>• What makes you excited when thinking about your future career?</li> <li>• Why is it important to learn about careers and the world of work?</li> </ul>



## Lesson Plan

Lesson Plan for	The Road to Career Day	(lesson title)
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School Counselor:	
Target Audience:	4 <sup>th</sup> Grade Classroom Lesson
Mindsets & Behaviors: (limit of three)	M 4. Understanding that postsecondary education and lifelong learning are necessary for long-term career success B-LS 4. Apply self-motivation and self-direction to learning B-LS 9. Gather evidence and consider multiple perspectives to make informed decisions
Lesson	5 Of 6

Learning Objective(s)/Competency	
Students will:	Reflect on their strengths and desires by writing their responses to likes and dislikes sentence prompts
Students will:	Plan questions and collecting information on representatives they want to learn more about at Career Day
Materials:	
<a href="#">Likes and Dislikes Activity Sheet #13</a> (https://www.mcs4kids.com/documents%5Cmentor%5CPersonal Growth and Development%5C2 Exploring Personal Interests Activities.pdf) <a href="#">This or That Activity Sheet</a> (https://i.pinimg.com/originals/c8/ca/df/c8cadf0ff34800a977fff23723dab7a4.jpg) Poster Boards Art Supplies Student Technology (1:1 Chromebook/iPad) Career Day Representative List and Information	
Evidence Base:	
<input type="checkbox"/> Action Research <input type="checkbox"/> Research-Informed	
Procedure: Describe how you will:	
Introduce:	Guided imagery- <ul style="list-style-type: none"> <li>Ask students to close their eyes and think of something that they have to do, but don't enjoy. Then, ask them to imagine doing that activity 8</li> </ul>

	<p>hours a day, 40 hours a week for 40 years. Although they would be paid, do they think they would be happy going to work every day?</p> <ul style="list-style-type: none"> <li>• Pause for a moment, then ask students to imagine something that they enjoy doing. Ask them to imagine doing that task 8 hours a day, 40 hours a week for 40 years. <ul style="list-style-type: none"> <li>• Remind students they have the option to choose their career and figure out ways to achieve that goal independently and with the support of others (e.g.-school staff, families, mentors). We must work to pay the bills, but we are going find ways we can choose a career based on who we are and what we like to do so that work is more enjoyable.</li> </ul> </li> </ul> <p style="text-align: right;">Adapted from (ASCA, 2018)</p>
<p>Communicate Lesson Objective:</p>	<p>Lesson objectives- “Today you are continue doing the job that your teacher and I hired you for. You must continue to learn about yourselves, what makes you unique, and how that connects to different job opportunities. You will also learn about a very special event that we get to be a part of to continue exploring the road to ‘Careerville’. By the end of the lesson it is our goal to be able to claim:</p> <ul style="list-style-type: none"> <li>• I can list and explain my likes and dislikes.</li> <li>• I can connect my likes and dislikes to future career choice.</li> <li>• I am prepared to investigate more about a career I am interested in.”</li> </ul>
<p>Teach Content:</p>	<p>Complete Likes and Dislike Activity Sheet #13</p> <ul style="list-style-type: none"> <li>• When finished, students can match with a partner and interview using “this or that” activity.</li> </ul>
<p>Practice Content:</p>	<p>Summarize how knowing about ourselves helps us navigate potential careers. Introduce Career Day, and the opportunity to learn more about our jobs from actual community members.</p> <ul style="list-style-type: none"> <li>• Share list of representatives joining us</li> <li>• Students review the lists and write three they are excited about learning more about and two they have never heard of</li> </ul> <p>Brainstorm potential questions they may want to ask of the representatives. Students choose one representative and make a poster that will be used at their booth.</p> <ul style="list-style-type: none"> <li>• Posters include- Name of representative, job title, organization, career path, and postsecondary education needed for this career.</li> <li>• Students can use technology to include information or decorations on each poster to match the specific career</li> </ul>
<p>Summarize:</p>	<ul style="list-style-type: none"> <li>• Express excitement for following Career Day event</li> <li>• Have students list ways our representatives contribute to our community specifically</li> <li>• Stand Up/Sit Down formative assessment-</li> </ul>

	<ul style="list-style-type: none"> <li>○ Stand up if you have been to the workplace of one our Career Day Representatives</li> <li>○ Stand Up if there is a career you don't think would be a good fit for you</li> <li>○ Stand up if you know a representative you would like to visit at Career Day</li> </ul>
Close:	<ul style="list-style-type: none"> <li>● Explain Scavenger Hunt that they will complete at the Career Day</li> <li>● Distribute Exit Tickets</li> </ul>
Processing Questions for Exit Ticket:	<ul style="list-style-type: none"> <li>● What are you excited about for Career Day?</li> <li>● Why is it important to know the postsecondary education requirements for certain jobs?</li> <li>● Why is it important to learn about yourself?</li> </ul>



## Lesson Plan

Lesson Plan for	Putting the Pieces Together	(lesson title)
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School Counselor:	
Target Audience:	4 <sup>th</sup> Grade Classroom
Mindsets & Behaviors: (limit of three)	M 2. Self-confidence in ability to succeed B-SMS 1. Demonstrate ability to assume responsibility B-SS 9. Demonstrate social maturity and behaviors appropriate to the situation and environment
Lesson	6 Of 6

Learning Objective(s)/Competency	
Students will:	Choose a role that best fits their strengths and complete the associated responsibilities
Students will:	Work as a team to successfully complete the robot building project
Materials:	
<p><i>Whoosh! Lonnie Johnson's Super Soaking Stream of Inventions</i> by Chris Barton</p> <p>Five boxes of random materials for groups</p> <ul style="list-style-type: none"> <li>• Straws, googly eyes, Unifix cubes, paper cups, paper clips, tape, art supplies, Robot Creation Challenge Sheet (Appendix )</li> </ul>	
Evidence Base:	
<input type="checkbox"/> Best Practice <input type="checkbox"/> Research-Informed	
Procedure: Describe how you will:	
Introduce:	<p>Reflect on Career Day</p> <ul style="list-style-type: none"> <li>• Highlights</li> <li>• Noticing</li> <li>• Importance of each role in our community</li> </ul>
Communicate Lesson Objective:	<p>Lesson Objectives- "Our world needs lots of different types of people and skills. By following our strengths and using them in our work, we make the world a better place. Today we are going to spend time using our strengths to complete a group project. By the end of this lesson it is our goal to be able to claim:</p>

	<ul style="list-style-type: none"> <li>• I can choose a role that fits my skills and interests.</li> <li>• I can work with a team to complete a project.</li> <li>• I can use my skills to help my team.</li> </ul>
Teach Content:	<p>Read Chris Barton book</p> <ul style="list-style-type: none"> <li>• Processing questions during reading <ul style="list-style-type: none"> <li>○ What did he have to overcome?</li> <li>○ Skills needed</li> <li>○ Goals and steps taken</li> <li>○ Willpower</li> <li>○ More as needed depending on class</li> </ul> </li> </ul> <p>Connect story to activity</p> <ul style="list-style-type: none"> <li>• Following interests and personal strengths</li> <li>• Problem solving</li> <li>• Enjoying oneself in roles and responsibilities</li> </ul>
Practice Content:	<p>Brainstorm what will they need to do to work well as a team? (write on board)</p> <ul style="list-style-type: none"> <li>• Troubleshooting- choosing strengths while also meeting requirements</li> </ul> <p>Robot Challenge Activity</p> <ul style="list-style-type: none"> <li>• Group formation- Have students stand in areas representing each role. Take one from each to create a group.</li> <li>• Overview of challenge, roles, and processes</li> <li>• Teacher and counselor support during group work</li> <li>• Robot presentations</li> </ul>
Summarize:	<p>Share together as whole group:</p> <ul style="list-style-type: none"> <li>• What worked best when working as a manger (can go through each role)?</li> <li>• What would you want to change about your role?</li> <li>• Did you have to do jobs outside of your role to help your team?</li> <li>• What was most enjoyable?</li> <li>• What worked best when working as a team? Was it good to have all different types of strengths?</li> <li>• If you were telling another group about this activity, what advice would you give them?</li> <li>• How would it have been different if you were in a role you didn't want to do?</li> </ul> <p>Summarize thoughts collected on board and career connection- "We all have many different strengths and areas of growth that we will continue to develop throughout our lives. Our unique skills and interests are important in the world, and we need people like you to use what makes them special and work together to help your community become a better place.</p>

Close:	<p>Summarize areas of growth throughout the unit, how this will continue in further grades, and plans for post-assessment. Class celebration to celebrate and reflect on growth- dance party, outdoor play, treats, etc.</p> <p>Remind them of their continued job from first lesson- to keep learning about themselves and add on their requirement of believing in themselves and being willing to try new things</p>
Processing Questions for Exit Ticket:	<ul style="list-style-type: none"> <li>• What did you enjoy most during this career unit?</li> <li>• What are two skills you have? Did you use either of these today?</li> <li>• What is one goal you have for the rest of this school year?</li> </ul>



### Exit Ticket Template

# Exit Ticket

Name: \_\_\_\_\_

Please share your honest thoughts. These will not be shared with other group members without your permission and are meant to make sure I am providing you with things that work for you!

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

\_\_\_\_\_

\_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

Any additional thoughts you would like me to know?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

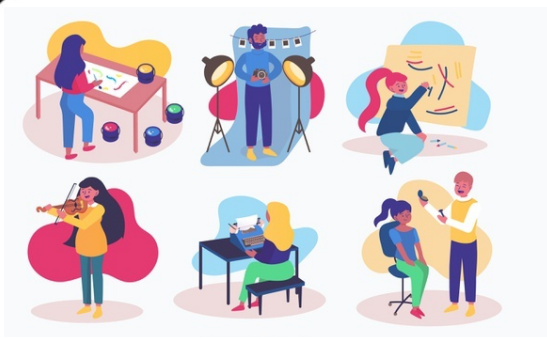


*You are the only one who hears how you hear, sees what you see, works how you work, and feels how you feel. Share your world.  
We are lucky to have you.*

Career Path Posters

# Arts & Communication

People who like to create, write, or perform.



Creative Path



# Human Services

People who like to work with people to help make things better for others.

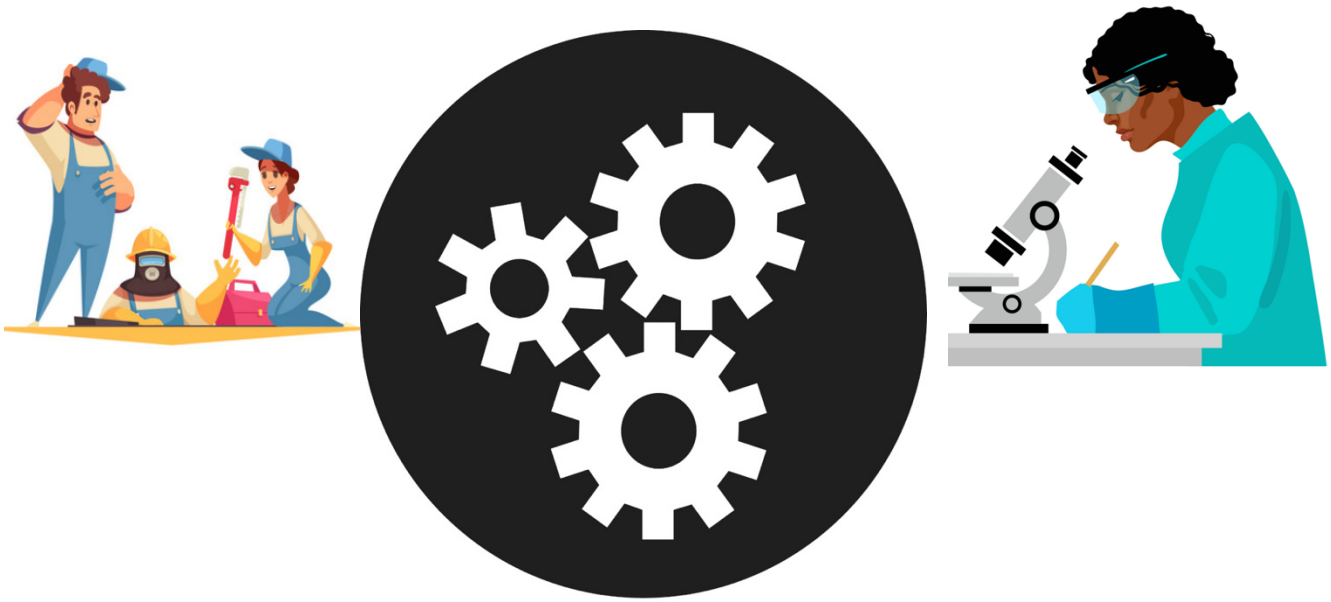


Helping Path



# Industrial & Engineering Technology

People who like to figure out how things work and build things.

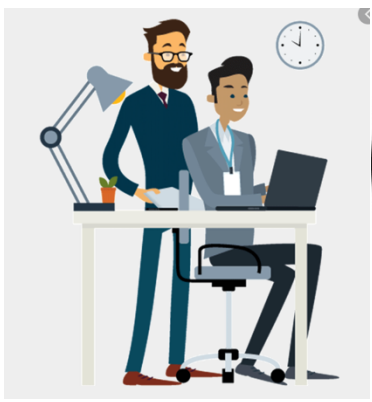


## Fixing and Building Path



# Business, Management, & Technology

People who like to work with numbers and be organized.



Business Path



# Health Services

People who like to care for animals and people.



Health Path





### Cootie Catcher Template

Favorite Color	Cool Animal	Cool Animal	Favorite Color
Cool Animal	Two things I like about me are...	I like to learn about...	Cool Animal
I like when I...	I am a good friend, because...	At home I help...	I know how to...
Cool Animal	I am good at...	I know how to....	Cool Animal
Favorite Color	Cool Animal	Cool Animal	Favorite Color



**Teacher SMART Goal Check-In Questions**

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

- 1) What is your SMART goal?
- 2) What steps have you taken towards your SMART goal?
- 3) What steps will you take next?
- 4) What problems have you come across or might you come across when trying to reach your goal?
  - a. What solutions could you try?
- 5) How will you know you are being successful in working toward your goal?
- 6) How are you rewarding yourself?

## Tootsie Roll Activity

1. Hold up a few Tootsie Rolls and ask
  - “What do you think this is?”
  - “How do you know what is inside without unwrapping it?”
    - a. “Someone had to design the wrapper and packaging so that when people see it, they would recognize it. This is known as branding. “Which Career Path would be responsible for this?” **(Arts & Communication)**
    - b. “The ingredients in Tootsie Rolls include sugar, corn syrup, palm oil, condensed skim milk, cocoa, whey, soy, and artificial flavors.” “Which Career Path is responsible for knowing what ingredients make up the candy?” **(Natural Resources)**
    - c. “Let’s pretend you are a farmer, and you want to transport your soybeans from your field to the place where they make the soybean oil for the candy. Which Career Path would that be?” **(Human Services)**
    - d. “Now, imagine that you are working in the Tootsie Roll factory. Suddenly, the Tootsie Roll machine breaks down. Which Career Path are you going to call for help?” **(Industrial & Engineering Technology)**
    - e. “When is the best time to ship extra Tootsie Rolls to the store—before or after Halloween? This is called marketing. Someone in an office needs to figure out where and when to send out extra candy. Which Career Path is in charge of this?” **(Business, Management, and Technology)**
    - f. “Your mom has a bag of Tootsie Rolls. You ask her if you can have one serving. The package says that one serving is size is 6 pieces. Which career pathway determines serving size, calories, allergy alerts, and other nutritional information?” **(Health Services)**

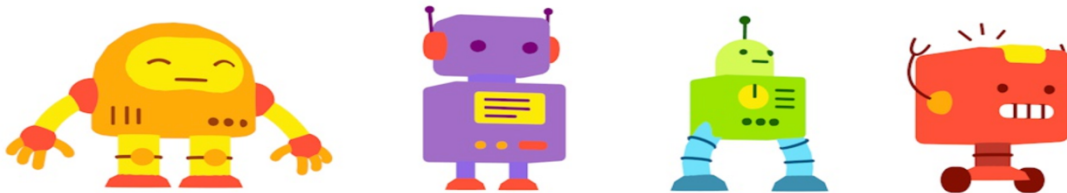
Adapted from (Missouri Comprehensive Guidance and Counseling, 2015)

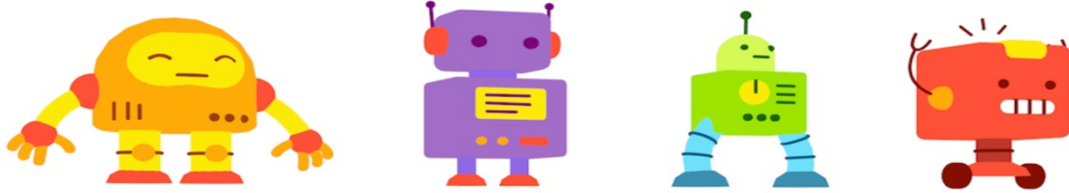
### Robot Challenge Activity

**Challenge:** Create a robot that can help people with something they do every day. Anything, big or small!

As a team, choose roles that are a best fit for you. Complete your responsibilities and be ready to present your robot to the class.

**Time:** You will have 20 minutes to use your imagination, create your robot, and complete all your tasks. You will have 3-5 minutes to present your robot to the class.





### **Roles-**

#### Manager-

- Make sure everyone has a role
- Lead your team in choosing what type of robot you will create
- Help all members with anything they may need during the activity
- Keep track of time and make sure everything is being completed
- Support your team and try to make it enjoyable for everyone

#### Designer-

- Using everyone's input, decide how this robot should be put together and what materials should be used
- Draw out the design of your robot using available materials for the builder to use while they are putting it together
- While builder is creating the robot, brainstorm with the presenter what should be included in the presentation

#### Builder-

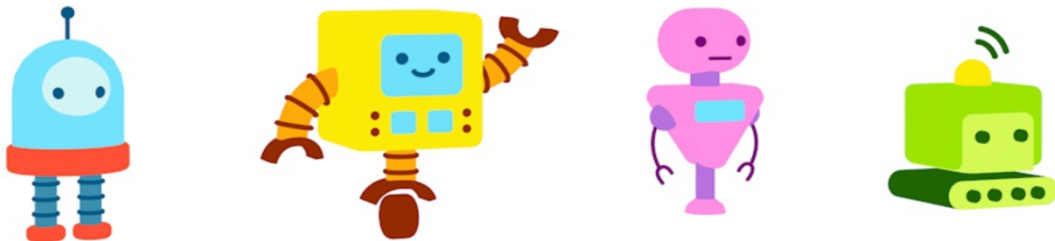
- Put together the robot based on the designers drawing
- Work with the designer to decide how your robot would move (if it could) to complete its job

#### Advertiser-

- Create an advertisement for your robot (example- an image that could be shared on Facebook)
  - Explains what it does
  - Has an image of the robot
  - Make people want to buy it

#### Presenter-

- Present your robot to the class
  - What does it do? How does it do it?
- Work with your teammates throughout the planning time to make sure you present what is important to you all



**Appendix F**  
**DATA Form**

**DATA Form**Unit: 4<sup>th</sup> Grade College and Career Readiness Intervention Perception and Outcome

DATA Report

School:

Date:

<b>D e s i g n</b>	SMART Goal: Purpose:
<b>A s k</b>	Intervention: Data collection strategies:
<b>T r a c k</b>	Summary of perception data:
<b>A n n o u n c e</b>	Implications: Recommendations: