

Spring 2001

## **Developing A Model Career Pathway Curriculum For South Kitsap School District**

Esther L. Albertus

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Developing A Model  
Career Pathway Curriculum  
For South Kitsap School District

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A Project Report  
Presented to  
The Graduate Faculty  
Central Washington University

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In Partial Fulfillment  
Of the Requirements for the Degree  
Master of Administration

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by  
Esther L. Albertus

March, 2001

DEVELOPING A MODEL  
CAREER PATHWAY CURRICULUM  
FOR SOUTH KITSAP SCHOOL DISTRICT

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The purpose of this project was to develop a model Career Pathway Curriculum for South Kitsap School District. To achieve this purpose, current research and an examination of literature and evaluation of current models in place were considered and reviewed. Additionally, recommendations and specific policies were adapted and developed to meet the needs of the South Kitsap School District community.

## ACKNOWLEDGEMENTS

This project is lovingly dedicated to my husband, John, and daughters, Melissa and Miranda, for their support and encouragement while I completed this Master's Degree program. They have been constant cheerleaders and supporters to enable this dream to become a reality.

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Finally, the writer is grateful and wishes to express heartfelt thanks to Dave Colombini, Principal, South Kitsap High School, and Dale Green, Director of Professional and Technical Education, South Kitsap School District. They are insightful mentors and people I respect and admire.

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## CHAPTER ONE

### BACKGROUND OF THE PROJECT

#### Introduction

The road to happiness lies in two simple principles: find what it is that interests you and that you can do well, and when you find it, put your whole soul into it, every bit of energy and ambition and natural ability you have. (Rockefeller, 1993)

As illustrated by John D. Rockefeller III in the above statement, the road to happiness does lie in finding something that you can do well and where there is a natural ability. In this day of high technology, instant access and occupations that continually evolve, to find an occupation that provides for interest and abilities demands preparation and skills for the 21<sup>st</sup> century. The expectations of employers and the workforce have driven the need for students to be knowledgeable and prepared for their future. To accomplish this, preparing for "Year 13" is essential as part of a student's curriculum in grades 9-12. It is a time for change and restructuring of the old fashioned job market, as the job market of today and the future is constantly changing. We must address this and prepare our students for this change.

In this age of school reform, it is businesspersons, community members and corporations that have seen the decline of quality workers and have asked the schools to help fill this skills gap. To have a qualified workforce is essential to the livelihood of a community's economy; however, the true fact is that students are graduating with lower skills and

without the knowledge to find and keep employment. (Few of us would argue that our goal in education is to prepare our students for graduation and to become productive citizens in our community. This includes preparing our students for Year 13. In Year 13, students may choose post-secondary education, apprenticeships, or trades and/or technical training, as well as the world of work. It is with this mandate that we must develop a plan for students to assist them in adequately preparing for this transitional period in their lives. (Reardon, 1998).

The State of Washington has recognized this fact and has mandated a program called "Career Pathways" be instituted in our secondary schools. (Bergeson, 1993). This program would give the students a roadmap to navigate effectively and efficiently in preparing for their futures. Students make important decisions during the high school years. The range of courses available to them increases, often extensively, and they begin thinking more about higher education, an apprenticeship or vocational training, or a beginning position in the job market. Schools across Washington are implementing programs that help students better understand their options. Job shadowing, internships and community service projects are among the ways students learn about and begin to formulate career goals. These programs help students make career choices that fit their interests, see how academic skills and abilities relate to success in different occupations, and connect what they are learning to the real world. (OSPI, 1999 p 2).



This has significance to the students in helping to identify their strengths and abilities, as well as their interest level, to assist students in making good decisions about their futures. As students have progressed through school, they are exposed to a wide range of different careers; however, seeing a career is different than choosing that career for yourself. In working with students, it has become very evident that students do not know how to plan for their future. If they are motivated and have parental support, they tend to do better; however, even with these two items in place, many students are leaving our halls with no clue as to what they will do.

This problem transfers to the workplace where employers are indicating that students do not have the skills needed to perform adequately on the job. This becomes a vicious cycle, and unless this cycle is stopped it will continue. Implementing Career Pathways in South Kitsap School District will stop this cycle and provide a roadmap for students as they transition from our care to the world at large.

#### Purpose of the Project

The purpose of this project was to develop a model Career Pathway Curriculum for South Kitsap School District. To achieve this purpose, current research and an examination of literature and evaluation of current models in place were considered and reviewed. Additionally,

recommendations and specific policies were adapted and developed to meet the needs of the South Kitsap School District community.

### Limitations of the Project

For the purposes of this project, it was necessary to establish the following limitations:

1. Scope: Planning for “*Year 13*” was developed in conjunction with counselors, teachers, administrators and community members for use by the South Kitsap School District.
2. Research: The literature and key elements reviewed in Chapter 2 were limited to research current within the last seven (7) years. Additionally, selected school districts were contacted and invited to submit information regarding the implementation of Career Pathways unique to their individual school districts. Research was limited to Educational Resources Information Center (ERIC) computer search, other districts who have implemented Career Pathways successfully nationwide, and the standards from Office of the Superintendent of Public Instruction.
3. Targeted Populations: The targeted populations were students in grades nine through twelve in the South Kitsap School District. This includes all ninth graders in three junior high schools: Cedar Heights, John Sedgwick, and Marcus Whitman.

4. Participants: Many participants from the South Kitsap School District assisted the writer in the planning of this project. These included members from the junior high and high school counseling centers, teachers and interventionists in the K-12 system, the South Kitsap School District Professional and Technical Education Director, the South Kitsap High School principal, and the District Curriculum Taskforce.
5. Time: This project was created during the 2000-2001 school year with implementation to follow in subsequent years.

## Definition of Terms

Significant terms are used in the context of this study and convey certain meanings as related to Career Pathways. They are defined as follows:

1. **Applied Academics:** The presentation of subject matter in a way that integrates a particular academic discipline (Science, English, and Math) with personal workforce applications. (Chew, 1993)
2. **Articulation Agreements:** Written agreements between the local school system and post-secondary institutions that allow a student to complete high school work and receive community college credit once the competencies are met.
3. **Authentic Assessment:** Student completes and demonstrates a desired behavior in a real life context. (Meyer, 1992)
4. **Career Pathways:** An integrated approach to combine academic, professional and technical classes, and occupational learning activities to establish a link between post-secondary schooling and work. (Chew, 1993)
5. **Competency-Based Education:** An educational system that emphasizes the specification, learning and demonstration of those competencies (knowledge, skills, and behavior) that are of central importance to a given task, activity or career. Competency-based

education is designed to prepare youth to successfully transition to post-secondary employment and education.” (Lindner, 1994)

6. **Integration:** A term applied to the type of learning in which a student tries to see and internalize the logical relationships and interfacings of similar concepts, skills, and attitudes that exist across varied subject areas. (Fort and Schurr, 1993)
7. **Internship:** A supervised work-based learning experience where students use their skills in the world of work in a given business or occupational setting.
8. **Job Shadowing:** An opportunity for a student to work closely with someone in a field of interest where the student will “shadow” the person to see what they do.
9. **Portfolio:** A collection of samples which communicates interests and abilities, and gives evidence of what a student has accomplished, learned and produced. (Kimeldorf, 1994)
10. **School to Work (Career) Transition:** An initiative that strives to ensure that today’s young people are adequately prepared for the future workforce within states and the nation. (Chew, 1993)
11. **Tech Prep:** Tech Prep is a transition from school-to-work and school-to school. Tech Prep links the high school curriculum with the curriculum of a community or technical college to produce skilled graduates of high productivity in today’s globally competitive workforce. (Barone, 1995)

12. **A Year 13 Plan:** A student's individual plan for the year after graduation, including the steps needed to accomplish the goal (completing the first classes of an articulated program, preparing to meet baccalaureate admission standards or earning industry certification, for example).

## CHAPTER TWO

### REVIEW OF RELATED LITERATURE

&

### INFORMATION OBTAINED FROM SELECTED SOURCES

#### Introduction

The review of research and literature summarized in Chapter 2 has been organized to address:

1. Assessment of the Emerging New Community in Relationship to South Kitsap School District – A Community in Transition
2. What is a Career Pathway?
3. Interest and Ability Assessments
4. Summary of Related Information Obtained from Selected Sources
5. Summary

Assessment of the Emerging New Community

In Relationship to

South Kitsap School District – A Community in Transition

The mission of South Kitsap High School is to promote intellectual growth in students through a meaningful education enhanced by positive interpersonal relationships among staff, students, parents and community; and to develop a secure, caring, supportive and trusting environment in which students become responsible, contributing members of a changing society (Student Handbook, 2000). Providing Career Education is an essential element in working towards the accomplishment of training our students to become responsible citizens in our society.

South Kitsap School District is a diverse district with many occupations and careers represented. Port Orchard has been a predominantly blue-collar community with many skilled laborers, trades, apprenticeship programs and industries. In the past, one of the largest employers was the Puget Sound Naval Shipyard, which employed hundreds of parents and community members. Students were more likely to join the ranks of the military, develop a trade at the shipyard or work in companies located in the local area upon graduation. While this has provided well for families in our community, technological advances have created many more opportunities for students to excel. Several companies have moved to the West Sound, such as Boxlight and Paladin Software Consultants, who have hired high-tech workers. In addition, Port Orchard



has seen the arrival of many retail establishments such as Fred Meyer, Office Depot, Staples, and Walgreens, as well as new grocery stores and restaurants. With the proposal and battle before the legislature for a new bridge to Tacoma, Port Orchard has and will continue to become a small metropolis. This new awakening has brought many opportunities for our students. Students in the South Kitsap High School need to be adequately prepared to face the complexities of the future. With a community in transition, South Kitsap School District has positioned itself to address and meet these challenges. (Port Orchard, Chamber of Commerce, 2000)

In the Secretary's Commission on Achieving Necessary Skills (SCANS 1994), business has listed what work requires of schools. Business has determined that five competencies and three foundation skills are required for solid job performance.

Competencies – effective workers can productively use:

- ❖ Resources – allocating time, money, material, space and staff
- ❖ Interpersonal Skills – working on teams, teaching others, serving customers, leading, negotiating, and working well with people from culturally diverse backgrounds
- ❖ Information – acquiring and evaluating data, organizing and maintaining files, interpreting and communicating, and using computers to process information

- ❖ Systems – understanding social, organizational, and technological systems; monitoring and correcting performance, and designing or improving systems
  - ❖ Technology – selecting equipment and tools, applying technology to specific tasks, and maintaining and troubleshooting technologies
- The Foundation – competency requires:
- ❖ Basic skills – reading, writing, arithmetic and mathematics, speaking and listening
  - ❖ Thinking skills – thinking creatively, making decisions, solving problems, seeing things in the mind’s eye, knowing how to learn, and reasoning
  - ❖ Personal Qualities – individual responsibility, self-esteem, sociability, self-management, and integrity (SCANS 1994)

“Increasingly, schools across Washington State are involving their high school students in programs that help them transition from academic studies to the world after school. This transition is often assisted with internships, career path classes, shadowing, business partnerships, portfolio building and entry-level job opportunities”. To meet this challenge, implementing a comprehensive career curriculum for grades nine through twelve is essential. The program that has been developed by the State of Washington is called Career Pathways. While schools have the flexibility to implement and choose pathways, the commitment to including the four “P’s” is the common denominator. These include:

- ❖ *Learning Pathways* – an organized sequence of classes and activities that contributes to preparation for occupations of a similar kind.
- ❖ *A Learning Portfolio* – a collection of student work and achievements used by the student to document progress along the pathway.
- ❖ *A Culminating Senior Project* – a project completed by the student illustrating his or her pathway work, usually presented to a panel of community reviewers for evaluation.
- ❖ *A Thirteenth Year Plan* – a student's individual plan for the year after graduation, including the steps needed to accomplish the goal (completing the first classes of an articulated program, preparing to meet baccalaureate admission standards or earning industry certification). (OSPI, 1999 p 2)

While this trend is growing in Washington with many districts having implemented this program with success, several other states have made Career Curriculum part of their school reform. Wisconsin schools have a model using Career Ways, which teaches the students to develop a career plan consistent with interests, skills, preferences and aptitudes by helping them develop and maintain their own computerized portfolio (Breit, 1998). Oregon has made the Certificate of Advanced Mastery to include career-related learning standards in personal management,

problem solving, teamwork, communication, workplace systems, career development and employment foundations. (Oregon, 2000)

The time is now for South Kitsap School District to meet the challenge of providing a consistent, comprehensive career curriculum to our students. To fully implement Career Pathways, students, faculty, administration, school board and community members must have an understanding of how a Career Pathway will benefit the student and must be committed to the implementation process. (Whitford, 2000)

The potential of comprehensive school reform efforts for improving teaching and learning is great once schools overcome the hurdles of choosing, implementing, and sustaining the right schoolwide program. (McChesney, 2000) Choosing, implementing and sustaining Career Pathways is a large aspect of school reform. As part of educational reform, the state of Washington has established “Essential Academic Learning Requirements”. The last EALR is “Understand the importance of work and how performance, effort and decisions affect career and educational opportunities.” (OSPI, pg. 2)

### What is a Career Pathway?

The School-to-Work Opportunities Act (STWOA) of 1994 (Public Law 103-239) provided a foundation and framework to assist states in developing comprehensive school-to-work transition programs to prepare all students for the world of work, post-secondary education, or apprenticeships programs and increasing their options upon graduating from high school. As part of the Educational Reform process, the State of Washington Office of the Superintendent of Public Instruction introduced the Career Pathway model. The premise of the Career Pathway model was to integrate Professional and Technical Educational classes with academic curriculum to formulate a plan for students to prepare for the future based on their abilities and interests.

A Career Pathway was developed as a roadmap to encourage students to identify their interests, abilities and goals. A Career Pathway assisted students to begin to explore various occupations that aligned with their specific interests, abilities and goals. Career Pathways were designed to combine all classes to assist the student in making the transition from school to post-secondary training and employment. This was accomplished by combining classes with relevant and practical learning activities. Rather than preparing students at the high school level for entry-level skills in specific occupations, as traditionally done in the Professional and Technical classes (vocational), Career Pathways provided

students with a broader skill base and understanding needed in a cluster of occupations. (Owens, 1995).

As we were headed into the 21<sup>st</sup> century, students were faced with a society that was ever dependent on technology and rapidly changing. A report for the National Center for Research in Vocational Education proposed a model for educational reform that uses vocational education to bridge the gap between school and work. The “integration” model responds to what business expects of employees, and suggests reform in three areas:

- ❖ Schools should better align the content of student learning with what they need to work.
- ❖ Schools should encourage more teamwork and decentralization to reflect the work environment.
- ❖ Schools should improve relationships with employers.

#### School / Work: Economic Change

To bridge the gap, career paths for all students became the focus of school reform. Oregon and Missouri have passed legislation that supports the career paths concepts and Wisconsin has designed career pathways for all students. Figure 1 (See Appendix)

The main element of Career Pathways was to improve students’ achievement in academic classes and prepare them to continue through a structured, sequential and seamless educational career plan that leads to employment. Career Pathways are flexible enough to meet a variety of

student needs, and students have the option of transferring to a different pathway, thus not being “locked in” to one path. Career Pathways did not replace the educational college preparatory programs already established in our high school. The College Prep Career Path has been recognized as a parallel path that ultimately leads to career options. (OSPI, 1999)

The Career Pathway model assisted students in obtaining career and employability skills by applying mathematics, science and communication skills to their desired career path. The paths were structured so there is a smooth transition of course studies beginning with Grade 9 and progressing towards graduation and lifelong learning. The elements of a Career Pathway program are:

- ❖ Ninth grade introduction of program
- ❖ Assessment of interests
- ❖ Job shadowing, mentoring, internships
- ❖ Developing a personalized education plan by the student
- ❖ Parent and Community involvement and support

According to the Office of the Superintendent of Public Instruction, Career Pathways will influence student achievement in the following ways:

- ❖ Pathways recognize and emphasize basic skills
- ❖ Increase students’ motivation to learn

- ❖ Make a connection between classroom learning and “real world” opportunities
- ❖ Provide relevant, hands-on activities and experience
- ❖ Create a partnership with community
- ❖ Students take responsibility for student-directed learning

OSPI statistics show that currently, a number of schools in the State of Washington have implemented the Career Pathway Model. Many of the pathways have common titles or names of the Career Pathways. The following are the most typical titles:

1. Arts and Communication
2. Business and Management
3. Engineering, Science and Technology
4. Environmental and Natural Science
5. Health and Medical Services
6. Social and Personal Services

With the emergence of the information age, an additional pathway of “Information Technology” is a viable pathway for students entering the high-tech industry.



### Interest and Ability Assessments

“Career Education anticipates use for learning. This requires that the elements of learning, which listing separates, need to be understood as being connected in ways which reflect their links in life” (Law, 1999, p 35).

Performance Assessments were an intricate aspect of the Career Pathways. While accurate assessment of student achievement continued to be a challenge, assessments allowed the student and the teacher to have a shared process. Standardized tests, teacher-directed assessments, traditional assignments, papers and projects all had a place in the curriculum process, but to align these pieces with a Career Pathway became the goal. Performance Assessments had been traditionally referred to as authentic assessments. Within this context, the student was able to demonstrate competency of the subject matter by performing a “hands on” task. This allowed the student to demonstrate the connection between what he had learned and how to do it. As we move towards the Certificate of Mastery, the business world and industry have begun and will continue to issue certification based on student knowledge and ability to demonstrate that knowledge. For the purpose of both locating and evaluating career assessment instruments, there are three primary sources: Tests in Print, Tests and Tests Critiques, and A Counselor’s Guide to Career Assessment Instruments. (Kapes, 1999)

During the school year completed, 1999-2000, students at all three junior high schools were given an opportunity to take a performance assessment related to learning the Microsoft Office 97 Suite. Because of the students' interest in business applications, students at Marcus Whitman were the first in the state of Washington and the nation to earn their MOUS certification at the 9<sup>th</sup> grade level. They had a passing rate of 85% and earned a certificate indicating they had the knowledge of Microsoft Office and were able to demonstrate that knowledge. This is an authentic performance assessment as well as an industry standard.

Students enrolled in various programs at the high school received certification from Business and Industry once they have demonstrated the required competencies and level of knowledge. These certifications include:

Microsoft MCP Workstation / Microsoft MCP Server

Novel CNA

MOUS—Microsoft Office User Specialist, proficient and expert levels

Webmaster

Figure 2 (Appendix) sequential process of industry certification

In addition to the students at the junior highs that received the MOUS certification, the high school had 60 students that received certification in these various areas. Some of the students received certification in more than one area.

The WASL (Washington Assessment of Student Learning), as part of school reform, had been instituted by business and industry members and was a process where they expressed their concern of not having qualified workers graduating with the skills necessary to compete in the workforce. To answer the concerns of business and industry, The Office of the Superintendent of Public Instruction began the educational reform process in 1993. Lawmakers established common learning goals for all Washington students to raise standards and drive high achievement. The Commission on Student Learning (CSL), a panel of individuals appointed by Governors Gardner and Lowry, and the State Board of Education began the process. The Essential Learning Requirement number four addressed the Career Planning and Assessment. "Understand the importance of work and how performance, effort, and decisions directly affect future career and educational opportunities." (CSL, 1993) Figure 3 (Appendix)

According to Chittenden (1993), performance tasks should be "worth teaching to"; that is, the tasks needed to present interesting possibilities for applying an array of curriculum-related knowledge and skills. This prepared the student for the world of work, made the connection between classroom learning and employment, and allowed curriculum development to be meaningful and worthwhile for students.

In addition to performance assessments, it was imperative that students were given an interest/ability assessment to assist them in determining their level of interest as well as their ability. Several market

sources had produced very fine assessment tools for students to use. Some of the most popular assessments were: True Colors, Holland Psychological Performance Assessment, Strong Campbell, ASVAB, CAPS and COPS, WOIS (Washington Occupational Information System) and a host of others. All of these offered insight into a student's interest and ability to perform certain types of jobs. While a student's performance assessment was important, it was of equal importance that consideration be given to the student's ability and interest so they had the tools needed to make an intellectual decision about their future and plan for Year 13.

To meet these needs, schools were given a new assignment: to prepare all students for productive careers in the technological/information society. In the past, we have been responsible for preparing all students as well-rounded citizens and students (vocational and college-bound professionals) for the world of work.

Two pieces of national legislation represent Congress' intent to implement this new role: the Tech Prep Education Act and the School-to-Work Opportunities Act of 1994. (Dutton, 1995)

### Summary of Related Information Obtained from Selected Sources

How are other districts assessing the success of Career Pathways?

The Superintendent of the Wapato School District became very concerned when he asked students what their plans were after high school. The students indicated they didn't have a plan, and the district began to look at creating a career curriculum at the high school. At the time of the study, Wapato was a small, rural school in the lower Yakima Valley. Its student population was 85% minority, chiefly Latino and Native American. The entire faculty was involved in providing career advice and career development programs to all students. Currently "ninety percent are pursuing post-graduation plans that students articulated in their senior projects and the drop-out rate has fallen fifty percent" (Charner, 1999, p.25).

Students involved in Career Pathways have become more focused and self-directed in preparing for Year 13. As indicated in Wapato, the high percentage rate of post-secondary plans is due largely to having a culminating senior project that is meaningful and relevant to their lives.

"Historically a small town in eastern Pierce County, Sumner became a suburb of Tacoma. Sumner adopted the school reform model of the Southern Regional Education Board several years ago and the effects have been impressive. The district has invested in the development of career pathways, work-based connections for students, and it has engaged in an aggressive effort to raise academic performance for all students.

Faculty and students are both deeply committed to the reforms.” (OSPI, 1999, p.8). The Sumner School District has made learning relevant for their students with their strong emphasis on Career Pathways.

Nooksack Valley High School was also chosen as a leader in implementing Career Pathways. This is a high school that services three small rural communities in the northeast corner of Whatcom County. The key to the school’s success has been strong administrative leadership and community, business and parental support. They have developed strong partnerships with the Tech Prep Consortium and have been committed to sharing resources in support of programs that have enhanced educational opportunities for all students. (OSPI, 1999).

The second largest high school in the state by student population is Pasco. This school has had a high poverty rate and a high minority population due to the transient nature of the agricultural industry. It has showcased an incredible community partnership that has been committed to interdisciplinary classes that included all students and maintained a mix within each pathway. Their model of Career Pathways has received state and national attention. (OSPI, 1999).

The largest school district in the state, Seattle, has developed portfolio projects and curriculum integration. West Seattle High School provided professional development programs for staff to ensure that the new initiatives have been understood and implemented effectively. The

Gates Foundation for Technology has provided technology for students to create electronic portfolios.

Each student has created a web page that included at least four sections:

- ❖ Interests and how the student pursued them
- ❖ Progress toward completion of graduation requirements
- ❖ Selected Career Pathway
- ❖ Achievements in the Essential Academic Learning

Requirements

West Seattle High School has developed a meaningful learning tool for the 21<sup>st</sup> Century. (OSPI, 1999).

All five schools that have been recognized by the state as having developed an excellent Career Pathway Curriculum are diverse in their populations, yet the one constant has been their vision and commitment to assisting students with their futures. These schools have been examples of what could and should be developed in the South Kitsap School District.

### Summary

Developing a Model Career Pathway Curriculum for South Kitsap School District is essential to enable students to graduate with the necessary skills for the workforce.

1. The time is now for our high school to provide a consistent, sequential program that will give students a roadmap to their future.
2. Our goal is to assist our students in becoming life-long learners and to ensure that they will be productive citizens of our community.
3. As we embark on the milestone of the Certificate of Mastery, having this framework and structure for Career Planning will be paramount in assisting our students.
4. The model of the Washington State Education Reform presents the roadmap of the outcomes our students must exhibit.

Career Pathways integrated with academic curriculum will prepare our students for the ever-changing society, thus accomplishing the mission of South Kitsap High School.



## CHAPTER THREE

### PROCEDURES OF THE PROJECT

The purpose of this project was to develop a model Career Pathway curriculum in the South Kitsap School District so students have developed a plan prior to graduation from high school. To accomplish this purpose, a review of literature, evaluation of other models used in the State of Washington, student surveys and current research were used. Additionally, recommendations and specific policies were adapted and developed to meet the needs of the South Kitsap School District community.

Chapter 3 contains background information describing:

- A. Need for the Project
- B. Development of Support for the Project
- C. Procedures of the Project
- D. Planned Implementation and Assessment of the Project.

#### Need for the Project

The need for this project was influenced by the following considerations:

1. The writer, Esther Albertus, was selected as the Career Counselor at South Kitsap High School from 1999-present, and discovered there was not a comprehensive career/guidance plan in place.

This began the process of determining how students could best prepare for Year 13.

2. The Superintendent of Public Instruction, Terry Bergeson, has mandated that students are to “understand the importance of work and how performance, effort, and decisions affect career and educational opportunities.”(OSPI, p 2)
3. The Office of the Superintendent of Public Instruction has also mandated the four “P’s”:
  1. Learning Pathways
  2. A Learning Portfolio
  3. A Culminating Senior Project
  4. A 13<sup>th</sup> Year Plan
4. Undertaking this study coincided with the writer’s graduate studies in Educational Administration at Central Washington University.

#### Development of Support for the Project

During the 1997-1998 school year, the writer began collaborating with Dale Green, Director of Professional and Technical Education for the South Kitsap School District, to begin working on selecting a team to design and implement a comprehensive career/guidance plan. This was designed to meet the needs of South Kitsap High School and the ninth grade students housed in three different junior highs in the district.

The need to develop a model Career Pathway curriculum for students was given high priority by South Kitsap School District as students were graduating without making a plan. A follow up survey from an outside agency to receive feedback about preparation for year 13 was distributed to students who graduated in 1998 and provided excellent information, but raised several red flags that needed evaluation and action. It was determined by the district that students were having difficulty making the transition from high school to work or post-secondary education. While students were going into the workforce, they were only receiving entry level positions since they did not have any post-secondary training.

In 2000, a task force was formed in the South Kitsap School District to begin the process of developing support for this project. Individuals chosen on this task force were given the charge to assist in obtaining “buy in” from staff members to make the transition into Career Pathways a smooth transition.

South Kitsap School District, Central Office Employees:

Mr. Dan Whitford – Director of Secondary Curriculum  
Mr. Dale Green – Director of Professional & Technical Education

South Kitsap School District Employees:

Mr. Dave Colombini – Principal, South Kitsap High School  
Ms. Lisa Johnson – Teacher, South Kitsap High School  
Mr. Chad Nass – Teacher, South Kitsap High School  
Ms. Nancy Fairweather – Teacher, South Kitsap High School  
Mr. Spencer Iacolucci, Counselor, South Kitsap High School

Ms. Esther Albertus, Career Counselor, South Kitsap High School

Dr. Patricia Green – Principal, Cedar Heights Junior High

Ms. Lisa Hoden –Teacher, Cedar Heights Junior High

Ms. Charlene Nelson – Counselor, Sedgwick Junior High

Mr. Keith Nelson – Teacher, Sedgwick Junior High

Ms. Ann Streeter – Counselor, Marcus Whitman Junior High

Ms. Andrea Maxwell – Teacher, Marcus Whitman Junior High

The writer, Esther Albertus, was a driving force behind making Career Pathways a priority. The writer felt very strongly that by implementing a Pathway model, students would be able to focus on an area of interest and ability and make a plan for Year 13.

#### Procedures of the Project

The writer undertook the following steps to develop a model Career Pathway curriculum in the South Kitsap School District:

1. Information was gathered and evaluated from various school districts.
2. Parents were surveyed regarding their expectations of Career Counseling.
3. Washington Occupational Information System (WOIS) was installed on computers for students' use in completing CLUES and identifying careers. Students' ability to use the program was assessed with a questionnaire.

4. The writer collaborated with several professionals about usage in their districts. Site visits were made to the following districts:

Renton School District  
Central Kitsap School District  
Snoqualmie School District  
Pasco School District  
Auburn School District.  
Yakima Tri-Tech Skills Center

5. The writer also visited OSPI and met with Rob Feldman who supervises Career Pathway Supervisors.

#### Planned Implementation and Assessment of the Project

The writer designed the project to develop a Career Pathways model for South Kitsap School District which will be presented to the Assistant Superintendent, Superintendent and School Board for approval prior to implementation. Additionally, members of the committee were given specific guidelines for review and analysis prior to approval.

The first stage of implementation will occur when students are notified that Career Pathways will become a graduation requirement. Adjustments will therefore need to be made regarding the Career Education credits that students earn. Logically, this will begin with the ninth grade class and they will begin to prepare portfolios. At this grade, they will also be given information about "What is a Career Pathway?" Students will be given opportunities to research, gather information and make appropriate choices for the pathway they would like to follow. As

they leave the Junior High, their portfolio will move with them to South Kitsap High School. During their years at the high school, they will write a plan, identify ways in which this plan will be implemented and begin working on their senior project.

Assessment of this process will be held annually, but more conclusive results will be seen after four years when the Career Pathways will be fully implemented and one class will have completed the cycle. The assessments which will be used will be a combination of checking the student's actual work, surveys, and a check off sheet that will be utilized as the file folder of all a student's work. Improvement and changes will be made after the analysis of student work, surveys and the check off sheet has been completed. Since this is a new curriculum piece for South Kitsap School District, adjustments will be made as is found necessary.

## CHAPTER FOUR

### THE PROJECT

Developing a Model Career Pathway curriculum for South Kitsap School District was the subject of this project. The project was subtitled “Road Map to Year 13”. The project contains the following units:

- Unit One-** Road Map to Year 13
- Unit Two-** Road through the 9<sup>th</sup> Grade
- Unit Three-** Road through the 10<sup>th</sup> Grade
- Unit Four-** Road through the 11<sup>th</sup> Grade
- Unit Five-** Road through the 12<sup>th</sup> Grade



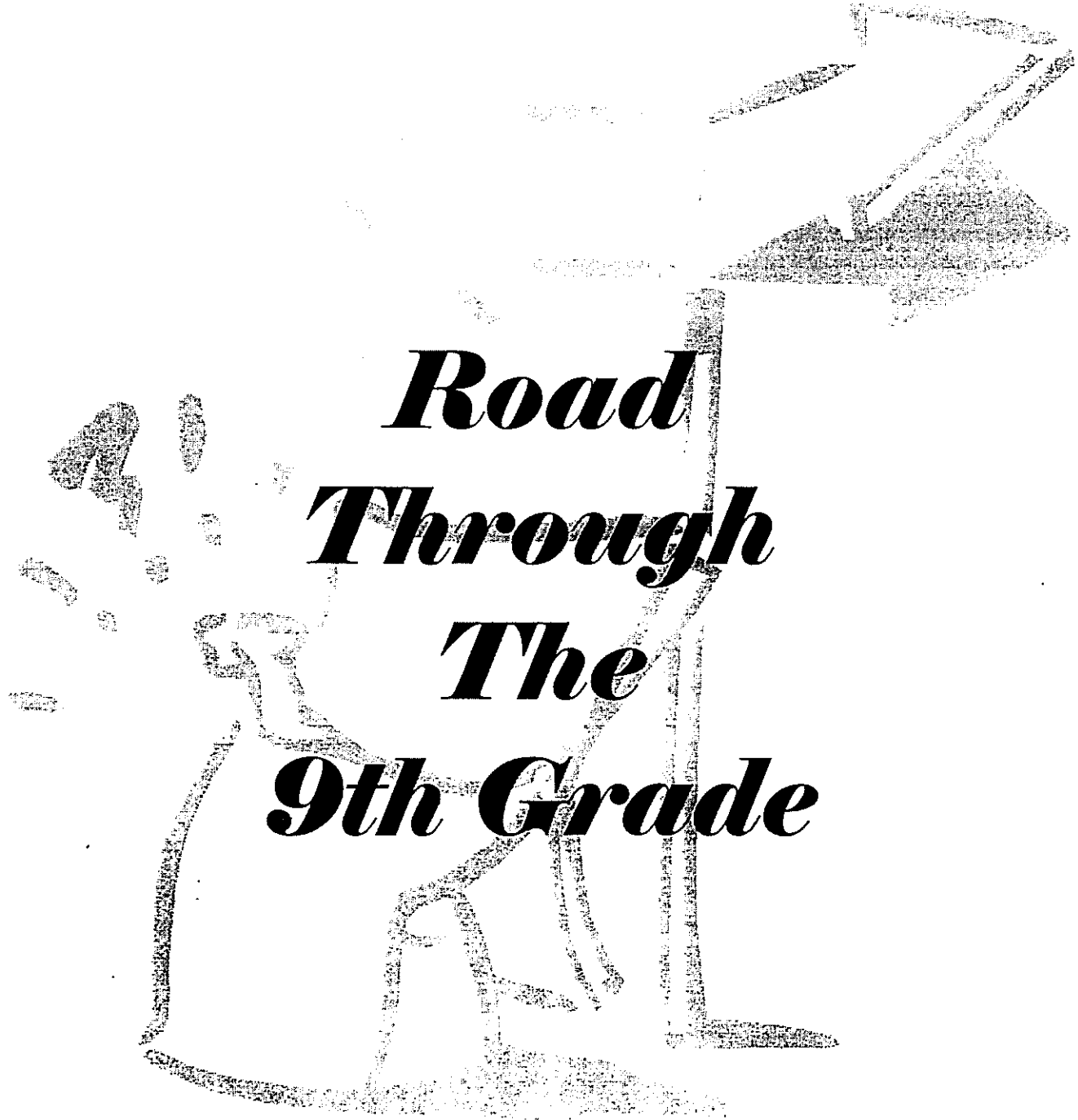
***Road Map  
To  
Year 13***



**PREPARING FOR YEAR 13**

**A MODEL CAREER PATHWAY CURRICULUM  
FOR SOUTH KITSAP SCHOOL DISTRICT**

**ESTHER ALBERTUS  
MARCH 2001**



***Road  
Through  
The  
9th Grade***

## 9<sup>th</sup> Grade Year

The 9<sup>th</sup> grade year is the beginning of high school. While South Kitsap School District has a Junior High (grades 7-9) and High School (grades 10-12) format, it is the pivotal point for students to begin to think about life after high school and what year 13 will look like. Some students will pursue college, while others will concentrate on 2-year Junior College education or technical training. Apprenticeship programs and being prepared for the workforce are options that students should consider. The important aspects are to begin to discover, plan, and then put your plan into action so that you will have a roadmap to your future.

This booklet is designed to provide you with a roadmap as you begin the road to year 13. This booklet contains:

- What is a Career Pathway?
- How do I choose a Career Pathway?
- What classes should I take for this Pathway?
- Getting started on my career portfolio.
- Setting my goals.

# Interest Inventory

During your 9<sup>th</sup> grade year, you will be given an interest inventory that will give you feedback about what types of jobs interest you. The **Interest Inventory** is not a test like others you have taken because it does not have right or wrong answers. The inventory asks you questions about the kinds of activities you like or would like to do, training you might like to have or occupations that interest you. This will help you identify your interest.

Once you have completed the **Interest Inventory** you will be given a folder that will serve as your portfolio for the next 4 years. You will have access to the folder; however it will be kept at the school and you may update your folder at any time. The purpose of the portfolio folder is to have a central location to keep your information, copies of your best work, awards and honors and develop a plan for year 13 when you leave High School.

# Pathways Overview

## What is a Career Pathway?

A Career Pathway is a roadmap that encourages you, the student, to identify your interests, abilities and goals. Once you have established future goals, Career Pathway will help you begin to explore various occupations and that will assist you to map out your future using your abilities and interest. It helps YOU navigate and plan for the future ahead.

## Why is choosing a Career Pathway important?

Career Pathways are designed to provide you with a roadmap that will ultimately take you to an exciting future. This is a guide that allows you to use academic and career/technical educational programs that will help you make the transition from school to post-secondary training or employment. This is accomplished by combining your classes with relevant and practical learning activities. As you navigate through many program offerings at South Kitsap High School, choosing the right roadmap that fits your skills and abilities is essential.

## There are seven Pathways in our model:

1. Arts and Communication
2. Business and Management
3. Engineering, Science and Technology
4. Environmental and Natural Science
5. Health and Medical Services
6. Social and Personal Services
7. Information Technology

Each Pathway is designed to improve communication skills, academic success, and thinking skills to increase career awareness and opportunities. Personalized education plans and assessments are key components. Pathways are designed with a common core of classes and skills, with suggested electives to be taken in conjunction with the academic requirements. Students will be able to move between Pathways as their interests develop or change.

Students, along with their parents or guardians, can use the Pathway Process to make class selections and develop plans for life after high school. South Kitsap High School offers a wide variety of course options. Choosing a Pathway will help you navigate through high school with a purpose and a plan for year 13.

# Arts and Communication

The Arts and Communication Pathway consists of programs related to performing, media, visual arts and the humanities. Students who enjoy artistic or innovative interests, display verbal, visual, or musical skills and like to work in environments using their creativity are characteristic of this Pathway. Students with the following interests or talents may wish to consider this Pathway:

- Public Speaking and/or Performing
- Interests in music, theater, creative design, photography, writing and video production
- Expressing ideas and feelings through music, verbally, visually, or physically
- Creating with their hands
- Working in a less structured environment using imagination or creativity

## Arts and Communication Classes at SKHS

- American Sign Language
- Ceramics
- Music and Theatre
- Graphics
- Computerized Signmaking
- Graphics Technology
- Photography
- Photographic Technology
- Video Productions
- Video Production Management
- Web Technology
- Foreign Language
- Yearbook
- Journalism



# Business and Management

The Business and Management Pathway consists of programs that are related to the business environment. Students like to work with data, are able to process numbers, do computer processing, and pay attention to details. They like to work with data and people. They are able to get along with a variety of people and like to influence, persuade and lead others toward common goals. Students with the following interests and abilities may wish to consider this Pathway:

- Persuading others about your point of view
- Working in a structured environment with clear directions and guidelines
- Planning or directing activities of organizations
- Selling and marketing products or ideas to others
- Able to organize and work efficiently
- Recognized as a leader by others

## Business and Management Classes at SKHS

- Accounting
- Keyboarding
- Word Processing
- Desktop Publishing
- Record Keeping
- Business and Personal Law
- Business Simulation
- Work Based Learning
- Marketing
- MSOffice 97
- Web Page Design and Technology

# Engineering, Science and Technology

The Engineering, Science and Technology Pathway consists of classes related to the technology that is used to design, develop, install or maintain physical systems. Students like to be a part of planning, building and monitoring of projects. Students enjoy working with objects, machines, and tools and like to investigate and solve problems using facts and judgments.

Students with the following interests may wish to consider this Pathway:

- Working accurately and precisely
- Working with their hands to assemble, build and/or repair
- Understanding and using scientific and mathematical principles to solve complex problems
- Solving problems using facts and judgment
- Creating or designing items for work or life experiences
- Examining objects to determine how they work or can be improved

# Engineering, Science and Technology Classes at SKHS

- Computer-Aided Drafting and Design (CADD)
- Automotive Technology
- Wood Construction Technology
- Residential Cabinetmaking
- Building Construction Technology
- Construction Related Technology
- Building Construction Management
- Computer Service Repair
- Networking Microsoft Local Area Networks (LANS)
- Networking Novell Local Area Networks (LANS)
- Integrated Mechanics

# Environmental and Natural Sciences

The Environmental and Natural Science Pathway consists of programs of study related to the physical and natural sciences. Students like to be part of planning, building and monitoring. Students like to work outdoors and like to observe, learn, investigate, analyze and solve problems related to plants, animals or nature. Students with the following interests or abilities may wish to consider this Pathway:

- Working outdoors with plants, animals or nature
- Growing items for consumption or for beautification purposes
- Learning about and managing a natural resource
- Helping others understand and enjoy their natural surroundings

## **Environmental and Natural Sciences Classes at SKHS**

- Agricultural Science Technology
- Natural Resources
- Ornamental Horticulture Science
- Aquaculture
- Landscaping Design and Maintenance

# Health and Medical Services

The Health and Medical Services Pathway consists of programs related to the awareness and promotion of health, as well as treatment of injuries, conditions and diseases. Students like to observe, learn, investigate, analyze, evaluate, and solve problems pertinent to health care issues. They like to work with others by helping, informing, educating or healing. Students with the following interests may wish to consider this Pathway:

- Reading and learning about medical problems
- Developing solutions to scientific questions
- Working with people to prevent or correct health-related problems
- Learning about how the human body responds to the environment
- Using scientific principles to solve complex problems

## Health and Medical Services Classes at SKHS

- Athletic Conditioning
- Aerobics
- Water Polo
- Water Safety Instruction
- Foods
- Weights
- Health
- Athletic Medicine
- Life Guarding
- Physical Education
- Swimming and Diving
- N.E.W.S.



# Social and Personal Services

The Social and Personal Services Pathway consists of programs related to economic, political and social areas. Students in this Pathway like to work with others to lead, help, educate, develop or persuade. They also like to work with various organizations helping and serving people in government, schools, companies or civic clubs. Students with the following interests or skills may wish to consider this Pathway:

- Helping others learn new things
- Exploring and finding solutions to problems and situations
- Studying and/or assisting in family relations, child care, and human development
- Providing service to others
- Learning how society works and groups interact

## Social and Personal Services Classes at SKHS

- Foods
- N.E.W.S.
- Child Development
- Exploring  
Childhood
- Family Matters
- Practical Family  
Life
- Clothing
- Money Talks
- Creative Interiors
- Health
- Careers in Education
- Professional Technical  
Leadership
- Peer Tutoring
- Traffic Safety
- Office/Teacher Assistant
- Leadership/Student  
Government
- Naval Science (NJROTC)

# Information Technology

The Information Technology Pathway consists of programs that lead to, or directly support, industry-recognized certification. Career Cluster concentrations include: Network Systems, Information Services and Support, Programming and Software Development. Students who enjoy working with computers and obtaining industry-recognized certification are encouraged to explore this pathway. Students with the following interests and abilities may wish to consider this Pathway:

- Creativity and technical abilities to work with computers, computer languages and software
- Catch on to things and make judgments
- Utilize layout, design and writing skills
- See details and slight differences in objects, shapes or pictures
- Work with precise limits or standards

## Information Technology Classes at SKHS

- A+
- Digital Media Essentials
- Internet Essentials
- MOUS
- Information Technology and Business Essentials
- E-commerce and Marketing
- Introduction to Computer Languages
- Computer Programming with Visual Basic
- Associate Webmaster Certification
- Certified Web Professional
- Windows 2000 Server / Professional
- Windows 2000 Enterprise Systems
- Server +
- Oracle Internet Academy I & II

# Getting Started on My Career Portfolio

## What is a Portfolio?

The Personal Career Portfolio is a key component of school-to-career transition for the students as they complete high school and make plans for year 13. The portfolio is designed as a roadmap between a student's educational experience and eventual entry into the workforce.

Students choose many different paths after their high school graduation, and the portfolio is a tool that is designed for flexibility and ease of use. Students will choose to do one of the following during year 13:

- Military
- Technical Schools
- Community Colleges
- 4-year College or University
- Apprenticeship Programs
- Working

Whatever path a student takes, the Personal Career Portfolio provides a roadmap for connecting school learning activities with the employer standards and expectations of the workplace.

## Why is using a Personal Career Portfolio Important?

That's a great question! The Personal Career Portfolio is designed to help all students make a successful transition from high school to further education or the workforce. Key purposes in the development and uses of the portfolio are:

- An organized single location to keep track of information collected
- Provides information for scholarship, college and job applications
- Contributions of "best work" samples for future schooling and/or careers
- Provides student with historical data about grades, test, scores

At the High School level (grades 9-12) the portfolio can be used for job applications and interviews, completing scholarship applications, college entrance information, and tracking extra-curricular activities relative to school-to-career transition. Upon completion of high school, the portfolio can continue to be maintained for storing and updating information as an individual advances in the workforce or in attending post-secondary schooling.

Considering the number of career changes individuals make in our modern economy and society, the need for ongoing learning is essential to the student adult that has a year 13 plan. The portfolio becomes a key component of continuing plans. It provides a platform where a student can continually update the portfolio to reflect occupational achievement and/or academic success.

Freshmen in the South Kitsap School District will begin developing a Personal Career Portfolio and will continue to add to their portfolio through their senior year, culminating with a Senior Project. This process will provide the graduate a product that can assist in making a successful transition from school-to-career.

## What are the Benefits of Using a Personal Career Portfolio?

- Students will make a stronger connection between school and work and a greater relevancy for academic work.
- Teachers will be able to add relevancy for school-to-career with their specialized subject.
- Community members and employers will be able to select from well-prepared employees who are entering the workplace.
- Students will develop a greater sense of purpose as a result of developing and updating the portfolio.

## Contents

The Personal Career Portfolio is divided into eleven sections. Each section has a specific purpose and will contain relevant information.

**Career Exploration:** Includes copies of career exploration surveys and career occupations researched.

**Grades:** Includes grades received from grades 9-12.

**Test Scores:** Includes scholastic aptitude test scores beginning with the sophomore year of high school.

**Personal Data and References:** This section includes personal information that can be useful when filling out job or school applications. It also contains the names, addresses, and phone numbers of personal and professional references.

**Applications:** Includes sample practice applications and copies of college scholarship and job applications.

**Resume:** Students will prepare a resume and update information as needed.

**Awards and Certificates:** Includes all awards and achievements that the student has received in grades 9-12.

**Letters of Recommendation:** Includes recommendations received from teachers, counselors, and employers or through job and school experiences.

**Reports/Papers:** Includes sample reports and papers completed during high school.

**Sample Work:** Includes samples of work in specific career focus area.



## Goal Setting

The next stop on the road to year 13 is to set goals. Goals are simply tools. Like a hammer or a saw, they help you do the things you want to do. Goals focus your efforts. They take dreams from the air, and plant them on the ground. Make your dreams come true. Set a goal. You need to set short-term (1-, 2-year goals), as well as long-term goals (4-, 10-year).

Be Smart!!

S	Specific	Specific goals state exactly what you're aiming at. They are not vague!
M	Measurable	Measurable goals state what you want and when you want it.
A	Action-Oriented	Action-oriented goals spell out exactly HOW you will achieve the goal.
R	Realistic	Realistic goals are possible. They may take hard work, but you can do it!
T	Timely	Timely goals give you enough time to achieve them, but not too much!

# Planning for your Future

Planning for your future is like getting into a car. You can choose to sit behind the driver's wheel in the parking lot, or you can put the car in gear and go places! The same is true in planning for your future. You can sit and not prepare or plan, or you can take charge of your future and put your life in "gear" and start to go places. It is your destiny and future and only you can make it happen.

While you are at South Kitsap High School, you will have many supportive people that will assist you in making this plan. Your teachers, counselors and administrators are committed to helping you develop your pathway for life.

The Career Center has a wealth of information that can assist you in getting started and getting in "gear". Some of the resources are:

- Career Assessments
- Interest Surveys
- Student Portfolios
- Interview Preparation
- Informational Seminars
- Job Shadowing Opportunities
- College/Technical/Private School Information
- Internet Access for Searching

Let's get your car in gear and start your road trip to life!



***Road  
Through  
The  
10th Grade***

## Preparing for 10<sup>th</sup> grade

The 10<sup>th</sup> grade year is a very important year as you begin to formulate your plans for the future. You have chosen a career path and have begun to take classes that relate to your career pathway. This is the time to really ask yourself some questions. What do I enjoy doing? What am I good at? If I asked my teacher or counselor, what would they say I am good at? This year is a year of discovery. You will discover who you are, what your strengths are and what you enjoy. This will be very important as you develop a career plan.

This booklet is designed to provide you with a roadmap as you continue on the road to year 13, and contains:

- Information about Career Pathways
- Updating a Portfolio
- Re-evaluation of Goals
- Assessments

## Updating Your Personal Career Portfolio

The Personal Career Portfolio is divided into eleven sections. Each section needs to be updated at least twice a year as the information is often changing with grades, assessments, examples of work, awards and certificates, and the resume. (Please see the next page of contents.)

It is the student's responsibility to update his/her portfolio. A reminder will be sent to each student, but the student must come to the Career Center to view and update his or her Personal Career Portfolio.

# Reevaluation of Goals

Reevaluation of Goals is essential to your continued success.

When you set goals, it is important that you revisit your plan and see if you are on track with the original goal. If you are, that's great! If not, then it is important that you redefine your goals, and determine what your short-term (1,2 year) goals are as well as long term goals (4,10 year).

Using the "BE SMART" found in your planner, provides an outline for you to set your goals, and make a plan for your future.

Successful students set goals to achieve things they consider important!!

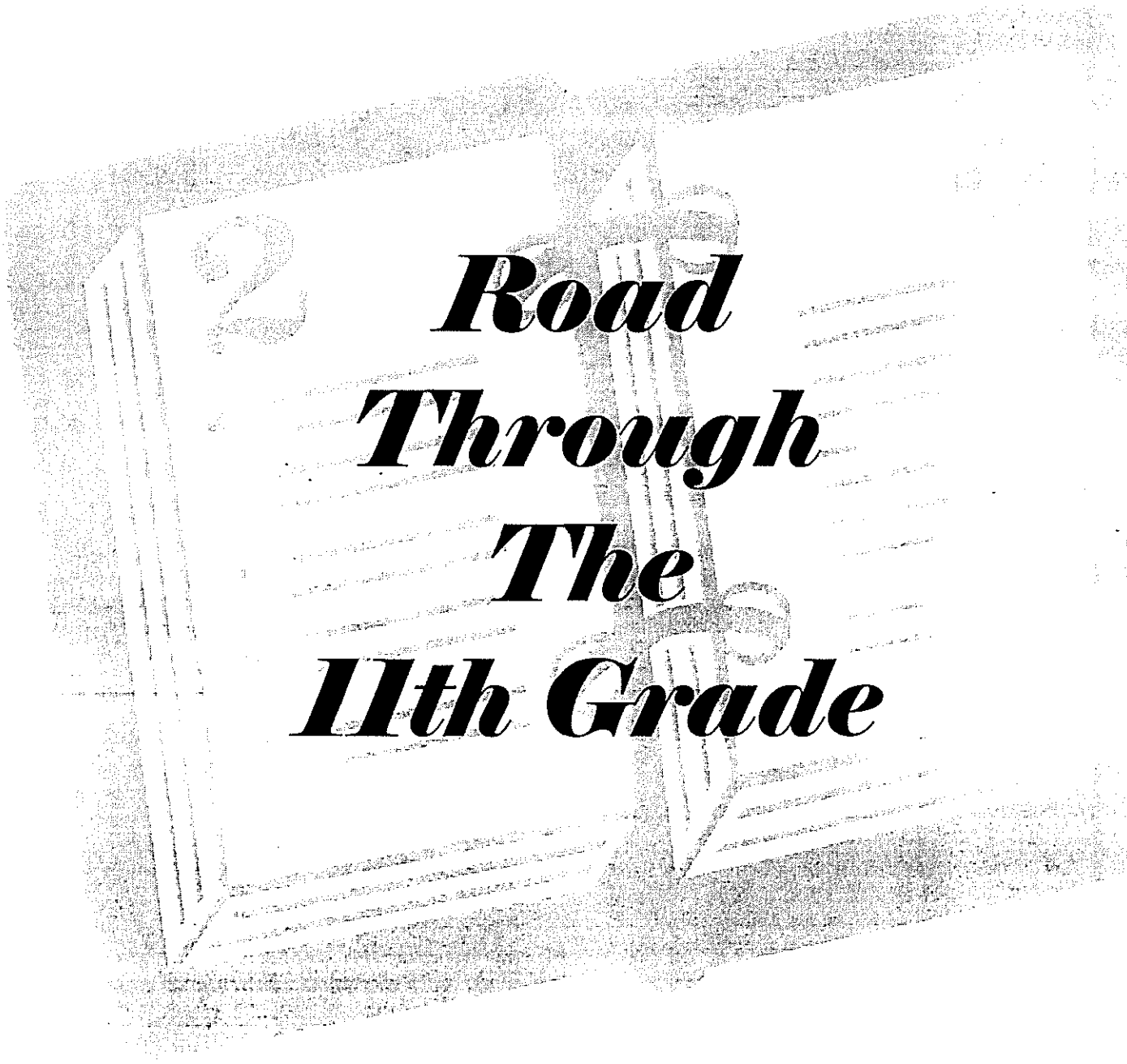
1. **Decide what's important.** It is always a good idea to start at the beginning. There are many things you can do with your life, but what's important? What is valuable to you, personally?  
Examples: family, friends, good grades, independence, going to college, finding a career you enjoy...
2. **Set your goals!** You know what's important, now take out a pen and set some goals.  
Examples: I will decide by December what college to attend or by February I will narrow my career choices to three.
3. **Chart your course!** Now get to work. Every week, take a look at your goals, then ask yourself: what can I do this week to bring that goal one step closer to reality?  
Examples: This week, I'll attend a career/college orientation meeting.
4. **Plan your day!** This day is where it all happens, either you do the things you need and want to do or your don't. Nothing starts without actions! This is a process of managing your time! Time is your most valuable possession, so you need to use it effectively.

During the 10<sup>th</sup> grade year, you will be given an assessment that will assist you in continuing to prepare for year 13. Up to this point, you have been thinking about many options, but during this year and especially during your Junior year, you will need to begin to "merge" your ideas together toward where you want to go!

As you contemplate your future, it is important to think about who you are as a person, what you like and what you are good at. Do you like to be around people? Do you enjoy working alone? Are you able to handle many tasks at once, work under pressure or do you take the methodical approach? All of these questions are important to ask yourself as you continue on this journey. This will help you decide on a path that will be meaningful and fulfilling for you.

The Assessment given will help to answer these questions. You will use this information to continue to chart your course. On the next few pages, you will answer the questions to the best of your ability and then plot your scores. Once this is done, a meeting with the Career Counselor will interpret the results and assist in your year 13 planning.

You are in the driver's seat of your future!!



***Road  
Through  
The  
11th Grade***



## 11th Grade Year

The 11<sup>th</sup> grade year is a pivotal year for Juniors. This is a year of gathering information and making a decision about your plans for year 13. This year is the year to learn about colleges, meet with college representatives on campus, decide what type of post-secondary education would be the best for you, and continue to redefine and fine tune your goals.

This booklet is a tool to assist you in implementing your plan. This roadmap consists of the following:

- Take the PSAT
- Attend college presentations in the Career Center
- Attend the National College tour
- Plan tours of schools
- Update your portfolio
- Check on your credits
- Use WOIS to assist in planning

The Junior Year is a busy year!! You need to plan ahead to ensure you are on the right road!!

## What is the PSAT?

The PSAT is the preliminary test to taking the SAT. This is a practice for the SAT. The PSAT will assess your skills in three academic areas: verbal reasoning, mathematical reasoning and writing. Taking the PSAT allows you to enter scholarship competitions, ask colleges to send you information, and compare your academic skills with those of other students who are considering college.

The PSAT has four sections. You will have 30 minutes to work on each section and a 5-minute break between Sections 2 and 3. The test is given once a year during October. Watch for information at South Kitsap for the date that the test will be given.

It is important for juniors to know that the PSAT gives them a unique, inexpensive opportunity to practice for one of the college admission tests while competing for prestigious scholarships and recognition programs such as National Merit and Achievement Scholarship programs.

For up-to-date information about the PSAT, visit the *College Board* online on the World Wide Web at: [www.collegeboard.org](http://www.collegeboard.org)

- Tests dates and fees
- Sample test questions
- Expert test preparation
- Score report information

and much, much more...

## College Visitations Career Center

Representatives from various colleges contact South Kitsap High School and set up appointments to share information about their colleges and universities. Students are issued a pass to attend the presentations and gain valuable information while interacting with the college representatives. Dates, time and locations are announced in the daily bulletin and read over the intercom system. It is important that students attend presentations during their junior year.

Colleges that have visited on campus are:

Central Washington University  
Eastern Washington University  
George Fox University  
Gonzaga University  
Linfield College  
Montana State University  
Olympic College  
Portland State University  
Seattle Pacific University  
Seattle University  
Tacoma Community College  
University of Portland  
University of Washington  
Washington State University  
Western Washington University  
Whitman College  
Whitworth College

In addition, several specialty schools and technical colleges make presentations. Check with the Career Center for additional information.

The National College Tour comes to the greater Puget Sound area during November or December and many colleges are represented. This is an excellent time to visit with admission representatives from a variety of colleges and universities.

## It's time to take a road trip!

Taking a road trip to visit colleges and universities is a must during your Junior year! It is important that you work with the admissions representatives and take advantage of "preview weekends" that are offered throughout the year. During the school year, you have opportunities during Friday half-days, no school days and vacations to visit on campus. It is important that you plan ahead and make these visits.

Visiting on campus gives you these benefits:

- Taking a tour of the facilities helps you to decide if you could "picture" yourself on that campus.
- Meeting with college admissions representatives will help to answer questions that you have.
- Discussions with financial aid representatives will give you information about what types of aid, scholarships, grants, and loans are available.
- Talking with students that currently attend will give you additional information.
- Meeting with professors will help in your decision making.

It is important that you contact your school(s) of choice and set up appointments in advance so that you will maximize your time during the visit.

## Updating Your Portfolio

Updating your portfolio twice a year is a must! Every year in school brings changes, different samples of work, awards and honors and other activities. Taking a few minutes to update your portfolio will save you a lot of time during your senior year as you begin to implement your plan.

Included in this packet is a list of "contents" that need to be part of your portfolio. Using this as a check-off sheet, verify and update information in your portfolio. You will be given a schedule of times that updating will occur, by alphabetical last names, during the year. You should also include any information about colleges that you are previewing.

## Contents

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**Reports/Papers:** Includes sample reports and papers completed during high school.

**Sample Work:** Includes samples of work in specific career focus area.

## Taking a Double Look and a Double Check!

It is time to make sure that your credits are in order so you will be eligible to graduate next year!! If you wait until your senior year, you may miss a credit and be in jeopardy of not making that major milestone in your life.

It is your responsibility to set an appointment with your Guidance Counselor to double check your credits. When you meet with your counselor, bring your portfolio so that you can review the contents together. This process needs to start at the beginning of your junior year so that you can take the classes that you need.

As you continue on the road towards year 13, make sure you have taken the classes required for entrance into the college of your choice. Colleges have websites and you can locate information needed from these sites. Make sure you use "www. Name of College.edu," as the edu suffix indicates it is an educational website.



## Using WOIS

Using WOIS (Washington Occupation Information System) is the next step in continuing your journey towards year 13. The WOIS program is easy to use and provides valuable information about occupations, wages, outlook and the education needed. This program is designed to help you identify your interests and match those with current occupations.

The first step in using WOIS is to take the interest inventory survey called "Clues". This survey has 32 questions and will begin to match your responses with occupations. Once you have completed the survey, the occupations matched will appear on the computer screen. To view the occupation, double click on the chosen occupation and a summary will appear. Using the scroll bar, simply go through the entire description. As you are viewing the description, make some notes about the occupation. Here are some sample questions:

1. What are the job duties?
2. What skills and knowledge are needed for the job?
3. What aptitudes are needed for the job?
4. What are the physical and mental requirements?
5. What is a typical workday?
6. What are the wages and fringe benefits?
7. What is the outlook for this profession? What factors will affect the outlook?
8. What high school courses will assist in this occupation?
9. What type of post-secondary training is needed?
10. What professional organizations and/or union affiliations are listed for additional information?

The WOIS program also has related WOIS descriptions. A student can double click on any related description and obtain additional information. It also gives military information for students interested in pursuing a military career and education.

Using WOIS also gives the student the Holland Occupational Clusters such as Realistic, Conventional, Social, Enterprising, Artistic and Investigative. This format relates to the information presented in the sophomore year.

The Washington Occupation Information System is updated each year and provides current information. Use it often to achieve the maximum benefit!!

## WOIS Questionnaire

1. Would you be willing to change often from one task to another?
2. Would you be willing to repeat the same task (job) in the same way, many times a day?
3. Would you be willing to supervise other workers and be responsible for the final product?
4. Would you be willing to work on a team with many different types of people?
5. Would you be willing to convince people to think the way you do?
6. Would you be willing to work in situations dangerous to yourself or others?
7. Would you be willing to use past experiences to make a decision?
8. Would you be willing to work with exact instructions using very little personal judgment?
9. Would you be willing to explain feelings or ideas?
10. Would you be willing to be very exact in your work? Do you have the patience and attention to detail to get a task right most of the time?
11. Can you tell the differences in color?
12. Do you have an average ability to move your hands and feet?
13. Are you able to move your hands to sort, place or turn objects?
14. Are you able to use your fingers to move small items?

15. Are you able to coordinate your eyes and hands to put items together or use machines and handtools quickly and carefully?
16. Are you able to see differences in words and numbers to catch and correct errors?
17. Can you see differences in shapes, objects and pictures?
18. Can you see how objects fit together from a picture?
19. On some jobs you need to know how to add, subtract, multiply and divide. Select the level that matches your ability.

1 = average

2 = above average

3 = do not wish to use this skill

4 = not sure or no preference

20. On some jobs you need to write and/or speak clearly. Select the level that matches your ability.

1 = average

2 = above average

3 = do not wish to use this skill

4 = not sure or no preference

21. Would you be interested in figuring out new ways to do things, keeping track of a lot of things at once, or analyzing information?
22. Would you be interested in collecting information from a variety of sources and organizing it?
23. Would you be interested in copying information or inspecting items for quality?

24. Would you be interested in supervising, teaching, and helping people with problems?
25. Would you be interested in entertaining people or trying to convince people to buy or use an item?
26. Would you be interested in responding to requests, giving directions or answering questions?
27. Would you be interested in using instruments or tools to do precision work, or adjusting and repairing equipment?
28. Would you be interested in operating or making simple adjustments to machines or equipment, but the set-up work would be done by others?
29. Would you be interested in moving material from one place to another or feeding things into a machine?
30. Would you like to spend most of your time working indoors or outdoors?
31. How much education and training will you have when you begin your career? (Your list will show only the level of education and training you chose, plus one level below.)

1 = less than a high school diploma

2 = High school diploma or GED

3 = up to one year of full-time schooling or equivalent

4 = up to two or three years of full-time schooling or equivalent

5 = A four-year college degree or equivalent

6 = University graduate school training

7 = Any amount of education needed

32. How much money must you make for full-time work before you would consider taking a job? These wages refer to the average state-wide starting rates before deductions. You would earn more with experience.

1 = Not sure or not important at this time

2 = Up to \$999 per month

3 = Between \$1,000 and \$1,350 per month

4 = Between \$1,350 and \$1,750 per month

5 = At least \$1,750 per month

For all of the other questions with the exception of 30, 31, 32, please use the following scale:

1 = Yes

2 = No

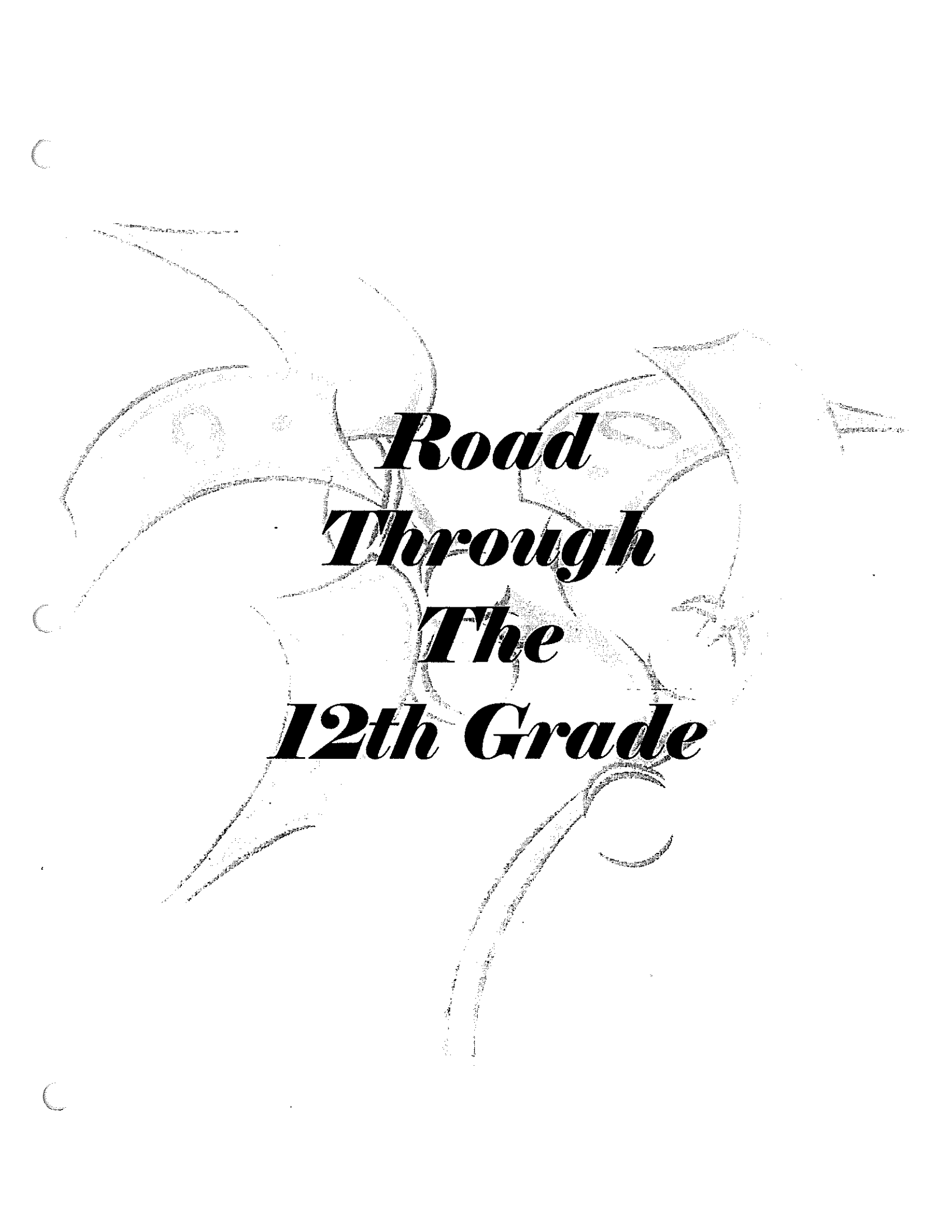
3 = No preference

## Graduation - Year 12

The senior year of high school is the time to finalize your decisions and plans for year 13! During your junior year, you gathered information in preparation to make an informed decision about what your life will look like after high school. This is the year to fine tune your goals and begin to implement your plan.

This booklet is a tool to assist you in being successful in the path you choose for year 13. This roadmap consists of a chronological checklist for college-bound seniors and a different chronological checklist for students applying to go to work.

The Senior Year has lots of activities and so your time management skills will come in handy!! Don't forget to maintain the highest level of achievement in your classes. Colleges consider grades as the best predictor of college success! Potential Employers are looking for students that can demonstrate their competencies in classes.



***Road  
Through  
The  
12th Grade***



## Chronological Timeline for College-Bound Seniors Attending a 4-year College or University

### September

- Continue to pursue your college selection, making sure you have the information to make an informed decision.
- Attend college presentations held in the Career Center.
- Register to take college admissions tests.
- Continue utilizing the resources available in the Guidance and Career offices.
- Update your portfolio!

### October

- Update your resume and submit a copy to your guidance counselor.
- Work on college applications, allowing plenty of time to gather the information and the needed letters of recommendations from counselors, teachers and business associates.
- Use your planner to write important information to keep you on track. Make a list of application deadlines for colleges and universities you plan to apply to and write the dates in the planner.
- Attend college presentations in the career center. Check the board and listen for announcements for presentation times.
- Have you registered to take an admissions test (SAT or ACT)?
- Check the scholarship board weekly and apply for all scholarships where you meet the eligibility requirements.

### November

- Continue with the list for October!
- Attend the National College Fair in Seattle.
- Begin to narrow your college search to the top 5.
- Complete application forms accurately, neatly and thoroughly. You should complete an application in pencil first, verify the information and then transfer by typing or doing an on-line application. You do not need to have your test scores back to submit your application. Don't forget the application fee!

## December

- Attend the Financial Aid Seminar with your parents. Watch for the bulletin announcement.
- Continue to apply for scholarships.
- Pick up a free application for Federal Student Aid (FAFSA), the federal form necessary to secure financial aid at most colleges and universities. With your parents, complete the forms and mail them as soon after January 1 as possible. You will need to designate colleges and universities to receive your financial aid information.
- If you haven't finished your college applications, then consider completing them over winter break. Your planner will come in handy helping with time management skills.

## January

- Mail the FAFSA form as soon as possible after Jan 1 to receive priority for financial aid at the colleges you are applying to.
- Mail college applications and arrange for housing at all college choices. You will want to have your name on the housing list as soon as possible.

## February

- Continue to do your best academic work, as college acceptances are provisional until they receive your final senior transcript.
- Continue to update your portfolio.

## March

- Continue with February activities.
- Make sure you don't forget the scholarship deadlines!
- Update your portfolio with a current resume, cover letter, application and best work.

## April

- After receiving college acceptances, inform your first-choice college of your acceptance and let the other schools, to which you have been accepted, know of your decision.
- Notify your high school counselor of the college acceptance, scholarships and awards.
- If you plan on getting a summer job, now is the time to begin the application process!

## May

- Advanced placement tests are administered.
- If you haven't done so, notify the college that you plan to attend and the ones that you were accepted to, but chose not to attend.
- Request that a final transcript be sent to the college of your choice.
- Mail deposits for tuition and residence halls.
- Sign and return your financial aid acceptance letter as soon as you receive it.
- Update your portfolio.
- Continue to do your best academic work even though you are getting "senioritis"!

## June

- Enjoy!
- Reflect upon where you have been and your excitement for where you are going!

## Chronological Timeline for College-Bound Seniors Attending a Community or Technical College

### September

- Continue to pursue your Community/Technical College selection, making sure you have the information to make an informed decision.
- Attend Community/Technical College presentations held in the Career Center. The schools close by are: Olympic College in Bremerton, Tacoma Community College, Bates Technical College and Clover Park Technical College located in the greater Tacoma area.
- Continue utilizing the resources available in the Guidance and Career Offices.
- Update your portfolio!

### October

- Update your resume and submit a copy to your guidance counselor.
- Work on college applications, allowing plenty of time to gather the information and the needed letters of recommendations from counselors, teachers and business associates.
- Use your planner to write important information to keep you on track. Make a list of application deadlines for colleges and universities you plan to apply to and write the dates in the planner.
- Attend Community/Technical College presentations in the career center. Check the board and listen for announcements for presentation times.
- Make an appointment to meet with an admissions counselor at these schools to obtain additional information.
- Check the scholarship board weekly and apply for all scholarships where you meet the eligibility requirements.
- Update your portfolio!

## November

- Continue with the list for October!
- Complete application forms accurately, neatly and thoroughly. You should complete an application in pencil first, verify the information and then transfer by typing or doing an on-line application.
- Verify the entrance test you will need to take (ASSET).

## December

- Attend the Financial Aid Seminar with your parents. Watch for the bulletin announcement.
- Continue to apply for scholarships.
- Pick up a free application for Federal Student Aid (FAFSA), the federal form necessary to secure financial aid at most colleges and universities. With your parents, complete the forms and mail them as soon after January 1 as possible. You will need to designate Community/Technical colleges to receive your financial aid information.
- If you haven't finished your applications, then consider completing them over winter break. Your planner will come in handy helping with time management skills.
- Update your portfolio.

## January

- Mail the FAFSA form as soon as possible after Jan 1 to receive priority for financial aid at the colleges you are applying for.
- Mail Community/Technical college applications.
- Continue to update your portfolio.

## February

- Continue to do your best academic work, as college acceptances are provisional until they receive your final senior transcript.
- Continue to update your portfolio.
- Have you registered to take the ASSET admissions test?

### March

- Continue with February activities.
- Make sure you don't forget the scholarship deadlines!
- Update your portfolio with a current resume, cover letter, application and best work.
- Check in with your admissions advisor at your school choice!

### April

- Notify your high school counselor of the Community/Technical College you are planning to attend and any scholarships and awards.
- If you plan on getting a summer job, now is the time to begin the application process!

### May

- Advanced placement tests are administered.
- Request that a final transcript be sent to the Community/Technical College of your choice.
- Sign and return your financial aid acceptance letter as soon as you receive it.
- Update your portfolio.
- Continue to do your best academic work even though you are getting "senioritis"!

### June

- Enjoy!
- Reflect upon where you have been and your excitement for where you are going!

## Chronological Timeline for School to Work Seniors

### September

- Make an appointment with the Career Counselor.
- Review and Update Portfolio.
- Attend Presentations on Apprenticeships.
- Research companies using materials in the Career Center.

### October

- Continue with the activities of September.
- Attend a college presentation just in case you change your mind about college!
- Update your resume and submit a copy to your guidance counselor.
- Use your planner to write information to keep you on track.
- Check the job board weekly for new job postings.
- Continue to update your portfolio.

### November

- Continue with the list for October.
- Attend seminars in the Career Center on:  
Completing a job application  
Writing a cover letter  
Writing a resume that "sells" you
- Research companies where you would like to work.
- Continue to update your portfolio.

### December

- Use your winter break to submit applications for work.
- Pick up a free application for Federal Student Aid (FAFSA) the federal form necessary to secure financial aid at most colleges. Even if you aren't sure about going to college, this will help just in case you change your mind. With your parents, complete the form and mail it as soon after January 1 as possible.
- Continue to update your portfolio.

## January

- Listen for announcements about upcoming events for potential employers on campus, apprenticeship programs, firefighter programs, volunteer opportunities, etc.
- Sign up to attend the "Job Shadow" day on February 2<sup>nd</sup>.
- Mail the FAFSA from as soon as possible after Jan 1<sup>st</sup>.
- Continue to update your portfolio.
- If you haven't made an appointment with the Career Counselor, this is the time to see what resources are available to assist you in planning for year 13!
- What type of career are you looking for? Does that fit with the interest inventories you have taken in the past?

## February

- Continue to do your best in school as potential employers may ask about your grades!
- Continue to update your portfolio.
- Participate in National Job Shadow Day.
- Visit the Career Center often.

## March

- Continue with February activities.
- Make sure you don't forget deadlines for possible employment.
- Update your portfolio.
- Attend seminars in the Career Center on:  
Completing a job application  
Writing a cover letter  
Writing a resume that "sells" you

## April

- This is the month to secure employment. Many employers will allow part-time hours to finish school before scheduling for additional hours. Use Spring Break to look for a job!
- Attend a Career Fair in the community or on campus.
- Update your portfolio.



## May

- Continue to do your best academic work even though you are getting "senioritis"!
- Have you located employment? If not, continue to check in with the Career Center for Assistance!
- Updating your portfolio is essential!

## June

- Enjoy!
- Reflect upon where you have been and your excitement for the future ahead of you!
- Good Luck!

## CHAPTER FIVE

### Summary, Conclusions, and Recommendations

#### Summary

The purpose of this project was to develop a model Career Pathway Curriculum for South Kitsap School District. To achieve this purpose, current research and an examination of literature and evaluation of current models in place were considered and reviewed. Additionally, recommendations and specific policies were adapted and developed to meet the needs of the South Kitsap School District community.

#### Conclusions

Conclusions reached as a result of this project were:

1. Career pathways provide a plan for all students with areas of focus.
2. Career pathways allow students to see a relevance to their selected school courses.
3. Career pathways help parents, counselors, teachers and other adults provide better assistance to students as they discuss careers and select courses.

4. Career Pathway models and the use of the four “P”s are at the pinnacle of educational reform, and have created a positive effect on curriculum and classroom instruction.

#### Recommendations

As a result of this project, the following recommendations are suggested:

1. Implementing of a Career Pathways program is a total, positive, comprehensive program that affects all aspects of the curriculum and provides all students with vital preparation for the world of work and lifelong learning.
2. Implementation of Career Pathways would begin in grade 9 and would be phased in one year at a time, beginning with portfolios and culminating with a senior project.
3. Specific training for all faculty and staff in the model for Career Pathways is essential for the success of the Career Pathways program.
4. Every student would have completed the four “P”s upon graduation and entering the workforce.
  - a. Completed a Learning Pathway
  - b. Completed a Learning Portfolio
  - c. Completed a culminating Senior Project
  - d. Completed a 13<sup>th</sup> Year Plan

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**APPENDIX**

**DEVELOPING A MODEL  
CAREER PATHWAY CURRICULUM  
FOR SOUTH KITSAP SCHOOL DISTRICT**



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**Characteristics of a Comprehensive School-to-Work System**  
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Prepared by Cal Crow, Ph.D., Center for Career and Work-Related Education,  
Highline Community College 25-5A, P.O. Box 98000, Des Moines, WA 98198-  
9800. Phone 206 870-3783 / FAX 206-870-3787 / E-Mail:  
[nwcoop@halcyon.com](mailto:nwcoop@halcyon.com)

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**School to Work: What it is AND What it is NOT**  
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## How Have Some Communities Responded?

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**School-to-Work - How Schools Ch**  
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## Outcomes from Effective K-12 Career Counseling Development Programs

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Prepared by Cal Crow, PhD., Center for Career and Work-Related Education,  
Highline Community College 25-5A, PO Box 98000, Des Moines, WA 98198-  
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nwcooped@halcyo.com

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**Rationale for a School-to-Work System**  
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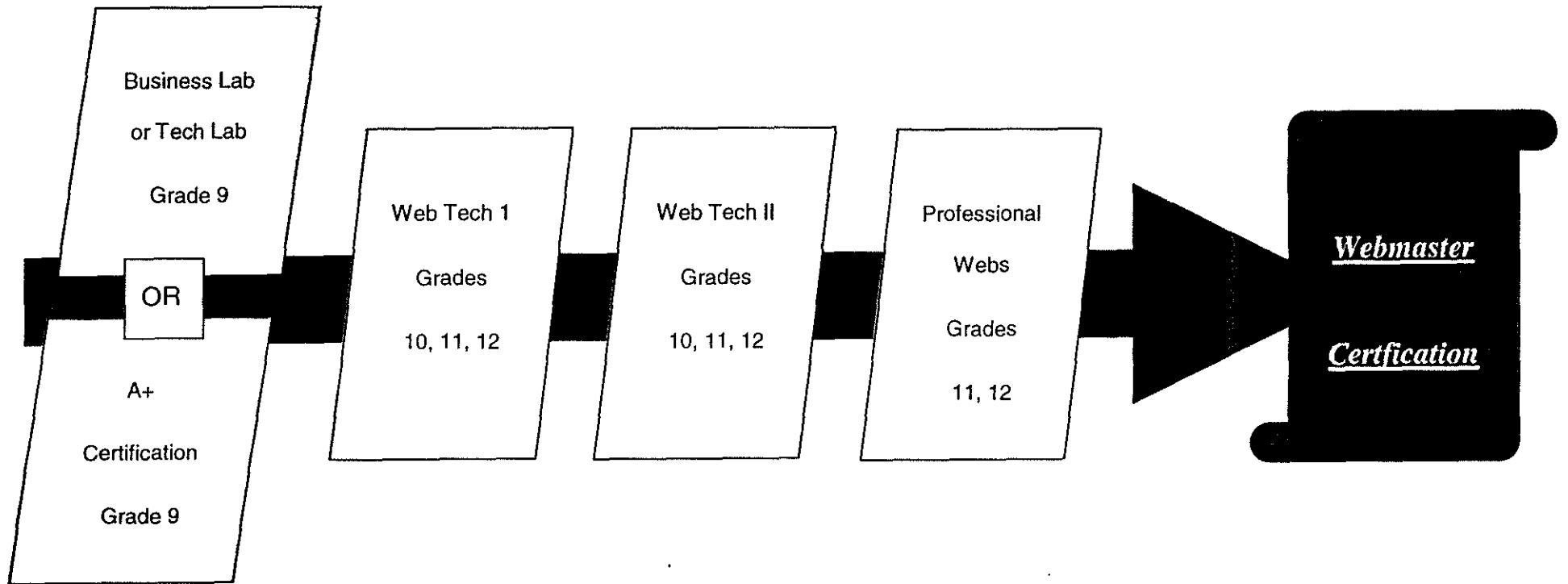
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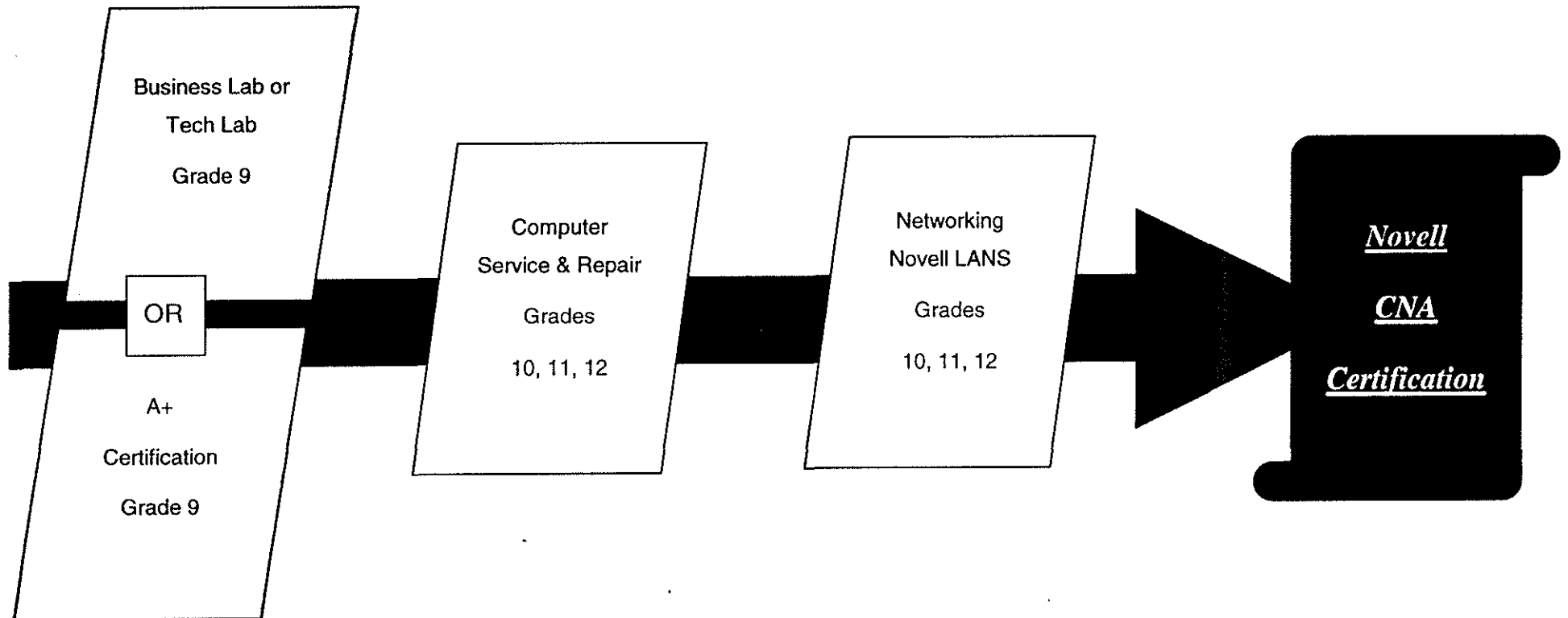
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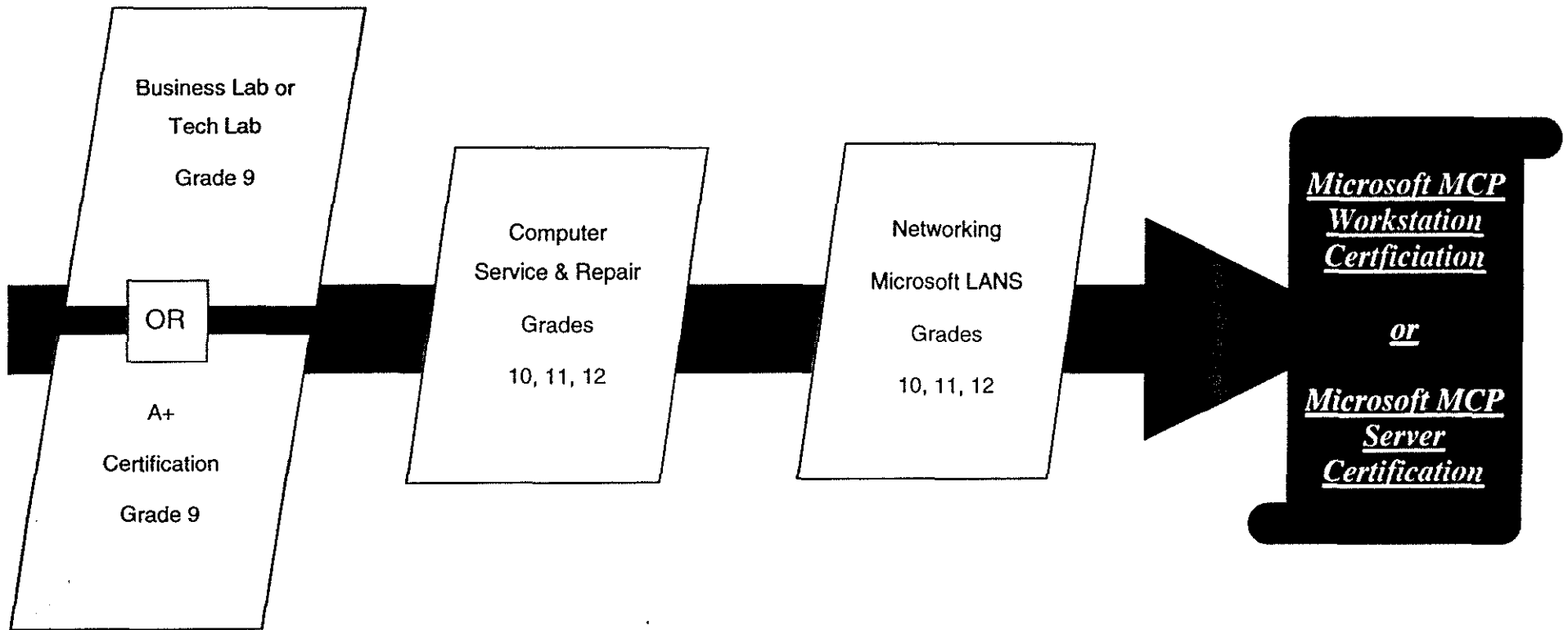
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Career Pathways  
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Career Pathways  
Certifications: Novell Certified Netware Administrator



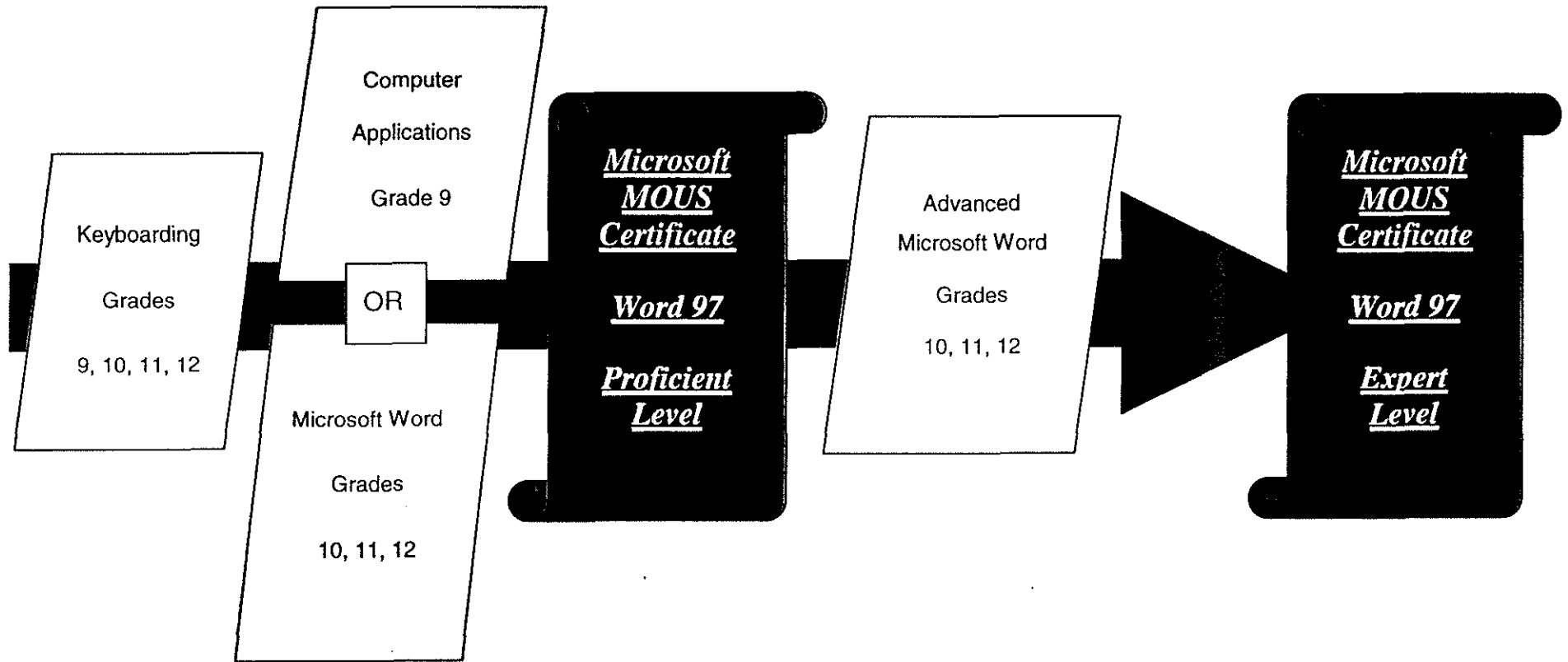
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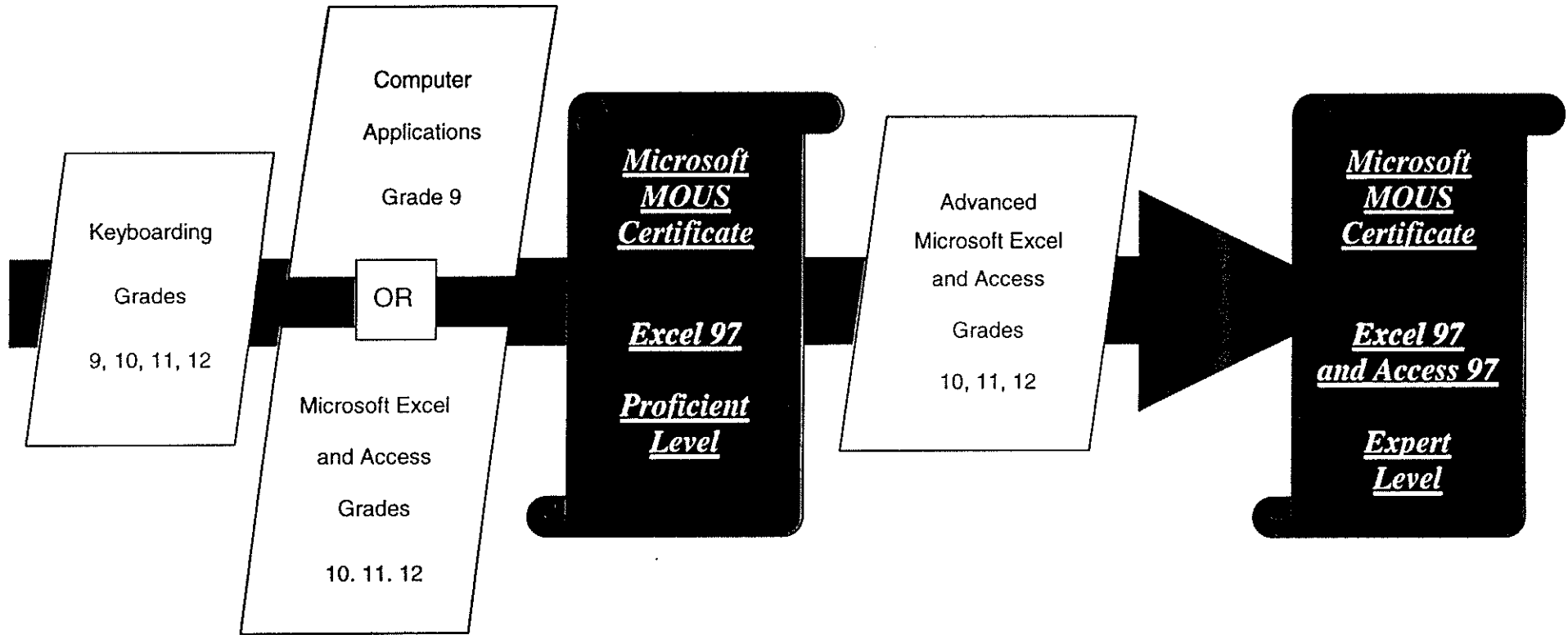


South Kitsap School District

Career Pathways

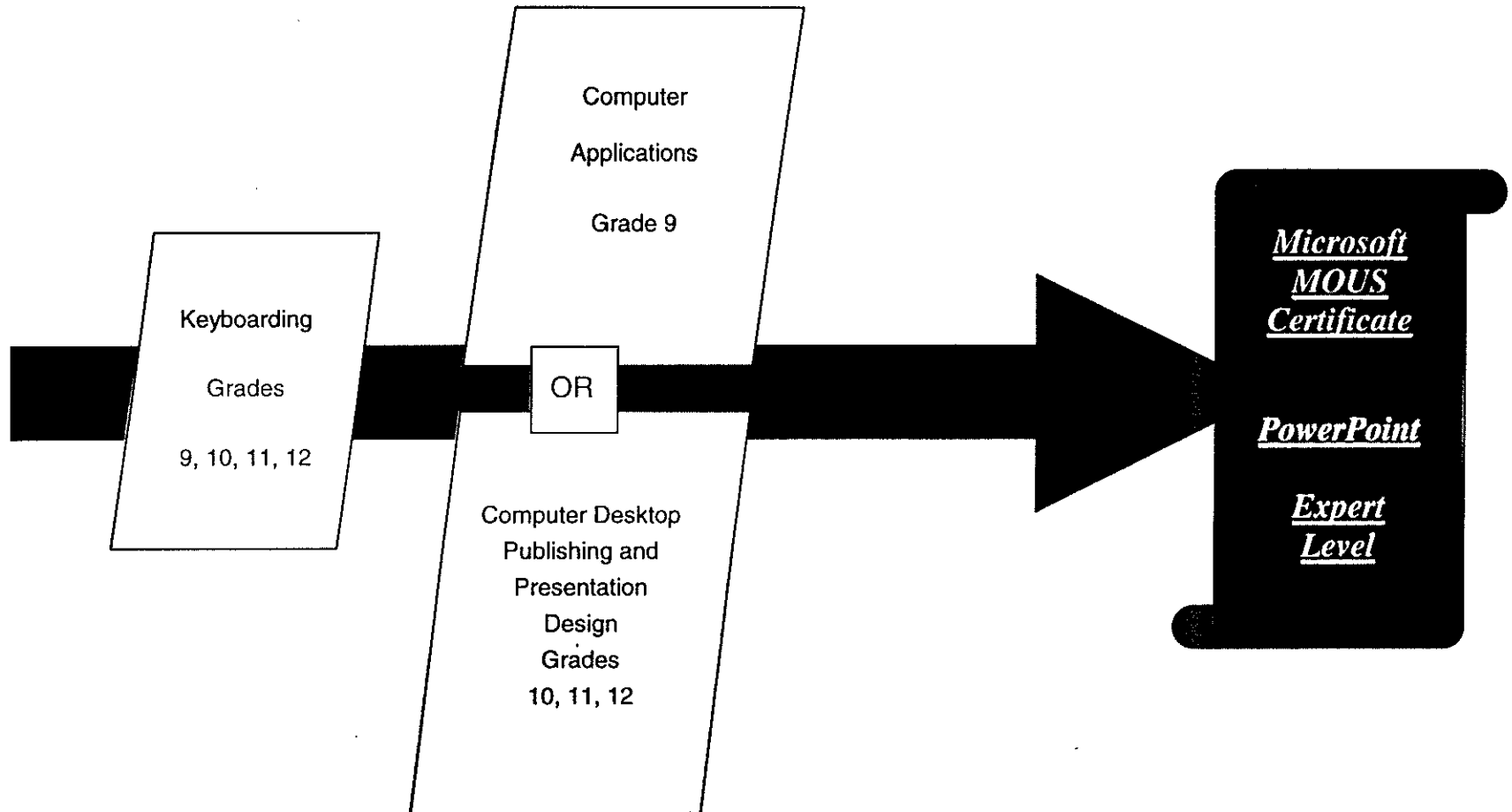
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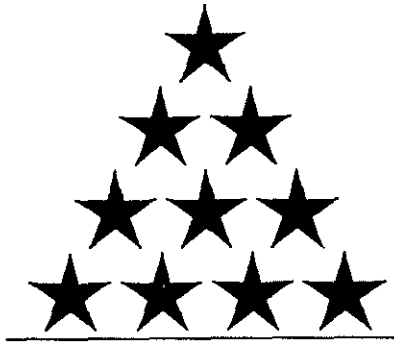




South Kitsap School District  
Career Pathways  
Certifications: MOUS (Microsoft Office User Specialist) - PowerPoint



# What Work Requires of Schools



## SCANS REPORT

**The know-how identified by SCANS is made up of five competencies and a three-part foundation of skill and personal qualities that are needed for solid job performance.**

**C**ompetencies—  
effective workers can  
productively use:

- ▶ **Resources** – allocating time, money, materials, space, and staff;
- ▶ **Interpersonal Skills** – working on teams, teaching others, serving customers, leading, negotiating, and working well with people from culturally diverse backgrounds;
- ▶ **Information** – acquiring and evaluating data, organizing and maintaining files, interpreting and communicating, and using computers to process information;
- ▶ **Systems** – understanding social, organizational, and technological systems, monitoring and correcting performance, and designing or improving systems;
- ▶ **Technology** – selecting equipment and tools, applying technology to specific tasks, and maintaining and troubleshooting technologies.

The **F**oundation—  
competence requires:

- ▶ **Basic Skills** – reading, writing, arithmetic and mathematics, speaking and listening;
- ▶ **Thinking Skills** – thinking creatively, making decisions, solving problems, seeing things in the mind's eye, knowing how to learn, and reasoning;
- ▶ **Personal Qualities** – individual responsibility, self-esteem, sociability, self-management, and integrity.