

## **Ohio Career Information System – High School**

# IMPLEMENTATION GUIDE



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### 8<sup>th</sup> through 12<sup>th</sup> Grade Model For Use with OCIS High School Individual Academic and Career Plan (IACP)

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#### CAREER DEVELOPMENT IN THE CLASSROOM — A MESSAGE TO TEACHERS

The purpose of secondary career development is two-fold: first, to motivate people to become "engaged" — to take control of their own lives by developing the skills they will need for a lifetime of career self-management, and second, to teach a life planning process that will be used repeatedly over a lifetime. Towards these goals, **Individual Academic and Career Plan (IACP)** aspires to instill hope, realism and life planning skills that will guide and inspire your students' attitudes and actions regarding education, career, and life in an uncertain world.

In developing an implementation plan for planning curriculum, remember these seven **Keys for Success**:

#### Define a **Framework**

Tie all elements of the career development program together in this framework and articulate it to other staff, the students, and their parents.

#### Build a **Developmental Model**

You should not be alone in one class offering career development content. Work with other teachers, counselors, and administrators to create a program that offers appropriate activities for awareness, exploration, and planning, K through 12.

#### Focus on the **Process**

Career development needs to be valued as a life-long process, not for a single career decision. Teach self-awareness, research, decision-making, problem solving, and employability skills.

- Help Students **Learn to Plan** today, **Plan to Learn** tomorrow Personal planning is a life skill. People do not innately know how to plan. Just like math or reading, the skills to plan need to be taught over time.
- Help Students Develop **Information-seeking Skills**In an information age, finding, evaluating, and using information are important transferable skills.
- Use **Cooperative** Learning Strategies

  Build teamwork, communication skills, flexibility, and respect of diversity.
- Help Students Prepare for **Change**Change provides opportunities if you are prepared for it.

The following pages provide a suggested structure for using these concepts to build a program with OCIS' **Individual Academic and Career Plan (IACP)**.

## CAREER DEVELOPMENT IN YOUR CLASSES — A MESSAGE TO STUDENTS (modify message to fit your school's program)

During your next five years of school, you will be involved in a career and educational planning process called **Individual Academic and Career Plan (IACP)**. This student-directed process targets two goals:

- 1. to help you find meaning in your school courses and activities by relating them to your personal and career goals and to the real world; and
- 2. to teach you skills and knowledge that you can use throughout your life to manage your education and career decisions.

Each year, you will focus on several elements of career development through required class activities. Because career development is ongoing and very personal, you may find it valuable to spend more time engaged in some of these activities or to independently complete these and update your Portfolios.

To understand how these activities fit into the overall process, we use a framework that describes five major steps in career development (see the graphic below). This is a cyclical process that will repeat itself throughout your life. You will repeat this planning process three times while in high school and again as an adult. As you repeat these steps, you will find yourself modifying your career plans over and over again. This is normal and good!



### **GETTING STARTED**



## 8<sup>th</sup> and 9<sup>th</sup> Grade Program Goals and Activities

#### 8<sup>th</sup> Grade Program Goals

- Introduce OCIS
- Set up "My Portfolio"
- Complete first entry in Portfolio linked to self-reflection worksheet
- Introduce data, people, things nature of work, personalize with reflections
- Introduce world of work
- Create initial high school course plan based upon goals in time for scheduling

#### 9<sup>th</sup> Grade Program Goals

- Complete a formal interest inventory
- Complete a labor market sorting tool
- Research career options
- Evaluate occupation and post-secondary education options and costs
- Set personal, academic and career goals
- Establish experiential learning plans and action plans to achieve goals
- Update high school course plan

	8 <sup>th</sup> and 9 <sup>th</sup> Grade Activities			
Section	Activity Worksheet	OCIS File or Tool	IACP	
Know Myself	<ul> <li>8<sup>th</sup></li> <li>Data, People, Things Checklist</li> <li>Thinking about Myself</li> <li>Career Cluster Inventory (or IDEAS)</li> <li>9<sup>th</sup></li> <li>Reality Check</li> <li>Career Cluster Inventory (or IDEAS)</li> </ul>	<ul> <li>Career Cluster Inventory (or IDEAS)</li> <li>Reality Check &amp; Career Cluster Inventory (or IDEAS)</li> </ul>	<ul> <li>What do you know about yourself - your characteristics, interests and preferences?</li> <li>What do you like to do that supports your career goals?</li> <li>What did you learn about yourself from the career assessments you used?</li> <li>What are your favorite career clusters?</li> <li>What occupations interest you now?</li> </ul>	
Research Options	8 <sup>th</sup> • Introduction to the World of Work 9 <sup>th</sup> • Research My Options	<ul> <li>Assessment Link &amp; Occupations</li> <li>Occupations &amp; Programs of Study</li> </ul>	<ul> <li>What career clusters interest you now?</li> <li>What occupations interest you now?</li> <li>What are the preparation requirements for the occupations that interest you?</li> </ul>	
Evaluate Options	<ul> <li>gth</li> <li>Evaluate My     Occupation Options</li> <li>Evaluate My     Program of Study     Options</li> <li>Evaluate Education     Options</li> </ul>	Occupations,     Programs of Study,     School Sort, &     Schools	<ul> <li>What did you learn about yourself from the career research you completed?</li> <li>What did you learn about how you set goals and make decisions from the career work you completed?</li> </ul>	

Set Goals	<ul> <li>8<sup>th</sup> and 9<sup>th</sup></li> <li>Set Goals (repeat or complete part in 8<sup>th</sup> and part in 9<sup>th</sup>)</li> </ul>	<ul> <li>Occupations,         Programs of Study,         &amp; Schools     </li> </ul>	<ul> <li>What are your personal goals?</li> <li>What are your academic goals?</li> <li>What are your career goals?</li> <li>What are your plans for improvement and enrichment this year?</li> </ul>
Make Plans	<ul> <li>8<sup>th</sup></li> <li>Make Education Plans</li> <li>Experiential Learning Plans</li> <li>My Action Plans and Supports</li> <li>9<sup>th</sup></li> <li>Make Education Plans</li> <li>Experiential Learning Plans</li> <li>Calculate Education Costs</li> <li>My Action Plans and Supports</li> </ul>	<ul> <li>Course Planner, Education and Work History, &amp; Schools</li> <li>Course Planner, Education and Work History, Paying for School, &amp; Schools</li> </ul>	<ul> <li>Education Plans</li> <li>What are your educational plans after high school?</li> <li>What high school courses are you considering?</li> <li>What extracurricular activities do you plan to participate in?</li> <li>What high school programs are you considering?</li> <li>Experiential Learning Plans</li> <li>What plans for experiential learning do you have?</li> <li>Exploration/Job Shadowing?</li> <li>Mentoring?</li> <li>Internships?</li> <li>Community Service Learning?</li> <li>Financial Plans</li> <li>What are your financial goals?</li> <li>Action Plans and Supports</li> <li>What is your action plan for this year?</li> <li>What are your long-range plans?</li> <li>Who will encourage and support you to achieve your goals?</li> </ul>



## **LOOKING DEEPER**

## 10<sup>th</sup> and 11<sup>th</sup> Grade Program Goals and Activities

#### 10<sup>th</sup> Grade Program Goals

- In-depth self reflection activity
- Identify work values and linked careers
- Focus deeper on occupations through research and analysis of options
- Update course plans
- Revise goals, plans and experiential learning plans

#### 11<sup>th</sup> Grade Program Goals

- Complete interest inventory and occupation sort to link preferences to occupations
- Conduct educational research and school comparison
- Evaluate occupation and education options
- · Revise personal, academic and career goals
- Update plans, accomplishment records
- Begin college planning-evaluate costs

10 <sup>th</sup> and 11 <sup>th</sup> Grade Activities			
Section	Activity Worksheet	OCIS File or Tool	IACP
Know Myself	<ul> <li>10<sup>th</sup></li> <li>My Career Interests</li> <li>Occupation Sort</li> <li>11<sup>th</sup></li> <li>Looking Inward</li> <li>Work Importance Locator Cards</li> <li>My Work values</li> </ul>	<ul> <li>IDEAS (or Interest Profiler) &amp; Occupation Sort</li> <li>Work Importance Locator</li> </ul>	<ul> <li>What do you know about yourself - your characteristics, interests and preferences?</li> <li>What do you like to do that supports your career goals?</li> <li>What did you learn about yourself from the career assessments you used?</li> <li>What occupations interest you now?</li> </ul>
Research Options	<ul> <li>10<sup>th</sup></li> <li>Occupation and Preparation Research</li> <li>11<sup>th</sup></li> <li>Education Research</li> </ul>	<ul> <li>Occupations &amp; Programs of Study</li> <li>Programs of Study &amp; Schools</li> </ul>	<ul> <li>What occupations interest you now?</li> <li>What are the preparation requirements for the occupations that interest you?</li> </ul>
Evaluate Options	<ul> <li>10<sup>th</sup></li> <li>Evaluate Occupation Options</li> <li>11<sup>th</sup></li> <li>Identify and Compare Schools of Interest</li> </ul>	<ul><li>Occupations</li><li>School Sort &amp; Schools</li></ul>	<ul> <li>What did you learn about yourself from the career research you completed?</li> <li>What did you learn about how you set goals and make decisions from the career work you completed?</li> </ul>

Set Goals	<ul><li>11<sup>th</sup></li><li>Revise Goals</li></ul>	Occupations,     Programs of Study,     & Schools	<ul> <li>What are your personal goals?</li> <li>What are your academic goals?</li> <li>What are your career goals?</li> <li>What are your plans for improvement and enrichment this year?</li> </ul>
Make Plans	<ul> <li>10<sup>th</sup></li> <li>Update Education Plans</li> <li>Experiential Learning Notes</li> <li>Examine the Costs of Higher Education</li> <li>Update My Action Plan and Supports</li> <li>11<sup>th</sup></li> <li>Update Education Plans</li> <li>Experiential Learning Notes</li> <li>Examine the Costs of Higher Education</li> <li>Junior Year-College Planning Checklist (optional)</li> <li>Update My Action Plan and Supports</li> </ul>	<ul> <li>Occupations,         Programs of Study,         Paying for School,         Course Planner, &amp;         Schools</li> <li>Occupations,         Programs of Study,         Paying for School,         Course Planner, &amp;         Schools</li> </ul>	<ul> <li>Education Plans</li> <li>What are your educational plans after high school?</li> <li>What high school courses are you considering?</li> <li>What extracurricular activities do you plan to participate in?</li> <li>What high school programs are you considering?</li> <li>Experiential Learning Plans</li> <li>What plans for experiential learning do you have?</li> <li>Exploration/Job Shadowing?</li> <li>Mentoring?</li> <li>Internships?</li> <li>Community Service Learning?</li> <li>Financial Plans</li> <li>What did you learn about yourself from the financial research you completed?</li> <li>Action Plans and Supports</li> <li>What is your action plan for this year?</li> <li>What are your long-range plans?</li> <li>Who will encourage and support you to achieve your goals?</li> </ul>



## **NEXT STEPS**

### 12<sup>th</sup> Grade Program Goals and Activities

#### 12<sup>th</sup> Grade Program Goals

- Learn about career anchors
- Learn about skills and accomplishments and identify occupations using preferred skills
- Consider Self-employment realities (optional)
- Complete in-depth occupation and education research and evaluation
- Establish next step goals and post-secondary plans
- Create resume and cover letter, master job search skills
- Explore financial issues associated with next steps
- Consider the military as an option
- Make financial plans
- Reflect upon learning and experiential learning

12 <sup>th</sup> Grade Activities			
Section	Activity Worksheet	OCIS File or Tool	IACP
Know Myself	<ul> <li>12<sup>th</sup></li> <li>My Career Anchors</li> <li>My Accomplishments</li> <li>My SKILLS</li> <li>Is Self-employment for Me?</li> </ul>	SKILLS,     Occupations, &     Self-employment     Information	<ul> <li>What do you know about yourself - your characteristics, interests and preferences?</li> <li>What do you like to do that supports your career goals?</li> <li>What did you learn about yourself from the career assessments you used?</li> <li>What occupations interest you now?</li> </ul>
Research Options	<ul> <li>12<sup>th</sup></li> <li>In-depth Occupational Research Project</li> <li>Compare Schools</li> <li>Consider the Military (optional)</li> </ul>	Occupations,     Programs of Study,     Schools, & Military     Employment	<ul> <li>What occupations interest you now?</li> <li>What are the preparation requirements for the occupations that interest you?</li> </ul>
Evaluate Options	• Evaluate Next Step Options	Occupations &     Programs of Study	<ul> <li>What did you learn about yourself from the career research you completed?</li> <li>What did you learn about how you set goals and make decisions from the career work you completed?</li> </ul>
Set Goals	• Next Step Goals	Occupations &     Programs of Study	<ul> <li>What are your personal goals?</li> <li>What are your academic goals?</li> <li>What are your career goals?</li> <li>What are your plans for improvement and enrichment this year?</li> </ul>

Make Plans	<ul> <li>12<sup>th</sup> <u>Education Plans</u> <ul> <li>Next Steps to Education Plans</li> <li>Financing My Education</li> <li>Managing My Resources</li> </ul> </li> <li><u>Experiential Learning Plans</u></li> <li>My Experiential Learning Plans &amp; Reflections</li> <li>Make a Résumé</li> <li>Write a Cover Letter</li> </ul>	<ul> <li>Financial Aid,         Financial Aid Sort,         Paying for School,         My Education and         Work History, Job         Search, &amp; Schools</li> <li>Education and         Work History</li> </ul>	<ul> <li>Education Plans</li> <li>What are your educational plans after high school?</li> <li>What high school courses are you considering?</li> <li>What extracurricular activities do you plan to participate in?</li> <li>What high school programs are you considering?</li> <li>Experiential Learning Plans</li> <li>What other plans for experiential learning do you have?</li> <li>Exploration/Job Shadowing?</li> <li>Mentoring?</li> <li>Internships?</li> <li>Community Service Learning?</li> </ul>
	<ul> <li>Financial Plans</li> <li>My Financial Plan</li> <li>Securing Financial Aid Awards</li> </ul>	Occupations &     Financial Aid Sort	<ul> <li>Financial Plans</li> <li>What are your financial goals?</li> <li>What are your financial plans now?</li> </ul>
	<ul> <li>Action Plan and Supports</li> <li>Senior Year - College Checklist (optional)</li> <li>My Job Search Plan</li> <li>Job Search Action Plan</li> <li>My Graduation Plans</li> </ul>	Education and     Work History &     Course Planner	<ul> <li>Action Plan and Supports</li> <li>What is your action plan for this year?</li> <li>What are your long-range plans?</li> <li>Who will encourage and support you to achieve your goals?</li> </ul>

#### **Student Reflective Writing Prompts**

As students complete the activities for each grade or developmental level (i.e. Getting Started, Looking Deeper and Next Steps), they build their Individual Academic and Career Plan (IACP) by answering the questions at each level. These reflections are listed below with examples of constructive answers a student might provide.

#### **Know Myself**

- What do you know about yourself your characteristics, interests and preferences?
  - o Example: I am an energetic people person. I love animals. I care about doing well in school.
- What do you like to do that supports your career goals?
  - Example: I like solving math problems and puzzles. This supports my goal for becoming an accountant.
- What did you learn about yourself from the career assessments you used?
  - o Example: I am a "Social" type; lots of human services jobs match me well.
- What career clusters interest you now?
  - Example: Arts & Communication
- What occupations interest you now?
  - o Example: Counselor, teacher, social worker

#### **Research Options**

- What career clusters interest you now?
  - o Example: Arts & Communication
- What occupations interest you now?
  - o Example: Counselor, teacher, social worker
- What are the preparation requirements for the occupations that interest you?
  - Example: At least 4 years of education beyond high school for most careers that interest me, some of which will be in a college or university setting.

#### **Evaluate Options**

- What did you learn about yourself from the career research you completed?
  - o Example: I like careers best that require lots of education.
- What did you learn about how you set goals and make decisions from the career work you completed?
  - o Example: I like making decisions by being objective. I like exploring all my options.

#### **Set Goals**

- What are your personal goals?
  - o Example: I want to learn to play a guitar. I want to run the 880 in less than two minutes.
- What are your academic goals?
  - Example: I want to get straight A's in math this year. I want to take College Algebra in high school.
- What are your career goals?
  - Example: I want to work in a social services field. I want to work oversees sometime in my career.
- What are your plans for improvement and enrichment this year?
  - o Example: I plan to take a college Italian class. I also plan to meet with my math teachers once a week after school to review homework questions.

#### **Make Plans**

#### **Education Plans**

- What are your educational plans after high school?
  - o Example: I plan to go to a 4-year college.
- What high school courses are you considering?
  - o Example: Arts, Honors math and English, International Studies, and Woodshop.
- What extracurricular activities do you plan to participate in?
  - o Example: Volleyball, track, swimming, leadership, Key Club, yearbook staff.
- What high school programs are you considering?
  - o Example: CTE program in Arts and Communications

#### **Experiential Learning Plans**

- What plans for experiential learning do you have?
  - o Example: Get as much job-related experience and training as possible.
- Exploration/Job Shadowing?
  - o Example: Job shadow a counselor my sophomore year.
- Mentoring?
  - Example: I will work with a mentor on my senior project, which will have something to do with helping people.
- Internships?
  - o Example: I will intern at the local women's shelter.
- Community Service Learning?
  - o Example: I will volunteer with the homeless shelter my junior and senior years.

#### **Financial Plans**

- What are your financial goals?
  - o Example: Graduate from trade school with less than \$5K of debt.
- What did you learn about yourself from the financial research you completed?
  - Example: I like to spend money and need to go to school to earn the money I need for my lifestyle preferences.
- What are your financial plans now?
  - o Example: Take out a loan at US Bank to help finance my education.

#### **Action Plans and Supports**

- What is your action plan for this year?
  - Example: Get straight A's, do a job shadow in a social services site, meet with math teachers if I struggle to get A's, take Italian.
- What are your long-range plans?
  - o Example: Go to college, maybe OSU, travel abroad to work and enjoy life.
- Who will encourage and support you to achieve your goals?
  - Example: My mom, Mrs. Smith, my counselor, and my friend Julie.