Middle School Career Exploration

"Helping Students Discover Their Pathway to the Future"

Presented by

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Career Development Specialist

Sonoma County Office of Education

Educating for Careers Conference

Garden Grove, CA

March 2, 2010

Why Middle School Career Exploration?

Middle school is an age-appropriate time to ask students to think about their career ambitions. This does not mean forcing students to make career choices, but creating activities that allow them to research and gather information on specific careers.

Without willing & motivated learners, all our best reform efforts will be in vain. Therefore, it is imperative that we ensure curriculum is hands-on, relevant, and engaging.

What does the research say?

Johns Hopkins University research suggests that "the extent to which students [in grades 5-8] believed that the mathematics they were studying would be useful in life…was the strongest predictor of student effort."

Career Development is an ongoing lifelong process, and its challenges must be addressed beginning in elementary and middle school. (O'Brien, 1999)

Students at risk, girls, and minority group children often limit their career choices early.

(O’Brien, 1999)

Sex-role stereotypes, particularly about gender-appropriate occupations are formed early.

(Guss & Adams, 1998)

Most middle school students have only a shallow understanding of how school relates to work.
(Johnson, 2000)

When surveyed, the majority of high school dropouts say they began to "disconnect" in middle school or earlier.
(Castellano et al., 2002)

Too frequently, career preparation for middle grade students consists of a single, brief unit once a year. Ideally, career education and development should be infused into the curriculum.

The most effective career development programs are systemic—developmental, accessible to all learners, and embedded in the curriculum as *part of the whole process of educating a child for the larger thing called life.*

(Maddy-Bernstein & Dare, 1997)

The Education Commission of the States (ECS) recently recommended the following actions schools can take to maximize readiness for Grade 9 and college & careers:

Recommended Actions

- Develop early-warning mechanisms based on grades, attendance, & behavior
- Provide targeted, intensive academic support
- Take steps to reduce the number of absent and chronically absent students
- Ensure the curriculum is hands-on, collaborative, relevant, and engaging
- Provide information on college admission requirements and costs
- Have all students develop an individual learning plan by the end of 8th grade
- Begin career exploration in the middle grades
- Reduce the number of (and prioritize) middle grades content standards
- Develop formative and diagnostic assessments
- Implement middle grades end-of-course assessments
- Foster collaboration among middle grades and high school teachers
- Make sure teacher licensure represents an adequate level of content knowledge

Career Development Continuum

Preparing all Youth for Success in College, Career, and Life

Career Awareness	Career Exploration	Career Preparation
Learn about a wide variety of jobs and careers	*Explore, research, and plan for the future*	*Gain education, training, and work experience*
Classroom & School • Web Research • Guest Speakers • Career Interest Assessment • College & Career Fairs • Career Contextual Instruction • College Awareness	**Classroom & School** • Career Pathways, Courses, & Clubs • Integrated Curriculum • Classroom Simulations • Career Plan Development • Career-Focused Projects & Assignments • College Exploration	**Classroom & School** • Core Academic Preparation • Career Technical Courses & Programs • Work Skills Classes • Career-Related Project-Based Learning • Work Ready Certification • Occupational Certifications • College Preparation
Workplace • Industry Tours & Field Trips • Career & Job Fairs • Youth in the Workplace • Informational Interviews	**Workplace** • Job Shadowing • Career Mentoring • Community Projects	**Workplace** • Work Experience • Internships • Apprenticeships
Families & Neighborhood • Adult Interaction • Role Model Observation	**Families & Neighborhood** • Risk Taking • Role Playing	**Families & Neighborhood** • Skill Building • Progression of Responsibility

Educated

Engaged

Experienced

Aware

Skilled

Prepared

Connected

K-8 **9-16**

Awareness *Exploration* *Preparation*

Sonoma County Office of Education

Program Goals & Objectives

Expand knowledge of career options

Program Goals & Objectives

Expand knowledge of high school and post-secondary education/training options

Program Goals & Objectives

Increase perception of post-secondary relevance

Program Goals & Objectives

Increase understanding of career goals, interests, and aspirations

Program Goals & Objectives

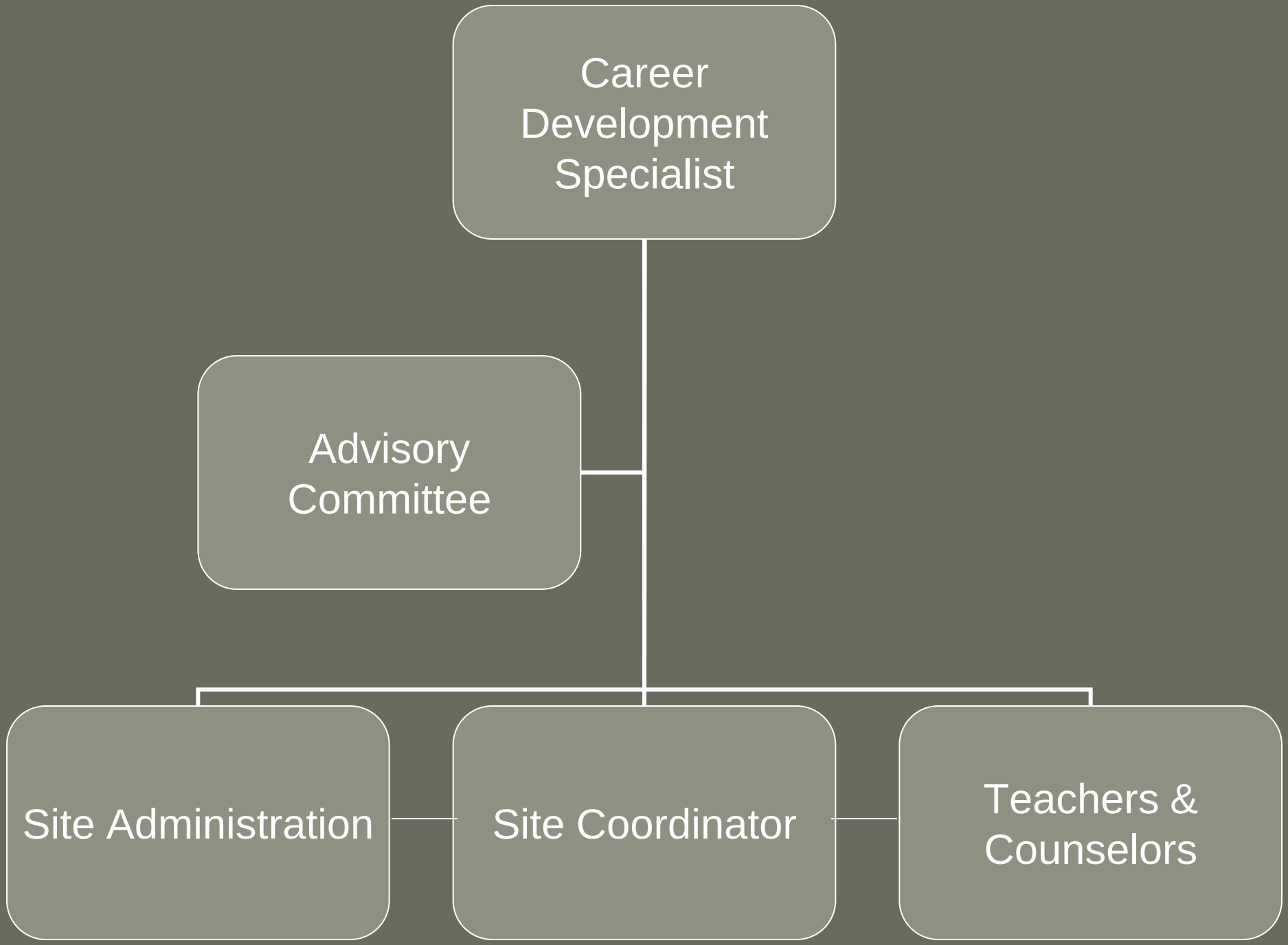
Increase awareness of middle school staffs regarding career development resources and educational options

Program Standards

(adopted from the GWU Freshman Transition Standards)

1. The student learns to project into the future and to understand the consequences of their actions and the choices made today.
2. The student completes formal assessments and surveys to help them establish and consolidate their identity, becoming “identity-achieved.”
3. The student analyzes the effect of personal interest and aptitudes upon educational and career planning.
4. The student recognizes the impact of career choice on personal lifestyle.
5. The student recognizes the impact their commitment to education has on their future lifestyle and life satisfaction.
6. The student demonstrates the skills to locate, analyze, and apply career information.
7. The student knows the process for career planning and educational preparation.
8. The student can apply the skill sets required to succeed in the classroom and the workforce.
9. The student demonstrates the importance of productive work habits and attitudes.
10. The student knows that many skills are common to a variety of careers and that these skills can be transferred from one career opportunity to another.
11. The student knows the effect change has on society and career opportunities.

Organizational Structure


Career Development Specialist
Advisory Committee
Site Administration
Site Coordinator
Teachers & Counselors

Program Coordinator Responsibilities

- Program goals and direction
- Site Coordinator recruitment and training
- Research, acquisition, and dissemination of career awareness/exploration curriculum
- Sponsor solicitation
- Budget management
- Liaison to professional organizations, CDE, and the State Legislature
- Marketing and promotional event planning
- Media and public relations
- Program evaluation and revision
- Overall program oversight and support

Site Coordinator Responsibilities

- Planning and implementation of program activities
- Participation in program planning meetings and trainings
- Recruit teachers/counselors for participation in career exploration activities
- Solicit information and suggestions from teachers/counselors regarding program activities
- Coach teachers/counselors on the implementation of career exploration activities
- Communicate program goals & activities to administration, faculty, and parents/guardians
- Assist Program Coordinator with the recruitment of business and community professionals to take part in school site's career exploration activities
- Liaison between the school site faculty and the Program Coordinator

Site Administration Responsibilities

- Provide general support for career awareness and exploration program
- Meet regularly with Site Coordinator to discuss program goals & activities
- Promote program to faculty and parents
- Explore and support delivery methods to reach widest possible audience

Teacher & Counselor Responsibilities

- Implement career awareness curriculum as part of regular classroom instruction and in student counseling sessions
- Participate in trainings and workshops on career awareness/exploration as necessary

Key Curriculum & Activities

The Real Game California

Being implemented in a variety of ways:

- Elective “wheel” or “rotation” (9-12 weeks straight)
- Core curriculum for year-long Career Exploration course
- Once-a-week over the course of year (e.g. every Friday)
- After-school or summer enrichment class

And by a number of disciplines:

- Variety of elective teachers
- English teachers
- Math teachers
- ELL teachers
- AVID teachers
- Special Education teachers

Step-Up Classes

- 8 to16 hour CTE “Mini-Courses” for middle school students at their partner high school
- After-school (e.g., 5 consecutive Wednesdays) or summer (e.g., three hours per day for one week)
- Benefits:
  - Opportunity for hands-on experience in high school pathway
  - Smoother transition from middle school to high school
  - Make connection to high school teacher
  - Recruitment/marketing opportunity for HS pathway programs

Career Day

- OPTIONAL FORMATS/FEATURES:
  - Keynote Speaker + two breakout sessions
  - Three breakout sessions
  - Pre-Activities:
    - Use of career interest inventories to identify careers
    - Survey/menu of speakers
    - Lesson on appropriate/inappropriate questions to ask presenters
    - Career-themed poster contest
  - Post-Activities:
    - Thank you notes
    - Debrief/review of learning
    - Career report/presentation on career of choice

Kuder Navigator

Career & Academic Planning System

Kuder Navigator

- Built-in assessments on career interests, skills, & work values
- Largest occupation database available
- Detailed information on over 7,000 technical schools, colleges, and universities
- The ability to do side-by-side comparisons of careers and colleges
- A multi-year planning template to track progress toward education and career goals
- Information on over 10,000 scholarships and financial aid programs
- Built-in e-portfolio
- Lifetime accounts

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User Name: **DanBlake51**

E-mail: **dblake@scoe.org**

Edit Account Information

New Messages: **(0)**

Total Received Messages: **(0)**

Check Your Messages

Welcome to *Kuder Navigator!*

This system is designed to help you explore the education and career opportunities available to you. Choose from the options on the navigation bar above and begin making decisions about your future.

The career planning process has multiple steps and options. Based on the status you selected when you signed on, the menu on the top has been tailor-made for you. Yet, you may not need all of these options, so you are free to start wherever you wish. Click on any one of the topics above in order to see what it has to offer you.

To Do List

Recommended Links

MyCareerSpace.biz: A career information website designed specifically for the youth of Sonoma County *(recommended by Sonoma County Office of Education)*

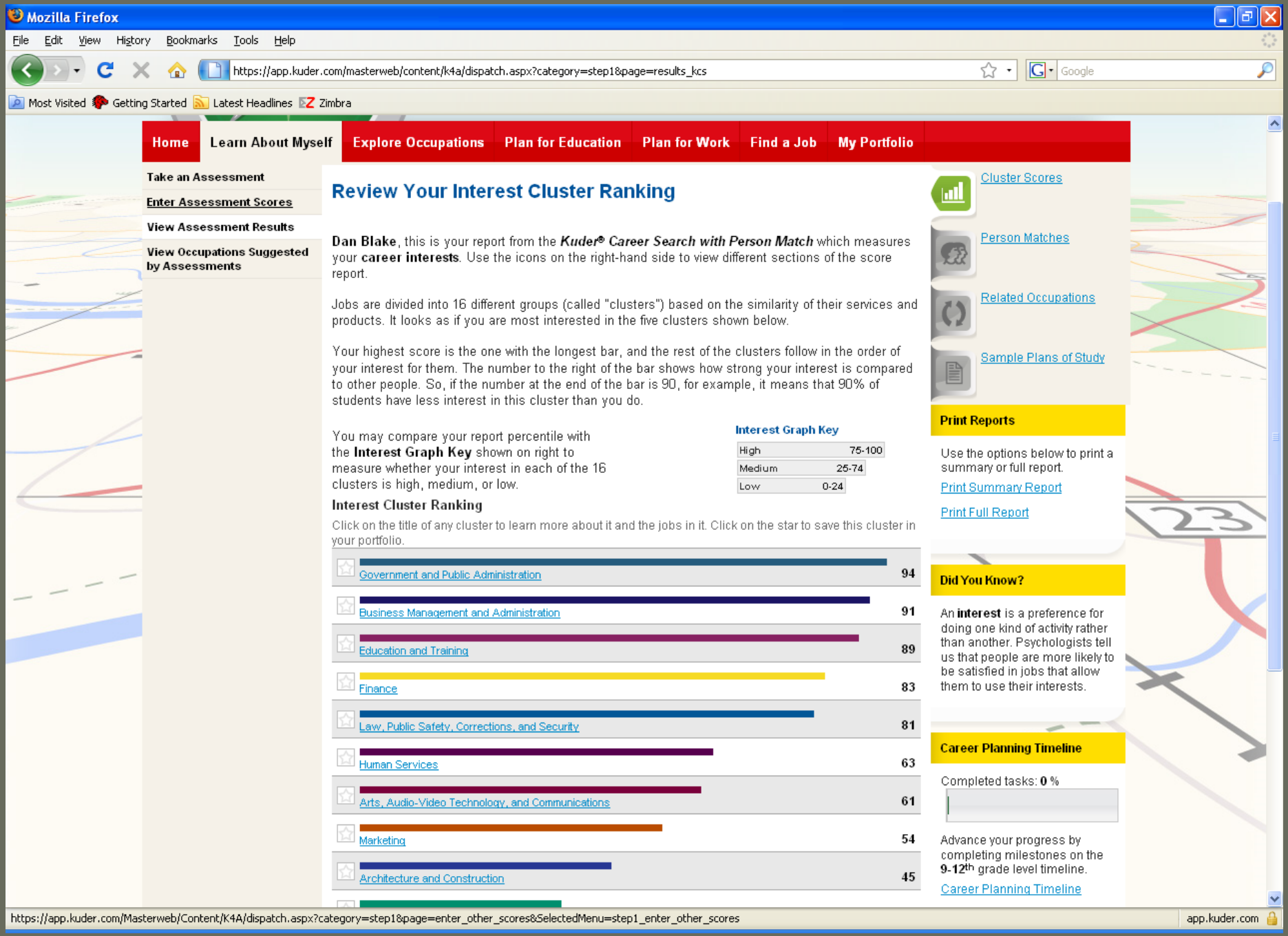
Career Planning Timeline

Completed tasks: **0** %

Advance your progress by completing milestones on the **9-12th** grade level timeline.

Career Planning Timeline

Done app.kuder.com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Find a Job
My Portfolio
Take an Assessment
Enter Assessment Scores
View Assessment Results
View Occupations Suggested by Assessments
Review Your Interest Cluster Ranking
Dan Blake, this is your report from the Kuder® Career Search with Person Match which measures your career interests. Use the icons on the right-hand side to view different sections of the score report.
Jobs are divided into 16 different groups (called "clusters") based on the similarity of their services and products. It looks as if you are most interested in the five clusters shown below.
Your highest score is the one with the longest bar, and the rest of the clusters follow in the order of your interest for them. The number to the right of the bar shows how strong your interest is compared to other people. So, if the number at the end of the bar is 90, for example, it means that 90% of students have less interest in this cluster than you do.
You may compare your report percentile with the Interest Graph Key shown on right to measure whether your interest in each of the 16 clusters is high, medium, or low.
Interest Graph Key
High 75-100
Medium 25-74
Low 0-24
Interest Cluster Ranking
Click on the title of any cluster to learn more about it and the jobs in it. Click on the star to save this cluster in your portfolio.
Government and Public Administration 94
Business Management and Administration 91
Education and Training 89
Finance 83
Law, Public Safety, Corrections, and Security 81
Human Services 63
Arts, Audio-Video Technology, and Communications 61
Marketing 54
Architecture and Construction 45
Cluster Scores
Person Matches
Related Occupations
Sample Plans of Study
Print Reports
Use the options below to print a summary or full report.
Print Summary Report
Print Full Report
Did You Know?
An interest is a preference for doing one kind of activity rather than another. Psychologists tell us that people are more likely to be satisfied in jobs that allow them to use their interests.
Career Planning Timeline
Completed tasks: 0 %
Advance your progress by completing milestones on the 9-12th grade level timeline.
Career Planning Timeline
https://app.kuder.com/Masterweb/Content/K4A/dispatch.aspx?category=step1&page=enter_other_scores&SelectedMenu=step1_enter_other_scores
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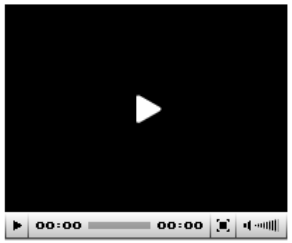
Occupational Exploration by Clusters and Pathways

All occupations are divided into career clusters, or groups. Explore the clusters by clicking on their icons below, or rotate them by using the slider bar. When you see a title that interests you, click on its icon in order to see a description, a video, and a sample high school plan. If you like the cluster, click on the star above its description to save it in your portfolio.

Explore Career Clusters

Video



Law, Public Safety, Corrections, and Security

Planning, managing, and providing legal, public safety, protective services and homeland security, including professional and technical support services.

Career Pathways for: Law, Public Safety, Corrections, and Security

Occupations that belong to this cluster are listed below by their typical educational level. Click on the plus (+) sign in front of an educational level to see the titles of occupations. Click on the title of an occupation to see its description. You may explore additional clusters in this career field, or change the career field listed above in order to see different clusters.

- Correction Services
- Emergency and Fire Management Services
- Law Enforcement Services
- Legal Services
- Security and Protective Services

Sample High School Plan

View Sample High School Plan

Organization of Career Fields and Clusters

View a graphic that shows how the 16 career clusters are related to the 6 career fields.

View a Graphic

Career Planning Timeline

Completed tasks: **0 %**

Advance your progress by completing milestones on the **9-12th** grade level timeline.

Career Planning Timeline

maintain order; enforce laws and ordinances; issue traffic summonses; investigate accidents; present evidence in court; serve legal documents for the court system; and apprehend, arrest and process prisoners.

Occupations | Programs Of Study

High School Completion

There are no results to display

High School Completion & up to 2 Years Beyond

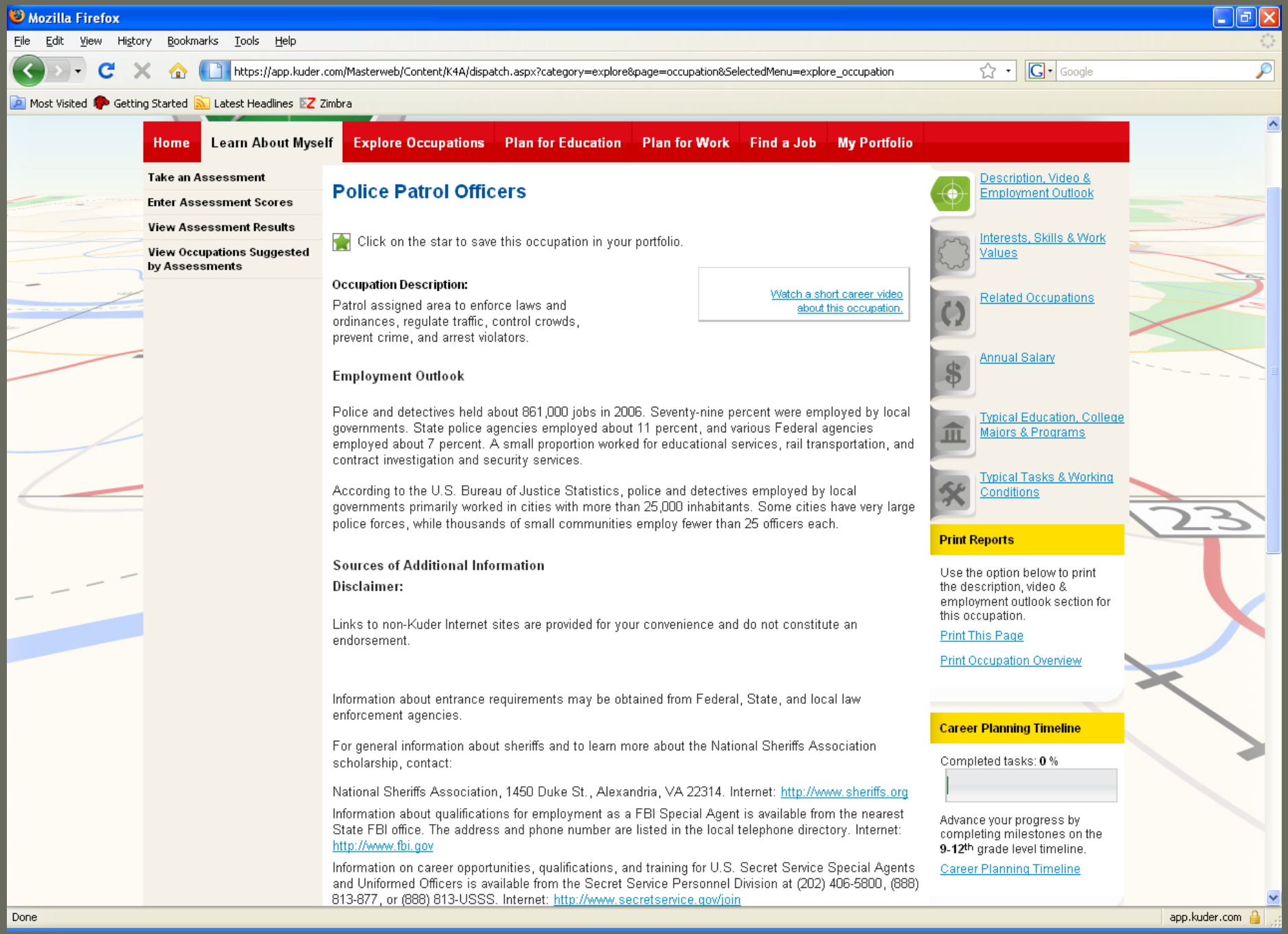
- Animal Control Workers
- Bailiffs
- Parking Enforcement Workers

Associates Degree or Certificate

- Correctional Officers and Jailers
- First-Line Supervisors/Managers of Police and Detectives
- Police Detectives
- Police Identification and Records Officers
- Police Patrol Officers
- Sheriffs and Deputy Sheriffs
- Transit and Railroad Police

Four-Year Degree

- Criminal Investigators and Special Agents
- Forensic Science Technicians
- Immigration and Customs Inspectors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Find a Job
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Take an Assessment
Enter Assessment Scores
View Assessment Results
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Police Patrol Officers
Click on the star to save this occupation in your portfolio.
Occupation Description:
Patrol assigned area to enforce laws and ordinances, regulate traffic, control crowds, prevent crime, and arrest violators.
Watch a short career video about this occupation.
Employment Outlook
Police and detectives held about 861,000 jobs in 2006. Seventy-nine percent were employed by local governments. State police agencies employed about 11 percent, and various Federal agencies employed about 7 percent. A small proportion worked for educational services, rail transportation, and contract investigation and security services.
According to the U.S. Bureau of Justice Statistics, police and detectives employed by local governments primarily worked in cities with more than 25,000 inhabitants. Some cities have very large police forces, while thousands of small communities employ fewer than 25 officers each.
Sources of Additional Information
Disclaimer:
Links to non-Kuder Internet sites are provided for your convenience and do not constitute an endorsement.
Information about entrance requirements may be obtained from Federal, State, and local law enforcement agencies.
For general information about sheriffs and to learn more about the National Sheriffs Association scholarship, contact:
National Sheriffs Association, 1450 Duke St., Alexandria, VA 22314. Internet: http://www.sheriffs.org
Information about qualifications for employment as a FBI Special Agent is available from the nearest State FBI office. The address and phone number are listed in the local telephone directory. Internet: http://www.fbi.gov
Information on career opportunities, qualifications, and training for U.S. Secret Service Special Agents and Uniformed Officers is available from the Secret Service Personnel Division at (202) 406-5800, (888) 813-877, or (888) 813-USSS. Internet: http://www.secretservice.gov/join
Description, Video & Employment Outlook
Interests, Skills & Work Values
Related Occupations
Annual Salary
Typical Education, College Majors & Programs
Typical Tasks & Working Conditions
Print Reports
Use the option below to print the description, video & employment outlook section for this occupation.
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Print Occupation Overview
Career Planning Timeline
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Career Planning Timeline
Done
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- Take an Assessment
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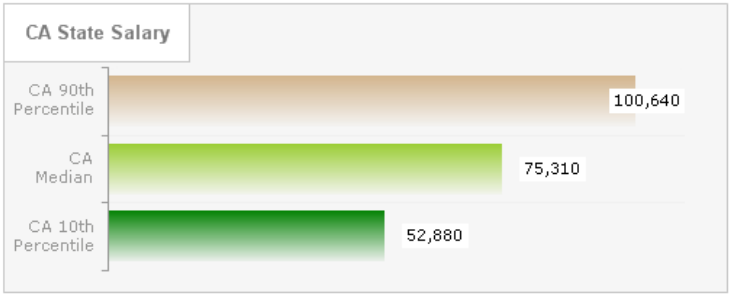
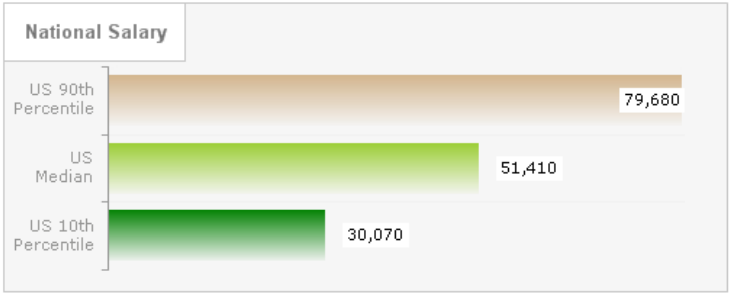
Police Patrol Officers

Click on the star to save this occupation in your portfolio.

State Annual Salary California



National Annual Salary



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Information about Occupations — Kuder systems provide descriptions of all occupations contained in O*Net, developed by the U.S. Department of Labor. Additional information is taken from two other U.S. Department of Labor sources, the Occupational Outlook Handbook and the CareerInfoNet web site (www.acinet.org). The information in Kuder systems is

- Description, Video & Employment Outlook
- Interests, Skills & Work Values
- Related Occupations
- Annual Salary
- Typical Education, College Majors & Proams
- Typical Tasks & Working Conditions

Print Reports

Use the option below to print the annual salary section for this occupation.

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Print Occupation Overview

Career Planning Timeline

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Learn More

Police Patrol Officers

Click on the star to save this occupation in your portfolio.

Percent of Workers in the Occupation Who Have Completed

High School or less: **16%**

Some College: **52%**

College or more: **33%**

Typical Education

Education:

Long-term on-the-job training
Typically requires training in vocational schools, related on-the-job experience, or an associate's degree. May require a bachelor's degree.

Experience:

Previous work-related skill, knowledge, or experience is required for this occupation.

Training:

Employees in this occupation usually need one or two years of training involving both on-the-job experience and informal training with experienced workers.

Suggested College and Postsecondary Majors

Homeland Security, Law Enforcement, Firefighting and Related Protective Services

Suggested Instructional Programs

Criminal Justice/Police Science

Criminalistics and Criminal Science

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Description, Video & Employment Outlook
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Typical Education, College Majors & Programs
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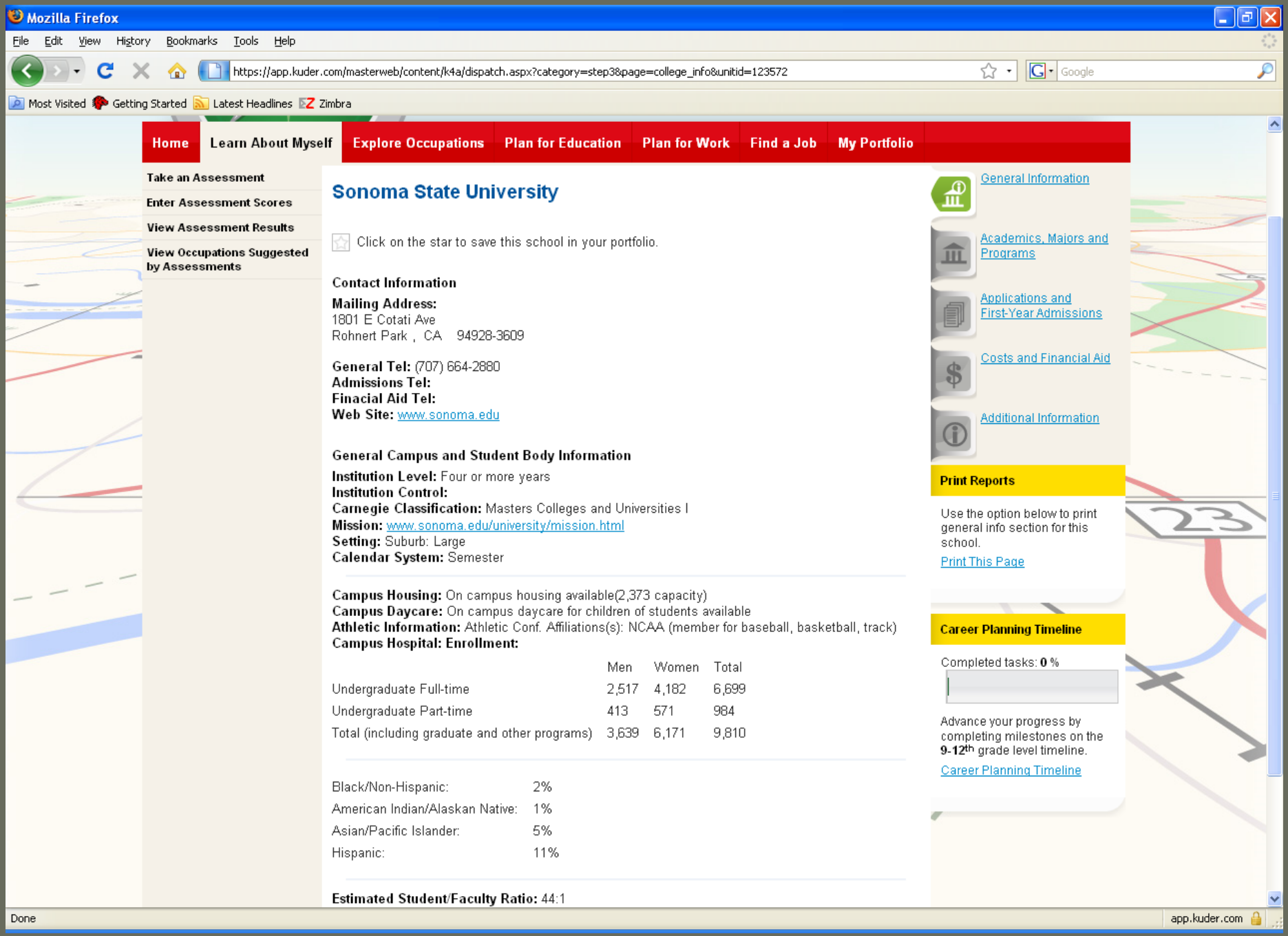
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Sonoma State University
Click on the star to save this school in your portfolio.
Contact Information
Mailing Address:
1801 E Cotati Ave
Rohnert Park , CA 94928-3609
General Tel: (707) 664-2880
Admissions Tel:
Finacial Aid Tel:
Web Site: www.sonoma.edu
General Campus and Student Body Information
Institution Level: Four or more years
Institution Control:
Carnegie Classification: Masters Colleges and Universities I
Mission: www.sonoma.edu/university/mission.html
Setting: Suburb: Large
Calendar System: Semester
Campus Housing: On campus housing available(2,373 capacity)
Campus Daycare: On campus daycare for children of students available
Athletic Information: Athletic Conf. Affiliations(s): NCAA (member for baseball, basketball, track)
Campus Hospital: Enrollment:
Men Women Total
Undergraduate Full-time 2,517 4,182 6,699
Undergraduate Part-time 413 571 984
Total (including graduate and other programs) 3,639 6,171 9,810
Black/Non-Hispanic: 2%
American Indian/Alaskan Native: 1%
Asian/Pacific Islander: 5%
Hispanic: 11%
Estimated Student/Faculty Ratio: 44:1
General Information
Academics, Majors and Programs
Applications and First-Year Admissions
Costs and Financial Aid
Additional Information
Print Reports
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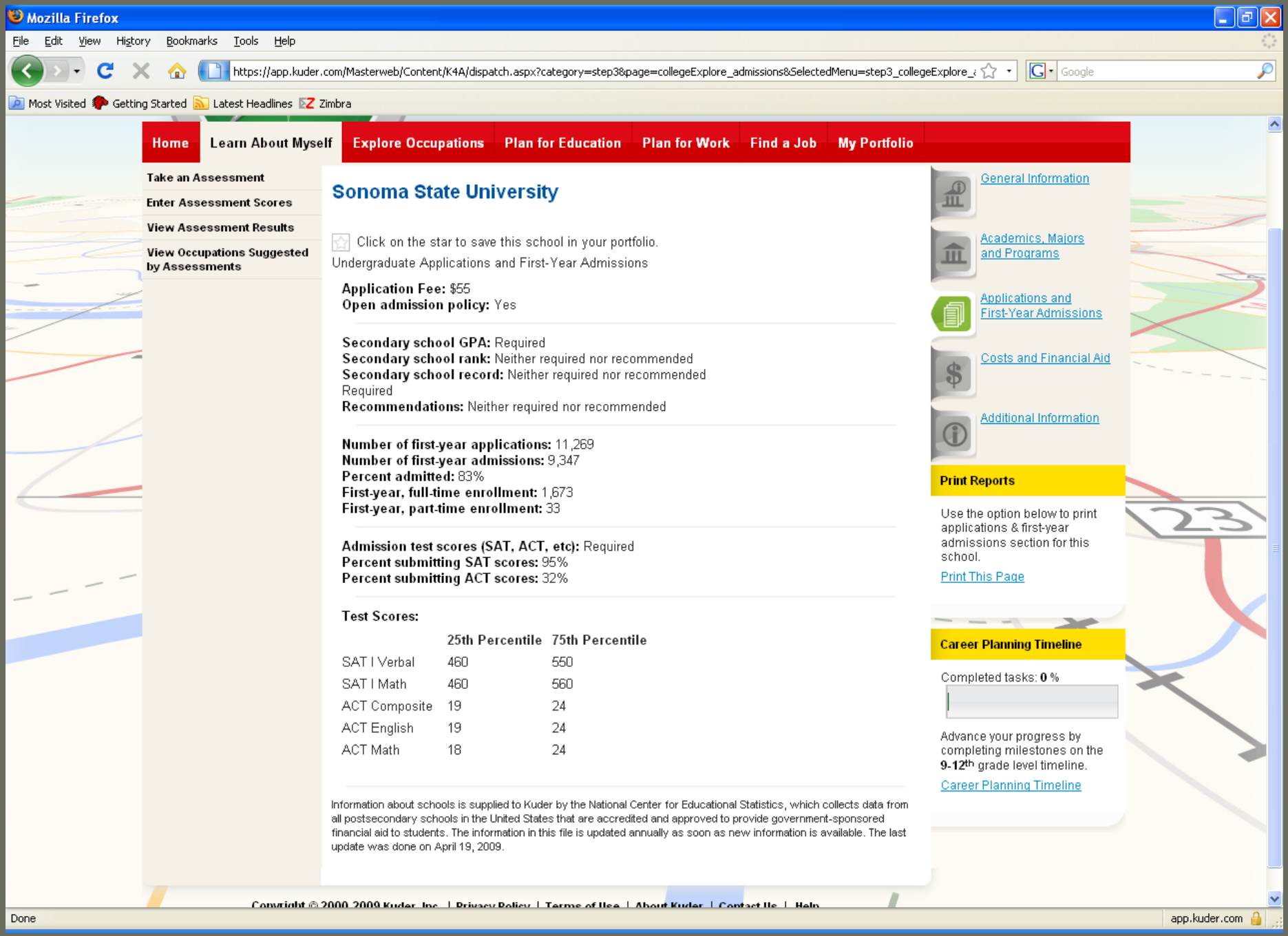
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View Assessment Results
View Occupations Suggested by Assessments
Sonoma State University
Click on the star to save this school in your portfolio.
Undergraduate Applications and First-Year Admissions
Application Fee: $55
Open admission policy: Yes
Secondary school GPA: Required
Secondary school rank: Neither required nor recommended
Secondary school record: Neither required nor recommended
Required
Recommendations: Neither required nor recommended
Number of first-year applications: 11,269
Number of first-year admissions: 9,347
Percent admitted: 83%
First-year, full-time enrollment: 1,673
First-year, part-time enrollment: 33
Admission test scores (SAT, ACT, etc): Required
Percent submitting SAT scores: 95%
Percent submitting ACT scores: 32%
Test Scores:
25th Percentile 75th Percentile
SAT I Verbal 460 550
SAT I Math 460 560
ACT Composite 19 24
ACT English 19 24
ACT Math 18 24
Information about schools is supplied to Kuder by the National Center for Educational Statistics, which collects data from all postsecondary schools in the United States that are accredited and approved to provide government-sponsored financial aid to students. The information in this file is updated annually as soon as new information is available. The last update was done on April 19, 2009.
General Information
Academics, Majors and Programs
Applications and First-Year Admissions
Costs and Financial Aid
Additional Information
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Sonoma State University

Click on the star to save this school in your portfolio.

Costs and Financial Aid

Tuition:

	In State	In District	Out of State
Tuition (academic year):	$4,272	$4,272	$14,442
Charge per credit hour:	$0	$0	$339

Other Estimated Expenses:

Books and supplies (academic year):	$1,656
Room and board on campus:	$10,115
Other expenses on campus:	$3,990
Room and board off campus:	$11,472
Other expenses off campus:	$4,008
Other expenses off campus with family:	$4,260

Find more tuition and fee information as reported to the National Center for Education Statistics.

Financial Aid:

Type of Aid	Percent Receiving	Average Amount
Federal Grant	14%	$4,101
State Grant	20%	$2,154
Institutional Grant	19%	$3,002
Loan	32%	$4,096

Percent receiving any type of financial aid: 29%

Find Financial Aid

Information about schools is supplied to Kuder by the National Center for Educational Statistics, which collects data from all postsecondary schools in the United States that are accredited and approved to provide government-sponsored financial aid to students. The information in this file is updated annually as soon as new information is available. The last update was done on April 19, 2009.

General Information
Academics, Majors and Programs
Applications and First-Year Admissions
Costs and Financial Aid
Additional Information

Print Reports

Use the option below to print costs & financial aid section for this school.

Print This Page

Career Planning Timeline

Completed tasks: **0** %

Advance your progress by completing milestones on the **9-12th** grade level timeline.

Career Planning Timeline

Done
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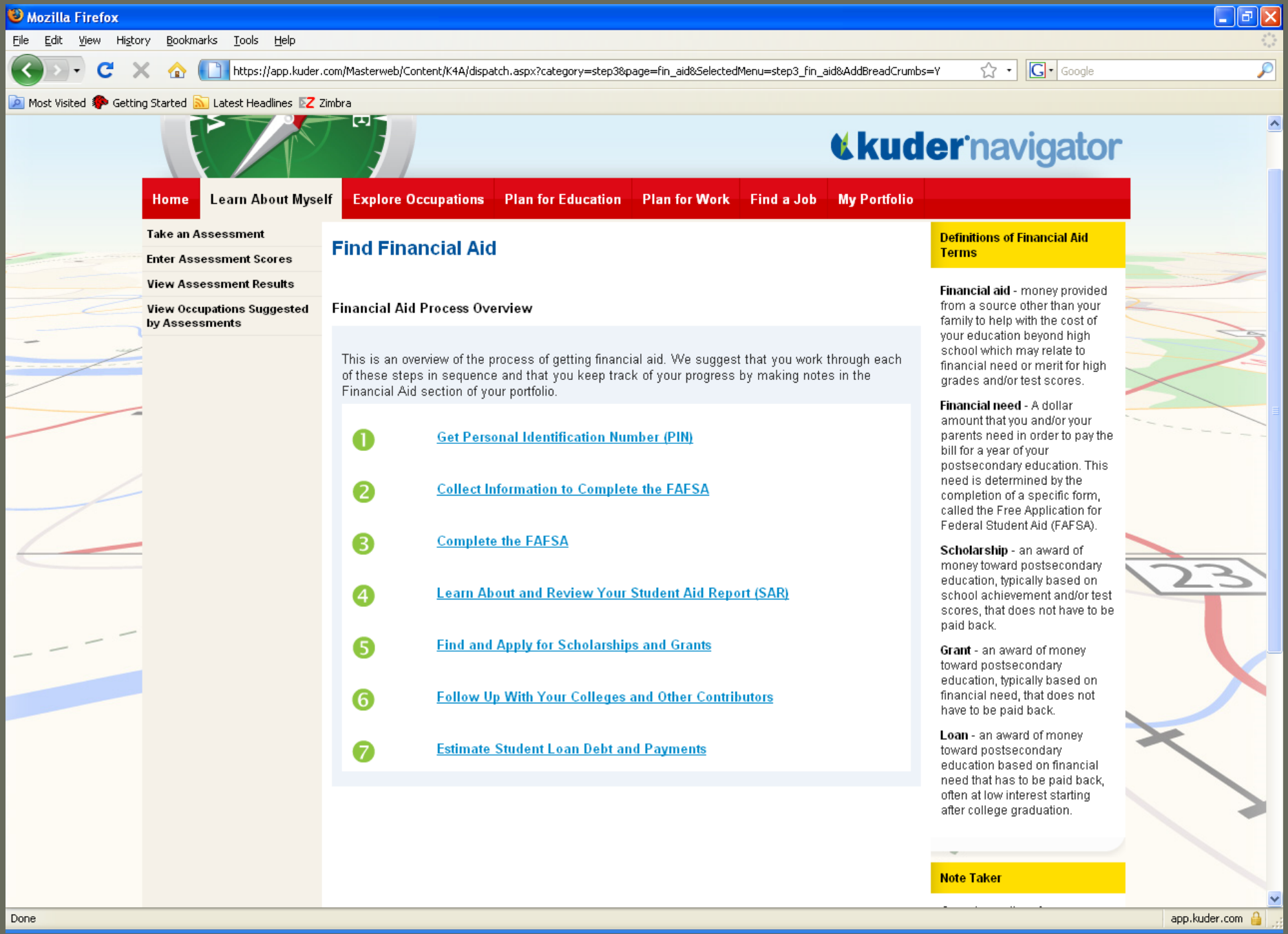
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Explore Occupations
Plan for Education
Plan for Work
Find a Job
My Portfolio
Take an Assessment
Enter Assessment Scores
View Assessment Results
View Occupations Suggested by Assessments
Find Financial Aid
Financial Aid Process Overview
This is an overview of the process of getting financial aid. We suggest that you work through each of these steps in sequence and that you keep track of your progress by making notes in the Financial Aid section of your portfolio.
1 Get Personal Identification Number (PIN)
2 Collect Information to Complete the FAFSA
3 Complete the FAFSA
4 Learn About and Review Your Student Aid Report (SAR)
5 Find and Apply for Scholarships and Grants
6 Follow Up With Your Colleges and Other Contributors
7 Estimate Student Loan Debt and Payments
Definitions of Financial Aid Terms
Financial aid - money provided from a source other than your family to help with the cost of your education beyond high school which may relate to financial need or merit for high grades and/or test scores.
Financial need - A dollar amount that you and/or your parents need in order to pay the bill for a year of your postsecondary education. This need is determined by the completion of a specific form, called the Free Application for Federal Student Aid (FAFSA).
Scholarship - an award of money toward postsecondary education, typically based on school achievement and/or test scores, that does not have to be paid back.
Grant - an award of money toward postsecondary education, typically based on financial need, that does not have to be paid back.
Loan - an award of money toward postsecondary education based on financial need that has to be paid back, often at low interest starting after college graduation.
Note Taker
Done
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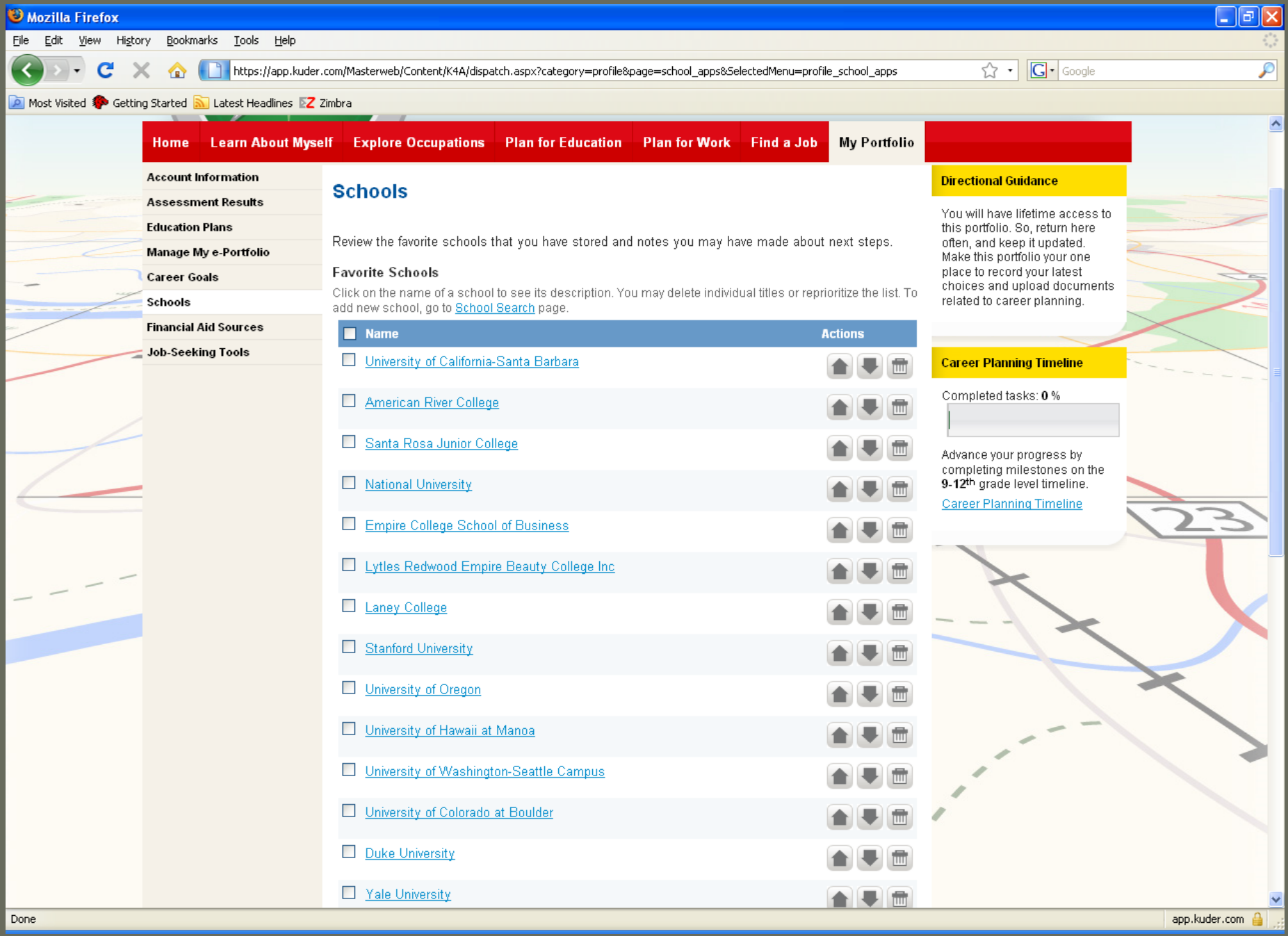
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Learn About Myself
Explore Occupations
Plan for Education
Plan for Work
Find a Job
My Portfolio
Account Information
Assessment Results
Education Plans
Manage My e-Portfolio
Career Goals
Schools
Financial Aid Sources
Job-Seeking Tools
Schools
Review the favorite schools that you have stored and notes you may have made about next steps.
Favorite Schools
Click on the name of a school to see its description. You may delete individual titles or reprioritize the list. To add new school, go to School Search page.
Name
Actions
University of California-Santa Barbara
American River College
Santa Rosa Junior College
National University
Empire College School of Business
Lytles Redwood Empire Beauty College Inc
Laney College
Stanford University
University of Oregon
University of Hawaii at Manoa
University of Washington-Seattle Campus
University of Colorado at Boulder
Duke University
Yale University
Directional Guidance
You will have lifetime access to this portfolio. So, return here often, and keep it updated. Make this portfolio your one place to record your latest choices and upload documents related to career planning.
Career Planning Timeline
Completed tasks: 0 %
Advance your progress by completing milestones on the 9-12th grade level timeline.
Career Planning Timeline
Done
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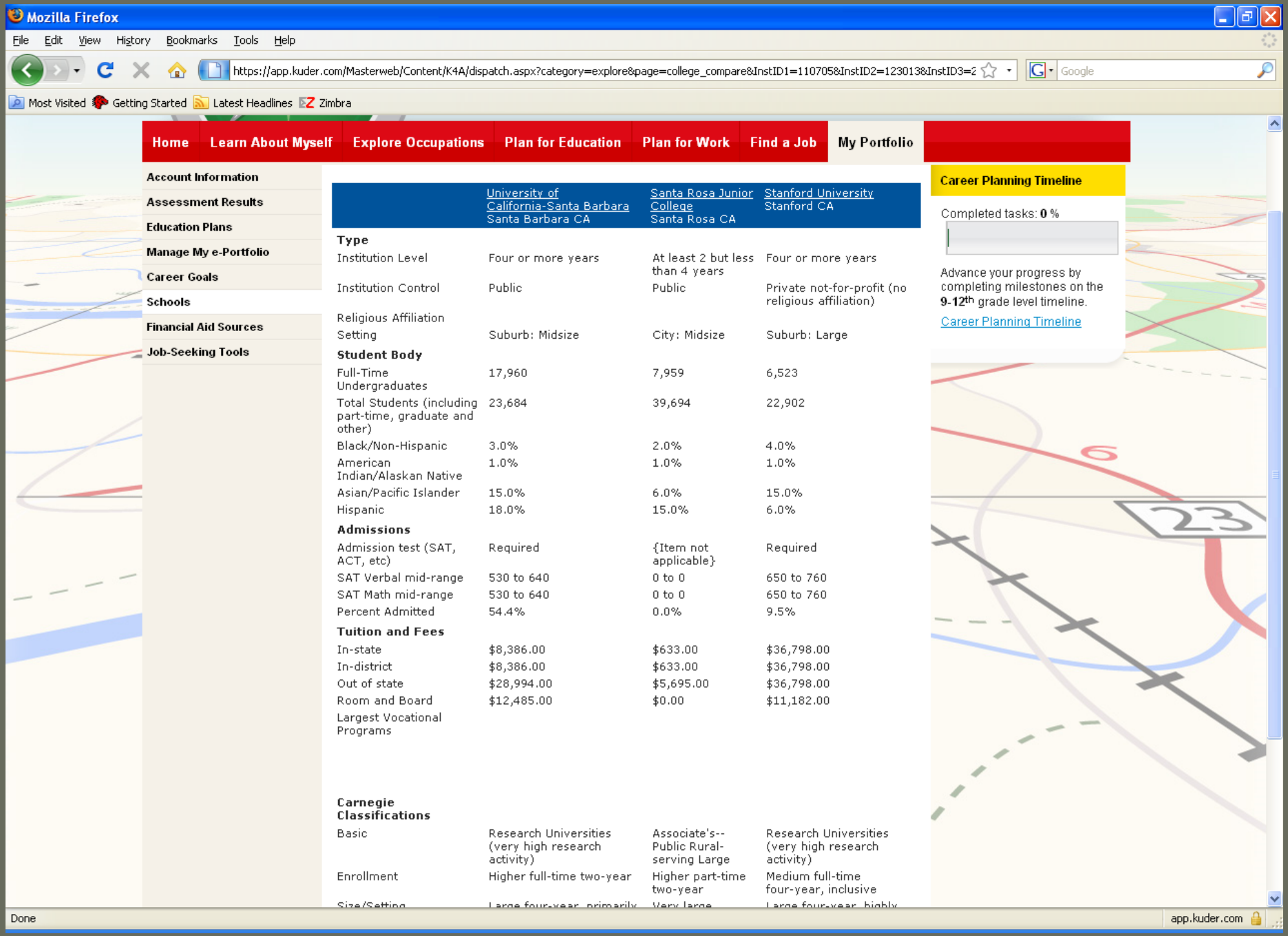
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Plan for Education
Plan for Work
Find a Job
My Portfolio
Account Information
Assessment Results
Education Plans
Manage My e-Portfolio
Career Goals
Schools
Financial Aid Sources
Job-Seeking Tools
University of California-Santa Barbara
Santa Barbara CA
Santa Rosa Junior College
Santa Rosa CA
Stanford University
Stanford CA
Type
Institution Level
Four or more years
At least 2 but less than 4 years
Four or more years
Institution Control
Public
Public
Private not-for-profit (no religious affiliation)
Religious Affiliation
Setting
Suburb: Midsize
City: Midsize
Suburb: Large
Student Body
Full-Time Undergraduates
17,960
7,959
6,523
Total Students (including part-time, graduate and other)
23,684
39,694
22,902
Black/Non-Hispanic
3.0%
2.0%
4.0%
American Indian/Alaskan Native
1.0%
1.0%
1.0%
Asian/Pacific Islander
15.0%
6.0%
15.0%
Hispanic
18.0%
15.0%
6.0%
Admissions
Admission test (SAT, ACT, etc)
Required
{Item not applicable}
Required
SAT Verbal mid-range
530 to 640
0 to 0
650 to 760
SAT Math mid-range
530 to 640
0 to 0
650 to 760
Percent Admitted
54.4%
0.0%
9.5%
Tuition and Fees
In-state
$8,386.00
$633.00
$36,798.00
In-district
$8,386.00
$633.00
$36,798.00
Out of state
$28,994.00
$5,695.00
$36,798.00
Room and Board
$12,485.00
$0.00
$11,182.00
Largest Vocational Programs
Carnegie Classifications
Basic
Research Universities (very high research activity)
Associate's--Public Rural-serving Large
Research Universities (very high research activity)
Enrollment
Higher full-time two-year
Higher part-time two-year
Medium full-time four-year, inclusive
Career Planning Timeline
Completed tasks: 0 %
Advance your progress by completing milestones on the 9-12th grade level timeline.
Career Planning Timeline
Done
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Career Goals

Most Important Work Values

Click on the title of each item to read its description.

Name	Actions
Creativity	
Challenge	
Variety	
Prestige	
Achievement	

Favorite Clusters

Click on the title of each item to read its description. You may delete individual titles or reprioritize the list.

Name	Actions
There are no favorites to display.	

Favorite Pathways

Click on the title of each item to read its description. You may delete individual titles or reprioritize the list.

Name	Actions
Teaching and Training	
Administrative and Administrative Support	
Public Management and Administration	
Governance	

Favorite Occupations

Click on the title of each item to read its description. You may delete individual titles or reprioritize the list. To compare occupations, select a checkmark box in front of two or three titles and click on **compare**.

Name	Actions
Chemical Technicians	
Middle School Teachers, Except Special and Vocational Education	
Police Patrol Officers	
Secondary School Teachers, Except Special and Vocational Education	

Directional Guidance

You will have lifetime access to this portfolio. So, return here often, and keep it updated. Make this portfolio your one place to record your latest choices and upload documents related to career planning.

Career Planning Timeline

Completed tasks: **0** %

Advance your progress by completing milestones on the **9-12th** grade level timeline.

Career Planning Timeline

Compare Occupations

	Middle School Teachers, Except Special and Vocational Education	Police Patrol Officers	Political Scientists
Information			
Description	Teach students in public or private schools in one or more subjects at the middle, intermediate, or junior high level, which falls between elementary and senior high school as defined by applicable State laws and regulations.	Patrol assigned area to enforce laws and ordinances, regulate traffic, control crowds, prevent crime, and arrest violators.	Study the origin, development, and operation of political systems. Research a wide range of subjects, such as relations between the United States and foreign countries, the beliefs and institutions of foreign nations, or the politics of small towns or a major metropolis. May study topics, such as public opinion, political decision making, and ideology. May analyze the structure and operation of governments, as well as various political entities. May conduct public opinion surveys, analyze election results, or analyze public documents.
State Salary	$60,920.00	$75,310.00	$77,240.00
College Majors	Education	Homeland Security, Law Enforcement, Firefighting and Related Protective Services	Multi/Interdisciplinary Studies
Typical Education	Bachelor's degree	Long-term on-the-job training	Master's degree
Employment Outlook	Employment of preschool, kindergarten, elementary, middle, and secondary school teachers is projected to grow about as fast as average. Job prospects are expected to be favorable, with particularly good prospects for teachers in high-demand fields like	Job opportunities in most local police departments will be excellent for qualified individuals, while competition is expected for jobs in State and Federal agencies. Average employment growth is expected.	Overall employment is projected to grow about as fast as average, but varies by detailed occupation. Job seekers may face competition, and those with higher educational attainment will have the best prospects. ***Employment change.*** Overall employment of social scientists

Career Planning Timeline

Completed tasks: **0 %**

Advance your progress by completing milestones on the **9-12th** grade level timeline.

Career Planning Timeline

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- Résumé
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Welcome to my portfolio. Please take a few moments to review my resume and the other information I have posted here.

Contact Me

Email:
dblake@scoe.org

Phone:
7075242780

Done

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Welcome to the *Kuder® Administrative Database Management System*! This product offers you a wide array of reports, tools and resources, and administrative options that are very easy to use. Explore the new capabilities of the ADMS to ease users' experience in the Kuder systems; help maximize usage of the different solutions we offer you; and collect information that is useful when creating or planning career programs.

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My Profile

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E-mail: **dblake@scoe.org**
Edit Account Information

Latest Communications

Check Your Messages

Alerts
View Alerts

Curriculum Resources

- DYF

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Final Thoughts…

Building School-Wide Support

- Create committee or planning team to plan activities & share ideas
- Start with “low-hanging fruit”
- Let others come on board gradually
- Provide concrete examples of how career exploration can fit in all disciplines

Engaging Your Local Community

- Educate community about value of “working upstream”
- Create opportunities for community members to share expertise (e.g., Career Days, workplace tours, guest speakers, informational interviews)
- Implement “Adopt-a-School” campaign

Planning Activities/Handouts

- Stakeholder Analysis Matrix
- Soliciting Buy-in
- Integrating Across the Curriculum
- Institutionalizing the Program
- To Do List & Action Plan

Contact Information

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