

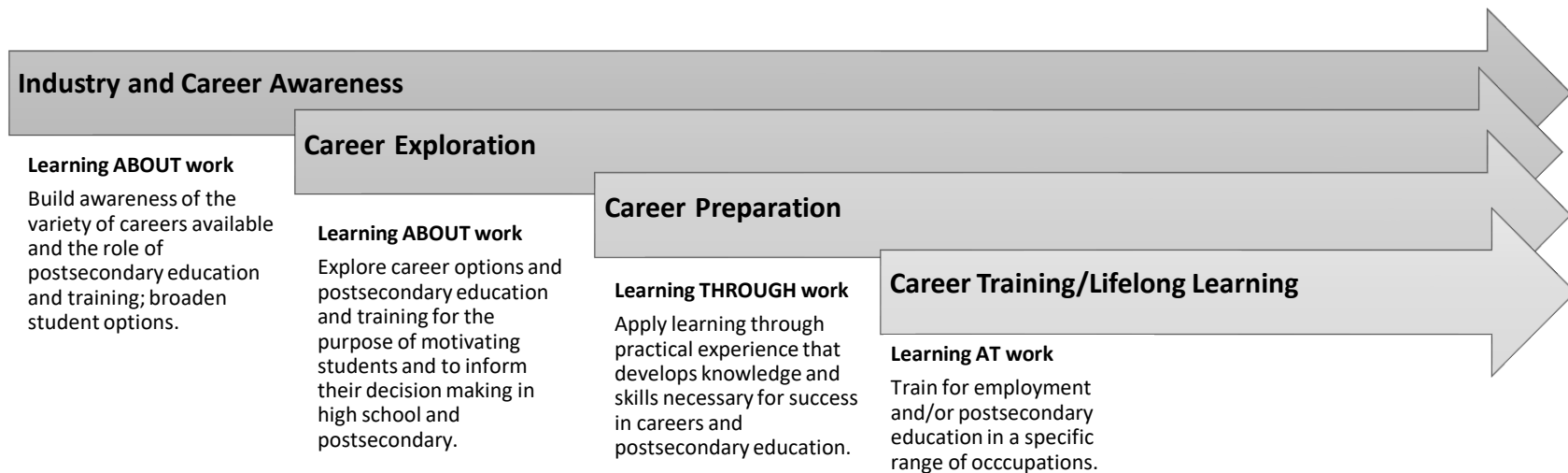
Westbrook High School Career Connections Framework

A Framework for Career/College Readiness

Westbrook High School is committed to educating all students so that each student achieves their unique potential as a 21st Century learner. Westbrook High School also believes that students learn best when they are actively engaged in their learning experiences.

Westbrook High School strives to provide students with opportunities to apply academic learning through engagement in authentic workplace experiences that focus on preparing students for all postsecondary career/college options. The Westbrook High School Continuum of Career Connections Framework describes the types of activities through which students can develop a realistic vision and plan for their futures beginning in Grade 9 through Grade 12 and beyond. Participation in a variety of activities along the continuum will prepare students for the workplace and future training, including college, apprenticeships, and on-the-job training opportunities.

Continuum of Career Connections Activities Beginning in Grade 9 through Grade 12 and Beyondⁱ



Components of the Westbrook High School Career Connections Framework

Westbrook High School, with the support of the Town of Westbrook, business/industry partners, and other community partners, seeks to provide a continuum of Career Connections activities to enhance career/college readiness for all students. The school will do so through implementation of activities aligned to the three components of its Career Connections Frameworkⁱⁱ:

- alignment of classroom and workplace learning;
- application of academic, technical and employability skills in a work setting; and,
- support from classroom or workplace mentors.



The tables on the following pages describe the types of activities within each component of the frameworkⁱⁱⁱ.



Alignment of Classroom and Workplace Learning

Comprehensive Career Connections experiences aligned to classroom and workplace learning:

- help meet industry demands for a more skilled workforce by providing opportunities for students to receive training, learn skills, and gain experience in all aspects of an industry;
- map academic content to authentic workplace tasks and integrate classroom instruction;
- allow students to reflect on their learning process and experience; and,
- require training for teachers on how to integrate career connections experiences into curriculum and instruction.

Activity along the Continuum	Purpose	Sample Student Learning Outcome	Experience Defined by:	Sample Experiences:
Industry and Career Awareness	<ul style="list-style-type: none"> • Foster career and workplace awareness • Promote career exploration • Strengthen motivation and informed decision-making skills • Learn workplace norms and employer expectations • Learn about personal interests and aptitudes 	<ul style="list-style-type: none"> • Student can explain the importance of postsecondary education and training following high school graduation and its importance to success in that field. • Student can describe a variety of career pathway options. • Student can describe how basic skills such as math and reading are used in the workplace. 	<ul style="list-style-type: none"> • One-time interaction with partner(s) often for a group of students • Designed primarily by adults to broaden student's awareness of a wide variety of careers and occupations 	<ul style="list-style-type: none"> • Workplace tour • Guest speaker shares how academic content is used in the workplace • Guest speaker for the purpose of learning about career options • Career Expo • Visit parents at work • Advisory or classroom assignments focused on learning about occupations, local and state-wide business and industry • Career interest inventories • Career counseling • Teacher externships • Curriculum advising from business, industry and community partners
Career Exploration	<ul style="list-style-type: none"> • Explore career options and postsecondary requirements for purpose of motivation and to inform decision-making in high school and postsecondary education • Promote deeper understanding of potential careers • To provide opportunities for investigation of an industry, career or occupation of interest 	<ul style="list-style-type: none"> • Student can give examples of how individual skills and interests relate to the career field and/or occupations. • Student can explain basic knowledge and skills required for success in college and careers in the field. • Student can describe how postsecondary experiences connect to a career path of interest. • Student can describe and use multiple resources to find jobs. 	<ul style="list-style-type: none"> • One-time interaction with partner(s) for a single student or a small group • Connected to emerging student interests • Student takes an active role in selecting and shaping the experience • Depth in particular career fields • Builds skills necessary for in-depth work-based learning 	<ul style="list-style-type: none"> • Job shadow • Virtual exchange with a partner • Student Success Plan • Workplace visits with career information interviews • Classroom visits from employers with career information interviews • Career courses • Career counseling • Lesson plans connecting course standards to careers applications • Participation in career-technical student organizations

Career Preparation	<ul style="list-style-type: none"> • Apply learning through practical experience that develops knowledge and skills necessary for success in careers and postsecondary education • In-depth discovery of a particular career • Develop skills and understanding of the education or training needed in a particular industry or occupation 	<ul style="list-style-type: none"> • Student can explain how the workplace functions and the skills required to succeed. • Student can demonstrate ability to apply for employment (write a resume, complete an application, interview) • Student can demonstrate appropriate business dress, behavior and etiquette. • Student can explain elements and importance of workplace safety. • Student demonstrates general work-related skills including collaboration, effective communication, creativity, critical thinking and taking initiative. • Student works effectively as a member of a team, with respect for diverse perspectives and strengths. 	<ul style="list-style-type: none"> • Direct interaction with partners over time • Application of skills transferable to a variety of careers • Activities have consequences and value beyond success in the classroom • Learning for the student and benefit to the partner are equally valued • School staff develop instruction to ensure that students are work-ready before going out on a job; students matched by interests and knowledge; and teaching students to take responsibility for their own learning in school so that they will be successful at the workplace (asking questions, taking initiative and solving problems) 	<ul style="list-style-type: none"> • Project- or problem-based learning with multiple interactions with professionals • Student-run enterprise with partner involvement • Technical mentoring through online interactions with partners • Projects with partners through industry student organizations • Service learning and social enterprises with partners • Student Success Planning • Dual enrollment courses • Advanced career-technical education courses • Lesson plans connecting course standards to authentic workplace applications • Teacher externships
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Application of Academic, Technical and Employability Skills in a Work Setting

Comprehensive Career Connections experiences that apply academic, technical and employability skills in a work setting:

- are based on rigorous academic and employability skill requirements; and,
- include in-depth and hands-on experiences (either on-site or through simulated/virtual methods), with activities ranging from career awareness and exploration to career preparation and training.

Activity along the Continuum:	Purpose	Sample Student Learning Outcome	Experience Defined by:	Sample Experiences:
Career Exploration	<ul style="list-style-type: none"> • Explore career options and postsecondary requirements for purpose of motivation and to inform decision-making in high school and postsecondary education • Promote deeper understanding of potential careers • Provide opportunities for investigation of a particular industry, career or occupation of interest 	<ul style="list-style-type: none"> • Student can give at least two examples of how the student's individual skills and interests relate to the career field and/or occupations. • Student can explain basic knowledge and skills required for success in college and careers in the field. • Student can describe how postsecondary experiences connect to a career path of interest. • Students can explain the options available and the importance of postsecondary education or training. • Student can describe and use multiple resources to find jobs. 	<ul style="list-style-type: none"> • Interactions with partner(s) for a single student or a small group • Connected to emerging student interests • Student takes an active role in selecting and shaping the experience • Depth in particular career fields • Builds skills necessary for in-depth work-based learning 	<ul style="list-style-type: none"> • Project- or problem-based learning with multiple interactions with professionals • Technical mentoring through online interactions with partners • Internship Fair
Career Preparation	<ul style="list-style-type: none"> • Apply learning through practical experience that develops knowledge and skills necessary for success in careers and postsecondary education • Provide in-depth discovery of a particular career • Development of the skills and understanding of the education or training needed in a particular industry or occupation 	<ul style="list-style-type: none"> • Student can explain how the workplace functions and the skills required to succeed. • Student can demonstrate ability to apply for employment (write a resume, complete an application, interview) • Student can demonstrate appropriate business dress, behavior and etiquette. • Student can explain elements and importance of workplace safety. • Student demonstrates general work-related skills including collaboration, effective communication, creativity, critical thinking and taking initiative. • Student works effectively as a member of a team, with respect for diverse perspectives and strengths. 	<ul style="list-style-type: none"> • Direct interaction with partners over time • Application of skills transferable to a variety of careers • Activities have consequences and value beyond success in the classroom • Learning for the student and benefit to the partner are equally valued • Written training plan agreements with business/community partner and student/school, followed up with a written evaluation by worksite for on-site internships and pre-apprenticeships 	<ul style="list-style-type: none"> • On-site internship with business, industry or community partner • Simulated/virtual work-based learning • Student-run enterprise with partner involvement • Projects with partners through industry and student organizations • Service learning and social enterprises with partners • Compensated internship connected to curriculum • Senior project • Pre-Apprenticeships • Service Learning • Mock interviews

<p>Career Training and Lifelong Learning</p>	<ul style="list-style-type: none"> • Train for employment and/or postsecondary education in a specific range of occupations 	<ul style="list-style-type: none"> • Student demonstrates knowledge and skills specific to employment at specific site and within specific industry standards. • Student develops an informed, detailed plan for career path through postsecondary and beyond. • Student utilizes resources available at job site, at postsecondary institution to support individual career plan. • Student completes clinical or apprenticeship experience as needed for full employment in career field. • Student can explain work history and career path to others, in and outside of industry of choice. 	<ul style="list-style-type: none"> • Interactions with partners over extended period of time • Depth of interaction with partner increases over time • Primary direct benefit to the employer • Develop mastery of occupation-specific skills • Complete certification or other requirements for specific range of occupations 	<ul style="list-style-type: none"> • Apprenticeship • Enrollment in community college, technical college or four-year college • On-the-job training • Clinical experiences • Work experience • Internship required for credential or entry to occupation • Workforce development programs, like Skill Up for Manufacturing (free 5-week classes)
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Support from Classroom or Workplace Mentors

Comprehensive Career Connections experiences provided by classroom or workplace mentors:

- promote student engagement through mentorships from supervisors and instructors from two- and four-year postsecondary institutions;
- allow students to develop relationships with industry and community professionals;
- are monitored and evaluated by workplace supervisors, classroom instructors, or Career/College Readiness Coordinator; and,
- offer training for mentors on providing students with industry-specific supports; general career and education guidance; personal and professional growth; and, a caring, emotional adult connection.

Activity along the Continuum	Purpose	Sample Student Learning Outcome	Experience Defined by:	Sample Experiences:
Career Preparation	<ul style="list-style-type: none"> • Apply learning through practical experience that develops knowledge and skills necessary for success in careers and postsecondary education 	<ul style="list-style-type: none"> • Student can explain how the workplace functions and the skills required to succeed. • Student can demonstrate ability to apply for employment (write a resume, complete an application, interview). • Student can demonstrate appropriate business dress, behavior and etiquette. • Student can explain elements and importance of workplace safety. • Student demonstrates general work-related skills including collaboration, effective communication, creativity, critical thinking and taking initiative. • Student works effectively as a member of a team, with respect for diverse perspectives and strengths. 	<ul style="list-style-type: none"> • Direct interaction with partners over time • Application of skills transferable to a variety of careers • Activities have consequences and value beyond success in the classroom • Learning for the student and benefit to the partner are equally valued 	<ul style="list-style-type: none"> • Project- or problem-based learning with multiple interactions with professionals • Student-run enterprise with partner involvement • Technical mentoring through online interactions with partners • Projects with partners through industry student organizations • Service learning and social enterprises with partners • Compensated internship connected to curriculum • Senior project • Simulations • Internships • Training for mentors provided by the school on specific requested supports • Guest speakers

ⁱ Adapted from Linked Learning Work-Based Learning Continuum. Retrieved July 25, 2019, from <https://www.linkedlearning.org/about/work-based-learning/>

ⁱⁱ Work-Based Learning Tool Kit. (2017). Retrieved July 25, 2019, from <https://cte.ed.gov/toolkit/background.html>

ⁱⁱⁱ Adapted from Tennessee Department of Education WBL Implementation Guide (2016). Retrieved July 25, 2019, from https://www.tn.gov/content/dam/tn/education/ccte/wbl/wbl_implementation_guide.pdf

Students have big dreams. We can help.



Students can make their dreams come true in many ways. Access to engaging, quality teaching and learning is certainly important. Creating career connections in the classroom allows students to see how high school coursework is relevant to their future careers, whether they enter a career directly from high school or after college or training. Simply put, career connections give students a reason to put forth effort in high school.

How does this fit in to what I'm already teaching? Consider one of these approaches when planning your next unit.

LEAD-IN: Introductory activity that establishes career connections and answers the why-do-we-have-to-learn-this-anyway question. (e.g., *simulation or real-work problem based upon the academic knowledge or skill*)

STUDENT ACTION: A project or assignment where students apply career connections. (e.g., *identifying a real-work problem, then researching and developing a solution using academic knowledge and skills*)

REFLECTION: A follow-up activity or discussion that emphasizes career connections (e.g., *group or individual response analyzing application of academic knowledge and skills to real-work scenarios*)



ALIGN CLASSROOM AND WORKPLACE LEARNING

Discover what your students want to do and be when they grow up. Create career connections through your instruction. Align informational text reading to student career choices.

Meet with a business, industry or community organization to map academic content to authentic workplace projects.

Partner with a business or community organization to show students how what they are learning connects to different jobs.

Rethink assessments to include student reflections on how they might use what they have just learned in their future career (See next page for ideas.).

Use project based learning, requiring students to work in teams to find solutions to an authentic workplace or community problem while learning and applying academic knowledge and skills as well as employability skills.

Invite a professional from your community who represents a company, business or industry to share information relative to their career and workplace. Tip: Provide them with information ahead of time that explains what students have been learning so they can include connections in their presentation.

Choose literature or informational text that focuses on an aspect of work, careers or a career field.

Integrate All Aspects of an Industry into instruction (See reverse side for more information).

Develop opportunities for school-based enterprises.

GAIN SUPPORT FROM CLASSROOM OR WORKPLACE MENTORS

Connect your classroom with university scholars to promote discovery, research and learning. Volunteer professors from the Southern Connecticut State University **Visiting Scholar Program** expose students to diverse fields of research through experiential learning in social studies, English, science, math, music, language and health/physical education. (<http://more.southernct.edu/visiting-scholars/>)

Partner with business or community organizations to mentor students as they complete a gold standard project-based learning unit of study.

Schedule a field trip to a workplace that uses the academic knowledge and employability skills you are requiring of students.

Invite an partner from a business, industry or community organization to assist in revising curriculum units with a focus on integrating employability skills and designing units of study that integrate authentic workplace experiences.

Participate in teacher externships to learn about local business, industry and community organizations to gain first-hand experience with application of the academic knowledge and employability skills you teach. Create units of study that integrate what you learn.

Arrange a virtual exchange with your students and professionals for technical mentoring.

Assist advisory students in making career connections.

ALL ASPECTS OF AN INDUSTRY

All Aspects of an Industry (AAI) identify the different functions performed within an industry and the forces that shape it.

When teachers integrate AAI in unit planning, students foster critical thinking skills. It draws upon basic and advanced skills in language arts, mathematics, science, social studies, health/physical education, art, music, world languages, career/technical education courses and even projects students complete in extracurricular clubs.

Learners who gain strong experiences in and a comprehensive understanding of these concepts and skills are more likely to be successful in their career experiences.

THE NINE ASPECTS

PLANNING: How an organization plans, including goals and objectives; types of ownership (public, private); relationship of the organization to economic, political and social contexts; assessment of needs.

MANAGEMENT: Structure and process for effectively accomplishing the goals and operation of the organization using facilities, staff, resources, equipment and materials.

FINANCE: Accounting and financial decision-making processes; methods of acquiring capital to operate; management of financial operations including payroll.

TECHNICAL AND PRODUCTION SKILLS: Specific skills and techniques for production; basic skills (math, communications, technology, time management, creative thinking); ways of organizing production work.

UNDERLYING PRINCIPLES OF TECHNOLOGY: Technological systems used in the workplace and their contributions to the product or service; the mathematical, scientific, social and economic principles that underlie the technology.

LABOR ISSUES: Rights of employees and related issues; wages, benefits and working conditions.

COMMUNITY ISSUES: The impact of the company on the community and the community's impact on the company.

HEALTH, SAFETY AND ENVIRONMENT: Practices and laws affecting the employee, the surrounding community and the environment.

PERSONAL WORK HABITS: Non-technical skills and characteristics expected in the workplace (applied academic skills, critical thinking skills, interpersonal skills and ability to contribute to effective relationships, resource management, information use, communication skills, systems thinking and technology use).

Sample Learning Opportunities

- ⇒ Explore physics applications by studying the school's heating/cooling system.
- ⇒ Bring documents from the workplace to use as source materials; analyze the annual report in an English class; examine city ordinances in a social studies class; or, use trade journals in an economics class.
- ⇒ Study how art is used in public places. Plan an extended field trip or design an "art walk" guide.
- ⇒ Before beginning a group project, study the elements that make up an effective team. What is needed at a worksite or a classroom to build a good team? How can you become an effective participating team member?
- ⇒ Research how cultural diversity can have an impact on an organization.
- ⇒ Interview an officer in a local investment company to determine how the company gets data, the number of people in the market segment and their investment preferences.



An All Aspects Example

Students in the tenth grade hold a car wash every year to raise money for a class trip. The teacher could incorporate **All Aspects** into this activity by involving students heavily in planning, management, marketing, finance, labor relations and environmental safety.

Students might be asked to break the overall process into tasks and schedule shifts and assignments. They could help choose a location for their venture and negotiate with the owners.

Students could identify production needs (hoses, buckets, soap, wash mitt, towels), research the costs of different products available in the market and make recommendations, cognizant of environmental and worker safety impacts.

Students might estimate a price for their services, based on a reasonable projection of business levels, costs of production and a comparison of prices in the market. Students might create a marketing campaign advertising the car wash.

Lessons in social studies, science, English and math could link to provide students with the knowledge and abilities to make decisions about the car wash.



RETHINKING ASSESSMENT: Make career connections with reflective prompts

At the end of new learning, ask students to reflect on how the learning might be used in their future career. Consider revising Student Learning Outcomes to include statements about how students will be able to explain how content-specific skills and employability skills applied in your class are used in both college and in the workplace. Here are some classroom reflective prompts:

- What knowledge, information and ideas did you learn through (**insert learning target**) that relate to careers you are interested in?
- Which of the skills that you used through (**insert learning target**) translate to the skills needed to be successful in the workplace; how are these skills applied in the careers you are interested in?
- How did learning (**insert learning target**) impact your career interests? Which areas of (**insert learning target**) are you interested in exploring further and finding out more about related careers?



MAKING CAREER CONNECTIONS DURING ADVISORY

Create opportunities to make career connections during advisory by getting to know your students' aspirations for the future. Help them explore career options, set goals and put forth effort during high school. Here are some reflective prompts you might want to consider:

- What are your career interests, skills and values?
- What are your career goals? In other words, what do you want to be when you grow up?
- What courses will you take in high school to reach your goals?
- What activities will you participate in throughout high school and beyond that will help you reach your goals?
- What education and training will you complete through high school and beyond?
- What businesses, industries or community organizations would you be interested in knowing more about? Are there professionals you would like to interview to learn more about their profession? At what local businesses, industries or community organizations would you like to visit, job shadow or intern?