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ABSTRACT

Designed for use in career education workshops and other staff development activities of persons in schools and the community who are responsible for promoting, planning, implementing, and evaluating career education in a school or district, formulating school policies and procedures, and designing or revising curriculum, this guide was prepared to meet California's staff development needs regarding the techniques and strategies for implementing career education in grade levels K-12. It is intended for use as both a workshop resource and a group or individual self-study guide. The content is presented in two segments, each one consisting of behavioral objectives, content, and three group session discussion points that include time limits and discussion topics and activities: (1) Career Education Concept covers the need and rationale for career education, career development as a conceptual framework, definitions of career education, and the components, principle ideas, and goals of the career education approach to education; and (2) Career Education Process contains guidelines for planning, implementing, and evaluating career education activities, including needs assessment; preparing the implementation design; and promotion, support, staff development, instruction, and guidance activities. Arland N. Benson's nine steps for implementing career education and a list of references conclude this guide. (EM)

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Implementing Career Education

Concept and Process

Prepared under the direction of the
Vocational and Career Education Services Section
Career Education Unit

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Preface

Career education is a vital force for change in education. The concept—which can be applied to all levels of education—gives students increased opportunity to become aware of their own potential, develop a sense of dignity and pride in accomplishment, and gain the confidence to pursue personal goals.

Career education first appeared on the national scene in 1971. Because it is so new, relatively few persons are experienced in planning and implementing career education in school and community settings. This publication is intended to help fill that void. It has been prepared to meet the staff development need for a guide to the techniques and strategies for implementing career education.

Concept and Process has been designed for use both as a workshop resource and as a self-study guide. It identifies several areas of need for career education, provides a rationale, and describes the essential components of career education. Suggested goals, objectives, activities, and techniques are also presented to help the educator define the career education concept and adapt it to the local setting.

Concept and Process was prepared by Mary Lou Hill of the California State Department of Education staff. In preparing the guide, Dr. Hill used materials developed and tested by the Department's Career Education Task Force in more than 60 workshops throughout California. The tested approach described in the guide will help educators infuse career education into the total educational process and thus make instruction more useful and relevant for all students.

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Using the Guide

Format of the Guide

Concept and Process follows a workshop format. It describes various aspects of career education, then offers discussion points and other learning activities based on the information presented. When the results of the activities are written into it, the guide will become a personal handbook that the participant can use in planning and implementing career education in his or her school and community. Although the guide is intended primarily for use in career education workshops and other staff-development activities, it will be useful to all persons who want to learn more about career education, regardless of their particular interest or role in the educational process.

The ideas and suggestions presented in *Concept and Process* will be especially helpful to persons who have been designated to promote, plan, implement, and evaluate career education in a school or district, those who formulate school policies and procedures, and those who design or revise curriculum. However, all users of the guide—whether from the school or from the community—will gain a better understanding of the career education process and how it can enrich the educational experiences of all students, and they will see more clearly the importance of their roles in the process. They will also acquire useful background information that will help them understand how decisions about education are made and how educational policies are formulated.

Participating in the Activities

The activities in the guide are based on the learning principle of *involvement*. Active participation facilitates learning, and because it makes the material to be learned more meaningful, retention is improved. Also, the activities are designed to take into account the specific needs, interests, and motivations of all persons who might use the guide, and this permits instruction to be individualized.

Concepts and processes can be used either in group study sessions or for individual study, as follows:

- In a formal workshop setting, the guide can be used as a resource material by a leader or trainer who leads the discussion and helps the participants complete the activities outlined in the text.
- A self-instructional group or discussion group of individuals who want to know more about career education can use the guide to conduct their own informal workshop.
- An individual working alone may use *Concept and Process* as a study guide. In this case, the most effective approach is to engage in an internal dialogue about the points offered for discussion and apply the examples to one's local situation.

Procedure

Group activities should occur in a setting that encourages lively discussion. A chalkboard, overhead projector, or flip chart should be positioned so that each member of the group can see the ideas as they are written by a recorder who has been chosen from the group. Another person should prepare a written report of the ideas for the participants to use as reference notes and to keep as a permanent record. A moderator chosen from the group keeps the discussion to the point, recognizes persons who wish to speak, and brings the discussion to a close on time.

Time Limits

A time limit should be established for each discussion point. The participants should be encouraged to observe these time limits so that each activity can be completed in the workshop setting.

Products

The suggested activities are not designed to result in finished products; rather, they are intended to provide an opportunity for each participant to learn the general or organizing principles of career education, to apply the concept to a local situation, and to obtain from the group a sampling of ideas for future use.

Learning Objectives

At the conclusion of the study or workshop, each participant should be able to achieve the following objectives:

- Write a short, descriptive paragraph that defines career education and identifies five or more of the essential components outlined in this guide.
- Categorize the ten California career education goals according to their appropriateness for various age groups, and write an objective for each goal in a selected age-group category.
- Prepare a one-page plan for infusing a career-education activity into an instructional program or guidance activity. The plan should include the seven major elements of career education.
- Identify six phases of career education implementation, and list the person responsible for each phase in the participant's school or community.
- Prepare a planning design, with goals, objectives, and strategies, for implementing career education in the participant's school or community.

Segment I: The Career Education Concept

Perhaps because of its newness, its broad base, and its many implications for educational reform, the career education concept has acquired many definitions. Some useful ones from the literature are included later in this segment. These definitions differ somewhat in their approach and emphasis, but they have a common core; educators concerned with planning and implementing career education have agreed generally on the meaning of the concept. The California State Department of Education, in its 1974 position paper on career education, pulled together many thoughts on career education in this definition: "[Career education is] an educational thrust designed to (1) infuse concepts of career development and preparation into all the disciplines and educational experiences for all learners at all levels; and (2) provide each student with a coordinated educational experience consisting of career awareness, career exploration, career preparation, career guidance, and placement."

The user of this guide probably has some personal ideas about what career education means; but to become involved in planning or implementing career education, or to tell others about it or persuade them to give it a try, he or she must have adequate background information on the subject. Accordingly, Segment I of this guide contains a review of the factors that have brought about a need for career education, information on how earlier work with "career development" has dovetailed into career education, definitions of career education, and statements of the components, goals, and principles of this approach for reforming education. Segment II contains guidelines for planning, implementing, and evaluating career education activities.

Segment I Objectives

At the conclusion of Segment I, the participant should be able to achieve the following objectives:

- Identify five or more essential components to include in a definition of career education.
- Identify three or more components that should receive special emphasis in his or her school or area of concern.
- Develop and write a short, descriptive paragraph defining career education for his or her local area.
- Categorize the ten California career education goals according to age-span emphasis (K-3, 4-6, 7-9, 10-12).
- Write an objective or outcome for each goal in the age span of his or her special concern.

The Need for Career Education

Few, if any, will disagree with the premise that the public schools must provide useful education—useful to each person and useful to society. Lacking usefulness, education becomes an exercise in nonsense—a fraud upon the individual and a deprivation to society. That this central purpose of education—the preparation of youth to accept the reality of constructive pathways to adulthood, to help them engage these pathways successfully, and to assist them in finding personal relevance in the life options available to them—is not being effectively accomplished for the majority of youth is both obvious and crucial (Smith, 1971).

Evidence of the need for educational reform is all around us. Here are just a few of the signs:

- Many young persons and increasing numbers of adults are not realizing their full potential.
- Students are demanding a more humane school environment and a more relevant curriculum.
- Educators admit that they have not always helped the student see how the concepts they teach can be applied to life and career.
- Critics of education charge that school expectations are unrelated to the expectations students will face after they leave school.

- Thousands of college graduates have not been able to find employment in their fields.
- U.S. Department of Labor statistics indicate that in the next decade, eight out of ten jobs will not require a college education.
- Considerable uncertainty exists about the kinds of skills people will need in the year 2000.
- The demand for unskilled labor is decreasing.

The above statements have clear implications for educational reform. Meaningless content, inappropriate activities, and skill training for occupations that may not exist in a decade or so must be replaced. Education in the future must give students a curriculum of activities, studies, and guidance that makes them aware of the *process* as well as the *content* of education. It must teach them how to make decisions wisely and how to come to terms with themselves as growing, changing persons in an ever-changing environment.

This approach to educating children and youth is quite different from the Parsonian approach of matching individuals and jobs. It certainly is different from relying on a separate vocational orientation class to help high school seniors make the transition from school to work or using the traditional ninth-grade occupations unit, which is still the chief vehicle for vocational guidance in the schools. Typically in the occupations unit, the student examines one or two occupations, then chooses one that seems to be interesting. This approach to choosing a career is totally inappropriate in a changing world with an unstable job market and for changing individuals, especially in the light of all the career options and alternatives available today.

Although the specific term "career education" was only recently introduced in an effort to reshape and give direction to educational programs in American schools, its foundations are firmly rooted in our culture. First, American citizenry, through its legislators, has consistently supported laws favoring the concept. Second, American educators have supported several aims of career education through its major statements of the goals of education. Third, student, educator, and public dissatisfaction with educational institutions has precipitated demands for increased relevance and accountability of educational programs. Fourth, a growing body of knowledge concerning career development has come out of research efforts begun since 1950 (Meehan, 1975).

Career Education and Career Development

The career education curriculum uses career development as a conceptual framework. Therefore, an understanding of the theory and principles of career development is important for those who are planning or implementing career education programs.

Tiedeman (1961) defined career development as "... self-development viewed in relation to orientation, exploration, decision-making, and entry and progress in educational and vocational pursuits." Ginzburg (1951) described career development as a "... continual process of working out a synthesis or compromise between the self and reality in the opportunities and limitations of the world."

Super (1953) defined "career" in broader terms than just occupational choice; he saw a career as a lifelong, continuous process of developing and implementing a self-concept, a process that brings satisfactions to the self and benefits to society. Equally important, he saw occupation as only one part of career, which by his broader definition is the entire sequence of "positions" a person holds at various life stages, including those of student, family member, worker, and retiree.

These are some of the principles underlying the career development concept:

- Formation of the self-concept is of primary importance in the total development of the individual. The self-concept is a powerful factor in selecting an occupation, and choosing and entering an occupation is a major part of a person's career development.
- Just as the self-concept affects career choice and behaviors, one's work also has a profound effect on the self. Therefore, career development is also the process of reconciling the self with the work environment. This reconciliation requires an understanding of self, of work-environment alternatives, and of ways of relating the two.
- Career development also requires a continuing assessment of how work relates to other important aspects of life, such as family, leisure, community participation, and the individual's values and needs (e.g., for security, adventure, money, status, power).
- Career development is subject to the principles of general human development. As Hurlock has observed, it is similar for all individuals, proceeds at different rates, and progresses through fixed and sequential stages.

- Super's precept of multipotentiality (that each person has the potential for success and satisfaction in a number of occupations) attacks the assumption that for every person there is an ideal occupation, an assumption that carries with it the fear of making the wrong occupational choice at a single, crucial decision point. Removing this fear increases the options available to the individual throughout his or her career or life.
- An individual has control over his or her life and future. Tiedeman calls this control "a sense of agency," the power to direct one's future and to determine what one is to become. Therefore, an individual must learn *how* to choose as well as *what* to choose.

Career development and career education emphasize developing the whole person, not just providing occupational information or preparing another body for the labor market. The concept of work is used as a vehicle for exploring the self.

Rationale For Career Education

For purposes of this rationale, "work" is defined as conscious effort, other than that involved in activities whose primary purpose is either coping or relaxation, aimed at producing benefits for oneself or for oneself and others.

This definition, which includes both paid and unpaid work, speaks to the survival need of society for productivity. It also speaks to the personal need of all individuals to find meaning in their lives through their accomplishments. It provides one possible societal basis for supporting education. Simultaneously, it provides one clearly recognizable reason for both educators and students to engage in education. It emphasizes the goal of education, as preparation for work, in ways that neither demean nor detract from other worthy goals of education. It is a concept which, while obviously encompassing economic man, reaches beyond to the broader aspects of productivity in one's total life style—including leisure time (Hoyt, 1975).

Career education provides a planned series of coordinated, sequential educational experiences, unifying the curriculum around student needs and relevant activities. Education is relevant when it enables one to understand the meaning of one's life and when it provides experiences that help tie together individual and community interests.

Career education puts the career development concept into practice by giving students more opportunities to experience who they are as persons. In the career education approach, a

primary task of the school is to develop positive self-concepts, help students gain control over their own lives, and maximize student alternatives and options—a kind of "preventive education." Blending the career-education concept into all parts of the curriculum provides students many opportunities to examine the meaning they want work to have in their lives and in the life-style they envision—i.e., their needs for leisure, self-esteem, community involvement, satisfactory family relationships, security, status, power, and self-fulfillment. These kinds of changes in schools can bring us closer to a curriculum based on human interests and values—what some educators have called a "humanistic curriculum."

Discussion Point I

Time Limit: 30 Minutes

Directions:

For this and all succeeding discussions, the workshop participants will form small groups. Each group will select a moderator and two recorders—one to take notes during the group discussion and one to put the final notes in permanent written form. At the end of the discussion period, the moderator will report the small-group decisions to the larger group in the workshop setting. This feedback process is essential to provide the most benefit to the participants.

Discussion topics and activities:

- From the "Need for Career Education" section of this guide, or after listening to a related presentation, identify two or more major needs or concerns in your community that could be alleviated by school and community cooperation.
- Define the career education role of the schools in your community.
- List four or more career development techniques currently used in your school, and relate them to the principles set forth in the "Career Development" section of this guide.

Defining Career Education

Career education has been defined in many ways. A definition developed by the California State Department of Education has already been mentioned; several others are given in the following

section to present some contrasting and similar viewpoints and the essential ideas that are common to most definitions of career education.

Career education represents an attempt to reform American education in ways that will help all individuals understand and capitalize on relationships between education and work—both paid and unpaid. In addition to educational institutions, it requires the participation of the business-labor-industry community and the home and family structure (*HEW News*, U.S. Department of Health, Education, and Welfare, August 20, 1975).

Career education is a comprehensive, systematic, and cohesive plan of learning organized in such manner that youth at all grade levels in the public schools will have continuous and abundant opportunity to acquire useful information about the occupational structure of the economy, the alternatives of career choice, the obligations of individual and productive involvement in the total work force, the intelligent determination of personal capabilities and aspirations, the requisites of all occupations, and opportunities to prepare for gainful employment. Career education is the shared and unending responsibility of all professionals in education, and involves input from—and relationship to—all subject matter disciplines and all supportive educational services (Smith, 1971).

Career education is a comprehensive educational process that begins in early childhood and continues throughout the life span of an individual. All educators are involved in providing this opportunity for a broad approach to economic, social, and psychological development for every student. Career education is not an add-on to the curriculum; rather, it is infused into all subject matters. With the emphasis on individual development, instruction and guidance are integrated and articulated from grade level to grade level and institution to institution, offering each student multiple opportunities to assess personal attributes and aspirations; explore educational and occupational opportunities; develop personal, social and educational goals; make realistic choices about life styles and values; and develop the ability to solve problems related to present and future roles, settings, and events of life (Career Education Task Force, 1972).

For purposes of seeking a generic definition for career education, [the words "career" and "education"] . . . are defined as follows: "career" is the totality of work one does in his or her lifetime; "education" is the totality of experiences through which one learns. Based on these two definitions, "career education" is defined as . . . the totality of experiences through which one learns about and prepares to engage in work as part of his or her way of living.

"Career" as defined here is a developmental concept beginning in the very early years and continuing well into the retirement years. "Education" as defined here

obviously includes more than the formal educational system. Thus, this generic definition of career education is purposely intended to be of a very broad and encompassing nature. At the same time, it is intended to be considerably less than all of life or one's reasons for living (Hoyt, 1975).

Basic Assumptions of Career Education

The career education movement has embraced a number of basic concept assumptions, which include the following:

1. Since both one's career and one's education extend from the preschool through the retirement years, career education must also span almost the entire life cycle.
2. The concept of productivity is central to the definition of work and so to the entire concept of career education.
3. Since "work" includes unpaid activities as well as paid employment, career education's concerns, in addition to its prime emphasis on paid employment, extend to the work of the student as a learner, to the growing numbers of volunteer workers in our society, to the work of the full-time homemaker, and to work activities in which one engages as part of leisure and/or recreational time.
4. The cosmopolitan nature of today's society demands that career education embrace a multiplicity of work values, rather than a single work ethic, as a means of helping each individual answer the question, "Why should I work?"
5. Both one's career and one's education are best viewed in a developmental rather than in a fragmented sense.
6. Career education is for all persons—the young and the old; the mentally handicapped and the intellectually gifted; the poor and the wealthy; males and females; students in elementary schools and in the graduate colleges.
7. The societal objectives of career education are to help all individuals: a) want to work; b) acquire the skills necessary for work in these times; and c) engage in work that is satisfying to the individual and beneficial to society.
8. The individualistic goals of career education are to make work: a) possible, b) meaningful, and c) satisfying for each individual throughout his or her lifetime.
9. Protection of the individual's freedom to choose and to assist in making and implementing career decisions are of central concern to career education.
10. The expertise required for implementing career education is to be found in many parts of society

and is not limited to those employed in formal education.

Taken as a whole, these ten concept assumptions can be viewed as representing a philosophical base for current career education efforts. Career education makes no pretense of picturing these assumptions as anything more than the simple beliefs that they represent. Certainly, each is debatable and none are yet sufficiently accepted so as to be regarded as educational truisms (*Ibid.*).

Essential Components of the Comprehensive Career Education Process

The comprehensive career education process has the following essential components and purposes (from *Curriculum Update*, California School Boards Association, August, 1974):

1. To make all subject matter more meaningful and relevant to each student by restructuring the curriculum to focus on career development of each individual
2. To provide all students with an integration of guidance and instructional activities to increase self-awareness and self-direction; expand economic, occupational, educational, and life-style awareness and aspirations; develop appropriate attitudes toward the personal and social significance and value of work; and develop the skills needed to formulate a tentative career plan
3. To provide multiple opportunities for students to acquire the knowledge, skills, and attitudes necessary to pursue the next step in their career plan
4. To engage in the inservice training of school personnel who provide the support services to help students move toward the next step of their career plan
5. To build into the educational design a cooperative linkage with the business-industry-labor community and the utilization of community resources throughout the educational process
6. To provide a flexible educational process that will enable students to enter, exit, and reenter according to their educational and employment needs and that will increase awareness of available educational, occupational, and life-style options
7. To help all students understand the process of decision making and provide experience in making meaningful decisions

Key Ideas in Career Education

Instead of merely preparing students for the next level of education, schools should provide experiences to prepare students to *adapt* to life in a changing society. Life experiences, therefore, must

be a part of all education, and education must be a part of life, both during and after the years of formal schooling. One's *career* interacts with one's total life-style. Career education incorporates experiences into the curriculum to let students know that life holds a broad range of options, and it helps them develop the *decision making* skills an *individual* must have to deal with those options.

Career education is not an add-on to the existing curriculum, nor does it replace existing courses; rather, it is a *comprehensive process* that is *infused* into all subject areas at all levels and is *articulated* among all school programs. Furthermore, career education continues throughout most of the *life-span* of the individual through formal and informal learning experiences and *leisure* activities.

These key ideas emerge from the above rationale:

Adapt. Through decision making practice and other career education activities, the learner develops ability to understand and respond to new situations.

Career. "Career" means an individual's total life experience.

Decision making. The career education process acquaints students with many options; dealing with those options is decision making. Thus, career education provides experiences that foster the clarification and testing of values. Decision making in a group context develops feedback that helps students clarify and test their value-thinking in peer relationships and gauge the effectiveness of their interpersonal behavior. Also, the reality experiences that accompany decision making enable students to test their values and evolve self-concepts in the larger community.

Individual. The primary focus of career education is on the needs of each student, not the needs of the institution.

Comprehensive process. Career education encompasses the entire educational experience beginning in early childhood and continuing throughout and beyond the educational continuum.

The career education process is not a program, a project, or a separate course; rather, it is a continuing series of sequential experiences and activities permeating the entire educational program.

Infused. Career education concepts are integrated into the subject matter of all courses in the curriculum.

Articulated. Infusion of career education into the curriculum is coordinated by developmental sequencing within and among the various subject matters.

Life-span. Career education is a lifelong process.

Leisure. Leisure activities, which provide their own reward in their doing or in their end product, are part of the comprehensive career education concept.

Discussion Point II

Time Limit: 60 Minutes

Discussion topics and activities:

- Analyze and discuss the content of each of the given definitions of career education, using the list of key ideas to determine whether the essential points are included or implied in each definition.
- Which of the key ideas should receive emphasis in your local area?
- Write a short, descriptive paragraph that you might use as a definition of career education for your local area. Read your definition to the group.

Suggested Goals for Career Education

Educators who will be planning and implementing career education will need to develop a set of goals to serve as guidelines for the career education activities. Here are ten student goals developed by the California State Department of Education:

- **Career awareness.** Develop early a continuing awareness of career opportunities, and relate these opportunities to personal aptitudes, interests, and abilities.
- **Self-awareness.** Develop a positive attitude toward self and others, a sense of self-worth and dignity, and motivation to accomplish personal goals.
- **Attitude development.** Develop a positive attitude toward work, and appreciate its contribution to self-fulfillment and to the welfare and productivity of the family, the community, the nation, and the world.
- **Educational awareness.** Recognize that educational experiences are a part of total career development and preparation.

- **Economic awareness.** Develop an understanding of the U.S. economic system and become aware of the relationship of productive work to the economy and to one's own economic well-being.
- **Consumer competencies.** Achieve sufficient economic understanding and consumer competencies to make wise decisions in the use of one's resources.
- **Career planning and decision making.** Engage in the career development process by increasing self-knowledge, acquiring knowledge of the world of work and the society that affects it, and accepting responsibility for a series of choices that carry one along the career development continuum.
- **Career orientation.** Explore career possibilities that will increase exposure to the options available in the world of work.
- **Career exploration.** Plan and participate in a program of career exploration that contributes to personal and career satisfaction.
- **Career preparation.** Acquire salable skills leading to employment in one or more occupations, and obtain in-depth exposure to the world of work and the general skills needed to enhance one's employability.

Discussion Point III

Time Limit: 30 Minutes

Materials needed:

Each discussion group will be provided with the following materials: four sets of the ten goal statements, printed on separate slips of paper (40 slips in all); four sheets of bond paper (8½" x 11" or larger); and a roll of drafting or masking tape.

Discussion activity:

- Categorize the goal statements according to age span (K-3, 4-6, 7-9, 10-12). Tape the goal statements for each category to a sheet of paper in their order of importance. Goals may be added or deleted as the members of the group desire.
- Present the categorized lists to the workshop participants, and have the whole group develop a priority list of goal statements.

Segment II: The Career Education Process

Planning, Implementing, and Evaluating Career Education

Larry Bailey has emphasized the importance of planning in educational innovation:

The formidable barriers to change in educational enterprises can only be dealt with successfully by innovators who use well-designed strategies. Gateways to change are rarely open to developments which are undertaken without clear plans for introduction, testing, and institutionalization (Bailey, 1974).

Planning is time-consuming and therefore often ignored, yet it can make the difference between success and failure in implementation. This segment offers a process design that may be used in planning the implementation activities. Each step of the process is spelled out to help the participant begin formulating his or her own plan of action.

Segment II Objectives

At the conclusion of the readings and discussion activities included in this segment, the participant should be able to achieve the following objectives:

- Label the parts of a career education planning flow chart correctly.
- Identify types of needs assessment to be used.
- Write a flow-chart plan for staff development.
- Design a career-education activity that can be infused into the instructional program or the guidance process.

- List three techniques for involving community representatives, including parents, in the planning and implementation activities.
- Prepare a rough draft or outline of an implementation plan that could be used by the participant's school or district.
- Write an evaluation flow chart that illustrates the interdependence of the career education components.

A Planning Design

Use of a planning design or model in implementing career education will ensure a systematic and productive effort. The steps in the planning design are those normally followed in problem solving, which are as follows:

1. Identify the problem.
2. Define and analyze the problem.
3. Generate alternative solutions, and select the best strategy for solving the problem.
4. Implement the solution.
5. Evaluate and revise.

The diagram in Fig. 1 summarizes the essential steps in planning for the implementation of career education in a school or district. Decisions and commitments are required at each step in the sequence.

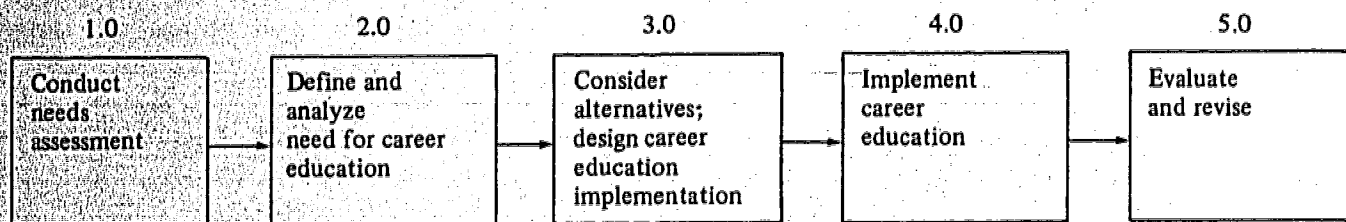


Fig. 1. A planning design for implementing career education

1.0 Conduct Needs Assessment

The first step in planning the implementation of career education in a school district is to develop a rationale, based on the findings of a needs assessment, that clearly states why career education is necessary. A needs assessment is the systematic gathering of baseline data required for planning and revising programs and generating motivation for change. It produces hard facts that reveal "what is" and "what ought to be." Assessing needs includes (1) sampling the perceptions of students, staff, and community members regarding deficiencies in the existing educational program that can be overcome by achieving specific goals and objectives for a new program; (2) ensuring that efforts and resources are directed toward solving critical or priority problems; and (3) using quantified data to make preimplementation and postimplementation comparisons.

Learner-based needs are the quantifiable, verifiable gap that exists between present outcomes and desired outcomes. The need—the difference between "what is" and "what ought to be"—may be stated in percentile points, academic growth rate, or other units. In a needs assessment, data are gathered from many sources to document "what is"; common devices or instruments used are test data, surveys, observations, interviews, and questionnaires. A school or district steering committee should be appointed to gather the data.

2.0 Define and Analyze Need for Career Education

A prerequisite in determining student needs is to analyze current resources, existing school and community programs, and student attitudes, skills, and knowledge. A quantified statement of needs can then be formulated as the basis for initiating change in educational programs and evaluating the changed programs. An example of a quantified needs statement is a finding that 25 percent of the students in a school district are receiving career information and guidance. The district goal is for all students to receive this help. The learner need is to provide career information and guidance to the remaining 75 percent of the students.

A needs-assessment advisory committee representing the whole community should be appointed to conduct the analyses and develop the statement of needs.

The flow chart in Fig. 2 illustrates the process of analyzing needs and resources. Note that assessment is a continuing activity that is influenced by feedback from the evaluation component.

3.0 Consider Alternatives and Prepare the Implementation Design

The next step involves using the statement of needs to develop career education goals for the school or for the entire school district. Students, staff, and community representatives should all participate in setting goals. Meeting as an ad hoc, advisory, special task force, or planning committee, the members generate goals and objectives and suggest activities to develop services or curriculum. The ten goals listed in Segment I of this guide are a good resource for goal setting, but other resources should also be made available to the committee.

The outcome of the committee activities will be a report, or an implementation design, recommending the components to be addressed and setting goals for each one. The components should include staff development, curriculum development and evaluation, the target population to be served, and information about ongoing programs and activities that could help career education implementation. The initial design should suggest the specific settings and individuals that would be most likely to provide successful implementation. This "high probability of success" factor will give the participants stronger motivation to continue, and it will also provide increased credibility for career education.

The setting or site selected for a career education activity should have the following qualities:

- Staff, student, and community interest and support
- Readily available resources
- Positive past experiences
- An indication that evaluation will be easily accommodated and accomplished

The flow chart in Fig. 3 depicts the events involved in preparing an implementation design.

4.0 Implement the Design for Career Education

4.1 Promotion and Support Activities

School and community support is essential to the implementation of career education. To win this support, the career education leaders must set up promotional and public relations activities. Career education can be promoted in a variety of ways—for example, in person-to-person contacts, through informal small-group discussions, and by means of ad hoc committees appointed from the community. Ad hoc committees are especially useful for planning orientation meetings for the community.

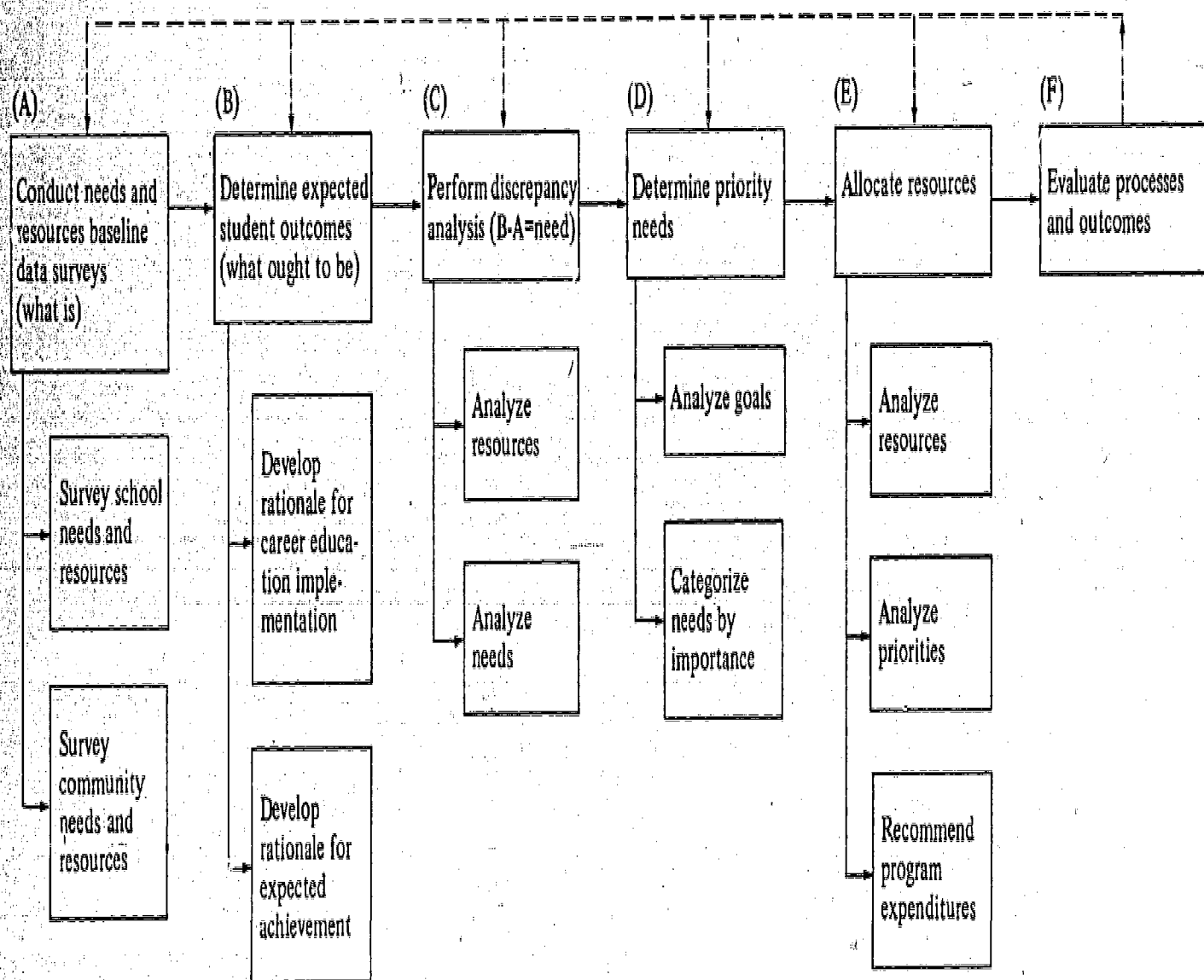


Fig. 2. Needs and resource assessment

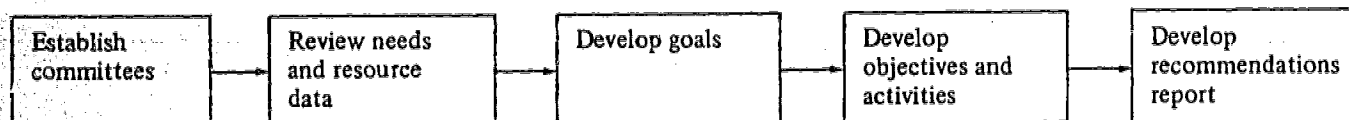


Fig. 3. Steps in preparing an implementation design

A cadre of school and community persons should be recruited and trained to act as liaison personnel for the planned promotional activities. The school board and all instructional, guidance, administrative, and ancillary staff should be aware of the proposed changes in the educational program, and various community groups and representatives should be asked to participate as resources for student learning activities.

Support groups are necessary for successful implementation. Arland Benson defines a support system for career education as follows:

A support system is a network of groups within the school-community setting that will promote career education. Some functions of support groups are communication, problem-solving, psychological support, and implementation of action plans. In identifying support systems, one should consider administration, parents, community residents, students, faculty, and consultants (Benson, 1975).

The flow chart in Fig. 4 illustrates the career education promotional process and the related leadership functions. To evaluate a promotional activity, one should ask: Did the activity communicate the career education concept? Was

commitment solicited and received? Did a plan of action evolve?

Discussion Point IV

Time limit: 30 Minutes

Discussion topics and activities:

- Discuss methods of achieving school/community cooperation in implementing career education.
- Discuss who in your community will be involved in the implementation process, how they will be involved, and why they will be involved.
- Construct a chart with names of key persons in your community and school or district who might provide support for your proposed plan, and rate their power bases as moderate, high, or very high.

4.2 Staff Development Activities

Staff development activities are essential for effective infusion of career education into exist-

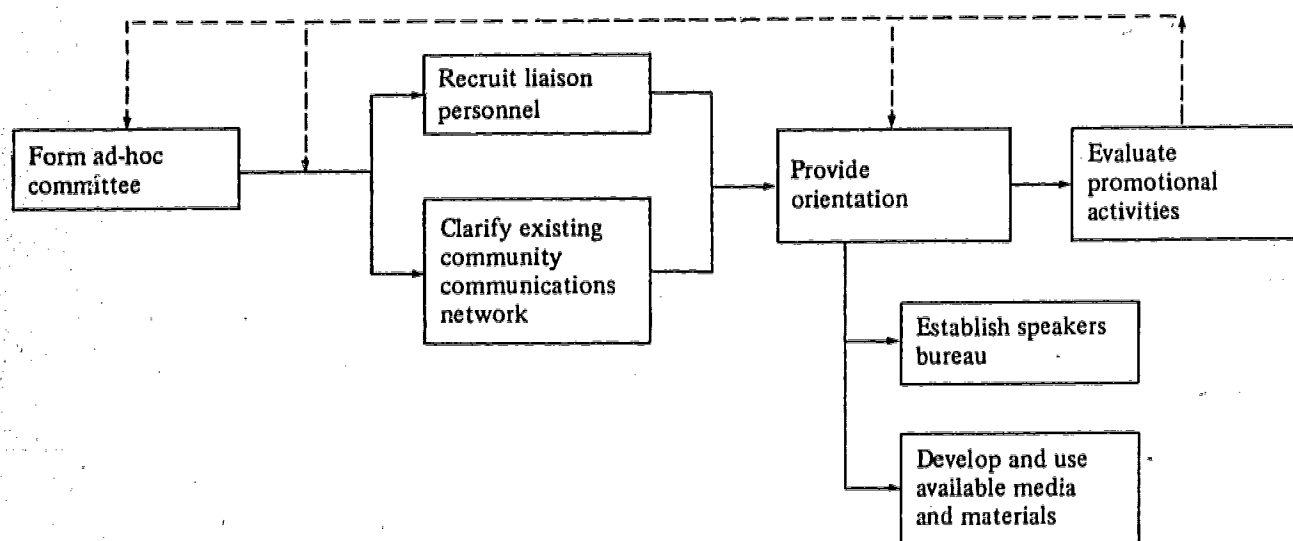


Fig. 4. Design for promotion of career education

ing programs. New activities must be planned to meet specific needs, and ongoing staff-training programs must be changed to reflect the career education concept, with increased emphasis on communications and on team-building techniques. The requirements for staff development can be determined from the findings of the needs assessment and the resulting statement of needs, from the objectives derived from the needs statement, and from the career education activities that are planned to meet those objectives. The staff development program should offer the participants a variety of approaches for achieving the desired competencies.

The outcomes of staff development will depend on the type of training provided and the needs expressed by the participants. Here are some possible types of training:

A. Orientation Meetings

Participants: Instructional, guidance, administrative, and ancillary staff; board members; advisory committee members and other resource persons from the community

Objective: To inform about the career education concept and the implementation proposal

Desired outcomes:

- Obtain commitment to a planning phase.
- Promote school-community cooperation.
- Complete the needs survey.

B. Initial Inservice Training

Participants: Selected instructional, guidance, administrative, and ancillary personnel from the target school, level, or area

Desired outcomes:

- Promote in-depth understanding of the career education concept.
- Obtain commitment to the proposed career education implementation plan.
- Obtain agreement on short-range and long-range program goals and strategies for implementation, including further staff development activities, curriculum and instructional materials development, and a community resources survey.

C. Curriculum Development

Participants: Instructional, guidance, and administrative staff of the target population

Desired outcomes:

- Develop a format for infusing career education into the existing curriculum.
- Develop specific learner objectives and outcomes for the career education goals at the appropriate grade levels.
- Examine and modify existing curriculum materials.

4.3 Instruction and Guidance Activities

A. Infusion into Instruction

Career education is not an add-on to the curriculum; it should be integrated or infused into the ongoing, day-by-day instructional activities. To do this, the school staff must develop for the students a systematic, logically coordinated sequence of experiences based on concepts drawn from school and community life and from the work of the world. The infusion process is the means by which career education transforms traditional subject matter into relevant, motivating experiences for students.

B. Infusion into Guidance Activities

Guidance is an educational process that gives students opportunities to understand the mutual relationship between themselves and society. Through individual and group activities that are continuous and sequential, guidance helps students formulate a concept of self and the relationship of self to others. It is an integral part of the career education process at all levels of education.

Guidance personnel and the instructional staff should collaborate to define guidance and instructional roles and functions, to identify the ways in which guidance services in the educational setting are changing, and to integrate guidance and instructional activities. The active collaboration of guidance and instructional staff in planning and providing activities expands and enhances the traditional roles of the counselor and the teacher.

C. Planning Instructional and Guidance Activities

Use of a worksheet like the one on page 15 is helpful in planning and developing instructional and guidance activities for a career education implementation program. The worksheet is designed for student activities, but a similar format could be used for staff

development activities or even for promotional activities.

The components of the worksheet are as follows:

CAREER EDUCATION GOAL(S): Indicate the career education goal or goals for which the activity is appropriate. The ten suggested goals for career education listed in Segment I are useful guidelines for those responsible for planning and implementing career education activities; however, local educational agencies may need to adapt the list to the local setting or perhaps develop additional goals.

GRADE LEVEL: Indicate the grade level or developmental level for which the activity is intended.

SUBJECT AREA: Identify the subject area of the activity (may also be guidance, guidance seminar, or interdisciplinary)

OBJECTIVE: State the objective of the activity in specific terms that make clear *who* is to do *what*, and *how*, *when*, and *how well* it is to be done.

ACTIVITY DESCRIPTION: Describe what the students will be doing in the activity. Will they be viewing a film or films? Will they participate in reading and discussion? Will they be working from prepared, written materials? Is the activity a field trip? How much time will be required for the activity?

STRATEGY: Describe what you intend to do to accomplish this activity. Will you be showing a film or films? Having discussion? Using speakers from the community? Having students research a topic? Conducting a field trip? Preparing written materials?

RESOURCES/MEDIA: List here films, filmstrips, textbooks and other printed materials, and other materials and media that will be used in the activity. List also the names and addresses of potential outside speakers.

EVALUATION: Include the method by which you intend to measure attainment of the objective—for example, an oral or written report, a test, or a teacher interview. Student products may also be reported in this section.

Discussion Point V

Time Limit: 30 Minutes

Suggested topics and activities:

- Review the format of the career education implementation design, and identify the major elements.
- Using the career education implementation design, outline an implementation plan for your school or district, and discuss the completed plan with members of your group. Indicate how career-oriented concepts will be infused into the basic course content.
- Using the worksheet on page 15, develop an instructional or guidance activity that will help students achieve a career education goal that is of special interest to you.

5.0 Evaluate and Revise

Evaluation is a systematic, ongoing process of gathering and interpreting the data needed to make program decisions. The basic questions to ask when evaluating programs, materials, and activities are these: What will be measured? Whose performance will be measured? When will the measurements be taken? How will the measurements be taken?

The focus for the program activities and, the evaluation comes from the needs assessment and the goals and objectives based on these needs. The evaluation should measure the degree to which the activities were successful in meeting the needs. Written goals and objectives should specify the expected learner outcomes and describe how the outcomes will be measured. Care should be taken to ensure that the objectives to be measured reflect the priority needs.

The evaluation component should be designed and built in when the implementation plan is written. Because most career education programs are developmental, local baseline measures of past performance, finished products, or program completions may not be available for comparison. Therefore, evaluation should be planned as an ongoing activity that checks the knowledge, awareness, reactions, and attitudes of the staff, students, parents, and community. Techniques and indicators that can be used for needs assessment and for evaluation activities include interviews, attitude and reaction questionnaires, observations, simulation exercises, cognitive tests, and sociometric ratings.

CAREER EDUCATION ACTIVITY WORKSHEET

CAREER EDUCATION GOAL(S):

GRADE LEVEL:

SUBJECT AREA:

OBJECTIVE:

ACTIVITY DESCRIPTION:

STRATEGY:

RESOURCES/MEDIA:

EVALUATION:

In the systems approach to program design outlined in this guide, the implementation steps are interdependent and must therefore be balanced in quality. This balance is essential for successful career education implementation; a program is no better than its weakest component.

Innovations in education often overemphasize one or more of the process steps at the expense of the others, and the component most often

neglected is evaluation. The flow chart in Fig. 5 illustrates the interdependence of the components and the importance of a balanced design. It shows that the evaluation results must cycle back to the needs assessment stage, where they determine how the ongoing needs assessment will be revised. The revised needs assessment then refocuses the program design and the evaluation steps.

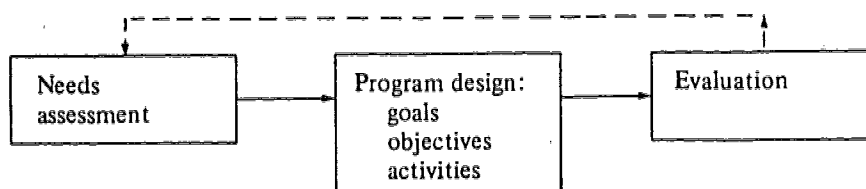
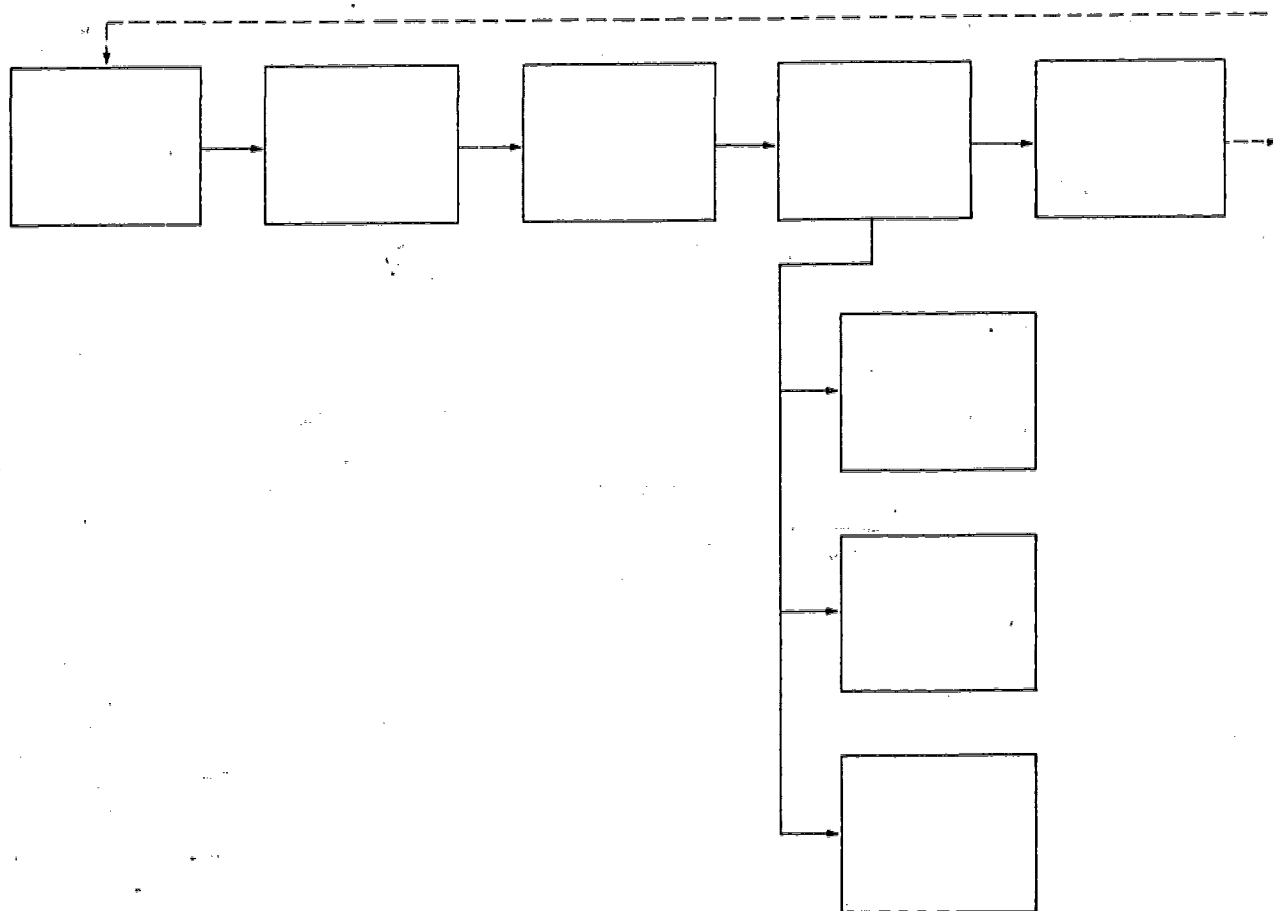


Fig. 5. Evaluation flowchart

Discussion Point VI

Time Limit: 15 minutes

Label the parts of the following planning-design flow chart for career education implementation.



Review: Implementing Career Education

Arland Benson's nine steps for implementing career education are presented here as a review:

Step 1: Identify the Starting Point in Implementing Career Education

- Determine personal needs and perceptions of needs of others in the program setting.
- Determine where change has a moderate but not high need and a good chance of success. For example, helping a department develop career units instead of attempting to innovate a performance-based student-grading system which might be strongly opposed by some.

Step 2: Identify the Formal and Informal Peer Structure Involved

- Determine who has legal power and can influence and can be influenced directly or indirectly.
- Determine who has social and expert power and can be influenced—"support systems."

Step 3: Communicate Openly and Directly with the People Involved

- Listen to the people in the program setting, particularly for needs, feelings, and intentions.
- Express your own needs, feelings, and intentions in a straightforward manner.

Step 4: Develop a Support System of a Small Group of People Who Will Work for Change

- Develop a team of people with explicitly stated group goals and individual contributions.

Step 5: Analyze the Decision-making Processes Involved in Implementing Career Education

- Determine how decisions involving your proposed change will be made on a continuum from one person to an "integrated consensus."

- Determine who will be involved in making the decisions involving your proposed career education change.

Step 6: Negotiate Specific Program Objectives with the People Involved

- Be clear about what are the mutually agreed-upon goals or objectives, i.e., What is your role? What strategies will be used? What outcomes are desired?
- Acknowledge mutual sources of power and change, i.e., what both you and the program participant can contribute and gain from each other.

Step 7: Deal with Resistance to the Proposed Career Education Program

- Identify [by whom] and on what basis the change is being opposed.
- Attempt to incorporate some of the concerns of the resistance into the change proposal rather than overpowering them.

Step 8: Develop a Sequence of Short-Range Goals Which Lead to the Gradual Attainment of Long-Range Goals

- Determine specific short-term objectives [that have] high probability of success. These objectives include the introduction and practice of new ideas and behaviors.
- Gradually raise your expectations after attaining some momentum of success. Provide for the transfer and practice of new ideas and behaviors in the life-style of the school-community.

Step 9: Evaluate the Processes and Products Involved, and Feed Back to Step 1.

- Monitor in detail the relative success of specific program components. (Benson, 1975.)

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