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## ABSTRACT

Middle school students were determined to be unaware of and unprepared for the requirements of the real world of work. They were unable to identify careers they were interested in pursuing nor did they understand the importance training plays in being successful in future careers. This practicum report discusses solutions for middle school students who were not being exposed to career choices, school districts which were not restructuring the career education curriculum, and the debate among educators regarding whether academic or vocational course offerings would be best for students. Also discussed are funding, the importance of life-long learning, and how the school and business community can support students in preparing them for their career future. Included in this document are: (1) description of the work setting; (2) study of the problem; (3) anticipated outcomes and evaluation instruments; (4) solution strategies; (5) results; (6) recommendations; (7) model career curriculum; and (8) dissemination. Analysis of the data revealed overwhelmingly that a career education program is a win-win solution for middle school students, parents, educators, businesses and political leaders. It also revealed that students of all academic levels, social skills, gender, ethnicity and economic status can benefit from a career education program. (Contains 37 references. Five appendices include two survey instruments.) (Author/JBJ)

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ED 386 636

# A Career Education Program Model for Middle School Students To Improve Career and Vocational Decision-Making

By

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Cluster 55

A Practicum II report presented to the Ed. D. Program in Child and Youth Studies in Partial Fulfillment of the requirements for the Degree of Doctor of Education

Nova Southeastern University

1995

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6-20-95  
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## TABLE OF CONTENTS

	Page
ACKNOWLEDGMENT .....	iii
TABLE OF CONTENTS .....	iv
LIST OF TABLES .....	v
ABSTRACT .....	vi
Chapter	
I INTRODUCTION .....	1
Description of Community .....	1
Writer's Work Setting .....	4
II STUDY OF THE PROBLEM .....	6
Problem Description .....	6
Problem Documentation .....	8
Causative Analysis .....	9
Relationship of the Problem to the Literature .....	11
III ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS .....	23
Goals and Expectations .....	23
Expected Outcomes .....	23
Measurement of Outcomes .....	24
IV SOLUTION STRATEGY .....	26
Discussion and Evaluation .....	26
Description of Selected Solution .....	31
Report of Action Taken .....	33
V RESULTS, DISCUSSION AND RECOMMENDATIONS .....	39
Results .....	39
Discussion .....	43
Recommendations .....	50
Dissemination .....	51
REFERENCES .....	52

Appendices	Page
A CAREER SURVEY .....	57
B PARENT SURVEY.....	60
C LETTER TO STAKEHOLDERS .....	62
D STUDENT'S DEMOGRAPHIC CHART .....	64
E CAREER EDUCATION COURSE OUTLINE.....	66

### LIST OF TABLES

#### Table

1 Results Before and After Implementation, Objective One.....	40
2 Results Before and After Implementation, Objective Two .....	41
3 Results Before and After Implementation, Objective Three .....	42
4 Results Before and After Implementation, Objective Four.....	42

## ABSTRACT

A Career Education Program Model for Middle School Students to Improve Career and Vocational Decision-Making. Outen, D., 1995: Practicum Report Nova Southeastern University, Ed. D Program in Child and Youth Studies. Instruction and Curriculum Design/Classroom Management/Vocational and Career Choices/ School-to-Career Restructuring/Computer Literacy/Job Shadowing/Inservice for Parents and Teachers/ Student and Program Evaluation/Surveys for Career Education Programs/Community Involvement Strategies for Career Education Programs/Workshops and Inservice for Students

The dilemma: Middle school students were unaware of and unprepared for the requirements for the real world of work. They were unable to identify careers they were interested in pursuing. Also, they did not understand the importance training plays in being successful in careers they will ultimately select.

This practicum report discusses solutions for middle school students who were not being exposed to career choices, school districts which were not restructuring the career education curriculum, and the debate among educators regarding academic and vocational course offerings, as to which are the best offering for students. Also discussed are funding, the importance of life-long learning and how the school and business community can support students in preparing them for their career future. Included in this document are (a) description of the worksetting; (b) study of the problem; (c) anticipated outcomes and evaluation instruments; (d) solution strategies; (e) results; (f) recommendations; (g) model career curriculum; and (h) dissemination.

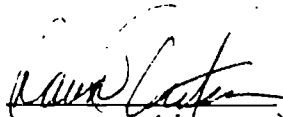
Analysis of the data revealed overwhelmingly that a career education program is a win-win solution for middle school students, parents, educators, businesses and political leaders. It also revealed that students of all academic levels, social skills, gender, ethnicity and economic status can benefit from a career education program.

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## CHAPTER I

### INTRODUCTION

#### Description of Community

From 1980 through 1993 the population of this writer's community had grown from 40,165 to 65,689. (City Hall, Demographic Division, 1994). This city was growing rapidly, changing from a sleepy agricultural community with a European background into a booming, culturally-diverse commercial and residential community. At one time, this city was considered the richest community within this state, because of the agriculture, farming and dairy industries. In 1980 the above industries began to move to other areas in this state, only to be replaced by very expensive homes, shopping malls and other industries. This demographic change did not diminish the city economically, because the new residents who were moving into the area had a median income from \$75,000 and up per household.

However, the real problem was that the new neighbors were of different ethnic, social and educational backgrounds, moving into a predominantly Dutch, French, Basque, Portuguese and Fundamentalist Christian community. These new residents were not welcomed by the old established community and were excluded from most of the political, social, economic and educational activities.

This community was comprised of several types of groups. The civic groups in this community included the American Association of University Women, Lions, Rotary,



Chamber of Commerce and the Optimists. These groups were concerned with the problems of education, health, the social welfare of the citizens, better government, delinquency and recreation.

According to a long-time resident of this community, cultural groups in this area were segregated and only met the needs of the members. There were no interactions between any of the cultural groups, socially, economically and spiritually. The largest cultural group was the Portuguese. They considered themselves white. The second largest group was the Hispanics, a portion of whom also considered themselves white, because of inter-marriage between white and Mexican citizens for several generations. Blacks and Asians were the smallest groups represented in this community, and at that time there were no organizations representing these two groups. However, the new immigrants from Mexico, legal and illegal, have formed their own social and political support group because of the dislike demonstrated by some Americans. There was also another group residing in this community, and they were referred to as the prison families. These were families who came to reside in this community, because they had a loved one who was incarcerated in the prison located there. These families were the welfare and low income residents of this area. They usually were not permanent residents, because when the inmate was released, the families moved out of the community.

There was a fine arts cultural group that provided art, music and plays for the community. This group was considered the elite and had a small membership whose primary purpose was catering to the leisure-time interests of the members. The members of this group were majority white, upper-class, within a small minority of wealthy American-born Mexicans. Most of the art forms that were presented were focused on the European culture. Art forms from other ethnic groups were rarely presented.

The economic groups in this community were various businesses. According to the City Hall Demographic Division (1994), there were 2,500 businesses. Four of these businesses employed over 500 residents, 32 employed from 100 to 500 residents within

the community. However, a great many of the residents worked outside of the community. The principal employers were the retailers, medical industries, manufacturers, the school districts, the prison and the youth authority. According to the demographics division (1994), the median income per capita was \$40,683 and the lowest income per capita was \$10,657. The lowest family income was \$5,000 per year (428 families), whereas, the highest family income was well over \$100,000 a year (382 families). The citizens consisted of blue collar workers, professionals such as lawyers, physicians, business executives, police officers, engineers and teachers. There was a small population of retired people who were on social security and welfare recipients who received Aid for Dependent Children (AFDC). The average household consisted of 3.36 persons. There were single parent households. However, the majority of the families had two parents living in the home.

The political circle was balanced equally between Democrats and Republicans, with less than two percent affiliated with other political parties. Ross Perot did very well in this community during the 1992 elections according to the city manager.

This community did not have a high crime rate. In fact, it was rated among the top five safe cities in the United States by the Federal Government in 1992. However, each year the schools were plagued with racial unrest, graffiti, and an increasing amount of gang activity.

The religious organizations included the basic denominations of Catholic, Protestant, "born again" Christians and Jehovah's Witnesses. However, the largest religious organizations in this community were the Mormons and the Dutch Reformed. The primary focus for all the aforementioned was to provide moral and spiritual leadership to their own parishioners, but did not involve the total community. The best description of these churches would be exclusive groups with doctrine tailor-made for the needs of each particular group.

### Writer's Work Setting and Role

The school was located in a suburb in the southwestern area of the United States with a population of 60,000. In this area, the school was the largest of three comprehensive middle schools. This middle school was originally built to house 800 students. However, during the 1992-93 school year, enrollment reached 1,325 students. There were nine different ethnic groups represented with a total minority of 46 percent. There were seven different languages spoken by students, and seven percent of the school population was identified as limited-English speaking.

The curriculum, instruction, activities, staff and students were a tapestry woven with threads of a positive fiber. Although the population was large, the students enjoyed a special one-to-one feeling, due to the school-within-a-school concept. The students were divided into four groups with a teaching vice-principal in charge of each group. This group was "home" to the students for the school day. They depended on the teaching vice-principal and teachers exclusive to their group for instruction. The school administration and staff believed the potential of all students could be attained through high expectations, a positive and safe environment and meaningful communication.

There was a broad-based core curriculum which included an integrated literature-based language arts program, social science, math, science, reading and physical education. The core program curriculum was complemented by a computer lab and elective offerings which included art, computer drafting, home arts, chorus, band and computer technology. In addition, many programs existed at the school to meet the special needs of students with identified learning handicapping conditions. These students received assistance in the Resource Specialist Program or Special Day Classes. English as a Second Language ( E.S.L.) and sheltered core classes were of assistance to Limited English Proficiency (L.E.P.) students. Gifted and Talented Education (G.A.T.E.) classes met the needs of educationally gifted students. Additionally, youth services counseling,

career day, academic and physical fitness programs, study skills and performing arts components all related to the unique special needs of students in this age group.

This writer had been at the above middle school for three years. Previously, this writer taught English and social studies on the high school level in the same district. The writer's role consisted of numerous tasks. Three of these tasks included providing instruction in the classroom setting, technology chair and representative for the superintendent's Partnership for Unity in Diversity committee. Other responsibilities were parent and student counseling, and providing feedback to administrators and core teachers regarding students or any concerns of the parents in the community. Moreover, at the district and school site level, this writer had coordinated educational programs in social studies, English, performing arts, and school clubs, e. g., Mock Trial, Multi-Cultural Education, and the Writing Celebration.

## CHAPTER II

### STUDY of the PROBLEM

#### Problem Description

Even though there was a career education course outline at the district level for middle school students, the course was not offered at any of the middle schools in this district. Moreover, the district career education curriculum for middle school was very minimal and outdated, and did not reflect the relationship between work, learning employability, attitudes, the study of future trends, nor how to deal with diverse cultures at the work place and crisis at the job site. The school curriculum did not offer any type of career education for the middle school students. Moreover, career information was not presented to middle school students through other classes nor were the students shown how academics such as math, English, social science and science were related to the world of work. There was a constant disparity among teachers and parents regarding college-prep courses and career education (vocational). Some teachers and parents preferred that students take college-prep courses as opposed to career or vocational type classes.

Many teachers at the middle school level were unwilling to incorporate any type of career information applicable to the subject matter being taught. Moreover, many teachers were not willing to take on the responsibility of coordinating career days or fairs in the classroom which were school wide, nor did they invite business spokespersons as guest speakers from different career fields.

During a leadership conference (1994), participants discussed how administrators did not offer career education classes for the fear that parents would disapprove of their child being involved because: (a) they wanted their child to attend college as opposed to their child attending a vocational school or certificated program at a junior college; and (b) some parents believed that their child was being tracked into remedial classes for manual labor types of career choices, which the parents believed was racially motivated.

Also discussed at the leadership conference were other problems affecting career education programs for middle school students: (a) poor instructional planning, with future trends in careers regarding the use of technology not included; (b) the opportunity for middle school students to participate in high-tech activities requiring special skills was not provided; (c) lack of funds to hire career education counselors, purchase materials and secure resources for career education classes for implementation; (d) controversy among educators regarding college-bound students vs. vocational education students; and (e) some teachers expressed they did not believe that career education should be taught to middle school students.

Other major problems at this middle school, because of budget cuts by the district, were that there were no counselors staffed to offer self-assessment instruments, interest inventories, instruments to help students to identify inter-relationships of personal interest to broad occupational areas, or to advise and assist in planning future career choices or goals. Teachers did not offer such assistance, because they believed they were already bombarded with responsibilities and did not want the added duties.

The above problem descriptions were just a few reasons why the students at the middle school were unprepared and unaware of the requirements for the world of work. Students had not identified careers they were interested in pursuing, were not able to identify the skills needed for specific careers, and they had no understanding of the importance training plays in being successful in the careers they would ultimately select.

### Problem Documentation

The documentation used to prove the problem exists were: (a) a ten-item student career survey instrument which asked specific questions to assess their knowledge and preparation for their career planning and goals. This survey was presented to 165 middle school students, with instructions and one hour for completion. Out of the 165 middle school surveys given, 165 were completed and were scored by this writer (see Appendix A); (b) a journal that reflected information from informal conversations with educators, parents, administrators, practicum advisor and business representatives; and (c) researched and recorded information from local district, county and state course outlines for career and vocational education.

### Evidence From Survey

Based upon the results of the survey, documentation that the problem exists showed that based on a career survey, out of the 165 eighth-grade middle school students, 96 percent were not aware that certain careers require licensure attainable only through certification or college degrees; 85 percent were not aware that certain fields require specific training in order to enter and be successful in that career; 79 percent were not interested in exploring careers; 78 percent had not taken time to think about their futures; and 91 percent could not match certain skills required for success in a specific job.

The survey also reflected that the students could not spell correctly or did not know the names of the different occupations they could describe. Most of the careers or jobs listed by the students were traditional, e.g., police officer, fireman, secretary, nurse, doctor, salesperson at a department store and hairdresser. There were no non-traditional jobs or careers requiring technological skills mentioned in the survey. The survey also implied that they had spent little, if any, time thinking about their futures, and that they felt jobs would be waiting for them when they graduated. The survey also indicated that the students had not investigated the skills necessary to be successful in a career, nor had they developed career pathways.

### Causative Analysis

The writer reviewed the journal being kept before the practicum, and was able to cite some of the causes noted as to why middle school students were unaware of and unprepared for the real world of work, and the causes were not with the students. They were with the adults who were responsible for preparing the students.

First of all, in talking with teachers about the inadequacy of career education at the middle school, this writer noted that the teachers felt there was not enough focus on career education in the middle school in the district. Moreover, the teachers agreed that students were not receiving instruction that addressed career goals. Teachers involved in this discussion felt they were not connecting academic subjects to possible careers, and career education programs were not being given to students who were not college-bound.

Other barriers stated by teachers were: (a) the inability of the school district to be consistent in promoting lifelong learning for students; (b) the district would not support the changes needed in the curriculum to address the problem of an out-dated career education program; (c) the struggle with the district changing to school-base management; (d) teachers were not incorporating any type of career exploration for students; (e) teachers were overwhelmed with adjunct responsibilities at the school; and (f) they were unwilling to become involved with a career education program.

The writer held a workshop designed to aid parents in helping students succeed in school. Participating parents indicated on a parent survey that they had not encouraged their children to think about their future concretely (see Appendix B). Some parents felt that middle school was too early for their child to start planning for the future; other parents did not even want to consider their child not going to an academic college: still others said that their children were going to follow in their footsteps and continue the family business. With the attitude of these parents, students were not being supported in the home about their futures, which still left students unaware of and unprepared for the real world of work. Moreover, parents were not involved with the schools in insisting that



administrators and teachers include career education in the curriculum across all disciplines.

One cause that was discussed between the writer's principal Goldband (1994) was the inconsistency of the state and federal governments which do not create policies, develop standards, provide funds, legislation or support for the idea of career education programs for middle school students. Moreover, the principal explained the frustration that was felt because of the cutbacks of school funding and the elimination of school projects and programs.

Businesses were reluctant to spend time with middle school students according to Lewis (1994). This concept was also supported by the writer. In talking to several business representatives at the chamber of commerce retreat for community and business leaders this year, several business CEOs remarked that they were not interested in being involved with the middle school, because it was too expensive for the company, there was not enough personnel to mentor the student, students were irresponsible and lazy and had no skills.

In addition to not observing a career education program for middle school students, this writer discovered there was no career guidance which encompassed all components of services and activities in educational institutions, agencies, and organizations offering career counseling and career-related educational programs for middle school students. Furthermore, the high school guidance counselors did not meet with middle school students or teachers to offer career counseling for planning pathways for the student upon entering high school. Sadly enough, career counseling which encompasses career choices, the process of career planning, conflict resolution and decision-making was non-existent for middle school students.

There were reasons why middle school students were unprepared and unaware of the requirements of work. Moreover, these students had not identified careers they were interested in pursuing, have not been able to identify the skills needed for specific careers,

and did not understand the importance training plays in being successful in the careers they would ultimately select. The reasons for the problems were caused by educators, parents, federal, state and local governments, legislation, businesses leaders and policy makers not linking up to create a career education program for middle school students, which will be discussed in the following section.

#### Relationship of the Problem to the Literature

Adolescents have very few positive experiences during the middle school years, and the result of this was school dropout. Bhaerman and Kopp (1988) discussed this in their article. These authors also state that the problem of adolescents dropping out of school stemmed from a lack of a systematic mechanism for putting research into the hands of school personnel. Also, findings were seldom in a format that could be used by educators, and most importantly, much researched information was presented as a prescription and not given to educators to aid academic judgments for students.

This was true for the teachers at this middle school. Many of these teachers had remarked they were not current on the latest research regarding middle school students, mainly because they did not subscribe to journal articles or enroll in education classes. Also, because of the budget cuts within the district, many teachers were not attending seminars or conferences to enhance their knowledge on the latest trends or techniques for middle school students.

The education system as a whole could be held responsible for students dropping out of school according to Bhaerman et al., (1988). The authors suggested that schools were assaultive, rejecting, punishing and non-supportive of students, even though students were the reasons schools exist. Students who did not succeed in school were identified at-risk because they could not academically compete and were seen as trouble makers by the teachers and the academically successful student population.

This writer had observed the above and cringed at how the system was not addressing the learning styles of all students. Moreover, the writer had seen teachers

publicly embarrass students who were unsuccessful in completing class or home work assignments. Also, many teachers did not try to address the different learning styles of students or introduce interesting subject matter to address real life situations.

This article by Bhaerman et al., (1988) pointed out that many teachers did not recognize the characteristics of dropout students which were: negative feelings toward school; low income home background; could not identify with school life; and could not relate to figures of authority. Because many teachers did not recognize and address the needs of these students, these young people dropped out of school without the benefit of an education.

Unfortunately, the characteristics described by Bhaerman et al., (1988) existed at this writer's school site. Some teachers did not address the needs of the students with a holistic approach, and this action by teachers caused conflict with at-risk-students.

Warren (1990) maintained that many educational systems did not encourage adolescent girls to seek out non-traditional careers. Also, these girls believed non-traditional careers were not available to them. The author of this report wanted to investigate the relationship between images of science careers and junior high students' attitude toward science education. Warren also believed that there were serious inequities regarding increasing the number of girls in engineering and science related positions. Warren also discusses how adolescent girls were not being prepared for appropriate and functional roles in society. It was also pointed out that many educators manipulated attitudes by not encouraging adolescent girls into non-traditional careers.

This phenomenon had been observed at many schools, including this writer's school site. Many young girls were not supported by teachers and parents if the young women wanted to challenge non-traditional jobs or careers. Most of the time they were ridiculed by young men who remarked, "You can't do that, this is a man's job."

Career options were not really addressed at the middle school level. In fact, the same problems this writer faced at the school site were also summarized in an article by

Wells and Gaus (1991). Forty percent of middle school students had not experienced any type of career education. Moreover, the same students did not have the current interest or the ability to perform in any of their career choices. This excellent report revealed that approximately half of the middle school students did not see the relevancy of academic studies to being successful in their choice. Moreover, this report indicated that the teachers and administrators did not provide an effective career education program at the middle school. The report also discussed that not enough time was used during a school day to educate students about career choices or the pathways needed to be taken. The real problem, according to the report, was that an overwhelming majority of students at the middle school had not been exposed to new and emerging careers in technology.

Reingold (1992) affirms that there were not any career and college preparation and effective learning strategies for adolescents. Moreover, Reingold maintained that learning for young adolescents was not incorporated with high expectations, high course content, nor strong support for career programs at the middle schools from the parents or schools. More importantly, the author claimed that there were no interventions in addressing social and educational needs of disadvantaged youth. Furthermore, the author disclosed that employment policies, work-related basic skill programs and employment agencies did not consider the younger population. The main problems expressed concerned the meager work readiness of young adults; and work professionals were not looking at how to introduce work-related skills and concepts earlier in the educational process. Reingold claimed that adolescents were not learning about career options and the result of this was that students were not successful in identifying appropriate pathways for their career choices.

Rawers (1984) implied that the problem for middle school students being unaware and unprepared for future careers was the scarcity of a concerted and conscientious effort to assist middle school students to develop a self-concept. Also, schools did not offer rewards nor incentives for students throughout the school year, did not give day-to-day

informal feedback to students to promote self-esteem. This author also contended based on the research, that many schools did not offer high priority for excellence, encouragement for students to do their best, and there was no assistance for middle school students to interact with the high schools in developing pathways.

At this writer's school, there were more awards and incentives for sport programs, especially from the local businesses. This writer had seen all types of trophies and store discounts given to students who had great athletic abilities, and very little given for academic achievements.

This writer readily identified with the same problems that Reingold, Rawers, and Wells have described. It was important for this writer to understand that the problems affecting middle school students were widespread and that other educators were faced with the same dilemmas. The writer read other articles that provided information regarding why middle school students were unprepared and unaware of the requirements of work. What was really overwhelming to this writer was the scope of information provided by these journals showing that the problem did not lie with just educators and parents, that the problem also stems from an ineffective educational system that was, at best, confused, inconsistent and politically incorrect. There have been so many ideas being produced by so many organizations, and none of these organizations have been effective in reaching toward educators. The ideas of restructuring of school districts, educational systems and training teachers have not included the ideas of teachers isolated in the classroom. These teachers have not been involved in the planning and sharing of the information developed for curriculum, restructuring and implementation of technology.

The California Teachers Association (1994) implied that educators were not taking the responsibility of educating students. Moreover, programs and curriculum were not being developed by the people who actually work in the classroom. This document also pointed out the problems of demographic changes which have dramatically changed the make-up of the school environment. Moreover, the new school environment was

unproductive for students and teachers alike because the rapid changes and demands were not being met. This document also stressed the point that teachers were not given time to prepare and implement new ideas and strategies, nor were the teachers given time to interact with other members of the teaching profession to develop, evaluate and share their ideas and strategies. This document also maintained that teachers were not being trained to use technology, nor was there an opportunity for teachers who were familiar with technology to expand their technological knowledge throughout the educational system. The article also acknowledged that current school systems had inadequate career education programs in the middle schools. It pointed out that business leaders, educational and political decision-makers, parents, agencies and the government were not working together in resolving the inadequacies of school systems regarding career education for middle-schools.

The (National Alliance of Business, 1992) prepared a proposal for a county located in this writer's state. The proposal discussed the causes for the failures of students coming into the workforce. It also pointed out the weaknesses and challenges facing the educational system and the community. This proposal supported the experiences of the writer. It purported that schools were not addressing the skills that would be required of students. Students were not competitive or competent, nor were they prepared to enter into the workforce. Moreover, this proposal implied that leaders in education, business, and community agencies and parents were not in agreement on the process to be used and how to implement a sound career educational program for secondary and elementary schools.

The proposal included interviews with business representatives who were concerned about the quality of students entering into the workforce. They also implied that students were uneducated and had low technological skills, and that finding qualified young workers was difficult. Educators felt that students moving into the workforce were extremely low in their reading and math skills. Furthermore, the educators felt the lack of

emphasis placed on these skills was the reason students were failing in the workforce. Educators also felt that students failed to make the connection between academics and the real world of work. The parents and the community believed that prospective employers did not set their standards high enough and did not insist that the schools demand excellence.

Many educators have constantly voiced their opinion that the educational system was not changing fast enough to keep up with the changing workforce. Weigel and Newman (1994) agreed with these teachers. They wrote that the education field was not keeping up with the fast-growing industry across the nation. Moreover, they expressed that educators were not willing to include career education into the curriculum for middle school students. It was maintained by these authors that for the last 20 years, United States productivity had declined, because students from elementary school through high school were not prepared. According to this article, standards were not consistent nor integrated between business and education institutions. As examples, business standards, academic standards and career performance standards were inconsistent.

Other major issues discussed in this article that were important to this writer in implementing the practicum were: (a) diversity in the work place and how students were taught to deal with people of different cultures; (b) atomization and globalization of businesses, how businesses were dissolved in the United States and created in other parts of the world; (c) restructuring of the educational system and United States industry; and (d) dual careers or how students were not prepared for more than one career. Finally, this article enlightened the writer to a serious, alarming problem in the United States - students were not sophisticated career planners and could not compete globally in the job market.

Traditional methods were no longer working in the school. There were methods of teaching that were ineffective for students. Berryman and Bailey (1992) believed that because the work place was changing, traditional ways of learning did not meet the needs of students. Also, Berryman maintained that traditional schooling, especially its pedagogy,

was poorly organized for learning for any student: black; white; Hispanic; male; female; rich or poor.

The main problem for students being unaware and unprepared for the workforce was that the traditional educational system did not connect or provide an educational format that students need in order to be successful in the workforce. This article also deemed a large part of the problem of students being unprepared was the inability of students to apply knowledge appropriately to new situations. In other words, students were not exposed to or taught how to use their cognitive domain effectively. Learning situations at most schools were ineffective, and too much responsibility for student learning was placed on the teachers, with little backing from others responsible for student learning. This in turn resulted in the teachers' lack of confidence in teaching new courses. Finally, Berryman (1992) maintained the biggest problem for students being unprepared and unaware of the real world of work was the battle between academic and vocational educators as to which area was the most important for students.

Most schools were not involved in the school-to-work program that was spreading across the nation. Figueroa and Del Buono (1994) believed that educators did not understand the concept of the school-to-work program and resisted getting involved at that time. Because they did not understand the transition process that was involved, many educators were not designing an integrated approach to teaching using this concept. Figueroa implied that many educators were not unified in their approaches to teaching and providing a curriculum design, which was problematic for students and educators who wished to incorporate this new trend. Figueroa maintained that the educational system did not start early enough in preparing students for career success and students were placed in the workforce without preparation. This author points out that there was not enough collaboration between employers, students, teachers and parents. This resulted in students not being prepared for the work place. Another barrier mentioned in this article was that people were not recognizing what roles must be played by individuals, and the



consequences of this action were producing students who were not prepared and unaware of the real world of work.

Often times schools were not held accountable for the inadequate preparation of the students. A working paper presented at the Employment Development Department (1992) advocates that the nation's schools were not fulfilling their mission by failing to equip students to live productive lives, especially minorities and poor students. Schools were ineffective in teaching career education. The barriers that the schools faced were outlined in the article: (a) a school-to-work program was very expensive for public education; (b) restructuring schools was a difficult and involved process; (c) addressing and changing existing policies and programs were arduous; (d) there was no sufficient funding and no appropriate sites to fund or house school-to-work transitions; and (e) higher education did not get involved in assisting professional development for students and teachers in rethinking the curriculum that addresses career education. Moreover, this article points out that program and organizational structures from higher education did not coincide with high school curriculum, programs and organizational structures. This paper also insists that there was not a shared vision among business, community and educators. This working paper also advocates that the problem will continue because the stakeholders were not consistent in the decision-making process, which slowed down or in some cases halted the preparing of young students for successful careers.

The writer mentioned earlier in this paper that one of the biggest problems for students was the inconsistency of this state providing clear standards, principles and policies regarding school-to-work programs. Hotchkiss (1993) points out the same problem from this state. Hotchkiss also implies that this state had not developed a coherent system of school-to-work transition. In addition, the author discusses how this state had not begun to link education and high-skill training. Hotchkiss goes on to report that there was no collaboration between the agencies and the private sector. They were not setting specific standards or methods of certification of student skills; they did not

articulate infrastructure; and they did not provide an effective, viable, accessible career education program from elementary school through middle school and beyond high school. This article also discusses the problem of the disproportion of students who were labeled "at risk," handicapped, minorities and immigrants. This author maintained that not enough work was being done by this state and local government to provide students with career preparation. The article also pointed out two significant barriers that existed for some students: (a) language, for students who were from other countries and were attending school, struggling to master the instruction in a new language; and (b) this state's workforce preparation for students was fragmented and caused inconsistent performance standards, conflicts and duplication of programs, which in turn caused inefficiencies and lessened coordination between training programs and the workforce.

The purpose of this outstanding article by Markus, Howard, and King (1993) was to inform educators of the benefits of a partnership between community service organizations and classroom instruction. This well-written article reported the results of an experimental program which tracked undergraduate students for one semester who participated as volunteers in the community along with maintaining their course work. The results of this experiment showed how the students who participated in the program performed up to their potential during the experiment as opposed to those still participating in a traditional course of study and not going into the community. The article also discusses how the experiment was organized and describes how the community, colleges and secondary schools worked hand in hand to provide better experiences for the students and the community.

The article Markus et al. (1993) pointed out the strong opposition to the program. The opposition centered around the suggestion that there should be state legislation making community service of 200 hours a requirement for secondary and post-secondary schools. Teachers, principals and students did not like the idea.

The purpose of an exceptional article written by Shane (1989) was to advocate the restructuring of today's curriculum to meet the challenges that students would face in the future. Shane talked about how the curriculum was stagnant and should include elements that address the new and developing environments and rapid changes occurring around the world. A few of the global and national changes that were addressed in the article were nuclear power and weaponry, shifting patterns in the composition of minority groups, the foreign-financial "invasion" of the United States, and the number of American women who have joined the workforce outside of the home. Shane went on to report the importance of enlarging classrooms to accommodate the ever-increasing student population. The author also expressed that teachers on the whole needed to move forward and adapt to technology in order to be effective educators. Shane discussed the variety of trends due to the diversity of students and how learning experiences should expand out into the global and national communities. Shane believed strongly that it would be to the advantage of all not to resist change but to embrace it.

The intent of this article by Cawelti (1989) was to provide a forum for leaders to use in restructuring schools for the future. The author also defined the inadequacies of existing school systems across the nation. Examples were: (a) instruction given to students was seldom used by or benefited the students; (b) students did not understand or apply what they learned in schools; and (c) the cognitive and interpersonal skills of students were appalling. The author explained how the Association of Supervision and Curriculum Development (ASCD) created a consortium to address the incompetence of the schools in America and started working toward solutions. The ASCD consortium developed principles and possible changes for future schools. These changes and principles focused on school organization, curriculum, staff development and the use of technology. The article advocated careful planning in improving schools across the nation. Some of the plans for restructuring schools for the future were: (a) structural modification for easy transition for eighth-grade students into high school; (b)

collaboration in learning activities; (c) encouragement and provision of more teacher training on the school site; and (d) training students to use technology for all segments in the workforce.

A document by Manpower Demonstration Research Corporation (1994) supported the idea held by this writer that challenges to improve careers and vocational education programs were not being met, and there was no flexibility enabling these programs. Examples of this were: (a) local needs were not being met; (b) there was no equity in providing programs to disadvantaged and low-achieving students; (c) major expansions of small-scale programs did not take place; (d) there was inadequate funding for educational and vocational programs; and (e) there was no broad buy-in and cooperation between school counselors, administrators and teachers. This article did imply that schools were ineffective because of program development, plus inferior and outdated curriculum design that did not focus on students. Moreover, schools, parents, businesses and the community did not provide appropriate resources and materials. What was really consequential according to this report was that employers did not have any experience working with adolescents as workers. The major issues of why students were receiving inadequate or no vocational education were because there were not enough apprenticeship programs available for students to reinforce classroom instruction, diluted course content, weak linkages with work-based learning, and the inability of some teachers to assume new roles in forming partnerships between vocational and academic educators.

These articles expressed different viewpoints. However, there were similarities that each article pointed out. All of these articles advocated the need for schools to change the methods of teaching, training of teachers to meet the needs of students in a global society, and research and study trends in education to improve the quality of instruction. They advocated moving classrooms into the communities, including more technology training for teachers and students, developing new ideology and school

restructuring, and including more development of values, attitudes and interpersonal skills for students.

## CHAPTER III

### ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS

#### Goals and Expectations

The following goals and outcomes were projected for this practicum.

Middle school students will be aware of and prepared for the requirements of the real world of work, identify careers they were interested in pursuing and have an understanding of the importance training plays in being successful in careers they will ultimately select.

#### Expected Outcomes

Of the 165 eighths-grade middle school students:

based on a post-survey, 96 percent will demonstrate they were aware that certain careers require licensure attainable only through certification or college degrees;

based on a post-test, 85 percent will illustrate they were aware that certain fields require specific training in order to be successful in that career;

based on an interest survey, 79 percent will indicate careers they wish to explore, will include documents in a career portfolio which articulate the career choices and pathways; and based on a career cluster worksheet, 96 percent will match certain skills required to meet success in a specific job.

### Measurement of Outcomes

The evaluation procedures selected by this writer were as follows: (a) student self-awareness concept assessment, which assessed the student's personal likes and dislikes; (b) self -assessment, which assessed the interrelationships of students' personal interests to broader occupational areas; (c) career assessment, which assessed if the student can locate and discern career information, identify ways jobs and occupations can be classified and describe the traits and skills needed and characteristics required for specific career choices; (d) academic planning review to assess if the student can relate educational choices to future career goals, have knowledge of the benefits of educational achievement to career opportunities, and demonstrate the correlation between career choices and needed classes in high school and beyond; and (e) a measurement which assessed the student's understanding of biases at the work place, future career trends, employability skills, and goal-setting/decision-making related to personal, educational and occupational interests.

This writer administered a written assessment evaluation after each competency was accomplished, and each assessment was scored by the student and teacher. The teacher interpreted and recorded the results, which were reviewed with the student and placed in the student's portfolio. The student's computer activities and final products were evaluated by students, parents and teachers, who were the stakeholders involved in the developing career education program.

The purpose of using the above-described measuring instruments was to provide constant feedback and dialogue between the student and the teacher. The evaluation continually addressed areas that students were having difficulty with. Portfolios helped the students to see their cognitive and affective growth from the beginning of the program to the end. Students' excitement and satisfaction were notable.

To measure the career education program, this writer employed the formative and summative evaluation method. The formative method was an evaluation that critiqued and assessed the program on an on-going basis in order to be proactive with the decision-

making process. The summative evaluation was used to look retroactively at the career education program and helped make decisions to improve the quality of the program.

What was essential to any program was the evaluation of the quality of the program.

The student assessment instruments used during the career education program were published and not composed by this writer. Coin's Middle School Program (1994, c) interest survey, was a self-administered inventory which provided immediate results for students, and individual career planning portfolios were used to record and evaluate career skills, activities, achievements and career plans. These assessment instruments were evaluated and selected by this writer and thought to be accurate in evaluating the students' performance.



## CHAPTER IV

### SOLUTION STRATEGY

#### Discussion and Evaluation of Possible Solutions

This practicum addressed the problem of middle school students who were unaware of and unprepared for the requirements for the real world of work. They were unable to identify careers they were interested in pursuing. Also, they did not understand the importance training plays in being successful in careers they would ultimately select. This writer discovered that solutions transcended into other disciplines, such as sociology economics, psychology and politics. Moreover, the solutions provided were from many different schools of thought across the nation.

The most valuable information regarding the solution was that people other than educators have a direct relationship to addressing and advancing exceptional solutions provided in the literature. Also, by reviewing the literature this writer achieved a greater understanding of the wide scope of possible solutions and a better perspective of how these solutions could be used to create and implement a career education program for middle school students.

Providing teachers with current research regarding all aspects of educational information was a solution that benefited all concerned. Teachers needed to have this information provided to them in a manner that was convenient for them to analyze in order to recommend ideas to aid the teaching of career education as well, as other areas.

Bhaerman and Kopp (1988) also recommend that each school site and accommodate teachers with current research information which would inform them of the latest trends in curriculum and instruction. Another solution offered by Bhaerman was to assist teachers through workshops in developing skills to work with the affective and cognitive ways to help students. This author also believed that teachers should be given more time to attend seminars, workshops or conferences to develop and improve their technological skills.

During a staff meeting, teachers at this writer's school agreed that providing current research on new or renewed teaching techniques and information on student learning and behavior was a welcome solution. More teachers were finding that workshops were most helpful to develop skills and strategies to improve instruction, and teachers believed that the districts should continue to pay for workshops, seminars and conferences.

During the same staff meeting, a teacher spoke out about the need for more information regarding career planning for women. Warren (1990) suggested also to make available non-traditional jobs in science to adolescent girls and encourage them to participate in seeking these types of careers. Warren also suggested that a solution to reducing inequities was for educators to discuss with young females the importance of seeking and planning for non-traditional jobs.

Course content in all subject matter should include work-related material to be taught. Teachers should continue to have high expectations of all their students in helping them to develop high standards of learning for the real world of work. According to Reingold (1992) the best solution for this dilemma was to present course work with strong content and for teachers to hold high expectations for the students. Moreover, Reingold suggested that career education classes to meet the social and academic needs of disadvantaged students should be developed and implemented. This author believed that

adolescent students should be given classes that address the real world of work in order to prepare them for the future.

The (National Alliance of Business Report, 1992) rationalized for the education community that they provide a strong academic base, including development of communication skills and of higher learning skills, and it was suggested to provide activities for students to prepare them for a global market and future career trends. More importantly, teachers should help students develop job readiness skills and provide career counseling and early career awareness. Also mentioned as a solution was to focus on the importance of education for minorities by providing realistic minority role models and their success stories.

This writer also believed that a strong academic base was critical for the success of students in preparing for all careers. Courses such as math, English, science and social studies need to be presented in relationship to the workforce.

Weigel and Newman (1990) suggested that educators include career education into the curriculum from elementary through high school. They also believed that the educational system needed to incorporate more career education for students and that the system needed to keep up with the rapid changes taking place in the workforce and technology. Weigel also believed that the schools, government and businesses should combine their efforts and provide state-of-the-art classrooms, including the latest equipment and in technology for instruction, curriculum design and teacher training in all subject matters and relate each subject to careers.

It was crucial for educators and business leaders to form a bond and work together for the common good of students and to build consistency in work ethics and job training. Students needed to be taught work ethics, job standards and principles before entering the workforce. Therefore, schools and business leaders needed to collaborate and come up with principles and standards that were consistent students to follow.

Berryman and Bailey (1992) suggested that new ways of learning needed to be incorporated into the educational system to address minority students' academic needs by providing a better educational format. In essence, Berryman maintained that the best solution was to provide challenging and stimulating learning activities for students to exercise their cognitive and affective domains. Students needed to be prepared to use their knowledge quickly and apply it to unexpected events that occur.

This writer realized that educators needed to accept the importance of changing their teaching styles to accommodate the different learning styles of students. This solution would help students who have difficulty learning with a particular teaching style, by providing alternative styles to help their learning process.

Figueroa and Del Buono (1994) advocated a solution to develop students into life-long sophisticated career planners. More often the best solution for students was to train them to be independent learners and thinkers and to be able to use career planning skills as a life-long tool. Figueroa also believed that students should be able to receive career training in middle schools through high schools to allow them to compete in a global market.

Students needed to be taught that choosing a career was a life-long process. This solution would help the students as they become adults to continue to use the process as they make career shifts.

Cawelti (1989) clarifies how the Association of Supervision and Curriculum Development (ASCD) consortium advocated development of principles and changes that focus on school organization, better curriculum, more staff development, teacher training, and incorporate more technology that was being used in the workforce. Moreover, the ASCD consortium suggested giving all students application and practice to accompany the theory. Furthermore, ASCD suggested increasing cognitive and interpersonal skills through different venues of learning.

The document published by the Manpower Demonstration Research Corporation (1994) offered the solution of identifying local needs and circumstances of students that were not being met, and making sure that all the needs of all students were assessed, as well as ensuring that whatever program was designed be equitable for at-risk students. This document recommended seeking support from leaders, administrators, teachers and parents to buy into the idea and become stakeholders to insure student success. Moreover, this document provided a forum for teachers from other disciplines to ensure new roles for educators to participate together in planning a sound career education program.

(Maryland State Department, 1984) produced a guide for parents to assist them in encouraging and helping their children to decide on possible future careers. This guide was designed to help parents recognize the strengths and weaknesses of their children and how to teach appropriate work habits. It also explains to parents how to teach applicable values associated with family, leadership qualities and responsibilities.

Greenberg and Hunter (1992) revealed how to make academic study more relevant to a middle school student's future career. This article also maintained that a flexible middle school curriculum was crucial in contributing to the social development of students. The article showed how this task can be done: (a) infuse work concepts into the curriculum; (b) use community resource people as peer teachers and tutors; (c) employ community-based programs including preparation and off-campus group visits; and (d) involve community colleges and universities in a career mentoring program for middle school students.

While this writer reviewed the literature for solutions, several solutions came to mind, some of which were not in the writer's control and would be difficult to implement. For example, restructuring the schools and creating better standards and principles for the educational system were not one individual's tasks. However, this writer could participate on committees and provide recommendations to educational, political and business leaders

supporting the much-needed changes in school restructuring and creating better standards and principles. In critiquing the literature, this writer chose the solutions that could best be implemented in the work setting to benefit the students and be most accessible to the resources that were available at the work site.

#### Description of Selected Solutions

This writer developed a career education program for middle school students, which promoted the investigation of academic and vocational learning. It provided the opportunity for middle school students to participate in career exploration programs and develop career pathways. This writer helped form a partnership with local businesses and the feeder high school counselors to help students choose classes conducive to their career goals.

Other selected solutions implemented were a career day hosted by career education students and a job shadowing day for students and parents. The writer also sought funds and in-kind contributions to provide resources and materials for the program.

The solutions were selected because: (a) this writer had more control of the expected outcomes; (b) this writer had been given permission to create and implement the program; (c) students were programmed into the class for one semester as an elective; and (d) time management was also easier because the classes were scheduled in the morning, which allowed the afternoon to be free for other duties pertaining to the career education program. Moreover, this writer had secured support from administrators, core teachers and the school improvement coordinator.

"No man's knowledge here can go beyond his experience." - John Locke.

This writer believed that experience for middle school students was the best answer in producing students to be prepared and aware of the real world of work. Students would be the biggest winners of all by participating in a sound, resilient career education program that would enable them to make career choices.

The selected solutions included provisions for students becoming more active in their learning process and for this career education program to be student-focused. The writer also included collaborative computer projects to actively involve the students in increasing their math, reading, critical thinking skills and active constructual learning. These projects were: (a) creating a career awareness newsletter; (b) E-mail interaction to collaborate with other schools with career education classes; and (c) computer-generated resumes. By doing these projects, students were able to apply the information and process learned to other areas, including technology.

Adolescence is unique because of the biological and physical changes that are taking place. Therefore, the program designed by this writer considered this phenomena. Also, adolescents were asking self-questions, "Who am I ?" , "Where am I going?", "What am I going to be?", and "Which group will I identify with?". With this in mind, the writer planned the integration of self-concept, social issues and conflict management for students to see the connection with others in society and how and where they could fit in.

The career education program created by this writer helped provide experiences for students with prospective employers through job exploration and job shadowing. Further, students were taught how to look at the community they live in and see how their possible career selections could address population trends, urban crisis, environmental issues, transportation, technology, health education, government or any factors that would assist or influence the community and world they live in. Lastly, this writer included in the career education program academic studies relevant to students in their social and academic development.

Other solutions selected by this writer provided teachers with updated research regarding career education, non-traditional careers and jobs for minorities and women, sound course content and goals that were challenging. Moreover, the writer developed class standards and taught work ethics and principles to help achieve positive student interaction with others in their career choices. Different teaching styles were used to

accommodate the learning styles of the students. Parents were given workshops in how to support their children in understanding the world of work.

#### Report of Action Taken

#### Before Implementation

In order to accomplish the goals and objectives of this practicum, detailed planning and recruiting of a committee were essential. The first step, however, was to describe the vision to be shared with key leaders in the education, business and political communities, to gain their support in making the vision a reality. After discussing the career education program with many of the key leaders, their support was gained, and secondly, since this writer was an educator and active in the community through the local chamber of commerce, many resources to recruit from were available .

The first list of prospective committee members from various organizations was established and individuals were contacted on a one-to-one personal level. Moreover, this writer asked each person to submit ideas concerning active participation and commitment. Also, they were asked if they knew of people who would be interested in being a part of this committee in any way and to bring their names to the first meeting.

A follow-up letter (see Appendix C) was also sent to each person who wanted to be involved with the project, explaining the vision (including the data). A personal phone call was made to all interested person to see if they received the letter and if they had any questions. Also, they were asked what time and day would be convenient to meet with them. After receiving the information, the first meeting and agenda were set. The agenda included the orientation and the questions and concerns generated by the people contacted by this writer. The committee was formed.

The committee represented community residents, businesses, educators, and elected officials from the federal, state and local levels. The second meeting was to develop the framework of the Career Education program. After several meetings, the framework for the project was completed. The framework included the course outline and



the job shadowing day. The program evaluation procedure, policies, committee and student expectations, activities and the roles of the committee members were also defined. The committee was divided into sub-committees. Each sub-committee was responsible for certain duties and presented their reports to the whole committee.

This writer met with the principal and presented the information to him for approval. The principal thought the plan was great and supported the implementation of the program. The superintendent also reviewed the project and was enthusiastic and supported the project and approved it as a model program for the district. A board member also reviewed the information and was supportive of the Career Education Program.

Some of the concerns that were addressed by the principal were the insurance, cost of the job exploration component of the program and teachers who would be involved in the program teaching related academic classes. This writer suggested that the core teachers would teach components of math, English and social studies applicable to the careers students had selected during the course of the semester; the cost of the materials could be absorbed from the department budgets and school improvement funds, and insurance for the students who traveled off campus would be handled by the parents who transported the students to and from the job shadowing sites. The bus trips to the high school's career center would be covered by the district and the high school counselors would come to the school site. He agreed to all these suggestions.

Another concern was which students would participate in the program and how long the program would be. This writer suggested that the Career Education program should be for one semester to begin with, including the job exploration day, and that the exploring technology component could be implemented during the second semester. Moreover, this writer suggested that the students should be randomly selected from the seventh and eighth grades, so that the results could be generalized to the larger population of middle school students.

### During the Implementation

The first week was the most crucial for the students, who were randomly selected to take the career education class (see Appendix D). Resource materials, schedules of events and lesson plans had to be in place. The first step was to review the career education program with the students. The students were informed of the structure, process and procedures of the class and portfolio assessments. Student expectations and program activities were discussed. The first week went well.

The students took the interest, ability and experience surveys and assessments. They were amazed and very interested in their results. They also were very eager to share their results with other students, teachers, parents and others. They had discovered something about themselves, and they were excited about that discovery. All of the information the students had collected was placed in their portfolio (student profile).

The students were prepared to investigate careers based on their surveys and assessments. They concentrated on identifying the cluster in which there were matches, categorizing them into a specific career pathway. The students also went on a field trip to the feeder high school career center and had an orientation regarding that center. They were able to collect brochures and other information regarding their interests. Moreover, the students were able to receive a printout of the schools they would need to attend and how long it would take them to complete the classes. They also received a printout of projected future job trends and salaries.

Following the field trip, the students were prepared to do more in-depth research and get information needed to fulfill their selected career choices, e. g., required courses and classes needed to qualify. In order to do the research, the students were trained on how to use the computer to access the needed information. This process was a great success for the students and teachers. Some of the students worked independently, others worked in groups, while the teachers served as a facilitators. Over several weeks, the students developed personal profiles that included their career goals, and they began to

create their career paths. Also, using Microsoft Works (1994), the students created a newsletter.

The students also participated in several workshops. These workshops were presented to the students in order for them to be exposed to experiences in the real world of work. Using Sunburst Communication videos (1994, a) the workshops gave the students a first hand look at: (a) how to complete applications, cover letters and resumes properly; (b) how to be successful in job interviews; (c) how to dress for success; (d) standards and ethics at the work place using Sunburst video ethics series (1994, b); and (e) workplace issues, including sexual harassment and racism. The workshop presenters came from various business and civic organizations. Some of the presenters were parents who were knowledgeable on certain topics. The presenters also provided the students with applications and literature regarding issues that were discussed in the workshops.

At the conclusion of each workshop, the students discussed the topics in groups and recorded their responses individually. Each group gave a collective report, but each student placed their individual response and the collective report into their portfolio for evaluation. The students were also asked to evaluate each presenter, using an evaluation sheet composed by the teacher. The above information was used for articles published in the newsletter. Also, the students video recorded and critiqued their mock interviews. The counselors from the feeder high school came and talked to the students about college, financial needs, and course work they would need to meet the requirements. The counselors also programmed the students for high school classes they would need according to their selected career choice. The counselors pointed out to the students the importance for students to have a second career choice that would also work well with the classes they selected.

Once a week, the core teachers met to discuss the components of the program and assess the progress of the students. Recommendations were made on how to improve the

program and on what type of assistance students needed to be successful. Peer tutoring also evolved naturally with the students. The students were willing to help students on their own without being asked formally by the teacher.

Too quickly, the semester was coming to an end, and the students began to prepare for the job shadowing day. There were 30 students selected to participate in the job exploration program. However, it was planned that in the future, all the students who were in the program would participate in this part of the project. Because of the program being new and the number of businesses needed, only 30 students out of the 165 could be selected at this time. The process of selecting the students was democratic. In each one of the classes, the students selected six students to represent their class. The students conducted their own method of selection and gave the results to the teacher. The teacher was not included in this process, nor did the teacher influence the students' decision. One of the requirements of the students selected was that they had to report back to the class about their experience. Moreover, the business host for the students said businesses would participate in a career seminar for the students in the near future. This model of selection worked very well. Even though many of the students did not actively participate in the job shadowing portion, they felt they were still a part of it, because they were involved in the selection process of their representative.

On the last day of the class, all the students who participated in the program completed the same survey that was given at the beginning of the career prep program (see Appendix A). The job shadowing day was successful for the students, parents, school, businesses and this writer.

#### After Implementation

When the pilot program was concluded, the evaluations were collected and analyzed, and a report was distributed. Also, a copy of the report was sent to the board and principals throughout the district. A recognition celebration assembly was held for key personnel and students who helped make the pilot program a success. This assembly

was attended by the mayor, councilman, principal, superintendent and leaders from civic organizations.

Also, it was decided by the committee that this would be a good time to apply for grants to help implement the next career education program. Using a grant guide book as a resource Brewer, E. W. Achilles. C. M. and J. R. (1993), three nationwide grants were applied for: The Learning Tomorrow technology grant which gives \$10,000 to ten recipients, The William G. Carr Program which gives \$2,500 to two recipients and the Technology Math and Science Program which gives \$4,000 to two recipients. The grant applications were submitted on January, 31, 1995. The outcome of the applications will not be disclosed until July 1995. Moreover, the name of the program was changed from Career Education Program to Technology Career Education Program, (T-CEP). There was also a career education course outline developed and accepted by the curriculum committee and the district's board of education (see Appendix E).

## CHAPTER V

### RESULTS, DISCUSSIONS AND RECOMMENDATIONS

#### Results

Middle school students in this writer's district were not offered a career education curriculum. Teachers did not incorporate career components applicable to the subject matter being taught. In addition, there were no opportunities for middle school students to investigate future trends in the workforce, including careers which require highly technical skills. The solution was to restructure an existing outdated curriculum and other activities to help students create career pathways and lifelong learning skills.

A post survey, test, interest survey, and cluster worksheet were presented to the 165 middle school students before and during the implementation. The same survey was given to the students after the implementation to see if there was a significant difference and to see if the objectives were met after the intervention. The scores of the tests, the results of the interest surveys and the cluster worksheets were analyzed to see if the data also reflected that the objectives were met. The results of the data are presented below.

#### Objective One

Based on a post survey, 96 percent of students in the program will demonstrate they were aware that certain careers require licensure attainable only through certification or college degrees. (See Appendix A). This objective was achieved in that 98 percent of the students who completed the Career Education Program post survey demonstrated they knew which careers required licensure, attainable certification, or college degrees.

Before implementation, 96 percent were not aware, 2 percent were somewhat aware and 2 percent were aware. (See Table One) After the implementation, 98 percent of the students were aware, 1 percent were somewhat aware because they did not have the full intervention, and 1 percent were not aware because they moved or had a class schedule change. (See Table One)

Table One Objective One

Career Education Results (All percentages were rounded off to the next whole percent).

Before Implementation			
Students	Not Aware	Somewhat Aware	Aware
165 (100%)	158 (96%)	4 (2%)	3 (2%)
After Implementation			
Students	Aware	Somewhat Aware	Not aware
165 (100%)	162 (98%)	2 (1%)	1 (1%)

#### Objective Two

Based on a post test, 85 percent will illustrate they were aware that certain fields require specific training in order to be successful in that career, Coin's Middle School Comprehensive and Career Guidance Program (1994, a ).

This objective was achieved in that 98 percent of the students who completed the required training post survey demonstrated they knew which certain fields require specific training in order to be successful in that career.

Before the implementation, 85% were not aware, 2 percent were somewhat aware and 2 percent were aware. (See Table Two). After the implementation, 98 percent were aware, 1 percent were somewhat aware, and 2 percent were not aware. (See Table Two).

Table Two Objective Two

Career Education Results (All percentages were rounded off to the next whole percent).

Before Implementation			
Students	Not Aware	Somewhat Aware	Aware
165 (100%)	158 (85%)	4 (8%)	3 (7%)
After Implementation			
Students	Aware	Somewhat Aware	Not Aware
165 (100%)	162 (98 %)	2 (1%)	1 (2%)

### Objective Three

Based on an interest survey, 79 percent will indicate careers they wish to explore and will include these documents in a career portfolio which articulates the career choices and pathways, Coin's Middle School Program, (1994, c).

This objective was achieved in that 98 percent of the students who completed the interest survey demonstrated they knew careers they wished to explore, and placed documentation in their portfolios.

Before the implementation, 79 percent were not aware, 11 percent were somewhat aware and 10 percent were aware. (See Table Three). After the implementation, 98 percent were aware, 1 percent were somewhat aware, and 2 percent were not aware. (See Table Three).



Table Three Objective Three

Career Education Results (All percentages were rounded off to the next whole percent).

Before Implementation			
Students	Not Aware	Somewhat Aware	Aware
165 (100%)	130 (79%)	19 (11%)	16 (10%)
After Implementation			
Students	Aware	Somewhat Aware	Not Aware
165 (100%)	162 (98 %)	2 (1%)	1 (2%)

Based on a cluster worksheet, 96 percent will match certain skills required to meet success in a specific job, Coin Middle School Program, (1994, b).

This objective was achieved in that 98 percent of the students matched certain skills required to meet success in a specific job.

Before the implementation, 96 percent were not aware, 1 percent were somewhat aware and 3 percent were aware. (See Table Four). After the implementation 98 percent were aware, 1 percent were somewhat aware and 3 percent were not aware. (See Table Four).

Table Four Objective Four

Career Education Results (All percentages were rounded off to the next whole percent).

Before Implementation			
Students	Not Aware	Somewhat Aware	Aware
165 (100%)	158 (96%)	2 (1%)	5 (3%)
After Implementation			
Students	Aware	Somewhat Aware	Not Aware
165 (100%)	162 (98 %)	2 (1%)	5 (3%)

### Discussion

To reach the expected outcomes presented in this practicum, the existing curriculum had to be re-constructed in order to help meet challenges and to address student needs for the future in the workforce of the year 2000 and beyond.

Through this practicum experience, the career education curriculum was revised to meet the challenges, requirements and changes of today's job market. Moreover, new materials, information and brochures were developed for students and teachers to use in the future.

Next, the structure for class instruction and class design were decided. The instruction style changed from teacher-lecturer to teacher-facilitator. Moreover, three career prep design models found in Ornstein and Hunkins (1993) were used: (a) Tyler model, which encompasses knowledge components which can be selected and organized in a scientific and technical manner; (b) Saylor and Alexander model, a planning process model which encompasses a plan for learning opportunities; and (c) Hunkins decision-making model which encompasses organizing and selecting content and experiences. A career prep curriculum design model was also used to reach the expected outcomes. The curriculum design model was based on two sources: (a) society, because the school was an agent of the society and the student, so as to understand how the student learns; and (b) a system for guiding the program, such as a body of ethics or principles of conduct. These principles and ethics of conduct were based on the culture of the community in which the school was based.

Other factors that were considered at the onset of the implementation were: (a) at present, the curriculum was limited in preparing middle school students for tomorrow's world; (b) the purposes of this revised curriculum were to prepare today's students for tomorrow's employment, and to create a career pathway for students from middle school through high school and beyond; and (c) to develop curriculum which addresses the National Goals 2000 #3. "American students will leave school demonstrating competency in challenging academic subject matters, and every school in America will ensure that all

students learn to use their minds well so they may be prepared for responsible citizenship, further learning and productive employment in our modern economy."

Greenberg and Hunter (1992) revealed strategies of how to make academic study more relevant to a middle school student's future career. This article also maintained that a flexible middle school curriculum was crucial in contributing to the social development of students. The article showed how this task could be done:

(a) infuse work concepts into the curriculum; (b) use community resource people as peer teachers and tutors; (c) employ community-based programs including preparation and off-campus group visits; and (d) involve community colleges and universities in a career mentoring program for middle school students.

The career education program philosophy was developed and based on: (a) appropriate humanistic thoughts that address the cognitive and affective domains of students; (b) relevant thoughts and language that include real-life experiences of other cultures; (c) progressive thoughts that will promote democratic and social understanding of future trends in the workforce; (d) a holistic curriculum approach for each student; (e) the inclusiveness of the role of the educator, learner and stakeholders who plan the goals, objectives and outcomes; and (f) the inclusiveness of behavioral thoughts that rely on technical and scientific principles which include models and step by step strategies for formulating the curriculum. Goals had to be established to ensure the expected outcomes of this practicum would be addressed in the future for middle school students. The goals of the career education program were to help students develop a career plan; create a career pathway from middle school through high school and beyond; develop self-knowledge; and participate in career exploration day.

Finally, adolescents were seeking to meet their own expectations instead of meeting the expectations of adults. They were meeting these expectations through peer friendships and peer interactions. Because adolescents were excitable, easily motivated,

creative, inquisitive and eager to explore, this writer believed that the students should have a career- orientated learning environment that was participative and action-oriented.

Educational achievements should be maximized to the extent that the curriculum reflects and acknowledges these traits. The career education curriculum for the middle school/junior high school must be designed as an integral part of the school curriculum. It also must address the needs of the students, allowing each one opportunities to explore various educational and career interests and to express his/her developing self. This writer felt that students must continuously relate their educational choices and achievements to future consequences in terms of occupational and educational alternatives, their respective requirements and the life styles they represent.

This writer believed expected student outcomes represent the skills and attitudes that adolescent students need to acquire to make the transition into high school and to develop an educational plan that ensures their academic growth and continuing career development.

Learning styles also were addressed in the career education program. How students learn was very important and had been debated over many years by many educators, psychologists and others. Learning had been described as the process of changing behavior as a result of experience. What was learned may be quickly forgotten, but much learning consists of more or less permanent behavior changes. Piaget (1950) believed learning was based on the development of our intellectual potential and was a matter of learning interaction with the environment (cognitive domain). Erikson (1963) maintained theory of learning focuses on eight stages of personality development. The learning theories that were applicable to this writer's middle school workplace were Piaget's "natural intervention of people and their environment" and Erikson's fifth stage "identity vs. role confusion," wherein adolescents seek a firm self-identity by trying to answer questions such as "Who am I?" "What career am I going to have?"

Thornburg (1994) believed learning takes place as the learner moves between stages. These stages were: (a) we don't know that we don't know; (b) we know that we don't know; (c) we know that we know; and (d) we don't know that we know. He also believes that the computer can be an effective tool as one moves from stage (c) to (d) and as one moves from (b) to (c).

It must be recognized that learning styles were different from learning development. Anastasiow (1994) explained that learning styles were described as values and lifestyles of an ethnic or cultural group, plus parents' styles of teaching and raising the child, plus the child's distinctive quality of learning or processing information or thinking relating to others and responding to incentives.

There were four basic learning styles. Leverett (1994) explained (a) the promoter, (ask who?), who was also a diverger; (b) the supporter/facilitator (ask why?) was a diverger; (c) the controller (ask what?) was a converger; and (d) the analyzer (ask how?) was a converger. The promoter and the supporter/facilitator were people-oriented, whereas the controller and analyzer were task-oriented.

The learning development and the learning styles were included when developing the career education curriculum.

Technology tools were included in the career education curriculum, and these tools worked well for the right or left brain student and teacher. How? Technology tools assisted in the process of changing behavior with the experience of creating and developing the intellectual and creative potential of learners. Moreover, technology tools like Hyperstudio Wagner (1994) assisted adolescent students in finding answers to the questions they were asking. But most of all, multimedia tools can address the learning style of the promoter's creative side, the supporter/facilitator's interpersonal relationships, the controller's organizational skills and the analyzer's systematic and orderly personality.

Students were randomly selected by computer. It worked out to be 50 percent girls and 50 percent boys, with a good representation of ethnicity, at-risk students, special

education and English language proficient students, economically disadvantaged, and academically low-and high-skilled students (see Appendix D). However, no matter what the background of the students, the majority of them were successful. Methods, strategies, technology and materials used were age appropriate, which was an advantage. Kloosterman (1994) noted that girls were capable and ready to learn about non-traditional jobs, but did not have the experiences for those jobs.

This was true with the girls who participated in the career education program.

Kloosterman, et. al. (1994) implied that through the curriculum, girls could be exposed to non-traditional jobs and would most likely choose one.

It was also true that eight of the girls who participated in the career education program chose to create a career pathway in non- traditional jobs, e.g., (a) fireperson, (b) nuclear physicist, (c) marine biologist, and (d) computer programmer.

The training of teachers was crucial to meet the student outcomes. Teachers needed to be trained in recognizing their teaching styles and how students learn. Moreover, teachers had to be trained on the seven multiple intelligences and how to use the information in the classroom. Moreover, teachers needed to be continually trained and exposed to recent research information through workshops and conferences. Most importantly, teachers needed to be trained on a continuous basis using technology. Outen (1994) believed that computer training for teachers was essential for the teachers and students.

It was deemed important by this writer that teachers be involved in workshops, and the goal was to conduct professional development inservice for team-educators and others essential for the implementation relevant to the career education program. The objective was to provide inservices/staff development, three hour sessions to 100 percent of the team. Some of the activities were to: (a) plan and develop a training manual; (b) offer of inservice 18 sessions designed to develop skills related to career education and technology; (c) attend workshops on curriculum restructuring, school-to-career planning

and education goals 2000; (d) attend seminars regarding instructional strategies, standards and outcomes, authentic assessment, effective learning, and cultural diversity; and (e) participate in a retreat to review and develop course content, resource materials, discuss and generate ideas, connect with each other to develop a sense of oneness, with the common purpose of providing the best career education program.

University graduate students were very helpful in assisting with the implementation of this practicum. They served as student mentors, evaluators, provided peer tutoring and other resources. Throughout the program, these college students were wonderful in fulfilling their roles. Moreover, it was a successful experience for the middle school students as well. Teachers at the school site welcomed the assistance the university students provided, and the college students gained experiences and benefited from the knowledge and experience of veteran teachers.

Parents also benefited from the program. They were able to work with their child and other children, helping to plan their futures. Using Sunburst Communications (1994, c) for the parent workshops helped the parents gain knowledge about their role in supporting their child and other children for their futures. There were proud moments for the students as well as the parents when parents were guest speakers or workshop presenters, went on the field trips and helped other students with transportation. The principals and core teachers were pleased also to see parent support and input increase at the school site.

Site-based management was a plus for this type of program, because of the power to make decisions by the teachers at the school site. Moreover, by using the core teacher system, core teachers were able to spot problems and provide solutions immediately. Core teachers also conferred with each other on a daily basis, which gave them the flexibility of interacting with each other when facilitating their classes. The core teachers were located very close to each other, and they have the same students with few exceptions.

The projects (e-mail, newsletter, career exploration and using the computer to complete job resumes, cover letters, and job and university information) that were used throughout the implementation were very successful for each student, especially the at-risk students. By using the computer, the students' interest was high, which motivated them to stay on task, and learning took place without coercion. Overall, based on grades and attendance data, the at-risk students did improve their attendance, attitude and overall grades.

Working with the community was a benefit for all involved. The students became aware of their community, parents renewed and developed new relationships with other parents, educators and business leaders. The business community also enjoyed sharing their knowledge and area of expertise, gaining additional business, free advertising and the letter sent to them from the superintendent expressing his appreciation and acknowledgment for their participation. So for all involved, it was a win-win situation. Of course, the school administrators, board members and the superintendent were pleased and benefited from the successful career education program model to share with other districts. Two of the most important factors for the success of the curriculum and the program was to gain support from key leaders and publicity. This writer talked to board members, state and federal legislators, parents and student associations, and grass root organizations consistently and constantly. Legislators were asked to help pass legislation that will reward businesses through tax breaks to the businesses that supported the job exploration program. The legislators were working toward this goal. Administrators, the board and superintendent were asked to support and approve the curriculum and program at the middle schools in the district, which they did. The Parent Teacher Student Associations also were involved by providing numerous assigned tasks to help with logistics. They served as schedulers, hosted guest speakers and helped out with the recognition celebration. This writer discovered that key leaders were not always at the top of the administration. It's the grass roots organizations that have the real power.



It was a good strategy and extremely important to have a good representation of the community and its culture. A balanced team should reflect the economic, social, ethnic, and religious demographics.

It was also important to have policies and guidelines that were created by the team which should also reflect the community, businesses and educators. They felt as if it was their program and will buy in better and become a great support system. With that kind of power, any program can withstand barriers that might arise. Pro-active leadership was needed when planning and implementing a career education program and restructuring the curriculum. Also, knowledge of the community's political process and political socialization was helpful. One must work in these parameters in order to be successful in making changes. It was not smart to exclude people, sit in a corner like a prima donna, and use a different political process. Finally, the understanding and acknowledgment of the standards, attitudes and values of the community one was working in was relevant to the success of the career education program and the restructured curriculum. Discover who the key leaders were, find out where the real power was and become a part of it.

#### Recommendations

There were seven recommendations that seemed appropriate at this time.

1. Gain the support of the parents, educators, civic and private organizations and the business community.
2. Provide parent workshops and staff development for the parents and teachers who were involved in the career education program.
3. Use site-based management system with core teachers.
4. Train teachers to become facilitators instead of instructors, with action-oriented and student-centered instruction.
5. Collaborate with high schools, universities and junior colleges that will provide services for free (in-kind contributions).

6. Use instruction that addresses the cognitive and affective domains, multiple intelligences and integration of subject matter to allow students to use their knowledge and set their own goals for higher learning.
7. Include technology training for students.

#### Dissemination

An overwhelming, positive response was given to this writer by state-elected leaders, the superintendent and board members of this writer's district, educators, parents, businesses and students. Therefore, the pilot program will be implemented as an elective course throughout the district, beginning fall 1996. The state School-to-Work task force will use the program as a model to be shared with other interested parties. Furthermore, this writer will present this practicum paper to various civic, educational and private organizations, and be placed on Educational Resource Information Center (ERIC) data base to be disseminated nationwide.

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APPENDICES

APPENDIX A  
CAREER SURVEY



## CAREER SURVEY

NAME \_\_\_\_\_ DATE \_\_\_\_\_ GRADE \_\_\_\_\_

This was not a TEST, but a survey to find out how informed you were about your career future, choices and pathways.

A. Please list 20 types of jobs or careers.

1	6	11	16
2	7	12	17
3	8	13	18
4	9	14	19
5	10	15	20

B. Please list three career goals of your choice.

1  
2  
3

C. For each career goal list the type of certification, licenses or degree needed to qualify for your above choices.

Career Goal	Certificate, Licenses, or Degree Needed
1	1
2	2
3	3

D. For each career goal list skills needed.

Career Goals	Skills Needed
1	1
2	2
3	3

Please choose your 1st, 2nd and 3rd choice of the activities below you were most interested in.

Watching television \_\_\_\_\_ Participating in after-school social activities \_\_\_\_\_  
Spending time exploring for careers \_\_\_\_\_

E. For each career goal list where you would search for a job.

Career Goals	Where to Search
1	1
2	2
3	3

F. For each career choice list the type of education or job training needed for the job.

Career Goal	Type of Education or Job Training
1	1
2	2
3	3

G. For each career choice list the amount of time needed to complete the job training or education courses.

Career Goals	Time Needed for Training or Education
1	1
2	2
3	3

H. For each career choice list high school courses needed to prepare for your career and job choices.

Career Goals	High School Courses Needed
1	1
2	2
3	3

I. For each career choice list the tools or equipment needed.

Career Goals	Tools or Equipment Needed
1	1
2	2
3	3

**APPENDIX B**  
**PARENT SURVEY**

## Parent Survey

Please Respond to the Following Questions

1. Are certain hours set aside for your child to study?  
 Yes \_\_\_\_\_ No \_\_\_\_\_
2. Have you and your child prepared a step-by-step educational plan through high school and beyond?  
 Yes \_\_\_\_\_ No \_\_\_\_\_
3. Have you considered financial arrangements for college for your child?  
 Yes \_\_\_\_\_ No \_\_\_\_\_
4. Does your child have a quiet study area with plenty of light and supplies?  
 Yes \_\_\_\_\_ No \_\_\_\_\_
5. Do you believe parents should be involved in decision-making plans regarding their child's future career plans?  
 Yes \_\_\_\_\_ No \_\_\_\_\_
6. Which would you prefer your child to attend?  
 Four year university \_\_\_\_\_ Two year college \_\_\_\_\_  
 Trade/vocational school \_\_\_\_\_ Certificated program \_\_\_\_\_
7. Should career education be included in the middle school curriculum?  
 Yes \_\_\_\_\_ No \_\_\_\_\_
8. Do you discuss career options with your child?  
 Yes \_\_\_\_\_ No \_\_\_\_\_
9. Do you provide extra educational activities to reinforce your child's learning, e.g., museums, library, etc.?  
 Yes \_\_\_\_\_ No \_\_\_\_\_  
 If yes, please list some examples.
10. Has your child observed you at your place of employment?  
 Yes \_\_\_\_\_ No \_\_\_\_\_

**APPENDIX C**  
**LETTER TO STAKEHOLDERS**

Dear

Thank you for electing to serve on the Career Education Program committee. Your commitment to this program as a stakeholder for children was welcomed. This letter was to inform you about the purpose of the program. The Career Education Program had two goals: (a) to allow students to learn about different career possibilities which will enable them to determine their future careers, and have a better perception of the career choice; and (b) to restructure the existing middle school career curriculum, which will provide the educational tools for achieving a productive work life by developing standards, values and skills.

We look forward to having you share your time and expertise in developing and implementing the Career Education Program.

A letter containing the meeting date and place will soon follow.

Again, thank you for your support

Sincerely,

Dawn Outen  
Educator

APPENDIX D  
STUDENT'S DEMOGRAPHIC CHART

**Table Five**  
**Middle School Students Participants Demographic Information**

<b>Ethnicity</b>	<b>Asian</b>	<b>Black</b>	<b>Hispanic</b>	<b>White</b>	<b>Other</b>
	2	13	80	68	2
<b>GPA</b>	<b>Above Average</b>	<b>Average</b>	<b>Below Average</b>		
	26	89	50		
<b>Family Configuration</b>	<b>Two Parents</b>	<b>Single Parent</b>	<b>Living with Other Family Member</b>	<b>Foster Home</b>	
	90	45	28	2	
<b>Socio-economic Status</b>	<b>High</b>	<b>Medium</b>	<b>Low</b>	<b>Poverty</b>	
	38	64	58	7	
<b>Parent (s) Education</b>	<b>Vocational or College</b>	<b>High School</b>	<b>GED</b>	<b>Dropout</b>	
	35	98	27	5	



APPENDIX E  
CAREER EDUCATION  
COURSE OUTLINE

## Career Education Program Course Outline

This course outline has been prepared in conjunction with this State's School-to-Career Task Force Framework.

### Rationale

Early adolescents are slowly moving from seeking and meeting adult expectations to seeking and meeting their own expectations through friendships and interactions with their peer group. Excitable, easily motivated, creative, inquisitive, and eager to explore, students require a learning environment that is participative and action oriented. Educational achievements will be maximized to the extent that the school program responds to and acknowledges these traits. The career guidance and counseling program at the middle/junior high high school must be designed as an integral part of the school curriculum and must address the needs of these young people, allowing each opportunities to explore various educational and career interests and to express his/her developing self. Students must continuously relate their educational choices and achievements to future consequences in terms of occupational and educational alternatives, their respective requirements, and the life styles they represent.

### Course Title

Career Education Program

### Course Description

The student competencies and indicators represent the basic skills and attitudes that students need to acquire to make the transition into high school and to develop an educational plan that ensures their academic growth and continuing career development.

### Length of Course

One Semester

### Grade Level

7th 8th Grade

### Prerequisites

None

### Credit

Jr. High elective

### Course Text and Materials:

Career Target Teachers Guide

800 Career target booklets, four Coin Jr. Career Planning Software including site licence with annual software up-date.

Career Fair/Guest Speakers.

Posters/video tapes/misc.

Video series for career education (10) complete set.

**Evaluation:**

The evaluation for this program will be pre-and post-and authentic assessment for the students and summative evaluation for the program.

## Course Competency and Objectives

### Area: Self Knowledge

Competency I: Knowledge of the influence of a positive self-concept on career development.

The student will --

1. Assess personal likes and dislikes.
2. Assess individual attributes required for successfully fulfilling different roles.
3. Describe how one's behavior influences the feelings and actions of others.
4. Identify environmental influences on attitude, behavior, and aptitudes and how they help determine self-uniqueness.
5. Identify specific life experiences that are influenced by personal attributes and self-perceptions.
6. Demonstrate an understanding of self as it relates to the development of a positive self-concept.

Competency II: Skills for interacting with others.

The student will --

1. Demonstrate concern and respect for feelings and interests of others.
2. Demonstrate coping skills acceptable to self and others.
3. Distinguish between self-characteristics and group characteristics in interrelationships.
4. Demonstrate an appreciation for the similarities and differences among people.
5. Demonstrate tolerance and flexibility in interpersonal relationships and group participation.
6. Demonstrate skills in dealing with criticism.
7. Contribute to group activities by demonstrating competencies in interrelating with group members.
8. Relate one's beliefs and attitudes to the process of interpersonal communication and begin to identify one's own value system.

9. Demonstrate effective social skills.

Competency III: Knowledge of the importance of emotional and physical development on career decision making.

The student will --

1. Identify experiences that are significant emotional events.
2. Demonstrate positive ways of dealing with various emotions, conflicts, and stress.
3. Identify internal and external sources of stress and conflict.
4. Direct emotions into socially acceptable behavior.
5. Demonstrate ways of dealing with reactions of others under stress and conflict.
6. Describe changes that occur in the physical, psychological, social and emotional development of an individual.
7. Describe physiological and psychological factors as they relate to career development.
8. Describe the importance of career, family, and leisure activities to the maintenance of mental, emotional, physical, and economic well-being.

## Area: Educational/Vocational Development

**Competency IV:** Knowledge of the relationship of educational achievement to career opportunities.

The student will --

1. Describe the importance of academic and vocational knowledge and skills in the world of work.
2. Identify skills and knowledge taught in school subjects that are needed in various occupational clusters.
3. Assess individual strengths and weaknesses in the basic educational skills.
4. Implement a plan of action for increasing proficiency in basic educational skills.
5. Assess the skills needed to cope with changing occupational requirements.
6. Describe how changing personal, social, and economic needs relate to continued learning and training.
7. Describe how continued learning enhances one's ability to achieve personal and career goals.
8. Understand how basic academic skills relate to the selection of major courses of study in high school.
9. Relate one's aptitudes and abilities to broad occupational areas.

**Competency V:** Understanding of the attitudes necessary for success in work and learning.

The student will --

1. Understand that success and failure in academic areas are an important aspect of learning.
2. Demonstrate effective learning habits and skills.
3. Demonstrate an understanding of the importance of personal traits to job success.
4. Relate knowledge of one's personal traits to a variety of occupations.
5. Relate personal attitudes, beliefs, interests, and abilities to career profiles.

Competency VI: Skills for locating, understanding, and using career information.

The student will --

1. Identify various ways occupations can be classified.
2. Identify a number of occupations within an occupational classification or cluster for exploration.
3. Demonstrate skills in using available school and community resources to learn about careers.
4. Identify sources of information for obtaining knowledge about careers that he/she is interested in exploring, including small business ownership.
5. Identify individuals in occupations who might be information resources or role models.
6. Identify skills that are transferable from one occupation to another.
7. Identify sources of employment in the local community.

Competency VII : Knowledge of skills necessary to seek and obtain a job.

The student will --

1. Demonstrate the importance of personal qualities (i.e., dependability, punctuality, getting along with others, etc.) to getting and keeping a job.
2. Understand terms and concepts used in describing employment opportunities and conditions.
3. Complete a job application form in a satisfactory manner.
4. Demonstrate the skills and attitudes essential for a successful job interview.
5. Demonstrate knowledge of the content of various courses that teach marketable skills.

**Competency VIII: Understanding of how careers relate to needs and functions of the economy and society.**

The student will --

1. Discuss the variety and complexity of occupations.
2. Explain the importance of a variety of occupations and describe their place in society.
3. Describe how economic and societal needs and the work performed by the members of society are related.
4. Demonstrate knowledge of the economic contributions careers make to society.
5. Describe the effects that societal changes, economic changes, and technological advancement have on occupations.



## Area: Career Planning and Exploration

**Competency IX:** Skills in making decisions and choosing alternatives in planning for and pursuing tentative educational and career goals.

The student will --

1. Identify advantages and disadvantages of different types of secondary and postsecondary educational and training programs.
2. Demonstrate knowledge of the requirements for entering secondary and postsecondary educational and training programs.
3. Describe one's current life context as it relates to career decisions.
4. Clarify personal beliefs and attitudes and explain how they affect decision making.
5. Describe career development as a continuous process with sequential series of choices.
6. Implement a strategy for career decision making.
7. Identify possible consequences of decisions.
8. Select school courses that reflect educational and career interests.
9. Describe how the expectations of others affect one's career plans.
10. Project decisions one will face in the future and describe means of facing them.
11. Identify ways in which decisions about education and work relate to other major life decisions.

**Competency X:** Knowledge of the interrelationship of life roles and careers.

The student will --

1. Identify ways in which different work and family patterns may require different kinds and amounts of energy, participation, motivation, and talent.
2. Identify ways in which one performs work roles at home that satisfy needs of the family.
3. Identify personal goals that might be satisfied through a combination of work, community, social, and family roles.
4. Assess personal leisure time choices in relationship to one's developing life style and the attainment of future educational and career goals.

5. Discuss advantages and disadvantages of various life styles.
6. Describe the interrelationships between family, career choice, and leisure and their influence on one's life style.

Competency XI: Understanding of how sex-role stereotyping, bias, and discrimination limit career choices, opportunity, and achievement.

The student will --

1. Describe stereotypes, biases, and discriminatory behaviors that may limit choices, opportunities, and achievement for women and men in certain occupations.
2. Describe problems, adjustments, and advantages of entering a nonsensically occupation.
3. Understand the importance of taking courses related to career interests, even though they may be most often taken by members of the opposite sex.

Competency XII: Understanding of the process of career exploration and planning.

The student will --

1. Describe the meaning of career planning and what resources are available in the career center.
2. Demonstrate knowledge of vocational exploratory and introductory programs.
3. Identify tentative life and career goals.
4. Select school courses that meet one's developmental needs in terms of aptitudes and interests.
5. Acquire knowledge of academic and vocational programs offered at the high school level.
6. Become aware of and observe skills needed in a variety of occupations, including owning one's own business.
7. Identify strategies for managing personal resources (talents, time, money) to effect the achievement of educational and tentative career goals.
8. Complete an individual education and career plan for middle/junior high school, high school, and postsecondary education and training.