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ABSTRACT

This report depicts a program for increasing students' career awareness through a variety of strategies that include multiple intelligences, career counseling, field trips and cross-curricular activities. The targeted population consisted of fourth, fifth, and sixth grade students in a Midwest, urban community. Analyses of probable cause data disclosed students are unprepared for the workforce. A review of solution strategies suggested by researchers, combined with an analysis of the problem setting resulted in selection of strategies and materials to be implemented within the school day. The strategies and materials encouraged children to become aware of the variety of careers available to them. A focus on four career clusters and emphasis on several specific occupations occurred throughout the intervention phase. Strategies focusing on multiple intelligences, career counseling, field trips, and cross-curricular activities helped incorporate career awareness education into the curriculum. The objective of increasing career awareness of various occupations was clearly met. Students gained an understanding of how their schoolwork related to life in the future and post intervention data indicated that the career education provided the students with greater activities for achieving self-esteem. Eleven appendixes contain surveys and evaluation guides. (Contains 26 references.) (GCP)

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IMPROVING STUDENT AWARENESS OF CAREERS THROUGH
A VARIETY OF STRATEGIES

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An Action Research Project Submitted to the Graduate Faculty of the
School of Education in Partial Fulfillment of the
Requirements for the Degree of Master of Arts in Teaching and Leadership

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Authors: Cathleen Benning, Richard Bergt, and Pam Sausaman

Date: May, 2003

ABSTRACT

This report depicts a program for increasing students' career awareness through a variety of strategies that include multiple intelligences, career counseling, field trips and cross-curricular activities. The targeted population will consist of fourth, fifth, and sixth grade students in a Midwest, urban community. The problem of poor career awareness has been targeted due to observed behaviors and inappropriate comments made by students concerning various careers. Teacher concern regarding these data has increased due to the fact that career education has so far been limited to one day a year. The present program is not oriented toward preparation for future work. The present career day focuses on careers that need college educations. A more realistic view of various careers is needed.

Analyses of probable cause data disclose students are unprepared for the workforce. This may be due to the fact that today's careers may not require a college education, students may not be educated in technological skills, career education may not start at an early age, children have an unrealistic view of future occupations, and students may not transfer learning to career awareness.

A review of solution strategies suggested by researchers, combined with an analysis of the problem setting resulted in selection of strategies and materials to be implemented within the school day. The strategies and materials encouraged children to become aware of the variety of careers available to them. A focus on four career clusters and emphasis on several specific occupations occurred throughout the intervention phase. Strategies focusing on multiple intelligences, career counseling, field trips, and cross-curricular activities helped incorporate career awareness education into the curriculum.

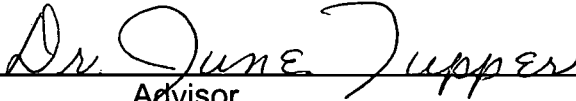
The objective of increasing career awareness of various occupations was clearly met. Students gained an understanding of how their school work related to life in the future. Post intervention data indicated that the career education provided the students with greater activities for achieving self-esteem and helped to answer questions such as "Who am I?", "Where am I going?" and "What is my purpose in this life?" The benefits of connecting school and good work habits contribute to the life skills needed in every job. Career education needs to be incorporated with everyday subjects and not seen as a separate entity. Field trips and guest speakers should be continued in the present curriculum. These elements greatly enhanced the career focus of the week by providing a stimulus for the student's curiosity that lasted throughout the research.

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This project was approved by



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CHAPTER 1

PROBLEM STATEMENT AND CONTEXT

General Statement of the Problem

The students of the targeted fourth, fifth, and sixth grade classes in this study revealed a misguided perception of the nature and desirability of many occupational choices. It was apparent this problem existed due to the unrealistic expectations of the targeted groups, likely due to a lack of knowledge of options. Evidence for the existence of a problem included teacher observations, anecdotal records, student surveys, and the absence of career education in present curriculums. Since both Site A and Site B were parochial elementary schools, career education possibilities included church service vocations.

Immediate Situation Context

Three teachers and their three classrooms in two schools provided the context of this study. For this study they were labeled Site A, Classroom A-1 and A-2, and Site B.

Site A

The first targeted site, Site A, was originally designed and built in 1963 as part of the school system of the Lutheran Church Missouri Synod. This system includes over 2000 preschools, elementary schools, and high schools in the United States alone. Site A opened as a full-time school in 1963 consisting of six classrooms, offices, a kitchen, and a sanctuary. In 1975 the school expanded to include an additional four classrooms. The congregation joined the

Lutheran High School association in 1986 in order to further the Christian education of its members through the high school level. A new sanctuary and four new classrooms were built in 1991. The old sanctuary was converted into a gymnasium at this time. Additional classroom space was needed in 1996 and four more classrooms were added. The campus consisted of library, a 27 station computer lab, cafeteria, kitchen, special education room, a small gymnasium, meeting room, office area, and church. The congregation planned to expand the facilities with a full-size gymnasium, larger kitchen area, parish hall, and more offices.

Wing A, the newest addition, housed two preschool classrooms, kindergarten, and first grade. The oldest section, wing B built in 1963, was the central part of the campus. It consisted of the gymnasium, cafeteria and kitchen, computer lab, library, two classrooms for grades two and three, and a teacher workroom. Wing C, built in 1975 and 1991, held grades four through eight. The meeting room, offices, and sanctuary were adjacent to this wing. The whole campus was a single ground level building, easily handicapped accessible.

The school was associated with the church and operated on a budget of \$1,304,000 per school year. Financial support came from church contributions and tuition payments. The cost to educate a student at Site A was \$3,600 per year. Tuition for community members was set at 75% of the cost of educating a child. The school's Board of Education consisted of parishioners and parents. The Board played a significant role in decision-making within the areas of issuing divine calls and hiring teachers, determining salaries, reimbursements, and making any school improvements.

Site A offered a wide variety of special services to the students. Extended Care was available from 7:00-8:00 a.m. and from 3:15-5:30 p.m. for an additional charge. The students from grades K-8 had formal computer instruction at least once a week. Site A also offered gifted

and remedial instruction daily. Spanish classes were taught in grades one through five for 30 minutes twice a week. A visiting artists' program was supplemented with art instruction from portfolios provided by the local art association. Sports activities offered range from flag football, volleyball, basketball, cross-country, and track. Choir, band, and academic bowls were also offered. Other optional programs were available to students, such as Young Authors and S.O.O.N. (Serving of Other's Needs).

Along with basic curriculum such as reading and math, Site A's instructional program included Christian instruction in the Lutheran tradition for all students. Music and art instruction were taught to students in Pre-Kindergarten through eighth grade. Standardized tests were administered yearly, and school report cards are readily available.

Student Demographics

The total enrollment for Site A was 177 students, ages 3-14, in preschool, Kindergarten, and grades one through eight. The average class size was 16 students. The school population breakdown was 96% Caucasian, 2% African American, 0.8% Asian, and 0.4% Hispanic. The mobility rate was 4.5%, with a 98% attendance rating. On the elementary level the pupil/ teacher ratio was 14/1.

Staff Demographics

All staff members at Site A were Caucasian. There were 13 classroom teachers, plus a gifted and special education teacher, librarian/Spanish teacher, principal, pastor, and music director. Support staff included two full time secretaries, one full-time maintenance technician, full-time janitorial cleaning service, and a full-time registered parish nurse.

There were 13 female teachers and 3 males including the principal. Teaching experience ranged from 0-35 years, with an average of 14.9 years. Five of the teachers had master's degrees

and two were half way through their master's program. The teachers' average salary was \$31,855 with \$58,168 for the administrator.

Classroom Description A-1

Teacher A-1 at Site A taught fourth grade. This person had taught for eighteen years, 13 at Site A. Teacher A-1 was salaried for twelve months and was classified by the IRS as a Minister of Religion. The teacher worked a 50 to 60 hour work week. This included other duties assigned as needed such as distributing baptismal remembrances, serving as choir director, and organizing Jump Rope for Heart and National Lutheran Schools Week.

The fourth grade classroom was located in a cluster of five classrooms. It was not large, but had essentially everything needed for the school day, except a sink. The desks were arranged in rows or groups, which changed frequently throughout the year. Numerous bulletin boards in the room displayed student work. Storage space was somewhat limited, consisting of built-in storage above the book shelves along one wall, and blue Rubbermaid storage containers, which held a variety of books, teaching aids, and supplemental materials. There was a teacher's desk, teaching stand, an electronic keyboard, two file cabinets, and a place to file students' papers. The two computers, stationed in the room were used as a resource for extending the curriculum. Each student had a locker in the room to store books and supplies and a locker in the hall to store coats, lunches, and book bags. Classroom A-1 was in the northwest corner of the building. The single window looked out onto a grassy area. A birdfeeder was outside the window with the church in the background.

The students were grouped according to ability for math and reading. Some students were pulled out of the classroom for gifted and special education services. The average class size was 16 students. Religion, social studies, science, English, and spelling were taught daily within

Classroom A-1. Thirty to 45 minute periods were set aside weekly for art, Spanish, music, physical education, library and computers. The students in Classroom A-1 participated in an Arts and Enrichment Program and had Kindergarten Reading Buddies. They also had an opportunity to take choir and recorder lessons.

Classroom A-2 Description

Teacher A-2 at Site A taught fifth grade. This person had taught for 28 years, 26 at site A. This instructor was also the athletic director and coached several sports during the year. The work week for this teacher averaged between 60 to 80 hours a week and he was recognized by the IRS as a Minister of Religion and was salaried for 12 months.

The fifth grade teacher's classroom was 10 years old, and not large. The average size of the class was 16 students. The classroom had two small bulletin boards and one that covered a wall. The back wall was usually covered with children's art up to an eight foot level. The front of the room had two large chalkboards. There were only two tall, narrow windows, allowing a minimum of sunlight to enter. A butterfly garden was just outside the window for classes to view and there was a large aquarium in the room. In the front area were four large rolled maps that were used by the instructor. No clock was present in the room at the request of the teacher. There was a colorful mobile hanging above the teacher's desk and a teaching stand nearby. Two computers were stationed at the back of the room. A red and blue case of lockers were along the wall for children to store books and lunches.

The curriculum for the class was departmentalized. The children moved to another room for science. Later, some students remained in the room for math and reading, while other students went out for either gifted class or special education services. Religion, spelling, English, and social studies were taught by teacher A-2 in classroom. Physical education was taught three

times a week; Spanish was taught twice a week; art, music, and computer classes were held once a week for 30 to 45 minute periods. Students in the classroom also participated in an Arts and Enrichment program.

Site B

Site B was located near the center of the city, with many governmental offices nearby. The school was established in 1860 in conjunction with a Lutheran church. The present structure, constructed in 1954, had three levels. A two-level addition was added to the school in 2001 bridging the old and new structures. The new addition had a year-round Preschool Learning Center, a parish hall, pastoral office, administrative offices, a kitchen, and two conference rooms. The Learning Center contained five classrooms with restrooms adjacent, a small kitchen for the staff complete with laundry facilities, a receptionist area, and a director's office. This particular part of the building was run by a director, and the staff consisted of five full time teachers and five aides that assisted in the classroom. Students in the Learning Center ranged from ages 3 to 5 and were pulled out for special services if needed. The fee for students attending the Learning Center was \$115 per week. The new structure also had a fully equipped science lab, a 27 station computer lab, a storage room, a sick room, a handicap accessible elevator, and a covered entryway into the building.

The old structure consisted of three levels. Kindergarten and grades three and four were located on the first level, along with a cafeteria, an art room, an extended care room, a maintenance room, and a full size kitchen with a storage area. The second level held another Kindergarten and grades one and two. There were also rooms for music lessons, a counselor's office, a special education room, a gymnasium, a stage, and locker rooms on this level. Located

on the third level were grades five through eight, a newly renovated library, a music room, and the science lab.

The school was associated with a church and operated on a budget of \$1,200,500 per school year. Financial support came from tuition payments, fundraisers, and from church and charitable contributions. The cost to educate a student at Site B per year was \$2,734. A tuition fee of \$750 per family was charged for those who were members of the supporting congregation. For those who were not members, the fee was \$2,250.

The seven-member Board of Christian Day School consisted of parent parishioners, and a principal. They played a significant role in decision making within the school in the areas of teacher hiring and calling, recommending salaries, and establishing school programs and improvements.

Site B offered a variety of special services to the students. An extended care program and special education services were available for students, as well as individual counseling. Sports activities ranged from volleyball to track were offered, as were choir, band, and academic bowls. An art fair was held each year for Kindergarten through grade eight.

Site B's instructional program included Christian instruction in the Lutheran tradition for all students. Standardized tests were administered yearly, with school report cards readily available. Volunteer programs were also available to students, such as Young Authors and Student Life Committee.

Student Demographics

Site B was an urban, parochial elementary school consisting of 225 students, ages 3-14. Grades preschool through eight and were a part of the Lutheran Church Missouri Synod. The

population breakdown is as follows: African American, 1%; Caucasian, 99%. Average class size was 21 students, with a mobility rate of 2%.

Staff Demographics

The staff consisted of a principal, three pastors, and 13 full-time faculty members, averaging 18.5 years experience. The percentage of teachers holding a bachelor's degree was 100% and of those, 50% also held a master's degree. One teacher was currently halfway through a master's program. The teachers' average salary was \$30,141 and \$47,067 for the administrator. Seventy-five percent of the teachers were female and 25% were male. Support staff included a full-time secretary, a part-time aide, a part-time custodian, two full-time custodians, four part-time food service workers, a part-time special education teacher, and a Lutheran Child and Family Services counselor.

Classroom B Description

The instructor at Site B taught sixth grade. This person had taught 14 years, six of them at Site B. This instructor was classified as a Minister of Religion and was salaried for 12 months. The teacher's work week averaged between 50 to 60 hours a week, including other assigned duties such as the school's recycling program.

The targeted classroom was a sixth grade homeroom located on the third level of the building, facing north. Large windows looked out over the preschool playground with two large trees, allowing plenty of natural light to enter. Storage areas were also located under the windows for students' supplies and books. The east end of the room had a chalkboard, teacher's desk, cabinets, book cases, three classroom computers, and a cloak room for students' coats, lunches, and book bags. The west and south ends each had two bulletin boards and a chalkboard. The ceiling had hooks attached to display students' work and educational themes throughout the

year. The classroom was able to accommodate up to 32 students with extra room for centers and other resources. Students' desks were arranged in rows or groups depending on classroom needs.

During the school year, the average class size was 21 students. Curriculum was departmentalized. Students went to other areas for science, physical education, music, computers, and English. Religion, math, social studies, and reading were taught by the homeroom teacher at Site B. Music, computer class, and physical education were taught in a three-week cycle period. Art was taught once a week. Some students were pulled out during the school day for special educational services provided by the targeted site school and local school district.

The targeted classroom and the first grade class paired up as "buddy" classrooms. The two classes participated in numerous activities during the school year such as planning activities for an outdoor education day, and reading and writing stories together.

Surrounding Community

The targeted community was an urban city with a population of about 113,000 located in the Midwest. The city was surrounded by farmland dotted with small towns. Ethnically, the community was 84.2% Caucasian, 13.6% African American, 2% Hispanic, 1.6% Asian, and 0.6% other.

The household's average income was \$36,582, while the median housing value was \$82,350. Of the community's population, 17.7% had college degrees and 84.8% had high school diplomas.

The main businesses of the community were governmental and healthcare services, and businesses related to tourism. It was the headquarters for several nationally known insurance companies and home of 125 state, regional, and national associations. Products from the area

included metal fabrications, livestock and poultry feeds, space-age electronics, and soybean and corn processing. The community was ranked as one of America's top ten least-expensive places to live. The overall cost of living was at a level less than the national average. The community was ranked nineteenth in the nation for the most concentrated labor market of system analysts, computer engineers, computer programmers, and support specialists. The community's transportation system included two interstate highways providing access to major cities within the state, an intra-city bus service and long distance bus service, a stopping point for a passenger railroad, and an airport with daily commercial flights.

A large lake on the southern tip of the community provided the source for electrical power and drinking water. Around the lake were eight public parks, a beach, softball diamonds and hiking trails for the community. A new marina offered boat, water ski, and Jet Ski rentals and services. There were plans for additional developments to include lake-front restaurants and other tourist amenities. In addition to the lake area, the community had over 30 public parks, providing a range of recreational opportunities from tennis to ice skating, swimming, and Frisbee golf courses. There were wildlife sanctuaries, a zoo, numerous hiking, equestrian and bike trails, nine public golf courses, several country club golf courses, and a water park.

Two junior colleges and a university were on the outskirts of the city. The convention center and local university provided many cultural events, from nationally known entertainers in Broadway plays, to major symphony orchestras, popular music groups, and comedic entertainment.

There were three major hospitals, a world renowned heart surgery institute, a medical school, over 40 clinics, and a full complement of other medical facilities and services located

within the community. The area consisted of approximately 167 churches and 12 parochial schools.

The community had a historical downtown area. A Presidential Library was recently opened which increased the number of tourists visiting the area. Numerous festivals, parades, and special events were held each year, including the State Fair during the month of August.

National Context of the Problem

Interest in career education in elementary schools has generated concern at the local, state, and federal levels, but support has varied for several reasons. In 1981, the Career Education Incentive Act was repealed as one of a number of federal budget cuts (Hoyt, 2001). Then, a movement championed by the Clinton administration and endorsed by Congress in 1994, was established as the School-to-Work Opportunities Act. However, this program was dismantled after three years, as the Act required, and the states were responsible to see whether the program expanded or became another failed attempt at education reform (Hardy, 1998).

The goal of career education as an education reform proposal involves increasing the numbers of students and teachers who consider their work to be their vocation—not just a job (Hoyt, 2001). Vocation, based on interests and abilities, is clearly the bedrock of career education (Hoyt, 2001). It is not uncommon to find adults of all ages leaving jobs or life situations where they have attained at least a measure of monetary success to find a different work setting that will meet an inner desire of self-fulfillment or to accommodate a change in balance of other life roles (McIntosh, 2000).

If students are to be more motivated to learn through the use of a career education approach, their question “Why should I learn this?” can be answered by helping students see the transfer of knowledge taught to varied occupations (Hoyt, 2001). Proponents encourage

educators to prepare children for jobs that may not even exist. Tomorrow's workers will need new skills, aptitudes, and competencies that emphasize collaboration and the ability to solve complex problems (Harkins, 2000). In addition to focusing on the future, career education has added benefits for the present; it helps students to recognize their interests and encourages them to appreciate abilities of others (McIntosh, 2000).

Today, the term "career education" has begun to appear more frequently than it did in the not-too-distant past. Local career education programs are continuing in many communities in almost every state (Hoyt, 2001). The time has come for the rebirth of career education.

CHAPTER 2

PROBLEM DOCUMENTATION

Problem Evidence

A lack of career awareness was evident in the targeted classrooms at Sites A and B. The teacher researchers identified a number of probable causes for the misguided perception of the nature and desirability of many occupations. The absence of career education at the targeted sites contributed to the demise of realistic career goals. Children in these classrooms were under the assumption that certain careers would provide them with fortune and fame. The researchers observed that many students in the targeted classes had the desire to be singers, dancers, actors, veterinarians, pediatricians, or NBA stars. While dreams are indeed an important part of childhood, not every child will achieve the fame and fortune of a Michael Jordan or a Britney Spears. At this age children have little concept of the skills and sacrifices required to achieve even a minimal level of success. These seemingly unrealistic expectations arose out of a false sense of glamour perpetuated by the media, which includes television, movies, magazines, and radio (Morton & Kryd, 1997). The extent of the problem was documented through teacher observations, anecdotal records, student surveys, and the absence of career education in the present curriculums.

Prior to the implementation of the interventions, the teacher researchers surveyed 53 students from grades four through six. These students were from the targeted two sites. This survey was conducted to gauge their career awareness using Holland's Theory and Career Choice from the Career Key Website. The Career Choice Survey (Appendix A) is based on the theory of John Holland. His basic principle is that people should choose jobs where they can be around others who resemble similar personalities. Nearly all people in society can be categorized into one, or a combination of several personality types: Realistic, Investigative, Artistic, Social, Enterprising, or Conventional. The majority of people will be a combination of these types, such as Artistic-Social. The Realistic personalities are practical and mechanical. They like to work with animals, tools, or machines. Investigative personality types are precise, scientific, and intellectual. Generally they have a good understanding of math and science problems. The Artistic personality has artistic ability in drama, music, art, or creative writing. He or she values creative activities. The Social personalities are good at teaching, nursing, counseling, delivering information, and solving social types of problems. The Enterprising types of people exhibit positive traits in politics, leadership, and salesmanship of objects or ideas. The Conventional personalities will be good at following a set plan, and working with records and numbers in a systematic, orderly way. Overall they value success in business. Holland asserted that people who are in a work environment similar to their personality type will be happy with their chosen occupation (Jones, 2002).

The targeted two sites administered the survey utilizing the website. Based upon a series of questions designed to find out what the students value, how they see themselves, their personal abilities, and what they like to do, the website automatically scored their personality types. The baseline data were averaged for each targeted class.

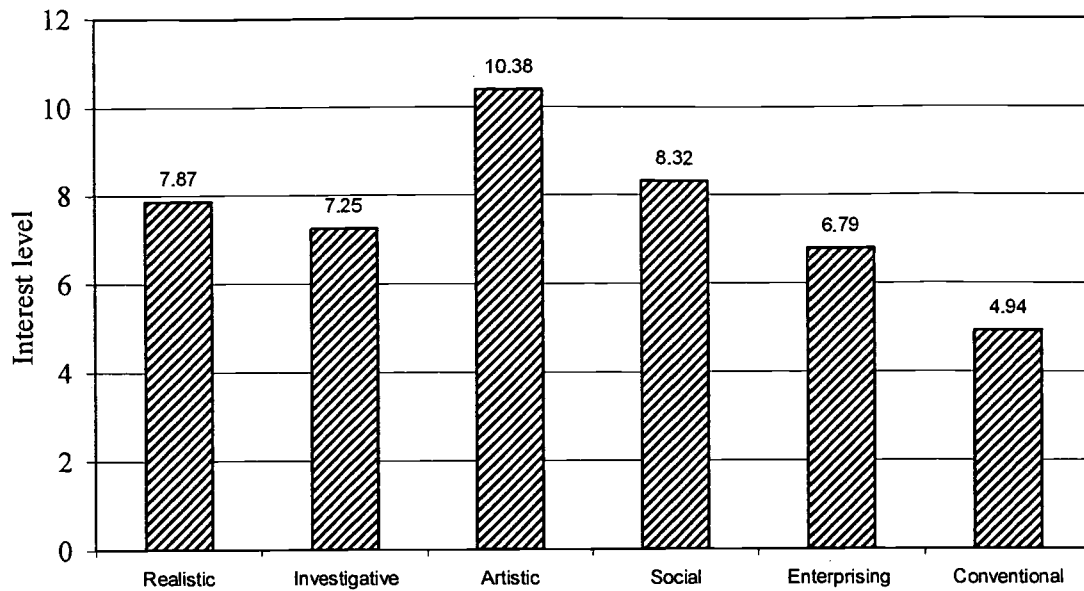


Figure 1. Mean personality scores for the targeted middle grade students.

Figure 1 shows the personality score averages of the 53 students in the targeted groups.

The Artistic personality averaged a score of 10.38 on the interest level scale. Occupations associated with an artistic environment were dancer, actor, composer, musician, and physician. The data clearly shows many students desired careers in one of these areas, but do not really know what it may take to achieve that goal. Many of these occupations take a natural ability in order to achieve even moderate success. Actors, for example, endure long periods of unemployment, intense competition for roles, and frequent rejections in auditions. Due to the fact that earning for actors was erratic, many supplemented their incomes by holding other jobs (Occupational Handbook, 2003).

Social and Realistic came in next with averaged scores of 8.32 and 7.87. The Realistic environment included occupations such as police officer, pilot, farmer, electrician, and truck driver. Occupations within the Social environment were counselor, teacher, athletic trainer, social worker, and nurse. These careers were more attainable due to the fact they were based more on skill level rather than talent which is often immeasurable. The succeeding two

personality types, Investigative and Enterprising had scores of 7.26 and 6.79. Examples of occupations with the Investigative personality types included veterinarian, architect, chemist, meteorologist, and mathematician. Occupations associated with an Enterprising personality were hotel manager, judge, real estate agent, and school principal. The Conventional personality scored the lowest average on the interest level with 4.94. Associated with this personality were occupations such as bank teller, typist, mail carrier, and bookkeeper.

Figure 2 shows the interest level of scores for each individual targeted class. The highest level of interest was in the Artistic personality. Again the information clearly shows the unrealistic expectations of the targeted classes. Looking at the average personality scores, the data demonstrated that students had desires for careers that were mere infatuations rather than attainable occupations.

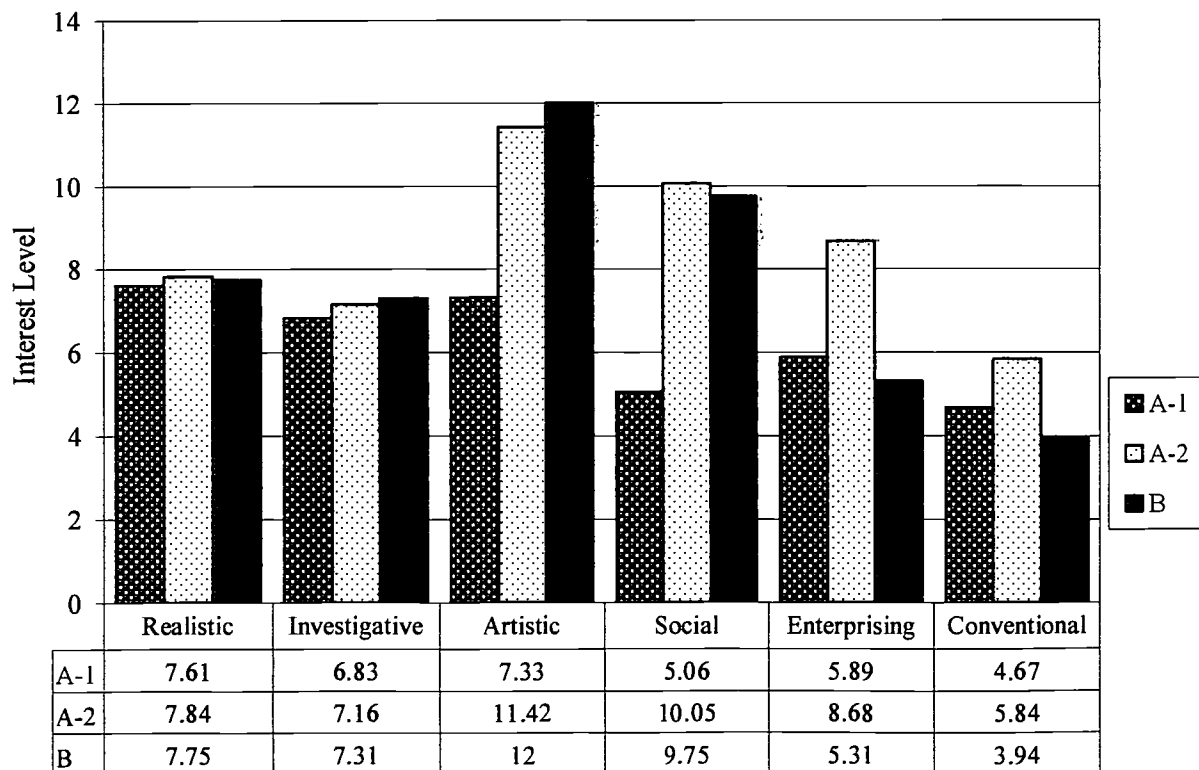


Figure 2. Mean personality scores for each participating class.

The data also supported the evidence that a lack of career education caused many students to have a desire for careers that were not easily attained. Many students were not aware of the poor job outlook for these types of occupations. Competition for musicians, actors, and other related worker jobs is expected to be keen. The vast number of persons with the desire to perform will exceed the number of openings. Talent alone is no guarantee of success. Many people start out to become a singer or an actor, but leave the profession because the work is difficult and demanding, with long periods of unemployment also a major factor (Occupational Handbook 2003). Students often associate fame and fortune with these occupations and that is often very rare.

Probable Causes

Why is there a lack of career education in society? Examining the history of career education gives the researchers some insight to the probable causes. The beginning of industrial education had its roots in 1876 with Calvin Woodward. Woodward concluded that industrial training or manual arts as it was called at the time, had a threefold purpose; to keep boys in school, to provide some vocational training, and to encourage leisure-time interest (Foster, 1997).

In 1917, President Woodrow Wilson signed into legislation the Smith-Hughes Act, which provided \$1.86 billion in funding for vocational programs in schools. At that time, some educators and legislatures stated that vocational programs had no place in education. Bosner and Mossman (as cited in Foster, 1997), who revived the movement in 1923, objected to courses that did not relate to manual training. They also opposed schools that did not relate work to life, that failed to look at the individuality of the child, that placed emphasis on the end product rather than the child or that lacked motivation for students. Both Bosner and Mossman were advocates for

industrial arts at the elementary level. Support began to fade for the industrial movement at this time. Some contended that the federal funding was due to the promised benefits to businesses. Others contended that it was due to the new trend in education of progressivism (Foster, 1997).

Prior to World-War II, support for the industrial arts was the strongest. The training schools in the 1910's and 1920's were regaining popularity. By the 1950's support began to subside. The term "career education" was first used late in the 1960's. This movement, spearheaded by Sydney Maryland, then U.S. Commissioner of Education, cited that career education was often used, or confused, with vocational training. Many saw it as a way to alleviate societal woes. Career education was not embraced by vocational or industrial associations at that time.

Over the past hundred years support for career or vocational education has faltered and resurged. This was mainly due to the internal disagreements among the different vocation agencies. The most recent movement, the 1994 School-to-Work Opportunities Act, gave these efforts greater credence, with a \$1.6 billion grant to fund internships, career academies, and job shadowing (Gehring, 2001). Since that time many states have adopted this latest effort even though the act was dismantled in 1995. At the close of the century, schools were being asked once again to be accountable for the future occupations of their students.

Through the years America had been declining as a competitor in a global free market. Commissioned studies have suggested trade deficits and cheap foreign labor as factors, but also have pointed to a lack of career education programs (Gray, 2000). Tardiness, the inability to perform written and oral communication skills, and minimal skills in mathematics and English are all complaints from employers. America's workers need more than academic skills and good

work habits in the rapidly changing work force of today. They need to be able to work with others in a culturally diverse society and background (Harkins, 2001)

Allan Greenspan recently stated that one of our nation's most pressing economic issues involved the youthful work force and how they are treated by society. The youth of today will hold an average of six different jobs and experience unemployment four to five periods between the ages of 18 and 27 (Gregson, 2002). Factors that contribute to this statistic are employers who have the perception that graduates lack basic skills and work habits, and the youth of today who have little commitment to employers. Some jobs may have a negative impact on youth. Low skill jobs are repetitive, unchallenging, and provide little contact with adult mentors. This in turn leads to cynicism about the work place and promotes immaturity.

The schools of today are not adequately serving over half of the population. Many of the academic subjects are seen as outdated and have a general lack of academic excellence. Children should be actively engaged in learning and then be able apply that knowledge. The knowledge of facts is not enough for the work force of today, where technology dictates future workers need to have higher skills (Gregson, 2002). Cooperative learning, concrete thinking, and reasoning skills should be a high priority in the schools of today. Along with exploring broad career clusters students should learn about work in addition to learning how to work.

Harkins (2000) contended that the emphasis on abstract paper and pencil tasks does not provide adequate preparation for future work. Kathy Oliver, who oversees school-to-work curriculum for the state of Maryland, declared school-to-work programs to be an indispensable element of a strategy to rectify academic achievement from kindergarten through graduate school. Oliver stated, "It makes learning relevant for students. It answers that question, 'Why am I doing this?'" (as cited in Gehring, 2001, p.5).

CHAPTER 3

THE SOLUTION STRATEGY

Literature Review

The teacher researchers in the targeted classes reviewed numerous articles focusing on possible strategies to increase career awareness. For the purpose of this project, the researchers decided to focus on the following strategies:

- ❖ Develop a clear direction through awareness of future career possibilities;
- ❖ Create activities to encourage realistic expectations;
- ❖ Design and implement career education in the present curriculum.

For the past hundred years career education has lacked a clear direction. The movement has been sporadic due to a lack of funding, dissipation of interest, and no explicit definition of career education. In 1977 the Career Education Act died from a lack of funding and critical reviews (Harp, 1992). The 1994 School-to-Work Act lost momentum as President Clinton moved on to other perceived educational priorities (Gehring, 2001). This is typical of the history of the career education movement.

The fluctuation of interest has often been influenced by society looking to career education to solve other social problems and needs. Current problems such as a poor economy, juvenile delinquency, the dropout rate, and complaints from employers may stimulate an interest

that is only temporary while a consistent and long term movement is really needed. The most recent events of 9-11 have peaked interest in careers associated with homeland security and military occupations (College, 2002). This further illustrates how outside influences have impacted on the interest in career education.

It is important to clarify just what career education is, because in the past career education has been confused with vocational education. Vocational education is acquiring specific skills for a specific job (Foster, 1997). Medical training for a doctor, or type-setting for a printer are examples of vocational education. Career education is much broader. Career education, on the other hand, looks at a wide-range of possibilities and a wide-range of basic skills. These include initiating (1) a sense of self esteem and competency, (2) growth of work habits and values, and (3) acquisition of basic communication, organization and people skills (Bachay & Rigby, 1997).

Children today are inundated with information about careers that tend to be glamorous, lucrative, or exciting rather than what is practical, realistic, or attainable (Cutshall, 2001 b). Students are often sidetracked by careers that are popular and prominent in the media (Morton and Kryd, 2001). Another strong influence is the occupation of parents or the attitudes parents have towards those occupations (Trice, Hughes, Woods, McCellan, & Nancy, 1995). It is important that children not be limited by these influences.

Children may be educated for the wrong careers because the work place of the future is an unknown (Harkins, 2000). One-third of all college graduates will not find employment to match their particular degrees. Seventy percent of the desirable jobs in the future economy do not require a four-year college degree, but may require some post-secondary training. Service, craft,

or technical industries will harbor most of the new jobs in the Twenty-first Century (Gordon, 2000).

How should these realities be approached? “Rather than focusing on a one-career preparation path, current and future workers need a high quality of education that integrates general knowledge in both the arts and sciences with emerging technology” (Gordon, 2002, p. 2). Instead of a rigid focus, a broad perspective is needed that includes exploring a wide range of careers, encouraging skills in adaptation and networking, and appreciating the value of life-long learning.

All students in their lifetime eventually will need to go to work. Basic work skills and values do not change. The need for career awareness is evident for the high performance workplace of the 21st Century. Sixty percent of jobs in today’s work force need skilled workers, and only 30% are professional (Warner, 2001). The Secretary of Labor’s Commission on Achieving Necessary Skills identifies four groups of foundation skills: basic skills, thinking skills, people skills, and personal qualities. Basic skills are identified as reading, writing, mathematics, speaking, and listening. Thinking skills entail creative thinking, problem-solving, decision making, and visualization. Negotiation, leadership, teamwork, cultural diversity, and social abilities are all part of people skills. Personal qualities include self-esteem, self-management, and responsibility (Jones, 2002).

In European countries most education is conducted with a career focus at the elementary level. The results have been fewer social behavior problems or learning problems, and students are able to see the relationship of education to goals in life (Downing & D’Andrea, 1996).

The need for career education at the middle school level is warranted to lay the ground work for future career development. It should be infused into the curriculum. Few middle school

children have realistic career aspirations, and many have limited awareness of the knowledge and skills needed for work (Kerka, 2000).

According to Millar (1995), teachers need to discuss career concepts across all ages and in all subjects. One concern of parents and some legislators is that children will be forced too early in life to make choices they are not ready for, and may not be able to connect what they are learning to work beyond school (Wright, 2001). Research shows that school-to-work programs have been successful. The students in these programs have taken more challenging courses, earned higher grades, and are more likely to graduate from high school (Cutshall, 2001 b).

Hoyt (1995) explained the purpose of career education is to promote people change, not program add-ons, to focus on work rather than jobs, and to provide people with employability skills rather than job skills required for a specific occupation. Efforts should be made to help students understand major clusters of occupations with specific occupations discussed only as examples. The elementary level should identify interests and aptitudes and make the connection between education and work (Dahir, 2001).

Career education was a means to this end. Career education included several concepts. Students needed to have first-hand knowledge of basic work skills thorough experiential learning. The development of productive work habits, the use of private sector resources, reduced occupational bias and stereotyping, and the promotion of positive work values have enabled the students to make the connection between education and work.

The teacher researchers anticipated that awareness of a variety of careers would enable the students to make more informed decisions regarding career choices available to them. A focus on four career clusters and an emphasis on several specific occupations occurred throughout the intervention phase. Strategies focused on teaching to the multiple intelligences,

providing resources for career counseling, organizing field trips to job sites, designing cross-curricular activities, and scheduling guest speakers. These strategies incorporated career awareness education into the curriculum and provided real life experiences for the students to relate to.

Project Objectives and Processes

As a result of formal instruction in career awareness education, during the period of September 2002 to January 2003, the fourth, fifth, and sixth grade students from the targeted classes will increase their awareness of four specifically chosen career clusters, with an emphasis on several specific careers, chosen by the researchers collectively. This increased awareness will be evaluated by student surveys, teacher constructed assessments, and journal entries.

In order to accomplish the project objectives, the following processes will be implemented:

1. Develop multiple – choice surveys (Appendices A and B) to be given to parents and students in order to establish baseline data
2. Design K-W-L Chart (Appendix C) to establish what the students know and what they want to know
3. Display career cluster focus of the month on bulletin board (Appendix D)
4. Display specific career focus on same bulletin board (Appendix D)
5. Draft letter to guest speakers (Appendix E)
6. Record weekly journal entries in response to journal stems (Appendix F)
7. Design rubric to evaluate weekly journal entries (Appendix G)

8. Introduce My Portfolio form to keep a record of careers introduced to the students
(Appendix H)
9. Design student Reflective Evaluation of finished project (Appendix I)
10. Provide Career Checklist Final Portfolio (Appendix J)
11. Provide Poster Report Guidelines (Appendix K)
12. Utilize Career Handbook
13. Re-administer student surveys to establish change

Project Action Plan

By implementing our action plan, we will increase students' career awareness within our classroom by providing the following:

- * Introduce career cluster at beginning of week and work cooperatively in groups to complete K-W-L Charts concerning career cluster focus
- * Attend an assembly three times a month targeting a specific job in the career cluster focus
- * Listen to guest speakers at the assembly
- * Create journal entries in response to journal stems. Entries will be kept in a career portfolio
- * Travel to a chosen site for a hands-on field trip and "visit" another career in the career in the cluster. This site will change monthly.
- * Implement career cluster focus of the month and career/s of the week by designing a bulletin board using student input
- * Create a poster reflecting a job of their choice

- * Fundamental activities incorporated throughout the curriculum
 - Utilize the eight multiple intelligences (example: Intrapersonal, journal stems as described in *If the Shoe Fits* by Carolyn Chapman (1993, p. 181))
 - Discussion of careers found in textbooks, books the teacher reads to the whole class, and materials read by the students individually (intrapersonal intelligence) or in small groups (interpersonal intelligence)
 - Cooperative grouping will be used throughout the sixteen week intervention establishing and using systems of teamwork to promote listening and encouraging skills

Pre-Week 1

Site A will distribute parent consent forms at Parent Meetings on August 15, 2002. They will be collected at the meeting or returned by August 30, 2002. Site B will distribute parent consent forms at Home Visits during the month of August, 2002. They will be collected at home visits or returned by August 30, 2002. Parent surveys will be distributed at these times also, to be returned by the same date. Student surveys will be administered during the week of September 3, 2002.

- ❖ Week 1 (September 9-13)
 - Introduce career cluster (executive/managerial) for the month
 - Complete K-W-L Chart in cooperative groups for the career focus of the week (example: construction engineer)
 - Continue career focus of the week by introducing bulletin board usage
 - Attend assembly that introduces speaker focusing on career of the week (Legislative) at site A

- Reflect using journal stems (Appendix F)
- ❖ Week 2 (September 16-20)
 - Introduce new career focus for the week
 - Complete K-W-L Chart in cooperative groups for the career focus of the week
 - Continue career focus of the week with bulletin board
 - Attend assembly that introduces speaker focusing on career (Construction Engineer) of the week at site A
 - Reflect using journal stems
- ❖ Week 3 (September 23-27)
 - Introduce new career focus for the week
 - Complete K-W-L Chart in cooperative groups for the career focus of the week
 - Continue career focus of the week with bulletin board
 - Attend assembly that introduces speaker focusing on career (Restaurant Manager) of the week at site A
 - Reflect using journal stems
- ❖ Week 4 (September 30- October 4)
 - Introduce new career focus for the week
 - Complete K-W-L Chart in cooperative groups for the career focus of the week
 - Continue career focus of the week with bulletin board
 - Travel to chosen site, Funeral Home for hands-on field trip (Funeral Director)
 - Reflect using journal stems
- ❖ Week 5 (October 15-18)
 - Introduce career cluster (marketing/sales) for the month

- Complete K-W-L Chart in cooperative groups for the career focus of the week (example: real estate agent)
 - Continue career focus of the week by introducing bulletin board usage
 - Attend assembly that introduces speaker focusing on career (Real Estate Agent) of the week at site A
 - Reflect using journal stems
- ❖ Week 6 (October 21-25)
- Introduce new career focus for the week
 - Complete K-W-L Chart in cooperative groups for the career focus of the week
 - Continue career focus of the week with bulletin board
 - Attend assembly that introduces speaker focusing on career (Travel Agent) of the week at site A
 - Reflect using journal stems
- ❖ Week 7 (October 28 – November 1)
- Introduce new career focus for the week
 - Complete K-W-L Chart in cooperative groups for the career focus of the week
 - Continue career focus of the week with bulletin board
 - Attend assembly that introduces speaker focusing on career (Hotel Management) of the week at site A
 - Reflect using journal stems
- ❖ Week 8 (November 4-8)
- Introduce new career focus for the week
 - Complete K-W-L Chart in cooperative groups for the career focus of the week

- Continue career focus of the week with bulletin board
 - Travel to chosen site, a Bank for hands-on field trip (Teller, Manager, etc...)
 - Reflect using journal stems
- ❖ Week 9 (November 12-15)
- Introduce career cluster (professional/technical) for the month
 - Complete K-W-L Chart in cooperative groups for the career focus of the week (example: clergy)
 - Continue career focus of the week by introducing bulletin board usage
 - Attend assembly that introduces speaker focusing on career (Clergy/Architect) of the week at site A
 - Reflect using journal stems
- ❖ Week 10 (November 18-22)
- Introduce new career focus for the week
 - Complete K-W-L Chart in cooperative groups for the career focus of the week
 - Continue career focus of the week with bulletin board
 - Attend assembly that introduces speaker focusing on career (Parish Nurse, Director of Christian Education, and Teacher) of the week at site A
 - Reflect using journal stems
- ❖ Week 11 (December 2-6)
- Introduce new career focus for the week
 - Complete K-W-L Chart in cooperative groups for the career focus of the week
 - Continue career focus of the week with bulletin board

- Attend assembly that introduces speaker focusing on career (Communication DJ) of the week at site A
 - Reflect using journal stems
- ❖ Week 12 (December 9-13)
- Introduce new career focus for the week
 - Complete K-W-L Chart in cooperative groups for the career focus of the week
 - Continue career focus of the week with bulletin board
 - Travel to chosen site, Court Room for hands-on field trip (Judge)
 - Reflect using journal stems
- ❖ Week 13 (December 16-20)
- Introduce career cluster (service/production) for the month
 - Complete K-W-L Chart in cooperative groups for the career focus of the week (example: barber)
 - Continue career focus of the week by introducing bulletin board usage
 - Attend assembly that introduces speaker focusing on career (Barber/Beautician) of the week at site A
 - Reflect using journal stems
- ❖ Week 14 (January 6-10)
- Introduce new career focus for the week
 - Complete K-W-L Chart in cooperative groups for the career focus of the week
 - Continue career focus of the week with bulletin board
 - Attend assembly that introduces speaker focusing on career (Maintenance, Custodian, and Carpenter) of the week at site A

- Reflect using journal stems
- ❖ Week 15 (January 13-17)
 - Introduce new career focus for the week
 - Complete K-W-L Chart in cooperative groups for the career focus of the week
 - Continue career focus of the week with bulletin board
 - Attend assembly that introduces speaker focusing on career (Armed Forces Recruiter) of the week at site A
 - Reflect using journal stems
- ❖ Week 16 (January 21-24)
 - Introduce new career focus for the week
 - Complete K-W-L Chart in cooperative groups for the career focus of the week
 - Continue career focus of the week with bulletin board
 - Travel to chosen site, hospital for hands-on field trip (Health Assistant)
 - Reflect using journal stems
- ❖ Week 17 (January 27-31)
 - Administer student multiple choice survey
 - Administer student reflective evaluation
 - Evaluate and choose best work to assemble a final portfolio
- ❖ Week 18 and following (Feb. 3)
 - Follow Poster Report Guidelines to prepare report on chosen career.
 - Work in cooperative groups or individually to complete project

Methods of Assessment

In order to assess the effects of this intervention, a multiple-choice survey was given before and after implementation of the plan to assess students' perceptions of various careers. The teachers monitored K-W-L Charts, performed regular checks of the journal entries using rubrics, administered the reflective evaluation about the intervention once it was completed, and listened to career reports as presented by the children following the Poster Report Guidelines. Students also assembled a final career portfolio with a collection of their best work and a career fair was held at both sites to display the student work.

CHAPTER 4

PROJECT RESULTS

Historical Description

The objective of this project was to increase awareness of a variety of careers in the classroom. The implementation included the use of KWL charts, journal stems, bulletin boards, excerpts from the Occupational Handbook, and guest speakers. The speakers were selected to help bring about the desired changes.

The teacher researchers began by giving multiple choice surveys to determine present awareness and interest in a variety of careers. However, having seen the need for more accurate data, the researchers administered the survey again making use of the automatic scoring online. The parent survey was administered at this time along with a parent career information sheet. The purpose of the parent survey was not to obtain data, but to inform parents about what was taking place in the classroom and to encourage family discussion about the project. Although this information did not supply the researchers with numerical data, it did provide background information from which they could make subjective observations.

The classroom instructors used a bulletin board which helped the students preview and organize their thought process into the four career clusters: executive/managerial, marketing/sales, professional/technical, and service/production. The Occupational Handbook

was then introduced to the students. The researchers discovered that the book was beyond their reading and interest level. As a result, the researchers implemented a different method of previewing the material. Guided reading strategies were used along with highlighted transparencies.

Children were placed in base groups and began to complete the KWL chart of what they knew and what they wanted to know about the career focus of the week. The students attended an assembly that introduced a speaker focusing on the particular career for the week. Every fourth week the students traveled to a related site for a hands-on field trip.

The executive/managerial featured speakers were a politician, a construction engineer, a restaurant owner/manager, and a funeral director. Students were taken on a field trip to a funeral home and shown everything from the chapel to the embalming room.

The marketing/sales featured speakers were a realtor, a travel agent, hotel manager, and a bank vice president. The field trip for this cluster was taken to a bank where various occupations within the bank were presented.

The professional/technical featured speakers were a pastor, an architect, a registered nurse, a teacher, a Director of Christian Education, a judge, and a Disc Jockey/television announcer. The hands-on field trip was taken to the court house where students witnessed actual court proceedings by the judge who was interviewed.

The services/production featured speakers were a cosmetologist, a maintenance engineer, a heating/air conditioning specialist, a construction foreman, an armed forces recruiter, and a public relations person for the local hospital. A field trip was planned for a local hospital but was not possible at the time. The public relations person from the hospital did pass out literature and speak about many occupations within the hospital ranging from an X-ray technician to an

occupational therapist. After each experience students returned to their classrooms and reflected using the KWL charts and journal stems. The same procedure was followed for a four month period.

Simultaneously children developed a portfolio of careers, gathering artifacts reflective of the various career experiences to which they had been introduced. A student reflective evaluation was also included in this portfolio. The portfolio served as a tool to share information with the parents as well as an overview of this learning experience.

The culminating event was the career fair held at both sites A and B. Each child made a presentation on a career of their choice. Individuals dressed appropriately for their chosen career, created a poster describing aspects of the career, and answered questions regarding their choice and interest in that occupation.

Presentation and Analysis of Results

In order to assess the effects of this career awareness program researchers kept a weekly journal of events and observations in their respective classrooms. A comparative study was conducted using the pre and post surveys. The purpose of these surveys was to gauge their knowledge and awareness of careers. From those data we were able to determine if there was a change in awareness and knowledge of career possibilities.

The graph in Figure 3 depicts a comparison of the pre and post personality score averages of all targeted grades. The interventions appeared to have a slight positive effect on all personality categories surveyed. The largest increase was 1.28 in the social category. The researchers concluded that the increase was due to the familiarity of the occupations associated with it. These occupations were among the last cluster the children were exposed to and remained fresh in their minds.

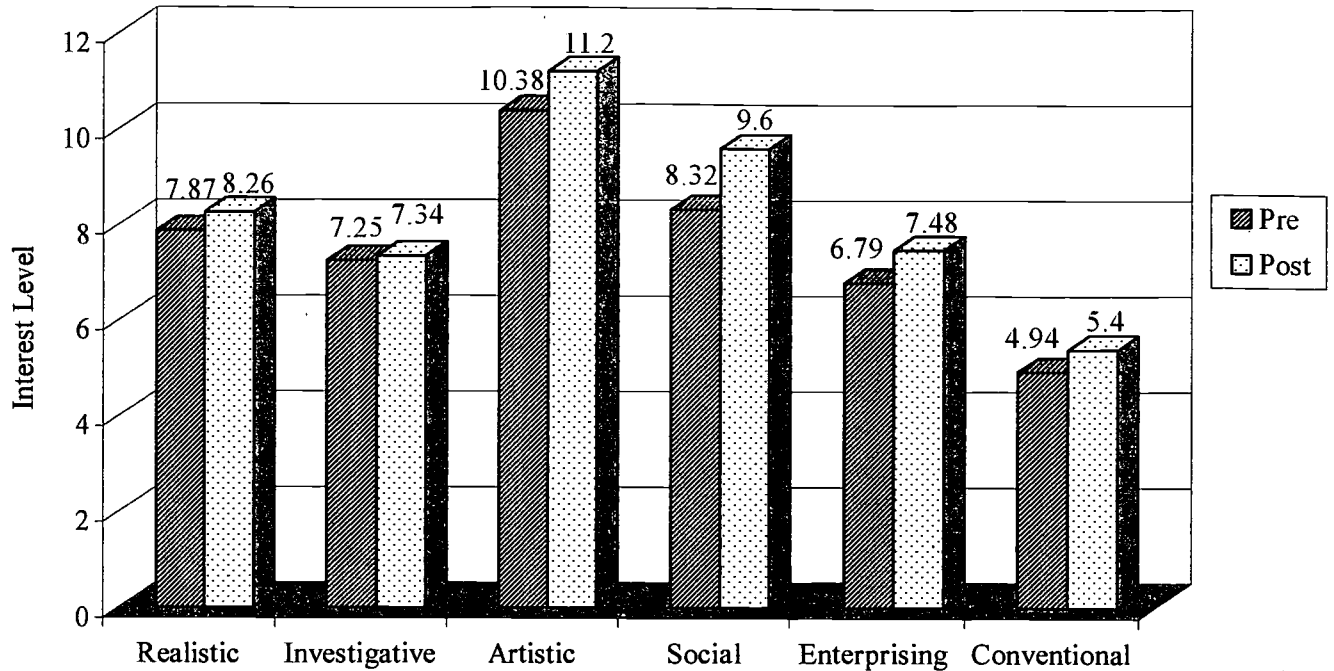


Figure 3. Pre and post mean scores for the targeted grades. Career Key Survey

The artistic category ranked second in showing the greatest increase with 0.82. Children at this age still had some unrealistic expectation regarding occupations. Students in the targeted classes ranged from ages 9-12, and many of them were still into fantasy role play and video games.

The next category was enterprising with a 0.69 increase. The researchers had many guest speakers from this category with occupations such as judges or managers of various enterprises. Overall, the knowledge gained was due to providing more information about enterprising occupations than the other categories listed.

The conventional category showed an increase of 0.46. The occupations associated with this category, such as a mail carrier or bookkeepers, were not as appealing to 9-12 year olds. These occupations do not require a higher education, but are more physically demanding. Also the researchers noted many of the children were from families with white collar backgrounds.

The realistic category demonstrated an increase of 0.39. Realistic occupations, such as farmer and forester were not focused on during the research. Also, these occupations were not as well known due the fact all the children are from an urban setting.

The investigative category had a slight increase of .08. The researchers attributed this low increase to many factors. During the time of this research, two out of the three classes targeted were involved in science fair projects. At both sites this was a long, intense process that required research, investigative techniques, mathematical calculations, and an overall scientific approach. The students were overwhelmed at this time with investigative techniques and may have answered the survey in a more biased way.

The researchers noted that the students were actively engaged in listening to the guest speakers. This was demonstrated through relevant questioning of the guest speakers and follow-up questioning after the presentation. It was also noted that with 60 students present, behavior problems were almost non-existent.

Speakers reported on how honored they felt in being asked to come to share their career, even though some were hesitant about speaking in front of a group. The guest speakers stated that they were impressed with the students' knowledge of their particular career, and often commented on how well the students attended to the presentation and asked appropriate questions. Many speakers even commented on coming again the following school year.

Student reflections revealed the impact that field trips had on the students. Many of the students when asked to finish this sentence, "I will especially remember when we... " had comments about the field trips. One of the most frequent commented on was the trip to the court house and watching a court case in action. Although students were not thrilled at going to a funeral home for a field trip, quite a few of them commented that it was one of the best trips. As

one student stated, "I enjoyed seeing the place like the caskets and the urns for cremation. I learned what we needed to know about using a funeral home and about visitations and also the history."

Student reflective evaluations also revealed an understanding of basic skills needed in occupations and the preparation and education necessary to achieve those goals. One student wrote, "You can't just be anything you want to be right off the bat. You need to study hard. Sometimes a very long time before you can do the career you want." Another student commented, "At first I wanted to be an actress, but now I know I won't like it, so I found something I will like." Other students reinforced the theme of "enjoy whatever job you choose and don't worry about the money."

Conclusions and Recommendations

The researchers were encouraged with the results. The goal was to increase awareness of various occupations and that objective was clearly met. As a student stated in her reflective evaluation, "I never thought I would be interested in careers I am now becoming interested in." Whether or not students changed their occupational choices during the research, they gained an understanding of how their school work related to life in the future. The final student reflective evaluations carried an overall theme of the importance of social and academic skills needed in any occupation. Students commented on the need for skills such as working with others and communicating clearly.

The culminating event, a career fair, was a definite success. Parents, colleagues, and other students commented on how the targeted students were well prepared and informed about the careers they had chosen for the event. Although not many careers of the occupational clusters

were chosen, the researchers appreciated the variety and the in-depth attention each student portrayed in their presentations.

One change the researchers suggest would be to have the careers complement the survey chosen rather than in connection to the clusters in the Occupational Handbook. The researchers found that the careers of the guest speakers and the personality categories in the survey were grouped together differently, leaving some of the personality categories not represented as well as others.

Another suggested modification would be to reduce the frequency at which guest speakers were introduced. The researchers found the planned schedule to be too rigorous for the students and interfered with daily routines. The researchers suggest having six presenters that would coincide with each personality category and visit only two or three job sites for the hands-on experience.

The researchers also recommended that having field trips and guest speakers continue in the present curriculum. These elements greatly enhanced the career focus of the week by providing a stimulus for the student's curiosity that lasted through the research.

The researchers also recommend that students of all ages participate in some type of career education. The benefits of connecting school and good work habits contribute to the life skill needed in every job. The idea behind career education is to incorporate it with everyday subjects and not see it as a separate entity.

In the targeted population, students were provided with a broader view of the job market. It is impossible for students to be prepared for every aspect of life, but common basic job skills can be used to prepare them for future careers. Career education created an impact on the climate of the classroom through the use of multiple intelligences, career counseling, journaling, field

trips, and cross curricular activities. It helps them answer the question of “Who am I?”, “Where am I going?”, and “What is my purpose in this life?” As one student stated, “The most important change in my thinking about careers is that I learned about tons of new careers. I have much more careers to choose from before I decide my final career.”

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APPENDIX A
STUDENT MULTIPLE CHOICE SURVEY

STUDENT SURVEY

Name _____

What do you like to do?

Read each statement and decide if it describes you. If the statements “true”, fill in the circle for “true”. If it is “mostly true” fill in the circle for “mostly true”. If the statement is “not true” at all for you, fill in the circle for “not true”.

1. I like to work with animals, tools, or machines.

- True Mostly True Not True

2. I like to study and solve math or science problems.

- True Mostly True Not True

3. I like to do creative activities like art, drama, crafts, dance, music, or creative writing.

- True Mostly True Not True

4. I like to do things where I can help people -- like, teaching, first aid, or giving information.

- True Mostly True Not True

5. I like to lead and persuade people, and sell things and ideas.

- True Mostly True Not True

6. I like to work with numbers, records, or machines in a set, orderly way.

- True Mostly True Not True

What are your abilities?

Six kinds of abilities are described here. Read each statement and decide if it describes you, when compared with other persons your age.

7. I have good skills in working with tools, mechanical drawing, machines, or animals.

- True Mostly True Not True

8. I am good at understanding and solving science and math problems.

- True Mostly True Not True

9. I have good artistic abilities -- in creative writing, drama, crafts, music, or art.
 True Mostly True Not True
10. I am good at teaching, counseling, nursing, or giving information.
 True Mostly True Not True
11. I am good at leading people and selling things or ideas.
 True Mostly True Not True
12. I am good at working with written records and numbers in a systematic, orderly way.
 True Mostly True Not True

How do you see yourself?

Read each statement and decide if it describes you.

13. I am practical, mechanical, and realistic.
 True Mostly True Not True
14. I am precise, scientific, and intellectual.
 True Mostly True Not True
15. I am artistic, imaginative, original, and independent.
 True Mostly True Not True
16. I am helpful, friendly, and trustworthy.
 True Mostly True Not True
17. I am energetic, ambitious, and sociable.
 True Mostly True Not True
18. I am orderly, and good at following a set plan.
 True Mostly True Not True

What do you value?

Read each statement and decide if it describes you.

19. I value practical things you can see and touch like plants and animals you can grow, or things you can build or make better.

- True Mostly True Not True

20. I value science.

- True Mostly True Not True

21. I value the creative arts -- like drama, music, art, or works of creative writers.

- True Mostly True Not True

22. I value helping people and solving social problems.

- True Mostly True Not True

23. I value success in politics, leadership, or business.

- True Mostly True Not True

24. I value success in business.

- True Mostly True Not True

Permission to reprint given by the author, Lawrence K. Jones, via email on Oct. 2, 2002.

APPENDIX B
PARENT MULTIPLE CHOICE SURVEY

PARENT SURVEY

Name _____

What does your child like to do?

Read each statement and decide if it describes your child. If the statements “true”, fill in the circle for “true”. If it is “mostly true” fill in the circle for “mostly true”. If the statement is “not true” at all for you, fill in the circle for “not true”.

1. My child likes to work with animals, tools, or machines.

- True

 Mostly True

 Not True

2. My child likes to study and solve math or science problems.

- True

 Mostly True

 Not True

3. My child likes to do creative activities like art, drama, crafts, dance, music, or creative writing.

- True

 Mostly True

 Not True

4. My child likes to do things where they can help people -- like, teaching, first aid, or giving information.

- True

 Mostly True

 Not True

5. My child likes to lead and persuade people, and sell things and ideas.

- True

 Mostly True

 Not True

6. My child likes to work with numbers, records, or machines in a set, orderly way.

- True

 Mostly True

 Not True

What are your child's abilities?

Six kinds of abilities are described here. Read each statement and decide if it describes your child, when compared with other persons their age.

7. My child has good skills in working with tools, mechanical drawing, machines, or animals.

- True

 Mostly True

 Not True

Adapted from Holland's Career Survey 6/10/02

8. My child is good at understanding and solving science and math problems.

- True Mostly True Not True

9. My child has good artistic abilities -- in creative writing, drama, crafts, music, or art.

- True Mostly True Not True

10. My child is good at teaching, counseling, nursing, or giving information.

- True Mostly True Not True

11. My child is good at leading people and selling things or ideas.

- True Mostly True Not True

12. My child is good at working with written records and numbers in a systematic, orderly way.

- True Mostly True Not True

How do you see your child?

Read each statement and decide if it describes your child.

13. My child is practical, mechanical, and realistic.

- True Mostly True Not True

14. My child is precise, scientific, and intellectual.

- True Mostly True Not True

15. My child is artistic, imaginative, original, and independent.

- True Mostly True Not True

16. My child is helpful, friendly, and trustworthy.

- True Mostly True Not True

Adapted from Holland's Career Survey 6/10/02

17. My child is energetic, ambitious, and sociable.

- True Mostly True Not True

18. My child is orderly, and good at following a set plan.

- True Mostly True Not True

What does your child value?

Read each statement and decide if it describes your child.

19. My child values practical things you can see and touch like plants and animals you can grow, or things you can build or make better.

- True Mostly True Not True

20. My child values science.

- True Mostly True Not True

21. My child values the creative arts -- like drama, music, art, or works of creative writers.

- True Mostly True Not True

22. My child values helping people and solving social problems.

- True Mostly True Not True

23. My child values success in politics, leadership, or business.

- True Mostly True Not True

24. My child values success in business.

- True Mostly True Not True

Adapted from Holland's Career Survey 6/10/02

APPENDIX C
K-W-L CHART

Name _____ Date _____

K-W-L Chart

| K What (I) we know | W What (I) we want to find out | L What (I) we learned |
|------------------------------|--|---------------------------------|
| | | |

APPENDIX D
BULLETIN BOARD EXAMPLE

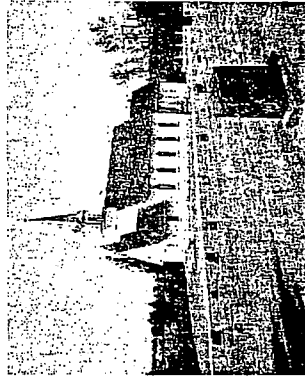
EDUCATION

EXECUTIVE

ENGINEER

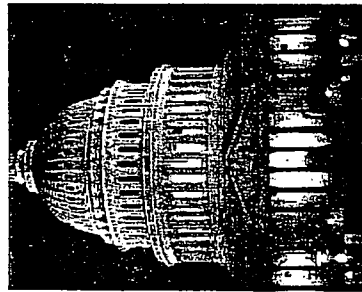


FUNERAL DIRECTOR



MANAGERIAL

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RESTAURANT MANAGER



CAREER

APPENDIX E
LETTER TO GUEST SPEAKERS

OUR SAVIOR'S LUTHERAN CHURCH AND SCHOOL

Lutheran Church - Missouri Synod



Dear ,

Welcome to Our Savior's and thank you for coming for career education. We want our students to recognize the link between school and work. Please tell the students a little of your background before you begin your presentation. Please include:

- ◆ Name
- ◆ Position-job, company
- ◆ What training you have had, how was school important or not in your work?
- ◆ What skills do you need for this job?
- ◆ Are there special licenses or training needed?
- ◆ Where do you get training? How long does it take to finish it?
- ◆ What do you do in a typical day?
- ◆ What things do you do that are not in a typical day?
- ◆ How many hours do you work in a day, week?
- ◆ What hours of the day do you work?
- ◆ Tell any other information or stories about your work.

We are looking forward to your coming on, _____, at _____ and discuss with students about 20-30 minutes about your career.

If you have any questions, please call.

Sincerely,
 Richard Bergt
 Pam Sausaman
 Cathy Benning
 Our Savior's
 Trinity

APPENDIX F
JOURNAL STEMS

Name _____
 Grade _____
 Date _____
 Career _____

JOURNAL STEMS

Select one of the following stem statements to use in your journal entry:

- A. The best part about this career is
- B. An interesting idea about this career is
- C. Two things that I learned about today are
- D. I would consider this as a career choice because
- E. I would not consider this as a career choice because
- F. What I learned will be useful to me in the future because
- G. I wonder
- H. I believe

JOURNAL ENTRY

APPENDIX G
RUBRIC EVALUATION OF JOURNAL ENTRIES



Journal Writings for Career Awareness



Name _____

Date _____



RUBRIC FOR JOURNAL WRITINGS

| 1 = Middle Management | 2 = Vice President | 3 = A CEO | Total |
|---|---|---|--------------|
| Little evidence of thoughtfulness. Response only. | Some evidence of thoughtfulness. Response supported by specifics. | Strong evidence of thoughtfulness. Response supported by examples and personal reflections. | x 5 = _____ |
| Not written in complete sentences and only 1 to 2 sentences long. | Some written in complete sentences and 3 to 4 sentences long. | Written in complete sentences and 5 to 8 sentences long or ½ page. | x 4 = _____ |
| SCALE: 27-25 = A, 24-22 = B, 21-19 = C | | | Total: _____ |

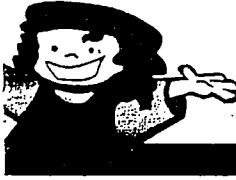
Comments:

APPENDIX H
MY PORTFOLIO FORM

Grade _____
Date _____
Career _____

MY PORTFOLIO

Fill out the form to make a record of what's in your portfolio. Attach the form to your portfolio.



| Name of Work: | Date Completed: | What the Work Shows: |
|---------------|-----------------|----------------------|
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APPENDIX I
STUDENT REFLECTION EVALUATION

Name _____
Date _____

STUDENT REFLECTIVE EVALUATION

1. I will especially remember when we.....

2. The most useful information that I learned was

Please explain.

3. The most important change in my thinking about careers is.....

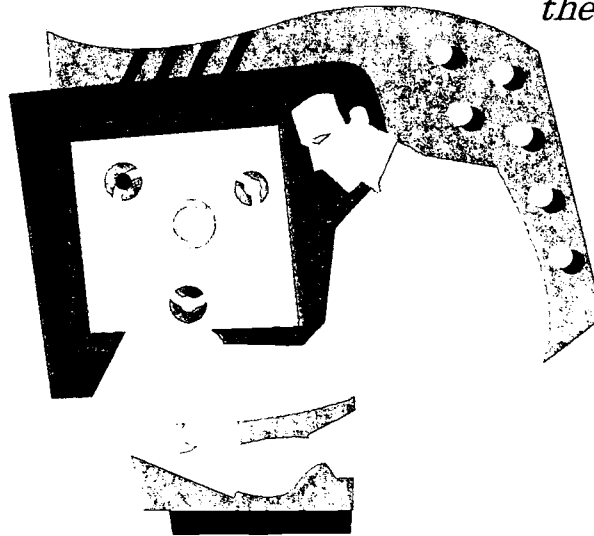
Please explain.

APPENDIX J
CAREER CHECKLIST FINAL PORTFOLIO

CAREER CHECKLIST FINAL PORTFOLIO

1. ____ Creative Cover.
2. ____ Table of Contents.
3. ____ K-W-L Charts (4)
4. ____ Journal Entries. (4)
5. ____ Holland Student Survey (2)
6. ____ Student Reflection.
7. ____ Optional: Other Careers of Interest.
8. ____ Poster report on a Specific Career.

Please put all



these items in order.

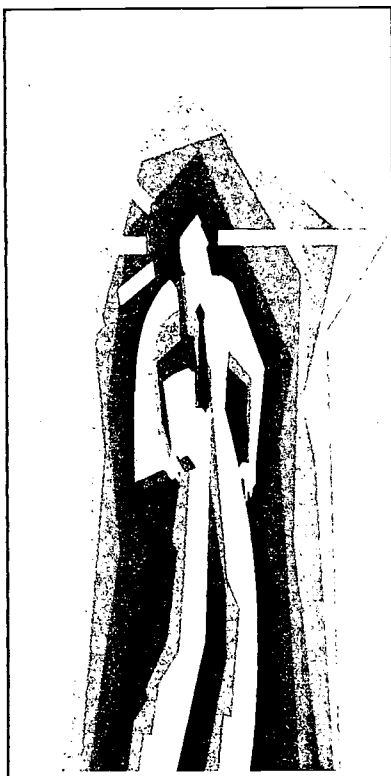
APPENDIX K
POSTER REPORT GUIDELINES

Name _____

Date _____

POSTER REPORT GUIDELINES

The following is a list of items that are to be included on your poster report. Check off each item as you complete the poster.



1. ____ Creative, pleasing to view. (15 points)
2. ____ Type of work expected in a typical day. (10 pts.)
3. ____ Training and education needed. (10 pts.)
4. ____ Skill needed for occupation. (10 pts.)
5. ____ Preparation for this type of work. (10 pts.)
6. ____ Expected job opportunities in the future. (10 pts.)
7. ____ Positive and negative characteristics of career. (10 pts.)
8. ____ Salary expectations. (5 pts.)
9. ____ Resources (Where did you get this information?) (15pts.)

10. ____ Name and career included on poster. (5 pts.)

POINTS AWARDED

1. ____
2. ____
3. ____
4. ____
5. ____
6. ____
7. ____
8. ____
9. ____
10. ____

SCALE: 90-100= A

89-80 = B

79-70 = C

69-60 = D

59 = F

____ TOTAL



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| Organization/Address: Saint Xavier University 3700 W. 103 rd Street, Chicago, IL | Telephone: 708-802-6219 | FAX: 708-802-6202 |
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