

1999

School-to-work : What does this mean for our schools?

Amy K. Leonhart

Copyright ©1999 Amy K. Leonhart

Follow this and additional works at: <https://scholarworks.uni.edu/grp>



Part of the [Curriculum and Instruction Commons](#), and the [Vocational Education Commons](#)

Let us know how access to this document benefits you

School-to-work : What does this mean for our schools?

Abstract

Over the course of fifty years the academic content of schools has changed dramatically. Today, employers are looking for different skills from their employees than they were in the 1950s. Therefore, schools have been given the assignment to teach young adults about surviving in the work force.

Where do these skills fit into the schools' curriculum? Is this just another item that is added to the plate of teachers? What time is the "right" time to start teaching these critical skills to youngsters? This paper examines those questions. It also focuses on the different aspects of the school-to-work initiative.

SCHOOL-TO-WORK
WHAT DOES THIS MEAN FOR OUR SCHOOLS?

A Graduate Project
Submitted to the
Division of Elementary Education
Department of Curriculum and Instruction
in Partial Fulfillment
of the Requirement for the Degree
Master of Arts in Education

By
Amy K. Leonhart
June 30, 1999

This project by:

Amy K. Leonhart

Titled:

School-to-Work: What Does this Mean for our Schools?

has been approved as meeting the research requirement for the Degree of Master of Arts in Education.

July 13, 1999
Date Approved

Greg P. Stefanich

Graduate Faculty Reader

July 6, 1999
Date Approved

Sharon E. Smaldino

Graduate Faculty Reader

7-8-99
Date Approved

William P. Callahan

Head, Department of Curriculum
and Instruction

Abstract

Over the course of fifty years the academic content of schools has changed dramatically. Today, employers are looking for different skills from their employees than they were in the 1950s. Therefore, schools have been given the assignment to teach young adults about surviving in the work force. Where do these skills fit into the schools' curriculum? Is this just another item that is added to the plate of teachers? What time is the "right" time to start teaching these critical skills to youngsters?

This paper examines those questions. It also focuses on the different aspects of the school-to-work initiative.

Table of Contents

Introduction.....	page 1
What is included in the School-to-work Act?.....	pages 4-8
What does School Improvement and School-to-Work mean at the state level?	pages 8-10
What is the New Hampton Community School District doing to incorporate school-to-work?..	pages 10-13
Career Awareness Activity for Grade 3 Students..	pages 13-16
Survey Instrument	pages 16-17
Discussion	pages 17-19
Bibliography	pages 20-21

Introduction: What is School-to-Work?

Today, the connection between work and learning is more important than ever. The age-old assembly line jobs that required repetitive work are being replaced by technological advances or employers are seeking out new employees who possess a larger number of interpersonal skills. Today's workplaces and those of the 21st century, require a new kind of worker; one who excels at problem solving, thinking critically, working well in teams and one who can do an increasing number of different jobs with less supervision. Such workers must also be able to read well, communicate orally and in written word, and be able to assess their own performance.

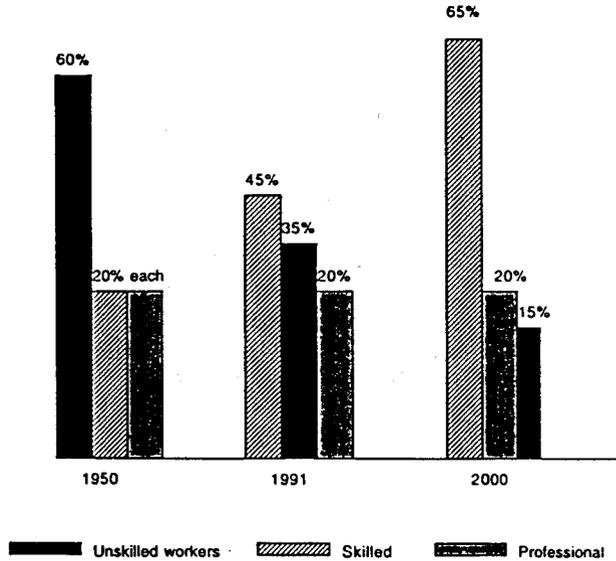
As shown in figure 1, the needs of the work force are changing as we approach a new millennium. In the last fifty years, we have moved from approximately two thirds of the work force being unskilled, to the present where approximately two thirds of the work force will need to be skilled (Hoerner & Wehrley, 1995, p.55).

In the 1950s, the U.S. economy was able to absorb dropouts and less well prepared students into the manufacturing sector. Now there are many fewer manufacturing jobs, the population is aging and remaining in jobs longer, more women are in the paid labor force, and immigration has increased. All of these factors necessitate more careful school-to-work planning than ever before (Ryan & Imel, 1996).

The changing need of the American work force

Figure 1

Brustein, M. &
 Mahler, M. (1994).
 AVA Guide to the
 STW Opportunity
 Act. Alexandria, VA:
 AM Vocational Assoc.



Where are future employees exposed to these necessary skills? When are they given opportunities to put them into practice? The response to both of these questions need to be the schools. With the help of administrators, school boards, teachers, parents, communities, and business partners, children can become better prepared to leave school with qualifications that employers are seeking.

Work and education are two activities that dominate the lives of Americans from childhood to late adulthood. Even though schools and the business community depend on one another, a definite problem still exists. Lines of communication are often inefficient or, worse yet, completely absent. Employers do not trust schools to teach students what they need to know.

In 1993 the Westchester Education Coalition surveyed 18 businesses in Westchester County, a northern suburb of New

York City, and identified a growing concern that school districts were graduating students who were not adequately prepared to meet the needs and expectations of the workplace. Businesses cited students' lack of serious work ethic, lack of understanding of the real value of having a job; poor work habits and attitudes; poor punctuality; and lack of motivation, commitment and initiative. Furthermore, they faulted schools for tolerating student failure and not addressing the problem of ill-prepared students at its roots. (Rhoder & French, 1999)

Similarly, according to the National Alliance of Business and Scholastic document, only four percent of business leaders in a 1995 survey said that they felt the nation's public schools were doing a good job of preparing students for the world of work. This compares with sixty eight percent of school superintendents and forty four percent of high school teachers who identified a concern related to school and work compatibility (Olson, 1997). Meanwhile, some educators are tired of being blamed for the poor work ethic of graduating students. This severed relationship between educators and employers has contributed to a severe motivation problem in schools. Students see no connection between what they are learning, or how well they learn it, and their future career goals.

Phillip Schlecty, who heads the Center for Leadership in School Reform, has estimated that 85% of students today are not "engaged" by the work they do in schools, finding it neither relevant nor interesting. They may be required to

attend, but they choose whether or not to "volunteer" their engagement in learning. And most choose not to do so (Lewis, 1998).

Children learn better when they see a purpose to their studies. Cognitive research has shown that people learn best by doing, especially when they apply their academic lessons to real-world activities and situations. By linking schools and workplaces, school-to-work programs may improve student motivation and academic performances (Iowa State School-to-Work Initiative, 1998). It is obvious and imperative that communities and schools establish a communication connection for the sake of our country's future, our children.

We are beginning to realize that our students may not be as well prepared as they could be to function as productive workers. This realization is critical in the context of the current U.S. business environment as it strives to adjust to an economy that is increasingly global, interdependent, and technologically driven (Rhoder & French, 1999). We need to find better ways for students to acquire knowledge and skills that are necessary in the workplace.

What is included in the School-to-Work Act?

With the development of the School to Work Opportunities School-to-Work Act of 1994 and the "Goals 2000: Educate American Act", the linkage between schools and employers should improve. The Act is based on the premise

that our schools by themselves will never achieve the National Education Goals by the year 2000. U.S. Secretary of Education, Richard W. Riley stated, "School reform depends on both 'insiders' and 'outsiders', working hand in hand. Teachers and principals, parents and politicians, school boards and administrators, business and labor, and state and federal leaders all have vital roles to play" (Cited in Chew, 1995).

The STW Act offers seed money for states and local partnerships of business, labor, government, education and community organizations to develop a system that works for them. The STW Act is jointly administered by the Department of Education and Labor and is not considered to be a top-down, one-size-fits-all federal solution. The Act provides for a substantial degree of state and local discretion. "Developmental" grant money was available to all states in Spring 1994 to plan and create comprehensive, statewide school-to-work systems. The federal funds are aimed at assisting with start up costs and are not intended to provide long-term operating support (Chew, 1995).

Since 1994 the STW act has awarded \$695 million in grants to all fifty states and a variety of partnerships for planning and building systems that include three essential elements: school-based learning, work-based learning, and activities that make sure teachers, students, parents, and employers keep communicating. All of the sectors involved need to talk about what children need to know and how to apply that knowledge ("Finding the Funds," 1997).

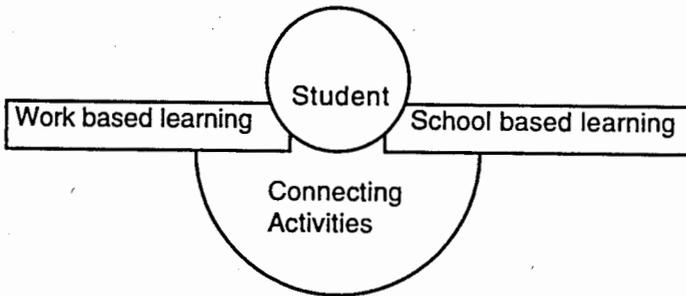
The STW act also describes an educational network that provides career awareness, career exploration, and career preparation. So what does all of this mean? School-to-Work (STW) is an educational initiative designed to encourage students of all ages to explore what it takes to develop and maintain a rewarding career. It is not a program. No single agenda, curriculum, standard or event can be labeled as School-to-Work. It is instead, many related elements which help students see the link between school and career. In today's society, it is important to help youth find ways to make the transition from school to work. Therefore, it is essential that innovative programs be developed to introduce young people to the world of work and to help students to see a connection between what they are learning in school and what is important in the real world. Efforts to accomplish this must start early in the child's education, and cannot wait until high school. By then, many youngsters have made decisions to bypass more rigorous academic course options, or worse, have mentally "checked out" and disregarded the relevance or importance of learning in the classroom.

The School-to-Work initiative has three main parts, school based learning, work based learning and the connecting activities (Hoerner & Wehreley, 1995). It can be viewed as a balancing act.

The students should have a balance of learning experiences, in and out of the school building, with a variety of connecting activities that keep everything equal. Young people want new learning opportunities and are

interested in the chance at learning at school and on the job.

In a recent U.S. Department of Labor survey of 500 American teenagers, nine out of ten said they were interested in learning both in school and on the job in the school-to-work way. Two-thirds of high school students want to get work experience while in school. Three in four teen workers say their jobs are not preparing them for the careers they want, and 85% of working students say they are learning while they work (Iowa State School-to-Work Initiative, 1998).



School Based Learning: The modern work place requires that many students be able to apply what they know to a variety of practical problems. Much of what schools are already doing in terms of standards, curriculum development, assessments, higher order thinking skills and cooperative learning are a *big* part of the School-to-Work system. K-12 career development and planning programs are needed.

Work Based Learning: A strong, orderly sequence of work based experiences will help students see how *what* they learn in school applies to the world of work. Such activities could include: classroom speakers, classroom mentors, field trips

to area businesses and industries, and job shadowing opportunities. Bringing adults from the community into the classroom is beneficial for both the students and community members, giving students exposure to employment choices and providing community members a chance to interact and become more connected with the schools.

Connecting Activities: These could be the most critical part of the balance. Individuals and organizations must be willing to dedicate their time, personnel, and resources into creating and maintaining this system. Committees that would be developed should include teachers, administrators, business partners, parents, and possibly students.

By balancing the three areas of School-to-Work, the students are the winners. This initiative is always developing. The partnership will continually strive to find more ways to deliver instruction, new ways for students to connect to the world of work, and continue to search for links in the community.

What does school improvement and school-to-work mean at the state level?

Efforts to merge community and schools together more closely have already been established at the state level. The vision of School-to-Work in Iowa is to prepare all students for a changing workplace. This vision is based on ten years of integrating work force development, economic development

and educational reform. The state's 1995 Career Pathways Program Act, which established an organizing framework for integrating school-based and work-based learning, provided grants to local partnerships to develop career pathways and develop model curricula (Iowa State School-to-Work Initiative, 1998). School Improvement is an ongoing crusade which guides Iowa Schools to look at student needs, establish standards for students with determined success criteria, report student achievement levels, and develop plans to improve student achievement. A significant need for the student, community and workplace is to increase student achievement and team it together with the understanding of how what is learned will be a useful life skill.

The basic elements of School-to-Work are part of the school improvement picture. The official Iowa Department of Education definition of School Improvement is: *School improvement is a continuous effort on the part of the school and community to improve conditions so that all students have equitable opportunities to improve their learning.*

In the 1998 Legislative Session, House File 2272 was passed and signed by the Governor requiring that all school districts do the following: *"develop, implement, and file with the department a comprehensive school improvement plan that includes, but is not limited to, demonstrated school, parental and community involvement in assessing educational needs, establishing education standards and student achievement levels, and as applicable, the consolidation of federal and state planning, goal setting, and reporting*

requirements."

It is quite apparent how closely related the two plans are to one another. Putting these ideas to work is the responsibility of individual school districts across the state. The formulation of standards for subject areas are now being paralleled to the School-to-Work plan. Districts are also selecting Career Development Standards, Employability Standards, and Career Pathway Standards. Both STW and School Improvement in Iowa suggest that community input is important in determining local standards and benchmarks.

What is the New Hampton Community School District doing to incorporate School-to-Work?

The New Hampton Community School District has been forging ahead on the School-to-Work/School Improvement plan for the last five years. In 1994, the development of a program called Partners in Education (PIE) was underway. The program consists of each classroom, PK-5, being matched up with a business or industry in New Hampton (Baltes & Leonhart, 1995). Opportunities to explore the world of work through field trips, job shadowing experiences, and other work experiences provide students with an accurate impression of career options that will assist them in developing realistic career choices. During the course of the year, the elementary students and their partners engage in a variety of learning experiences.

When the idea for PIE was first presented to the teaching staff, they were rather reluctant about "putting another thing on their plate". However, through their experience of specifying curriculum standards and benchmarks for their specific grade levels, it became quite apparent that a life-long learning element needed to be put into place. The connection between the classroom and the business world was made. This is not to say that all of extraordinary endeavors that are taking place now were intact five years ago.

The awareness and knowledge of making school-work-life connections have grown tremendously over the course of this program. Community members, business partners, and teachers are taking time to make those connections in and out of their classrooms and businesses. At least four of the business partnerships have organized job shadowing activities with the elementary school for the students in their classroom connection. This has provided the students with an opportunity to spend part of their day away from school to learn and observe the actual routine of that particular workplace. Through the observation experience, the student doing the shadowing will be able to draw conclusions about the job's pace, content, people interactions, and job skills.

In 1998 a grant worth \$65,000 was awarded to the New Hampton Community School District to foster the growth of the Partners in Education program into the middle school and to expand career awareness in the high school. Some of the monies from this grant were used as stipends for teachers

involved in a summer institute. The goals of this summer institute were to outline and further develop the standards and benchmarks that were already devised for the K-12 social studies curriculum. The Employability Standards and Benchmarks were used as a catalyst for reviewing grade level experiences that were already in place and building a list of needs that would enhance these lifelong learning skills. Four different levels of standards and benchmarks were developed during the course of the institute allowing K-2, 3-5, 6-8 and 9-12 educators to work together for the betterment of the school district.

The participants of this summer institute also created a supplemental list of goals for the district and each building in the district (Appendix A). Each facility is responsible for making sure the goals outlined by the School-to-Work committee are met.

A Partners in Education steering committee including administrators, teachers, business members and parents also emerged during the 1998-1999 school year. This came about following a panel discussion of individuals from the business and agricultural sector of the community. All of them identified similar concerns in the students that they were hiring as employees. The obstacles they were trying to overcome echoed the problems that were stated by the Westchester Coalition in the sense that some students lack initiative, work ethic, punctuality, and lack of personal motivation. The goal of this steering committee was to open up communication lines between the community and the school

setting so these employability concerns could hopefully be alleviated. Members of this steering committee were responsible for sharing information with their colleagues.

Career Awareness Activity for Third Grade Students

The primary focus of school-to-work in elementary schools is career awareness and building basic skills. Developing career awareness includes creating an environment where students see connections between school and the real world. Skills building incorporates not only basic academic skills, but also thinking skills and personal qualities that will be applicable for success in the the workplace.

The model school-to-work system creates a foundation in the early grades and continues to build until the students complete their studies. In the elementary grades, career awareness and developing basic skills are the major components of the students' school-to-work education. Career awareness activities are designed to make students aware of the broad range of careers and/or occupations in the work. Career awareness activities range from limited exposure to comprehensive exposure, which may involve curriculum redesign and introduction of students to a wide span of career options (Iowa State School-to-Work Initiative, 1998). Students in one third grade section were part of a career awareness activity that will be integrated into all third grade sections next year. To begin the project, information from a book Dream Catchers Developing Career and Educational Awareness

(Lindsay,1998). was used as a building block for the project. First, students learned about job clusters. This gave the students one method of exploring careers that may interest them. The book sorted careers into nine different clusters; agriculture and natural resources; business and marketing; communication, art and design; construction and production; education, human services, and personal services; health; repairers and mechanics; science and technology; and transportation. The students were divided into nine different cooperative groups for the next activity. Using magazines and other pictorial publications, students created collages of people who were performing jobs in each of the nine clusters. The job titles and pictures were attached to a large chart that was later put on display.

Next, the students learned how people can choose their careers depending on what kind of person they are and what they like to do best. There were three different categories that were discussed. First, there are people who like to work with people and animals. In this group, people work everyday to help other people or animals. For example, a nurse, teacher, taxi driver, salesperson, and veterinarians all have jobs where they like to work with people or animals. Second, there are people who like to work with data. These people work everyday with information, facts and ideas. They may explain, collect, organize, and study information. For example, a newspaper editor, a police artist, and a weather person all have jobs that work with information and facts. Finally, there are people who like to work with things and

machinery. They work with things that are not alive. For example, a carpenter, a factory worker, an automobile repair person and a computer operator all have jobs where they work with things and machinery.

After the students had the opportunity to hear about many different careers, they applied that information to themselves. The graphic organizer (Appendix B) is what the children used to help sort their ideas and thoughts. They had to think about what career interested them the most, what cluster was best for that career, what kind of person they are, and what kind of resources they could use to help them gather information about their job. Many of the students chose to interview parents or other acquaintances who were in the same career for their project. The class had brainstormed a list of information they felt was important for their report; What things am I learning in school now that will be important in my job? Will I have to get some training for my job? Will I have to go to college? What will I do at my job? During Writer's Workshop time, students spent time in the computer lab developing these facts into paragraphs for their report.

The "hands-on" part of this project was creating a "grown-up you". All of the children had their body traced on a large sheet of bulletin board paper. This was the outline for their career body. The students were suppose to "dress" the body (in a paper made outfit) that would be worn in that profession. Students were also able to glue other items of importance to their body. For example, a young girl did her

report on beauticians. She added a mirror, scissors and fingernail polish to her body. A banker was carrying a briefcase with money coming out of it and a teacher had a bag with a lot of papers, books and pencils in it. Construction paper and other paper products were given to the children to take home to assist them in completing their body. Parental assistance was encouraged and appreciated. All of the bodies came back to school and were on display in the hallway for all of the students and faculty of New Hampton Elementary to see.

Survey Instrument

A survey was compiled and distributed to all of the elementary staff members. Three questions were listed and each teacher had the opportunity to respond. The questions were as follows (see Appendix C):

1. How do you incorporate the School-to-Work initiative in your classroom?
2. Making learning relevant is the focus of the School-to-Work program. Name 1-2 strategies that you use to help children make connections between what they are learning and their daily lives.
3. How do you feel about the initiative at the elementary level? How has the School-to-Work program changed or

influenced what you do in your classroom?

Discussion

The results of the survey that was sent to each elementary teacher indicate that there are several teachers who implement career awareness activities in their curriculum. All of the teachers who responded mentioned the Partners in Education program and community members as the number one method of incorporating career awareness in their classrooms. Many teachers also feel that some of the new textbooks that have been purchased over the last five years have provided them with useful ideas about career education. Additional strategies that teachers are using include: Partners in Education tours, in-class speakers, connecting textbook information to lessons, role playing, cooperative group activities, and rephrasing classroom terminology to fit that of a workplace (e.g., using the word "break" instead of recess, overtime must be taken and free choice time is alleviated if work did not get completed).

Responses made by the teachers at the elementary school would indicate that they are really trying incorporate as many career awareness activities as possible. For the most part, teachers feel that career awareness at the elementary level is not too early. There are several activities that take place, as early as kindergarten, that can be connected to career awareness. Students who are exposed to career terminology and the importance of developing good work habits

at a young age will be more apt to connect their learning in later years to the "real world". One teacher said, "My grade level is still planning how to infuse School-to-Work into the curriculum even more. We have always tried to give the students examples of how reading, counting money, measuring, telling time, and solving problems are skills that they will use for the rest of their lives."

School-to-Work is more than just mentioning different jobs in classroom discussions. This endeavor is not only the responsibility of the schools, but the community and parents as well. Educating everyone involved is an enormous task, but it needs to be tackled with enthusiasm and energy. School-to-Work should not be viewed as an add-on to the curriculum. Rather, it's a strategy that supports instruction, supports learning, and blends career development into the learning process. As John Tobin (1996) of the Siebens Corporation expressed, "Schools are better if business people are in the schools because they see the good things that go on in the schools. Businesses are better if school people are there and see what goes on in industry. It has to be a living, breathing organism. It should not be a stagnant kind of partnership." This is certainly a powerful statement that can easily be applied to the school-to-work commitment. Schools and businesses must build a stronger bond to emulate one organization that works for children and with children. If we start teaching these vital life long skills at an early age, students may be more proficient in the work place when they get older. It is an awesome responsibility, but we need

to step back and take a look at our future generations. These will be the people who will be taking care of us when we are older. The employability skills need to be embedded in students today.

Bibliography

Adams, N. & Gerdes, J. (1999). Should today's education be relevant to tomorrow's jobs? NEA Today, 17, (43), [Online] 29 paragraphs. Available: InfoTrac: Expanded Academic ASAP [1999, June 16]

Baltes, S. and Leonhart, A. (1995). New Hampton Elementary School Partners in Education Handbook. unpublished manuscript.

Chapman, J.D., & Aspin, D.N., (1997). The school, the community, and lifelong learning. Great Britain: Redwood Books.

Chew, C. (1995). School-to-work: Resources for counseling. University of Wisconsin Board of Regents, Center on Education and Work, School of Education, University of Wisconsin-Madison.

Dispelling myths about school-to-work. (1996). [online] Available: <http://www.stw.ed.gov/factsht/fact7.html>

Elements of the school-to-work opportunities act: connecting activities. (1996). [online] Available: <http://www.stw.ed.gov/factsht/fact3.html>

Elements of the school-to-work opportunities act: school based learning. (1996). [online] Available: <http://www.stw.ed.gov/factsht/fact5.html>

Finding the Funds. (1997, Fall). Curriculum Update, 5.

Hartoonian, M. & VanScooter, R. (1996). School-to-work: a model for learning a living. Phi Delta Kappan, 77, (555), [online] 52 paragraphs. Available: InfoTrac: Expanded Academic ASAP [1999, June 16]

Hoerner, J. and Wehrley, J. (1995). Work-Based Learning, The Key to School-to-Work Transition. United States: Glencoe/Mc-Graw Hill.

Iowa state school-to-work initiative. (1998). [online] Available: <http://www.stw.ed.gov/states/profiles/ia.html>

Lewis, A. (1998). School-to-work, certificates of mastery and standards. Phi Delta Kappan, 79, (563), [online] 13 paragraphs. Available: InfoTrac: Expanded Academic ASAP [1999, June 16]

Lindsay, N. (1998). Dream catchers, developing career and educational awareness. Indianapolis, IN: JIST works, Inc.

Longworth, N. & Davies, W.K., (1996). Lifelong learning. Great Britain: Clays Ltd, St. Ives plc.

Olson, L. (1997). The School-to-Work Revolution. Boston, MA: Addison-Wesley.

Rhoder, C. & French, J. (1999). School-to-work, Making Specific Connections. Phi Delta Kappan, 534-542.

Ryan R.D., & Imel, S. (1996). School-to-work transition: genuine reform or the latest fad? [online] Available: <http://www.accesseric.org/resources/ericreview/vol14no2/ryan/index.html>

School-to-work in elementary schools. (1997). [online] Available: <http://www.stw.ed.gov/factsht/bul0197D.html>

Appendix A

**School-To-Work Initiative
New Hampton Community School District
Summer Institute**

**Employability Standards and Benchmarks
Level I (Grades PK - 2)**

Standard 2: The student will apply principles of resource management.

Grade Level Experiences:

- Keeping own desk organize as well as classroom shelves and storage areas
- Calendar activities- record keeping of weather
- Use checklists to complete assignments
- Behavior modifications plans
- Cooperative learning
- Brings materials from home to complete assignment
- Being responsible to have materials ready for class time
- Use portfolios to assess work and set goals
- Goal setting for personal and academic growth
- Completing a task in appropriate time
- Makes decisions as to when a project will be completed
- Goal setting lessons by at-risk coordinator

Needs:

- More goal setting to solve problems and use labels during the process (personal, academic, and classroom)
- Develop checklists (overhead, board, and personal)

Standard 3: The student will understand how organizations and systems function.

Grade Level Experiences:

- Games/activities that promote awareness of how each person's performance affects the group and outcome
- Use of line basics or an awareness that all people need to be ready on time
- Following class schedule
- Show appreciation through notes and comments to other personnel in the school system
- Use concept that the classroom is a community of system
- Cooperative learning

Needs:

- Show finished project then have the class or student list the steps to do this; task analysis

- Developing more independent thinking by giving less prompts and using more decision making wait time for thinking
- Guest speakers to talk about work systems
- Celebrity readers from school staff

Standard 4: The student will use self-management, leadership, and entrepreneurial skills.

Grade Level Experiences:

- Develop rules for classroom management with student input
- Review handbook with discussion of cause and effect
- Classroom jobs (taking turns being leaders in group work)
- Conflict management (role playing appropriate behavior)
- Know-Want to know-Learned: self-directed research
- Including students with disabilities; helps students understand diversity
- Circle of friends: cooperative learning
- Literature that contributes for sensitivity /awareness of diversity within peer group
- Talk about appropriate behavior in variety of settings (audience, sporting events, assemblies)

Needs:

- Improvement of character education: announce topic, names of students on school board, poster of topic
- More entrepreneurial skills; use guest speakers
- More self-assessment in portfolios

Standard 5: The student will use workplace readiness and career planning skills.

Grade Level Experiences:

- Partners in Education, Field Trips, School, Parents in for visits
- Knows places where people work and jobs that they do
- Understand why people work
- Understand that people have different mental, physical, creative abilities, etc.
- Exposure/being with other kids....integration, social skills
- Unit on Feelings, Me, Disabilities
- Knows career and employment opportunities of personal interest
- Know different types of work have different requirements (costs and rewards)
- Community Helpers, Partners in Education, Field Trips (apple orchard, care center), Tour of School
- Exposure to inclusion students and students with special needs
- Partners in Education, Social Studies Units,
- Exposure to students with different abilities
- Weekly Reader, Partners in Education, Videos, Social Studies Units (Depending on Others, People and the Differences They Made),
- Literature across the curriculum

- Guest speakers
- Teaching 'Habits of the Mind'
- Skills For Growing (Classroom As A Community, Group Roles)
- Guidance Program (each individual is unique and special, individual talents), Interest surveys and pictures
- Books are made available on related careers during all units of study
- Classroom helpers with certificates and rewards to let them know that the job was appreciated
- Role playing, making collages, dressing up to depict an occupation they would like someday

Needs:

Standard 6: The student will use communication and mathematical skills in career-related applications.

Grade Level Experiences:

- Counts out milk, sets table
- Show and Tell
- Cooking experiences
- Calendar
- Following directions
- Playing games with directions
- Cleaning up
- Following the rules that they have established
- Performing jobs in the classroom
- Relating information in sequence
- Computer games
- Sequence cards
- Performing tasks in sequence
- Speaking in complete sentences
- Asking questions
- Senses and how they are used in communication
- Making projects Cooking project
- Making a plan for an art project
- Graphing activities
- Daily agendas, structures
- Daily lunch count
- Write letters to penpals
- Following directions for making seasonal art projects
- Relates story events in sequence
- Using recipes
- Problem solving in real-life situations
- Take Home Folders with parent/teacher communication
- Explain how to make or do something
- Explain how they solved a math problem
- Explain an observation of a science exploration
- Following directions to make a graph or map
- Creative writing

- Retelling a story
- Use senses in activities to recognize importance of communication
- Emphasize and clarify communication

Needs:

Standard 7: The student will use complex thinking skills to make decisions and solve problems.

Grade Level Experiences:

- Webbing story ideas
- Brainstorming for ideas
- Using the strategy of predicting while reading
- Understanding cause and effect
- Using graphing, charts, and visuals to lead to decision making
- Conflict management
- Pro-Con Panels
- Circle of Friends for student problem solving
- Multiple step math problems
- Cooperative learning situations
- Role-playing situations
- Red Ribbon Week: decision making
- Read-A-Million Minutes and Book-It
- Classroom goals for a classroom reward
- Skills For Growing
- BABES (drug awareness, peer pressure, self-esteem, decision making)
- SCAMPER (brainstorming unit taught by TAG instructor)

Needs:

- Incorporate Circle of Friends in more of the classrooms with the assistance of the guidance counselor at the beginning of the year
- Introduce the conflict managers and the process to the kids at the beginning of the year
- Introduce speakers to class that will share their problem solving situations and ask the students to help solve them. (Partners in Education activity?)

**School-To-Work Initiative
New Hampton Community School District
Summer Institute**

**Employability Standards and Benchmarks
Level I (Grades PK - 2)**

Standard 5: The student will use workplace readiness and career planning skills.

Grade Level Experiences:

- Partners in Education, Field Trips, School, Parents in for visits
- Knows places where people work and jobs that they do
- Understand why people work
- Understand that people have different mental, physical, creative abilities, etc.
- Exposure/being with other kids....integration, social skills
- Unit on Feelings, Me, Disabilities
- Knows career and employment opportunities of personal interest
- Know different types of work have different requirements (costs and rewards)
- Community Helpers, Partners in Education, Field Trips (apple orchard, care center), Tour of School
- Exposure to inclusion students and students with special needs
- Partners in Education, Social Studies Units,
- Exposure to students with different abilities
- Weekly Reader, Partners in Education, Videos, Social Studies Units (Depending on Others, People and the Differences They Made),
- Literature across the curriculum
- Guest speakers
- Teaching 'Habits of the Mind'
- Skills For Growing (Classroom As A Community, Group Roles
- Guidance Program (each individual is unique and special, individual talents), Interest surveys and pictures
- Books are made available on related careers during all units of study
- Classroom helpers with certificates and rewards to let them know that the job was appreciated
- Role playing, making collages, dressing up to depict an occupation they would like someday

Needs:

- Pair work: revision and edit process
- Incorporate more trade books with reading series
- Technology: more exposure, language/writing program
- Coordinate PIE activities with resource personnel (have teachers help or participate in job shadowing so they know what to address)
- Make sure all resource students are included in the classroom activities dealing with careers
- Bring in more parents and others from community to share career opportunities

- Field trips

Standard 6: The student will use communication and mathematical skills in career-related applications.

Grade Level Experiences:

- Counts out milk, sets table
- Show and Tell
- Cooking experiences
- Calendar
- Following directions
- Playing games with directions
- Cleaning up
- Following the rules that they have established
- Performing jobs in the classroom
- Relating information in sequence
- Computer games
- Sequence cards
- Performing tasks in sequence
- Speaking in complete sentences
- Asking questions
- Senses and how they are used in communication
- Making projects Cooking project
- Making a plan for an art project
- Graphing activities
- Daily agendas, structures
- Daily lunch count
- Write letters to penpals
- Following directions for making seasonal art projects
- Relates story events in sequence
- Using recipes
- Problem solving in real-life situations
- Take Home Folders with parent/teacher communication
- Explain how to make or do something
- Explain how they solved a math problem
- Explain an observation of a science exploration
- Following directions to make a graph or map
- Creative writing
- Retelling a story
- Use senses in activities to recognize importance of communication
- Emphasize and clarify communication

Needs:

- Incorporate more speaking opportunities
- Social skills training with on-the-spot reacting and teaching

**School-To-Work Initiative
New Hampton Community School District
Summer Institute**

**Employability Standards and Benchmarks
Level II (Grades 3 - 5)**

Standard 2: The student will apply principles of resource management.

Grade Level Experiences:

- Checklists, rubrics, projects, due dates, daily schedule, cycles-special activities
- Portfolios: goal oriented, self-assessment
- Organizing desks, folders, lockers, storage areas
- Interview techniques: gaining information
- Note taking
- Cooperative learning: pair-share, small group, whole group
- Public speaking: eye contact, complete sentences, volume, enunciation, confidence
- Behavior modification plans for students using parent involvement

Needs:

- Continue portfolios K-12: include benchmark assessments (maintain and put in portfolio)
- Implement the Weather Net more 3-5
- More character education and role playing of appropriate behaviors

Standard 3: The student will understand how organizations and systems function.

Grade Level Experiences:

- Five themes of geography: our place in relationship to the world
- Self-regulation: habits of mind
- Partners in Education
- Parent-Child Connection: monthly meetings
- Local, state, and federal governments
- Scientific method: controls, variables
- Line basics
- Celebrity readers from the community
- Breaking projects into steps
- Classroom rules discussed/developed by students with teacher guidance (ideas available in Skills for Growing)

Needs:

- Writing conference using community members and students and speakers. They shared

personal writing, and a writer workshop session.

- Correct terminology (labeling them as a system)

Standard 4: The student will use self-management, leadership, and entrepreneurial skills.

Grade Level Experiences:

- Skills for growing
- Literature
- Lunch room
- Recess; free time
- BUG awards
- Honor roll
- Terrific kid awards
- Writers workshop: praise, peer and teacher feedback, self-assessment
- High expectations
- Cooperative learning
- School conduct
- Guidance lessons; diversity

Needs:

- Provide more exposure to diversity (through activities, speakers, programs, field trips, assemblies, etc.)
- More multi-age groups (projects, interactions)
- Elementary career fair: Each grade level or a specific grade level researches a career and shares with other classrooms. Incorporate during Read a Million Minutes
- Improve on transitions between grade levels (fourth to fifth grade)
- Training for child-specific subs or new employees
- Need a behavioral disorder room

Standard 5: The student will use workplace readiness and career planning skills.

Grade Level Experiences:

- Science - good study skills, recording results, communicating results, science experiments and projects, study many types of scientists (rocks and minerals, plants and animals, space)
- Math - estimating amounts, measurement (metric and standard), problem solving (real-life situations), lemonade stand, birthday party, planting a garden]
- Reading - author studies (writing how they chose this job), jobs portrayed in each reading book
- Social Studies - government jobs (local, state, and national)
- Parent interviews - why they chose their jobs? likes and dislikes of job?
- Partners in Education
- Skills For Growing - Family, small group (individual duties within), interest surveys
- Weekly Reader - current events, how world is changing

- Health careers - health book, speakers
- When I grow up - researching a career
- Skills for Growing
- Guidance Program
- Students given choices to assign projects according to their interests
- Global and career exposure through videos, field trips, boats, weekly readers, currents events
- Accountability 'Kids with Class Club', written project
- Bake Sale - 'Conservation Board', 'Osborne' - count money
- Changing role of women and men (Reading, Social Studies, PIE)
- Inventions Unit (entrepreneurial skills and self-management)
- Cooperative Learning Projects - value of work
- Grading system (benefits and disadvantages of work), rubrics, checklists, rewards
- Wellness Program - incentives, prizes
- Instructors and speakers at EWALU/field trips - outdoor careers
- Skills for Growing
- Partners in Education
- Guidance Program
- Goal setting in Reading
- Wellness Program (earning rewards for working on physical strength)
- Reading - variety of stories about careers
- Make use of all Area 1 materials to be acquainted with careers
- Daily encouragement and rewards for incentives/motivation

Needs:

Standard 6: The student will use communication and mathematical skills in career-related applications.

Grade Level Experiences:

- Use of electronic card catalog to research topics
- Problem solving (guided, open-ended) in science experiments
- Main Idea skill activities, summarizing important concepts
- Journaling
- Assembly line Projects: reading written directions, following through, making adaptations if something isn't working
- Small group work: communicating ideas to the large group orally, visually, and graphically
- Problem solving in math: real-life situations, calculator use, journaling
- Sequence: reading and writing how-to-do-it paragraphs
- Teaching the standards and benchmarks to mastery (focus the instructors)
- Follows directions (helps sequential order)
- Science experiments
- Use of checklists
- Storytelling
- Variety of strategies to give and follow directions
- Variety of strategies to respond to oral presentations (oral and written critiques)
- Critical listening skills (during opportunities like watching videos, reports, speakers, review games, note taking, checking understanding by testing, other written work and

teacher observation

- Communicate ideas, opinions, and information to a group (pair-share, small group, whole group, oral and written projects and slide show presentations)
- Literacy program provides a variety of formats, purposes, and audience considerations
- Basic mathematical computation and concepts to solve problems
- Provide many books, videos, materials, technology, speakers to enhance and support information learned
- Departmentalized teachers/experts concentrate on knowledge and skills related to work
- Practice hands-on directions in sequence until readiness for abstract (reading and responding) directional sequence
- Uses spoken, written, diagramed directions through oral and written modeling
- Use checklists, rubrics, written comments to respond to speeches and presentations
- Listens carefully to others, media, videos, teachers with concentration and understanding

Needs:

Standard 7: The student will use complex thinking skills to make decisions and solve problems.

Grade Level Experiences:

- Scientific method (problem solving)
- Conflict managers (problem solving)
- Guidance Lessons: role playing, decision making
- Community lessons: newspaper activities
- Reading program: Book-It, Read-A-Million Minutes
- Math (problem solving)
- Field trips
- Service projects (bake sales, food drive, box tops, Halloween hike, Cats and Dogs)
- Drugs and substance abuse: Red Ribbon Week
- Reading: webbing and journals

Needs:

- Continue having TAG instructor teach decision making skills and strategies and implement the same at the third and fifth grade levels at the beginning of each year. Classroom instructors will reinforce the use of these skills and strategies throughout the year.
- Implement information-seeking skills ("The Big Six" process)
- Establish a Student Improvement Team to address issues and problems in the school community.
- The media center specialist should teach the use of the Electronic Library, Britannica Online.
- Establish a site license for World Book. It is easier for the elementary students than Britannica.

School-To-Work Initiative
New Hampton Community School District
Summer Institute

Employability Standards and Benchmarks
Level II (Grades 3 - 5)

Standard 5: The student will use workplace readiness and career planning skills.

Grade Level Experiences:

- Science - good study skills, recording results, communicating results, science experiments and projects, study many types of scientists (rocks and minerals, plants and animals, space)
- Math - estimating amounts, measurement (metric and standard), problem solving (real-life situations), lemonade stand, birthday party, planting a garden]
- Reading - author studies (writing how they chose this job), jobs portrayed in each reading book
- Social Studies - government jobs (local, state, and national)
- Parent interviews - why they chose their jobs? likes and dislikes of job?
- Partners in Education
- Skills For Growing - Family, small group (individual duties within), interest surveys
- Weekly Reader - current events, how world is changing
- Health careers - health book, speakers
- When I grow up - researching a career
- Skills for Growing
- Guidance Program
- Students given choices to assign projects according to their interests
- Global and career exposure through videos, field trips, boats, weekly readers, current events
- Accountability 'Kids with Class Club', written project
- Bake Sale - 'Conservation Board', 'Osborne' - count money
- Changing role of women and men (Reading, Social Studies, PIE)
- Inventions Unit (entrepreneurial skills and self-management)
- Cooperative Learning Projects - value of work
- Grading system (benefits and disadvantages of work), rubrics, checklists, rewards
- Wellness Program - incentives, prizes
- Instructors and speakers at EWALU/field trips - outdoor careers
- Skills for Growing
- Partners in Education
- Guidance Program
- Goal setting in Reading
- Wellness Program (earning rewards for working on physical strength)
- Reading - variety of stories about careers
- Make use of all Area 1 materials to be acquainted with careers
- Daily encouragement and rewards for incentives/motivation

Needs:

- Foreign language as a special class
- Share PIE in order to have exposure to many careers instead of one
- More parent involvement : female/male speakers
- Special career day within each classroom
- Parents visiting to share talents, interests, feelings about their work and reading
- Guest speakers sharing how they use reading to do their jobs
- Make a list of careers and speakers and phone numbers
- Make a small alphabetized notebook of internet addresses (good sources) careers

Standard 6: The student will use communication and mathematical skills in career-related applications.

Grade Level Experiences:

- Use of electronic card catalog to research topics
- Problem solving (guided, open-ended) in science experiments
- Main Idea skill activities, summarizing important concepts
- Journaling
- Assembly line Projects: reading written directions, following through, making adaptations if something isn't working
- Small group work: communicating ideas to the large group orally, visually, and graphically
- Problem solving in math: real-life situations, calculator use, journaling
- Sequence: reading and writing how-to-do-it paragraphs
- Teaching the standards and benchmarks to mastery (focus the instructors)
- Follows directions (helps sequential order)
- Science experiments
- Use of checklists
- Storytelling
- Variety of strategies to give and follow directions
- Variety of strategies to respond to oral presentations (oral and written critiques)
- Critical listening skills (during opportunities like watching videos, reports, speakers, review games, note taking, checking understanding by testing, other written work and teacher observation)
- Communicate ideas, opinions, and information to a group (pair-share, small group, whole group, oral and written projects and slide show presentations)
- Literacy program provides a variety of formats, purposes, and audience considerations
- Basic mathematical computation and concepts to solve problems
- Provide many books, videos, materials, technology, speakers to enhance and support information learned
- Departmentalized teachers/experts concentrate on knowledge and skills related to work
- Practice hands-on directions in sequence until readiness for abstract (reading and responding) directional sequence
- Uses spoken, written, diagramed directions through oral and written modeling
- Use checklists, rubrics, written comments to respond to speeches and presentations
- Listens carefully to others, media, videos, teachers with concentration and understanding

Needs:

- Communicates ideas through technology (slide shows, videos)
- Improve our materials to enhance greater understanding of the main idea of a paragraph or story
- More experiences for students to model and present directions to the whole class to demonstrate, etc.

**School-To-Work Initiative
New Hampton Community School District
Summer Institute**

**Employability Standards and Benchmarks
Level III (Grades 6-8)**

Standard 2: The student will apply principles of resource management.

Grade Level Experiences:

- Uses assignment books to record facts and plan ahead
- Cooperative groups plan presentations according to special time schedule, culminates in a presentation
- Career education classes: units on dreams, budgeting
- PIE with bank for budgeting, money information
- Mouse trap car and solar car feed into Physics Olympics
- Time lines in social studies
- Self-Assessment of portfolio materials
- September goals; reevaluate at each quarter

Needs:

- More effective use of assignment books: more students creating time lines, schedules, tracking their progress, more planning, better time management
- More labeling of concepts/ideas: how they are using time, human resource, materials
- More independent use of classroom facilities/offering: self-directed use of materials and special areas designated in room
- Continue flexibility of schedule to allow enrichment of activities
- Possible sixth grade exploration of a money management program: using checkbooks-accounts
- Let students know what you are teaching: modeling that you are making goals and assessing use of time in getting goals
- All members in group work contributing positively, understanding roles of group dynamics

Standard 3: The student will understand how organizations and systems function.

Grade Level Experiences:

- When making rules provide input arenas for students
- Every classroom is a system in and of itself that students must understand and learn how to participate positively within it
- Entire system change in transition from fifth to sixth grade
- Sixth grade orientation to better understand our system

- Renaissance Faire (interdependent participants)

Needs:

- Focus on multi-disciplinary units at the middle school level; more student generated systems
- Systems include classroom, family, friendship systems
- Find ways to help students succeed (includes transition from grade levels)

Standard 4: The student will use self-management, leadership, and entrepreneurial skills.

Grade Level Experiences:

- P.E. classes
- D.A.R.E.
- Guidance classes
- Group projects (presentations offer these opportunities)
- Demonstration speeches
- Sixth edition

Needs:

- Advisor/Advisee groups
- Affective education (character)
- Emphasize positive and interaction skills even more

Standard 5: The student will use workplace readiness and career planning skills.

Grade Level Experiences:

- Speakers who address students on career related topics
- Textbook: Extended activities provide areas for discussion
- Skills for adolescence
- Health class
- Partners In Education
- Math: banking, stock investments, math trip game (Snippits)
- Parent involvement
- Stories in literature books present new careers, some non-traditional type roles
- County government in social studies; learn about careers and public service
- Study skills, goals, and planning
- PIE
- Teachers stress job tie-ins for general skills such as math, language arts, science, computer, etc.
- Staff relate students' current "jobs" as being students
- Career and planning are new in the writing portfolios
- Career Ed.: Real Game, guest speakers, strategies for obtaining employment, discussions relating education/career relationship

- Attend NICC Career Fair annually
- Interview adults on their careers

Needs:

Standard 6: The student will use communication and mathematical skills in career-related applications.

Grade Level Experiences:

- PIE: Guest speakers
- Good writing skills (classroom<resume)
- Social studies curriculum: oral presentations, maps-information, peer evaluations on presentations
- Language arts curriculum: business letter writing, oral presentation, speeches on literary themes, supporting ideas/opinion writing
- Math: use computers to graph, Jaspur-Woodburg, word problems
- Jr. Scholastic, practice book exercises
- Grammar and punctuation in writing
- Language arts and team teaching efforts to identify main ideas and supporting details
- Speech Exploratory Class
- Peer helper classes: giving feedback, following directions, clarification
- Group evaluations and sensitive feedback to presentations of others

Needs:

Standard 7: The student will use complex thinking skills to make decisions and solve problems.

Grade Level Experiences:

- Study skills taught in seventh grade
- Science: investigations, experiments (problem solving and reasoning)
- Career Education Class: researching information about career, budgeting ,etc.; Real Game
- Sixth grade math: "Snippet" trip program
- Dare program: making decisions
- Math: word problems, discuss different strategies-choose best one
- Reading text covers problem solving

Needs:

- Use more hands-on activities; time needs for planning
- Progress past just the facts: using creative thinking skills to push knowledge, issues, and thought further

**School-To-Work Initiative
New Hampton Community School District
Summer Institute**

**Employability Standards and Benchmarks
Level III (Grades 6-8)**

Standard 5: The student will use workplace readiness and career planning skills.

Grade Level Experiences:

- Speakers who address students on career related topics
- Textbook: Extended activities provide areas for discussion
- Skills for adolescence
- Health class
- Partners In Education
- Math: banking, stock investments, math trip game (Snippits)
- Parent involvement
- Stories in literature books present new careers, some non-traditional type roles
- County government in social studies; learn about careers and public service
- Study skills, goals, and planning
- PIE
- Teachers stress job tie-ins for general skills such as math, language arts, science, computer, etc.
- Staff relate students' current "jobs" as being students
- Career and planning are new in the writing portfolios
- Career Ed.: Real Game, guest speakers, strategies for obtaining employment, discussions relating education/career relationship
- Attend NICC Career Fair annually
- Interview adults on their careers

Needs:

- Help MS students think globally about careers: career fair/exploration of possibilities
- Utilize PIE: speakers, field trips, writers workshop, ISU women in science and math
- Find opportunities for more career-related workshops for students; on-site job visits
- More labeling and intentional educator's focus on the "why's" of study being toward career
- Higher level thinking on careers by comparing wages/schooling/benefits of different career options
- Career oriented portfolios
- Formal interests and/or inventories
- Aptitude testing for all students (maybe at high school level)

Standard 6: The student will use communication and mathematical skills in career-related applications.

Grade Level Experiences:

- PIE: Guest speakers
- Good writing skills (classroom<resume)
- Social studies curriculum: oral presentations, maps-information, peer evaluations on presentations
- Language arts curriculum: business letter writing, oral presentation, speeches on literary themes, supporting ideas/opinion writing
- Math: use computers to graph, Jaspur-Woodburg, word problems
- Jr. Scholastic, practice book exercises
- Grammar and punctuation in writing
- Language arts and team teaching efforts to identify main ideas and supporting details
- Speech Exploratory Class
- Peer helper classes: giving feedback, following directions, clarification
- Group evaluations and sensitive feedback to presentations of others

Needs:

- Make the connections between academic and career skills
- Understand how basic skills are used in job seeking activities
- Get the kids talking! Plan activities which foster opportunities to speak and listen in a teacher guided environment. (current events, homeroom activity)
- Address, correct, teach body language appropriate in conversation (small and large groups)
- What can we do to better the lunchroom situation to teach manners, good social skills
- More students involvement in final assessments: creation of rubrics, development of standard/criteria for projects

School-To-Work Initiative
New Hampton Community School District
Summer Institute

Employability Standards and Benchmarks
Level IV (Grades 9-12)

Standard 2: The student will apply principles of resource management.

Grade Level Experiences:

- English II: autobiographies, setting up own book unit, portfolios, career paper, learning logs, group projects doing "task assignment sheets"
- Any student in block classes prioritize assignments

Needs:

- Money management taught to all students
- Paper conservation in all labs; print once
- Move formalized teaching of group assessments/distributing workload/group dynamics
- Teach more organizational skills: supplies, papers, etc.; bringing materials to class
- Possibly add: semester of job skills/career exploration, semester of life skills (budgeting) as required courses
- How to break large assignments and decide when to do each step
- Need to be more familiar with middle school study skills expectations in order to reinforce them and "carry over" into high school

Standard 3: The student will understand how organizations and systems function.

Grade Level Experiences:

- Biology: teaches the systems of nature
- Computer network helps students understand the "whole system"
- Social studies: Discuss how various types of systems work and have changed (governments, religions, families, gangs, economic systems, business systems, cultural, geographic, etc.)

Needs:

- Visual representation (chart) of the school system
- Teachers looking at own subject areas: is there a system?, how can you better explain the system?, how does it work?, how it breaks down?, etc.
- Labeling systems: computer system-what happens when the school's system breaks down, how is everyone affected
- We may have to consider having a "catch-all" class, perhaps in the social studies area,

to teach systems, study skills, personal finance, and other life skills

Standard 4: The student will use self-management, leadership, and entrepreneurial skills.

Grade Level Experiences:

- Teach MCNs in many classes
- School-wide project based learning provides interpersonal opportunities
- Economics: teaches supply, demand, pricing, profit, etc., pros and cons of sole proprietorships, partnerships, and corporations are discussed
- Extra curriculums teach teamwork, leadership, and self-esteem
- We will address personal qualities as we work with students to use the new planner; focus on responsibility and self-management

Needs:

- Determine how to teach sensitivity to and respect of members of other ethnic and race backgrounds
- Have conflict managers identified by middle school staff and extend use of these skilled people to the high school
- Continue projects to teach teamwork, peer teaching, and leadership
- Have more "self-made" people from our area speak in classes about what it really takes to be an owner
- We need to teach the difference between employee mentality and entrepreneurial mentality
- Possibly set up an exchange between students from NHCHS and students from a school with a different racial/ethnic mix

Standard 5: The student will use workplace readiness and career planning skills.

Grade Level Experiences:

- Speech Text: careers in communication (sales, teachers, retail, human resources)
- Choices
- English II: job interviews, job applications, resumes, cover letters/letter of application, speakers who pose as "strangers" and student must carry on conversation, self-analysis of work, autobiographies (self-reflecting), research career and write paper (description, fits, plan), research, Occupational Guidance Series, Internet
- Science related careers
- Student career portfolios
- Problems and benefits of involuntary changes in employment, research of history of business changes as well as projected trends
- Research changes in career patterns for men, women, minorities, and the handicapped
- Career Fair offered for juniors and seniors
- Economics: basics of economics as well as how changes affect business and industry, how banking industry works
- Government: careers in government and politics

- Individual assignments take students into the workplace, require interviews
- Social skills taught, goal setting
- College tours planned
- Resources available in classroom: publications, Internet, books, workbooks, magazines, newspapers
- Job seeking skills are addressed
- Field trips and speakers include career information
- After field trips to job sites, students evaluate suitability to that job
- Some English and social studies assignments include persuasion papers and objectivity

Needs:

Standard 6: The student will use communication and mathematical skills in career-related applications.

Grade Level Experiences:

- Science: maintain complete and accurate records, small group discussions where roles are played
- English II: small group work, cooperative skills, job interviews, passion interviews, conversations with "strangers", speeches, research papers, passion project, Time vs. Newsweek comparisons, small group presentations, scored discussions
- American Literature/English III: students use verbal and non-verbal communication skills
- Career Fair papers require complete and accurate records
- Evaluating sources for research/information (choosing best Internet sites, book sources, relevant material)
- U.S. History/World History: role playing of historical situations
- Economics: Research weekly newspaper articles that concern economic and business trends. Findings are shared with class.
- Government: mock trial (interviewing skills, verbal and non-verbal communication)

Needs:

Standard 7: The student will use complex thinking skills to make decisions and solve problems.

Grade Level Experiences:

- Any research paper/presentation: requires using techniques to acquire new knowledge and skill, groups must make decisions and problem solve to complete activity in the best manner
- New planner: study skills section
- Physical science, physics, chemistry: creating experiments, creative thinking
- Any project that a model is given and demonstrated
- Any project that requires visual representation
- English II: autobiographies, literary circle discussion, passion project, Time/Newsweek

presentation, students setting up own unit for reading Winning, short essays lead to longer essays

- English 9-12: writing
- U.S. History: several group projects demand students make decisions to divide up the work, decide what form their project will take, etc.; World War I simulation game, creative strategies to solve problems
- Social Studies 9-12: mock trial simulation-leads to creative thinking in courtroom presentations and questioning, any simulation teaches reasoning, history classes reason through "cause-effect" situations to predict what may happen, teaching students to research teaches them how to learn

Needs:

- Use more creative thinking: projects, writing, group work
- More student involvement in final assessments: creation of rubrics, development of standard/criteria for projects
- Go through high school planners with students. There are good sections on study skills, goal setting, time management, etc.
- Talk more about thinking process: how the class or student is "decision making", "knowing how to learn", etc.
- Foods Class: recipe development
- Give students more options or open ended assignments
- Verbalize what the actual skills/process the students are going through-directly teach them as they go through the steps

**School-To-Work Initiative
New Hampton Community School District
Summer Institute**

**Employability Standards and Benchmarks
Level IV (Grades 9-12)**

Standard 5: The student will use workplace readiness and career planning skills.

Grade Level Experiences:

- Speech Text: careers in communication (sales, teachers, retail, human resources)
- Choices
- English II: job interviews, job applications, resumes, cover letters/letter of application, speakers who pose as "strangers" and student must carry on conversation, self-analysis of work, autobiographies (self-reflecting), research career and write paper (description, fits, plan), research, Occupational Guidance Series, Internet
- Science related careers
- Student career portfolios
- Problems and benefits of involuntary changes in employment, research of history of business changes as well as projected trends
- Research changes in career patterns for men, women, minorities, and the handicapped
- Career Fair offered for juniors and seniors
- Economics: basics of economics as well as how changes affect business and industry, how banking industry works
- Government: careers in government and politics
- Individual assignments take students into the workplace, require interviews
- Social skills taught, goal setting
- College tours planned
- Resources available in classroom: publications, Internet, books, workbooks, magazines, newspapers
- Job seeking skills are addressed
- Field trips and speakers include career information
- After field trips to job sites, students evaluate suitability to that job
- Some English and social studies assignments include persuasion papers and objectivity

Needs:

- Workplace readiness/Career planning: Need to make sure students entering the high school will have the skills developed in Level 3 (grades 6-8) during this transition period
- Use homeroom structure to help kids choose courses based on students vocational aptitudes, interests, etc.
- Portfolio: individual career plan
- Senior project
- job seekers-bulletin board
- Foreign language: development in elementary and middle school

- Provide ASFAB or ACID or ASVAB test to all students
- Make Work Keys test available to students and provide counseling to assist students to improve
- Provide an opportunity for half (or full day) job shadowing for each individual junior
- More career development in homeroom
- Specific classes to investigate careers and teach character education (semester for 9th and semester for 10th grades) maybe only meet 2 or 3 times per week
- Credit for work experience?
- Obtain a partner in Education

Standard 6: The student will use communication and mathematical skills in career-related applications.

Grade Level Experiences:

- Science: maintain complete and accurate records, small group discussions where roles are played
- English II: small group work, cooperative skills, job interviews, passion interviews, conversations with "strangers", speeches, research papers, passion project, Time vs. Newsweek comparisons, small group presentations, scored discussions
- American Literature/English III: students use verbal and non-verbal communication skills
- Career Fair papers require complete and accurate records
- Evaluating sources for research/information (choosing best Internet sites, book sources, relevant material)
- U.S. History/World History: role playing of historical situations
- Economics: Research weekly newspaper articles that concern economic and business trends. Findings are shared with class.
- Government: mock trial (interviewing skills, verbal and non-verbal communication)

Needs:

- To implement current NCA goals about communication skills/listening
- Use more reading with comprehension skills
- As each member encounters real-life math problems, these should be shared
- Teachers share expectations with each other
- File of some type to hold rubrics so other teachers can use

Appendix B

NAME: _____

What career interests me the most?

What cluster does my career fit in best?

What kind of person best describes me?

A) People and animal person

B) Data person

C) Things and machinery person

What resources will I use to collect my information?

Appendix C

Staff Survey

To assist me with my research paper for my graduate studies, please take a couple of minutes to answer the following questions. Thank you. It is much appreciated.
Please return the survey to my mailbox.

Amy Leonhart

1. How do you incorporate the School-to-work initiative in your own classroom?
2. Making learning relevant is a focus of the School-to-work program. Name 1-2 strategies that you use to help children make connections between what they are learning and their daily lives.
3. How do you feel about the initiative at the elementary level? How has the School-to-work initiative changed or influenced what you do in your classroom?