Career Readiness Skills

Lessons (aka “soft skills”)

for Kern County

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Develop and implement highly engaging modules of learning that teach and measure **career readiness skills** in grades K through 14 with immediate attention in grades 9 through 12.
California’s Standards for Career Ready Practice

Standards for Career Ready Practice describe the fundamental knowledge and skills that students need to prepare for transition to post-secondary education, training, or the workplace. These standards are not exclusive to a career pathway, a career technical education (CTE) program of study, a particular discipline, or level of education. Standards for Career Ready Practice are taught and refined in all career exploration and preparation programs or integrated into core curricula, with increasingly higher levels of complexity and expectation as a student advances through a program of study. Standards for Career Ready Practice are a valuable resource for CTE and academic teachers in the design of a comprehensive and coherent curriculum that links and reinforces the career-ready aims of the CTE Model Curriculum Standards and the Common Core State Standards.

1. Apply appropriate technical skills and academic knowledge. Career-ready individuals readily access and use the knowledge and skills acquired through experience and education. They make connections between abstract concepts in real-world applications and recognize the value of academic preparation for solving problems, communicating with others, calculating necessary, and performing other work-related practices.

2. Communicate clearly, effectively, and with purpose. Career-ready individuals communicate thoughts, ideas, and action plans with clarity, using written, verbal, electronic, and/or visual methods. They are skilled at interacting with others; they are active listeners who speak clearly and with purpose, and they are comfortable with terminology that is common to workplace environments. Career-ready individuals consider the audience for their communication and prepare accordingly to ensure the desired outcome.

3. Develop an education and career plan aligned with personal goals. Career-ready individuals take personal ownership of their educational and career goals and manage their individual plan to achieve those goals. They recognize the value of each step in the educational and experiential process, and they understand that nearly all career paths require ongoing education and experience to adapt to practices, procedures, and expectations of an ever-changing work environment. They seek counsel, mentors, and other experts to assist in the planning and execution of education and career plans.

4. Apply technology to enhance productivity. Career-ready individuals understand the fundamental role of technology in modern work environments and apply technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring and using new technology. They understand the Internet’s role in personal and organizational technology applications, and they take actions to prevent or mitigate these risks.

5. Utilize critical thinking to make sense of problems and persevere in solving them. Career-ready individuals recognize patterns in the workplace, understand the nature of the problems, and develop effective plans to solve the problems. They thoughtfully investigate the root cause of a problem prior to introducing solutions. They carefully consider options to solve a problem and, once an agreement is reached, work through to ensure the problem is resolved.

6. Practice personal health and understand financial literacy. Career-ready individuals understand the relationship between personal health and workplace performance. They contribute to their personal well-being through a healthy diet, regular exercise, and mental health activities. Career-ready individuals also understand that financial literacy leads to a secure future that enables career success.

7. Act as a responsible citizen in the workplace and the community. Career-ready individuals understand the obligations and responsibilities of being a member of a community and demonstrate understanding every day through their interactions with others. They are aware of the impacts of their decisions on others and the environment around them, and they think about the short-term and long-term consequences of their actions. They are reliable and consistent in going beyond minimum expectations and in participating in activities that serve the greater good.

8. Model integrity, ethical leadership, and effective management. Career-ready individuals consistently act in ways that align with personal and community field ideals and principles. They employ ethical behavior and actions that positively influence others. They have a clear understanding of integrity and act on this understanding in every decision. They use a workplace means to positively impact the direction and actions of a team or organization, and they recognize the short-term and long-term effects that management’s actions and attitudes can have on productivity, morale, and organizational culture.

9. Work productively in teams while integrating cultural and global competency. Career-ready individuals contribute positively to every team, as both team leaders and team members. To avoid barriers to productivity and positive interaction, they apply an awareness of cultural differences and participate effectively and collaboratively with all members of the team and find ways to increase the engagement and contribution of all members.

10. Demonstrate creativity and innovation. Career-ready individuals recommend ideas that solve problems in new and different ways and contribute to the improvement of the organization. They provide unique solutions ideas and suggestions by others as solutions to issues, tasks, or problems. They develop written ideas and suggestions that have the greatest value. They seek new methods, practices, and ideas from a variety of sources and apply these ideas to their own workplace practices.

11. Employ valid and reliable research strategies. Career-ready individuals employ research practices to plan and carry out investigations, create solutions, and align with the most current findings related to workplace environment and practices. They use a reliable research process to search for new information and confirm the validity of sources when considering the use or adoption of external information or practices.

12. Understand the environmental, social, and economic impacts of decisions. Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact other people, organizations, the workplace, and the environment. They are aware of and utilize new technologies, understandings, procedures, and materials and adhere to regulations affecting the nature of their work. They are cognizant of impacts on the natural environment, endowment, workplace, and profitability of the organization.
Elements of our lessons

• Lesson number
• Targeted grade levels
• Lesson title
• Career ready practice standard
• Learning objectives
• Resources needed for this lesson
• Key vocabulary/terms
• Activities (video embedded)
• Differentiation
• CA common core alignment
• ELD standards alignment
• Extension activities
Lesson 9.10.3.1

Targeted Grade Levels – 9 or 10

Lesson Title – Education and Career Plans (Introduction to Personal Career Goals)
Estimated time: 55 minutes

NOTE: This lesson can be completed by a paper-and-pencil test, or by each student on a computer. Details are in the Resources section below.

Career Ready Practice Standard 3 – Develop an education and career plan aligned with personal goals. Career-ready individuals take personal ownership of their educational and career goals and manage their individual plan to attain these goals. They recognize the value of each step in the educational and experiential process, and they understand that nearly all career paths require ongoing education and experience to adapt to practices, procedures, and expectations of an ever-changing work environment. They seek counselors, mentors, and other experts to assist in the planning and execution of education and career plans.

Learning Objectives: (Bold print below indicates targeted objective for this lesson)

Students will research and consider personal career goals.
Students will develop personal short-term and long-term educational goals and align their desired career goals with appropriate educational goals.
Students will develop a positive mindset regarding the need for ongoing education and experiences in order to adapt to ever-changing work environments.
Students will identify how to connect with people who have the expertise to assist in the planning processes for education and career.

Resources Needed for this Lesson

Ensure access to the following website https://www.youtube.com/watch?v=sKU_5ZBko28&feature=youtu.be and ability to show videos in a whole class setting.

For Option A (computer):
Activity #3: Provide this website: www.cacareerzone.org

For Option B (paper-pencil)
Activity #3: Print one copy per student of the The RIASEC Test
Activity #3: Print one copy per student of the Instructions for Interest Profiler, if so desired.
Activity #4: Print one copy per student of the Holland Interest Profiles and Profile Graphic Organizer.

OPTIONAL Extension Activities can be found on the final page of this lesson.
Independence High School, Kern High School District, Bakersfield
Independence High School,
Kern High School District, Bakersfield
## Scope of Work

- 12 lessons completed
- 8 videos completed
How do I access the Career Ready Practice lessons and videos?

Directly from the Kern County Superintendent of Schools website! Please register for your account and immediately access all lessons and videos for free! The link to access the site directly is: http://kern.org/cte/career-ready-practice-lessons/

OUR ASK:
• Visit our website
• Register for a free account
• Network these lessons out to your school community
• Provide feedback!
The Kern County Superintendent of Schools partnership with CTECS

- CTECS has developed a cross-walk to the Career Ready Practice Standards in their CA Career Readiness assessment of determining workplace readiness skills.
- Kern County schools piloted the assessment in 11 high schools, 9 alternative high schools, and 1 junior high.
- Currently there is no standardized method in CA to measure career readiness skills and no data to inform our students’ readiness in soft skills. The college/career indicators on the CA dashboard are based on academic measures in coursework and assessments.
- Results of the assessment can be used to begin teaching the much needed and often overlooked soft-skills.

<table>
<thead>
<tr>
<th>Assessment: California Career Readiness</th>
<th>Standard Set: California Standards for Career Ready Practice</th>
<th>Filters:</th>
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</thead>
<tbody>
<tr>
<td>All Standards</td>
<td>Accumulating results</td>
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**Number tested:** 2178

**California Standards for Career Ready Practice**

- Apply appropriate technical skills and academic knowledge: 57.15%
- Communicate clearly, effectively, and with reason: 68.38%
- Develop an education and career plan aligned to personal goals: 54.98%
- Apply technology to enhance productivity: 58.21%
- Utilize critical thinking to make sense of problems and persevere in solving them: 58.32%
- Practice personal health and understand financial literacy: 57.17%
- Act as a responsible citizen in the workplace and the community: 65.41%
- Model integrity, ethical leadership, and effective management: 67.42%
- Work productively in teams while integrating culture/global competence: 66.48%
- Demonstrate creativity and innovation: 63.89%
- Employ valid and reliable research strategies: 51.62%
- Understand the environmental, social, and economic impacts of decisions: 61.47%