



Making the Case for K-8

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Why career exploration now?



It's in the Research:



- There is increasing evidence in the research literature that career development is a lifelong process that begins in childhood.

- ([Magnuson & Starr, 2000](#); Trice, 1991; Trice & McClellan 1993, 1994).

Early Childhood

- One investigation found that half of a group of children aged 9 and 10 believed they had already made decisions that would impact their future careers (Seligman, **Weinstock**, & **Heflin**, 1991).

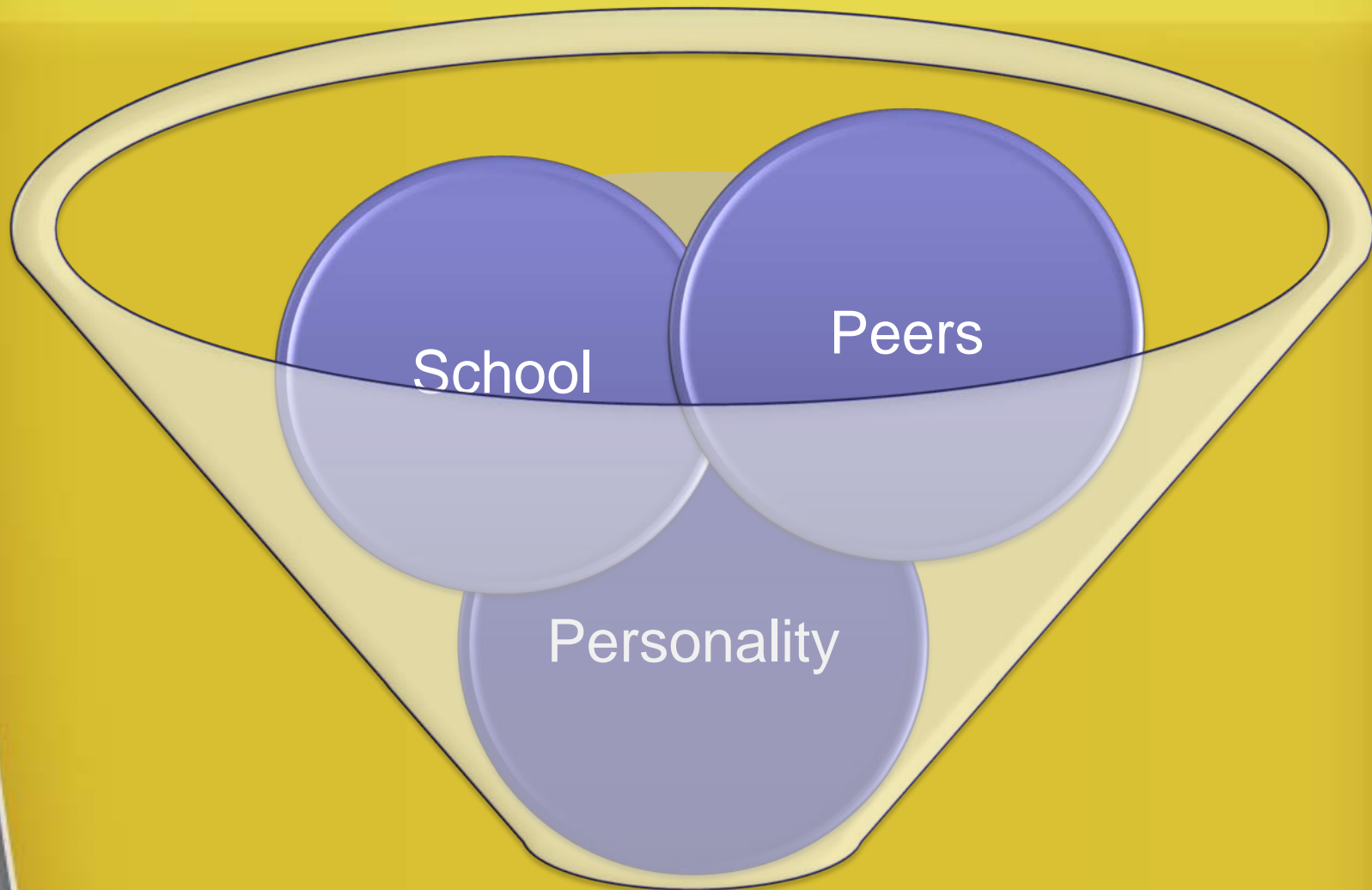


Family Plays a Critical Role



College of DuPage (n.d.) A study of the parent role in the career decision process. In Parents Section
Retrieved from: http://209.175.17.241/parents/what_other_parents_say1.htm

Other factors that influence:



Research has moved from Factors to Dynamics

- Parents Expectations – consistent influence
- “When adolescents perceive their parents to have high educational expectations for them, adolescents are likely to have higher aspirations for themselves.” [\(Taylor, Harris, & Taylor, 2004\).](#)



Go MOMS!

- Mothers tend to have more influence on the career decisions and aspirations of their children than fathers.

Influence



- **Students wanted to discuss career planning primarily with mothers.**

Communication



- **Daughters chose occupations similar to those of their mothers**

Mother's Occupation



(Mickelson and Velasco, 1998).

In Retrospect.....

- A retrospective study found that 23% of adults aged 40-55 had made decisions about their current professions in childhood (Trice & McClellan, 1994).
- What did you think you would be when you grew up?



UNC Research 2004

University Career Services of the University of North Carolina at Chapel Hill (UNC-Chapel Hill) decided to survey parents of incoming freshmen in order to learn more about parents' beliefs regarding their college-age children's career choice and the influences on that choice.




[Parents Have Their Say. . .About Their College-Age Children's Career Decisions](#)
by [Jeffrey Taylor](#), [Marcia B. Harris](#), and [Susan Taylor](#) from the Winter 2004 *NACE Journal*



Results of UNC study incoming freshman

- Only 8.1% of parents believed they should have a significant influence on child's career decisions.
- Parents overall ranked themselves as the most influential on child's career decision.
- Most parents in this study (72.2 %) feel career choice should be based on a combination of the job market and the student's interests/abilities.
- *What or who do you think is the most influential on a child's career decision?*

[Parents Have Their Say. . .About Their College-Age Children's Career Decisions](#)
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Top Three People Parents Ranked as most influential on student career development :

Mother or
Father

Teacher (ranked
almost as close as parents)

Counselor

[Parents Have Their Say. . .About Their College-Age Children's Career Decisions](#)
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What career aspirations did your parents have for you?



What career aspirations did your teacher or counselor have for you?

How is that related to your career now?

Counseling In the Past



- No Elementary Counselors
- Middle School Counselors typically assisted students in scheduling classes and testing.
- High School Counselors handled testing, scheduling, and assisting students with post secondary education or Vocational School training.
- What did the counselor do in your school in your elementary years?



ASCA National Model

The American School Counselor Association

- In 2004 the American School Counselor Association created a national model as a framework for school counseling programs.

American School Counselor Association. (2004a). [*The ASCA national model: A framework for school counseling programs*](#). Alexandria, VA: Author.

ASCA: The Four Quadrants



American School Counselor Association. (2004a). [*The ASCA national model: A framework for school counseling programs*](#). Alexandria, VA: Author.

ASCA Executive Summary

- [English](#)
- [Spanish](#)



American School Counselor Association. (2004b). *The ASCA national model: Executive summary*. Retrieved from <http://www.schoolcounselor.org/content.asp?pl=325&sl=134&contentid=134> .

ASCA National Standards for Students- One Vision, One Voice

- These standards were developed as a result of Educational reform movements of the late 20th and early 21st centuries, such as standards-based education and the No Child Left Behind legislation.



American School Counselor Association . (2004c). *ASCA National Standards for Students*. Alexandria, VA: Author.
Retrieved from :
<http://ascamodel.timberlakepublishing.com/files/NationalStandards.pdf>

ASCA National Standards for Students- One Vision, One Voice

-Emotional, physical, social and economic barriers can inhibit student success.

School counselors make a difference

- By eliminating these obstacles
- Helping students understand that the choices they make now will affect their educational and career options in the future.

American School Counselor Association . (2004c). *ASCA National Standards for Students*. Alexandria, VA: Author. Retrieved from :
<http://ascamodel.timberlakepublishing.com/files/NationalStandards.pdf>



Virginia Department of Education's

- [Standards for School Counseling](#)



Virginia Board of Education.(2004). Standards for school counseling programs in Virginia public schools. Retrieved from <http://www.pen.k12.va.us/VDOE/studentsrvcs/counselingstandards.pdf>

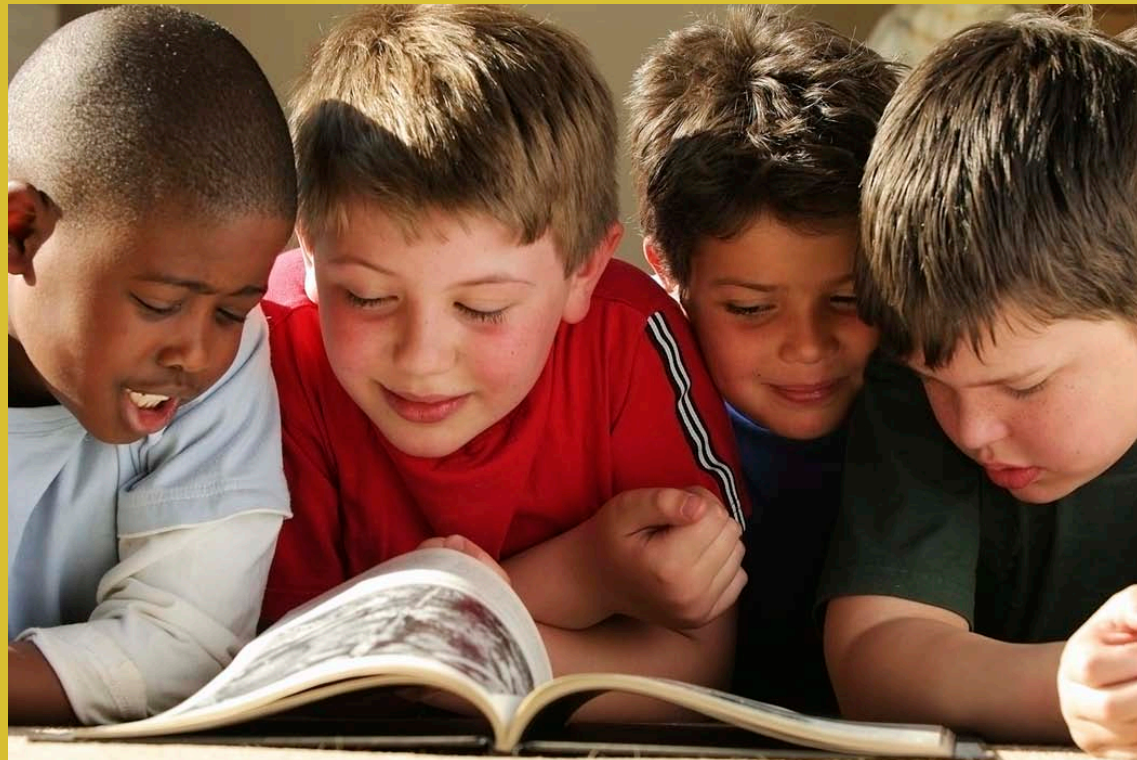
Academic Goals

- Students will acquire the academic preparation essential to choose from a variety of educational, training, and employment options upon completion of secondary school.



Career Development Goals

Students will investigate the world of work in order to make informed career decisions.



Personal/Social Development

Students will acquire an understanding of, and respect for, self and others, and the skills to be responsible citizens.



Standards begin in Kindergarten & continue through grade 12



Elementary ACADEMIC DEVELOPMENT

- Goal: Students will acquire the academic preparation essential to choose from a variety of **educational, training, and employment** options upon completion of secondary school. Listed below are those associated with career development.



EA3. Understand the relationship of academic achievement to current and future success in school,



EA14. Understand the choices, options, and requirements of the middle school environment.



MA3. Understand the importance of high school course and/or program selection in relation to future academic and career options,

Career Development

- **Goal-**Students will investigate **the world of work** in order to make informed **career decisions**.

Grades K-3: Students will:

EC1.
Understand the concepts of job and career,

EC2.
Understand that behaviors such as punctuality, courtesy, proper dress and proper language are essential to current and future success,

EC3.
Understand the relationship of individual effort, hard work and persistence to achievement,

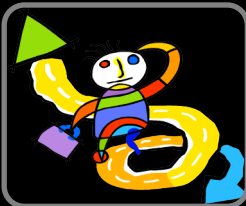


Career Development

- **Goal-**Students will investigate **the world of work** in order to make informed **career decisions**. **Grades K-3 students will:**



EC4. Understand the importance of teamwork in working towards a common goal,



EC5. Demonstrate the decision making process, and



EC6. Demonstrate goal setting.



Career Development

- **Goal**-Students will investigate **the world of work** in order to make informed **career decisions**.

Grades 4-5:
Students will:



EC7. Recognize the benefits of both individual initiative and teamwork,



EC8. Recognize that the changing workplace requires lifelong learning,



EC9. Identify hobbies and interests, and



EC10. Identify career choices through exploration.

Career Development Standards Grades 6-8



MC1. Identify the relationship of course content, educational achievement, and career choices,



MC2. Identify personal preferences, skills, and interests that influence career choices and success,



MC3. Understand the effect of career choices on quality of life,

Career Development Standards for Middle School



MC4. Understand that behaviors such as punctuality, courtesy, proper dress and language, and hard work are essential to success in the job market,



MC5. Demonstrate understanding of the education and training needed to achieve career goals,



MC6. Demonstrate employability skills such as individual initiative, teamwork, problem solving, organization, and communication,

Career Development Middle School



MC7. Use research skills to locate, evaluate, and interpret career and educational information, and



MC8. Demonstrate awareness of educational, vocational, and technical training opportunities available in high school.

How can we maximize our resources with Parents?

- Educate and Involve Parents.
- Let them know about the impact of their influence.
- Give parents tools to inform students of choices.



Make VA Career VIEW known to parents:



- Place a direct link to [VIEW](#) on your school website.
- Write about VIEW in a school newsletter or parent email.
- Send home [printable VIEW career development activities](#).
- Create a hotlink to sections of VIEW on your school homepage.

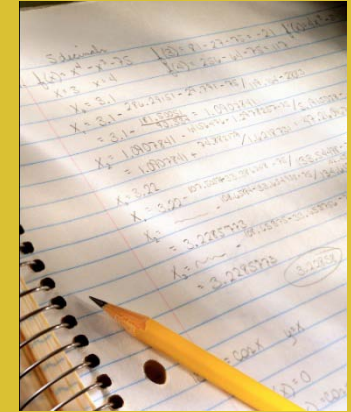


Involve students and parents in Career Development Activities

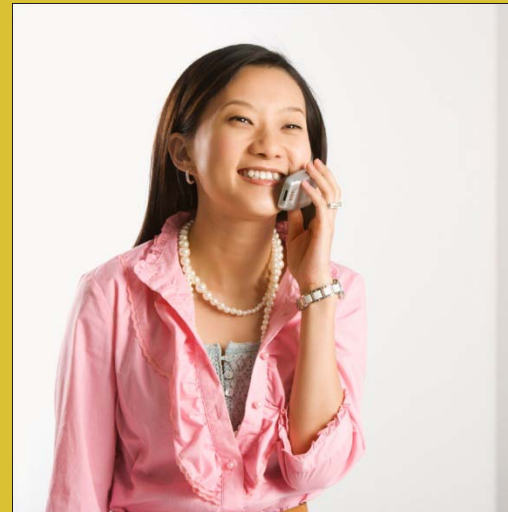


- Invite Parents to participate in Career Day.
- Have students introduce parents to the class

- Ask students to write about a parent or relative's career using the [Career Journal](#).



- Use VIEW's [Career Family Tree](#) as a take home assignment.



Use VIEW's [Interview activity](#) to spark communication between parents and students.

Involve students and parents in Career Development Activities

- Inform parents about the new Academic and Career Plan early.
- Use VIEW's [Parent guide to the ACP.](#)





VIEW has Resources

To Support Your Case for
K-8 Career Development



References

American School Counselor Association. (2004a). [The ASCA national model: A framework for school counseling programs](#). Alexandria, VA: Author.

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