How Can the Middle Grades Prepare Students To Be Career Ready?

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Camdenton Middle School

-Located in the Lake of the Ozarks

-628 Students

-54.78% F&R

-11.1% Homeless

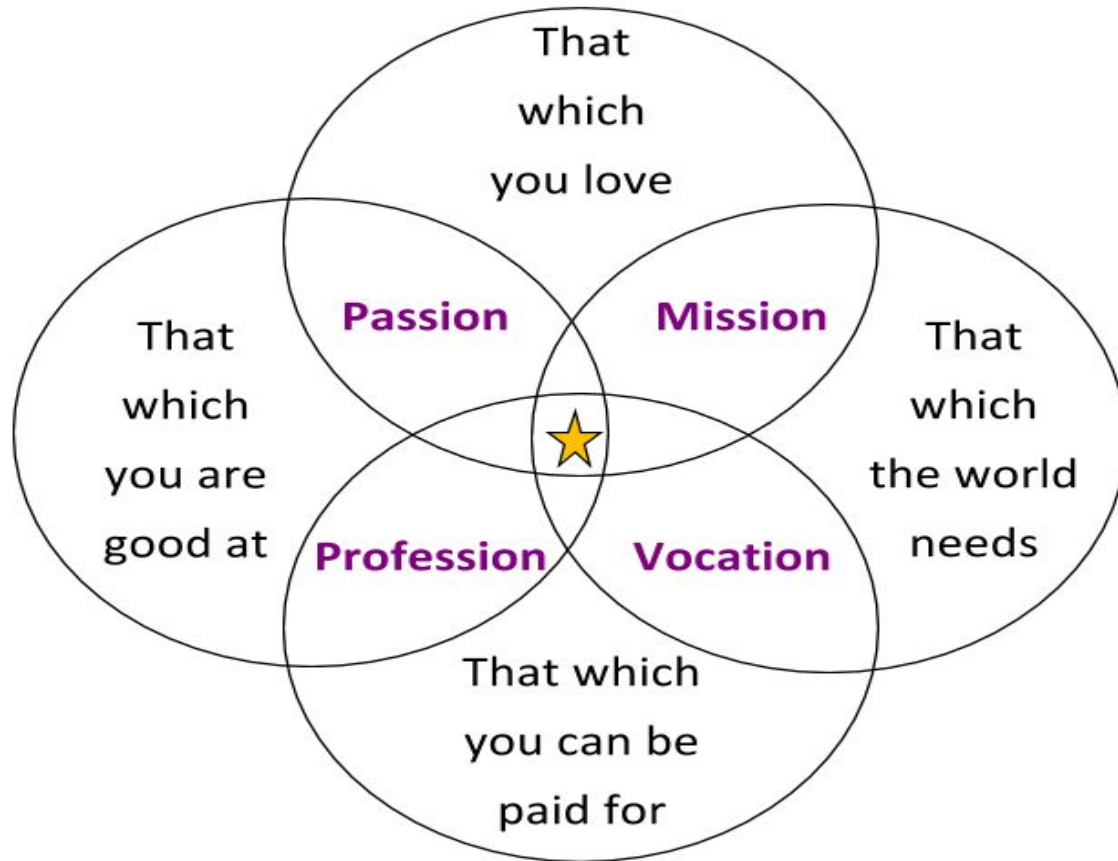WHEN YOU WERE 12 YRS. OLD WHAT DID YOU WANT TO BE WHEN YOU GREW UP?

Camdenton Core Questions

1. What do you love to do?
2. What problems do you like to solve?
3. What are you good at?
4. What do you like to do when nobody is telling you what to do?
5. Does the world need it?

Purpose

WHY DO MIDDLE SCHOOL STUDENTS NEED TO BE EXPOSED TO CAREERS?

NO MORE DINNER CONVERSATIONS

-Parents and students talk less about their future

-Do parents really understand the variety of modern careers?

-Do parents really understand the skills needed for the variety of careers the 21st century offers?

COLLEGE IS EXPENSIVE!!!!

-Public College In-State $9,650

-Public College Out-State $24,930

-Private College $33,480

-5.1 yrs to complete a bachelor's degree

COMPETITION IS FIERCE!!!!

-83% of college graduates do not have a job lined up after graduation (2014)

-14% of college graduates majors align with their career choice (2015)

EMPLOYABILITY SKILLS

All about the "C"!

-Commitment & Consistency?

-Character & Culture?

-Care & Concern?

-Communicate & Connect?

HOW DO YOU GET STARTED????

AREAS OF CAREER INTEREST (ACI'S)

Students, teachers and community partners will collaboratively create real world career opportunities for middle school students

- Relevant learning opportunities for our youth
- Opportunities to create relationships between students, teachers, sponsors and community partners
- Application of classroom academic knowledge to real world experiences
- Discover the value of employability

Areas of Career Interest

Meet W/ Community Partners

Employability

Assess/Soft Skills

Externships

Career Path Selection

Community/ Business Relationships

Driving Question

Action Plan Template

DEMOGRAPHICS/GEOGRAPHY-WHAT DO YOU KNOW ABOUT YOUR COMMUNITY?

-Health Industry (#1 Employer)

-Education (#2 Employer)

-Construction & Design

-Culinary Arts
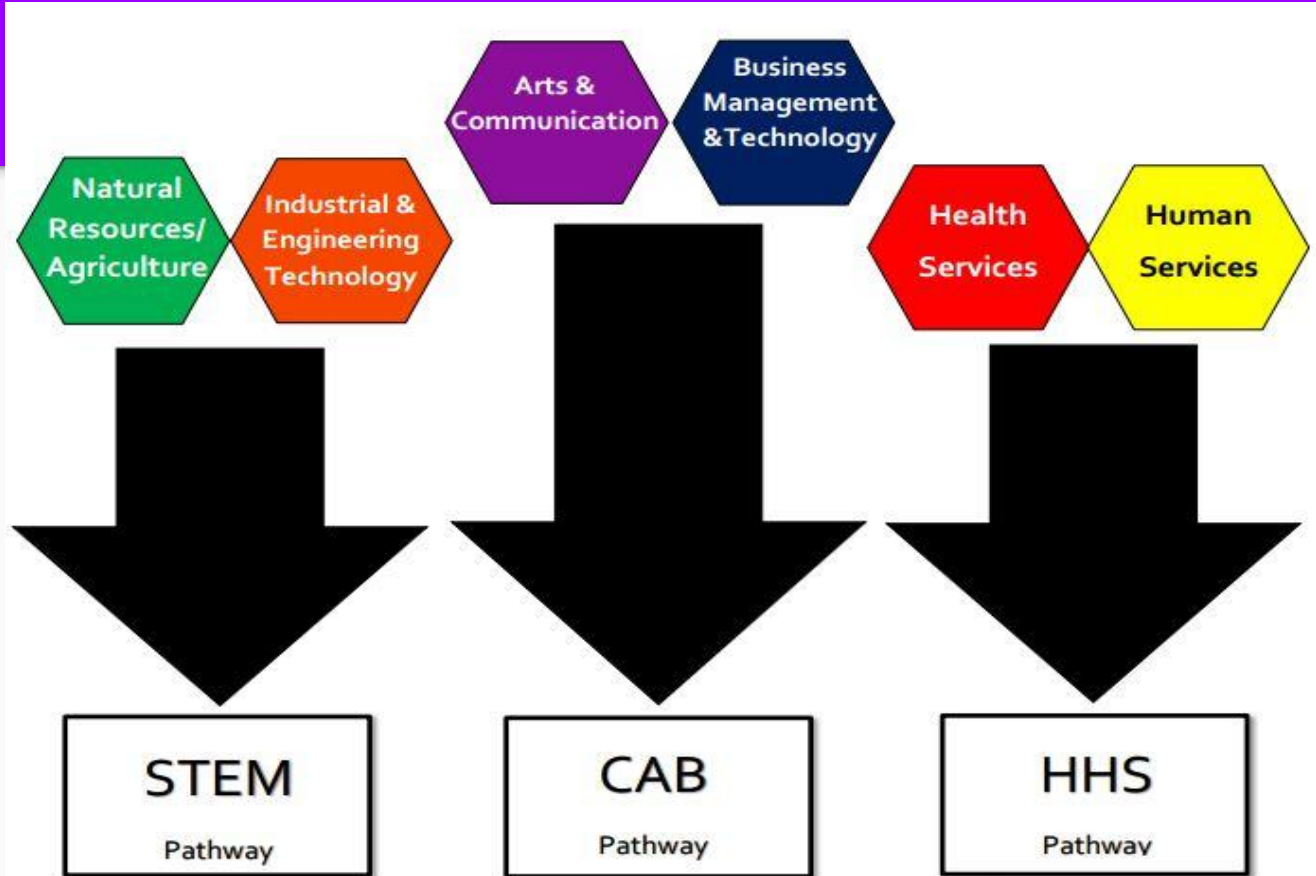
-Parks and Recreation

-Fine Arts

-Agriculture

-Marketing

Community Partners Needs

- What does their ideal employee possess?
- How can the school support?
- How can the school be involved?
- What is the school currently doing that works?
- What can the school change?
- Can they provide real world problems for our kids to solve?

MO CAREER CONNECTIONS

Paths, Clusters & Pathways

Career Paths

Missouri has identified six Career Paths as a way to help students become aware of and explore careers in a logical and meaningful way.

Career Clusters

Missouri uses 16 Career Clusters as a way of organizing occupations and careers to assist educators in tailoring rigorous coursework and related activities for all students. The Career Clusters include all occupations, even those not usually found in career and technical education. Career Clusters may be used beginning in grades 7, 8 or 9, and can continue as a framework for educational planning through postsecondary education.

Career Pathways

Occupations within a Career Cluster are further grouped according to shared commonalities such as skill sets or common roles. This grouping is called a Career Pathway. Each cluster contains two to seven Career Pathways. Career Pathways assist educators in the development of a coordinated and non-duplicative sequence of courses that identifies both secondary and postsecondary education elements; includes challenging academic and career and technical education content; and culminates in one or more of the following: technical skill proficiency, a credential, a certificate, or a degree at the secondary or postsecondary level.

Knowledge & Skill Statements

Knowledge and skill statements represent the skills and knowledge, both academic and technical, that all students should achieve for a given career area.

Health Science
- Biotechnology Research and Development
- Therapeutic Services
- Diagnostics Services
- Health Informatics
- Support Services

Manufacturing
- Production
- Manufacturing Production Process Development
- Maintenance, Installation and Repair
- Quality Assurance
- Logistics and Inventory Control
- Health, Safety and Environmental Assurance

Transportation, Distribution and Logistics
- Transportation Operations
- Logistics, Planning and Management Services
- Warehousing and Distribution Center Operations
- Facility and Mobile Equipment Maintenance
- Transportation Systems and Infrastructure Planning, Management and Regulation
- Health, Safety and Environmental Management
- Sales and Services

Science, Technology, Engineering and Mathematics
- Engineering and Technology
- Science and Math

Architecture and Construction
- Design and Pre-Construction
- Construction
- Maintenance and Operations

Arts, A/V Technology and Communications
- Audio and Video Technology and Film
- Printing Technology
- Visual Arts
- Performing Arts
- Journalism and Broadcasting
- Telecommunications

Health Services — Health Path

Arts & Communication — Creative Path

Industrial & Engineering Technology — Building & Fixing Path

Foundation Knowledge & Skills
Academic & Technical Skills
Teamwork • Career Development
Information Technology Application
Problem Solving • Critical Thinking
Employability • Ethics • Systems
Safety, Health & Environment
Legal Responsibilities
Communication

Information Technology
- Network Systems
- Information Support and Services
- Web and Digital Communications
- Programming and Software Development

Business Management and Administration
- General Management
- Human Resources Management
- Business Information Management
- Operations Management
- Administrative Support

Marketing
- Marketing Management
- Marketing Communications
- Marketing Research
- Professional Sales
- Merchandising

Finance
- Securities and Investments
- Business Finance
- Banking Services
- Insurance
- Accounting

Business, Management & Technology — Business Path

Human Services — Helping Path

Human Services
- Early Childhood Development and Services
- Counseling and Mental Health Services
- Family and Community Services
- Personal Care Services
- Consumer Services

Hospitality and Tourism
- Restaurants and Food and Beverage Services
- Recreation, Amusement and Attractions
- Travel and Tourism
- Lodging

Government and Public Administration
- Public Management and Administration
- Governance
- National Security
- Foreign Service
- Planning
- Revenue and Taxation
- Regulation

Natural Resources Agriculture — Nature Path

Agriculture, Food and Natural Resources
- Agribusiness Systems
- Animal Systems
- Food Products and Processing Systems
- Natural Resources and Environmental Service Systems
- Power, Structural and Technical Systems
- Plant Systems

Law, Public Safety, Corrections and Security
- Correction Services
- Emergency and Fire Management Services
- Security and Protective Services
- Law Enforcement Services
- Legal Services

Education and Training
- Administration and Administrative Support
- Professional Support Services
- Teaching and Training

Career Path

Career Cluster

Career Pathway

CAMDENTON LAKERS

ALIGN TO OUR HS ACADEMY MODEL

CAREER/ACI FAIR

THE POWER OF CHOICE

Student Name:_____   Homeroom Teacher:_____

I

1. Circle your top 2 career paths according to your Missouri Connections Results.

CAB	HHS	STEM
Arts & Communication	Health Services	Natural Resources/Agriculture
Business Management & Technology	Human Services	Industrial & Engineering Technology

2. Next, look at the Laker Pathway that your strongest 2 paths fall within (CAB, HHS, or STEM), and select at least 2 ACIs that you want to visit from that Pathway. If all of your results fall in the same pathway, select 4 ACIs to visit in that pathway.

ACI #1:_____   [Teacher Signature]

ACI #2:_____   [Teacher Signature]

ACI #3:_____   [Teacher Signature]

ACI #4:_____   [Teacher Signature]

3. Select one ACI that you are interested in knowing more about. This one DOES NOT have to be one that matches up with your Missouri Connections Results.

ACI #5:_____   [Teacher Signature]

**Take this sheet with you to the ACI fair. You may visit more than the 5 ACIs you selected, but you MUST get signatures from the teachers/student reps at the 5 you have written down.

THE POWER OF CHOICE

STAFF

-Passionate

-Needs to mirror a community need

-Needs to be a tangible product

-Understand it's teacher facilitated/student led

-Must provide an introduction to the career pathways***

Students

-Match their interest survey

-Something they're passionate about

-Does it match their career pathway

-Students help decide their project

Critical Elements

CRITICAL ELEMENTS

-Mission Statement

-Project Descriptions and Goals

-Leadership Roles and Responsibilities

-Action Steps to Projects

-Provide a Service To Community or School

-BUSINESS/COMMUNITY PARTNER!

EXPECTATIONS

Expectations

- Every ACI will set SMART goals
- Every ACI will have an action plan for each semester (set with the input of students)
- Every ACI will have at least 1 community partner that they work closely with
- Every ACI will operate under the method of Project Based Learning (PBL)
- Every ACI will provide at least one off-campus experience
- Every ACI will either create a product or solve a complex problem
- Every ACI will complete a reflection at the end of the year
- Every ACI will present on their work and successes at the end of the year.

Role of Teacher

- Choose an ACI
- Build a relationship with the community partner and use his/her expertise
- Turn in goals and action plan once the group has decided on those
- Serve as a facilitator in all aspects.

Role of Community Partner

- Use expertise to help guide the ACI
- Assist the teacher in coming up with a problem to solve or product to create
- Speak to the ACI
- Answer questions and offer guidance to the ACI
- Help serve as an evaluator for the work of the ACI

Role of Students in ACI

- Design and/or identify the problem/product that will be solved/created with the guidance of the teacher
- Investigate, research and study solutions
- Set the action plan and carry out the actions
- Present work and successes at the end of the year

CAMDENTON LAKERS

PBL TEMPLATE

Laker ACI Plan
2017-2018

Name of ACI:	Teacher(s):
Community Partner(s):	Community Partner Contact Info:
Career Path:	Academy relation: STEM, CAB, or HHS

Driving Question: (This should be an open-ended, rigorous question that engages students in the authentic work of the project. Should be able to be answered through a variety of questions. It should allow students to make connections to prior experience/personal knowledge. It should be important over an extended period of time and be transferable to other situations. It can NOT be a Yes or No question.)

Begin with the End in Mind!
Plan ahead and set goals on what this ACI wants to accomplish this semester.

ACI Mission Statement:

Project Description:
(Summary of the issue, challenge, investigation, scenario, or problem and how you plan to take action.)

Goals:
1.
2.
3.

First Things First!
What knowledge, skills, resources does this ACI need to accomplish the goals?

Knowledge/learning needed?	Skills needed?	Community partner needs?	Resources needed?

Be Proactive!
Take initiative and action to accomplish your goals!

What needs to be done?	Why it needs to be done:	Who will do it?	By when?
1.			
2.			
3.			

Think Win Win!
How will what you do affect you, your future, your school and your community?

How will this ACI impact us this semester?	How will this ACI prepare us for the future?	How will this ACI impact our school?	How will this ACI impact our community?

Synergize!
What are some leadership roles in this ACI? How can we all use our strengths?

Leadership Role	Who will fill that role?	Description of role:
1.		
2.		
3.		
4.		
5.		

High School/LCTC classes that align with the ACI:

List specific classes that students could take if this is an area of interest for them.

Possible Careers that align with this ACI:

List specific careers/jobs that students could prepare for that align with this ACI.

CAMDENTON LAKERS

HOW TO FUND ACI'S?

-Crowdfunding

-Students plan events to fundraise

-Collaborate w/ community partners

-Self promote

-Student Showcase Event

ACI'S IN ACTION

ACI'S IN ACTION

ACI'S IN ACTION

CAMDENTON LAKERS

EMPLOYABILITY

EMPLOYABILITY

-Critical Thinkers

-Collaborators

-Communicators

-Creative

-Passionate

-Grit

-Punctual

-Work Ethic

-Reliable

EMPLOYABILITY

CMS Laker365 Employability Scoring Rubric

Categories:	Criteria:	4 Highly Employable	3 Skilled	2 Needs Improvement	1 Not Employable
Committment & Consistency	Includes: Attendance, Tardies, Time Management, Responsibility	Student has excellent attendance and arrives before the bell. Student always displays exemplary skills in managing time, being proactive, using class time appropriately, taking initiative, and goal setting. Student exceeds class expectations.	Student has good attendance and is usually on time. He/She displays appropriate skills in initiative, time mangagement, goal setting, and completes assignments on time	Student has 2 absences or tardies without prior notification. Student displays behavior that needs improvement in the areas of iniative, time management, goal setting, and accountability.	Student is absent or tardy excessively (3 or more times during the grading period). Student never or rarely shows initiative, has poor time management, does not have accountability and does not meet class expectations.
Character & Culture	Includes: . Respect, Attitude, Integrity	Student always displays exemplary ethical behavior, decision making, and follows all rules. Student is polite, considerate of others, and has a pleasant disposition.	Student displays ethical behavior and decision making with no disciplinary referrals	Student often displays unethical behavior and makes poor choices. Student often has an unacceptable attitude.	Student displays unethical behavior and makes poor decisions resulting in disciplinary action.
Care & Concern	Includes: Self presentation, Work Ethic, Motivation	Student always displays exemplary personal accountability, presents his/herself appropriately through appearance, language, and body language. Student has an intrinsic desire and enthusiasm for completing work "the right way".	Student displays accountability, usually presents his/herself appropriately through appearance, language and body language. Student has a desire to complete work and participate in class activities.	Student accountability needs improvement. Student has a lack of concern for his/her appearance, language, and/or body language. Student is lacking in desire to complete work and/or participate in class activities.	Student is not accountable and lacks motivation, often presents themselves poorly.
Communicate & Connect	Includes: . Communication, Interpersonal skills, Teamwork/collaboration	Student always displays exemplary verbal & non-verbal communication skills including listening, negotiating, and problem solving skills. Student openly shares her/her ideas and opinions as well as listens and considers others' options and ideas. Student works cooperately, effectively, and efficiently with others.	Student diplays acceptable verbal & nonverbal communication skills including listening, negotiating, and problem solving skills. Student shares ideas and opinions as well as listens to other ideas and opinions. Student is able to work cooperatively with others.	Student struggles to diplay appropriate verbal and nonverbal communication skills such as listening, negotiating, and problem solving. Student often has trouble sharing and/or responding appropriately to ideas/opinions with others. Student has a difficult time working cooperatively with others.	Student does not display accpetable communication skills and does not share and/or appropriately respond to ideas/opinions with others. The student does not work well with others.

QUESTIONS????

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