

A S C A W E B I N A R S E R I E S



AMERICAN
SCHOOL
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Career Conversations for Small and Large Groups

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A S C A W E B I N A R S E R I E S

Learning outcomes:

1. Identify the theoretical foundations of the ASCA Career Conversations
2. Apply the ASCA Career Conversations to small and large group case studies based on the ASCA Mindsets & Behaviors (2014)
3. Develop an objective based on the ASCA Mindsets and Behaviors and identify an ASCA Career Conversations intervention
4. Identify ways to use the ASCA Career Conversations in meetings for small and large groups

Types of CC Groups

- ✓ Small student groups
- ✓ Classroom guidance
- Parent workshops
- Faculty & staff presentations
- Community member discussions

What Level Are You?

- Elementary
- Middle/Jr. High
- High School
- Multi-level

Please indicate in Go To Meeting Question Box

Common Misconceptions of Career Development & College Readiness

Career Development

- Mostly Secondary/post-secondary
- Not much literature/theory that applies to young people
- Isolated concept

College Readiness

- Only focuses on College Planning
- Happens in High School

Discuss/Reflect

On a scale of 1- 5, how well do you...

- Engage groups of students in career development?
- Assess groups of students' knowledge of career and college resources?
- Provide student support in key secondary and post-secondary transitions?

Please share your responses on the webinar post

Briefly describe a career development topic you currently address or would like to address with groups of students in your school.

Please share your responses on the webinar post

ASCA Mindsets and Behaviors for Student Success: College and Career Readiness Standards for Every Student (2014)

Framework for identifying the mindsets, or attitudes and thoughts, and behaviors, that P-12 students need to develop in personal/social, career, and academic domains

Theoretical Underpinnings

- Bronfenbrenner—Ecological Systems Theory
- Bourdieu—Social Capital Theory
- Counseling theory (Solution Focused, Narrative, Motivational Interviewing)
- Career development theory (Life-Span/Life-Space, Social Learning Theory, Constructivist Theory)

Career Conversation: Premises

1. All students have the opportunity to explore interests, abilities, values, and goals with a certified school counselor.
2. All students have freedom of postsecondary training and career choice.
3. Career development engages students, parents, and community partners.
4. Career development is a lifelong process beginning at pre-k.
5. Students have the right to change their career aspirations and goals at any time.
6. Career conversations are primarily strength-based.

How to Use the Career Conversations

- Determine M&B based on student/s needs
- Find corresponding questions for students, parents, community members
- Determine which questions are relevant for the situation

Application: Vignette

Mr. Anderson is an 11th grade high school counselor at a low SES high school (95% f/r lunch) that is highly diverse (40% African American, 30% Hispanic, 15% Asian American, 10% White, Non-Hispanic, and 5% multiracial). Mr. Anderson is working on developing a financial literacy unit for students to promote post-secondary application and admission. Prior to implementing the unit, he wants to learn more about what students and parents already know. His plan is to have 3 classroom presentations and a parent workshop.

Mr. Anderson is particularly interested in how much students already know about financial literacy technologies (online resources) that may assist them in learning about loans, grants, and other types of student aid (e.g., work study), as well as how to estimate costs. He is also interested in whether students have access to computers at home to navigate these resources with their parents.

After reading this vignette, what do you think are the main issues that Mr. Anderson might address in a needs assessment?

Instructions

1. Determine M&B based on group(s) needs
2. Find corresponding question(s) for the group(s) you are working with
3. What questions are relevant for the situation?

Step 1: M & B for Mr. Anderson's 11th Grade Students

*Behaviors: B-LS 5. Apply Media and Technology
Skills*

Step 2: Possible CC Questions for Mr. Anderson to Use

1. What types of technology and software do you use regularly? How do you use it?
2. How can these technologies assist you in your future career?
3. Can you think of some STEM careers that are related to your hobbies/interests?
4. Are there any STEM careers you would like to know more about?

Step 2: Possible CC Questions for Mr. Anderson to Use

1. Do you have internet access at home?
2. Can we assist you in finding a convenient location for your child to access the internet for academic purposes?

Developing Objectives for Mr. Anderson

What should Mr. Anderson's students know and be able to do as a result of his intervention?

Refer back to M&B

Example Objectives for Mr. Anderson's 11th Grade Students

B-LS 5. Apply Media and Technology Skills

1. 80% Students will define what constitutes college value (i.e., student retention, matriculation, enrollment, tuition, fees, etc.).
2. 90 % of students participating in this unit will identify three websites that may be used to calculate college costs.

Application: Mrs. Gail Reed Vignette

Mrs. Reed is a middle school counselor. There is a great deal of pressure from her school board for students to be career and college ready. One way the board measures the school's success is by how many students attend a four year college. Right now the college going rate in her school is 65%.

Mrs. Reed's principal would like to focus on engagement in extra-curricular activities because she believes it leads to higher grades and lowers drop out rates. She is also aware of evidence indicating engagement in extra curricular activities is an indicator for college success. Right now 51% of the students are involved in middle school related extra curricular activities. Mrs. Reed would like to increase engagement in extra curricular activities.

- Why might some students not sign up for extra curricular activities?
- Would doing a needs assessment be helpful?
- If so, what could Mrs. Reed ask?

Step 1: M & B Mrs. Reed's Students

Participate in enrichment and extracurricular activities (B-LS 10.)

Sense of belonging in the school environment (M 3.)

Step 2: Possible CC Questions

Participate in enrichment and extracurricular activities (B-LS 10.)

- What kinds of things do you enjoy doing after school? On weekends? In the summer?
- In what types of activities would you like to be involved?
- How might participating in these kinds of activities prepare you for your life after high school?

Step 2: Possible CC Questions

Sense of belonging in the school environment (M 3.)

- Tell me about the activities you are involved in during the school day and after school.
- What is your favorite part of the school day?
- If you had to rate your school on a scale of 1-10 (1=terrible, 10=amazing), what would you rate it? Why?
- What would it take for your school to be amazing?

Developing Objectives for Mrs. Reed

What should Mrs. Reed's students know and be able to do as a result of her intervention?

Refer back to M&B

Example Objective for Mrs. Reed's Students

Participate in enrichment and extracurricular activities (B-LS 10.)

- 80% of students 6-8 grade students will participate in outside or inside school extra-curricular activities
- Students will report increased school connection. Tool: Psychological Sense of School Membership (Goodenow, 1993)

Mrs. Reed's Plan

1. Needs Assessment: Determine who and why not in activities
2. Coordinate with student leadership to speak to each classroom about extra curricular activities (all students; apply CC questions here)
3. Meet with large groups in media center (students who are not in an extra curricular activity, apply CC questions here)
4. Administer Pre-Test with large group: Pre-Test: Psychological Sense of School Membership (Goodenow, 1993)
5. Meet with small groups of students who still need more support to find/retain suitable extra curricular activities (apply CC questions here)
6. Post-Test: Psychological Sense of School Membership (Goodenow, 1993)

Q & A

Thank you!

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