


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



AMERICAN
SCHOOL
COUNSELOR
ASSOCIATION

Career Conversations for Community Partners

Webinar Presenters: Megyn Shea
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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 with community partners



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



Discuss/Reflect

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

- Engage community partners in career development?
- Assess community partners involvement in students' development knowledge of career and college resources?
- Involve community partners as student support in key secondary and post-secondary transitions?

Please share your responses on the webinar post



Please share ways you have included or thought about including community partners in career development.

Type answers in webinar text box



Community Partner Examples

- Local workers
- Local business executives
- Organizations (e.g. National Society of Black Engineers, Small Business Administration, American Association of University Women)



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

A 9th grade school counselor, Ms. Nash, and principal, Ms. Calderon are invited to a meeting at the school board office involving members of the local workforce council, government employment center, and principals and counselors from around the county. At the meeting, members of the local workforce council (including plant managers, local business owners, and university leaders) presented workforce skills needed for success. One of the council members, Mr. Keith, stressed repeatedly that he could teach novice workers the skills of a particular job, but he needed them to be prepared with the attitudes and behaviors suitable to the workplace. He specifically mentioned complex problem solving, critical thinking and the ability to use sound judgment when making decisions. Another member of the workforce council, Ms. Hubbard, noted that the pressure of high stakes testing and accountability often causes teachers to focus on course specific content (e.g. math) and less on how to think. Mr. Keith stated that students need to be more than successful test takers to have success in the workplace. Mr. Keith stated he wants his future employees to identify and understand problems and think through how to effectively solve problems. Other members of the workforce council agreed.



After reading this vignette, what do you think are the main issues that Mrs. Nash and Mrs. Calderon need to consider important to address in a needs assessment or in programs and services for students?



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 Ms. Nash's 9th Grade Students

B-LS 1. Demonstrate critical-thinking skills to make informed decisions



Step 2: Possible CC Questions for Ms. Nash to Use with Community Partners

1. Critical thinking skills are part of student development in the area of career and college readiness. What types of projects or activities might your organization or group have that our students could assist with in order to develop these skills?
2. What other real world problems might our students help solve in order to gain experience with critical thinking?



Developing Objectives for Ms. Nash

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

Refer back to M&B



Example Objectives for Ms. Nash's Students

B-LS 1. Demonstrate critical-thinking skills to make informed decisions

1. 90% of 9th grade students will score 3 or higher (on a 1-5 Likert type scale) for critical thinking as demonstrated in one class project each semester. Employability skills rubric provided.
2. 75% of faculty will utilize problem solving models or design model processing in at least one lesson plan per month.



Application: Mr. Holland Vignette

Mr. Holland works in an ethnically and socio-economically diverse middle school. One of his goals is to help students understand that middle school matters for their futures. He currently provides career development classroom lessons focusing on career exploration, interests, and post-secondary training. He would like to involve business community members in his efforts to connect education to careers.



Step 1: M & B

Understanding postsecondary education and lifelong learning are necessary for long-term career success (M 4.)



Step 2: Possible CC Questions

Understanding postsecondary education and lifelong learning are necessary for long-term career success (M 4.)

- What type of training/education did you receive for your career?
- How do you stay knowledgeable in your field?
- Would you be willing to demonstrate something you learned from your training/education that you use frequently?



Q & A



Thank you!

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