Engaging Students through Careers
Part II: Connecting Students with Careers

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Series Overview

- **Part I:** Understanding Motivation

- **Part II:** Connecting Students with Careers

- **Part III:** Using Careers to Engage Students

Overview

Part II: Connecting Students to Careers

- Part I Review
  - Theories of Motivation
  - Career Assessments – interests and needs
  - Using Interests and Needs to Motivate

- Identifying Career Matches

- Making Informed Career Decisions

- Aligning Education Goals with Career Goals

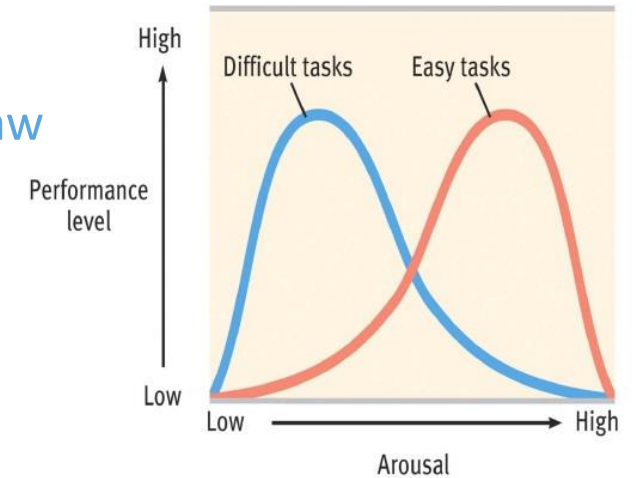- Methods for Implementing Career Activities

Part I Overview

- **Arousal Theory** = individual seek optimum levels of arousal
  - Yerkes-Dodson Law

- **Maslow's Hierarchy** = basic needs before higher needs

- **Positive Reinforcement vs Punishment**

- **Growth Mindset**

Yerkes-Dodson Law

Interests and Needs

- Students will be drawn to things they are interested in – **Arousal Theory**

- Students are motivated to satisfy needs, with some being more urgent than others – **Maslow's Hierarchy**

- We can best encourage students to accomplish tasks using **positive reinforcement** and praising their **persistence and effort**.
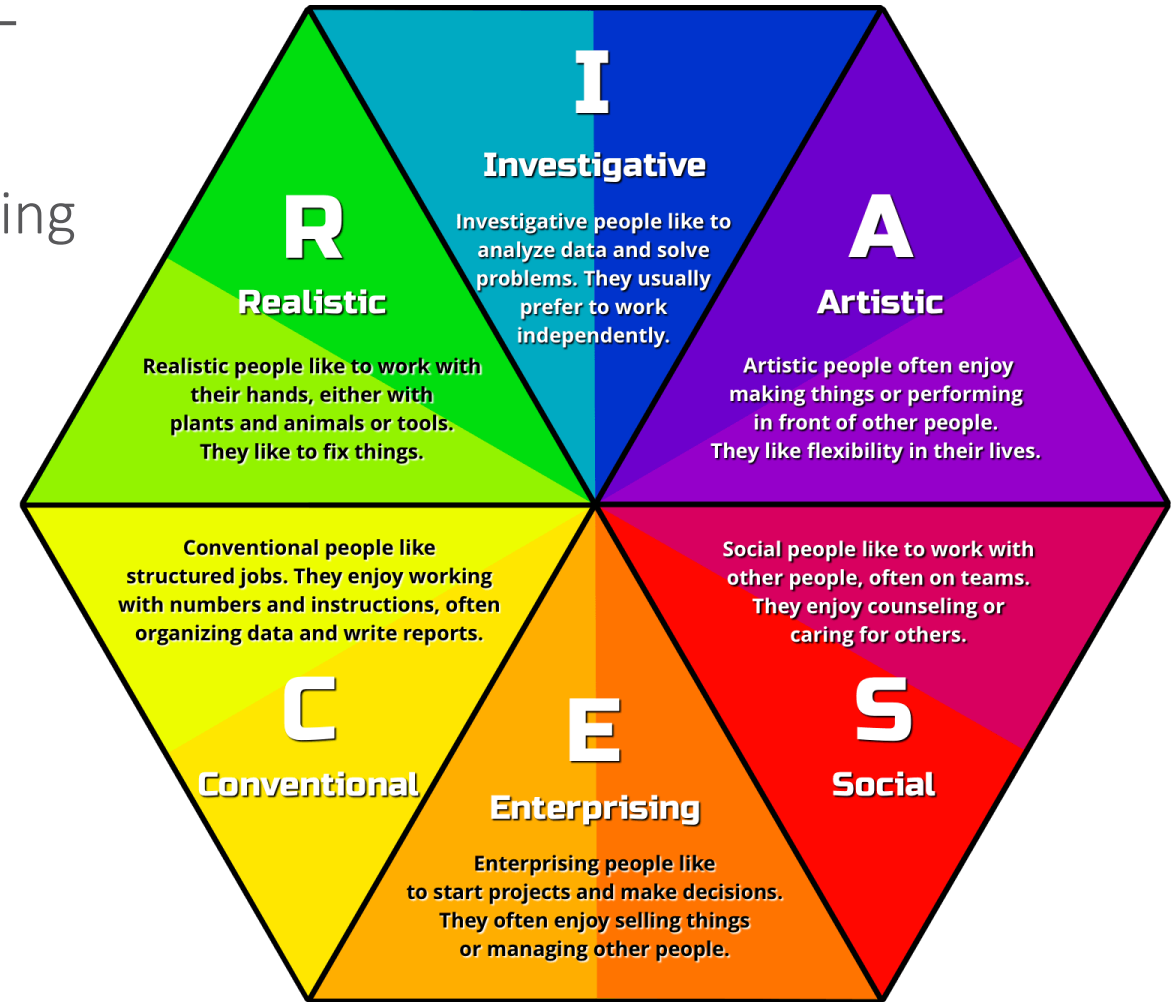
Interests and Needs

O*NET Interest Profiler

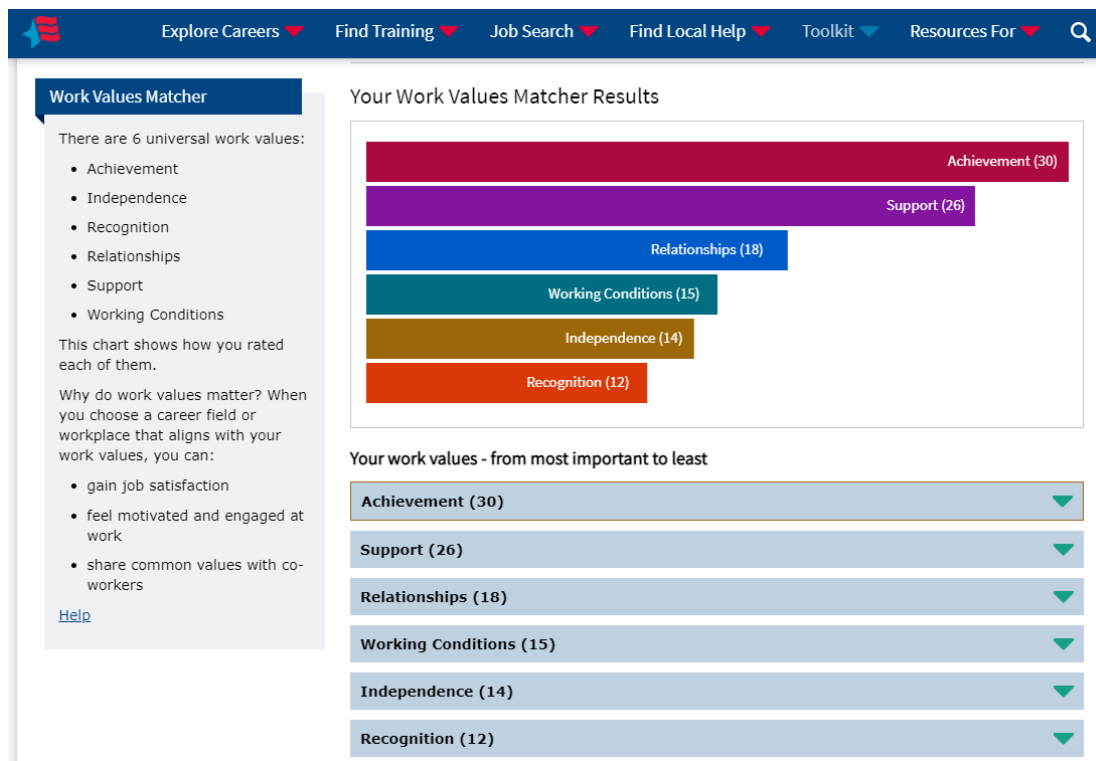- Assesses occupational interests according to Holland's personality types.
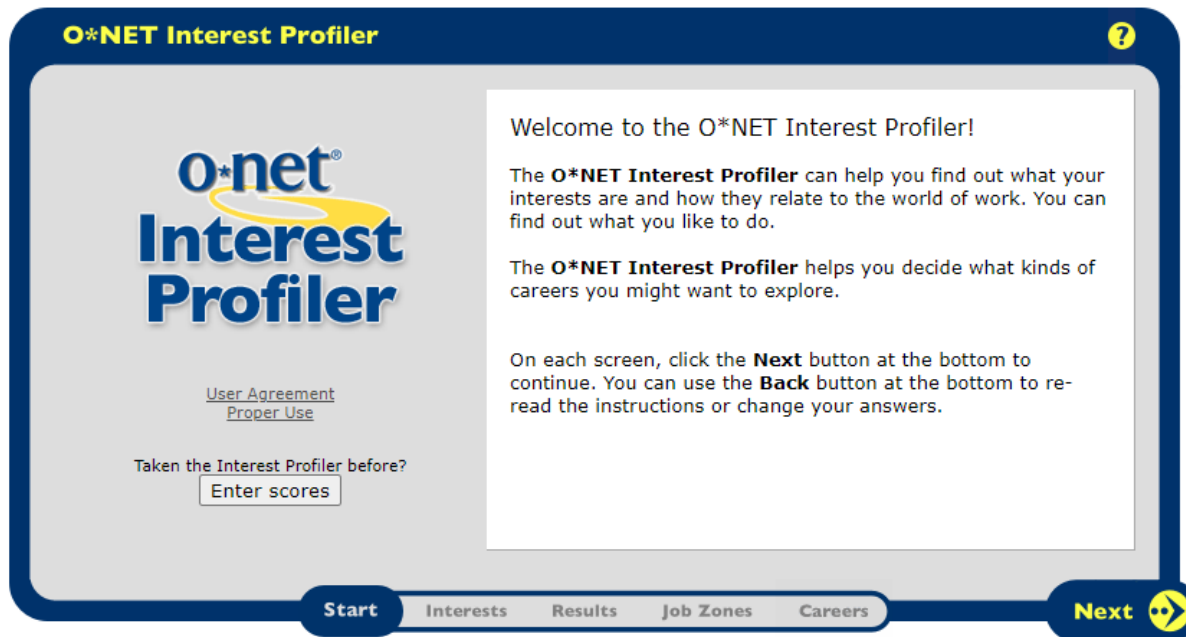
mynextmove.org/explore/ip

Interests and Needs

O*NET Work Importance Locator

- Helps identify work values and needs.

careeronestop.org/ExploreCareers/Assessments/work-values.aspx

Achievement
If **Achievement** is your highest work value, look for jobs that let you use your best abilities. Look for work where you can see the results of your efforts. Explore jobs where you can get the feeling of accomplishment.

Independence
If **Independence** is your highest work value, look for jobs where they let you do things on your own initiative. Explore work where you can make decisions on your own.

Recognition
If **Recognition** is your highest work value, explore jobs with good possibilities for advancement. Look for work with prestige or with the potential for leadership.

Relationships
If **Relationships** is your highest work value, look for jobs where your co-workers are friendly. Look for work that lets you be of service to others. Explore jobs that do not make you do anything that goes against your sense of right and wrong.

Support
If **Support** is your highest work value, look for jobs where the company stands behind its workers and where the workers are comfortable with management's style of supervision. Explore work in companies with a reputation for competent, considerate, and fair management.

Working Conditions
If **Working Conditions** is your highest work value, consider pay, job security, and good working conditions when looking at jobs. Look for work that suits your work style. Some people like to be busy all the time, or work alone, or have many different things to do. Explore jobs where you can take best advantage of your particular work style.

Interests and Needs

How can we use this information to motivate students to work toward successful outcomes and achieve academic goals?

Identify Needs and Interests	Connect Academic Goals to Needs and Interests	Encourage Students to Anticipate Future Needs and Interests

- Use assessments with students.
- Obtain assessment results.

- Note basic needs and interests.
- Look for opportunities to meet these needs and interests.
- Look for connections in required courses and activities.

- Explore occupations that meet student needs and interests.
- Keep students focused on current activities/tasks that support future needs and interests.

EducationWeek Spotlight

EducationWeek | SPOTLIGHT

Here Are 3 Top SEL Strategies That Can Help Improve Student Engagement Right Now

By Alex Kajitani, Tom Hierck, John Hannigan & Jessica Djabrayan Hannigan

The No. 1 need we have heard and addressed here in helping schools improve since the start of the pandemic has been how to improve student engagement. Collectively, we have over 100 years of experience improving student engagement within our own schools and supporting educators across North America, so we wanted to provide three key elements and an SEL strategy for each that are tried, tested, and known to work.

Do any of these comments sound familiar? "My students don't care." "My students aren't logging on." "My students won't turn in work." "My students are distracted." "Even when they are logged in, my students are not paying attention." "My students are overwhelmed." How can we shift our mindset from these deficit-based problem statements into actionable skills students need opportunities to learn and master.

Student engagement isn't a binary skill. It comprises what we refer to as the three high impact elements (SELements) of student engagement. SELement 1 (S1): connected, safe, and welcomed; SELement 2 (S2): choice, voice, and agency in their learning; and SELement 3 (S3): connect what they are learning to real-world meaningful application. Now more than ever, we need to teach SEL strategies as a matter of purpose rather than banking on the idea that things will quickly return to normal.

Before reading further, please take this short Student Engagement Opportunity Quiz (Teacher

as a guide as you get started with ensuring the SELements of student engagement are in place.

1. SELement 1 Strategy: D.N.A. The best way to build relationships with your students is to know their D.N.A. (their Dreams, Needs, and Abilities) and then base their experiences in your classrooms around this information. Using this skill of relationship building allows teachers to take the next steps in designing high-quality instruction for ALL students. The more teachers can tap into what moti-

Step 2: Purpose. Explain the purpose of the interview/check-in to the student and let them know their input is valued. Tip: Actively listen to the student and be authentic.

Step 3: Questions. Ask neutral questions. Tell me about the last virtual learning classroom session you experienced that was very interesting? Why was it interesting? (i.e., encourage story) Tip: Avoid asking binary questions that can be answered in a word. Ask, "Why?" Pay attention to nonverbal cues and observe body language and emotions.

Step 4: Wrap Up. Thank them, wrap up, validate their input, and set up a follow-up to share the actions taken based on their input.

3. SELement 3 Strategy: Connect students with REAL people. We can help students gain a true sense of real-world, meaningful application of what they're learning

in class by connecting them with real people from their community. With distance learning, there has never been an easier, or better, time to bring in "special guests" (via video-conferencing) who can share with students about their jobs and lives and how they've applied their experiences in school. The key is to invite guests who live in the same neighborhood as students and who reflect their ethnicity and experiences. Studying square footage? Invite a local contractor to join you in your next class meeting. Studying story plot? Bring in the local reporter. (Be sure to have the students read some of the reporter's stories in advance, to provide context.) You won't need to go far to find people—start by asking your students or colleagues if they know someone who fits what you're looking for.

When students meet living examples of people from their community, they connect what they're learning in class with what they need to know for the "real world," all while helping them create a clearer vision for their future.

These three key elements (SELements) are a must in order to improve student engagement. We have provided an example SEL strategy within each key element to serve as an example and to model our approach. Part 2 of this three-part blog series will focus on the SELements for the teacher, while Part 3 will focus on how a school/district can support these 3 SELements schoolwide/districtwide. ■

Alex Kajitani is an author and the 2009 California Teacher of the Year. He was also a Top-4 finalist for National Teacher of the Year in 2009. Tom Hierck has been an educator since 1983 in a career that has spanned all grades and many roles in public education, including teacher, administrator, district leader, department of education project leader, and sessional lecturer. John Hannigan is the executive leadership coach for the superintendent of schools in the Fresno Unified school district in Fresno, Calif. Jessica Djabrayan Hannigan is an assistant professor in the Educational Leadership Department at California State University, Fresno.

Mary Euell helps her sons, Michael Henry, left, and Mario Henry, work through math lessons remotely in their Erie, Pa., home.

Student Engagement & Motivation

EDITOR'S NOTE
Student engagement and motivation face new challenges in the distance learning sphere. In this Spotlight, learn about community wide efforts to engage; evaluate what the data says about digital approaches to motivate; discover toxicity seeping into the frontlines; become aware of what's going wrong; and re-remember the positive connections children need to be engaged and to be motivated.

Reflection/Discussion

- Have you used career exploration assessments before?

- How have you encouraged the use of assessments?

- How have you used the information from these assessments?

If you have <u>not</u> used career assessments before, talk about other career exploration activities you currently use with students.

Identifying Career Matches

- Assisting students in identifying career matches can help them focus their efforts on a specific goal.

- Their career choices keep interests and needs in focus.

- Purpose and meaning can be assigned to tasks that prepare them for accessing their future occupation.

Identifying Career Matches

Example: Tamica believes geoscientist may be a good career fit.

- Provides a goal to direct educational efforts – motivation to seek appropriate training in math and science.

- Keeps needs and interests in focus – enjoys thinking tasks and problem-solving; needs autonomy, a sense of accomplishment, and acknowledgement for goal achievement

https://www.onetonline.org/link/summary/19-4043.00

Interests

All 2 displayed

Interest code: **IR**   Want to discover your interests? Take the O*NET Interest Profiler at My Next Move.

- ⊕ **Investigative** — Investigative occupations frequently involve working with ideas, and require an extensive amount of thinking. These occupations can involve searching for facts and figuring out problems mentally.
- ⊕ **Realistic** — Realistic occupations frequently involve work activities that include practical, hands-on problems and solutions. They often deal with plants, animals, and real-world materials like wood, tools, and machinery. Many of the occupations require working outside, and do not involve a lot of paperwork or working closely with others.

Work Values

All 3 displayed

- ⊕ **Independence** — Occupations that satisfy this work value allow employees to work on their own and make decisions. Corresponding needs are Creativity, Responsibility and Autonomy.
- ⊕ **Achievement** — Occupations that satisfy this work value are results oriented and allow employees to use their strongest abilities, giving them a feeling of accomplishment. Corresponding needs are Ability Utilization and Achievement.
- ⊕ **Recognition** — Occupations that satisfy this work value offer advancement, potential for leadership, and are often considered prestigious. Corresponding needs are Advancement, Authority, Recognition and Social Status.

Identifying Career Matches

Career Assessments

- Provide career suggestions based on assessment results.

- Careers can be explored and selected.

Identifying Career Matches
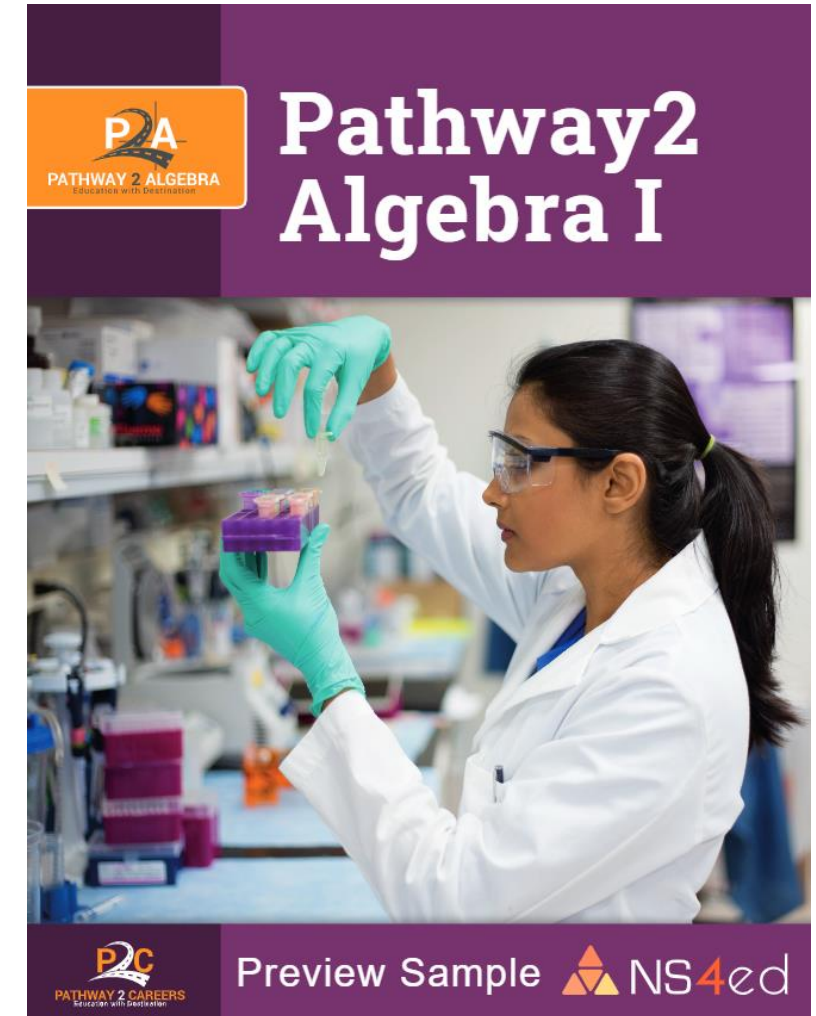
Career Familiarization Experiences

- Career Fairs
- Guest Speakers
- Workplace Tours
- Demonstrations

➢ *Businesses are <u>eager</u> to establish connections with schools.*

➢ *Reaching out to community employers could result in an easily scheduled tour or demonstration opportunity for students.*

- Immersive experiences (apprenticeship, internship, work-based learning) would be a next step after identifying a potential career match.

Identifying Career Matches

Career Exposure

- Generate awareness of the variety of good jobs in your community.

- Incorporate career exposure into pre-existing tasks and activities.
  - Career-Focused Learning Opportunities – P2C Math

  - Weekly Career Spotlight – added to current emails, newsletters, webpages

  - Career Posters – displayed in office, school meeting areas

  - Career Videos – post videos and discuss with students
    - mynextmove.org

P2A PATHWAY 2 ALGEBRA
Education with Destination

Pathway2 Algebra I

P2C PATHWAY 2 CAREERS
Education with Destination

Preview Sample △ NS4ed

curriculum.pathway2careers.com

Reflection/Discussion

Quick Chat

- What are some methods you currently use to generate awareness of career choices among your students?

- How do your students make career choices?

Making Informed Career Decisions

Components of an Informed Career Decision

Personal Factors

- Work Interests
- Work Values
- Lifestyle Aspirations

External Factors

- Job Market Trends
- High-Value Careers
- Local Job Opportunities

Informed Career Decision
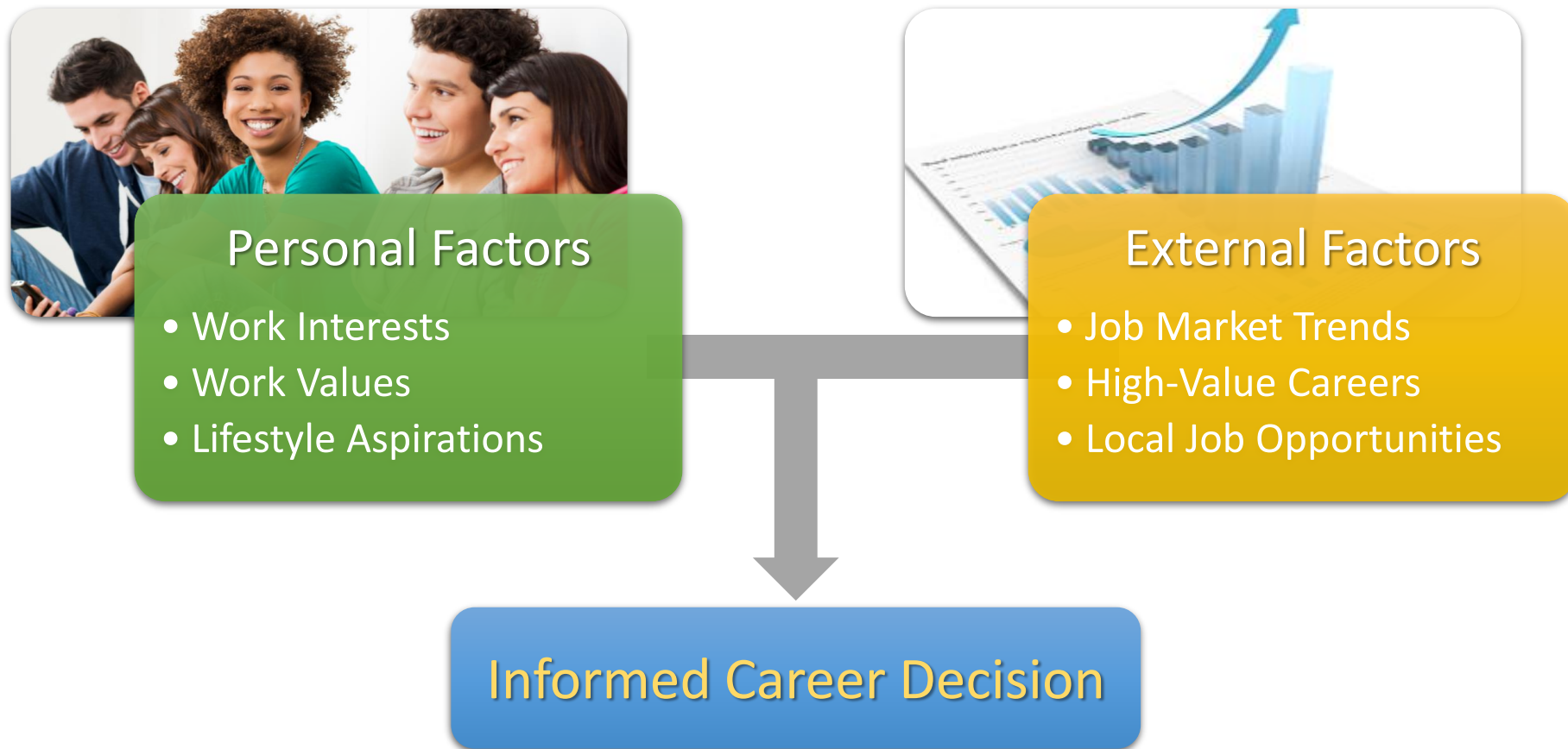
Making Informed Career Decisions

High-Value Careers = high-demand, high-wage careers

Labor Market Information (LMI)

- Use LMI to evaluate annual openings and median wages for occupations

- Goal = determine occupations with the most employment opportunity that offer a living wage or better

High-Demand

High-Wage

Making Informed Career Decisions

NM Career Pathways Dashboard
careerpathways-nm.com

- Labor market data mapped to school districts

- Organized around the 16 career clusters

- Provides information related to annual openings and median wages for regional occupations
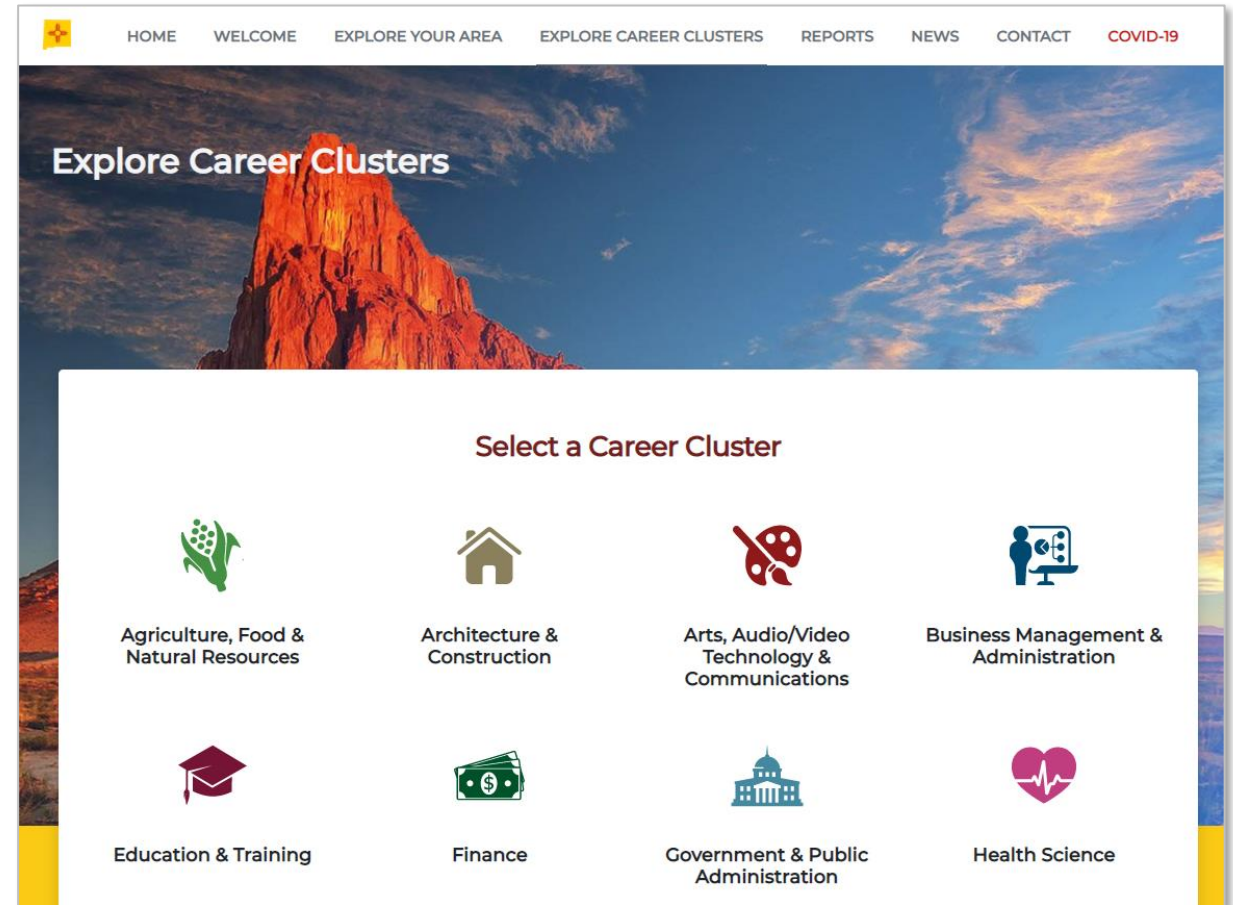
Making Informed Career Decisions

P2C Professional Development
pathway2pd.com

- Free online training in the use of the data dashboard.

- Strategies for career exploration that incorporate labor market data.

  - Activities
  - Templates
  - Handouts

Making Informed Career Decisions

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Informed Career Decision

Aligning Education Goals with Career Goals

- Once an informed career decision has been made, education goals and requirements can be aligned with the student's career vision.

- Why should we do this?

Career Technical Education (CTE) Graduation Rates

- CTE students are more likely to graduate from high school and postsecondary institutions.

- Education aligned with career goals is commonly reported as a motivating factor.

Bottom Line – A career destination can be a critical component of academic success.

Motivation increases with education aligned with <u>interests</u> and <u>needs</u>.
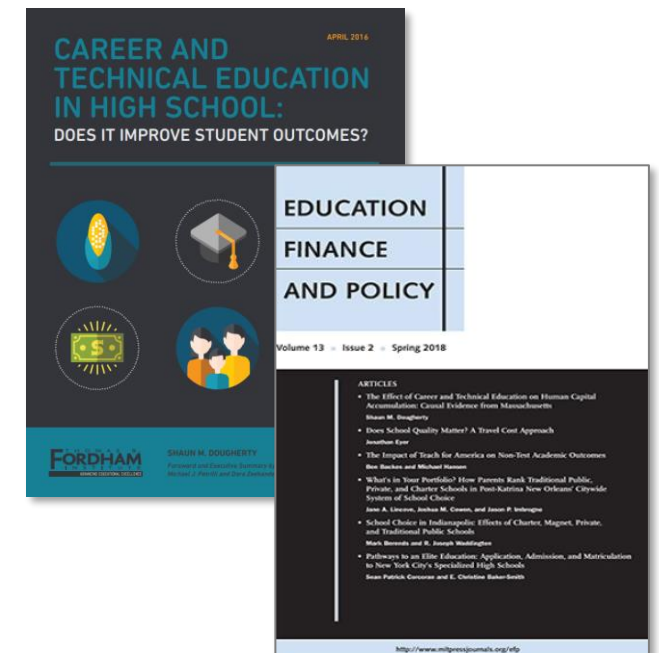
Aligning Education with Career Goals

Conduct a simple career skills analysis.

- Visit career information sites and ask students to write down basic knowledge and skills needed.

mynextmove.org careeronestop.org

onetonline.org

- This may create some degree of anxiety.

- Help them see the possibilities.
  - Encourage a growth mindset.
  - Remind students to focus on small steps.
  - Explore entry-level careers that may provide a more immediate, attainable goal.

Aligning Education with Career Goals

Examine requirements and electives.

- Which basic requirements support the acquisition of needed skills? Which do not?
  - Yes = use this to motivate successful course completion
  - No = engage in an honest discussion of broader applications of the course content and materials

- What electives or CTE programs support needed skills?
  - Make selections that have the strongest alignment.

English Language Arts	Math	Science	Social Studies	Foreign Language	Physical Education	Fine Arts
English I	Algebra I	Biology	World History and Geography	Foreign Language I	Lifetime Wellness	Fine Arts Selection
English II	Geometry	Chemistry	U.S. History	Foreign Language II	Physical Education (.5)	------
English III	Algebra II	Physics	Economics / Government	------	------	------
English IV	Higher Level Math	------	Personal Finance (.5)	------	------	------

Aligning Education with Career Goals

Use the power of purpose.

- Keep students' career goals at the <u>center</u> of efforts aimed toward successful achievement of academic goals.

- Remind them frequently of why they are learning these skills and what they will be able to do with their skills.

- Help them envision their future success and how they will use their skills in their daily work.

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English IV	Higher Level Math	------	Personal Finance (.5)	------	------	------

Methods for Implementing Career Activities

- Assessments – interests and needs
- Identifying Career Matches – assessment results, experiences, exposure
- Making Informed Career Decisions – labor market information
- Aligning Education with Career Goals – evaluate requirements and electives

- When and where???

  - Career Exploration – integrate into and expand upon current activities

  - Academic Advising – make career selection(s) a required first step
    1. Provide links to assessments (email, flyers, school website)
    2. Provide experiences and career exposure (as much as possible)
    3. Print lists of high-value careers and share with students (careerpathways-nm.com)
    4. Use students' chosen career to guide academic advising and motivate completion

Reflection/Discussion

- How might you incorporate career activities with your students?

- How might you use each student's unique career selection to enhance motivation?

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- Methods for Implementing Career Activities

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