# Beaverton Rural Schools
# Career Development Model

Beaverton Rural Schools has developed a Career Development Model to provide all students (K-12) with the necessary knowledge and skills for success in a career of their choice and lifelong learning.

Employment in America is now based on rapidly changing technology and an expanding global economy. Employers have expectations for well-prepared, motivated employees with academic skills in mathematics, communications, and science. Also, employees who have soft skills such as a good work ethic, problem solving skills, critical thinking skills, technological literacy, and a desire for continued learning are in high demand.

Beaverton Rural Schools meets the career development requirements by establishing the following instructional strategies/activities to meet the grade band targets set for by the Michigan Department of Education, legislated in December of 2018.

**Grade Level Bands**
- Career Awareness: Grades K-3
- Career Awareness: Grades 4-6
- Career Exploration: Grades 7 & 8
- Career Preparation: Grades 9 & 10
- Career Preparation: Grades 11 & 12

Michigan has defined six career zones, which are broad groupings of careers that share similar characteristics and whose employment requirements call for many common interests, strengths, and competencies.  Career zones are designed to cover all career opportunities and reflect on these critical characteristics:

**Arts and Communication**
Careers related to the humanities and to the performing, visual, literary, and media arts.

**Business, Management, Marketing, and Technology**
Careers related to all aspects of business including accounting, business administration, finance, information processing, and marketing.

**Engineering/Manufacturing and Industrial Technology**
Careers related to the technologies necessary to design, develop, install, or maintain physical systems.

**Health Sciences**
Careers related to the promotion of health as well as the treatment of injuries, conditions, and disease.

**Human Services**
Careers in early childhood, civil service, education, hospitality, and the social services.

**Natural Resources and Agriscience**
Careers related to natural resources, agriculture, and the environment.

**Grades K-3 and 4-6**

**Career Awareness Definition:**

During the early grade levels, students become familiar with careers through learning that connects classroom instruction to future work. Career Awareness strategies introduce students to various types of careers. At the elementary level, it is important that student exposure includes a broad spectrum of Career Zones, including careers that are nontraditional for their gender. The targets create learning opportunities that support academic rigor, knowledge, and skill development, social/emotional learning, and career awareness.

**Grades K-3** career development model for students includes the following strategies for each target/career zone.

| Target 1 | Career Zones |
|---|---|
| Objective | **Introduce students and parents to Michigan's six career zones** |
| Strategies Grade K | ● Parent and community members as career guest speakers |
| Strategies Grade 1 | ● Parent and community members as career guest speakers |
| Strategies Grade 2 | ● Parent and community members as career guest speakers |
| Strategies Grade 3 | ● Parent and community members as career guest speakers |

| Target 2 | Contextualized Academics |
|---|---|
| Objective | **Introduce career zones through academic subject matter** |
| Strategies Grade K | ● Learning as a part of work |
| Strategies Grade 1 | ● Learning as a part of work |
| Strategies Grade 2 | ● Learning as a part of work |
| Strategies Grade 3 | ● Learning as a part of work |

| Target 3 | Career Awareness |
|---|---|
| Objective | **Engage students in career awareness activities** |
| Strategies Grade K | ● College apparel days, visiting parents at work, Introduce soft skills |
| Strategies Grade 1 | ● College apparel days, visiting parents at work, Introduce soft skills |
| Strategies Grade 2 | ● College apparel days, visiting parents at work, Introduce soft skills |
| Strategies Grade 3 | ● College apparel days, visiting parents at work, Introduce soft skills |

| Target 4 | Out of School Time/Family Engagement |
|---|---|
| Objective | **Engage students and families in Out of School Activities to Support Career Awareness** |
| Strategies Grade K | ● Voluntary home visits by teachers for families, Parent classes, Participation of family in event/activities held at museums, libraries, zoo, state parks, etc. |

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| **Strategies Grade 1** | ● Voluntary home visits by teachers for families, Parent classes, Participation of family in event/activities held at museums, libraries, zoo, state parks, etc. |
| **Strategies Grade 2** | ● Voluntary home visits by teachers for families, Parent classes, Participation of family in event/activities held at museums, libraries, zoo, state parks, etc. |
| **Strategies Grade 3** | ● Voluntary home visits by teachers for families, Parent classes, Participation of family in event/activities held at museums, libraries, zoo, state parks, etc. |

**Grades 4-6** career development model for students includes the following strategies for each target/career zone.

| Target 1 | Career Zones |
|---|---|
| **Objective** | **Continue to introduce students and parents to Michigan's six career zones** |
| **Strategies Grade 4** | ● Career Awareness technology class assignment |
| **Strategies Grade 5** | ● Career Awareness technology class assignment |
| **Strategies Grade 6** | ● Career Awareness technology class assignment |

| Target 2 | Contextualized Academics |
|---|---|
| **Objective** | **Continue to introduce career zones through academic subject matter** |
| **Strategies Grade 4** | ● Science fair |
| **Strategies Grade 5** | ● College and community-based programs, Science fair |
| **Strategies Grade 6** | ● College and community-based programs, Science fair |

| Target 3 | Career Awareness |
|---|---|
| **Objective** | **Engage students in career awareness activities** |
| **Strategies Grade 4** | ● College and career apparel days, basic soft skills/work ethic discussions, Character building activities |
| **Strategies Grade 5** | ● College and career apparel days, basic soft skills/work ethic discussions, Character building activities |
| **Strategies Grade 6** | ● College and career apparel days, basic soft skills/work ethic discussions, Character building activities |

| Target 4 | Out of School Time/Family Engagement |
|---|---|
| **Objective** | **Engage students and families in Out of School Activities to Support Career Awareness** |
| **Strategies Grade 4** | ● Back to School night, Local partners cosponsor community, building and cultural events |
| **Strategies Grade 5** | ● Back to School night, Local partners cosponsor community, building and cultural events |
| **Strategies Grade 6** | ● Back to School night, Local partners cosponsor community, building and cultural events |

**Grades 7 - 8**
**Career Exploration Definition:**
Students explore and investigate Michigan's 17 Career Clusters to discover which pathway and careers best align with their interests. Through embedded classroom lessons and activities, students start to develop an Educational Development Plan (EDP) and a Talent Portfolio. Career information and postsecondary education data are included within the planning process. During Career Exploration, course selections, investigation of multiple pathways, and refining the EDP occurs.

The goal is to create learning opportunities that support academic rigor, knowledge and skill development, social/emotional learning, and career exploration. Career Exploration activities are an integrated collection of assessments, skill sets, and services intended to define students' areas of interest and are aligned with core academic, technical, and employability skills.

**Michigan's 17 Career Clusters**
1. **Agriculture, Food & Natural Resources**
2. **Architecture & Construction**
3. **Arts, A/V Technology & Communications**
4. **Business, Management & Administration**
5. **Education & Training**
6. **Energy**
7. **Finance**
8. **Government & Public Administration**
9. **Health Science**
10. **Hospitality & Tourism**
11. **Human Services**
12. **Information Technology**
13. **Law, Public Safety, Corrections & Security**
14. **Marketing**
15. **Manufacturing**
16. **Science, Technology, Engineering & Mathematics**
17. **Transportation, Distribution & Logistics**

**Grades 7-8** career development model for students includes the following strategies for each target/career zone.

| Target 1 | Career Clusters/Career Pathways |
|---|---|
| **Objective** | **Introduce Students and Parents to Michigan's 17 Career Clusters** |
| **Strategies Grade 7** | ● Communicate Career Exploration Initiatives via school website <br> ● Career Exploration through Career Cruising: Begin |

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| Strategies Grade 8 | ● Communicate Career Exploration Initiatives via school website<br>● Career Exploration through Career Cruising: Updated annually<br>● Career Specific Exploration Days: Career Day, Manufacturing Day, Mi Career Quest |
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| Target 2 | Contextualized Academics |
|---|---|
| Objective | Deliver Core Academic Content through Subject Matter |
| Strategies Grade 7 | ● |
| Strategies Grade 8 | ● |

| Target 3 | Career Exploration |
|---|---|
| Objective | Continue to acquire knowledge about Careers, Postsecondary, and Employment Opportunities |
| Strategies Grade 7 | ● WIN Time: Skills focus: study, time management, teamwork, problem-solving, critical thinking, technological literacy, conflict resolution, etc. |
| Strategies Grade 8 | ● WIN Time: Skills focus: study, time management, teamwork, problem-solving, critical thinking, technological literacy, conflict resolution, etc. |

| Target 4 | Out of School Time/Family Engagement |
|---|---|
| Objective | Engage students and families in Out of School Activities to Support Career Exploration |
| Strategies Grade 7 | ● |
| Strategies Grade 8 | ● |

| Target 5 | Career Interest Inventories and Activities |
|---|---|
| Objective | Utilize Career Planning Activities |
| Strategies Grade 7 | ● Use Career Cursing to:<br>  ○ assist students with identifying career interests and activities as aligned to their academic strengths<br>  ○ Career Assessment inventories administered to students<br>  ○ Career Assessment inventory results interpreted with students prior the completion of the EDP<br>  ○ Complete a career ability assessment<br>  ○ Complete a work values inventory |
| Strategies Grade 8 | ● Use Career Cursing to:<br>  ○ assist students with identifying career interests and activities as aligned to their academic strengths<br>  ○ Career Assessment inventories administered to students<br>  ○ Career Assessment inventory results interpreted with students prior the completion of the EDP<br>  ○ Complete a career ability assessment |

| | • Complete a work values inventory |
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| Target 6 | Career Planning |
|---|---|
| Objective | Engage students in course planning and career focus |
| Strategies Grade 7 | • Guidance counselor begins to explain high school courses to students<br>• Guidance counselor begins to advise students about CTE opportunities |
| Strategies Grade 8 | • Guidance counselor explains high school courses to students<br>• Guidance counselor begins to advise students about CTE opportunities<br>• Guidance counselor begins discussions on obtaining early college credit in high school (dual enrollment, Early Middle College opportunities) |

| Target 7 | Educational Development Plan (EDP) |
|---|---|
| Objective | Initiate EDP's |
| Strategies Grade 7 | • Guidance counselor helps students to begin to develop EDPs |
| Strategies Grade 8 | • Guidance counselor helps students to review, revise, and complete the EDPs to identify career development goals as they relate to academic requirements for high school |

| Target 8 | Talent Portfolio |
|---|---|
| Objective | Orientation to the purpose of a talent portfolio |
| Strategies Grade 7 | • |
| Strategies Grade 8 | • |

**Grades 9-12**
**Career Preparation Definition:**
High school students refine their career goals and the necessary educational preparation needed to be productive citizens in a global society. Various career preparation activities provide advanced/real-world experiences that help students link their career options and educational decisions. Students learn through coursework consistent with their career interest area, contextual learning, and career preparation while meeting the academic standards. Counselors help students and their families plan and prepare for post-secondary education and careers.

The goal is to create learning opportunities that support academic rigor, knowledge and skills development, social/emotional learning, and career preparation. Career preparation activities assist students in their academic readiness, connect students to their career cluster of interest, and prepare them for high-wage, high-skill, high-demand careers. Student coursework should be aligned with heir academic, technical, and career preparation interests as they begin to develop their employability skills.

**Grades 9-10** career development model for students includes the following strategies for each target/career zone.

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| Target 1 | Career Clusters/Career Pathways |
|---|---|
| **Objective** | **Engage Students and Parents to Michigan's 17 Career Clusters** |
| **Strategies Grade 9** | <ul><li>Communicate Career Exploration Initiatives via school website</li><li>Guidance counselor reviews and updates EDPs with students</li><li>Career Preparation through Career Cruising</li><li>Career Education program visits/tours: Central Michigan University and Mid-Michigan College visit/tour</li><li>Parent Forums: FAFSA</li><li>Student Forums: CTE, Great Michigan Construction Academy, early Middle College options, dual enrollment, choosing a college, scholarship submissions, college financing options, NCAA eligibility (when requested) college application timeline/submissions, Military career options</li></ul> |
| **Strategies Grade 10** | <ul><li>Communicate Career Exploration Initiatives via school website</li><li>Guidance counselor reviews and updates EDPs with students</li><li>Career Preparation through Career Cruising</li><li>Career & Technical Education program visits/tours: The Great Race & CTE visit/tour</li><li>Parent Forums: FAFSA</li><li>Student Forums: CTE, Great Michigan Construction Academy, early Middle College options, dual enrollment, choosing a college, scholarship submissions, college financing options, NCAA eligibility (when requested) college application timeline/submissions, Military career options</li></ul> |

| Target 2 | Contextualized Academics |
|---|---|
| **Objective** | **Continue to build career pathways through academic subject matter and leadership experiences** |
| **Strategies Grade 9** | <ul><li>Opportunities to participate in student clubs, leadership activities, and career and technical student organizations (National Honor Society, Business Professionals of America, student government, athletics, Clubs: LEO, Art, Spanish, ASL, Recycling, Forensics, Robotics, etc.)</li><li>PSAT 9 testing</li></ul> |
| **Strategies Grade 10** | <ul><li>Opportunities to participate in student clubs, leadership activities, and career and technical student organizations (National Honor Society, Business Professionals of America, student government, athletics, Clubs: LEO, Art, Spanish, ASL, Recycling, Forensics, Robotics, etc.)</li><li>NMSQT (possibly to qualify for National Merit Scholarships)</li><li>PSAT 10 testing</li><li>WIN: PSAT/SAT Prep Lessons</li></ul> |

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| Target 3 | Career Preparation |
|---|---|
| Objective | **Build knowledge about Careers, Postsecondary, and Employment Opportunities** |
| Strategies Grade 9 | ● Field trip to Central Michigan University and Mid-Michigan College for postsecondary exploration and to learn how Michigan Merit Curriculum requirements can be met<br>● WIN Time: Leadership/Character Education (study, time management self-advocacy, public speaking skills)<br>● WIN Time:: Soft skills/work ethics (teamwork, problem-solving, critical thinking, technological literacy, and conflict resolution skills) |
| Strategies Grade 10 | ● Field trip to Central Michigan University and Mid-Michigan College for postsecondary exploration and to learn how Michigan Merit Curriculum requirements can be met. Students who take Business Technology class have the opportunity for:<br> o employability preparation<br> o creation of resumes/cover letters<br> o complete job applications<br> o prepare for interviews<br> o create online employment portfolios<br>● WIN Time: Leadership/Character Education (study, time management self-advocacy, public speaking skills)<br>● WIN Time:: Soft skills/work ethics (teamwork, problem-solving, critical thinking, technological literacy, and conflict resolution skills) |

| Target 4 | Out of School Time/Family Engagement |
|---|---|
| Objective | **Engage students and families in Out of School Activities to Support Career Preparation** |
| Strategies Grade 9 | ● Students have the opportunity to be involved in dual enrollment<br>● Students attend student-led leadership conferences<br> o Business Professionals of America |
| Strategies Grade 10 | ● Students have the opportunity to be involved in dual enrollment<br>● Students attend student-led leadership conferences<br> o National Honor Society<br> o Business Professionals of America |
| Target 5 | Career Interest Inventories and Activities |
| Objective | **Utilize Career Planning Assessments** |
| Strategies Grade 9 | ● Career Cruising is used to:<br> o assist students with identifying and solidifying their career interests and activities as aligned to their strengths and interests<br> o administer career assessment inventories<br> o career assessment inventory results are interpreted with students prior to the completion of their EDPs (Matchmaker) |

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| | ○ administer a career ability assessment<br>○ take a work values inventor<br>○ introduce apprenticeships and work-based learning (what is it, why is it important, and what are the options in our area)<br>○ explain the importance of volunteer work (impact on the community, importance |
| **Strategies Grade 10** | ● Career Cruising is used to:<br>○ assist students with identifying and solidifying their career interests and activities as aligned to their strengths and interests<br>○ administer career assessment inventories<br>○ career assessment inventory results are interpreted with students prior to the completion of their EDPs (Matchmaker)<br>○ administer a career ability assessment<br>○ take a work values inventor<br>○ introduce apprenticeships and work-based learning (what is it, why is it important, and what are the options in our area)<br>○ explain the importance of volunteer work (impact on the community, importance |

| Target 6 | Career Planning |
|---|---|
| **Objective** | **Engage students in course planning and continue to acquire knowledge about careers, education, and employment opportunities** |
| **Strategies Grade 9** | ● Update career exploration profiles in Career Cruising<br>● Guidance counselor class level advisement to plan career focus and appropriate coursework<br>● Guidance counselor updates and shares students' four-year high school course plan annually (reflects career goals) |
| **Strategies Grade 10** | ● Update career exploration profiles in Career Cruising<br>● Guidance counselor class level advisement to plan career focus and appropriate coursework<br>● Guidance counselor updates and shares students' four-year high school course plan annually (reflects career goals) |

| Target 7 | Educational Development Plan (EDP) |
|---|---|
| **Objective** | **Review and revise EDP's to meet the student's current career and educational goals/interests** |
| **Strategies Grade 9** | ● Guidance counselor supports students as they review and revise their EDPs to meet current career and educational goals and interests |
| **Strategies Grade 10** | ● Guidance counselor supports students as they review and revise their EDPs to meet current career and educational goals and interests |

| Target 8 | Talent Portfolio |
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| Objective | Continue the development of a talent portfolio |
|---|---|
| Strategies Grade 9 | ● |
| Strategies Grade 10 | ● |

**Grades 11-12** career development model for students includes the following strategies for each target/career zone.

| Target 1 | Career Clusters/Career Pathways |
|---|---|
| Objective | Continue to engage Students and Parents to Michigan's 17 Career Clusters |
| Strategies Grade 11 | <ul><li>Communicate Career Exploration Initiatives via school website</li><li>Guidance counselor supports students while updating career preparation in Career Cruising</li><li>Career Education program visits/tours: career/college day: Mid-Michigan College</li><li>Parent Forums: FAFSA</li><li>Student Forums: CTE, Great Michigan Construction Academy, early Middle College options, dual enrollment, choosing a college, scholarship submissions, college financing options, NCAA eligibility (when requested) college application timeline/submissions, Military career options</li></ul> |
| Strategies Grade 12 | <ul><li>Communicate Career Exploration Initiatives via school website</li><li>Guidance counselor supports students while updating career preparation in Career Cruising</li><li>Career Education program visits/tours: career/college day: Senior Focus Day: Mid-Michigan College</li><li>Parent Forums: FAFSA</li><li>Student Forums: CTE, Great Michigan Construction Academy, early Middle College options, dual enrollment, choosing a college, scholarship submissions, college financing options, NCAA eligibility (when requested) college application timeline/submissions, Military career options</li></ul> |

| Target 2 | Contextualized Academics |
|---|---|
| Objective | Continue to build career pathways through academic subject matter and leadership experiences |
| Strategies Grade 11 | <ul><li>Opportunities to participate in student clubs, leadership activities, and career and technical student organizations (National Honor Society, Business Professionals of America, student government, athletics, Clubs: LEO, Art, Spanish, ASL, Recycling, Forensics, Robotics, etc.)</li><li>Students have the opportunity to earn early college credit through dual enrollment, Early Middle College, Career and Technical Education courses</li></ul> |

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|  | ● ASVAB (Armed Services Vocational Aptitude Battery) <br> ● NMSQT (possibly to qualify for National Merit Scholarships) <br> ● SAT (admission criteria for college/university) <br> ● WIN: SAT Prep Lessons |
| **Strategies Grade 12** | ● Opportunities to participate in student clubs, leadership activities, and career and technical student organizations (National Honor Society, Business Professionals of America, student government, athletics, Clubs: LEO, Art, Spanish, ASL, Recycling, Forensics, Robotics, etc.) <br> ● Students have the opportunity to earn early college credit through dual enrollment, Early Middle College, Career and Technical Education courses <br> ● ASVAB (Armed Services Vocational Aptitude Battery) |

| **Target 3** | **Career Preparation** |
| --- | --- |
| **Objective** | **Continue to build knowledge about Careers, Postsecondary, and Employment Opportunities** |
| **Strategies Grade 11** | ● Students who take Business Technology class have the opportunity for: <br>    o employability preparation <br>    o creation of resumes/cover letters <br>    o complete job applications <br>    o prepare for interviews <br>    o create online employment portfolios <br> ● Students who take Business Technology class have the opportunity for: <br>    o employability preparation <br>    o creation of resumes/cover letters <br>    o complete job applications <br>    o prepare for interviews <br>    o create online employment portfolios <br> ● WIN Time: Leadership/Character Education (study, time management self-advocacy, public speaking skills) <br> ● WIN Time:: Soft skills/work ethics (teamwork, problem-solving, critical thinking, technological literacy, and conflict resolution skills) |
| **Strategies Grade 12** | ● Students have the opportunity to Co-Op with local businesses <br> ● Students who take Business Technology class have the opportunity for: <br>    o employability preparation <br>    o creation of resumes/cover letters <br>    o complete job applications <br>    o prepare for interviews <br>    o create online employment portfolios <br> ● WIN Time: Leadership/Character Education (study, time management self-advocacy, public speaking skills) <br> ● WIN Time:: Soft skills/work ethics (teamwork, problem-solving, critical thinking, technological literacy, and conflict resolution skills) |

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| Target 4 | Out of School Time/Family Engagement |
|---|---|
| Objective | **Engage students and families in Out of School Activities to Support Career Preparation** |
| Strategies Grade 11 | ● Students have the opportunity to be involved in dual enrollment<br>● Students attend student-led leadership conferences<br>    ○ National Honor Society<br>    ○ Business Professionals of America |
| Strategies Grade 12 | ● Students have the opportunity to be involved in dual enrollment<br>● Students attend student-led leadership conferences<br>    ○ National Honor Society<br>    ○ Business Professionals of America |

| Target 5 | Career Interest Inventories and Activities |
|---|---|
| Objective | **Update and utilize Career Planning Assessments to finalize post-graduation plans** |
| Strategies Grade 11 | ● Career Cruising is used to:<br>    ○ assist students with identifying and solidifying their career interests and activities as aligned to their strengths and interests<br>    ○ update career assessment inventories<br>    ○ career assessment inventory results are interpreted with students prior to the completion of their EDPs (Matchmaker)<br>    ○ administer a career ability assessment<br>    ○ take a work values inventory<br>    ○ explain the importance of volunteer work (impact on the community, importance |
| Strategies Grade 12 | ● Career Cruising is used to:<br>    ○ assist students with identifying and solidifying their career interests and activities as aligned to their strengths and interests<br>    ○ update career assessment inventories<br>    ○ career assessment inventory results are interpreted with students prior to the completion of their EDPs (Matchmaker)<br>    ○ administer a career ability assessment<br>    ○ take a work values inventory<br>    ○ college application day led by guidance counselor and local college/university representatives<br>    ○ college application workshop led by guidance counselor<br>    ○ explain the importance of volunteer work (impact on the community, importance |

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| Target 6 | Career Planning |
|---|---|
| Objective | **Assist students in course planning and continue to acquire knowledge about careers, education, and employment opportunities** |
| Strategies Grade 11 | <ul><li>Update career preparation profile through Career Cruising</li><li>Guidance counselor class level advisement to plan career focus and appropriate coursework</li><li>Guidance counselor updates and shares students' four-year high school course plan annually (reflects career goals)</li><li>College admissions representatives' meetings; explanation of college offerings, what they look for in an incoming freshman, campus living, financial aid, scholarship, ect.</li><li></li></ul> |
| Strategies Grade 12 | <ul><li></li></ul> |

| Target 7 | Educational Development Plan (EDP) |
|---|---|
| Objective | **Final review and updates to the EDP to meet the student's current career and educational goals/interests** |
| Strategies Grade 11 | <ul><li>Guidance counselor supports students as they update their EDPs to meet current career and educational goals and interests</li></ul> |
| Strategies Grade 12 | <ul><li>Guidance counselor supports students as they update their EDPs to meet current career and educational goals and interests</li></ul> |

| Target 8 | Talent Portfolio |
|---|---|
| Objective | **Final review and updates to the development of a talent portfolio to meet the student's current career and educational goals/interests** |
| Strategies Grade 11 | <ul><li></li></ul> |
| Strategies Grade 12 | <ul><li></li></ul> |