

# Best Practices for 5<sup>th</sup> Grade Career Portfolios

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# Promoting the Clusters



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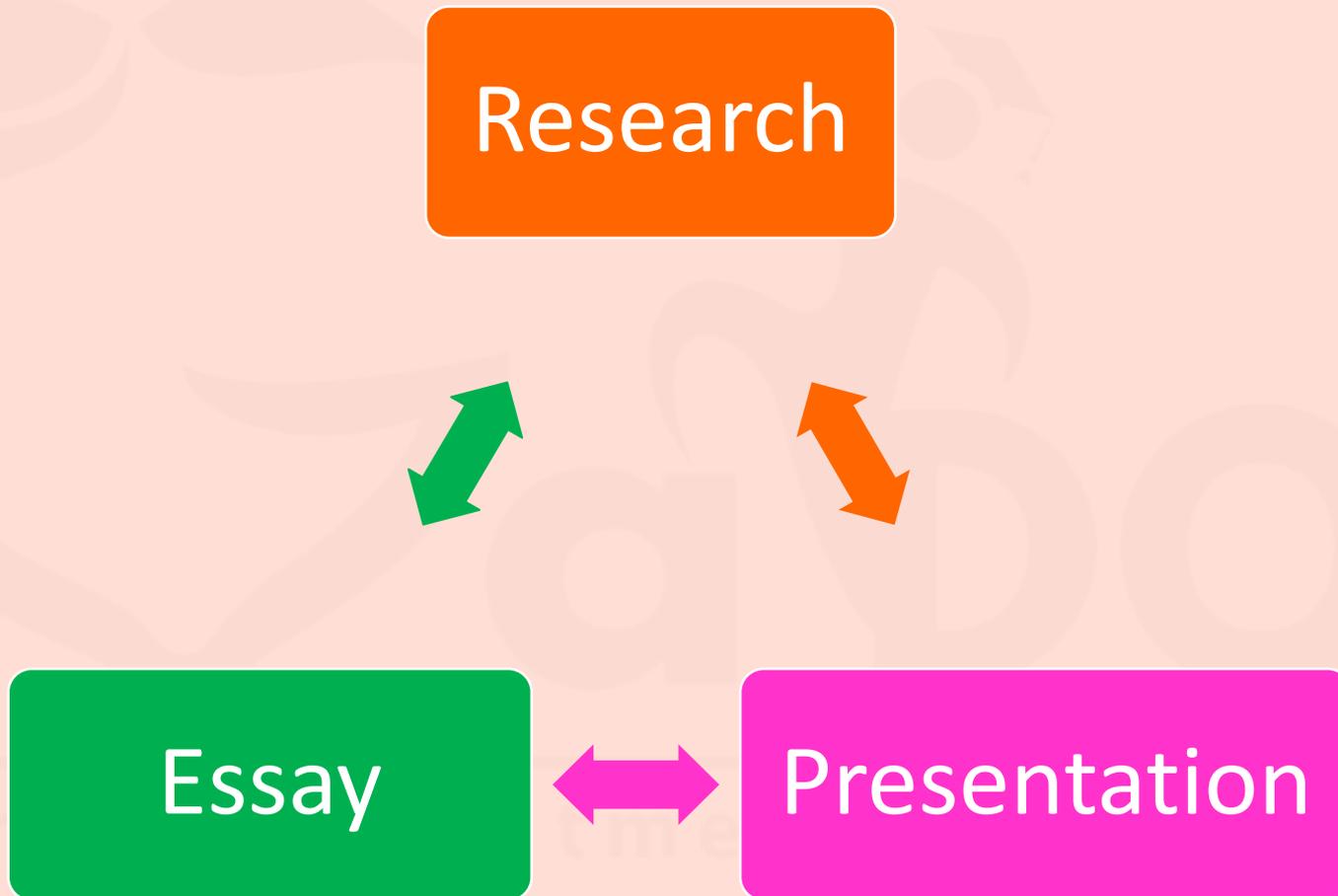
- Georgia has 17 occupational clusters.
- This amount of clusters provides opportunities to instruct and guide all students regardless of their career goals and interests.
- [GaDOE's Guidance Document](#)



# The Components



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# Researching Careers



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- Use Career Interest Inventories to help students identify a career that may be of interest
- Inform parents at end of Grade 4 about upcoming project. Encourage them to have students thinking about careers over the summer.
- Students research their career on at least three sites by conducting a web search on their own
- **PRIOR KNOWLEDGE:** Career Clusters Grade Level Activities
- Have your media specialist work with students on how to conduct research

# Fun and Interactive Career Websites



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Effective July 1

- <https://kids.usa.gov/jobs/index.shtml>
- <http://www.schoolfinder.com/careers/CareerQuiz/Index.aspx>
- <https://www.careerkids.com/careers>
- <http://www.bls.gov/k12/>
- <http://media.knowitall.org/career-education-teacher-resources>
- [http://breitlinks.com/careers/career\\_activities.htm](http://breitlinks.com/careers/career_activities.htm)
- <http://www.schcounselor.com/2010/03/fun-and-interactive-career-interest.html?m=1>
- <http://www.collegecareerlifeplanning.com/Pages/60%20Second%20Pages/Index%20K-12%20Students.html>
- **Georgia Career Information System, Jr.:** <http://www.gcic.peachnet.edu/default.aspx>
- America's Job Bank: <http://www.ajb.dni.us/>
- Career One Stop: <http://www.careeronestop.org>
- Career Kids: <http://www.careerkids.com/careers/>
- Vocational Information Center: <http://www.khake.com/page64.html>
- <http://education.ky.gov/cte/documents/career%20choices%20curriculum%206th%20grade.pdf>

# Essay Writing



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## Informational Essay

### INTRODUCTION

- Name of chosen career
- Name of career cluster associated with career
- Reasons why you selected this career

### TRAINING & EDUCATION

- Requirements or education needed to obtain job in the career choice (for example: length of training/school, military, type of school, major, degree, etc)

### WORK ENVIRONMENT

- Information such as indoor/outdoor, office or fieldwork
- Type of dress code
- Individual or group work

# Informational Essay



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## Salary, Growth, Opportunities, and Job Outlook

- Opportunities for advancement
- Need for this career for the next 10 years

## CLOSING

- Reflection on the research information
- Conclusion about further interest in career

## REFERENCES

- Resources used in the research process



- Work with your ELA or Writing Teacher
- Updated Rubric aligned with [GA Milestones](#) pg. 43
- Ways of saving essay



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- Students develop an outline
- This outline can be expanded into an essay.



Photo by woodleywonderworks

*When I grow up I want to be a \_\_\_\_\_ because \_\_\_\_\_ . A \_\_\_\_\_ is a person that \_\_\_\_\_ . To become a \_\_\_\_\_ I will need to \_\_\_\_\_ . I plan to get trained by attending \_\_\_\_\_ . The salary of a \_\_\_\_\_ is \_\_\_\_\_ . A \_\_\_\_\_ is the in the career cluster \_\_\_\_\_ . The future outlook for a \_\_\_\_\_ is \_\_\_\_\_ because \_\_\_\_\_ . I think this would be the best career for me because \_\_\_\_\_ .*

# Presentations



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## Occupational Brochure

### The Design

- It should be colorful, attractive and neat.
- Depending on comfort level of the student, the students can use basic word processing software to design and create the entire brochure on a computer.
- Students can also add clip art and/or photos.
- On the other hand, some students may choose to hand write the text, color the art by using markers and colored pencils and/or glue photos to a basic template.

### The Six Panels

- Introduction
- Job description
- Training or degree needed
- Salary range
- Work environment, such as in an office, outside work, in a hospital, telecommuting, etc.
- Advancement opportunities
- Travel (necessary/unnecessary)
- Pictures

# Sample Occupational Brochures

## Career Title

### Wages



### Career Description and Career Characteristics



### Training



### Career Outlook



### Pictures



### Interesting Facts



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## Registered Nurse

Neonatal or Oncology nursing



I think I would like to become a registered nurse because it involves helping and working with people every day. Here are some qualities I will need to become a RN.

- ▶ Work well with other people
- ▶ Tolerance
- ▶ Compassion
- ▶ Always being willing to learn

I am hoping to attend Indiana University Southeast or the University of Louisville to get a degree in nursing. I will go to college to get a Bachelor of Science in Nursing, which will take four years. I will then have to pass a licensing examination.



I generally work well with other people. I have a high tolerance for people and their problems. I am always prepared and ready to learn new things.

After I graduate college and get my nursing license I hope to specialize in either



## Police Officer

A Police officer (also known as a policeman, cop, policewoman, and constable in some forces, particularly in the United Kingdom and other Commonwealth nations) is a warranted employee of a police force. I want to be a police officer because I want to help uphold and enforce the laws and rights given to us by the legislature published by this great nation. I would make a good police officer because I am very physically fit; I work hard, and am a firm believer in upholding the law. Most police officers have at least a bachelor's degree and then they must go through the police academy. I plan to do at least both of these. Police officers deal with the apprehension of criminals and the

prevention and detection of crime. Police officers have the power to arrest people and detain them for a limited time, along with other duties and powers.



Some police officers may also be trained in special duties,

such as counter-terrorism, surveillance, child protection, VIP protection, and investigation techniques into major crime, including fraud, rape, murder and drug trafficking.

### Qualities of a Police Officer

- ▶ Loyal
- ▶ Honest
- ▶ Hardworking
- ▶ Physically Fit (for the most part)

Police officers are generally charged with the apprehension of criminals and the prevention and detection of crime, and the maintenance of public order.



I would like to become a Registered Nurse because it involves helping and with people every day.

# PowerPoint Presentations



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- Title slide--name, occupation, etc.
- Salary information
- Education Requirements
- Entry level positions and opportunities for advancement
- Nature of the work--what would a person having this job do?
- Working conditions--inside/outside? Regular hours or not? etc.
- Occupational Outlook--is there a demand for this job?
- Advantages/Disadvantages (your opinion)
- Personal skills and reasons you like this occupation
- Things you can do now and in the next few years to prepare...Activities you can do know
- Bibliography to credit the web sites used for information
- 7-9 Slides
- Choose to share a few a day to avoid information overload
- Show through a LCD projector to the class
- Show during Open House where each presentation can continuously run for parents to see.
- Incorporate video of student doing an activity in field or interviewing someone in field\*

# Visual/Oral Presentations



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- Props
- Career Learning Stations
- Assign students to go into a younger class to present
- Invite parents to come listen
- Time Limit

Georgia Department of Education

- The career associated with my research project is a secondary school teacher, except special and vocational education.
  - Entry level: \$41,800(in Maryland)
  - Average: \$60,300(in Maryland)
  - Potential: \$88,600(in Maryland)
  - Related careers: Elementary School teacher, Graduate Teaching Assistants, Teaching Assistants, Health Educator
  - +9% advancement
  - Job Openings: 890 (in Maryland)



Cosmetologist



Artist



Veterinarian

# Project Board

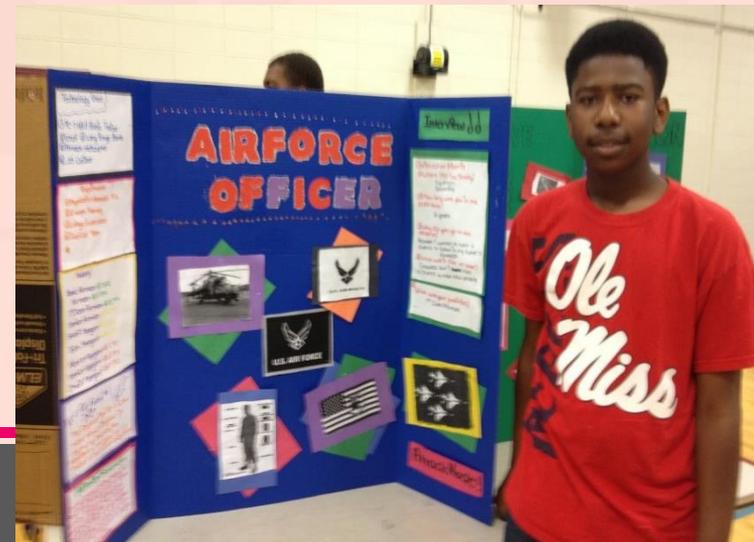
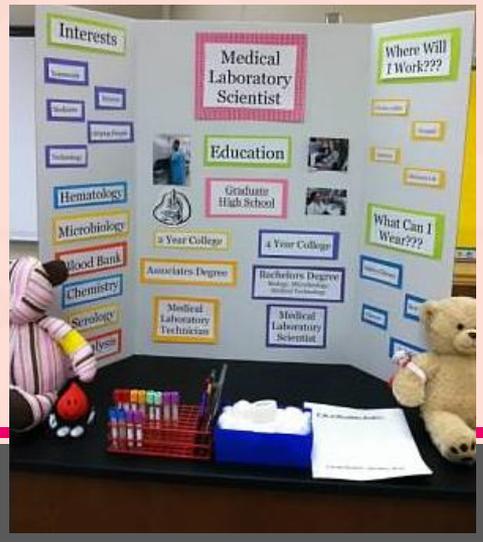


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- Think of it like poster sessions at conferences or a Science Fair
- Have certain headers that students should include on their board
- For display, set up by career clusters
- Grades levels come in and see the boards that are specific to the clusters they cover in their grade level



# CAREER PROJECT BOARDS



# Data Collection



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## PROCESS DATA:

- Number of students who completed the Career Portfolio Project

**While we have been stating for the last few years that this CCRPI indicator would move to forefront in 2016-2017, it's a possibility that it may remain an Exceeding the Bar indicator due to the Every Student Succeeds Act that passed recently. We hope to have a definitive answer by November.**

## PERCEPTION DATA:

- As I think about my future plans, I feel the information I gained doing the Career Portfolio Project to be:
  - (1) Very Helpful
  - (2) Helpful
  - (3) Somewhat Helpful

# Handling



# In the School Setting

Students come to school with a wealth of different issues, including mental health concerns. This webinar will address direct & indirect strategies school counselors and school social workers can employ to support students who may have mental health concerns.

**Wednesday, April 13, 2016**  
**2:00 PM**

**To register, click this link:**

<https://attendee.gotowebinar.com/register/5296670034818345217>



# COME EXPERIENCE THE MAGIC

## SUMMER PROFESSIONAL LEARNING FOR SCHOOL COUNSELORS

May 31, June 1, June 2

Macon Centreplex – Macon, GA - 8:15 AM – 3:00 PM

Lunch will be provided.

Hotel block available at Macon Marriott for \$109 per night.

(Reference CTAE Resource Network when booking.)

### TO REGISTER:

1. Visit [www.ctaern.org](http://www.ctaern.org) Login info: First three letters of last name and last four digits of SSN
2. Workshop Catalog
3. Workshop Categories (upper right)
4. Guidance/Career Development
5. Click "Register" tab to register for the desired summer workshop(s) you would like to attend.
6. An email confirmation will be sent to you after successfully registering for each the workshop.

Get ready for a Top Hat Magical Summer.....  
Abracadabra...Ayla kazoo  
This summer will be magical because of all  
the great updates the Georgia Department of  
Education  
has in store for you!  
Each show will leave you wanting more  
because each show is filled with  
**MAGIC!**

Appearing June 1 & June 2  
8:15 AM — 3:00 PM  
(CHOOSE ONE DAY)



DAVE WEBER

**“Sticks & Stones exposed: The Truth Behind Words & Relationships”  
(Culture & Climate)**

This hilarious presentation zeroes in on the power of our words and the impact they have on the culture and climate of a school. What kind of atmosphere are our words creating? One in which education professionals strive to work as a strong team for the sake of the children...or one that is breeding an inability to trust and work together. Discover how to transform your classroom and your relationships and how to build a great “community” within your school and your family.  
\*Additional sessions by Dave Weber scheduled throughout the summer through CTAERN.

**Intended Audience:  
Elementary, Middle, High  
8:15 AM—3:00 PM**

Appearing May 31, June 1 & June 2  
8:15AM — 12:00 PM  
(CHOOSE ONE DAY)



GREG MANNING

**Career Exploration for Young Champs**

This interactive workshop packed full of energy, motivation, information, and fun exercises will discuss and assist with strategies and exercises that will encourage young students to dream about a future career. It's never too early to dream of becoming that chef. We all dream and it's common for middle and high school students to begin thinking about a productive career. Elementary students should also have the same opportunity to dream about their future, they just need you, their school counselor to be there to open up a whole new world of career opportunities.

**Intended Audience:  
Elementary  
8:15 AM—12:00 PM  
Participate in Main Event from 12-3**

Appearing May 31, June 1, & June 2  
8:15 AM — 3:00 PM  
(CHOOSE ONE DAY)



LYNN ANDERSON

**Counseling and Economic Development**

This full-day workshop offers Georgia middle and high school counselors what they need to know about the 21st century workforce development and education. This professional learning begins by describing the “new economy” and what education and skills are now needed by high school graduates and in their postsecondary training. The workshop then moves into how counselors can work with workforce development agencies. Counselors are encouraged to invite their building administrator to participate in this session.

**Intended Audience:  
Middle and High  
8:15 AM—3:00 PM**

**The MAIN EVENT will happen on May 31, June 1, and June 2.**  
Counselors are encouraged to choose the day that works best for them. Lunch will be provided for all sessions.  
A few of the highlights for the MAIN EVENT are:

- “Move On When Ready” Updates
- Updates from Various State Agencies
- Legislative Updates that Impact School Counselors
  - The Future of Career Planning in Georgia

**Intended Audience:**

**Middle and High School Counselors (8:15AM - 3:00 PM) & Elementary School Counselors (12:00 PM — 3:00 PM)**



# Questions & Answers



*Agriculture, Food & Natural Resources*



*Architecture & Construction*



*Arts, A/V Technology & Communications*



*Business Management & Administration*



*Education & Training*



*Finance*



*Government & Public Administration*



*Health Science*



*Hospitality & Tourism*



*Human Services*



*Information Technology*



*Law, Public Safety, Corrections & Security*



*Marketing, Sales & Service*



*Science, Technology, Engineering & Mathematics*



*Energy*