



COMPREHENSIVE CAREER DEVELOPMENT AND GUIDANCE

**WHO AM I?
WHERE DO I WANT TO GO
IN MY FUTURE?**

HOW DO I GET THERE?

GUIDING PRINCIPLES

- **Self-Awareness**
- **Holistic Approach**
- **Life-Long Career Management**
- **Career Pathway Connection**
- **Integrated Curricular Approach**
- **Post Secondary Options**
- **Career Information and Trends**
- **Extracurricular &
Community Service Options**
- **Integral Elements aligned to S-T-C**
- **New Collaborations Among
Students, Parents, Community**
- **Competency Based**

Guiding Principles For: Comprehensive Career Development and Guidance

A Comprehensive Career Development and Guidance System requires many components coming together to make a seamless continuum of services and strategies throughout a student's education. The components should be implemented in steps to insure articulation occurs across grades K-14. Activities that facilitate the career development needs of all students are the main ingredient, but structure and support of a SYSTEM are vital to its success. The following Guiding Principles will ensure a SYSTEM is created at your school site.

■ SELF-AWARENESS

A Comprehensive guidance program places emphasis on a student's exploration of self-interests, qualities, aptitudes, skills, achievements, needs, values, traits, special knowledges, and interests to align with possible career choices. This is a PROCESS which is improved as the individual's understanding of SELF is heightened. This process should address these three questions for students:

- WHO AM I**
- WHERE DO I WANT TO GO IN THE FUTURE**
- HOW DO I GET THERE**

A process which addresses these three major questions is identified by:

- Establishing career competencies such as the National Career Development Guidelines**
- Implementing an educational system to show how career competencies are addressed through various age-appropriate activities and systems.**

■ HOLISTIC APPROACH

The program should address personal, social, educational, and career development needs of the student.

■ **LIFE-LONG MANAGEMENT**

The program should provide the tools for students to become self-managers of their own career development planning by facilitating a student to manage their own *Individual Education and Career Plan (IECP)*. Assistance in managing this plan requires teaching decision-making, planning, and problem-solving skills so students will take responsibility for their own learning and career direction. The following elements are crucial in this process and should be reinforced throughout grades K-14:

- Identifying the problem
- Gathering information
- Generating alternatives
- Weighing options
- Designing action plans

Life-long management provides students the opportunity to continually evaluate change, gain new awareness and make modifications to their career plans. It includes a system for continued **SELF-PROGRESS & EVALUATION** which would include self, peer, family, and employer review.

■ **CAREER PATHWAY CONNECTION**

The program should be designed to help ALL students to make informed decisions about a program of study (Career Pathway) that prepares them for continued learning at work and in an educational setting. The myth of "One Right Job" is detrimental and inaccurate. Career pathways should educate students to a variety of career options.

■ **CURRICULUM INTEGRATION PROMOTING LIFELONG PROCESS**

Teachers, counselors, and career technicians must work together utilizing their expertise to integrate guidance/career education activities across the curriculum and involve every teacher as a career educator/guidance advisor. Career and educational guidance activities are more effective when they are an active part of the curriculum. This is because guidance is a PROCESS---not a PERSON, and a major goal is to help students understand that career development is a lifelong process which requires a series of choices based on individual and work environment changes. Individuals change based on their education, experiences, opportunities, and personal contacts. Work environment will be effected by changes involving technology, society, and economic progress. It is crucial students learn to manage this process by being astute to their ongoing individual and work environment changes. Integration of career guidance across the curriculum is the only effective means of ensuring students are exposed to a school-wide process which demonstrates clear connections to subject matter content which clearly identify linkages to life and career choices.

■ **POSTSECONDARY OPTIONS**

A guidance program helps students make key decisions. Students must decide in high school what to do after graduation and what path to follow in preparing for employment and/or postsecondary education. In order to make wise decisions, students and their parents need to be familiar with a range of educational employment options.

■ **CAREER INFORMATION AND TRENDS**

A guidance program should provide career information (ie. labor market, workforce trends, occupational characteristics) and experiences to help students and parents become proactive toward achievement and management of long-term career goals which is part of a student's *Individual Education and Career Plan (IECP)*.

■ **EXTRACURRICULAR AND COMMUNITY SERVICE OPTIONS**

A significant expansion of a student's possible career options can be enhanced by encouraging students to participate in a variety of self-development activities, thus increasing their exposure to various roles and settings. The comprehensive program should include orientation to school, extracurricular, and community leadership and service opportunities.

■ **INTEGRAL TO SCHOOL-TO-CAREER SYSTEM**

A comprehensive program is an integral element in the California School-to-Career plan which requires a variety of School-Based, Work-Based, and Connecting activities across grades 9-14.

■ **NEW COLLABORATIONS**

Career and educational planning is a partnership involving students, parents, business partners, and the entire school staff which emphasizes that varying degrees of career information is integral across all levels of education (K-16).

■ **COMPETENCY BASED**

Career Development and Guidance Programs should be outcome-based and measured by learner competencies. Excellent sources would be:

- National Career Development Guidelines
- SCANS competencies
- California challenge Initiative [Applied Learning & Service Learning Standards]
- WASC - Focus on Learning
- School-wide ESLERS
- National Counseling Association Standards