

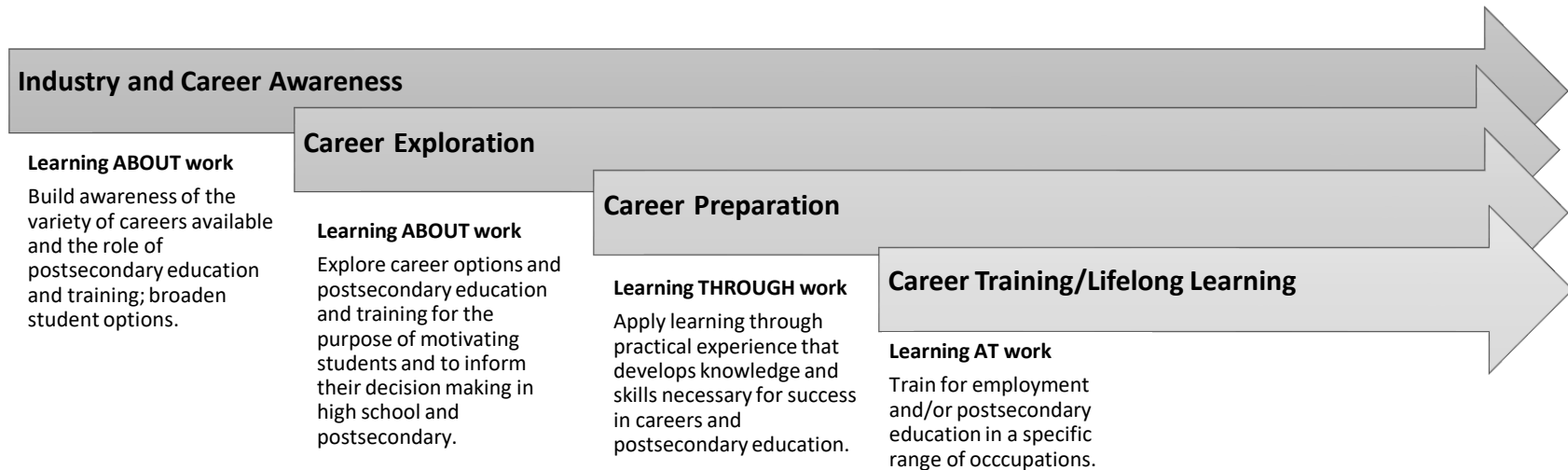
Westbrook High School Career Connections Framework

A Framework for Career/College Readiness

Westbrook High School is committed to educating all students so that each student achieves their unique potential as a 21st Century learner. Westbrook High School also believes that students learn best when they are actively engaged in their learning experiences.

Westbrook High School strives to provide students with opportunities to apply academic learning through engagement in authentic workplace experiences that focus on preparing students for all postsecondary career/college options. The Westbrook High School Continuum of Career Connections Framework describes the types of activities through which students can develop a realistic vision and plan for their futures beginning in Grade 9 through Grade 12 and beyond. Participation in a variety of activities along the continuum will prepare students for the workplace and future training, including college, apprenticeships, and on-the-job training opportunities.

Continuum of Career Connections Activities Beginning in Grade 9 through Grade 12 and Beyondⁱ



Components of the Westbrook High School Career Connections Framework

Westbrook High School, with the support of the Town of Westbrook, business/industry partners, and other community partners, seeks to provide a continuum of Career Connections activities to enhance career/college readiness for all students. The school will do so through implementation of activities aligned to the three components of its Career Connections Frameworkⁱⁱ:

- alignment of classroom and workplace learning;
- application of academic, technical and employability skills in a work setting; and,
- support from classroom or workplace mentors.



The tables on the following pages describe the types of activities within each component of the frameworkⁱⁱⁱ.



Alignment of Classroom and Workplace Learning

Comprehensive Career Connections experiences aligned to classroom and workplace learning:

- help meet industry demands for a more skilled workforce by providing opportunities for students to receive training, learn skills, and gain experience in all aspects of an industry;
- map academic content to authentic workplace tasks and integrate classroom instruction;
- allow students to reflect on their learning process and experience; and,
- require training for teachers on how to integrate career connections experiences into curriculum and instruction.

Activity along the Continuum	Purpose	Sample Student Learning Outcome	Experience Defined by:	Sample Experiences:
Industry and Career Awareness	<ul style="list-style-type: none"> • Foster career and workplace awareness • Promote career exploration • Strengthen motivation and informed decision-making skills • Learn workplace norms and employer expectations • Learn about personal interests and aptitudes 	<ul style="list-style-type: none"> • Student can explain the importance of postsecondary education and training following high school graduation and its importance to success in that field. • Student can describe a variety of career pathway options. • Student can describe how basic skills such as math and reading are used in the workplace. 	<ul style="list-style-type: none"> • One-time interaction with partner(s) often for a group of students • Designed primarily by adults to broaden student's awareness of a wide variety of careers and occupations 	<ul style="list-style-type: none"> • Workplace tour • Guest speaker shares how academic content is used in the workplace • Guest speaker for the purpose of learning about career options • Career Expo • Visit parents at work • Advisory or classroom assignments focused on learning about occupations, local and state-wide business and industry • Career interest inventories • Career counseling • Teacher externships • Curriculum advising from business, industry and community partners
Career Exploration	<ul style="list-style-type: none"> • Explore career options and postsecondary requirements for purpose of motivation and to inform decision-making in high school and postsecondary education • Promote deeper understanding of potential careers • To provide opportunities for investigation of an industry, career or occupation of interest 	<ul style="list-style-type: none"> • Student can give examples of how individual skills and interests relate to the career field and/or occupations. • Student can explain basic knowledge and skills required for success in college and careers in the field. • Student can describe how postsecondary experiences connect to a career path of interest. • Student can describe and use multiple resources to find jobs. 	<ul style="list-style-type: none"> • One-time interaction with partner(s) for a single student or a small group • Connected to emerging student interests • Student takes an active role in selecting and shaping the experience • Depth in particular career fields • Builds skills necessary for in-depth work-based learning 	<ul style="list-style-type: none"> • Job shadow • Virtual exchange with a partner • Student Success Plan • Workplace visits with career information interviews • Classroom visits from employers with career information interviews • Career courses • Career counseling • Lesson plans connecting course standards to careers applications • Participation in career-technical student organizations

<p>Career Preparation</p>	<ul style="list-style-type: none"> • Apply learning through practical experience that develops knowledge and skills necessary for success in careers and postsecondary education • In-depth discovery of a particular career • Develop skills and understanding of the education or training needed in a particular industry or occupation 	<ul style="list-style-type: none"> • Student can explain how the workplace functions and the skills required to succeed. • Student can demonstrate ability to apply for employment (write a resume, complete an application, interview) • Student can demonstrate appropriate business dress, behavior and etiquette. • Student can explain elements and importance of workplace safety. • Student demonstrates general work-related skills including collaboration, effective communication, creativity, critical thinking and taking initiative. • Student works effectively as a member of a team, with respect for diverse perspectives and strengths. 	<ul style="list-style-type: none"> • Direct interaction with partners over time • Application of skills transferable to a variety of careers • Activities have consequences and value beyond success in the classroom • Learning for the student and benefit to the partner are equally valued • School staff develop instruction to ensure that students are work-ready before going out on a job; students matched by interests and knowledge; and teaching students to take responsibility for their own learning in school so that they will be successful at the workplace (asking questions, taking initiative and solving problems) 	<ul style="list-style-type: none"> • Project- or problem-based learning with multiple interactions with professionals • Student-run enterprise with partner involvement • Technical mentoring through online interactions with partners • Projects with partners through industry student organizations • Service learning and social enterprises with partners • Student Success Planning • Dual enrollment courses • Advanced career-technical education courses • Lesson plans connecting course standards to authentic workplace applications • Teacher externships
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Application of Academic, Technical and Employability Skills in a Work Setting

Comprehensive Career Connections experiences that apply academic, technical and employability skills in a work setting:

- are based on rigorous academic and employability skill requirements; and,
- include in-depth and hands-on experiences (either on-site or through simulated/virtual methods), with activities ranging from career awareness and exploration to career preparation and training.

Activity along the Continuum:	Purpose	Sample Student Learning Outcome	Experience Defined by:	Sample Experiences:
Career Exploration	<ul style="list-style-type: none"> • Explore career options and postsecondary requirements for purpose of motivation and to inform decision-making in high school and postsecondary education • Promote deeper understanding of potential careers • Provide opportunities for investigation of a particular industry, career or occupation of interest 	<ul style="list-style-type: none"> • Student can give at least two examples of how the student’s individual skills and interests relate to the career field and/or occupations. • Student can explain basic knowledge and skills required for success in college and careers in the field. • Student can describe how postsecondary experiences connect to a career path of interest. • Students can explain the options available and the importance of postsecondary education or training. • Student can describe and use multiple resources to find jobs. 	<ul style="list-style-type: none"> • Interactions with partner(s) for a single student or a small group • Connected to emerging student interests • Student takes an active role in selecting and shaping the experience • Depth in particular career fields • Builds skills necessary for in-depth work-based learning 	<ul style="list-style-type: none"> • Project- or problem-based learning with multiple interactions with professionals • Technical mentoring through online interactions with partners • Internship Fair
Career Preparation	<ul style="list-style-type: none"> • Apply learning through practical experience that develops knowledge and skills necessary for success in careers and postsecondary education • Provide in-depth discovery of a particular career • Development of the skills and understanding of the education or training needed in a particular industry or occupation 	<ul style="list-style-type: none"> • Student can explain how the workplace functions and the skills required to succeed. • Student can demonstrate ability to apply for employment (write a resume, complete an application, interview) • Student can demonstrate appropriate business dress, behavior and etiquette. • Student can explain elements and importance of workplace safety. • Student demonstrates general work-related skills including collaboration, effective communication, creativity, critical thinking and taking initiative. • Student works effectively as a member of a team, with respect for diverse perspectives and strengths. 	<ul style="list-style-type: none"> • Direct interaction with partners over time • Application of skills transferable to a variety of careers • Activities have consequences and value beyond success in the classroom • Learning for the student and benefit to the partner are equally valued • Written training plan agreements with business/community partner and student/school, followed up with a written evaluation by worksite for on-site internships and pre-apprenticeships 	<ul style="list-style-type: none"> • On-site internship with business, industry or community partner • Simulated/virtual work-based learning • Student-run enterprise with partner involvement • Projects with partners through industry and student organizations • Service learning and social enterprises with partners • Compensated internship connected to curriculum • Senior project • Pre-Apprenticeships • Service Learning • Mock interviews

<p>Career Training and Lifelong Learning</p>	<ul style="list-style-type: none"> • Train for employment and/or postsecondary education in a specific range of occupations 	<ul style="list-style-type: none"> • Student demonstrates knowledge and skills specific to employment at specific site and within specific industry standards. • Student develops an informed, detailed plan for career path through postsecondary and beyond. • Student utilizes resources available at job site, at postsecondary institution to support individual career plan. • Student completes clinical or apprenticeship experience as needed for full employment in career field. • Student can explain work history and career path to others, in and outside of industry of choice. 	<ul style="list-style-type: none"> • Interactions with partners over extended period of time • Depth of interaction with partner increases over time • Primary direct benefit to the employer • Develop mastery of occupation-specific skills • Complete certification or other requirements for specific range of occupations 	<ul style="list-style-type: none"> • Apprenticeship • Enrollment in community college, technical college or four-year college • On-the-job training • Clinical experiences • Work experience • Internship required for credential or entry to occupation • Workforce development programs, like Skill Up for Manufacturing (free 5-week classes)
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Support from Classroom or Workplace Mentors

Comprehensive Career Connections experiences provided by classroom or workplace mentors:

- promote student engagement through mentorships from supervisors and instructors from two- and four-year postsecondary institutions;
- allow students to develop relationships with industry and community professionals;
- are monitored and evaluated by workplace supervisors, classroom instructors, or Career/College Readiness Coordinator; and,
- offer training for mentors on providing students with industry-specific supports; general career and education guidance; personal and professional growth; and, a caring, emotional adult connection.

Activity along the Continuum	Purpose	Sample Student Learning Outcome	Experience Defined by:	Sample Experiences:
Career Preparation	<ul style="list-style-type: none"> • Apply learning through practical experience that develops knowledge and skills necessary for success in careers and postsecondary education 	<ul style="list-style-type: none"> • Student can explain how the workplace functions and the skills required to succeed. • Student can demonstrate ability to apply for employment (write a resume, complete an application, interview). • Student can demonstrate appropriate business dress, behavior and etiquette. • Student can explain elements and importance of workplace safety. • Student demonstrates general work-related skills including collaboration, effective communication, creativity, critical thinking and taking initiative. • Student works effectively as a member of a team, with respect for diverse perspectives and strengths. 	<ul style="list-style-type: none"> • Direct interaction with partners over time • Application of skills transferable to a variety of careers • Activities have consequences and value beyond success in the classroom • Learning for the student and benefit to the partner are equally valued 	<ul style="list-style-type: none"> • Project- or problem-based learning with multiple interactions with professionals • Student-run enterprise with partner involvement • Technical mentoring through online interactions with partners • Projects with partners through industry student organizations • Service learning and social enterprises with partners • Compensated internship connected to curriculum • Senior project • Simulations • Internships • Training for mentors provided by the school on specific requested supports • Guest speakers

ⁱ Adapted from Linked Learning Work-Based Learning Continuum. Retrieved July 25, 2019, from <https://www.linkedlearning.org/about/work-based-learning/>

ⁱⁱ Work-Based Learning Tool Kit. (2017). Retrieved July 25, 2019, from <https://cte.ed.gov/toolkit/background.html>

ⁱⁱⁱ Adapted from Tennessee Department of Education WBL Implementation Guide (2016). Retrieved July 25, 2019, from https://www.tn.gov/content/dam/tn/education/ccte/wbl/wbl_implementation_guide.pdf