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Title: *Teacher Perceptions on the Effectiveness of Professional Development for Academic and Career Planning*

The accompanying research report is submitted to the **University of Wisconsin-Stout, Graduate School** in partial completion of the requirements for the

Graduate Degree/ Major: MS Degree Career and Technical Education

Research Advisor: Deanna Schultz, PhD

Submission Term/Year: Spring 2018

Number of Pages: 64

Style Manual Used: American Psychological Association, 6th edition

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Halvorson, Cory A. *Teacher Perceptions on the Effectiveness of Professional Development for Academic and Career Planning*

Abstract

As the 2017-2018 academic year began, every school in the state of Wisconsin was required to participate in the Academic and Career Planning (ACP) initiative, also known as PI 26 (WI DPI, 2016a). The ACP process helped students integrate career development activities with their academic coursework. To do so, students created and maintained evidence that documented those activities (WI DPI, 2016c). Through this descriptive study, data identified academic teachers' understandings of career development, and what steps they took to incorporate the ACP requirements into their curriculum. Findings from the data suggested that teachers felt more time was needed on professional development related to the integration of ACP into their curriculum. In addition, the respondents believed that more in-depth training using the Career Cruising platform would benefit their instruction, and ultimately, the students' learning.

Acknowledgments

Without the support and guidance of others this paper would not have been possible. I would first like to thank my advisor, Dr. Deanna Schultz, for her endless efforts throughout the entire process. Without her input this paper would not have been possible. Secondly, I would like to thank Katie Schmidt for the hours of reading and editing. Her encouragement helped me through the roadblocks encountered and pushed me to finish this thesis. Dee Beasley for the time spent editing and helping with the citations. Her patience is second to none. Finally I would like to thank the staff at Osseo-Fairchild school district for taking time to complete the survey and provide feedback, making this research possible.

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Chapter I: Introduction

With increased changes to the workplace and the decrease of employment security, the development and implementation of career skills have potentially helped students take ownership of their career development and plan for the future (Hughey & Hughey, 2006). Research has shown that the foundation for any career has begun with a solid education through “career preparation, which should start in high school, but it should not end with graduation” (Elka, 2015, p. 1). Therefore, at the beginning of the 2017-2018 academic year, every school in the state of Wisconsin was required to participate in the Academic and Career Planning (ACP) initiative, also known as PI 26 (Wisconsin Department of Public Instruction [DPI], 2016a). ACP’s focus assisted students as they linked their academics with their career development. The ACP process helped connect a student’s academics to their career interests by creating a career portfolio that followed them from grades 6 – 12 (WI DPI, 2016c).

Anecdotally, academic teachers within the Osseo-Fairchild school district voiced concerns that ACP was a means of tracking students into career pathways. However, ACP focused its intent on students to take ownership of their education and build partnerships between teachers, community members, and parents to help students explore career pathways and provide a successful transition after graduation by setting career goals (WI DPI, 2016a). Balcombe (1995) suggested that having a set career path, or goal, after graduation would lead students to focus more on academics and their success.

Traditionally, career development was provided by the guidance counselor with career academics delivered through career and technical education classes (Conneely, 2009). However, according to State Superintendent Tony Evers (2016), the “implementation of PI26 is to be integrated throughout existing curriculum [all academic areas] within the school to enhance

delivery while supporting local goals” (p. 5) of the school and community. Guidelines from the state have indicated that connections for career planning should be made in every classroom, which would be supported through current curriculum activities (ACP in Wisconsin, 2016). While students would benefit from the one-on-one time with the counselor, more exposure to career planning would be needed throughout the day (Lapan et al., 2017). The role of career planning might then extend beyond the counselor.

According to Hwang et al. (2014), “additional training needs to be provided to school personnel in order to create a more explicit connection between the abstract concept of a career and the day-to-day learning experiences in the classroom” (p. 26). According to Wisconsin’s Department of Public Instruction (WI DPI), services would be provided to public secondary schools to aid in the introduction and implementation of ACP through technical support, training, and guidance (WI DPI, 2016b). Students would need to be guided through the career exploration process (Rajala, 2016) while teachers would need resources to help them do so. According to the Pilot ACP Year Evaluation, data showed that teachers understood the ‘why’ of ACP, but still did not grasp their role within the process (Wisconsin Evaluation Collaborative, 2016). While PI 26 has been a student-led initiative, teachers have played a crucial role in bridging gaps between academic and career pathways.

Statement of the Problem

The focus of PI 26 has been to allow students to make connections between their career development and academic rigor. After the pilot year of ACP, academic teachers identified a lack of understanding about student career development and teachers’ roles in the Academic and Career Planning process. As a result, academic teachers felt they might lack the skills and resources to deliver career development through their curriculum.

Purpose of the Study

The purpose of this study was to identify an academic teacher's understanding of career development, and what steps academic teachers used to incorporate career development into their curriculum. This study examined the professional development that teachers received and how it supported their growth for incorporating career-related instruction within the classroom. More specifically, this study addressed the following questions:

1. What do academic teachers understand regarding the requirements of ACP?
2. What support and professional development are beneficial for academic teachers to be able to incorporate ACP?
3. How are academic teachers meeting the ACP requirements within the classroom?

Significance of the Study

With the traditional role of career development coming from guidance counselors and career and technical educators (CTE), many teachers did not understand the role of career development or how to successfully incorporate it into their curriculum. Through ACP, the focus was to take career exploration and move beyond the conversations students had with counselors and to expand it into the academic classroom. Incorporating career exploration into the curriculum would help students make real-world connections between their learning and their career goals (WI DPI, 2016c). This study examined teachers' understandings of career development for students and the professional development used in supporting teachers' growth and understanding of the students' career planning process. The data identified gaps in teacher understanding and indicated steps the ACP team could take to improve the services provided for teachers. This study also delivered the first data analysis of the ACP process and provided examination of teacher implementation after the first year.

Limitations

The sample population was composed of educators within the Osseo-Fairchild Senior High School. While Academic and Career Planning was a statewide initiative, the perceptions and understandings of career guidance and the roles educators play in this process was limited to this district. Professional development questions were specific to the Osseo-Fairchild School District and results did not represent teacher understanding of career development in other school districts.

Definition of Terms

The following terminology, while familiar to many in education, is referred to in the study based on the following definitions:

Career and technical education. Educational programs that “provide students of all ages with the academic and technical skills, knowledge and training necessary to succeed in future career and to become lifelong learners” (Advance CTE, 2018, para. 1).

Career guidance. “It is a comprehensive, developmental program designed to assist individuals in making and implementing informed educational and occupational choices. A career guidance and counseling program can develop an individual's competencies in self-knowledge, educational and occupational exploration, and career planning” (U.S. Department of Education, 2014, para. 1).

Methodology

For data collection, the Osseo-Fairchild middle and high school staff served as the sample population. A survey questionnaire was used for data collection, and the role of the researcher was to administer the sampling material in addition to the collection and analyzation of the findings.

Chapter II: Literature Review

Every school in the state of Wisconsin will be required to participate in the Academic and Career Planning (ACP) program by the 2017-2018 school year, linking career development to specific content areas and addressed by every teacher. The purpose of this study is to identify academic teachers' understandings of career development, and what steps academic teachers have used to incorporate career development into their curriculum. This study will examine the professional development that teachers undergo and how it supports their growth in incorporating career-related instruction within the classroom. The following literature review examines the theories of career guidance and development along with the history of career planning in Wisconsin and the role professional development plays in preparing educators for each student's career planning process.

History of Career Planning in Wisconsin

The transition from secondary school to career pathways after graduation has been the goal for educational institutions for many years (Evers, 2012). Secondary career guidance for students has been the foundation for the concept of career development, particularly in secondary schools, and has become one of the main locations for students to learn about career development (Patton & McMahon, 2014). Beginning in 1981, the Parker Project was a combined initiative between Wisconsin's Department of Public Instruction and the Parker Fund to make career and technical education more relevant within secondary education (Industrial Commission of Wisconsin [ICW], 1985). As a result, Wisconsin policymakers became concerned that students were failing to make successful transitions after graduation (WI DPI, 2016a). From there, the Education for Employment initiative was established. The Parker Project was implemented in three phases: Phase 1 assessed secondary schools' abilities to meet the needs of

industry, student, society, and any future needs; Phase 2 defined the skills and career services necessary for students post-graduation; Phase 3 implemented Education for Employment including elements such as career exploration, contemporary vocational education programs, employability skills, and school-supervised work experiences (WI DPI, 2003).

The purpose of Education for Employment was to ensure that students were provided an education related to the technical skills, soft skills, and knowledge required for employment, regardless of their career pathway (WI DPI, 2016b). The Wisconsin Department of Public Instruction (2003) stated that depending upon the grade level, a school district must provide the following services through the education for employment program:

- Career awareness, exploration, and planning opportunities;
- School-supervised work-based learning experiences;
- Instruction in employability skills, including work behaviors;
- Practical application of academic skills and applied technologies;
- Study of the practical application of economics and American economic institutions and entrepreneurship;
- Access to career and technical education programs based on labor market information and student needs (p. 1).

According to the Cooperative Education Service Agency (CESA) 10 (2017), Education for Employment began "as early as kindergarten and is infused throughout the K -12 curricula...the rule [PI 26] was changed to align the Education for Employment requirements with vocational/technical activities and programs currently being developed and implemented by public school districts" (p. 1). However, since the start of Education for Employment, there have been struggles to find a balance between academic traits learned and applying these traits to the

workforce (Perry, Wallace, Hynes, & Hirsch, 2012), especially a workforce that is constantly changing. The academic and career planning initiative is not the first revision to be made to PI26. In 2003, amendments were made requiring schools to designate faculty to oversee the Education for Employment program and schools had to define career programs (advanced placement, career planning, transcribed credit, and advanced standing) so that the career development components were linked at all education levels (WI DPI, 2003).

The Parker Project and the followup Education for Employment were established as a means of prioritizing career and technical education courses by helping schools network with state business and industry to develop curriculum and learning activities that were relevant to the skills students would need when entering the workforce after graduation (ICW, 1985). The Education for Employment resource guide (WI DPI, 2003) explains the role of counselors and teachers, stating that school counselors should:

...provide a solid framework for K-12 career exploration, planning, and decision making through a framework systematically and comprehensively that stresses developmental stages of career guidance (awareness at the elementary level, exploration at the middle school grade level, and planning and preparation at the high school level). (p. 12)

The guide also examines the role of teachers, specifically career and technical education teachers as:

...programs that place an emphasis on rigorous academics as well as technical skill building through curriculum and programs that build students critical skills of the workplace, such as the ability to listen, solve problems, and interact with co-workers as effective team members; skills that all students should master

whether they are going directly to a career or on to further their education before a career. (WI DPI, 2003, p. 15)

Curriculum for CTE courses provides students the education to ensure that they are proficient, both academically and technical skill sets, to enter either the workforce or postsecondary education (Barabasch & Rauner, 2012). The collaboration of the counselor and CTE staff has helped to create opportunities for students to obtain skill training while applying their academics first hand (DPI, 2017) through the promotion of past models (school-to-work, apprenticeships, and work-based learning, etc.) and newer concepts such as transcribed credits, dual enrollment, and Advanced Placement courses.

Through Education for Employment programs, it was recommended for schools to incorporate business and industry connections into the CTE course, but it was not required; it was also recommended to build partnerships with teachers who did not fall under CTE classification, but again, was not required (WI DPI, 2003).

From the legislative revisions made to PI26, the following was outlined under Education for Employment addressing Academic and Career Planning:

- (a)** Ensure that, beginning in the 2017-18 school year, every school board is providing academic and career planning services to pupils enrolled in grades 6 to 12 in the school district.
- (b)** Procure, install, and maintain information technology, including computer software, to be used statewide by school districts to provide academic and career planning services to pupils in grades 6 to 12.
- (c)** Provide guidance, training, and technical assistance to school districts and school district staff, including teachers and counselors, on how to implement

model academic and career plans, including training and technical assistance that is necessary to implement the information technology under par. (Wis. Stat. § 35.18 (1) (b), 2015)

The Education for Employment program, was a K-12 initiative developed at the district level with voluntary participation. ACP, however, is required of every student in grades 6 – 12 (WI DPI, 2016a). From the requirements outlined, Wisconsin’s Department of Public Instruction (WI DPI) has provided resources for schools as an aid in the implementation of PI26. Wisconsin requires that school counselors aid students in identifying postsecondary goals and aligning them with their current school curriculum (WI DPI, 2016c). The alignment of postsecondary and current school goals aids students in creating an academic plan that supports future career plans (Anctil, Smith, Schenck, & Dahir, 2012). The E4E programs already in place may be used in guiding the development of the ACP process on developing curriculum and resources, and according to the Wisconsin Department of Public Instruction (WI DPI, 2016c) schools can use the

...state-adopted Wisconsin Comprehensive School Counseling Model, although not mandated for school districts, [which] may be useful for setting accountability goals and developing or identifying standards-aligned curricula. In addition to professional development and implementation tools, a self-evaluative assessment and crosswalk chart will be developed during the course of the ACP project to aid districts in the development, implementation, and refinement (p. 1)

of the ACP process.

According to Patton and McMahon (2014), however, career guidance and development primarily happens at the secondary level, leaving a void at the primary levels for beginning the

career exploration process. Career development and guidance has been resisted by some parents who mistake the guidance for vocational education and that the student is preparing to enter directly into the workforce after high school rather than attend college (Schenck et al., 2012). Often, career development is viewed as an extra-curricular event that takes time away from the academic curriculum which is deemed more important and is assessable (Patton & McMahon, 2014).

Theories of Career Development

Entering today's workforce, whether from high school or college, requires more effort, greater self-knowledge, and more confidence (Savickas, 2012). This is done through in-depth career activities that help students identify their interests and map out pathways to allow them to tailor their classes towards a future career in high school (WI DPI, 2017). To understand how career development impacts a student, there must first be a good foundation for what career development is and why it is important. The career development process is defined as

...a systematic, sequential, integrated, coordinated opportunity for the connections between education, work, and career. Career education starts at an early age...extends with formal and informal education throughout the lifetime, and occurs as a result of the collaboration of all parts of the community. (Hoyt & Wickwire, 2001, p. 242)

Within secondary education, the objective of career development is to help students develop a work identity (Pennsylvania Department of Education, 2017). Today's educational and guidance systems rely on the ability to teach students how to adapt to a rapidly changing economy (Athanasou & Esbroeck, 2008). Due to a variety of career theories addressing career development it is difficult for teachers and counselors to know which theory will work best,

because none offer a specific guide or outline for providing career development to students (Beale, 2001). Teachers and counselors want career development to be relevant for today's workforce so students are adequately prepared upon graduation (Athanasou & Esbroeck, 2008).

Career development theories serve as a guide for teachers and counselors to provide different activities that educate students on various career fields (Ireh, 1999). Counselors and teachers use career guidance theories to convert complex vocational behaviors into easy-to-understand concepts; "these simplified concepts can then be used as a schema to aid counselors in specific student guidance" (Sampson, Dozier, & Colvin, 2011, p. 327). Through the academic and career planning process, students will develop their own plan for postsecondary success by gaining knowledge about themselves, then researching careers that interest them and participating in classes that explore those careers with counselors and teachers (Wisconsin Department of Public Instruction, 2017). Applying career guidance theory into practice is seen as an essential component for practitioners when working with students (Sampson, Dozier, & Colvin, 2011).

Career development in the "21st century is responding to challenges from three key issues – the need for integration or convergence of theories, the importance of including other fields in this integration, and the influence of constructivism and social constructionism" (Patton & McMahon, 2014, p. 10). Constructivism is defined as a theory of how people learn through experiences and their reflections on those experiences (Educational Broadcasting Corporation, 2004). According to the International Handbook on Career Guidance, there have been five Constructivist theories that have had significant impacts on the field of career development. They are:

1. Theory of Work-Adjustment

2. Holland's Theory of Vocational Personalities in Work Environment
3. Self-concept Theory of Career Development formulated by Super
4. Gottfredson's Theory of Circumscription and Compromise
5. Social Cognitive Career Theory (Athanasou & Esbroeck, 2008, p. 19)

The confidence for teachers and counselors to select a career theory comes from an understanding of what each theory offers.

The Theory of Work-Adjustment examines the relationship between an individual and the work environment; originally developed as a guide for research in vocational psychology (University of Minnesota – Twin Cities, 2017). The Theory of Work Adjustment states that “the more closely a person’s abilities (skills, knowledge, experience, attitude, behaviors, etc.) correspond with the requirements of the role or the organization, the more likely it is that they will perform the job well and be perceived as satisfactory by the employer” (University of London, 2009a, p. 1). The Theory of Work Adjustment theory examines satisfaction by two main components:

- Satisfaction: being satisfied with the work an individual is doing.
- Satisfactoriness: employer’s satisfaction with the individual’s performance.

(Dominguez, 2012)

Theory of Work Adjustment examines career development through the satisfaction one gets from the work they do and the relationship of the individual to their environment while providing tools to help students address career specific questions (Athanasou & Esbroeck, 2008).

Holland’s Theory of Vocational Personalities is different in the respect that it helps “people search for environments where they can use their skills and abilities and express their values and attitudes” (Career Keys, 2017, para. 7). This theory examines a student’s career

choices to determine whether they “are likely to lead to job success and satisfaction, in addition to exploring other human actions (such as success and satisfaction in school) and is the best known and most widely used theory by career counselors” (Northeastern Educational Television of Ohio, 2011, para. 1). Holland identified six dimensions of work environments to help log data about one’s self (interests and values) and created his six personality types, defined as:

1. Realistic- enjoy activities requiring strength, is aggressive, and is unsociable
2. Investigative- task oriented and thinks through problems
3. Social- prefers teaching or therapeutic roles
4. Conventional- performs structured, subordinate roles, achieving goals through conformity
5. Enterprising- prefers verbal skills in situations which provide opportunities for dominating. (Ireh, 1999, p. 33)

The six personality types offer an easy classification for career interest related to one’s environment (Athanasou & Esbroeck, 2008).

The Self-concept Theory of Career Development takes a different approach and looks at “the relationship of self-concept and career choice and how self-concept develops and becomes more realistic which lead to a more realistic career path” (Pennsylvania Department of Education, 2017, p. 1). Super’s theory examines the self-concept and how individuals view themselves with respect to their current situation (Ireh, 1999). The Self-concept Theory is broken into five stages: disengagement, establishment, exploration, growth, and management (Athanasou & Esbroeck, 2008). The International Handbook on Career Guidance (2008) states that individuals have to manage career development tasks throughout each stage that are socially acceptable for them for their age range. According to Super, career development is a lifelong

process that changes over time as an individual's self-concept develops (Careers New Zealand, 2012).

Gottfredson presented the Theory of Circumscription and Compromise which examines how career interests develop in students (University of London, 2009b). The circumscription theory “looks at the development of the cognitive process whereas the compromise theory predicts elements that internalize at an early age” (Hesketh, Elmslie, & Kaldor, 1990, p. 49). Gottfredson’s theory states the career selection is a process that requires high cognitive proficiency levels, progressing as we grow and develop (Athanasou & Esbroeck, 2008). The ideas of circumscription and compromise “assumes that individuals build a cognitive map of occupations by picking up occupational stereotypes from those around us, they begin to decide which occupations are acceptable and which are unacceptable” (University of London, 2009b, p. 1). The individual is still influential in shaping their own environment, making the career development process a self-creation process where individuals identify areas that they can explore within their environment (Athanasou & Esbroeck, 2008).

The last of the big theories is Social Cognitive Career Theory. Lent and Brown (2006) state that the Social Cognitive Theory looks to...

...address the role of background variables, self-efficacy, and outcome expectations in the development of vocational interest, career choice, and work performance, and it has recently been extended to both work and educational satisfaction. (p. 238)

This theory is broken into three segmental, yet interlocking models that look at the development of academic interests, how a student makes career choices, and career performance and tasks (Athanasou & Esbroeck, 2008). The three core variables that the theory is centered on are

personal goals, individual self-efficacy, and expectations (Imel, 1986). The theory states that higher cognitive abilities and developed skills in individuals will result in a better performance in school and work compared to those with no skills or less developed skills and low cognitive abilities (Lent & Brown, 2006).

Career development is a combination of internal and external factors where career preferences, self-image, and skills change with time and experience (Ireh, 1999). To aid students in developing these skills, comprehensive theories have been developed to guide career development practitioners (Athanasou & Esbroeck, 2008). Career guidance counselors typically utilize more than one theory when working with students (Sampson, Dozier, & Colvin, 2011) and setting career goals. For the implementation of Wisconsin's academic and career planning initiative no one specific career theory will be used, but rather, a blend of theories and practices that fit the counselors' strengths and school environment (ACP in Wisconsin, 2016).

Collectively, teachers and counselors will implement career development activities that are shared throughout the school (Solberg, 2017). The ultimate goal of every career development theory is to give the student an overview of the principles and concepts related to their career path (Ireh, 1999).

Roles for Career Guidance in Secondary Education

With the globalization of today's economy and the complexity of career decision making growing, traditional approaches to career development need to be evaluated (Feller, 2003).

Through Wisconsin's academic and career planning initiative, career development is designed to be a shared responsibility between counselors, teachers, students, parents, and community (WI DPI, 2016c). Through PI26, Wisconsin is looking to extend the responsibility of career guidance practitioners from traditional counselor interventions into a role all academic teachers will play,

connecting student's coursework with the educational preparation needed to help the student meet the academic planning goals they have set (Governor's Council on College and Workforce Readiness, 2012). This section will examine the roles of counselors and teachers in the career development process along with the implications for student career decisions through integrated school support.

Within the last thirty years, the practice of school counseling has gone from a reactive service to a proactive service, collaborating with school staff to help students with social, personal, and academic growth (Dahir, 2009). Career development is a process achieved throughout an individual's lifetime and a counselor's role is to ready individuals for a lifetime of career development – starting with life and work roles at home and expanding through multiple life/work roles over a lifespan (Hansen, 2000). For the school counselor, one of the important pieces of an academic career plan is individual goal setting. The goal of individual career planning is to “provide all students with guidance and counseling activities to assist them to plan for and then monitor and manage their personal-social, academic, and career development...developing life career plans consistent with their personal-social, academic, and career goals” (Athanasou & Esbroeck, 2008. p. 257). For the counselor, the entire career development process is done to empower students with the confidence to trust their decision-making abilities and, enable them to make well-informed choices for themselves (Psychology School Guide, 2017).

In today's schools, however, many counselors are not equipped with the necessary resources to guide students and have duties unrelated to that of a school counselor, such as coordinating data entry for students and performing the disciplinary action (American School Counselor Association, 2016). A study on Professional School Counselors' Career Development

Practices and Continuing Education Needs found that the average ratio of students to the counselor was 460:1 (Anctil, Smith, Schenck, & Dahir, 2012). In that study, many young adults (juniors and seniors) reported their counselors were fair to poor in providing guidance on career planning. Osborn and Baggerly (2004) indicated that a school counselor spends a majority of time addressing social and personal issues compared to that of the time allotted for career planning. According to Anctil, Smith, Schenck, and Dahir (2012), they found 70% of counseling professionals stated that career planning was a moderate to low priority during the day within their institution.

Counselors need continued training and support to help expose students to various career development opportunities. By collaborating with all educators, they can help ensure that the best career instructional methods are used (Dahir, 2009). While today's career development practitioners are equipped with a vast skill set to provide basic career guidance, there is limited access to skill requirements and career facts of today's rapidly changing workforce (Schmidt, Hardinge, & Rokutani, 2012). Due to this limited access, counselors are turning to teachers to help fill voids and expand career development for students.

Teachers are in a good position to link their instruction inside the classroom to the world of work and occupational choices for students. This means that every teacher serves as a career educator from career awareness and exploration to specific student plans (Glaze, 2016). Counselors are trained to assist students with career assessment tools and their interpretation along with providing an overview for possible postsecondary options supporting a student's career plan (Chandler & Hott, 1985) whereas teachers can engage students in career-related activities that support or enhance their career development (Imel, 1986). Teachers provide additional activities that allow students to explore career pathways and develop career interests

(Cramer & Herr, 1979). Teachers support the career development process through instructional activities and serve as a network for further career exploration via their connections with postsecondary and business affiliates in addition to bridging gaps between general education and career and technical education courses, linking general education activities to specific vocational and occupational activities (Imel, 1986). Teachers also help fill the gaps in career education by collaborating with counseling services and industry within a community (Imel, 1986). Career-related coursework takes a developmental approach to career development, gradually building students' knowledge and skills, presenting more complex information and decision making strategies as the class progresses (Hughes & Karp, 2004).

While career development continues to play an increasingly important role for secondary education, the issue becomes how to present the information to the students while increasing the awareness for all members of an educational institution (Schmidli, 2001). Some teacher's worry that high school is too early to make detailed career plans, but it is actually a very beneficial time for students to begin assessing their strengths and exploring options that support their interests and abilities (Rosenbaum & Person, 2003). For teachers, a resource used in developing career-related curriculum is the various career clusters. Using the career clusters as a model develops a link between general education and career and technical education courses while ensuring they align to academic and technical skills required for postsecondary education and today's workforce (Schmidli, 2001).

Wisconsin's Department of Public Instruction (2017) defines career clusters as a "broad occupational grouping that serves as an organizational tool, categorizing common knowledge and skill sets...blending rigorous academic and technical preparation" (p. 1) and career development. Career clusters support general academic in addition to career and technical

education coursework in a synchronized, non-duplicated system (WI DPI, 2017). Organizing schools around career clusters provide the structure that supports and sustains secondary to postsecondary transitions (Schmidli, 2001).

This means that for the teacher, career development activities must be linked to their main role as a facilitator of instruction and, in turn, build off their content knowledge to further student exposure to various careers related to their content area (Imel, 1986). Students benefit, technically and academically, from participating in classes that offer career-related instruction they “increase both their career decision-making and vocational skills self-efficacy and confidence to make career-related decisions and perform career-related tasks” (Hughes & Karp, 2004, p. 24).

From classroom interactions, students build relationships with their teachers and in turn feel comfortable addressing concerns about future careers. Likewise, teachers’ knowledge regarding their content area provides helpful insight in providing career guidance (Imel, 1986). The career development that best supports student growth comes from the collaboration between teachers and counselors (Schmidli, 2001). However, the impact of career development for the student must also be examined.

The previous literature suggested that students are benefited most when there is collaboration between academics and counseling services. The National Center for Educational Statistics (2013) found that students who have a blended coursework in general education and career and technical education course, along with counselor interventions, show positive relationships with academic outcomes. An Association for Career and Technical Education (2008) analysis found that just over half of high school students who were surveyed reported having no beneficial advising (meaning clear guidance on the career pathway) from school.

In a study by Paa and McWhirter (2000), they examined the impacts of teachers and counselors on career guidance for high school students for the information giving (on career guidance) and support of decisions. From the 464 students surveyed, only 56% of students claimed to be supported in their career decisions by male teachers and 80% by female teachers. By support, the authors mean that career plans were outlined to best prepare a student. Guidance counselors were viewed as supportive by 58% of the students (Paa & McWhirter, 2000).

The study also looked at the career-specific information obtained from teachers and counselors and the impact it had on career decisions. Male teachers provided detailed career information according to 55% of the students, whereas 73% of students said female teachers provided detailed information. Guidance counselors were only viewed as providing detailed career information by 62% of the population (Paa & McWhirter, 2000). While the study goes on to examine other factors that impact career decisions, such as parents and friends, students indicated that over half of the population looks at teacher and counselors as influential factors for their career development. Within the school, the counselors' and teachers' responsibilities are to aid the student as a "facilitator of their own academic development, personal and social growth, and career exploration" (Athanasou & Esbroeck, 2008, p. 253). Understanding the role the education system plays in career development starts with professional development for both counselors and academic staff (Schmidt, Hardinge, & Rokutani, 2012).

Educator Professional Development on Career Development

The National Education Association (2017) defines professional development as a process for educators to learn and improve skills that impact their performance as a teacher. Professional development is a key component in providing teachers, counselors, administrators, and support staff with opportunities to improve their professional knowledge, competence, skill,

and effectiveness (Great Schools Partnership, 2014). Recent studies on the training required for career development were found to be insufficient to the expectations of many practitioners specific to career development (Patton & McMahon, 2014).

Broad aspects of professional development in career development include life planning, guidance programs/activities, counseling techniques, identifying career information, and curriculum planning (Career Guidance Section, 2014). Schools then refine the professional development process to evaluate career development specific to their institution to determine what works best for disseminating both classroom and counseling activities (Feller, 2003). A lack of structure would imply that students are unaware of the requirements to enter a particular field and the courses in school that would best prepare them for that pathway. Teachers and counselors need continued growth and support to implement meaningful career development activities for students and access to activities that provide the most leverage in assuring student success (Dykeman et al., 2003).

In-depth career guidance is led by the school counselor but is only successful with the help from many qualified teachers that can guide students with current information (Association for Career and Technical Education, 2008). In education, staying relevant and up-to-date with skills and training for students to be successful is done through professional development. Professional development for career development should include the understanding of career theories and strategies, self-exploration activities, application of employment-related knowledge, and curriculum development addressing theories/strategies along with implementation and evaluation practices (Career Guidance Section, 2014). Continued growth and learning is key to the training of career development activities and practices (Patton & McMahon, 2014). A study by the Institute of Education Sciences (2016), found that professional development programs can

support the development of teacher knowledge with noticeable growth within one year of implementing a content focused program. The National Center for Education Statistics (2013) reported that 9.4% of teachers indicated a strong desire to have more professional development related to the training of career guidance for students.

Professional development also plays a critical role in Wisconsin's implementation of the academic and career planning initiative. A study done by the Wisconsin Evaluation Collaborative (2016) of the ACP pilot program found that many schools addressed the need for professional development supporting the implementation, training, and advancement of PI26. The evaluation indicated that one of the most frequently reported challenges was sufficient time (80%) for teacher training. When legislators were developing the PI26 initiative, they too saw the need for professional development to ensure counselors were fluent in postsecondary expectations and training staff to help them develop skills and curriculum that promote individualized career plans while making connections to course content. The subcommittee working with DPI recommended that professional development, specific to each school district, be implemented to train and engage all school personnel on ACP (Governor's Council on College and Workforce Readiness, 2012).

From the pilot year evaluation, schools indicated that the most effective way to implement and maintain a uniform ACP service to all students is to have a dedicated time in the school schedule (at every grade level involved) to meet with peers, instructors, and update portfolios (Wisconsin Evaluation Collaborative, 2016). Pilot year feedback and state planning both stressed the need for professional development, for both counselors and teachers. This professional development would support understanding of career pathways and individualized career plans that can be matched with the curriculum.

Summary

Wisconsin has a rich history of career development within secondary education, starting with the development of the Parker Project, to the implantation of Education for Employment, to the revisions leading to the creation of Academic and Career Planning (ACP). Literature suggests that teachers have, to a certain extent, incorporated career development into the curriculum. From this, research questions were created to determine if career activities were present in the classroom today and what types of career assessments were being done. Traditional guidance and career and technical education programs worked together to provide students a wide spectrum of career development activities such as school-supervised work-based learning programs, career exploration, and access to career and technical education courses.

To help guide the career development process, counselors rely on the theories of career guidance for developing activities and programs to introduce and map career goals for students. Counselors do not rely on one specific theory, but rather pull aspects from all theories on their own confidence with the theory and the student's needs. Career development has, in the past, consisted of two parts: the career planning done with the counselor and skills learned through CTE courses. Career development literature supported the development of research questions that investigated teacher knowledge on career theory and development of students.

Results from the ACP evaluation suggested problems with the professional development for teachers which led to teachers being selected as the sample population for this study. The pilot year study analysis helped develop questions that examined the ACP professional development process to determine teacher perspectives of its effectiveness and identify potential gaps in the service provided. Professional development opportunities can help support the development of career education into teachers' curriculum.

Chapter III: Methodology

By the start of the 2017-2018 school year, every secondary school in Wisconsin will be participating in the Academic and Career Planning (ACP) initiative, also known as PI26. Teachers in every content area will be required to link curriculum activities to the career standards (also referred to as the guidance standards) to help students create artifacts supporting career exploration and growth starting in sixth grade. The purpose of this study is to identify academic teachers' understanding of career development and what steps academic teachers have used to incorporate career development into the curriculum. This study will examine the professional development that teachers undergo and how it supports their growth in incorporating career-related instruction within the classroom. More specifically, this study will address the following questions:

1. What do academic teachers understand regarding the requirements of ACP?
2. What support and professional development are beneficial for academic teachers to incorporate ACP?
3. How are academic teachers meeting the ACP requirements within the classroom?

Research Design

This study identified teacher perceptions on the professional development provided in regards to the ACP initiative. The research gathered for this quantitative study was used to evaluate teachers understanding of career development and the effectiveness of professional development training that was provided for ACP. The dependent variable for the study was teacher perceptions, while the independent variable was professional development provided for academic and career planning.

Subject Selection and Description

The staff at Osseo-Fairchild Middle and High School served as the sample population for the study at the school located in Osseo, Wisconsin, a rural community with a population of approximately 1500. Students from Fairchild, another rural community with a population of approximately 500, also attended grade K-12 in Osseo. Of the middle and high school students, 35% qualified for free and reduced lunch and 15% possessed a documented disability.

Since the Academic and Career Planning implementation was required within every content area, all teachers were utilized to provide adequate data collection, with exception to the teachers who served on the ACP committee. The sample population included 13 middle school teachers and 21 high school teachers.

Instrumentation

A survey was used to gather data regarding teachers understanding of career development and implementation of ACP. An electronic survey was done instead of an interview due to time constraints of participants' availability and the survey was chosen as the most efficient way to gather the necessary data from the sample population. This was a descriptive study completed using a survey with Likert scale items. Descriptive statistics were analyzed, including frequency, mean, standard deviation, and percentage of responses to each question. The questions used in the survey were developed by the researcher based on the research questions, findings from the literature review and data from the ACP pilot year. Administration of the survey took place mid-year, after all had completed formal introduction to ACP during professional development time. It was assumed that the entire sample was aware of the ACP process and career development from attending various staff trainings and meetings prior to the start of the school year and throughout the previous school year. Educators hired for the current school year (who were not

employed with the district for the ACP pilot year) were provided new-teacher training in August regarding the Osseo-Fairchild district's ACP plan along with an overview of the initiative.

An electronic survey was conducted using the Qualtrics survey tool provided by the University of Wisconsin - Stout. The electronic survey tool allowed for the easier distribution of the survey rather than print copies and provided data already compiled within Qualtrics. The surveys were sent via emailed links to all participants through the Osseo-Fairchild district email account. The districts email account was used to avoid errors when entering participant addresses and saved time as participants were already in the districts email service.

Respondents used a five-point Likert scale, ranking their responses from strongly disagree, disagree, do not know, agree, and strongly agree. The Likert scale permitted participants to answer with a degree of agreement or disagreement. The Likert scale also accommodated neutral or undecided feelings. The survey instrument was divided into three sections that aligned with the research questions, including:

1. What do academic teachers understand regarding the requirements of ACP?
2. What support and professional development are beneficial for academic teachers to incorporate ACP?
3. How are academic teachers meeting the ACP requirements within the classroom?

The survey also provided a comment section at the end to allow teachers the option to explain the methods they used for incorporating career development into the current curriculum.

Data Collection Procedures

The following steps were used for the data gathering process:

1. Obtained permission to speak at the weekly staff meeting and was placed on the agenda.

2. Informed staff about the survey during the weekly staff meeting before administering the survey with informed consent information.
3. Teachers were blind carbon copied and emailed a link to the online survey tool, Qualtrics.
4. Following the link provided, the survey tools walked the user through the questions.
5. One week after initial launch, a reminder email, with the link attached, was sent out again to remind any teachers who may have forgotten or accidentally deleted the previous email.
6. Completed surveys were compiled through the Qualtrics tool for later evaluation and analysis.

Data Analysis

Collected data was used to examine the effectiveness of staff professional development for preparing teachers on linking curriculum with the ACP goals. The independent variable in the study was teacher perceptions. The dependent variable in the study was professional development provided for academic and career planning. Descriptive statistics including frequency, mean, standard deviation, and percentage of all Likert questions were calculated. Data determined teacher understanding of the ACP program and examined whether teachers found the ACP professional development opportunities to be helpful. Descriptive statistics were analyzed to investigate how teachers incorporated ACP within the classroom.

Limitations

From the sample population, the only staff members who did not participate in the survey were those serving on the ACP committee, including: the high school guidance counselor, middle school counselor, middle/high school marketing teacher, middle/high school business

teacher, and the technology engineering teacher. Weaknesses of the study included the sample population. While the entire staff at the middle and high school was involved with the study, the sample population was small and the data only reflected the findings for the Osseo-Fairchild district, whereas the ACP initiative was a statewide venture. The findings from the study only reflected teacher input from this school and were not an overall reflection of ACP throughout Wisconsin.

Chapter IV: Findings

The purpose of this study was to analyze teachers' understanding of career development relating to the implementation of the Academic and Career Planning (ACP) initiative (PI26).

This study analyzed how teachers incorporate career development into their curriculum and the professional development used to support the understanding of career development and the ACP process. The research questions investigated were as follows:

1. What do academic teachers understand regarding the requirements of ACP?
2. What support and professional development are beneficial for academic teachers to be able to incorporate ACP?
3. How are academic teachers meeting the ACP requirements within the classroom?

This chapter will examine the demographics of the survey population and the findings for each of the research questions.

Demographics

Teachers at the Osseo-Fairchild school district, middle school, and high school levels, were surveyed and a total of 32 surveys were emailed out with an anonymous link. From the 32 surveys sent, 27 were completed and submitted for an 84% return rate. Teachers could elect not to respond to a specific question throughout the study. From the responses, 51.85% were male and 48.15% were female. Table 1 identifies the age of the sample population and Table 2 identifies the number of years they have been teaching.

Table 1

Age of Participants (n = 27)

Age of Population	<i>n</i>	%
22 - 28	4	14.82%
29 - 35	6	22.22%
36 - 43	3	11.11%
44 - 50	5	18.52%
Over 50	9	33.33%

Of the respondents, approximately one third were 35 or younger whereas another third of the population was over 50.

Table 2

Years of Teaching Experience for Participants (n = 27)

Years of teaching experience	<i>n</i>	%
< 1	0	0.00%
1 - 5	6	22.22%
6 - 10	3	11.11%
11 - 20	10	37.04%
21 +	8	29.63%

The data indicated that 66.67% of the population had over ten years of teaching experience.

Classes were based on an eight-period day, factoring one hour of prep time. Many participants within the district were shared, meaning they taught classes for both middle school and high school students. Due to both middle school and high school teachers being surveyed, an

analysis was done on the courses taught at each level. Table 3 represents the percentage of courses taught to middle school and high school students by the sample population.

Table 3

Courses Taught at the Middle School and High School Level (n = 27)

Classes taught a day	Middle School Level	High School Level
0	37.04%	18.52%
1	7.41%	7.41%
2	11.11%	0.00%
3	29.63%	11.11%
4	7.41%	14.81%
5	3.70%	3.70%
6	0.00%	29.63%
7	3.70%	14.81%

From the 27 responses, 48.15% the population taught 1 – 3 middle school classes a day compared to 48.14% of the population indicating that they taught 5 – 7 high school classes a day. Due to scheduling at the middle school level, core classes such as reading and math were taught in a block schedule format, meaning that a student would have math either period 1 and 2, 3 and 4, or 5 and 6. Through that schedule, a middle school teacher would teach three classes a day, while a high school teacher might teach six classes a day. The middle school core classes used a block schedule, and no block scheduling was used at the high school level.

For each research question participants were given five statements from which they would rank their opinion on the statement using a Likert scale ranging from strongly disagree, disagree, neither agree or disagree, agree, and strongly agree. In addition to the Likert scale, participants were provided a short-answer response question and space to type a response.

Research Question 1: What do Academic Teachers Understand Regarding the Requirements of ACP?

The first research question was used to determine what each teacher's understanding was regarding the implementation of ACP in their individual classrooms. The statements used for this research question can be found in Appendix C, statements 1 – 5. Table 4 shows the findings of teacher understanding regarding ACP.

Table 4

Teacher Understanding of ACP (n = 27)

Statement	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
1. I understand the purpose of the Academic and Career Planning (ACP) initiative.	7.41%	3.70%	7.41%	41.94%	33.33%
2. I know my school's ACP goal.	18.52%	25.93%	14.81%	29.63%	11.11%
3. I know the expectations of me as an educator in the ACP process.	14.81%	25.93%	18.52%	29.63%	11.11%
4. My curriculum contains career applications related to my content area.	11.11%	0.00%	22.22%	40.74%	25.93%
5. I understand the importance of career development for students.	7.41%	3.70%	0.00%	29.63%	59.26%

The results indicated that 75.27% agreed they understood the purpose of the ACP initiative, however, 44.45% of the population did not know what the ACP goal was for the school district. Regarding the role teachers play in the ACP process, 40.74% were unsure of the expectations of them while 40.74% did know the expectations of them throughout this process. Of the respondents, 88.89% agreed with understanding the importance of career development but only 66.67% could identify as having career development curriculum relating to their content area.

The short-answer response to this research question focused on identifying which online resource provided through the school district webpage was most beneficial for teachers in the

understanding of the ACP goals, role, and timelines. The short-answer question was responded to by only 12 (44.44%) of the sample. Of those respondents, four were unaware of ACP resource through the school webpage, answering with a “none” or “not sure” response. One participant commented that they did not “know we had any ACP resource until [they] searched the website.” One participant indicated that information relating to Career Cruising was beneficial in implementation within the classroom. The remaining seven participants commented on resources that have helped but were not found through the ACP portal on the district's webpage. One participant commented that "initial conversations with ACP advisors" was helpful and another stated that "periodic and brief email updates" were beneficial as well.

Research Question 2: What Support and Professional Development are Beneficial for Academic Teachers to be able to Incorporate ACP?

The second research question was to examine the support services and professional developments opportunities provided to teachers and the effect they had on the incorporation of ACP within the classroom. The statements used for this research question can be found in Appendix C, statements 6 – 10. Table 5 shows the responses for each statement.

Table 5

Professional Development Relating to ACP (n = 27)

Statement	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
1. Professional development provided on Academic and Career Planning has explained the role I play as a teacher in this process.	14.81%	14.81%	25.93%	37.04%	7.41%
2. I am confident in using the career cruising program to support career development in my classroom.	11.11%	33.33%	37.04%	14.81%	3.70%
3. The professional development training has helped me to better incorporate career guidance into my lesson plans.	11.11%	37.04%	25.93%	18.52%	3.70%
4. I know the community and business leaders serving on the ACP team.	37.04%	44.44%	11.11%	3.70%	3.70%
5. My schools ACP committee has reached out and provided support throughout the implementation process.	7.41%	25.93%	33.33%	29.63%	3.70%

The first statement asked participants to identify if the ACP training explained their role in the ACP process. From the participants, 44.45% agreed that training provided clarity on ACP. Regarding the technical aspect of ACP, one-third of the population did not feel confident in using Career Cruising, the ACP digital portal, whereas another third of the population was neutral on the statement. Almost half of participants, 48.15%, indicated no benefit from the professional development training on incorporating career development activities into the curriculum. Of the responses, 81.48% could not identify local business and community leaders that served on the ACP committee. Regarding how the participants viewed the support services

provided by the ACP committee the data was split. One-third of the respondents agreed with the statement, while another third disagreed, leaving the remaining participants neutral.

There were 11 (40.74%) participants who chose to respond to the short-answer questions relating to the second research topic. The short-answer response to this research question was done in two parts. Question one asked participants to identify what professional development had been most beneficial. Eleven participants responded to this question. Four participants commented on having no professional development or having it so long ago that they “do not remember much.” The remaining seven indicated that inservice instruction was most helpful; two of these responses commented specifically on the “introduction on how to use Career Cruising and explaining ACP goals” for the staff and students.

The second question asked what improvements they would recommend to school leaders who were planning future professional development. Eleven participants also responded to this question. Four responses indicated that more professional development was needed. One stated that “more information” was needed while another stated that “more professional development in general and a demonstration of using Career Cruising again” would be beneficial. Another response suggested “some type of communication from the ACP committee regarding what is being done and/or group discussion of how each teacher is incorporating career planning into their curriculum.” Three responses addressed the need for more structure in the professional development for teachers, one stating that it should be done “in a structured manner and provide follow-up” for staff while another said “much more clarification on the bigger picture” of ACP was needed and their understanding of it was “vague.” One respondent indicated “none” for recommended improvements. One participant did suggest “reinstatement of the careers course students once took during their sophomore year” of school.

Research Question 3: How are Academic Teachers Meeting the ACP Requirements Within the Classroom?

The last research question focused on finding how teachers met the requirements of ACP in their classroom. The statements used for this research question can be found in Appendix C, statements 11 – 15. Table 6 shows the response for each statement.

Table 6

Classroom Implementation of Career Exploration (n = 27)

Statement	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
1. I have developed career related artifacts that students' can upload to their career portfolio.	22.22%	37.04%	18.52%	11.11%	11.11%
2. I provide time in class for students' to update career portfolios.	22.22%	25.93%	29.63%	14.81%	7.41%
3. I can easily incorporate career development into my lessons and learning activities.	14.81%	11.11%	25.93%	33.33%	14.81%
4. I incorporate student's individualized learning plans and career aspirations into my teaching.	3.70%	18.52%	25.93%	33.33%	18.52%
5. I have established partnerships with local business to support career development in my curriculum (guest speakers, field trips, job shadowing, career fairs, etc.).	37.04%	14.81%	22.22%	14.81%	11.11%

Examining the classroom implementations of career exploration, 59.26% of respondents indicated that no career-related curriculum has been developed. In addition, 47.85% indicated they did not provide any class time for updating career portfolios. When asked if it was easy to

incorporate career development into learning activities 48.14% agreed with the statement. Responses also showed that 51.85% of the sample also related students' individualized career plans into learning activities. When looking at community partnerships established within the curriculum, 51.85% did not have any guest speakers, field trips, career fairs, or job shadows established.

The short-answer response to this research question was aimed at identifying any other practices teachers have used in the classroom to support academic and career planning. The short-answer question was responded to by 9 (33.33%) of the sample. Four respondents indicated that they had done no other practices specific to ACP within their classroom. One respondent explained how they tried to incorporate guest speakers from industry into their curriculum but had “negative experiences with student behavior [that they are] hesitant to bring local business back in” to their classroom. One respondent explained how they created English assignments to include skills needed to apply for jobs such as “letter writing, resume creation, letters of application/cover letter writing, college essay writing” within their curriculum. Three participants also stated that they were doing more to incorporate students into the curriculum by adapting “lessons to specific career goals of students” and “building digital portfolios of their [students] work” to upload on Career Cruising; another respondent stated that they have “contacted former students and created a binder with bios of where they are working now.”

Chapter V: Discussion, Conclusions and Recommendations

Since 1981 Wisconsin has had a rich history of career planning within public education, from the inception of the Parker Project and evolving to Education for Employment. By the start of the 2017-2018 school year, every secondary school in Wisconsin was required to participate in the new Academic and Career Planning (ACP) initiative, also known as PI26. Unlike traditional career education focused on vague career exploration, teachers in every content area were required to link curriculum activities to the career standards (also referred to as the guidance standards) to help students create artifacts supporting career exploration and growth starting in sixth grade. The purpose of this study was to identify academic teacher's understanding of career development and what steps academic teachers used to incorporate career development into the curriculum. This study examined the professional development that teachers received in addition to how it supported their growth in incorporating career-related instruction within the classroom.

The study was conducted at the Osseo-Fairchild school district and consisted of a population that represented both middle and high school level teachers. The following research questions were addressed through this study:

1. What do academic teachers understand regarding the requirements of ACP?
2. What support and professional development are beneficial for academic teachers to incorporate ACP?
3. How are academic teachers meeting the ACP requirements within the classroom?

The research was conducted with a series of statements that teachers would rank using a Likert scale in addition to a short-answer response to each research question. The research determined

teacher understanding of career development and the effectiveness of professional development training provided for ACP to date and presented in the findings for each research question.

This chapter will discuss the results regarding teacher perceptions relating to Academic and Career Planning. This chapter also includes the conclusion and recommendations for further research and future practice.

Research Question 1

Results showed that 75.27% of the sample understood the purpose of ACP but only 40.74% of the sample knew what the expectations were of them as educators through the ACP process and what the school districts ACP goal was. This tells us that there is a gap in the in teacher understanding of what they need to do within the classroom to support academic and career growth. The literature states that in-depth career guidance is led by the school counselor but is only successful with the help from many qualified teachers who can guide students with current information (Association for Career and Technical Education, 2008). This would allow teachers to engage students in career-related activities that supported or enhanced their career development (Imel, 1986).

The statements for research question one also indicated that 66.67% of participants had a curriculum that contained career applications related to their specific content area. The data indicated that career exploration was being completed at all levels within the school (grades 6-12). Data also showed that 88.89% of the sample understood the importance of career development for students. With the ACP process, the responsibility of career guidance extends beyond traditional counselor interventions into a role all teachers play. Connecting coursework with educational preparation is necessary to help all students meet the academic planning goals they have set (Governor's Council on College and Workforce Readiness, 2012).

For the short-answer question, participants were asked to identify ACP resources provided through the school webpage (through the ACP link) that have been most beneficial for them during the ACP process. Only one respondent commented on the benefits of the Career Cruising resources they used through the webpage. The remaining respondents found no support through the provided resources or were unaware that the school district had an ACP link. Results show that more time will be needed for the staff to explain their role within ACP and review the resources to support them.

Research Question 2

Survey results showed that 55.55% of respondents, either neutral or disagreeing with the statement, did not feel that ACP training explained their role as educators in the process. A study done by the Wisconsin Evaluation Collaborative (2016) of the ACP pilot year indicated that one of the most frequently reported challenges was sufficient time for teacher training (80%). From this Osseo-Fairchild study, only 18.51% of the sample felt confident in using the ACP digital portfolio (Career Cruising) whereas 75.27% of the sample identified as understanding the purpose of ACP.

Data showed 22.22% of the participants claimed that training from the ACP committee helped to incorporate more career-related items into the curriculum. However, the remaining participants were neutral or indicated no benefits to the curriculum from previous training. This data aligned with literature suggesting the most effective way to implement and maintain a uniform ACP service to all students was to have a dedicated time in the school schedule (at every grade level involved) to meet with peers, instructors, and update portfolios (Wisconsin Evaluation Collaborative, 2016). Every ACP committee within a school should consist of teachers and guidance counselors, in addition to community leaders in business and industry.

When participants from this study were asked if they knew community contacts from the ACP committee, 92.59% of respondents were unaware of any outside committee members.

The short-answer response to this review question was done in two parts. Question one asked participants to identify what professional development was most beneficial and the second questions asked for recommendations for improving future professional development. Responses indicated that professional development (inservice) time spent was helpful, while others did not remember having ACP instruction during inservice, or they did not remember anything from the training. Respondents indicated that more interaction with ACP committee members was needed in addition to follow-ups after training sessions.

Research Question 3

Statements examined whether teachers provided career-related artifacts for students to use in their portfolio and if time was provided for updating portfolios through Career Cruising. Results indicated that 22.22% of participants developed career related artifacts for students to use in their career portfolios and provided time in class for students to upload artifacts. This left 77.78% of the sample that did not create assignments related to a student's career goal or provided time in class for using Career Cruising, or they were neutral on the statement. This aligns with literature that suggests career development is viewed as an extra-curricular event that takes time away from the academic curriculum which is deemed more important and is assessable (Patton & McMahon, 2014).

The survey also gathered data to determine whether teachers incorporated students' individualized learning plans into lessons and learning activities; 51.85% agreed they were incorporating these activities into their classes. This indicated a change from the percentage of

participants that provided career-related artifacts for students. There were 22.22% that did not agree with incorporating a student's individualized learning plan into learning activities.

The final statement considered whether teachers established partnerships with local business by including them in curriculum via guest speakers, field trips, job shadowing and career fairs. From the data, 25.92% agreed with incorporating local industry into the curriculum. The data also showed that 22.22% were neutral on the statement.

The short-answer question asked teachers to identify additional practices they implemented in their classroom specific to academic and career planning. Some of the responses indicated including learning activities to help build students' job skills, such as resume writing and cover letters. Feedback also included incorporating students individualized career goals and providing time for updating portfolios. Many respondents indicated that no other practices had been implemented related to ACP, making the process challenging for students to develop career knowledge without a foundation of exposure. The literature indicated that career-related coursework should take a developmental approach by gradually building students' knowledge and skills, and by presenting more complex information and decision making strategies as the class progresses (Hughes & Karp, 2004). The study indicated that support was needed for teachers to understand how to effectively implement career development.

Conclusions

Despite the school district's efforts to provide professional development for all teachers to learn about Academic and Career Planning (ACP), it can be concluded that more professional development is needed for teachers to understand ACP. The role that teachers play in the ACP process is unclear and with the focus of career development responsibilities shifting from traditional counselor roles to a more active part from teachers, further training and development

are required to help teachers understand career theories in addition to implementing effective career development learning activities. Literature suggests that teachers and counselors need continued growth and support to implement meaningful career development activities for students and access to activities that provide the most leverage in assuring student success (Dykeman, Wood, Ingram, Pehrsson, Mandsager, & Herr, 2003).

Although not all teachers provided additional career-related learning activities, results indicated that teachers understood the need for career development in curriculum and agreed that they had responsibility in the process. Because very few teachers allowed time for students to update Career Cruising, the results indicated that time should be provided for training staff in the future. Professional development training must be provided to all teachers to help them learn the technical side of ACP as well as understand the role they play. While the ACP process was new for the 2017-2018 school year, the data indicated that teachers would still like more clarification of ACP and how to implement career development within their own instruction.

While teachers made a connection between curriculum and career interests, very few teachers indicated they had developed resources to further students' understanding of career interests as they related to their content area. Professional development opportunities provided teachers with the opportunity to learn about various career activities to be used in their classroom. Opportunities could provide resources and examples of career development activities that already exist. It can be concluded that staff need time to meet local business and community leaders, especially those serving on the ACP committee, providing networking and future curriculum-to-career integration. Review of the ACP resources is needed by the committee with teachers. Finally, the ACP committee was proactive in supporting PI26 in the classroom. Many teachers are still unsure of the role they play and what resources are available to them. Providing

educators with a variety of career activities and implementation techniques would ensure they have resources available to use throughout their curriculum.

Recommendations

Based on the findings of this study, the following are recommendations for future practices related to Academic and Career Planning in the Osseo – Fairchild school district:

1. More time should be spent on professional development for staff. During this time, review of the ACP process along with the roles of the program and resources available for Career Cruising and career development curriculum for career exploration.
2. The ACP committee can meet with administration and have rich conversations on the progress of ACP. Conversations could look at the requirements for the process in addition to staff concerns, along with needed areas of training. Information currently exists for students with helpful tips on navigating Career Cruising. Similar information can be created and posted for using the teacher side of Career Cruising so educators have a quick reference.
3. The ACP program contains digital information on the roles, expectations, timelines, criteria, and frequently asked questions to help guide all staff members throughout the career planning process. Time will need to be allocated to provide these resources to staff.
4. Communication between the ACP committee and teaching staff should include monthly check-ins and updates on ACP requirements. The results of committee meetings should be shared with staff so they are aware of ACP plans, ideas, and future goals.

5. Identify opportunities for teachers to interact with local business leaders and community members serving on the ACP committee. This would allow teachers the prospect to network and establish business and industry contacts.

The following are recommendations for future research regarding the ACP initiative:

1. Collect similar data from other school districts within the state of Wisconsin. This study only surveyed staff from the Osseo-Fairchild district. Perceptions of the implementation and training for ACP may vary from district to district. More data will be needed to examine the overall progress and effectiveness of ACP in the state.
2. Interview teachers from the sample population. With many responses to the research statements being answered as neutral (neither agree nor disagree), it is hard to develop a clear understanding of teacher perceptions for each of the research topics. Face-to-face interviews may help outline a better idea of teachers' understanding of career development and their knowledge of ACP.
3. Investigate career activities used by teachers today. Research might include examining what practices other teachers use within specific content areas and how they have related curriculum into career development activities.
4. Does the population's experience gap affect the activities completed inside the classroom? Investigate the ways veteran teachers include career activities versus the way newer teachers approach the requirements.
5. Conduct follow-up research with seniors after using the ACP career model to ascertain the program's effectiveness. How have the graduates applied the career-related skills and training they received?

6. How do career activities change based on content area? Research could investigate the types of career activities to determine whether there is variation amongst staff or if all teachers do the same project, such as a career research paper.

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Appendix A: Email to Participants

This year every school in Wisconsin is required to participate in Academic and Career Planning (ACP). Curriculum within the classroom is to be linked to various career pathways through support of the district's ACP committee. Feedback is important in order to improve the services provided to you throughout the ACP process. As part of my Master's degree at UW-Stout, I am conducting survey research related to ACP and teacher professional development. Your time to complete this survey is greatly appreciated. It should take you between 10-15 minutes to complete. Your responses are voluntary and will be confidential. Responses will not be identified by individual.

If you have questions or concerns, please contact Cory Halvorson at chalvorson@ofsd.k12.wi.us or by phone at 715-597-3141 ext. 1245. You may also contact the research advisor, Dr. Deanna Schultz at schultzdea@uwstout.edu or by phone at 715-232-5449.

Below you will find the link to take you to the survey. Follow the on screen instructions once you click the link and remember to hit submit when finished so your feedback is shared!

<insert link>

Thank you,

Cory Halvorson

Appendix B: Informed Consent

Applied Consent to Participate in UW-Stout Approved Research

Title: Teacher Perceptions on the Effectiveness of Professional Development for Academic and Career Planning

Description:

This survey is being conducted to identify my understanding of career development, and what steps academic teachers have used to incorporate career development within their curriculum. This study will examine the professional development that teachers undergo and how it supports their growth in incorporating career related instruction within the classroom.

Risks are minimal with the study and there are no benefits associated with the completion of this study.

This study is entirely voluntary. You may choose not to participate without any adverse consequences to you. You have the right to withdraw at any point during the study, for any reason. However, should you choose to participate and later wish to withdraw from the study, there is no way to identify your anonymous document after it has been turned into the investigator. If you are participating in an anonymous online survey, once you submit your response, the data cannot be linked to you and cannot be withdrawn.

The survey should take you between 10 – 15 minutes to complete, and is completely voluntary, your responses will be anonymous and confidential. If you have any questions regarding this study, please contact the study investigator.

IRB Approval:

This study has been reviewed and approved by The University of Wisconsin-Stout's Institutional Review Board (IRB). The IRB has determined that this study meets the ethical obligations required by federal law and University policies. If you have questions or concerns regarding this study please contact the Investigator or Advisor. If you have any questions, concerns, or reports regarding your rights as a research subject, please contact the IRB Administrator.

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Statement of Consent:

By continuing to the next page of the survey you agree to participate in the project entitled **Teacher Perceptions on the Effectiveness of Professional Development for Academic and Career Planning**.

Appendix C: Survey Questions

1. I understand the purpose of the Academic and Career Planning (ACP) initiative.
2. I know my school's ACP goal.
3. I know the expectations of me as an educator in the ACP process.
4. My curriculum contains career applications related to my content area.
5. I understand the importance of career development for students.
6. Professional development provided on Academic and Career Planning has explained the role I play as a teacher in this process.
7. I am confident in using the Career Cruising program to support career development in my classroom.
8. The professional development training has helped me to better incorporate career guidance into my lesson plans.
9. I know the community and business leaders serving on the ACP team.
10. My schools academic and career planning committee has reached out and provided support throughout the implementation process.
11. I have developed career related assignments that students' can upload as artifacts to their career portfolio.
12. I provide time in class for students' to update career portfolios.
13. I can easily incorporate career development into my lessons and learning activities.
14. I incorporate student's individualized learning plans and career aspirations into my teaching.
15. I have established partnerships with local business to support career development in my curriculum (guest speakers, field trips, job shadowing, career fairs, etc.).