Plan Ahead With

careerZONE ®

A Facilitator's Guide

A step-by-step guide through
the CareerZone website.
Brought to you by The New York
State Department of Labor.

*The future belongs to those who
prepare for it.*

–Ralph Waldo Emerson

www.careerzone.ny.gov

2018 Edition

Table of Contents

Bringing It All Together: The CareerZone Portfolio *continued*

Portfolio Modules

Helpful Resources

Dear Educator:

Welcome to the CareerZone Facilitator's Guide! This guide has been designed to help educators navigate, implement, and facilitate CareerZone in the classroom. CareerZone is a career exploration and planning system provided by the New York State Department of Labor at no cost to users. It is a valuable tool used in a variety of schools and youth programs across New York State. This guide not only highlights all of CareerZone's in-depth features, but also provides connecting activities, colorful screenshots, and helpful resources to help you better understand and implement career planning through the use of CareerZone.

Use this guide to enhance career development and technology in the classroom. It is my hope that you come away from this guide with innovative techniques and strategies to ensure your students are college and career ready. I believe CareerZone helps students build the confidence and competence they need to be successful in the world of work.

Sincerely,

Roberta Reardon

Acknowledgements

Here at the New York State Department of Labor, our Program Development Office continuously strives to develop and improve our award winning CareerZone website! Updates to the system have been made based on the input and feedback from hundreds of students, counselors, teachers, and after school programs that have helped make this a truly outstanding product.

We would like to extend a big thank you to Bridget Kennedy, former college intern from the State University of New York at Cortland, for working so diligently on this guide. We especially thank New York State Labor Commissioner Roberta Reardon, our Communications and Graphics team, and our youth ambassadors, for their impact and support of the CareerZone System.

We hope that this guide helps educators and counselors explore all of the features of CareerZone and utilize it in classrooms, youth programs, and at home.

Facilitator's Guide Contributors and Authors:
Douglas Reamer
Victoria Gray
Christopher Myers
Denise Landy
Paula Perna
Kristina Krise
Vincent Brewer
Brigid Neumann
Mary Blais

Special Thanks to New York State Department of Labor Communications Team
Christine Perham
Jeff Mosher
Laura A. Campbell
Natalie Feigenbaum
Pamela O'Brien

Career planning can create the link between academics and the real world of work and encourages students to take control of their future.

It creates a sense of responsibility, self-confidence and work motivation where students can explore and answer the questions: Who am I? Where do I want to go? How do I get there?

Career planning need not be a separate curriculum. Many of the lesson plans and activites you apply in your classroom help prepare your students for the future. Connect these activities back to your students' individualized career plans. Keep your students engaged through goal setting and striving for daily improvement.

dream it, plan it, make it happen.

CareerZone: The Premier Career Planning Tool for New York State

CareerZone is a career exploration tool developed by the New York State Department of Labor found at **www.careerzone.ny.gov** provided at no-cost to users. CareerZone packages career information specifically for New York State through up-to-date details on more than 800 occupations with over 450 career videos, and a wide variety of resources aim to help professionals put this tool into action.

Through a partnership with the New York State Education Department, CareerZone offers an electronic version of the Intermediate and Commencement level career plans for students. The CareerZone portfolio career plan allows students to track their work experience, interests, college and job training searches and other career related activities.

In addition to the career plan portfolio, CareerZone allows students to plan their finances with the new "Dollars and $ense" budgeting tool, explore careers in Science, Technology, Engineering and Math (STEM) field, and develop personalized resumes.

The CareerZone system can serve as a life-long resource for students as they transition into adulthood. It is an effective tool to help students learn more about themselves and explore the world of work.

You can contact the team that supports CareerZone via email. We will answer career questions and help educators use this resource. We look forward to working with you to build a better future for the students of New York State. Thank you for using CareerZone. "Dream it, Plan it, Make it Happen" today!

Need help?

Program Development Office
Division of Employment & Workforce Solutions
New York State Department of Labor
State Office Building Campus
Building 12, Room 440
Albany, NY 12240
careerzone@labor.ny.gov

Tips for Using this Guide

This Guide covers all the different modules found in the CareerZone System and will help you use this system effectively. Below are suggestions for how to get the most out of this guide.

- **This guide is organized** into sections that correspond with the CareerZone homepage. Each section has a title page to begin that particular section. Each section contains several modules. For example, the section titled, "Bringing It All Together: CareerZone Portfolio" contains several modules such as, "Journal," "Areas for Growth," "Resume Builder," and so on.

- Use the table of contents to go to a particular section.

- **The set up for each module differs** depending on the depth of the content for that module.

- **Each module contains:**

    - **The name of the module**- Notice that the Portfolio modules may have two slightly different names between the Intermediate and Commencement levels. See page 54 for more information regarding the differences in grade levels.

    - **A brief explanation** of the module and why it's important.

    - **Navigational tips** on how to access the module. These tips are located under *"Getting Started."*

    - **Where applicable, charts** provide more information about the module. You will see that in absence of a chart, there is an additional screenshot.

- Many modules end with **"Connecting CareerZone to the Classroom."** These are career development activities for middle school (Intermediate) and high school (Commencement) students. Many of these exercises come from the Developmental Guidance Classroom Activities for use with the National Career Development Guidelines (NCDG) and the New York State Career Development and Occupational Standards (CDOS). More information on these guidelines and standards, along with many other additional resources **can be found in the Helpful Resources** section.

- "**Highlighted Idea for Discussion**" is used to guide classroom discussions about a particular module. This is used while exploring CareerZone's Resources.

- **In addition to this guide**, there are helpful hints found on the the webpage to assist users through the modules of CareerZone.

Technical Considerations

Before you begin using CareerZone, you need to consider a few technical issues. Complete the checklist below to make sure you are getting the most out of the CareerZone system.

1._____ **Ensure you have computers available for all students**
- ✓ Check the number of computers available.
- ✓ Although users can share computers, the career plan portfolio was designed to be personalized for each user.
- ✓ Make sure your internet browser is compatible with CareerZone. CareerZone is compatible with Chrome, Firefox, Internet Explorer, Opera and Safari. However, CareerZone is optimized for Chrome. Users of Internet Explorer version 7 or lower may find some pages render poorly. Although the system should still function, you may want to consider migrating to a more current version for a better experience on this and other websites.

2._____ **Check the speed of the internet connection for optimum viewing of CareerZone**

You will need the following programs:	Why?	Where to get it
___ Pentium 2 computer 200 MHz or faster	To load/view/and save information	
___ Free Real Player Version 7 or higher	To access occupational videos	www.real.com
___ Flash 5 Plug-in	To see graphics in the most appealing way	www.macromedia. com
___ Adobe Acrobat	Open links that use PDF format	www.adobe.com

***Note:** CareerZone is Section 508 compliant and is compatible with screen readers.*

3._____ **Estimate the amount of time you need for CareerZone**
> ***Note:** The career plan portfolio in CareerZone is flexible. Activities and workshops developed around the tool can range from one session to a 16-week program, depending on the depth of exploration. Its flexibility enables students to use CareerZone in multiple classes and complete the timely Portfolio modules at any pace. Remember, career planning is a lifelong process and CareerZone is just one tool that helps along the way.*

See the pacing guide on page 114 for estimated times needed for CareerZone Activities.

The CareerZone Homepage

Students exploring CareerZone in their technology class at Myers Middle School. (Albany, NY)

The CareerZone Homepage

Welcome! The CareerZone homepage is where users access all the features the site offers. Access CareerZone by typing **www.careerzone.ny.gov** into your web browser.

Clicking on the **careerZONE**® logo will bring you back to the homepage as you navigate through the site.

Getting Started

The CareerZone homepage has three main sections:

- The navigation bar on the bottom of the page including the What's New, Help, Contact Us and more

- The six icons in the center of the page referred to as Career Clusters

- The toolbar on the top of the page including Guest Tools, STEM for Teens, Assess Yourself, My Portfolio and other features

Additional Features

CareerZone has additional features on the homepage:

- Dollars and $ense – Budgeting tool

- STEMventure – Interactive videos for middle school and high school students

- View All Careers – Links to all 800+ Occupational Profile

- JobZone (www.jobzone.ny.gov) – The adult version of CareerZone

- New York State's Official Site (www.ny.gov) – Includes all NYS Agencies and websites

Note: Each section listed above is described in further detail later in this guide.

The CareerZone Homepage
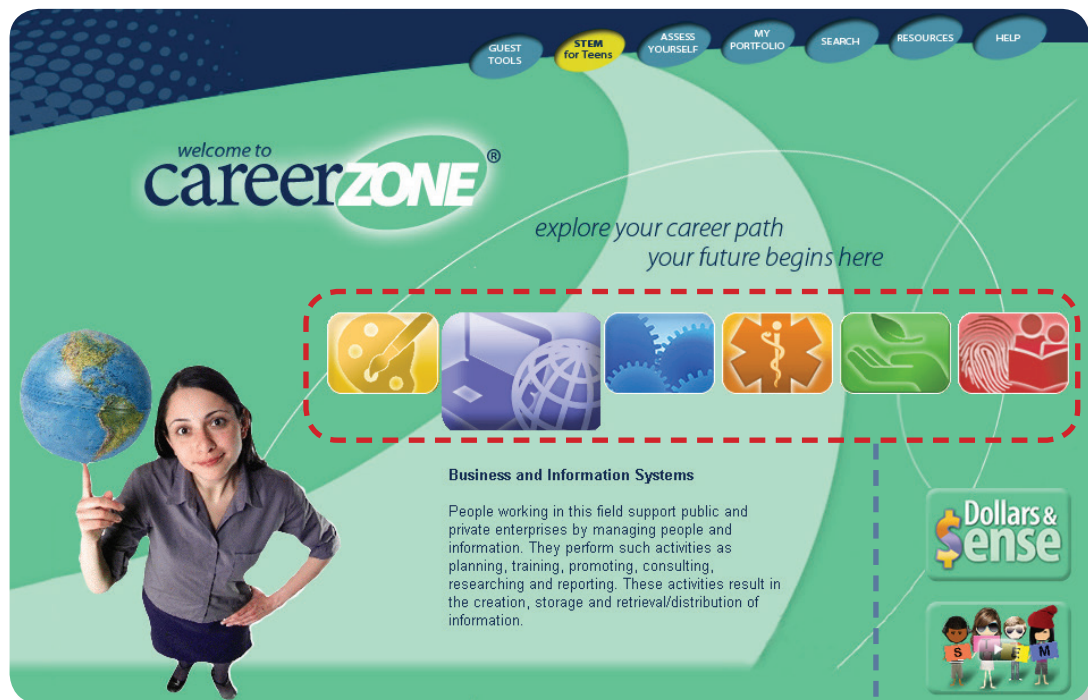
Connecting CareerZone to the Classroom:

- Explain to students what a logo is, using the CareerZone logo as an example. Discuss the meaning of the trademark symbol "®" after the logo. Have them create their own CareerZone logo. (CDOS #2)

- Point out the ".gov" at the end of the CareerZone URL. Discuss the importance of validity in web sites by noting its domain name. (CDOS #2)

- Discuss how and why students can use CareerZone to explore careers. Explain different types of career resources available online (e.g. job search site, networking tools, resume builders). Discuss how students can explore and prepare for careers. Ask students to list other ways they can explore careers. (CDOS #1, 3a, 3b, & NCDG 5, 6, 7, 8)

Navigating
Through CareerZone

What's New? | Help | Site Map | About Us | Contact Us | Privacy Policy | Nondiscrimination Policy

Navigation Bar Description

The navigation bar will help familiarize you with the website. Below is more information on the resources located in the navigation bar.

Getting Started

Click on any of the following items below to learn more about CareerZone and the web site itself. Each area provides a brief explanation of the navigation bar on the CareerZone homepage.

- **What's New?** – This section updates CareerZone Users with the following information:
  - ✓ **News** - Provides information on broad technical updates to CareerZone that have occurred or will occur in the future. **Breaking News** - This is news information that is important for CareerZone users and will appear when they open CareerZone in their browser.
  - ✓ **Broadcast Messages** - Any CareerZone user will be able to view archived pop-up messages that previously appeared when users signed into their Career Plan Portfolio account.
  - ✓ **Messages of the Day** - This section provides updates from the CareerZone Team.

- **Help** - This section contains Frequently Asked Questions on CareerZone and contact information for staff supporting CareerZone.

- **Site Map** - This section lists all the information found in CareerZone. Scroll through the links to locate where you would like to go on CareerZone.

- **About Us** - This section provides background information on CareerZone.

- **Contact Us** - For more information on CareerZone, you can contact staff that can answer your questions on CareerZone by email or phone.

- **Privacy Policy** - We understand CareerZone users are concerned about their privacy, especially when creating a Career Plan Portfolio account. This section describes the privacy standards CareerZone meets and information that is collected when creating a Career Plan Portfolio account.

- **Nondiscrimination Policy** - Lists the Equal Opportunity law and provides contact information for the Civil Rights Center.

Navigation Bar Description

Here are some examples of the information pages you can access from the navigation bar.

The Six Career Clusters

The six career clusters in CareerZone correspond to the six career majors developed by the New York State Education Department. These career clusters contain occupations in the same field of work that require similar skills. Grouping occupations this way helps focus students' education plans towards obtaining the necessary knowledge, competencies and training for success in a particular career pathway.

Getting Started

To begin researching the six career clusters, hover the computer mouse over each of the six graphics for a description of each area. Next, select the graphic of the cluster you would like to research further. Below is a description of the six career clusters.

- **Arts and Humanities**
  People engaged in this field participate in literacy, cultural, artistic, athletic, and entertainment activities. They interpret and communicate concepts and ideas through writing, painting, drawing, speaking, dancing, musical expression and a wide variety of other communicative techniques.

- **Business and Information Systems**
  People working in this field support public and private enterprises by managing people and information. They perform such activities as planning, training, promoting, consulting, researching and reporting. These activities result in the creation, storage and retrieval/distribution of information.

- **Engineering and Technology**
  People working in this field use technical knowledge and skill to assemble, inspect, design, maintain and repair. They provide scientific and diagnostic skills to maintain and repair computer equipment, aircraft, automobiles, buildings, roads, bridges and manufacturing machinery.

- **Health Services**
  People working in this field provide health care and support services to address the physical, mental, and emotional needs of their clients. They apply scientific, technical, social and interpersonal skills to diagnose and treat illnesses, document care, provide a therapeutic environment and maintain the health of their clients.

- **Natural and Agricultural Sciences**
  People working in this field apply technical and scientific knowledge to the study of the earth, its elements, and frontiers. They care for and protect environments, harvest natural resources, such as plants and raise animals.

- **Human and Public Services**
  People working in this field provide protective, social, education and community services. They provide assistance to individuals or families in periods of need throughout their lives.

The Six Career Clusters

Business and
Information Systems

Business and Information Systems

People working in this field support public and private enterprises by managing people and information. They perform such activities as planning, training, promoting, consulting, researching and reporting. These activities result in the creation, storage and retrieval/distribution of information.

Health Services

Health Services

People working in this field provide health care and support services to address the physical, mental and emotional needs of their clients. They apply scientific, technical, social and interpersonal skills to diagnose and treat illnesses, document care, provide a therapeutic environment and maintain the health of their clients.

Dive In! Explore a Career Cluster

Students can find CareerZone's career clusters on the main page. Students can explore six career areas that connect what they learn at school with their future career.

All occupations in CareerZone fall into one of these six clusters. Some occupations appear in a secondary cluster because one job can often fall into two categories. For example, an Art Teacher appears in the Human and Public Services cluster because of its educational require-ment. However, an Art Teacher also could show up in the Arts and Humanities cluster because of the tasks Art Teachers perform on the job.

Getting Started

- Have students point to the cluster title to see a description of the cluster content. This helps them decide where they want to begin. Students unsure of which cluster to choose have the option to "View all Careers."

- After choosing a career cluster, corresponding occupations will appear. Select the page numbers or navigation arrows at the top of the list to view more careers for that cluster, or click the drop down arrow to view up to 100 occupations at a time. To search through the list of careers, use the Search Options at the top of page to enter a keyword having to do with the occupation you are looking for. We recommend keeping keyword searches broad. Click on the keyword help information icon 🛈 for more help.

- Each occupation contains a brief description, and icons that identify whether the oc-cupation has a ☀ "Bright Outlook," ⚲ Apprenticeship or is a 🌱 "Green job." Under the "Actions" category, users also may have the option to view a Career Video or "Add to Favorites." Students can also select "JOBS" to view actual job openings.

Note: Keep keyword searches broad. For example, when searching for "Truck drivers" you may want to only search "Drivers" or "Truck" to generate multiple options for you to choose from.

welcome to
careerZONE®

explore your career path
your future begins here

Engineering and Technology

People working in this field use technical knowledge and skill to assemble, inspect, design, maintain and repair. They provide scientific and diagnostic skills to maintain and repair computer equipment, aircraft, automobiles, buildings, roads, bridges, and manufacturing machinery.

Dollars & ense

Choose a Career Cluster

Dive In! Explore a Career Cluster

Occupation	Description	Opening	Sort By			Action
Aerospace Engineering and Operations Technicians	Operate, install, calibrate, and maintain integrated computer/communications systems consoles, simulators, and other data acquisition, test, and measurement instruments and equipment more...	JOBS			🎞	🎬
Aerospace Engineers	Perform a variety of engineering work in designing, constructing, and testing aircraft, missiles, and spacecraft. May conduct basic and applied more...	JOBS		🌿		🎬
Agricultural Engineers	Apply knowledge of engineering technology and biological science to agricultural problems concerned with power and machinery, electrification, structures, soil and more...	JOBS				
Agricultural Equipment Operators	Drive and control farm equipment to till soil and to plant, cultivate, and harvest crops. May perform tasks, such as more...	JOBS			🎞	🎬
Agricultural Technicians	Set up and maintain laboratory equipment and collect samples from crops or animals. Prepare specimens and record data to assist more...	JOBS		🌿		🎬
Air Traffic Controllers	Control air traffic on and within vicinity of airport and movement of air traffic between altitude sectors and control centers more...	JOBS			🎞	
Aircraft Cargo Handling Supervisors	Direct ground crew in the loading, unloading, securing, and staging of aircraft cargo or baggage. Determine the quantity and orientation more...	JOBS				🎬

400 Results Found |◄ ◄◄ 1 2 3 4 5 6 7 8 9 10 ►► ►| 10 ▾ Items per Page (1 of 40)

Connecting CareerZone to the Classroom:

- Display signs around the classroom labeled with each career cluster. Have students think of their future career and then stand next to the sign that applies to it. Go around the room and discuss: 1) Why the student chose that cluster 2) If that occupation could fall into more than one cluster and why. (CDOS #2, 3b)

- Divide the class into groups. Give each group a different workplace. Have students discuss: 1) Which occupations are found there, 2) Which cluster does the workplace fall under, and 3) Which workplaces include STEM jobs? Have students share what they came up with on a poster and present it to the class. (Tip: For younger grades, use work-places students know such as a school; for older grades use workplaces with a broad range of jobs such as an amusement park or hospital). (CDOS #2, 3b)

Explore Careers: The Occupation Profile Page

Where It All Comes Together

Each of the 800+ occupations in CareerZone has its own Occupation Profile Page. The Occupation Profile Page allows students to access a wealth of career and labor market information, view career videos, and examine actual job listings in New York State.

Getting Started

Scroll through the full range of career information provided, or use the toolbar on the left of the page to skip to a specific section. Selecting View More/View Less will expand/collapse an area or areas you would like to see more of.

Below are more action buttons to help you explore the occupation further:

Note: Students must create a portfolio account first in order to save occupation profiles they have explored in CareerZone.

Explore Careers: The Occupation Profile Page

Note: Above are several action links that can help students explore an occupation further.

Connecting CareerZone to the Classroom:

- In groups, have students create a video demonstrating a real-time workplace. Students should choose an occupation that does not have a video on CareerZone, but use existing videos for similar occupations as examples. When students finish, have them share and discuss their videos with the class. (CDOS #1, 2, 3a)

- Read short stories on career awareness either independently or as a class. Talk to your librarian or research using the Internet to find stories that discuss different occupations, a specific character or famous figure's career journey, or a book about discovering one's interests and abilities. (CDOS #1, 3a)

Real Time Job Openings Across New York State

Exploring the Real Time World of Work

Students can search for occupations and relate their career exploration to actual jobs in New York State. These job openings found on CareerZone come from the New York State Job Bank (www.newyork.us.jobs), New York's premier job search site. Searching for real-time jobs helps students further explore potential occupations, as well as see the occupations that are in-demand in their own communities.

Getting Started

When a student is on an Occupation Profile Page, select the "Job Openings in NY" option or have them scroll to the bottom of the page. Students will then see a job listing of all the available job titles that fit that occupation. Within this list, CareerZone includes the company name, location and date the job opening was posted.

Job Openings in New York

Real Time Job Openings Across New York State

Job Openings in NY							

718 Results Found ◄◄ ◄◄ 1 2 3 4 5 6 7 8 9 10 ▶▶ ▶▌ 10 ▾ Items per Page (1 of 72)

Title ⇕	Location ⇕	Company ⇕	Date ▾	Sort By ⓘ			Action ⓘ
				☀ ▲	🌿 ⇕	📈 ⇕	
Bridge Inspection - Assistant Team Leader	New York, NY 10176	Stantec System	10/22/2013	☀	🌿		❤ 📍
Senior Environmental Engineer	Rochester, NY 14608	Stantec System	10/22/2013	☀	🌿		❤ 📍
Analyst, Compliance & Ethics	New York, NY 10176	American Express	10/22/2013	☀			❤ 📍
Compliance Manager - Policies and Procedures	New York, NY 10176	JPMorgan Chase	10/22/2013	☀			❤ 📍
Compliance Officer	Brooklyn, NY 11225	JPMorgan Chase	10/22/2013	☀			❤ 📍

Note: *In order for the "Add to Favorites" icon to appear, a student must be signed into their CareerZone portfolio account. Also, some occupations that are listed in this section may have a job order number since job openings are filtered and posted through the New York State Department of Labor.*

Connecting CareerZone to the Classroom

- Have students explore jobs by picking at least three occupations and noting the number of available job openings in New York State. Which occupations have no listed job openings and which occupations have several? Have students futher explore occupations by classification (e.g. Apprenticeships, Green Jobs, Bright Outlook). (CDOS# 1)

- Have students look up occupations and then use the available job openings to contact the employer about potential job shadowing, internships or apprenticeship opportunities. (CDOS# 1, 2)

Catch a Glimpse! Occupation Profile Videos

CareerZone has hundreds of workplace video clips for students to view. These 60-90 second video clips show real employees in their work environments.

Getting Started

Have a student select an occupation title that interests them using the Career Clusters, search options or other features to access occupations. If the occupation title contains a video, students can view the video after they click on the occupation title, and access the Occupation Profile Page. From the profile page, click "View Video" in the bottom left corner. These videos require the installation of the Real Player software (available at www.Real.com). Select the latest free version of the Real Player and follow the download instructions provided.

Note: Videos can be viewed with English captions. Some videos are available with Spanish captions.

Catch a Glimpse! Occupation Profile Videos

Click here to view video

Connecting CareerZone to the Classroom:

- Have students view two or three videos, comparing and contrasting the various occupations. Then have them create a Venn-diagram to organize the information (e.g. comparison by tasks, work environment). (CDOS #1, 2, 3a & NCDG 2, 5, 6)

- Have students watch a video twice, first without sound and then with sound, recording what they learned each time. Discuss the differences between auditory and visual learning styles, and how they influence the way we process information. (CDOS #1, 3a & NCDG 2, 5, 6)

- Have students watch videos for occupations they want to learn more about. Have them create a "KWL" chart (a list of what students already **know**, what they **want** to know, and what they **learned** after viewing the videos) about those Occupations. (CDOS #1, 2, 3a & NCDG 2, 5)

Tools to Connect the Classroom to the Real World of Work:
CareerZone Toolbar
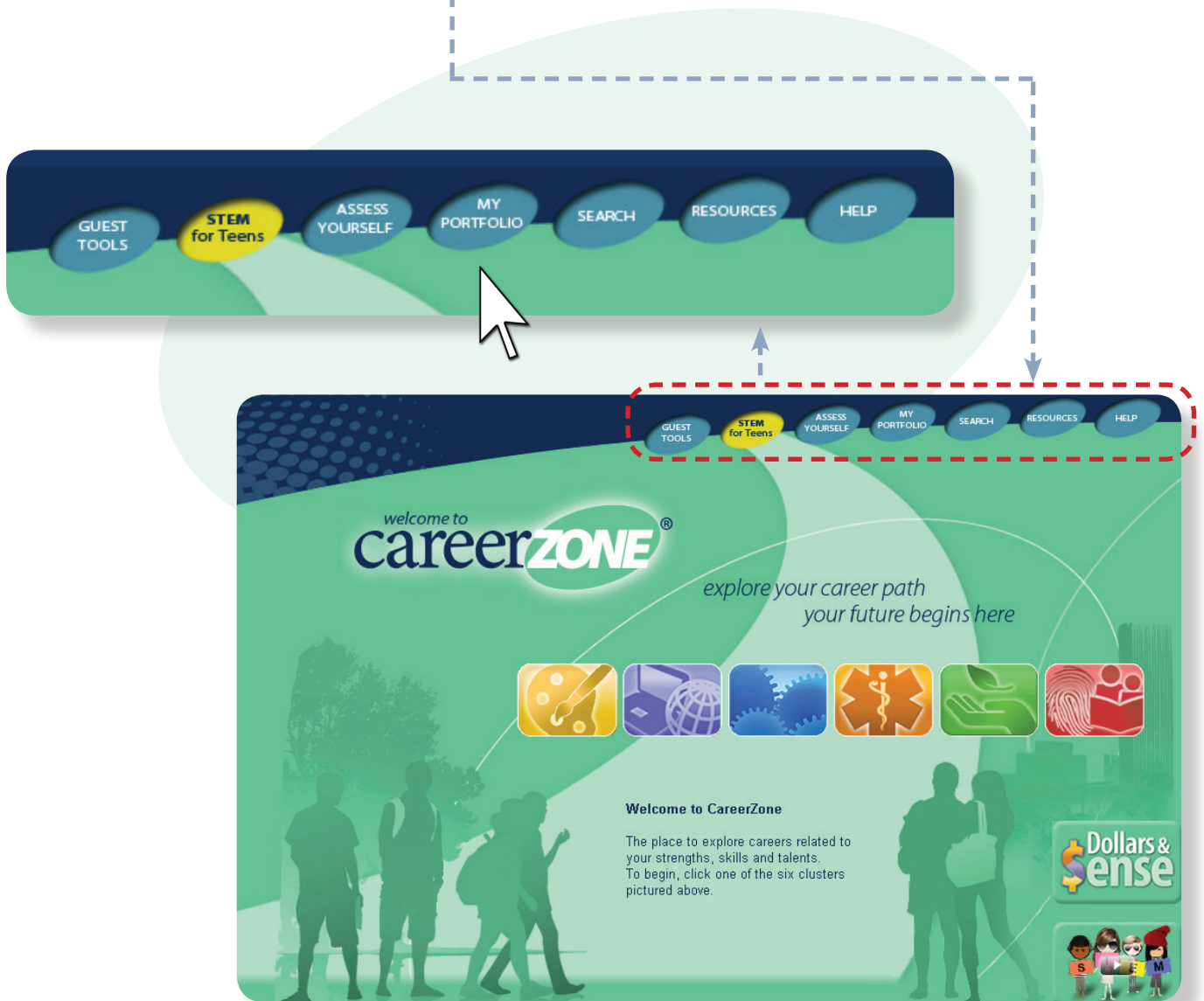
Guest Tools

Guest Tools allow students and educators to sample the more in depth tools found behind the Portfolio login. These tools are more directed to job seekers as they allow users quick access to building a simple resume, reference letter, and cover letter. Users can also develop a budget or fill out an online job application under Guest Tools.

Getting Started

Each guest tool is designed to assist students in the job search and application process. See the screenshot below to learn about what each tool consists of and how to use it. Then, read the next few pages for clear instructions on using each tool.

Note: "Guest Tools" is only available to users who are not signed into their CareerZone Portfolio accounts. In order to save any information entered in CareerZone users will need to log-in to their CareerZone Portfolio and access more in-depth versions of these tools. CareerZone will not capitalize proper nouns nor fix spelling errors, so be sure to proofread all areas.

Guest Tools: Quick Resume

A resume is an essential document for a job search. Under Guest Tools, students can quickly access a fill-in-the-blank, ready-made template that they can print immediately or save to their desktop.

Getting Started

Have students follow the step-by-step instructions at the top of each screen and click the "Next" button to continue. After completing the resume, students will select the format they would like to print the resume as, or save a version to their desktop.

Note: Give students these quick resume tips to help them get the most out of this simple resume tool. Be sure students have all necessary information for their resume as they can't go back to make changes in CareerZone's Guest Tools.

Quick Resume Tips

- Fill out all required fields marked with a gold dot.

- Additional information entered into non-required fields will result in a more comprehensive resume.

- Provide a formal name, a phone number with a voicemail, and a formal e-mail address.

- Select the next button and read the instructions at the top of each page as you fill out an objective, your education and work history, and skills attained.

- All dates entered must include the format mm/dd/yyyy to specify an exact date. It is best to use the calendar widget.

- No information will be saved in CareerZone's Guest Tools. It is suggested that you gather important names, dates, and locations of your work and education history prior to building your resume.

- Select a file type to save a copy to your local computer. Using RTF will allow you to later edit your resume in Microsoft Word. PDF and HTML will both allow you to save your resume as an unchangeable document. Be sure to select "Save Local Copy" and then again, save it to your desktop.

Guest Tools: Quick Resume

Personal

Quick Resume

Welcome Guest
Create an account

| Personal | Objective | Education History | Work History | Skills |

Fields marked with a ● are required.

Provide employers with your contact information using the fields below. Enter your full format name. Nicknames are not professional. Be complete and abbreviations. Enter your telephone. Be sure to include a phone number that has voicemail.

● First Name: Bridget   Middle Initial: [ ]

● Last Name: Zone

● Address 1: 5 Career Lane

Address 2: [ ]

● City: Albany

● State: New York   ● ZIP Code: 12205-

● Country: United States

Phone: [ ]   Extension: [ ]

Alternate Phone: [ ]   Extension: [ ]

Email: [ ]

Back To Portfolio   Print Preview

Create an account   Lo

Quick Resume

Print This

| Personal | Objective | Education History | Work History | Skills |

Education

Fields marked with a ● are required.

List your 3 most relevant educational experiences, including diplomas, certificates, licenses, and major subjects studied.

Start with your most recent degree, diploma, certificate, workshop, etc...

- If you are currently enrolled in an educational program, enter dates attended as beginning date to present (e.g. September 1996 to present).
- If you are currently enrolled in an educational training program, enter dates attended as the start date month and year to present (e.g. March 2011 to Present)

● Course of Study: Business

● Issuing Institution: SUNY Albany

● Degree: [ ]

GPA: [ ]

City: [ ]

● State: New York

● ZIP Code: [ ]

● Country: United States

Start Date: mm/dd/yyyy

End Date: mm/dd/yyyy   Present education? [ ]

Delete this entry

---

www.nycareerzone.org *now available at* **www.careerzone.ny.gov**

24

Guest Tools: Quick Reference List

It is important for students to track their personal and professional references. Using the Quick Reference List allows students record and maintain contact information for individuals who can discuss their work-related qualities in a positive way. Follow the quick instructions and tips below along with directions on the website to help students organize their network of contacts.

Getting Started

Have students begin the Quick Reference List by providing their contact information. Next students will fill out the names and contact information for up to three references. If students want to add more than one reference, have them select "Add additional reference" at the bottom of the page. After completing their Reference List students can select Print Preview, where they will then be prompted to either print their document, or save it to the desktop computer.

Note: Give students these quick tips to help them get the most out of this simple Reference List tool.

Tips For Your Quick Reference List

- Enter your phone number, email, and primary URL. We suggest filling out as much information as possible. By entering a primary URL, you are sharing a professional social networking website that contains information about you

- When selecting your references, avoid using relatives. The most dependable references are adults who best know your strengths, such as teachers, counselors, coaches, etc. Be sure to ask permission to share their information.

- It is recommended that you gather contact information prior to beginning a reference list. You will need to provide an accurate name, address, phone number, and email for your contact. If you are unsure of any information during this time, you can save a copy to your local computer as an RTF file, and change it later through Microsoft Word.

- Upon completing this section, select Print Preview to print a copy for your records. From this page you will be able to edit the font and choose which pieces of contact information you want to display on your reference list.

- Saving your Reference List will also allow you to save a copy to your computer. Use the PDF or HTML type to save the formal as shown on your screen. Use RTF to save your reference list as a Microsoft Word document as this is the only way you will be able to edit your reference list.

Guest Tools: Quick Reference List

Save to your computer

Guest Tools: Quick Cover Letter

Cover letters let businesses know something unique about a job seeker. Use this fill-in-the-blank template to complete a cover letter for a future employer. This section also contains an example of a finished cover letter, a list of Do's and Dont's for making a cover letter and also the option of creating either a simple or custom letter.

Getting Started

Students can select a simple cover letter format or for more control, select the custom format. They will then select 'Add New Cover Letter' to begin. See below for tips you can provide to students for creating either a simple or custom cover letter.

Note: The Simple and Custom Cover Letter are very similar. However, the Custom Cover Letter allows free-form editing and personalization of content. If this is a students first time writing a cover letter, use the Simple Cover Letter template.

Quick Cover Letter Tips

- First, select the date you plan on sending your cover letter. You can go back and change this date as long as you save this section to your local computer in Microsoft Word.

- The "Display Name" field allows you to customize how you want your name to appear on your cover letter. Avoid using nicknames.

- After selecting "Next" enter the employer contact information as you would like it to appear on your cover letter.

- If you have a specific person you are contacting, be sure to include their name and title in your letter under Addressee Name. If you do not have a contact person at the company, enter the name of the Director of a Unit or Department (for example, Personnel Director, hiring manager, etc.).

- When entering the salutation (greeting) provide the name or name of the director of the unit you are applying for in the space provided then select next.

- For the body of the letter, fill in the required boxes with strengths that relate to your job. Use the action verbs provided at the top of the page, complete sentences, and professional language. The Simple Cover Letter provides clear instructions for listing out your strengths, while the Custom Cover Letter gives you more control over what to put in each paragraph.

- Choose a simple closing or write your own and then select "Print Preview." Then, select the font and structure of your cover letter. Sentences will show up in either a bulleted, or paragraph form, depending on what you choose.

- Print your cover letter, then select the file type you would like to save it as. Saving your cover letter as an RTF will allow you to edit your cover letter later in Microsoft Word.

Guest Tools: Quick Cover Letter

Cover Letter Type: [Simple ▾] [Add New Cover Letter]
- Simple
- Custom

Quick Cover Letter

| Heading | Addressee | Salutation | Body of Letter | Closing |

Fields marked with a ● are required.

Enter information below about the job you're applying for.

Highlight your strengths that relate to this job. Be sure to use action verbs . For more suggestions, these action verbs are organized by type of duty.

● I am applying for the position of [   ]

and believe that my experiences and skills make me an ideal candidate for the job. Please find enclosed a copy of my resume for your review. I would like to call a few specific things to your attention.

● Enter a sentence describing your greatest strength for this position:

● Enter a sentence describing your next greatest strength:

> This is the screenshot of the Simple Cover Letter that asks students to list and describe at least three strengths.

| Heading | Addressee | Salutation | Body of Letter | Closing |

Fields marked with a ● are required.

Enter information below about the job you're applying for.

Highlight your strengths that relate to this job. Be sure to use action verbs . For more suggestions, these action verbs are organized by type of duty.

● First Paragraph

- List the job title you are applying for.
- Briefly describe what makes you qualified for the job you are applying for.
- Samples for different situations are listed below.

I am interested in applying for the _____ job opportunity with your company. Below are some examples that my qualify you for the job:

1. Education required for the job.
2. Your previous work and/or volunteer experiences.

● Second Paragraph

The paragraph is where you can discuss your specific qualifications and motivations to be able to complete the tasks of the job you are applying for. Below are some examples of things you may want to include in this paragraph.

- State your work-related experience (life, work, education).
- Identify your skills or examples that relate to the job (see examples below):

1. Please allow me to highlight some of my skills that relate to your requirements (List at least three examples).
2. The skills you require seem to match my strengths of (list at least three examples):
3. As a recent graduate of (name program or school), I believe the skills that I have acquired will enable me to make a contribution to yor company. These skills include: (list at least three examples).

> This is a screenshot of the Custom Cover Letter that gives students more control over what they write in the body of their letter.

Guest Tools: Budget

Preparing a budget can help students begin to think about their future financial decisions and find out about the cost of various lifestyle options. The results will help students determine the amount of money they would need to support the lifestyle they want.

Getting Started

After selecting "Budget" from the list of Guest Tools, students can choose the "Add New Budget" option to begin this "Dollars and $ense" module. Then students can go through the list of expenses and select the appropriate amount they want to spend on each category. Students can choose to either enter an exact amount they want to spend for an item in the text box, or use one of the suggested amounts given to them. Last, students can explore a list of occupations with salaries that accommodate the budget and lifestyle they choose.

Note: The Dollars & Sense tool located in Guest Tools contains the same features in both Guest mode and as a logged in user, however a user logged-in to their portfolio account can save multiple budgets, and also plan their budget by working backwards from a given occupation and salary. Please see page 102 for more details about the budgeting tool that can be accessed from within the "My Portfolio" and the occupation pages.

Guest Tools: Job Application Tool

This tool asks students to enter their personal information that is typically required for job applications. Students can keep this information with them to either give to employers or refer back to when filling out an application.

Getting Started

Have students begin by filling out their contact information. Follow the instructions on the screen to ensure they are getting the most out of this tool. You can also use the list below for tips on filling out the Job Application Tool.

Note: *Students must completely fill out all required sections before selecting "Previous" or "Next" and moving to another section of the Job Application Tool.*

Tips to Fill Out the Quick Job Application

- Enter your contact information as requested so that you can provide employers with your contact information. Like in all areas of CareerZone, fields marked with a gold dot are required. Use your full formal name and avoid nicknames and abbreviations. You should also enter a telephone with a formal voicemail and a professional email address.

- Fill out the Education History tab. If you have not yet finished high school, fill out the degree/course of study with something like, "Anticipating High School Diploma."

- For Work History, you must have some form of previous employment to enter. Remember that you can enter any volunteer or unpaid work experience here.

- Lastly, provide a name and contact information for up to three references, then select "Print Preview." In order to print your Job Application using the best format, select "PDF" from the File Type drop down box and then select "Save Local Copy." If you are using Google Chrome make sure you click the bottom right hand screen of their computer in order for the PDF file to appear. You will then be able to save and print their document.

- To save this file to your desktop and be able to make changes to it later, you must select "RTF" under the File Type drop down, then select "Save Local Copy." This will open the file in Microsoft Word where you can save, edit, and print.

Guest Tools: Job Application Tool

Personal

Education History

STEM for Teens

Exploring STEM on CareerZone:

- Learn about STEM in one of these two ways:

1) *Play the video* located on the CareerZone homepage and begin a STEMventure!

- o This feature of CareerZone takes a closer look at high growth, in-demand jobs in Science, Technology, Engineering, and Math. By learning more about STEM opportunities, students will see job possibilities for the future and learn about the labor market.

Directions:

- Students can access STEM information directly from the homepage. After clicking the start arrow, users can use the up and down arrow to personalize their avatar's skin color, eyes, hair, head gear, top and bottoms; or students can simply click the "Randomize!" button for an avatar to be created for them.

- Next select one of the two (or both) STEMventure videos, featuring the avatar just created. These videos are short and explain STEM in a fun and entertaining way.

Click here for STEMventure
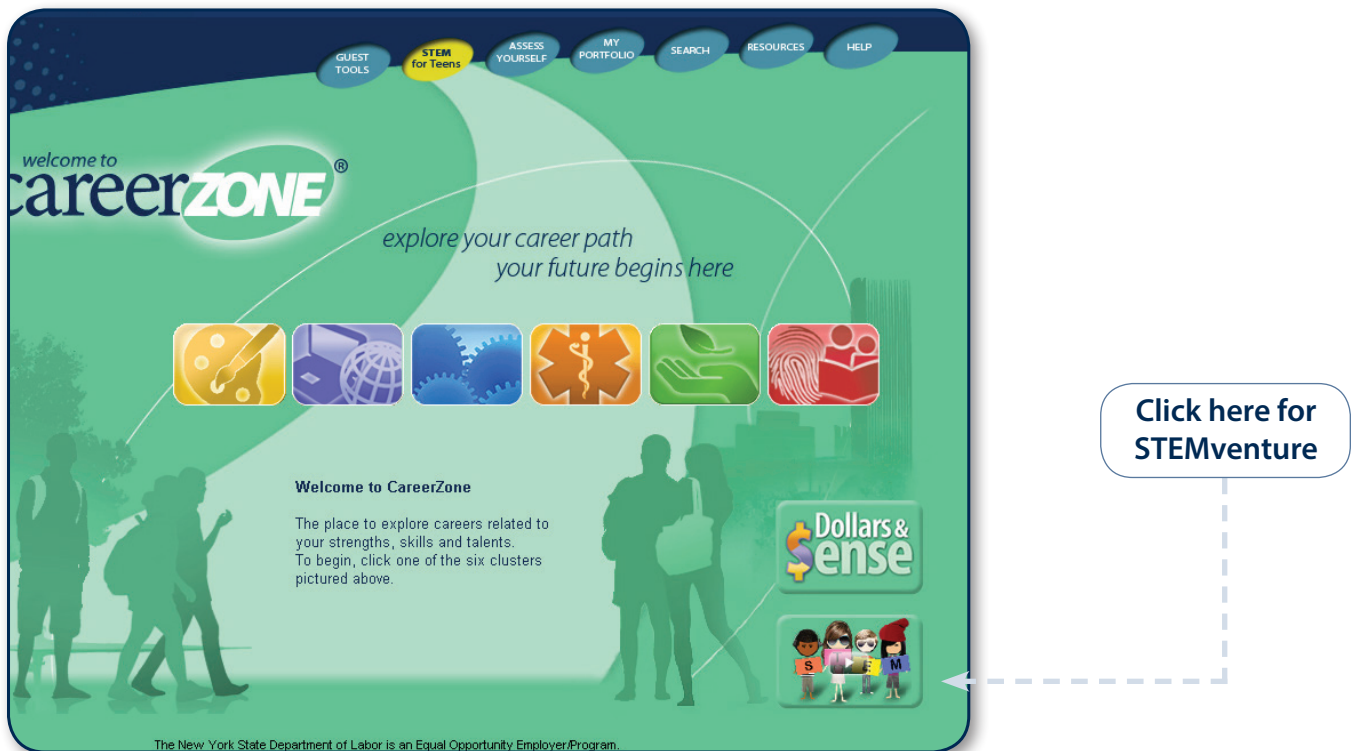
STEM for Teens

2) Select "STEM for Teens" button from the homepage in the Navigation Toolbar.

Directions:

Select one of the wheels to learn more. Below is the information provided in each wheel:

Choose from any of the headings listed to further explore STEM.

- Career Websites
- Internships
- Games & Activities
- Summer Camps
- Workshops
- Teacher Materials
- Professional Development
- Lesson Plans
- Curriculum
- Advanced Search
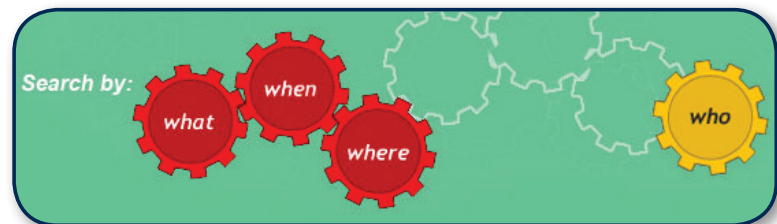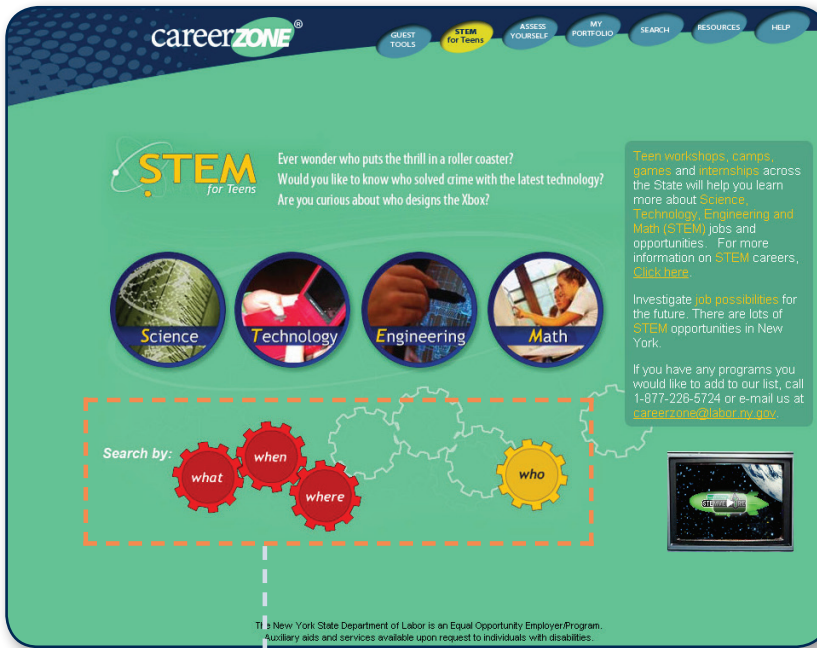
STEM for Teens

STEM for Teens Cont'd

Students can search for local programs to get involved in or explore STEM.

Click a region on the map to view STEM programs in that area.

Learn more about STEM careers available.

Note: *Students of all ages can use STEM for Teens*

Connecting CareerZone to the Classroom:

- Using items around the classroom, have students identify the difference between natural and man-made resources. Looking at all the items, discuss jobs associated with different products. (CDOS #1,3a)

- Break up the class into four groups to represent the different STEM subjects. Have them explore their assigned subject (Science, Technology, Engineering or Math) further, using information from CareerZone. Have them present a poster of their subject to the class. (CDOS #2, 3a, 3b)

- Have students create their own scene to add to the STEMventure video. Use a story board chart by creating/drawing a character and picking a STEM job using CareerZone. Dress the character in proper attire and have the character portray the tasks of the job. Include four written bullets that list the tasks, just like in the video. (CDOS #2, 3b)

Assess Yourself

The "Assess Yourself" tool is a quick and easy assessment that targets six career-related interest areas, based on John Holland's Theory of Career Choice. Users determine their three-letter interest code and the CareerZone system provides potential career matches. These six Holland codes are found in many formal assessment tools which suggests both people and work environments can be classified into six basic types. The "Assess Yourself" tool results in a list of occupations based on the interest areas students selected.

Getting Started

Below is a description of the "Assess Yourself" tool found in the Toolbar on the landing page of CareerZone.

Directions

Click "Assess Yourself"

- o Have students scroll over each of the six areas and a description of that interest area will appear.

- o Students can select one, two or three interest areas that appeal to them. After students have selected their interest area(s), "View Occupations" will appear for them to select.
- o The list of occupations show up in order of their appropriate Job Zones which are organized based on the education and training required to perform that occupation. For information on viewing assessment results and Job Zones refer to page 109 in the Helpful Resources.

Note: It is important to clarify that these matches are based purely on the students' interests, not on their abilities or their likelihood of success in a field. The formal interest assessment tool can be found by logging into the "My Portfolio" module describe on page 56 of this guide.

Assess Yourself

The screen shots below show the Holland Code "Social, Artistic, Enterprising" and the resulting list of occupations. Note the star rating system for the occupation results showing the strength of the occupation match to the interest area selected.

Connecting CareerZone to the Classroom

- Have students evaluate a career path for a character in a book by choosing three interests for the character. Have them tell why they would pick that interest, giving examples from the story. Then, look at the occupations listed and determine potential occupations that character could have. If it applies to the story, try to find the characters' occupation on the list (CDOS #1,2).

- Have students imagine that they are walking into a room where everyone is talking about their future plans. Place six signs around the room, each describing a common group of interests that relate to the six Holland codes. Then, have the students join the group they have the most in common with and talk about why. After a few minutes have them join a second group, then a third (CDOS #1,2).

My Portfolio

My Portfolio guides students in a step by step process in building their career plan. Although "My Portfolio" appears in the CareerZone toolbar on the top of the CareerZone landing page, this section is the "heart" of CareerZone and is discussed further on page 46 of this guide.

MY PORTFOLIO — See page 46 for more information.

My Portfolio - Create an account

In order to use the portfolio, you must first create an account. Please select one of the two options below to proceed.

Existing User

User Name:

Password:

New User

Create Account

Login

What is a portfolio? Forgot your username?

My Portfolio

Welcome Jane   Eleven
Update My Account   ☎ ✉ (0)

Did you know?

During this decade, large numbers of Central New Yorkers will be employed in settings such as schools, business offices, call centers, medical facilities, stores, restaurants child care facilities.

Commencement Level Portfolio

01 Personal Info
Keep your information up to date and get the most out of CareerZone.

02 Interest Profiler
Need to know what career might be right for you? Enter some activities, and get suggestions of occupations to explore.

03 Journal
Keep track of your past to help you make decisions about your future.

04 Abilities
What are you good at? Keep a list to get a jump on writing a resume.

05 Job Readiness Skills
Find an occupation that matches the skills you already have and learn about other skills you would like to obtain.

06 School Classes
Keep track of which courses you are taking and how you feel

12 Volunteer Experience
Civic minded and responsible? You should be proud of working to make a difference. Keep track of all your good deeds and volunteer work experiences here.

13 Work Experience
Keep track of your jobs, and the responsibilities and accomplishments you had there. This will be really handy when you create a resume.

14 Work Importance Profiler
Identify and explore occupations that you may like, based on what you are looking for and what different occupations can offer you.

15 Colleges
Keep track and visit the webpages of the colleges you have selected to add to your portfolio.

16 Education History
Keep a record of your educational accomplishments, past and present, then choose which ones to include on your resume.

MS Messaging
Send messages to managed users.

MG Management
Configuration options for managing users.

CA Combined Assessment
View your combined assessment report.

CP View Career Plan
Bring it all together! See a print ready summary of you work.

RB Resume Builder
Bring it all together! Create a resume and land a job.

CL Cover Letter
Create a cover letter to go with your resume.

RL Reference List
Create a list of references.

JA Job Application Tool

Looking for Something Specific: Search Here!

CareerZone provides a "Search" feature in order to find different occupations. Click on "Search" in the Toolbar to begin. Since the occupation titles found in CareerZone are based on the U.S. Department of Labor's Occupational Information Network (O*NET), some of the occupations students search for may be more formal titles than students are familar with. Students should try searching for occupations using different keywords. If students are strugling to find the occupation they are looking for they can select the information icon   for search hints.

The steps below will outline how to take advantage of the Search option in CareerZone.
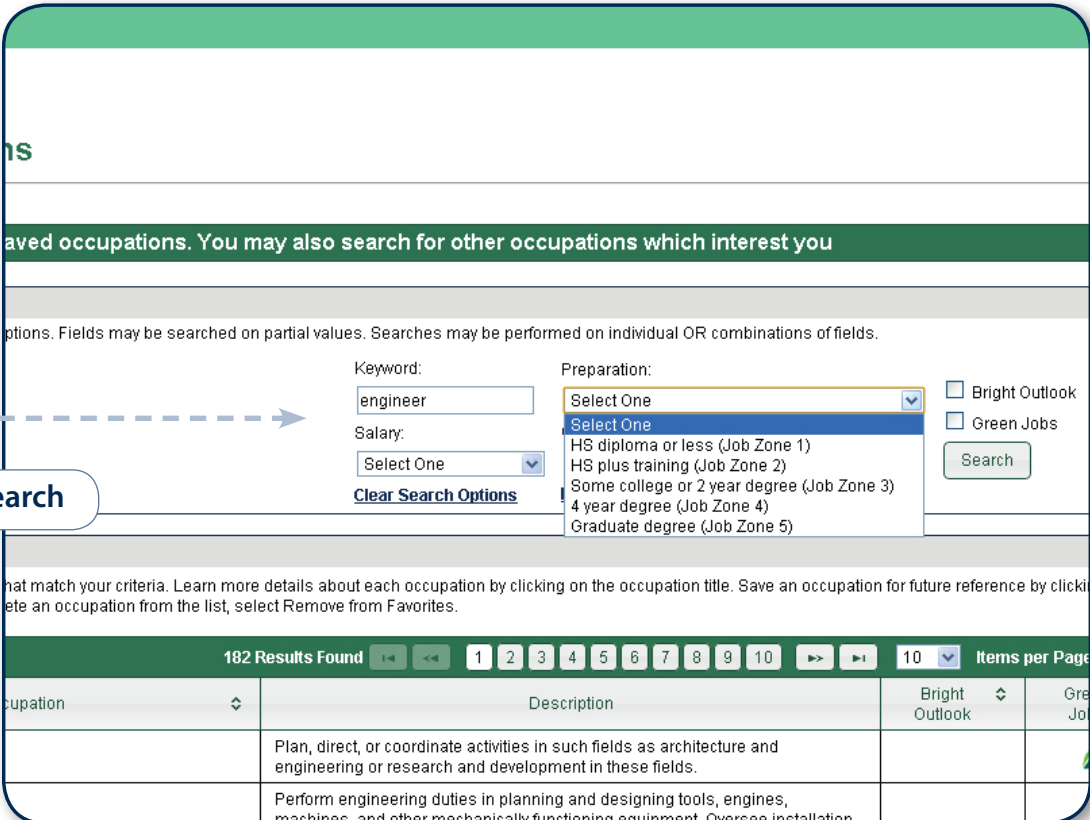
Getting Started

- Have students select the   button from the homepage.

- Enter a word or words from the occupation they are trying to find, then select search.

- A list of occupations will appear based on the search term that was used.

- Search for occupations that are in demand and have a green component using the Bright Outlook and Green Jobs occupation search features.

- Find occupations by title, minimum or maximum salary, preparation needed for it, or the cluster that it belongs to.

- Search by using as many categories as you need (e.g.: salary and cluster).

- Make multiple choices within a category (eg: more than one cluster). To select multiple choices, press the Ctrl key while clicking the choices (Mac users press the Apple key)

- Next, select an occupation title that you would like to learn more about.

Note: See the Helpful Resources on page 112 for more information on Bright Outlook and Green jobs.

Looking for Something Specific: Search Here!

Note: Students can search for more specific elements of an occupation by using the Advanced Search.

Connecting CareerZone to the Classroom

- Have students search for an occupation until they find one they may be interested in. Have students print or email their occupation search results and share with a parent or guardian. (CDOS #3a & NCDG 6, 7, 12)

- When multiple occupation titles are returned for a search term, expand the boundaries of the students' career knowledge by discussing the similarities and differences of the occupations listed. (CDOS #2 & NCDG 6, 7)

Connect to Additional Resources!

The "Resources" button provides additional information for students, parents, teachers, and job seekers. There is information ranging from camps to links to professional organizations.

Resources for Students

This section includes websites recommended by CareerZone users, as well as those identified by other career development professionals. This section also provides resources and websites that help students explore further.

Getting Started

Select Resources from the toolbar at the top of the CareerZone homepage. Then view the list of links that help students plan for the future. Students can go through and click on a resource to visit other pages that supply information about higher education and career preparation options.

Note: You can also select "Search Resources" in this section if you do not want to search through a specific audience and would rather search by key terms.

Fields marked with a ⚪ are required.

Use the drop down to choose the type of resource. Optionally add search terms to refine the list. If the search terms

⚪ Resource Type: Students

Search Terms: scholarship

search

Students - 5 of 5 results

Title	Description
FastWeb (Scholarship and College search)	Fill out your profile, and see which scholarships you may be eligible for. Over 600,0
Scholarships	Are you turning down free money? Every year scholarships go unclaimed because are some scholarships and search tools to help you avoid being one of them.
Scholarships.com	Financial need scholarships (grants) are not the only types available. Considerable available, with many of these scholarship opportunities not widely advertised. Stud variety of these scholarships.
PSAT	Get ready for the SAT exam and qualify for a National Merit scholarship

Highlighted Idea for Discussion

- Guide students in their pathway to success by discussing the choices students have for life after school. What are their options? Use these resource tools to explore the military as a career, trade schools, two-year colleges, and four-year colleges. Have the students evaluate each of these options. (CDOS #2, 3b)

Connect to Additional Resources!

Resources for Parents/Guardians

CareerZone is a tool for both school and home use. It provides an opportunity for parents and guardians to take an active role in their child's career planning. Parents can serve as partners with teachers by connecting their child's academics with the real world of work through career exploration. Their involvement can help lead the student to be more engaged in planning for their future. This portion of our website offers parents and guardians additional resources that can help them stay connected to their child's career planning process.

Getting Started:

Scroll through the list of resources provided that apply to parents and guardians. Parents and guardians can learn how to prepare their child for the future, as well as how to finance it.

Highlighted Idea for Discussion

- Encourage parents to review the Resource section of CareerZone. This section includes information on making post-secondary options more affordable through saving, filing a Free Application for Federal Student Aid (FAFSA) and applying for scholarships. Parents can use the links provided in this section to discuss what options are available for their child and how together, they can begin planning for the future. (CDOS #2)

Connect to Additional Resources!

Resources for Teachers

This section of CareerZone provides resources for teachers. An important component of this section is the CareerZone Lesson Plans that are aligned with New York State Education Department Learning Standards. This resource helps educators implement CareerZone in the classroom. You may submit original lesson plans for inclusion on this web page and share your ideas with other educators. Review the "Links for Teachers" section of the page for other educational resources.

Getting Started

Scroll through the links provided in the Resources for Teachers section. Read about the resource in the brief description next to each link.

Use the drop down to choose the type of resource. Optionally add search terms to refine the list. If the se

Resource Type: Teachers

Search Terms: lesson

search

Teachers - 16 of 16 results

Title	Description
CareerZone Lesson Plans	These lesson plans have been submitted to us by teachers to help inc Please feel free to share your lesson plans with us for possible inclusi
IT Lesson Plans	These lesson plans are designed to introduce middle school students information technology careers.
▼ Lesson Plan Websites	These sites have career related lesson plans and activities for the cla
Lesson Plans for Career Awareness	Ten lesson plans to help your students explore careers. Mapped to th state borders.
Exemplary Career Lessons	Here are several K-12 activities that bring a career element into the c standards, but applicable across state borders.
IT Lesson Plans	These lesson plans are designed to introduce middle school students information technology careers.
Lesson Plans for Career Awareness	Ten lesson plans to help your students explore careers. Mapped to th state borders.
PBS Teachers	The front door for all educational resources and services that PBS off professional development opportunities, videos, blogs, and more.
▼ Worksheets	These worksheets provide a simple way for teachers to incorporate t developed by teachers and counselors who have already incorporate

Connect to Additional Resources!

CareerZone Lesson Plans and State Learning Standards

Print This Page

Click on the Lesson Plan Title for more details.

(1 of 3) |◄ ◄◄   1 2 3   ►► ►| 15 ▼

Title ⇕	Grades	English Language Arts	The Arts	Health, Physical Education, and Family and Consumer Sciences	Career Development and Occupational Sciences	Languages other than English	Mathematics, Science and Technology	Social Studies
"Welcome to CareerZone. ..An Intro"	9 - 12	1, 3			1			
"Where Am I Going?"	6 - 8	1, 4			1, 2, 3a, 3b		2	
???What's My Line???	7 - 12	1, 4		3	1, 2			
A Day in the Life of a(n)	6 - 8	2	1, 2		1, 2		5	
Brochure Bonanza	9 - 12	1, 2, 3, 4	1		1, 2		5	
Career Brochure and Business	7 - 12	1, 2		3	1			

Resources for Teachers cont'd.

Highlighted Ideas for Discussion

- Have students work in groups to develop a lesson plan. Provide students with topics for the lesson plans such as Career Clusters, elements of the occupation detail pages and Dollars & $ense. (CDOS #1)

Connect to Additional Resources!

Resources for Counselors

Throughout school, students are constantly transitioning, whether this transition is from middle school to high school or high school to college/career. The Resource section can give students opportunities to connect to numerous post-secondary pathways. This section also provides teachers, counselors, and educators with a variety of printouts that they can distribute to students. This is also the place to be if you need diagnostic information or a way to network with researchers and peers online.

Getting Started

Choose any of the links from the "Counselors" section to take advantage of these additional resources outside of the CareerZone system.

Highlighted Idea for Discussion

- Preparing for college and post-secondary education is one of the biggest decisions in a student's life. Point your students in the right direction by researching potential colleges online. Select the "College Preparation and Choice" link to view a list of web sites that can guide further discussion. (CDOS #3b)

Connect to Additional Resources!

Resources for Job Seekers

The Job Seeker resource section offers some basic tools to understand the job search process. Use this page to introduce users to job preparation tools such as resumes, cover letters and reference list builders. Help the students use all the tools available here to make their applications unique.

Getting Started

Choose any of the sections from the Job Seekers list. These sections contain forms you find to construct your own resume, cover letter and reference list.

Resources

Fields marked with a ⬤ are required.

Use the drop down to choose the type of resource. Optionally add search terms to refine the list. If the search terms are empty it will

⬤ Resource Type: Beginning Job Seekers ▾

Search Terms: Riley Guide

[search]

Beginning Job Seekers - 3 of 3 results

Title	Description
The Riley Guide	A comprehensive guide to employment opportunities and job resources on the internet.
Petersons.com	Public or Private education... Let Peterson be your guide to explore colleges by name, major, location
Talking Safety New York Curriculum	The Youth@Work: Talking Safety curriculum is curriculum covering occupational safety and health National Institute for Occupational Safety and Health) dedicated to reducing occupational injuries a This curriculum is meant to be used in a classroom or other group training setting. The entire cur

Highlighted Ideas for Discussion

- Discuss specific tips, strategies and community resources for all phases of the job search (e.g.: finding your local NYS Career Center to find jobs based on interests or to develop a resume). You can also explore job openings using the "Job Openings in NY" option from the Occupation Profile Pages. (CDOS #3b)

- Many businesses require that people apply at job application "kiosks." Have students click on the Riley Guide resource in this section and read about these kiosks. Then have students find a job in CareerZone they may be interested in applying to now or in the future, and see if the employer requires people to apply online, in store, or with a hard copy job application. (CDOS #2, 3b)

Bringing It All Together:
The CareerZone Portfolio

Intermediate Level
Grades 6-8

Commencement Level
Grades 9-12

Jeff's Portfolio

Personal Info

01 Keep your information up to date a

Interest Profiler

02 Need to know what career might b occupations to explore.

FUTURE GOALS & DREAMS

Edit This List   Next Step

Back to Portfolio

What level do you feel you possessed when you started school?
○ ○ ○ ○
Highly Developed <--> Least Developed
What level do you feel you possess now?
○ ○ ○ ○
Highly Developed <--> Least Developed

Note: Content is generally the same for the different versions of the portfolio. Information stored in Intermediate Levels (grades 6-8) will carry over to Commencement Levels (grades 9-12).

Understanding Career Planning and Career Portfolio Development

"One of the most fundamental obligations of any society is to prepare its adolescents and young adults to lead productive and prosperous lives as adults. This means preparing all young people with a solid enough foundation of literacy, numeracy, and thinking skills for responsible citizenship, career development, and lifelong learning," (Symonds, Schwartz, and Ferguson, 2011, p.1).

Career Planning and Portfolios

Career planning is a life-long process that encourages students to take control of their future while creating a sense of responsibility, self-confidence and motivation for learned. Educators help students develop a sense of self-knowledge by exploring career opportunities and labor market information, establishing career and life goals and applying skills learned in the classroom to workplace success. An essential piece of the career planning process is building and maintaining a career portfolio. Read below to learn what a portfolio is, the types of portfolios, and how CareerZone can play a very important part in career planning and portfolio development.

What is a Career Portfolio?

Most people are familiar with art portfolios, a collection of paintings and pictures created by an artist to showcase the work they've done over a period of time. The portfolio is used during an interview or at an art gallery to present samples of work. Similar to an artist's portfolio, career portfolios are valuable because they organize and highlight an individual's skills, projects, training and education – in other words they showcase what makes an individual stand out.

Paper vs. Online Portfolios

Career portfolios show proof of accomplishments, professional development, school/job performance and evidence of skills that have been developed. Documents contained in career portfolios include resumes, cover letters, transcripts, licenses or certificates, writing and work samples, and evidence of professional or out-of-school organization affiliations. Career portfolios can also be used to store important contacts for networking and references, as well as provide resources and self-reflections. All of these items have traditionally been organized into binders, folders, or professional portfolio pads.

Even though the importance of a print portfolio should not be diminished, online portfolios are an emerging trend for creating, maintaining and sharing career portfolios. Online portfolios are convenient, versatile, and highly mobile in terms of delivery of materials to potential colleges or employers. Online portfolios can be accessed anywhere and anytime and can be easily edited and shared.

Understanding Career Planning and Career Portfolio Development

Using CareerZone to Develop an Online Career Plan

The New York State CareerZone system (www.careerzone.ny.gov) has an electronic career portfolio that helps individuals explore and prepare for future college and career options through multiple assessments, engagement in self-reflection and documentation of their learning experiences and accomplishments. Furthermore, the CareerZone portfolio is used to create cover letters and resumes, explore budget options and save samples of education and work materials.

As students enter information into the CareerZone portfolio modules (e.g., School Classes and Work Experience) this information populates the New York State Education Department Career Plan document. The New York State Education Department Career Plan document is saved in the portfolio labeled View Career Plan and is a printable document. The Career Plan captures information for the Intermediate level Career Plan (grades 6-8) and Commencement level Career Plan (grades 9-12).

Explore the next several pages of this guide to learn how to navigate and implement each portfolio module. You will also learn which portfolio modules connect to the printable career plan document.

Note: Below is a glimpse of the Intermediate (grades 6-8) and Commencement (grades 9-12) levels of the portfolio. For more information on what is included in each portfolio level, see page 49 & 54. Please note that the new Young Adult Portfolio level does not include a Career Plan document like the Intermediate and Commencement portfolio levels.

My Portfolio

Did you know?

Entry-level workers, employees with specialized techn

1. My Personal Info
2. My Interests
3. My Journal
4. My Abilities
5. My Job Readiness Skills
6. My School Classes
7. My Colleges
8. My Areas for Growth
9. My Life Skills
10. My Saved Occupations
11. My Future Goals and Dreams
12. My After School Stuff
13. My Volunteer Experience
14. My Work Experience
15. My Final Activity
16. My Annual Review
17. View My Career Plan

Intermediate

22. Dollars and $ense
23. Apprenticeship
24. Manage Attachments

My Portfolio

Welcome Jane
Update My Account

Commencement

Did you know?

Job opportunities are expected to be excellent for experienced cons

01   Personal Info
Keep your information up to date and get the most out of CareerZone.

02   Interest Profiler
Need to know what career might be right for you? Enter some activities, and get suggestions of occupations to explore.

03   Journal
Keep track of your past to help you make decisions about your future.

04   Abilities
What are you good at? Keep a list to get a jump on writing a resume.

05   Job Readiness Skills
Find an occupation that matches the skills you already have and learn about other skills you would like to obtain.

06   School Classes
Keep track of which courses you are taking and how you feel about them.

12   Volunteer Experience
Civic minded and responsible? You should be proud of working to make a difference. Keep track of all your good deeds and volunteer work experiences here.

13   Work Experience
Keep track of your jobs, and the responsibilities and accomplishments you had there. This will be really handy when you create a resume.

14   Work Importance Profiler
Identify and explore occupations that you may like, based on what you are looking for and what different occupations can offer you.

15   Colleges
Keep track and visit the webpages of the colleges you have selected to add to your portfolio.

16   Education History
Keep a record of your educational accomplishments, past and present, then choose which ones to include on your resume.

17   Final Activity
You'll be graduating soon, and moving on to new

MS   Messaging
Send messages to managed users

MG   Management
Configuration options for managing

CA   Combined Assessm
View your combined assessment r

CP   View Career Plan
Bring it all together! See a print re work.

RB   Resume Builder
Bring it all together! Create a resu

LW   Letter Writer
Create a cover letter, thank you le to go with your resume.

RL   Reference List
Create a list of references.

JA   Job Application Too
Get started on your job application

Bringing it All Together: My Portfolio

Welcome to the CareerZone Portfolio. The CareerZone Portfolio allows students to track their work experience, interests, college and job training searches and other career related activities. The CareerZone system can serve as a life-long resource for students as they transition into adulthood. When students are ready, they can print out a summary of their portfolio as an on-line version of New York State Education Department Career Plan. For more information on the Career Plan, visit the New York State Education Department at www.p12.nysed.gov/cte/careerplan.

Getting Started

After selecting the My Portfolio button on the CareerZone landing page, have students select "Create Account." Fields marked with a gold dot are required, however the rest are not. Encourage students to fill in the email address portion to retrieve their username and password, in case they forget it. The New York State Department of Labor canot provide access to account information. See page 51 for more information on creating an account and logging in to CareerZone Portfolio.
Note: Subsequent log-ins lead directly to the Portfolio page.

Below identifies some modules of the Portfolio:

Personal Info	Interest Profiler	Journal	Job Readiness Skills	School Classes
Areas for Growth	Life Skills	Saved Occupations	Future Goals and Dreams	After School Activities
Community Service	Work Experience	Work Importance Profiler*	Colleges	Education History*
View Career Plan	Resume Builder	Budgeting	Final Activity	Annual Review
Cover Letter	Reference List	Job Application Tool*	Contacts	Work Samples

Note: Modules marked with an (*) are only found in the Commencement level Portfolio. Please see page 54 for more information on the Intermediate, Commencement and Young Adult levels of the CareerZone Portfolio. A new Combined Assessment Report is also found in the Commencement Portfolio level of CareerZone.

Bringing it All Together: My Portfolio

Commencement level Portfolio

My Portfolio

Welcome Br
Update My Ac

Did you know?

Central New York will be home to the Northeast's first ethanol fuel plant, a $121 million facility to be built at the former Miller brewery in Osweg

01 Personal Info
Keep your information up to date and get the most out of CareerZone.

02 Interest Profiler
Need to know what career might be right for you? Enter some activities, and get suggestions of occupations to explore.

03 Journal
Keep track of your past to help you make decisions about your future.

04 Abilities
What are you good at? Keep a list to get
resume.

05 Job Readiness Skills
Find an occupation that matches the skills
and learn about other skills you would like

06 School Classes

12 Volunteer Experience
Civic minded and responsible? You should be proud of working to make a difference. Keep track of all your good deeds and volunteer work experiences here.

13 Work Experience
Keep track of your jobs, and the responsibilities and accomplishments you had there. This will be really handy when you create a resume.

14 Work Importance Profiler

MS Messagin
Send messages to m

MG Managen
Configuration options

CA Combined
View your combined

CR View Care

Intermediate level Portfolio

careerzone ®

STEM for Teens   ASSESS YOURSELF   MY PORTFOLIO   SE

My Portfolio

Did you know?

Carpenters, electricians, plumbers, pipefitters, and steamfitters are construction jobs expected to grow the most

1. My Personal Info
2. My Interests
3. My Journal
4. My Abilities
5. My Job Readiness Skills
6. My School Classes
7. My Colleges
8. My Areas for Growth
9. My Life Skills
10. My Saved Occupations
11. My Future Goals and Dreams
12. My After School Stuff
13. My Volunteer Experience
14. My Work Experience
15. My Final Activity
16. My Annual Review

Connecting CareerZone to the Classroom:

- Discuss the concept of a portfolio. Ask if students have ever developed a portfolio before, such as an art portfolio and why it is important to create one. (CDOS 1)

- Hand out manila folders for students to label and decorate as "_____'s Portfolio." When students finish a module they wish to keep, print it out using the "Print this page" option. Students may want to give a hardcopy of their work to their school counselor. (CDOS #1)

Portfolio Account Creation

Whether you are working with a student that is a brand new CareerZone user or someone who has an existing account, there are a few things to consider when logging in to a new or existing account. The chart below gives some guidance for creating a new CareerZone account and specific instructions for returning users to follow. Encourage your students to create a CareerZone account in order to have full access to CareerZone and save all the information they collected in their Portfolio.

Getting Started

Use the chart below to provide helpful tips to your students when accessing the CareerZone Portfolio.

For students creating a new account: Remind students that 1. All usernames and passwords are case sensitive 2. Passwords must contain between six to twenty characters and 3. Passwords cannot be the same as the username. If possible, ensure that all students provide an e-mail at the time of their account creation so that they can easily retrieve a forgotten username or password. Students will also be asked to enter three security questions to help verify their identity in the case of a forgotten password. Tell students to write down the answers to their username, password, and security questions in a secure place.

For returning students: Log in as you have in the past. However, with CareerZone's most recent update, we ask that you change your password to ensure your privacy. New passwords must be between 6-20 characters and cannot match the username. Make sure students keep their information up to date (especially the grade level) by updating the Personal Info section of My Portfolio.

For returning students with a forgotten username or password: Students will be prompted to answer one of their security questions provided at the time they created an account. Then, CareerZone can send lost usernames and passwords to the email identified by the user.

*Note: Don't forget - if students do not provide an email there is no way to retrieve their password. You may wish to provide a class email address to help students retrieve a password or username.

*Note: It is important to remember that NYS Department of Labor cannot reset lost usernames or passwords even if the request is made by a teacher or parent.

Portfolio Account Creation

Connecting CareerZone to the Classroom:

Intermediate Level

- Have students create and decorate a folder to keep their written work in one place throughout the school year. Students can decorate the folder with items such as their name and pictures/words that showcase their interests, skills, and career goals. Discuss the importance of maintaining writing samples as a way to reflect on personal growth and to share with current and future teachers and other important adults in their life. (CDOS #1, 2)

- Have students create a business card that reflects who they are (e.g. artist, good friend, determined student). Show examples of business cards and provide alternatives for what students can include (e.g. Name/ Student at Myer's Middle School/ Aspiring Business Leader). Students can also be creative in the words and pictures they choose to include. (CDOS #1, 2)

Commencement Level

- Discuss artist's portfolios with students (e.g. how they include paintings, photography, pictures of sculptures they've completed). Then, introduce students to career portfolios by brainstorming items students would typically include (e.g. work/volunteer experience, after-school activities). Next, have each student make a list of what they would currently like to include in their portfolio, as well as future ideas/activities they would like to include in their portfolio. (CDOS #1, 3b)

- Have students think of a person they respect (e.g. parent/guardian, mentor, coach, friend). Then have students write what these identified role models would include in their career portfolio based on the modules found in CareerZone. Next, have students share their ideas with the class and discuss how they may want to include some of these features in their own career portfolio. (CDOS #2,3b)

Personal Info

Here students can save and change personal information. In this module students can update their grade level, change their password and delete their account. Notice the lock icon in the address bar and the 's' after http in the web address that lets the user know that the website is a secure site.

Getting Started

Students can click into a text box to enter or change information. Students can select next after filling out all required fields (these are marked with a gold dot). It is important to select "Save" at the bottom of the page to update any new information that students would like to add. Students who would like to delete their account should go to the "Delete Account" option on the Account Info tab.

***Note**: Skip to the Personal Info section by selecting "Update My Account" at the top right of the Portfolio.*

This is where you can change portfolio levels

Connecting CareerZone to the Classroom:

Intermediate Level
- Discuss the importance of privacy and the implications of putting personal information online. Discuss why sometimes they must include personal information such as an address, and other times they can leave it blank (CDOS #3a)
.
- Review the CareerZone privacy statement to make students aware of how the website keeps personal information safe. This is on the bottom of the CareerZone homepage. (CDOS #3a)

Commencement Level
- Have students find and review the privacy statements of some of their favorite websites. Also, have students search for their name, using Google or any search engine, to see what kind of information about themselves they can find. (CDOS #3a)

- Each time the page refreshes, a new "Did You Know?" fact appears. Have students explore the fact further, read the fact on their page or share it with their neighbors. (CDOS #2)

Personal Info: Choosing an Appropriate Grade Level

The content of modules in the portfolio is determined by the portfolio level chosen. Grades 6-8 (Intermediate) have a different appearance and less content than Grades 9-12 (Commencement). Older youth also have the option of creating a CareerZone Young Adult portfolio which does not lead to a Career Plan document.

Getting Started

Find the grade level in the top corner of the My Profile homepage. Have students change their grade level at any time by returning to the "Personal Information" module.

Differences Between Grade Levels	
Grades 6, 7, 8 (Intermediate)	**Grades 9, 10, 11, 12 (Commencement)**

- More youthful appearance. - View "My Career Plan" by selecting the water bubble icon on the right side of the portfolio page. - Excludes portfolio modules that are not appropriate for younger students. - The names of some modules slightly differ to better reflect this age group. For example, the "Interest Profiler" found in the Commencement level, is referred to as "My Interests" under the Intermediate levels. However, the Intermediate content is identical to the Commencement content within these modules.	- More sophisticated appearance. - This version includes additional modules that are more meaningful to older students such as:
	  - Work Importance Profiler
	  - Education History
	  - Combined Assessment Report
	  - Contacts

The Young Adult Version of CareerZone
- The Young Adult Version of CareerZone provides much of the same information as the Commencement Level portfolio, with some additional benefits.   - A student who creates an account and enters an age of 18 or older will be automatically entered as a CareerZone Young Adult. Likewise, students returning to CareerZone who have turned 18 in the meantime will also be entered as a CareerZone Young Adult.   - These students will no longer have to enter a school and school district, and proceed to create an ungraded version of the Portfolio. However, students will have the option of entering a school district if they are still associated with one.   - Students who are over 18 will be asked to enter additional information. This information is used to provide more comprehensive job search assistance to older customers.

Personal Info: Choosing an Appropriate Grade Level

Update Your Account

Account Info | Contact | School

Fields marked with a ● are required.

Lastly, fill in school information.

Enter the first few characters (at least three) of your school's name, then select your school from the list displayed. The sch automatically.

● Portfolio Level: Sixth Grade

● School/Organization: Sand Creek Middle School

● School District: South Colonie Central School District

Save | Back to Portfo

● Portfolio Level: Sixth Grade

● School/Organization: Sand Creek Middle School

● School District: South Colonie Central School District

Save | Back to Portfo

Connecting CareerZone to the Classroom:

- Discuss with students why it is important to create CareerZone portfolios for different grade levels. (CDOS # 3a)

- Have students create a mock landing page for their grade level. Have them choose between a cartoon or more realistic design. What modules should they include that apply to their grade level? Next, have student design a mock landing page for an elementary grade level.

Note: *There is no Elementary level portfolio in CareerZone. (CDOS # 2)*

Interest Profiler (IP)

This module gives students a chance to use a formal assessment tool to link their interests to potential occupations. Keep in mind this portion of the profile only reflects what students are interested in, not what they have the ability to do. This is a 60-item questionnaire. The length of time required for the individual completion varies based on student's reading and comprehension ability. Students must complete the IP in one sitting. This assessment tool is based on the United States Department of Labor IP.

Note: The IP is an expansion of the informal "Assess Yourself" tool found outside of the Portfolio on the landing page of CareerZone found on page 35 of this guide.

Getting Started

Select the IP module from the Portfolio. The introduction page outlines the purpose of the IP for students. CareerZone keeps track of multiple results of the IP assessments. This allows students to go back and review these results over time.

At the end of the IP, the results show students how many of their answers fall into each one of these categories: Realistic, Artistic, Investigative, Social, Enterprising, and Conventional.

Note: The next screen will list several occupations that match students' interests. These occupations are divided into five "Job Zones." Job Zones as defined by the U.S. Department of Labor are based on the amount of previous work-related skill, knowledge, and experience needed for that occupation. Additionally, each occupation is ranked from 1-3 stars to identify how strongly that occupation matches students' interests. For more information regarding Job Zones and viewing the results of assessments refer to page 109 in the Helpful Resources.
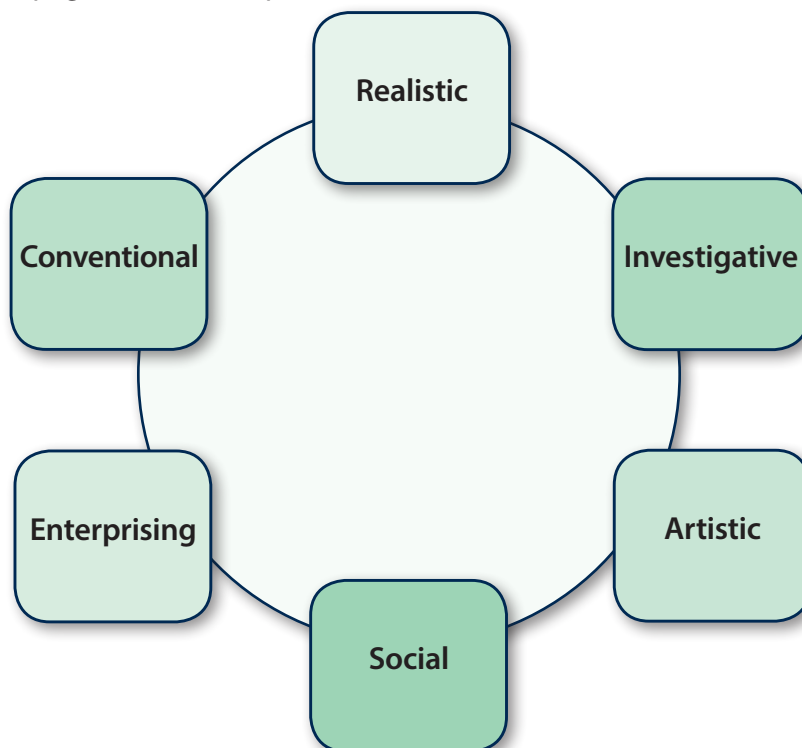
Note: For more information on the IP visit www.onetcenter.org/IP.html .

Interest Profiler

My Interests

	Introduction	Assessment	Sc...	Match Results

Part 1	Part 2	Part 3	Part 4	Part 5

Part 2 of 5

	Strongly Dislike	Dislike	Unsure	Like	Strongly Like	
13.	○	○	○	○	○	Repair household appliances
14.	○	○	○	○	○	Raise fish in a fish hatchery
15.	○	○	○	○	○	Conduct chemical experiments
16.	○	○	○	○	○	Study the movement of planets
17.	○	○	○	○	○	Compose or arrange music
18.	○	○	○	○	○	Draw pictures
19.	○	○	○	○	○	Give career guidance to people
20.	○	○	○	○	○	Perform rehabilitation therapy
21.	○	○	○	○	○	Operate a beauty salon or barber shop
22.	○	○	○	○	○	Manage a department within a large company
23.	○	○	○	○	○	Load computer software into a large computer network
24.	○	○	○	○	○	Operate a calculator

Interest Profiler Assessment

Note: Remember that the IP is not a test and there are no right or wrong answers, and no time limit. Users will be able to create multiple IPs, and will also be able to review previously saved assessments.

Connecting CareerZone to the Classroom:

Intermediate Level

- Use magazine clippings or pictures to create a collage of things that interest the student. Have students reflect on their collage and discuss what kind of careers might suit their interests based on this informal assessment activity. (CDOS #1)

- Have students collect five of their favorite objects to put in a brown paper bag and bring to class. Have each student share their items, explain why they chose these items and how these items relate to their personal interests. (CDOS # 1, 3a)

Commencement Level

- Ask students to choose three occupations from the Interest Profiler results and explore them in further detail. (CDOS #1, 3s, NCDG 9, 10, 11, 12)

- Have students interview an adult in their life and ask them how their personal interests connect to the work they do each day. (CDOS #1,3a)

Journal

The Journal module can help students keep track and reflect on important events and activities that help to influence their career path. This is an ideal place to save Work Based Learning reflections and writing projects.

Getting Started

To begin, select the Journal module from the Portfolio. Then click on "Add New Entry" to begin. Create a title for the entry and select "Save." The journal entry will be stored with a date included in the title as well as the first line of the journal entry. To view or edit previous entries, students may click on any one of these previous titles.

Students have the option of selecting whether the assignment is an activity, a deadline, a follow up, or a note. Then, have students select the calender to put in an entry date and due date (this is also optional).

Note: *Journal entries do not print in the Career Plan module.*

Connecting CareerZone to the Classroom:

Intermediate Level

- Have students generate ideas for journal entries using the journal options (assignment, activity, etc.). (CDOS #3a)

- Have students read the "Did You Know?" fact on the main page of the My Portfolio. (Each refreshed page leads to a different fact.) Have them react to it in their journal. (CDOS #3a, 3b)

Commencement level

- Have students review their earlier journal entries and document how they changed over time. (CDOS #2, 3a)

- Have students practice applying for colleges by answering questions found in the college admission essays. They can practice writing a personal statement for college application essays or scholarship opportunities. (CDOS #1, 3b)

Abilities

This module allows students to learn about different types of abilities by reading and selecting from the list of sensory, physical, psychomotor and cognitive abilities. These abilities students identify offer a good starting point for a basic resume and help them relate their school to skill sets they can use in work settings.

Getting Started

To begin, select the Abilities module from the Portfolio. Then use the mouse to click on the box next to those abilities or aptitudes a student wants to save to their portfolio. To continue, select "Next." The module will show a list of occupations that require one or more of the abilities selected.

Occupations will fall into five Job Zones. Job Zones range from lowest to highest according to the education and training required for each occupation. Students may select any of the listed occupations to explore futher.

Below is a list of the abilities students can choose from. The CareerZone site explains each ability further to give your student a better understanding of each one.

- **Sensory** - Visual, speech, and hearing abilities.

- **Physical** - Flexibility, balance and coordination abilities, endurance, and physical strength abilities.

- **Psychomotor** - Arm, hand, and finger control. Also reaction time, speed and the ability to control machines and vehicles.

- **Cognitive** - Information and pattern recognition, spatial, number, math, memory abilities, as well as spoken and written communication, idea generation, reasoning, and attentiveness.

Abilities

Note: Clicking on a selected box will clear the check mark.

Connecting CareerZone to the Classroom:

Intermediate Level

- Have students write a paragraph or make lists about "Me, Myself and I." Include aptitudes, abilities and talents. Have students share their paragraphs or lists in small groups. (CDOS # 2) (NCDG 1,2,3,9)

- Have students brainstorm a list of occupations that require strong writing and communication skills as these are critical workplace competencies. (CDOS #1)

Commencement Level

- After students complete the Abilities module in the CareerZone portfolio, have them explore volunteer and/or work experiences that match their abilities. To find volunteer experiences, New Yorkers Volunteer (http://www.newyorkersvolunteer.ny.gov/) is a web site that provides information on volunteer experiences across New York State. (CDOS #1)

- Have students practice interviewing for a part-time job by highlighting traits chosen in the Abilities module. (CDOS # 3a)

Job Readiness Skills

Many people, especially students, struggle to put their skills into words. This module defines 35 work-related skills an employer might look for when screening applications. It divides job skills into six categories: basic, social, complex problem-solving, technical, systems, and resource-management skills.

Getting Started

Select the Job Readiness Skills module from the Portfolio. Then students can scroll through the skill definitions on the page, and click the boxes next to the skills they believe they have. Next, students save or edit their choices and view occupations that match the selected skills. Occupations are divided into Job Zones based on the education and training required for that occupation. Below is a list of skills that are in this module.

- **Basic Skills** - reading comprehension, active listening, writing, speaking, math, science, critical thinking, active learning, learning strategies, and monitoring

- **Social Skills** - social perceptiveness, coordination, persuasion, negotiation, instruction and service orientation

- **Complex Problem Solving Skills** - identify problems, review related information, evaluate options, and implement solutions

- **Technical Skills** - operations analysis, technology design, equipment selections, installation, programming, operation monitoring, troubleshooting, repairing, and quality control analysis

- **Systems Skills** - judgment and decision making, systems analysis, and systems evaluation

- **Resource Management Skills** - time management, management of financial resources, management of material resources and management of personal resources

Job Readiness Skills

My Job Readiness Skills

Work requires a variety of skills. Check the boxes next to those you have, and see what occupations they are used in.

Basic Skills

☐ **Active Learning** - Selecting and using learning and study methods to best learn or teach new things.

☐ **Active Listening** - Giving full attention to what other people are saying, taking time to understand what they said, asking questions when needed.

☐ **Critical Thinking** - Understanding and using new information to solve problems and make decisions, in the present and the future.

☐ **Learning Strategies** - Watching your performance and that of others to correct or improve it.

☐ **Mathematics** - Using mathematics to solve problems.

☐ **Monitoring** - Monitoring/Assessing performance of yourself, other individuals, or organizations to make improvements or take corrective action.

☐ **Reading Comprehension** - Understanding what you read.

☐ **Science** - Using scientific rules and methods to solve problems.

☐ **Speaking** - Talking clearly so people understand what you mean.

☐ **Writing** - Writing clearly so people understand what you mean.

Note: The level of skill is an important consideration in this module. The presence of an occupation on a student's Job Readiness Skill results does not mean that they are ready for a job in that field.

Connecting CareerZone to the Classroom:

Intermediate Level

- Have students brainstorm skills they have that will apply to a future occupation. Share responses with the class or in small groups. (CDOS # 1, 2) (NCDG 1, 4, 5, 6, 7, 12)
- Create a help-wanted advertisement. Pretend you are an employer for a local business seeking a new employee. What kind of qualities and experience do you need? Look at existing ads to guide students. (CDOS #1)

Commencement Level

- Have students brainstorm a list of traits of a good worker. Then ask the students to prioritize these traits from the most important to the least important. Do this by having the class work in small groups. (CDOS # 1, 2) (NCDG 1, 2, 7)
- Have students create a checklist and title it "Get Ready for a Job." What things will go on the checklist? Include items such as get working papers, "find references," and "figure out transportation." (CDOS #1, 3a)

School Classes

Students use this module to keep track of the classes they take (or have taken) and their performance in each one. There is space for the class name, instructor and comments. This record of school classes is important when students apply for college, a job, or to measure their progress in school. Students can also switch the grade level of their portfolio to enter classes from previous grade levels.

Getting Started

Select the School Classes module from the Portfolio. On the first screen, students can click "Add New Class" to create a new entry, or click on an existing entry to edit information. Next, students enter the requested information in the text boxes and check the skills that they acquired from that class. Only the skills that students have selected in the Job Readiness Skills module will appear. They can also check the box if a class is one of their favorites.

Note: Favorite classes will appear in red on the first screen.

Check box if this is a favorite class

School Classes

School Classes

Fields marked with a ⬤ are required.

Add a class

⬤ Class Name: Technology

Teacher's Name: Miss Kennedy

Comments: In technology, my class and I learn a variety of computer skills. Technology areas covered in this class include Internet ethics, Word processing, Excel, and presentation software.

Check if this is a favorite: ☑

Note: Students must select at least one class as a Favorite for any school classes to appear in the Career Plan. Also, skills identified in the Job Readiness module will appear in this module.

Connecting CareerZone to the Classroom:

Intermediate Level

- Have students pick their favorite classes. Ask them to identify skills they feel they learned in that class. (CDOS #2)
- Have students interview an influential adult to find out what their most valuable subject was in school. Have students ask questions such as: "Why is this subject so valuable? Do you use it in your career today and if yes, how? How do you apply this subject to your everyday life? What were your challenges and/or strengths with this subject?" (CDOS #2, 3a)

Commencement Level

- Ask students to identify how the skills they learned in school will transfer to the world of work. (CDOS #1)
- Have students look up courses that your school offers and decide which classes to take next year. Have them explain their choices. (CDOS #3b)

Areas for Growth

Another way to connect students' academics to the real world of work is through identifying areas of growth. This module provides a series of questions for students and walks them through a decision-making process to identify opportunities for self-improvement in academics, personal, or employment related areas.

Getting Started

Select the Areas for Growth module from the Portfolio. Then have your students click on the "Add New Area" button to begin. After reading the instructions have students type their responses in the text box describing what they need to improve. Next, students can select one circle that explains their self identified areas of weakness, or come up with their own. After evaluating their self identified areas of weakness, students can use the following section to list ways they can build an area of weakness into an area of strength. For example, if the student listed, "Doing better on tests" in their growth area, then in they can enter "Study in groups, use flashcards, and play games while studying" for the "How I can make it interesting" section.

CareerZone - Areas for Growth

Fields marked with a ● are required.

No matter how talented you are, no one is an expert in everything. Think honestly about yourself, and use the text b

● Growth Area: | Test-taking skills

Now that you've indicated a potential area for growth, let's determine why you haven't excelled in this area before. Many people design an improvement plan.

○ Lack of Interest
◉ Lack of Opportunity
○ Lack of Effort
○ Other:

[_____]

If you would like to do something but just don't know how, you are in luck. There are plenty of ways to learn new things. You jus Take a class, join a club, volunteer, whatever you like. Where you get the training is up to you, just as long as you get the trainin

I can get the training by: | Starting a study group with my classmates that would meet to discuss test taking strategies and study together for tests and quizzes.

Areas for Growth

CareerZone - Areas for Growth

Welcome Jane | Twelfth Grade
Update My Account | ✉ (0) | **Logout**

Keep a list of the areas you feel you can improve on. Click the Add New Area button to add areas for growth, or click on an existing entry to review what you previously entered. To remove unwanted entries, click on the delete link next to the title.

If you wish to view your entries from a previous Por...

Show current level | Show all levels

Lack study skills. ... Delete
Computer Skills ... Delete

...d New Area

CareerZone - Areas for Growth

Update My Account

✓ Save complete.

Fields marked with a ◉ are required.

No matter how talented you are, no one is an expert in everything. Think honestly about yourself, and use the text box to identify an area where you still have room to grow.

◉ Growth Area: Computer Skills

Now that you've indicated a potential area for growth, let's determine why you haven't excelled in this area before. Many people get held up in one of following areas. Select the one that is tru... an improvement plan.

○ Lack of Interest
◉ Lack of Opportunity
○ Lack of Effort
○ Other:

If you would like to do something but just don't know how, you are in luck. There are plenty of ways to learn new things. You just have to be creative. Figure out a way to learn and practice th... Take a class, join a club, volunteer, whatever you like. Where you get the training is up to you, just as long as you get the training.

I can get the training by: Practice typing and using computer programs at my local library.

Note: *Read the text carefully for each option selected. There is a different narrative for each option. The "Other" option gives the greatest opportunity for self-reflection.*

Connecting CareerZone to the Classroom:

Intermediate Level

- Ask students to brainstorm ideas for possible areas of growth. Write the ideas on the board. How can they make something they do not like more interesting? (CDOS # 2)
- There are three possible reasons for lack of growth (lack of interest, lack of effort, and lack of opportunity). Ask students to brainstorm what they could write in the "Other" text box provided. (CDOS # 2)

Commencement Level

- Have students review these entries periodically to see if they are making progress. Ask them to record their reaction using the Portfolio's Journal module. (CDOS # 2, 3a)
- Have students search magazine or newspaper articles to find stories of individuals who have overcome an area of weakness and have turned this weakness into a positive. Identify traits that contribute to the positive event and what the person did to improve. (CDOS # 2)

Life Skills

Students learn a variety of skills at home, school, and by participating in extra-curricular activities. Employers identify these life skills that are essential for success in the workplace. This section will provide an easy way for students to identify and explain what life skills they have and how they have acquired them. Life skills are important to emphasize on resumes, post-secondary education and job applications.

Getting Started

Select the Life Skills module from the Portfolio. On the first screen, students select a broad skill area to explore (Basic, Thinking, Technology, etc.). The second screen gives examples of the skill area they selected and a space to type in any activities they have participated in that demonstrate this skill. Then, students can select the level of development within that skill, before and after they began that activity in school. By clicking "Save," students will return to the previous page and the completed skills will appear in red. Below is a list of the life skills listed in CareerZone:

- **Basic Skills** - students use a combination of techniques to read, listen to, and analyze complex information; conveys information in oral and written form; uses multiple computational skills to analyze and solve mathematical problems.

- **Thinking Skills** - students demonstrate the ability to organize and process information and apply skills in new ways.

- **Personal Qualities** - students demonstrate skills in settings goals, monitoring progress, and improving performance.

- **Interpersonal Skills** - students communicate effectively and help others learn new skills.

- **Technology** - students apply knowledge of technology to identify and solve problems.

- **Managing Information** - students use technology to acquire, analyze and organize data; communicate information.

- **Managing Resources** - students allocate time and financial and human resources to complete a task.

- **Systems** - students demonstrate an understanding of the relationship between the performance of a system and the goals, resources, and functions of an organization.

Life Skills

Connecting CareerZone to the Classroom:

Intermediate Level

- Brainstorm a list of tips for how to make a good first impression on others. (CDOS # 2)
- Have students choose the single occupation that most interests them. Have students make a list of life skills they think are required for their chosen occupation and why. (CDOS # 1) (NCDG 1, 4, 7)

Commencement Level

- Have students pretend to be the owner of a business. Tell them to imagine they are about to interview several workers for a position. They must create a checklist of behaviors and traits they seek in a potential employee. Using the checklist created ask the students to compare those traits and behaviors that they listed with ones that they actually possess. (CDOS #1, 2)

- Make a chart that divides your students' ages into birth to five years old, six to ten, eleven to fifteen, etc. For each section have your students write down the life skills they acquired during those age ranges. Have students share their charts with one another. (CDOS #2)

Saved Occupations

This is the place to keep track of the occupations that interest students. This module provides a place where students can store specific occupations they want to explore further.

Getting Started

Select the Saved Occupations module from the Portfolio. Students can type a specific occupation in the Search box, or view all 800+ occupations listed. Click on the occupation to learn more about it, or select the 💖 icon to add to your list as a favorite. Pick as many as you want, then click on "Save Selected Occupations." Students may also add to this list when they go on the Occupation Profile page by selecting "Add to Favorite."

Search Options

Please enter your search options. Fields may be searched on partial values. Searches may be performed on individual OR combinations of fields.

Keyword:
Computer   [Search]

More Search Options

Search Results

Below are search results that match your criteria. Learn more details about each occupation by clicking on the occupation title. Save an occupation for future reference by clicking, clicking Add a Note. To delete an occupation from the list, select Remove from Favorites.

| | 55 Results Found | 1 2 3 4 5 6 | 10 | Items per Page | (1 of 6 |

Occupation	Description	Openings	Bright Outlook	Green Jobs
Computer Operators	Monitor and control electronic computer and peripheral electronic data processing equipment to process business, scientific, engineering, and other data according more...	JOBS		
Computer Programmers	Convert project specifications and statements of problems and procedures to detailed logical flow charts for coding into computer language. Develop more...	JOBS		
Computer Science Teachers, Postsecondary	Teach courses in computer science. May specialize in a field of computer science, such as the design and function of more...	JOBS		
	Research, design, develop, and test computer or computer-			

Connecting CareerZone to the Classroom:

Intermediate Level

- After students have explored many occupations, divide the class into 2-4 teams. One player from each team goes at a time and draws a hint on the board, as their own team tries to guess which occupation they drew. (CDOS 3a, 3b)
- Have students choose one of their saved occupations. Then, take a trip to the library and have the students find information and books on that occupation. (CDOS # 1, 3a)

Commencement Level

- Distribute Department of Labor publications such as the STEM Fact Sheet. Have the students look at status and trends specific to occupations that interest them. Then have students list the occupations that interest them and record the number of people employed in the field and the job outlook. (CDOS # 1, 2) (NCDG 7)
- Have students interview someone who is currently in their dream occupation. Ask questions about the steps they took to get them where they are. Then draw a career ladder that shows each step they took to achieve success. Last, discuss alternative paths that can also help them reach their career goals. (CDOS # 1, 2)

Future Goals and Dreams

Making career decisions and planning for the future can be a confusing process for students. This module makes goal setting simple by allowing students to document their goals step by step. Students can evaluate work tasks, compare occupations, and plan exploration strategies to help achieve their goals and dreams.

Note: *Students must have occupations previously saved (see Saved Occupations on page 69) to complete this module. The more occupations students have saved, the longer it will take to complete this module.*

Getting Started

Have students select the Future Goals and Dream module from the Portfolio landing page. As students follow the instructions on each screen, have them select the appropriate circle and rate whether they like, are unsure, or dislike each task listed.

Future Goals & Dreams

Update My Account

Rate how you feel about each task associated with this occupation. Check the circle marked Like, Unsure, and Dislike to make your selection

Animal Trainers

Task	Like	Unsure	Dislike
Observe animals' physical conditions in order to detect illness or unhealthy conditions requiring medical care.	●	○	○
Cue or signal animals during performances.	●	○	○
Administer prescribed medications to animals.	○	○	●
Evaluate animals in order to determine their temperaments, abilities, and aptitude for training.	●	○	○
Feed and exercise animals, and provide other general care such as cleaning and maintaining holding and performance areas.	●	○	○
Talk to and interact with animals in order to familiarize them to human voices and contact.	●	○	○
Conduct training programs in order to develop and maintain desired animal behaviors for competition, entertainment, obedience, security, riding and related areas.	○	○	●
Keep records documenting animal health, diet, and behavior.	○	●	○
Advise animal owners regarding the purchase of specific animals.	●	○	○
Instruct jockeys in handling specific horses during races.	○	○	●
Train horses or other equines for riding, harness, show, racing, or other work, using knowledge of breed characteristics, training methods, performance standards, and the peculiarities of each animal.	○	○	●

Future Goals and Dreams

![Chain icon]

Connecting CareerZone to the Classroom:

Intermediate Level

- Split students into groups. Hand out a cloud shaped piece of paper to each of the students and have the students write one of their dreams on the cloud. Have the groups of students then identify steps they can take in the future to reach their dreams (e.g. what job can help you afford this dream? what education will you need to fulfill this dream if it is a career dream?) (CDOS #2)
- Organize a field trip to a museum, firehouse, police station, mall or park to help students learn about the jobs in each workplace. When you get back to class discuss goals student can set if they are interested in these occupations. (CDOS #1 , 3a)

Commencement Level

- Have students develop a series of SMART goals for achieving success in occupations they have chosen. (CDOS#3b)
- Have students imagine they are attending their five-year high school reunion. Using their interests and goals, have students describe their future life to their peer. How did their interests from 'when they were younger' lead them to the occupation they are 'currently' in? What is their personal life like? Students can also write a letter in their alumni newspaper telling about how their interests and goals led them to the occupation they are currently in. (CDOS #1, 2)

After-School Activities

Extracurricular activities can teach valuable skills including leadership and teamwork. This module allows students to identify the academic and work-related skills learned in after-school activities.

Getting Started

Select the After-School Activities module from the Portfolio. Then select "Add New Activity." Next type in the activity name and description. Students who have completed the "Job Readiness Skills" module in the past will see the list of skills they selected. Students can select the skills attained during their after-school activities.

Home ▸ After School Activities

Welcome Jane   Twelfth Grade
Update My Account   ⊠ (0)   Logout

After School Activities

Use this space to keep track of the activities you do in your spare time. Click the Add New Activity button to add after school activities, or click on an existing entry to review what you previously entered. To remove unwanted entries, click on the delete link next to the title.

If you wish to view your entries from a previous Portfolio Level, select Show all levels. Previous levels cannot be edited or deleted.

Show current level | Show all levels

Activity		Portfolio Level ⬍	Action
Yearbook Club		12	Delete
Photography Club		12	Delete
Varsity Soccer		12	Delete

Back to Portfolio   Add New Activity

After School Activities

Fields marked with a ⚪ are required.

The activities that you take part in after school help define who you are and are an important part of your po experiences. These may include any sports, clubs or hobbies you enjoy.

⚪ Activity Name: Yearbook Club

Description: Help to edit the yearbook, take pictures for the yearbook, choose a design and survey students for yearbook polls.

After-School Activities

Note: To get the most out of this module, complete Job Readiness Skills first (see page 61 for more information). However students do not need to select a skill in order for the After-School Activity to show up in the Career Plan document.

Connecting CareerZone to the Classroom:

Intermediate Level

- In small groups, ask students to list one activity they each participate in outside of school. They may include sports, clubs or hobbies. Then have each group come up with a list of skills they acquired from these activities and share with the class.
  (CDOS # 2, 3a & NCDG 1, 2, 3, 4, 5)
- Develop a list of associations for students that would help expand their professional contacts based on their interests and after-school activities. Have them look up membership requirements and learn how to join. Then have them make a list of networking opportunities and resources available through each association. (CDOS # 1, 2)

Commencement Level

- Ask the students to identify and discuss activities outside the classroom. How do these activities contribute to career preparation? Find, evaluate, and share examples of college essay questions based on extracurricular activities. (CDOS 1 & NCDG 4, 9)
- Encourage every student to participate in at least one afterschool activity during the school year. Afterwards, have them write about their experiences. Students can also journal about their experiences throughout the activity. (CDOS # 2)

Volunteer Experience

Providing service to the community allows volunteers to assist, strengthen, or improve the lives of people around them. Volunteers provide service without expecting or receiving any payment for it. Volunteer experiences can teach many valuable skills. This module allows students to keep track of volunteer experiences they have or currently engage in and the academic and work-related skills used in each.

Getting Started

Select the Volunteer Experience module from the Portfolio. Then select "Add New Experience." Click in each textbox, then type in the requested information. Students who completed the "Job Readiness Skills" module in the past will see the list of skills they selected. This allows students to identify the skills obtained by their volunteer experience.

After entering the required information, CareerZone will attempt to match the volunteer experience entered with an occupation title from the O*NET database. This will generate a list of associated tasks/duties and other relevant information that students can select and automatically add to their resume.

*Note: For more information on expanding the title search using the Volunteer Experience/ Work Experience modules please see page 114.

Welcome Bridget   CareerZ

Update My Account   ✉ (0)

Volunteer Experience   Print

Click the Add New Experience button to add a volunteer experience or click on an existing entry to review what you previously entered. To remove unwanted entries, on the delete link next to the title.

Title		Start Date	⇕	End Date	⇕	Action
Daycare Aid		08/29/2012		08/30/2012		Delete
Relay for Life		08/21/2012		08/29/2012		Delete
Soccer Coach		08/12/2003		Present		Delete

Back to Portfolio   Add New Experie

Volunteer Experience

Note: To get the most out of this module, complete the Job Readiness Skills module first (see page 61 for more information).

Connecting CareerZone to the Classroom:

Intermediate Level

- Help students organize a bake sale fundraiser for a cause they choose. Students can make advertisements and learn about sales and the exchange of money. Hold the fundraiser at an open house, school event or community event. (CDOS 1, 3a)
- Have students create a set of volunteer coupons to hand out to family, friends and classmates. These can be as simple as they choose. (e.g. I will help you study for a test). Debrief with students on their results. (CDOS #3a)

Commencement Level

- Have students pick a current school, community, or global issue. Then, create an outline for a volunteer project they could put together. Have them detail the steps they would take by using outside resources. Many web sites can match students' interests with volunteer activities such as www.DoSomething.org. (CDOS #2)
- Have students describe their past and current volunteer experiences and how the skills they obtained in these experiences can help them in a current or future job. (CDOS #3a)

Work Experience

Work experiences can help students build confidence and uncover fields of work that interest them. This module allows students to keep track of what they have done and identify the academic and work-related skills learned from each experience. In the future, this list can serve as the basis for a resume and reference list.

Getting Started

Select the Work Experience module from the Portfolio. After the student has selected "Add New Experience," click in each textbox, then type in the requested information. Students who have completed the Job Readiness Skills module will see the list of skills they previously selected. They can then match the skills listed in this module with those associated with their previous work experiences.

Students who have not yet completed the Job Readiness Skills module will be directed to the module after filling out their work experience. Then students will return to the Work Experience module after completing the Job Readiness Skills module. Students can check the box to save this employer as a reference.

Note: After a student types in a work experience, CareerZone will try to match this experience to an occupational title in O*NET. For more information on using the Work Experience and Volunteer Experience visit page 114 of the Appendix.

Work Experience

![Connecting CareerZone chain icon]

Connecting CareerZone to the Classroom:

Intermediate Level

- Have students discuss their work-related experiences with the class. This discussion can include both paid and unpaid experiences and what duties each activity entails. (CDOS # 1, 3a) (NCDG 1,4,5,6,7,10,12)
- Discuss the differences between the following work experiences: job shadowing, internships and part-time or full-time employment. Discuss the benefits of each. Add these terms to your class word wall if you have one, or play a vocabulary game with the words. (CDOS # 2, 3a)

Commencement Level

- Ask the students to make a list of their work experiences, starting with the most recent. These can include summer jobs, baby-sitting or running errands for an elderly person. Students can also use the dropdown list in this module. Students can discuss their work experiences with the class and if they would be interested in staying in this field in the future. (CDOS # 1) (NCDG 7, 10)
- Explore the New York State Department of Labor Youth Portal ages 14-17 section (www.labor.ny.gov/youth) to explore potential summer jobs/part time employment opportunities for students. Then have students go to the section "Ready, Set, Go" and view links under "Find a Job." Have students review 2-3 job search websites found on this list and write a journal entry on what job search engines they liked and disliked and why. (CDOS # 1, 3a)

More Information: Work and Volunteer Experience

Students often face challenges when it comes to putting their volunteer and work experiences into words; whether it be describing specific tasks, naming skills attained, or remembering the technology/tools they used. Help students identify and verbalize their volunteer and work experience achievements by using CareerZone's pre-populated set of skills, tools & technology, and tasks & duties listed for each occupation found in the O*NET/CareerZone database. Upon selecting an occupation that best matches a students' volunteer or work experience, CareerZone generates a list of generic work statements that students can then add to their resume or save for future reference within the Work and Volunteer Experience modules.

__Note:__ These modules are found in the My Portfolio section of CareerZone. Students must have entered a Work Experience (page 76) or Volunteer Experience (page 74) prior to following the next set of instructions.

Getting Started

Once students enter their work/volunteer experience in the appropriate module, use the guidelines below to ensure students are properly selecting each work statement based on their experience.

The work experience title students entered will automatically match up with similar occupations that are located in the O*NET database that drives the occupation information on CareerZone. If the CareerZone database is unable to find an occupation that matches the experience, students can search similar occupation titles on their own using the search box. Guide students to search by using one word keywords that will return multiple occupation titles requiring similar skills of the experience they had. After selecting an appropriate occupation that best matches their work or volunteer experience, students will be directed to the next tab titled "Work Statements."

Students will see a list of relevant tasks, duties, transferable skills, tools and technologies that they can choose from that pertain specifically to their experience. Students can also "Add New Work Statement" if none of the recommended statements apply to their experience.

If students find that none of the suggested work statements apply for them, they may want to return to the previous tab and try searching for a different occupation that will offer a closer match.

__Note:__ After students complete the Work and Volunteer Experience modules, have them view how this information is automatically transferred to the Resume Builder module. While this information will automatically populate the Resume Builder module, students have the option to include or omit any experience from their resume.

Work Importance Profiler (WIP)

The Work Importance Profiler (WIP) is a formal assesment that gives students a chance to identify their work values by ranking a list of work factors from least important to most important. After students rank each statement, they will view and explore occupations based on what they are looking for and what the different occupations can offer.

Getting Started

Have students select the WIP through the Commencement and Young Adult portfolio levels. Select Next to begin a new WIP.

Note: *Users will be able to go back to this page and reopen an incomplete assessment, and view their results as many times as they need.*

Have students select "Next" after the Values tab to begin the WIP. Have students drag and drop each work value card into an empty square ranging from most important to least important. See the chart below for more information on completing this portion of the WIP. Once all boxes are filled with work value cards, have students click Submit. After completing the WIP, students can see their top two work values (indicated by red font color), as well as other work values, ranked from most to least important.

Have students click "Next" to view a list of occupations that relate to the work values chosen from the profiler. Similiar to the Interest Profiler, the occupations listed from the WIP results are arranged from Job Zone 1 to Job Zone 5. View page 114 for more information on how to get the most out of the results generated from assessments such as the WIP.

Tips on Completing the Work Importance Profiler

- All items in each column have an equal amount of importance (e.g. all items in Column 5 are all equally the most important work values to the student).

- Once a work value card is placed into an empty box, it cannot be removed from the set of squares. However, students can simply change the order of their work value cards by dragging and dropping any card to a new desired box. If a card is already in that spot, then the two cards will switch places.

Work Importance Profiler (WIP)

Find careers that match your work values.

Read each card as it comes up and decide how important each work place value is to you. Then, drag and drop each card into an empty square ranging fro 'Least Important'. You can also start over by selecting the Reset button.

On my ideal job it is important that...

...the work could give me a feeling of accomplishment

Most Important				Least Important
Column 5	**Column 4**	**Column 3**	**Column 2**	**Column 1**
5	...I make use of my abilities	3	2	1
5	4	...I would be treated fairly by the company	2	1
...the job would provide an opportunity for advancement	4	3	2	1
5	4	3	...I could be busy all the time	...I could give directions and instructions to others

Note: *For students to access and review a previously completed WIP, they can select the corresponding date. This will provide access to previous answers and results. Students will not be able to make any changes to a previously completed WIP. Instead, they can complete a new WIP by selecting Next at the bottom of the screen.*

Connecting CareerZone to the Classroom:

Commencement level

- Give students a list of the six work values: recognition, working conditions, independence, achievement, relationships, and support. Make a chart to display the six values as headers. Then, have students create a list of examples of work statements that could fall under each work value. Students can use work statements from the profiler, but encourage them to create their own examples. (CDOS #3a)
- Put students into six groups and have each group pick one of the six values out of a hat. No group will know what the other groups pick. Have them name five careers they think suit that value. Students also can use CareerZone and the internet to help. Call up one group at a time to the front of the room. Have them name jobs they picked. Other groups can discuss quietly, then write down which value they think that group had. At the end, see which group had the most correct guesses. (CDOS #2, 3a, 3b)

Colleges

Post-secondary education is an important next step for many high school students. It is never too early to begin researching college programs and majors. This module is a great way for students to keep track of the colleges they visited online and which college programs appeal to them.

Getting Started

Select the Colleges module from the Portfolio. Have students select the drop-down menu and choose whether they would like to search by college major, or by college name. If students have a basic idea of what they want to search for, they can type it in to see which post-secondary institutions offer that major. Also, search by college name and all colleges with that name will be listed. For example, typing "SUNY" will give you a list of all the campuses in the State University of New York system.

The colleges listed default to those located in New York State. Students can select "More search options" to expand their search and include nationwide results. This is especially helpful to students who may not have a specific college in mind but know they are interested in going to a 2 year or 4 year college, private or public college, or have a specific location in mind.

Next have students click on any of the college links to learn more about what they have to offer. This will bring students to the website for the National Center for Education Statistics with information for the specific college the student is researching. Click on the green box to go to www.nces.ed.gov . If students check the box next to the college name and hit save, it will add that college to their list of Favorites.

Colleges

Connecting CareerZone to the Classroom:

Intermediate Level

- Have students write letters to three colleges of interest. Have them ask for materials from the college to help the student learn more about them. Have students mail their letter using an envelope and stamp. Allow ten weeks for students to gather information back from the colleges. Then have them share with the class what they received. (CDOS #3a)
- Have students interview an adult in their life and ask them what post-secondary path they took and what advice they can provide the student to reach his/her career goals. (CDOS #3b)

Commencement Level

- Have students pick one New York college or university they might like to attend one day and print out an online application. As they fill out the application, point out a few things they need to consider, such as application costs and/or if one application can be used for several colleges (e.g.: all the SUNY schools use the same application), or reference requirements. (CDOS 1,2)
- Prepare a college-readiness packet with students. Provide information on college financing (FAFSA, scholarships, etc.), potential degrees and colleges, backup plans, and where a degree could take you. (CDOS #3b)

Education History

This module allows students to document their education history in one place. Students can write down dates, names, grades and other important facts about their education that they will need in the future. Students also can include any credentials or licenses they may have received (e.g. a work readiness credential or First Aid certification).

Getting Started

Have students select the Education History from the Portfolio. Then have students select the "Add New Education" button. To review or update existing information, click on the existing entry. Have students fill out all required fields (marked with golden dots). Use the tips in the chart below to help students complete the Education History module as accurate and complete as possible.

Have students click "Save" when finished. Once students see the note at the top of the screen informing them that their record has been saved, have them select "Back to List" to see their education history or return back to their portfolio.

Below is the information CareerZone asks you to fill in about education history. Students can switch between grade levels to enter courses previously taken in other grades.

Note: The Education History module does not appear in the Intermediate (grades 6-8) Career Plan portfolio level.

Name of field to be filled out	Education History
Course of Study	Here students can enter a main course of study if they take several classes in one specific area (e.g. Business or a vocational training program).
Issuing Institution	Students can enter their school name or organization (e.g. Cherry Lane School District).
Degree	Here students anticipating their high school diploma can write, NYS Regents Diploma or NYS Advanced Regents Diploma. Likewise, if a student is receiving a high school equivalency diploma or any other diploma or degree, they can enter that here.
GPA:	GPAs entered must be in the 4.0 scale. Encourage students to convert their grade average using the Internet resources such as CollegeBoard.
Start/End Date:	Have students use the calendar widgets to insert exact starting and ending dates of their education. They can also type in the dates using the mm/dd/yyyy format. Encourage students to fill out this section (it is optional) with exact dates by using resources such as a school website or Google. Students can also select the "Present Education" box if they are currently still enrolled at that school.

Education History

Note: *Education History does not appear in the Intermediate portfolio level.*

Connecting CareerZone to the Classroom

- Discuss with students the correlation between advanced education and job opportunities. Look at the salaries for occupations that require little to no education versus those that require more education via the different Job Zones. (CDOS # 1, 3a)

- Have students list their top three favorite occupations. Then have students research the education and/or training required for each occupation. Emphasize that there are non-traditional education and training paths they can take to help them reach their occupation goals (e.g. Apprenticeships, Career and Technical Education). (CDOS # 2, 3b)

Final Activity

Assign students a specific activity in which they can reflect on their career development achievements. This culminating Final Activity is recommended to be completed at the end of each set of grade levels (Grade 8 and Grade 12). Since teachers know their students best, this space provides flexibility in allowing the teacher to decide on the best type of final activity.

Getting Started

Have students select the Annual Review module from the Portfolio. The chart below is designed to help the instructor brainstorm ideas for coming up with an assignment for this "Final Activity" module. After deciding on which final activity best fits your class' needs, set classroom time aside to complete this activity, or assign it for students to do on their own time. After students complete the activity or assignment, they can record what they learned in CareerZone.

After students complete their final activity, they can then access CareerZone's Final Activity module to record and reflect what final activity was assigned to them, what they learned from the career development activity, and how they will use this information in the future.

Note: The Final Activity is recommended to be assigned at the conclusion of Grade 8 and Grade 12.

Here are Some Places You Can Get Ideas for Your Final Activity:

1. Use any of the *Connecting CareerZone to the Classroom* activities located throughout this guide. *e.g.* Have students interview someone who is currently in their dream occupation. Have them ask questions about the steps they took to get them where they are.
   Write your favorites here:
   _____
   _____

2. The list of Classroom Connection Activities provided on pgs (115-116) of the Helpful Resources. *e.g.* Compile a career portfolio, including an autobiography, personal interest inventory, job application, letter of application and resume. *Which activities do you see as most helpful for your students?*
   _____
   _____

3. Come up with your own Final Activity.
   e.g. Have each student create a website concept (e.g. a wiki-page or Google page) for students to display their future goals and dreams/and career development. *Brainstorm ideas here.*
   _____
   _____

Final Activity

Describe the activity that you completed to show your career development accomplishments.

For my final activity, I became a CareerZone Ambassador for my school by creating and presenting on what I learned from CareerZone to younger grade levels. My Final Activity presentation and report can be found as attachments in the Work Samples module of CareerZone.

Characters: 268/4000

Explain what you learned from the above activity. How will this influence your future plans?

The above activity allowed me to reflect on my interests and abilities and helped me realize that I would like to be a radiologic technician.

Connecting CareerZone to the Classroom

Below are some suggested activities for sharing this module:

Intermediate Level
- Have students make a Final Activity collage out of magazines. Include any clippings about colleges, leisure time, academic achievements, etc. (CDOS # 1)
- Students can make their own CareerZone Scavenger Hunt by providing questions/ descriptions of certain sections inside the CareerZone web site, along with an answer key. Have students trade their creation with a partner. Partners can provide a link or screen shot ("PrtScn" on computer keyboard) as they find each page. (CDOS # 3a)

Commencement Level
- Have students give oral presentations about their career development accomplishments or make a video of them presenting these ideas. (CDOS # 1, 3a)
- Extend your school's use of CareerZone by having select students become CareerZone Ambassadors. These Ambassadors would share their knowledge/experiences with other students. For more information on CareerZone Ambassadors see page 117. (CDOS # 2)

Annual Review

It is important that students understand that their education is a team effort supported by parents/guardians, teachers, peers, etc. This section will allow students to keep track of who has reviewed their Career Plan document and can help them achieve their career goals.

Getting Started

Students can fill in the annual review completion date and select who was responsible for reviewing the document. Have students review their career plan with the people who will support them in achieving their goals. Students can fill in and check off who took part in their annual review of their Career Plan by entering the date it was reviewed and who reviewed it.

Note: Students should complete the Future Goals and Dreams module before completing their Annual Review in order to generate a list of action steps that they can select. These action steps will help students plan for the future and accomplish their career plan goals.

Students

Mentors, coaches and other trusted adults

Teachers

Who should view the Career Plan?

School Counselors

Parents

Annual Review

Connecting CareerZone to the Classroom:

Intermediate Level

- Brainstorm what role each annual reviewer (student, parent, teacher, school counselor, etc.) plays in the career plan process. (CDOS #1)
- Have students review their career plan with a parent or guardian by logging on to their CareerZone portfolio account at home or wherever internet access is available. (CDOS #3a)

Commencement Level

- Brainstorm how each annual reviewer above can help students review their career plans on a continual basis. (CDOS #1)
- List who else can help students complete their career plans and fill in the "Other People" (e.g. mentor, coach) box on the Annual Review page. (CDOS #1)

Combined Assessment Report

Once students have completed multiple CareerZone Assessments (Interest Profiler, Work Importance Profiler, and/or Assess Yourself), they can view a combined list of results and recommended occupations in this one page assessment report. Teachers and students can collaboratively evaluate the Combined Assessment Report by reviewing which occupations best suit their interests, work values, and their plans for their future.

Getting Started

Begin by taking the time to review the assessment report with each student. The top heading of the report lists the student's result summaries and scores from each assessment. Then, help students evaluate their Combined Assessment Report by viewing the occupations listed. When determining which occupations best suit your student, consider the following:

- **The strength of the match:** Does this occupation have several stars for multiple assessments? Occupations that have multiple stars represent the strongest matches based on the questions students have previously answered on interests and work values assessments.

- **The Job Zone level:** Help students understand what the Job Zones are and that they require varying levels of training, experience and knowledge students would need to be successful in occupations within the different job zones.

- **Your student's personal opinion:** Is this occupation something that your student wishes to pursue? Students should explore what is required of a particular occupation and determine if this is a career path they can see themselves following. Allow time for students to reflect on whether a chosen occupation is right for them.

Welcome Bridget
Update My Account

Combined Assessment Report

KEY	Interest Profiler	Work Importance	Ability Profiler	Assess Yourself
⭐⭐⭐ Very strong match ⭐⭐ Strong match ⭐ Weak match	Realistic - 25 Investigative - 27 Artistic - 28 Social - 26 Enterprising - 27 Conventional - 26	Work Cond - 19 Recognition - 16 Independence - 20 Support - 22 Relationships - 14 Achievement - 15	*none available*	Conventional Realistic Investigative

Job Zone 1 - Little or no previous work-related skill, knowledge, or experience is needed for these occupations.				
Logging Equipment Operators		⭐⭐⭐		⭐
Graders and Sorters, Agricultural Products		⭐⭐⭐		
Fallers		⭐⭐⭐		
Derrick Operators, Oil and Gas		⭐		⭐⭐
Continuous Mining Machine Operators		⭐		⭐⭐

***Note:** Students can view the Combined Assessment Report after completing either one, or all of the Assessments in CareerZone. To help get the most out of this module, it is recommended that students complete as many assessments as possible before viewing their Combined Assessment Report.*

View Career Plan

Putting it all together:

Students can refer to their Career Plan document to find out what they need about who they are, where they are going, and how they plan to get there. The "View Career Plan" function provides a formatted printout of the information that students have entered into the CareerZone portfolio module. The information from the electronic CareerZone Portfolio will fill in the corresponding component of the New York State Education Department Career Plan (Intermediate or Commencement) document.

Getting Started

Have students locate the Career Plan module in their Portfolio. This will bring them to a print-ready summary of all the work that the students have completed using CareerZone. The Career Plan automatically uses information stored in the electronic CareerZone Portfolio and transfers it to the State Education Career Plan.

Note: *Not all modules in the CareerZone Portfolio will appear on the Career Plan document. The list below identifies all modules needed to complete the Career Plan document.*

View Career Plan

Personal Info
Interest Profiler
Job Readiness Skills
Abilities
School Classes
Areas for Growth
Life Skills
Saved Occupations
Future Goals & Dreams
After-School Activities
Volunteer Work
Work Experience
Final Activity
Annual Review

View Career Plan

NEW YORK STATE EDUCATION DEPARTMENT
Career Plan
Intermediate Level

1. Personal Data

Name: Doe, Jane
Student Identification Number:
School: Sand Creek Middle School

2. Review of Student Career Plan

Grade Level	Date of Review	Student	Parent / Guardian	Teacher	Counselor	Other
6	06/06/2013	X	X	X		
7	01/24/2014	X	X	X	X	

3. Knowledge

A. Self-knowledge: *'Who am I?'*
1. Interests: *List your top three choices for each of the following areas of interest:*

Grade Level	1a. Personal: *Out-of-school activities that you enjoy the most*	1b. Academic: *Classes or subjects that you enjoy the most*	1c. Work Preferences: *Working with people or alone; working with things or ideas*

Note: *This printout will not include information from the Journal module of the Portfolio.*

Connecting CareerZone to the Classroom:

Intermediate Level

- Discuss the importance of career planning with students and emphasize that it is a life-long process. What does career planning mean to students and how will they engage in this process? Have students interview someone who has gone through a career change. What did that person learn from this change? (CDOS 1, 2)
- Have students create a timeline of what their life could look like between now and the next twenty years. Create a timeline that starts with their current education level they currently have. Include any sports, clubs, volunteer opportunities, jobs, and schooling that are relevant to the career students envision. (CDOS 1, 3a)

Commencement Level

- Have students write about personal challenges they faced while in high school. Have students include how they overcame these challenges and how this will help them with their future career path. (CDOS 2)
- Tell students to create a 10-year career plan to specify where they want to be in one year, five years, and 10 years. Have them write specific and measureable career goals and create a plan of action for reaching these goals. (CDOS 1, 2)

Resume Builder

The Resume Builder is a simple and effective way for students to organize skills and experiences. It incorporates all aspects of a resume that students need by providing them with step-by-step instructions to transfer specific information that they entered into other modules of the Portfolio. Different resume formats can help students tailor resumes for different jobs.

Note: *The Resume Builder Module available in the Intermediate portfolio level contains simpler resume sections than the Resume Module in the Commencement and Young Adult portfolio levels since students in grades 6-8 will most likely have less career-related information. The Resume Module in the Intermediate portfolio level contains the same resume sections as the "Quick Resume" feature under "Guest Tools" found on the CareerZone landing page.*

Getting Started

Have students select the Resume Builder from the Portfolio landing page. Then, have students select "Add New Resume" to begin creating a new resume. Have students title their resume and select a format. The title is only used to save the resume to their Portfolio and will not show up on the resume. Format styles may be changed after the resume is created.

Next, develop an objective and click on each section to enter information. Resumes use information from completed modules to assist students with each section. By selecting "Show More" at the top of the screen, each section will display students' information completed throughout their portfolio. Students must select the checkboxes next to specific experiences they wish to include in their resume. Topics that have no information entered, or have an unmarked box, will not appear in the resume. Make sure that the information that students select to include in the resume relates to their career objective.

Students can save their resume to their portfolio by selecting "Save." Students can save their resumes to a computer by selecting "Save Local Copy" under "Output Options." They can save it as a PDF file or a Microsoft Word document that can be edited.

Print resumes for students to keep and bring home, or give it to their school counselor. Discuss the importance of saving a copy of a resume in multiple, safe places for future reference.

Note: *Students can also upload and save an existing resume file to CareerZone by selecting "Upload a Resume" from Resume Builder landing page.*

Resume Builder

![Chain link graphic]

Connecting CareerZone to the Classroom:

Intermediate Level

- Discuss the importance of being honest and sharing accurate information when creating a resume. (CDOS #1, 3a)
- Discuss the type of information found on a resume (e.g. Objective, Work History). Then discuss the different types of resumes (e.g. functional, chronological, or combined). (CDOS #1, 2)

Commencement Level

- Divide the class into small groups. Provide groups with the same example of a weak resume. Have each group review a different section of the weak resume (e.g. contact information, has an unprofessional email address) and have each group share how they would strengthen the weak information on the resume. (CDOS #1,3a)
- Have students create a list of interview questions they would ask if they were an employer seeking a new employee. Then, in pairs, have them take turns interviewing each other after looking at their resumes. Finally, have students list his or her partner's interview strengths. (CDOS #1, 2)

Cover Letter

Cover letters convey important information about a jobseeker to a potential employer or organization and is often the first impression that a jobseeker can make. Have students practice writing cover letters in the portfolio section of CareerZone as an example to provide for a future employer. For subsequent changes to a cover letter, CareerZone also allows students to alter saved cover letters.

Getting Started

To begin, have students select a cover letter format; either simple or custom format. The simple and custom cover letter formats are similar, but the custom cover letter allows students to add original text. If students are creating a cover letter for the first time, it is recommended they use the simple cover letter.

> ### Cover Letter Tips
>
> - Students must develop a title to save their cover letter (this will not appear when printed). Students can select a date by using the calendar widget or the mm/dd/yyyy format, and edit this information later.
> - Student contact information will automatically appear from the Personal Information module.
> - Next have students enter the employer contact information as they would like it to appear on their cover letter. Students can also choose to add employers by selecting "Add New Contact."
> - If students have a specific person they are addressing in their cover letter, be sure to include that contact name and contact title in their letter under Addressee Name. If not, students can enter the name of the Director of a Unit or Department (for example, Personnel Director, Hiring Manager, etc.).
> - When entering the salutation (greeting) provide the name or name of the business contact of the unit you are applying for in the space provided then select next.
> - For the body of the letter, have students fill in the required boxes with strengths that relate to the job they are applying for. Tell students to use the action verbs provided at the top of the page, complete sentences, and professional language.
> - Students can choose a simple closing and then select "Print Preview." Sentences will show up in either a bulleted, or paragraph form, depending on the format they choose.
> - Last, have students save and print their cover letter. For best formatting results, have students print their cover letter as a PDF file.

Cover Letter

My Cover Letters

| Heading | Addressee | Salutation | Body | Closing |

Fields marked with a ⬤ are required.

Enter information below about the job you're applying for, and also about your strengths that relate to the job.

Highlight your strengths that relate to this job. Be sure to use action verbs . For more suggestions, these action verbs are organized by type of duty.

⬤ I am applying for the position of

and believe that my experiences and skills make me an ideal candidate for the job. Please find enclosed a copy of my resume for your review. I would like to call a few specific things to your attention.

⬤ Enter a sentence describing your greatest strength for this position:

⬤ Enter a sentence describing your next greatest strength:

⬤ Enter a sentence describing your third greatest strength:

Highlighted Ideas for Discussion:

- Discuss the importance of submiting a cover letter with a resume. This is the first document that employers typically get from an applicant. Tell students that this could be one of many cover letters that an employer would see. Lead the discussion by asking questions such as:

  - How can students create a cover letter that stands out?

  - What would employers do if they see a spelling or grammatical error on a cover letter?

  - How can applicants show they have put in a significant amount of effort and really want this job? (CDOS #1, 2)

- Provide two separate cover letters for students to critique (these can typically be found online or you can create them yourself). Have students guess which one is the "Do" Cover Letter and which one is the "Don't" Cover Letter. Discuss what ideal cover letters typically consist of and what to avoid so that students do not create "Don't" Cover Letters. (CDOS #2)

Reference List

It is important for students to compile and maintain their professional references. The Reference List helps organize a list of professional contacts to distribute to potential businesses or volunteer organizations. Follow the instructions and tips below to help your students develop and record their professional network of contacts.

Getting Started

Have students begin creating a reference list by either uploading an existing reference list that has been saved to their desktop, or by creating a new reference list. Students can create multiple reference lists and create a unique title for each one (naming each reference list is required; however this will not appear on the actual document). To begin entering new references, have students select "Next" after reading over their default contact information and begin entering the information for their references. To add more than one reference, students must select "Add new reference."

Note: References will automatically appear in the "My Contacts" module list under "References." Likewise, information entered in the "Contact List" under the references section will automatically appear in the Reference List section.

Reference List Module Tips

- **The Default Contact:** Student's personal information will appear at the top of their Reference List. Have students review this information for accuracy before moving on. Suggest students fill out as much contact information as possible so that employers have multiple options for contacting them.

- **Entering Reference Information:** Students must enter all required information in order to move on. If students do not presently have a specific piece of information for the reference they are adding, have them enter a filler in the space required and go back later to update that information.

- **Saving Reference Lists:** Since students are accessing the Reference List through the My Portfolio section, their reference lists will automatically be saved to their Portfolio. To save a copy of their Reference List to a desktop, students must select "Save" then "Print Preview." From here students must choose whether they want to save it as an unchangeable PDF (for best formatting), RTF (changeable Microsoft Word document), or HTML (for website-like formatting). Then they must select "Save Local Copy."

- **Printing:** Select "Print Preview" to print a copy. From this page, students will be able to edit their fonts and choose which pieces of contact information they want to display on their reference list.

- **Viewing Reference Lists:** Reference Lists will appear in a chart from the main page of the Reference List module. Students can select the arrows within each category to organize their chart by name (alphabetically), date created, or date modified. They can also go back and edit any reference list.

Reference List

References are from people who know you and can vouch for your character and qualifications, for example, a member of the clergy, teacher, former co- wor
Avoid using relatives for references. Get the 'OK' from your references before using their names.

Reference List Name	Type	Date Created	Date Last Modified
College References	Registered	Jan 08, 2013	Jan 14, 2013
Professional References	Registered	Jan 08, 2013	Jun 05, 2013
References for Part Time Jobs	Registered	Feb 26, 2014	Feb 26, 2014

To upload a reference list, click on the Select Reference List button. Use the file browser to select a reference list. Then click Upload to attach your document less than 2000KB in size.

✚ Select Reference List   **⤴ Upload**   **⊘ Cancel**

Select the references you want to include on this reference list or create a new one by clicking Add New Reference.

Here is a list of your personal and professional references. Pick 3 or 4 that would recommend you for the job.

☐ Hiring Manager/Human Resources
☐ Lisa Careers /Hiring Manager
☐ Susie Dreams /Mentor
☐ Kristina Zone /Counselor
☐ Sammy Sosa/Mentor
☐ Patty Perez /Teacher

Click 'Add new Reference' to create additional references.

Add New Reference

Please enter reference information as you would like it to appear on your reference list. You must ent at least one method of contact (Address or Phone or Email) before you save your reference.

- Reference Display Name:
- Relationship/Title:
- Address 1:
- Address 2:
- City:
- State: New York
- ZIP Code:
- Country: United States
- Phone: Extension:
- Alternate Phone: Extension:
- Email:

⊙ Previous   Back To List   Back To Portfolio   Save   Print Preview

---

Highlighted Ideas for Discussion

- Have students think of a reference they could provide on a job application. Ask students questions such as: Is this someone who has a positive opinion of you? If yes, then how would you go about asking them to give you a reference? How can you ask them in a professional manner? Discuss the best way to approach your references (e.g. email, phone call, text, etc.) (CDOS #1, 2)

- Discuss how businesses often require their applicants to provide references after a job interview is given, while other businesses ask applicants to provide their references on their initial job application. Discuss that no matter which way potential employers ask for references, students should always be prepared and ready to hand references to the business at any stage of the application process. (CDOS #1, 2)

Job Application Tool

When applying for jobs, students are often required to complete a paper or online job application. These applications contain an array of names, dates, and numbers that are easily forgotten if students do not properly save and store the information for their records. Use the Job Application Tool module to organize critical information (e.g: education and employment history) and serve as a master copy for students to refer back to when applying for jobs.

Getting Started

CareerZone will automatically fill in a basic job application template using the information stored in the Resume and Reference List modules. Have students follow the instructions on the screen and choose one resume and reference list to ensure they are getting the most out of this tool. Students who have not previously completed and saved a resume or reference list in the portfolio will be prompted to do so using the "Add New Resume" and/or "Add New Reference List" links. Read the chart below for tips you can give to students for completing the Job Application Tool.

> ## Job Application Tool Tips
>
> - Ensure students accurately complete the Resume and Reference List modules. Have students use their full formal name and avoid using nicknames and abbreviations. Also have students enter a telephone number with a formal voicemail and a professional email address.
>
> - Fields checked off in the Resume and Reference Lists modules will carry over into the Job Application Tool.
>
> - Students who have not previously completed and saved a resume or reference list in the portfolio will be promted to do so using the "Add New Resume" and/or "Add New Reference List" links.
>
> - Continue to fill out the Education History tab. For students who have not yet finished high school, you can fill out the degree/course of study with something like, "Anticipating High School Diploma."
>
> - For Work History, students are required to have some form of previous employment to enter. Remind students that they can enter any volunteer or unpaid work experience using the Work and Volunteer Experience modules.
>
> - After students review their Job Application Tool factsheet have them select "File Type" under output options, then select "Print Preview." We recommend printing the Job Application as a PDF file under "Output Options" by selecting "PDF" from the File Type drop down box and then selecting "Save Local Copy." Remember to save and print your document.
>
> - Students can save a copy as an "RTF" under the File Type drop down, then select "Save Local Copy." This will open the file in Microsoft Word where you can save, edit, and print.

Note: Students can view a simple version of this tool by logging out of their account and accessing the Job Application Tool inside the Guest Tools section of CareerZone.

Job Application Tool

Job Application Tool

Select one resume or click 'Add new resume'

Select one reference list or click 'A

Resumes

☐ Quick Resume

☐ Summer Internship Resume

☐ Summer Job Resume

Reference Lists

☐ Professional References

☐ College References

☐ Default

MY FACT SHEET

Applicant's Name (Last)	First	Middle Initial	Social Security Number
Doe	Jane		

Mailing Address		Telephone Number
6 Career Path		5555551100

City	State	ZIP Code	Alt. Telephone Number
Albany	NY	12205	

EDUCATION

Name of School	Location of School	Degree or Course of Study	Date Completed
CareerZone High	Career City, NY	Advanced Regents Diploma	

EMPLOYMENT HISTORY - Begin with your most recent job. List each job separately.

Job Title: Childcare Assistant **From:** 07/16/2011 **To:** 09/15/2013 **Pay:**
Name of Employer: KidsZone Daycare **Name of Supervisor:** Jane Doe
Address: 10 Willow Road **City:** Albany **State:** NY **ZIP Code:** 12205
Telephone Number: 5555555555 **Reason for Leaving:**
Duties Performed: Caring for toddlers
Job Title: Receptionist **From:** 09/15/2009 **To:** 01/31/2011 **Pay:** Hourly
Name of Employer: Cars Inc. **Name of Supervisor:** John Doe

Note: The Job Application Tool is found only in the Commencement version of the portfolio.

Connecting CareerZone to the Classroom:

- Create a Venn-diagram with students that show overlap and differences between job applications and resumes. Overlap could include contact information, education history, past work experience, etc. Discuss with students how job applications serve more as a listing of information with little explanation of the applicant. Resumes are more unique, highlight skills, contain more detailed information, and inform the employer about the applicant in greater detail. (CDOS #1, 2)

- In groups, have students perform skits of an employer contacting applicants who have applied for a job. Sample scenarios students can act out including: 1. An employer attempts to call an applicant and listens to an unprofessional voicemail. 2. An employer trying to contact an applicant, but cannot reach him/her. 3. An employer e-mailing an employee with an unprofessional e-mail address. 4. An employer calling a reference that was provided by an applicant who happens to be the applicant's grandmother. Then have groups acting out the same scenarios above this time with applicants who would be more likely to get the job (e.g. Someone with a professional voicemail and someone who calls back right away). (CDOS #1, 2)

My Contacts

Students can update and save a master contact list that includes their personal, employer, and reference contact information that they can add to their resume and other job search documents. With this tool, students can share their personal information so that employers can contact them or keep track of the contact information of others. Students can also use this section to keep in touch with past employers that they may want to use as references and take advantage of the social networks they create throughout their career journey.

Getting Started

Students can begin by selecting either the Alternate Personal Contact Info or Contacts tab. The Alternate Personal Contact Info tab is used to change or edit personal contact information. The Contacts tab is used to add or edit new or existing contacts.

Upon selecting the 'Contacts' tab, students can add a new contact, or click on an existing entry to review a previous entry. To remove unused entries, select the delete link.

Students can also choose if they would like to export their contacts into a PDF or Excel spread-sheet. Exporting contacts allows students to view all the information in one place, have a paper copy for their records, and/or keep a saved copy on their computer desktop.

Note: The chart above will show students what other modules (e.g.: Cover Letter, Reference List) use that particular contact. Also, the Work Search column pertains only to adult users in conjunction with NYSDOL's JobZone system.

My Contacts

Note: At least one method of contact (Address, Phone, or Email) must be entered before saving a new contact.

Highlighted Idea for Discussion:

• For a contact to become a reference, students must decide what personal contacts would give a positive opinion of them. Have students evaluate which of their contact would make their best references. Ask students questions like, How would you ask contacts stored in this section to become references? Why shouldn't you include a family member or friend as a reference? (CDOS #1, 3a)

Dollars and $ense: The Budgeting Tool

Budgeting is an ongoing process that provides an important reality check for students as they plan for life beyond high school. The Dollars and $ense Budgeting Tool in CareerZone helps raise awareness of the cost of various lifestyle choices and can help determine the amount of money students will need to support their adult life. Students can adjust their budget according to what they want to spend and develop and save as many budgets as they would like.

Getting Started

Dollars and $ense is based on a monthly budget. Described below are multiple ways users can access Dollars and $ense throughout CareerZone.

Outside of the Portfolio: Students can access Dollars and $ense through the icon on the CareerZone landing page or through any of the 800+ occupation profile pages. Students will be reminded if they are not logged into their portfolio account to login into their portfolio in order to save their budget.

Inside the Portfolio: Both the Intermediate and Commencement portfolios have the budgeting tool module. This module allows students to directly save multiple budgets in the Dollars and $ense module.

There are two methods students can use to create a budget. See the two options below for more information:

Option 1: Imagine Your Ideal Budget Without Regard to an Occupation	Option 2: Real Life: Develop a Budget Around the Salary of an Occupation
1. Students answer questions pertaining to spending categories 2. When the questions are finished, a budget summary will appear describing how money is spent on a monthly basis. 3. Next, students should select "View occupations" for a list of occupations that support the budget choices the students made. *Tip: Learn more about an occupation by right clicking the link and opening it in a new browser tab.	1. After students find an occupation they'd like to explore further, they will click the "Create Budget" option under the "Actions" field on the Occupational Profile page. 2. Students answer questions pertaining to spending categories and will see a column totaling their spending choices deducting from the salary for the chosen occupation. 3. When the questions are finished, a budget summary will appear describing how money is spent on a monthly basis based on the salary for the occupation the student chose. 4. Students also have the option to view additional occupations that support their budget choices.

Dollars and $ense: The Budgeting Tool

Below is a list of expenses that students must consider while they navigate through the Budgeting Tool.

Students will select a specific amount for each item or choose their own amount based on local research. Students can select one item per category or leave it blank if they feel a particular expense does not apply.

1. **Location–** Have students select from any New York State county where they currently live, or would like to live in the future. Prices will adjust based on the county choosen. This is a good time to discuss with students the differences in expenses of living in specific locations.
2. **Housing–** Students can choose from living at home to buying a home or renting an apartment.
3. **Utilities–** Students have the opportunity to see how much utilities cost per month by choosing their usage amount of electricity, cable, internet, and mobile phone.
4. **Food–** Many students do not realize the costs of a basic meal plan. Keep in mind, this is a personal budget plan, but students will find that even the lowest price of food for a month is about $200. Keep in mind, dining out is not included in this meal plan but is found instead in the Entertainment section.
5. **Entertainment–** Dining out, movies, music, books... entertainment can add up. Discuss what students like to stay entertained and how their spending is affected by their earnings.
6. **Apparel–** Students choose from a basic wardrobe to an extensive wardrobe; or they can type in a different amount than what is provided based on their own research.
7. **Transportation–** How will students get to work, school and the grocery store? Have them think about their monthly travel costs. Use this as an opportunity for students to research gas/car prices subway/bus fares.
8. **Healthcare–** Students may pick insurance and dental plans. Discuss with students when it is appropriate to pick "Insurance provided by employer" based on occupation.
9. **Personal Care & Miscellaneous–** Review the prices of gym memberships, haircuts, and other miscellaneous products and services.
10. **Savings–** Students can choose their level of savings from 0-15% or enter an exact amount. Discuss with students the importance of saving money. This is also the place to discuss unplanned expenses.

***Note:** Since there is no specific category for college savings, you can have students enter college savings amounts under Savings.*

Dollars and $ense: The Budgeting Tool

Connecting CareerZone to the Classroom:

Intermediate Level

- Discuss the difference in the cost of housing in urban, suburban, and rural areas. Use CareerZone to find which of the listed counties have a higher/lower cost of living and show where they are. (CDOS #3)
- Create a word wall to display in the classroom with words pertaining to the Budgeting module. Discuss what each word means and check that students understand these words before they complete this activity. Add words to the word wall as they explore CareerZone. Words could include: budget, utilities, healthcare, insurance, debt, etc. (CDOS 3a, 3b)
- Take the budget vocabulary words from the budgeting tool/word wall and display them on 5 X 8 or larger index cards. Space them out on the chalkboard. Divide the class into groups. One person from each group goes to the chalkboard with a flyswatter. Give the definition of the word. Then the students at the board, each with a flyswatter in their hand, race to locate the word on the board. Rotate so each person in each group takes the same number of turns. (CDOS #2, 3a)
- Divide the class into groups and have one person from each group go to the chalk board. Give them all the same budget vocabulary word, but don't show the class. At the same time, they all draw a picture of the word as the person behind them tries to guess what it is (not the whole team). The first team to guess it right wins a point! (CDOS #2, 3a)

Dollars and $ense: The Budgeting Tool

Commencement Level

- Brainstorm a list of events, both planned and unplanned that could occur in people's lives that this budget plan does not take into account (e.g. college, a natural disaster or loss of a job). Discuss different solutions for addressing emergency issues. (CDOS #2, 3a)

- Have students imagine their adult life using their budget plan. For those who are in a negative balance, what are the next steps they would have to take? For those who have extra money left over, how would they spend or save it? (e.g. vacation?) (CDOS #3a)

- Print out sample checks. Teach students the proper way to write out a check. Then have students prepare a check to their landlord for housing and utilities. (CDOS 3a, 3b)

- Have students estimate their budget as it pertains to their future education and training. Have them look at how much their dream education and training costs, savings they already have, and any scholarships/financial aid they could receive. Also, have them include costs for daily living at home and away from home.

Helpful Resources
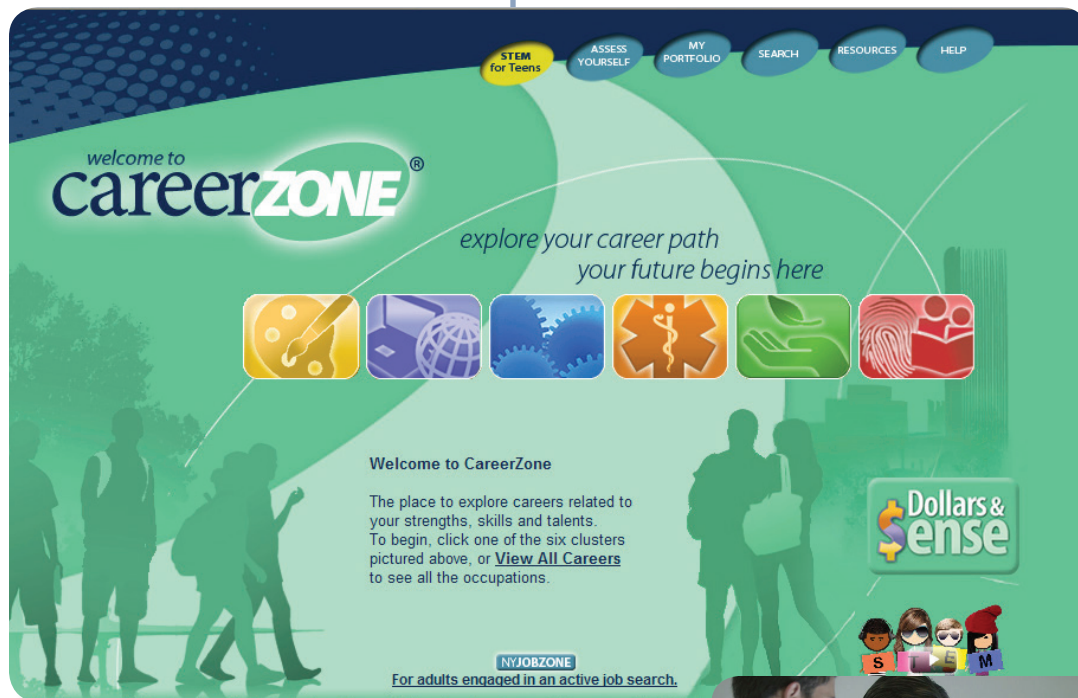
Additional Career Development Resources

Below are some additional career development and job-seeker resources.

Publications

The Adventures of Johnny Bunko: The Last Career Guide You'll Ever Need – by Daniel H. Pink and Rob Ten Pas

What Color Is Your Parachute for Teens: Discovering Yourself, Defining Your Future – by Richard N. Bolles (Author), Carol Christen

Career Development Programs: Preparation for Lifelong Career Decision Making – by Wendy Patton, Mary McMahon

Finding the Open Road: A Guide to Self-Construction Rather than Mass Production (Road Trip Nation) – by Mike Marriner, Brian McAllister, Nathan Gebhard

People Types and Tiger Stripes (Third Edition) – Gordon Lawrence

Please Understand Me II: Temperament, Character, Intelligence – by David Keirsey

Websites

United States Department of Labor

O*NET Online
www.onetonline.org

Career Information from the Bureau of Labor Statistics
www.bls.gov/k12/index.htm

Careers and Career Information
www.careeronestop.org/

New York State Department of Labor

NYS Department of Labor Youth Portal
www.labor.ny.gov/youth

New York State Department of Labor
www.labor. ny.gov

New York State Education Department

New York State Education Department
www.nysed.gov

Career Plan Information
www.p12.nysed.gov/cte/careerplan

New York State Department of Education Career Development and Occupational Studies (CDOS) Learning Standards

Standard 1:   Career Development
Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.

Standard 2:   Integrated Learning
Students will demonstrate how academic knowledge and skills are applied in the work place and other settings.

Standard 3:   Universal Foundation Skills
Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace.

Standard 3b: Career Majors
Students who choose a career major will acquire the career-specific technical knowledge/skills necessary to progress toward gainful employment, career advancement, and success in postsecondary programs.

Below is a link to a crosswalk between Regents Exams and CDOS:
www.p12.nysed.gov/cte/cdlearn/

For more on Career Development Occupational Studies (CDOS) and other New York State Learning Standards go to: www.emsc.nysed.gov/ciai/pub/cdoslea.pdf

Additional Websites

Job Hunters Bible - A companion to What Color is Your Parachute.
www.jobhuntersbible.com/

National Career Development Guidelines (NCDG) Framework
www.NCDA.org/aws/ncda/pt/sp/guidelines

Job Zones and Assessment Results

The assesments in CareerZone result in a list of occupations organized into Job Zones. The Job Zones defined by the United States Department of Labor are also found in the Occupational Profile pages.

Getting Started

Read the five steps below to find out what to expect after completing an assessment and how to interpret and apply the results.

Step 1: View Scores Summary

Whether a student uses the brief Assess Yourself tools or the more in-depth and formal Profilers, they will be presented with a list of occupations upon completion. A student may uncover that they are mostly Social, Artistic, and Investigative (in the Interest Profiler) or see that they value Support and Working Conditions as their top work values (in the Work Importance Profiler). CareerZone determines relevant occupations based on these results.

Step 2: View Occupation Matching by Job Zone

Next, a list of occupations will display, divided into the five Job Zones. Job Zones highlight levels of previous work-related skill, knowledge, or experience that is needed for a specific occupation. Occupations are split into the following Job Zones:

Job Zone Level	Work Experience Needed
Job Zone 1:	Little or no previous work-related skill, knowledge, or experience is needed for these occupations. For example, a person can become a waiter or waitress even if he/she has never worked before.
Job Zone 2:	Some previous work-related skill, knowledge, or experience is usually needed For example, a teller would benefit from experience working directly with the public.
Job Zone 3:	Previous work-related skill, knowledge, or experience is required for these occupations. For example, an electrician must have completed three or four years of apprenticeship or several years of vocational training, and often must have passed a licensing.
Job Zone 4:	A considerable amount of work-related skill, knowledge, or experience is needed for these occupations. For example, an accountant must complete four years of college and work for several years in accounting to be considered qualified.
Job Zone 5:	Extensive skill, knowledge, and experience are needed for these occupations. Many require more than five years of experience. For example, surgeons must complete four years of college and an additional five to seven years of specialized medical training.

Note: For more information on Job Zones visit www.onetonline.org

Job Zones and Assessment Results

Step 3: Find Occupation Matches by Strength

Assessment results take students occupation matches one step further by showing which occupations have the strongest matches based on their choices in the assessment.

This is done by using stars to represent how strong each match is.
- Three stars ⭐⭐⭐ represent the strongest matches.
- Two stars ⭐⭐ represent strong matches.
- One star ⭐ represents a weak match.

Step 4: Determine which Occupation to Explore

When determining which occupations best suit a particular student, keep in mind that these results are based purely on a student's interests or work values and not their ability to perform successfully in that job. It is important to discuss the skills, knowledge and experience required for the occupation results students receive.

Talk with your students about developing "SMART Goals" when deciding on which occupations to explore more in-depth. SMART Goals are goals that are Specific, Measurable, Attainable, Relevant, and Timely. For more information on SMART Goals visit www.topachievement.com/smart .

Use the Combined Assessment Report to help students analyze their assessment results. Once all assessments are completed, teachers can use this report (found in the Portfolio) to help students determine which occupations are most favorable when viewing the results of all assessments at once. Remember, the Combined Assessment Report (CAR) is not provided in the Intermediate portfolio level of CareerZone since the assessments needed to complete the CAR are not age appropriate for middle school students.

Step 5: Next Steps for the Future

Now is the time for your students to explore career possibilities. Students can select specific occupations from the results page that they wish to further explore. Students can save occupations by selecting "Add to Favorites." These occupations will save in the students' Career Plan Portfolio in the "Saved Occupations" module. In addition to exploring the details of the occupation regarding tasks, training requirements, and salary, students can find actual job openings in New York and information for applying in each Occupation Detail page.

Tying Together Career, Occupation and Jobs

These three well-known terms: career, occupation and job, are used in nearly every career exploration and planning discussion and are often used interchangeable. However, they have distinct meanings that when used in a workforce context are important to use correctly.

Career – A lifestyle concept that involves a sequence of education, work and leisure activities in which one engages throughout a lifetime. Careers are unique to each person and are dynamic and unfolding throughout life.

Occupation – An occupation is a cluster of jobs with common characteristics that require similar skills. These are transferable skills that people acquire through life experience and can apply to multiple jobs.

> **Examples:** Teaching is an occupation due to the common transferable skills of working well with people, instructing and conveying information, and actively listening. Other occupations associated with teaching include a healthcare professional, engineer, athlete, artist, business consultant, etc.

Job – A distinct position with specific duties and responsibilities in a particular place. When discussing the term *job*, assume it is a particular "job title" or "position." This term can be used specifically in describing what a person is being paid to do.

> **Examples:** Seaside Hospital AAP pediatrician, an Apple senior software engineer, Bridals Inc. makeup artist, line cook at Stacy's Diner, etc.

Bright Outlook Occupations

Bright Outlook occupations, as defined by the United States Department of Labor are expected to grow rapidly in the next several years, contain large numbers of new job openings, or are new and emerging occupations.

Every Bright Outlook occupation matches at least one of the following criteria:

- Projected to grow much faster than average (employment increase of 29% or more) over the period 2012-2022

- Projected to have 100,000 or more job openings over the period 2012-2022

- In-demand occupation in a high growth industry

Growth and job openings source: Bureau of Labor Statistics 2012-2022 employment projections. Projected growth represents the estimated change in total employment over the projections period (2012-2022). Projected job openings represent openings due to growth and replacement.

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The Green Economy

The National Center for O*NET Development, as part of its efforts to keep up with the changing world of work, investigated the impact of green economy activities and technologies on occupational requirements and the development of New and Emerging (N&E) occupations. Results of the research led to the identification of green economic sectors, green increased demand occupations, green enhanced skills occupations, and green new and emerging (N&E) occupations. These occupations are now reflected in the O*NET-SOC system on which CareerZone is built.

For the National Center for O*NET Development's research on the green economy, access the O*NET website for further readings below:

- *Greening of the World of Work: Implications for O*NET-SOC and New and Emerging Occupations* (2009)

- *Greening of the World of Work: Revisiting Occupational Consequences* (2011)

- *Green Book of References* that is updated quarterly.

Learn, discuss, and share promising practices in creating partnerships for Green Job Workforce Solutions and for leveraging Recovery Act Investments at the Green Jobs Community of Practice available at www.onetonline.org .

10 Unique Ways to Integrate CareerZone

1. **Schedule subject area classes into a computer lab** multiple times a year. Students can look for occupations of interest based on the subject you teach by exploring a specific career cluster (i.e: students in science can explore the Natural and Agricultural Science cluster).

2. **Work with a librarian** or computer technician who is knowledgeable in career development and CareerZone and rotate small groups of students into the library or computer lab multiple times a year. This is great for exploring quick features like Dollars and Sense to teach financial literacy.

3. **Encourage school counselors or teachers** to set up group or individual meetings with students and use the Assess Yourself feature to help them learn more about themselves and begin exploring the world of work.

4. **Embed into an existing course.** Use a required or mandated course to open a CareerZone Portfolio Account and create a career plan. For example, Family and Consumer Science, Technology, Keyboarding and Computer Skills and Student Seminar are all classes that could integrate a career development curriculum.

5. Keep students occupied when some finish assignments in the **computer lab** before others. Encourage students to develop a **journal** entry in their Portfolio to document a favorite class, a work experience, or something they've learned to help plan their future.

6. Fill the **afterschool gap** (time between dismissal and afterschool activities) or **afterschool activities** with time spent completing CareerZone Portfolio modules. For example, students can use the Colleges module to investigate college programs related to their occupational interests.

7. Have students complete CareerZone **on their own time.** The entire career plan portfolio on CareerZone can be accessed from any computer with Internet access. Encourage students to record important information in the Volunteer Experience, Work Experience, and References modules, and refer to it for future opportunities.

8. Encourage students to use their **local library** for additional computer time and space. Use CareerZone **Guest Tools** to fill out a sample job application or create a resume.

9. **Students can share their CareerZone knowledge** with parents, friends and relatives by explaining how they use the system, sharing occupations they have explored and showing off their career plan. Feedback from trusted adults and peers provides positive reinforcement for students engaged in career development activities.

10. Dive deeper in sharing CareerZone knowledge by developing a peer-to-peer network of **CareerZone Ambassadors** (see pg 117).

Note: For more ideas on integrating CareerZone, view CareerZone's online lesson plan database available through the Resources for Teachers section at www.careerzone.ny.gov/views/careerzone/resources/lessonPlans.jsf .

CareerZone Pacing Guide

The Pacing Guide below allows you to estimate time for incorporating the CareerZone portfolio modules and their connecting activities into your classroom. This Facilitator's Guide includes multiple connecting activities for each portfolio module. However, the time estimates below are based on incorporating one of the connecting activities. Please note that these times are all estimated and your students' actual completion times may vary. Also, some modules are best completed when students have had previous time exploring CareerZone.

Note: The chart below lists all learning modules in CareerZone's Portfolio. Although it is recommended that students complete every module, only modules marked with an (*) will appear on CareerZone's online version of the NYSED Career Plan.

Name of CareerZone Portfolio module	Estimated Time for Students to individually complete module (in minutes)	Estimated total Classroom time including (1) connecting activity
*Personal Info	5-10	20-40
*Interest Profiler	20-30	40-60
Journal (per entry)	20-30	20-40
*Abilities	20-30	20-40
*Job Readiness Skills	20-30	60-90
*School Classes	15-20	40-60
*Areas for Growth	20-30	40-60
*Life Skills	50-90	90+
*Saved Occupations	30-60	60-90
*Future Goals & Dreams	20-30	40-60
*After-school Activities	15-20	40-60
*Volunteer Work	15-20	40-60
*Work Experience	15-20	20-40
Work Importance Profiler	30-40	40-60
Colleges	20-30	60-90
Education History	15-20	40-60
*Final Activity	90+	90+
*Annual Review	20-40	40-60
View Career Plan	20-30	30-40
Total Estimated Time	8-11hrs	14-21hrs

Classroom Connection Activities

View the ideas below for additional ways to connect CareerZone and career development in the classroom.

Interviewing Activities

- Survey local businesses to find out what characteristics they look for when hiring an employee.

- Interview a guest speaker from a local business to determine how the business trains new employees in customer service.

- Act out a job interview role-play where the person is not dressed appropriately, not prepared and using poor communication skills. Contrast the role-play interview with good interviewing techniques.

- Ask students to dress for success when they come to class for mock job interviews.

- Interview a parent, another adult in the community, three teachers and three peers to ask them what careers they think a student would be good at and why they suggested it.

- Ask a senior citizen to describe the kinds of technology they used when they were in school. Compare this with the technology students now use. Discuss how new technologies will impact the workplace of the future.

- Interview working adults for suggestions they have for strategies to balance work and family.

Classroom Based

- Invite parents and other community members to speak about their careers and personal and professional attributes that have helped them achieve success in their fields.

- List all the jobs necessary to make and package a product and make it available to consumers. Suggested products could be a can of soup, a pad of paper, a pencil, miniature candy, label, calculator, hat, etc.

- Name their favorite class period and list three reasons why. Then brainstorm careers which utilize the "why factor."

- Participate in a library research scavenger hunt. Student teams use a wide variety of library resources to find specific answers to career-oriented questions.

- Decorate a bag to reflect a career. The bag should contain five items or pictures related to the careers such as tools, uniforms, etc. Students present their careers using their bags as visuals.

More Classroom Connection Activities

- Apply for working papers as they turn 14. Schools have forms needed and information on laws pertaining to teens working. For more information on attaining working papers visit www.p12.nysed.gov/sss/pps/workingpapers .

- Evaluate two completed job applications provided by the teacher and decide to whom to offer the job.

Visualizations

- Imagine their lives in 20 years as they take a guided-imagery field trip to envision their fantasy careers.

- Develop "Life Road Maps" that include where they've been (birth, childhood memories) and where they would like to go in the future. Check out this page for inspiration: http://www.scholastic.com/teachers/lesson-plan/pre-write-creating-life-map.

- Develop one career goal. Then list three resources needed to achieve that goal, and three things that might get in the way of achieving it.

- Identify all the careers that might use an item pulled out of a prop box of career items, such as a calculator, an apron, a screwdriver, a ruler, etc.

- Role-play a 20 year class reunion. After completing the career unit, students pretend they are out of school for 20 years and attending their reunion. As they mingle, students interview at least three classmates to find out answers to five different career questions.

- Develop an idea for a new business. Working in small groups, have students figure out operating hours, staff needed, advertising strategies, etc.

- Develop a mind map of skills to help students prepare a resume. Find out more at www.tonybuzan.com/about/mind-mapping.

***Note:** All activities above are adapted from the New York State Education Department's Home and Career Skills - Active Teaching Strategies Guide. For these and more active teaching strategies visit: www.p12.nysed.gov/cte/facse/HomeConsumerSciTeachingGuide022707_.htm.*

CareerZone Ambassadors

One way to develop school, district-wide, or youth program engagement in career development is through the development of a CareerZone Youth Ambassador program. CareerZone Ambassadors are students who can provide an opportunity to motivate and connect students through peer-to-peer mentoring that fosters college and career exploration and planning. CareerZone Ambassador Events provide an opportunity for school staff to engage in dialogue with students to learn what did and did not work as youth used the CareerZone system to introduce college and career planning in their school. Feedback from these events, as well as a recommended debrief sessions with students and staff involved with the project can highlight additional resources needed to help integrate college and career planning into schools and youth programs.

More information on the implementation of the CareerZone Ambassadors can be found below:

Strategies for Facilitating CareerZone Ambassador Events

Get Staff on Board – A group of dedicated and engaged staff will be needed to begin a CareerZone Ambassador program. Talk to staff and community members who would be interested in partaking in a CareerZone Ambassador event. Teachers of various grade levels are also recommended so that older ambassadors can teach and inspire younger ambassadors on CareerZone and career development.

Assign Roles – Gain a sense for the amount of students and grade levels expected to participate in the CareerZone Ambassador activities. Then decide on:

- Facilitators (staff) who will train Lead Ambassadors (role model students)
- Lead Ambassadors who will train other ambassadors (interested and engaged students)
- Lower grade level students who will be taught by Ambassadors

Examples of Events – There are many ways in which the Ambassadors can spread the message of career development through the use of CareerZone at the Ambassador Events. Some examples of events include (but are not limited to):

- Interview skits – Have Ambassadors go into classrooms and act out job interviews. Have students/youth point out the pros and cons of the interview
- Community events – Staff and Ambassadors can host community events at schools or libraries where community members are invited for a presentation on how the job search tools in CareerZone (Resume Builder, Cover Letter module, etc.) can help them and their children with their job search or planning for the future.

Document Success – Ask Ambassadors to document the number of students they work with and provide feedback from youth on the services provided. Also have staff review printed portfolio modules of students involved to ascertain the quality of their work as a result of these efforts.

Remember – These are just ideas for implementing a CareerZone Ambassador program; no activity is too small and all strategies may be modified based on what works best for your school and schedule. Make the most out of your activities by encouraging students to create flyers and promote their events throughout the school and community. You can also provide incentives for participating students or make it a competition between students, grades, or schools.

Career Theorists and Reference Works

There are several models used to explain career development in the United States. Among the most influential are the following:

- **John Holland:** To match personality to work environment, Holland developed a six-interest category system to describe both. The six interests are Realistic, Investigative, Artistic, Social, Enterprising, and Conventional (RIASEC). Most people and occupations are assumed to exhibit characteristics of several or all of these interest areas. The coding system used by most measures of Holland's theory limits the number of interests to three. The dominant characteristic is listed first in the code so that in an "RIE" code, Realistic is the dominant feature. The differences between the fourth through sixth characteristics are often too small to measure and add little interpretable information. Holland's assessment measure, The Self-Directed Search (SDS), presents theme codes at the two-letter (form E) and three-letter (form R) levels (Holland, 1983; 1985). Holland's RIASEC model is the basis for the Asses Yourself tool and Interest Profiler in CareerZone.

- **Stanley Strong:** The Strong Interest Inventory (SII) is the most frequently used formal assessment of the RIASEC model. The SII compares the user's interest pattern to those of employees in 211 occupations in order to determine likely occupational matches. The test publishers provide a variety of score report profile formats, allowing the counselor to select the one most appropriate for their clients' developmental level. Like the SDS, the user's theme code may be compared to all the occupations in the DOT by using the Dictionary of Holland Occupational Codes (Gottfredson & Holland, 1989).

- **Donald Super**: This model takes a Life-Span approach to career development, discussing changes in developmental tasks as a person ages. There are five basic developmental stages: growth, exploration, establishment, maintenance, and disengagement. These stages are assigned age ranges and sub-stages, but as the model has been revised to include stage recycling, the sub-stages and age ranges have become less meaningful. The stages are believed to take place in relation to the many life-roles that wax and wane in importance throughout one's lifetime. The nine major roles one will inhabit are: (1) Child, (2) student, (3) leisure, (4) citizen, (5) worker, (6) spouse, (7) homemaker, (8) parent, and (9) pensioner. Decision points occur before and at the time of taking on a new role, or giving up an old role, or making significant changes in nature of existing role. The combination of these life-roles is considered one's life-style. One's series of life-styles is considered their life-space or life-cycle. The total structure of a person's life-cycle defines their career pattern.

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Glossary: CareerZone Terms and Concepts

Assessment: Any test or procedure used to measure an individual's employment or career-related qualifications or characteristics.

Apprenticeship: A career training program where people can learn a skilled occupation through both hands on/real world experience and classroom time from experienced instructors and journey workers in the field. Apprentices are considered an employee of the employer that is providing the training.

Aptitude: The capacity for learning, natural ability or interest.

Bright Outlook Occupations: These are new and emerging jobs that are expected to grow rapidly in the next several years and will need large numbers of new job openings.

Career: A lifestyle concept that involves a sequence of work or leisure activities in which one engages throughout a lifetime. Careers are unique to each person and are dynamic and unfolding throughout life.

CareerZone: A career exploration and planning system for New York State found online at www.careerzone.ny.gov. This system was designed by the New York State Department of Labor and is made available at no cost to users.

Career Development: The process through which an individual comes to understand his or her place in the world of work. This process encompasses an individual's education and career related choices and the outcome of those choices. Below are the different phases of career development:

> **a. Career Awareness:** Activities that are designed to make students aware of the broad range of careers and/or occupations in the world of work, including options that may not be traditional for their gender, race or ethnicity.

> **b. Career Exploration:** These activities are designed to provide some in-depth exposure to career options for students. Activities may include the study of career opportunities in particular fields to identify potential careers and the review of local labor market information.

> **c. Career Planning:** The development of specific action steps to achieve the goals set in the awareness and exploration phases. This phase include the identification of any prerequisite education, training lifestyle changes needed to achieve career goals, and how one will go about meeting these requirements.

Career Guidance & Counseling: These activities assist individuals in making and implementing informed educational and occupational choices. A person trained in this area will help others make and carry out decisions and plans related to life and career goals. Activities include helping with self-awareness, finding information about the world of work, and the process of deciding on an occupation.

Career Clusters: Groupings of jobs that have similar types of skills, activities, education and preparation necessary to perform a job. CareerZone organizes the O*NET occupations within the six career clusters specifically designed for the New York State Education Department.

Career Development and Occupational Studies (CDOS): Learning standards for career development and occupational studies developed by the New York State Education Department. http://www.p12.nysed.gov/cte/cdlearn/documents/cdoslea.pdf

Career Development and Occupational Studies (CDOS) Commencement Credential: New York State Board of Regents has approved regulations that establish a new exiting credential for students with disabilities. Beginning with the 2013-14 school year and thereafter, students with disabilities will be able to earn a New York State (NYS) Career Development and Occupational Studies (CDOS) Commencement Credential. The Credential is one of two new exiting credential from the New York State Education Department (NYSED),that will replace the individualized education program (IEP) Diploma for students with disabilities. View the Special Education Field Advisory regarding this new credential at www.p12.nysed.gov/specialed/publications/CDOScredential-memo-613.htm.

Career Plan Document: Career Plans are an important mechanism to add relevance and meaning to learning experiences across subject areas. The career development model used to create the Career Plan aligns with the CDOS standards. The New York State Career Plan records a student's knowledge and skill attainment. It documents a history of achievement that students build from elementary school to high school. The Career Plan design has also incorporated the transition planning process that is highly desirable for all students and required for students with disabilities. Career Plans can be used as the employability profile that is required for students in programs approved under the 2001 Regents Policy on CTE. More importantly, the Career Plan is an effective graduation planning tool for all students. Students in grades 6-12 can create individual Career Plans with the "My Portfolio" tool found at the New York State Department of Labor's CareerZone web site.

CareerZone Ambassadors: Peer-to-peer mentors that foster college and career exploration knowledge by providing opportunities to inform, engage, and motivate other students. By facilitating CareerZone Ambassador Events, educators are able to consider the perspectives and ideas of a youth's voice, take advantage of their community, and endorse career planning for their school.

Civic-Mindedness: The inclination to look after the needs and interests of fellow citizens and the community at large.

Entry-level Jobs: Entry-level jobs are defined as non-supervisory, non-managerial, non-professional positions. These may be unskilled positions, or they may be skilled positions where the required job-specific skills can be learned while on the job.

Formal Assessment: This is the process of evaluating one's interests, desires, and abilities following a conventional form or procedure. Formal assessment tools include, but are not limited to, Myers-Briggs and Strong Interest Inventory. The Interest Profiler and Work Importance Profiler found in CareerZone are also examples of formal assessment tools.

Green Jobs: These are jobs that are linked to Green Economy Sectors. The green economy will cause a change in occupations' employment demand or work and worker requirements such as tasks, skills, knowledge, and credentials.

Industries: Industries are groups of firms that produce similar goods and services. Our economy has two basic kinds of industries: those that produce goods and those that produce services. All the school systems in a particular geographic area make up an industry.

Informal Assessment: A casual or unstructured way of evaluating one's attributes including, but not limited to, abilities and preferences.

Internships: Training programs in which students work for an employer for a specified period of time to gain knowledge, skills and experience in a particular occupation. Work place activities may include special projects, a sample of tasks from different jobs, or tasks associated with a single occupation. Internships may or may not include financial compensation. For more guidance on internships, especially pertaining to wage requirements, view the New York State Department of Labor's factsheet from the Labor Standards division: www.labor.ny.gov/formsdocs/factsheets/pdfs/p725.pdf.

Job: A distinct position with specific duties and responsibilities in a particular place.

JobZone: JobZone, the adult version of CareerZone, is a no-cost interactive resource to help adults manage their careers. While JobZone and CareerZone share similar content, JobZone focuses on work search activities such as online job hunting, developing and maintaining a Work Search Record, and creating and saving multiple resumes. JobZone can be accessed at www.jobzone.ny.gov.

Job Zones: Not to be confused with the New York JobZone website defined above, Job Zones are groups of occupations that are similar in the following: how much education people need to do the work, how much related experience people need to do the work, and how much on-the-job training people need to do the work. There are five Job Zones beginning with Job Zone 1 with occupations that need little or no preparation to Job Zone 5 with occupations that need extensive preparation. All of the assessments in CareerZone and JobZone lead to occupations that are categorized by Job Zones.

Labor Market: A broad term to describe a region's entire workforce usually used with information about trends, projections, growth sectors and skill levels in relation to jobs.

Labor Market Information (LMI): Comprehensive and ongoing data that involves the collecting, analyzing, reporting and publishing of statistics on economic activities to describe and predict the relationship between labor demand and supply. LMI can include the number of people employed, the wages they are earning, their occupations, the location of their workplace in relation to where they live, the number of people available to work in a given area and the occupations that will be in demand in the future. To view New York State Labor Market Information visit: www.labor.ny.gov/stats/.

Long-Term Goals: These are the aspirations for attainment or achievement over an extended period of time.

Mentoring: Mentoring is support provided by a trusted coach, guide, confidant to help youth master skills and systems. Mentoring may occur at the workplace or elsewhere.

New York State P-12 Common Core Learning Standards: The New York State P-12 Common Core Learning Standards (CCLS) are internationally-benchmarked and evidence-based standards. These standards serve as a consistent set of expectations for what students should learn and be able to do, to ensure that every student across New York State is on track for college and career readiness.

O*NET: Occupational Information **NET**work, is a comprehensive, computerized career information system designed to assist and enhance the employment potential of all Americans by providing information on skills, knowledge, abilities, work content and the context in which work is done. The New York State Department of Labor (NYSDOL) was one of five states awarded O*NET pilot site grants from the U.S. Department of Labor (USDOL). New York State Education Department's six career clusters/majors are used to sort the occupations in NYSDOL's CareerZone system. For more information go to http://online.onetcenter.org/

Occupational Detail Page: Each of the 800+ occupations in CareerZone has an Occupation Detail Page that allows students to view labor market information including, but not limited to, interests, work values, tasks, duties, skills, wages and a job outlook.

Occupational Outlook Handbook (OOH): Compiled from O*NET data, the OOH provides detailed descriptions of more than 250 career categories. These categories account for approximately 7,000 discrete job titles or 87 percent of jobs found in the U.S. economy. By condensing job titles into functionally related categories, the OOH is able to give more varied information than was found in the outdated Dictionary of Occupation Titles (DOT). This information includes nature of work, working conditions, employment, training and qualifications for advancement, job outlook, earnings, related occupations, and sources of additional occupations. Each occupational category also provides a list of DOT codes it pertains to and summary information. The OOH has been in publication since the 50s and is updated every two years. The 2014-2015 edition is available in book form, on CD-ROM, and on the Internet www.bls.gov/oco/.

Portfolio: A collection of work that documents a student's educational performance over time and can help them relate their interests, abilities and skills to potential careers for the future. Portfolios can be a hard copy, offline document or an electronic version similar to the Career Plan Portfolio in CareerZone.

Resume: A short, concise document that states relevant information regarding your education, skills, experiences, accomplishments, and job-related interests Develop an online resume or upload and save an existing resume using CareerZone's Resume Builder module inside the Portfolio.

SCANS (Secretary's Commission on Achieving Necessary Skills): The commission was appointed by the US Secretary of Labor to determine the skills young people need to succeed in the world of work. The Commission's fundamental purpose is to encourage a high-performance economy characterized by high-skill, high-wage employment. The primary objective is to help teachers understand how curriculum and instruction must change to enable students to develop those high performance skills needed to succeed in the high performance workplace. In 1991, they issued their initial report, *What Work Requires of Schools* and outlined a set of skills that identified five competencies (skills necessary for workplace success) and three foundation skills (skills and qualities that underlie competencies). Competencies include the productive use of resources, interpersonal skills, information, systems, and technology while the foundation competencies require basic skills, thinking skills and personal qualities. For more information on SCANS visit http://wdr.doleta.gov/SCANS/whatwork/whatwork.pdf.

Self-Assessment: To judge or evaluate one's interests and activities.

Short-term goals: An attempt to attain something within the immediate or near future.

Skill: The ability to perform a particular task that comes from training, practice or natural aptitude.

Skills and Achievement Commencement Credential: Beginning with the 2013-14 school year and thereafter, the New York State (NYS) individualized education program (IEP) diploma has been replaced with the Skills and Achievement Commencement Credential for students with severe disabilities who are eligible to take the New York State Alternate Assessment. For the Special Education Field Advisory regarding this new credential visit: www.p12.nysed.gov/specialed/publications/SACCmemo.htm.

Transition: An instance or process of changing from one form, state or place to another. Adjusting to change.

Wages: Payment for labor or services.

Work-Based Learning: The term used to identify activities that focus on academic, career, and technical preparation as part of a classroom curriculum, which culminates in workplace experiences in a business or community organization. The goal is to assist students from grades K-12 in developing both specific career area skills and transferable competencies (critical thinking, teamwork, decorum, ethics, time management, honesty, problem solving, written and oral communication) in preparation for the workplace and post-secondary education. For more information go to http://www.p12.nysed.gov/cte/wbl/home.html.

Work Environment: All the conditions that make up, surround and contribute to the location and atmosphere in which a person works.

Work Readiness Credential: The WRC is a certification of an individual's readiness for entry-level work as defined by employers. It is the first assessment for entry-level workers to provide a universal, transferable, national standard for work readiness. The WRC is one of four work readiness credentials that can help New York State high school students attain the new Career Development and Occupational Studies (CDOS) Commencement Credential. For more information visit http://www.workreadiness.com/ .

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