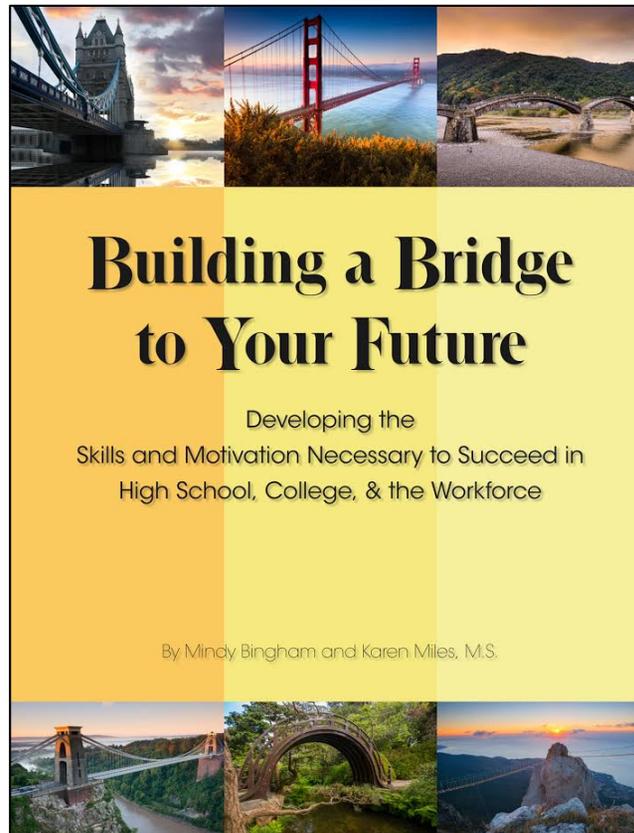


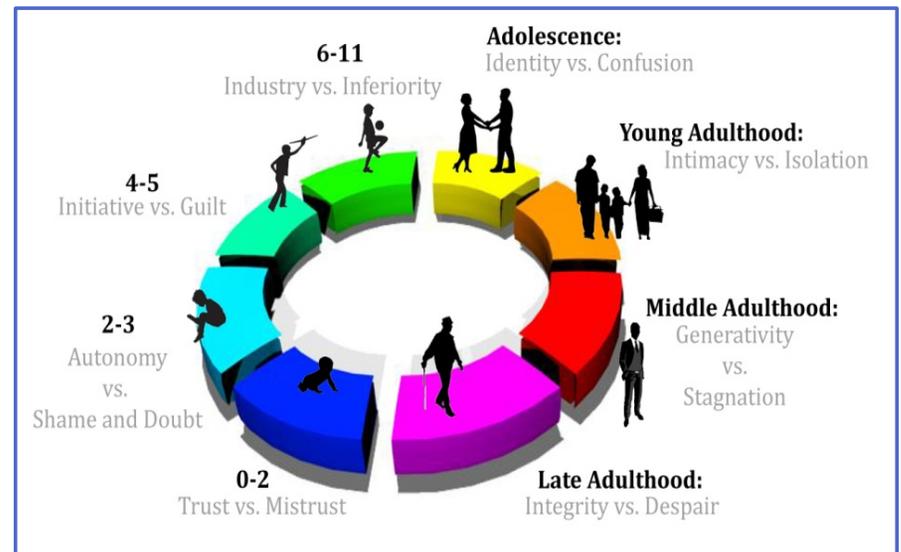
Career Development in Middle School/ High School



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Developmental theories

- **Erikson's psycho-social theory:**
- who you are
- what you are about
- where you are going in life



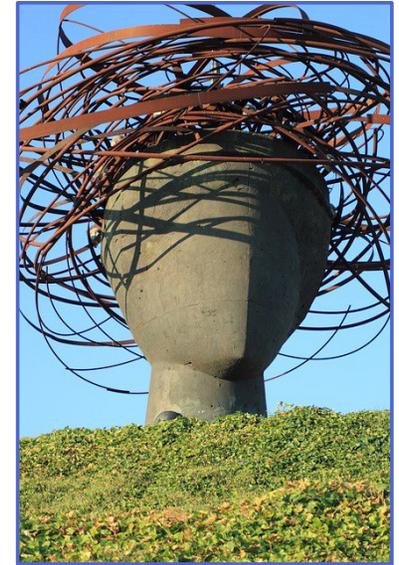
Age 10 – 20 *Identity versus confusion*

Exploration of different roles & paths = achievement of positive identity

If students do not carry out this exploration, identity confusion reigns

Developmental theories

- **Piaget's cognitive developmental theory:**
active construction of the world



Age 7 – 11 *Concrete operational stage (logical reasoning about concrete events)*

Age 11 - adult *Formal operational stage (more abstract, idealistic reasoning)*

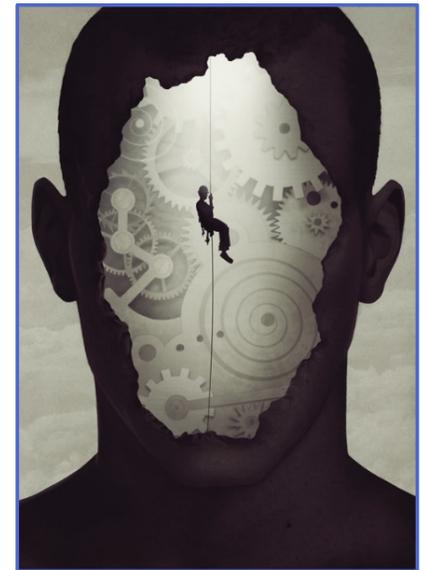
Super's career development theory

Life-span, life-space theory: we have sequential career developmental tasks, and we occupy different roles at different points in our lives

Age 0 – 14 Growth stage

Age 14 – 24 Exploration stage

Between these two stages are the 9 dimensions of childhood career development



Super's 9 dimensions of childhood career development

Curiosity (*inquisitive thoughts and behaviors*)

Exploration (*researching information on oneself or one's environment*)

Information (*an awareness of occupational information and how it is acquired*)

Key figures (*role models/ helpful people who play a meaningful role in one's life*)

Interests (*an awareness of one's likes/ dislikes*)

Locus of control (*the degree to which one feels an internal sense of control over one's present/ future*)

Time perspective (*an awareness of how the past, present, and future can be used to plan future events*)

Self-concept (*an awareness of the dimensions of the self*)

Planfulness (*awareness of the importance of planning*)

Career readiness

- Super: “To many students, occupational futures are too remote or too uncontrollable for planning to seem worthwhile”
- Career decision-making is too early for middle school students
- They need to be learning about the career planning steps in order to develop a positive attitude towards career exploration in high school



Career self-efficacy

- **Bandura:** “people simply eliminate from consideration occupations they believe to be beyond their capabilities, however attractive the occupations may be”
- One study by Helwig (1998), showed that 45% of elementary students sampled believed that they would not ultimately get the job they most wanted.
- Increased career self-efficacy:
 - affects the development of core vocational choice predictors such as interest, values & goals
 - plays an integral role in academic motivation, effort & resilience
 - enhances career decision-making



The importance of non-cognitive factors

- Protective factor clusters (Morales) – “multiple protective factors can work collectively, supplementing each other as they contribute to the success of the student”
- Multiple variables in a career intervention address the differing needs of students
- Non-cognitive skills such as motivation, grit, growth mindset, positive self-talk and resiliency have been shown to assist in student retention & success
- Need for the development of positive attitudes towards career planning and exploration

The ASCA National Model

Domain	ASCA National Standards (Student Outcomes)	
Academic	A	Students will acquire the attitudes, knowledge, and skills contributing to effective learning in school and across the lifespan.
	B	Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.
	C	Students will understand the relationship of academics to the world of work and to life at home and in the community.
Career	A	Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.
	B	Students will employ strategies to achieve future career goals with success and satisfaction.
	C	Students will understand the relationship between personal qualities, education, training, and the world of work.
Personal/ Social	A	Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.
	B	Students will make decisions, set goals, and take necessary action to achieve goals.
	C	Students will understand safety and survival skills.

What does the research say?

Career readiness process needs to start as early as middle school (Wimberly & Noeth, 2005)



Career development efforts across elementary & middle schools address social inequity issues (Schultheiss, Palma & Manzi, 2005)

Middle school students should be focusing on the direction of their future career plans rather than on a specific destination (Bardick, Bernes, Magnusson & Witko (2006)

Career readiness & non-cognitive factors in Building a Bridge to Your Future

- 6 lessons to prepare students to begin the career planning process
- 6 lessons to enhance student success factors:
 - Perseverance (grit)
 - Motivation
 - Growth mindset
 - Positive self-concept
 - Positive attitude
 - Resiliency & overcoming obstacles

