

Georgia Teachers-As-Advisors Framework



2007 - 2008

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The Georgia Teachers-As-Advisors Framework represents a series of collaborative efforts between the Georgia Department of Education, Georgia educators representing grades 6-12, Georgia students and parents representing grades 6-12, Georgia postsecondary education systems, and representatives from Georgia business and industry.

Strongly linked to the National Career Development Guidelines, the Georgia Teachers-As-Advisors Framework serves as a structure for developing, implementing, and evaluating both district and school-level programs that are laser-focused on the educational and career planning process for ALL Georgia students

Further evidenced in the framework, is the overarching emphasis on the acquisition and development of 21st Century Skills that will lead ALL Georgia students to high-skill, high- demand, and high-wage jobs. These jobs will have a significant impact on, not only individuals, but growing a healthy state economy.

Sincere thanks go to grades 6-12 educators who participated in the development of the framework; however, special thanks go to practitioners from Douglas County, Forsyth County, Gwinnett County, Jefferson County, Lee County, Lowndes County, Marietta City, Morgan County, and Rockdale County.

The framework will serve, as well, as the structure from which an online repository of teachers-as-advisor lessons will be available from the Georgia Department of Education. Practitioners from across the state will be able to *contribute to* and *draw from* the repository as the Georgia Teachers-As-Advisors Initiative matures.

In closing, explore the unlimited ways Teachers-As-Advisors can:

- erase student anonymity,
- provide students with increased opportunities for career exploration,
- lead students to make more informed choices,
- increase student graduation rates,
- and increase postsecondary enrollment rates in your district.

We hope this serves as a valuable tool as we work together in "Leading the Nation in improving Student Achievement."

Georgia Teachers-As-Advisors

Grades 6 Framework

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| I. Career Management: Awareness, Exploration, and Planning (Grade 6) |
| Competencies |
| Goal 6-1.1 - Create, manage, and enhance a Peach State Portfolio. |
| a. Record initial information to begin a Peach State Portfolio (which includes the Peach State Pathway Educational and Career Planning tool). |
| b. Gain awareness of Georgia's career concentration areas. |
| c. Record courses taken and grades for Grade 6 (on-going). |
| d. Assess individual:1) interests (Level I assessment) and 2) skills (Level I assessment) on common, Georgia-identified instruments. |
| Goal 6-1.2 - Choose and utilize sound processes of decision-making, recognizing them as key components of educational and career planning. |
| a. Understand the foundational purpose of <i>work</i> in one's life |
| b. Give examples of the importance of <i>work</i> as it relates to one's education and career |
| c. Memorize the steps in one or more decision-making models |
| d. Tell or dramatize the use(s) of one or more decision-making models |
| e. List ways career information may be gathered and can be used to make decisions |
| Goal 6-1.3 - Use accurate, current, and unbiased career information from the local, state, and national levels during the career exploration and planning process. |
| a. Locate and explore career information that includes occupational, education and training, employment, and economic information |
| b. Define and identify nontraditional occupations |
| c. Define and identify new and emerging occupations |

I. Career Management: Awareness, Exploration, and Planning (Grade 6)

Competencies

Goal 6-1.4 - Master 21st Century skills in order to obtain, create, maintain, and advance individual employment options.

- a. Identify personal characteristics that are desired in the workplace (e.g., honesty, dependability, responsibility, integrity, and loyalty).
- b. Identify that a variety of general employability skills (e.g., critical thinking; problem solving; resource, information, and technology management; interpersonal skills) are important to success in education and career
- c. Recognize that the ability to interact positively with diverse groups of people is often essential to maintain employment.

Goal 6-1.5 - Integrate employment trends, economic conditions, and societal needs from the local, state, and national levels into career planning.

- a. Develop an awareness that current employment trends, economic conditions, and societal needs may impact career planning

II. ACADEMIC ACHIEVEMENT, EDUCATIONAL ATTAINMENT AND LIFELONG LEARNING: THINKING AND LEARNING SKILLS (GRADE 6)

Competencies

Goal 6-2.1 - Assess, learn, and master 21st Century skills in order to advance academic achievement, educational attainment, and lifelong-learning as it relates to preparation for work.

a. Critical Thinking/Problem Solving

b. Information and Communication Skills

c. Interpersonal and Self-Directional Skills

d. Information and Communications Technology (ICT) Literacy

Goal 6-2.2 - Recognize and attain performance levels necessary to reach educational and career goals.

a. Recognize the importance of achievement and performance to the attainment of educational and career goals.

b. Identify one's individual learning style and show how one uses learning-style information to improve educational achievement and performance.

c. Describe and demonstrate learning habits that promote and improve educational achievement and performance.

d. Describe the importance of and develop a plan to improve one's individual educational achievement

e. Describe how personal attitudes and behaviors can impact educational achievement and future success.

Goal 6-2.3 - Identify and participate in ongoing, lifelong-learning experiences to enhance the ability to perform effectively and work in a diverse and changing world.

a. Know that change, sometimes, makes it necessary for one to acquire, update, and advance knowledge and skills throughout life (including issues of transition from one educational level to the next: elementary-to-middle school, middle-to- high school, high school to postsecondary).

b. Cite the importance of being an independent, efficacious learner and taking responsibility for personal learning.

c. Recognize that the ability to interact positively with diverse groups of people may contribute to learning and academic achievement.

III. Life Skills: Personal and Social Development (Grade 6)

Competencies

Goal 6-3.1 - Develop habits that facilitate physical and mental health and wellness. (Enhance Health/PE Standards)

a. Name or identify healthy lifestyle habits (good nutrition, constructive ways to manage stress, etc.)

Goal 6-3.2 - Develop positive, highly-developed interpersonal skills.

a. Identify and demonstrate effective communication skills.

b. Know the benefits of interacting with others in a way that is honest, fair, helpful, and respectful.

c. Identify and practice positive social skills (good manners, showing gratitude, etc.).

d. Show ways to respect and work cooperatively and collaboratively with others.

e. Rehearse effective conflict-management skills.

f. Describe ways in which one accepts responsibility for his/her behavior (behavior/consequences).

g. Recognize that one should have knowledge about, respect for, be open to, and appreciate all kinds of human diversity.

Goal 6-3.3 - Recognize and accept that growth and adaptation to change is an essential part of life.

a. Know that individuals experience growth and changes in mind and body throughout life and that these changes have a direct impact on one's personal development.

b. Identify situations (e.g., problems at school or home) in which one might need assistance from human, or other, resources.

c. Recognize the importance of adaptability and flexibility when initiating or responding to change.

Georgia Teachers-As-Advisors

Grades 7 Framework

I. Career Management: Awareness, Exploration, and Planning (Grade 7)

Competencies

Goal 7-1.1 - Create, manage, and enhance a Peach State Portfolio.

- a. Expand information in one's Peach State Portfolio (which includes the Peach State Pathway Educational and Career Planning tool).
- b. Examine Georgia's Peach State Pathways (concentration areas and career pathways)
- c. Identify and explore selected Peach State Pathways based on individual reports generated by interest and aptitude assessments administered during Grade 6.
- d. Explore specific occupations within a pathway based on individual assessment results
- e. Record courses taken and grades for Grade 7 (on-going)

Goal 7-1.2 - Choose and utilize sound processes of decision-making, recognizing them as key components of educational and career planning.

- a. Understand the foundational purpose(s) of *work* in one's life
- b. Give examples of the importance of *work* as it relates to one's education and career
- c. Recall the steps in one or more decision-making models
- d. Tell about or dramatize the use(s) of one or more decision-making models
- e. Explain how career information is gathered and used to make decisions
- f. Describe how personal bias, societal stereotypes, and inaccurate information can impact personal decisions
- g. Recognize that decision making sometimes involves compromise

I. Career Management: Awareness, Exploration, and Planning (Grade 7)

Competencies

Goal 7-1.3 - Use accurate, current, and unbiased career information from the local, state, and national levels during the career exploration and planning process.

- a. Locate and utilize career information that includes occupational, education and training, employment, and economic information
- b. Define and identify nontraditional occupations
- c. Define and identify new and emerging occupations
- d. Recognize that an individual's attitude toward a set of occupational skills or a particular occupation may limit his/her future career decisions

Goal 7-1.4 - Master 21st Century skills in order to obtain, create, maintain, and advance individual employment options.

- a. Identify personal characteristics that are desired in the workplace (e.g., honesty, dependability, responsibility, integrity, and loyalty).
- b. Identify that a variety of general employability skills (e.g., critical thinking; problem solving; resource, information, and technology management; interpersonal skills) are important to success in education and career
- c. Recognize that the ability to interact positively with diverse groups of people is often essential to maintain employment.
- d. Recognize that many skills are transferable from one occupation to another.
- e. Identify the basic advantages and challenges of self-employment (entrepreneurship).

Goal 7-1.5 - Integrate employment trends, economic conditions, and societal needs from the local, state, and national levels into career planning.

- a. Develop an awareness of local employment trends, economic conditions, and societal needs may impact career planning.

II. ACADEMIC ACHIEVEMENT, EDUCATIONAL ATTAINMENT AND LIFELONG LEARNING: THINKING AND LEARNING SKILLS (GRADE 7)

Competencies

Goal 7-2.1 - Assess, learn, and master 21st Century skills in order to advance academic achievement, educational attainment, and lifelong-learning as it relates to preparation for work.

a. Critical Thinking/Problem Solving

b. Information and Communication Skills

c. Interpersonal and Self-Directional Skills

d. Information and Communications Technology (ICT) Literacy

Goal 7-2.2 - Recognize and attain performance levels necessary to reach educational and career goals.

a. Recognize the importance of achievement and performance to the attainment of educational and career goals.

b. Identify and recognize strategies for improving one's educational achievement and performance

c. Describe and demonstrate learning habits that promote and improve educational achievement and performance.

d. Assess individual learning style (Level 1 assessment) and how one uses learning-style information to improve educational achievement and performance.

e. Describe the importance of and develop a plan to improve one's individual, educational achievement.

f. Describe how personal attitudes and behaviors can impact educational achievement and future success.

g. Recognize and show how the ability to acquire and use information contributes to educational achievement and future success.

Goal 7-2.3 - Identify and participate in ongoing, lifelong-learning experiences to enhance the ability to perform effectively and work in a diverse and changing world.

a. Recognize that changes in the economy may require one to acquire and update knowledge and skills throughout life.

b. Recognize and show that viewing one's self as a learner affects personal identity.

c. Recognize the importance of being an independent learner and taking responsibility for personal learning.

d. Describe the processes for transition from one learning level to the next (ES-to-MS, MS-to-HS, HS-to-Post-Secondary)

e. Discuss the knowledge and skills necessary for successful transition from one learning level to the next

III. Life Skills: Personal and Social Development (Grade 7)

Competencies

Goal 7-3.1 - Develop habits that facilitate physical and mental health and wellness. (Enhance Health/PE Standards)

a. Identify and define healthy lifestyle habits (good nutrition, constructive ways to manage stress, etc.)

Goal 7-3.2 - Develop positive, highly-developed interpersonal skills.

a. Identify and demonstrate effective communication skills.

b. Recognize the benefits of interacting with others in a way that is honest, fair, helpful, and respectful.

c. Identify and practice positive social skills (good manners, showing gratitude, etc.).

d. Identify and demonstrate ways to respect and work cooperatively and collaboratively with others.

e. Describe and demonstrate effective conflict-management skills.

f. Describe ways in which one accepts responsibility for his/her behavior (behavior/consequences).

g. Recognize that one should have knowledge about, respect for, be open to, and appreciate all kinds of human diversity.

h. Recognize that the ability to interact positively with diverse groups of people may contribute, positively, to learning and academic achievement

Goal 7-3.3 - Recognize and accept that growth and adaptation to change is an essential part of life.

a. Recognize that individuals experience growth and changes in mind and body throughout life and that these changes have a direct impact on one's personal development.

b. Identify situations (e.g., problems at school or home) in which one might need assistance from human, or other, resources.

c. Recognize the importance of adaptability and flexibility when initiating or responding to change.

Georgia Teachers-As-Advisors

Grades 8 Framework

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| I. Career Management: Awareness, Exploration, and Planning (Grade 8) |
| Competencies |
| Goal 8-1.1 - Create, manage, and enhance a Peach State Portfolio. |
| a. Continue to expand information in one's Peach State Portfolio (which includes the Peach State Pathway Educational and Career Planning tool). |
| b. Increase one's knowledge of Georgia's Peach State Pathways (concentration areas and career pathways). |
| c. Explore specific occupations within one or more pathway based on individual assessment results. |
| d. Record courses taken and grades for Grade 8 (on-going). |
| e. Assess one's interests (likes and dislikes) (Level II assessment), skills (Level II assessment), and work values and preferences (Level I assessment) on Georgia-identified instruments. |
| Goal 8-1.2 - Choose and utilize sound processes of decision-making, recognizing them as key components of educational and career planning. |
| a. Record individual beliefs regarding the purpose(s) of <i>work</i> in one's life. |
| b. Tell how <i>work</i> relates to one's education and future career options. |
| c. Demonstrate the use(s) of one or more decision-making models to solve a personal dilemma. |
| d. Apply the information-gathering process and use to make an informed decision. |
| e. Describe how personal bias, societal stereotypes, and inaccurate information can impact personal decisions. |
| f. Communicate why decision making sometimes involves compromise. |

Career Management: Awareness, Exploration, and Planning (Grade 8)

Competencies

Goal 8-1.3 - Use accurate, current, and unbiased career information from the local, state, and national levels during the career exploration and planning process.

- a. Locate and utilize career information that includes occupational, education and training, employment, and economic information.
- b. Research and identify traditional and nontraditional and new and emerging occupations in Georgia (for the individual).
- c. Recognize that an individual's attitude toward a set of occupational skills may limit his/her future career decisions.

Goal 8-1.4 - Master 21st Century skills in order to obtain, create, maintain, and advance individual employment options.

- a. Communicate personal characteristics that are desired in the workplace (e.g., honesty, dependability, responsibility, integrity, and loyalty).
- b. Understand that a variety of general employability skills (e.g., critical thinking; problem solving; resource, information, and technology management; interpersonal skills) are important to success in education and career
- c. Demonstrate how the ability to interact positively with diverse groups of people is often essential to maintain employment.
- d. Name skills that may be transferable from one occupation to another.
- e. Name the advantages and challenges of self-employment for a specific occupation of one's interest (entrepreneurship).

Goal 8-1.5 - Integrate employment trends, economic conditions, and societal needs from the local, state, and national levels into career planning.

- a. Explain how local employment trends may impact one's career planning.
- b. Explain how local economic conditions may impact one's career planning.
- c. Explain how local societal needs may impact one's career planning.

II. ACADEMIC ACHIEVEMENT, EDUCATIONAL ATTAINMENT AND LIFELONG LEARNING: THINKING AND LEARNING SKILLS (GRADE 8)

Competencies

Goal 8-2.1 - Assess, learn, and master 21st Century skills in order to advance academic achievement, educational attainment, and lifelong-learning as it relates to preparation for work.

a. Critical Thinking/Problem Solving

b. Information and Communication Skills

c. Interpersonal and Self-Directional Skills

d. Information and Communications Technology (ICT) Literacy

Goal 8-2.2 - Recognize and attain performance levels necessary to reach educational and career goals.

a. Recognize the importance of achievement and performance to the attainment of educational and career goals.

b. Identify and recognize strategies for improving one's educational achievement and performance

c. Describe, demonstrate, and evaluate learning habits that promote and improve educational achievement and performance.

d. Identify one's individual learning style and how we use learning-style information to improve educational achievement and performance.

e. Describe the importance of and develop a plan to improve one's individual educational achievement.

f. Describe how personal attitudes and behaviors can impact educational achievement and future success.

g. Recognize and show how the ability to acquire and use information contributes to educational achievement and future success.

Goal 8-2.3 - Identify and participate in ongoing, lifelong-learning experiences to enhance the ability to perform effectively and work in a diverse and changing world.

a. Recognize the importance of being an independent learner and taking responsibility for personal learning.

b. Describe the processes for transition from one learning level to the next (ES-to-MS, MS-to-HS, HS-to-Post-Secondary)

c. Discuss the knowledge and skills necessary for a successful transition from one learning level to the next

III. Life Skills: Personal and Social Development (Grade 8)

Competencies

Goal 8-3.1 - Develop habits that facilitate physical and mental health and wellness. (Enhance Health/PE Standards)

a. Classify and explain healthy lifestyle habits (good nutrition, constructive ways to manage stress, etc.)

Goal 8-3.2 - Develop positive, highly-developed interpersonal skills.

a. Identify and demonstrate effective communication skills.

b. Recognize the benefits of interacting with others in a way that is honest, fair, helpful, and respectful.

c. Identify and practice positive social skills (good manners, showing gratitude, etc.).

d. Identify and demonstrate ways to respect and work cooperatively and collaboratively with others.

e. Describe and demonstrate effective conflict-management skills.

f. Describe ways in which one accepts responsibility for his/her behavior (behavior/consequences).

g. Recognize that one should have knowledge about, respect for, be open to, and appreciate all kinds of human diversity.

h. Recognize that the ability to interact positively with diverse groups of people may contribute, positively, to learning and academic achievement

Goal 8-3.3 - Recognize and accept that growth and adaptation to change is an essential part of life.

a. Recognize that individuals experience growth and changes in mind and body throughout life and that these changes have a direct impact on one's personal development.

b. Identify situations (e.g., problems at school or home) in which one might need assistance from human, or other, resources.

c. Recognize the importance of adaptability and flexibility when initiating or responding to change.

Georgia Teachers-As-Advisors

Grades 9 Framework

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| I. Career Management: Awareness, Exploration, and Planning (Grade 9) |
| Competencies |
| Goal 9-1.1 - Create, manage, and enhance a Peach State Portfolio. |
| a. Continue to expand information in one's Peach State Portfolio (which includes the Peach State Pathway Educational and Career Planning tool). |
| b. Increase one's knowledge of Georgia's Peach State Pathways (career pathways) and begin to take courses from one area or areas of study. |
| c. Explore specific occupational skills and occupations within one or more pathways based on one's Grade 8 assessment results. |
| d. Record courses taken from and grades for Grade 9 (on-going). |
| Goal 9-1.2 - Choose and utilize sound processes of decision-making, recognizing them as key components of educational and career planning. |
| a. Create a project or write a paper telling how <i>work</i> relates to one's education and future career options. |
| b. Demonstrate the use(s) of one or more decision-making models to focus on a Peach State Pathway. |
| c. Apply the information-gathering process and use to make an informed decision regarding one's course-taking plan. |
| d. Describe how personal bias, societal stereotypes, and inaccurate information can impact personal decisions. |
| e. Communicate why decision making sometimes involves compromise. |
| Goal 9-1.3 - Use accurate, current, and unbiased career information from the local, state, and national levels during the career exploration and planning process. |
| a. Locate and utilize career information that includes occupational, education and training, employment, and economic information. |
| b. Research and identify traditional, nontraditional, and new and emerging occupations in Georgia (for the individual). |
| c. Demonstrate openness to considering occupations that may be viewed as traditional and nontraditional. |
| d. Identify the advantages and disadvantages of being employed in a nontraditional occupation; recognize programs at the high school level that may be considered nontraditional programs (for the individual). |

I. Career Management: Awareness, Exploration, and Planning (Grade 9)

Competencies

Goal 9-1.4 - Master 21st Century skills in order to obtain, create, maintain, and advance individual employment options.

- a. Describe personal characteristics that are desired in the workplace (e.g., honesty, dependability, responsibility, integrity, and loyalty).
- b. Recognize that a variety of general employability skills and personal qualities (e.g., critical thinking; problem solving; resource; information; and technology management; interpersonal skills; honesty; and dependability) are important to success in school and employment.
- c. Define skills that are transferable from one occupation to another.
- d. Identify the advantages and challenges of self-employment and recognize the course opportunity at the high school level to study entrepreneurship.
- e. Recognize/seek high school opportunities for work-based learning.

Goal 9-1.5 - Integrate employment trends, economic conditions, and societal needs from the local, state, and national levels into career planning.

- a. Identify current employment trends that could impact career planning.
- b. Identify current economic conditions that could impact career planning.
- c. Identify current societal needs that could impact career planning.

II. ACADEMIC ACHIEVEMENT, EDUCATIONAL ATTAINMENT AND LIFELONG LEARNING: THINKING AND LEARNING SKILLS (GRADE 9)

Competencies

Goal 9-2.1 - Assess, learn, and master 21st Century skills in order to advance academic achievement, educational attainment, and lifelong-learning as it relates to preparation for work.

a. Critical Thinking/Problem Solving

b. Information and Communication Skills

c. Interpersonal and Self-Directional Skills

d. Information and Communications Technology (ICT) Literacy

Goal 9-2.2 - Recognize and attain performance levels necessary to reach educational and career goals.

a. Identify and recognize the importance of educational achievement and performance to the attainment of personal and career goals.

b. Identify and recognize strategies for improving educational achievement and performance.

c. Describe, demonstrate and evaluation study skills and learning habits that promote and improve educational achievement and performance.

d. Assess individual learning style (Level II/III) and how one uses learning style information to improve educational achievement and performance.

e. Describe the importance of and develop a plan to improve individual educational achievement and workplace options

f. Describe how personal attitudes and behaviors can impact educational achievement and workplace success.

g. Recognize and show how the ability to acquire and use information contributes to educational achievement and work place success.

Goal 9-2.3 - Identify and participate in ongoing, lifelong-learning experiences to enhance the ability to perform effectively and work in a diverse and changing world.

a. Recognize the importance of being an independent learner and taking responsibility for personal learning.

b. Describe the requirements for transition from one learning level to the next (e.g., middle school to high school, high school to postsecondary).

c. Demonstrate the knowledge and skills necessary for successful transition from one learning level to the next (e.g., middle to high school, high school to postsecondary).

III. Life Skills: Personal and Social Development (Grade 9)

Competencies

Goal 9-3.1 - Develop habits that facilitate physical and mental health and wellness. (Enhance Health/PE Standards)

a. Wellness/healthy lifestyle habits/development of individual sports or activities of interest.

Goal 9-3.2 - Develop positive, highly-developed interpersonal skills.

a. Identify and demonstrate effective communication skills.

b. Recognize the benefits of interacting with others in a way that is honest, fair, helpful, and respectful.

c. Identify positive social skills (good manners, showing gratitude, etc.).

d. Identify and demonstrate ways to respect and work cooperatively and collaboratively with others.

e. Describe and demonstrate effective conflict-management skills.

f. Recognize that one must accept responsibility for his/her behavior.

g. Recognize that one should have knowledge about, respect for, be open to, and appreciate all kinds of human diversity.

h. Recognize that the ability to interact positively with diverse groups of people may contribute to learning and academic achievement.

Goal 9-3.3 - Recognize and accept that growth and adaptation to change is an essential part of life.

a. Recognize that individuals experience growth and changes in mind and body throughout life and that these changes have a direct impact on one's personal development.

b. Identify situations (e.g., problems at school or work) in which one might need assistance from human, financial, or other resources.

c. Recognize the importance of adaptability and flexibility when initiating or responding to change.

Georgia Teachers-As-Advisors

Grades 10 Framework

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| I. Career Management: Awareness, Exploration, and Planning (Grade 10) |
| Competencies |
| Goal 10-1.1 - Create, manage, and enhance a Peach State Portfolio. |
| a. Continue to expand information in one's Peach State Portfolio (which includes the Peach State Pathway Educational and Career Planning tool). |
| b. Increase one's knowledge of Georgia's Peach State Pathways (career pathways) and focus on an area or areas of study. |
| c. Assess one's interests (likes and dislikes) (Level III assessment), skills and/or aptitudes (Level III assessment), and work values and preferences (Level II assessment) on Georgia-identified instruments. |
| d. Record courses taken and grades for Grade 10 (on-going). |
| Goal 10-1.2 - Choose and utilize sound processes of decision-making, recognizing them as key components of educational and career planning. |
| a. Demonstrate the use(s) of one or more decision-making models to focus on a Peach State Pathway. |
| b. Apply the information-gathering process and use to make an informed decision regarding one's course-taking plan. |
| c. Describe how personal bias, societal stereotypes, and inaccurate information can impact personal decisions. |
| d. Communicate why decision making sometimes involves compromise. |
| Goal 10-1.3 - Use accurate, current, and unbiased career information from the local, state, and national levels during the career exploration and planning process. |
| a. Locate and utilize career information that includes occupational, education and training, employment, and economic information. |
| b. Research and identify traditional, nontraditional, and new and emerging occupations in Georgia (for the individual). |
| c. Demonstrate openness to considering occupations that may be viewed as nontraditional. |
| d. Identify the advantages and disadvantages of being employed in a nontraditional occupation; recognize programs at the high school level that may be considered nontraditional programs (for the individual). |

I. Career Management: Awareness, Exploration, and Planning (Grade 10)

Competencies

Goal 10-1.4 - Master 21st Century skills in order to obtain, create, maintain, and advance individual employment options.

- a. Describe personal characteristics that are desired in the workplace and how they may be applied in various work environments.
- b. Recognize that a variety of general employability skills and personal qualities (e.g., critical thinking; problem solving; resource; information; and technology management; interpersonal skills; honesty; and dependability) are important to success in school and employment.
- c. Give multiple examples of skills that are transferable from one occupation to another.
- d. Identify the advantages and challenges of self-employment and recognize the course opportunity at the high school level to study entrepreneurship.
- e. Recognize/seek high school opportunities for work-based learning.

Goal 10-1.5 - Integrate employment trends, economic conditions, and societal needs from the local, state, and national levels into career planning.

- a. Analyze current employment trends that could impact career choices.
- b. Analyze current economic conditions that could impact career choices.
- c. Analyze current societal needs that could impact career choices.

II. ACADEMIC ACHIEVEMENT, EDUCATIONAL ATTAINMENT AND LIFELONG LEARNING: THINKING AND LEARNING SKILLS (GRADE 10)

Competencies

Goal 10-2.1 - Assess, learn, and master 21st Century skills in order to advance academic achievement, educational attainment, and lifelong-learning as it relates to preparation for work.

a. Critical Thinking/Problem Solving

b. Information and Communication Skills

c. Interpersonal and Self-Directional Skills

d. Information and Communications Technology (ICT) Literacy

Goal 10-2.2 - Recognize and attain performance levels necessary to reach educational and career goals.

a. Evaluate strategies for improving educational achievement and performance and investigate their impact on the attainment of personal and career goals.

b. Demonstrate and evaluate study skills and learning habits that promote and improve educational achievement and performance.

c. Identify how one uses learning style information to improve educational achievement/performance and to identify areas that need improvement.

d. Describe the importance of and develop a plan to improve individual educational achievement and workplace options

e. Describe how personal attitudes and behaviors can impact educational achievement and workplace success.

f. Recognize and show how the ability to acquire and use information contributes to educational achievement and work place success.

Goal 10-2.3 - Identify and participate in ongoing, lifelong-learning experiences to enhance the ability to perform effectively and work in a diverse and changing world.

a. Recognize and discuss how viewing one's self as an independent, lifelong learner affects one's identity.

b. Describe the requirements for transition from one learning level to the next (e.g. middle to high school, high school to postsecondary).

c. Demonstrate the knowledge and skills necessary for successful transition from one learning level to the next (e.g. middle to high school, high school to postsecondary).

d. Identify types of ongoing learning experiences available and how one prepares to participate in life-long learning (e.g., two- and four-year colleges, technical schools, apprenticeships, the military, on-line courses, and on-the-job training).

e. Demonstrate participation in specific education/training programs (e.g., high school career paths and courses, college majors, and apprenticeship programs) that help one function effectively in a diverse and changing economy.

III. Life Skills: Personal and Social Development (Grade 10)

Competencies

Goal 10-3.1 - Develop habits that facilitate physical and mental health and wellness. (Enhance Health/PE Standards)

a. Wellness/healthy lifestyle habits/development of individual sports or activities of interest.

Goal 10-3.2 - Develop positive, highly-developed interpersonal skills.

a. Identify and demonstrate effective communication skills.

b. Recognize the benefits of interacting with others in a way that is honest, fair, helpful, and respectful.

c. Identify positive social skills (good manners, showing gratitude, etc.).

d. Identify and demonstrate ways to respect and work cooperatively and collaboratively with others.

e. Describe and demonstrate effective conflict-management skills.

e. Recognize that one must accept responsibility for his/her behavior.

f. Recognize that one should have knowledge about, respect for, be open to, and appreciate all kinds of human diversity.

g. Recognize that the ability to interact positively with diverse groups of people may contribute to learning and academic achievement.

Goal 10-3.3 - Recognize and accept that growth and adaptation to change is an essential part of life.

a. Recognize that individuals experience growth and changes in mind and body throughout life and that these changes have a direct impact on one's personal development.

b. Identify situations (e.g., problems at school or work) in which one might need assistance from human, financial, or other resources.

c. Recognize the importance of adaptability and flexibility when initiating or responding to change.

Georgia Teachers-As-Advisors

Grades 11 Framework

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|---|
| I. Career Management: Awareness, Exploration, and Planning (Grade 11) |
| Competencies |
| Goal 11-1.1 - Create, manage, and enhance a Peach State Portfolio. |
| a. Update one's assessments (interest, skills, aptitude, learning styles, and work values and preferences) as needed. |
| b. Continue to expand information in one's Peach State Portfolio (which includes the Peach State Pathway Educational and Career Planning tool). |
| c. Record courses taken and grades for Grade 11 (ongoing). |
| d. Focus on the study of a specific occupation or occupations within a pathway based on assessment results. |
| e. Attach work samples, work-based learning logs, and other applicable documentation to one's Peach State Portfolio. |
| Goal 11-1.2 - Choose and utilize sound processes of decision-making, recognizing them as key components of educational and career planning. |
| a. Apply learned decision-making skills as critical decisions are being made regarding course taking, postsecondary education routes, potential part-time employment sites, etc. are being made. |
| b. Recognize that decision making sometimes involves compromise, developing alternative plans, and accepting a variety of individual options. |
| Goal 11-1.3 - Use accurate, current, and unbiased career information from the local, state, and national levels during the career exploration and planning process-related to traditional and non-traditional occupations. |
| a. Evaluate information from the Georgia Department of Labor databases and other credible resources to inform occupational, education and training, employment, and economic decisions related to traditional and nontraditional occupations. |
| b. Explore and develop a process if one is pursuing a nontraditional occupation. |
| c. Articulate the personal advantages and disadvantages of being employed in a nontraditional occupation; complete a program at the high school level that may be considered a nontraditional program in Georgia. |

I. Career Management: Awareness, Exploration, and Planning (Grade 11)

Competencies

Goal 11-1.4 - Master 21st Century skills in order to obtain, create, maintain, and advance individual employment options.

- a. Describe personal characteristics that are desired in the workplace(s) of one's individual career pathway or occupation (e.g., honesty, dependability, responsibility, integrity, and loyalty).
- b. Define specific employability skills and personal qualities (e.g., critical thinking; problem solving; resource; information; and technology management; interpersonal skills; honesty; and dependability) that are essential in one's individual career pathway.
- c. Evaluate one's individual skills that may be transferable from one occupation to another within a career pathway.
- d. Study entrepreneurship at the high school level.
- e. Participate in a work-based learning experience at the high school level.

Goal 11-1.5 - Integrate employment trends, economic conditions, and societal needs from the local, state, and national levels into career planning.

- a. Examine, at least annually, current information on local, regional, state, and national employment trends, economic trends and societal needs that could impact one's career development and future planning (related to one's current pathway).

II. ACADEMIC ACHIEVEMENT, EDUCATIONAL ATTAINMENT AND LIFELONG LEARNING: THINKING AND LEARNING SKILLS (GRADE 11)

Competencies

Goal 11-2.1 - Assess, learn, and master 21st Century skills in order to advance academic achievement, educational attainment, and lifelong-learning and career options.

a. Critical Thinking/Problem Solving

b. Information and Communication Skills

c. Interpersonal and Self-Directional Skills

d. Information and Communications Technology (ICT) Literacy

Goal 11-2.2 - Recognize and attain performance levels necessary to reach educational and career goals.

a. Develop, monitor, and evaluate (minimum, annually) a working educational achievement and performance plan for the attainment of personal and career goals (to address one's short-term and intermediate goals).

b. Evaluate one's learning styles, study skills, and learning habits that promote advancing personal, educational achievement and identify areas that need attention and/or improvement.

c. Discuss a philosophy of lifelong learning (including attitudes and behaviors and how they ultimately impact educational achievement and workplace success).

Goal 11-2.3 - Identify and participate in ongoing, lifelong-learning experiences to enhance the ability to perform effectively and work in a diverse and changing world.

a. Recognize that changes in the economy may require one to acquire and update knowledge and skills throughout life.

b. Recognize and show that viewing one as a lifelong learner affects one's identity.

c. Describe the requirements for transition from one learning level to the next (e.g. high school to postsecondary).

d. Demonstrate the knowledge and skills necessary for successful transition from one learning level to the next (e.g. high school to postsecondary).

e. Identify types of ongoing learning experiences available and how one prepares to participate in life-long learning (e.g., two- and four-year colleges, technical schools, apprenticeships, the military, on-line courses, and on-the-job training).

f. Demonstrate participation in specific education/training programs (e.g., high school career paths and courses, college majors, and apprenticeship programs) that help one function effectively in a diverse and changing economy.

III. Life Skills: Personal and Social Development (Grade 11)

Competencies

Goal 11-3.1 - Develop habits that facilitate physical and mental health and wellness. (Enhance Health/PE Standards)

a. Wellness/healthy lifestyle habits/development of individual sports or activities of interest.

Goal 11-3.2 - Develop positive, highly-developed interpersonal skills.

a. Identify and demonstrate effective communication skills.

b. Recognize the benefits of interacting with others in a way that is honest, fair, helpful, and respectful.

c. Identify positive social skills (good manners, showing gratitude, etc.).

d. Identify and demonstrate ways to respect and work cooperatively and collaboratively with others.

e. Describe and demonstrate effective conflict-management skills.

f. Recognize that one must accept responsibility for his/her behavior.

g. Recognize that one should have knowledge about, respect for, be open to, and appreciate all kinds of human diversity.

h. Recognize that the ability to interact positively with diverse groups of people may contribute to learning and academic achievement.

Goal 11-3.3 - Recognize and accept that growth and adaptation to change is an essential part of life.

a. Recognize that individuals experience growth and changes in mind and body throughout life and that these changes have a direct impact on one's personal development.

b. Identify situations (e.g., problems at school or work) in which one might need assistance from human, financial, or other resources.

c. Recognize the importance of adaptability and flexibility when initiating or responding to change.

Georgia Teachers-As-Advisors

Grades 12 Framework

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|---|
| I. Career Management: Awareness, Exploration, and Planning (Grade 12) |
| Competencies |
| Goal 12-1.1 - Create, manage, and enhance a Peach State Portfolio. |
| a. Continue to expand information in one's Peach State Portfolio (which includes the Peach State Pathway Educational and Career Planning tool). |
| b. Update one's assessments (interest, skills, aptitude, learning styles, and work values and preferences) as needed. |
| c. Record courses taken and grades for Grade 12 (ongoing). |
| d. Focus on the study of a specific occupation or occupations within a pathway based on assessment results. |
| e. Attach work samples, work-based learning logs, and other applicable documentation to one's Peach State Portfolio. |
| Goal 12-1.2 - Choose and utilize sound processes of decision-making, recognizing them as key components of educational and career planning. |
| a. Apply learned decision-making skills as critical decisions are being made regarding course taking, postsecondary education routes, potential part-time employment sites, etc. are being made. |
| b. Recognize that decision making sometimes involves compromise, developing alternative plans, and accepting a variety of individual options. |
| Goal 12-1.3 - Use accurate, current, and unbiased career information from the local, state, and national levels during the career exploration and planning process. |
| a. Evaluate information from the Georgia Department of Labor databases and other credible resources to inform occupational, education and training, employment, and economic decisions related to traditional and nontraditional occupations. |
| b. Explore and develop a process if one is pursuing a nontraditional occupation. |
| c. Articulate the personal advantages and disadvantages of being employed in a nontraditional occupation; complete a program at the high school level that may be considered a nontraditional program in Georgia. |

I. Career Management: Awareness, Exploration, and Planning (Grade 12)

Competencies

Goal 12-1.4 - Master 21st Century skills in order to obtain, create, maintain, and advance individual employment options.

- a. Demonstrate personal characteristics that are desired in the workplace(s) of one's individual career pathway or occupation (e.g., honesty, dependability, responsibility, integrity, and loyalty).
- b. Self-assess on specific employability skills and personal qualities (e.g., critical thinking; problem solving; resource; information; and technology management; interpersonal skills; honesty; and dependability) that are essential in one's individual career pathway.
- c. Evaluate one's individual skills that may be transferable from one occupation to another: 1) within the same pathway and/or 2) in a different pathway.
- d. Study entrepreneurship at the high school level.
- e. Participate in a work-based learning experience at the high school level.

Goal 12-1.5 - Integrate employment trends, economic conditions, and societal needs from the local, state, and national levels into career planning.

- a. Examine, at least annually, current information on local, regional, state, and national employment trends, economic trends and societal needs that could impact one's career development and future planning (related to one's current pathway).

II. ACADEMIC ACHIEVEMENT, EDUCATIONAL ATTAINMENT AND LIFELONG LEARNING: THINKING AND LEARNING SKILLS (GRADE 12)

Competencies

Goal 12-2.1 - Assess, learn, and master 21st Century skills in order to advance academic achievement, educational attainment, and lifelong-learning and career options.

a. Critical Thinking/Problem Solving

b. Information and Communication Skills

c. Interpersonal and Self-Directional Skills

d. Information and Communications Technology (ICT) Literacy

Goal 12-2.2 - Recognize and attain performance levels necessary to reach educational and career goals.

a. Develop, monitor, and evaluate (at least each semester) a working educational achievement and performance plan for the attainment of personal and career goals (to address one's short-term and intermediate goals).

b. Evaluate one's learning styles, study skills, and learning habits that promote advancing personal, educational achievement (high-school to postsecondary transition) and identify targeted areas that need attention and/or improvement.

c. Articulate a personal philosophy of and outline for one's lifelong learning (including personal attitudes and behaviors and how they ultimately impact educational achievement and workplace success).

Goal 12-2.3 - Identify and participate in ongoing, lifelong-learning experiences to enhance the ability to perform effectively and work in a diverse and changing world.

a. Recognize that changes in the economy that may require one to acquire and update knowledge and skills throughout life.

b. Recognize and show that viewing one as a lifelong learner affects one's identity.

c. Describe the requirements for transition from one learning level to the next (e.g., middle school to high school, high school to postsecondary).

d. Demonstrate the knowledge and skills necessary for successful transition from one learning level to the next (e.g., middle to high school, high school to postsecondary).

e. Identify types of ongoing learning experiences available and how one prepares to participate in life-long learning (e.g., two- and four-year colleges, technical schools, apprenticeships, the military, on-line courses, and on-the-job training).

f. Demonstrate participation in specific education/training programs (e.g., high school career paths and courses, college majors, and apprenticeship programs) that help one function effectively in a diverse and changing economy.

III. Life Skills: Personal and Social Development (Grade 12)

Competencies

Goal 12-3.1 - Develop habits that facilitate physical and mental health and wellness. (Enhance Health/PE Standards)

a. Wellness/healthy lifestyle habits/development of individual sports or activities of interest.

Goal 12-3.2 - Develop positive, highly-developed interpersonal skills.

a. Identify and demonstrate effective communication skills.

b. Recognize the benefits of interacting with others in a way that is honest, fair, helpful, and respectful.

c. Identify positive social skills (good manners, showing gratitude, etc.).

d. Identify and demonstrate ways to respect and work cooperatively and collaboratively with others.

e. Describe and demonstrate effective conflict-management skills.

e. Recognize that one must accept responsibility for his/her behavior.

f. Recognize that one should have knowledge about, respect for, be open to, and appreciate all kinds of human diversity.

g. Recognize that the ability to interact positively with diverse groups of people may contribute to learning and academic achievement.

Goal 12-3.3 - Recognize and accept that growth and adaptation to change is an essential part of life.

a. Recognize that individuals experience growth and changes in mind and body throughout life and that these changes have a direct impact on one's personal development.

b. Identify situations (e.g., problems at school or work) in which one might need assistance from human, financial, or other resources.

c. Recognize the importance of adaptability and flexibility when initiating or responding to change.

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