Career Portals Basics:
Focus on Education and Training, Hospitality and Tourism, and Human Services
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Provides FREE instructional resources

- Education and Training
- Hospitality and Tourism
- Human Services

http://cte.sfasu.edu/
Career Portals
Two Key Words

- Career
- Connection (to the real world)
Real World Career Connections
Texas Education Agency
CTE Student Enrollment
2010 – 2011

12700400  CAREER PORTALS  51,093
Goals of this course include guiding students as they explore:

- college and career options
- job-seeking skills
- setting realistic career goals
- financial responsibilities
School districts have the flexibility to:

- to select the course clusters that best met the needs of their students, campus and district
- be creative with scheduling
- offer the course in a variety of instructional arrangements
Career Portals

- can be utilized by all career clusters
- strictly for middle school/junior high students
- SIRDC focus:
  - Education and Training
  - Hospitality and Tourism
  - Human Services
Teacher responsibility:

determine names of career and technical education courses offered at the local high school

determine coherent sequences offered
Knowledge is Power

This will assist you in determining the scope and content of your Career Portals course
16 Career Clusters

The career clusters icons above are used with permission of the States’ Career Clusters Initiative, 2007. For more information, visit www.careerclusters.org

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Program of Study/Career Pathway

Education and Training

- Administration and Administrative Support
- Professional Support Services
- Teaching and Training
Hospitality and Tourism

- **Lodging** – take care of guests who stay at hotels and motels, provide services that make their guests’ stay pleasant

- **Recreation, Amusements and Attractions** – plan, organize, and direct activities in playgrounds, theme parks and tourist attractions

- **Restaurants and Food/Beverage Services** – Food service managers are responsible for the daily operations of restaurants. They oversee the ordering, preparation, and service of food and beverages to patrons.

- **Travel and Tourism** – help travelers plan and arrange trips as well as make sure they have good experiences
Human Services

- Principles of Human Services
  - Lifetime Nutrition & Wellness (may be added to any sequence)
  - Dollars and Sense
  - Interpersonal Studies
  - Child Development
  - Family & Community Services
  - Introduction to Cosmetology
    - Cosmetology I
    - Cosmetology II
  - Counseling & Mental Health
  - Child Guidance
  - Practicum in Human Services
Program of Study/Career Pathway

- Human Services
  - Consumer Services
  - Counseling & Mental Health Services
  - Early Childhood Development & Services
  - Family & Community Services
  - Personal Care Services
http://www.achievetexas.org/
Begin with the Big Picture

Take the time to thoroughly examine and LEARN the Career Portals Texas Essential Knowledge and Skills (TEKS)
Career Portal TEKS

Texas Essential Knowledge and Skills
(1) The student explores one or more career clusters of interest. The student is expected to:
   ◦ (A) identify the various career opportunities within one or more career clusters; and
   ◦ (B) identify the pathways within one or more career clusters.

(2) The student explores pathways of interest within one or more career clusters. The student is expected to:
   ◦ (A) investigate career opportunities within the pathways;
   ◦ (B) explore careers of personal interest;
   ◦ (C) research the academic requirements for careers of personal interest;
   ◦ (D) research the certification or educational requirements for careers of personal interest; and
   ◦ (E) describe the technical–skill requirements for careers of personal interest.
(3) The student explores programs of study. The student is expected to:

- (A) compare levels of education for careers of personal interest;
- (B) identify the academic and technical skills needed; and
- (C) develop a personal program of study for at least one career.
The student explores the professional skills needed for college and career success. The student is expected to:

- articulate the importance of strong academic skills to meet personal academic and career goals;
- explore the importance of curricular, extracurricular, career preparation, and extended learning experiences;
- develop a personal six- or eight-year achievement plan that incorporates rigorous academic and relevant enrichment courses;
- explore the steps required to participate in a variety of career and educational opportunities, including, but not limited to, entry-level employment, military service, apprenticeships, community and technical colleges, and universities;
- identify professional associations affiliated with a specified program of study;
- employ effective leadership, teamwork, and conflict management;
- recognize the value of community service and volunteerism; and
- demonstrate characteristics required for personal and professional success, including work ethics, integrity, dedication, perseverance, and the ability to interact with a diverse population.
(5) The student understands personal financial management and recognizes the value of personal fiscal responsibility. The student is expected to:

◦ (A) compare and contrast different types of banking services;
◦ (B) open and maintain different types of simulated bank accounts;
◦ (C) practice different methods of withdrawing and depositing funds;
◦ (D) reconcile bank statements, including fees and services;
◦ (E) compare and contrast forms of credit, including credit cards and debit cards;
◦ (F) list the qualifications and procedures to obtain and improve credit scores;
◦ (G) discuss the impact of identity theft on credit; and
◦ (H) examine the effects of poor credit scores as they relate to personal finance and career opportunities.
(6) The student explores labor market information. The student is expected to:
  ◦ (A) analyze national, state, regional, and local labor market information;
  ◦ (B) cite evidence of high-skill, high-wage, or high-demand occupations based on analysis of labor market information; and
  ◦ (C) analyze the effects of changing employment trends, societal needs, and economic conditions on career planning.

(7) The student explores job-seeking skills. The student is expected to:
  ◦ (A) identify the steps for an effective job search;
  ◦ (B) describe appropriate appearance for an interview; and
  ◦ (C) participate in a mock interview.
(8) The student creates professional documents required for employment. The student is expected to:

- (A) develop a résumé;
- (B) write appropriate business correspondence such as a letter of intent and a thank you letter;
- (C) complete sample job applications; and
- (D) explain protocol for use of references.
### Instructional Practices in Education and Training

**Cluster: Education and Training**

**PEIMS#: 13014400**

**Course Name: Instructional Practices in Education and Training**

**Course Description:**
Instructional Practices in Education and Training is a field-based internship that provides students with background knowledge of child and adolescent development as well as principles of effective teaching and training practices. Students work under the joint direction and supervision of both a teacher with knowledge of early childhood education and exemplary educators or trainers in direct instructional roles with elementary-, middle school-, and high school-aged students. Students learn to plan and direct individualized instruction and group activities, prepare instructional materials, develop materials for educational environments, assist with record keeping, and complete other responsibilities of teachers, trainers, paraprofessionals, or other educational personnel.

<table>
<thead>
<tr>
<th>Knowledge and Skills</th>
<th>Student Expectations</th>
<th>TEKS Completed/Date</th>
<th>Lesson Titles/Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) The student explores the teaching and training profession.</td>
<td>(A) demonstrate an understanding of the historical foundations of education and training in the United States</td>
<td></td>
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<tr>
<td>(B) determine knowledge and skills needed by teaching and training professionals</td>
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<tr>
<td>(C) demonstrate personal characteristics needed by teaching and training professionals</td>
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<tr>
<td>(D) identify qualities of effective schools</td>
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</tbody>
</table>
Statewide Instructional Resources Development Center Career Portals Projects

- Education and Training Career Cluster
- Human Services Career Cluster
- Hospitality and Tourism Career Cluster
Statewide Instructional Resources Development Center
2011–2012 Career Portals Projects

- 20+ Career Portals instructional lessons written
  - currently undergoing technical review

- Self-paced online professional development course written
  - currently undergoing technical review
I. Introduction to Career Portals
   a. Brief overview of Career Portals TEKS and student expectations
   b. Personal Lifestyle Choices
   c. Educational/Academic Decisions
Tentative Course Outline

II. Create a Budget Reflecting Lifestyle Choices
Tentative Course Outline

III. Assessment of Personal Skills and Abilities
Tentative Course Outline

IV. Introduction to Career Cluster #1

a. overview of all 16 career clusters
b. identification and description of cluster
c. identify programs of study within cluster #1
d. identify and investigate careers within cluster #1
e. explore a program of study for career cluster #1
f. explore a program of study for career of interest from cluster #1
g. develop a career pathway for career of interest from cluster #1
V. Focus on specific career of interest (cluster #1)
   a. research academic requirements including certifications
   b. investigate technical skills required for career
VI. College and Career Readiness (focus on Career Cluster #1)

a. articulate the importance of strong academic skills to meet personal academic and career goals; (GPA, ranking, scholarships)

b. *explore the importance of curricular, extracurricular, (CTSOs, other school clubs and organizations) career preparation, (internships) and extended learning experiences (summer employment);

c. develop a personal six– or eight–year achievement plan that incorporates rigorous academic and relevant enrichment courses;

d. explore the steps required to participate in a variety of career and educational opportunities, including, but not limited to, entry–level employment, military service, apprenticeships, community and technical colleges, and universities;

e. identify professional associations affiliated with a specified program of study;

f. *explore and practice effective leadership, teamwork, and conflict management;

g. *participate in a service learning project

h. for personal and professional success: include work, integrity, dedication, perseverance, and the ability to interact with a diverse population (tolerance).
VIII. Job Seeking Skills (focus on Career Cluster #1)
   a. overview of job seeking skills
   b. resume writing
   c. complete job applications
   d. reference letters
   e. dress for success
   f. mock interview
   g. request letters of reference
   h. additional business correspondence
VII. Focus on Labor Market

a. analyze labor market information regarding Cluster # 1 Career of Interest

b. analyze the effects of changing employment trends, societal needs, and economic conditions on career planning.

c. Revisit Personal Lifestyle Choices Budget (see I.)

d. Lifestyle Scenarios (see I.)
IX. Personal Banking

a. bank accounts
b. debit cards vs. check writing
c. importance of reconciling bank account
Tentative Course Outline

X. Consumer Credit

a. forms of credit
b. ways to obtain credit
c. credit scores lesson
d. identity theft lesson
Self-Paced Online Professional Development Course

- 6 – 8 sections
- guided walkthrough of the course TEKS
- includes teaching strategies
- links to SIRDC lessons and resources
Organize your School Year/Semester

- Create a chart that represents your entire school year/semester by 9 weeks or 6 weeks. Example:

<table>
<thead>
<tr>
<th>1st 9 weeks</th>
<th>2nd 9 weeks</th>
<th>3rd 9 weeks</th>
<th>4th 9 weeks</th>
</tr>
</thead>
</table>

* Begin by inserting the clusters you will cover into your chart.
<table>
<thead>
<tr>
<th>1st 9 weeks</th>
<th>2nd 9 weeks</th>
<th>3rd 9 weeks</th>
<th>4th 9 weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom Procedures Orientation./CTSO 1 week</td>
<td>Safety Refresher Throughout 9 weeks</td>
<td>Safety Refresher Throughout 9 weeks</td>
<td>Safety Refresher Throughout 9 weeks</td>
</tr>
<tr>
<td>Safety Intro 1 week</td>
<td>V. Focus on Specific Career (#1) of Interest</td>
<td>V. Introduction to Career Cluster #3</td>
<td>IX. Personal Banking 2 lessons</td>
</tr>
<tr>
<td>I. Introduction to Career Portals 2 Lessons</td>
<td>1 lesson</td>
<td>5 lessons</td>
<td>X. Consumer Credit 3 lessons</td>
</tr>
<tr>
<td>II. Budget Reflecting Lifestyle Choices 2 Lessons</td>
<td>VI. College and Career Readiness (cluster #1)</td>
<td>VI. College and Career Readiness (cluster #3)</td>
<td>End of course Project</td>
</tr>
<tr>
<td>III. Assessing Personal Skills 1 lesson</td>
<td>VII. Job Seeking Skills (#1) 5 lessons</td>
<td>VII. Job Seeking Skills (#3) 2 lessons</td>
<td>Course Review/ Final Exam</td>
</tr>
<tr>
<td>IV. Introduction to Career Cluster #1 5 lessons</td>
<td>IV. Introduction to Career Cluster #2 5 lessons</td>
<td></td>
<td>Incorporate Academics throughout 9 weeks</td>
</tr>
<tr>
<td>Incorporate Academics throughout 9 weeks</td>
<td>V. Focus on Specific Career (#2) of Interest 1 lesson</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>VI. College and Career Readiness (cluster #2) 1 lesson</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>VII. Job Seeking Skills (#2) 2 lessons</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Semester Review/Semester Mid-Term/Final</td>
<td></td>
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</tr>
</tbody>
</table>

Sample Timeline for Career Portals year long 9 week course

*Not all grading periods have the
Goals for for 2012 –2013

Publish 20+ complete Career Portals lessons that touch on ALL TEKS

Career Portals

Publish a Self-Paced Career Portals Online Professional Development Course = 6 CPE units

Lifetime Nutrition and Wellness
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