Strengthening Big Sky Pathways
Fall Retreat
September 2013
Ten Components of Rigorous Program of Study

- Teaching and Learning
- School Counseling & Academic Advising
- Technical Skill Attainment
- Course Sequences
- Articulation Agreements
- College and Career Readiness
- Accountability and Evaluation Systems
- Professional Development
- Partnerships
- Policies and Procedures
The Wisconsin Approach
(Why we do what we do)
Strategies that Worked…
B.G. (before the Guide)

• Madison College Trainings
• Smart Path Guide/GPS Planner
• Madison College Website Revisions
• College Readiness Workshops (math and English)
A.G. (After the Guide)

- Regional Trainings: WALEW (Wisconsin Association of Leadership, Education & Work)
Tools
Local District Training
McFarland

• Yahara Consortium
  • four schools
  • Carl Perkins McFarland--$11,000
  • met with coordinators of each school
• Presented to MHS faculty
  • sample template
  • developed POS documents
  • (thought we were done)
<table>
<thead>
<tr>
<th>Courses</th>
<th>Grade 9</th>
<th>Grade 10</th>
<th>Grade 11</th>
<th>Grade 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career &amp; Technical Education</td>
<td>Exploring Business (1/2)</td>
<td>Marketing 1 (1) <strong>Transcripted</strong></td>
<td>Marketing 2 (1)</td>
<td>Marketing 3 (1) <strong>Entrepreneurship (1/2)</strong></td>
</tr>
<tr>
<td>Additional Electives</td>
<td>Information Processing (1/2)</td>
<td>Personal Finance (1/2)</td>
<td>Computer Applications 2 (1/2)</td>
<td>Spanish 3 (1) <strong>Computer Art (1/2)</strong> or Graphic Design (1/2) Web Design (1/2) DC-Accounting 2 (1)</td>
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<tr>
<td>English</td>
<td>English 9 (1)</td>
<td>English 10 (1)</td>
<td>Communication Arts (1/2) College Literature (1/2)</td>
<td>AP Composition (1/2) Advanced Grammar (1/2)</td>
</tr>
<tr>
<td>Math</td>
<td>Algebra or Geometry (1)</td>
<td>Algebra or Geometry (1)</td>
<td>Advanced Math (1)</td>
<td>Consumer Math (1/2)</td>
</tr>
<tr>
<td>Science</td>
<td>Physical &amp; Life Sciences (1)</td>
<td>Biology (1)</td>
<td>Chemistry (1)</td>
<td>Physics (1)</td>
</tr>
<tr>
<td>Social Studies</td>
<td>US History 9 (1)</td>
<td>World History (1)</td>
<td>Economics (1/2) Political Science (1/2)</td>
<td>Psychology (1/2) Sociology (1/2) International Relations (1/2)</td>
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<tr>
<td>Other Required</td>
<td>Computer Applications Health (1/2)</td>
<td>Phy Ed (1)</td>
<td>Phy Ed (1)</td>
<td></td>
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<tr>
<td>Work-Based Learning Options</td>
<td>School to Work Youth Options Internships Job Shadows</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Activities</td>
<td>DECA: An Association of Marketing Students Student Council School Store: Spartan Headquarters</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Notes:**
All plans of study need to meet learners’ career goals with regard to required degrees, licenses, and certifications. Courses listed within the plan are only recommended coursework and should be individualized to meet each learner’s educational and career goals.
WISCONSIN RPOS WEBSITE

https://www.wicareerpathways.org/
Partnerships

• How we do what we do?
• How are our students different or improved because of Programs of Study?
Collaboration

- Business & Education Partnership
- Dane County Consortium (CESA)
- Technical College Faculty
  - PLTW Advisory
  - Dane Co. Auto
  - Career Day
  - Articulation Agreements
Component Implementation

Middle School
- Individual Conferencing
- Classroom Activities

High School
- Career Cluster Selection
- Freshman & Junior Conferencing
- Course Guide
- Teacher Study Groups
- Career Day
- Speaker Panels
- Technology & Engineering Open House
- Reality Zone Partnership—Econ, Counselor
- Senior Exit Interviews/Portfolios
- Parent-Teacher Conference Presentation
- Other
Ten Components of Rigorous Program of Study

- Teaching and Learning
- School Counseling & Academic Advising
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- Professional Development
- Partnerships
- Policies and Procedures
# Career Clusters Interest Survey

**Name**

**School**  
**Date**

**Directions:** Circle the items in each box that best describe you. You may make as many or as few circles in each box as you choose. Add up the number of circles in each box. Look to see which three boxes have the highest numbers. Find the corresponding Career Clusters on the pages immediately following this survey to see which Career Clusters you may want to explore.

<table>
<thead>
<tr>
<th>Activities that describe what I like to do:</th>
<th>Personal qualities that describe me:</th>
<th>School subjects that I like:</th>
<th>Total number circled in Box 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Learn how things grow and stay alive.</td>
<td>1. Self-reliant</td>
<td>1. Math</td>
<td></td>
</tr>
<tr>
<td>2. Make the best use of the earth's natural resources.</td>
<td>2. Nature lover</td>
<td>2. Life Sciences</td>
<td></td>
</tr>
<tr>
<td>3. Hunt and/or fish.</td>
<td>3. Physically active</td>
<td>3. Earth Sciences</td>
<td></td>
</tr>
<tr>
<td>4. Protect the environment.</td>
<td>4. Planner</td>
<td>4. Chemistry</td>
<td></td>
</tr>
<tr>
<td>5. Be outdoors in all kinds of weather.</td>
<td>5. Creative problem solver</td>
<td>5. Agriculture</td>
<td></td>
</tr>
<tr>
<td>6. Plan, budget, and keep records.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Operate machines and keep them in good repair.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activities that describe what I like to do:</th>
<th>Personal qualities that describe me:</th>
<th>School subjects that I like:</th>
<th>Total number circled in Box 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Read and follow blueprints and/or instructions.</td>
<td>1. Curious</td>
<td>1. Math</td>
<td></td>
</tr>
<tr>
<td>2. Picture in my mind what a finished product looks like.</td>
<td>2. Good at following directions</td>
<td>2. Drafting</td>
<td></td>
</tr>
<tr>
<td>3. Work with my hands.</td>
<td>3. Pay attention to detail</td>
<td>3. Physical Sciences</td>
<td></td>
</tr>
<tr>
<td>4. Perform work that requires precise results.</td>
<td>4. Good at visualizing possibilities</td>
<td>4. Construction Trades</td>
<td></td>
</tr>
<tr>
<td>5. Solve technical problems.</td>
<td>5. Patient and persistent</td>
<td>5. Electrical Trades/Heat, Air Conditioning and Refrigeration/Technology Education</td>
<td></td>
</tr>
<tr>
<td>6. Visit and learn from beautiful, historic, or interesting buildings.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activities that describe what I like to do:</th>
<th>Personal qualities that describe me:</th>
<th>School subjects that I like:</th>
<th>Total number circled in Box 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Use my imagination to communicate</td>
<td>1. Creative problem solver</td>
<td>1. Math</td>
<td></td>
</tr>
<tr>
<td>2. Talk to others and work with them</td>
<td>2. Patient and persistent</td>
<td>2. Life Sciences</td>
<td></td>
</tr>
<tr>
<td>5. Use written and spoken language</td>
<td>5. Self-reliant</td>
<td>5. Agriculture</td>
<td></td>
</tr>
<tr>
<td>6. Use written and spoken language</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Use your hands to do things</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Note: Total number of circles for each box are not provided in the image.*
Dear Parent/Guardian of (Student Name),

Recently, I met with (Student) for his 8th Grade Individual Planning Conference and outlined below is a summary of our discussion. While it seems early for a student to set a career goal, this process is helpful for students to see the connection between school, classes that are offered, and their future. It is also beneficial for students to know their strengths, areas of improvement, interests, learning styles, and profiles. The more they know “who they are”, “where they are going”, and “how to get there”, the more successful they will be. Also, attached is a reference sheet that describes the Career Clusters, Learning Styles, and Interest Profiles from the Wisconsin Career Assessment.

I enjoyed meeting with your child and if you have any questions, please don’t hesitate to give me a call at 839-4577. Additionally, I have included an anonymous survey, as these conferences are new for us this year and we’d like to get your feedback. If possible, please fill out this survey and have your child return it to the IMMS office.

Sincerely,

Jill Runde

Career Cluster(s) of Interest:
- Manufacturing

Occupation Goal:
- Precision Metal Production

Education Goal:
- In middle school (Student) plans to finish his homework as soon as possible and have zero missing assignments. In high school he will try to get a 2.5 GPA or better and after that he plans to attend a technical college and get a job.

Classes I plan to take to help reach my goal:
- Architectural Drafting
- World Language
- 3 years of Math
- Business Education
- Technology and Engineering Education
- Computer Applications
- Physical Science

Strengths:
1. Science (Student) likes to create sculptures with wire, metal and wax as well as other media.

Areas to improve:
1. Staying on top of assignments and school-work.

Activities/Clubs/Interests:
1. Skills USA (Tech. Ed. Club)
2. (Student) likes to work with metal and creates armor.

Action Steps to Reach Goal:
To reach his educational goals, (Student) plans to create a “take home” folder, use one giant binder for all his subjects and organize his binder every week. To move toward his career goal, Logan will continue his hobby of creating metal structures and sculptures.

Additional Information:
1. Wisconsin Career Assessment (WCA) Profile: 1) Realistic 2) Investigative 3) Artistic
2. WCA Access Code: 5p29-y87c5
3. Learning Style: Logical-Mathematical
## IMMS Career Curriculum

<table>
<thead>
<tr>
<th>6th Grade</th>
<th>7th Grade</th>
<th>8th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multiple Intelligence Questionnaire</td>
<td>SMART Goal Sheet</td>
<td>1. Bucket List—write 100 goals, pick one and write a SMART goal on it</td>
</tr>
<tr>
<td>Learning Styles Inventory</td>
<td>Assignment Notebook guidelines</td>
<td>2. WCA (Wisconsin Career Assessment)</td>
</tr>
<tr>
<td>Family Career Interview</td>
<td>Shield Activity</td>
<td>3. 4-year plans</td>
</tr>
<tr>
<td>- list things good at, learning style, favorite subject, things that are hard</td>
<td>You and Your Skills</td>
<td>More to come…..)</td>
</tr>
<tr>
<td>SMART Goal</td>
<td>Career Values Inventory</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Who should… (Careers and Gender)</td>
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<tr>
<td>First</td>
<td>Choice 1</td>
<td>Choice 2</td>
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<tr>
<td>--------</td>
<td>----------</td>
<td>----------</td>
</tr>
<tr>
<td>Benjamin</td>
<td>8</td>
<td>1</td>
</tr>
<tr>
<td>Peter</td>
<td>3</td>
<td>7</td>
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<tr>
<td>Shareen</td>
<td>14</td>
<td>16</td>
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<tr>
<td>Evan</td>
<td>13</td>
<td>11</td>
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<tr>
<td>Connor</td>
<td>15</td>
<td>11</td>
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<tr>
<td>Alex</td>
<td>7</td>
<td>9</td>
</tr>
<tr>
<td>Kyle</td>
<td>11</td>
<td>3</td>
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<tr>
<td>Abbey</td>
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<tr>
<td>Michael</td>
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<td>5</td>
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<tr>
<td>Alexis</td>
<td>4</td>
<td>7</td>
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<tr>
<td>Maddie</td>
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<td>7</td>
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<tr>
<td>Dylan</td>
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<tr>
<td>Bailey</td>
<td>14</td>
<td>10</td>
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<tr>
<td>Tyree</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Brevin</td>
<td>3</td>
<td>7</td>
</tr>
<tr>
<td>Adam</td>
<td>15</td>
<td>11</td>
</tr>
<tr>
<td>Jessica</td>
<td>12</td>
<td>3</td>
</tr>
<tr>
<td>Tyler</td>
<td>5</td>
<td>7</td>
</tr>
<tr>
<td>Jase</td>
<td>6</td>
<td>13</td>
</tr>
<tr>
<td>Zach</td>
<td>12</td>
<td>13</td>
</tr>
<tr>
<td>Tre</td>
<td>14</td>
<td>16</td>
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<tr>
<td>Quinton</td>
<td>8</td>
<td>12</td>
</tr>
<tr>
<td>Kylee</td>
<td>8</td>
<td>9</td>
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<tr>
<td>Brittany</td>
<td>12</td>
<td>13</td>
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<tr>
<td>Tyler</td>
<td>11</td>
<td>2</td>
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<tr>
<td>Mitch</td>
<td>14</td>
<td>11</td>
</tr>
<tr>
<td>Brittany</td>
<td>9</td>
<td>5</td>
</tr>
<tr>
<td>Anthony</td>
<td>3</td>
<td>14</td>
</tr>
<tr>
<td>Julia</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>Sammy</td>
<td>11</td>
<td>13</td>
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<tr>
<td>Amber</td>
<td>8</td>
<td>14</td>
</tr>
<tr>
<td>Rob</td>
<td>14</td>
<td>3</td>
</tr>
<tr>
<td>Rob</td>
<td>14</td>
<td>6</td>
</tr>
</tbody>
</table>
Career Cluster Choices

[Bar chart showing various career clusters with data for 2013, 2014, 2015, and 2016]
Freshman & Junior Conferencing

9th Grade Individual Learning Plan

Career Cluster of Interest: ____________________________

Occupation Goal: ____________________________

Education Goal: ____________________________

Academic Goal: G.P.A. ____________________________

Classes I plan to take to help reach my goal:

__________________________________________

Strengths: ____________________________

Areas to improve: ____________________________

Activities/Interests: ____________________________

Work experiences: ____________________________

Other experiences: ____________________________
Career Clusters

View Cluster and Pathway List
The Health Science cluster is divided into 5 pathways.

To learn more about a pathway in this cluster, click a pathway name below. Click the Knowledge and Skills link, in the center of the circle, to view more information (pdf file) for this cluster.
If you would like to:

- Evaluate diseases for genetic links
- Analyze laboratory findings
- Administer radiation intravenously
- Examine microscopic samples for abnormalities
- Oversee magnetic imaging equipment operation

Then this is the pathway for you.

**Beyond High School**

- Wisconsin Technical Colleges
- University of WI System Campuses
- Wisconsin Private Colleges & Universities

**Careers in Diagnostic Services**

- Speech-Language Pathologists
- Health Technologists & Technicians, All Other
- Healthcare Practitioners & Technical Workers, All Other
- Health Diagnosing & Treating Practitioners, All Other
- Cardiovascular Technologists & Technicians
- Diagnostic Medical Sonographers
- Nuclear Medicine Technologists
- Radiologic Technologists & Technicians
- Surgical Technologists
- Medical & Clinical Laboratory Technologists
- Ophthalmic Medical Technicians
- Electroneurodiagnostic Technologists
- Histotechnologists and Histology Technicians
Planning, managing, and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development.

INTERESTS & ABILITIES
Activities that describe what I like to do:
- Work under pressure
- Help sick people and animals
- Make decisions based on logic and information
- Participate in health and science classes
- Respond quickly and calmly in emergencies
- Work as a member of a team
- Follow guidelines precisely and meet strict standards of accuracy

Personal qualities that describe me:
- Compassionate and caring
- Good at following directions
- Conscientious and careful
- Patient
- Good listener

School subjects that I like:
- Biological Sciences
- Chemistry
- Math
- Occupational Health classes
- Language Arts

PATHWAYS IN THIS CLUSTER
See www.lakegenevaschools.com for plans of study
- Therapeutic Services
- Diagnostic Services
- Health Informatics
- Support Services
- Biotechnology Research and Development

Recommended Courses

McFarland High School Course Offerings

Health Science
- Health Sciences 1 and 2
- Chemistry/AP Chemistry
- Human Anatomy
- Biotechnology
- Parent and Children
- Psychology/AP Psychology
- Health Services Apprenticeship
# Career Options

## FROM HIGH SCHOOL

*On-the-job training and/or minimal experience*

- Certified Nursing Assistant
- Clerk
- Food Service Worker
- Hospital Admitting

## CAREERS WITH CERTIFICATION/ASSOCIATE DEGREE

*Community college, technical college, apprenticeship, experience*

<table>
<thead>
<tr>
<th>Emergency Medical Technician</th>
<th>Surgical Technician</th>
<th>Dental Assistant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Home Health Aide</td>
<td>Translator and Interpreter</td>
<td>Dental Hygienist</td>
</tr>
<tr>
<td>Massage Therapist</td>
<td>Ultrasound Technician</td>
<td>Dialysis Technician</td>
</tr>
<tr>
<td>Physical Therapy Aide</td>
<td>Medical Assistant</td>
<td>Occupational Therapy Assistant</td>
</tr>
<tr>
<td>Radiology Technologist</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Registered Nurse</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## BACHELORS, Pre-PROFESSIONAL or HIGHER DEGREE

*Colleges/Universities*

<table>
<thead>
<tr>
<th>Athletic Trainer</th>
<th>Pharmacist</th>
<th>Podiatrist</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chiropractor</td>
<td>Primary Care Physician</td>
<td>Oral Surgeon</td>
</tr>
<tr>
<td>Dentist</td>
<td>Psychiatrist</td>
<td>Registered Nurse</td>
</tr>
<tr>
<td>Dietician</td>
<td>Surgeon</td>
<td>Nurse Practitioner</td>
</tr>
<tr>
<td>Occupational Therapist</td>
<td>Geneticist</td>
<td>Anesthesiologist</td>
</tr>
<tr>
<td>Music Therapist</td>
<td>Statistician</td>
<td>Hemotherapist</td>
</tr>
</tbody>
</table>

## CLUSTER KNOWLEDGE & SKILLS

Career Day

Freshmen & Sophomores
• Presentations by Career Cluster speakers

Juniors & Seniors
• Panel discussions including MHS graduates
Speaker Panels

• **Health**
  • Business Office Manager; Chiropractic
  • Director of Facility Planning
  • Sales Account Manager; Biotech Firm
  • Sonography Department Chair

• **IT**
  • Human Resources; Game Dev’t Company
  • Sales; Enterprise Information Mgt Software
  • Entrepreneur; internet-based Business Solution Developer
  • Project Manager, IT

• **Building Trades**
  • Plumber
  • Electrician; Mechanical Engineer
  • HVAC
  • Sheet Metal Worker
Technology and Engineering Open House

- Businesses, post-secondary ed, adult apprenticeships
Reality Zone

Collaboration with:
- Guidance – use Econ time to help choose career
- Econ – Econ Project Career used
Senior Exit Interviews
Portfolios

• Graduation Requirement
  • Portfolio
  • Senior Exit Interview
    • 30-minute
    • Reflective
    • Community & District Interviewers
Parent Teacher Conference Workshop

- Mini-Workshop during conferences
- Statistics on post-secondary data
- Statistics on college costs
- Resources for parents
  - Wicareerpathways
  - WorkNet (DWD job info)
- What to do with a major

Further questions:
Cindy Brady
Cindy_brady@mcsfarland.k12.wi.us
(608)836-4500 Ext. 4709
What’s Next….

**Middle School**
- Individual Conferencing
- Classroom Activities

**High School**
- Career Cluster Selection
- Freshman & Junior Conferencing
- Course Guide
- Teacher Study Groups
- Career Day
- Speaker Panels
- Technology & Engineering Open House
- Reality Zone Partnership—Econ, Counselor
- Senior Exit Interviews/Portfolios
- Parent-Teacher Conference Presentation
- Other

**Portfolio Revision:**
- College & Career Readiness

College & Career Readiness
Every Student College and Career Ready
Resources

- www.madisoncollege.edu
- www.wicareerpathways.org
- www.roadtripnation.com
- www.worknet.wisconsin.gov
- www.knowhow2gowisconsin.org
“You have brains in your head, you have feet in your shoes. You can steer yourself any direction you choose”

-Dr. Seuss
Questions? Contact Us:

Cindy Brady
cindy_brady@mcfarland.k12.wi.us
(608) 838-4500 Ext. 4709

Kristin Long
kklong@madisoncollege.edu
(608) 258-2422