



NAME: _____ START DATE: _____ DUE DATE: _____

CAREER EXPLORATION # _____

FIELD OF INTEREST: _____

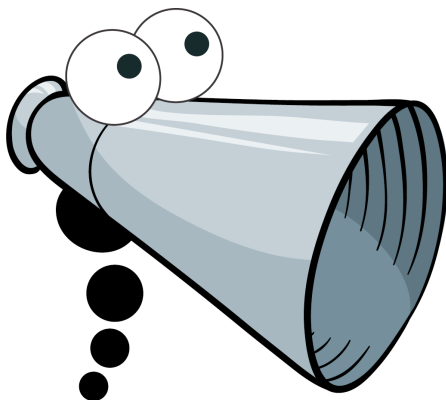
EVALUATION CRITERIA

A large, empty, rounded rectangular box with a white background and a black border, intended for writing evaluation criteria.

MY GOALS

A large, empty, rounded rectangular box with a white background and a black border, intended for writing personal goals.

- COMPETENCIES
1. Carries out a process of career exploration
 2. Contemplates his/her learning and work possibilities



Hey! Watch for my input throughout this planner. What I have to say may put you on the right track for your exploration process, so stay awake!

*This planner focuses on the **PLANNING** of your career exploration process.*

LEARNING PROCESS

This planner will guide you in your career exploration process. While exploring a career of your choice, you will follow a simple process called KPOP. Each page of this booklet will inform you what part of the learning process you are working on by highlighting one or more of the letters in KPOP.

CAREER EXPLORATION PROCESS	KEEP THIS IN MIND...
<p>K_{NOWING} YOURSELF</p>	<ul style="list-style-type: none"> • The point of <i>Knowing Yourself</i> activities is to make a connection between your traits, interests, strengths, weaknesses, passions etc. and the career you are going to explore. • No exploration should be a random choice—you must be able to explain how your career exploration choice results from activities that help you get to know yourself a little better in the context of careers. • Each exploration you complete will also help inform you, a little more, with information about who you are.
<p>P_{LANNING}</p>	<ul style="list-style-type: none"> • <i>Planning</i> is the key to a useful, fun and interesting career exploration. • If you learn to plan how to find out more about a career area, you can transfer this knowledge into each exploration you do, even years from now when you will be making decisions about what career to pursue. • Do not rush these activities, the more complete your plan is, the more likely you will enjoy and succeed in your career exploration process.
<p>O_{N-TASK}</p>	<ul style="list-style-type: none"> • <i>On-task</i> activities help you carry out your plan and document the information you are collecting about your career of choice. • The questions and graphic organizers will guide you to consider various aspects and to find information from various sources. • At times you may be asked to work with classmates to collaborate on your work—much as people are required to do in many career fields.
<p>P_{ONDERING}</p>	<ul style="list-style-type: none"> • <i>Pondering</i> is another word for reflection. You will be asked to pause and ponder at various points in your career exploration process. • The point of these activities is to help you consider how your exploration process is developing, to redirect if needed, and to make sure you are aware of all the strategies that you are, or could be using to complete a thorough career exploration. • <i>Pondering</i> can also take the form of a self-evaluation.

There are soooooo many choices — where to begin your career exploration? You might be asking: How do I find out what I should focus on? How do I figure out what careers are out there?

In order to help you figure out which career area to explore you first need to figure out who you are!




DIRECTIONS



1. With your teacher's guidance, complete a few *knowing yourself* activities.
2. Come back to this page when done to do a little pondering on what you found out.

PONDER - THINK ABOUT IT

<p>What did you find out about yourself?</p> 	<p>If you had completed these surveys while in sec 1, how would your profile be different than what you found out now? How might your profile be different in sec 5?</p>



Based upon what you learned about yourself, how does this influence your choice of career to explore? Take a look at the next page in this booklet to help you summarize some of what you learned about yourself and begin to think about how this can guide your career exploration.



Consolidates his/her personal profile:
Sets objectives for his/her personal profile

What are my strengths and where do I need improvement? ▼

What I'm good at ▶

What I need to improve ▶

What are some choices I have made in the past? ▼

3 good choices ▼

-
-
-

3 choices I would like to change ▼

-
-
-

What goals did I set out for myself? ▼

Goal	Accomplished?	Why or Why Not?
	<input type="checkbox"/> Yes <input type="checkbox"/> No	
	<input type="checkbox"/> Yes <input type="checkbox"/> No	
	<input type="checkbox"/> Yes <input type="checkbox"/> No	
	<input type="checkbox"/> Yes <input type="checkbox"/> No	






You started to explore who you are, now it is time to put this information into action by planning your career exploration. A well laid out plan will keep you focused on finding out the information you need.

STEPS TO A GOOD PLAN

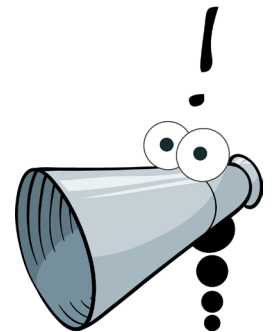
1. BREAK YOUR EXPLORATION DOWN INTO STEPS

 Write out the steps of the exploration process from day 1 of your exploration to the end.

YIKES! I don't know what steps to take!

- Use the resources around you. Have you completed a previous exploration? If yes, then think about what steps worked well.
- If not, put together the first few steps you think may work and then conference with a classmate or with the teacher.
- Or, some people find it easier to begin at the last step of the exploration and plan backwards from there—ask yourself “What step came before this one?”
- Use the **Breaking it Down** graphic organizer to help you begin your exploration plan.

TIP: begin each POP class by coming back to this page to keep you focused and to make adjustments to your plan, as needed.



2. WRITE FOCUSED QUESTIONS

Before jumping ahead to researching—you need to think about what you want to find out. Write out a few questions you have about the career you are exploring. Use the **Using Information** graphic organizer to jot down your questions.

3. VARY THE RESOURCES YOU USE

At some point in your exploration you may be stuck—not finding information you need. You can plan ahead. The **Using Information** graphic organizer guides you to think about what information you are gathering from various sources.

4. TALK IT OUT




Explain your plan to a classmate or the teacher. Sometimes talking a plan through gives you other ideas or points out some gaps in your plan. Also, you may get some useful feedback from the other person on how to improve your exploration plan.



Plans his/her exploration process:
Sets out the steps of the process

Assignment ▶

List all the steps of your career exploration, and fill in what you need to do to accomplish each step.
Keep in mind the due date and plan how long you think it will take to complete each step.
Set yourself individual due dates, and check off each as they are completed. ▼

Steps	To Do	Due	Done
<input type="checkbox"/>	Choose a field of interest	-----	<input type="checkbox"/>
<input type="checkbox"/>	-----	-----	<input type="checkbox"/>
<input type="checkbox"/>	-----	-----	<input type="checkbox"/>
<input type="checkbox"/>	-----	-----	<input type="checkbox"/>
<input type="checkbox"/>	-----	-----	<input type="checkbox"/>
<input type="checkbox"/>	-----	-----	<input type="checkbox"/>
<input type="checkbox"/>	-----	-----	<input type="checkbox"/>
<input type="checkbox"/>	Evaluation 	-----	<input type="checkbox"/>



Using Information



Varies the means of exploration:
Uses documentary resources in
academic and career information



Questions

Resource Title	Resource Type	What does this source tell me?	Does this information answer my questions? Which ones?
	<input type="checkbox"/> POP Index <input type="checkbox"/> Website <input type="checkbox"/> Tool kit <input type="checkbox"/> Print material <input type="checkbox"/> POP/ LEARN <input type="checkbox"/> ----- <input type="checkbox"/> Key person <input type="checkbox"/> -----		
	<input type="checkbox"/> POP Index <input type="checkbox"/> Website <input type="checkbox"/> Tool kit <input type="checkbox"/> Print material <input type="checkbox"/> POP/ LEARN <input type="checkbox"/> ----- <input type="checkbox"/> Key person <input type="checkbox"/> -----		
	<input type="checkbox"/> POP Index <input type="checkbox"/> Website <input type="checkbox"/> Tool kit <input type="checkbox"/> Print material <input type="checkbox"/> POP/ LEARN <input type="checkbox"/> ----- <input type="checkbox"/> Key person <input type="checkbox"/> -----		
	<input type="checkbox"/> POP Index <input type="checkbox"/> Website <input type="checkbox"/> Tool kit <input type="checkbox"/> Print material <input type="checkbox"/> POP/ LEARN <input type="checkbox"/> ----- <input type="checkbox"/> Key person <input type="checkbox"/> -----		



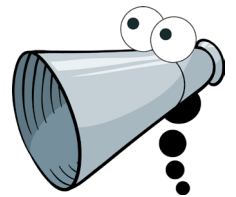


STUDENT

TEACHER

TIME TO GET ON-TASK!

- *You have a plan—now put it into action!*
- *Sometimes it is a challenge to keep track of all the information you come across in an exploration. Doing this is important.*
- *Use the **Common Threads 2** graphic organizer to help you keep track of the information you are gathering. There are also a few blank pages after **Taking Notes**, for you to develop your own organization system to help you keep track of the information you are learning about the career you are exploring.*

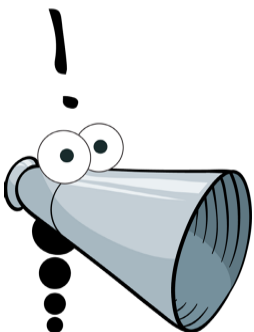


PSSST...

As you begin to learn more about the career you are exploring, keep in mind all those activities you completed to get to know yourself. Is there any connection between this career and your interests? your strengths?

YIKES!

Or, do you know that this is not the career for you now that you have found out a bit more. STOP your exploration -- go see your teacher.



Common Threads 2

Varies the means of exploration:
Visits workplaces and educational institutions



Career Exploration Questions ▶

Gather information from workers, teachers or students in the field and write the important information that you found from each source in the circles. Then make connections and list all the common threads in the middle box. ▼

Information Source ▶

What I found out ▼

What I found out ▼

Common Threads ▲

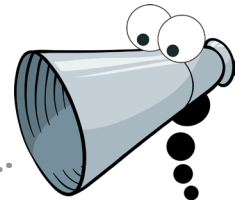
Information Source ▼

Information Source ▼

What I found out ▲



MY OWN NOTE TAKING SYSTEM



Before moving on with more research about your career of choice, it is time to stop, look back and think about how things are going up until now.



WHY PONDER?

The whole point of pondering or reflecting is to become aware of the actions, thoughts and strategies you used so that you can:

- a) become aware and keep doing what works well as you continue your exploration
- b) adjust and make improvements now, while there is still time left in this exploration
- c) keep the goal(s) that you set in mind and see if you are on-track to reaching your goal(s)

DIRECTIONS

Is your plan working well? Are you on the right track? In what way?

<input type="checkbox"/> YES	<input type="checkbox"/> NO
	

My adjusted plan:

PSSST...

Now is a good time to re-read the evaluation criteria for this exploration.



PUTTING IT ALL TOGETHER

KNOWING YOURSELF (

question

)



PLANNING (

question

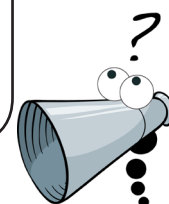
)



ON-TASK (

question

)



PONDERING (

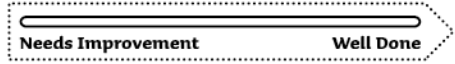
question

)

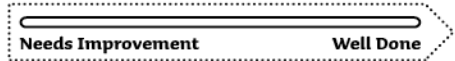
Reflecting on My Work Methods

Place an x on the 'Needs Improvement – Well Done' line to indicate where you feel you are for each of the points listed on the left. ►

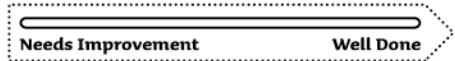
Did I organize and plan effectively?



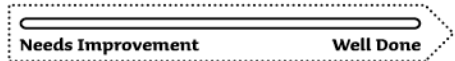
Was my process consistent with my plan and goals?



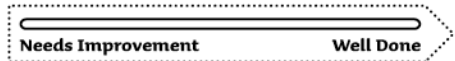
Did I try a variety of exploration strategies?



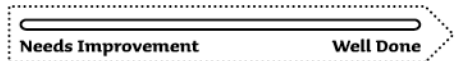
Did I take time to assess each stage of the process?



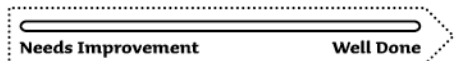
Can I make links between my career exploration process and my personal interests?



Can I explain my process to others?



Did I check my information?



What I would do again ►

What I would improve ►

What I would do differently ►



Developmental Table of EVALUATION CRITERIA | POP Competency 1: Carries out a Process of Career Exploration: The student...

	Expert	5	4	3	2	1	Novice
CLARITY OF THE PLANNING	Always keeps in mind the purpose and goal of the career exploration process and compares his/her process to those of classmates to make necessary adjustments to improve the quality and effectiveness of the overall plan. Particular attention is given to aligning all elements of planning.	Consistently plans the career exploration process in clear precise written records and adjusts plan by taking into account comments gathered during discussions with classmates and teacher. The student's plan is in line with his/her goals and interests.	Usually plans the steps of his/her career exploration process keeping in mind his/her goals. The student improves his/her plan based on specific feedback from classmates and teacher. Keeps sufficient records of the planning process.	Sometimes formulates his/her goals for the career exploration process and plans according to suggested fields of interests. S/he keeps a brief record of the plan and revisits and makes minor adjustments to the plan when prompted and supported by classmates or the teacher.	Begins to understand what it means to formulate a plan with continuous support and suggestions from others. If prompted, determines a field of interest to explore and resources to use. Keeps limited records of the plan.		
DIVERSITY OF EXPLORATORY STRATEGIES	Uses a broad repertoire of exploratory strategies and finds information beyond that which is required for the exploration process. Is always ready to explore a wide range of fields of interest. Is highly effective in adjusting exploration process (planning, purpose of the exploration, steps) according to discoveries and uses many relevant and accurate sources of information to form an interesting and complex picture of the occupations or trades explored.	Uses less familiar or new exploratory strategies and adjusts them according to his/her purpose and goal. Mobilizes a variety of exploratory strategies to carry out the process and explores both known and less familiar fields of interest. Is effective in adjusting exploration processes (planning, purpose of the exploration, steps) according to discoveries. Uses many sources of information to form an accurate and detailed picture of the occupations or trades explored.	Uses some familiar and accessible exploratory strategies and shows a willingness to try new strategies. With the help of a resource person (teacher, professional, family member, peer), is moderately effective in exploring less familiar fields of interest. Uses several sources of information to form a clear picture of the occupations or trades explored.	Uses a few exploratory strategies and selects information found in familiar resources. With frequent prompts and support, plans and carries out the steps of his/her exploration process with a minimum degree of effectiveness. Uses some sources of information to form a general picture of the occupations or trades explored. Explores in fields of interest with which s/he is familiar.	Uses a framework provided by the teacher to reproduce information. With constant support, undertakes some steps of the exploration process and finds information using different sources. With help from classmates or the teacher, selects a few sources of information to form a vague picture of the occupations or trades explored.		
VALIDATION OF THE INFORMATION	Keeps on-going records of information gathered during the career exploration process, constantly checking the accuracy and quality of the details against many different sources. Uses a variety of research strategies to cross-reference information.	Records specific, detailed information regarding his/her career exploration process and consistently checks the quality and precision of these details against different sources. Uses research strategies to validate information gathered.	Keeps good records of his/her career exploration process and usually verifies the accuracy of the information against a sufficient number of sources. Uses a few research strategies to validate information.	Keeps general records of his/her career exploration process and with support and prompting, verifies the validity of some of the information gathered. Uses familiar research strategies (i.e. check-lists) to keep track of information.	Keeps vague notes on the information gathered during the career exploration process. With constant support and prompting, will check the validity of the information gathered against one source.		
CONSISTENCY OF THE PROCESS	Carries out a thorough evaluation of his/her career exploration process in relation to purpose and goals and continuously reflects on how s/he can improve the overall process and build on this prior knowledge for next time.	Carries out a good analysis of his/her career exploration process in relation to purpose and goals and evaluates what went well and what did not work as well. Is able to reinvest this learning for the next time.	With some guidance, identifies the main qualities of his/her career exploration process and how they relate to purpose and goals. When asked, can explain how s/he intends to reinvest this learning for next time.	With support from classmates and the teacher, student can identify the main steps of his/her career exploration process. With prompting questions and support, student can give simple reasons why these steps were taken in relation to his/her purpose and goals.	With constant support, student can identify a few of the steps in his/her career exploration process. Has difficulty understanding how his/her interests are related to the career exploration process.		

Developmental Table of EVALUATION CRITERIA | POP Competency 2: Contemplates his/her learning and work possibilities: The student...

Expert

Novice

Personal Orientation Project

	5	4	3	2	1
RELEVANCE OF THE ELEMENTS OF REFLECTION	Carries out a process of on-going reflection throughout every phase of the learning process. Considers all the information gathered during the career exploration process and consistently makes connections between personal interests and abilities and the various requirements associated with fields of interest explored. When considering his/her lifelong goals and aspirations, reinvests this learning by sharing with others and formulating new questions.	Carries out a complete reflection based on information gathered during the career exploration process. Makes substantial links between his/her personal goals and aspirations and the implications and requirements associated with various fields of interest. Reevaluates his/her goals in light of discoveries made and turns to others to deepen the meaning of his/her reflections. Formulates relevant questions to further self-knowledge.	Using ideas for reflection proposed by the teacher, records personal reflections and makes important connections between his/her interests and abilities and the specific requirements of the fields of interest explored. When prompted, reevaluates his/her goals in light of discoveries made and seeks feedback from others with straight-forward questions.	When provided with some guiding questions for reflection, student keeps some records of his/her reflections and draws some conclusions from the information gathered during the career exploration process and his/her own interests and abilities. With support, student begins to think about his/her personal goals. At the teacher's suggestion, consults trusted others to learn more about himself/herself.	Demonstrates a slight interest in developing an understanding of his/her learning and/or work possibilities. With constant support and prompting, student can answer direct questions with limited reflection about his/her interests and abilities and can articulate a few general goals. At the teacher's suggestion and with questions provided, student consults one person in order to help learn more about himself/herself.
EFFECTIVENESS OF COMMUNICATION	Is able to communicate his/her assessment of the career explorations and reflections in a structured, detailed, and informative way. Initiates discussions to validate and deepen his/her learning. Is articulate when describing links between personal learning and career explorations. Presents information using a format coherent with the purpose of the communication and the field of interest explored.	Uses appropriate and effective communication strategies when sharing information with classmates. Can explain links between personal learning and career explorations. Presents information using different formats and/or media, taking into account the purpose and audience for the presentation.	Is moderately effective in using communication strategies to explain why he/she chose a particular field of interest and how it relates to his/her personal qualities and aspirations. Presents information using formats with which he/she is familiar and feels comfortable.	Shares some basic information with classmates using straightforward means of communication. With teacher prompting, can give a few examples of how his/her personal qualities are linked to career exploration choices. Presents only a very general picture of his/her findings using a simple format.	Shares a few facts from his/her career exploration process and draws vague conclusions about this basic information. When prompted, makes minimal links between information and his/her own interests and abilities. Presents information in a basic format.
DIVERSITY OF THE POSSIBILITIES ENVISAGED	Is able to imagine a wide diversity and range of learning and work possibilities. Takes a global view of personal, socioeconomic and cultural factors when considering possible career paths: values, interests and abilities, influences of family and friends, economic development and market trends, etc.	Visualizes a rich variety of learning and work possibilities. Takes a great many socioeconomic and cultural factors, as well as discoveries about himself/herself, into account when considering possible career paths. Is aware of his/her value system and the role this knowledge plays in the decision-making process.	Identifies several learning and work possibilities in relation to many socioeconomic and cultural factors related to them. Takes into account self-knowledge and, with some support, broadens his/her vision based on further reflection.	Pictures a few comfortable and familiar learning and work possibilities and, with support and prompting, considers a limited number of socioeconomic and cultural factors related to possible career paths. Is limited to learning and work possibilities that are familiar and comfortable.	Envisages one or two learning and work possibilities with support and prompting from classmates and the teacher. Explores a limited number of possible career paths throughout the year and sometimes takes a few socioeconomic and cultural factors into consideration when considering his/her possibilities.
JUSTIFICATION OF THE POSSIBILITIES ENVISIONED	Makes expert and clear connections between his/her personal qualities, discoveries, visions, self-esteem, and learning and work possibilities. Can demonstrate, through the use of several types of evidence, how/why s/he arrived at the judgments made.	Provides advanced justification for considering particular learning and work possibilities in light of his/her personal profile and discoveries. Is able to provide evidence that supports the possibilities considered.	Identifies an adequate selection of learning and work possibilities in light of his/her personality traits, fields of interest, aptitudes etc. Keeps sufficient traces of learning to justify the possibilities envisaged.	With support and prompting from the teacher, identifies some connections between his/her learning and work possibilities and personal qualities. With a framework, can explain which learning and work possibilities s/he considered.	Identifies a few personal qualities and with on-going support, tries to make connections between his/her personal qualities and learning and work possibilities. Has vague and incomplete records to justify possibilities envisaged.