



Required Tasks, CCR Credit Options and Resources

Please click on the following link to view our student informational presentation....

[College and Career Readiness- What do you need to know.. What's new?](#)

Required Tasks Per Grade (.25 Credit when all are completed)

Students must complete all of the required tasks above and .25 additional credits via one (or more) of the following:

- 1. CCR Personal Skills Checklist (Grade 9)**

Students have an array of skills that they may not be aware of that are useful in the workplace. They will recognize skills that they already possess and how these can be transferred to the workplace. Similar to the Employability Skills Checklist, once they are aware of and gain confidence in the skills they already possess,

they can also focus on practicing the skills they would like to develop.

- Personal Skills Checklist

2. **Naviance Exploration (Grade 10):**

- *Do What You Are*

Do What You Are is a personality inventory that determines an individual's Myers Briggs personality result. Using this information, Do What You Are, matches an individual's personality to corresponding career fields where personality, work, and organizational strengths and needs are best aligned. Through DWYA, students can further explore and research career areas.

- Instructions for completing the "Do What You Are" activity
- Reflection

Students will be asked to reflect on their Do What You Are personality result answering some specific questions as a Google Classroom Assignment.



- Instructions for completing the Career Research Activity
- Reflection
- Students will utilize the career suggestions populated by their Do What You Are result, diving further into possible career choices that match their personality type. The goal of this activity is three-fold:
 1. For the student to gain a better understanding of their DWYA results and think about whether or not those results are a strong reflection of him or her as a person.
 2. To better understand potential careers which align with those results.
 3. To create a basis of understanding that will help with being more intentional in pursuing the offerings, both academic and work-related, at OSHS.

3. **Sophomore Meeting with CCR Coordinator (Grade 10)**

This meeting occurs after a student has completed the Do What You Are assessment in Naviance and the follow-up research and reflection assignments. Ideally, a student will attend this meeting with a better sense of where his or her strengths and interests lie



in terms of potential career areas. The coordinators can provide possible internship mentorship options to the student after having an in-depth conversation about the student's interests and needs. After this meeting, the student will complete the Summary of Plan Reflection.

- Summary of Plan Reflection

4. **Self-Discovery Questionnaire 1 and 2 (Grades 10, 11)**

These are designed to be given during sophomore (#1) and again junior (#2) year to help students identify the skills they possess as they relate to their values, interests, and goals. In addition, these surveys also assist students in identifying opportunities and challenges to reaching their goals.

- Self-Discovery Questionnaire 1 (Grade 10)
- Self-Discovery Questionnaire 2 (Grade 11)



5. **Employability Skills Checklist (Grade 11)**

To help students understand employability skills in relation to the world of work and realize that specific skills are common to many types of work. Students will complete this checklist to understand their current employability skills in relation to where they would like to be. Repeating this checklist each year will enable them to document and understand their growth.

■ Employability Skills Checklist

Other paths to Earning College and Career Credit (.5 credit minimum needed for graduation when combined with required tasks)

1. **(Currently on hold) CCR Remote Mentor-Led Internship (Must be 16 years old) (.25 credit per 20 hours):** Interns will either identify and secure an internship mentor or will work with one of the CCR Coordinators to do so. The student will spend 4 hours a week (in or outside of the school day) completing remote work determined by the student and mentor together. This may include an independent project approved by the mentor and/or supportive work for the mentor business. A minimum of 15 minutes a week must be spent in a video chat with the mentor.



When that is not possible, a telephone conversation will suffice. Weekly reflections will be completed, and a timesheet must be kept by the student and signed off on by the parent or the mentor.

2. **CCR Remote Independent Study Internship (11th and/or 12th grade) (.25 credit per 10 hours):** Interns will propose a path and plan for growth and development in their career interest area.
3. **Segmented Mentor Outreach Unit (Grade 11 or 12) (.25 Credits)**
This unit is designed to provide students with the guidance and skills needed to gain real-world information about a career. In addition, students will acquire and practice skills that will assist them in post-secondary and future career endeavors such as:
 - Thoroughly researching a career area
 - Locating and gathering information on career professionals as resources
 - Networking
 - Writing a professional email inquiry
 - Collaboration with peers
 - Writing effective questions that yield valuable answers
 - Securing mentorships



- Responding respectfully, promptly, and with professional gratitude.
6. **Capstone** -- Credit can be earned if Capstone is focused on potential career options or interests. Please email Mrs. Fawcett to discuss this option (sfawcett@oldsaybrookschoools.org)
 7. **Credit earned through successful completion of English in Action, Advanced Research Methods, Exploramos, Advanced Food Service, or any career-based or applied practices classes.** Teacher input would be needed on what this could look like. For example, if a student is interested in attending culinary school after graduating from OSHS, they may choose to pursue a culinary CCR focus. It could look like: earning a B or better in Culinary I, II, and Advanced Baking; plus the presentation of a summative portfolio of work from these classes.)
 8. **Informational Interviews-** Interview individuals you have researched, a member of your family, friends and/or older siblings about their career, their education post-high school, or their college experience so far. (These interviews can take place informally, such as over a meal or over the phone.) Complete one of the forms below to document this interview.
 - If you interview individuals about their career, complete this google form: <https://forms.gle/yR87k7CEH9ysGv3F8>



- If you interview individuals about their educational or college experience, complete this google form.
<https://forms.gle/kCjVbHvhiKRcF3P68>
- 9. **Research** a career, university, or plan of post-secondary study. Use any of the links on the CCR website [HERE](#) or find your own source. Fill out this Google Form to document your research.
<https://forms.gle/iaa66Vw54dBEVZPRA>
- 10. Complete one or more **job shadows** in person or utilize one of the following virtual job shadow links and use the Google sheet below to document your experience:
 - <https://www.teleshadowing.com>
 - <https://www.careergirls.org>
 - <https://jobshadow.com/categories/>
 - [CCR Time/Activity Log](#) MAKE SURE TO MAKE A COPY OF THIS and add your name to the title so you are not editing the original document.
- 11. Complete the following **Naviance activities**. (The more you do, the more credit you receive 😊) If you have already completed one of them, feel free to complete a second time as our interests and abilities change. These activities can all be found by clicking on the Self-Discovery tab in your student folder. Log in to Naviance [HERE](#)



- AchieveWorks® Learning & Productivity helps students discover their sensory, environmental and mindset preferences to help them develop and adjust their study practices.
- AchieveWorks® Personality helps students identify their personality type by asking them to choose scenarios that best represent how they behave in real life.
- The Career Cluster Finder helps students identify their interests and discover career clusters that contain careers that might interest them.
- The Career Interest Profiler captures student's interests to help identify their personality traits and suggest careers based on the U.S. Department of Labor's data.
- The Career Key helps students identify their Holland traits, best match work environments and related careers by asking them questions about their interests.
- StrengthsExplorer helps students identify their key strengths that they can use as they proceed on their college, career, and life readiness journey.

Resources



The following are services provided by the College and Career Readiness Coordinators. These services can be accessed anytime by emailing Mrs. Fawcett (sfawcett@oldsaybrookschoools.org) or Ms. Using (cusing@oldsaybrookschoools.org). You can also pop by Room 222 and make an appointment.

1. Individualized Guidance and Assistance with Post-Secondary and Career Planning, Goal Setting and Navigating (Grades 9, 10, 11, and 12):

The CCR Coordinators are available to provide students with resources to assist with self-discovery and career pathway information, resources, and tools. Students in grades 9-12 can make an appointment to meet with Ms. Using or Mrs. Fawcett anytime. We can provide specialized small group and individualized instruction (through Google Meet) or, when possible, in person.



2. Resume and College Essay Workshops / Scholarship Application Assistance (Grades 9, 10, 11, and 12):

We will be offering group and individualized assistance (via Google Meet) with a resume, college essay, and the writing component of their scholarship application. Group seminars provide a general overview to resume writing, a review of sample resumes, and assistance in building an individualized resume. Students may then follow up with an appointment for further individualized help.