



# ON-THE-JOB TRAINING QUICK-START GUIDE

*This quick-start guide uses the CareerOneStop website to show educators how to equip students with tools for career exploration, training and jobs.*



Adapted from: [careeronestop.org](https://www.careeronestop.org)  
Adapted by: [Career Connect Oregon Team](#)

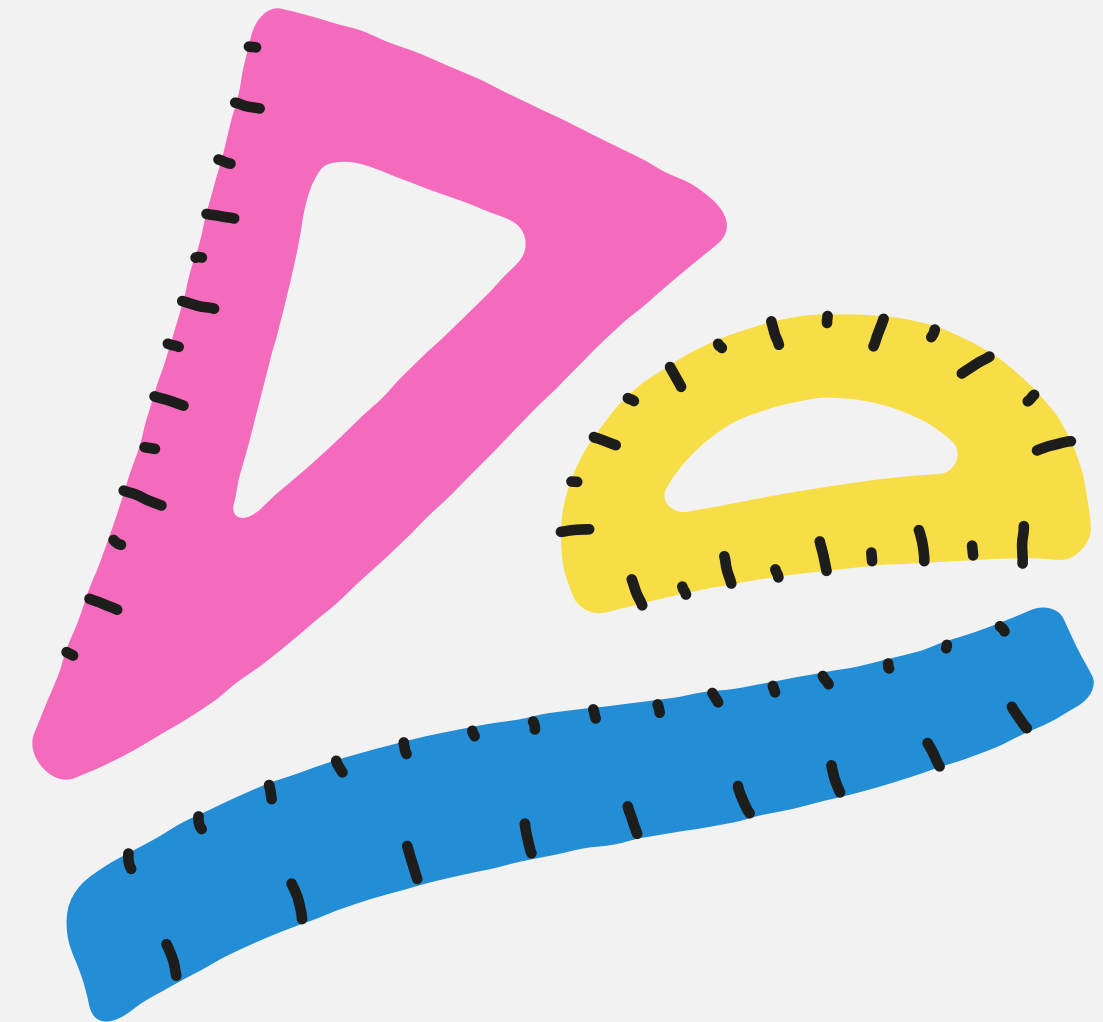


# INTRODUCTION

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The On-the-Job Training resource uses the CareerOneStop website to give educators a step-by-step guide to assist students in locating training opportunities for their career paths.

The website provides useful information related to job training, including career descriptions, skills required, wages, job outlook and training resources.



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# RATIONALE

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**Accessible:** CareerOneStop provides materials for all job seekers, young or old, and in any stage of their careers. Materials are available in Spanish and English.

**Convenient:** CareerOneStop is free to all job seekers, regardless of income or location. The site does not require a login unless users wish to save their job searches.

**Comprehensive:** CareerOneStop features information for people seeking education, certificates, job training, on-the-job-training, career changes and career advancement.

# **SHARING YOUR PURPOSE & OBJECTIVES**

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This lesson provides students with exposure to the comprehensive features on the CareerOneStop website, specifically the “Find Training” feature.

By the end of this lesson, students will be able to:

- navigate the CareerOneStop website effectively.
- demonstrate ability to access comprehensive job-related resources.
- explore career details and pathways.
- use tools to enhance job search and career development through training opportunities.

# PREPARATION & MATERIALS

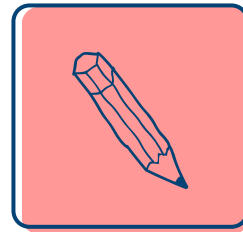
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- Computer devices with internet access
- CareerOneStop website

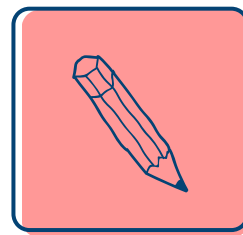
# **ACTION PLAN**

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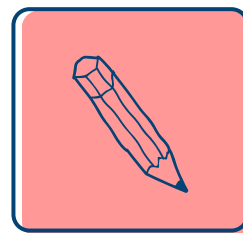
## **1) Modeling:**

- Teacher accesses the website and models a self-assessment, profile and occupation search.
- Teacher demonstrates how to develop a career path and find education and training based on results.



## **1) Assessment & Research:**

- Students take the CareerOneStop self-assessment and use results to narrow their job search and develop viable career paths related to their goals.



## **1) Questions & Reflection:**

- Students ask any questions and reflect on their experiences.

# HOW TO MAKE A TRAINING PLAN USING CAREER ONESTOP

## Training Plan





# STANDARDS OVERVIEW



Education standards provide a framework to ensure the lesson’s effectiveness and relevance. The ASCA Standards integrated into this lesson focus on holistic student development. They stress the significance of the whole self, understanding the necessity of post-secondary education, critical thinking, perseverance, and effective communication, among other essential skills. On the other hand, the OAR Rules highlight the importance of tailoring education plans based on personal and career interests. They emphasize tracking academic progress, documenting achievements, and underscoring the value of comprehensive school counseling and career education.

## ASCA STANDARDS & OARS

Oregon defines the stages of career development through a system of Career Connected Learning (CCL), a framework of career awareness, exploration, preparation and training that is both learner-relevant and directly linked to professional and industry-based expectations. CCL connects the interests, aptitudes, education, and goals of every Oregon youth to their future. Each of the following standards can be applied to the academic, career, social/emotional, and community involvement domains.

ASCA: K-12 CAREER AND COLLEGE READINESS FOR EVERY STUDENT	OARS, SIMPLIFIED
<p><b>M Mindsets Standards</b></p> <p>M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being</p> <p>M 2. Sense of acceptance, respect, support and inclusion for self and others in the school environment</p> <p>M 3. Positive attitude toward work and learning</p> <p>M 4. Self-confidence in ability to succeed</p> <p>M 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes</p> <p>M 6. Understanding that postsecondary education and lifelong learning are necessary for long-term success</p>	<p><b>1.</b> Students should develop an education plan that identifies personal and career interests, tentative educational and career goals, and post-high school next steps. (S81-022-2000: 6a)</p>
<p><b>LS Learning Strategies</b></p> <p>B-LS 1. Critical thinking skills to make informed decisions</p> <p>B-LS 2. Creative approach to learning, tasks and problem solving</p> <p>B-LS 3. Time-management, organizational and study skills</p> <p>B-LS 4. Self-motivation and self-direction for learning</p> <p>B-LS 5. Media and technology skills to enhance learning</p> <p>B-LS 6. High-quality standards for tasks and activities</p> <p>B-LS 7. Long- and short-term academic, career and social/emotional goals</p> <p>B-LS 8. Engagement in challenging coursework</p> <p>B-LS 9. Decision-making informed by gathering evidence, getting others’ perspectives and recognizing personal bias</p> <p>B-LS 10. Participation in enrichment and extracurricular activities</p>	<p><b>2.</b> Students should design, monitor, and adjust a course of study that meets their interests and goals. (S81-022-2000: 6a,D)</p>
<p><b>SMS Self-Management Skills</b></p> <p>B-SMS 1. Responsibility for self and actions</p> <p>B-SMS 2. Self-discipline and self-control</p> <p>B-SMS 3. Independent work</p> <p>B-SMS 4. Delayed gratification for long-term rewards</p> <p>B-SMS 5. Perseverance to achieve long- and short-term goals</p> <p>B-SMS 6. Ability to identify and overcome barriers</p> <p>B-SMS 7. Effective coping skills</p> <p>B-SMS 8. Balance of school, home and community activities</p> <p>B-SMS 9. Personal safety skills</p> <p>B-SMS 10. Ability to manage transitions and adapt to change</p>	<p><b>3.</b> Students should monitor and track progress toward standards, including content standards, essential skills, and extended application standards. (S81-022-2000: 6b,A)</p>
<p><b>SS Social Skills</b></p> <p>B-SS 1. Effective oral and written communication skills and listening skills</p> <p>B-SS 2. Positive, respectful and supportive relationships with students who are similar to and different from them</p> <p>B-SS 3. Positive relationships with adults to support success</p> <p>B-SS 4. Empathy</p> <p>B-SS 5. Ethical decision-making and social responsibility</p> <p>B-SS 6. Effective collaboration and cooperation skills</p> <p>B-SS 7. Leadership and teamwork skills to work effectively in diverse groups</p> <p>B-SS 8. Advocacy skills for self and others and ability to assert self, when necessary</p> <p>B-SS 9. Social maturity and behaviors appropriate to the situation and environment</p> <p>B-SS 10. Cultural awareness, sensitivity and responsiveness</p>	<p><b>4.</b> Students must participate in career-related learning experiences outlined in the education plan. (S81-022-2000: 8)</p> <p><b>5.</b> School districts must provide a coordinated comprehensive school counseling program that includes career-related learning standards and career education as part of their K-12 instructional program to support the academic, career, social-emotional, and community involvement development of each and every student. (OAR 581-022-2030: 2d,e; S81-022-2055; S81-022-2060, 1a)</p>

# DIVERSE LEARNING STYLES & COOPERATIVE STRATEGIES



Encourage students to explore different ways to organize information and cooperate with their peers. Each Career Connect Oregon lesson plan comes embedded with these strategies.

These tools can improve engagement in classrooms, trainings, in-services and conferences, too!

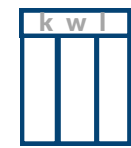
## GRAPHIC ORGANIZERS



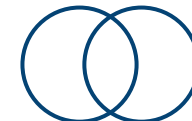
OUTLINE



MIND MAP



KWL CHART



VENN DIAGRAM



STORYBOARD

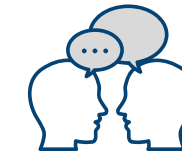


CHARTS



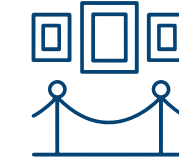
TIMELINE

## COOPERATIVE LEARNING STRATEGIES



### THINK-PAIR-SHARE

Students think, talk with peers, then share with the class.



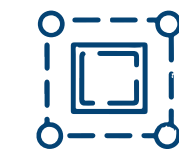
### GALLERY WALK

Students walk around the room reflecting on one another's posted work.



### 3 STAY - 1 STRAY

One member from each group visits other groups, acting as a reporter and exchanging information.



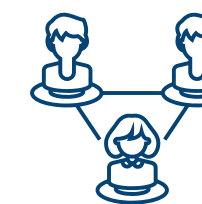
### FOUR CORNERS

Students self-sort, moving near statements posted in the room they agree with and discuss reactions.



### JIGSAW

Groups become "experts" in one aspect of a learning objective.



### NUMBERED HEADS TOGETHER

Students in groups collaborate to ensure mutual understanding, each prepared to answer a question tied to their assigned number.

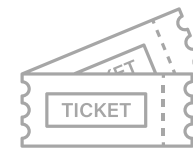
# ASSESSMENT STRATEGIES



Varying assessments can keep your lessons fun and engaging while ensuring they meet your lesson's objectives. The following assessments offer different ways to assess students. Choose assessments that best match your circumstances.

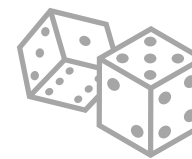
## QUICK REFERENCE ASSESSMENTS

Varying assessments can keep your lessons fun and engaging while ensuring they meet your lesson's objectives. The following assessments offer different ways to assess students. Choose assessments that best match your circumstances.



### EXIT TICKET

Students respond to a prompt or question on a 3x5 card or slip of paper before leaving class.



### INTERACTIVE GAMES

Students play an analog or digital game that tests their learning competitively or cooperatively.



### MULTIMEDIA PROJECT

Students create slide decks, videos, posters, drawings, diagrams, how-to guides, and mini publications.



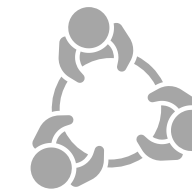
### QUIZZES

True or false, multiple choice, short answer, thumbs up or down, and verbal responses are all ways to quickly assess student learning.



### WRITTEN RESPONSES

Short essays (descriptive, narrative, persuasive), poems, advertisements, menus, and speeches are all useful ways to show learning.



### DISCUSSION

Small group, individual, and whole-class Socratic seminars help students stay engaged and practice reasoning skills.



### ORAL PRESENTATIONS

Try planned or impromptu oral presentations. Students can develop these in groups or on their own.



### POLLS

Hands, fingers, thumbs, and pen and paper are great for analog polls. Digital polls are convenient for tallying results quickly.



### RANKING ACTIVITIES

Students rank items and explain their reasoning. A great way to measure critical thinking skills.



### OBSERVATION

This can include both teacher and student perspectives, along with student self-reflection and peer feedback.

## STUDENT REFLECTION USING EXIT TICKETS



Formative assessments can help students build confidence and critical thinking skills, while providing teachers with real-time feedback they can use to enhance further instruction. Modify these exit ticket suggestions to best suit your classroom!



SIGHT

- **Draw an emoji** of your emotional response to the lesson. Write about how it relates to what you learned.
- **Take a selfie** of an expression reacting to something you learned and share it!
- **Draw a visual summary** of images that narrate the lesson. This could be a comic strip or an infograph.
- **Recall a movie scene** that relates to the lesson and explain why.
- **Label a line graph** with peaks and valleys describing how you and other students engaged with the lesson.



SOUND

- **Think of song lyrics** that describe something you learned and explain your reasoning.
- **Listen to a brief audio clip** (music, quote, sounds) and explain how it connects to what you have learned.
- **Record yourself** sharing a 20-second response to your favorite part of the lesson.
- **Listen to a peer** share their favorite part of the lesson, and then share yours with them.
- **Connect a sound** to your mood during the lesson and explain how the sound relates.



SMELL

- **Create a smell continuum** with your favorite and least favorite smells; rate the lesson and explain.
- **Use scented markers or stickers**, and make a connection between the scent and a key concept.
- **Relate the lesson to a specific scent**, explaining the similarities and reasons behind your choice.
- **Choose 3 main ideas**, and relate them to 3 different smells. Explain your reasoning.



TASTE

- **Create a recipe**, choosing ingredients from the lesson. Name the recipe with a relevant title.
- **Use a food metaphor or simile** to describe something you learned in the lesson.
- **Divide a paper plate** into portions and label each portion with key concepts from the lesson.
- **Recall a food memory** related to the lesson and write down why you chose it.



TOUCH

- **Use the provided material** (blocks, clay, wire) to build a concept from the lesson that stood out to you.
- **Give a thumbs up, down or sideways** to indicate your level of understanding after the lesson.
- **Move around the room** to defend, challenge, or qualify your level of agreement with an argument or concept.
- **Build a collage** that represents the most important takeaways from the lesson.
- **Act out a concept** from the lesson that you think is most important.



THOUGHT

- **Agree or disagree** with a prompt and write down your reasons with examples.
- **Write about a personal connection** you can make with today's lesson and the concepts you have learned.
- **3-2-1** Jot down three ideas you learned, two ideas you want to learn and one question you have.
- **Select an adjective** that best describes the lesson. Explain your reasoning.
- **Write important ideas** from the lesson and rank them in terms of importance.

## **ABOUT THE SOURCE**

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### ***Career OneStop***



Sponsored by the U.S. Department of Labor, Career OneStop aims to deliver integrated, easy-to-understand workforce information that helps job seekers, students, workers, workforce intermediaries, and employers develop their capacity and make sound economic decisions in the new economy.

*Work-Based Learning in a secondary CTE Program of Study is a Federal Program Quality Indicator for Perkins V accountability. Oregon schools must ensure that Work-Based Learning experiences connected to a high school CTE Program of Study meet the criteria and types as outlined by the Oregon Department of Education (please visit the WBL webpage for resources and support).*

*This quick-start guide does not meet the requirements for Work-Based Learning experience in a secondary CTE Program of Study.*

# **ADDITIONAL RESOURCES**



**Business Center** | [CareerOneStop.org/BusinessCenter](https://CareerOneStop.org/BusinessCenter) | A one-stop source for help hiring, training, and retaining a strong workforce.

**GetMyFuture** | [CareerOneStop.org/GetMyFuture](https://CareerOneStop.org/GetMyFuture) | Offers career, training, and job search resources to young adults age 14 to 24.

**Credentials Center** | [CareerOneStop.org/Credentials](https://CareerOneStop.org/Credentials) | Helps individuals plan, locate, and pay for education, training, and other credentials to help them start, change, or advance their career.

**Disaster Recovery Services** | [CareerOneStop.org/DRS](https://CareerOneStop.org/DRS) | Quick access to a range of employment and related resources for people and businesses impacted by floods and other recent disasters.

**Job Search Help for Ex-Offenders** | [CareerOneStop.org/ExOffenders](https://CareerOneStop.org/ExOffenders) | Tools and resources to help job seekers with a criminal record explore careers, get training, and find a job.

**mySkills myFuture** | [mySkillsmyFuture.org](https://mySkillsmyFuture.org) | Helps laid-off workers and other career changers explore new careers that may use the skills and experience gained in previous jobs.

**Veteran and Military Transition Center** | [CareerOneStop.org/Veterans](https://CareerOneStop.org/Veterans) | A one-stop website for employment, training, and financial help after military service.

**Competency Model Clearinghouse** | [CareerOneStop.org/CompetencyModel](https://CareerOneStop.org/CompetencyModel) | Validated industry competency models and tools to build a custom model and career ladder/lattice for your industry.

**CareerOneStop Mobile App** | [Mobile Apps](https://CareerOneStop.org/MobileApps) | CareerOneStop offers six mobile apps for job seekers including Find an American Job Center, Find a Job, Veterans Job Search, Salary Finder, Training Finder, and Unemployment Insurance.