

CAREER CLUSTERS INTEREST SURVEY

This guide instructs educators on using the Career Cluster Student Interest Survey, a tool that helps students find careers aligned with their interests, complemented by discussion and reflection activities.

ADVANCE > CTE
State Leaders Connecting Learning to Work

Source: Advance CTE

Developed by: Career Connect Oregon Team



INTRODUCTION

The Career Clusters Interest Survey is designed to provide educators with a structured approach to career exploration in the classroom. The survey assists students in identifying career paths closely aligned with their personal interests. By participating in this lesson, students not only become aware of potential careers, but they also engage in critical reflection and discussion.



PREPARATION & MATERIALS



Career Clusters Interest Survey Curriculum at Career Connect Oregon

The link above provides you with this quick-start guide, a lesson plan, a revised copy of the Career Clusters Interest Survey and a reflection activity. All materials are in digital PDF form and downloadable.

Oregon College Collaborative's Career Journey Maps

The link above goes to a supplemental set of downloadable PDFs that provides example job descriptions, suggestions for skill development and links to additional resources for each career cluster.

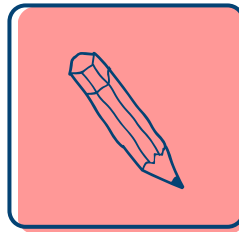
Supplemental Teaching Materials

In this quick-start guide and at the end of each lesson plan, we suggest alternative cooperative learning strategies, assessments and reflection activities for you to consider.

Equipment:

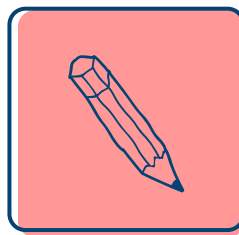
A computer, printer and copy machine to produce handouts for students.

ACTION PLAN



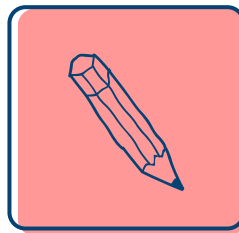
1) Research:

- Familiarize yourself with the materials provided and develop a clear understanding of the survey and career clusters.



2) Prepare:

- Download and print copies of handouts for each student at [Career Connect Oregon](#).



3) Teach:

- Use the lesson plan we provide and supplemental materials to deliver a high-quality, 50-minute lesson. Let us know how you adapted materials for your classroom at hello@careerconnectoregon.org!

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.

[Link to the Career Connect Oregon Standards reference sheet.](#)

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

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!

[Link to the Career Connect Oregon Best Practices Quick Reference packet.](#)

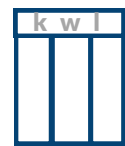
GRAPHIC ORGANIZERS



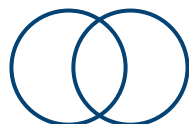
OUTLINE



MIND MAP



KWL CHART



VENN DIAGRAM



STORYBOARD



CHARTS



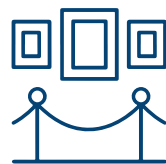
TIMELINE

COOPERATIVE LEARNING STRATEGIES



THINK-PAIR-SHARE

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



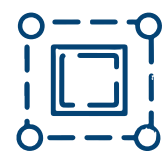
GALLERY WALK

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.



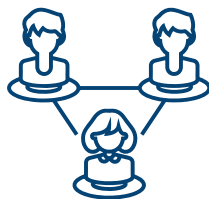
FOUR CORNERS

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

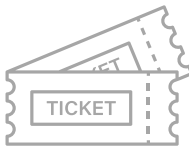


Varying assessments can keep your lessons fun and engaging while ensuring they meet your lesson’s objectives. The following assessments offer different ways to assess students. Choose assessments that best match your circumstances.

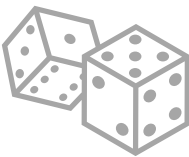
[Link to the Career Connect Oregon Best Practices Quick Reference packet.](#)

QUICK REFERENCE ASSESSMENTS

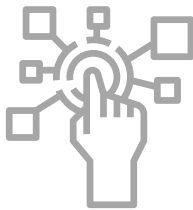
Varying assessments can keep your lessons fun and engaging while ensuring they meet your lesson’s objectives. The following assessments offer different ways to assess students. Choose assessments that best match your circumstances.



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.



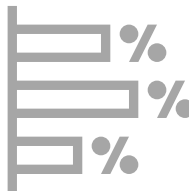
WRITTEN RESPONSES
Short essays (descriptive, narrative, persuasive), poems, advertisements, menus, and speeches are all useful ways to show learning.



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.



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.



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.



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.



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.



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



Mission:

Support state CTE leadership to advance high-quality and equitable CTE policies, programs and pathways that ensure career and college success for each learner.

Vision:

Advance CTE's vision is Without Limits: A Shared Vision for the Future of Career Technical Education. Developed with input from nearly 200 national, state and local education and workforce development leaders and supported by 42 national organizations, CTE Without Limits puts forth a bold vision for a cohesive, flexible, and responsive career preparation ecosystem.

Values:

Advance CTE's core values, co-developed and agreed to by the full Advance CTE team, represent how our team chooses to interact with and work alongside one another.

For more information about Advance CTE, visit: <https://careertech.org/about/>

