Chapter 4

Professional Site

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Introduction

After you log in, the first page you will see depends on the type of account (professional or student) that you have. WISCareers is divided into two sites: The Professional Site (Figure 4.1) and the Student Site. Professionals can access both sites, but always start on the Professional Site. Students will see only the Student Site, since they do not have access to the professional section. If you wish to go directly to the Student Site, simply click on the link at the top of the screen or on the right-hand side.

Figure 4.1

Professional Site Header

Home
This is the first page that is displayed after you log into WISCareers. The home page is the starting point for you and lists the table of contents of the website.

Feedback
You can use the Feedback function to send us suggestions, comments or a bug/error. By using this feature we get feedback from you immediately and are able to use the information to improve our website.

Catalog
For your convenience, we have provided you with an online catalog. A print version is available to you as well. Place your order via the website or through your representative – it’s your choice! (Figure 4.2)

Category headers make it easy to shop by grade or product type. You may also find what you’re looking for using the Search feature. Need further assistance? Just click on Help.

Figure 4.2
About Us
This section of the website includes information and links for the Wisconsin Careers Mission Statement, Contact Information, Database Sources, the Wisconsin Careers Policy Council and a Staff Listing.

Updates
With the ability to update information and add valuable features on a regular basis, we’ve made it easy to keep up with what’s happening on the WISCareers website. The menu allows you to look at updates for the professional and student/client site, check out what’s upcoming, and view previous notices we’ve posted.

Briefcase
For your convenience, the Briefcase holds saved classroom activities (lesson plans). When activities are saved in the Briefcase, you can link to them without having to search for them in the Classroom Activities section (Figure 4.3). Also, your personal login information can be edited within the Briefcase.

Link to the Student Site
If you wish to continue on to the Student Site, simply click on the link.

Professional Site Main Categories

Activities and Workbooks

Classroom Activities
Classroom Activities lets you search for lesson plans that cover a wide variety of topics and incorporate numerous teaching techniques. Some activities include worksheets that you can copy and use.

Purpose of Activities
The over 550 activities in Classroom Activities contain specific objectives carefully designed to help integrate career development into the K-12 curricula. Many of the activities can also be used by specific subject area teachers. This design will assist in the process of “infusion”, that is, a pedagogy directed toward placing school-to-work activities into each classroom. In particular, the activities contain cross-references to the Wisconsin Learning Standards for subjects including English Language Arts, Science, Social Studies, and Mathematics.

Types of Activities
There are two types of activities in Classroom Activities: regular activities (called simply “Activities”) and resource activities.

Regular Activities: For each activity, a wealth of information is included: the purpose of the activity, materials required, the instructional objective, who uses the activity and where, the length of time the activity requires, detailed steps for carrying out the activity for both classroom teacher and for the student, and the competencies gained by using the activity. Some of the regular activities are accompanied by worksheets that can be copied for distribution to students within the building identified as the registered subscriber site.
Resource Activities: These activities direct teachers and counselors to the various resources and activities available to meet the objectives of developmental guidance. Resource activities do not include detailed teacher and student steps for completing the activity.

To view recently released activities, click on the links to see those added in the last 3 months or last 6 months.

Standards and Competencies: Designing a career development program should not be a random process; rather, a school district’s career development program should be based upon competencies or standards the district wishes to achieve. One way to assist instructors in this endeavor is by using cross-references or “crosswalks” to help them locate information. Through crosswalks, instructors can use known information to find unknown information. For example, English teachers are familiar with the Wisconsin English Learning Standards. The cross-reference between these Learning Standards and WISCareers classroom activities allows a teacher to quickly locate activities that relate to the specific Standard she/he wishes to teach.

The following statements provide an understanding of the nature of the crosswalk between the Wisconsin Learning Standards and the classroom activities. These statements include limitations inherent in the crosswalk.

• The cross-coding was performed at the “Standards” level in the Wisconsin Model Academic Standards for four subject areas: English Language Arts, Mathematics, Science, and Social Studies
• Although the activities had already been coded to grade level, when they were cross-coded to the Wisconsin Standards, the grade level coding was checked for appropriateness with the Standard
• Coding an activity to a Standard should not be interpreted to mean that the activity will contain specific instructions on approaches to meet the Standard; rather, coding an activity to a Standard means that the activity contains student tasks that allow a subject area teacher to exercise the standard through appropriate teaching methodologies
• The coding methods were inclusive; that is, a Standard was coded to an activity if there is at least some possibility that the activity contains tasks that an inventive teacher could use to apply the Standard

It was expected, based upon the number of Standards and the number of activities, that in many cases the number of activities coded to a Standard would very low, sometimes none. This, indeed, was true.

In addition, each classroom activity has been cross-referenced to national and Wisconsin sets of career development standards or competencies that could be used by a district or could match locally developed competencies. Cross-references to the following standards or competencies are included in Classroom Activities:

• National Standards for School Counseling Programs (American School Counselor Association)
• National Career Development Guideline Competencies (National Occupational Information Coordinating Committee)
• SCANS Competencies (Secretary’s Commission on Achieving Necessary Skills)
• Education for Employment Standards (Legislated Standards in Response to the Need for Identifiable Workplace Skills)
• Wisconsin Developmental Guidance Model Competencies (Department of Public Instruction)

In designing its developmental guidance program, a district could choose to use one or more of these sets of standards or competencies or could develop a unique, local, and independent set of competencies. The cross-references should, however, still prove useful to the district in locating appropriate activities. In total, these cross-references contain more than 200 competencies most of which should match those in any unique, local set.
Searching for Activities

You can search for activities that meet your needs by choosing items in any or all of the following categories: grade level, curriculum, learning standards, competencies and resource types (Figure 4.4). You can also enter text to find activities that contain a word or phrase.

Most teachers begin their search using the grade level category as their first choice. To choose items within a category, first click on the category name along the left side of the screen, then click the checkbox next to the item name. At any time you may click on View Results to see which activities match your choices (figure 4.5). In order to get the best list, you may wish to choose only those items that matter to you the most. Keep these things in mind as you search:

- Do not use the browser back arrow or the links at the top of the screen while searching. Use the links within the search to move about.
- You do not need to make choices from every category. If you choose nothing from a category, the search will not be restricted to any of the items in it, and the effect will be the same as choosing all in the category.
- As you add choices within a category, the number of matching activities will increase. This is because you will find activities that match any of the choices. For instance, if you choose both Kindergarten and Grade 7, you will see those activities that are appropriate for kindergarten as well as those for grade 7.
- When you add choices in different categories, the number of matching activities will decrease. This is because the resulting activities must match the items in all the categories. For instance, if you choose adult, you will see a large number of activities. If you then choose the curriculum Mathematics, you will see only those activities appropriate for adults in math.

Using Competencies in Your Search

Various national and state sets of competencies can be used in your search. To work with a particular set, click on Competencies, and then click on the name of the set at the top of the page. A list of the activities in that set will appear. The sets of competencies included in this site are:

- The National Standards for School Counseling Programs - The American School Counselor Association (ASCA) Standards and Competencies were developed by the Association “to be the essential elements of a quality and effective school counseling program.” They are based upon the belief that the “primary goal of the school counseling program is to enhance student achievement and accomplishment”
- SCANS Competencies: SCANS (the Secretary’s Commission on Achieving Necessary Skills) contains the competencies identified by the Commission (formed by the Secretary of Labor) to identify the types of skills required to enter employment in the postindustrial age
- NCDG Competencies: The National Career Development Guidelines (NCDG) were developed by
the National Occupational Information Coordinating Committee (NOICC). These Guidelines include competencies that should be met by students in a school district’s career development program

- WDGM Competencies: The Wisconsin Developmental Guidance Model (WDGM) Competencies were developed after Wisconsin found the NOICC Competencies to be too complex. The WDGM Competencies include only nine competencies that are to serve as the major direction for the school district’s counseling program

- Education for Employment: In Wisconsin, the Education for Employment movement was a precursor to School to Work. The “standards” identified in Education for Employment were institutionalized by the Wisconsin Legislature in 1993 and are intended to direct school programs in preparing youth for employment.

Using Wisconsin Learning Standards in Your Search
The Wisconsin Learning Standards are available for English Language Arts, Mathematics, Science, and Social Studies. To work with a particular set of standards, first click on the set name at the top of the page and a list of the Standards in that set will appear. Click on the appropriate standard to select it. If you would like a complete file containing the Wisconsin Standards, you can view and save a PDF file containing them.

Using Resources in Your Search
Using the Resources category allows you to restrict or include in your search those activities that have or do not have certain characteristics. For example, you may wish to include activities that use a worksheet. The Resources category allows you to do so; or, alternatively, you may wish to exclude activities that require a worksheet and could also do so in this category. Other characteristics include whether books or workbooks are used, whether computers are used, whether community or business people are involved, whether your faculty or staff are needed, whether the activity involves a game scenario, whether the activity uses the Internet as a resource, whether parents, guardians, or other family members are involved, and whether a video is used.

Search Results and Activity Contents
Matching activities are listed in a table that gives the title, a brief description, and the relevant grade levels (Figure 4.5). The activity title is a link to a page with the full description of the activity. On that page you can also access a version of the activity which is formatted for download and printing. Any associated worksheets or information documents are included and can be printed for use in your classroom (Figure 4.6).

From the description page you can also submit comments on the activity or read comments others have made (a checkmark icon indicates that someone at your site has commented on that activity). The Briefcase icon allows you to add an activity to your online Briefcase for future reference. Simply click on Add to Briefcase.

Each “Regular Activity” in Classroom Activities contains the following completely developed sections:

- **Introduction:** Contains a brief description of the activity emphasizing its purpose

- **Materials and Preparation:** Contains a list of all materials needed to carry out the activity. It will often include common ordinary items, such as pencils, paper, scissors, as well as commercial materials, such as the Occupational Outlook Handbook
• **Objective (specific student competency):** Describes the major student goal or purpose of the activity. This statement is usually very specific
• **Teacher Activities:** Provides a very detailed list of steps that the teacher undertakes to present the activity. Generally, activities involve five to ten steps
• **Student Activities:** Provides a parallel list of steps that are taken by students in the activity. While these steps are not directly related to each step taken by the teacher, they follow the same logical sequence
• **Assessment (specific student performance):** States the type of behavior students should be able to exhibit upon completion of the activity
• **Related or Outside Activity:** Indicates any tasks that are outside of the classroom and any assistance students may need. This section also provides suggestions on subsequent or follow-up activities that students may undertake to reinforce the objectives of the activity
• **Related Standards:** Provides the list of the competencies that are met by participating in the activity. Most activities satisfy more than one competency with each set

**Workbooks**
The Workbooks page has links to a variety of materials published by Wisconsin Careers. Included are:

- A Parent Guide
- Career Destinations
- Career Exploration Workbook
- Career Directions
- Financial Aid
- Going to Work
- Prep...for your Future
- Passport to Employment.

You may print these out for use in constructing your own activities.

**Professional Development**
Look under **Professional Development** for training and conference opportunities, along with other helpful links.

**Training**
Regional WISCareers Training is offered at several locations throughout the state (Figure 4.7). Regional Training is divided into two sessions—Basic Training in the morning and Advanced Training in the afternoon. Basic Training provides participants with an introduction to the many features of WISCareers, and also includes a section about the Career Planning Explore module for middle school students. Advanced Training includes instruction on managing the site, including how to generate usage reports, set up groups, and access student Lockers. You can attend one session or both. We recommend that you complete Basic Training before taking Advanced.

To register for a Regional WISCareers Training, select the date and location you’d like to attend and then complete the form. You will receive registration materials from Wisconsin Careers within a week. If...
you need to change your registration later (e.g. cancel it or enroll a colleague) please do this no later than two days prior to the training date. If a session is full, please contact us to be placed on a waiting list. If a training session is cancelled, we will let you know as soon as possible.

Please contact us directly to schedule free training at your location.

Conferences
This section includes a link to the annual Center on Education and Work Careers Conference in Madison.

Best Links
Here you will find helpful links to various organizations and trade/professional groups.

Support and Resources
Getting assistance with and promoting usage of the WISCareers website is easy (Figure 4.8). Under Support and Resources, you’ll find login instructions, frequently asked questions, and other resources to help you. Don’t forget to email us for WISCareers posters! Add your school’s logo to your WISCareers site! Look under Customizing to find out how.

News and Views
Find career and education related new articles in this section. Keep up on current trends in employment and education.

Site Usage Reports
The following reports offer summaries of your users and their activity on the WISCareers website (Figure 4.9).

Site Usage
Get a report on the WISCareers site usage.

Locker Usage
The percentage of students who have saved an item in each available Locker location and the average number of items saved.

Occupations of Interest
Show a list of the occupations for which information was most frequently requested at your site.

Institutions of Interest
Show a list of the schools for which information was most frequently requested at your site.

List Student Accesses to Occupations
List Student Accesses to Educational Institutions
List the names of students who have accessed information on an occupation or institution. These lists can
be used to inform students of opportunities that the school makes available to students interested in a particular occupation or school.

**Access Individual Student Lockers**
Look at the contents of a student’s WISCareers Locker or leave mail in the Locker for the individual.

**Message Center**
*The Message Center* lets you enter an announcement or assignment that you want to be shown to your students when they login to the WISCareers website (Figure 4.10). It also lets you leave a mail message in an individual student’s Locker using Locker Mail.

![Message Center](image)

**Figure 4.10**