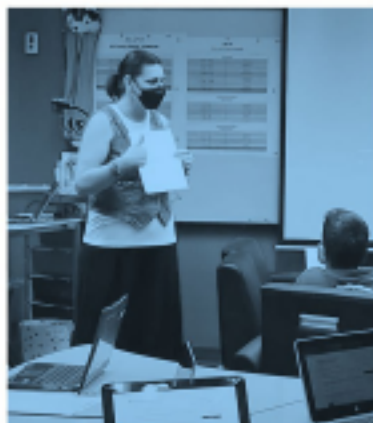
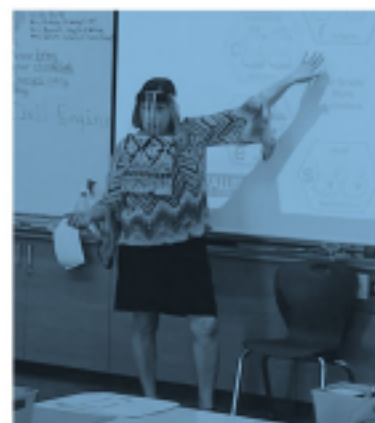


# EXEMPLARY TEACHING PRACTICES

TEACHER CASE STUDIES  
OF THE WORLD OF WORK  
CAJON VALLEY UNION  
SCHOOL DISTRICT



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## Overview & Goals of the Study

The vision of the Cajon Valley Union School district is “Happy kids, living in healthy relationships, on a path to gainful employment.” In summer 2021, the district was interested in identifying exemplary teaching practices among teachers who were identified as skilled in adopting the *World of Work* (WoW), the curriculum supporting the district’s vision. The World of Work uses the “Mission of Me” framework (see Figure 1), a model which strives to 1) provide students with holistic opportunities to explore and reflect on their strengths, interests and values (self-awareness), 2) explore their academic and career journey, and 3) learn to share their story of their experience, education and skills, especially as it relates to potential career path.



Figure 1. The Mission of Me framework.

When starting the World of Work curriculum, teachers, students and family are introduced to the *RIASEC*, or Holland Codes<sup>1</sup>. Holland’s six personality types include Realistic (R), Investigative (I), Artistic (A), Social (S), Enterprising (E) and Conventional (C). The *RIASEC* becomes the common language of the WoW program, and the reference by which stakeholders gain self-awareness to continue on their academic journey.

For this study, the district also sought to understand how exemplary teachers were internalizing the World of Work, and wanted to develop case studies that could be used for professional development with other teachers. Finally, the district wanted to understand what rewards and challenges these teachers were experiencing with the WoW curriculum, as well as any recommendations the teachers might have to improve the WoW curriculum and experience overall.

## Summary of Methods

Six teachers were identified, observed, and interviewed over a two week period in fall 2021. The teachers were identified in advance by Cajon Valley staff as each having successfully integrated the World of Work into their classroom using exemplary teaching practices. They had also expressed an

understanding of the language, including the RIASEC, and the overall purpose of the World of Work. Each teacher had at least one year of experience teaching WoW. Teachers were intentionally selected to represent multiple grade levels, from first to eighth grade. Teachers were selected from Title I and non-Title I schools in the Cajon Valley Union School District.

<sup>1</sup> The Development, Evolution, and Status of Holland's Theory of Vocational Personalities: Reflections and Future Directions for Counseling Psychology." Journal of Counseling Psychology, 57(1), 2010, 11–22.

#### 4 | EXEMPLARY TEACHING PRACTICES: TEACHER CASE STUDIES OF THE WORLD OF WORK

Research instrumentation included 1) a teacher interview questionnaire including 14 open-response questions, and 2) a standard lesson plan template that included lesson objectives, materials, WoW level (a sequence of 1-4 phases), and instructional activities. Each teacher agreed to participate in the case study. The data set for each teacher included a video recording of one in-class observation lasting approximately one hour, one in-depth interview with Jacobs Institute research staff, and a lesson plan that had been shared in advance. Video recordings and interviews were transcribed into two-column format. Transcribed data were coded using a grounded theory approach, focusing on inductive codes to represent teachers' experiences with WoW<sup>2</sup>. Open coding was used to label exemplary teaching practices and identify themes in the teachers' internalization of WoW. A minimum of two Jacobs Institute research staff coded interview and observation transcripts, and came to agreement on major themes as a means to increase validity. This work is an in-depth look at the teaching practices of six elementary and middle school teachers, and results do not generalize to high school teachers and students or other school districts. However, it is important to recognize that qualitative research serves as an important mechanism to engage in inclusive education via highlighting underrepresented voices, illuminating the important context and "... the nature of classrooms as socially and culturally organized environments for learning,"<sup>3</sup> as well as how those contexts meet the needs of students.

## Teacher Case Studies

Each case study includes a brief biographical overview, the ways in

Each teacher had at least one year of experience teaching WoW. Teachers were intentionally selected to represent multiple grade levels, from first to eighth grade. Teachers were selected from Title I and non-Title I schools in the Cajon Valley Union School District.

which that teacher had internalized WoW as part of their teaching practice, a generalized theme of how that internalization manifests in their teaching practice, a lesson plan, and identified exemplary practices. Teachers also provided a discussion of rewards and challenges as well as recommendations for the district. The case studies can be used independently as part of a teacher professional development workshop or as a collection for larger study or group learning.

<sup>2</sup> Grzanka, P. R. (2021). The shape of knowledge: Situational analysis in counseling psychology research. Journal of Counseling Psychology, 68(3), 316–330.

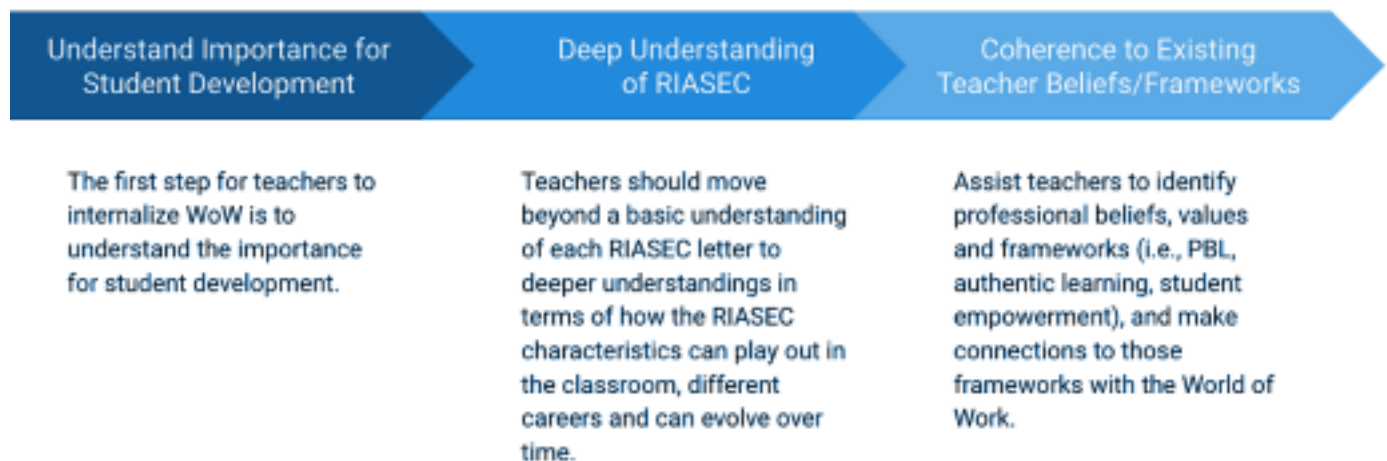
<sup>3</sup> Kozleski, E. (2017). The uses of qualitative research: Powerful methods to inform evidence-based practice in education. Research and Practice for Persons

## Analysis: Exemplary Teaching Success Factors

**Exemplary Teaching Practices.** Twenty-one exemplary teaching practices, both curricular and pedagogical, were noted and categorized across teachers (see Appendix A). Many of these practices are grounded in research-based best practice, such as meta-cognitive reflection or the use of portfolios to demonstrate learning outcomes.<sup>4</sup> What distinguishes these practices is the unique ways teachers use those practices to support the WoW curriculum and Mission of Me, in particular.

**Internalizing the World of Work.** A unifying characteristic of each teacher was the internalization of the WoW, "...the nonconscious mental process by which the characteristics, beliefs, feelings, or attitudes of other individuals or groups are assimilated into the self and adopted as one's own."<sup>5</sup> The district was seeking to understand how teachers moved from willingness to participate in WoW towards internalization as part of their daily practice. During the one-on-one interviews, we asked the teachers such questions as, "Tell us about your journey learning to teach the World of Work," "How are you using the WoW curriculum in your classroom?" and "Can you describe any teaching philosophies, theories or frameworks that guide your teaching style with WoW?" The teachers described their internalization as a process of exposure to the World of Work that required 1) understanding why the curriculum is important to student development, 2) deeply understanding each RIASEC code, and 3) a coherence to their existing practices and/or belief systems as an educator. Coherence<sup>6</sup> is the alignment between new information with existing strengths (teaching practices), interests as an educator, and values (belief systems).

Figure 2. Supporting teacher internalization of the World of Work.



<sup>4</sup>Winne, P. H., & Azevedo, R. (2014). Metacognition. In R. K. Sawyer (Ed.), *The Cambridge handbook of the learning sciences* (pp. 63–87). Cambridge University Press. <https://doi.org/10.1017/CBO9781139519526.006>

<sup>5</sup><https://dictionary.apa.org/internalization>

<sup>6</sup>Lindvall, J. & Ryve, A. (2019). Coherence and the positioning of teachers in professional development programs. A systematic review. *Educational Research Review*, 27, 140-154.

**Applying the Mission of Me Framework to Teacher Development.** If we apply the Mission of Me framework (see Figure 1) to understand exemplary teaching development in this context, we noted alignment between helping teachers identify their

own strengths, interests and values (coherence to existing teaching frameworks), their academic and career journey involved trying a WoW lesson, creating their own WoW materials, or inviting parents to participate, for example, and these case study



interviews and video observations gave the teachers an opportunity to share their “story,” as a means to articulate their learning. This district may want to further explore the Mission of Me model as an explicit framework for teacher development, thus assisting teachers to further internalize the model for their own students.

## Rewards & Challenges

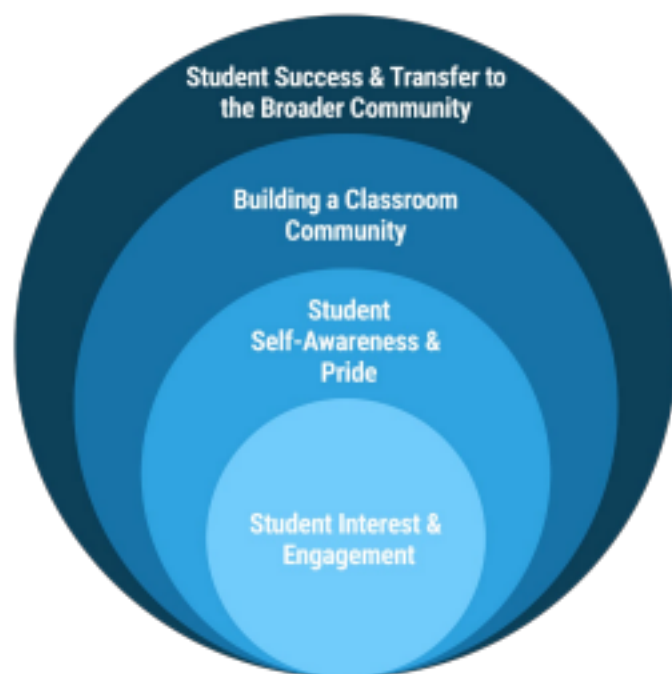
The rewards experienced by interviewed teachers were powerful and helped serve to support the internalization of WoW as a life-changing experience for themselves and their students. Teachers discussed rewards in terms of:

- 1) supporting student interest and engagement,
- 2) students developing self-awareness and the resulting pride,
- 3) the building of classroom community, and
- 4) the culminating student success and transfer of learning to the broader community, including the students’ families (see Figure 3).

There were also some challenges that the teachers identified related to the WoW. Several of the teachers discussed challenges with initially getting started, before they were familiar and comfortable with the language and content. In a similar way, some of the teachers mentioned that it could be challenging for some teachers to get comfortable with the level of flexibility and freedom that is possible in implementing the WoW. They also expressed a need for support locating and developing resources and activities, managing time constraints, and funding materials to supplement

The rewards experienced by interviewed teachers were powerful and

helped serve to support the internalization of WoW as a life-changing experience for themselves and their students.



WoW lessons. *Figure 3. Teacher reported rewards of using the World of Work.*

## School & District Recommendations

The exemplary teachers who participated in the study provided several recommendations for the district that they believe will further the mission of Cajon Valley and promote the underlying goals of the WoW. These include but are not limited to:

1. Implementing professional development opportunities for teachers that are intentional in addressing why the

WoW is so essential

2. Incorporating on-site models to increase the WoW coach-teacher ratio at each school within the district
3. Identifying strategies to leverage existing structures and the utilization of online resources in the form of a WoW repository
4. Expanding outreach efforts to build quality

community-school-family partnerships

5. Institutionalizing WoW planning time for teachers to work individually and/or collaborate with colleagues in the same grades or within the same educational subjects.

Professional development was viewed as a critical element to ensure effective WoW implementation. The majority of exemplary teachers in the study conveyed that professional development efforts must be intentional when sharing with their colleagues “Why” the WoW matters in terms of the rewards gained. Providing professional development opportunities should aim to serve another distinct purpose. These opportunities need to equip Cajon Valley faculty with the tools and confidence to deliver high-quality instruction and support strategies to build the WoW within their existing curriculum.

The majority of exemplary teachers in the study conveyed that

professional development efforts must be intentional when sharing with their colleagues “Why” the WoW matters in terms of the rewards gained.

## SECTION 1:

# TEACHER CASE STUDIES

## CASE STUDY 1:



### Exemplar Teacher: Richard Coleman

Richard Coleman is currently a fifth grade teacher at Chase Avenue Elementary, which is a Title I school. Richard moved to this school after 18 years teaching at Meridian. Richard made this move about four years ago, which is when he was introduced to the World of Work (WoW). Although Richard has previously taught at other elementary grade levels, he believes that WoW is not grade-level specific.



## Theme: Promoting Strengths and Diversity through Teamwork

Richard Coleman fully grasps the importance of promoting students' individual strengths to create a cohesive group dynamic. "...the most powerful unintended consequence is where they're actually seeking out people, not only do they know what their own strengths are, but they're seeking out those of their classmates..."

By placing students with various RIASEC interests into diverse groups, Richard enriches the classroom by increasing innovation and promoting students' intellectual potential.

"We did it with Illumina here in San Diego, the Genomics company, and we look at in any organization, it's a combination of these people with all these different skills that are working together to make the whole better, and when they see that, they realize, gosh, it's a team, and you have this natural teambuilding, and then, when we do an activity in the class, like a project-based learning activity, this is the best thing that's ever happened that I've noticed, is we talk about developing a sense of community in classrooms, and every teacher knows how powerful that can be, but when you have students on a project where there's a speaking component, there's an artistic component, there's an organizational component, there's an investigative component, there's a hands on building component, and they're on a team, and not only do they know what they want to do, but they seek out the people who are good at that."

Richard attests that the diverse group dynamics contribute to equitable learning opportunities by recognizing and building on each student's strengths, abilities, and experiences<sup>7</sup>.

<sup>7</sup> Lieberman, M. D., Rock, D., Grant Halvorson, H., & Cox, C. (2015). Breaking bias updated: The SEEDS model. *NeuroLeadership Journal*. [https://www.scn.ucla.edu/pdf/Lieberman\(2015\)Neuroleadership.pdf](https://www.scn.ucla.edu/pdf/Lieberman(2015)Neuroleadership.pdf)

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"Well, I've seen what they gain, but my hope is that they'll be in a better understanding, particularly of their own strengths and interests. They'll gain a better understanding that they have a place in the world, that they have a place in the classroom when we're doing activity and their community here, and that they also realize that teamwork and the use of other people's strengths and people coming together with their — into a whole with their strengths and interests can be greater than what they can do on their own, and then also just also the idea that there's a multitude of jobs out there and careers that they can relish in and that they'll be good at and they'll find something they're interested in, and I think back — and also that it will kind of help their track and their decision making."

## Richard's Internalization of WoW: Open the Box to a Movement, Not a Curriculum

Richard's internalization of WoW began with a simple question: "What's in that box?" After exploring the box (a box containing WoW career development resources provided by the district), Richard and his classroom engaged in a natural exploration of the WoW.

"It was sitting in the front of my room and this student...she goes what's in that box. You know what? We were going to do this, but let's go ahead and open that up and see what's in there. Literally, that's how it happened and we opened it up....it became this kind of exploration, natural exploration about these different materials in this box"

Richard's internalization of the WoW led to his viewing of the WoW as a movement, not a curriculum. Richard stated:

"I call it a movement because it's more of a way of thinking than it is a specific set of standards and curriculum, and it's a different approach to what we think students should learn in K12 education...It's a game changer in the way we think about growth of a child and each child's

personal growth, and then also some unintended consequences were — or effects were the effect it had on me as a teacher. It really made me rethink what I’m doing with the students and what’s important and what’s maybe not important to do with them and the experiences that we have together.”

This shows that Richard uses the WoW as a way of framing the growth he sees in his children and as a way of redefining what education should teach.

Beyond the overarching WoW, Richard demonstrated a key understanding of foundational career development theories, suggesting that he further explored the purpose, research, and literature in this area as he internalized the WoW into his teaching philosophy. For example, Richard referred several times to John Holland’s (1997) theory.<sup>8</sup>

“... it starts with John Holland’s theories on strengths and interests, the RIASEC, the idea that people have a combination of certain strengths and interests that they have based on — certain strengths based on their interest...”

<sup>8</sup> Holland, J. L. (1997). Making vocational choices: A theory of vocational personalities and work environments (3rd ed.). Psychological Assessment Resources.

## Lesson Introduction

In this section, we report on a specific lesson taught by Richard Coleman in fall 2021. In the video links, you will see Richard implement the lesson plan described below.

*Table 1. Richard’s Lesson Plan*

Title of Lesson: Exploration and practice of Theme Park Engineer and Imagineer

Grade Level 5

The observed lesson shows Richard’s class initially learning and exploring the career of a theme park engineer. This lesson comes before planning and designing their theme park.

Learning Objectives  
WoW Level 1-2

- WoW Mission of Me •
- Academic & Career (Journey)
  - Self-Awareness (strengths/interests/values)
  - My Story (experience/education/skills)

Students will learn about the skills and RIASEC themes present in designing and creating theme parks. They will create a proposal for a theme based park and practice the design of that park. They will evaluate and compare their own strengths and interests with that of a theme park engineer or imagineer. They will also make connections to classmates strengths and interests during the group project creation phase.

Learning Materials Needed

- Various tools for creation

### Instructional Activities

- Group discussion and partner talk (Video 1, 1:20, 3:12, 16:53)
- Responses via PearDeck and other Google apps. (Video 1, 17:28)
- Eventual creation of a model theme park using hands on materials, or coding programs such as Scratch. (not shown in this lesson)

<p>Technology Used</p> <ul style="list-style-type: none"> <li>• Computer</li> <li>• Google apps (PearDeck)</li> <li>• Scratch</li> </ul>	<p>Assessments of Learning</p> <p>Students evaluate the strengths and interests needed to be fulfilled in this career and practice the disciplines required.</p>	<p>Academic Content Covered</p> <ul style="list-style-type: none"> <li>• Language Arts</li> <li>• Science</li> <li>• Writing</li> <li>• Design</li> </ul>
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## Observed Exemplary

### Practices *Table 2. Timestamps of exemplary practices*

Exemplary Practice	<i>Description of Practice</i>	meaningful context that supports their comprehension. Timestamp	Video 2 (14:15) Discussion Questions
<i>Name/Category of Practice</i>		<i>Timestamp in video footage</i>	<i>Relevant questions to discuss during PD</i>
RIASEC Warmup and Reflection	The class started with applying RIASEC codes to course readings to “warm up” for more in-depth exploration.	Video 1 (01:20) Video 1 (06:14)	How can RIASEC be incorporated into introducing new lessons or starting the day in your classroom?
Time to be Career Curious	Richard provided structured time for students just to be curious and ask questions about a new career.	Video 2 (0:36)	How can you provide time for students to be curious?  What opportunities do you give students to drive the questions being asked?
Developing Academic and Career Language Proficiency Description	Richard Coleman demonstrated through out the lesson that vocabulary proficiency is best understood when students encounter the words in holistic dialogue and are provided with	Video 1 (05:46) Video 1 (09:34) Video 1 (10:40) Video 1 (11:00) Video 1 (14:25) Video 2 (05:40)	In what ways can teachers incorporate the RIASEC codes into their lesson plans to increase language development?

<p>Interdisciplinary Learning &amp; Teaching in the WoW</p>	<p>cultivated several subjects into the lesson plan and guided students through the exploration of various career pathways under one general field.</p>	<p>technological resources. Video 1 (06:16) Video 1 (10:20) Video 1 (11:00) Video 1 (13:46) Video 1 (21:00) Video 1 (22:41) Video 2 (08:05)</p>	<p>various occupational pathways under one career field?</p> <p>How can teachers develop RIASEC lessons that span across and/or address multiple subjects (math, language arts, science, etc.)?</p>
<p>Using Technology to Facilitate Real-time Reflections Richard Coleman</p>	<p>Richard Coleman promoted reflection and discussion in real-time by leveraging</p>	<p>Video 1 (23:10) Video 2 (00:00) Video 2 (05:33) Video 2 (08:50) What is the benefit of introducing students to</p>	<p>How can teachers use technology to facilitate real-time reflection and dialogue in their classrooms?</p>

## Additional Small Group Discussion Questions

How can you use the RIASEC to engage students in new lessons in your classroom?

What is the benefit of connecting RIASEC to new content, as Richard did with the interpretation of the Lawn Boy (a young adult novel)?

What is the benefit of teaching and learning about various terminologies used within a career field, or even generally within career development discussions?

How does placing students in small groups promote diverse perspectives and individual strengths?

## CASE STUDY 2:



## Exemplar Teacher: Emily Conner

Emily Conner is currently a middle school World of Work (WoW) elective instructor at Hillsdale Middle School, a non-Title I school. Emily first learned of WoW in her 20th year of teaching in the English/Language Arts subject area. Younger middle school students take her course for 12 weeks in a “wheel” structure while older students can elect to take a year-long version. Prior to teaching WoW as an elective, she taught one of the WoW careers, as was typical of her department, embedded in her ELA instruction. Emily also taught the RIASEC in English Language Development (ELD) classes and a RIASEC Inventory in an advisory capacity.

Emily describes her approach to teaching the WoW as a three-pronged approach that consists [1. RIASEC identification and experiences](#)

[2. SMART Goals and financial literacy](#)

[3. WOW Digital Portfolio with final My Path Project](#)

Emily’s approach engages students in self-regulated learning through setting SMART goals, monitoring goal progress, and engaging in reflection and evaluation at the end of activities and overall course performance. Self-regulated learning positively impacts learning and motivational outcomes<sup>9</sup>. Beyond self-regulated learning, Emily’s approach prepares students for real-world career decisions by having them define personal success and create a pathway that will allow them to experience that success.

### Theme: Students Paving Their Own Path to Personal Success

The primary theme that emerged from Emily’s interview was that she believes that the WoW is a way for each student to pave their own path to personal success. Further, she allows her students to decide what success means for them. Understanding personal definitions of success is important in preparing upcoming generations for work as there are shifts in expectations of what work time will look like<sup>10</sup>. Emily facilitates their exploration of different paths and uses the World of Work to help them define personal success using

<sup>9</sup> Lai, C.-L., Hwang, G.-W., & Tu, Y. -H. (2018). The effects of computer-supported self-regulation in science inquiry on learning outcomes, learning processes, and self-efficacy. *Educational Technology Research & Development*, 66, 863-892. <https://doi.org/10.1007/s11423-018-9585-y>

<sup>10</sup> Twenge, J. M. (2010). A review of the empirical evidence on generational differences in work attitudes. *Journal of Business & Psychology*, 25(2), 201-210. <https://doi.org/10.1007/s10869-010-9165-6>

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their strengths, interests, and values. Emily allows the students to have a key role in deciding what they will learn during the time in her class. Specifically, she asked her students “Look, we’re building the curriculum this year. What do you wanna learn?” She also includes student choice in several other elements of learning the WoW, stating:

“I really like to give my students options to personalize their learning and also personalize their demonstration of learning so that they can utilize the interests that they have and the skills that they have to best access and then understand and process information. I often will give my students choices as to the—a variety of things that they can use and then the way that they want to do a project.”

Another way that Emily helps students to make both the path and the definition of success personal is by engaging their family and the broader community. Family members took assessments to learn their RIASEC letters, and parents were invited to Emily’s class to share their career experiences for the students to Meet A Pro.

“Having parents come in and talk about—not only a career that they—I put in the form a career they have or they’ve had in the past. I’m hoping that really generates, and that then takes us to our Level 3, with the Meet A Pro, in a way that’s more personal than a stranger talking to us, if that makes sense. I looked at like, “How can I approach that in a way like, ‘Ooh, I’m also building that connection with our community, but also the Meet A Pro.”

## Emily’s Internalization of WoW: Learning With, Not Teaching To

Emily is open to learning with her students, and, therefore, is comfortable with learning new resources, platforms, or games as long as it makes learning relevant and authentic for her students. Emily internalized the WoW and fully became a learner in the WoW when she began designing the curriculum for her elective classes, a process she thoroughly enjoyed: “I fell so in love with the curriculum—well, I love making something that doesn’t exist, and I love designing curriculum. I fell so in love with it, and the kids reacted so positively to it that I was like, ‘Oh, my gosh. This is amazing.’”

Emily interacts with her students in several ways as a peer and comments on the way the WoW gives her this opportunity: “I’m able to have discussions with them about things they’re interested in. There’s a lot of room for table talk and exploration of new ideas.” Further, Emily shows her willingness to learn with her students in her flexibility to meet students’ interests and to make learning authentic, fun, and relevant. For example, Emily says:

“I often will replace videos that are in some things with videos that I find that I feel will appeal more to my students and their interests. I will make adaptations in some of—if I’ve gotten lessons from our World of Work curriculum, I’ll make adaptations in the way that it’s worded or some of the graphics. Again, looking at making it more interesting to my students as I—I really talk to them a lot to learn about them and kind of like where they are so I can really provide things that I think will interest them.”

This process of learning about and learning with her students in the context of the WoW has led Emily to find incredible satisfaction in the world and in her career, showing that she has internalized the mission of the WoW. She says:

“I’m the happiest I’ve been in 22 years, and I’m a pretty happy person. I love my job. I always have loved my job, but I don’t know of many teachers that can say at 22 years in, they are super—like this is the best time of my career. I feel really lucky. Again, I tend to be very positive and very high energy and upbeat, but it’s like this whole awakening that’s happened. I never thought I would wanna not teach English, and that is my passion. It’s just fun. It’s fun. It’s fun to teach. I don’t know. It’s just things happen...Somebody else was supposed to do it, and they backed out, and that’s



## Lesson Introduction

In this section, we report on a specific lesson taught by Emily Conner in fall 2021. In the video links, you will see Emily implement the lesson plan described below.

*Table 1. Emily's Lesson Plan*

<p>Title of Lesson: SMART Goal progress check and Interview a Pro</p>	<p>skills and practice Learning Objectives</p>	<p>designed to prepare students to meaningfully engage in a</p>
<p>Grade Level 7/8</p>		<p>Meet a Pro interview experience.</p>
		<p>WoW Mission of Me Academic &amp; Career (Journey),</p>
	<p>WoW Level 3</p>	<p>Self-Awareness (SIV)</p>
	<p>Meet a Pro; This lesson is</p>	

1. Learn how to maintain and track progress on SMART goals
2. Learn how to interview a professional and video the interview

### Learning Materials Needed

1. SMART goal Progress Chart
2. RoadTrip Nation Interview lessons
3. Student Interview Practice Sheet

### Instructional Activities

1. Charting Progress on SMART Goal progress chart (Video 1, 11:33)
2. Viewing and taking notes on Interview Skill videos (Video 1, 21:40)
3. Practice interview video with a peer (Video 2, 6:08)

<p>Technology Used •</p>	<p>Chromebooks • O*NET, CareerOneStop Assessments of Learning NA</p>	<p>Academic Content Covered • Reading • Writing</p>
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# Observed Exemplary

## Practices *Table 2. Timestamps of*

*exemplary practices*

Exemplary Practice	Description of Practice	Timestamp in video footage	Discussion Questions
<i>Name/Category of Practice</i>			<i>Relevant questions to discuss during PD</i>
Familial and Community Career Connections	Emily engages the local community and the families of her students in understanding interests and meeting a professional.	Video 1 (16:23)	Why is it important to include family and community connections in the WoW? How can they be included beyond "Meet a Pro"?
Authentic Skills Practice	Students practice authentic interviewing skills as well as the use and integration of several forms of technology.	Video 2 (6:08)	What authentic skills can your students practice?
Self-Motivating Strategies for Work Satisfaction	Emily has her students reflect on examples of how they can self-motivate.	Video 3 (10:40) Video 3	How does self-motivation relate to the goals of the WoW?
Setting Goals and Monitoring Work Progress	Emily engages students in goal setting and progress monitoring related to a realistic goal.	(4:10)	What types of goals can students set related to the use of WoW in your classroom?
Description	Timestamp		

## Additional Small Group Discussion Questions

1. How are you involving your students in the curriculum building or development process?

2. In what ways are you involving the families of your students in the learning of the RIASEC or the World of Work?
3. How can you include SMART goals in the WoW in your classroom?
4. What is the benefit of including goal setting, progress monitoring, and reflection in the context of the WoW?

## CASE STUDY 3:



## Exemplar Teacher: CholeAnne Dilgard

CholeAnne Dilgard currently teaches at Fuerte Elementary school, which is not a Title I school. Fuerte departmentalizes, meaning CholeAnne only teaches reading and writing. We observed CholeAnne teach fourth grade students. CholeAnne entered teaching as a second career after first pursuing a degree in business and working in marketing, a career pathway that she shares with her students in explaining why it is important to explore your interests.

### Theme: Integration for Purpose and Connection

CholeAnne demonstrated and recognized the art of integration for making the World of Work work in her classroom. She recognizes integration as a way to bring not only reading and writing concepts together but to also bring the students, adults, parents, and visitors to her classroom together. For example, CholeAnne stated the following:

“I’m huge on integration, and it has to integrate into what we’re doing, showing the kids possible careers that are out there related to the things that we’re working on and having them think of what RIASEC letters go with that career or researching different careers around topic.”

Through WoW integration, CholeAnne makes learning purposeful and has a context to explain the purpose behind different learning and instructional activities.

“I feel strongly about the kids knowing the purpose of everything they’re doing, and I’ll tell them the purpose or if they’re not sure of my purpose, they can ask. There is a purpose for everything we do. It’s not random.”

“I’m very purposeful. They know I don’t just hand them busy work. They know that we don’t just do any thing for no reason. Everything has a purpose and that purpose is to get them to where their goals are.”

Integration allows CholeAnne to discuss the purpose of learning activities, which is important to her as she structures her classroom and students’ learning experiences. However, integration allows not only connection to purpose, but also allows for social cohesion between students, between CholeAnne and her students, and between students and other adults in the classroom or community, connections that can enhance student learning, efficacy, and interest.<sup>11</sup> CholeAnne utilizes students’ strengths to create a classroom culture and mini-economy. We saw this in the following quote from CholeAnne as she discussed the RIASEC:

“It’s just a way to express themselves that we all understand, and like I said, it’s so cool when other adults

come in the classroom and speak that same language or sometimes when they bring big tours through, they have the little stickers on their badges, and they're like oh my gosh, I have that letter, too."

"We have supervisor leaders who are in charge of certain things and teacher leaders and environment leaders, and there's a whole wide variety of jobs encompassed in each of those roles. We've linked the RIASEC letters to each of those roles, and then they apply to the ones that best fit their interests and strengths, and it's just so much more rewarding."

## CholeAnne's Internalization of WoW: Finding a Common Thread Through the RIASEC

CholeAnne internalized the WoW as she became more familiar with the RIASEC. She felt a personal connection to the RIASEC and shared that "...if I would have really known my RIASEC letters well and thought about my strengths and passions, I would have known I should have been teaching. Instead, I got a business degree and have a wasted, well, not wasted, but a degree I don't use. I had to go back to school when I went 'Ah, I'm really supposed to be a teacher!'"

After reflecting on how the RIASEC could have influenced her personal career, CholeAnne was able to see the RIASEC as a common thread that can help her students explore their interests and futures. She said "I love how we can keep applying the RIASEC to ourselves and our book characters and obviously professions out there in the world that relate to things we're doing in the classroom, and there's just that common thread."

CholeAnne internalized the WoW by recognizing the RIASEC as a common thread through her past, reading and writing materials and activities in her classroom, and the goals she has for her students.

<sup>11</sup> Bouillion, L. M., & Gomez, L. M. (2001). Connecting school and community with science learning: Real world problems and school–community partnerships as contextual scaffolds. *Journal of Research in Science Teaching: The Official Journal of the National Association for Research in Science Teaching*, 38(8), 878-898. <https://doi.org/10.1002/tea.1037>

### Lesson Introduction

In this section, we report on a specific lesson taught by CholeAnne Dilgard in fall 2021. In the video links, you will see CholeAnne implement the lesson plan described below.

*Table 1. CholeAnne's Lesson Plan*

Title of Lesson: Narrative Writing/Fiction Reading Career Connection

Grade Level 4

## WoW Level 2

This lesson was taught after students were already familiar with RIASEC letters and had begun creating Me Trees in the leadership binders.

(Journey) Self-Awareness (strengths/interests/values) My Story

(experience/education/skills)

## Learning Objectives

WoW Mission of Me  
Academic & Career

Students will be able to analyze the RIASEC codes related to careers in publishing and connect their RIASEC strengths to a possible career of interest.

## Learning Materials Needed

Teacher provided information, student leadership binders, RIASEC letter copies

## Instructional Activities

Connection:

- Teacher will refer to current fiction reading and writing. (Video 2, 3:47)
- Students will brainstorm careers they think are related to publishing a book (partner talk/group share). (Video 2, 4:19)
- Teacher will show a variety of possible careers. (Video 2, 6:48)
- In small groups, students will read a brief description of one career and work to determine the associated RIASEC letters. The small group will prepare to briefly share with the class. (starts Video 2, 9:38)
- After groups share, students will consider their RIASEC interests and determine which career they would like to learn more about (partner talk). (Video 3, 16:43)

Moving Forward:

- Students will use the O-Net and possibly other resources to learn more about their chosen career
- Students will make a visual (slide, poster, etc) to teach about the career and their RIASEC connection

## Technology Used •

Chromebooks

## Assessments of Learning •

- Students, in small groups, will use their knowledge of RIASEC to analyze a career in order to determine the greatest strengths used in the career.
- Students will evaluate which career most closely aligns with their chosen RIASEC strengths
- Academic Content Covered •
- Reading
  - Writing

# Observed Exemplary

## Practices *Table 2. Timestamps of*

*exemplary practices*

Exemplary  
Practice

Effective use  
of metaphors

*Name/Category of Practice*



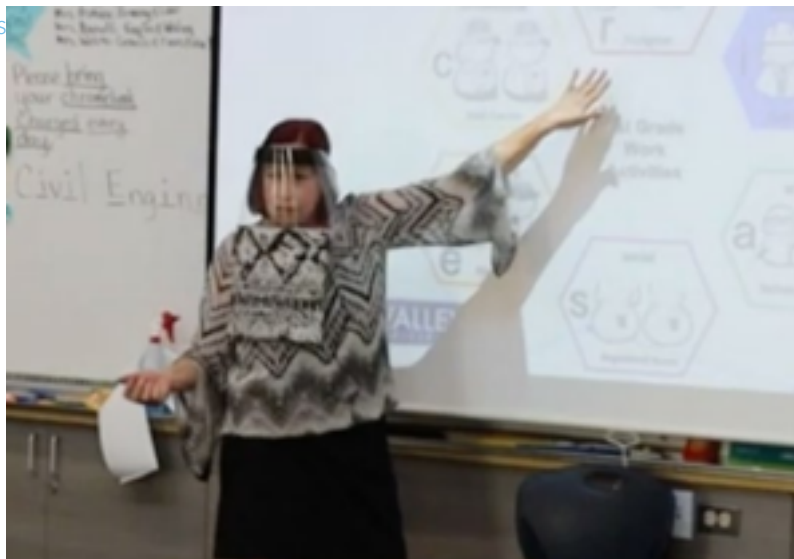
			Questions
	a "Me Tree" paper where they are encouraged to use aspects of the tree to identify their strengths, interests, etc.	<i>Timestamp in video footage</i>	<i>Relevant questions to discuss during PD</i>
Development of professional portfolios	Students have leadership binders in the classroom where they maintain different information about themselves as they explore with the RIASEC.	Video 1 (0:11)	How can metaphors help students explain or understand the concept of RIASEC or WoW?
Eliciting active listening and discussion activities to make connections between careers and pathways	Students participate in group presentations while those in the audience take notes that connect the information they are obtaining to their own RIASEC interests and strengths.	Video 1 (0:19) Video 2 (0:56) Video 2 (9:20) Video 3 (23:02)	How do portfolios assist with the assessment and evaluation of students? The progress and activities of the WoW program?
Description			
<i>Description of Practice</i>		Video 2 (4:16) Video 2 (5:00) Video 2 (8:15) Video 3 (0:08) Video 3 (2:28) Video 3 (16:14) Video 3 (22:36) Discussion	What are active participation strategies most effective on student learning?
Students develop			

"Reciprocal teaching groups" -- Utilizing group dynamics to make RIASEC associations with career pathways (idea generation and exchange through	social interaction) Students are put into groups to discuss a career pathway and three RIASEC letters they associate with that career.	Video 2 (9:11) Video 2 (10:18) Video 2 (14:16) Video 3 (3:18) Video 3 (16:14)	implement inside or outside of the classroom that helps students learn to guide group discussions?
		What instructional activities can you	

# Additional Small Group Discussion Questions

1. What are (dis)advantages of reciprocal teaching and learning in the WoW?
2. How have you encouraged students to actively participate in WoW activities?
3. Think about a recent lesson you have completed with your class. How can you encourage students to explore deeper using the WoW?
4. CholeAnne's lesson asks students to work backward looking at all of the different careers involved in producing a book. How could you create a similar lesson for your subject area?

## CASE STUDY 4:



# Exemplar Teacher: Victoria Jones

Victoria Jones is currently a first grade teacher with approximately 20 years of teaching experience, and she is in her fifth year of teaching the World of Work. Victoria teaches at Lexington Elementary, which is a Title I elementary school. Victoria has taught the WoW in third grade in addition to her first grade classroom as well as in an afterschool setting. During the first year that Victoria encountered WoW, she was approaching her 15th year as an educator and actively sought out new strategies to foster student learning and engagement. The WoW curriculum allowed her to accomplish this goal. As an instructional coach, she has shared her experiences and excitement for teaching with her peers. She has also engaged in WoW focus groups and collaborated with school administrators and district leaders to bring consistency and innovation to the WoW curriculum.

Victoria approaches the World of Work as something to be implemented daily into students' learning. Ideally, she plans WoW lessons for 40 minutes each day. Victoria's direct instruction of the WoW focuses on the careers to be learned for first grade. Each career takes approximately one month to learn. Though Victoria does focus on specific careers, she integrates the World of Work into multiple content areas, including reading, writing, science, and math. She also allows for each of the RIASEC letters to be experienced within each of the careers covered with her students.

## Theme: Equitable Opportunities for Self-Exploration, Integration, and Innovation

One of the main themes that emerged in Victoria's interview is that all students deserve the opportunity to explore themselves and their interests. Victoria has been a champion for all students having access to the RIASEC, and using the WoW to differentiate learning for her students. Victoria differentiates based on readiness and interest, an approach shown to enhance academic performance and motivational outcomes<sup>12 13</sup>. Further, she talks about how the RIASEC can be accessible for all learners:

<sup>12</sup>Gheysens, E., Coubergs, C., Griful-Freixenet, J., Engels, N., & Struyven, K. (2020). Differentiated instruction: the diversity of teachers' philosophy and praxis to adapt teaching to students' interests, readiness and learning profiles. *International Journal of Inclusive Education*, 1–18. <https://doi.org/10.1080/13603116.2020.1812739>

<sup>13</sup>Lai, C.-P., Zhang, W., & Chang, Y.-L. (2020). Differentiated instruction enhances sixth-grade students' mathematics self-efficacy, learning motives, and problem-solving skills. *Social Behavior & Personality: An International Journal*, 48(6), 1–13. <https://doi.org/10.2224/sbp.9094>

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“We have students on IEPs with special needs. We have students who are second language learners. We have high and low students academically. The motivated, the unmotivated, the ones that are struggling readers, and I noticed that with Reader's Theater that there are different roles with each particular scenario—and they all align

to the RIASEC, ALL students are able to access the program...I noticed that in each particular vignette, there were roles that could address all of the different types of needs of students. I just felt like even my kids that were nonreaders, whether they were on IEPs and didn't really know how to read, were a couple of grade levels below—or several grade levels below, or new to the country, they could actually act out their role.”

Victoria has been a champion for all students having access to the RIASEC, and using the WoW to differentiate learning for her students.

Another essential theme that arose from the interview with Victoria is the need for teachers to integrate the WoW curriculum and RIASEC codes with existing content standards.

“As teachers integrate the World of Work into existing programs with the district...that's where the tie-in—

that's where they can actually—that's how I see myself using the program to where it can actually help the teachers prepare the students academically, while helping them to prepare for their future. I think it's a win-win. It requires integrating the World of Work program into the content standards."

Victoria also discusses how teachers are often hesitant to engage in the WoW curriculum because it seems like an additional task. However, she explains that it does not have to be viewed as an additional burden. Through changing one's mindset, they can begin to look at the WoW as integration meeting innovation. It is an opportunity to be creative and take ownership of your teaching and lesson planning.

"The possibilities are endless. I think it really depends on teacher craft and creativity. I think it's up to us to know the standards and to know how to best integrate and weave them into the World of Work. That's where the teachers can actually say, "Okay, how can I tie this into what I'm already doing?...It's just a matter of having that working knowledge of what your standards are and saying, "Oh, I can tie this in. I can use this resource.""

## Victoria's Internalization of WoW: Purpose-Driven Language and Learning

Victoria internalized the World of Work through (a) participating in WoW focus groups, (b) teaching WoW at multiple grade levels, and (c) collaborating closely with grade-level peer teachers. In this way, Victoria internalized the WoW as a framework in which she could integrate specific content standards to create equitable access. Victoria gives several detailed examples of how she teaches multiple subjects, multiple WoW levels, and multiple RIASEC letters within the time spent covering a single career included within the original WoW materials.

Victoria stated that she does this not because she has to, but because she believes in the WoW. Victoria said "I'm doing it because I believe in the program and how it gives students a purpose and context for learning." She repeatedly discussed the way the WoW makes learning meaningful for students and how that has led to her engagement in the WoW as well as her students' engagement:

"I could teach it forever. I love it because of how the students respond positively to the program. I'm all about students being excited about learning. It's really neat that they get to learn about themselves, and we get to teach them as they're learning about themselves."

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Lastly, Victoria described how the WoW allows school to do what it was meant to do:

**"This is meaningful work. This is part of preparing these kids for life. School should be where we prepare our kids for life."**

Giving context and meaning is important for enhancing students' learning performance as well as their motivation for the content.<sup>14</sup>

Victoria has personally connected with the RIASEC codes and expressed how identifying their code has assisted in developing lesson plans and opportunities for collaboration within the community, "I'm social, S for Social, so I love it because the kids can actually learn from real people that are doing the job and ask them any kinds of questions that they want." She has expressed how introducing the RIASEC has impacted how she frames her language with students, taking into account how powerful language is in shaping the minds of youth. More specifically, that it is vital to frame questions and language in a way that you promote exploration and not conformity.

"The mind is so powerful. If it gets stuck in their minds that, "Oh, I want to be this when I grow up," then that's all they may want to focus on, instead of being open to other careers. Or they may think 'My parents want me to be this.' Then it's almost like, "Okay, the adults expect me to do this." Or, 'I think this is really cool, so this is what I want to be when I grow up.' Well, we want kids to have the freedom to explore and

not feel like they have to decide. That's why I truly believe in the World of Work program. I love that they can try on different careers, and we're not asking them to choose what they want to be when they grow up. Students are given opportunities to learn without any pressure or expectations to make life choices."

<sup>14</sup>Herrington, J., Parker, J., & Boase-Jelinek, D. (2014). Connected authentic learning: Reflection and intentional learning. *Australian Journal of Education, 58*(1), 23-35. DOI: 10.1177/0004944113517830

## Lesson Introduction

In this section, we report on a specific lesson taught by Victoria Jones in fall 2021. In the video links, you will see her implement the lesson plan described below.

*Table 1. Teacher's Lesson Plan*

Title of Lesson: Design and Build a Building for a Career Professional  
Learning Objectives

Grade Level First

This lesson occurs after the students have initially learned about civil engineers, chose a career professional, and drew a building design. This lesson occurs at the end of covering the "civil engineer" career for first grade.

WoW Mission of Me  
Academic and Career  
(Journey)

WoW Level 2  
2 and 4, Simulation and Practice

Students will be able to design and build a building for a specific purpose, i.e. an animal shelter/hospital for a veterinarian.

### Learning Materials Needed

- Worksheet for building design
- Written description of the building and the name of the career professional.
- Magna-Tiles
- Career professional for each student

### Instructional Activities

- Teacher will guide students through a slidedeck. (Video 2, 01:30)
- Students will think about how civil engineers help people. (Video 2, 07:43)
- They will watch a video about civil engineers. (Video 2, 08:12)
- Each student will draw their building design for the career professional they pre-selected. (Not included in the observed lesson)
- Then they will build their building with Magna-Tiles. (Video 2, 16:53)

Technology Used • Career OneStop Videos • SlideDeck

Assessments of Learning • Students design the building where their career professional will work. • They built the building with

Magna-Tiles. Academic Content Covered • Listening and speaking • Presentation literacy

## Observed Exemplary

Practices *Table 2. Timestamps of exemplary practices*

Exemplary Practice	Description
<i>Name/Category of Practice</i> RIASEC Reflection within Same Career	<i>Description of Practice</i>
Adaptability in WoW Activities	Victoria adapts the activity as students are working to include working in pairs based on the same career professional.
Self-Reflection on Career Interests	Mindful Future Career Language



Victoria's students were studying the career of civil engineer but she connected this to multiple RIASEC letters.

to learn more about themselves and what they like.

### Timestamp

*Timestamp in video footage*

Victoria speaks with individual students and asks them reflection questions regarding their interest in a certain career field.

Video 3 (0:08)

Victoria's students were given a smiling and frowning face to guide their reflection on their interest in the career studied.

Video 2 (22:06)

Victoria advises students that they have the ability to change their career interests over time. She explains that they are not being expected to make a concrete choice but to engage in the process

Video 2 (22:50) Video 4 (0:07)

Video 2 (13:26) Video 2 (16:10)

### Discussion Questions

*Relevant questions to discuss during PD*

How can creating room for flexibility in your lesson plan contribute to holistic learning opportunities for students?

Why is it important to show how other RIASEC letters are included in one career?

Why does Victoria have students reflect on whether they liked or didn't like a specific career?

Why is it important for teachers to be mindful of the future career language they use when engaging their students in the WoW?

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Essential Career Questions Victoria used essential questions to guide students through

building their buildings. She referred to those questions one-on-one as she walked around the

room and in group reflection. Video 2 (20:18) Video 2 (22:33) Video 3 (13:57)

Why is it important to show how other RIASEC letters are included in one career?

## Additional Small Group Discussion Questions

1. How can you incorporate the RIASEC into a lesson you are already planning to teach?
2. What is the benefit of having multiple subject areas connected to one topic, like Victoria did with the career of civil engineer?
3. How would Victoria's lesson look for your students? What adaptations would you need to make? What would you do differently?
4. How has the pandemic impacted your delivery of the WoW and RIASEC curriculum?
5. How would teachers benefit from workshops (or a repository) that discusses the functionality of and/or

capabilities of new and innovative online learning resources?

6. How can teachers consider students' gender, age, (dis)abilities, and/or other intersecting factors such as cultural backgrounds in the adaptation of their WoW lessons to accommodate those demographics?

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## CASE STUDY 5:



## Exemplar Teacher: Neil Saffer

Neil Saffer is an elementary grade teacher at Madison Elementary School, a Title I school. Neil currently teaches fifth grade at Madison.

### Theme: A Trifecta Approach: PBL, ePortfolios & Demonstrations of Learning

Neil conceptualizes the WoW within a three-phase approach to teaching and learning in his classroom. Each phase in Neil's approach is supported by educational research. The first phase is project-based learning, which historically demonstrates positive learning outcomes for students at various grade levels<sup>15</sup>. The second phase is using an e-portfolio for students to display and reflect on their work, which facilitates self-regulated learning<sup>16</sup>. The final phase in the approach Neil uses for the WoW is presentation literacy to show demonstrations of learning, which represents authentic professional skill development<sup>17</sup>. Below, Neil describes this approach in his own words:

“There’s three things that I intentionally do for the World of Work. One would be my project-based learning assignments that we do. Like group projects. The second one is that I have my students keep an e-portfolio all year long. Basically they are going through the year and as we go through the year, there’ll be certain assignments that they’ll upload to their e-portfolio, and basically it’s their own website to keep exemplary work for the whole entire year. Kind of like you would do for high school or college. Then also the third aspect would be, here at Madison we do what are called ‘demonstrations of learning’ at the end of the year where they will use those assignments that they’ve kept all year long on their website, and then we have a big speech at the end of the year where each student will get up and basically demonstrate their learning.”

<sup>15</sup> Chen, C.-H., & Yang, Y. C. (2019). Revisiting the effects of project-based learning on academic achievement: A meta-analysis evaluating moderators. *Educational Research Review, 26*, 71-81. <https://doi.org/10.1016/j.edurev.2018.11.001>.

<sup>16</sup> Chang, C.-C., Liang, C., Chou, P.-N., & Liao, Y.-M. (2018). Using e-portfolio for learning goal setting to facilitate self-regulated learning of high school students. *Behaviour & Information Technology, 37*(12), 1237–1251.

<sup>17</sup> Berkelaar, B. L., O’Connor, E. A., & Schneider, C. M. (2019). Round-robin presentations: Increasing opportunities for public speaking in large lectures and beyond. *Communication Teacher, 33*(2), 145–150.

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We identified this approach as a theme to Neil’s interview because he mentioned this approach first in describing his experiences teaching WoW, how he uses the WoW curriculum, and again in explaining how students experience the different levels of WoW in his classroom. This three-phase approach is integral to the WoW in Neil’s classroom and to how his students experience it.

### Neil’s Internalization of WoW: Finding the WoW in You

As Neil described the WoW, it was clear that he was not implementing isolated activities. Neil described the WoW as a lens or grid to view learning. He further explained how he found a place for himself - his teaching style and philosophy - in the World of Work. Before being introduced to the World of Work and beginning in 2010, Neil aligned his teaching with project-based learning. Neil quickly saw the connection between what he did and who he was as teacher and what he could do with the WoW. In this way, Neil found himself in the WoW.

To show this journey in Neil’s own words, we provide the following quotes from our interview with him:

“I had my project-based learning that I had done a little bit prior to the World of Work even coming about. Then pretty quickly I saw a cross over in how I could integrate World of Work thinking, the RIASEC interests, strengths...into what I was already doing. That added to the projects and gave me a whole new way of presenting it to the kids and the way that the kids reflected on their work within the projects.”

“I’ve gotten really into project-based learning since 2010. When I came to this school, it was kind of an emphasis. That was before even World of Work. I developed these projects and stuff like that, and I’ve gotten new project ideas from the actual World of Work given by our district.”

Neil was able to internalize the WoW in this way because he felt that the WoW offered “the freedom to bring my own strengths and my own teaching style to it.”

## Lesson Introduction

In this section, we report on a specific project taught by Neil Saffer in fall 2021. In the video links, you will see Neil implement the lesson plan described below, showing the culminating Zoo projects of his class.

### *Table 1. Neil's Lesson Plan*

Title of Lesson: Design and Build a Building for a Career Professional

Grade Level 5

This lesson plan describes the Zoo Theme Park Project. Our observation captures students in the role of job candidates presenting their final designs.

WoW Mission of Me  
My Story  
(experience/education/skills)

Learning Objectives  
WoW Level Level 2  
Simulation

- Rotation #1 (20 minutes): Students will finalize their respective tasks in the Zoo Project (see attachment: Zoo Project Checklist), while I meet with my "Conventional" group to approve their Budget & Line Plot Poster.
- Rotation #2 (20 minutes): Students will rehearse their Zoo Project presentation as a group in preparation for next week's final proposal. Each student will present on their ability to use their RIASEC interest to help them complete their task in the Zoo project.

## Learning Materials Needed

- Zoo Project notebook, poster board, etc (art/coloring materials)

## Instructional Activities

- Rotation #1: Students will work on their own particular Zoo project task. I will meet with my “Conventional” group to approve their Budget & Line Plot Poster.
- Rotation #2: Students will work in their group to rehearse their parts in preparation for next week’s final proposal presentation. Each student will present on their ability to use their RIASEC interest to help them complete their task in the Zoo project

## Technology Used • Chromebook

- Video and audio editing

## Assessments of Learning •

Create a mathematically correct and organized Budget & Line Plot Poster

- Each group will have rehearsed their numbers) & Line Plot (data Zoo project group presentation in organization)

preparation for next week’s final proposal presentation. Each student will present on their ability to use their RIASEC interest to help them complete their task in the Zoo project

## Academic Content Covered •

Math: Budget (Multiplying multi-digit numbers) & Line Plot (data organization)

- Presentation Literacy: Students rehearse their part of the presentation in preparation for the final proposal presentation next week.

- Additional: students will have used many cross curricular skills like writing, reading fluency, web design, and many more in their respective tasks.

# Observed Exemplary

## Practices *Table 2. Timestamps of exemplary practices*

Exemplary Practice	Description of Practice	the personal traits they will need to effectively take on leadership positions in coordinating a project from beginning to end.	Video 1 (3:48) Video 1 (11:30) Discussion Questions
Name/Category of Practice  GRASPiNG the RIASEC	Neil uses the RIASEC within the GRASP (Goal, Role, Audience, Situation, and Product) technique to design project-based assignments throughout the year for students to actively engage in meaningful real-world scenarios.	Timestamp  Timestamp in video footage	Relevant questions to discuss during PD
Practicing Professional Presentation Literacy	Neil promotes presentation literacy by having the students present their projects to the class which prepares them for public speaking in formal settings.	Video 1 (2:26)	What are the benefits and/or challenges to implementing project-based learning in the WoW?
Project Management and Evaluation in the WoW  Description	Neil encourages the use of project management skills which benefits the students with their competencies of the RIASEC codes and introduces them to	Video 1 (14:00) Video 2/3 (the entire Video 2 consists of student presentations and ends on Video 3 at 4:00)	How does increasing presentation literacy prepare a student for higher level grades and/or various career pathways?  What are other ways that you can use the

ideas of project  
management and

evaluation to

help students

explore  
career pathways?

reflection

Neil has his students develop an  
e-portfolio that promotes a deeper  
level of learning by having them  
showcase their growth and  
achievements over the academic  
year.

Video 3 (4:11) Why is it important  
to emphasize growth  
within the WoW?

ePortfolio Skills and RIASEC

## Additional Small Group Discussion Questions

1. In what ways does an academic ePortfolio capture aspects of a student's life, experiences, socio-cultural history, interests, and/or personal perspectives?
2. What types of resources might you need to implement project-based learning in your classroom?
3. What authentic problems can you identify with students in your classroom to structure project-based learning experiences in the WoW?
4. What would your three phase approach look like to incorporate WoW with your teaching style?



## CASE STUDY 6:



### Exemplar Teacher: Shelly Smith

Shelly Smith is a first grade teacher with 17 years of on-the-job experience. Five of those years have been dedicated to engaging in the World of Work (WoW) curriculum. She teaches at Rios Elementary Computer Science Magnet School, a Title I school in the Cajon Valley Union School District. Multiple grade levels in the school are currently working to build out computer science career grids for WoW. Shelly has also served in the capacity of a WoW facilitator to share WoW knowledge with fellow educators, staff, and administrators. Through active participation in WoW, she has advanced a culture of teaching and learning to improve students' academic and career aspirations, especially via the RIASEC party.

## Theme: Deep Understanding of RIASEC is the Foundation of WoW

One of the strongest themes that emerged from Shelly's interview is that she believes that a deep understanding of the RIASEC codes is the foundation of WoW, and that the language of the RIASEC and trying on the jobs, "doing it," are the keys to using WoW in the classroom. Understanding the RIASEC, in Shelly's class, means understanding yourself and your interests, an understanding that research shows is associated with motivation, behavior, and performance in academic and career fields<sup>18</sup>. Further, just "doing it" or, allowing students to engage in practices and activities is an effective way to promote student learning<sup>19</sup>. These key themes are supported not only by research, but by Shelly's personal experiences, as described in the sample quotes below.

Specifically, Shelly refers to the language of the RIASEC stating:

"I specifically mean the codes and the ways to describe them because we all kind of interpret them a little bit differently unless we dive deeper into it. What I've noticed is people tend to automatically, when they think of social, they think of like that social butterfly description of somebody and not so much the connection and the helping and the wanting to teach and build those relationships part of the social,

<sup>18</sup> Su, R. (2020). The three faces of interest: An integrative review of interest research in vocational, organizational, and educational psychology. *Journal of Vocational Behavior*, 116B, Article 103240. <https://doi.org/10.1016/j.jvb.2018.10.016>

<sup>19</sup> Van Campenhout, R., Johnson, B. G., Olsen, J. A. (2021). The doer effect: Replicating findings that doing causes learning. *Proceedings of eLmL 2021: The Thirteenth International Conference on Mobile, Hybrid, and On-line Learning*.

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and so it's automatically, 'You talk a lot. You're social,' and so it is the language of understanding what each letter really means and being able to articulate it."

She emphasizes the importance of repetition in making the RIASEC language common, comfortable, and everyday in classroom conversations:

"It's one of those things that you have to keep bringing back up, keep bringing back up. It becomes a part of the almost daily conversation. It pops up so much if you're using it kind of the way I think you should be. Then it just becomes a natural flow and part of everything that we're doing in the classroom, and it's just— my comfort level with it is just because I've been using it so much.

The more I say it, the more I feel comfortable saying it, and that's how my kids feel."

In the classroom, Shelly builds the RIASEC foundation by having students partake in hands-on exploratory activities, having students pair their interests with their skills to discover career pathways they might not have considered otherwise. She refers to the importance of trying things out from both a student perspective, "... trying things out, figuring things out, problem solving, perseverance, those kinds of skills that are really needed at those younger ages," and, a teacher perspective, recommending to her fellow teachers "I would encourage hands-on trying things out and even asking the kids to help plan some of the ideas and figure out what they could do for the careers...The kids were trying on the jobs of selling the flowers, of building the bouquets, of doing all of the things that we were hands-on actually doing it to decide if we liked it or not, so when I approach the World of Work, I always approach it from a viewpoint of we need to try it on."

## Shelly's Internalization of WoW: Restorative Reframing

In Shelly's classroom, the World of Work, especially the RIASEC, is the lens for understanding her students. She specifically discussed how RIASEC helped her reframe her understanding of student attributes and behaviors in a more positive way.

“When I first started understanding the RIASEC, I started making some connections with the way that we think about the students in our class and those enterprising students. We never thought enterprising was a positive attribute. We thought it was more like bossiness or coming across as instigating or—we viewed it in a negative way. I think the RIASEC lets us view all of our positive interests and focus in a more positive light so that we can see it as a good thing and not see those negatives and pin the negatives on our students. We can see it in a positive light.”

In this way, WoW led to a restorative reframing of behaviors previously viewed as negative in the classroom culture<sup>20</sup>. Shelly progressed to internalizing WoW as she trained other teachers as a WoW facilitator in the district and as she saw students transfer RIASEC identification to family members. Shelly stated, “They can articulate their understanding of it and see the beauty in themselves and in everybody else around them, and they have that language to kind of explain it.”

<sup>20</sup>Winn, M. T. (2013). Toward a restorative English education. *Research in the Teaching of English, 48(1)*, 126–135. <https://www.jstor.org/stable/24398649>

## Lesson Introduction

In this section, we report on a specific lesson taught by Shelly Smith in fall 2021, her fifth year of teaching the World of Work. In the lesson below, Shelly illustrates the important theme about the RIASEC codes as the foundation in the World of Work by revisiting the RIASEC codes with students. In the video links, you will see Shelly implement the lesson plan described below.

*Table 1. Shelly Smith’s Lesson Plan*

Title of Lesson: Revisiting the RIASEC

Learning Objectives

Grade Level First

implemented early to introduce the RIASEC. Shelly does this lesson periodically to allow for ongoing exploration of the RIASEC and changes over time.

WoW Mission of Me Self-Awareness (strengths/interests/values); Interests (RIASEC)

WoW Level 1 - Exploration. This lesson may be

- Students will claim their current top RIASEC theme code and explain why they claim it.

### Learning Materials Needed

- RIASEC descriptor cards
- Hands-on activities for each theme code of the RIASEC
- The Important Thing About the RIASEC book
- Colored post-it notes and pencils
- Student Chromebooks with Seesaw program

## Instructional Activities

- Whole group discussion using the RIASEC descriptors (Video 1, 0:46)
- Students will help to figure out where the hands-on activities should be placed so that they match the correct RIASEC theme code (Video 1, 10:30)
- Whole group read The Important Thing About the RIASEC book (Video 1, 17:35)
- Students will participate in hands-on activities in small groups (begins 23:30)
- Whole group discussion with students reflecting on the RIASEC activities of the day (Video 2, 17:33)

## Technology Used •

Chromebooks

- Seesaw

## Assessments of Learning •

Students will choose their current top

RIASEC theme code and will add a

post-it note with their name on it to the

current RIASEC tracking display. •

Students will take a photo on their

Seesaw account with the RIASEC

hexagon of their current top

theme code, record their reason for

claiming the code and explain why/if it

## Academic Content Covered •

Math

- Science

- Writing

- Art

- Presentation Literacy

# Observed Exemplary

## Practices *Table 2. Timestamps of exemplary practices*

### Exemplary Practice

*Name/Category of Practice* Meta-cognitive reflection on favorite RIASEC codes

### Description

Creation of new WoW materials

### Description of Practice

Repetition of RIASEC language

Shelly created laminated descriptor cards and a book to teach her students the purpose of the RIASEC. In the timestamps, she reviews the descriptor cards with images, reads the book with her class, and utilizes wall posters with post-its.

Student self-reflection on their RIASEC interests

Shelly facilitates a group discussion using the laminated descriptor cards with the RIASEC codes. During this time she repeats the codes as they discuss the types of careers associated with each code.

Shelly guided the students to reflect on their RIASEC interests, including explaining their interests and any changes since the last time.

Shelly facilitates a group discussion where students are encouraged to reflect upon the RIASEC codes and activities to inquire about changes in their interests.

Students used SeeSaw to reflect on their favorite code of the day, and used PostIt Notes to show if their favorite code changed.

### Timestamp

### Timestamp in video footage

Video 1 (00:51) Video 1 (17:47) Video 2 (21:00)

Video 1 (00:51) Video 1 (17:47)

Video 2 (17:36) Video 2 (21:00)

Video 2 (17:34) Video 3 (00:07)

Discussion Questions

*Relevant questions to*

Share examples of materials you have created for your own lessons. What additional materials would be helpful for the school or district to provide?

In what ways have you used repetition in key terminology to reinforce the World of Work (in discussion, writing activities, posters around the room, etc)?

To what extent have you explored the depth of each RIASEC code with your students?  
Share additional

strategies you've used to support student self-reflection on their current interests, codes, and how those have evolved over time.

## Additional Small Group Discussion Questions

1. Discuss how you would vary a RIASEC party for students at your particular grade level?
2. How has teaching the RIASEC changed how you view your students, yourself?
3. What was the most challenging part of implementing RIASEC or the WOW in your classroom and why? How did you overcome this challenge?
4. What did you learn about your local community by engaging in RIASEC or the WoW curriculum?
5. How can (have) you use(d) RIASEC or the WoW to better foster relationships with your students/families/colleagues/ administrators/community organizations?
6. How have you supported your colleagues with their understanding of RIASEC or the WoW curriculum?

## SECTION 2:

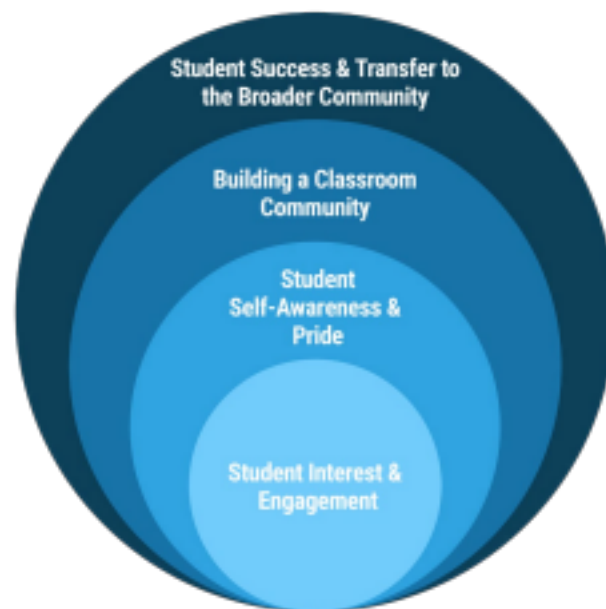
# REWARDS & CHALLENGES USING THE WORLD OF WORK

The rewards experienced by exemplary teachers were powerful and served to support the internalization of WoW as a life-changing experience for their students. Teachers discussed rewards in terms of 1) supporting student interest and engagement, 2) students developing self-awareness and the resulting pride, 3) the building of classroom community, and 4) the culminating student success and transfer of learning to the broader community, including the students' families (see Figure 3). Each of these rewards areas are described below and supported with example quotes from the teachers.

## Student Interest and Engagement

The first and most internal level of reward was a feeling that several of the teachers shared, the satisfaction of seeing their students

interested and engaged in learning about class content, about themselves, and about different careers. For example, Emily stated, "I think that's been the most rewarding that it's easy for them to get interested in something that's all about them, as long as it's presented in a way where they have time to do that and explore."



## and Pride

*Figure 3. Teacher reported rewards of using the World of Work.*

## Students' Self-Awareness

The students' interest and engagement in learning about themselves allows them to develop an awareness of their strengths, interests, and values, which contributes to feelings of pride. CholeAnne stated that this process was the most rewarding aspect of WoW. She said, "The kids' knowledge of themselves and the pride in who they are is — I love the self confidence it gives them." Similarly, Neil commented that, "Students find out their interests. They find out their strengths. They discover their values. It encourages and in some ways demands self-reflection, rather than just going through the motions." Shelly recognized this in her first grade students, stating that it is rewarding, "...seeing how proud the kids get when they can explain the RIASEC and they can—they're so excited to say who they are and what's important to them."

## Building a Classroom Community

Richard recognized that as students become more aware of their own strengths and interests, they also learn to recognize the strengths and interests of peers in their classroom. This understanding of the importance of different strengths allows students to build a classroom community. In Richard's words, "The most

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rewarding thing is seeing the community, the building of the community of the classroom, the organic building of the community, where they're having these experiences, they're learning about each other's strengths, and then they're seeking each other out for their expertise in that area, to me that's — I did not even think that was going to happen really, and that's probably the most powerful thing is that development of that sense of community, and it was done really with little instruction by me."

## Student Success & Transfer to Broader Community

Victoria found it rewarding to witness student successes with the World of Work. She spoke of several students who have made real world connections that led to real world actions and social change. One student realized, through her experiences with the RIASEC, that her definition of artistic could be expanded. The student expanded her definition of artist to include journalism, and she practiced that career by starting a news channel for her school that she then produced at home with the help of her family during the pandemic. Another student realized that animals were also struggling after a natural disaster and that overcrowded shelters on the East Coast were sending animals to the West Coast for care. The student was enterprising and started a company to raise money for local animal shelters. Victoria mentioned that she could speak of more stories, and it was clear that these stories were rewarding and motivating to her.

Shelly Smith found a sense of reward in the transfer of knowledge that she sees in her students using the RIASEC letters to understand those around them, such as their parents:

"Seeing how proud the kids get when they can explain the RIASEC and they can— they're so excited to say who they are and what's important to them, and then it really gets awesome when they transfer that to telling me about their mom, what they think their mom's RIASEC is, or what they think their dad's RIASEC is. They're like taking those skills and transferring it to other people that they know, and they know 'em so well that they're like, "Wow! I think my mom's enterprising 'cause she's a real estate person, and she convinces people to buy the houses."



In each case, success stories and transfer of knowledge, teachers feel rewarded when they see their students' understanding of their own strengths and interests applied to and authentically impacting the broader community around them.

Teachers were able to articulate several challenges related to teaching and implementing the World of Work, including understanding the true intent of WoW, challenges with resources and time, getting started, and trusting yourself as the educator. Often as teachers discussed challenges, they were also able to articulate ways they or the district could address them.

## Debunking WoW Myths

Debunking WoW myths refers to challenges that teachers have in countering beliefs that their peers have about the WoW. For example, one reported myth is that the WoW has students commit to a career path early. However, exemplary teachers know that this is not the purpose, intent, or outcome of WoW.

As Richard Coleman shared, "The most challenging for me is probably getting colleagues sometimes to see that it's — to understand what's really going on, that it's not about just teaching a kid about a career and it's not about — it's not about a kid choosing their career at this age, and it's hard — it's hard for some people just to see that sometimes."

## Needs Around Resources and Activities

Some teachers expressed needing more support to find activities and resources. Richard Coleman expressed the need, especially for newer teachers, "New teachers and people don't have as much experience maybe with just general lesson planning might need stuff that's already prepared a little bit....Here's some activities you can do, and we have that, but they need to be accessed very easily and be on some district website where you're having to click all through here, through there. It's gotta be like here's where all the materials are." Shelly Smith stated that having materials or kits available would be one way to address the challenge of accessing materials due to funding. Further, Emily Conner commented on the challenges of needing digital and hands-on activities and keeping those activities and resources relevant. When this challenge was shared with the district, the district commented that they were aware of this challenge and

are actively working toward solutions with resources.

## Initial Integration

Several teachers, including Neil and CholeAnne, recognized the difficulty in getting started. For example, CholeAnne shared: “Challenging, I would say just, again, the integration, getting it integrated in, and it just takes time to get really comfortable, just jump in and start using the language, and the more comfortable I’ve gotten with it — and the more comfortable the kids have gotten with it, the more it just very easily comes up in conversation”

## Time

CholeAnne mentioned that another challenge is having planning time, which has been especially difficult the past two years. Victoria further recognized mandates for testing as a challenge but also recognized that this wasn’t a school or district issue but a national or statewide policy.

## Subjectivity Needs Creativity

Victoria perceived the most challenging aspect of using WoW to be the level of subjectivity that there is for teachers who implement the WoW. That subjectivity requires teacher creativity, where some teachers may prefer to be given more guidelines. Further, Neil echoed this statement saying that “The most challenging is....trusting that you really are being given the freedom to bring your own strength to the curriculum, and you can integrate it into the culture of your classroom in a way that fits you best.”

## SECTION 3:

# TEACHER RECOMMENDATION S FOR SCHOOLS/ DISTRICTS

## Teacher Learning

### 1. Answer the “why.”

Answer the “why” question so that teachers understand the purpose of why WoW is so important. Help teachers to imagine what education needs to look like now and how WoW fits into that image of education.

### 2. Learn the RIASEC codes.

Teach teachers the RIASEC and have them explore their RIASEC letters, using self-understanding as a starting point.

### 3. Implement training by grade level.

Focus on specific grade levels for implementation rather than whole schools.

### 4. Provide professional development time.

Give teachers professional development time and experiences to familiarize with the WoW materials and resources. There is a lack of planning time for teachers to spend time integrating into their current practices. Structure time for teachers to plan WoW activities and to connect with other teachers in their district.

### 5. Continue use of facilitators, expand coaching.

Continue to facilitate the WoW using WoW facilitators and consider expanding to on-site coaching. It would be helpful to have a coach who can work directly with teachers on things like

arranging simulations or Meet a Pro experiences. Provide peer mentoring for teachers who are just starting out.

## 6. Encourage individuality.

Keep encouraging teachers to bring their own strengths and implement it in a way that is best for them.

# WoW Curriculum

## 1. Develop a repository of resources.

Keep a repository of resources that are organized and labeled for grade levels and standards for teachers to access. Allow time to refresh resources, especially digital.

## 2. Adapt the program by grade level and schools.

Tailor the program by school/grade levels to make it relevant.

## 3. Expand the Launchpads.

Focus on specific grade levels for implementation rather than whole schools.

## 4. Fund or provide materials.

Teachers find it challenging to create materials or kits for RIASEC parties, and the district may support them by providing kits or funding for teachers to use for that and other WoW lessons.

## Appendix A: Exemplary WoW Teaching

### Practices Curriculum

<i>Category of Practice</i>			professional portfolios
Community Engagement	Portfolios	Metaphors: Effective use of metaphors	Portfolios: ePortfolio Skills and RIASEC reflection <i>Description of Practice</i>
Develop WoW Materials	Portfolios <i>Exemplary Practice</i>	Create RIASEC cards and a book	Emily engages the local community and the families of her students in understanding interests and meeting a professional.
Develop WoW Materials	Familial and Community Engagement: Career Connections	Portfolios: Development of	Students develop a "Me Tree" paper where they are encouraged to use aspects

of the tree to identify their strengths, interests, etc.

Students have leadership binders in the classroom where they maintain different information about themselves as they explore with the RIASEC.

academic year.

*Timestamp*

Video 1 (00:51) Video 1 (17:47) Video 2 (21:00)

Shelly created laminated descriptor cards and a book to teach her students the purpose of the RIASEC. In the timestamps, she reviews the descriptor cards with images, reads the book with her class, and utilizes wall posters with post-its.

Neil has his students develop an e-portfolio to promote a deeper level of learning by having them showcase their growth and achievements over the

Video 1 (16:23) Video 1

(0:11)

Video 1 (0:19) Video 2 (0:56) Video 2 (9:20) Video 3 (23:02)

Video 3 (4:11)

Pedagogy

Authentic Learning

Setting

*Category of Practice* Active

Authentic Skills Practice

Listening

*Exemplary Practice*

Coherence

GRASPing the RIASEC

Adaptation

Essential Questions Goal

Active listening and discussion activities to make connections between careers and pathways

Authentic Learning

Adaptability in WoW Activities

RIASEC Reflection within Same Career

Essential Career Questions

Setting Goals and Monitoring Work Progress	Students practice authentic interviewing skills as well as the use and integration of several forms of technology.	one-on-one as she walked around the room and in group reflection.	(2:26)
<i>Description of Practice</i>	Neil uses the RIASEC within the GRASP (Goal, Role, Audience, Situation, and Product) technique to design project-based assignments throughout the year for students to actively engage in meaningful real-world scenarios.	Emily engages students in goal setting and progress monitoring related to a realistic goal.	Video 2 (22:06)
Students participate in group presentations while those in the audience take notes that connect the information they are obtaining to their own RIASEC interests and strengths.	Victoria's students were studying the career of civil engineer but she connected this to multiple RIASEC letters.		Video 2 (4:16) Video 2 (5:00) Video 2 (8:15) Video 2 (20:18) Video 2 (22:33) Video 3 (0:08) Video 3 (2:28) Video 3 (13:57) Video 3 (16:14) Video 3 (22:36) Video 3 (0:08)
Victoria adapts the activity as students are working to include working in pairs based on the same career professional.	Victoria used essential questions to guide students through building their buildings. She referred to those questions		Video 2 (6:08) Video 1

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Language to Reinforce Key Concepts			their RIASEC interests
Language to Reinforce Key Concepts	Reflection	Practicing Professional Presentation Literacy	Meta-cognitive reflection on favorite RIASEC codes Victoria advises students that they have the ability to change their career interests over time. She explains that they are not being expected to make a concrete choice but to engage in the process to learn more about themselves and what they like.
Presentation Literacy	Mindful Future Career Language	Project Management and Evaluation in the WoW	
Project Management	Repetition of RIASEC language	Student self-reflection on	Shelly facilitates a group discussion using the laminated descriptor cards with the RIASEC codes. During this time she



repeats the codes as they discuss the types of careers associated with each code.	leadership positions in coordinating a project from beginning to end.	their favorite code changed.	Video 2 (13:26) Video 2 (16:10)	Video 1 (3:48) Video 1 (11:30)
Neil promotes literacy by having the students present their projects to the class which prepares them for public speaking in formal settings.	Shelly guided the students to reflect on their RIASEC interests, including explaining their interests and any changes since the last time.		Video 1 (00:51) Video 1 (17:47)	Video 2 (17:36) Video 2 (21:00)
Neil encourages the use of project management skills which benefits the students with their competencies of the RIASEC codes and introduces them to the personal traits they will need to effectively take on	Shelly facilitates a group discussion where students are encouraged to reflect upon the RIASEC codes and activities to inquire about changes in their interests. Students used SeeSaw to reflect on their favorite code of the day, and used PostIt Notes to show if		Video 1 (14:00) Video 2/3 (the entire Video 2 consists of student presentations and ends on Video 3 at 4:00)	Video 2 (17:34) Video 3 (00:07)

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Reflection		questions regarding their interest in a certain career field.		reflect on examples of how they can self-motivate. Video 2 (22:50) Video 4 (0:07)
Small Group Learning	“Reciprocal teaching groups” -- Utilizing group dynamics to make RIASEC associations with career pathways (idea generation and exchange through social interaction)	Victoria’s students were given a smiling and frowning face to guide their reflection on their interest in the career studied.	Students are put into groups to discuss a career pathway and three RIASEC letters they associate with that career.	Video 2 (9:11) Video 2 (10:18) Video 2 (14:16) Video 3 (3:18) Video 3 (16:14)
Self-Motivation Self-Reflection on Career Interests	Self-Motivating Strategies for Work Satisfaction Victoria speaks with individual students and asks them reflection		Emily has her students	Video 3 (10:40)

