

STUDENT EDUCATION OCCUPATION PLAN

The Student Education Occupation Plan (**SEOP**) is a primary strategy for recognizing student accomplishments and strengths and for planning, monitoring, and managing education and career development in grades 7-12. This is achieved through an on-going partnership involving students, parents, school counselors, and other school personnel. The **SEOP** incorporates student information and competencies in the areas of *Self-Knowledge, Education and Occupation Exploration, and Education, Career, and Life Planning* to assist students in establishing educational and personal/life goals and to connect students to activities that will help them achieve their goals.

The **SEOP** involves a process and a product that are directed by individual student needs, educational needs and requirements, and realistic assessment. As part of the planning process, student interests, talents, achievements, and goals are reviewed in a conference with parents and a counselor (or other school personnel). Record of the planning process activities is kept in a personal portfolio or individual planning document.

Common elements of a successful **SEOP**

Process

Coordinated guidance curriculum activities - sequenced by grade level in the areas of:

- Self-knowledge
- Education and occupation exploration
- Education and career planning

Individual assessment:

- Aptitude, interest, and achievement

Parental involvement:

- Annual conference with the student, parent, and counselor

Well-defined objectives:

- Goal setting, plans to attain goals, and review of progress toward goals

Advisement

Celebrate the Student

Product

A student education and career oriented planning document which includes:

Evidence of school to work education and career goals

Written four-year education and career plan including:

- Skill development
- Graduation requirements
- Work based learning
- Course selections
- School-to-Careers goals

Evidence of Board of Education graduation requirements

Evidence of student, parent, and counselor participation in planning process

Record of **SEOP** planning process activities



SEOP Student Education Occupation Planning Process

7th Grade	EXPLORE	8th Grade	EXPAND	9th Grade	PLAN
<p>Counselor Coordinated</p> <p>Student/Parent Involvement in annual conferences with a counselor or other school personnel.</p> <p>Guidance Curriculum coordinated with <i>Technology, Life, and Careers</i> class (TLC) in the areas of:</p> <p>Self-Knowledge (may include: interest inventory, achievement test information, Planning My Future, Choices Jr., etc.)</p> <p>Educational/Occupational Exploration (may include: career exploration technology, classroom speakers, courses taken, hobbies, interests, talents, etc.)</p> <p>Educational/Career Planning (may include: decision-making, goal-setting, selecting relevant courses, a four-year plan, registration, etc.)</p> <p>Planning Document/Portfolio (a formalized written plan) to map student progress and document student achievement.</p>		<p>Counselor Coordinated</p> <p>Student/Parent Involvement in annual conferences with a counselor or other school personnel.</p> <p>Guidance Curriculum integrated with particular classes (English, social studies, etc.) in the areas of:</p> <p>Self-Knowledge (may include: interest inventory, achievement test information, Planning My Future, extra-curricular activities related to interests, talents, etc.)</p> <p>Educational/Occupational Exploration (may include: career exploration technology, classroom presentations, guest speakers, courses taken, hobbies, talents, etc.)</p> <p>Educational/Career Planning (may include: decision-making, goal setting, a four-year plan, graduation requirements, etc.)</p> <p>Planning Document/Portfolio (a formalized written plan) to map student progress and document student achievement.</p>		<p>Counselor Coordinated</p> <p>Student/Parent Involvement in annual conferences with a counselor or other school personnel.</p> <p>Guidance Curriculum in a careers class, or integrated with particular classes (English, social studies, etc.) in the areas of:</p> <p>Self-Knowledge (may include: Career Planning Profile (CPP) or other aptitude assessments (GATB, DAT), Choices Interest Checklist, extra-curricular activities that build on student interests, etc.)</p> <p>Educational/Occupational Exploration (may include: Choices, Utah Career Guide, Occupational Outlook Handbook (OOH), career days, guest speakers, etc.)</p> <p>Educational/Career Planning (may include: a four-year plan, progress toward graduation, career focus/goal, school-to-careers (STC) options, concurrent enrollment, early graduation, etc.)</p> <p>Planning Document/Portfolio (a formalized written plan) to map student progress and document student achievement; a vehicle for personal, educational, and career planning.</p>	

SEOP Student Education Occupation Planning Process

10th Grade	SET GOALS	11th Grade	DECIDE	12th Grade	APPLY
<p>Counselor Coordinated</p> <p>Student/Parent Involvement in annual conferences with a counselor or other school personnel.</p> <p>Guidance Curriculum in a careers class, "Skills for Success" class, advisory group, or integrated with English, social studies, etc., in the areas of:</p> <p>Self-Knowledge (may include: achievement test information, PLAN, Career Planning Profile {CPP} or other aptitude assessments, PSAT, COPS, Self Directed Search {SDS}, Choices, Choices Interest Checklist, personal interests, abilities, and skills, volunteer experience, etc.)</p> <p>Educational/Occupational Exploration (may include: career days, career fairs, parent/student information nights, Utah Career Guide, job shadowing, etc.)</p> <p>Educational/Career Planning (may include a review of: student plan, career goal, related courses, progress toward graduation, full range of school options [early graduation, academy programs, concurrent enrollment], school-to-careers {STC} options, etc.)</p> <p>Planning Document/Exit Portfolio (a formalized written plan) to map student progress and document student achievement; a vehicle for personal, educational, and career planning.</p>		<p>Counselor Coordinated</p> <p>Student/Parent Involvement in annual conferences with a counselor or other school personnel.</p> <p>Guidance Curriculum integrated in appropriate classes in the areas of:</p> <p>Self-Knowledge (may include: achievement test information, information on college entrance exams {ACT, PSAT, SAT}, Choices, resume building, portfolio, extra-curricular activities relative to student goals, work experience, etc.)</p> <p>Educational/Occupational Exploration (may include: advisory committees, career days, college fair, job shadowing, scholarship and financial aid information, etc.)</p> <p>Educational/Career Planning (may include a review of: student plan, career goal, related courses, progress toward graduation, full range of school-to-careers {STC} options [apprenticeship, military, two-year certificate programs, four-year college degree], etc.)</p> <p>Planning Document/Exit Portfolio (a formalized written plan) to map student progress and document student achievement; a vehicle for personal, educational, and career planning.</p>		<p>Counselor Coordinated</p> <p>Student/Parent Involvement in annual conferences with a counselor or other school personnel.</p> <p>Guidance Curriculum integrated in appropriate classes in the areas of:</p> <p>Self-Knowledge (may include: facing "reality" presentation, assessment information, ASVAB or other aptitude assessments, college entrance exams {ACT, SAT}, Choices and other career exploration technology, resume writing, portfolio, job seeking/keeping skills, etc.)</p> <p>Educational/Occupational Exploration (may include: job shadowing, internships, work-based learning, concurrent enrollment, labor market information, training programs, etc.)</p> <p>Educational/Career Planning (may include a review of: student plan, progress toward graduation, career goal, program/college/university admission application information, placement, etc.)</p> <p>Planning Document/Exit Portfolio (a formalized written plan) to map student progress and document student achievement; a vehicle for personal, educational, and career planning.</p>	

CELEBRATE THE STUDENT!

It is important to **CELEBRATE THE STUDENT** throughout the **SEOP** process as well as during the student/parent **SEOP** conference.

Focus on the student . . .

recognize and reinforce individual strengths, interests, talents and achievements!

Identify and discuss . . .

student needs!

Create the SEOP . . .

consistent with student information (strengths, weaknesses, grades, attendance, achievements, test scores if appropriate, etc.)!



ADVISEMENT . . .

Advisement provides continuity to the entire planning process. It is the means by which students, counselors, teachers, and parents maintain an organized understanding of where the student is and what needs to be done to help the student move forward and accomplish his/her goals. Advisement should be set up in such a way that students are the primary decision-makers about their futures.

Advisement occurs frequently throughout the school year and is less formal than the **SEOP** process and conference. It does not involve structured instruction in a large group setting, but provides for interaction with students on an "as needed" basis.

