

New York State Education Department

Career Plan

Commencement Level

1. Personal Data

Name: Sheehan, Anna
Student Identification Number:
School: New York Harbor School

2. Review of Student Career Plan

Grade Level	Date of Review	Student	Parent / Guardian	Teacher	Counselor	Other

3. Knowledge

A. Self-knowledge: 'Who am I?'

1. Interests: List your top three choices for each of the following areas of interest:

Grade Level	1a. Personal: <i>Out-of-school activities that you enjoy the most</i>	1b. Academic: <i>Classes or subjects that you enjoy the most</i>	1c. Work Preferences: <i>Working with people, ideas, and things</i>
9			
10			
11			
12	Harbor SEALs Quality Assurance Officer Research Intern		Ideas

2. Abilities: List personal skills and abilities that will be helpful in a career choice:

Grade Level	'My Personal Abilities...:'	'Career areas where my abilities will be useful...:'
9		
10		
11		
12	Arm, Hand, and Finger control Information and Pattern Recognition Number and Math Memory Spoken and Written Communication Idea Generation and Reasoning Abilities Attentiveness	Chief Executives Advertising and Promotions Managers Marketing Managers Sales Managers Public Relations and Fundraising Managers Computer and Information Systems Managers Treasurers and Controllers Financial Managers, Branch or Department Industrial Production Managers Quality Control Systems Managers

3. Personal and academic areas I need to strengthen:

Grade Level	'I need to strengthen...:'	'Steps I will take to strengthen these areas...:'
12	Public Speaking	

B. Career Exploration: *'Where am I going?'*

1. School and/or Community Experiences: *I have participated in the following school and/or community experiences:*

Grade Level	School and/or Community Experiences:	Skills Acquired through Experience:
12	AP Lit	Active Learning Active Listening Critical Thinking Reading Comprehension Speaking Writing Social Perceptiveness Complex Problem Solving
12	AP Calc	Active Learning Active Listening Critical Thinking Mathematics Reading Comprehension Troubleshooting Complex Problem Solving
12	Physics	Active Learning Active Listening Critical Thinking Mathematics Science
12	Civics	Reading Comprehension Writing Service Orientation Social Perceptiveness Judgment and Decision Making Active Learning Active Listening Speaking
12	Marine Biology and Research	Active Learning Active Listening Critical Thinking Learning Strategies Mathematics Monitoring Reading Comprehension Science Speaking Writing Coordination Service Orientation Social Perceptiveness Equipment Maintenance Equipment Selection Installation Operation and Control Operation Monitoring Operations Analysis Programming Quality Control Analysis Repairing Troubleshooting Complex Problem Solving

Judgment and Decision Making
Systems Analysis
Systems Evaluation

2. Work Experiences: *I have participated in the following work experiences:*

Grade Level	Work Experiences:	Skills Acquired through Work Experience:
12	Quality Assurance Officer	Active Learning Active Listening Critical Thinking Learning Strategies Mathematics Monitoring Reading Comprehension Science Speaking Writing Coordination Service Orientation Social Perceptiveness Equipment Maintenance Equipment Selection Installation Operation and Control Operation Monitoring Operations Analysis Programming Quality Control Analysis Repairing Troubleshooting Complex Problem Solving Judgment and Decision Making Systems Analysis Systems Evaluation
12	Research Intern	Critical Thinking Learning Strategies Mathematics Monitoring Reading Comprehension Science Active Learning Active Listening Speaking Writing Coordination Service Orientation Social Perceptiveness Equipment Maintenance Equipment Selection Installation Operation and Control Operation Monitoring Operations Analysis Programming Quality Control Analysis Repairing Troubleshooting Complex Problem Solving Judgment and Decision Making Systems Analysis Systems Evaluation

3. Careers of Interest and Characteristics: *I am interested in the following careers and have discovered the following information about these careers:*

Grade Level	Careers of Interest:	Education Requirements:	Skills I need to Acquire:	Work Environment:	Job Outlook:
12	Animal Scientists	Job Zone Five: Extensive Preparation Needed. Most of these occupations require graduate school.	Persuasion Negotiation Instructing Technology Design Time Management Management of Financial Resources Management of Material Resources Management of Personnel Resources	Investigative	It is projected that from now until 2026 this occupation will grow 0.2% per year.
12	Biologists	Job Zone Five: Extensive Preparation Needed. Most of these occupations require graduate school.	Persuasion Negotiation Instructing Technology Design Time Management Management of Financial Resources Management of Material Resources Management of Personnel Resources	Investigative	It is projected that from now until 2026 this occupation will grow 0.2% per year.
12	Environmental Scientists and Specialists, Including Health	Job Zone Four: Considerable Preparation Needed. Most of these occupations require a four-year bachelor's degree, but some do not.	Persuasion Negotiation Instructing Technology Design Time Management Management of Financial Resources Management of Material Resources Management of Personnel Resources	Investigative	It is projected that from now until 2026 this occupation will grow 0.2% per year.
12	Atmospheric and Space Scientists	Job Zone Four: Considerable Preparation Needed. Most of these occupations require a four-year bachelor's degree, but some do not.	Persuasion Negotiation Instructing Technology Design Time Management Management of Financial Resources Management of Material Resources Management of Personnel Resources	Investigative	It is projected that from now until 2026 this occupation will grow 0.1% per year.
12	Zoologists and Wildlife Biologists	Job Zone Five: Extensive Preparation Needed. Most of these occupations require graduate school.	Persuasion Negotiation Instructing Technology Design Time Management Management of Financial Resources Management of Material Resources Management of Personnel Resources	Investigative	It is projected that from now until 2026 this occupation will grow 0.2% per year.

C. Future Goals and Decision Making: 'How do I get there?'

1. Career Goals and Action Steps:

Grade Level	Goals: (resulting from career exploration activities)	Education Plan: (courses that relate to my career interests)	Action Steps: (what I need to do to accomplish my goals)	Check off completed steps:
12	Animal Scientists Biologists Environmental Scientists and Specialists, Including Health Atmospheric and Space Scientists Zoologists and Wildlife Biologists	Agriculture, General. Animal Sciences, General. Agricultural Animal Breeding. Animal Health. Animal Nutrition. Dairy Science. Poultry Science. Animal Sciences, Other. Range Science and Management. Environmental Studies. Environmental Science. Marine Sciences. Environmental Health. Environmental Chemistry. Atmospheric Sciences and Meteorology, General. Atmospheric Chemistry and Climatology. Atmospheric Physics and Dynamics. Meteorology. Atmospheric Sciences and Meteorology, Other. Wildlife, Fish and Wildlands Science and Management. Zoology/Animal Biology. Entomology. Animal Physiology. Animal Behavior and Ethology. Wildlife Biology. Zoology/Animal Biology, Other. Ecology.	Talk to someone who has this job Visit the jobsite Apprentice in the field Talk to my counselor Research this job at the library Get a job (part time /after school) in this field Talk with parents or other adults about my interests Research this job online with CareerZone Study this career in college	

4. Skills / Application 'What do I need to know?' 'What skills are important to me?' 'What am I learning?' 'Why am I learning it?' 'How can I use it?'

Directions: The following skills are needed to succeed in life, work, and education beyond high school. Using the scale provided, identify for each skill the level of achievement you believe you possess at the beginning of the commencement level and the level you believe you achieved by the end of your senior year. Briefly describe a classroom experience or an activity that helped you develop each skill and identify how each skill can be used in your life and future work experiences.

Skills	Beginning Skill Level I Possess	Experiences/Activities/Application	Final Skill Level I Have Achieved
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5. Culminating Activity

Directions: *Briefly describe the activity that you completed. Indicated the most important thing you learned about yourself through this activity. Describe how this self knowledge will influence your plans for the future.*

Activity	Self Knowledge / Future Plans