## Entrepreneurial Mindset

**Students see personal possibilities in the world of work.**

Protocol 7. Action steps — EMPLOYER ENGAGEMENT IN THE EDUCATION OF STUDENTS

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|  | | | Full  implementation |
| Explore | Lay groundwork | Begin implementation |
| With help from local private and public leaders, explore the types of opportunities available for student work-related experiences locally. Identify enthusiastic employers willing to partner with schools and provide leadership in arranging for work-related experiences for students. | Work with identified community partners to establish a network of business, government, and nonprofit employers that can work together to plan and provide student work-related experiences across all sectors. Collaborate with employers on training and compliance requirements. | Engage all students in at least one work-related experience as planned with community partners; the experiences should include at least three of the characteristics listed under full implementation (see [a]–[g] in cell to right). Students reflect on work-related experiences. | Local employers routinely collaborate with teachers and students to provide work-related experiences that have the following characteristics: (a) authentic, (b) recurrent, (c) highly valued, (d) varied, (e) contextualized, (f) personalized, and (g) available (i.e., beginning in elementary grades). |

Protocol 8. Action steps — CAREER EXPLORATION AND PLANNING

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|  | | | Full  implementation |
| Explore | Lay groundwork | Begin implementation |
| Explore ways to engage students in activities—including online tools such as CFWV beginning at middle school—that help students develop career awareness and to understand the dispositions, skills, and behaviors they will need for careers and life success. Look for linkages to content areas. | Engage in professional learning about the Student Success Standards for Career Development and Life Planning (WVBE Policy 2510). Encourage all teachers to try out online career awareness and decision-making tools and include linkages to careers and work while lesson planning. | All teachers participate individually or collaboratively in conducting at least two PBLs that integrate information about particular careers, content learning, and work-related experiences; beginning in middle school, the use of online tools also may be included. | All teachers acquire knowledge about careers through collaborative PBLs, employer-led, work-related experiences, and online tools; they regularly make career linkages to the content areas they teach. In high school, guidance counselors provide ongoing career counseling and other career planning resources. |

PROTOCOL 9. ACTION STEPS — STUDENTS AS ENTREPRENEURS

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|  | | | Full  implementation |
| Explore | Lay groundwork | Begin implementation |
| Explore resources available through organizations that have a focus on entrepreneurship education, such as the WVU and WVSU Extension Services, 4H, Future Farmers of America, US Association for Small Business and Entrepreneurship, and Virtual Enterprises International. | With community partners plan and conduct professional learning about entrepreneurship education. Plan how to coach students as they develop their own enterprises in various sectors (social, cultural, or business). Assess what access students have to local maker spaces. | One grade-level team works with community partners and students to identify an opportunity and create a product or service of value in their school or community. | Each year, students at all grade levels have at least one entrepreneurial opportunity that develops their ability to recognize opportunities, take risks, overcome and learn from setbacks, and apply these skills to future careers. |