Relevance, the Missing Link

A Guide for Promoting Student Success Through Career-Development Education, Training, and Counseling

The 2005 Massachusetts Career-Development Education Guide
We must educate today to prepare our youth for a future unknown to the wisest of men.

John Fitzgerald Kennedy
Dear School and Program Administrators, Counselors, and Career Specialists:

As part of our efforts to help students and workers acquire the skills necessary to compete in higher education and the workplace, the Department of Education and the Department of Workforce Development have come together to promote and strengthen career development education in the Commonwealth.

An emerging body of research is showing that when career development education is integrated within the curriculum learners assume greater responsibility not only for their academic/technical success but their personal and professional achievement. Thus, through career development education we can equip our students with 21st century skills and attitudes that are relevant in the classroom, workplace, home, and community.

A high quality career development education program involves an entire school or organization in illustrating the connections between education and the world of work. Many educators are already doing this by demonstrating the relevance of educational standards in the workplace, fostering the development of team building skills, and highlighting the value of assessment results for career planning. Yet, to date, across Massachusetts career development education occurs largely in an ad hoc and uncoordinated manner.

We all want the same things for our students, solid transferable skills that will serve them for a lifetime. We believe that this mission is captured in the title Relevance, the Missing Link -- for in guiding students to value education as a means to an end, we supply a critical link to future success. To that end, we hope that this guide serves you well.

Sincerely,

David P. Driscoll, Commissioner, Massachusetts Department of Education
Jane C. Edmonds, Director, Department of Workforce Development
The reward of a thing well done is to have done it.

Ralph Waldo Emerson
ACKNOWLEDGEMENTS

The Massachusetts Career Resource Network (MCRN) Advisory Committee has been the impetus for the development of this Guide. The members, on various committees listed below, have provided vision, expertise, and commitment in developing not only this Guide, but its companion website. Special thanks also go to Jeffrey Wheeler, State Director of Career and Technical Education, for his leadership and support of career development education for all learners, K-16.

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The causes lie deep and simply—the causes are a hunger in a stomach, multiplied a million times; a hunger in a single soul, hunger for joy and some security, multiplied a million times; muscles and mind aching to grow, to work, to create, multiplied a million times. The last clear definite function of man—muscles aching to work, minds aching to create beyond the single need—this is man. To build a wall, to build a house, a dam, and in the wall and house and dam to put something of Manself, and to Manself take back something of the wall, the house, the dam; to take hard muscles from the lifting, to take clear lines and form from conceiving. For man, unlike anything organic or inorganic in the universe, grows beyond his work, walks up the stairs of his concepts, emerges ahead of his accomplishments.

John Steinbeck, Grapes of Wrath, 1939
Executive Summary

Guide Rationale

Relevance, the Missing Link is Massachusetts’ first career development education (CDE) guide. It is intended to assist K-12 schools, colleges and universities in Massachusetts, One Stop Career Centers, adult education programs, and other service providers in the design, implementation, and evaluation of their career-development programs.

The Guide is grounded in the belief that students’ learn more and perform better when they are able to internalize relevant relationships between school and their lives. It promotes a data-driven approach to career development education based on research findings, national standards, and exemplary state and local models. Additionally, the Guide is aligned with the Massachusetts Curriculum Frameworks and complements learning that is essential to passing the Massachusetts Comprehensive Assessment System (MCAS) tests.

To facilitate use of the Guide, tools and resources are presented in two main sections. Part I presents career development education (CDE) benchmarks and competencies in three domains: 1) Academic/Technical Development; 2) Personal/Social Development; and 3) Workplace Readiness Development. Part II, focused entirely on evaluation, emphasizes the importance of documenting program effectiveness and student outcomes. This section underscores the need to implement CDE interventions that are aligned with well-defined terminology and benchmarks, as well as the Massachusetts Curriculum Frameworks.

Understanding Career Development Education

Throughout the Guide, the term career development is used to describe the lifelong process through which an individual comes to understand his/her place in the world of work. This development occurs in a variety of settings (e.g., school, home, workplace) and through experiences that either thwart or promote career awareness, career exploration and their applications.

Career development interventions can be highly effective in emphasizing the overall relevance of education. Too often, there is a perception that schooling has little bearing on present and long-range goals. This can lead to student complacency, behavioral problems, and increased dropout rates. Career development education, however, cultivates future-mindedness and promotes student motivation and achievement.1 For some, such future-orienteeering may be the only reason to stay in school, study for a test, or do a homework assignment. For a displaced worker, it may be the very reason to seek training in a new field. In fact, a quality comprehensive career development program can be the means for reducing the achievement gap,

* Throughout this document, the terms "student" and "learner" refer to learners of all ages, K-12 and beyond.

1 Meichenbaum and Bimiller, Nurturing Independent Learners, (Massachusetts: Brookline Books, 1998). (...) the results of the National Educational Longitudinal Study (NELS) (...) examined changes in the achievement of 25,000 eighth-grade students (1988) and followed them through the 12th grade (1992) (...) The most important factor to emerge from their analysis was one they called “student ambition and plans for the future.” Those students who had hopeful, but realistic, visions for themselves as being successful in the future had a much higher level of Academic/Technical achievement than those students who had
increasing postsecondary enrollment and retention, and ensuring workplace readiness and success.²

Career development education becomes especially critical in a global economy where education and labor market demands and information change so rapidly that educators and parents are unable to dispense accurate and up-to-date information to students. Ensuring equitable access to information and the requisite knowledge and skills for career planning is an educational imperative in the 21st century!

The Need for Career Development Education: A Data Based Snapshot

The National Occupational Information Coordinating Committee and the National Career Development Association sponsored a survey³ which sampled 171.2 million United States adults. Among the findings reported were the following highlighting the need for better career development education:

Overwhelmingly, respondents stated that a high priority should be placed on meeting the career development needs of persons who drop out of 4-year colleges and/or universities prior to receiving a degree. (Note: 2003 statistics compiled by ACT also suggest college retention and graduation rates are lower than desirable. Nearly a third of first-year college students do not return for a second year. In addition, only a little more than half of all students who attend four-year colleges typically earn a degree within five years of entry, according to ACT data.)

2. 53% of all respondents reported that they will need more formal training to increase their earning power illuminating the growing need for almost all persons leaving secondary school to secure some kind of postsecondary education prior to entering the labor market.

3. The career development needs of persons aged 18-25 are not being met adequately. Only 32% of the respondents stated that their present job or career is following a plan and 72% said that they would seek more information on career options if starting over.

4. The American public expects high schools to facilitate the transition from school to work for all students. One-half of all adult respondents said that high schools were not doing enough to help students with choosing careers, developing job skills, learning job-finding skills, and job placement. Special attention must be provided to those youth who either drop out of high school or seek to enter the labor market with only a high school education.

5. Response also indicated that while progress has been made, the need to focus on ensuring gender equity and bringing equity of career development opportunities to minority persons remains strong.

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Career Development Education and Academic Achievement

In 1993, Massachusetts embarked on an ambitious course of education reform that included the Massachusetts Comprehensive Assessment System (MCAS) and a statewide accountability system. Designed to ensure that all students are held to the same rigorous academic standards, new regulations also prompted the development of the Massachusetts Curriculum Frameworks outlining the learning standards that the MCAS would assess.

Consequently, school administrators evaluate curriculum and programming by first asking, "Will this help to reduce the achievement gap and raise test scores?" and "If so, can I afford it?" With limited financial resources and classroom time at a premium, these are legitimate questions. Schools welcome programs that can demonstrate how they will help them to meet their accountability goals.

Career development education (CDE), training, and counseling all contribute to academic achievement. In fact, a number of research studies suggest that by giving students purpose and direction, CDE improves learning and test performance. In addition, a study of 1,169 Boston students on a career pathway showed that they were more engaged in school, had a lower dropout rate, better attendance, and fewer suspensions than their peers who were not on a career track. A 1997 study of California academies, which organized academics around several broad career fields, indicates that students who stayed in the academies through their four years of high school showed improvements in attendance, credits toward graduation, and grade-point averages.

Career development education builds the advanced logic and increased vocabulary that is requisite for passing the MCAS. It ensures that students can describe what they are learning, why they are learning it, and how they can apply it toward their goals in and beyond school. Such student motivation is not the requirement of a test or a teacher's directive, but self-assessment and reward that is concretely linked to the choices that they are making about their future.

Career development education ensures that each student maintains and updates a career plan, based in part upon assessment results such as the MCAS or PSAT (see CDE Benchmark W1-4, high school example). Students who utilize career plans discover a purpose for being in school, become self-efficacious, and are likely to perform better on tests than those without such drive.

Several schools in Massachusetts are documenting such gains, including students’ MCAS scores, through programs that connect structured work-based learning experiences to targeted academic instruction. By illustrating the relevance and utility of academics these students become motivated to achieve. Assessment results become a value-added resource for these students, their families, and their teachers.

4 The Massachusetts Comprehensive Assessment System (MCAS) as a graduation requirement.
Research studies also propose that when such connections are established early, students are more likely to develop a sense of self-determination and motivation to perform\(^9\)—two key mediators of academic achievement. At the elementary level, career development education ensures that students understand the value of performance ratings (e.g., test scores, report cards) and the concept of honor role achievement as an index of academic performance and effort (see CDE Benchmark W3-1, elementary). Young students who are encouraged to value assessment results later learn to use critical feedback constructively at work and at school (CDE Benchmarks W3-1, high school). Eventually, these students adopt a work ethic and style directed toward enhancing their performance rating (CDE Benchmarks W3-1, postsecondary).

At all grade levels, a quality career development education system promotes the development of competencies that ensure that, “students are adequately prepared for higher education, rewarding employment, continued education, and responsible citizenship.”\(^{10}\) This preparation is an outcome of curricular planning that links students’ aptitudes and aspirations to education, training, and counseling.\(^{11}\) Career development education promotes the habits, attitudes, and higher-order thinking skills essential for MCAS success. If students experience academic rigor through the lens of practical application and future utility, they will be more likely to view assessment results, in particular the MCAS, as learning opportunities that can help them in charting their course.


Using the Massachusetts CDE Guide

Part I: The Three Domains of the Developed Self – Benchmarks and Competencies


The Massachusetts benchmarks are offered as guidelines for establishing career development programs that purposely link career development interventions to learner outcomes. In this way, they establish a common language and direction for CDE data collection, evaluation, and documentation of best practices. They are organized under three domains (academic/technical, personal/social, and workplace readiness) and examine maturity across four developmental levels: elementary, middle school, high school, and postsecondary.

In each career development domain, critical knowledge and skills are addressed. For example, in the academic/technical and workplace readiness domains, computer skills for accessing information (i.e., information literacy) figure prominently. These skills are considered to be fundamental to reducing the current achievement gap at the high school and postsecondary levels. In the personal/social domain, there is an emphasis on the development of such inter-personal workplace readiness skills and attitudes as teamwork, sociability, and negotiation.

Table 1: The Three Domains Defined

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<th>Academic/Technical</th>
<th>Personal/Social</th>
<th>Workplace Readiness</th>
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<td>This domain refers to the development of career-related academic/technical knowledge, understanding, and skills. This domain is literacy-based and includes English language arts, mathematics, foreign languages, the sciences, trades, technology, arts, and social sciences. Learning occurs most often through formalized instruction in classroom settings.</td>
<td>This domain refers to the development of self and social knowledge, understanding, and skills. It is based on intra- and inter-personal skill development. Learning occurs largely through informal instruction in social settings with peers, co-workers, classmates, teachers, and through self-exploration.</td>
<td>This domain refers to the development of knowledge, understanding, and skills necessary for navigating the workplace. It focuses on exploration, planning, decision-making, and information literacy and is supported by work-based learning. Learning occurs most often through goal-oriented and project-based endeavors.</td>
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12 ACRN. America’s Career Resource Network: A Major Contributor to No Child Left Behind and other ED/OVAE Initiatives and Priorities, 2003
Table 2: CDE Guide Benchmarks Summary

| A1: Learners will develop and demonstrate: | benchmarks | A1-1: Flexible, higher order thinking skills |
| 21st century academic, technical and employability skills for success in school and in the workplace; | | A1-2: Technical and technological skills |
| | A1-3: Skills in locating and using information resources for research (e.g., libraries, Internet) | |
| A2: strong academic, technical, and employability skills for career and life management; | A2-1: Communication and literacy skills for self-advocacy and presentation |
| | A2-2: Mathematical life skills for time and money management | |
| | A2-3: Organizational skills for academic/technical and career success | |
| A3: an appreciation for how education and work relate to the needs and functions of society (i.e., developing social responsibility and a global perspective); | A3-1: Knowledge of how education and work relate to economic and societal needs and functions |
| | A3-2: Skills in applying economic and societal factors to personal and career management | |
| A4: an appreciation of education in their lives (i.e., answering, “Why do I need to know this?”) | A4-1: Knowledge of the benefits of education for career and life management |
| | A4-2: Knowledge of the benefits of education for personal and professional satisfaction | |
| | A4-3: Skills in applying personal achievement (i.e., in school and the workplace) for career management, particularly, earning potential in a 21st century global economy | |
| W1: Learners will develop and demonstrate: | W1-1: Skills in the planning process (focusing on the importance of preparation and future orientation) |
| knowledge and skills in the planning and decision-making process; | W1-2: Knowledge of decision-making as a complex process |
| | W1-3: Skills and strategies for effective decision-making (including rational, intuitive and consultative styles) at home, at school, at work, and in the community | |
| | W1-4: Skills in evaluating career plans and decisions in relation to aptitudes, values, and interests | |
| | W1-5: Skills in establishing and modifying career management tools (e.g., resume, portfolio) | |
| | W1-6: Skills to plan and navigate career transitions | |
| W2: an exploratory attitude toward self, life and the world of work; | W2-1: Exploratory attitudes and skills essential to an identity as a lifelong learner |
| | W2-2: Knowledge of how and where to access career and labor market information | |
| | W2-3: Skills to both utilize and evaluate career information, resources, and experts in career planning | |
| W3: occupational and vocational knowledge and skills for employment, job security, and advancement; | W3-1: Knowledge of the concept and value of performance ratings |
| | W3-2: Knowledge of the concepts of job loss and security | |
| | W3-3: Knowledge of risks and rewards of various careers | |
| | W3-4: Knowledge and skills necessary for employment, retention and advancement | |
| | W3-5: Knowledge of the transferability of skills | |
| W4: an awareness of social and cultural conditions that affect decision-making and workplace success; | W4-1: Knowledge of the interrelationship of life roles |
| | W4-2: Skills in managing competing life roles at home, at school, at work, and in the community | |
| | W4-3: Knowledge of the impact of cultural stereotyping and gender-based roles in relation to career decisions and occupational success | |
| W5: knowledge of all aspects of an industry, service, trade or occupation. | W5-1: Knowledge of the structures and dynamics of organizations |
| | W5-2: Knowledge of industries’ roles in local, national, and global arenas | |
| | W5-3: Skills to locate, understand, evaluate, and use safety information | |
| PS1: Learners will develop and demonstrate: | PS1-1: Skills in developing and maintaining a clear and positive self-concept (with an increasingly more differentiated and affirmative view of oneself) |
| attitudes, behaviors and skills that promote self-knowledge, personal responsibility, and self-direction; | PS1-2: Skills in relating individual learning styles, interests, abilities, and aptitudes | |
| | PS1-3: Knowledge and skills for personal responsibility and self-determination | |
| PS2: attitudes, behaviors, and interpersonal skills to work with and relate to others; | PS2-1: Skills in interacting positively with others at home, at school, at work, and in the community |
| | PS2-2: Skills in problem-solving and conflict resolution at home, at school, at work, and in the community | |
| | PS2-3: Knowledge of and respect for individual differences | |
| PS3: an awareness of how personal and environmental conditions impact career management; | PS3-1: Skills in maintaining personal and psychological well-being |
| | PS3-2: Skills in evaluating and responding to social and economic influences at home, at school, at work, and in the community | |
| PS4: behaviors, attitudes, and skills that foster respect for diversity in all settings, | PS4-1: Knowledge that positive behaviors and attitudes affirm diversity and work to eliminate stereotyping at home, at school, at work, and in the community | |
| | PS4-2: Skills necessary for managing cultural diversity in one’s personal and professional life | |
Part II: Evaluating Career Development Education (CDE) Effectiveness

Part II of the Massachusetts’ CDE Guide, divided into five sections, is designed to provide users with a means to assess CDE needs, to develop evaluation plans, and disseminate information about the impact of CDE interventions. This includes:

Section 1: Massachusetts Career Development Intervention Self-Assessment (CADISA)

Within this section, Guide users will become acquainted with the CADISA, a self-assessment instrument that serves a number of interrelated purposes. The tool can provide schools, agencies, and systems with a means of performing a gap analysis re: current CDE practices and programs. It also directs feedback as programs are being implemented by guiding data collection efforts in relation to measurable outcomes.

Section 2: Assessing Progress in the Workplace Readiness Domain

Perhaps the most obvious domain to assess the impact of career development education interventions is within the workplace readiness realm. The major assumption here is that by facilitating progress in this domain, we should be able to observe behavioral changes in workplace readiness skills, attitudes, and knowledge. For example, counselors who are using interest inventories in high schools ought to observe students engaging in additional career and self-exploration activities. Similarly, a community college program designed to help students make choices about majors and careers should lead to demonstrated career decidedness.

In this section, illustrative tools that can be used to assess progress in this domain are presented to Guide users. These include a: Focus Group Interview Guide; Middle School Career Implementation Survey; Career Exploration Survey; Commitment to Career Choices Scale; and a Career Decision-Making Satisfaction Scale.

Section 3: Assessing Progress in the Academic/Technical Domain

Presently available in this section is the CDE Academic/Technical Benchmarks Self-Assessment Survey for Students. This tool can be used to assess the extent to which a high school student perceives him/herself as meeting the academic/technical domain CDE benchmarks. A Workplace Readiness Scale is also offered. This section of the guide is still under construction. As it evolves, Guide users are encouraged to visit the career development website at http://www.doe.mass.edu/cd to obtain other related links and assessment tools.
Section 4: Assessing Progress in Personal/Social Domain

This section of the Guide features the CDE Personal/Social Benchmarks Self-Assessment Survey for Students. This tool can be used to assess the extent to which a high school student perceives him/herself as meeting the personal/social domain CDE benchmarks. This section also contains the Interpersonal Work Readiness Scale. Because this section of the guide is also under construction, Guide users are encouraged to visit the career development website at http://www.doe.mass.edu/cd for related links and assessment tools.

Section 5: Moving from Evaluation to Action: Dissemination

The final section provides useful guidance on how to move evaluation results or products from the school and/or agency to the community at large where they may have the most impact and inform public policy about the importance of career development education. Recommended activities include:

- sharing reports with local School-to-Career partnerships, parent and community organizations, school councils, school committees, and local workforce investment boards
- presenting findings at a regional, state or a national conference and/or in an education or counseling journal and
- preparing a summary of findings and presenting them to local state legislators or congresspersons/senators.

A Commitment to Career Development Education

Ultimately, the quality of one’s career development will impact his/her educational, occupational, and lifestyle choices and outcomes. Therefore, career development education should be integrated within the mainstream curriculum as a methodology for promoting future success. Consequently, the Massachusetts CDE Guide seeks to establish a common set of standards and a CDE terminology that will facilitate further research, discussion, and documentation of best practices in accordance with students’ developmental needs and abilities as well as schools’ capacity for delivery.

This overarching goal is supported by the Massachusetts Department of Education and the Massachusetts Department of Workforce Development who will provide the leadership and assistance in Massachusetts that encourages:

- All schools and programs to have career-development education programs and courses aligned with the philosophy and priorities of this Guide.
- Every learner to develop the fundamental sense of responsibility and self-determination to secure the knowledge and skills necessary to build not only his/her future but a stronger America.
• Schools of education in universities and colleges to use this Guide in educating guidance counselors, teachers, and administrators about the value and utility of career education.

• Career centers in colleges and universities to use this Guide in the creation of career development courses and the development of career services.

• Equal access, for all students, to resources, information, and programs that can assist them in their career planning and management.

• All schools to be places where students are motivated to explore and eventually chart their career path.

• Educators, parents, and employers to work together to ensure that learners acquire the necessary workplace and life skills central to career success.

The illiterate of the 21st century will not be those who cannot read and write, but those who cannot learn, unlearn, and relearn.  

Alvin Toffler
Getting fired is nature’s way to telling you that you had the wrong job in the first place.

Hal Lancaster, in The Wall Street Journal
Relevance, the Missing Link

A Guide for Promoting Student Success Through Career-Development Education, Training, and Counseling

PART I

MASSACHUSETTS’ CAREER DEVELOPMENT BENCHMARKS AND COMPETENCIES
The worker of the future will need a more comprehensive set of competencies, “metacompetencies,” such as learning skills, life management skills, and communication skills that are [...] transferable across all facets of life and work.

McMahon, Patton, Tatham
Managing Life, Learning, and Work in the 21st Century,
Australian Blueprint for Career Development, 2003
INTRODUCTION

The following career development education (CDE) benchmarks for Massachusetts represents a merger of the American School Counselors Association National Standards, the National Career Development Guidelines, the Massachusetts Certificate of Occupational Proficiency Employability Skills Benchmarks, and the Massachusetts Work-Based Learning Plan Competencies. Ideally, the Massachusetts benchmarks will be interwoven with K-16 curricula and career development efforts across the Commonwealth. School counselors, administrators, teachers, program directors, parents, advisors, career counselors, college and university counseling program directors, and others responsible for career development education should find these benchmarks useful in constructing, evaluating, and maintaining quality CDE efforts and programs.

The Massachusetts benchmarks are offered as guidelines for establishing career development programs that purposely link career development interventions to learner outcomes that will contribute to future success and employability. They establish a common language and direction for CDE data collection, evaluation, and documentation of best practices. In general, career development education standards (at the national and state levels) are intended to "guide the school counseling program to provide the foundation for the acquisition of skills, attitudes, and knowledge that enable students to make a successful transition from school to the world of work, and from job to job across their life span." (Campbell & Dahir, 1997).

Organized under three domains (academic/technical, personal/social, workplace readiness) and across four developmental levels (elementary, middle school, high school, postsecondary) the CDE benchmarks support the development of lifelong learning and employability skill proficiency. It is understood that these benchmarks will not be implemented by all in the same way. Those which align with a school’s or program’s mission and curriculum will be emphasized while others may not. Many schools and colleges have already made significant commitments to career development education through the implementation of CDE interventions such as four-year career plans (i.e., an advising intervention) and cooperative education programs (i.e., a work-based intervention). For seasoned CDE practitioners, the benchmarks validate and provide a common language for dialogue and documentation of outcomes and best practices. For those just beginning, the benchmarks can provide a road map for the important work that lies ahead.
The Academic/Technical Domain:

This domain refers to the development of career-related academic/technical knowledge, understanding, and skills. This domain is literacy-based and includes English language arts, mathematics, foreign languages, the sciences, trades, technology, arts, and social sciences. Learning occurs most often through formalized instruction in classroom settings.
Benchmark (A1) Learners will develop and demonstrate 21st century academic, technical, and employability skills.

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<tr>
<th>ACADEMIC/TECHNICAL COMPETENCIES</th>
<th>*EARLY ELEMENTARY EXAMPLES</th>
<th>*LATE ELEMENTARY EXAMPLES</th>
<th>MIDDLE SCHOOL EXAMPLES</th>
<th>HIGH SCHOOL EXAMPLES</th>
<th>POST-SECONDARY/ADULT EXAMPLES</th>
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<tbody>
<tr>
<td>A1-1 Flexible, higher order thinking skills</td>
<td>Sorts and classifies items in more than one way</td>
<td>Applies good questioning skills</td>
<td>Considers alternate solutions and the soundness of an answer before reaching a conclusion</td>
<td>Visualizes and conceptualizes solutions and final products/outcomes</td>
<td>Transfers skill sets to new contexts with or without further training</td>
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<td></td>
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<td>Modifies reading and writing strategies according to topic, difficulty or interest level</td>
<td>Identifies a problem and suggests multiple solutions</td>
<td>Employs systems thinking in problem solving or operational performance</td>
<td>Applies compensatory learning strategies when faced with challenging tasks</td>
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<td>Synthesizes data and information in more than one way</td>
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</tbody>
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* Please Note: Throughout the Benchmarks, the Early Elementary and the Late Elementary Examples are still under development.
Benchmark (A1) Learners will develop and demonstrate 21st century academic, technical, and employability skills.

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<tr>
<td>A1-2 Technical and-technological skills</td>
<td>Demonstrates manipulative skills</td>
<td>Demonstrates spatial skills</td>
<td>Able to work with technological tools (e.g., digital instruments, calculator)</td>
<td>Reads and interprets schematics and maps</td>
<td>Manages and accesses data successfully</td>
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<td>Uses and understands basic technical terminology</td>
<td>Uses a computer as a learning tool</td>
<td>Uses an integrated software program to compile and analyze statistical information</td>
<td>Uses information and communication technologies such as phones, faxes, computers</td>
<td>Able to manage equipment troubleshooting (e.g., cell phones, PowerPoint displays, DVD/VCR)</td>
</tr>
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<tr>
<td>A1-3 Skills in locating and using information resources for research (e.g., libraries, Internet)</td>
<td>Uses the school and community library to find an assigned book</td>
<td>Successfully uses the library reference materials as assigned</td>
<td>Successfully browses the Internet for most current statistical information on a topic (e.g., per capita income, population)</td>
<td>Uses media, labor market information, and self-appraisal tools (e.g., interest inventories) in evaluating options</td>
<td>Names professional journals and organizations that have the latest information and research</td>
</tr>
<tr>
<td></td>
<td>Uses the Internet</td>
<td>Uses print resources such as newspapers, periodicals, and general reference materials such as atlases, dictionaries, thesauruses</td>
<td>Evaluates and substantiates web-based information for accuracy</td>
<td>Investigates a topic through experimental inquiry</td>
<td>Understands and exercises the benefits of professional membership for staying abreast of current research trends in a trade or occupation</td>
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<td>Knows how to locate and access information (e.g., via Internet, universities) on critical issues such as health care, law, politics</td>
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* Please Note: Throughout the Benchmarks, the Early Elementary and the Late Elementary Examples are still under development.
### Benchmark (A2) Learners will develop and demonstrate academic, technical, and employability skills for career and life management.

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</table>
| **A2-1** Communication and literacy skills for self-advocacy and presentation | Asks for assistance when needed  
Demonstrates good listening and speaking skills | Describes personal characteristics orally and in writing  
Responds appropriately to social cues | Communicates confidence during interpersonal exchange and presentations (e.g., good eye contact, smiles)  
Communicates needs and interests assertively, rather than passively or aggressively | Completes a job application thoughtfully and thoroughly  
Develops and executes a good presentation (e.g., orally, PowerPoint)  
Prepares a compelling essay for college and/or training | Modifies resumes and portfolio in relation to job description  
Demonstrates good interviewing and presentation skills  
Prepares a concise and relevant cover letter or speech |
| **A2-2** Mathematical life skills for time and money management | Follows a simple routine for a set period of time | Estimates quantity and time to reach a goal (e.g., number of cans/bottles needed for a fund raising goal) | Distinguishes when an estimate vs. an exact answer is called for  
Plans and uses time wisely and effectively in completing long-range projects | Establishes and follows a schedule in studying for major exams  
Plans effectively for financing college, postsecondary training, or personal goals  
Develops and follows a budget | Manages complex project deadlines  
Accurately estimates needed income to manage expenses  
Has a plan and budget for retirement |
Benchmark (A2) Learners will develop and demonstrate academic, technical, and employability skills for career and life management.

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<tr>
<td>A2-3 Organizational skills for academic/technical and career success</td>
<td>Manages personal and school supplies</td>
<td>Organizes a letter well</td>
<td>Follows instructions and timelines on assignments and personal goals</td>
<td>Regularly monitors and maintains scholastic records and accomplishments</td>
<td>Manages multiple tasks effectively</td>
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<td>Demonstrates visual organization skills (e.g., balance and proportion, pattern recognition)</td>
<td>Demonstrates visual organization skills (e.g., balance and proportion, pattern recognition)</td>
<td>Organizes computer desk top (i.e., bookmarking websites, setting up files) for ready access</td>
<td>Independently manages and updates career plan and portfolio</td>
<td>Regularly maintains and updates print and computer files for prompt and easy access</td>
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<td>Prioritizes tasks and can state why</td>
<td>Approaches written tasks and projects as a process requiring feedback and draft revisions</td>
<td>Drafts highly organized written documents for effect/impact (e.g., presentation packets)</td>
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</tbody>
</table>
### ACADEMIC/TECHNICAL DOMAIN

**Benchmark (A2)** Learners will develop and demonstrate academic, technical, and employability skills for career and life management.

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<tr>
<td>A2-4 Critical thinking skills to use and evaluate information effectively</td>
<td>Engages in career exploration curricular activities (e.g., The Real Game) and shows knowledge gains from pre and post assessment</td>
<td>Interprets and creates simple charts and graphs</td>
<td>Evaluates and compares statistical data for accuracy</td>
<td>Seeks the most up-to-date information from more than one source</td>
<td>Questions the validity and reliability of information</td>
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<td>Applies logic and reasoning in problem solving</td>
<td>Re-evaluates and adjusts decisions based on information and data</td>
<td>Does not rely solely on the advice and unique experiences of others as an information source</td>
<td>Recognizes that variables such as geographical location and time influence job outlook</td>
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<td>Distinguishes biased from non-biased information</td>
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<td>Demonstrates a healthy sense of skepticism in evaluating media claims and statistical information</td>
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**ACADEMIC/TECHNICAL DOMAIN**

**Benchmark (A3)** Learners will develop and demonstrate an understanding of how education and work relate to the needs and functions of society (i.e., developing social responsibility and a global perspective).

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<tr>
<td>A3-1 Knowledge of how education and work relate to economic and societal needs and functions</td>
<td>Corresponds with pen pals from other states and countries on relevant topics</td>
<td>Gives examples of occupations that meet local community needs, such as doctors and teachers</td>
<td>Give examples of careers in relation to global needs (e.g., environmental science, military, medical research)</td>
<td>Understands the impact of education as a means of reducing poverty and oppression (individually and for society in general)</td>
<td>Understands the impact of globalization in the labor market and in educational systems</td>
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<td>Defines terms such as: GNP, per capita income</td>
<td>Understands how education and training levels relate to US and global unemployment rates</td>
<td>Gives examples of how economic forces affect diverse career options (e.g., how outsourcing of jobs impacts the US labor market)</td>
</tr>
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**ACADEMIC/TECHNICAL DOMAIN**

**Benchmark (A3)** Learners will develop and demonstrate an understanding of how education and work relate to the needs and functions of society (i.e., developing social responsibility and a global perspective).

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<tr>
<td>A3-2 Skills in applying economic and societal information to personal and career management</td>
<td>Identifies differences in careers (money, hours, working with others or alone)</td>
<td>Develops a list of occupations that benefit society and the economy, identifying one or more of personal interest</td>
<td>Evaluates extracurricular activities in light of cost, transportation needs, and family commitment</td>
<td>Compares cost of living in the US and abroad assessing salary needs against cost of living</td>
<td>Modifies job search attitude and strategy during economic downturns (e.g., considers application of skills to new fields of work: a chef in hospital nutrition)</td>
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<td>Evaluates personal needs and potential conflicts on the job (e.g., work schedule and job demand) in tandem with the employer’s needs</td>
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<td>In light of family needs and leisure goals, considers both salary and benefit packages when evaluating career opportunities</td>
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Benchmark (A4) Learners will develop and demonstrate an understanding of the relevance of education in their lives (i.e., answering “Why do I need to know this?”).

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| A4-1 Knowledge of the benefits of education for career and life management | Understands that mastery of a specific task leads to opportunity to learn next level | Gives two examples of academic and technical subjects that benefit one’s current and future life | Assesses report card and teacher feedback in light of career plan goals  
Gives concrete examples of how what is learned in school has use at home (e.g., understanding and interpreting financial and medical information) | In a college essay, articulates the connection between school/life experience and future goals  
Identifies scholastic and extracurricular accomplishments that could be documented in a career portfolio and why | Describes how “lifelong learning” has personal meaning and significance for retirement, self knowledge, citizenship and relationships  
Recognizes learning opportunities and possible benefits |
Benchmark (A4) Learners will develop and demonstrate an understanding of the relevance of education in their lives (i.e., answering “Why do I need to know this?”).

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<tr>
<td>A4-2 Knowledge of the benefits of education for personal and professional satisfaction</td>
<td>Describes household chores that require knowledge and skills learned in school (e.g., cooking, lawn maintenance)</td>
<td>Utilizes mathematical skills to ensure being charged correct price or correct change</td>
<td>Gives examples of how health and science knowledge is used by family members</td>
<td>Understands that successful extracurricular experiences (e.g., painting, web browsing) require knowledge and skill</td>
<td>Participates in community service and links this participation to educational and career accomplishments and goals</td>
</tr>
</tbody>
</table>
**ACADEMIC/TECHNICAL DOMAIN**

**Benchmark (A4)** Learners will develop and demonstrate an **understanding of the relevance of education in their lives** (i.e., answering “Why do I need to know this?”).

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<td>A4-3 Skills in applying personal achievement (i.e., in school and the workplace) for career management, particularly, earning potential in a 21st century global economy</td>
<td>Engages in career exploration curricular activities (e.g., The Real Game) and shows knowledge gains from pre and post assessment</td>
<td>Compares occupations of friends and relatives with and without post secondary education or training</td>
<td>Participates in career exploration opportunities such as job shadowing and mentorship programs. Drafts a career ladder that reflects increased responsibility and opportunity in relation to educational achievement</td>
<td>Cites literacy skills used in coop and internship experiences. Identifies and documents career options based on the level and degree of educational achievement</td>
<td>Actively seeks and participates in training and professional development opportunities to maintain a competitive edge. Interviews friends or co-workers employed in desirable occupations about educational history</td>
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</tbody>
</table>
The Personal/Social Domain:

This domain refers to the development of self and social knowledge, understanding, and skills. It is based on intra- and inter-personal skill development. Learning occurs largely through informal instruction in social settings with peers, co-workers, classmates, teachers, and through self-exploration.
**PERSONAL/SOCIAL DEVELOPMENTAL DOMAIN**

**Benchmark (PS1)** Learners will develop and demonstrate **attitudes, behaviors, and skills** that promote self-knowledge, personal responsibility and self-direction.

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| **PS1-1 Skills in developing and maintaining a clear and positive self-concept (with an increasingly more differentiated and affirmative view of oneself)** | Readily identifies personal and academic/technical accomplishments  
Sees the humor in situations; able to laugh at oneself | Completes school work in an independent and confident manner, yet asks for help when needed  
Acknowledges personal strengths and weaknesses | Accurately documents and represents accomplishments in resumes, discussions, and interviews  
Manages uncertainty and doubt through reflection on prior accomplishments and with the support of others | Demonstrates stability in tandem with flexibility in the face of changing contexts  
Demonstrates a sense of personal freedom and control in life and career management |
| **PS1-2 Skills in relating and/or applying individual learning styles, interests, abilities, and aptitudes to self-performance** | Describes positive attributes and abilities of self and others  
Demonstrates patience and perseverance when tasks are not aligned with abilities or preferred learning style | Gives examples of how and why someone might learn in a different way and at a different rate  
Identifies preferred learning style(s) as visual, auditory, kinesthetic (hands-on) | Knows to incorporate more than one learning modality in studying and in formal presentations  
Seeks and offers help based on team strengths and weaknesses | Adapts learning styles to changing work contexts as needed  
Assembles a diverse and qualified team for a project |
**Benchmark (PS1)** Learners will develop and demonstrate **attitudes, behaviors, and skills** that promote self-knowledge, personal responsibility and self-direction.

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<td>PS1-3 Knowledge and skills for personal responsibility and self-determination</td>
<td>Demonstrates self-discipline and self-directed behavior such as practicing routinely for skills development in areas such as sports, music, art. Organizes and structures a place of study</td>
<td>Perceives ability and intelligence as related to effort. Identifies strategies for future success when goals are not met (e.g., modifying study habits or schedules)</td>
<td>Uses self-directed strategies such as note taking and rehearsing. Revises and reworks written drafts and project outlines without prompting. Chooses challenging tasks and demonstrates persistence in execution.</td>
<td>Views errors and failure as learning opportunities. Employs generative note-taking (putting into own words what is said) instead of linear note-taking (recording what is said verbatim).</td>
</tr>
<tr>
<td>PS1-4 Skills in applying personal ethics in all settings</td>
<td>Defines ethical and unethical behavior and give examples of each (late elementary). Volunteers for community service projects.</td>
<td>Demonstrates a quality conscious approach to academic/technical tasks (e.g., seeks feedback, never considers a first draft a final draft). Demonstrates honesty and integrity in written and verbal communication.</td>
<td>Demonstrates respect for confidentiality (e.g., does not gossip or share privileged information). Develops ethical approaches in school and work (does not cheat, lie, or plagiarize).</td>
<td>Demonstrates respect for company protocol regardless of personal opinion. Evaluates a decision for legal and ethical implications.</td>
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Benchmark (PS-2) Learners will develop and demonstrate attitudes, behaviors, and interpersonal skills to work with and relate to others.

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| PS2-1 Skills in interacting positively with others at home, at school, at work, and in the community | Takes turns in games and discussion  
Listens openly to others  
Follows instructions and asks for clarification as needed | Seeks feedback and handles constructive criticism well  
Able to influence and persuade others in a debate or discussion | Demonstrates negotiation and networking skills  
Maintains composure under pressure  
Knows importance of good listening | Demonstrates skills in management, mediation, and/or leadership  
Demonstrates willingness to share knowledge or assist colleagues |
| PS2-2 Skills in problem-solving and conflict resolution at home, at school, at work, and in the community | Ability to express opinions and listen to others  
Understands the importance of maintaining conflict-free relationships with adults in authority | Demonstrates anger management  
Uses humor to diffuse conflict | Demonstrates objectivity in social and professional conflict  
Able to communicate respectfully but with impact | Uses mediation and negotiation skills  
Knows when to use email vs. face to face exchange to clarify and resolve issues |
**PERSONAL/SOCIAL DEVELOPMENTAL DOMAIN**

Benchmark (PS-2) Learners will develop and demonstrate attitudes, behaviors, and interpersonal skills to work with and relate to others.

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<td>PS2-3 Knowledge of and respect for individual differences</td>
<td>Lists similarities and differences between two or more classmates, family members, neighbors. Names respected family members and/or friends who are different and describes how</td>
<td>When in opposition, is able to display empathy and respect for another’s views. Can describes others and oneself according to a set of characteristics (e.g., artistic, logical, investigative, social)</td>
<td>Conveys respect and appreciation for all groups in one’s school regardless of cultural, economic, religious, or sexual orientation. Listens openly to dissenting points of view and makes unbiased appraisals in interpersonal conflict</td>
<td>Understands how differences among people contributes to the health and economic vitality of the workplace. Purposefully seeks opinions and feedback from colleagues with different perspectives</td>
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<tr>
<td>PS2-4 Knowledge of how positive behaviors and attitudes contribute to career success</td>
<td>Cites reasons for rules and procedures. Self-monitors behavior (e.g., relating mood to attitude or performance) and seeks social-emotional support when needed (late elementary)</td>
<td>Seeks reward and recognition (i.e., external motivation) for completed tasks. Understands the value of constructive criticism and manages behavior in accordance with such feedback</td>
<td>Demonstrates frustration tolerance and self-discipline with challenging tasks. Understands the value of delayed gratification and can give examples of instances when it is called for</td>
<td>Demonstrates resourcefulness, creativity, and initiative, in problem solving. Describes both the challenge and benefit (e.g., personal satisfaction, respect) in overcoming obstacles and failure</td>
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**PERSONAL/SOCIAL DEVELOPMENTAL DOMAIN**

**Benchmark (PS3)** Learners will develop and demonstrate an awareness of how personal and environmental conditions impact career management.

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<tr>
<td><strong>PS3-1 Skills in maintaining personal and psychological well being</strong></td>
<td>Chooses friends wisely</td>
<td>Maintains good sleep and eating habits</td>
<td>Evaluates and monitors personal habits such as: nutrition and exercise, sleep patterns, and risky behavior</td>
<td>Seeks professional help when needed</td>
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<td>Seeks help with problems from trusted people</td>
<td>Develops coping strategies for challenging or difficult times (e.g., exercise, journal writing, “venting” with trusted family and friends)</td>
<td>Identifies potential mentors and actively seeks a relationship</td>
<td>Views time spent with family, friends, and in solitude as essential to general well-being and career management</td>
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<td>Remains active and involved in social endeavors (e.g., sports, community service, clubs)</td>
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<tr>
<td><strong>PS3-2 Skills in evaluating and responding to social and economic influences at home, at school, at work, and in the community</strong></td>
<td>Enlists the help of others (peers and / or caring adults) in handling bullying or peer pressure</td>
<td>Defends one’s point of view when necessary</td>
<td>Able to delay immediate gratification in order to achieve long range goals</td>
<td>Communicates views and values confidently despite others opinions or pressure to change</td>
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<td>Understands that things of value reach beyond material possessions and that among the greatest riches are health, family and friends</td>
<td>Acts independently and aggressively in response to pressure to conform</td>
<td>Recognizes that things change over time including social and economic influences and advantages</td>
<td>Views no job as too small or “beneath” an individual</td>
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Benchmark (PS4) Learners will develop and demonstrate behaviors, attitudes, and skills that foster respect for diversity* in all settings.

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<tr>
<td>PS4-1 Knowledge that positive behaviors and attitudes affirm diversity and work to eliminate stereotyping at home, at school, at work, and in the community</td>
<td>Able to define and give examples of terminology such as acceptance, tolerance, sensitivity</td>
<td>Gives examples of how differences can be assets</td>
<td>Discusses the root cause of prejudice and stereotyping with others in a way that is respectful</td>
<td>Seeks and attends sensitivity training workshops</td>
</tr>
<tr>
<td></td>
<td>Gives examples of stereotyping and alternate views</td>
<td>Participates with classmates in a teacher led discussion on such topics as: civil rights, the USA as a “melting pot”</td>
<td>Gives examples of behaviors that affirm diversity (e.g., attending a multi-cultural event)</td>
<td>Actively seeks input and feedback from diverse individuals or groups</td>
</tr>
<tr>
<td>PS4-2 Skills necessary to foster respect for diversity in one’s personal and professional life</td>
<td>Plays fairly and shows empathy in group dynamics</td>
<td>Lists ways in which the classroom and/or school is diverse and the benefits</td>
<td>Makes an effort to use second language skills when speaking with LEP classmates</td>
<td>Participates in professional development seminars on discrimination practices (e.g., racial profiling; homophobia) and their consequences</td>
</tr>
<tr>
<td></td>
<td>Demonstrates acceptance of differences when choosing friends or teams</td>
<td>Explains the importance of getting along with people on a team despite differences</td>
<td>Able to name and list the accomplishments of people who are members of minority groups (other than one’s own)</td>
<td>Analyzes and clarifies own cultural bias and seeks resolution</td>
</tr>
</tbody>
</table>
The Workplace Readiness Domain:

This domain refers to the development of knowledge, understanding, and skills necessary for navigating the workplace. It focuses on exploration, planning, decision-making, and information literacy and is supported by worked-based learning. Learning occurs most often through goal-oriented and project-based endeavors.
**Benchmark (W1) Learners will develop and demonstrate knowledge and skill in the career planning and decision-making processes.**

<table>
<thead>
<tr>
<th>WORKPLACE READINESS COMPETENCIES</th>
<th>ELEMENTARY EXAMPLES</th>
<th>MIDDLE SCHOOL EXAMPLES</th>
<th>HIGH SCHOOL EXAMPLES</th>
<th>POSTSECONDARY/ADULT EXAMPLES</th>
</tr>
</thead>
</table>
| W1-1 Skills in the planning process (focusing on the importance of preparation and future orientation) | Plans and executes a long term project on schedule (late elementary)  
Successfully follows a routine for an extended period of time | Plans after school and weekend activities with peers and family members rather than waiting for others to do so  
Modifies leisure plans as needed for daily tasks such as chores and homework | Develops multiple plans (e.g., plan A and B) for reaching a goal  
Chooses extra curricular activities according to a career plan (e.g., recreational reading for improved vocabulary and reading rate for SAT’s)  
Knows the college application process well | Exemplifies a proactive vs. a reactive attitude to personal and professional goal setting and planning  
Plans for long range goals such as financing education or making a job change |
### WORKPLACE READINESS DOMAINS

**Benchmark (W1)** Learners will develop and demonstrate knowledge and skill in the **career planning and decision-making processes.**

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<tr>
<th>WORKPLACE READINESS COMPETENCIES</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>W1-2 Knowledge of decision-making as a complex process</strong></td>
<td>Delineates steps and reasoning in everyday decision-making (such as in choosing what to wear or when to study)</td>
<td>Gives examples of decision-making strategies (e.g., process of elimination, consultation, “sleeping on it”)</td>
<td>Uses written clarification as a decision-making strategy (e.g., journal writing, developing a pros and cons list)</td>
<td>Values self-awareness and intuition as well as consultation and data in decision-making</td>
</tr>
<tr>
<td></td>
<td>Understands the danger in relying solely on the opinion of others in decision-making</td>
<td>Able to rank decisions from simple to complex</td>
<td>Recognizes the importance of analyzing variables and outcomes as part of the decision-making process</td>
<td>Identifies variables such as cause and effect and consequences as part of the decision-making process</td>
</tr>
<tr>
<td><strong>W1-3 Skills and strategies for effective decision-making (including rational, intuitive, and consultative styles) at home, at school, at work, and in the community</strong></td>
<td>Names reliable adults to help in decision-making (i.e., consultative)</td>
<td>Uses previous experience and self-examination (e.g., learning from past mistakes) in decision-making (i.e., intuitive)</td>
<td>Compares and contrasts resource options and possible outcomes before making a final decision (rational)</td>
<td>Relies on internal values to generate and integrate new knowledge from self and others and incorporate these in decision-making (i.e., intuitive)</td>
</tr>
<tr>
<td></td>
<td>Lists the pros and cons of a given decision and evaluates them (i.e., rational)</td>
<td>Trusts oneself (i.e., intuitive) as well as others (i.e., consultative)</td>
<td>Consults caring adults (family members, teachers) in making course or school selections (consultative)</td>
<td>Identifies and gathers relevant data before making a final decision (i.e., rational)</td>
</tr>
</tbody>
</table>
### WORKPLACE READINESS DOMAIN

**Benchmark (W1)** Learners will develop and demonstrate knowledge and skill in the career planning and decision-making processes.

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</thead>
<tbody>
<tr>
<td><strong>W1-4 Skills in career planning and decision-making in relation to aptitudes, values, and interests</strong></td>
<td>Defines values, aptitudes, and interests and gives examples of each</td>
<td>Consults with parents and teachers in interpreting high school programs and options in relation to personal interests, abilities, and aptitudes.</td>
<td>Evaluates assessment results (e.g., PSAT, GPA) against college entrance requirements</td>
<td>Modifies current career plan in light of personal interests, values, and gaps in life experience</td>
</tr>
<tr>
<td></td>
<td>Describes personal aptitudes, values, and interests with confidence</td>
<td>Chooses tasks on group projects based on self aptitude, values, and interests</td>
<td>Integrates feedback from parents, teachers and academic/technical performance to form a tentative picture of one’s aptitudes and interests</td>
<td>Uses deductive and inductive reasoning in career planning and evaluation</td>
</tr>
<tr>
<td><strong>W1-5 Skills in establishing and modifying career management tools (e.g., resume, portfolio)</strong></td>
<td>In writing, identifies personal and educational accomplishments and goals</td>
<td>Begins development of a six-year career plan</td>
<td>Periodically revisits and modifies career plan goals with the help of parents and educators</td>
<td>Maintains 2-3 resumes and modifies career portfolio content to emphasize particular strengths tailored to job opportunities</td>
</tr>
<tr>
<td></td>
<td>Creates a personal portfolio to share with family and teachers</td>
<td>Maintains and modifies an academic/technical portfolio</td>
<td>Knows minimum requirements for college entrance or occupational licensure</td>
<td>Designs resumes and other career planning tools that are optimally suited to sustain and advance one’s career</td>
</tr>
</tbody>
</table>
**Workplace Readiness Domain**

**Benchmark (W1)** Learners will develop and demonstrate knowledge and skill in the career planning and decision-making processes.

<table>
<thead>
<tr>
<th>Workplace Readiness Competencies</th>
<th>Elementary Examples</th>
<th>Middle School Examples</th>
<th>High School Examples</th>
<th>Postsecondary/Adult Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>W1-6 Skills to plan and navigate career transitions</td>
<td>Transitions smoothly from one task, activity, and school subject to another. Gives examples of occupations that match skills and interests and why.</td>
<td>Defines networking and gives examples of networking strategies. Participates in a goal oriented group networking activity (e.g., networking to identify and secure a famous community figure as a class guest speaker).</td>
<td>Can identify training opportunities and alternative career options aligned with current experiences and future goals. Evaluates and pursues job opportunities for increased marketability and potential advancement.</td>
<td>Drafts a career lattice for two or more jobs. Applies networking skills in career management. Plans financially for potential episodic unemployment.</td>
</tr>
</tbody>
</table>
**WORKPLACE READINESS DOMAIN**

**Benchmark (W2)** Learners will develop and demonstrate an **exploratory approach toward self, life, and the world of work.**

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</thead>
<tbody>
<tr>
<td><strong>W2-1 Exploratory attitudes and skills essential to an identify as a lifelong learner</strong></td>
<td>Understands the concept of exploration in history, science, and personal pursuits&lt;br&gt;Compiles a list of interesting ideas and places to explore as a class</td>
<td>Explores new subject matter and leisure activities&lt;br&gt;Explores and considers options when faced with a personal challenge</td>
<td>Relates new information accurately and creatively to self-knowledge and work-related tasks&lt;br&gt;Maintains an open mind and resists the tendency to foreclose on options too quickly</td>
<td>Relies on historical information and experience for self-knowledge, workplace decision-making, and career planning&lt;br&gt;Demonstrates a systematic yet creative approach to professional tasks and personal exploration</td>
</tr>
<tr>
<td><strong>W2-2 Knowledge of how and where to access career and labor market information</strong></td>
<td>Knows of and how to use library services (e.g., free Internet access, reference desk, card catalog)</td>
<td>Knows how to navigate government and educational websites&lt;br&gt;Produces telephone numbers, addresses, and email addresses of a few government officials and industry experts</td>
<td>Identifies more than one source of occupational outlook information&lt;br&gt;Accesses co-op and internship opportunities and mentors for career development</td>
<td>Seeks professional development opportunities on and off the job&lt;br&gt;Joins a professional organization in order to receive up-to-date information including job opportunities</td>
</tr>
</tbody>
</table>
**WORKPLACE READINESS DOMAIN**

Benchmark (W2) Learners will develop and demonstrate an exploratory approach toward self, life, and the world of work.

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</table>
| W2-3 Skills to both utilize and evaluate career information, resources, and experts in career planning | Locates assigned information in newspaper classified ads  
Defines “expert” and names a few | Names experts in various fields and can explain what makes them experts  
Compares information obtained from family and friends with that from print resources and experts | Gathers and organizes information from multiple sources for comparison and planning  
Analyzes personal abilities and interests as they relate to occupational requirements | Accesses career centers for information on continuing education opportunities  
Balances information obtained from professionals with self-knowledge and aggregate data (e.g., Occupational Outlook Handbook) |
**BENCHMARK (W3)** Learners will **develop and demonstrate occupational/vocational knowledge and skills** for employment, job security, and advancement.

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<tbody>
<tr>
<td><strong>W3-1 Knowledge of the concept of performance ratings and their value</strong></td>
<td>Understands the role of grades and report cards in providing performance information</td>
<td>Understands grade requirements for advanced courses as well as MCAS levels and cut-off scores</td>
<td>Modifies career plans and portfolios based on self-assessment and performance ratings</td>
<td>Accurately represents performance on self-evaluation performance ratings</td>
</tr>
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<td></td>
<td>Understands the concept of honor roll as an index of academic/technical performance and effort</td>
<td>Values grades, standardized test results and teacher and employer recommendations as learning tools for self-knowledge and career planning</td>
<td>Understands and uses critical feedback at work and at school</td>
<td>Develops a work style that is directed toward enhancing one’s performance ratings</td>
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<td></td>
<td>Knows the company’s performance rating policies and procedures</td>
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</tr>
<tr>
<td><strong>W3-2 Knowledge of the concepts of job loss and job security</strong></td>
<td>Understands that high profile jobs (e.g., athletes, rock stars) often have poor occupational outlooks</td>
<td>Lists occupational fields in the current economy that are experiencing growth and those with high unemployment</td>
<td>Develops a career plan that includes back up plans and alternatives</td>
<td>Develops an understanding of changes in the workplace and incorporates this knowledge with evolving career plans</td>
</tr>
<tr>
<td></td>
<td>Interviews people who have lost their jobs and creates a list of reasons and reactions to the loss</td>
<td>Defines terms such as recession, depression, job outlook, economic recovery</td>
<td>Describes recent workplace changes and identifies three new career options and three that are no longer as viable</td>
<td>Explores self-employment opportunities and considers a second career</td>
</tr>
</tbody>
</table>
### WORKPLACE READINESS DOMAIN

**Benchmark (W3)** Learners will **develop and demonstrate occupational/vocational knowledge and skills** for employment, job security, and advancement.

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</table>
| **W3-3 Knowledge of risks and rewards of various careers** | Gives examples of job risks and benefits  
Considers an occupation on a number of variables such as income or education level required | Distinguishes the pros and cons of various careers (e.g., potential for advancement)  
Understands the concept and value of an employment benefit package (including educational opportunities, retirement, health coverage) | Compares and contrasts rewards and risks of certain occupations (e.g., an entrepreneur has independence but works long hours and pays for health coverage)  
Considers variables such as global opportunity and non-traditional employment options when evaluating and comparing information | Evaluates work-related risks and rewards against family and social needs  
Recognizes that risks and rewards may vary over time |
| **W3-4 Skills necessary for employment, retention, and advancement** | Works and plays well with others  
Participates in volunteer work  
Demonstrates consistent performance on tasks such as following rules and meeting deadlines | Participates effectively on group tasks and projects  
Understands the concept and importance of quality work and products | Can list qualities and requirements of scholastic award programs (e.g., community service awards, National Honor Society)  
Demonstrates knowledge of state and national certification requirements | Displays leadership in team environments  
Invents new solutions to getting the job done and improving customer satisfaction  
Demonstrates initiative and enthusiasm in teams projects |
**Benchmark (W3)** Learners will **develop and demonstrate occupational/vocational knowledge and skills** for employment, job security, and advancement.

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</tr>
</thead>
<tbody>
<tr>
<td>W3-5 Knowledge of the transferability of skills</td>
<td>Gives examples of transferable items (e.g., money), ideas (e.g., fair play), and skills (e.g., reading)</td>
<td>Gives examples of learning as a skill that requires development and practice</td>
<td>Names workplace readiness skills that are transferable and valuable to employers (e.g., strong oral and written communication)</td>
<td>Prepares a transferable skill list for the development of resumes and cover letters</td>
</tr>
<tr>
<td></td>
<td>Identifies how academic/technical skills can be used in a non academic/technical setting (e.g., math skills—bank teller, writing skills—newspaper reporter)</td>
<td>Distinguishes abilities from aptitudes, skills, and expertise</td>
<td>Able to describe the progression and timeline from able novice to expert in leisure and professional pursuits</td>
<td>Demonstrates awareness that vocational skills need to be framed broadly to ensure transferability (e.g., recognizes filing skills as organizational skills)</td>
</tr>
<tr>
<td></td>
<td>Gives examples of personal transferable skills (e.g., good listening skills)</td>
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</table>
**Benchmark (W4) Learners will develop and demonstrate an awareness of social and cultural conditions that affect career decision-making and workplace success.**

<table>
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<tbody>
<tr>
<td>W4-1 Knowledge of the interrelationship of life roles</td>
<td>Gives examples of different life roles (i.e., parent, worker, citizen) held by immediate family members or friends. Discusses personal and family held beliefs about gender and family roles</td>
<td>Identifies ways in which the role of a student, friend, and family member are related and different. Reads about and talks with gender role models re: balancing life roles</td>
<td>Articulates one’s own diverse life roles. Writes thoughtfully about the ways in which one’s own roles are sometimes in competition.</td>
<td>Examines the impact of work on family and social life through discussions with workers. Talks with peers and coworkers about personal strategies for achieving balance in work and life demands.</td>
</tr>
<tr>
<td>W4-2 Skills in managing competing life roles at home, at school, at work, and in the community</td>
<td>Asks for help when overwhelmed by competing expectations. Allocates time among fun and serious school activities</td>
<td>Sets limits and attempts to negotiate with adults when demands compromise success. Works at establishing and maintaining a social support network</td>
<td>Balances work, family, and social commitments successfully. Understands the importance of exercise and leisure in career and life management</td>
<td>Anticipates periods of life when role conflicts are most intense and plans accordingly. Has the ability to solicit help to assist in managing role overload</td>
</tr>
</tbody>
</table>
**WORKPLACE READINESS DOMAIN**

Benchmark (W4) Learners will develop and demonstrate an awareness of social and cultural conditions that affect career decision-making and workplace success.

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</tr>
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</table>
| W4-3 Knowledge of the impact of cultural stereotyping and gender-based roles in relation to career decisions and occupational success | Gives examples of nontraditional or atypical employment opportunities, such as male nurse or female astronaut  
Interviews two non-traditional (by gender/male and female) workers | Identifies cultural or gender based expectations in relation to different occupations  
Summarizes a biography of a successful person from a different cultural background | Identifies ways in which others might discriminate or stereotype them and its possible impact  
Reviews list of non-traditional careers for own gender and examines one’s inclination and attitudes toward them | Demonstrates culturally affirming behavior in the workplace  
Recognizes the assets of diversity for the 21st century workplace |
**WORKPLACE READINESS DOMAIN**

**Benchmark (W5) Learners will develop and demonstrate knowledge of all aspects of an industry, service, trade, or occupation.**

<table>
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</thead>
<tbody>
<tr>
<td>W5-1 Knowledge of the structures and dynamics of organizations</td>
<td>Describes the structures and jobs within the school building, interviews family members and friends about their place of work, colleagues, and operations</td>
<td>Defines terms such as industry, management, finance, labor, budget, understands the way in which organizations are structured (i.e., hierarchy of workers, etc.)</td>
<td>Gives examples of how organizations manage workers effectively and ineffectively, makes organizational recommendations to administrators via the student council or a student organization</td>
<td>Understands the way in which one's own experiences, views, and preferences influence organizational perceptions, reviews employee manuals and attends meetings conducted by professional association, HR, or local union</td>
</tr>
<tr>
<td>W5-2 Knowledge of industries’ roles in local, national, and global arenas</td>
<td>Develops rudimentary knowledge of the world of work, names industries specific to the US and other countries around the world (late elementary)</td>
<td>Identifies major industries and services in one’s own community and region, reads newspapers and periodicals and watches the news</td>
<td>Cites implications of an increasingly global economy from workplace readiness competencies lists (via MassCIS or ONet), researches a set of questions about a company in preparation for a mock interview</td>
<td>Follows local, national, and global economic trends and uses this information to help in career management</td>
</tr>
</tbody>
</table>
**Benchmark (W5)** Learners will develop and demonstrate knowledge of **all aspects of an industry, service, trade, or occupation**.

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<tbody>
<tr>
<td>W5-3 Skills to locate, understand, evaluate, and use safety information</td>
<td>Gives examples of basic safety rules in the home</td>
<td>Lists school safety rules for on and off the school grounds and why they are in place</td>
<td>Seeks information about a company's rules and safety procedures</td>
<td>Understands how changes in the labor market and technology affect occupational safety</td>
</tr>
<tr>
<td></td>
<td>Identifies three sources of accidents at work and describes ways to prevent these accidents</td>
<td>Learns about the role of occupational safety in the school</td>
<td>Inquires about safety equipment and its location</td>
<td>Able to make recommendations to employers about ways in which to improve safety</td>
</tr>
</tbody>
</table>
To achieve accountability, evaluation is needed concerning the nature, structure, organization and implementation of [...] programs, the school counselors and other personnel who are implementing the programs; and the impact the programs are having on students, the schools where they learn, and the communities in which they live.

Norm Gysbers
Evaluating School Guidance Programs
The greatest achievement of the human spirit is to live up to one’s opportunities and make the most of one’s resources.

Vauvenargues (French Philosopher)
Introduction

Part II of the Guide provides readers with a means of assessing needs, developing evaluation plans, and disseminating information about the impact of career development education interventions. It also includes a review of evaluation concepts that can help practitioners to plan for and implement their assessment efforts.

This overview is followed by five sections that present CDE practitioners with sample instruments that can be used as is, or modified, to demonstrate the effectiveness of career development interventions:

- **Section 1:** Massachusetts Career Development Intervention Self-Assessment (CADISA)
- **Section 2:** Assessing Progress in the Academic/Technical Domain
- **Section 3:** Assessing Progress in the Personal/Social Domain
- **Section 4:** Assessing Progress in the Workplace Readiness Domain
- **Section 5:** Moving From Evaluation to Action: Dissemination

It should also be noted that Part II supports the No Child Left Behind (NCLB) legislation and its two major components: 1) accountability for results; and 2) an emphasis on doing what works based on scientific research.

The Need for Evaluation

Increased support for effective and inclusive career development efforts will only be realized when the field can demonstrate the impact of career development education (CDE) on student achievement and employment outcomes. Therefore, CDE practitioners must work thoughtfully toward this goal by contributing to the growing body of evidence that seeks to demonstrate such impact. Both the challenge and possibility of this task are captured in the following quote by Richard Lapan and John F. Kosciulek.¹³

“[W]e hypothesize that students who more fully and substantively participate in Community Career System programs will have better records of academic achievement and be more likely to successfully pursue post-high school educational and training options than will comparable peers who do not participate in such career development services. These students will be more likely to obtain a job with career track potential in a growth industry, be employed in high skill/high wage jobs, and make more successful adaptive responses to initial career challenges and barriers. These young adults will more successfully assume age appropriate citizenship roles (e.g., voter) and be a positive force within their neighborhoods and peer groups. Communities will also benefit financially (e.g., from increased tax revenues). Evaluation efforts should focus on identifying and improving those practices and policies that can be empirically linked to enhancing such outcomes for all students.” […]


*The Community Career System programs that Lapan et al. refers to are consistent with many outcomes of a comprehensive implementation of the Commonwealth’s benchmarks.*
Evaluation Concepts and Models

Evaluation efforts ought to address both process (i.e., formative) and outcomes (i.e., summative) with both having equal status. Evaluation results should also be derived from quantitative and qualitative methods.

Process Evaluation:
Process evaluation reviews a program’s procedures, structures, and schedules during the implementation phase. It enables trouble-shooting as the program is implemented, allowing for mid-course corrections if necessary. Some examples of process evaluation methods are:

- Interviews or focus groups with students, teachers, and counselors during an intervention for feedback and reactions.
- Reviews of student products (such as papers, career portfolios) to assess how well students are learning new behaviors and attitudes.
- Questionnaires that assess changes in student attitudes and behaviors (e.g., a measure of exploratory activity mid-way through a semester-long career development curricular program)

The following questions might also be raised in process evaluation:

- What are the current challenges and obstacles?
- Are changes and/or modifications required to meet specific goals?
- To what extent has the program been implemented and at what pace?

Outcome Evaluation:
Outcome evaluation assesses the extent to which the program is effective in helping learners to meet CDE goals and other expectations. It may also identify discrepancies between desired and actual performance outcomes. Often, people think of outcome expectations as solely the differences between pre-intervention performance and post-intervention performance. In reality, outcome evaluation involves a number of additional tools to assess the impact of a program or intervention. We recommend the use of combinations of outcome methods to ensure that you are exploring a fuller range of a program’s impact. Some examples that are related to CDE are:

- Assessment of student products (such as the quality of essays about the students’ future, assessment of skills, talents, and abilities) to examine the degree to which students’ skills are changing in line with program goals.

- Comparison of scores on relevant instruments with students who have not been exposed to a specific career development intervention (CDI). (It is important to note that ethical guidelines in counseling do not allow us to create control groups [i.e., withhold a program or intervention that we know is effective] for research and evaluation. Instead, we recommend that you compare programs, such as comparing CDIs or use a comparison group of students who will eventually be exposed to the CDI.) Assessment of pre- and post-scores; this is the traditional approach, but it is clearly not the only effective outcome
evaluation method. Be aware that other factors may be leading to changes in scores, such as the natural maturation of students or exposure to other programs.

- Analysis of interview and focus group responses, before and after a CDI. You can also use the comparison method cited above to assess responses of students who have been exposed to a CDI with students who have not been exposed to a CDI.

Outcome evaluation can lead to questions such as:

- How effective has an intervention been in addressing a learning standard or CDE benchmark?
- What interventions are most/least successful in addressing a documented need or problem?
- Which student populations benefit from which types of interventions?
- How can the intervention be improved and delivered in a cost-effective way?

**Needs Assessment:**
Evaluation instruments can also function as needs assessment tools. In this fashion, schools and other systems can use these tools to:

- identify areas of strength and weakness in the CDE program (see CADISA)
- prioritize CDE goals and efforts
- develop plans to identify career development interventions or practices that appear to advance CDE benchmarks and/or the Massachusetts Curriculum Frameworks.
Planning for Effective Evaluation

Evaluation can be a highly complex process with major implications for learners, schools, agencies, and the public. Furthermore, the extent to which evidence of positive impact can be established often relates to the support a program receives.

The first step in developing an effective evaluation program is to consider the goals and challenges in doing so. This may include asking:

• How do we document change in student or practitioner behavior? Changes within the school climate?
• What constitutes a “meaningful” gain in measures of students’ career development in the academic/technical, workplace readiness, and/or personal/social domains?
• How do we control for intervening factors that may also affect outcomes?
• Is there value in evaluation results that demonstrate marginal or non-existing changes?
• How will we document and communicate qualitative and quantitative data outcomes?
• How do differences in student/staff populations impact results?

There are no easy answers to these questions nor are there answers that are considered “right” by professional evaluators and researchers. Rather, these questions should be posed to determine how to best evaluate the process, outcomes, and impact of career development education efforts.

Using Evaluation Results

Results derived from evaluation efforts can be used in a number of ways. For example, thoughtful and systematic analysis of evaluation results can provide:

• feedback about the degree to which relevant CDE benchmarks have been addressed
• feedback about the impact of CDE interventions on other learning standards
• feedback about the impact of the CDE program on the system, particularly teaching and counseling practices, and
• feedback on the effectiveness of a specific CDE intervention.

Analysis can also promote new questions such as:

• Are we measuring meaningful outcomes with our evaluation tools (e.g., head counts vs. behavioral change)?
• How should results be communicated? To whom?
• What decisions will we make based on results?
Developing an Evaluation Team

Successful career development education programs dedicate human resources to both implementation and evaluation. Forming an evaluation team can be an important first step. Such a group should include:

- a counselor, STC or Connecting Activities coordinator to convene the group and oversee a needs assessment based on the Massachusetts CDE benchmarks and/or other school or program goals
- someone with knowledge or experience in program planning and evaluation, and
- additional members from the following stakeholder groups:
  - CDE experts/professionals
  - classroom teachers
  - representatives of the student population (especially important at the secondary and postsecondary level)
  - individuals with skills in research methods and/or data analysis
  - parents/community members in leadership roles
  - youth coordinators
  - representatives from administration

Establishing an Evaluation Plan or Process

After forming an evaluation team, the next step is to decide upon an evaluation process. This should include (but surely is not limited to):

- prioritizing needs assessment results (via the CADISA)
- selecting specific career development interventions (see list in appendix A) to address priority needs
- projecting anticipated progress as a result of interventions, including a target date
- selecting methods to be used in assessing progress*, such as:
  
  I. observing and documenting behavioral changes in academic/technical performance (e.g., student engagement, grades) or personal/social functioning (discipline incidents, attendance)
  
  II. identifying growth and improvement in CDE product development (e.g., individual career plans, annual performance reviews, career portfolios, or work-based learning plans)
  
  III. determining attitudinal change via pre and post surveys for differences that are meaningful and statistically significant
  
  IV. interviewing participants before and after a CDE intervention to assess the extent to which they have gained knowledge or made behavioral changes as a result of the intervention.

*It is important to assess the “dose effect”; in other words, you need to document how much of a given intervention a student has received. This can be included in the analyses (both qualitative and quantitative). Please note that the amount of gain that researchers in career development have identified in intervention studies is often not that “large”. Often modest changes are accepted as a positive outcome, particularly given the reality that so many other factors affect human development.
The evidence used to gauge counselors’ success is often not considered evaluation, is not documented, and therefore cannot be used to back up claims that counseling has been successful. A possible new approach to evaluation would be one that counselors see as relevant, practical, and capable of embracing the informal observations that counselors and clients make about counseling progress.

Bryan Hiebert,
Changing Focus in Evaluation:
Linking Process and Outline
Massachusetts Career Development Intervention
SELF-ASSESSMENT: CADISA

(Parts of this evaluation instrument have been adapted from the Maryland Career Development Self-Assessment)

NAME OF SCHOOL/AGENCY: ____________________________________________________________

TARGET POPULATION (i.e., elementary, middle or high school,):

____________________________________________________________________________________

PERSON(S) COMPLETING THE ASSESSMENT (name and role):

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

DATE SUBMITTED: ________________________________

This self-assessment has a number of interrelated purposes:

• To provide schools, agencies, and systems with a means of performing a needs assessment of current career development education programs and practices.
• To provide schools, agencies, and systems with feedback as programs are being implemented.
• To guide development and data collection efforts of measurable outcomes.
• To furnish schools, agencies, and systems with a means of sharing best practices with others.

This tool can be useful for schools and programs at all phases of implementation, from planning and design to evaluation of progress and outcomes. The questions that are presented in the CADISA should be answered honestly and openly with these goals in mind. The items for this assessment are derived from the Massachusetts Career Development Education (CDE) benchmarks and competencies. Staff members completing this survey should review the benchmarks for examples that can clarify each competency. Staff members are also encouraged to complete this tool individually and then develop a consensual self-assessment for their program. If consensus is not possible, we recommend that an arithmetic average be used to integrate disparate views. Note: A CDE program does not have to be evaluated for each CDE domain.
Evaluation efforts should focus on identifying and improving those practices and policies that can be empirically linked to enhancing outcomes for all students.

Richard Lapan
Journal of Counseling & Development
Vol. 79(1), Win 2001
The Academic/Technical Domain: This domain refers to the development of career-related academic/technical knowledge, understanding, and skills. This domain is literacy-based and includes English language arts, mathematics, foreign languages, the sciences, trades, technology, arts, and social sciences. Learning occurs most often through formalized instruction in classroom settings.

<table>
<thead>
<tr>
<th>Competency Not Addressed</th>
<th>Minimal Progress</th>
<th>Some Progress</th>
<th>Moderate Progress</th>
<th>Fully Operational</th>
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<td>5</td>
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</table>

Benchmark (A1) Learners will develop and demonstrate 21st century academic, technical, and employability skills.

A1-1 CDE programs and interventions enhance flexible thinking skills for success in school and the workplace.

| 1 | 2 | 3 | 4 | 5 |

Examples:______________________________________________________________
______________________________________________________________
______________________________________________________________
______________________________________________________________

A1-2 CDE programs and interventions enhance technical and technological skills for success in school and the workplace.

| 1 | 2 | 3 | 4 | 5 |

Examples:______________________________________________________________
______________________________________________________________
______________________________________________________________
______________________________________________________________
A1-3 CDE programs and interventions enhance skills in locating and using information resources for research (e.g., libraries, Internet).

Examples:

Benchmark (A2) Learners will develop and demonstrate academic, technical, and employability skills for career and life management.

A2-1 CDE programs and interventions enhance communication and literacy skills for self-advocacy and presentation.

Examples:

A2-2 CDE programs and interventions enhance mathematical life skills for time and money management.

Examples:

A2-3 CDE programs and interventions enhance organizational skills for academic/technical and career success.

Examples:
A2-4 CDE programs and interventions enhance critical thinking skills to evaluate and use academic/technical, career, and labor market information.

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</tbody>
</table>

*Examples:*  

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

71
Benchmark (A3) Learners will develop and demonstrate an understanding of how education and work relate to the needs and functions of society (i.e., developing social responsibility and a global perspective).

A3-1 CDE programs and interventions enhance knowledge of the association between education and work and economic and social needs and functions.

1 2 3 4 5

Examples:____________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

A3-2 CDE programs and interventions enhance skills in applying economic and social factors to personal career management.

1 2 3 4 5

Examples:____________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Benchmark (A4) Learners will develop and demonstrate an understanding of the relevance of education in their lives (i.e., answering “Why do I need to know this?”).

A4-1 CDE programs and interventions enhance knowledge of the benefits of education for personal career management.

1 2 3 4 5

Examples:____________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

A4-2 CDE programs and interventions enhance knowledge of the benefits of education for personal and professional satisfaction.

1 2 3 4 5
Examples:

A4-3 CDE programs and interventions enhance skills in applying educational achievement to workplace opportunities and earnings.

1 2 3 4 5

Examples:

_ x 5 pts =  
_x 4 pts =  
_x 3 pts =  
_x 2 pts =  
x 1 pts =  

Total score for Academic/Technical Domain: _________
Academic/Technical Domain

Self-assessment:

48 and above—Excellent progress: Your school has made outstanding progress in developing and implementing career development education (CDE) programs that promote career-related academic/technical skill development. Still, it may prove useful to review specific items to assess not only where your school’s strengths lie but to identify areas that can still be improved. After all, this domain focuses on essential higher order thinking skills that students will need for successful career and life management. We also urge you to use the CADISA’s example section for documenting of outcomes. Many schools find it useful to chart student achievement across various academic/technical behavior and performance indices (such as grades, standardized test scores, attendance, tardiness, etc.) and relate it to students’ exposure to CDE. The Massachusetts Department of Education is very interested in such outcomes. Please contact Karen DeCoster, Massachusetts Career Resource Network Director, at 781-338-3115 or at kdecoster@doe.mass.edu.

36-47—Good Progress: Your school appears to be making solid progress in the academic/technical domain. While there are clearly strengths in your program, there are also areas in need of improvement. Review your responses to all items earning a 3 or below. Have a discussion with decision-makers in your school about the CADISA results and work together to identify available resources to boost any areas of weakness. A team of teachers, counselors, and other administrative personnel should be formed to develop and prioritize program goals and plan for monitoring progress. (See the introduction to the evaluation section for more on forming such a team.)

30-35 Some Assistance needed: While falling within this modest range reflects both areas of strength and weakness, your school is moving in the right direction. Celebrate your current program’s strengths and then form a team to identify resources that can help in addressing the weaknesses. Start by building upon ways in which your program is excelling. Examine what is working and why. You may also wish to find out what is working in other schools or programs. Refer to the list of CDE interventions (in particular, curricular and advising) in appendix A for ideas and contact information. Review all appropriate CDE interventions that might enhance career related academic/technical skills.

0-29—Considerable Assistance needed: Your school is in need of a plan to address the academic/technical domain benchmarks. Perhaps your program has not developed a sufficiently clear linkage with the academic/technical mission of your school? A careful review of the benchmarks alone may help in enhancing your program’s effectiveness. School administrators, teachers, and staff should be included in planning. Work to establish a few measurable program goals and related activities. Review the MA Career Development Education Guide for sample curriculum, evaluation tools, and resources. Consult with career development education experts including professionals in your school, district, community, or region. Be sure to review your CADISA results with school staff. Explore funding options in your district and state as well as national CDE resources and grant programs to enhance your program’s resources and effectiveness.
General Tips to Enhance Your Program in the Academic/Technical Domain

- Involve teachers in your planning. Learn about ways to build connections between academic/technical and career development.
- Work with colleagues and partners, especially parent leaders, to plan events and activities that will help students to understand the linkage between school and career development.
- Review the MA Career Development Education Guide in depth, particularly the appendix on curriculum and resources and the Executive Summary re: CDE and academic/technical achievement.
- Contact the MA DOE website for additional resources and information (http://www.doe.mass.edu/cd/resources).
- Review specific CADISA items to assess not only where your school’s strengths lie but to identify areas that can still be improved.
- Identify or develop career development interventions that link academic/technical learning and career development.
- Work with your evaluation team to chart student achievement across various academic/technical behavior and performance indices (such as grades, standardized test scores, attendance, tardiness, etc.) in relation to students’ exposure to CDE.
PERSONAL SOCIAL DOMAIN

For each item, please circle the number that indicates the extent to which the indicator is addressed in your school, agency, or program. As indicated, (1) represents “competency not addressed” while (5) represents a competency that is “fully operational”. Where applicable, please provide specific examples of how your school or program is achieving a given competency.

**The Personal/Social Domain:** This domain refers to the development of self and social knowledge, understanding, and skills. It is based on intra- and inter-personal skill development. Learning occurs largely through informal instruction in social settings with peers, co-workers, classmates, and teachers, and through self-exploration.

**Benchmark (PS1)** Learners will develop and demonstrate attitudes, behaviors, and skills that promote self-knowledge, personal responsibility and self-direction.

PS1-1 CDE programs and interventions enhance skills in developing and maintaining a clear and positive self-concept (with an increasingly more differentiated and affirmative view of oneself).

```
1  2  3  4  5

Examples:______________________________________________________________
______________________________________________________________
______________________________________________________________
______________________________________________________________
```

PS1-2 CDE programs and interventions enhance skills in relating and/or applying individual learning styles, interests, abilities, and aptitudes to self-performance.

```
1  2  3  4  5

Examples:______________________________________________________________
______________________________________________________________
______________________________________________________________
______________________________________________________________
```
PS1-3 CDE programs and interventions enhance knowledge and skills for personal responsibility and self-determination.

Examples:_________________________________________________________.
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

PS1-4 CDE programs and interventions enhance skills in applying personal ethics in all settings.

Examples:_________________________________________________________.
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

Benchmark (PS2) Learners will develop and demonstrate attitudes, behaviors, and interpersonal skills to work with and relate to others.

PS2-1 CDE programs and interventions enhance skills in interacting positively with others at home, at school, at work, and in the community.

Examples:_________________________________________________________.
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

PS2-2 CDE programs and interventions enhance skills in problem-solving and conflict resolution at home, at school, at work, and in the community.

Examples:_________________________________________________________.
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
PS2-3 CDE programs and interventions enhance knowledge of and respect for individual differences.

Examples:

1
2
3
4
5

PS2-4 CDE programs and interventions enhance knowledge of how positive behaviors and attitudes contribute to career success.

Examples:

1
2
3
4
5

Benchmark (PS3) Learners will develop and demonstrate an awareness of how personal and environmental conditions impact career management.

PS3-1 CDE programs and interventions enhance skills in maintaining personal and psychological well-being.

Examples:

1
2
3
4
5

PS3-2 CDE programs and interventions enhance skills in evaluating and responding to social and economic influences at home, at school, at work, and in the community.

Examples:
Benchmark (PS4) Learners will develop and demonstrate behaviors, attitudes, and skills that foster respect for diversity in all settings.

PS4-1 CDE programs and interventions enhance knowledge that positive behaviors and attitudes affirm diversity and work to eliminate stereotyping at home, at school, at work, and in the community.

1 2 3 4 5

Examples: ____________________________________________
_____________________________________________________
_____________________________________________________
_____________________________________________________
_____________________________________________________

PS4-2 CDE programs and interventions enhance skills necessary to foster respect for diversity in one’s personal and professional life.

1 2 3 4 5

Examples: ____________________________________________
_____________________________________________________
_____________________________________________________
_____________________________________________________
_____________________________________________________

_ x 5 pts = ☐ ☐ x 4 pts = ☐ ☐ x 3 pts = ☐ ☐ x 2 pts = ☐ ☐ x 1 pts = ☐

Total score for Personal/Social Domain: __________
**Personal/Social Domain**

**Self-assessment:**

**48 and above—Excellent Progress:** Your school has made outstanding progress in developing programs that enhance the personal/social domain of students’ career development. On the whole, your school’s efforts appear to be clearly identified and consistent with the personal/social domain benchmarks. However, an item-by-item analysis of the CADISA may reveal competencies that require more attention. Be sure to document your successes, in particular regarding student outcomes. See the excellent progress section under the academic/technical domain for more about sharing your results with the Department of Education.

**36-47—Good Progress:** Your school appears to be making solid progress in the personal/social domain. Although there are clearly several strengths here, there is still room for improvement. Review the specific responses that your team made to items earning a score of 3 or less. Be sure to consult with members of your student support staff (e.g., school social workers, adjustment counselors, career specialists, community and parent leaders) to identify resources and methods for enhancing the personal/social functioning of students.

**30-35—Some Assistance needed:** Your school is making progress. However, this modest score reflects both areas of strength and areas in need of growth in your overall program. Review the items of the CADISA earning the lowest scores (i.e., 1’s-2’s) to identify areas that require immediate attention. This type of review may lead to a comprehensive assessment of the full array of personal/social interventions and programs in your school. Often, the problem is that personal/social programs are not well integrated with CDE goals. It would be helpful to set up a meeting between the school’s student support team and CDE practitioners. At this meeting, consider how the two groups might work more collaboratively toward mutual goals. The personal/social domain benchmarks may be helpful in identifying goals and outcomes. Also, be sure to examine the list of Advising CDE Interventions (see Appendix A for ways in which to target weak personal/social benchmarks).

**0-29—Considerable Assistance needed:** Your school does not appear to be adequately addressing the CDE benchmarks in the personal/social domain. Be sure to review low scored items in the personal/social section of the CADISA to document gaps and identify possible trends. Bring CDE specialists and student support services staff together for a candid discussion about the barriers that may be inhibiting the full implementation of the benchmarks. One of the most common pitfalls in this domain is the tendency for schools and agencies to split the delivery of personal/social interventions and preventive efforts from CDE efforts. Collaboration and open communication among various teams is crucial for this type of work. Consult relevant sections of the CDE Guide to identify tools and resources for program improvement.
General Tips to Enhance your Program’s Performance

• Partner with your local community and parent organization(s) to plan programs to involve parents and the community in enhancing students’ knowledge and skills in the personal/social domain.

• Review issues of the *Professional School Counselor* for relevant ideas about improving your programs.

• Work to coordinate activities and efforts aimed at students’ personal/social development. Develop a working collaboration between the student support team and the CDE team to examine and prioritize the CDE personal/social benchmarks.

• Review the MA Career Development Education Guide in depth, particularly Appendix C.

• Identify, develop and implement programs that enhance the personal/social domain of students’ career development.

• Analyze the CADISA item-by-item to reveal competencies that require more attention.

• Visit the MA DOE website for tips on improving your program ([http://www.doe.mass.edu/cd/resources/](http://www.doe.mass.edu/cd/resources/)).
WORKPLACE READINESS DOMAIN

For each item, please circle the number that indicates the extent to which the indicator is addressed in your school, agency, or program. As indicated, (1) represents “competency not addressed” while (5) represents a competency that is “fully operational”. Where applicable, please provide specific examples of how your school or program is achieving a given competency.

**The Workplace Readiness Domain:** This domain refers to the development of knowledge, understanding, and skills necessary for navigating the workplace. It focuses on exploration, planning, decision-making, and information literacy and is supported by work-based learning. Learning occurs most often through project-based endeavors.

**Benchmark (W1) Learners will develop and demonstrate knowledge and skill in the career planning and decision-making processes.**

W1-1 CDE programs and interventions enhance skills in the planning process (focusing on the importance of preparation and future orientation).

1 2 3 4 5

Examples: ____________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

W1-2 CDE programs and interventions enhance knowledge of decision-making as a complex process.

1 2 3 4 5

Examples: ____________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

W1-3 CDE programs and interventions enhance skills and strategies for effective decision-making (including rational, intuitive, and consultative styles) at home, at school, at work, and in the community.

1 2 3 4 5
Examples:__________________________________________________________
__________________________________________________________
__________________________________________________________

W1-4 CDE programs and interventions enhance skills in career planning and decision-making in relation to aptitudes, values, and interests.

1 2 3 4 5

Examples:__________________________________________________________
__________________________________________________________
__________________________________________________________

W1-5 CDE programs and interventions enhance skills in establishing and modifying career management tools (e.g., resume, portfolio).

1 2 3 4 5

Examples:__________________________________________________________
__________________________________________________________
__________________________________________________________

W1-6 CDE programs and interventions enhance skills to plan and navigate career transitions.

1 2 3 4 5

Examples:__________________________________________________________
__________________________________________________________
__________________________________________________________
Benchmark (W2) Learners will develop and demonstrate an exploratory approach toward self, life, and the world of work.

W2-1 CDE programs and interventions enhance exploratory skills and attitudes essential to an identity as a lifelong learner.

1 2 3 4 5

Examples:__________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

W2-2 CDE programs and interventions enhance knowledge of how and where to access career and labor market information.

1 2 3 4 5

Examples:__________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

W2-3 CDE programs and interventions enhance skills to both utilize and evaluate career information, resources, and experts in career planning.

1 2 3 4 5

Examples:__________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

Benchmarks (W3) Learners will develop and demonstrate occupational/vocational knowledge and skills for employment, job security and advancement.

W3-1 CDE programs and interventions enhance knowledge of the concept of performance ratings and their value.

1 2 3 4 5

Examples:__________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
W3-2 CDE programs and interventions enhance knowledge of the concepts of job loss and job security.

Examples:__________________________________________________________

___________________________________________________________________________

W3-3 CDE programs and interventions enhance knowledge of the risks and rewards of various careers.

Examples:__________________________________________________________

___________________________________________________________________________

W3-4 CDE programs and interventions enhance skills necessary for employment, retention, and advancement.

Examples:__________________________________________________________

___________________________________________________________________________
W3-5 CDE programs and interventions enhance knowledge of the transferability of skills.

Examples:_________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________

**Benchmark (W4) Learners will develop and demonstrate an awareness of social and cultural conditions that affect decision-making and workplace success.**

W4-1 CDE programs and interventions enhance knowledge of the interrelationship of life roles.

Examples:_________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________

W4-2 CDE programs and interventions enhance skills in managing competing life roles at home, at school, at work, and in the community.

Examples:_________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________

W4-3 CDE programs and interventions enhance knowledge of the impact of cultural stereotyping and gender-based roles in relation to career decisions and occupational success.

Examples:_________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
**Examples:**

**Benchmark (W5) Learners will develop and demonstrate knowledge of all aspects of an industry, service, trade, or occupation.**

W5-1 CDE programs and interventions enhance knowledge of the structures and dynamics of organizations.

1 2 3 4 5

**Examples:**

W5-2 CDE programs and interventions enhance knowledge of industries’ roles in local, national, and global arenas.

1 2 3 4 5

**Examples:**

W5-3 CDE programs and interventions enhance skills to locate, understand, evaluate, and use safety information.

1 2 3 4 5

**Examples:**

\[ \_ x 5 \text{ pts} = \square \_ x 4 \text{ pts} = \square \_ x 3 \text{ pts} = \square \_ x 2 \text{ pts} = \square \_ x 1 \text{ pts} = \square \]

Total score for Workplace Readiness Domain: \________
Workplace Readiness Domain

Self-assessment:

80 and above—Excellent Progress: Your school has made outstanding progress in developing programs to enhance the workplace readiness skill development of your students. On the whole, your school’s efforts appear to be clearly identified and consistent with the workplace readiness domain benchmarks. However, an item-by-item analysis of the CADISA may reveal some competencies that require more attention. In addition, be sure to document your successes regarding student outcomes in relation to career interventions. Please see the “Excellent Progress” section under the academic/technical domain for information about sharing your results with the Department of Education.

65-79—Good Progress: Your school is making solid progress here; however, a few benchmarks are clearly less developed than others. Reviewing the specific responses that your team made on the CADISA will be very informative; there are always areas that can be improved! Consult with CDE specialists (including business and labor partners) to determine ways of strengthening the workplace readiness domain of your CDE program. Use the MA Career Development Education Guide as a resource in moving your program to the highest level of implementation.

50-64—Some Assistance needed: Your school is making progress! Remember, falling within this modest score range reflects both areas of strength and weakness. Have a discussion with decision-makers in your school about the importance of workplace readiness development. Identify resources that are readily available to address this domain. Examine the list of work-based CDE interventions found in appendix A of the Guide for ways in which to target workplace readiness benchmarks. This may also lead to a comprehensive assessment of the utility of other interventions already in place. Programs at this level of implementation should coordinate efforts with guidance, business and community partners, and the school-to-career team. At the elementary school level, such a team might consist of teachers, parents, administrators and counseling staff who will work on ways to help students learn about the connections between doing well in school and doing well at home and in the community.

0-49—Considerable Assistance needed: Your school would benefit from a well-developed plan for implementing the workplace readiness benchmarks. School administration, teachers, and staff should first dialogue about the need to focus on workplace readiness skill development. If all are in agreement, begin by reviewing the Guide for sample curriculum, evaluation tools, and resources that focus on workplace readiness skill development. (Refer to the Data Snapshot section of the Executive Summary.) Then contact career development experts in area agencies and businesses. Seek to build connections to community, businesses, parents/guardians, and older students who might be willing to help. This CADISA “score” may be helpful in providing a rationale for obtaining support for your program.
General Tips to Enhance Your Program’s Performance

- Review issues of the *Career Development Quarterly* and the *Professional School Counselor* for ideas about reforming and reinvigorating your program.

- Develop a workplace readiness skill development team that includes teachers, parents, administrators, and business leaders (for middle and high schools) who can help your school to develop programs that link school to career planning success.

- Develop programs to enhance the workplace readiness skill development of your students.

- Analyze the CADISA item-by-item to reveal some competencies that require more attention.

- Document your successes regarding student outcomes in relation to specific career interventions.

- Contact the MA DOE website for other tips on improving your program ([http://www.doe.mass.edu/cd/resources/](http://www.doe.mass.edu/cd/resources/)).

Note: In the elementary school years, progress in the workplace readiness domain will not focus on job search skills and career decision-making. Instead, workplace readiness skills within the childhood years should involve helping students to internalize the idea that success in the workforce and in their lives is related to performing well in school. Elementary school personnel should explore each of the workplace readiness benchmarks competencies for appropriate examples and ideas.
Making a career choice is an event, a “what.” Why that choice is made is a more crucial question.

SECTION 2:

Assessing Progress in the Academic/Technical Domain

This section of the Guide is still under construction. As in the last section, users are invited to consult the career development website for related links and assessment tools.

Knowledge is of two kinds. We know a subject ourselves, or we know where we can find information about it.

Samuel Johnson
**High School Benchmark Self-Assessment Survey: Academic/Technical Domain**

This survey assesses the extent to which a high school student perceives him/herself as meeting the academic/technical domain CE benchmarks. This is useful as a diagnostic tool at the outset of career development interventions aimed at addressing the academic/technical domain. (The survey can easily be modified for elementary and middle school students by substituting the examples with appropriate examples found in the CDE benchmarks.)

For the items that follow, please indicate the appropriate number (using the scale below) that most accurately reflects the extent to which you agree or disagree with the statement.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Somewhat Agree</th>
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A1. In general, I am developing and demonstrating 21st century academic, technical, and employability skills (such as critical reading and problem solving skills).

A1-1. Specifically, I am developing flexible thinking skills for success in school and the workplace (e.g., I apply academic/technical knowledge and skills in solving personal challenges; I am a flexible thinker).

A1-2. I am developing technical and technological skills for success in school and the workplace (e.g., I use and can follow maps and complex diagrams; I can use communication technologies such as voice mail, computers, fax machines).

A1-3. I am developing skills in locating and using information resources for research (e.g., I know how to explore a topic via the Internet; I use a number of reference materials in the library, etc.).

A2. In general, I am developing and demonstrating academic, technical, and employability skills for career and life management (e.g., such as organization, budgeting, and self-management).

A2-1. Specifically, I am developing communication and literacy skills for self-advocacy and presentation (e.g., I present myself clearly and accurately in an interview; I ask questions when I don’t understand something; and I can follow complex verbal and written instructions).

A2-2. I am developing mathematical life skills for time and money management (e.g., I develop and follow a schedule when needed; I manage my personal finances carefully).

A2-3. I am developing organizational skills for academic/technical and career success (e.g., I prioritize tasks and organizes work areas; I use organizational tools such as calendars, appointment books, files, bulletin boards).
________ A2-4. I am developing critical thinking skills to evaluate and use academic/technical, career, and labor market information (e.g., I can distinguish between biased and unbiased information; I do not rely solely on the media or peers in decision-making).

________ A3. In general, I am developing and demonstrating an understanding of how education and work relate to the needs and functions of society (e.g., developing social responsibility and a global perspective).

________ A3-1. Specifically, I am developing knowledge of the association between education and work and economic and social needs and functions (e.g., I understand the impact of education as a means of reducing poverty; I know my civic duties).

________ A3-2. I am developing skills in applying economic and social factors to personal career management (e.g., I understand why skills in certain fields, such as medicine and agriculture, are in demand).

________ A4. In general, I am developing and demonstrating an understanding of the relevance of education in their lives (e.g., answering “Why do I need to know this?”).

________ A4-1. Specifically, I am developing knowledge of the benefits of education for personal career management (e.g., I know which scholastic accomplishments to feature in my career portfolio or resume; I see the value of learning a second language or technical skill).

________ A4-2. I am developing knowledge of the benefits of education for personal and professional satisfaction (e.g., I can give examples of ways in which education might enhance my personal life).

________ A4-3. I am developing skills in applying educational achievement to workplace opportunities and earnings (e.g., I can give examples of academic/technical skills that I use, or will use, in the workplace).
**Assessing Progress in the Academic/Technical Domain for Elementary School Populations (grades 4-6)**

**The Academic/Technical/Career Readiness Scale**

*Note: Higher scores on this measure would reflect greater levels of school engagement.*

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<tr>
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<th>Never true about me</th>
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Place the appropriate number next to the item in the space provided.

_____ 1. I complete my assignments on time.

_____ 2. I know why achievement in school is important for my future.

_____ 3. I ask questions in class when I do not understand something.

_____ 4. My teachers think that I follow directions well.

_____ 5. I enjoy learning.

_____ 6. I am organized in how I do my schoolwork.

_____ 7. I have some activities that I like to do outside of school (such as sports, scouts, church).

_____ 8. I am learning about the world of work in school and in my family.

_____ 9. I work well on group projects.

_____ 10. I am learning to use the computer and the Internet.
SECTION 3:

Assessing Progress in the Personal/Social Domain

This section of the guide is still under construction. As in the last section, users also should consult the career development website to obtain other related links and assessment tools.

The self is not something ready-made, but something in continuous formation through choice of action.

John Dewey
High School Benchmark Self-Assessment Survey: Personal/Social Domain

This survey assesses the extent to which a high school student perceives him/herself as meeting the personal/social domain CDE benchmarks. This is useful as a diagnostic tool at the outset of career development interventions aimed at addressing this domain. (The survey can easily be modified for elementary and middle school by substituting the examples with the appropriate examples found in the benchmarks.)

For the items that follow, please indicate the appropriate number (using the scale below) that most accurately reflects the extent to which you agree or disagree with the statement.

Strongly Disagree  Disagree  Somewhat Agree  Agree  Strongly Agree
1  2  3  4  5

_________ PS1. In general, I am developing and demonstrating attitudes, behaviors, and skills that promote self-knowledge, personal responsibility, and self-direction. (e.g., I am resourceful and self-reflective. I seek advice, options, and information.)

_________ PS1-1. Specifically, I am demonstrating skills in developing and maintaining a clear and positive self-concept (with an increasingly more differentiated and affirmative view of oneself) (e.g., I can accurately document my accomplishments verbally or in a resume or cover letter).

_________ PS1-2. I am developing and demonstrating skills in relating and/or applying individual learning styles, interests, abilities, and aptitudes to self-performance (e.g., I know how to adapt learning styles to changing work contexts; I seek and offer help based on recognized team strengths and weaknesses).

_________ PS1-3. I am developing and demonstrating knowledge and skills for personal responsibility and self-determination (e.g., I choose challenging tasks and demonstrates persistence in execution).

_________ PS1-4. I am developing and demonstrating skills in applying personal ethics in all settings (i.e., I respect privacy and confidentiality, i.e., I do not gossip or share privileged information).

_________ PS2. In general, I am developing and demonstrating attitudes, behaviors, and interpersonal skills to work with and relate to others. (e.g., I am sure of myself; I am understanding of others.)

_________ PS2-1. Specifically, I am developing and demonstrating skills in interacting positively with others at home, at school, at work, and in the community (e.g., I handle criticism well. I maintain composure under pressure. I am a good listener and am fair).

_________ PS2-2. I am developing and demonstrating skills in problem-solving and conflict resolution at home, at school, at work, and in the community (e.g., I manage anger effectively; I can communicate respectfully but with impact).
________ PS2-3. I am developing and demonstrating knowledge of and respect for individual differences (e.g., I convey respect and appreciation for all social groups in my school regardless of cultural, religious, or sexual orientation).

________ PS2-4. I am developing and demonstrating knowledge of how positive behaviors and attitudes contribute to career success (e.g., I understand the value of delayed gratification and can give examples of instances when it is called for).

_______ PS3. In general, I am developing and demonstrating an awareness of how personal and environmental conditions impact career management. (e.g., I take responsibility for maintaining good health; I can manage peer pressure.)

_______ PS3-1. Specifically, I am developing and demonstrating skills in maintaining personal and psychological well-being (e.g., I could locate and access a mentor or health care professional on my own; I actively seek relationships with caring peers and adults).

_______ PS3-2. I am developing and demonstrating skills in evaluating and responding to social and economic influences at home, at school, at work, and in the community (e.g., I communicate views and values confidently despite others opinions; I am able to delay immediate gratification in order to achieve my long-range goals.

_______ PS4. In general, I am developing and demonstrating behaviors, attitudes, and skills that foster respect for diversity in all settings (e.g., I value differences in lifestyles and beliefs including my own). (*cultural/social/economic/experiential)

_______ PS4-1. Specifically, I am developing knowledge that positive behaviors and attitudes affirm diversity and work to eliminate stereotyping at home, at school, at work, and in the community (e.g., I analyze and clarify my own cultural bias and seeks resolution; I understand the causes of prejudice).

_______ PS4-2. I am developing and demonstrating skills necessary to foster respect for diversity in one’s personal and professional life (e.g., I appreciate different views and seeks others opinions; I seek friendships among diverse groups).
Assessing Progress in the Personal/Social Domain for Middle School and High School

The Interpersonal Work Readiness Scale

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<td>Usually true about me</td>
<td>Almost always true about me</td>
<td>Always true about me</td>
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Place the appropriate number next to the item in the space provided.

1. I try to respect others in my class despite differences of opinion.
2. I realize that it is my responsibility to plan for the future.
3. I struggle with handling anger when I have conflict.
4. I struggle with handling disappointment or failure.
5. The friends who I choose will help to shape the kind of person that I am.
6. I find the focus on diversity and respecting others because of differences in ethnicity and race to be annoying and unnecessary.
7. When I have difficulty with a homework assignment or subject in school, I ask classmates or the teacher for help.
8. I feel that I know how to get along well with others.
9. I enjoy learning a great deal.
10. I believe that mistakes are learning opportunities.

Note: Items with an asterisk reflect reversed scored items. Higher scores on this measure would reflect greater levels of work-related interpersonal skills (e.g., teamwork; self-determined motivational style, etc.).
SECTION 4:

Assessing Progress in the Workplace Readiness Domain

Perhaps the most obvious domain to assess the impact of career development education and interventions is within the workplace readiness realm. The major assumption here is that by facilitating progress in this domain we should be able to observe behavioral changes in critical workplace readiness skills, attitudes, and knowledge. For example, counselors who are using interest inventories in high schools ought to observe students engaging in additional career and self-exploration activities. Similarly, a community college program designed to help students make choices about majors and careers should lead to demonstrated career decidedness.

In this section, we provide illustrative tools that can be used to assess progress in career development for learners across the life span. Visit the career development website for additional resources and instruments, as well.

...in order that a man may be happy, it is necessary that he should not only be capable of his work, but a good judge of his work.

John Ruskin
Assessing Progress in the Workplace Readiness Domain for Elementary School Populations (grades 4-6)

While learners in this age group can respond to questionnaires, it may be more informative to use focus groups or individual interviews to learn about the impact of a given intervention.

A Focus Group Interview Guide

Note: This interview guide provides sample questions that may be used to assess the effectiveness of career development interventions designed to reduce gender-based stereotyping, enhance learners' self-concept, and help integrate school and work (see CDE Benchmarks E4-3, PS1-1, A4-1, A4-2, and A4-3). It is recommended that you pose such questions before and after an intervention.

1. Some people think that self-confidence is important to school success and even making friends. Do you agree? Why or why not?
2. Why is it important that people “know” themselves? Should this include knowing one’s weaknesses and strengths? Why or why not?
3. How can someone learn more about their interests and abilities?
4. How might knowing your interests and abilities help in choosing a career?
5. Some people think that what is taught in school is not important to becoming a happy adult. What do you think?
6. Some people associate certain jobs with men and others with women. Do you? If so, please describe those jobs.
7. Why might some jobs be chosen by women and others by men?
8. If someone told you that only a girl/woman should be a nurse, what would you say?
9. If someone told you that only a boy/man should be a construction worker, how would you reply?
10. The number of doctors who are women has grown a great deal. In fact, half of all medical students are now women. What do you think has caused this change?

Note: Results would be evaluated qualitatively. That is, the evaluator(s) would examine the themes that emerge from the responses, ideally observing responses that are consistent with the goals of the CDE program.
Assessing Progress in the Workplace Readiness Domain

The Middle School Career Implementation Survey

Note: This instrument can be used to assess the impressions of middle school students about their career development (see MA CDE Benchmarks A4-1 to A4-3 and E1-1 to E1-6.) Higher scores are associated with greater levels of career adaptability. (*Refers to items that are reversed scored.)

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Place the appropriate number next to the item in the space provided.

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<tr>
<td>1</td>
<td>In my school, I have had an opportunity to learn about different careers.</td>
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<td>2</td>
<td>*I do not believe that there is a connection between doing well in school and doing well in life.</td>
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<td>3</td>
<td>I have not had opportunities during school to learn about my interests and values.</td>
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<td>4</td>
<td>I know the courses that I should take in high school.</td>
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<td>5</td>
<td>I know why math is important to my career plan.</td>
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<td>6</td>
<td>I believe that doing well in school will help me to do well in my life.</td>
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<tr>
<td>7</td>
<td>*Planning for college or other options after high school is unnecessary.</td>
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<td>8</td>
<td>I think that reading skills are important in today's job market.</td>
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<tr>
<td>9</td>
<td>*There is little that I can do to get a good job; finding a good job is largely a matter of luck.</td>
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<td>10</td>
<td>It is foolish to consider a career that is primarily held by men or women if you are the opposite sex. Boys should not consider elementary teaching and girls should not consider automotive careers.</td>
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<tr>
<td>11</td>
<td>My teachers help me to understand how school can help me to reach my career goals.</td>
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<tr>
<td>12</td>
<td>I do not think that it is important to have learning experiences in the workplace before choosing a career.</td>
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<tr>
<td>13</td>
<td>*I am not ready to consider possible career choices.</td>
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<tr>
<td>14</td>
<td>I am currently exploring careers that I am interested in.</td>
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Assessing Progress in the Workplace Readiness Domain for High School Populations

Career Exploration Survey

Students participating in a career development program are more likely to engage in exploratory activities. Items 1-9 assess environmental exploration and items 10-18 assess self-exploration (MA CDE Benchmarks PS1-1 to PS1-4 and E2-1 to E2-3). Note: Higher scores reflect greater levels of exploratory activity.

Using the scale below, indicate to what extent you have behaved in the following ways over the last three months. (Write the appropriate number to the left of each item.)

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<td>Little</td>
<td>Somewhat</td>
<td>A moderate amount</td>
<td>A substantial amount</td>
<td>A great deal</td>
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___ 1. Experimented with different career-related activities.
___ 2. Sought opportunities to test my skills in a specific area.
___ 3. Tried work-related tasks to see if I might like them.
___ 4. Investigated career information online or some other way.
___ 5. Took part in a career-oriented program or event.
___ 6. Obtained information on specific jobs or companies.
___ 7. Initiated conversations with individuals knowledgeable about a career that I am interested in.
___ 8. Obtained information on the current labor market and job opportunities.
___ 9. Sought information on a career of interest to me.
___10. Reflected on how past experiences may influence my career choices.
___11. Focused on my uniqueness; who I really am.
___12. Thought about my accomplishments and challenges.
___13. Thought about my educational background and how it will influence my career options.
___14. Reflected on my career and educational options in relation to my family's expectations.
15. Reflected on my career and educational options in relation to the expectations of my friends and peers.

16. Thought of myself as an independent person.

17. Tried to picture myself in various career roles.
High School Benchmark Self-Assessment Survey: Workplace Readiness Domain

This survey assesses the extent to which a high school student perceives him/herself as meeting the workplace readiness domain CDE benchmarks. This is useful as a diagnostic tool before using career development interventions aimed at addressing this domain. (The survey can easily be modified for elementary and middle school by substituting the examples with the appropriate examples found in the CDE benchmarks referenced in the Relevance Guide.)

For the items that follow, please indicate the appropriate number (using the scale below) that most accurately reflects the extent to which you agree or disagree with the statement.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
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________ W-1. In general, I am developing and demonstrating knowledge and skills in the career planning and decision-making processes (i.e., I understand the importance of preparation and future orientation).

________ W1-1. Specifically, I am developing and demonstrating skills in the planning process (focusing on the importance of preparation and future orientation) (e.g., I can plan and execute a long range project; I adjust plans when needed).

________ W1-2. I am developing and demonstrating knowledge of decision-making as a complex process (i.e., I can explain how I arrived at a decision and can evaluate the process).

________ W1-3. I am developing skills and strategies for effective decision-making (including rational, intuitive, and consultative styles) at home, at school, at work, and in the community (e.g., I use logic and reasoning in making a decision. I consult experts and/or caring friends and adults for advice).

________ W1-4. I am developing skills in career planning and decision-making in relation to aptitudes, values, and interests (e.g., I use academic/technical performance results in making career decisions such as future course or college selections).

________ W1-5. I am developing skills in establishing and modifying career management tools (e.g., I maintain an academic/technical portfolio, career plan, or resume).

________ W1-6. I am developing skills to plan and navigate career transitions (e.g., I evaluate and pursue job opportunities for increased marketability and potential advancement; I understand the importance of networking and planning).
Strongly Disagree Disagree Somewhat Agree Agree Strongly Agree

1 2 3 4 5

W2. In general, I am developing and demonstrating an exploratory approach toward self, life, and the world of work (e.g., I am curious and open to new experiences).

W2-1. Specifically, I am developing and demonstrating exploratory attitudes and skills essential to an identity as a lifelong learner (e.g., I relate new information accurately and creatively to self-knowledge; I maintain an open mind).

W2-2. I am developing and demonstrating knowledge of how and where to access career and labor market information (e.g., I use occupational resources and handbooks to learn about careers; I seek out professional training opportunities).

W2-3. I am developing and demonstrating skills to both utilize and evaluate career information, resources, and experts in career planning (e.g., I use new information to modify my plans; I can locate an expert on a topic of interest).

W3. In general, I am developing and demonstrating occupational/vocational knowledge and skills for employment, job security, and advancement (e.g., I understand the relationship of education, hard work, and initiative to career advancement).

W3-1. Specifically, I am developing knowledge of the concept of performance ratings and their value (e.g., I appreciate and use critical feedback at home and in school).

W3-2. I am developing knowledge of the concepts of job loss and job security (e.g., I understand the need for planning and identifying options—i.e., I know the value of a back-up plan).

W3-3. I am obtaining knowledge of risks and rewards of various careers (e.g., I compare and contrast the rewards and risks of certain occupations; e.g., I understand that an entrepreneur has independence but works long hours with no health benefits).

W3-4. I am developing skills necessary for employment, retention, and advancement (e.g., I understand the concepts of such things as good work ethics and quality control).

W3-5. I am developing knowledge of the transferability of skills (e.g., I can give examples of transferable skills such as: public speaking, persuading, researching, leading).
Strongly Disagree | Disagree | Somewhat Agree | Agree | Strongly Agree
---|---|---|---|---
1 | 2 | 3 | 4 | 5

_______ **W4. In general, I am developing and demonstrating an awareness of social and cultural conditions that affect decision-making and workplace success (e.g., *I am aware that issues such as gender equity and balancing family demands impact a career*).**

_______ **W4-1. Specifically, I am developing and demonstrating knowledge of the interrelationship of life roles (e.g., *I communicate with peers and/or co-workers about strategies for achieving balance in work and my social life*).**

_______ **W4-2. I am developing and demonstrating skills in managing competing life roles at home, at school, at work, and in the community (e.g., *I can balance work, family, and social commitments successfully*).**

_______ **W4-3. I am developing and demonstrating knowledge of the impact of cultural stereotyping and gender-based roles in relation to career decisions and occupational success (e.g., *I understand that there are obstacles and challenges faced by certain groups*).**

_______ **W5. In general, I am developing and demonstrating knowledge of all aspects of an industry, service, trade, or occupation (e.g., *I can describe characteristics of companies and organizations such as management, and customer service*).**

_______ **W5-1. Specifically, I am developing and demonstrating knowledge of the structures and dynamics of organizations (e.g., *I understand the purpose of an organizational chart; I know that companies can manage workers effectively and ineffectively*).**

_______ **W5-2. I am developing and demonstrating knowledge of industries’ roles in local, national, and global arenas (e.g., *I read the newspaper; I understand the concept of a global economy*).**

_______ **W5-3. I am developing and demonstrating skills to locate, understand, evaluate, and use safety information (e.g., *I would inquire about safety information in a new job setting*).**
Assessing Progress in the Workplace Readiness Domain for Postsecondary Populations

Commitment to Career Choices Scale

This scale is designed to be used with college students who are facing the need to make career choices. (MA CDE Benchmarks W1-1 through W1-6 and PS1-1 through PS1-4.) The scale actually contains the two subscales below:

**Vocational Exploration and Commitment Scale (VECS):** This scale assesses the extent to which an individual is committed to a career choice. Many career interventions in postsecondary settings are designed to facilitate greater progress in career decision-making.

**Tendency to Foreclose Scale: (TTFS):** This scale assesses the degree to which an individual has a tendency to foreclose on a career choice. Many career interventions in postsecondary settings are structured to help students or clients tolerate the ambiguity of exploring and assessing options with the goal of reducing the individual’s desire to foreclose on a choice, perhaps prematurely.

In the items that follow, please indicate the appropriate number using the scale below that most accurately reflects the extent to which you agree or disagree with the statement. If you do not currently have a specific career goal, respond to the following items in a way that would reflect your behavior and attitudes if you did have an occupational preference.

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Place the appropriate number next to the item in the space provided.

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<tr>
<td>___1.</td>
<td>I believe that a sign of maturity is deciding on a single career goal and sticking to it.</td>
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<tr>
<td>___2.</td>
<td>Based on what I know about my interests, I believe that I am suited for only one specific occupation.</td>
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<td>___3.</td>
<td>The chances are excellent that I will actually end up doing the kind of work that I most want to do.</td>
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<td>___4.</td>
<td>I may need to learn more about myself (my interests, abilities, and values) before making a commitment to a specific occupation.</td>
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<td>___5.</td>
<td>It is hard for me to decide on a career goal because it seems that there are too many possibilities.</td>
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6. I have a good deal of information about the occupational fields that are most interesting to me.

7. I have thought about how to get around the obstacles that may exist in the occupational field that I am considering.

8. I think that a wavering or indecisive approach to educational and career choices is a sign of weakness; one should take a stand and follow through with it no matter what.

9. I believe that no matter what others might think, my educational and career decisions will either be right or wrong.

10. Based on what I know about my abilities and talents, I believe that only one specific occupation is right for me.

11. While I am aware of my educational and career options, I do not feel comfortable committing myself to a specific occupation.

12. I feel uneasy about committing myself to a specific occupation because I am not aware of alternative options in related fields.

13. I find myself changing academic/technical majors often because I cannot focus on one specific career goal.

14. I do not know enough about myself (my interests, abilities, and values) to make a commitment to a specific occupation.

15. I like the openness of considering various possibilities before committing myself to a specific occupation.

16. Based on what I know about the world of work (i.e., the nature of various occupations), I do not believe that I should seriously consider more than a single career goal at a time.

17. It is hard to commit myself to a specific career goal because I am unsure about what the future holds for me.

18. I find it difficult to commit myself to important life decisions.

19. I feel uneasy in committing myself to a career goal because I do not have as much information about the fields that I am considering as I probably should.

20. I have difficulty making decisions when faced with a variety of options.

21. I feel confident in my ability to achieve my career goals.
| 22. Based on what I know about my values (e.g., the importance of money, job security, etc.), I believe that only one single occupation is right for me. |
| 23. I feel uneasy in committing myself to a specific career plan. |
| 24. I think that I know enough about the occupations that I am considering to be able to commit myself firmly to a specific career goal. |
| 25. I worry about my ability to make effective educational and career decisions. |
| 26. I am not very certain about the kind of work I would like to do. |
| 27. I would change my career plans if the field I am considering became more competitive and less accessible due to a decline in available openings. |
| 28. I believe that there is only one specific career goal that is right for me. |

Scoring Key for Commitment to Career Choices Scale:

*The nine items that comprise the Tendency to Foreclose Scale (TTFS) are as follows: Items #1, 2, 8, 9, 10, 15, 16, 22, 28*

*The nineteen items that comprise the Vocational Exploration and Commitment Scale (VECS) are as follows: Items # 3, 4, 5, 6, 7, 11, 12, 13, 14, 17, 18, 19, 20, 21, 23, 24, 25, 26, 27*

*Please note that six of the items are reversed scored. The reversed scored items are as follows: Items # 3, 6, 7, 15, 21, 24*
### Assessing Progress in the Workplace Readiness Domain for Postsecondary Populations

#### Career Decision-Making Satisfaction Scale

This scale assesses the extent to which an individual is satisfied with her/his progress in making career decisions. Ideally, one would expect that students and learners would experience greater levels of satisfaction with their career decision-making after an intervention. It is also a useful diagnostic tool to use at the outset of an intervention.

For the items that follow, please indicate the appropriate number using the scale below that most accurately reflects your opinion in response to each statement.

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<th>1</th>
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<tbody>
<tr>
<td>Never true about me</td>
<td>Usually not true about me</td>
<td>No opinion</td>
<td>Usually true about me</td>
<td>Always true about me</td>
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</table>

___1. I am satisfied with my current career plans, regardless of how vague or specific they might be.

___2. My current situation in school and/or work fits in well with my desired career goals.

___3. I am not satisfied with my present position in school and/or work.

___4. I feel more satisfied NOW with my school and/or work situation as compared with how I have felt in the past.

___5. I do not feel hopeful about achieving my career goals.

___6. I feel good about the way in which I have made my decisions about school and work.

___7. I am delighted with the present direction of my career plans, regardless of how vague or specific they might be.

___8. I am satisfied with the way in which I have made my decisions about the options available to me in school and/or work.

___9. I feel less satisfied NOW with my school and/or work situation as compared with how I have felt in the past.

___10. I feel good about the career choices available to me.

___11. I am satisfied with the options available to me in school and/or work.

___12. I feel uneasy about the way in which I have made my decisions about the options available to me in school and/or work.
13. I am not satisfied with my current career plans, regardless of how vague or specific they might be.

14. I am satisfied with my current thoughts about my career possibilities.

15. I feel good about where I am in my career.

16. I am not satisfied with my ideas about the kind of work that I want to do in the future.

17. I am optimistic about my career plans, regardless of how vague or specific they might be.

Note: Higher scores on this measure reflect greater levels of satisfaction with one’s progress in career decision-making. Students who are participating in career development education and/or counseling would likely have higher scores on this measure.

- The following items are reversed scored: #3, 5, 12, 13, 16
SECTION 5:

MOVING FROM EVALUATION TO ACTION

To help users move evaluation results or products from the school and/or agency to the public domain where it may have the most impact, the following suggestions are provided:

Preparation of the Evaluation Report

The evaluation report is a key tool in disseminating program results. The following suggestions may be useful in ensuring that the report will be reviewed:

1. Include a short executive summary of no more than two pages.
2. Write the report without jargon or acronyms. Ensure that it can be easily understood by readers with no background in CDE or evaluation methods.
3. Organize the report as follows:
   - Goals of the evaluation (e.g., referencing CD interventions and benchmarks assessed)
   - Methods of evaluation (i.e., focus groups, surveys, academic/technical behavioral data analysis)
   - Summary of results
   - Discussion of results (including limitations and implications)

Moving from the Evaluation Report to Action

Promising results from an evaluation report can inform public policy about the importance of career development education. The following activities may help to disseminate the major conclusions of an evaluation report:

- Share your report with your local workforce investment board, school committee, parent organizations, and the Massachusetts Department of Education via the MCRN director, Karen DeCoster at kdecoster@doe.mass.edu.
- Consider presenting your findings at a regional, state, or national conference.
- Prepare a summary of your findings and post them to your school or agency website.
Empowering people to manage their career development is crucial to effective life role participation. To advance career interventions in the next decade, we will need to address this fact.

Dr. Spencer G. Niles, NCDA President
The greatest achievement of the human spirit is to live up to one’s opportunities and make the most of one’s resources.

Vauvenargues (French philosopher)
Appendix A
Career Development Terminology and CDE Interventions

The following list of career development education terms are presented not only as a standard reference tool (i.e., as a glossary) but as a means of establishing a universal language among Massachusetts career development education (CDE) practitioners. The formation of such a CDE lexicon, currently missing in the field, can provide much needed clarity and consistency in the practice of career development education. As noted in the quote below, providing a common language around career development education content and practice will enable the field to better document outcomes, monitor progress, and modify and direct practice.

In order to establish well-articulated, comprehensive career development programs, the terms must be well defined and understood. Yet there is little clarity reflected in the literature and in conversations with school counselors throughout the nation.

Carolyn Maddy-Bernstein, Career Development Issues Affecting Secondary Schools, The Highlight Zone: Research @ Work No. 1, 2000
ACADEMIC/TECHNICAL SKILLS FOR THE 21ST CENTURY: critical skills for the 21st century that focus on cognitive adaptability and flexibility. These skills are essential for managing rigorous educational and occupational demands, the constant change in rapidly changing labor markets, and for maintaining balance between personal and work roles.

ALL ASPECTS OF THE INDUSTRY: knowledge of all facets of an industry including: planning, management, finances, technical and production skills, the underlying principles of technology, labor and community issues, health and safety issues, and environmental factors. Such knowledge is essential to systems thinking and advancing along a chosen career path.

CAREER: the sequence of occupations and other life roles that combine to express one’s commitment to work in the total pattern of self-development, including remunerated and non-remunerated positions and work-related roles such as student, family member, and citizen.

CAREER AWARENESS: the knowledge, values, preferences, and self-concepts that an individual draws upon in the course of making career-related choices.

CAREER COMPETENCIES: specific indicators of attitudes, knowledge, and skills that demonstrate the attainment of career development benchmarks.

CAREER COUNSELING: the interpersonal, organized process in which a counselor assists an individual (or individuals) with career development. This involves helping one to integrate knowledge, experience, and aspirations in choosing, entering, adjusting to, and advancing along a career path. Rather than rely on general interpretations of information or behaviors, career counseling focuses more on personal awareness, interest, attitudes, and goals. Career counseling is a professional endeavor by a professionally trained and certified person.

CAREER DEVELOPMENT: the process through which an individual comes to understand his/her place in the world of work including the psychological, sociological, education, physical, economic, and chance factors that combine to influence the nature and significance of work in an individual’s life. Career development proceeds whether or not career education or counseling occurs. Career development is not an intervention but the goal of intervention.

CAREER DEVELOPMENT BENCHMARKS: recommended learning expectations in the academic/technical, workplace readiness, and personal/social domains that can be measured (i.e., what one should know and be able to do).

CAREER DEVELOPMENT EDUCATION: the array of educational assistance that students receive toward career development including formal and informal knowledge and information about educational and occupational demand, appropriate workplace behavior, necessary skills, education, experience, and aptitudes needed for specific industries and/or jobs. Career education is an ongoing activity that can continue after the student leaves school.
CAREER DEVELOPMENT INTERVENTION: activity, treatment, or effort designed to enhance an individual’s career development or to enable that person to make more effective career decisions. *(See comprehensive list of interventions on next page.)*

CAREER EXPLORATION: activities that are designed to provide in-depth exposure to career options for students. This may include studying career opportunities in a particular field, developing a career plan, learning more about one’s interests, aptitudes and abilities, or reviewing labor market information.

CAREER MAJOR/PATHWAY: a coherent sequence of academic/technical, technical/technological and work-based learning experiences designed to raise student achievement while exploring a broad array of careers. A Career Major/Pathway – (A) integrates academic and occupational learning, integrates school-based and work-based learning, and establishes linkages between secondary schools and institutions; (B) prepares the student for employment in a broad occupational cluster or industry sector; (C) provides the students, to the extent practical, with strong experience in and understanding of all aspects of the industry the students are planning to enter; (D) results in the award of a high school diploma or its equivalent; a certificate or diploma recognizing successful completion of 1 or 2 years of (if appropriate); and a skill certificate; and (E) may lead to further education and training, such as entry into registered apprenticeship program, or to admission to a 2- or 4-year college.

CAREER MANAGEMENT: the active and conscious participation in shaping one’s career and accepting responsibility for the activities and choices made toward those ends.

CAREER PLAN: a comprehensive, formalized written plan (that learners use alone or with the help of others) that relates learning to career goals. The plan is based on both formal and informal assessment and should include areas in which a learner needs to increase knowledge and skills to reach documented goals. A career plan is designed to facilitate transition from high school to future learning or employment. It can be thought of as both an instrument and a process for monitoring one’s career development. As an instrument, a plan provides a place to organize and record progress related to personal, educational, and career and labor market information. As a process, it encourages learners to use the past and present in goal setting and planning. In either case, a career plan should be revisited and modified periodically.

CAREER PORTFOLIO: a documented collection of a learner’s progress that can include report cards, school transcripts, resumes, awards and honors, letters of reference, work samples, certificates of completion, certificates of competencies mastered, and other indicators of actual work. As a career development intervention, a portfolio can be used to promote student self-assessment, critical thinking, and self-confidence. A portfolio can also be used to certify student competence, provide evidence and samples of skills and abilities to employers, or evaluate curriculum and instruction.

COMPREHENSIVE CDE PROGRAM: a Career Development Education (CDE) program that promotes ongoing and integrated skill development within the
academic/technical, workplace readiness, and personal social domains in order that students attain the requisite level of knowledge and experience essential to optimal career development.

**CONSULTIVE** (decision-making) **STYLE**: a form of decision-making that relies upon advice and consultation with others.

**COOPERATIVE EDUCATION** (i.e., Co-op): a method of instruction for students’ Department of Education approved vocational technical education programs. Through written cooperative arrangements between the school and employers, students, receive instruction, including required academic/technical courses and related career and technical instruction by alternating study in school with employment in an occupational field. The two experiences must be planned and supervised by both the school and the employer to ensure the student’s education and workplace readiness skills are enhanced. Work periods and school attendance may be on alternate half days, full days, weeks, or other periods of time in fulfilling the cooperative program in accordance with the vocational technical education regulations and guidelines.

**DEVELOPMENTAL Approach**: an approach to facilitating learning by meeting the individual at his or her current stage of development or knowledge, then focusing on building competency through increasing capability by learning accomplishments that are specific and raise the overall competency and proficiency of the individual.

**ETHICS**: a set of principles of right conduct; the rules or standards governing the conduct of a person or the members of a profession.

**GENDER EQUITY**: a set of actions, attitudes, and assumptions that provide opportunities and create expectations about individuals. Gender is never separate from race, ethnicity, language, disability, income, or other diversities that define us as human beings. It offers a framework for educational reform in which all females and males: are engaged, reflective learners, regardless of the subject; are prepared for future education, jobs, careers, and civic participation; set and meet high expectations for themselves and others; develop as respectful, inclusive, and productive individuals, friends, family members, workers, and citizens; and receive equitable treatment and achieve equitable outcomes in school and beyond.

**HIGHER ORDER THINKING SKILLS**: Critical thinking skills such as applying, analyzing, synthesizing, and evaluating information.

**INTEREST INVENTORIES**: Based on psychological testing principles, interest inventories assess the compatibility of one’s interests with the interests of satisfied workers in a wide array of fields. The results of interest inventories are useful in helping students to explore fields and careers that may be satisfying and rewarding. However, interest inventories do not assess abilities.

**INTUITIVE** (decision-making) **STYLE**: a form of decision-making that relies upon self-knowledge or intuition (as in trusting one’s self).
JOB: a paid position requiring certain attributes and skills.

LABOR: productive work requiring physical or mental effort.

LABOR MARKET: the market in which workers compete for jobs and employers compete for workers, and in which the supply of one affects the demands of the other.

LEISURE: self-determined activities and experiences that are available depending on income, time, and social behaviors; they may be physical, social, intellectual, volunteer, creative, or any combination thereof.

OCCUPATION: a group of similar jobs within an industry or organization as opposed to a career that exists only as people pursue them.

OCCUPATIONAL AREA or CAREER CLUSTER: a group of occupations that can be grouped according to career specific knowledge and skills, work related mission, and tasks (e.g., health services, engineering technologies, human services, business).

ONE-STOP CAREER CENTERS: entities authorized by the Commonwealth of Massachusetts to conduct employment and career linking services to both job seekers and employers. These centers are spread throughout Massachusetts and are intended to provide consumers with access to a wide array of job placement activities from occupational assessment and job training, development, and placement to employer services. These career centers are authorized under the Workforce Investment Act and are run by local Workforce Investment Boards. For more information and a comprehensive listing of services that Career Centers provide, go to: http://www.detma.org/workers/centers/careercenters.htm

QUALITATIVE EVALUATION: an assessment process that answers the question, “How well did we do?” (e.g., analyzing the quality of students’ career plan development according to a pre-determined rubric). Produces a description, usually in non-numeric terms.

QUANTITATIVE EVALUATION: an assessment process that answers the question, “How much did we do?” (e.g., documenting the number of career plans completed by students). Strives for repeatability and consistency in measurement and the removal of bias.

RATIONAL (decision-making) STYLE: a form of decision-making that relies upon factual information, research, and/or analysis of data.

SELF-DETERMINATION: the ability to be self-directed, self-motivated and self-sufficient.

STEREOTYPING: the act of assigning certain characteristics and attributes to an individual or group based on ignorant and prejudicial thinking. Stereotyping can include erroneous beliefs about a particular occupational choice (e.g., used
car salespeople, lawyers as unethical) or an educational pathway (vocational students as under-performers).

**SYSTEMS THINKING:** thinking that demonstrates an understanding of how the parts contribute to the whole and visa versa. Unlike traditional forms of analysis, systems thinking focuses on how the part being studied interacts with other parts within a whole or system (e.g., examining how the diameter of a hose impacts washing machine efficiency or how project outcomes are determined by financial resources).

**TECH PREP:** a program of study which focuses on the last two years of high school, continues at a institution and culminates in an associate degree, two-year certificate, apprenticeship or further study in a career and technical field. High school students enroll in the Tech Prep program, follow an integrated academic and technical course of study, participate in related college activities and receive support services to insure a successful transition to education.

**TECHNICAL SKILLS:** specialized knowledge and skills applicable to a specific field or profession, usually in applied arts and sciences. These skills relate to specific subject matter (e.g., medicine, climatology, cosmetology) or knowledge such as understanding electrical or chemical properties.

**TECHNOLOGICAL SKILLS:** those skills involving or relating to all technology, especially scientific technology (ex. use of latest computer software, read a thermometer) as compared with "technical" which refers to the occupation specific skills that students gain in vocational programs (ex. use of voltage circuit dividers in electronics, making a reduction sauce in culinary).

**TRANSFERABLE SKILLS:** general abilities that can be used in almost every industry and in a wide variety of jobs, such as communicating, organizing, public speaking or selling.

**WORK:** the systematic pursuit of an objective valued by oneself (even if only for survival) and desired by others, requiring effort. It may be compensated or uncompensated (e.g., volunteer work).

**WORK-BASED LEARNING:** activities that involve actual work experiences that take place at the workplace, i.e., job shadowing, co-ops/internships, etc.

**WORK-BASED LEARNING PLAN:** a Massachusetts tool organized around nine broad-based transferable competencies (SCANS) designed to drive quality learning and productivity when students participate in work-based learning experiences. The tool has a three-fold purpose: 1) diagnostic, 2) goal-setting, and 3) assessment.

**WORK-BASED LEARNING (WBL) TOOLKIT:** a toolkit designed to help insure quality work-based learning experiences for all students. The WBL Toolkit provides information to present to trainees – employers, educators, students and parents – on how to insure effective and productive work-based learning.
**WORKPLACE READINESS SKILL:** skills that are essential for job and career success, but are not necessarily linked to specific occupational knowledge. Examples of workplace readiness skills would be appropriate workplace behaviors such as showing up for work on time, observing workplace safety rules, and maintaining courtesy to co-workers, etc.

In the Massachusetts Work-Based Learning (WBL) Plan, these skills are embodied in nine WBL competencies: 1) Communication and Literacy; 2) Organizing and Analyzing Information; 3) Problem Solving; 4) using Technology; 5) Completing Entire Activities; 6) Acting Professionally; 7) Interacting with Others 8) understanding All Aspects of the Industry; and 9) Taking Responsibility for Career and Life Choices.
**Career Development Interventions**

As part of a research project conducted by the Career Development Research Team of the National Research Center for Career and Technical Education,* a comprehensive list of career development interventions (CDI’s) used in America’s secondary schools has been documented and appears in the list below.

This categorical list was developed to (1) standardize career guidance language in terms of both content and structure; (2) provide schools with a framework to judge where their career guidance efforts are both well developed and underdeveloped; (3) map progress in underdeveloped areas; and (4) make it possible to compare efficacy of specific types of interventions against other types.

Although this list reflects secondary CDI’s, they provide an initial framework and common language (with the exception of several work-based interventions) for K-8 career development efforts, as well.

<table>
<thead>
<tr>
<th><strong>Career Development Interventions</strong></th>
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<tr>
<td><strong>Field (Work-Based) Interventions</strong></td>
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<tr>
<td>Cooperative Education</td>
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<td>Internship</td>
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<td>Job Shadowing</td>
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<td>Job Coaching</td>
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<td>Job Placement</td>
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<td>Mentorship Programs</td>
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<td>Service Learning/Volunteer Programs</td>
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<td>Work Based Learning Project</td>
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<td>Work Study</td>
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<td>Youth Apprenticeships</td>
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<td><strong>Advising Interventions</strong></td>
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<td>Academic/Technical Planning Counseling</td>
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<td>Career Focused Parent/Student Conference</td>
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<td>Career Peer Advising/Tutoring</td>
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<td>Career Map</td>
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<td>Career Maturity Assessment</td>
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<td>Career Counseling</td>
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<td>Career Interests Assessment</td>
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<td>Career Library/Career Resource Center</td>
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<td>Career Cluster/Pathway/Major</td>
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<td>Career Passport/Skill Certificate</td>
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<td>College Admissions Testing</td>
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<td>Computer Assisted Career Guidance</td>
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<td>Cooperative/Dual Enrollment</td>
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<td>Information Interviewing</td>
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<td>Job Hunting Preparation</td>
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<tr>
<td>Personal/Social Counseling</td>
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<td>Portfolio/Individual Career Plan</td>
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<td>Referral to External Training Programs</td>
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<td>Referral to External Counseling/ Assessment</td>
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<td><strong>Curriculum Based Interventions</strong></td>
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<td>Career Information Infused Into Curriculum</td>
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<td>Career/Technical Education Course</td>
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<td>Career Skills Infused Into Curriculum</td>
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<td>Career Academy/Career Magnet School</td>
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<td>School-Based Enterprise</td>
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<td>Student Clubs/Activities</td>
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<td>Tech Prep/2+2 Curriculum</td>
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<tr>
<td><strong>Introductory Interventions</strong></td>
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<td>Career Day/Career Fair</td>
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<td>Career Field Trip</td>
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<td>Career Aptitude Assessment</td>
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<td>Community Members Teach In Classroom</td>
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<tr>
<td>Guidance Lessons on Personal/ Social Development</td>
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<td>Guidance Lessons on Career Development</td>
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<td>Guidance Lessons on Academic/Technical Planning</td>
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Appendix B
Guiding Mission Statements

"To improve the quality of the public education system so that students are adequately prepared for higher education, rewarding employment, continued education, and responsible citizenship. We carry out our mission in partnership with Massachusetts’ school districts and other organizations that provide educational programs and services. Students, parents, teachers and other educators, elected officials, business and community leaders, and the public all are stakeholders in the work of the Department to improve schools and raise student achievement."
(http://www.doe.mass.edu/welcome)

Massachusetts DOE goals...

1. Qualified educators for every public school and classroom
2. High standards for what all students should know and be able to do in the core subjects
3. Adequate resources and support services, used well by schools, districts, and communities
4. Valid, reliable assessment and accountability systems for students, educators, schools, and districts
5. Timely, useful information to stakeholders, and
6. Efficient agency management.

Department of Workforce Development Mission Statement
To enhance the quality, diversity, and stability of the Commonwealth’s workforce by making available new opportunities and training for workers, job seekers, and employers, to prevent workplace injuries and illnesses, to provide temporary assistance when employment is interrupted, to ensure that businesses are informed of all employment laws impacting them and their employees, and to promote labor-management harmony.
(http://www.mass.gov/dlwd)
Derive happiness in oneself from a good day’s work, from illuminating the fog that surrounds us.

Henry Matisse
Appendix C
Sample Career Development Interventions

| SAMPLE 1 |

**Curriculum Based Intervention:** Career Information Infused Into Curriculum

**Title:** Another Route To College (ARC)

**Implementation level:**
- Elementary
- High School X
- Middle school X
- Other

**Source/Contacts:**
- Dr. Theresa D. Howard  Patricia Spradley  Carol Babkiewicz
  Holyoke CC  Springfield Public Schools  Holyoke Public Schools
  413/552-2299  413/787-6597  413/534-2012
toward@hcc.mass.edu  spradley@sps.springfield.ma.us  cbabkiewicz@hps.holyoke.ma.us

**Career Development Benchmarks:**
- Workplace Readiness: W2-1, W2-3
- Personal/Social: PS2-1, PS2-2

**Curriculum Frameworks:** Mathematics, English language arts

**ASCA Standards:** All

**NCDG Competencies:** Educational/occupational

**Summary:** ARC provides students with a learning-rich senior year experience on the campus of Holyoke Community College. HS seniors are organized into “success seminars” that have been demonstrated to be effective as part of the Diploma Plus Initiative. During the seminars students:

1.) complete rigorous Academic and career-related projects, 2.) work on reading, writing, numeracy and other MCAS areas in need of improvement (as indicated by the MCAS diagnostic), 3.) work on specific test-taking skills, 4.) actively explore career options, and 5.) work on personal/social skills, such as teamwork, problem solving, and self-discipline. In the second semester, students spend ten hours per week in a Success Seminar, and complete two projects: (1) researching an aspect of the industry in which students are interning, and (2) a community service-learning project. Students also take two college courses for credit. Students receive individualized instruction on the Plato Learning System, career exploration and planning, and internships.

**Evaluation method/tool:** Massachusetts Work-Based Learning Plan
**Curriculum Based Intervention:** Career/Technical Education Course

**Title:** Career Development Course

**Implementation level:**

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<td>Other</td>
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**Source/Contacts:**
Patricia Spradley  
Springfield Public Schools  
413/787-6597  
spradleyp@sps.springfield.ma.us

**Career Development Benchmarks:**

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<tr>
<td>Personal/Social</td>
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</tbody>
</table>

**Curriculum Framework:** History & Social Science

**ASCA Standards:** Career Development -A

**NCDG Competencies:** Educational/Occupational

**Summary:** This half-year tenth-grade CDE course (taught by classroom teachers) is designed to help students develop and practice the skills necessary for career decision making and ultimately, successful career choices. Students explore career options, develop knowledge of the workplace, and are exposed to “all aspects of the industry” in specific career clusters. The course is comprised of the following 16 units: (1) course overview, (2) interest inventories, (3) work values, (4) understanding self, (5) developing a career plan, (6) workplace competencies, (7) money management, (8) stress management, (9) time management, (10) completing employment applications, (11) writing cover letters/resumes, (12) interviewing skills, (13) conflict resolution, (14) decision making skills (individual and team), (15) communication and interpersonal skills, and (16) team building skills. Through this program, students foster strategies for success and lifelong learning in a rapidly changing world.

**Evaluation method/tool:** audit/review students’ career plans and/or career portfolios
**Introductory Intervention:** Guidance Lessons on Personal/ Social Development

**Title:** STARS

**Implementation level:**

<table>
<thead>
<tr>
<th>Level</th>
<th>Mark</th>
<th>High School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary</td>
<td>X</td>
<td></td>
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<tr>
<td>Middle school</td>
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</tr>
<tr>
<td>Other</td>
<td></td>
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</tr>
</tbody>
</table>

**Source/Contacts:**

Mary Kay Brown  
Springfield Public Schools  
413/787-7319  
spradleyp@sps.springfield.ma.us

**Career Development Benchmarks:**

<table>
<thead>
<tr>
<th>Area</th>
<th>Benchmark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic/Technical</td>
<td>A2-1</td>
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<tr>
<td>Workplace Readiness</td>
<td>W4-1, W4-3</td>
</tr>
<tr>
<td>Personal/Social</td>
<td>PS1-3, PS2-1 to PS2-3; PS 4-1, PS4-2</td>
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</tbody>
</table>

**Curriculum Frameworks:**

History & Social Science, Arts

**ASCA Standards:**

Personal/Social - A

**NCDG Competencies:**

Self-Knowledge - I, II, III

**Summary:** Students in grade 3-5 write and perform short plays about diversity, tolerance, and acceptance. Through this career development intervention, students learn about issues such as homophobia, racism, stereotyping, and bullying. In addition, they learn to respect individual differences and develop knowledge about attitudes and behaviors that affirm cultural diversity.

**Evaluation method/tool:** Character education assessment instruments developed in collaboration with University of Massachusetts Amherst; teacher observations.
**Introductory Intervention:** Guidance Lessons on Personal/ Social Development

**Title:** You Can Be Anything

**Implementation level:**
- Elementary: X
- High School
- Middle school
- Other

**Source/Contacts:**
from Developmental Guidance Classroom Activities

Mary Kay Brown  
Springfield Public Schools  
413/787-7319  
spradleyp@sps.springfield.ma.us

**Career Development Benchmarks:**

<table>
<thead>
<tr>
<th>Academic/Technical</th>
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</thead>
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<tr>
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<tr>
<td>Personal/Social</td>
<td>PS4-1, PS4-2</td>
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</tbody>
</table>

**Curriculum Frameworks:**

- History & Social Science
- Academic - C, Personal/Social - A, B
- Self-Knowledge - 1, Educational/Occupational - VII, Career Planning - XI

**Summary:** This lesson challenges students in grades 3-5 to identify personality characteristics that they deem necessary for success in a number of careers. (For example, extroverted personality for sales, teaching, acting and introspective personality for clergy, canter). In classroom discussions, students learn about changing roles and lifestyles for both men and women and how those changes may influence career choices.

**Evaluation method/tool:** Character education assessment instruments developed in collaboration with University of Massachusetts Amherst; teacher observations
<table>
<thead>
<tr>
<th>Work-based Intervention:</th>
<th>Work-Based Learning Project</th>
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</thead>
<tbody>
<tr>
<td>Title:</td>
<td><strong>Intensive Summer of Work &amp; Learning</strong></td>
</tr>
<tr>
<td>Implementation level:</td>
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<tr>
<td>Source/Contacts:</td>
<td></td>
</tr>
<tr>
<td>Keith Westrich, Connecting Activities Director</td>
<td></td>
</tr>
<tr>
<td>Massachusetts Department of Education</td>
<td></td>
</tr>
<tr>
<td>781/338-3902</td>
<td></td>
</tr>
<tr>
<td><a href="mailto:kwestrich@doe.mass.edu">kwestrich@doe.mass.edu</a></td>
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<td>Career Development Benchmarks:</td>
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<tr>
<td>Academic/Technical</td>
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<td>Workplace Readiness</td>
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<tr>
<td>Personal/Social</td>
<td>PS1-4, PS 2-1</td>
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<tr>
<td>Curriculum Frameworks:</td>
<td>Mathematics, English language arts, Science &amp; Technology</td>
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<tr>
<td>ASCA Standards:</td>
<td>Academic - C</td>
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<tr>
<td>NCDG Competencies:</td>
<td>Self-Knowledge - II, Educational/Vocational - V</td>
</tr>
<tr>
<td>Summary:</td>
<td>Students from the Class of 2003 who had not passed one or both parts of the MCAS but who had demonstrated good work habits (e.g. through consistent attendance) participated in an enhanced “Summer of Work &amp; Learning” program.</td>
</tr>
<tr>
<td>Evaluation method/tool:</td>
<td>MCAS Pre and Post Tests</td>
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<td></td>
<td>MA Work-Based Learning Plan</td>
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</table>
**Curriculum Based Intervention:** Career Information Infused Into the Curriculum

**Title:** The Real Game

**Implementation level:**

<table>
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<tr>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
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</tbody>
</table>

**Evaluation method/tool:** Real Game Evaluations, portfolios, career plans

**Source/Contacts:**
The Real Game Series website: [http://www.realgame.org](http://www.realgame.org)

**Career Development Benchmarks:**

<table>
<thead>
<tr>
<th>Academic/Technical</th>
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</thead>
<tbody>
<tr>
<td>all</td>
<td>all</td>
<td>all</td>
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</tbody>
</table>

**Curriculum Frameworks:** Mathematics, English language arts, History & Social Science

**ASCA Standards:**

**NCDG Competencies:**

**Summary:** Curriculum designed to make the connections between what we learn in school and the real world. Developed to work in conjunction with the SCANS report, the National Career Development Guidelines, and the National Standards for School Counselors. The Real Game Series is a set of six evolutionary world-class programs that offer progressive, adaptable, and interactive career exploration programs to today’s youth and adults.

Real Game Series:
The Play Real Game Grades 3-4
The Make it Real Game Grades 5-6
The Real Game Grades 7-8
The Be Real Game 9-10
The Get Real Game Grades 11-12
Real Times, Real Life Post Secondary and Adults
### Workbased Intervention: Work Based Learning Project

#### Title: Whittier Vocational Technical High School and K-8 Connections

**Implementation level:**

<table>
<thead>
<tr>
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<th>Elementary</th>
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**Source/Contacts:**

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<tr>
<th>Name</th>
<th>Position</th>
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</tr>
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<tbody>
<tr>
<td>Monica Kelley</td>
<td>Haverhill Public Schools</td>
<td><a href="mailto:Mkkelley@haverhill-ma.com">Mkkelley@haverhill-ma.com</a></td>
</tr>
<tr>
<td>Kathleen S. Flynn</td>
<td>Director of Guidance</td>
<td><a href="mailto:Kflynn@whittier.tec.ma.us">Kflynn@whittier.tec.ma.us</a></td>
</tr>
<tr>
<td>Joseph Giordano</td>
<td>Community Education</td>
<td><a href="mailto:Jgiordano@whittier.tec.ma.us">Jgiordano@whittier.tec.ma.us</a></td>
</tr>
<tr>
<td>Haverhill, MA</td>
<td>Whittier Technical HS</td>
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</tr>
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<td>Whittier Technical HS</td>
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**Career Development Benchmarks:**

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<th>Category</th>
<th>Benchmark</th>
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<td>Academic/Technical</td>
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<tr>
<td>Workplace Readiness</td>
<td>W2-1 to W2-3; W1-1 to W1-4</td>
</tr>
<tr>
<td>Personal/Social</td>
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**Curriculum Frameworks:**

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<th>Framework</th>
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<td>Workplace Readiness</td>
<td>A2-1</td>
</tr>
<tr>
<td>Personal/Social</td>
<td>W2-1 to W2-3; W1-1 to W1-4</td>
</tr>
</tbody>
</table>

**ASCA Standards:**

- Academic - C
- Career-Development - C
- Personal/Social - A

**NCDG Competencies:**

- Self-Knowledge - II
- Educational/Occupational - IV, V
- Career-Planning - XII

**Summary:** Using the MA Curriculum Frameworks as a foundation, Whittier Vocational Technical High School and the Haverhill School System formed a partnership to provide Haverhill middle school students with numerous opportunities to explore career choices. Opportunities have included:

- Middle school students working at Whittier, during the school day, with senior students as mentors
- Saturday activities allowing students the chance to experience "A day in the life" of a professional
- After school projects using the Real Game (see page 106)

The Whittier/Haverhill connection has allowed students a chance to shadow adults, work with student mentors and see, through their own eyes, a variety of possible career pathways. It has provided students with the skills necessary to plan for the middle to high school transitions and to make better informed education and career decisions.

**Evaluation method/tool:** Career plan evaluation
Advising Intervention: Career Counseling

Title: Teachers Educational Advisors and Mentors - TEAM*

Implementation level:

<table>
<thead>
<tr>
<th>Elementary</th>
<th>High School</th>
<th>X</th>
</tr>
</thead>
<tbody>
<tr>
<td>Middle school</td>
<td></td>
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</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
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</tbody>
</table>

Source/Contacts:
*Teachers as educational advisors and mentors (TEAM). Baton Rouge, LA: Louisiana Department of Education, Office of Vocational Education.*

Career Development Benchmarks:

<table>
<thead>
<tr>
<th>Academic/Technical</th>
<th>A4-1 to A4-3</th>
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</thead>
<tbody>
<tr>
<td>Workplace Readiness</td>
<td>W3-1, W3-5</td>
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<tr>
<td>Personal/Social</td>
<td>PS2-1, PS2-4</td>
</tr>
</tbody>
</table>

Curriculum Frameworks: English Language Arts


NCDG Competencies: Educational/Vocational - IV, Career-Planning - XII

Summary: The purpose of a teacher advisement program is to guide, counsel, and assist a greater number of students in making the connection between what they are learning in school and their future goals. The cost of implementation is nominal. Teachers serve in the capacity of a career advisor. Principals, guidance counselors, and others may also serve.

- Students are assigned to an advisement class* by grade level (9, 10, 11 and 12).
- Advisement class assignments are limited to 20-25 students per advisor.
- Advisement classes meet monthly for one hour and listed on the student’s schedule.
- Students remain with the same advisor until they transfer to another school.
- After a four-year cycle the teacher/advisor is assigned a new 9th grade group.

*Teachers or staff members without advisement classes may be used as classroom substitutes.*

Evaluation method/tool: Assignments (see next page) are evaluated by teachers and students.
## TEAM

Sample assignments that integrate the SCANS Benchmarks in core curriculum areas

<table>
<thead>
<tr>
<th>Competency</th>
<th>English/Writing</th>
<th>Mathematics</th>
<th>Science</th>
<th>Social Studies/ Geography</th>
<th>History</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resources</td>
<td>Write a proposal for an after-school career lecture series that schedules speakers, coordinates audio-visual aids, and estimates costs.</td>
<td>Develop a monthly family budget, taking into account family expenses and revenues and using information from the budget plan. Schedule a vacation trip that stays within the resources available.</td>
<td>Plan the material and time requirements for a chemistry experiment, to be performed over a two-day period that demonstrates a natural growth process in terms of resource needs.</td>
<td>Design a chart of resource needs for a community of African Zulus. Analyze the reasons why three major cities grew to their current size.</td>
<td>Study the Vietnam War, researching and orally presenting findings on the timing and logistics of transporting materials and troops to Vietnam and the impact of the war on the Federal budget.</td>
</tr>
<tr>
<td>Interpersonal</td>
<td>Discuss the pros and cons of the argument that Shakespeare’s Merchant of Venice is a “racist” play and should be banned from the school curriculum.</td>
<td>Present the results of a survey to the class, and justify the use of specific statistics to analyze and represent the data.</td>
<td>Work in a group to design an experiment to analyze the lead content in the school’s water. Teach the results to the elementary school class.</td>
<td>Debate the issue of withdrawing US military support from Japan in front of a peer panel. Engage in a mock urban planning exercise for Paris.</td>
<td>Study the American Constitution and role-play the negotiation of the wording of the free states / slave states clause by different signers.</td>
</tr>
<tr>
<td>Information</td>
<td>Identify and abstract passages from a novel to support an assertion about the values of a key character.</td>
<td>Design and carry out a survey and analyze the data in a spreadsheet program using algebraic formulas. Develop a table and graph display to communicate the results.</td>
<td>In an entrepreneurship project, present statistical data pertaining to a high-tech company’s production and sales. Use a computer to develop the statistical charts.</td>
<td>Using numerical data and charts, develop and present conclusions about the effects of economic conditions on the quality of life in several countries.</td>
<td>Research and present papers on the effect of the Industrial Revolution on the class structure in Britain, citing data sources used to arrive at conclusions.</td>
</tr>
<tr>
<td>Systems</td>
<td>Develop a computer model that analyzes the motivation of Shakespeare’s Hamlet. Plot the events that increase or decrease Hamlet’s motivation to avenge the death of his father.</td>
<td>Develop a system to monitor and correct the heating/cooling process in a computer laboratory, using principles of statistical process control.</td>
<td>Build a model of human population growth that includes the impact of the amount of food available, on birth and death rates, etc. Do the same for a growth model for insects.</td>
<td>Analyze the accumulation of capital and industrialized nations in systems terms (as a reinforcing process with stocks and flows).</td>
<td>Develop a model of social forces that led to the American Revolution. Then explore the fit between the model and other revolutions.</td>
</tr>
<tr>
<td>Technology</td>
<td>Write an article showing the relationship between technology and the environment. Use word processing to write and edit papers after receiving teacher feedback.</td>
<td>Read manuals for several data-processing programs and write a memo recommending the best programs to handle a series of mathematical situations.</td>
<td>Calibrate a scale to weigh accurate portions of chemicals of an experiment. Trace the development of this technology from earliest uses to today.</td>
<td>Research and report on the development and functions of the seismograph and its role in earthquake prediction and detection.</td>
<td>Analyze the effects of wars on technological development. Use computer graphics to plot the relationship of the country’s economic growth periods of peace and war.</td>
</tr>
</tbody>
</table>
He who has a why to live can bear with almost anyhow.

Nietzsche
THE RELATIONSHIP BETWEEN CAREER DEVELOPMENT AND EDUCATIONAL DEVELOPMENT: A SELECTED REVIEW OF THE LITERATURE

A key assumption of current career development practice is that students who are able to understand and internalize the connections between school and work will be more actively engaged in their academic tasks and will be more likely to succeed in high school (Hamilton, 1994; Solberg, Howard, Blustein, & Close, 2002). Indeed, this assumption has guided many of the secondary school reforms of the last decade (Blustein, Juntunen, & Worthington, 2000; Howard, Solberg, Blustein, & Close, 2002). This section of the guidebook will identify some of the more important bodies of work that provide solid evidence to support this position.

Prior to reviewing the empirical literature, it is important to observe that researchers and policy analysts in education and psychology are linking growth in educational development and career development (Gysbers & Henderson, 1994; Marshall & Tucker, 1992; Resnick & Wirt, 1996). In short, if students have a clearer idea of their career goals, they will more likely to engage in academic tasks. In effect, facilitating the career development of students will help to get them to the "table", so that the educational reforms that have been implemented in recent years can be maximally effective.

Two meta-analyses (involving quantitative reviews of various research studies) have demonstrated that career education interventions are having positive impacts on academic achievement (Baker & Taylor, 1998; Evans & Burck, 1992). Other studies have further underscored the findings of the two aforementioned meta-analyses. For example, Fouad (1995) found that urban students who took part in a one-year intervention designed to improve their awareness of careers in math and science demonstrated modest gains in academic achievement. Lapan, Gysbers, and Petroski (2001) conducted an extensive evaluation of a systematic guidance model that included clear focus on helping students to connect career planning to personal and educational development. Their analysis revealed that seventh graders who were exposed to this comprehensive guidance intervention reported gains in their attitudes about the importance of education in their lives and also achieved higher grades than did students who did not participate in this intervention. Using a program that focuses specifically on enhancing students' knowledge of themselves and the world of work, Solberg, Close, and Metz (2001) identified gains in various domains of student achievement and attitudes relating to education.

In sum, the findings that have been presented here provide empirical support for the proposition that students who are able to internalize the connection between school and career will be better prepared psychologically to engage fully in their educational lives.
References


Annotated Bibliography of Online Career Development and Related Research

A Changing Focus in Evaluation: Linking Process and Outline
Bryan Hiebert
“...The evidence used to gauge counselors’ success is often not considered evaluation, is not documented, and therefore cannot be used to back up claims that counseling has been successful.” A possible new approach to evaluation would be one that counselors see as “relevant, practical, and capable of embracing the informal observations that counselors and clients make about counseling progress.” Successful evaluation models must accommodate this interplay between counselor and client and between process and outcome.
http://www.ericfacility.net/ericdigests/ed414519.html
Downloaded from the World Wide Web 6/12/2003

Assessing Career Development with Portfolios
Juliette Lester and Nancy Perry
"As career development becomes an increasingly important component of educational systems, the issues of measurement and accountability are raised.” This digest focuses on the use of portfolios in assessing career development.
http://www.eric.ed.gov/ERICWebPortal/Home.portal?_nfpb=true&_pageLabel=RecordDetails&_urlType=action&objectId=0900000b80134afe
Downloaded from the World Wide Web 9/23/2004

Career Academies: Impacts on Students’ Initial Transitions to Postsecondary Education and Employment
James J. Kemple
In 1993, the Career Academies Evaluation, a 10-year longitudinal study of the Academy model in nine schools around the country, was begun. In the evaluation, more than 1,700 Academy applicants in the 8th or 9th grade were randomly assigned to enroll in their high school’s Academy (the Academy group) or to enroll in any other high school program (the non-Academy group)...The new impact findings presented in this report are based on survey data collected about one year after scheduled high school graduation.
Downloaded from the World Wide Web 9/24/2004

Career Counseling and Job Placement
D. Stern, N. Finkelstein, J.R. Stone, J. Latting and C. Dornsife
"Career counseling and job placement services have sometimes been provided as part of vocational education in high schools... In a survey of programs which emphasize guidance, counseling, and job placement the following categories of students were identified by at least one program as its focus: handicapped, disadvantaged, at-risk, limited-English proficiency, teen parents, migrants, and displaced homemakers, as well as the entire school population.”
http://vocserve.berkeley.edu/Abstracts/MDS-771/MDS-771-Career.html
Downloaded from the World Wide Web 6/12/2003

Career Development for African American and Latina Females
Jeanne Weiler
"Low-income African American and Latina adolescent females need extensive support for developing and implementing career plans. Many reside in economically depressed inner-cities where access to decent schools and opportunities for employment is severely limited. Thus they may lack academic skills and career-related experiences, and perceive narrow career opportunities for themselves, which combine to pose formidable obstacles to obtaining future jobs or careers...”
Career Development Issues Affecting Secondary Schools
Carolyn Maddy-Bernstein
“Despite the abundance of resources on career development, the literature and interactions with educators indicate there are still areas needing clarification or further attention. This paper draws from literature on research and best practices as well as the wisdom of practitioners and leaders in the field in order to focus on these career development issues affecting secondary schools.”
http://www.nccte.org/publications/infosynthesis/highlightzone/highlight01/highlight01-careerdevelopment.pdf
Downloaded from the World Wide Web 6/12/2003

Career Education and Applied Academics
Michael Wonacott
“The principles of infusion and career emphasis are critical in developing the work force. ...Guidance systems that provide information on careers and counseling in making a suitable career choice are critical components of the transition from education to employment. ...A number of urban high schools have had great success in preparing at-risk students for specific occupational fields as well as for college entrance.”
http://www.ericfacility.net/ericdigests/ed350488.html
Downloaded from the World Wide Web 6/12/2003

Career Management Paradigm Shift: Prosperity for Citizens, Windfalls for Governments
Phillip S. Jarvis
“The new career management paradigm recognizes that career development is a lifelong process of knowledge and skills acquisition reflecting a continuum of learning and mastery. The key to success in the modern workplace, as in life, is not finding the right job or life partner, it’s becoming the right person, continuously. The new paradigm sees youth and adults learning a new set of career and life management skills that will enable them to construct personal meaning and plan their lives and careers with confidence and intention.”
http://inpathways.net/research/career_paradigm_shift.doc
Downloaded from the World Wide Web 6/12/2003

Comprehensive School Counseling Programs: A Review for Policymakers and Practitioners
L. Dianne Borders and Sandra M. Drury
“This article describes components of effective school counseling programs that have emerged from 30 years of empirical research and professional standards. Results are summarized in seven sections: core principles of school counseling programs, program resources, program interventions, program evaluation, program renewal, written policies, and program climate.”

Evaluating Career Counseling Centers: A Collaborative Approach
William Schulz
“Professional evaluation of career counseling programs is becoming increasingly important as funding becomes more limited and accountability more pervasive. The challenge is to make evaluation a positive experience for the counselors, administrators, and clients, while, at the same time, satisfying the more quantitative needs of the policy planners and program funders. ... This paper describes the approach used by an outside team to evaluate seven small career counseling programs.”
http://www.ericfacility.net/ericdigests/ed414517.html
Downloaded from the World Wide Web 6/12/2003
Evaluating School Guidance Programs
Norm Gysbers
“To achieve accountability, evaluation is needed concerning the nature, structure, organization and implementation of school district/building guidance programs; the school counselors and other personnel who are implementing the programs; and the impact the programs are having on students, the schools where they learn, and the communities in which they live. Thus, the overall evaluation of school district/building guidance programs needs to be approached from three perspectives: program evaluation, personnel evaluation, and results evaluation.”
http://www.ericfacility.net/ericdigests/ed388887.html
Downloaded from the World Wide Web 6/12/2003

Exemplary Career Guidance Programs: What Should they Look Like?
Carolyn Maddy-Bernstein and Esmeralda S. Cunanan
“Counselors, vocational educators, administrators, and other counseling professionals can gain valuable information from this monograph for improving their career guidance and counseling programs. It is organized into the following chapters: a clarification of the school counselor’s role in career guidance and counseling, a description of the framework for identifying exemplary career guidance and counseling programs, information about three schools striving to build comprehensive, integrated career guidance and counseling programs, a description of the National Career Development Guidelines.”
Downloaded from the World Wide Web 6/12/2003

Follow-Up Evaluation of Career-Counseling Programs
Robert Flynn
“Meta-analyses have shown that career counseling produces gains as large as those generated by well-developed psychological, educational, or behavioral interventions in general. Additional follow-up evaluations are needed, however, to improve our understanding of why career counseling is effective, with whom, on which outcomes, for how long, and under what conditions.”
http://www.ericfacility.net/ericdigests/ed414525.html
Downloaded from the World Wide Web 6/12/2003

Guidance--The Heart of Education: Three Exemplary Approaches
Thomas Ellis
“Unlike the reform movement of the eighties, the new movement in the role of school guidance takes full account of students’ personal needs in formulating educational goals. Proponents of this school of thought recognize the close relationship between students’ /technical development and their personal growth; accordingly, they are seeking to place guidance at the heart of the educational process. The three exemplary guidance programs presented here represent three different, but compatible approaches to this goal.”
http://www.ericfacility.net/ericdigests/ed328829.html
Downloaded from the World Wide Web 6/12/2003

How Do Career Interventions Impact the Educational Choices of Eighth Grade Students?
G.W. Peterson, K.L. Long and A. Billups
"Preparation of eighth grade students prior to their registration for ninth grade classes may impact the decisions students make regarding the courses they select throughout their high school years. These choices in turn will impact students’ abilities to appropriately plan for their futures, including their abilities to attain goals.
http://www.umass.edu/schoolcounseling/ResearchBrief1_2.pdf
Interactive Internet Program Teaches Parents to Facilitate Children’s Career Development

Ginger Clark and John Horan

"There is a consensus in the literature that career development is a life long process that begins as early as four years old... Scientists also agree that parents are the single most influential factor in the career development and choice of their children... but are not adequately informed about how to help...” This paper discusses the interventions that have been targeted towards parents in the past, and the effectiveness of using computer-based and Internet-based programs in parent education. It then presents an on-line parent education program that incorporates all of these components, and discusses the results of the authors’ evaluation of its effectiveness.

http://horan.asu.edu/d-gc-apa-v2k-diss.htm

Leading and Managing Comprehensive School Guidance Programs

Norman Gysbers and Patricia Henderson

“...this digest first focuses on the fundamental beliefs and the organizational structure of comprehensive guidance programs. Then attention is given to guidance program leader roles, titles, and functions that we feel are necessary to lead and manage comprehensive school guidance programs.”

http://ericcass.uncg.edu/digest/2001-07.html

Making Schools Career Focused

Paula Hudis

"Some high schools are organizing all or parts of their curricula around careers, in an effort to help students achieve greater academic success and make better decisions about the future. This new focus has created a hybrid model that marries the broad goal of comprehensive high schools--to prepare students for further education and careers--with the more immediate employment-related objectives of vocational-technical education.”

http://inpathways.net/_acrna/career_majors.pdf

Reducing Negative Career Thoughts with a Career Course

Corey Reed, Janet Lenz, Robert Reardon and Stephen Leierer

"While the general effectiveness of integrated theory based career courses has been documented, there is a need for research that evaluates courses and specific variables which may relate to student and institutional outcomes. ...The present study seeks to add to existing research by examining the impact of a course based upon cognitive information processing theory in reducing negative or dysfunctional career thoughts.”

http://icdl.uncg.edu/ft/091001-02.html
Research in Career Counseling
Edwin Herr
“...research in career counseling is important, but complex. Needed is research that distinguishes the effectiveness and outcomes of different approaches to career counseling as well as comparisons of career counseling to other career interventions. Future directions include greater attention to cost-benefit ratios, comparative outcomes, and use of innovative research methodologies.”
http://ericcass.uncg.edu/research/herr.html
Downloaded from the World Wide Web 6/12/2003

Research in School Counseling
Pamela Paisley and Richard Hayes
ERIC Digest
“Research by school counselors is essential for preservation of the specialty, enhancement of the knowledge base, evaluation of effectiveness, improvement of services, and understanding of professional needs. For meaningful research to be conducted in schools, school counselors need to be involved in research practice from the beginning of their preparation and throughout their involvement in professional practice. Thus, school counseling graduate students, practitioners, counselor educators, and supervisors should work together in localized collaborative action-oriented research.”
http://ericcass.uncg.edu/research/paisley.html
Downloaded from the World Wide Web 6/12/2003

School Counseling Outcome Research
Susan Whiston and Thomas Sexton
Found on page 44 of the online journal
“In this review, the authors summarize school counseling outcome research published between 1988 and 1995. Gysbers and Henderson’s (1994) comprehensive developmental guidance model served as the organizing model through which the status of empirical literature regarding school counseling is examined. Results indicated that research focused more on remediation activities as compared to preventive interventions. This review found tentative support for career planning, group counseling, social skill training activities, and peer counseling. Practical implications and future research direction are drawn from these conclusions.”
http://www.counseling.org/Content/NavigationMenu/PUBLICATIONS/JOURNALS/JOURNALOFCOUNSELINGDEVELOPMENTJCD/jcd_fall98.pdf
Downloaded from the World Wide Web 9/28/2004

Secondary Career Development Interventions
Michael Wonacott
This “In Brief” discussion of the taxonomy of career development interventions developed by Dykeman and colleagues provides examples of each type of intervention, and how they can be used to produce desired outcomes.
Downloaded from the World Wide Web 6/12/2003

The Career Thoughts Inventory (CTI) in Research and Practice
Stacie H. Vernick
“The purpose of this document is to provide an up-to-date analysis of what we have learned
about the Career Thoughts Inventory through the findings of various research studies. The negative career thoughts of a variety of populations have been studied, and several correlates to dysfunctional career thoughts have been identified.”

http://www.career.fsu.edu/documents/career%20thoughts%20inventory/CTI%20Research%20Summary%20and%20Table.htm
Downloaded from the World Wide Web 9/28/04

**The Cost/Benefits of Career Development Interventions: A Practitioner’s Perspective**
Edwin Herr
” …In general, the national papers reviewed here suggest that the implementation of costs/benefits analyses as a national strategy has not become an empirical process, but rather a presumptive process; … in the sense that benefits are expected to flow from the implementation of career services, although such hypotheses have not been tested. This paper is an effort to synthesize the views of costs/benefits of career development interventions for 14 nations and to consider the issue from a practitioner’s perspective.”

Downloaded from the World Wide Web 6/12/2003

**The Effects of College Career Courses on Learner Outputs and Outcomes**
Byron Folsom and Robert Reardon
"This review of career course literature briefly traces the history of career courses in colleges and universities and reviews 40 reports of the effectiveness of the various career planning courses offered in institutions of higher education throughout the country. …The paper concludes with an analysis of this body of research and implications for further research in this area.”

Downloaded from the World Wide Web 9/28/04

**The Effects Of A Two-Semester Career Exploration Intervention Class On The Career Development Inventory Scores Of High School Seniors**
Mary O'Hara
"A one-year career intervention fashioned as a class allowed daily contact between the teacher and students and significantly improved students’ awareness, concern, and career exploration behaviors. To a lesser degree, the class also improved the students’ knowledge of the world of work and decision-making skills. Knowledge of the preferred occupation did not have any significant change. Students who leave high school with high scores on both attitudinal and knowledge (CDA and CDK) not only say they are ready to plan their careers, but they have some valid knowledge about careers and the world of work.”

http://icdl.uncg.edu/ft/080101-02.html#problem
Downloaded from the World Wide Web 6/12/2003

This page will be closed as of as of July 1, 2004 the ERIC database, please go to http://www.eric.ed.gov.

**The Impact of a Career Course on Retention and Academic Performance**
Byron Folsom, Gary Peterson, Robert Reardon and Barbara Mann
“This study sought to assess the impact of a career course on the retention and academic performance of college students.” The course demonstrated a positive impact, though slight, on both credit hours taken to graduate and the number of course withdrawals executed prior to graduation. “These findings led to the conclusion that course participants took significantly fewer credit hours to graduate and executed significantly fewer course withdrawals than non-participants.”


142
The Taxonomy of Career Development Interventions That Occur in America’s Secondary Schools
Cass Dykeman, Michael Ingram, Chris Wood, Sarah Charles, Meng-Yin Chen and Edwin L. Herr
The lack of a comprehensive listing of career development interventions for teenagers hampers both practitioners and researchers in the area of career guidance. “To remedy this situation, the Career Development Research Team of the National Research Center for Career and Technical Education conducted research with the aim to (1) identify a comprehensive list of career development interventions that occur in America’s secondary schools, and (2) create a taxonomy of the identified interventions.”
http://ericcass.uncg.edu/digest/2001-04.html
Downloaded from the World Wide Web 6/12/2003

What Are the Expected Benefits Associated with Implementing a Comprehensive Guidance Program?
R.T. Lapan, N.C. Gysbers and Y. Sun
A statewide evaluation study of the impact of more fully implemented guidance programs on the school experiences of high school students. “In schools with more fully implemented comprehensive guidance programs: students reported higher grades, better preparation for life after high school, were more likely to report that career and college information was readily available to them and were more likely to report a positive school climate.”
http://www.umass.edu/schoolcounseling/CenterResearchBrief.pdf
Downloaded from the World Wide Web 6/12/2003

What Works and What Doesn’t Work in Career Development Programs
Paul Stevens
This paper reports on recent research concerning career development programs. Issues discussed include: starting a program, assuming ownership, partnership with the employer, self-assessment tools, use of a career planning database, self-assessment accuracy, preferences for learning media, Stevens’ Model of Career Development, workshop design, manager as career coach, career exploration, rejuvenating the plateaued worker, multi-tasking preferences, coping with uncertainty, career decision making, mentoring support, and bottom up succession planning.
Downloaded from the World Wide Web 9/28/04

Work, Family, and Career Development: Implications for Persons, Policies, and Practices
Sunny Hansen and Carole Minor
“This chapter examines work, family, and career development results and their implications for individuals, policies, and career counseling practice within the National Career Development Association, the National Center for Research in Vocational Education and the National Occupational Information Coordinating Committee. Social trends which indicate new paradigms needed for career development are discussed and implications for public and corporate policy and for career development practice through curriculum, counseling, and teacher and counselor education are examined.”
http://icdl.uncg.edu/ab/061300-01c.html
Downloaded from the World Wide Web 6/12/2003
Working Towards Effective Practices in Distance Career Counseling
James Malone
The focus of this paper is the actual establishment of a working alliance or counseling relationship through the use of technology and then the continuation of the counseling work using technology-assisted methodologies such as synchronous/asynchronous e-mail, telecounseling and videoconferencing. “This digest focuses on initial research as well as reports from actual distance career counseling practitioners and clients. It also examines counseling techniques and interventions that work effectively. Brief commentary addresses the importance of training and supervision for distance career counselors.”
http://ericcass.uncg.edu/digest/2002-03.html
Downloaded from the World Wide Web 6/12/2003
note: ericcass closed as of December 19, 2003. For the ERIC database, please go to

Don't limit a child to your own learning, for he was born in another time.

Rabbinical Saying
Appendix E
The Role of Parents/Guardians

Much of one’s career development occurs unintentionally through interactions with others. Evidence of this has been documented by several leading career theorists (Gottfredson, 1996; Mitchell & Krumboltz 1996; Savickas, 2002). For example, research shows that young children rule out occupations by age 10 on the basis of values and gender (Gottfredson). In addition, they conclude that a child’s career development learning about occupations occurs largely in their association with parents and other significant adults (Lent, Brown, & Hackett, 2002). The following suggestions are for parents who wish to understand and nurture the career development of their children in more intentional ways.

1. Complete the CDE self-assessment (FACES) found on the Department’s website at www.doe.mass.edu/cd
2. Monitor school progress and daily activities by directing your child to: “Tell me something that you learned today.”
3. Provide and promote routine and structure, including such things as a regular place and a time to study.
4. Promote skills and habits that support learning such as good questioning skills, family reading time.
5. Seize opportunities to make connections between academic knowledge and skills and your employment and household responsibilities.
6. Stay informed about the specific academic standards your child is required to meet at each grade level. For example, learn about standardized test scoring and interpretations (MCAS, SAT) and help your child to as well.
7. Encourage your child to stretch and take advanced courses.
8. Play! Engage in simple board games and activities that encourage personal/social and adaptive thinking skills.
9. Surf the web to discover the wealth of educational and occupational information and resources available to your child (e.g., help in writing a term paper, doing a science Project, or learning about colleges and occupations).
10. Encourage your child to use computers and the Internet at home, the local library, or while attending after-school programs.
11. Encourage your child to be a problem solver. Share a real life problem with them and think it through together.
12. Find out from your child’s school counselor and/or teacher what career resources and information are available through the school including CDE assessments.
13. Learn about labor market and economic trends and discuss them with your high school-age child.
14. Point out your child’s abilities and aptitudes every chance you get and make note of their interests. If you can, point out how they may connect to an occupational area.
15. Model behavior so that children of either gender understand that all jobs are open to them.
16. Point out people working in nontraditional occupations and speaking positively of it.
17. Help your child with his/her career planning as soon as possible—ideally, in 7th grade. Find out if your school uses a formal career plan and if so review it with your child regularly, at least once a year.
18. Bring back a lost art: dinner table story time! Share your career development story with your children. At social gatherings, ask relatives and friends to do the same.
More than ever, students need to prepare for a world of work that is constantly changing and becoming increasingly competitive. Some students will prepare by exploring colleges and universities to find the one that best meets their interests and educational needs. Others will do so by developing knowledge and skills during their high school career that can be used immediately in the job market or in an apprenticeship. Whatever the direction your child considers, s/he will benefit from your guidance in 21st century career exploration and planning.

At any age, the two most important habits that you can encourage in your child are: (1) exploring options and (2) planning. During the high school years these habits become especially significant. Did you know that your child’s career is already underway? This is based on a definition of career as “the sequence of occupations and other life roles (including student and family member) that combine to express one’s commitment to work.” In the 21st century, career planning no longer means simply deciding upon a specific occupation before high school graduation. Today’s students will be better-off exploring and pursuing career clusters (e.g., health services, business, education) that match their skill set and offer occupational options.

The self-assessment that follows has been designed to help you assist your child with his/her career exploration and planning. Completing this assessment will give you a better idea of where s/he stands in relation to the career development education competencies outlined in the Massachusetts Career Development Education (CDE) Benchmarks. The FACES questions are based on benchmarks and competencies that describe the skills, knowledge, and behaviors that students will need to succeed in the 21st century. To learn more about these benchmarks and other CDE resources, visit the MCRN website at: http://www.doe.mass.edu/cd.
Consistent with the Massachusetts CDE Benchmarks, FACES evaluates three career development domains:

**Academic/Technical Domain:** This domain refers to the development of career-related academic/technical knowledge, understanding, and skills. This domain is literacy-based and includes language arts, mathematics, science, technology, the arts and social sciences. Learning is largely theoretical and conceptual. Development occurs most often through formalized instruction in classroom settings. Career development interventions are connected to and embedded in the academic/technical curriculum.

**Workplace Readiness Domain:** This domain refers to the development of knowledge, understanding, and skills related to workplace. They are largely specific, practical, and immediately useful, especially in work settings. Learning occurs most often through project-based endeavors.

**Personal/Social Domain:** This domain refers to the development of self and social knowledge, understanding, and skills. It is based on intra- and inter-personal skill development or flexible “soft” skills. Learning occurs largely through informal instruction in social settings with peers, co-workers, classmates, and teachers and/or through self-exploration.

**ACADEMIC/TECHNICAL DOMAIN**

For the items that follow, please indicate the appropriate number (using the scale below) that most accurately reflects the extent to which you agree or disagree with the statement.

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_______ **A1. In general, my child is developing and demonstrating 21st century academic, technical, and employability skills (such as critical reading and problem solving skills).**

_______ **A1-1. Specifically, s/he is developing flexible thinking skills for success in school and the workplace (e.g., applies academic/technical knowledge and skills in solving personal challenges; demonstrates flexibility in analyzing and synthesizing information).**

_______ **A1-2. S/he is developing effective technical and technological skills for success in school and the workplace (e.g., able to understand maps and diagrams; can manage communication technologies such as voice mail, computers, fax machines).**

_______ **A1-3. S/he is developing effective skills in locating and using information resources for research (e.g., knows how to explore a topic via the Internet; uses appropriate reference materials in a library, etc.).**

_______ **A2. In general, my child is developing and demonstrating academic, technical, and employability skills for career and life management (e.g., such as organization, budgeting, and self-management).**

_______ **A2-1. Specifically, s/he is developing communication and literacy skills for self-advocacy and presentation (e.g., able to present self clearly and accurately in an interview; asks questions and reads instructions re: over-the-counter and/or prescription medication).**
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A2-2. S/he is developing mathematical life skills for time and money management (e.g., develops and follows a schedule when needed; manages his/her personal finances carefully).

A2-3. S/he is developing effective organizational skills for academic/technical and career success (e.g., prioritizes tasks and organizes work areas; uses organizational tools such as calendars, appointment books, files, bulletin boards).

A2-4. S/he is developing critical thinking skills to evaluate and use academic/technical, career, and labor market information (e.g., distinguishes between biased and unbiased information; does not rely solely on the media or peers in decision-making).

A3. In general, my child is developing and demonstrating an understanding of how education and work relate to the needs and functions of society (e.g., developing social responsibility and a global perspective).

A3-1. Specifically, s/he is developing knowledge of the association between education and work and economic and social needs and functions (e.g., understands the impact of education as a means of reducing poverty; recognizes his/her own civic duties).

A3-2. S/he is developing skills in applying economic and social factors to personal career management (e.g., s/he understands why skills in certain fields, such as medicine and agriculture, are in demand).

A4. In general, my child is developing and demonstrating an understanding of the relevance of education in her/his life (e.g., answering “Why do I need to know this?”).

A4-1. Specifically, s/he is developing knowledge of the benefits of education for personal career management (e.g., knows which scholastic accomplishments to feature in her career portfolio or resume; sees the value of learning a second language or technical skill).

A4-2. S/he is developing knowledge of the benefits of education for personal and professional satisfaction (e.g., can give examples of ways in which education might enhance one’s interpersonal life).

A4-3. S/he is developing skills in applying educational achievement to workplace opportunities and earnings (e.g., can give examples of academic/technical skills used in the workplace).

\[ \text{___ x 5 pts = ___ } \quad \text{ ___ x 4 pts = ___ } \quad \text{ ___ x 3 pts = ___ } \quad \text{ ___ x 2 pts = ___ } \quad \text{ ___ x 1 pts = ___ } \]

Total score for Academic/Technical Domain: _________
Self-assessment

60 and above—Excellent progress: Outstanding! Your child is doing exceptionally well in the academic/technical domain! Be sure to compare this self-assessment with other assessments, such as school grades, MCAS results, and standardized test scores. If those scores are not as high as they should be, given this self-assessment (FACES), you may want to consult your child and her/his school counselor or teachers to understand why. Although s/he has done exceptionally well, challenge her/him further. For example, ask him/her for instances in which academic/technical skills and knowledge can be applied to his/her career planning.

50-59—Good Progress: Great news, your child is making solid progress in the academic/technical domain but there do appear to be a few areas of weakness. So review and discuss items (scoring 3 or less) with your child to explore the competencies in which s/he may need help. Seize every opportunity to illustrate the application of academic/technical learning at home and in the community. Continually guide her/him to see the relevance of academics to her/his future success and the world beyond school. When such connections are established early, research shows that students are more likely to develop a sense of personal worth and motivation to perform: two key factors in academic/technical achievement.

40-49—Some Assistance needed: Not bad! While your child may be struggling with career-related academic/technical performance, s/he is making progress. This modest score may reflect difficulties that s/he is having in connecting her/his schoolwork with career planning or may suggest some problems in the acquisition of core academic/technical skills. Be sure to discuss areas of weakness with him/her and, of course, with relevant classroom teachers. Refer to the list of suggestions below for ideas about how to encourage improvement in this domain. You may also find it useful to talk with your child about your own career development. Look into developing a career plan for your child. Visit the career development website (referenced on the FACES cover page) for more about career plans and other CDE activities.

0-39—Considerable Assistance needed: Fear not, while your child may be struggling in the academic/technical domain, there is much that you can do. Explore opportunities for additional academic/technical support: Talk to your child’s school counselor about after-school programs, peer mentors, or academic/technical tutors. It would be helpful to meet with your child’s teachers and counselor to review some ways of improving your child’s engagement with school. Consider his/her learning style when helping with schoolwork or sharing information (e.g., Does s/he learn best by listening, writing, or reading?) Identify her/his cognitive strengths and weaknesses (e.g., Is s/he detailed? analytical? easily distracted? impatient?) and help her/him to understand how these strengths and weaknesses may help or hinder studying, test-taking, etc.. Review the suggestions below and visit the website (referenced earlier) for more ideas.

Tips for the Academic/Technical Domain:

- Engage regularly in conversations with your child about the connection between academic/technical performance and the quality of one’s life. In short, students must develop solid academic/technical skills if they hope to have career options and greater earning potential. Tell it like it is: **Students who are not working up to their potential will likely have a harder time finding jobs and keeping them.** They will also be more likely to be dissatisfied with the work they do find.

- Help your child improve her/his academic/technical performance. Read in front of your child. Share interesting magazines, newspapers, and Internet articles. As much as possible, assist with tough assignments by guiding them to use their textbooks as a learning tool (e.g., analyzing the chapter’s math examples for steps in solving a homework problem).
simple ideas may not only teach them a thing or two but you will convey your beliefs about the importance of education and your faith in their ability to succeed.

- Point them to resources that can enhance their academic/technical skills and knowledge. If you haven’t done so already, explore a topic on the Internet together. If you do not own a computer, visit the local library to do so. Make an evening of it by also grabbing a bite to eat and talking about what you learned.
- Communicate and demonstrate your value for education, often. Take a class or research a topic. When your child knows that you value education, s/he is more likely to as well.
- Visit the web-based parent resources in the Guide for more.

*Level with your child by being honest. Nobody spots a phony quicker than a child.*

Mary MacCracken
PERSONAL/SOCIAL DOMAIN:

For the items that follow, please indicate the appropriate number using the scale below that most accurately reflects the extent to which you agree or disagree with the statement.

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________ PS1. In general, my child is developing and demonstrating attitudes, behaviors, and skills that promote self-knowledge, personal responsibility, and self-direction. (e.g., S/he is resourceful and self-reflective. S/he seeks advice and information.)

________ PS1-1. Specifically, s/he is demonstrating the skills in developing and maintaining a clear and positive self-concept (with an increasingly more differentiated and affirmative view of oneself) (e.g., can accurately document accomplishments in resumes, discussions and interviews).

________ PS1-2. S/he is developing and demonstrating skills in relating and/or applying individual learning styles, interests, abilities, and aptitudes to self-performance (e.g., knows how to adapt learning styles to changing work contexts; s/he seeks and offers help based on team strengths and weaknesses).

________ PS1-3. S/he is developing and demonstrating knowledge and skills for personal responsibility and self-determination (e.g., chooses challenging tasks and demonstrates persistence in execution).

________ PS1-4. S/he is developing and demonstrating skills in applying personal ethics in all settings (i.e., demonstrates respect for confidentiality, i.e., does not gossip or share privileged information).

________ PS2. In general, my child is developing and demonstrating attitudes, behaviors, and interpersonal skills to work with and relate to others. (e.g., sure of him/herself; empathetic.)

________ PS2-1. Specifically, s/he is developing and demonstrating skills in interacting positively with others at home, at school, at work, and in the community (e.g., handles criticism well and can maintain composure under pressure).

________ PS2-2. S/he is developing and demonstrating knowledge and skills in problem-solving and conflict resolution at home, at school, at work, and in the community (e.g., manages anger effectively: communicates respectfully but with impact).

________ PS2-3. S/he is developing and demonstrating knowledge of and respect for individual differences (e.g., conveys respect and appreciation for all social groups in one’s school regardless of cultural, religious, or sexual orientation).

________ PS2-4. S/he is developing and demonstrating knowledge of how positive behaviors and attitudes contribute to career success (e.g., understands the value of delayed gratification and can give examples of instances when it is called for).
_______ PS3. In general, my child is developing and demonstrating an awareness of how personal and environmental conditions impact career management (e.g., takes responsibility for maintaining good health; manages peer pressure).

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_______ PS3-1. Specifically s/he is developing and demonstrating skills in maintaining personal and psychological well-being (e.g., s/he could locate and access a mentor or health care professional; actively seeks relationships with caring peers and adults).

_______ PS3-2. S/he is developing and demonstrating skills in evaluating and responding to social and economic influences at home, at school, at work, and in the community (e.g., communicates views and values confidently despite others opinions; able to delay immediate gratification (such as social status, dating expectations) in order to achieve long-range goals.

_______ PS4. In general, my child is developing and demonstrating behaviors, attitudes, and skills that foster respect for diversity in all settings (e.g., s/he values differences in lifestyles and beliefs including his/her own).

_______ PS4-1. Specifically s/he is developing knowledge that positive behaviors and attitudes affirm diversity and work to eliminate stereotyping at home, at school, at work, and in the community (e.g., analyzes and clarifies own cultural bias and seeks resolution; can discuss root causes of prejudice).

_______ PS4-2. S/he is developing and demonstrating skills necessary to foster respect for diversity in one’s personal and professional life (e.g., appreciates different views and seeks others opinions; seeks friendships among diverse groups).

___ x 5 pts = ___ ___ x 4 pts = ___ ___ x 3 pts = ___ ___ x 2 pts = ___ ___ x 1 pts = ___

Total score for Personal/Social Domain: ____________________
Self-assessment:

60 and above—Excellent progress: Terrific! Your child is doing just great in the ever so important personal/social domain. Challenge him/her to connect these critical skills with academic/technical and workplace readiness tasks. Can s/he tell why they are more important than ever in the 21st century workplace? Can you? If not visit the website to read more about the importance of this domain for career success. Be sure to compare your own impression of your child’s personal and social skills with his/hers. If s/he sees things differently, be sure to discuss why. This may be a great opportunity to boost his/her self-concept by learning about how you “see him/her.”

50-59—Good Progress: Great! Your child is doing well with her/his personal/social development. As with the other domains, be sure to review those items that were scored low or modestly (1 to 3) to ascertain where your child may need some more help and guidance from you and other caring adults. Understanding the importance of good personal/social skills to your child’s career development is critical. Unlike the other domains, this is the one where you can have the greatest impact since personal skills are often developed informally in social/family settings. See the tips sections below for more.

40-49—Some Assistance needed: But s/he’s on track! Your child may be struggling, like most youth, with some personal/social skills. So help him/her to identify and then develop any weak skills as they are so necessary to career management. Start by going over the FACES questions in this domain. Talk about the importance of effective personal and social skills to achieving one’s goals. Go to the Department’s career development website (referenced earlier) and read the entire set of benchmarks to understand the development of personal/social skills from the elementary grades through adulthood. Explore resources and activities that are outlined in the tips below.

0-39—Considerable Assistance needed: This assessment has perhaps shone the light on an area in which your child needs your help. But, there is much that can be done to turn this around. Your child is very likely struggling with the personal/social domain. Be sure to begin by discussing your assessment with him/her. Meet with your child’s counselor and/or teachers to explore ways of helping with your child’s personal/social development. Perhaps an after school club, sport, or group is an option. In addition, parents may find some of the Parental Tips listed below to be helpful.
Parental tips for the Personal/Social Domain:

- Help your child to develop a healthy self-concept by encouraging participation in tasks (e.g., planning a trip, cooking, decorating) and activities (e.g., sports, art class, scouting) that may call upon his/her skills and aptitudes.
- Avoid the desire to reassure your child about his/her failures or limitations. Research shows that this does more to undermine self-esteem and confidence than it does to promote it. Only through honest but loving appraisal will your child come to know his/her strengths.
- Set goals that your child can accomplish but that are also challenging and promote growth.
- Provide support and encouragement as your child navigates new skills or new friendships. Try communicating your interest and support through Instant Messaging and emails—adolescents’ preferred communication medium!
- Encourage your child to be a good listener and to be empathic in interpersonal interactions. Model this at home. This will help your child to develop effective interpersonal skills, which are critical in the work force of the 21st century.
- Help your child to understand the importance of cultural diversity by communicating about your values and relationships with people from different backgrounds.
- Visit the web-based parent resources in the Guide for more.
WORKPLACE READINESS DOMAIN

For the items that follow, please indicate the appropriate number using the scale below that most accurately reflects the extent to which you agree or disagree with the statement.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Somewhat Agree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

_________ W1-1. In general, my child is developing and demonstrating knowledge and skill in the career planning and decision-making processes (i.e., s/he understands the importance of preparation and future orientation).

_________ W1-1. Specifically, s/he is developing and demonstrating skills in the planning process (focusing on the importance of preparation and future orientation) (e.g., s/he can plan and execute a long range project; adjusts plans when needed).

_________ W1-2. S/he is developing and demonstrating knowledge of decision-making as a complex process (i.e., s/he can explain how s/he arrived at a decision and evaluate the process).

_________ W1-3. S/he is developing skills and strategies for effective decision-making (including rational, intuitive, and consultative styles) at home, at school, at work, and in the community (e.g., s/he applies logic, trusts his/her intuition, and consults with experts and/or caring friends and adults).

_________ W1-4. S/he is developing skills in career planning and decision-making in relation to aptitudes, values, and interests (e.g., s/he uses assessment results in making career decisions such as course or college selections).

_________ W1-5. S/he is developing skills in establishing and modifying career management tools (e.g., resume, portfolio) (e.g., s/he maintains an academic/technical portfolio, career plan, resume).

_________ W1-6. S/he is developing skills to plan and navigate career transitions (e.g., s/he evaluates and pursues job opportunities for increased marketability and potential advancement; s/he understands the importance of networking and planning).

_________ W2. In general, my child is developing and demonstrating an exploratory approach toward self, life, and the world of work (e.g., is curious; open to new experiences, displays interest in exploring self and the world).

_________ W2-1. Specifically, s/he is developing and demonstrating exploratory attitudes and skills essential to an identity as a lifelong learner (e.g., relates new information accurately and creatively to self-knowledge; maintains an open mind).

_________ W2-2. S/he is developing and demonstrating knowledge of how and where to access career and labor market information (e.g., uses the Occupational Outlook Handbook to learn about emerging interests; seeks professional development opportunities).

_________ W2-3. S/he is developing and demonstrating skills to both utilize and evaluate career information, resources, and experts in career planning (e.g., uses new information to modify existing plans, could locate an expert on a topic of interest).
W3. In general, my child is obtaining occupational/vocational knowledge and skills for employment, job security and advancement (e.g., understands the relationship of hard work and initiative to career advancement).

W3-1. Specifically, s/he is developing knowledge of the concept of performance ratings and their value (e.g., s/he can develop a work style that is directed toward enhancing performance ratings; modifies career plans based on self-assessment and performance ratings).

W3-2. S/he is developing knowledge of the concepts of job loss and job security (e.g., understands the need for planning and identifying options—i.e., having a back-up plan).

W3-3. S/he is obtaining knowledge of risks and rewards of various careers (e.g., compares and contrasts rewards and risks of certain occupations, i.e., an entrepreneur has independence but works long hours and pays for health coverage).

W3-4. S/he is developing knowledge and skills necessary for employment, retention, and advancement (e.g., understands the concepts of such things as good work ethics, quality control).

W3-5. S/he understands the transferability of skills (e.g., s/he can give examples of transferable skills such as: public speaking, persuading, researching, leading).

W4. In general, my child is developing and demonstrating an awareness of social and cultural conditions that affect career decision-making and workplace success (e.g., s/he is aware that issues such as gender equity and balancing family demands impact a career).

W4-1. Specifically, s/he is developing and demonstrating knowledge of the interrelationship of life roles (e.g., s/he communicates with peer and co-workers about personal strategies for achieving balance in work and life demands; s/he is able to articulate his/her own diverse life roles).

W4-2. S/he is developing and demonstrating skills in managing competing life roles at home, at school, at work, and in the community (e.g., ability to balance work, family, and social commitments successfully).

W4-3. S/he is developing and demonstrating knowledge of the impact of cultural stereotyping and gender-based roles in relation to career decisions and occupational success (e.g., can identify career obstacles and challenges faced by certain groups).

W5. In general, my child is developing and demonstrating knowledge of all aspects of an industry, service, trade, or occupation (e.g., ability to describe characteristics of companies and organizations—such as management, customer service)

W5-1. Specifically, s/he is developing and demonstrating knowledge of the structures and dynamics of organizations (e.g., understands the way in which organizations manage workers effectively and ineffectively).
Strongly Disagree  Disagree  Somewhat Agree  Agree  Strongly Agree

1  2  3  4  5

W5-2. S/he is developing and demonstrating knowledge of industries’ roles in local, national, and global arenas (e.g., reads the newspaper; understands the concept of a global economy).

W5-3. S/he is developing and demonstrating skills to locate, understand, evaluate, and use safety information (e.g., s/he would inquire about safety information in a new job setting).

___ x 5 pts = ___ ___ x 4 pts = ___ ___ x 3 pts = ___ ___ x 2 pts = ___ ___ x 1 pts = ___

Total score for Workplace Readiness Domain: ____________________

Self-assessment:

90 and above—Excellent progress: Super! Your child is doing quite well in the workplace readiness domain. Accelerate your child’s progress in making the critical connections between educational achievement and workplace readiness skill by encouraging his/her participation in work-based opportunities such as internships and co-ops. Contact the school to find out about such options.

79—89—Good Progress: Wonderful! Your child appears to be making good progress in the workplace readiness domain. However, you may want to review specific items (with a score of 3 or below) to identify areas in which s/he may need support or guidance. Ask friends and family members to drive home the importance of workplace readiness skill development by sharing real-world stories about on-the-job challenges, lessons, and successes.

60—79—Some Assistance needed: While your child may be struggling in her/his development of effective workplace readiness skills s/he is showing gains. Review questionable items with your child to confirm your self-assessment. The reason for certain weaknesses may be related to academic/technical difficulties. Is this true? Often students who are not faring well in their studies have problems in developing workplace readiness skills. If this is true, the ideas offered above (under the academic/technical domain) may result in gains here as well. Perhaps your child does not have a thorough or positive view of work? If so, talk with your child about the dignity of work and its role in creating a satisfying life and livelihood. The activities that are outlined below in the tips section may also be useful.

0—59—Considerable Assistance needed: It’s never too late! While your child appears to be lagging behind in the workplace readiness domain, there is much that you can do to help. Meet with your child’s counselor and/or teachers to learn about ways in which they and you can support your child’s career planning and workplace readiness skill development. Consider workplace opportunities (after-school work, internships, community service) that match your child’s interests and abilities. In addition, review the parental tips listed below and visit the website for links to career and labor market sites that are engaging and highly informative.
Family tips for the Workplace Readiness Domain:

- Explore the world of work with your child by highlighting the diversity of jobs in your family and community and the benefits of a satisfying career. Make observations about skills used on-the-job by people you interact with daily.
- Investigate small local businesses where owners or employees might be more accessible for answering questions that your child might have.
- Explore the world of work in more explicit ways such as participating in take-your-son/daughter-to-work days, tour a company or government institution together.
- Point out the complexity of the contemporary labor market when featured in news programs or documentaries.
- Help your child to explore his/her interests and abilities. Provide honest feedback, but be sure to do so respectfully with tasks in which your child may not excel. Talk with your child about how his/her true talents and interests can be expressed in the world of work.
- Encourage your child to understand the relationship between the different life roles. Explain how these roles become more or less important as one moves into adulthood.
- Surf career and labor market web sites with your child to learn more about the connection between the state and regional job market and the national economic scene. Start by visiting the MA Career Development website above.
- Talk with your child’s school about work-based educational opportunities such as job shadowing, mentorship programs and cooperative education.
- Visit the web-based parent resources in the Guide for more.

If you want to see what children can do, you must stop giving them things.

Norman Douglas
If you can give your son or daughter only one gift, let it be enthusiasm.

Bruce Barton
ACRN Resource Library – Parent Involvement
Many useful links to resources to help your child read and succeed in school, plan (and pay) for college, get supplemental services (free tutoring)... Tips to prepare your child for a successful education and career.

Career Voyages – Parents Resource
http://www.careervoyages.gov/parents.cfm
This site offers research resources demonstrating that when schools work together with families to support learning, children tend to succeed not just in school, but throughout life. Take a look at a list of resources the Department of Education has for parents to help you assist your child in high school and beyond.

Ed. Gov. Parents Guide
http://www.ed.gov/parents/landing.jhtml
This site provides fun learning activities to help children become strong readers, successful students, and responsible citizens; answers to questions about No Child Left Behind (NCLB) and what the law means for parents; as well as providing answers to common questions about homework.

Educational Resources Information Center (ERIC)
Provides a variety of Parent Brochures relating to parental involvement in child’s education from pre-school to college, safe and drug-free schools, identifying high-quality schools, developing personal and social skills and gifted children.

Laboratory for Student Success – Publications (LSS)
http://www.temple.edu/lss/partnerships.htm
This Partnerships Series link offers brochures aimed at parents and teachers focusing on increasing the chances of academic/technical success and healthy development of children and youth.

Learning Resources & Educational Technology
http://www.sdcoe.k12.ca.us/ret/family/
Many helpful links for parents, including resources in early childhood education; special needs education; literacy; test taking; and parents’ rights as educational partners.

Massachusetts Career Information System (MASSCIS)
http://masscis.intocareers.org
This link is to the Massachusetts Division of Employment and Training (DET) which is a free on-line to all Massachusetts residents. MassCIS is designed to provide occupational and educational information to help your child make informed career and school choices.

Planning with Parents – Help your child reach for the stars
http://www.pathfinder.ikan.k12.il.us/parents/Parents_Home.htm
This website suggests resources and links to help your child prepare for the world of work; tips

Teen Assessment Program (TAP)
http://www.uwex.edu/ces/cty/grant/tap/parentresources.html
Links providing resources for parents that include information on Tapping into Teen Concerns, Perceptions and Behavior.

The Education Excellence Partnerships (EEP)
http://www.edex.org/
Publications and links for parents to become more effective and involved in improving students learning and raising standards; and tips to Challenge Young Minds: 50 Ways to Better Education.

I have found the best way to give advice to your children is to find out what they want and then advise them to do it.

Harry S Truman
National Career Development Guidelines
(from Eric Clearinghouse on Counseling and Student Services, 1992)

NOICC undertook its National Career Development Guidelines (NCDG) initiative to support and encourage activities designed to strengthen and improve comprehensive, competency-based career guidance programs. Several program settings are addressed including schools, colleges, human services agencies, community organizations and businesses.

The National Career Development Guidelines initiative was launched in 1987 and the Guidelines were developed in collaboration with the professional career counseling community, local program administrators, counselor educators and state guidance supervisors. Coordination with similar efforts by professional organizations, career development researchers, and state departments of education was stressed. Several advisory and technical assistance groups were formed to ensure broad input from researchers, professional leaders and practitioners.

NCDG Benchmarks include:

- **Self-knowledge**—Self-concept, interpersonal skills, and growth and development;
- **Educational and Occupational Exploration**—Relationship between learning and work, career information skills, job seeking, maintenance and advancement skills, and impact of social and labor market change on career; and
- **Career Planning**—Knowledge of decision making, planning for diverse life roles, gender issues in career, and applying career planning skills.

These competency areas address program outcomes for elementary, middle school, high school, and adult levels. The organizational capabilities describe the structure and support needed for quality programs including administrative commitments, facilities, materials, and equipment. The personnel requirements list the staff requirements and benchmarks needed by counselors and other career development personnel to deliver comprehensive programs.

Five Local Handbooks (National Occupational Information Coordinating Committee, 1989) present the National Guidelines and a suggested program improvement process for elementary school, middle/junior high school, high school, and community and business organizations. A Trainer’s Guide (National Occupational Information Coordinating Committee, 1989) can be used to train local staff to use the Guidelines.

The National Career Development Guidelines provide a structure for a comprehensive career guidance and counseling system and a framework for integrating career development activities into school curricula at all levels. The benchmarks and indicators established in 1996 will be useful in defining and/or evaluating the content of your program. The standards are organized into three major areas: self-knowledge, educational and occupational exploration, and career planning.
and are further delineated by age level. In addition, there are corresponding work-
based learning standards listed where appropriate (see example below.)
These guidelines offer a competency-based approach for career development or career
management programs in:

- educational institutions
- social or human services programs
- school-to-work transition programs
- One-Stop Career Centers
- employment and job training agencies
- vocational rehabilitation agencies
- workforce development programs
- private business and industry

The Guidelines were developed in a major nationwide initiative launched in 1986. They
represent professional consensus in three main areas:

**Benchmarks and Indicators** (K-Adult). Recommended outcomes for individuals,
grouped in three areas: self-knowledge, educational and occupational exploration,
and career planning (see table of benchmarks by area and level).

**Organizational Capabilities.** Structure and support programs need, including
administrative commitments, facilities, materials, and equipment.

**Personnel Requirements.** Knowledge and skills that counselors and other staff
must have to deliver a high quality program.
### National Career Development Guidelines Competencies by Domain and Level

<table>
<thead>
<tr>
<th>Domain and Level</th>
<th>Elementary</th>
<th>Middle/Junior High School</th>
<th>High School</th>
<th>Adult</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SELF-KNOWLEDGE</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I</td>
<td>Knowledge of the importance of a positive self-concept.</td>
<td>Knowledge of the influence of a positive self-concept.</td>
<td>Understanding the influence of a positive self-concept.</td>
<td>Skills to maintain a positive self-concept.</td>
</tr>
<tr>
<td>II</td>
<td>Skills to interact positively with others.</td>
<td>Skills to interact positively with others.</td>
<td>Skills to interact positively with others.</td>
<td>Skills to maintain effective behaviors.</td>
</tr>
<tr>
<td>III</td>
<td>Awareness of the importance of growth and change.</td>
<td>Knowledge of the importance of growth and change.</td>
<td>Understanding the impact of growth and development.</td>
<td>Understanding developmental changes and transitions.</td>
</tr>
<tr>
<td><strong>EDUCATIONAL AND OCCUPATIONAL EXPLORATION</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>IV</td>
<td>Awareness of the benefits of educational achievement.</td>
<td>Knowledge of the benefits of educational achievement to career opportunities.</td>
<td>Understanding the relationship between educational achievement and career planning.</td>
<td>Skills to enter and participate in education and training.</td>
</tr>
<tr>
<td>V</td>
<td>Awareness of the relationship between work and learning.</td>
<td>Understanding the relationship between work and learning.</td>
<td>Understanding the need for positive attitudes toward work and learning.</td>
<td>Skills to participate in work and lifelong learning.</td>
</tr>
<tr>
<td>VI</td>
<td>Skills to understand and use career information.</td>
<td>Skills to locate, understand, and use career information.</td>
<td>Skills to locate, evaluate, and interpret career information.</td>
<td>Skills to locate, evaluate, and interpret career information.</td>
</tr>
<tr>
<td>VII</td>
<td>Awareness of the importance of personal responsibility and good work habits.</td>
<td>Knowledge of skills necessary to seek and obtain jobs.</td>
<td>Skills to prepare to seek, obtain, maintain, and change jobs.</td>
<td>Skills to prepare to seek, obtain, maintain, and change jobs.</td>
</tr>
<tr>
<td>VIII</td>
<td>Awareness of how work relates to the needs and functions of society.</td>
<td>Understanding how work relates to the needs and functions of the economy and society.</td>
<td>Understanding how social needs and functions influence the nature and structure of work.</td>
<td>Understanding how the needs and functions of society influence the nature and structure of work.</td>
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<tr>
<td><strong>CAREER PLANNING</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>IX</td>
<td>Understanding how to make decisions.</td>
<td>Skills to make decisions.</td>
<td>Skills to make decisions.</td>
<td>Skills to make decisions.</td>
</tr>
<tr>
<td>X</td>
<td>Awareness of the interrelationship of life roles</td>
<td>Knowledge of the interrelationship of life roles</td>
<td>Understanding the interrelationship of life roles</td>
<td>Understanding the impact of work on individual and family life.</td>
</tr>
<tr>
<td>XI</td>
<td>Awareness of different occupations and changing male/female roles.</td>
<td>Knowledge of different occupations and changing male/female roles.</td>
<td>Understanding the continuing changes in male/female roles.</td>
<td>Understanding the continuing changes in male/female roles.</td>
</tr>
<tr>
<td>XII</td>
<td>Awareness of the career planning process.</td>
<td>Understanding the process of career planning.</td>
<td>Skills in career planning.</td>
<td>Skills to make career transitions.</td>
</tr>
</tbody>
</table>
The American School Counselors Association
Standards and Key Indicators (1997)

ACADEMIC DEVELOPMENT DOMAIN

Standard A: Students will acquire the attitudes, knowledge, and skills that contribute to effective life-long learning.
Standard B: Students will learn strategies to achieve academic success and satisfaction.
Standard C: Students will understand the relationship among education and training, personal qualities, and the world of work.
Standard D: Students will understand the relationship of academics to life in the community and at home.

CAREER-DEVELOPMENT EDUCATION DOMAIN

Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.
Standard B: Students will employ strategies to achieve career success and satisfaction.
Standard C: Students will demonstrate skills to obtain, maintain, and advance in a job.
Standard D: Students will understand diversity and transition issues in today’s workforce.

PERSONAL/SOCIAL DEVELOPMENT DOMAIN

Standard A: Students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.
Standard B: Students will make decisions, set goals, and take necessary action to achieve goals.
Standard C: Students will understand safety and survival skills.
KEY INDICATORS* FOR EACH DOMAIN
*These behaviors indicate that students have met the standards.

ACADEMIC DEVELOPMENT DOMAIN KEY INDICATORS FOR:

**Standard A:** Students will demonstrate that they have acquired the attitudes, knowledge, and skills that contribute to effective life-long learning by:

- Describing how educational achievements and life experiences relate to future opportunities.
- Demonstrating skill in assessing possible outcomes of education and life choices over time.
- Identifying how changing preferences can affect life goals (e.g., values, work environment).

**Standard B:** Students will demonstrate that they have learned strategies to achieve academic success and satisfaction by:

- Describing personal criteria for making decisions about education and life goals.
- Describing the effects of education, work, and family on individual decision-making.
- Identifying personal and environmental conditions that affect decision-making.
- Applying time management and task management skills.
- Applying the study skills necessary for academic success at each level.
- Utilizing assessment results in educational planning.

**Standard C:** Students will demonstrate an understanding of the relationship among education and training, personal qualities, and the world of work by:

- Demonstrating skills in using self-knowledge and knowledge of work to develop education and training goals.
- Defining expectations and establish short- and long-range goals.
- Identifying specific strategies to accomplish life goals including knowledge, skills, and abilities necessary for success.

**Standard D:** Students will demonstrate an understanding of the relationship of academic to life in the community and at home by:

- Describing the importance of learning as it affects values and life style.
- Describing how the needs of the community affect life choices.
- Demonstrating an understanding of local, state, and global economies and how they affect individuals.
CAREER-DEVELOPMENT EDUCATION DOMAIN KEY INDICATORS FOR:

**Standard A:** Students will demonstrate that they have acquired the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions by:

- Using research and information resources to obtain career information.
- Describing factors that contribute to evaluating and interpreting information.
- Gathering information to identify post high school options including all aspects of postsecondary education, work, and military.
- Identifying risks and rewards of various career options.
- Describing information related to prospective employers, organizational structures, and employer expectations.
- Describing the importance of networking, negotiating, and mentoring in career development.

**Standard B:** Students will demonstrate that they can employ strategies to achieve career success and satisfaction by:

- Describing personal criteria for making decisions about education, training, and career goals.
- Describing the effects of education, work, and family decisions on individual career decisions.
- Identifying personal and environmental conditions that affect decision-making.
- Describing personal consequences of making and not making decisions.

**Standard C:** Students will demonstrate skills for locating, maintaining, and advancing in a job by:

- Identifying placement support services that are available through educational institutions, public and private agencies, and the Internet.
- Demonstrating skills in describing themselves on paper (e.g., resume, letter of introduction and job applications).
- Demonstrating skills and abilities essential for a successful job interview.
- Identifying potential employers and obtain pertinent information (e.g., benefits, contact personnel, and hiring practices).
- Identifying strategies to support advancement (e.g., on-the-job training, continuing education, performance ratings, and mentors).
- Demonstrating how attitudes and behaviors influence potential employers.
- Describing the importance of responsibility, dependability, punctuality, integrity, and effort in the workplace.

**Standard D:** Students will demonstrate an understanding of the diversity and transition issues in today’s workforce by:
Describing recent changes in norms and attitudes related to a diverse workforce.

Demonstrating behaviors, attitudes, and skills that work to eliminate stereotyping in education, family, and work environments.

Identifying transition activities (e.g., reassessment of career goals, occupational and technological changes) as an ongoing aspect of career development.

Describing strategies to use during career transitions from school to work during career changes throughout life.

**PERSONAL/SOCIAL DEVELOPMENT DOMAIN KEY INDICATORS FOR:**

**Standard A:** Students will demonstrate that they have acquired the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others by:

- Identifying personal interests, abilities, and skills.
- Demonstrating how to express feelings, reactions, and ideas in an appropriate manner.
- Describing how one’s behavior influences the feelings and actions of others.
- Describing the relationship between personal behavior and self-concept.
- Describing advantages and disadvantages of various life roles.
- Identifying environmental influences on one’s behaviors.

**Standard B:** Students will demonstrate an ability to make decisions, set goals, and take necessary action to achieve goals by:

- Describing how personal beliefs and attitudes affect decision-making. Describing how learning and development is a continuous process with a series of choices.
- Demonstrating decision-making skills by identifying a problem or goal, gathering information, determining alternative solutions, and anticipating consequences.
- Describing how expectations of others can affect personal, educational, and career decisions.
- Specifying how individual characteristics relate to achieving personal, social, educational, and career goals.
- Developing an action plan to solve a problem or achieve a goal.

**Standard C:** Students will demonstrate an understanding of safety and survival skills by:

- Identifying feelings associated with significant experiences.
- Identifying symptoms of stress and appropriate coping skills.
- Demonstrating skills in negotiating, problem solving, and conflict resolution.
- Describing changes that occur in the physical, psychological, social, and emotional development over time.
- Describing the importance of family, educational, leisure, and career activities to mental, emotional, physical and economic well-being.
- Demonstrating behaviors that maintain physical and mental health.
- Describing the impacts of substance abuse and abusive behavior.
- Describing strategies to identify and prevent violence.
- Describing the relationship among rules, laws, safety, and the protection of an individual’s rights.
MASSACHUSETTS CERTIFICATE OF OCCUPATIONAL PROFICIENCY’S EMPLOYABILITY BENCHMARK

Summary:

The Employability Skills Committee for the Certificate of Occupational Proficiency was charged with the responsibility to identify a set of benchmarks that might be universally applied to the 35 fields that will be represented in the state Certificate of Occupational Proficiency. This committee met several times to review research on this topic including the Commonwealth’s Work Based Learning Plan and relevant reports from the workplace and from other states. The committee prepared a survey for employers to complete; 159 employers of high schools graduates from career and technical education programs completed and returned this survey form. In addition, the Employability Skills Committee met with a sample group (8) of these employers to engage in a discussion of this topic.

This validation process confirmed the importance of these employability skills to employers. In fact, a number of these employers stated that these employability skills were needed by all employees without regard for the employee’s educational background or position in the firm. The employability skills list has also been reviewed by the seven cluster committees and several occupational committees organized to assist in the development of the Certificate of Occupational Proficiency. This list has been endorsed by each of these committees.

This list of employability skills mirrors the state Work-Based Learning Plan with the addition of a tenth competency on character. The language for the first nine competency areas is taken directly from the Work Based Learning Plan (Appendix H).
Certificate of Occupational Proficiency

Employability Skills

Competency Descriptions

BENCHMARKS/SKILLS

1. Communication and Literacy: The student demonstrates the ability to speak, listen, read, and write to function successfully.
   
   Skills:
   - Use effective problem solving processes
   - Demonstrate effective writing skills
   - Demonstrate effective listening skills
   - Demonstrate effective speaking skills
   - Demonstrate effective reading skills
   - Apply appropriate phone skills

2. Organizing and Analyzing Information: The student gathers, organizes and evaluates the meaning of documents and information.
   
   Skills:
   - Perform relevant math calculations
   - Read industry-related material
   - Use technology to gather, analyze and evaluate information
   - Understand information presented graphically

3. Problem Solving: The student identifies problems, understands their context and develops solutions.
   
   Skills:
   - Work as part of a team
   - Think critically and solve problems
   - Identify, obtain and apply needed resources
   - Visualize/conceptualize ideas and processes
   - Perform effective industry and career research

4. Using Technology: The student identifies and applies appropriate technologies.
   
   Skills:
   - Adapt to new technology
   - Understand new technology-related vocabulary
   - Use a computer

5. Completing Entire Activities: The student participates fully in a task or project from initiation to completion, using time management skills.
   
   Skills:
   - Take the initiative to complete a project independently
   - Demonstrate effective time management skills
   - Demonstrate reliability in completing projects/tasks

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6. **Acting Professionally:** The student meets workplace standards on attendance, punctuality, dress code, confidentiality, flexibility and self-control.

   **Skills:**
   - Meet company attendance/punctuality expectations
   - Demonstrate effective self-management skills
   - Maintain constant professionalism
   - Follow workplace protocol (etiquette)

7. **Interacting with Others:** The student works professionally and respectfully with a diversity of co-workers, supervisors and customers, resolving conflicts in a constructive manner.

   **Skills:**
   - Demonstrate effective negotiation skills
   - Manage conflict with management/co-workers/others

8. **Understanding All Aspects of the Industry:** The student understands the structure and dynamics of the entire organization, health and safety issues in the industry and the role of the business within the larger community.

   **Skills:**
   - Make appropriate career choices based on industry/career research
   - Work safely and follow company procedures
   - Understand the career ladder at the company and within the industry
   - Understand the role of the company and industry in the local, national, and global arenas

9. **Taking Responsibility for Career and Life Choice:** The student balances demands of work, school and personal life and takes responsibility for developing his or her own personal and professional growth.

   **Skills:**
   - Demonstrate the willingness to learn
   - Prioritize tasks and activities
   - Take initiative
   - Establish reasonable long and short-term goals
   - Apply appropriate stress management techniques
   - Demonstrate the ability to perform an effective job search

10. **Character:** Displays loyalty, honesty, dependability, initiative, self-discipline, and self-responsibility.

    **Skills:**
    - Demonstrate appropriate flexibility and adaptability
    - Demonstrate respect for others
    - Demonstrate appropriate work and personal ethics
    - Maintain a positive attitude
    - Take responsibility for his/her own actions
    - Demonstrate persistence in accomplishing goals
    - Understand and respect diversity
    - Take pride in performance
    - Be a rational/reasonable employee
Massachusetts Work-Based Learning Plan

The Massachusetts Work-Based Learning Plan is a tool to help the supervisor, student and teacher set clear goals and expectations so that the job/internship is a productive experience for both employer and student.

The Work-Based Learning Plan:
- drives student learning and productivity at the workplace
- measures student skill gain in nine competency areas
- provides a solid framework for the student and supervisor to work together

More than 13,000 students are using the Work-Based Learning Plan across the Commonwealth.

The Massachusetts Work-Based Learning Toolkit

The Massachusetts Work-Based Learning Toolkit was designed to help insure a quality work-based learning experience for all students. The Toolkit provides information to present to trainees — employers, educators, students and parents/guardians — on how to insure an effective and productive work-based learning experience.

The Toolkit contains:
- Four separate, self-contained modules
- A video capturing quality work-based learning experiences
- A CD-ROM which contains reproducible content from the Toolkit
- Various brochures which can be ordered
- Hard copy of overheads for copying onto transparencies and as handouts

The four modules are:
- Implementing the Massachusetts Work-Based Learning Plan
- Mentoring and Supervising Teenagers
- Workplace Safety
- Connecting Workplace Benchmarks with the Learning Standards

For more information, please contact:

Keith Westrich
Connecting Activities Director
Massachusetts Department of Education
350 Main Street, 3rd Floor
Malden, MA 02148
Phone: 781-338-3902
Establishing or adapting a career-development education program to address the priorities of this Guide will require the judicious use of resources. In addition to the web-based resources referenced in earlier sections, consider the following:

**Human Resources**: Counselors, STC and/or Connecting Activities coordinators, administrators, teachers, students, parents/guardians, community leaders, workforce investment boards, and business and labor personnel should all play a role in the school’s CDE program. Counselors and School-To-Career coordinators may be the main providers of career-counseling and guidance services; but the involvement and support of others is critical to the success of the program.

University, college, and One–stop career centers can also serve as resources to middle and high school students, teachers, and counselors.

**Political Resources**: The support and endorsement of local councils, boards, School-to-Career partnerships, parent organizations, and the business community is invaluable. Mobilize these resources.

**Financial Resources**: Access all available funding streams to support your CDE program. This may include coordination efforts involving the use of Perkins funds for career and technical education, Connecting Activities funds for employability skill development, Academic Support dollars for supporting student achievement, and the use of professional development funds for educator training. In addition, reach out to area businesses and community organizations to build mutually beneficial partnerships.

**Technological Resources**: In order to ensure equal access and to close the information literacy gap, school counselors, teachers, and program leaders should coordinate the instruction and use of technological resources necessary for the management of career information. Partnerships with the Department of Labor’s Division of Employment and Training, the Department of Workforce Development’s One–stop Career Centers, as well as the Department of Education is strongly encouraged.
# CAREER DEVELOPMENT – INTERNET ADDRESSES

## Government Resources:

<table>
<thead>
<tr>
<th>Resource</th>
<th>URL</th>
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<tbody>
<tr>
<td>America’s Career Resource Network</td>
<td><a href="http://www.acrnetwork.org">http://www.acrnetwork.org</a></td>
</tr>
<tr>
<td>U.S. Census Bureau</td>
<td><a href="http://www.census.gov">http://www.census.gov</a></td>
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## Massachusetts Resources:

<table>
<thead>
<tr>
<th>Resource</th>
<th>URL</th>
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</thead>
<tbody>
<tr>
<td>Massachusetts Career Information System</td>
<td><a href="http://masscis.intocareers.org">http://masscis.intocareers.org</a></td>
</tr>
<tr>
<td>Massachusetts JobQuest</td>
<td><a href="https://web.detma.org/Jobseeker/CM1.ASP">https://web.detma.org/Jobseeker/CM1.ASP</a></td>
</tr>
<tr>
<td>MA Division of Employment and Training</td>
<td><a href="http://www.detma.org">http://www.detma.org</a></td>
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## Career Development Resources:

<table>
<thead>
<tr>
<th>Resource</th>
<th>URL</th>
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<tbody>
<tr>
<td>Retail career training:</td>
<td><a href="http://www.retailersma.org">www.retailersma.org</a></td>
</tr>
<tr>
<td>Retail career information and industry skill standards-based curriculum:</td>
<td><a href="http://www.nrf.com">www.nrf.com</a></td>
</tr>
<tr>
<td>Professional Associations:</td>
<td></td>
</tr>
<tr>
<td>American School Counselor Association, National Standards for School Counseling Programs</td>
<td><a href="http://www.counseling.org">http://www.counseling.org</a></td>
</tr>
<tr>
<td>Blueprint Career Management Competency Framework</td>
<td><a href="http://www.blueprint4life.ca">http://www.blueprint4life.ca</a></td>
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<tr>
<td>Research:</td>
<td></td>
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## Direct Sources of Job Information:

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<thead>
<tr>
<th>Resource</th>
<th>URL</th>
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<tbody>
<tr>
<td>CareerNet</td>
<td><a href="http://www.careers.org">http://www.careers.org</a></td>
</tr>
<tr>
<td>Career Builder</td>
<td><a href="http://www.careerbuilder.com">http://www.careerbuilder.com</a></td>
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## Resume Postings:

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<th>Resource</th>
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## Clearinghouses:

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<tr>
<th>Resource</th>
<th>URL</th>
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<tbody>
<tr>
<td>Career Resources</td>
<td><a href="http://www.rpi.edu/dept/">http://www.rpi.edu/dept/</a></td>
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</tbody>
</table>
Establishing or Modifying a Career Development Program or Curriculum

Whether starting from scratch or evaluating an existing program, it may help to consider program/curriculum development as a series of phases and tasks over time. Design is actually the easy part; the real challenge rests with implementation.

Be sure to consider the following ideas and strategies:

Facilities & materials – Securing adequate space, materials (e.g., assessment tools, curriculum), and equipment (e.g., computers, files) to ensure the delivery of high quality career development services.

Resources – Securing sufficient staff for program execution and support as well as donations and funding for materials and supplies related to the CDE program. Be sure to explore state and federal grant opportunities via state and local CDE websites.

Be sure to carve out the following roles and responsibilities:

Leadership – Ensuring program management, coordination, and oversite. This may be done by an individual or a team led by a counselor or CDE specialist.

Program Administration – Providing program planning and organization, clarifying staff roles and responsibilities, securing resources, monitoring program delivery, and revising the program.

Implementation – Planning for initial execution and delivery over time. This should not only involve CDE professionals such as counselors and STC coordinators and staff, but classroom teachers, paraprofessionals, parents and other volunteers--anyone who is responsible for the education of students. This could also involve partnering with community-based organizations that provide education and support to students beyond the school or program day.

After considering all of the above the next question becomes: Where to begin? While the answer will depend upon your current program status, available resources, and level of support, the following checklist can help to guide your efforts and evaluate your program readiness.
<table>
<thead>
<tr>
<th>Phase I: Establish Career-development Education Program Priorities</th>
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<tbody>
<tr>
<td>Check off</td>
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<tr>
<td><strong>Task 1</strong> Form a CDE planning committee comprised of professional staff and volunteers (ideally parents and students when appropriate.)</td>
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<tr>
<td><strong>Task 2</strong> Conduct a general needs-assessment with input from counselors, parents/guardians, teachers, students, and community partners (see CADISA).</td>
</tr>
<tr>
<td><strong>Task 3</strong> Identify overarching goals, outcomes, and timelines. Present this plan to administrators or decision-makers for approval.</td>
</tr>
<tr>
<td><strong>Task 4</strong> Present staff, parents, students and the community with the approved program overview and solicit input.</td>
</tr>
<tr>
<td><strong>Task 5</strong> Publish and post this overview (including a general program definition and mission).</td>
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<tr>
<th>Phase II: Conduct an Analysis of the Current CDE Program</th>
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<tr>
<td><strong>Task 6</strong> List all counseling and career-development education interventions currently used. Assign each a description according to the list of nationally recognized interventions found in appendix A of this Guide.</td>
</tr>
<tr>
<td><strong>Task 7</strong> Identify how each CDE intervention is aligned with at least one CDE benchmarks.</td>
</tr>
<tr>
<td><strong>Task 8</strong> Using the CADISA, identify gaps/weaknesses in your existing program.</td>
</tr>
<tr>
<td><strong>Task 9</strong> Document your current timeline, target population, and resources re: the CDE program implementation.</td>
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<tr>
<th>Phase III: Develop a CDE Program Description</th>
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<tbody>
<tr>
<td><strong>Task 10</strong> Identify new CDE interventions necessary to accomplish priorities and address CDE benchmarks not currently being addressed.</td>
</tr>
<tr>
<td><strong>Task 11</strong> Develop a calendar of activities for the school year.</td>
</tr>
<tr>
<td><strong>Task 12</strong> Write job descriptions for CDE committee and volunteers (e.g., parents; interns, business partners) in implementing the program.</td>
</tr>
<tr>
<td><strong>Task 13</strong> Draft and distribute a description of your new program goals, activities, responsibilities, and timelines (see page 168 for more).</td>
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<tr>
<th>Phase IV: Implement the CDE Program</th>
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<tr>
<td><strong>Task 14</strong> Gather final feedback from your CDE committee and administration re: your goals and plans. (Ask them to get feedback from wider audiences --e.g., student council, PTO’s).</td>
</tr>
<tr>
<td><strong>Task 15</strong> Secure all resources and necessary support!</td>
</tr>
<tr>
<td><strong>Task 16</strong> Post pertinent information on the school website, display and distribute posters with information, announcements, and calendars. (See the following section for more on dissemination).</td>
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<tr>
<th>Phase V: Evaluate the CDE Program (see evaluation chapter).</th>
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<tbody>
<tr>
<td><strong>Task 17</strong> Meet to celebrate and debrief informally. Recognize volunteers!</td>
</tr>
<tr>
<td><strong>Task 18</strong> Evaluate and document outcomes, challenges, and lessons learned.</td>
</tr>
</tbody>
</table>
DELIVERY METHODS

There are a variety of methods that can be used to deliver information about the benefits of career development education. Some may be more suitable than others for your particular setting or population but do consider the following:

Assessment – Involving stakeholders in the interpretation of outcomes and findings.

Consultation - Educating administrators, counselors, teachers, parents, trainers, employers, and others about the benefits of integrating career development education with current practice.

Counseling - Focusing on an individual or a small group, with the help of a qualified counselor, to assist students with personal issues through the lens of their career development. This may include facilitating the use of individualized career plans or recommending resources or career exploration activities.

Follow-up – Communicating with students who have transitioned to higher education or employment in order to evaluate and improve the program and determine effectiveness.

Information Delivery - Providing up-to-date, unbiased information about occupations, educational programs, and employment opportunities. Such resources would include computer-based career information delivery systems, the Internet, print and media materials, informational interviews, career speakers, and more.

Instruction - Including educators in planning for and identifying career-related curricular opportunities, making program recommendations, or planning a Teacher-as Advisor Program. There is no better way to get the word out than through the direct involvement of your target audience.

Outreach - Providing information to individuals about the career development interventions, services, and resources available. This should be done often and in a variety of ways (e.g., website, counseling office brochures, school and parent bulletins, hallway displays). See more about outreach on the following page.

Placement – Guiding students and parents to resources and information that will educate them about current and post secondary options re: further education and training.

Referral – Developing a network of outside educational institutions, agencies, and other organizations that offer relevant services and expertise. Post the list in the career center or website.

Work-based Learning Opportunities - Providing opportunities for students in actual work settings so that they may explore the world of work and themselves in it (e.g., developing effective work attitudes and behaviors.) This may include:
internships, youth apprenticeships, service projects, volunteerism, job shadowing, and paid work.

**Marketing and Dissemination**

Develop a plan for marketing and disseminating CDE information to teachers, parents/guardians, and students about career-development education services and resources available to them. Communication should also be directed to administrators, businesses, and the community to keep them apprised of the program’s progress and to encourage their continued support and involvement. Some ideas for outreach are listed below:

**OUTREACH TO TEACHERS**

- Regularly provide teachers with information about occupations that are related to their subject area.
- Create a career-resource center just for teachers.
- Attend meetings with teachers and academic/technical department heads to share information and ideas that can support their academic/technical goals.
- Ask your principal or director to draft an announcement and/or endorsement memo about CDE programming.
- Hold an open-house for teachers in the guidance office and showcase resources.
- Publish a short career-development education article in the school newsletter.
- Present program updates to school council/committee meetings.
- Share CDE program information and highlights during a staff meeting.
- Distribute flyers to teachers about CDE resources.
- Showcase career-related academic/technical activities.
- Publish the latest labor market statistics.
- Initiate informal, personal contact with individual teachers about career connections.
- Post career-development education information in the teachers’ café /lounge.
- Offer staff development for teachers about the employment outlook and earnings in their related academic/technical areas.
- Involve teachers and administrators in program development, design, and implementation.

**OUTREACH TO PARENTS/GUARDIANS/ COMMUNITY/ BUSINESS**

- Write career-development education articles for the school newspaper or website highlighting the latest labor market information.
- Give presentations about the CDE program and goals at PTO/PTA meetings.
- Present career-development education information at meetings of the Chamber of Commerce, Rotary, and other clubs and groups.
- Set up a CDE table at open-house events highlighting parent friendly CDE resources and websites.
- Offer a career-development education assessment survey for parents/guardians, community members (see FACES in Appendix E).
- Send informational flyers to parents/guardians on topics such as the career decision-making process, the college application process, etc.
- Write a CDE article for the local newspaper spotlighting a CDE website or event.
• Invite parents/guardians to participate as career speakers at a career fair.
• Offer CDE workshops for parents/guardians on how to locate and navigate web-based CDE resources and information.
• Engage parents/guardians in the development or review of students’ career portfolios and career plans.
• Create/purchase up-to-date brochures for parents/guardians on post secondary options, labor marker information, etc.
• Begin a “Take Your Student to Work” event.
• Invite parents/guardians, community members, and local business representatives to participate on your CDE or evaluation committee.
• Engage parent volunteerism in CDE and hold recognition events.

OUTREACH TO STUDENTS

• Develop a “students only” career resource center in the library and highlight career-development education resources during library orientation.
• Recognize students’ career development accomplishments during awards assemblies.
• Offer a voluntary career-development education self-assessment to students (see the evaluation section for samples.)
• Make announcements about career-development education activities and online resources in homeroom. Post information to the school bulletin board or website as well.
• Highlight career-development education facts in the school-wide morning announcements.
• Create a career-development education bulletin board. Update it throughout the school year.
• Organize a school-wide career poster contest sponsored by local area businesses to promote a specific CDE benchmark (e.g., E5-1 structures and dynamics of an industry).
• Organize a school-wide career essay contest sponsored by local community businesses to promote a specific CDE benchmark (PS1-4 ethics in the workplace).
• Hold a career-development education program kick-off with students early in the school year.
• Have ongoing counselor visits to classrooms.
• Hold a students-only CDE open-house in the guidance office.
Appendix H
Bibliography


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John Hopkins University (2001). *Career Transcript System*


Maddy-Bernstein, C, *Career development issues affecting secondary schools, The highlight zone: Research @ Work No. 1, 2000*


Perkins Act (1998) Sec. 18. *Request for Response*

Project Success (2002). *Summer of work and learning through competitive academic support services* – Fund Code: 597


People need skills that give them legitimate confidence in their ability to construct fulfilling lives. They need:

- **focus**, on who they are, what they have to offer, and what is important to them;
- **direction**, knowing their options, what appeals to them, and how to qualify for suitable learning and work opportunities;
- **adaptability**, the skill of making the best of ever-present change; and
- **healthy self-esteem and self-knowledge**, to counter uncertainty and doubt.

Phillip S. Jarvis