

## **CAREER AND EDUCATION DEVELOPMENT**

Career and Education Development helps all students gain the knowledge and skills to interact with others, set goals and make decisions related to work, career and education. Success in work, career and education in the twenty-first century differs significantly from the twentieth century model. Lifelong employment with a single employer has virtually vanished. Success today is increasingly dependent on a sophisticated knowledge base, the ability to collaborate, to self-direct, and to adapt to change. Career, work and education goals and decisions for individuals will need to change over their lifetimes in relation to school and workplace requirements and personal responsibilities. As part of career and education development, students should see education as a continuing lifelong process that will prepare them for and make them adaptable in a fast-changing world.

**Embed Career and Education Development Instruction** - The knowledge and skills outlined in Career and Education Development Standards are essential for all students. It is important that the knowledge and skills of Career and Education Development be learned in the context of schools, career and education. Stand alone courses in career and education development are artificial and less effective. School administrative units should determine the most appropriate content areas and school settings in which to embed these standards.

### **OUTLINE OF CAREER AND EDUCATION DEVELOPMENT STANDARDS AND PERFORMANCE INDICATORS**

#### **A. Learning About Self-Knowledge and Interpersonal Relationships**

- 1. Self-Knowledge and Self-Concept**
- 2. Beliefs and Behaviors that Lead to Success**
- 3. Interpersonal Skills**
- 4. Career and Life Roles**

#### **B. Learning About and Exploring Education, Career, and Life Roles**

- 1. Relationships among Learning, Work, the Community, and the Global Economy**
- 2. Skills for Individual/Personal Success in the 21<sup>st</sup> Century**
- 3. Education and Career Information**

#### **C. Learning to Make Decisions, Plan and Create Opportunities, and Make Meaningful Life Contributions**

- 1. The Career and Life Planning Process**
- 2. Decision Making**
- 3. Influences on Decision Making**
- 4. Societal Needs and Changes that Influence Workplace Success**

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A. Learning About Self-Knowledge and Interpersonal Relationships: Students identify, demonstrate, analyze, and evaluate:

- self-knowledge related to interests, skills, work and school;
- positive personal characteristics, attitudes, beliefs, behavior, and experiences that lead to success in school, work, and community;
- their ability to build and maintain a positive self-concept; and
- their ability to develop and recognize the positive *interpersonal skills* that influence effective work and effective relationships with others.

Although the performance indicators of Career and Education Development identify specific levels of performance at each grade span for the purpose of assessment, students at all grade spans should have opportunities to identify, demonstrate, analyze and evaluate.

	PK – 2 <i>PERFORMANCE INDICATORS</i>	3 – 5 <i>PERFORMANCE INDICATORS</i>	6 – 8 <i>PERFORMANCE INDICATORS</i>	9 – Diploma <i>PERFORMANCE INDICATORS</i>
A1 Self-Knowledge and Self-Concept	Students identify interests, skills, <i>habits of mind</i> and behaviors that build a positive <i>self-concept</i> .	Students identify and demonstrate interests, skills, <i>habits of mind</i> , behaviors, or experiences that build and maintain a positive <i>self-concept</i> .	Students explain how interests, skills, <i>habits of mind</i> , behaviors, and experiences support and maintain a positive <i>self-concept</i> .	Students reflect on and/or analyze interests, skills, <i>habits of mind</i> , personal behaviors, and experiences to maintain a positive <i>self-concept</i> and to aid them in making career and life decisions.  a. <i>School-to-school</i> decisions. b. <i>School-to-work</i> decisions.
A2 Beliefs and Behaviors that Lead to Success	Students identify and demonstrate the skills, behaviors, and attitudes that lead to success in schoolwork.	Students make choices about and demonstrate behaviors that lead to success in schoolwork.	Students analyze how positive and negative personal traits, choices about behaviors, and the belief that one can successfully complete tasks/goals affect success in school.	Students demonstrate and evaluate strategies to improve their personal traits, behaviors, and the belief that one can successfully complete tasks/goals required for success in career and school.  a. <i>School-to-school</i> decisions. b. <i>School-to-work</i> decisions.

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<b>A3</b> Interpersonal Skills	<p>Students identify social skills that influence interpersonal relationships in positive ways.</p> <ul style="list-style-type: none"> <li>a. Getting along with others.</li> <li>b. Respecting differences.</li> <li>c. Working as a team.</li> <li>d. Managing conflict.</li> <li>e. Accepting/giving/using constructive feedback.</li> <li>f. Accepting responsibility for personal behavior.</li> <li>g. Demonstrating ethical behavior.</li> <li>h. Following established rules/etiquette for observing/listening.</li> <li>i. Demonstrating safe behavior.</li> </ul>	<p>Students identify decisions and demonstrate behaviors which reflect positive <i>interpersonal skills</i> and that lead to success in school or community.</p> <ul style="list-style-type: none"> <li>a. Getting along with others.</li> <li>b. Respecting diversity.</li> <li>c. Working as a team.</li> <li>d. Dealing with peer pressure.</li> <li>e. Managing conflict.</li> <li>f. Accepting/giving/using constructive feedback.</li> <li>g. Accepting responsibility for personal behavior.</li> <li>h. Demonstrating ethical behavior.</li> <li>i. Following established rules/etiquette for observing/listening.</li> <li>j. Demonstrating safe behavior.</li> </ul>	<p>Students demonstrate behaviors that reflect positive <i>interpersonal skills</i> and analyze how positive <i>interpersonal skills</i> lead to success in a variety of school, work and community settings.</p> <ul style="list-style-type: none"> <li>a. Getting along with others.</li> <li>b. Respecting diversity.</li> <li>c. Working as a team.</li> <li>d. Dealing with peer pressure.</li> <li>e. Managing conflict.</li> <li>f. Accepting/giving/using constructive feedback.</li> <li>g. Accepting responsibility for personal behavior.</li> <li>h. Demonstrating ethical behavior.</li> <li>i. Following established rules/etiquette for observing/listening.</li> <li>j. Demonstrating safe behavior.</li> </ul>	<p>Students demonstrate behaviors that reflect positive <i>interpersonal skills</i> and evaluate successful strategies that improve positive <i>interpersonal skills</i> in ways that lead to success in a variety of school, work and community settings.</p> <ul style="list-style-type: none"> <li>a. Getting along with others.</li> <li>b. Respecting diversity.</li> <li>c. Working as a team.</li> <li>d. Dealing with peer pressure.</li> <li>e. Managing conflict.</li> <li>f. Accepting/giving/using constructive feedback.</li> <li>g. Accepting responsibility for personal behavior.</li> <li>h. Demonstrating ethical behavior.</li> <li>i. Following established rules/etiquette for observing/listening.</li> <li>j. Demonstrating safe behavior.</li> </ul>
<b>A4</b> Career and Life Roles	<p>Students identify and discuss <i>career roles</i>.</p>	<p>Students identify and explain the influences that <i>career and life roles</i> have on each other and on success in school or community.</p>	<p>Students develop and demonstrate positive strategies for accomplishing tasks, creating balance among their various <i>career and life roles</i> and reducing</p>	<p>Students demonstrate and evaluate successful strategies for accomplishing tasks, <i>balancing career and life roles</i>, and reducing stress in a variety of school, work</p>

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			stress.  a. Time management. b. Goal setting. c. Resource management.	and community settings.  a. Time management. b. Goal setting. c. Resource management.

B. Learning About and Exploring Education, *Career and Life Roles*: Students identify, demonstrate, analyze, and evaluate:

- the relationship between education and work, especially how learning new skills and educational achievement lead to increased work options and success with personal career and life goals; and
- the ability to identify and use education and career information for lifelong learning to be successful in this world.

Although the performance indicators of Career and Education Development identify specific levels of performance at each grade span for the purpose of assessment, students at all grade spans should have opportunities to identify, demonstrate, analyze and evaluate.

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B1 Relationships Among Learning, Work, the Community, and the Global Economy	Students identify and demonstrate good study habits, attitudes, and behaviors that lead to successful relationships.	Students explain how success in school supports their ability to positively contribute to school, home, and community.	Students explain how educational achievement and lifelong learning lead to increased participation in school, work, community, and the world.	Students evaluate strategies for improving educational achievement, increasing participation as an involved citizen, and increasing work options and earning potential in a 21 <sup>st</sup> century global economy.
B2 Skills for Individual/	Students identify <i>literacy</i> and <i>numeracy</i> as skills that lead to improvement and success	Students identify and describe skills that lead to student learning and success in the	Students analyze their skills in relation to those that lead to learning and success in the	Students evaluate strategies to improve skills that lead to lifelong learning and success in

<p>Personal Success in the 21<sup>st</sup> Century</p>	<p>in the classroom.</p>	<p>classroom, and the achievement of work, career, and personal life goals.</p> <ul style="list-style-type: none"> <li>a. Literacy skills.</li> <li>b. <i>Numeracy</i>.</li> <li>c. <i>Critical thinking</i> skills.</li> <li>d. <i>Information and communication technology (ICT) literacy</i> (L= 21<sup>st</sup> Century Skills).</li> <li>e. <i>Interpersonal skills</i>.</li> <li>f. Other academic skills and knowledge.</li> </ul>	<p>classroom, and the achievement of work, career, and personal life goals.</p> <ul style="list-style-type: none"> <li>a. Literacy skills.</li> <li>b. <i>Numeracy</i>.</li> <li>c. <i>Critical thinking</i> skills</li> <li>d. <i>Information and communication technology (ICT) literacy</i> (L= 21<sup>st</sup> Century Skills).</li> <li>e. <i>Interpersonal skills</i>.</li> <li>f. Other academic skills and knowledge.</li> </ul>	<p>the classroom, and the achievement of work, career, and personal life goals.</p> <ul style="list-style-type: none"> <li>a. Literacy skills.</li> <li>b. <i>Numeracy</i>.</li> <li>c. <i>Critical thinking</i> skills.</li> <li>d. <i>Information and communication technology (ICT) literacy</i> (L= 21<sup>st</sup> Century Skills).</li> <li>e. <i>Interpersonal skills</i>.</li> <li>f. Other academic skills and knowledge.</li> </ul>
<p>B3 Educational And Career Information</p> <p><i>(L) = future link to this information</i></p>	<p>Students identify and locate information resources at home, at school, and in the community that improve study habits, schoolwork, or educational achievement.</p>	<p>Students identify and locate different types of career and educational information resources and use them to explore school and career choices.</p>	<p>Students locate and analyze the use of different types of resources, including <i>occupational information</i> and <i>labor market information</i>, to explore <i>post-secondary education, training</i>, and career choices.</p>	<p>Students use previously acquired knowledge and skills to evaluate and utilize a variety of resources to articulate a plan and make decisions for <i>post-secondary education, training</i>, and career choices. (L)</p>

C. Learning To Make Decisions, Plan and Create Opportunities, and Make Meaningful Contributions: Students identify, demonstrate, analyze, and evaluate:

- the main components of the *planning process*;
- their ability to *balance career* and education *roles*;
- their ability to apply successful strategies for effective decision making; and
- their ability to analyze the influence of diverse and changing societal and global economic needs on personal decision making, work and education success, and work and education planning.

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C1 Planning Process	Students identify and give examples of how they make choices and set personal goals for school.	Students identify the parts of the <i>planning process</i> that assist in making choices. <ul style="list-style-type: none"> <li>a. Self-knowledge.</li> <li>b. Information and resources about work and educational options.</li> <li>c. Decision making skills.</li> </ul>	Students explain how the parts of the <i>planning process</i> assist in the exploration of education and work opportunities, and serve as tools for setting short- and long-term goals. <ul style="list-style-type: none"> <li>a. Self-knowledge.</li> <li>b. Looking for and creating personal work options.</li> <li>c. Decision making skills.</li> </ul>	Students use the <i>planning process</i> to make <i>school-to-school</i> and <i>school-to-work</i> decisions. <ul style="list-style-type: none"> <li>a. Self-knowledge.</li> <li>b. Looking for and creating personal work options.</li> <li>c. Decision making skills.</li> </ul>
C2 Decision Making	Students identify experiences and behaviors that reflect decision making at school.	Students identify behaviors and decisions that reflect positive and negative consequences in school.	Students compare and apply different models for decision making including the <i>rational, intuitive, and consultative models</i> for setting short- and long-term goals in career and education.	Students determine and apply effective decision making strategy (ies) for accomplishing short- and long-term goals related to <i>school-to-school</i> and <i>school-to-work</i> decisions.
C3 Influences on Decision Making	Students identify people and experiences that influence decision making in various settings.	Students identify behaviors that influence decision making in various settings.	Students identify behaviors that influence career and education decision making.	Students examine the potential forces of information that influence their career and education decision making.

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<p>C4 Societal Needs and Changes that Influence Workplace Success</p> <p><i>(L) = future link to Social Studies</i></p>	<p>No performance indicator.</p>	<p>No performance indicator.</p>	<p>Students identify and explain how diverse and changing societal and global economic needs influence personal decision making. (L)</p>	<p>Students analyze and evaluate strategies for addressing diverse and changing societal and global economic needs that influence personal decision making for workplace success.</p>
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