**CAREER EDUCATION COMPETENCIES: A CHECKLIST**

**Student’s Name: Date:**

**Observer: Observation Site:**

**Preschool Competencies**

Learning to Listen

* Orients toward the speaker.
* Attends to the speaker
* Responds (smiles, laughs, coos) to the speaker.

Learning to Follow Directions

* Follows the teacher’s movement (such as in hand-under-hand or hand-over-hand manipulation of tools).
* Follows one-word directions (like “sit” or “stand”).
* Follows more complex directions (for example, “Get your coat,” “Get your backpack,” or “pick up your toys”).

Learning to Be Responsible

* Takes turns at games and waits in line at school.
* Puts his or her clothes and supplies where they belong.
* Follows class rules (such as no running, no hitting, and raise your hand to be recognized before speaking).

Learning Basic Organizational Skills

* Uses a designated cubby to store school supplies and tools.
* Uses tools, such as a backpack, to keep up with personal items.
* Uses appropriate space, like a lipped tray, to store pieces of a project.

Fantasizing About Adult Roles

* Participates in creative dramatics (for instance, classroom or school plays).
* Engages adults (parents, grandparents, friends, neighbors, and community workers) in conversations about their work.
* Participates in make-believe/dress-up activities (such as playing school, hospital, fire station, or grocery store).

Learning to Play

* Engages in play with others (board games, playground games, and manipulatives such as LEGOS or Lincoln Logs).
* Plays alone (reads, puts together jigsaw puzzles, watches television or films, listens to music, and so forth).

**Elementary Competencies**

Learning to Follow More Complex Instructions

* Follows oral or written directions to order materials from a variety of sources that provide specialized learning or recreational reading materials for people who are blind or partially sighted.
* Follows oral or written directions to complete classroom assignments and homework.
* Follows oral or written directions to complete correspondence (letters, cards, e-mail messages, and so forth).

Learning to Work Individually and in a Group

* Initiates class work without prompting.
* Works unassisted on classroom assignments, using adaptive tools and materials.
* Actively participates in and contributes to classroom academic projects, such as group reports or group experiences.
* Actively participates in class projects such as bake sales and car washes.
* Successfully engages with peers during school or extracurricular projects.

Learning to Respond Appropriately to Adults and Peers

* Successfully engages peers in conversations.
* Actively engaged with peers during free time.
* Understands the rules of interacting with adults (for example, doesn’t interrupt, waits to be acknowledged before speaking, and so forth).
* Exchanges pleasantries with adults (for example, says “Hello” to a cafeteria worker before he or she places a lunch order and “Thank You” when the order is received).

Learning To Be Responsible For Actions

* Puts his/her materials away in an appropriate location (classroom, cupboard, backpack, closet, or locker).
* Brings assistive devices to class in working order (charged audiotape recorders and electronic note takers, for instance).
* Brings low vision devices (like eyeglasses, magnifiers, and telescopes) to class.
* Demonstrates socially responsible behavior (such as covering his/her mouth when sneezing or coughing).
* Tidies his/her work area at the completion of any project.

Learning to Organize Work-School Materials

* Uses a backpack or similar tool to manage assistive devices and materials.
* Uses three-ring binders or similar tools to organize class assignments and completed coursework.

Assuming Responsibilities at Home and at School

* Uses a calendar to keep up with assignments, projects, or tests.
* Keeps his/her desk tidy and can retrieve materials when asked to do so.
* Helps with simple, age-appropriate, household chores.
* Helps younger children at school with classroom assignments or homework.

Identifying Different Work Roles and Assuming Them in Fantasy and Play

* Acts out play roles as physician, lawyer, pilot, teacher, and so forth.
* Talks about vocational dreams and aspirations (fantasizes about being a ballerina, football player, space explorer, etc.).
* Participates in class or school plays that include different work-related roles with appropriate costumes and actions.

Recognizing Different Community Workers

* Identifies common community workers (police, firefighter, mail carrier, nurse, emergency medical services [EMS] worker, librarian, and so forth by describing the services they perform.
* Identify whom to call on in the event of an emergency (for instance: hospital worker, doctor, police, or firefighter).
* Demonstrates an understanding of the functions performed, clothing worn, and types of experience necessary to engage in community service jobs.

Understanding the Rewards of Work

* Identifies the sum he/she can earn for specific tasks performed.
* Demonstrates an understanding of how payment for work is affected by sloppy or inadequate performance.
* Demonstrates an understanding of the consequences of nonperformance (the concept of no work equals no pay).

Learning to Solve Problems

* Attempts to find things before he/she asks for help.
* Asks others how they have resolved problems and tries the ideas to see if they will work for him/her.
* Tries different approaches to problem solving, if the first attempt at solving a problem does not work.

Developing Good Communication Skills

* Attends to others when they are speaking, as demonstrated by orienting towards the speaker, occasionally nodding his/her head, smiling or frowning at appropriate comments, and doing nothing else when someone is speaking except taking notes or listening.
* Responds appropriately when addressed by answering questions accurately, sharing topic-related information in a conversation, and waiting until the speaker has finished speaking before commenting.
* Stays on topic in conversations and does not change the focus to him/herself, to some irrelevant detail, or to an unrelated topic

Developing Basic Academic Skills

* Demonstrates grade-level reading skills using his or her preferred medium (braille, large print, recorded, or electronic format).
* Demonstrates grade-level writing skills.
* Demonstrates grade-level calculation skills.

**Middle School Competencies**

Meeting Increased Demands for Organizing Time

* Demonstrates the ability to organize school activities by arriving to classes on time with completed homework assignments.
* Demonstrates the ability to organize school activities by participating in school clubs or groups.
* Demonstrates the ability to organize school and extracurricular activities by participating in extracurricular activities routinely, and keeping up with schoolwork.

Meeting Increased Responsibility at Home and in the Community

* Demonstrates responsibility at home by completing assigned chores.
* Demonstrates responsibility at home by performing volunteer and paid work for neighbors and family members.
* Demonstrates responsibility at school through work for clubs, participation in a band, and the like.
* Demonstrates responsibility in the community by volunteering

Meeting Increased Demands for Skill Development

* Performs learned skills in academic areas independently.
* Demonstrates greater speed in using learned skills at home, at school, and in the community (doing chores, performing in a specific academic area or another identified area of interest such as playing a musical instrument).
* Demonstrates greater accuracy in using learned skills.

Showing a Full Understanding of the Work Performed By Adults

* Identifies the work performed by family members.
* Provides details (hours worked, major job duties, salaries, and qualifications) about the work performed by family members.
* Identifies major community workers and their roles (police, firefighters, physicians, lawyers, social workers, teachers, and the like).

Showing a Beginning Notion of the Work He or She Wants to Do as an Adult

* Reads about the lives and work of famous people, including those with disabilities.
* Writes book reports on materials read.
* Reads about careers in general — what is available nationally, regionally, and locally.
* Discusses careers of interest with teachers, parents, and other significant adults.
* Identifies specific jobs related to career interests and abilities.

Investigating Identified Areas of Interest

* Reads about specific careers of interest.
* Conducts information interviews with adults in the community who perform jobs that are of interest to him or her.
* Participates in job-shadowing experiences.

**High School Competencies**

Showing Well-Developed Academic Skills

* Demonstrates well-developed reading, writing, calculating, listening, and speaking skills by performing comparably to his/her sighted peers (the classroom standards as defined by instructional staff need to be achieved without adjusting the quantity or quality for the student’s visual impairment).
* Demonstrates well-developed reading, writing, calculating, listening, and speaking skills by performing at a level commensurate with the demands in the vocational area he/she intends to enter (the occupational standard for entry-level workers in the area of interest will need to be defined through research by instructional staff).
* Completes classroom and homework assignments consistently and satisfactorily without assistance.

Showing Well-Developed Thinking Skills

* Uses his/her imagination, connects known ideas in new ways, makes connections between seemingly unrelated ideas, and considers alternatives to known ideas when asked to think creatively.
* Demonstrates the ability to set goals based on an analysis of the array of choices available to him/her.
* Demonstrates the ability to recognize that a problem exists, defines the problem, identifies possible solutions, devises an action plan to resolve the problem, initiates the plan, evaluates its success and revises the plan as needed.
* Recognizes and uses his/her own learning style (visual, aural, tactile, or kinesthetic), adapts to new situations and tools, and uses formal learning strategies (note taking and repeating new content aloud).
* Uses logic to draw conclusions from the content presented in the classroom and textbook.

Showing Well-Developed Work Behaviors

* Sets and meets self-directed standards for performance.
* Pays attention to details.
* Performs tasks even when the tasks are unpleasant or difficult.
* Describes his/her interests, abilities, values, and liabilities.
* Understands the impression he/she makes on others.
* Describes his/her needs and how to address them.
* Works well with others.
* Interacts with peers and adults appropriately.
* Is trustworthy with materials and tools.

Participation in Work Activities

* Volunteers to help others.
* Performs work tasks at home and at school.
* Performs a job for pay in the community.

Planning for Life Beyond High School

* Investigates postsecondary education or training options.
* Develops a plan for postsecondary education or training related to his/her vocational interests, abilities, and values.
* Develops a plan with short-term, intermediate, and long-term goals for achieving satisfaction in life.
* Identifies the supports he/she will need to move from high school into postsecondary environments (for example: housing, transportation, access to information, child care, personal care, home care, time management or money management, or assistance with leisure and recreational activities).

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