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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