



Career Ready Practice

10. Plan Education and Career Path Aligned to Personal Goals

Career-ready individuals take personal ownership of their own educational and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the educational and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors and other experts to assist in the planning and execution of career and personal goals.

Points Given

Individual Competencies					Keyword(s)	
	4 Exceeds Competency	3 Meets Competency	2 Approaching Competency	1 Not Yet Reached Competency		
Set and meet goals.	Goals and strategies are defined as specific measurable goals and strategies were detailed.	Goals and strategies are defined and met.	Goals and strategies are defined but not met.	Goals and strategies are incomplete.	Goal oriented	
Set goals with tangible and intangible success criteria.	Sets goals with tangible and intangible success criteria in a variety of conditions.	Sets goals with tangible and intangible success criteria.	Attempts to set goals with tangible and intangible success criteria.	Rarely sets goals with tangible success criteria.	Realistic goal-setting	
View failure as an opportunity to learn; understand that creativity and innovation is a long-term, cyclical process of small successes and frequent mistakes.	Embraces the idea that attempting/experimenting is an important part of the path of success and approaches opportunities with an understanding that many failed attempts are likely.	Understands the importance of attempting/experimenting is an important part of the path to success, including failed attempts.	Understands the importance of attempting/experimenting is an important part of the path to success, but does not understand this includes failed attempts as well.	Does not understand how failed attempts are part of the process that leads to success.	Understanding process	
Balance short-term and long-term goals.	Balances short-term and long-term goals in various areas of work/school.	Balances short-term and long-term goals.	Attempts to balance short-term and long-term goals.	Attempts to balance short-term or long-term goals, but without much success.	Balancing goals	



<p>Goes beyond basic mastery of skills and/or curriculum to explore and expand one’s own learning and opportunities to gain expertise.</p>	<p>Goes beyond basic mastery of skills and/or curriculum to explore and expand one’s own learning and opportunities to gain expertise in a variety of conditions.</p>	<p>Grasps mastery of skills and/or curriculum to explore and expand one’s own learning and opportunities to gain expertise.</p>	<p>Attempts to go beyond basic mastery of skills and/or curriculum to explore and expand one’s own learning and opportunities to gain expertise.</p>	<p>Attempts to go beyond basic mastery of skills and/or curriculum, but does not explore or expand learning opportunities to gain expertise.</p>	<p>Mastery education</p>	
<p>Demonstrate initiative to advance skill levels towards a professional level.</p>	<p>Demonstrates initiative to advance skill levels towards a professional level in various aspects of work/school.</p>	<p>Demonstrates initiative to advance skill levels towards a professional level.</p>	<p>Attempts to demonstrate initiative to advance skill levels towards a professional level.</p>	<p>Attempts to demonstrate initiative to advance skill levels, but not on a personal level.</p>	<p>Professional advancement</p>	
<p>Demonstrate commitment to learning as a lifelong process.</p>	<p>Demonstrates commitment to learning as a lifelong process in most all areas of work/school.</p>	<p>Demonstrates commitment to learning as a lifelong process.</p>	<p>Attempts to demonstrate commitment to learning as a lifelong process.</p>	<p>Attempts to demonstrate commitment to learning, but not as a lifelong process.</p>	<p>Lifelong learning</p>	
<p>Prioritize, plan, and manage work and life to achieve the intended result.</p>	<p>Develops a detailed plan which clearly prioritizes each aspect of the set goals and gives clear direction on how the goals interrelate and should be managed.</p>	<p>A plan was determined and managed effectively.</p>	<p>A goal plan is created, but does not include details regarding how the goals will be prioritized and/or managed.</p>	<p>No plans were developed.</p>	<p>Creating life-plans</p>	

Total Points Given: _____ / 8 = **Score.**