North Dakota Career Development

Content Standards

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North Dakota Department of Career and Technical Education

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North Dakota State Board for Career and Technical Education
Board Members

Career and Technical Education Standards Introduction

Mission

The mission of the State Board for Career and Technical Education (CTE) is to work with others to provide all North Dakota citizens with the technical skills, knowledge, and attitudes necessary for successful performance in a globally competitive workplace.

Vision

The State Board for Career and Technical Education (CTE) is committed to providing career awareness, work readiness skills, occupational preparation, and retraining of workers throughout the state. Career and technical education will span all educational levels, providing youth with exploration opportunities and the foundation skills needed to enter the world of work while providing adults with skills needed to enter, re-enter, or advance in the workforce.

Goal

North Dakota Career and Technical Education's goal is to create a competitive and knowledgeable work force. This is accomplished through a variety of educational program areas that are organized to prepare students for careers in their chosen fields, to take leadership roles, and balance their multiple roles in life. CTE programs prepare students with the knowledge and skills to make informed career choices, to integrate and apply academic concepts, to prepare for successful participation in a global society, and to engage in lifelong learning.

Standards Development Process

Standards development is a multi-phase process. Existing and/or industry standards are the basis for the North Dakota Program Standards. A team of expert secondary and postsecondary teachers, business and industry representatives, and the state program supervisor draft the standards document. Once the document is finalized, the State Board for Career and Technical Education approves and adopts the standards.

Course Frameworks are also developed by the writing team. A framework includes a brief overview of the course content, topical units of study, and identifies the standards recommended for inclusion within the course. The frameworks are tailored to prepare young people for the opportunities in North Dakota. School Districts will use the frameworks as a guide for developing curriculum that reflects local needs.

Key Principles of Career and Technical Education

We believe that Career Technical Education:

1. **Draws its curricula, standards, and organizing principles from the workplace.**
   The workplace provides the context, objectives, and organizing constructs for instruction and assessment. The workplace also defines the standards of performance necessary, including those required for academic, technical, and employability skills.

2. **Is a critical and integral component of the total educational system, offering career-oriented benefits for all students.**
   CTE classes offer educational benefits to students pursuing careers requiring specific technical skills as well as providing a strong foundation for those pursuing a traditional four-year (or more) degree.

3. **Is a critical and integral component of the workforce development system, providing the essential foundation for a thriving economy.**
   Preparation of a well-prepared, qualified workforce requires solid academics, good work ethics, and specific technical skills as well as the ability to communicate, work with others, solve problems, and use information. CTE contributes directly to this preparation by providing a curriculum tied to specific workplace requirements.

4. **Maintains high levels of excellence supported through identification of academic and workplace standards, measurement of performance (accountability), and high expectations for participant success.**
   Career Technical Education is committed to continuous improvement, attention to industry certification, and the development of highly qualified teachers.

5. **Is robust and flexible enough to respond to the needs of the multiple educational environments, customers, and levels of specialization.**
   CTE involves a large and complex delivery system that (1) integrates career exploration, (2) provides effective tools for organizing all curricula, (3) facilitates the teaching and use of technology, (4) is integrated into the total learning experience, (5) enhances the learning of academic subjects, (6) teaches broad occupational skills, (7) includes all aspects of the industry, (8) teaches how to balance family and work responsibilities, (9) provides job-specific training, (10) is offered at multiple levels of the educational continuum, and (11) is delivered through a variety of educational environments.

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Standard 1	*ACADEMIC*	
Topic 1.1	**Acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.**	
	Student Competencies	
	Improve Academic Self-Concept	
	1.1.1	Articulate feelings of competence and confidence as learners
	1.1.2	Display a positive interest in learning
	1.1.3	Take pride in work and achievement
	1.1.4	Accept mistakes as essential to the learning process
	1.1.5	Identify attitudes and behaviors that lead to successful learning
	Acquire Skills for Improving Learning	
	1.1.6	Apply time-management and task-management skills
	1.1.7	Demonstrate how effort and persistence positively affect learning
	1.1.8	Use communication skills to know when and how to ask for help when needed
	1.1.9	Apply knowledge and learning styles to positively influence school performance
	Achieve School Success	
	1.1.10	Take responsibility for their actions
	1.1.11	Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students
	1.1.12	Develop a broad range of interests and abilities
	1.1.13	Demonstrate dependability, productivity and initiative
	1.1.14	Share knowledge
Topic 1.2	**Complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.**	
	Student Competencies	
	Improve Learning	
	1.2.1	Demonstrate the motivation to achieve individual potential
	1.2.2	Learn and apply critical-thinking skills
	1.2.3	Apply the study skills necessary for academic success at each level
	1.2.4	Seek information and support from faculty, staff, family and peers
	1.2.5	Organize and apply academic information from a variety of sources
	1.2.6	Use knowledge of learning styles to positively influence school performance
	1.2.7	Become a self-directed and independent learner
	Plan to Achieve Goals	
	1.2.8	Establish challenging academic goals in elementary, middle/junior high and high school
	1.2.9	Use assessment results in educational planning
	1.2.10	Develop and implement annual plan of study to maximize academic ability and achievement

	1.2.11	Apply knowledge of aptitudes and interests to goal setting
	1.2.12	Use problem-solving and decision-making skills to assess progress toward educational goals
	1.2.13	Understand the relationship between classroom performance and success in school
	1.2.14	Identify post-secondary options consistent with interests, achievement, aptitude and abilities
Topic 1.3	**Understand the relationship of academics to the world of work and to life at home and in the community.**	
Student Competencies		
	Related School to Life Experiences	
	1.3.1	Demonstrate the ability to balance school, studies, extracurricular activities, leisure time and family life
	1.3.2	Seek co-curricular and community experiences to enhance the school experience
	1.3.3	Understand the relationship between learning and work
	1.3.4	Demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining and maintaining life goals
	1.3.5	Understand that school success is the preparation to make the transition from student to community member
	1.3.6	Understand how school success and academic achievement enhance future career and vocational opportunities

Standard 2	*CAREER DEVELOPMENT*		
Topic 2.1	**Acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.**		
	Student Competencies		
	Develop Career Awareness		
	2.1.1	Develop skills to locate, evaluate and interpret career information	
	2.1.2	Learn about the variety of traditional and nontraditional occupations	
	2.1.3	Develop an awareness of personal abilities, skills, interests and motivations	
	2.1.4	Learn how to interact and work cooperatively in teams	
	2.1.5	Learn to make decisions	
	2.1.6	Learn how to set goals	
	2.1.7	Understand the importance of planning	
	2.1.8	Pursue and develop competency in areas of interest	
	2.1.9	Develop hobbies and vocational interests	
	2.1.10	Balance between work and leisure time	
	Develop Employment Readiness		
	2.1.11	Acquire employability skills such as working on a team, problem-solving and organizational skills	
	2.1.12	Apply job readiness skills to seek employment opportunities	
	2.1.13	Demonstrate knowledge about the changing workplace	
	2.1.14	Learn about the rights and responsibilities of employers and employees	
	2.1.15	Learn to respect individual uniqueness in the workplace	
	2.1.16	Learn how to write a résumé	
	2.1.17	Develop a positive attitude toward work and learning	
	2.1.18	Understand the importance of responsibility, dependability, punctuality, integrity and effort in the workplace	
	2.1.19	Utilize time-and task-management skills	
Topic 2.2	**Employ strategies to achieve future career goals with success and satisfaction.**		
	Student Competencies		
	Acquire Career Information		
	2.2.1	Apply decision-making skills to career planning, course selection and career transition	
	2.2.2	Identify personal skills, interests and abilities and relate them to current career choice	
	2.2.3	Demonstrate knowledge of the career-planning process	
	2.2.4	Know the various ways in which occupations can be classified	
	2.2.5	Use research and information resources to obtain career information	
	2.2.6	Learn to use the Internet to access career-planning information	
	2.2.7	Describe traditional and nontraditional career choices and how they relate to career choice	
	2.2.8	Understand how changing economic and societal needs influence employment trends and future training	

	Identify Career Goals	
	2.2.9	Demonstrate awareness of the education and training needed to achieve career goals
	2.2.10	Assess and modify their educational plan to support career
	2.2.11	Use employability and job readiness skills in internship, mentoring, shadowing and/or other work experience
	2.2.12	Select course work that is related to career interests
	2.2.13	Maintain a career-planning portfolio
Topic 2.3	**Understand the relationship between personal qualities, education, training and the world of work.**	
	Student Competencies	
	Acquire Knowledge to Achieve Career Goals	
	2.3.1	Understand the relationship between educational achievement and career success
	2.3.2	Explain how work can help to achieve personal success and satisfaction
	2.3.3	Identify personal preferences and interests influencing career choice and success
	2.3.4	Understand that the changing workplace requires lifelong learning and acquiring new skills
	2.3.5	Describe the effect of work on lifestyle
	2.3.6	Understand the importance of equity and access in career choice
	2.3.7	Understand that work is an important and satisfying means of personal expression
	Apply Skills to Achieve Career Goals	
	2.3.8	Demonstrate how interests, abilities and achievement relate to achieving personal, social, educational and career goals
	2.3.9	Learn how to use conflict management skills with peers and adults
	2.3.10	Learn to work cooperatively with others as a team member
	2.3.11	Apply academic and employment readiness skills in work-based learning situations such as internships, shadowing and/or mentoring experiences

Standard 3	*PERSONAL/SOCIAL DEVELOPMENT*	
Topic 3.1	**Acquire the knowledge, attitudes and inter-personal skills to help them understand and respect self and others.**	
	Student Competencies	
	Acquire Self-knowledge	
	3.1.1	Develop positive attitudes toward self as a unique and worthy person
	3.1.2	Identify values, attitudes and beliefs
	3.1.3	Learn the goal-setting process
	3.1.4	Understand change is a part of growth
	3.1.5	Identify and express feelings
	3.1.6	Distinguish between appropriate and inappropriate behavior
	3.1.7	Recognize personal boundaries, rights and privacy needs
	3.1.8	Understand the need for self-control and how to practice it
	3.1.9	Demonstrate cooperative behavior in groups
	3.1.10	Identify personal strengths and assets
	3.1.11	Identify and discuss changing personal and social roles
	3.1.12	Identify and recognize changing family roles
	Acquire Interpersonal Skills	
	3.1.13	Recognize that everyone has rights and responsibilities
	3.1.14	Respect alternative points of view
	3.1.15	Recognize, accept, respect and appreciate individual differences
	3.1.16	Recognize, accept, respect and appreciate ethnic and cultural diversity
	3.1.17	Recognize and respect differences in various family configurations
	3.1.18	Use effective communications skills
	3.1.19	Know that communication involves speaking, listening and nonverbal behavior
	3.1.20	Learn how to make and keep friends
Topic 3.2	**Make decisions, set goals and take necessary action to achieve goals.**	
	Student Competencies	
	Self-Knowledge Application	
	3.2.1	Use a decision-making and problem-solving model
	3.2.2	Understand consequences of decisions and choices
	3.2.3	Identify alternative solutions to a problem
	3.2.4	Develop effective coping skills for dealing with problems
	3.2.5	Demonstrate when, where and how to seek help for solving problems and making decisions
	3.2.6	Know how to apply conflict resolution skills
	3.2.7	Demonstrate a respect and appreciation for individual and cultural differences

	3.2.8	Know when peer pressure is influencing a decision
	3.2.9	Identify long- and short-term goals
	3.2.10	Identify alternative ways of achieving goals
	3.2.11	Use persistence and perseverance in acquiring knowledge and skills
	3.2.12	Develop an action plan to set and achieve realistic goals
Topic 3.3	**Understand safety and survival skills.**	
	Student Competencies	
	Acquiring Personal Safety Skills	
	3.3.1	Demonstrate knowledge of personal information (i.e., telephone number, home address, emergency contact)
	3.3.2	Learn about the relationship between rules, laws, safety and the protection of rights of the individual
	3.3.3	Learn about the differences between appropriate and inappropriate physical contact
	3.3.4	Demonstrate the ability to set boundaries, rights and personal privacy
	3.3.5	Differentiate between situations requiring peer support and situations requiring adult professional help
	3.3.6	Identify resource people in the school and community, and know how to seek their help
	3.3.7	Apply effective problem-solving and decision-making skills to make safe and healthy choices
	3.3.8	Learn about the emotional and physical dangers of substance use and abuse
	3.3.9	Learn how to cope with peer pressure
	3.3.10	Learn techniques for managing stress and conflict
	3.3.11	Learn coping skills for managing life events

Glossary and Reference

American School Counselor Association National Model

School counselors deliver comprehensive school counseling programs that promote student achievement. These programs are comprehensive in scope, preventive in design, and developmental in nature.

The American School Counselor Association (ASCA) National Model is based on the following four components:

Foundation: the program is focused on student outcomes.
Management: assessments and tools are used that reflect the needs of the school.
Delivery: services are provided to students, parents, staff and the community through direct and indirect services.
Accountability: counselors analyze school and counseling program data to determine the effectiveness of the school counseling program.

Direct Student Services

In-person interactions between school counselors and students.
Elements and Strategies exemplifying this are:
- School Counseling Core Curriculum, including **Instruction** and **Group Activities**.
- Individual Student Planning, including **Appraisal** and **Advisement**.
- Responsive Services including, **Counseling** and **Crisis Response**.

Method of Interactions with Students include Large Groups, the Classroom, Small Groups, and with the Individual.

Indirect Student Services

Services provided on behalf of students as a result of the school counselor's interactions with others.
Elements and Strategies exemplifying this are:
- Referrals.
- Consultation.
- Collaboration.

Method of Interaction is with anyone other than the Student.

National Career Development Guidelines

https://www.ncda.org/aws/NCDA/asset_manager/get_file/3384/ncdguidelines2007.pdf

Career Ready Practices

1. Act as a Responsible and Contributing Citizen and Employee

Career-ready individuals understand the obligations and responsibilities of being a member of a community and demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them, think about the near-term and long-term consequences of their actions, and seek to act in ways that contribute to the betterment of their teams, families, community, and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

2. Apply Appropriate Academic and Technical Skills

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications and make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.

3. Attend to Personal Health and Financial Well-Being

Career-ready individuals understand the relationship between personal health, workplace performance, and personal well-being; they act on that understanding to regularly practice health diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

4. Communicate Clearly, Effectively, and with Reason

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice and organization and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

5. Consider the environmental, social, and economic impacts of decisions

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organizations and the environment. They are aware of and utilize new technologies, understandings, procedures, materials and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and profitability of the organization.

6. Demonstrate creativity and innovation

Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

7.   Employ valid and reliable research strategies

Career-ready individuals are discerning in accepting and using new information to make decisions, change practices, or inform strategies. They use a reliable research process to search for new information and evaluate the validity of sources when considering the use and adoption of external information or practices. They use an informed process to test new ideas, information, and practices in their workplace situation.

8.   Utilize critical thinking to make sense of problems and persevere in solving them

Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur, quickly take action to address the problem, thoughtfully investigate the root cause of the problem prior to introducing solutions, and carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

9.   Model integrity, ethical leadership, and effective management

Career-ready individuals consistently act in ways that align to personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the direction and actions of a team or organization, and they apply insights into human behavior to change others' actions, attitudes, and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morale, and organizational culture.

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.

11.   Use technology to enhance productivity

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring and using new technology, being proficient with ubiquitous technology applications. They understand the inherent risks, personal and organizational, of technology applications, and they take actions to prevent or mitigate these risks.

12.   Work productively in teams while using cultural/global competence

Career-ready individuals positively contribute to every team whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.