

# Table of Competency Development

Suggestion: Highlight competency development each term.  
*Italicized* indicators are for the 4 credit program only.

Term 1	Term 2	Term 3
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		Competency 1: Explores vocational training		&		Competency 2: Contemplates his/her suitability for vocational training				
		EXPERT					NOVICE			
		5		4		3		2		1
Effectiveness in exploring vocational training		Explores by expertly mobilizing a broad range of exploratory strategies and resources (observing, gathering information and performing career related tasks). Routinely compares with classmates to make adjustments in quality and effectiveness. Consistently finds and ensures that s/he uses a wide variety of relevant and accurate information (documentary, material, human and institutional) to form an interesting and complex picture of every vocational sector and related training programs. Demonstrates autonomy, resourcefulness, initiative and responsibility to record and validate details of information gathered.	Confidently and effectively explores by mobilizing a diverse range of exploratory strategies and various types of resources (observing, gathering information and performing career related tasks). Discusses with classmates and adjusts strategies as needed in order to meet his/her needs. Always uses many sources of good quality and relevant information (documentary, material, human and institutional) to form an accurate and detailed picture of a great number of vocational sectors and related training programs. Demonstrates autonomy, initiative and responsibility to accurately record and validate information gathered.	Displays some confidence in exploring by mobilizing a variety of exploratory strategies and interesting resources to observe, gather information and perform some career related tasks. Within a structured classroom context, s/he willingly adjusts strategies as the need arises. Usually uses several sources of information (documentary, material, human and/or institutional) to form a clear picture of many vocational sectors and related training programs. Keeps records and demonstrates a sense of interest and responsibility for verifying the accuracy of information gathered against a few sources.	With support, uses one or two familiar strategies and resources to carry out an exploration. Is comfortable continually employing the same set of strategies and resources but with prompting and support, s/he will try a new strategy, look into an unfamiliar resource or make an adjustment. Uses one or two sources of readily accessible information to form a general or partial picture of a limited number of vocational sectors and/or related training programs. Keeps vague records and compares findings with classmates if prompted. Verifies accuracy of information with teacher supervision.	With prompting and constant support, uses a few familiar strategies to find information from resources with which s/he is comfortable and familiar. Within a provided framework, gathers and records some general information about one or two familiar vocational sectors and/or training programs. May keep a few notes of findings and activities but his/her involvement in the learning process is minimal.				
	Relevant summary of discoveries		Relies on a broad range of learning strategies to accurately analyze information and discoveries. Effectively summarizes learning and demonstrates a thorough understanding of the specific features, requirements, advantages, disadvantages, prospects and market needs associated with most vocational sectors and related training programs. Initiates discussions with classmates and trusted others, and uses a wide variety of communication tools to accurately explain, share and validate learning. <i>Writes concise and detailed reports about job-shadowing activities.</i>	Analyzes information and discoveries using numerous learning strategies. Consistently summarizes learning and demonstrates a substantial understanding of the specific features, requirements, advantages, disadvantages, prospects and market needs associated with many vocational sectors and related training programs. Initiates discussions with classmates and trusted others, and uses good quality communication strategies to share and consider constructive advice to deepen his/her own understanding. <i>Writes concise reports about job-shadowing activities.</i>	Considers all aspects of discoveries to explain why s/he chose certain elements to explore and answers direct questions about his/her discoveries. Understands and describes many of the influencing factors (specific features, requirements, advantages, disadvantages, prospects and market needs) associated with numerous vocational sectors and related training programs. With prompting questions, uses meta-cognitive strategies to deepen understanding and share with classmates and others in discussions. <i>Prepares basic reports about job-shadowing activities.</i>	Demonstrates curiosity but is minimally effective in discovering and explaining how only the obvious influencing factors (specific features, requirements, advantages, disadvantages, prospects and market needs) are associated with each vocational sector or related training program. With support and prompting, links a few vocational sectors with the training required. Shares (with classmates and trusted others) basic information about discoveries using simple communication strategies. <i>Uses a few details to report on job-shadowing activities.</i>	Using a provided framework, attempts to draw some general conclusions about specific vocational sectors and related training programs. With support and using simple language, attempts to explain elements researched and how they relate to learning/work possibilities. With encouragement, shares a limited amount of information with classmates. <i>When questioned, provides a few details about a job-shadowing activity.</i>			
		Relevant reflection		Uses a variety of reflective strategies to review all information gathered to deepen self-understanding and address some of the stereotypes associated with vocational training. Makes a structured, detailed and highly effective assessment of his/her discoveries in relation to his/her interests, values, aspirations and aptitudes. Takes into account numerous socioeconomic and cultural factors when envisioning many possible career and learning paths. Is always open to enrichment through communication with others. Confidently justifies all actions taken and reflects on how to improve the overall process and build on prior knowledge. <i>Fully considers liabilities and obligations of the trades and occupations.</i>	Uses numerous reflective strategies to review information gathered in light of self-understanding and preconceived notions about vocational training. Effectively assesses his/her discoveries to clearly explain substantial connections between vocational sectors and his/her goals, aspirations and personal qualities. Considers many cultural and socioeconomic factors to identify several possible work possibilities and learning paths. Through interaction with others, enlarges the scope of his/her reflections and understanding of the trades and training. Justifies actions taken and readily considers how to reinvest learning. <i>Considers the liabilities and obligations of the trades and occupations.</i>	Reflects using his/her own ideas, as well as structures provided by the teacher. Analyzes his/her learning and appropriately describes connections between specific requirements of various vocational sectors and his/her personal qualities, attitudes, abilities and goals. Takes into account some cultural and socioeconomic factors when considering possible learning and work possibilities. Willingly adds to this reflection through group work, teacher suggestions and by turning to trusted others for their input. When asked, can justify actions taken and explain intention to reinvest learning. <i>Recognizes the liabilities and obligations of the trades and occupations.</i>	Draws partial and very general conclusions about a few vocational sectors based on elements of reflection provided by the teacher. Working within a provided framework, makes a few basic connections between characteristics of his/her personal profile and what s/he has learned about the trades and related training programs. With continued support, considers only a few socioeconomic and cultural factors in relation to learning and work possibilities. With guidance and encouragement, engages in exchanges with classmates and trusted others to improve the quality and depth of his/her reflections and communication skills. <i>When questioned, demonstrates some understanding of the liabilities and obligations of the trades and occupations.</i>	Develops a slight interest in the vocational sector and in discovering learning/work possibilities that could relate to his/her own interests and abilities. With prompting, describes a few of his/her interests/abilities but with little connection to information gathered. With support, recognizes one or two socioeconomic or cultural factors but makes only tentative links with his/her learning/work possibilities. At the teacher's suggestion, consults a few known adults but without specific results.		