

Oregon defines the stages of career development through a system of Career Connected Learning (CCL), a framework of career awareness, exploration, preparation and training that is both learner-relevant and directly linked to professional and industry-based expectations. CCL connects the interests, aptitudes, education, and goals of every Oregon youth to their future. Each of the following standards can be applied to the academic, career, social/emotional, and community involvement domains.

ASCA: K-12 CAREER AND COLLEGE READINESS FOR EVERY STUDENT

OARS, SIMPLIFIED

M Mindsets Standards

1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being
2. Sense of acceptance, respect, support and inclusion for self and others in the school environment
3. Positive attitude toward work and learning
4. Self-confidence in ability to succeed
5. Belief in using abilities to their fullest to achieve high-quality results and outcomes
6. Understanding that postsecondary education and lifelong learning are necessary for long-term success

LS Learning Strategies

1. Critical thinking skills to make informed decisions
2. Creative approach to learning, tasks and problem solving
3. Time-management, organizational and study skills
4. Self-motivation and self-direction for learning
5. Media and technology skills to enhance learning
6. High-quality standards for tasks and activities
7. Long- and short-term academic, career and social/emotional goals
8. Engagement in challenging coursework
9. Decision-making informed by gathering evidence, getting others' perspectives and recognizing personal bias
10. Participation in enrichment and extracurricular activities

SMS Self-Management Skills

1. Responsibility for self and actions
2. Self-discipline and self-control
3. Independent work
4. Delayed gratification for long-term rewards
5. Perseverance to achieve long- and short-term goals
6. Ability to identify and overcome barriers
7. Effective coping skills
8. Balance of school, home and community activities
9. Personal safety skills
10. Ability to manage transitions and adapt to change

SS Social Skills

1. Effective oral and written communication skills and listening skills
2. Positive, respectful and supportive relationships with students who are similar to and different from them
3. Positive relationships with adults to support success
4. Empathy
5. Ethical decision-making and social responsibility
6. Effective collaboration and cooperation skills
7. Leadership and teamwork skills to work effectively in diverse groups
8. Advocacy skills for self and others and ability to assert self, when necessary
9. Social maturity and behaviors appropriate to the situation and environment
10. Cultural awareness, sensitivity and responsiveness

1. Students should develop an education plan that identifies personal and career interests, tentative educational and career goals, and post-high school next steps.

(581-022-2000: 6a)

2. Students should design, monitor, and adjust a course of study that meets their interests and goals. (581-022-2000: 6a,D)

3. Students should monitor and track progress toward standards, including content standards, essential skills, and extended application standards.

(581-022-2000: 6b,A)

4. Students must participate in career-related learning experiences outlined in the education plan. (581-022-2000: 8)

5. School districts must provide a coordinated comprehensive school counseling program that includes career-related learning standards and career education as part of their K-12 instructional program to support the academic, career, social-emotional, and community involvement development of each and every student. (OAR 581-022-2030: 2d,e;

581-022-2055; 581-022-2060, 1a)