

The University of the State of New York
The State Education Department's

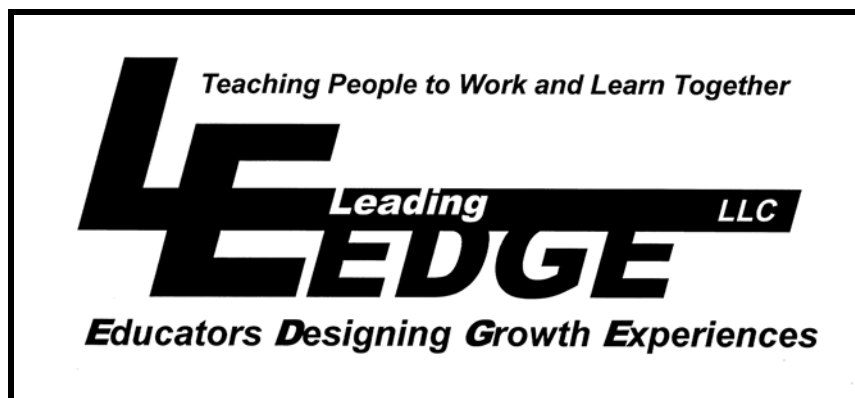
Learning Standards for Career Development and Occupational Studies

Standard

3a: Universal Foundation Skills

Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace.

Compiled by **Leading EDGE LLC**



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Standard 3a—Universal Foundation Skills Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace.

Basic Skills

Thinking Skills

1. Basic skills include the ability to read, write, listen, and speak as well as perform arithmetical and mathematical functions.

2. Thinking skills lead to problem solving, experimenting, and focused observation and allow the application of knowledge to new and unfamiliar situations.

Elementary

Students:

- **listen to and read the ideas of others and express themselves both orally and in writing; they use basic mathematical concepts and computations to solve problems.**

This is evident, for example, when students:

- △ listen to and repeat simple directions
- △ read a variety of materials and prepare a report
- △ follow directions to power up a computer
- △ compile an inventory of office equipment
- △ use probability to solve a problem or use a single statistic to make a prediction
- △ measure an area for a swimming pool, basketball court, or employee work station.

Students:

- **use ideas and information to make decisions and solve problems related to accomplishing a task.**

This is evident, for example, when students:

- △ provide examples of ways to raise money for a school field trip
- △ solve a riddle, puzzle, or problem, using written or oral instructions
- △ set up a computer, a monitor, and a keyboard according to written or oral instructions.

Intermediate

Students:

- **listen to and read the ideas of others and analyze what they hear and read; acquire and use information from a variety of sources; and apply a combination of mathematical operations to solve problems in oral or written form.**

This is evident, for example, when students:

- △ follow directions that involve a series of actions
- △ locate and use information on a wide range of topics from many different sources
- △ present an oral report to the class after investigating several career clusters
- △ record data and prepare a graph on the movement of the stock market or a particular stock
- △ explore ways in which geometry is used in everyday life
- △ solve basic problems involving integers, fractions, and decimals.

Students:

- **evaluate facts, solve advanced problems, and make decisions by applying logic and reasoning skills.**

This is evident, for example, when students:

- △ describe the best method to evaluate customer interest in the establishment of a new product line for a business
- △ describe the best method to evaluate student interest in the establishment of a new school sport or club
- △ create a work schedule to ensure equity in employee hours and days worked
- △ sequence facts in a logical order to solve a problem.

Commencement

Students:

- **use a combination of techniques to read or listen to complex information and analyze what they hear or read; convey information confidently and coherently in written or oral form; and analyze and solve mathematical problems requiring use of multiple computational skills.**

This is evident, for example, when students:

- △ gather and use information presented in print and electronic sources to create a research report and database
- △ examine a case study to evaluate whether the information contained within it is adequate to support generalizations about the topic
- △ participate in debates, interviews, and panel discussions
- △ use word processing and desktop publishing software to present information on a sales campaign
- △ analyze a company's balance sheet and income statement for industry-recognized ratios for assets, liabilities, and net income/loss

Students:

- **demonstrate the ability to organize and process information and apply skills in new ways.**

This is evident, for example, when students:

- △ provide examples of ways to alter a work schedule to allow more job sharing among two or more employees
- △ evaluate a variety of options suggested, select an option, explain the reason for the selection, and provide the strategies for implementation
- △ recognize a problem and design steps to solve the problem
- △ prepare and present a report on how knowledge gained from content area helped solve a problem in another area.

Key ideas are identified by numbers (1).
Performance indicators are identified by bullets (•).
Sample tasks are identified by triangles (△).

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Personal Qualities

Interpersonal Skills

3. Personal qualities generally include competence in self-management and the ability to plan, organize, and take independent action.

4. Positive interpersonal qualities lead to teamwork and cooperation in large and small groups in family, social, and work situations.

Elementary

Students:

- **demonstrate the personal qualities that lead to responsible behavior.**
This is evident, for example, when students:
 - △ arrive at school and complete assignments on time; explain why these behaviors would be important to an employer
 - △ provide examples of people acting responsibly/irresponsibly in the community
 - △ complete an inventory of personal strengths and select areas in which they would like to improve
 - △ demonstrate positive behaviors through interactions in the classroom (e.g., sharing resources, helping classmates).

Students:

- **relate to people of different ages and from diverse backgrounds.**
This is evident, for example, when students:
 - △ work cooperatively with peers to accomplish a task
 - △ describe, as models, successful people of varied backgrounds
 - △ display skills needed to resolve conflicts with other people
 - △ explain the importance of getting along with people in a environment who are different from oneself.

Intermediate

Students:

- **demonstrate an understanding of the relationship between individuals and society and interact with others in a positive manner.**
This is evident, for example, when students:
 - △ participate in a fund-raising activity in or out of school such carwash, flower sale, etc. (refer to Regents Rule 19.6 governing student fund-raising)
 - △ volunteer to participate in a local charitable organization’s activities
 - △ work with other students on a group project to improve one aspect of the school’s operation.

Students:

- **demonstrate the ability to work with others, present that support arguments, listen to dissenting points view, and reach a shared decision.**
This is evident, for example, when students:
 - △ react positively to constructive criticism
 - △ work as a member of a team toward a common goal.

Commencement

Students:

- **demonstrate leadership skills in setting goals, monitoring progress, and improving their performance.**
This is evident, for example, when students:
 - △ work with a local employer to establish a sales goal and devise a plan to reach that goal
 - △ motivate other group members and demonstrate leadership skills in a student leadership organization or job experience
 - △ give and accept constructive criticism in a group project
 - △ evaluate decisions for legal and ethical implications
 - △ establish a set of personal goals and record progress in attaining them.

Students:

- **communicate effectively and help others to learn a new skill.**
This is evident, for example, when students:
 - △ demonstrate how to respond effectively to a dissatisfied customer
 - △ assist in the teaching of an acquired skill in an elementary/ middle school class or business environment
 - △ provide feedback to others in a group project
 - △ participate in a job interview.

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Technology

Managing Information

5. Technology is the process and product of human skill and ingenuity in designing and creating things from available resources to satisfy personal and societal needs and wants.

6. Information management focuses on the ability access and use information obtained from other people, community resources, and computer networks.

Elementary

Students:

- **demonstrate an awareness of the different types of technology available to them and of how technology affects society.**

This is evident, for example, when students:

- △ select the appropriate technology for designing and creating a flyer for a school-sponsored event
- △ identify examples of technology found at home, at school, and in a business environment
- △ choose a career area and research how technology has changed that cluster of occupations.

Students:

- **describe the need for data and obtain data to make decisions.**

This is evident, for example, when students:

- △ explain the practical uses of weather forecasting data as relates to the farm industry
- △ plan a school store and determine what items might sell
- △ listen to a presentation about a career area and write a summarizing the information.

Intermediate

Students:

- **select and use appropriate technology to complete a task.**

This is evident, for example, when students:

- △ use a telecommunications service to check current airline schedules and price information for a trip to another state or country
- △ use appropriate technology to present information in table/chart form
- △ use word processing software to make an inquiry to a business
- △ make a presentation explaining how technology has changed the work site.

Students:

- **select and communicate information in an appropriate format (e.g., oral, written, graphic, pictorial, multimedia).**

This is evident, for example, when students:

- △ prepare a financial report showing the annual revenue and expenses of a business or club for three years and presenting that information to a group
- △ design a chart or graph to evaluate personal progress toward a goal or objective
- △ collect the necessary data from local employers to develop a speakers' bureau for their school
- △ given directions, correctly complete a job application.

Commencement

Students:

- **apply their knowledge of technology to identify and solve problems.**

This is evident, for example, when students:

- △ evaluate why a school or business facsimile (fax) machine is not working
- △ take the proper steps to make an inoperative printer work
- △ use a software program to compile and analyze statistical data and prepare a presentation for a group
- △ use an integrated software program to solve a business-related problem
- △ prepare a report predicting how technology may change various aspects of life 50 years from now.

Students:

- **use technology to acquire, organize, and communicate information by entering, modifying, retrieving, and storing data.**

This is evident, for example, when students:

- △ construct a computer-generated form to survey local employers for possible participation in a work-study program
- △ use graphics software to present survey findings to the student body
- △ use telecommunications software to access and communicate information
- △ use presentation graphics software which will illustrate to a group of employers the increase in work-based learning experiences
- △ use a computer to record and organize statistical information to assist a coach of a school athletic team.

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Managing Resources

Systems

7. Using resources includes the application of financial and human factors, and the elements of time and materials to successfully carry out a planned activity.

8. Systems skills include the understanding of and ability to work within natural and constructed systems.

Elementary

Students:

- **demonstrate an awareness of the knowledge, skills, abilities, and resources needed to complete a task.**

This is evident, for example, when students:

- △ describe the resources needed to inventory the art supply cabinet in the classroom
- △ explain the resources needed to build a simple item (e.g., footstool, sandbox).

Students:

- **demonstrate understanding of how a system operates and identify where to obtain information and resources within the system.**

This is evident, for example, when students:

- △ understand the process used to order supplies for a school store or local business
- △ explain the various components of the school system.

Intermediate

Students:

- **understand the material, human, and financial resources needed to accomplish tasks and activities.**

This is evident, for example, when students:

- △ develop a plan for a work experience (e.g., lawn mowing, snow removal, paper route) by formulating a budget, allocating equipment, and recording expenses and income
- △ create and follow a personal schedule to maximize the use of time.

Students:

- **understand the process of evaluating and modifying systems within an organization.**

This is evident, for example, when students:

- △ survey teachers to develop modifications in the school's discipline policy
- △ observe how customer returns have been handled in a store over a period of time and develop strategies to improve the system
- △ describe the functioning of a simple ecosystem.

Commencement

Students:

- **allocate resources to complete a task.**

This is evident, for example, when students:

- △ plan a two-week activity that requires tasks to be divided among students or coworkers, including determining priorities and following timelines
- △ prepare a long-range budget for a school organization or hypothetical business
- △ complete multiple tasks for concurrent activities by adjusting personal schedules or negotiating deadlines
- △ work as a team to decide how resources should be allocated to accomplish a task.

Students:

- **demonstrate an understanding of how systems performance relates to the goals, resources, and functions of an organization.**

This is evident, for example, when students:

- △ evaluate the roles or positions within an organization and make suggestions for improvement of the organization
- △ write a proposal for ways a company can reduce expenses
- △ prepare an organizational chart for a club or business
- △ develop a presentation using visual aids to explain how an automobile or other machine operates.



Leading EDGE provides professional development training as well as meeting design & facilitation for corporate, non-profit and educational organizations.

Education:

The world of education is rapidly changing. Society is looking for bold and innovative approaches to curriculum design and teaching. Students, parents, teachers, school boards, employers and state and federal governments are asking schools to be more responsive to the real world environment. **School to Work, SCANS, Learning Standards, and Frameworks** are all examples of these changes. Leading EDGE uses the latest in educational models to make connections between the classroom, community outcomes, state learning standards and the federal **SCANS** competencies. The heart of the Leading EDGE educational programs is the Education By Design™ (EBD) classroom model. Education By Design™ is a classroom approach developed through the contributions of hundreds of kindergarten through college educators in association with Antioch New England Graduate School, Keene, NH. In New York State, staff development services are delivered by Education By Design™ Master Teachers highly experienced in this methodology. Every one of our Master Teachers uses in their own classrooms the same techniques we teach in our institutes. We strive to "Walk the Talk."

The EBD classroom model is a comprehensive teaching methodology grounded in experiential and collaborative learning. This approach moves students toward N.Y.S. Learning Standards by engaging them in increasingly complex, collaborative, problem-solving challenges. Through these challenges, students master traditional content while simultaneously developing the essential skills and dispositions (C-DOS Standards) required for success in school, the workplace and life. Students gain mastery of many of the learning standards not addressed by traditional instruction.

Education By Design™ is a program of Antioch New England Graduate School. Leading EDGE is the exclusive provider of Education By Design™ programming in New York State

Corporate & Non-Profit:

Today's world is demanding new skills for new environments. Leading EDGE specializes in developing skills for high quality collaborative problem-solving teams. Likewise, situational leadership development, team-building, decision-making strategies, critical thinking, creative thinking, organization and communication are major components of our corporate & non-profit development training. Leading EDGE works closely with each client to insure that their unique needs are met.

Wilderness Education:

Leading EDGE offers a variety of contract wilderness leadership training opportunities for a variety of wilderness professionals. The need to train outdoor leaders to provide safe adventures and protect the environment is greater than ever. Leading EDGE specializes in training responsible outdoor leaders for off-campus outdoor activities through a variety of specialty workshops ranging from Leadership and Decision Making to Navigation and ration planning. In addition we have a variety of slide/lecture programs of our adventures around the world.

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