Occupational Education/Work-Based Learning: Sped Transition
Instructor: Christina Christian

Description: These courses will focus on improving career awareness and work ethic to enable students to transition from school to entering the work force and or post secondary education. The in-class time will be on preparing students to be able to participate in job training in the community through the transitional course or be better prepared for joining the community work force.

Course Overview: Students will be required to complete practice job applications, career awareness studies, and practice interview skills in the classroom. Emphasis will be on practical job skills and application to post secondary education. Students will have the opportunity to practice skills and further critical thinking abilities to work more independently.

Course Standards: These course standards are designed to cover the employability skills required by the Work-Based Learning Framework. As such, they are divided into three sections: • Career knowledge and navigation skills • 21st Century learning and innovation skills • Personal and social skills

Learning Outcomes:
1. Practice appropriate social skills and establish good communication methods.
2. Sample various job placements in order to improve knowledge of community job market.
3. Complete work as instructed and promote themselves as quality workers.

Evaluation Methods:
The final grade for the courses will be derived from written work and testing as assigned. The work-Based Learning grade will be taken from assessments conducted on the job site. The following list of objectives will be analyzed for completion through on the job site data collection:

UNDERSTANDING CAREER PATHS: Plan and navigate education/career paths aligned to personal goals
□ PLANNING: Develop and implement a personalized student learning plan packet   (50 points)
□ REFLECTION: Reflect on experiences through creation of a personal portfolio folder   (6 points)
□ TRAINING: Plan Progress Record   (44 points)

Personal and Social Skills Components
□ INITIATIVE: Work independently; demonstrate agency, curiosity, and the ability to learn
□ PROFESSIONALISM, ETHICS, AND INTERPERSONAL SKILLS: Demonstrate reliability, integrity, responsibility, proper etiquette, and ethical behavior
□ CULTURAL AND GLOBAL COMPETENCE: Exhibit interpersonal and social skills that is respectful of cultural differences
 □ ADAPTABILITY AND FLEXIBILITY: Adapt flexibly to roles and responsibility; work effectively with ambiguity; change course as needed
□ PRODUCTIVITY: Set goals and priorities and manage time and projects; exhibit punctuality, persistence, and precision and accuracy; complete projects to agreed-upon standards