



MISSISSIPPI
DEPARTMENT OF
EDUCATION

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2018
Teacher Resource
Guide for
Career Readiness I

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2018

Teacher Resource Guide for Career Readiness I

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Table of Contents

Acknowledgements	5
Introduction.....	6
Support Documents and Resources	7
Structure of the Teacher Resource Guide for Career Readiness I Document	8
Structure of the Teacher Resource Guide for Career Readiness I Document (Graphic)	9
Levels of Support (LOS)	10
Teacher Resource Guide for Alternate Career Readiness I	11
References.....	23

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Introduction

Mission Statement

The Mississippi Department of Education (MDE) is dedicated to student success, which includes improving student achievement and establishing communication skills within a technological environment. The *Mississippi Alternate Academic Achievement Standards (MS AAAS) for Career Readiness I* provide a consistent, clear understanding of what students are expected to know and be able to do by the end of the course. The purpose of the *MS AAAS for Career Readiness I* is to build a bridge from the content in general education to academic expectations for students with the most significant cognitive disabilities. The standards are designed to be rigorous and relevant to the real world, reflecting the knowledge and skills that students need for success in postsecondary settings.

Purpose

In an effort to closely align instruction for students with significant cognitive disabilities who are progressing toward postsecondary settings, the *MS AAAS for Career Readiness I* include Career Development course-specific standards. This document is designed to provide a resource for 9-12 special education teachers with a basis for curriculum development and instructional delivery.

The *Teacher Resource Guide for Career Readiness I* contains prioritized content, which is presented as a matrix to show the continuum of the concept across complexity levels. The matrix shows varying access points to the prioritized content. A student's progression through content contained in the matrix is intended to be fluid. It is not the intent, nor should it be practice, for a student to be exposed to content in a straight vertical line through one of the columns. Every student, regardless of disability, comes to the learning environment with a different set of prior knowledge and experience. For this reason, a student may be able to access some content from the middle complexity level and access other concepts at the more complex level. Teachers should evaluate a student's ability in relation to the content and select the entry point based on that evaluation. Students should not be locked into receiving exposure to all content at the same entry point.

Support Documents and Resources

The MDE Office of Special Education development of support documents aims to provide local districts, schools, and teachers supporting documents to construct standards-based instruction and lessons, allowing them to customize content and delivery methods to fit each student's needs. The teacher resource guide includes suggested resources, instructional strategies, sample lessons, and activities. Additional sample activities and resources for selected standards may be added; this shall be a living document with ongoing updates based on educator feedback. The intent of these resources is to assist teachers in linking their instruction to the prioritized content. The teacher resource guide includes activity adaptations for students with a varying range of abilities within the classroom. There are many ways in which skills and concepts can be incorporated based on student's individual learning styles and needs. Professional development efforts are aligned to the *MS AAAS for Career Readiness I* and delivered in accord with teacher resources to help expand expertise in delivering student-centered lessons.

Structure of the Teacher Resource Guide for Career Readiness I Document

Mississippi Alternate Academic Achievement content standard: The *MS AAAS for Career Readiness I* is a general statement of what students with significant cognitive disabilities should know and be able to do because of instruction.

Performance Objectives: Statements that describe in precise, measurable terms what learners will be able to do at the end of an instructional sequence.

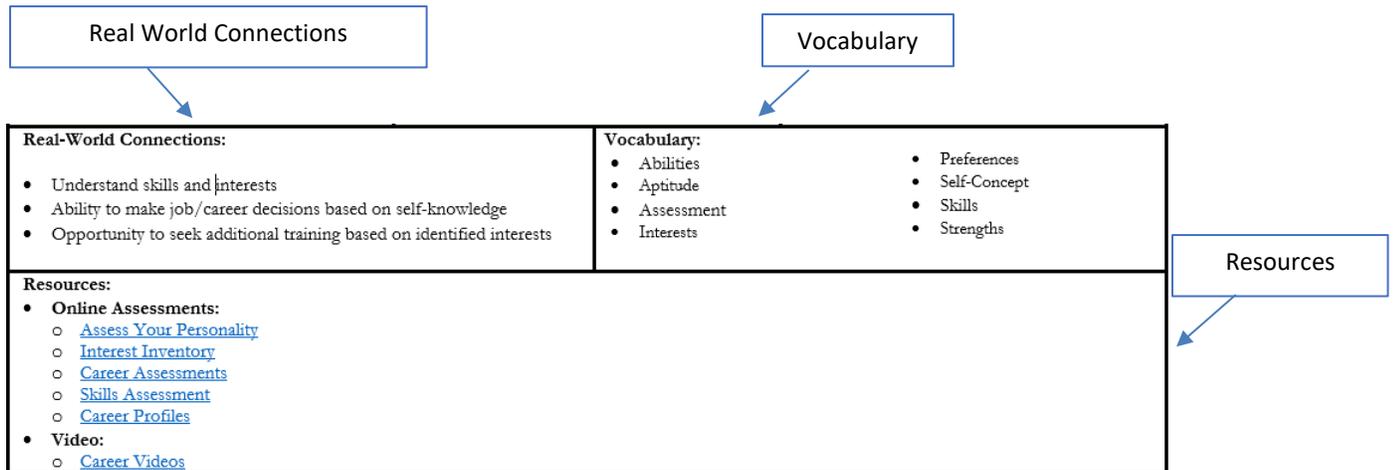
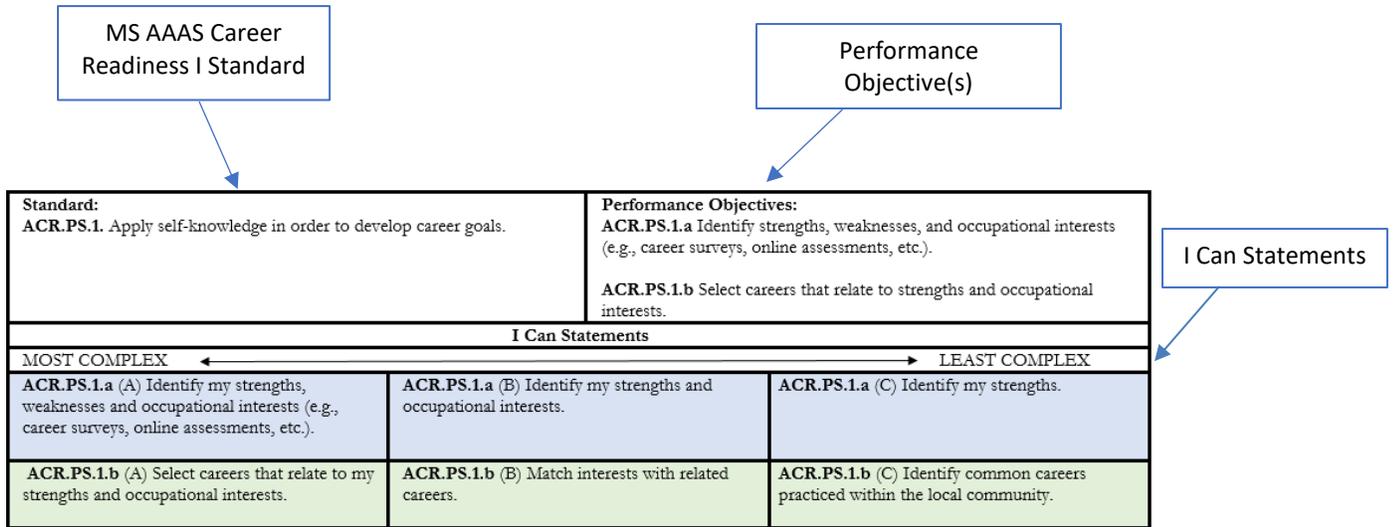
I Can Statement(s): Includes the Performance Objective(s) as the *Most Complex* and scaffolds the performance objectives two additional levels (B) and (C) to *Least Complex*. This matrix demonstrates the continuum of the concept across complexity levels. The purpose is to assist teachers in modifying to meet the unique diverse needs of learners with significant cognitive disabilities.

Real-World Connections: One way to facilitate learning that is meaningful to students and prepares them for their professional lives outside of school. When teachers move beyond textbook or curricular examples and connect content learned in the classroom to real people, places and events, students are able to see a greater relevance to their learning. Real-world connections are used to help students see that learning is not confined to the school, allow them to apply knowledge and skills in real world situations, and personalize learning to increase and sustain student engagement.

Vocabulary: Includes a list of difficult or unfamiliar words.

Resources: Includes suggested resources, instructional strategies, lessons, and activities. Additional sample activities and resources for selected standards may be added; this shall be a living document with ongoing updates based on educator feedback. The intent of these activities is to assist teachers in linking their instruction to the prioritized content.

Structure of the Teacher Resource Guide for Career Readiness I Document (Graphic)



Levels of Support (LOS)

Students with significant cognitive disabilities require varying LOS to engage in academic content. The goal is to move the student along the continuum of assistance toward independence by decreasing the LOS provided and increasing student accuracy within the context of content to demonstrate progress.

The following chart describes the continuum of LOS. Appropriate LOS are important to increase student engagement and student independence and to track student achievement and progress.

Level of Assistance	Definition	Example	Non-Example
Non-Engagement (N)	The student requires assistance from the teacher to initiate, engage, or perform; however, the student actively refuses or is unable to accept teacher assistance.	The student resists the teacher's physical assistance toward the correct answer.	The student does not look at the activity.
Physical Assistance (P)	The student requires physical contact from the teacher to initiate, engage, or perform.	The teacher physically moves the student's hand to the correct answer.	The teacher taps the correct answer and expects the student to touch where he/she tapped.
Gestural Assistance (G)	The student requires the teacher to point to the specific answer.	When presenting a choice of three pictures and asking the student which picture is a triangle, the teacher will point to or tap on the correct picture to prompt the student to indicate that picture.	The teacher moves the student's hand to gesture toward the right answer.
Verbal Assistance (V)	The student requires the teacher to verbally provide the correct answer to a specific item.	The teacher says, "Remember, the main character was George. Point to the picture of the main character."	The teacher says "Who is the main character?" without providing the information verbally.
Model Assistance (M)	The student requires the teacher to model a similar problem/opportunity and answer prior to performance.	The teacher models one-to-one correspondence using manipulatives and then asks the student to perform a similar item.	The teacher completes the exact same activity as the student is expected to perform.
Independent (I)	The student requires no assistance to initiate, engage, or perform. The student may still require other supports and accommodations to meaningfully engage in the content but does not require assistance to participate and respond.	The teacher asks the student, "Who is the main character of the book?" and the student meaningfully responds without any prompting or assistance.	The teacher asks the student, "Who is the main character?" and points to the picture of the main character.

Teacher Resource Guide for Alternate Career Readiness I

COURSE: Career Readiness I
 DOMAIN: Personal/Social Development
 CONCEPT: Self-Management

Standard: ACR.PS.1. Apply self-knowledge in order to develop career goals.		Performance Objectives: ACR.PS.1.a Identify strengths, weaknesses, and occupational interests (e.g., career surveys, online assessments, etc.). ACR.PS.1.b Select careers that relate to strengths and occupational interests.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
ACR.PS.1.a (A) Identify my strengths, weaknesses and occupational interests (e.g., career surveys, online assessments, etc.).	ACR.PS.1.a (B) Identify my strengths and occupational interests.	ACR.PS.1.a (C) Identify my strengths.	
ACR.PS.1.b (A) Select careers that relate to my strengths and occupational interests.	ACR.PS.1.b (B) Match interests with related careers.	ACR.PS.1.b (C) Identify common careers practiced within the local community.	
Real-World Connections: <ul style="list-style-type: none"> • Understand skills and interests • Ability to make job/career decisions based on self-knowledge • Opportunity to seek additional training based on identified interests 		Vocabulary: <ul style="list-style-type: none"> • Abilities • Aptitude • Assessment • Interests • Preferences • Self-Concept • Skills • Strengths 	
Resources: <ul style="list-style-type: none"> • Online Assessments: <ul style="list-style-type: none"> ○ Assess Your Personality ○ Interest Inventory ○ Career Assessments ○ Skills Assessment ○ Career Profiles • Video: <ul style="list-style-type: none"> ○ Career Videos 			

COURSE: Career Readiness I
 DOMAIN: Personal/Social Development
 CONCEPT: Self-Management

Standard: ACR.PS.2. Apply time-management skills.		Performance Objectives: ACR.PS.2.a Follow a daily schedule.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
ACR.PS.2.a (A) Follow a daily schedule.		ACR.PS.2.a (B) Follow a daily schedule with preferred and nonpreferred activities.	
		ACR.PS.2.a (C) Follow a schedule using pictures or symbols that represent preferred activities (e.g. picture of the computer for computer activity if preferred by the student).	
Real-World Connections: <ul style="list-style-type: none"> • Gauge time required for morning routines and travel in order to arrive to school, work or appointments on time • Adhere to schedule of activities at work site • Know how to plan for lunch and work breaks 		Vocabulary: <ul style="list-style-type: none"> • Attendance • Breaks • Hours • Minutes • Late • Personal Responsibility • Planning • Schedule • Scheduled Work • Tardy 	
Resources <ul style="list-style-type: none"> • Activities/Lesson Plan: <ul style="list-style-type: none"> ○ Time-Management Lesson Plan ○ Telling Time Activities ○ Mistakes to Avoid When Teaching Telling Time ○ Teaching Responsibility Activities ○ Teaching Elapsed Time ○ Teaching Elapsed Time to Special Education Students ○ Visual Schedules ○ Time-Management Activities for Kids ○ Time-Management Activities ○ TEACCH 			

COURSE: Career Readiness I
 DOMAIN: Personal/Social Development
 CONCEPT: Self-Management

Standard: ACR.PS.3. Apply task-management skills.		Performance Objectives: ACR.PS.3.a List and sequence steps to complete a task. ACR.PS.3.b Perform a work system or list of preferred and nonpreferred tasks.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
ACR.PS.3.a (A) List and sequence steps to complete a task (e.g., list steps for gaining employment: submit an application, notice of job interview, job interview, notice of intent to hire, and first day on job).	ACR.PS.3.a (B) Given a list of steps to complete a task, sequence the steps (e.g., make a pizza: make dough, spread dough to form crust, add sauce, add toppings).	ACR.PS.3.a (C) Perform a three-step task with visual cues. (e.g., cook a frozen dinner in microwave; take out of box, input time on microwave, push start on microwave).	
ACR.PS.3.c (A) Perform a work system or list of preferred tasks and nonpreferred tasks.	ACR.PS.3.c (B) Perform a work system or list of preferred tasks and one nonpreferred task (e.g., sorts favorite characters in stories or text, reads passage about a topic of choice, completes math task).	ACR.PS.3.c (C) Performs a work system or list of two preferred tasks.	
Real-World Connections: <ul style="list-style-type: none"> Follow directions to complete assigned task Dependable reputation as someone who regularly completes assigned tasks Meet workplace requirements and standards in a competitive employment atmosphere Positively contribute to the success of a team or organization Independently and appropriately engage with a variety of materials in multiple environments 		Vocabulary: <ul style="list-style-type: none"> Assistance Complete Diagrams Directions Independent Incomplete Perform Personal Responsibility Planning Sequence Tasks Verbal 	
Resources <ul style="list-style-type: none"> Activities/Lesson Plan: <ul style="list-style-type: none"> Task-Management Lesson 			

COURSE: Career Readiness I
 DOMAIN: Career Development I
 CONCEPT: Career Awareness

Standard: ACR.CD.1. Acquire and apply self-knowledge to develop career goals.		Performance Objectives: ACR.CD.1.a Identify the 16 career clusters. ACR.CD.1.b Identify jobs and duties associated with a selected career pathway.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
ACR.CD.1.a (A) Identify the 16 career clusters.	ACR.CD.1.a (B) Sort the careers or jobs within the 16 career clusters.	ACR.CD.1.a (C) Match symbols, pictures, or illustrations that represent a career or job with appropriate practitioners.	
ACR.CD.1.b (A) Identify jobs and duties associated with a selected pathway.	ACR.CD.1.b (B) Identify jobs associated with a selected pathway.	ACR.CD.1.b (C) Identify duties of service and support personnel located within the local community.	
Real-World Connections: <ul style="list-style-type: none"> Realize the value of jobs that impact people’s lives: teachers, nurses, bus drivers, grocers, etc. Understand the jobs people perform in selected pathways 		Vocabulary: <ul style="list-style-type: none"> Career Career Cluster Career Pathway Economy Job Market Labor Force Occupation Research Services 	
Resources <ul style="list-style-type: none"> Activities/Lessons: <ul style="list-style-type: none"> Career Clusters with videos, photos and teacher resources Exploring Career Using the Internet Mississippi 16 Career Clusters Explore Career Options Video: <ul style="list-style-type: none"> Career Videos 			

COURSE: Career Readiness I
 DOMAIN: Career Development I
 CONCEPT: Career Selection

Standard: ACR.CD.2. Apply decision-making and goal-setting strategies to career planning, course selection, and transition.		Performance Objectives: ACR.CD.2.a Select a career pathway based on interest inventories, strengths, and skills. ACR.CD.2.b Identify requirements to achieve personal postsecondary goal.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
ACR.CD.2.a (A) Select a career pathway based on my interest inventories, strengths, and skills.	ACR.CD.2.a (B) Given a list of career pathways, choose a career pathway based on my interests inventories, strengths, and skills.	ACR.CD.2.a (C) Match symbols, pictures, or illustrations that represent my interests with symbols, pictures, or illustrations that represent career pathways.	
ACR.CD.2.b (A) Identify requirements to achieve my personal postsecondary goal.	ACR.CD.2.b (B) Sequence and classify requirements to achieve my personal postsecondary goal (e.g., graduation from high school and acceptance to vocational school support educational requirements).	ACR.CD.2.b (C) Identify personal postsecondary living goal (e.g., independent in own home or supported with family or group home).	
Real-World Connections: <ul style="list-style-type: none"> • Create and execute a career plan that incorporates interests and abilities • Select courses that prepare for career goals • Acquire a mentor or coach to provide support through the education and career-readiness process • Choose a job that increases the quality of life 		Vocabulary: <ul style="list-style-type: none"> • Career Information • Career Pathway • Courses • Decision-Making Skills • Education Goals • Employment Goals • Exploration • Planning • SMART Goals • Vocation 	
Resources <ul style="list-style-type: none"> • Inventories: <ul style="list-style-type: none"> ○ Pictorial Career-Interest Inventory ○ Photo Career Quiz • Lessons and Articles: <ul style="list-style-type: none"> ○ Helping Students With Learning Disabilities Succeed by Setting Short- and Long-Term Goals ○ Goal-Setting and Decision-Making Lessons ○ Goal-Setting Workbook ○ SMART Goal-Setting Lesson 			

COURSE: Career Readiness I
DOMAIN: Career Development I
CONCEPT: Career Selection

- **Videos:**
 - [What Occupation Interests Me?](#)
 - [Matching Interests and Careers](#)

COURSE: Career Readiness I

DOMAIN: Technology I

CONCEPT: Technology Operations and Concepts

<p>Standard: ACR.T.1. Demonstrate functional use of basic computer applications and skills.</p>		<p>Performance Objectives: ACR.T.1.a Demonstrate use of basic skills to perform common computer operations (e.g., power on and off, log in, open a document in an appropriate application, navigate mouse, type using a keyboard, close, save, print). ACR.T.1.b Create documents to communicate information.</p>	
<p>I Can Statements</p>			
<p>MOST COMPLEX ←</p>		<p>→ LEAST COMPLEX</p>	
<p>ACR.T.1.a (A) Demonstrate basic skills to perform common computer operations (e.g., power on and off, log in, open a document in an appropriate application, navigate mouse, type using a keyboard, close, save, and print).</p>	<p>ACR.T.1.a (B) Demonstrate basic skills to perform common computer operations (e.g., power on and off, and log in).</p>	<p>ACR.T.1.a (C) Demonstrate basic skills to perform common computer operations (e.g., navigate mouse or use other assistive technology to interact with software).</p>	
<p>ACR.T.1.b (A) Create documents or text to communicate information.</p>	<p>ACR.T.1.b (B) Complete fillable forms (e.g., job applications).</p>	<p>ACR.T.1.b (C) Identify and use resources for information to complete fillable forms requesting personal information (e.g., name, address on identification card, birth date on birth certificate, insurance information on insurance card).</p>	
<p>Real-World Connections:</p> <ul style="list-style-type: none"> • Use computer to complete job tasks • Type or text messages to communicate with colleagues, customers, or clients • Use assistive technology to complete specific job functions • Print documents at worksite • Create and/or use documents to communicate information to coworkers, clients, customers, or classmates • Create and/or use excel spreadsheet in work function • Use data generated from spreadsheets or documents to complete work tasks 		<p>Vocabulary:</p> <ul style="list-style-type: none"> • Backspace • Close • Computer • Copy • Cut • Database • Delete • File • Insert • Keyboard • Login • Open • Paste • Power Off • Power On • Print • Print Preview • Save • Type • Undo 	

COURSE: Career Readiness I

DOMAIN: Technology I

CONCEPT: Technology Operations and Concepts

Resources

- **Activities and Lessons:**

- [Using Computers to Teach Special Education Students](#)
- [Keyboarding Lessons](#)
- [Word Processing Skills Checklist](#)
- [Basic Keyboard Lessons](#)
- [Typing Exercises](#)

COURSE: Career Readiness I
 DOMAIN: Technology I
 CONCEPT: Digital Citizenship

Standard: ACR.T.2. Demonstrates proficiency in the responsible use of technology.		Performance Objectives: ACT.T.2.a Identify best practices to maintain digital privacy and security.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
ACR.T.2.a (A) Identify best practices to maintain digital privacy and security.		ACR.T.2.a (B) Differentiate when to use personal data in an online setting.	
ACR.T.2.a (C) Identify what constitutes as personal data.			
Real World Connections: <ul style="list-style-type: none"> • Use professional and positive communication when using work and school computers • Don't share personal information (name, address, phone number) to strangers on the internet • Don't download files from people and/or organizations that are unfamiliar • Use caution when opening attachments from unfamiliar sources 		Vocabulary: <ul style="list-style-type: none"> • Devices • Digital • Digital Identity • Digital World • Ethical • Internet • Legal • Online • Permanence • Personal Data • Privacy • Reputation • Responsible • Unethical • Security 	
Resources <ul style="list-style-type: none"> • Games: <ul style="list-style-type: none"> ○ Internet Safety • Video: <ul style="list-style-type: none"> ○ Making Safe Online Choices • Articles: <ul style="list-style-type: none"> ○ Educating Students about Online Safety ○ Teaching Internet Safety to Younger Students • Lesson Plan: <ul style="list-style-type: none"> ○ Digital Citizenship 			

COURSE: Career Readiness I
 DOMAIN: Technology I
 CONCEPT: Digital Citizenship

Standard: ACR.T.3. Demonstrate ability to use different types of career-information resources to support career planning.		Performance Objectives: ACR.T.2.a Use digital and other resources to complete self-interest, strengths, career, or personality inventories. ACR.T.2.b. Locate details about postsecondary education and/or employment options that relate to my education or employment goals. ACR.T.2.c Identify assistive technology (low to high) needed to support employment and/or education goals.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
ACR.T.2.a (A) Use digital and other resources to complete self-interest, strengths, career, or personality inventories.	ACR.T.2.a (B) Answer the items on a self-interest, strength, career, or personality inventory.	ACR.T.2.a (C) Identify my interests and strengths.	
ACR.T.2.b (A) Locate details about postsecondary education and/or employment options that relate to my education or employment goals.	ACR.T.2.b (B) Name/list details that describe a future employment or educational outcome.	ACR.T.2.b (C) Select facts/details that describe skills for desired employment or educational options.	
ACR.T.2.c (A) Identify assistive technology (low to high) needed to support employment and/or educational goals.	ACR.T.2.c (B) Identify personal support needs to access my employment and/or educational goals.	ACR.T.2.c (C) Indicate that I need help to complete a task.	
Real-World Connections: <ul style="list-style-type: none"> Find employment agencies that assist with placement for people with specific interests or work requirements Research companies that match career interests with employment opportunities Use information from career-interest surveys to assist with locating appropriate career resources, including jobs 		Vocabulary: <ul style="list-style-type: none"> Assistive Technology Career Interests Career Inventories Digital Resources Employment Goals Research Self-Inventories Websites 	
Resources <ul style="list-style-type: none"> Lesson Ideas: 			

COURSE: Career Readiness I
DOMAIN: Technology I
CONCEPT: Digital Citizenship

- [Evaluating Internet Resources](#)
- [Evaluating Sources using C.R.A.P.](#)
- [Key to Keywords](#)
- [Teaching Source Credibility](#)
- [Bias and Reliability](#)
- [Evaluating Bias in Online Information](#)
- **Interest Inventory:**
 - [Assess Your Personality](#)
 - [Interest Inventory](#)
 - [Career Assessments](#)
 - [Skills Assessment](#)
 - [Career Profiles](#)

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