

Hopeful Transitions Benchmarks

GOAL SETTING TOOL

This tool outlines the five Hopeful Transitions Benchmarks that we strive for in supporting ongoing and successful career pathway transitions planning for each learner. The Look Fors are describing progress across three levels: Emerging, Developing, and Proficient.

Each benchmark describes an important component of successful career pathway transition planning (adapted from the original language of the [CMEC Reference Framework for Successful Student Transitions](#)) for schools to reflect on their strengths and determine potential areas for growth and goal setting.

This tool is meant to provide guidance for school-based goal setting year over year. Schools will find that there will always be opportunities for growth in Hopeful Transitions/Career Connected Learning, and they can use this tool to initially identify goal(s) but to also evaluate progress at the end of each school year and update goal(s) for the next academic year.

Year One:

- Complete the tool at the start of the school year and/or starting Hopeful Transitions (i.e. September). The school administrator will consult with selected staff (i.e. ESS Team and beyond) to complete and submit to the Career Transition Coach.
- Complete the tool at the end of the school year to reflect on and to evaluate progress (i.e. June). The school administrator will consult with selected staff and re-submit to the Career Transition Coach for development of new goals for the following school year.

Year Two and beyond:

- Complete the goal setting tool **at the end of each school year** to reflect on and evaluate the annual goal(s) progress.
- Collaborate with the Career Transition Coach to develop new goals/action plans for the following school year.
- Consider how the goal/action plan could be incorporated into the School Improvement Plan (SIP) moving forward.

School Name: _____

Date Completed: _____

School Principal: _____

Hopeful Transitions Benchmarks	Look Fors	Look Fors	Look Fors
<p>#1 Intentional and Student-Centered Career Connected Learning is provided to each learner.</p>	Emerging	Developing	Proficient
	1. a. The Career Education Framework guides decision-making and practice.		
	<input type="checkbox"/> Few educators are aware of the New Brunswick Career Education Framework.	<input type="checkbox"/> Some educators are familiar with the Career Education Framework.	<input type="checkbox"/> Most educators actively use the Career Education Framework.
	1.b. Each learner is actively engaged in developing a Career Life Plan.		
	<input type="checkbox"/> Few educators are supporting learners in developing their Career Life Plans.	<input type="checkbox"/> Some educators are supporting learners in developing their Career Life Plans.	<input type="checkbox"/> Most educators are supporting learners in the ongoing development of comprehensive Career Life Plans.
	1.c. Curriculum is linked to career pathways and real world applications.		
	<input type="checkbox"/> Few educators have taken initial steps to link curriculum to career pathways.	<input type="checkbox"/> Some educators have taken initial steps to link curriculum to career pathways.	<input type="checkbox"/> Career connected learning is a whole-school priority with explicit curriculum links.
	1.d. All post-secondary pathways are presented as valid and valued options.		
<input type="checkbox"/> Educators present few post secondary pathways to learners.	<input type="checkbox"/> Educators present some post-secondary pathways to learners.	<input type="checkbox"/> Educators present all post-secondary pathways equally to learners.	
<p>Check off where you agree with the majority of Look Fors.</p>	<input type="checkbox"/> I Agree	<input type="checkbox"/> I Agree	<input type="checkbox"/> I Agree

Hopeful Transitions Benchmarks	Look Fors	Look Fors	Look Fors
<p>#2 Career Connected Learning Best Practices are integrated across subjects and grades.</p>	Emerging	Developing	Proficient
	2.a. Labour market information about career pathways is connected to subject areas/curriculum.		
	<input type="checkbox"/> Few educators introduce labour market information as connected to their curriculum.	<input type="checkbox"/> Some educators introduce labour market information as connected to their curriculum.	<input type="checkbox"/> Most educators are finding opportunities for Labour market information to be integrated in their grade/subject.
	2.b. Instruction includes Global Competencies and Social Emotional Learning.		
	<input type="checkbox"/> Few educators are incorporating global competencies and social-emotional learning into their instruction.	<input type="checkbox"/> Some educators are incorporating global competencies and social-emotional skills into their instruction.	<input type="checkbox"/> Global competencies and social-emotional learning are embedded in instruction by most educators.
	2.c. Learners participate in frequent and meaningful career connected experiential learning.		
	<input type="checkbox"/> Educators provide few career connected experiential learning opportunities.	<input type="checkbox"/> Educators provide occasional career connected experiential learning opportunities.	<input type="checkbox"/> Educators frequently provide meaningful career connected experiential learning.
	2.d. Financial wellness learning is provided to each learner.		
<input type="checkbox"/> Educators provide few learners with financial wellness learning opportunities.	<input type="checkbox"/> Educators provide some learners with financial wellness learning opportunities.	<input type="checkbox"/> Educators provide each learner with financial wellness learning.	
Check off where you agree with the majority of Look Fors.	<input type="checkbox"/> I Agree	<input type="checkbox"/> I Agree	<input type="checkbox"/> I Agree

Hopeful Transitions Benchmarks	Look Fors	Look Fors	Look Fors
<p>#3 Learners that require additional support(s) in career pathway transition planning are identified.</p>	Emerging	Developing	Proficient
	3.a. Universal design for learning (UDL) teaching lens is applied to Career Connected Learning.		
	<input type="checkbox"/> Universal Design for Learning (UDL) approach is actively used by few educators.	<input type="checkbox"/> Universal Design for Learning (UDL) approach is actively used by some educators.	<input type="checkbox"/> Universal Design for Learning (UDL) approach is actively used by most educators.
	3.b. Transition supports, programs, services are provided and tailored to individual student needs.		
	<input type="checkbox"/> Educators provide few learners with individualized career pathway transition planning supports and resources to learners in need.	<input type="checkbox"/> Educators provide some individualized career pathway transition planning supports and resources to learners in need.	<input type="checkbox"/> Educators provide individualized career pathway transition planning supports and resources to each learner in need.
	3.c. Community organizations collaborate on supporting the individual needs of learners when necessary.		
	<input type="checkbox"/> Educators have made few collaborative with community partners.	<input type="checkbox"/> Educators have made some collaborative connections with community partners.	<input type="checkbox"/> Educators have strong partnerships with community organizations to enhance career pathway transition planning.
	3.d. Career connected stereotypes are challenged.		
<input type="checkbox"/> Educators have limited awareness of possible career connected stereotypes and how they may impact the aspirations of youth from marginalized and underrepresented groups.	<input type="checkbox"/> Some educators are aware of and challenge career connected stereotypes and work to elevate the aspirations of youth from marginalized and underrepresented groups.	<input type="checkbox"/> Most educators are aware of and challenge career connected stereotypes and work to elevate the aspirations of youth from marginalized and underrepresented groups.	
Check off where you agree with the majority of Look Fors.	<input type="checkbox"/> I Agree	<input type="checkbox"/> I Agree	<input type="checkbox"/> I Agree

Hopeful Transitions Benchmarks	Look Fors	Look Fors	Look Fors
<p>#4 Educators can access Career Connected Learning and Hopeful Transitions Professional Learning.</p>	Emerging	Developing	Proficient
	4.a. Professional learning plans include Hopeful Transitions/Career Connected Learning.		
	<input type="checkbox"/> Professional learning related to Hopeful Transitions and Career Connected Learning is not evident in annual professional learning plans.	<input type="checkbox"/> Professional learning related to Hopeful Transitions and Career Connected Learning is sometimes available in annual professional learning plans.	<input type="checkbox"/> Annual professional learning plans include professional learning in Career Connected Learning and related to the Hopeful Transitions goal(s)
	4.b. Professional learning for Hopeful Transitions/Career Connected Learning is available and accessible.		
Check off where you agree with the majority of Look Fors.	<input type="checkbox"/> I Agree	<input type="checkbox"/> I Agree	<input type="checkbox"/> I Agree

Hopeful Transitions Benchmarks	Look Fors	Look Fors	Look Fors
<p>#5 Career Connected Learning and Hopeful Transitions is regularly assessed for continuous improvement.</p>	Emerging	Developing	Proficient
	5.a. Hopeful Transitions goal(s) and associated action plans are ongoing.		
	<input type="checkbox"/> Educators are not aware of any Career Connected Learning and/or Hopeful Transitions goal(s) and action plan(s).	<input type="checkbox"/> Educators are aware of Career Connected Learning and/or Hopeful Transitions goal(s) and the associated action plan(s).	<input type="checkbox"/> Educators are actively engaged in achieving the Career Connected Learning and/or Hopeful Transitions goal(s) and associated action plan(s).
	5.b. Data informing continuous improvement is regularly collected and evaluated.		
<p>Check off where you agree with the majority of Look Fors.</p>	<input type="checkbox"/> I Agree	<input type="checkbox"/> I Agree	<input type="checkbox"/> I Agree