

The School Board of Miami-Dade County, Florida  
SCHOOL BOARD ADMINISTRATION BUILDING  
Bureau of Procurement and Materials Management  
1450 N.E. 2<sup>nd</sup> Avenue, Room 352  
Miami, Fl. 33132

Direct All Inquiries To  
The Bureau of Procurement and Materials  
Management -  
Barbara Jones  
PHONE: (305) 995-2348  
TDD PHONE: (305) 995-2400

**BID/RFP ADDENDUM  
(INFORMATION ONLY)**

**Date: October 15, 2003  
Addendum No. 1**

**BID/RFP TITLE: RFP NO. 029-DD10 – EDUCATIONAL CONSULTING FOR THE CONTINUED  
IMPLEMENTATION OF STANDARDS-BASED CAREER DEVELOPMENT SYSTEMS  
FOR ALL STUDENTS**

**This addendum modifies the conditions of the above referenced RFP as follows, and is for  
information purpose only.**

1. Provides attached answers in response to questions received.

**PLEASE NOTE: If your firm has mailed a copy of this bid/proposal to another vendor, it is your responsibility to  
forward them a copy of this addendum.**

RFP 029-DD10  
QUESTIONS AND ANSWERS

QUESTION: WOULD YOU DEFINE TEACHING THE “SOFT” EMPLOYABILITY SKILLS (SECTION VII, ITEM #4).

ANSWER: “SOFT” EMPLOYABILITY SKILLS – INCLUDING BUT NOT LIMITED TO:

ACCEPTS CHANGE, DISPLAYS INITIATIVE, USES GOOD JUDGMENT, DISPLAYS FRUSTRATION TOLERANCE, DISPLAYS INTERGRITY, COOPERATES AS A TEAM MEMBER, SEEKS ASSISTANCE APPROPRIATELY, ACCEPTS RESPONSIBILITY.

QUESTION: WHAT IS THE SELF-DETERMINATION AND THE SELF-DETERMINATION CHECKLIST (SECTION VII, ITEM #4 AND #5).

ANSWER: SELF DETERMINATION IS A CONCEPT THAT HAS DEVELOPED IN THE SPECIAL EDUCATION WORLD TO ENCOMPASS THE LIFE SKILLS THAT NEED TO BE DEVELOPED IN ORDER THAT THE TRANSITION PROCESS FOR DISABLED STUDENTS CAN BE SUCCESSFUL. (SEE ATTACHED CHECKLIST)

QUESTION: WHAT IS THE CAREER DEVELOPMENT FOR SELF-DETERMINATION TOOL KITS (SECTION VII, ITEM #8).

ANSWER: CAREER DEVELOPMENT FOR SELF- DETERMINATION TOOL KITS – DEFINED AS NOTEBOOKS FOR TEACHERS WHICH CONTAIN: (A) RESOURCE INFORMATION OR INFORMATION ON WHERE AND HOW TO FIND RESOURCES; (B) COMPLETE LESSONS IN SPECIFIC SUBJECT AREAS FOR THE DELIVERY OF CAREER DEVELOPMENT ACTIVITIES FOCUSING ON THE CONCEPT OF SELF-DETERMINATIONS.

QUESTION: HOW MANY SCHOOLS WILL BE INVOLVED.

ANSWER: AT LEAST 32 HIGH SCHOOLS AND 10 SPECIAL CENTERS

QUESTION: HOW MANY TEACHERS, ADMINISTRATORS, AND NON-TEACHING POSITIONS WILL THE PROJECT ENCOMPASS?

ANSWER: AT LEAST 100 TEACHERS AND COUNSELORS THE NUMBER OF ADMINISTRATORS AND NON-TEACHING POSITIONS HAS NOT BEEN DETERMINED YET.



## STUDENT SELF-DETERMINATION BEHAVIOR CHECKLIST

Student's Name: _____	Date of Birth: _____
School: _____	Grade: _____
Observer: _____	Position: _____
	Date: _____

### RATING SCALE

- |                      |  |
|----------------------|--|
| 2 = Good             | Student consistently demonstrates indicated behavior in an effective manner.   |
| 1 = Average          | Student demonstrates indicated behavior somewhat effectively but not consistently; or behavior is demonstrated consistently but not effectively. |
| 0 = Not Satisfactory | Student seldom or never demonstrates indicated behavior. When demonstrated, the indicated behavior is ineffective.                               |

### PERSONAL/SOCIAL (PS) DOMAIN BENCHMARKS

PERSONAL/SOCIAL (PS) DOMAIN BENCHMARKS				
<b>PS 1</b>	<b>ACCEPTING RESPONSIBILITY FOR PERSONAL BEHAVIOR</b>	<b>2</b>	<b>1</b>	<b>0</b>
	<i>(Self-Awareness, Self-Advocacy, Decision-Making, and Adjustment)</i>	Good	Average	Not Satisfactory
1.	Understands what is acceptable and unacceptable behavior.			
2.	Is on time for appointments and classes.			
3.	Uses a calendar or planner on a daily basis.			
4.	Recognizes the impact of peer pressure on behavior.			
5.	Behaves in accordance with the Code of Conduct.			
6.	Accepts responsibility for own failures.			
7.	Expresses feelings assertively, rather than passively or aggressively.			
8.	Describes the impact of personal behavior on others.			
	Other observed behaviors related to accepting responsibility for personal behavior:			
<b>PS 2</b>	<b>PROBLEM SOLVING AND DECISION-MAKING SKILLS</b>	<b>2</b>	<b>1</b>	<b>0</b>
	<i>(Decision-Making and Adjustment)</i>	Good	Average	Not Satisfactory
1.	Identifies three possible solutions to a problem prior to action.			
2.	Identifies three criteria to judge the quality of a decision.			
3.	Selects the best course of action based on clear criteria.			
4.	Takes action and can follow through.			
	Other observed behaviors related to problem solving and decision-making:			

Student's Name: \_\_\_\_\_ School: \_\_\_\_\_

<b>PERSONAL/SOCIAL (PS) DOMAIN BENCHMARKS</b>					
<b>PS 3</b>	<b>POSITIVE SELF-CONCEPT</b>	<b>2</b>	<b>1</b>	<b>0</b>	
	<i>(Self-Awareness and Self-Efficacy)</i>	Good	Average	Not Satisfactory	
	1.	Uses three appropriate accommodations.			
	2.	Expresses positive feelings about self.			
	3.	Expresses personal needs and interests.			
	4.	Identifies and accepts strengths and limitations.			
	5.	Maintains a career portfolio showing goals and accomplishments.			
	6.	Describes own basic skills levels and their impact on goals.			
	7.	Identifies traits associated with a positive self-image.			
	8.	Has developed and achieved one goal in the past year.			
	9.	Acknowledges and celebrates achievement of a goal.			
	Other observed behaviors related to maintaining a positive self-concept:				
<b>PS 4</b>	<b>INTERPERSONAL SKILLS</b>	<b>2</b>	<b>1</b>	<b>0</b>	
	<i>(Self-Awareness and Self-Advocacy)</i>	Good	Average	Not Satisfactory	
	1.	Recognizes and respects the rights and responsibilities of self and others.			
	2.	Describes three personal values or beliefs.			
	3.	Describes the difference between a right and a responsibility.			
	4.	Demonstrates effective communication skills.			
	5.	Demonstrates tolerance of diversity.			
	6.	Demonstrates effective conflict resolution skills.			
7.	Demonstrates effective group membership behavior.				
	Other observed behaviors related to interpersonal skills:				
<b>PS 6</b>	<b>SKILLS FOR SELF-EVALUATION</b>	<b>2</b>	<b>1</b>	<b>0</b>	
	<i>(Self-Evaluation)</i>	Good	Average	Not Satisfactory	
	1.	Acts according to established standards.			
	2.	Compares own performance to an established standard.			
3.	Evaluates achievement of goals according to established standards.				
	Other observed behaviors related to self-evaluation:				

Student's Name: \_\_\_\_\_ School: \_\_\_\_\_

<b>CAREER DEVELOPMENT (CD) DOMAIN BENCHMARKS</b>				
<b>CD2</b>	<b>LOCATING, INTERPRETING, AND EVALUATING CAREER INFORMATION</b>	<b>2</b>	<b>1</b>	<b>0</b>
	<i>(Decision-Making and Adjustment)</i>	Good	Average	Not Satisfactory
	1.	Uses three resources to research careers.		
	2.	Identifies three careers based on interest inventory results.		
	3.	Describes advantages and disadvantages of being self-employed.		
	4.	Identifies a role model or mentor.		
	5.	Interviews three individuals in careers of interest.		
	6.	Job shadows a worker in a career of interest.		
	7.	Describes requirements for three high growth careers.		
	8.	Describes the employment outlook for three careers of choice.		
	Other observed behaviors related to locating, interpreting, and evaluating, career information:			
<b>CD3</b>	<b>EMPLOYABILITY SKILLS</b>	<b>2</b>	<b>1</b>	<b>0</b>
	<i>(Decision-Making, Adjustment, and Independent Performance)</i>	Good	Average	Not Satisfactory
	1.	Identifies three ways to find a job.		
	2.	Has a business-quality resume.		
	3.	Completes an error-free job application.		
	4.	Identifies ten local companies where he/she might like to work.		
	5.	Compares five jobs according to working conditions and other factors.		
	6.	Demonstrates five SCANS employability skills.		
	7.	Describes agencies that help students make the transition from high school.		
	8.	Demonstrates successful interviewing skills.		
9.	Demonstrates work-related skills obtained from volunteer work.			
	Other observed behaviors related to employability skills:			
<b>CD5</b>	<b>UNDERSTANDING THE CAREER PLANNING PROCESS</b>	<b>2</b>	<b>1</b>	<b>0</b>
	<i>(Self-Awareness, Self-Advocacy, Decision-Making, Adjustment, and Independent Performance)</i>	Good	Average	Not Satisfactory
	1.	Has a career plan that reflects life-long learning.		
	2.	Includes dreams in own career plan.		
	3.	Develops three post-secondary goals to achieve a career plan.		
	4.	Obtains information from community resources to achieve own career plan.		
	5.	Demonstrates an effective planning process for achieving goals.		
	6.	Updates career plans on an ongoing basis.		
	7.	Applies to and selects a postsecondary institution, training program, or employment.		
		Other behaviors observed in relation to understanding the career planning process:		

Student's Name: \_\_\_\_\_ School: \_\_\_\_\_

<b>EDUCATIONAL DEVELOPMENT (ED) DOMAIN BENCHMARKS</b>				
<b>ED 1</b>	<b>UNDERSTANDING THE BENEFITS OF EDUCATIONAL ACHIEVEMENT</b>	<b>2</b>	<b>1</b>	<b>0</b>
	<i>(Self-Awareness, Decision-Making, and Adjustment)</i>	Good	Average	Not Satisfactory
1.	Relates school subjects to career choices.			
2.	Selects classes that relate to personal and career goals.			
3.	Reviews and updates four-year course plan.			
4.	Demonstrates knowledge of graduation requirements.			
5.	Describes admission requirements of postsecondary institutions.			
6.	Completes all requirements for entry into postsecondary education.			
7.	Submits a completed community service project.			
	Other observed behaviors related to understanding the benefits of educational achievement:			
<b>ED 3</b>	<b>EFFECTIVE LEARNING AND ATTAINMENT OF OUTCOMES</b>	<b>2</b>	<b>1</b>	<b>0</b>
	<i>(Self-Awareness, Self-Advocacy, Decision-Making, Adjustment, and Independent Performance)</i>	Good	Average	Not Satisfactory
1.	Takes appropriate risks and accepts making mistakes.			
2.	Explains a lesson learned from a mistake.			
3.	Demonstrates effort and persistence toward realistic outcomes.			
4.	Develops and uses strategies for succeeding in difficult situations.			
5.	Uses technology that helps to complete tasks.			
6.	Demonstrates effective time management skills.			
7.	Organizes, documents, and maintains information.			
8.	Describes own learning style.			
	Other observed behaviors related to effective learning and attainment of outcomes:			

**SUMMARY AND IMPLICATIONS FOR IEP DEVELOPMENT**

- Items rated "0" should be high priority training needs and be of primary importance as goals for IEP development.
- Items rated "1" are moderate priority training needs and of secondary importance as goals on the IEP.
- Items rated "2" indicate no additional training is needed at this time and should not be goals on current IEP.
- See the Miami-Dade County Public Schools' *Career Development for Self-Determination Portfolio Implementation Tool Kit Grades 9-12* or the *Career Development for Transition Planning ESE Tool Kits* for intervention activities.