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| **Standard 1:** Applies appropriate academic and technical skills  |  |  |
| **1a Academic Attainment**  |  |  |
| Level 0 (not proficient)  | Level 1  | Level 2  | Level 3  |
| **Indicators**  Lacks proficiency in mathematics and English/language arts skills. | **Indicators**  Demonstrates grade-level proficiency in academic core standards (mathematics, English/language arts, science, and social studies) | **Indicators**  Routinely applies academic knowledge to workplace situations | **Indicators**  Has attained an industry or postsecondary credential (dual-credit, certificate, etc.) |
| **1b Technical Skill Attainment**  |  |  |
| Level 0 (not proficient)  | Level 1  | Level 2  | Level 3  |
| **Indicators**  Cannot demonstrate technical skills | **Indicators**  Has completed some training or started a career education program of study | **Indicators**  Has satisfactorily demonstrated technical skills in a career education program of study | **Indicators**  Has qualified for licensure and/or certification required for the occupation  |
| **1c Strategic Thinking**  |  |  |
| Level 0 (not proficient)  | Level 1  | Level 2  | Level 3  |
| **Indicators**  Repeatedly relies on others to understand processes or systems | **Indicators**  Navigates processes or systems with initial training and some coaching  | **Indicators**  Reasons through a situation or issue without coaching | **Indicators**  Uses strategic thinking to improve a situation or process |
| **Standard 2:** Communicates effectively and appropriately |  |  |
| **2a Speaking**  |  |  |
| Level 0 (not proficient)  | Level 1  | Level 2  | Level 3  |
| **Indicators** * Does not listen to instructions
* Shares incomplete information or misinformation to others
 | **Indicators** * Usually asks clarifying questions
* Explains ideas, asks questions, and shares information in a way that can be understood but may be incomplete or occasionally confusing
 | **Indicators** * Practices attentive listening and asks pertinent questions to acquire or confirm information
* Shares information completely and accurately to help others understand
 | **Indicators** * Skilled in listening, questioning and non-verbal messages while seeking to understand others
* Articulate, confident, and persuasive in one-on-one and group conversations
 |
| **2b Writing**  |  |  |
| Level 0 (not proficient)  | Level 1  | Level 2  | Level 3  |
| **Indicators**  Written statements are often incomplete, difficult to understand, or contains misinformation | **Indicators**  Completes written records as directed and writes brief notes that are typically understandable. | **Indicators**  Produces clear and logical written communication using correct spelling, grammar, and punctuation that is appropriate for purpose and audience  | **Indicators**  Composes focused written documents such as: agendas, audio-visuals, bibliographies, drafts, emails, forms, notes, reports and technical documents |

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| **2c Presentations**  |  |  |  |
| Level 0 (not proficient)  | Level 1  | Level 2  | Level 3  |
| **Indicators** * Presentations are confusing, lacking focus and direction
* Presentations are not engaging for participants
 | **Indicators** * Usually is well prepared but lacks engagement for audiences
* Presents ideas and shares information in a way that can be understood but may be incomplete or occasionally confusing
 | **Indicators** * Presentations meet the audience needs and are engaging and informative
* Uses proper word choice and tone when presenting to diverse audiences
 | **Indicators** * Constructs a well-reasoned position, based on an openness to new information and ideas, to support a theory or validate a point of view
* Delivers presentations that sustain listeners' attention and interest
 |
| **2d Professional Etiquette**  |  |  |  |
| Level 0 (not proficient)  | Level 1  | Level 2  | Level 3  |
| **Indicators** * Fails to communicate important facts in a timely manner
* Is regularly rude and/or inappropriate to others in a way that disrupts the workplace
 | **Indicators** * Usually listens to instructions and occasionally asks clarifying questions
* Recognizes inappropriate and rude comments but may not always recognize the correct tone or style to use in communicating with others
 | **Indicators** * Practices active and attentive listening skills and asks pertinent questions to acquire or confirm information
* Almost always identifies and addresses other’s needs and wants and maintains a patient and helpful tone
 | **Indicators** * Effective in communication in diverse settings; speaking with individuals in a culturally understanding and inclusive manner
* Practices appropriate use of social media in personal and professional environments
 |
| **2e Customer Service**  |  |  |  |
| Level 0 (not proficient)  | Level 1  | Level 2  | Level 3  |
| **Indicators** * Makes customers feel frustrated, misunderstood, and/or confused
* Is regularly rude and/or inappropriate to customers
 | **Indicators** * Usually tries to understand and meet customer needs
* Usually considers the impact of tone, word choice, and comments to customers
 | **Indicators** * Always maintains a patient and helpful tone and attitude to assist customers
* Always seeks to understand the customer and meet their needs no matter what the circumstances
 | **Indicators** * Consistently goes above and beyond customer and supervisor expectations
* Proactively establishes positive relationships with diverse individuals
 |
| **Standard 3:** Contributes to employer and community success  |  |
| **3a Personal Responsibility**  |  |
| Level 0 (not proficient)  | Level 1  | Level 2  | Level 3  |
| **Indicators**  Blames others for lack of performance | **Indicators**  Takes responsibility for individual work tasks | **Indicators**  Pursues results to completion with drive | **Indicators**  Models behaviors that demonstrate reliability, dependability and commitment |

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| **3b Meets Workplace Expectations**  |  |  |
| Level 0 (not proficient)  | Level 1  | Level 2  | Level 3  |
| **Indicators** * Is late or absent frequently
* Is not prepared for work tasks
* Is rude or disrespectful to others and disrupts team work efforts
 | **Indicators** * Arrives on time consistently and is typically prepared
* Complies with workplace policies
* Is not rude or disrespectful to others
 | **Indicators** * Models appropriate behavior with respect to workplace expectations
* Contributes to workplace success, culture, and established protocols
 | **Indicators** * Demonstrates commitment through work ethic and professional behavior
* Contributes to the expectations of health, safety, human resource, and environmental regulations
 |
| **3c Civic Responsibility**  |  |  |
| Level 0 (not proficient)  | Level 1  | Level 2  | Level 3  |
| **Indicators**  Mocks those that volunteer or provide service to others | **Indicators**  Participates as a useful team member | **Indicators**  Engages in service opportunities – through work and/or the community | **Indicators**  Volunteers for leadership roles and extra service on teams and committees |
| **Standard 4:** Makes sense of problems and perseveres in solving them  |  |
| **4a Perceptiveness**  |  |
| Level 0 (not proficient)  | Level 1  | Level 2  | Level 3  |
| **Indicators**  Seldom notices when problems arise | **Indicators**  Accurately defines a problem or issue | **Indicators**  Recognizes the factors that contribute to a problem or issue | **Indicators**  Identifies and clarifies problems or issues and seeks to understand their cause |
| **4b Problem Solving**  |  |
| Level 0 (not proficient)  | Level 1  | Level 2  | Level 3  |
| **Indicators**  Uses poor judgment in attempting to solve problems | **Indicators**  Knows when to solve problems on own and when to engage others | **Indicators**  Generates more than one potential solution to an identified problem | **Indicators`**  Evaluates solutions and determines the potential value toward solving the problem. |
| **4c Perseverance/Work Ethic**  |  |
| Level 0 (not proficient)  | Level 1  | Level 2  | Level 3  |
| **Indicators** * Must be reminded frequently to complete work tasks
* Gives up quickly when faced with a setback
 | **Indicators** * Executes a task to completion with direction to do so
* Demonstrates some resilience before giving up on a difficult task
 | **Indicators** * Requires minimal supervision to successfully complete tasks on schedule
* Overcomes setbacks to continue to work toward completion of assigned tasks
 | **Indicators** * Prioritizes tasks to complete assigned work
* Consistently exhibits perseverance when dealing with issues or problems to complete assigned tasks
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| **Standard 5:** Uses critical thinking  |  |  |
| **5a Critical Thinking**  |  |  |
| Level 0 (not proficient)  | Level 1  | Level 2  | Level 3  |
| **Indicators**  Makes decisions based on emotional reaction or with very limited information | **Indicators**  Uses logic when making decisions on own | **Indicators**  Reasons through decisions and considers more than one perspective | **Indicators**  Uses cause-and-effect analysis and feedback from others in making decisions |
| **5b Decision-Making**  |  |  |
| Level 0 (not proficient)  | Level 1  | Level 2  | Level 3  |
| **Indicators** * Does not consider the impact of their decisions
* Makes decisions without considering others’ input or ideas
 | **Indicators**  Thinks through multiple outcomes before making a decision | **Indicators** * Develops a rationale before making a decision
* Follows a decision-making process before making a final decision
 | **Indicators**  Identifies a thorough and complete course of action that considers impact on others, risks to success, and potential impact before making a decision |
| 5c Adaptability  |  |  |
| Level 0 (not proficient)  | Level 1  | Level 2  | Level 3  |
| **Indicators**  Struggles to manage new methods or adapt to use of new skills or systems | **Indicators**  Willing to learn new knowledge, tasks and/or skills | **Indicators** * Considers multiple and diverse points of view
* Seeks out new knowledge and skills or ways to improve to be more effective
 | **Indicators** * Adapts well to change and accepts new ideas and processes
* Demonstrates ability to organize priorities in an ambiguous situation/environment
 |
| **Standard 6:** Demonstrates innovation and creativity  |  |  |
| **6a Creativity**  |  |  |
| Level 0 (not proficient)  | Level 1  | Level 2  | Level 3  |
| **Indicators**  Does not appreciate new or creative ideas of others | **Indicators**  Is open to new and creative ideas | **Indicators**  Appreciates new and creative ideas from others | **Indicators**  Contributes creative ideas to improve or add value |
| **6b Innovation**  |  |  |
| Level 0 (not proficient)  | Level 1  | Level 2  | Level 3  |
| **Indicators** * Discourages others from offering ideas to improve processes
* Takes reckless risks in introducing new ideas into the process
 | **Indicators** * Willingly shares ideas for improvement when requested
* Knows when to move from idea to implementation
 | **Indicators** * Recognizes and communicates when a process could be improved
* Accepts and incorporates constructive criticism into proposed ideas
 | **Indicators** * Determines feasibility of improvements or ideas prior to sharing with others
* Understands how to take informed risks to introduce innovation or a new idea
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| **Standard 7:** Models ethical leadership and effective management  |  |
| **7a Leadership**  |  |
| Level 0 (not proficient)  | Level 1  | Level 2  | Level 3  |
| **Indicators**  Creates negative relationships with others | **Indicators**  Engages the support and/or action of others to accomplish a task | **Indicators** * Fosters positive working relationships
* Demonstrates servant leadership attributes
 | **Indicators**  Models the positive attributes of effective leaders (e.g., empathy, motivation, communication skills, social awareness) |
| **7b Ethics**  |  |
| Level 0 (not proficient)  | Level 1  | Level 2  | Level 3  |
| **Indicators**  Practices unethical and/or illegal behavior | **Indicators**  Practices ethical behavior and complies with the codes of conduct | **Indicators**  Considers the ethical implications and impact on personal reputation of decisions  | **Indicators**  Reports and/or holds others accountable to ethical behavior |
| **7c Management**  |  |
| Level 0 (not proficient)  | Level 1  | Level 2  | Level 3  |
| **Indicators**  Often refuses to accept leadership role with others on projects | **Indicators**  Uses personal management skills to ensure effective daily functioning | **Indicators** * Recognizes the difference between leadership and management of others
* Manages small teams to complete tasks with minimal coaching/assistance
 | **Indicators**  Organizes and manages teams to accomplish stated objectives on time and on budget |
| **Standard 8:** Works productively in teams and demonstrates cultural competency  |  |
| **8a Teamwork**  |  |
| Level 0 (not proficient)  | Level 1  | Level 2  | Level 3  |
| **Indicators**  Contributes little to team efforts and causes distraction or disruption to team activities | **Indicators**  Plays a useful and constructive role on teams | **Indicators**  Recognizes own limitations and the strengths of others to utilize the best people for tasks on a team | **Indicators**  Works to engage others on the team to ensure consensus |
| **8b Conflict Resolution**  |  |
| Level 0 (not proficient)  | Level 1  | Level 2  | Level 3  |
| **Indicators**  Creates personal conflict with others | **Indicators**  Treats team members as professionals when there is disagreement | **Indicators**  Proactively addresses potential source(s) of conflict with others | **Indicators**  Negotiates conflict among others and/or between others  |
| **8c Social and Cultural Competence**  |  |
| Level 0 (not proficient)  | Level 1  | Level 2  | Level 3  |
| **Indicators**  | **Indicators**  | **Indicators**  | **Indicators**  |

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|  Is disrespectful to people with different backgrounds, beliefs and experiences  |  Shows respect and interacts positively with people of different backgrounds, beliefs and experiences |  Uses awareness of world cultures and languages to effectively communicate with others |  Is aware of issues in society that impact the work of the organization |
| **Standard 9:** Utilizes technology  |  |  |  |
| **9a Data Gathering**  |  |  |  |
| Level 0 (not proficient)  | Level 1  | Level 2  | Level 3  |
| **Indicators**  Poorly manages data | **Indicators**  Uses a consistent and effective approach for managing data | **Indicators**  Uses a variety of effective methods to search for valid, relevant data | **Indicators**  Develops methods/processes to managing data |
| **9b Access and Management**  |  |  |  |
| Level 0 (not proficient)  | Level 1  | Level 2  | Level 3  |
| **Indicators**  Lacks knowledge and skill about the computer and Internet resources | **Indicators**  Uses computer and Internet protocols that ensure cyber security and confidentiality | **Indicators**  Demonstrates ongoing knowledge and skill development to access and manage data and technology | **Indicators**  Finds innovative uses of technology to make tasks more efficient |
| **9c Tools and Applications**  |  |  |  |
| Level 0 (not proficient)  | Level 1  | Level 2  | Level 3  |
| **Indicators**  Cannot utilize the technology tools typically required in the occupation | **Indicators**  Demonstrates use of technologyrelated tools typically required in the occupation | **Indicators**  Demonstrates ongoing knowledge and skill development to use technologyrelated tools typically required in the occupation | **Indicators**  Utilizes and is proficient with current hardware and software to effectively and efficiently use technology |
| **9d Technology Ethics**  |  |  |  |
| Level 0 (not proficient)  | Level 1  | Level 2  | Level 3  |
| **Indicators**  Uses unsafe and reckless habits in using the computer and Internet resources | **Indicators**  Follows organizational policies on the acceptable use of technology | **Indicators**  Understands the ethical issues related to privacy and intellectual property in data and technology applications | **Indicators**  Evaluates Internet resources for reliability and validity |

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| **Standard 10:** Manages personal career development  |  |  |
| **10a Planning**  |  |  |
| Level 0 (not proficient)  | Level 1  | Level 2  | Level 3  |
| **Indicators**  Has little sense of career goals or path | **Indicators** * Has career goals and/or objectives
* Understands the requirements and working conditions of the occupation
 | **Indicators**  Researches occupations and employers and is intentional about a career with chosen organization  | **Indicators**  Maintains a career development plan including identifying experiences to gain new knowledge and skills |
| **10b Job Seeking, Résumés, Portfolios and Interviews**  |  |  |
| **Level 0 (not proficient)**  | Level 1  | Level 2  | Level 3  |
| **Indicators** * Is unable to explain how experiences or credentials relate to ability to perform the occupation
* Is inappropriately dressed and presents self in unprofessional manner
 | **Indicators** * Communicates relevant work

experiences, licenses, certifications, and or examples to demonstrate competence in performing occupation* Presents self in an appropriately professional manner
 | **Indicators** * Researches occupations and employers and is intentional about a career with chosen organization
* Prepares a professional résumé appropriate for the occupation
 | **Indicators** * Markets self effectively to gain employment and be considered for additional opportunities
* Maintains a professional portfolio of experiences, credentials, certificates, and projects/products
 |
| **10c Professional Development**  |  |  |
| Level 0 (not proficient)  | Level 1  | Level 2  | Level 3  |
| **Indicators**  Has little sense of career goals or path | **Indicators**  Searches for experiences to further develop skills for employment | **Indicators**  Understands available advancements and is willing to put in the effort and experience to have the opportunity to attain them | **Indicators**  Actively participates in opportunities to learn and develop new skills both personally and professionally |
| **Standard 11:** Attends to personal and financial well-being  |  |  |
| Personal Well-Being  |  |  |
| Level 0 (not proficient)  | Level 1  | Level 2  | Level 3  |
| **Indicators**  Uses drugs, alcohol or other prohibited substances at work or in a manner that impact performance | **Indicators** * Recognizes the importance of personal well-being on performance
* Builds positive, personal relationships with at least one other person
 | **Indicators** * Follows a personal wellness plan that includes healthy eating, exercise and disease prevention
* Maintains a supportive network of co-workers
 | **Indicators**  Recognizes the value of a wide range of knowledge and experiences from the arts, culture and humanities to promote intellectual curiosity |
| Financial Well-Being  |  |  |
| Level 0 (not proficient)  | Level 1  | Level 2  | Level 3  |
| **Indicators**  | **Indicators**  | **Indicators**  | **Indicators**  |
|  Allows personal financial situation to negatively impact performance |  Understands the responsibilities of personal financial well-being | * Maintains a good credit rating through effective financial

management* Utilizes available resources to help with personal financial planning and well-being
 | * Utilizes available resources to help with personal financial planning and well-being
* Utilizes a budget and financial management protocols
 |

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