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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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