



Appendix B

Cross-Content Workplace Readiness Standards and Indicators

Cross-Content Workplace Readiness Standards

Standard 1: ALL STUDENTS WILL DEVELOP CAREER PLANNING AND WORKPLACE READINESS SKILLS.

Descriptive Statement: Students will be expected to develop the skills to seek, obtain, maintain, and change jobs. These skills are critical to each student's future ability to navigate in the complex world of work. Prior to leaving school, each student should possess the skills needed to sustain him/herself as an adult in the labor force.

Cumulative Progress Indicators:

- 1.1 Demonstrate employability skills and work habits, such as work ethic, dependability, promptness, and getting along with others, needed to get and keep a job.
- 1.2 Describe the importance of personal skills and attitudes to job success.
- 1.3 Identify career interests, abilities, and skills.
- 1.4 Develop an individual career plan.
- 1.5 Identify skills that are transferable from one occupation to another.
- 1.6 Select a career major and appropriate accompanying courses.
- 1.7 Describe the importance of academic and occupational skills to achievement in the work world.
- 1.8 Demonstrate occupational skills developed through structured learning experiences, such as volunteer, community service, and work-based experiences or part-time employment.
- 1.9 Identify job openings.
- 1.10 Prepare a resume and complete job applications.
- 1.11 Demonstrate skills and attitudes necessary for a successful job interview.
- 1.12 Demonstrate consumer and other financial skills.

Standard 2: ALL STUDENTS WILL USE INFORMATION, TECHNOLOGY, AND OTHER TOOLS.

Descriptive Statement: Students will be expected to develop skills in the use of information, up-to-date educational technology, and other tools to improve learning, achieve goals, and produce products and presentations. They will learn to develop, locate, summarize, organize, synthesize, and evaluate information. Students will be expected to use technological tools, such as telecommunications networking, for problem-solving, writing, and research.

Cumulative Progress Indicators:

- 2.1 Understand how technological systems function.
- 2.2 Select appropriate tools and technology for specific activities.
- 2.3 Demonstrate skills needed to effectively access and use technology-based materials through keyboarding, troubleshooting, and retrieving and managing information.
- 2.4 Develop, search, and manipulate databases.
- 2.5 Access technology-based communication and information systems.
- 2.6 Access and assess information on specific topics using both technological (e.g., computer, telephone, satellite) and print resources available in libraries or media centers.
- 2.7 Use technology and other tools to solve problems, collect data, and make decisions.
- 2.8 Use technology and other tools, including word-processing, spreadsheet and presentation programs, and print or graphic utilities, to produce products.
- 2.9 Use technology to present designs and results of investigations.
- 2.10 Discuss problems related to the increasing use of technologies.



Standard 3: ALL STUDENTS WILL USE CRITICAL THINKING, DECISION-MAKING AND PROBLEM-SOLVING SKILLS.

Descriptive Statement: Students will be expected to develop original thoughts and ideas, think creatively, develop habits of inquiry, and take intellectual and performance risks. They will be expected to recognize problems, devise a variety of ways to solve these problems, analyze the potential advantages and disadvantages of each alternative, and evaluate the effectiveness of the method ultimately selected.

Cumulative Progress Indicators:

- 3.1 Recognize and define a problem, or clarify decisions to be made.
- 3.2 Use models, relationships, and observations to clarify problems and potential solutions.
- 3.3 Formulate questions and hypotheses.
- 3.4 Identify and access resources, sources of information, and services in the school and the community.
- 3.5 Use the library media center as a critical resource for inquiry and assessment of print and nonprint materials.
- 3.6 Plan experiments.
- 3.7 Conduct systematic observations.
- 3.8 Organize, synthesize, and evaluate information for appropriateness and completeness.
- 3.9 Identify patterns and investigate relationships.
- 3.10 Monitor and validate their own thinking.
- 3.11 Identify and evaluate the validity of alternative solutions.
- 3.12 Interpret and analyze data to draw conclusions.
- 3.13 Select and apply appropriate solutions to problem-solving and decision-making situations.
- 3.14 Evaluate the effectiveness of various solutions.
- 3.15 Apply problem-solving skills to original and creative/design projects.

Standard 4: ALL STUDENTS WILL DEMONSTRATE SELF-MANAGEMENT SKILLS.

Descriptive Statement: Students will be expected to address issues related to personal development, such as accepting responsibility for their own learning and understanding expectations for performance. They are also expected to demonstrate positive work behaviors and ethics, the ability to work individually and cooperatively in groups, and respect for others of diverse cultural and social backgrounds.

Cumulative Progress Indicators:

- 4.1 Set short and long term goals.
- 4.2 Work cooperatively with others to accomplish a task.
- 4.3 Evaluate their own actions and accomplishments.
- 4.4 Describe constructive responses to criticism.
- 4.5 Provide constructive criticism to others.
- 4.6 Describe actions that demonstrate respect for people of different races, ages, religions, ethnicity and gender.
- 4.7 Describe the roles people play in groups.
- 4.8 Demonstrate refusal skills.
- 4.9 Use time efficiently and effectively.
- 4.10 Apply study skills to expand their own knowledge and skills.
- 4.11 Describe how ability, effort, and achievement are interrelated.

**Standard 5: ALL STUDENTS WILL APPLY SAFETY PRINCIPLES.**

Descriptive Statement: Safety is an important component of all content areas, especially the arts, health and physical education, science, occupational education programs, and any content area where hands-on activities take place. Students need to learn behaviors that will ensure their own safety and health and that of others. They also should become familiar with the rules and laws governing safety and health so that they can act responsibly and implement these standards.

Cumulative Progress Indicators:

- 5.1 Explain how common injuries can be prevented.
- 5.2 Develop and evaluate an injury prevention program.
- 5.3 Demonstrate principles of safe physical movement.
- 5.4 Demonstrate safe use of tools and equipment.
- 5.5 Identify and demonstrate the use of recommended safety and protective devices.
- 5.6 Identify common hazards and describe methods to correct them.
- 5.7 Identify and follow safety procedures for laboratory and other hands-on experiences.
- 5.8 Discuss rules and laws designed to promote safety and health, and their rationale.
- 5.9 Describe and demonstrate procedures for basic first aid and safety precautions.

Cross-Content Workplace Readiness Indicator Descriptive Statements

Standard 1: ALL STUDENTS WILL DEVELOP CAREER PLANNING AND WORKPLACE READINESS SKILLS.

Indicator 1: *Demonstrate employability skills and work habits.*

- ▶ Students will demonstrate reliable work behavior, which includes being consistently punctual, maintaining regular attendance, completing tasks effectively, meeting assignment deadlines, following the chain of command, and following rules and grievance procedures.
- ▶ Students will demonstrate positive work attitudes such as initiative, self-confidence, patience, dependability, honesty and integrity, confidentiality, emotional maturity, willingness to learn, pride in work, and loyalty to the employer.
- ▶ Students will exhibit good interpersonal skills which include being courteous; showing respect and empathy for others; cooperating with and assisting others; accepting and following directions; performing as a team member; and showing respect for cultural diversity, individuals in nontraditional jobs, and physically and mentally challenged individuals.
- ▶ Students will maintain an image appropriate to the employment situation.

Indicator 2: *Describe the importance of personal skills and attitudes to job success.*

- ▶ Students will describe the relationship between the positive work attitudes and personal skills listed under indicator 1 and success on the job.

Indicator 3: *Identify career interests, abilities and skills.*

- ▶ Students will complete activities to determine career interests. Activities include completing assessment instruments that help the learner identify his/her own interests, abilities, and skills as they might apply to career choices. Students will verify abilities through awareness, exploratory, and career-counseling activities and classes. Examples include activities that help students make decisions on career opportunities based on such factors as economic rewards, economic security, personal security, physical surroundings and facilities, manual dexterity, involvement with people, emotional climate, interpersonal relations, leadership responsibilities, independence, advancement opportunities, use of creativity, intellectual stimulation, etc.



- Indicator 4:** ***Develop an individual career plan.***
- ▶ Students will develop and maintain a portfolio that documents their activities and skills as well as the results of the interest and ability assessments used to make career decisions. The portfolio will include specific information on structured learning experiences.
 - ▶ Students will develop a career plan, including tentative plans for participation in courses and activities in secondary and postsecondary articulated programs.
- Indicator 5:** ***Identify skills that are transferable from one occupation to another.***
- ▶ Students will identify employability skills and occupational skills that are common to multiple occupations and clustered disciplines, focusing on critical-thinking, decision-making and problem-solving skills.
- Indicator 6:** ***Select a career major and appropriate accompanying courses.***
- ▶ Students will explore career interests within, but not limited to, one or more of the following clustered disciplines linked to the Core Curriculum Content Standards: Arts and Humanities; Business and Information Systems; Mathematics, Science and Technology; and Health and Human Services.
- Indicator 7:** ***Describe the importance of academic and occupational skills to achievement in the work world.***
- ▶ Students will recognize the need for learning academic and occupational skills required for success in employment (see the first bullet under indicator 8).
- Indicator 8:** ***Demonstrate occupational skills developed through structured learning experiences, such as volunteer, community service, and work-based experiences or part-time employment.***
- ▶ Students will demonstrate occupational skills such as reading policy documents, log books, training materials, safety manuals, e-mail, and other operational correspondence; writing technical documents; using calculators, graphs, and statistics; and working cooperatively to solve problems.
 - ▶ Students will elect to participate in structured learning experiences as rigorous activities integrated into the curriculum and linked to the Core Curriculum Content Standards; elect to participate in selected cocurricular or extracurricular activities; or elect to participate in external experiences such as volunteer activities, community service, paid or unpaid employment opportunities, or an apprenticeship program.

- Indicator 9:** ***Identify job openings.***
- ▶ Students will research job availability through personal contacts, use of printed materials, and use of the Internet or other information-processing systems.
 - ▶ Students will use resources available through the One-Stop Career Centers.
- Indicator 10:** ***Prepare a resume and complete job applications.***
- ▶ Students will develop a resume in an acceptable business format, a sample letter of application, and an application form for a real or sample position. Materials should be developed using appropriate technology (e.g., scanners, Internet, electronic submissions).
- Indicator 11:** ***Demonstrate skills and attitudes necessary for a successful job interview.***
- ▶ Students will dress appropriately for the interview, research and prepare possible questions to be asked in an interview, and perform the necessary steps to complete a successful job interview. Students will also demonstrate a professional demeanor appropriate to the job setting.
- Indicator 12:** ***Demonstrate consumer and other financial skills.***
- ▶ Students will develop a personal budget, plan for investments and savings, and explain the relationship between the use of credit and future spending and credit rating.
 - ▶ Students will demonstrate the ability to use current technology to write checks, make deposits, and perform other banking procedures necessary in everyday life.
 - ▶ Students will select goods and services consistent with budgetary limits; values; needs; goals; durability, safety, and reliability standards; and market analysis information.
 - ▶ Students will exercise consumer rights and responsibilities.
 - ▶ Students will demonstrate entrepreneurial skills and practices.
 - ▶ Students will demonstrate skills appropriate to a job setting, for example, cost analysis skills and fiscal responsibility.



Standard 2: ALL STUDENTS WILL USE INFORMATION, TECHNOLOGY AND OTHER TOOLS.

Notes on Technology Use

Technology is playing an increasingly important role in education. Its definition includes three disciplines: educational technology, technology education, and information technology. *Educational technology* is the use of technology to acquire, manage, and communicate information as an integral part of the learning process. Technology education refers to the study of technology and applications of the design process using materials, tools, and resources to produce a product. *Information technology* deals with the management and interpretation of information and includes organizing and creating a process to manipulate information. Standard 2 encompasses all three disciplines.

Students will use *educational technology* (which includes but is not limited to computers, calculators, and video and audio devices) appropriately as learning, research, and communication tools. Educational technology also includes information processing. It requires all students to acquire the current technology-based research skills necessary to manage, access, locate, select, organize, analyze, research, and disseminate information electronically. It also requires that students collaborate using the electronic tools of the work force.

Technology education focuses on the design process, the development and application of technologies, and the effect technology has on individuals, society, and the environment. Included is the understanding of technological systems, both open and closed. Technological systems are composed of material process, energy, and information systems.

Indicator 1: Understand how technological systems function.

- ▶ Students will explain, design, and create their own solutions to practical problems.
- ▶ Students will classify systems as open-loop or closed-loop systems.
- ▶ Students will determine whether the system can process materials, energy, and information.

Indicator 2: Select appropriate tools and technology for specific activities.

- ▶ Students will apply selected criteria to choose and use the appropriate tools and technology in a given situation.

- Indicator 3:** *Demonstrate skills needed to effectively access and use technology-based materials through keyboarding, troubleshooting, and retrieving and managing information.*
- ▶ Students will produce a finished product such as a newsletter, a multimedia presentation, a product label, a model, or a structure using technological equipment and processes.
- Indicator 4:** *Develop, search, and manipulate databases.*
- ▶ Students will use computer data programs to record, process, and disseminate information.
- Indicator 5:** *Access technology-based communication and information systems.*
- ▶ Students will disseminate information and communicate ideas effectively through a variety of technological systems.
- Indicator 6:** *Access and assess information on specific topics using both technological (e.g., computer, telephone, satellite) and print resources available in libraries or media centers.*
- ▶ Students will select and use both technological products and services and print materials to research, retrieve, assess, and report appropriate information from a variety of media available in classrooms, libraries, and media centers.
- Indicator 7:** *Use technology and other tools to solve problems, collect data, and make decisions.*
- ▶ Students will use the tools, materials, procedures, and data available to arrive at multiple solutions to problems. Students will choose the best solution based on goals and consequences.
- Indicator 8:** *Use technology and other tools, including word-processing, spreadsheet and presentation programs, and print or graphic utilities, to produce products.*
- ▶ Students will use the tools, materials, procedures, and data available to produce a product.
- Indicator 9:** *Use technology to present designs and results of investigations.*
- ▶ Students will develop and present designs, results, and solutions to a variety of audiences using the appropriate technology.
- Indicator 10:** *Discuss problems related to the increasing use of technologies.*
- ▶ Students will describe the benefits of technology, assess the trade-offs and risks associated with the design and implementation of technological solutions, make rational decisions about technological issues, and relate the increased use of technological systems to future development.



Standard 3: ALL STUDENTS WILL USE CRITICAL THINKING, DECISION-MAKING, AND PROBLEM-SOLVING SKILLS.

Indicator 1: *Recognize and define a problem, or clarify decisions to be made.*

- ▶ Students will complete the initial steps in solving a problem and making a decision, which include identifying and explaining the problem.

Indicator 2: *Use models, relationships, and observations to clarify problems and potential solutions.*

- ▶ Students will select appropriate models, data, and observations related to the problem and its projected solutions.

Indicator 3: *Formulate questions and hypotheses.*

- ▶ Students will identify issues and concerns that help to define the problem and develop hypotheses.

Indicator 4: *Identify and access resources, sources of information, and services in the school and the community.*

- ▶ Students will select and use products, information, and services available through the school and the community.

Indicator 5: *Use the library media center as a critical resource for inquiry and assessment of print and nonprint materials.*

- ▶ Students will use library media centers as sources of print and nonprint materials. Students will use the materials to research a topic or an idea and will assess the value and reliability of the information source.

Indicator 6: *Plan experiments.*

- ▶ Students will develop experiments to solve a problem. Students will define the materials and equipment needed to conduct the experiment, the type of environment, and the length of time required, and the safety precautions to be followed in performing the experiment.

Indicator 7: *Conduct systematic observations.*

- ▶ Students will record data using appropriate criteria and equipment at specified intervals as defined in the experiment plan. Students will conduct subsequent experiments as necessary to verify the data.

Indicator 8: *Organize, synthesize, and evaluate information for appropriateness and completeness.*

- ▶ Students will organize the data collected from the experiment, compare results, and evaluate the conclusions for appropriateness and completeness.

- Indicator 9:** *Identify patterns and investigate relationships.*
- ▶ Students will recognize the patterns in and explore the relationships among data or events.
- Indicator 10:** *Monitor and validate their own thinking.*
- ▶ Students will analyze data or situations/circumstances and each will evaluate his or her own thinking in relation to the information. Students will conduct self-assessments.
- Indicator 11:** *Identify and evaluate the validity of alternative solutions.*
- ▶ Students will identify possible solutions and examine the pros and cons of each.
- Indicator 12:** *Interpret and analyze data to draw conclusions.*
- ▶ Students will draw conclusions by comparing data.
- Indicator 13:** *Select and apply appropriate solutions to problem-solving and decision-making situations.*
- ▶ Students will evaluate possible solutions, determine the appropriateness of each, and apply the best solution(s) in a given situation.
- Indicator 14:** *Evaluate the effectiveness of various solutions.*
- ▶ Students will gather peer, adult, and self-assessments based on the implementation of each solution. Students will factor in the consequences of each solution and determine how close it comes to the desired result.
- Indicator 15:** *Apply problem-solving skills to original and creative or design projects.*
- ▶ Students will use the problem-solving process to create original and creative/design projects.



Standard 4: ALL STUDENTS WILL DEMONSTRATE SELF-MANAGEMENT SKILLS.

Indicator 1: *Set short and long term goals.*

- ▶ Students will identify and set short- and long-term goals and objectives based on personal and group needs.

Indicator 2: *Work cooperatively with others to accomplish a task.*

- ▶ Students will work cooperatively as part of a team; listen attentively; show appreciation for the contributions of others; compromise in areas of dispute; participate in completing tasks; accept responsibility for achieving goals; show mutual respect for diversity of ideas and people; and think constructively to allow the group to complete its tasks.

Indicator 3: *Evaluate their own actions and accomplishments.*

- ▶ Students will compare their accomplishments with what was expected; identify areas for improvement and/or the changes needed to reach a higher level of performance; and identify any long-term impact.

Indicator 4: *Describe constructive responses to criticism.*

- ▶ Students will describe ways to use feedback to improve performance and heighten effectiveness.

Indicator 5: *Provide constructive criticism to others.*

- ▶ Students will provide feedback in an effective and nonthreatening manner so that the recipient will feel empowered to be more effective during future tasks. Effective feedback needs to focus on behaviors, not personality traits; it must be descriptive, not judgmental, and specific and concrete, not general or abstract.

Indicator 6: *Describe actions that demonstrate respect for people of different races, ages, religions, ethnicity, and gender.*

- ▶ Students will explain actions that show respect for human dignity. These include internalizing the responsibility to protect and extend the worth and rights of all persons; avoiding deception and dishonesty; promoting human equality; respecting freedom of conscience; working with people who hold different views; refraining from prejudiced actions; and respecting public and private property.

- Indicator 7:** *Describe the roles people play in groups.*
- ▶ Students will explain the roles one might play in a group and how a person might play one role in “Group A” and a different role in “Group B.” Common roles that are identified according to their functions include timekeeper, facilitator, recorder, and summarizer. Roles are designed to ensure that members work together smoothly and effectively.
- Indicator 8:** *Demonstrate refusal skills.*
- ▶ Students will demonstrate the ability to say no or to refrain from participating in an activity or action with which they do not agree. The following are important elements of the communication process: I-messages, eye contact, speaking clearly, and the use of expressions and gestures that are genuine.
- Indicator 9:** *Use time efficiently and effectively.*
- ▶ Students will understand and apply time-management principles such as knowing how to use the time available and knowing how to solve problems encountered in using time wisely. Time-management tools include calendars, daily “to do” lists, tickler files, strategies to organize tasks, strategies for handling interruptions, and strategies to avoid procrastination. Managing time wisely includes setting aside time for leisure or recreational activities.
- Indicator 10:** *Apply study skills to expand their own knowledge and skills.*
- ▶ Students will build their own knowledge and skill base by applying study skills. This includes using techniques such as tackling the hardest parts of a task at the beginning; studying in a comfortable place free of distractions; gathering all materials before starting to study; studying when rested; reviewing what has been learned during the day; writing down key points when taking notes; using a variety of resources and techniques to accomplish tasks; and giving one’s full attention to the study time.
- Indicator 11:** *Describe how ability, effort, and achievement are interrelated.*
- ▶ Students will define ability, effort, and achievement and explain how each has an impact on the others. For example, abilities indicate skills and activities that one can perform successfully. Effort is related to the amount of time and thoroughness a person puts into a specific task. Achievements are goals that have been accomplished or tasks that were done well.

**Standard 5: ALL STUDENTS WILL APPLY SAFETY PRINCIPLES.****Indicator 1: *Explain how common injuries can be prevented.***

- ▶ Students will explain how injuries may result from unsafe conditions, attitudes, and actions, and/or environmental conditions, and the ways in which injuries can be prevented.

Indicator 2: *Develop and evaluate an injury prevention program.*

- ▶ Students will create and evaluate an injury prevention program that focuses on safe practices, attitudes and actions, and /or environmental conditions.

Indicator 3: *Demonstrate principles of safe physical movement.*

- ▶ Students will employ safety principles and techniques when completing tasks.

Indicator 4: *Demonstrate safe use of tools and equipment.*

- ▶ Students will employ safety principles and techniques when using tools and equipment.

Indicator 5: *Identify and demonstrate the use of recommended safety and protective devices.*

- ▶ Students will select and employ appropriate safety and protective devices following employer, Occupational Safety and Health Act of 1970 (OSHA), and school safety and health standards and rules. Students will follow recommended procedures to report injuries and/or illness.

Indicator 6: *Identify common hazards and describe methods to correct them.*

- ▶ Students will recognize common hazards found in the home, in the community, and in the workplace. Students will also describe ways to provide a safe environment and control hazards.

Indicator 7: *Identify and follow safety procedures for laboratory and other hands-on experiences.*

- ▶ Students will employ safety procedures and techniques during experiential activities.

Indicator 8: *Discuss rules and laws designed to promote safety and health, and their rationale.*

- ▶ Students will identify the need for rules and laws to promote safety and health. Students will also discuss the costs associated with the rules and laws and the impact of disregarding them on self and on others.

Indicator 9: *Describe and demonstrate procedures for basic first aid and safety precautions.*

- ▶ Students will identify and demonstrate the first aid procedures needed to provide immediate, temporary treatment to a person before medical help arrives.
- ▶ Students will follow universal precautions and practices in first aid situations.