

To: Members of the State Board of Education

From: Dr. Andrew Melin, Chief Innovation Office
Benjamin Carter, Director of Workforce and Innovation

Date: May 1, 2019

Subject: Employability Skills Standards Adoption

For your approval, the Indiana Department of Education has provided the Employability Skills Standards for the State of Indiana. The Employability Skills Standards development process began one year ago as a result of SEA 297 and has concluded with the proposed final draft included in this package.

The Indiana Department of Education formed a committee comprised of educators, employers, and state agencies to develop a comprehensive set of standards and corresponding indicators. These standards went through a statewide public comment period. Public comments were shared with the committee and, where needed, revisions were made. The standards are based on the National Employability Skill Standards from the Office of Career, Technical, and Adult Education (OCTAE), the Indiana Department of Workforce Development's Employability Skills Benchmarks, the Governor's Work Ethic Certificate, and the Indiana Department of Education's Social-Emotional Learning Competencies.

Indiana's Employability Skills Standards allow students to be prepared for ever-changing workforce needs. These standards are to be implemented in the 2019-2020 school year. The expectation is for students to work through the standards in multi-subject areas. As students move through grade levels, they will work with, and experience, the standards at those grade bands (K-2, 3-5, 6-8, 9-10, and 11-12). The standards are arranged within four key areas: Mindsets (M), Work Ethic (WE), Learning Strategies (LS), and Social and Emotional Skills (SE).

During the 2019-2020 school year, districts will be expected to submit a brief explanation on how they plan on implementing the standards at each of the grade bands, including how they plan to measure effectiveness. The format for submission will be provided by the Department of Education. During the 2020-2021 school year districts will be expected to submit a brief summary and update of efforts regarding their plan.

Over the course of the next year, the Department of Education will provide regional trainings on integrating Employability Skills into instruction. The Department will also create an open educational resource commons to house sample implementation plans and examples of best practice from around the state.

For additional information please contact Ben Carter at bcarter1@doe.in.gov.

Indiana Employability Skills *Standards*

May 2019



Employability Skills Standards (COMPETENCIES)

Introduction to Indiana’s Employability Skills Standards

Indiana’s Employability Skills Standards allow students to be prepared for the ever-changing needs of today’s workforce. These standards are to be implemented in the 2019-2020 school year. The expectation is for students to work through the standards in multi-subject areas. As students move through grade levels, they will work with and experience the standards at those grade bands (K-2, 3-5, 6-8, 9-10, and 11-12). The standards are based on the National Employability Skill Standards from the Office of Career, Technical, and Adult Education (OCTAE), the Indiana Department of Workforce Development’s Employability Skills Benchmarks, the Governor’s Work Ethic Certificate, and the Indiana Department of Education’s Social-Emotional Learning Competencies. The standards are arranged within four key areas: Mindsets (M), Work Ethic (WE), Learning Strategies (LS), and Social and Emotional Skills (SE).

Mindsets	Work Ethic
Learning Strategies	Social and Emotional Skills

<p>Mindsets (M) <i>The established set of attitudes impacting self-growth.</i></p> <p>1. Lifelong Learning Demonstrate willingness to work and learn, and continually apply new knowledge.</p> <p>2. Self-Confidence Possess belief in own ability to succeed and assert self when necessary.</p>
--

<p>Work Ethic (WE) <i>A set of values centered on the importance of doing work and reflected especially in a desire or determination to work hard.</i></p> <p>3. Self Discipline Demonstrate self-control and behave in accordance with rules with minimal direction.</p> <p>4. Independence Successfully carry out expectations with minimal supervision.</p> <p>5. Perseverance Demonstrate endurance, and capacity to complete tasks.</p> <p>6. Time Management and Organization Plan and organize long and short-term goals while understanding how to balance school, home, and community activities.</p> <p>7. Adaptability Manage transitions and adjust to changing situations and responsibilities.</p> <p>8. Integrity Act in a trustworthy and honest manner.</p> <p>9. Professionalism Demonstrate skills and behaviors appropriate for school and work environments.</p>

Learning Strategies (LS) *Processes and tactics students employ to aid in the cognitive work of thinking, remembering or learning.*

10. Effective Communication

Apply skills to clearly, effectively, and convincingly express ideas and messages to others appropriate to the environment.

11. Aptitude Awareness

Identify and communicate individual interests and skills that align related coursework and experiences to potential career paths and to in-demand occupations.

12. Decision-Making

Utilize critical thinking skills and perspectives of others to make informed decisions based on options, rewards, risks, limits, and goals.

13. Initiative

Apply self-motivation and self-direction to work and learning.

14. Attention to Detail

Achieve thoroughness and accuracy when accomplishing a task.

15. Problem Solving

Apply critical and creative thinking skills to resolve problems.

Social and Emotional Skills (SE) *The process through which the knowledge, the attitudes, and the skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions is acquired.*

16. Regulation

Recognize and manage one's emotions.

17. Connection

Demonstrate the ability to network with others through social awareness and cultural sensitivity.

18. Collaboration

Work well with others in a team.

Kindergarten – Grade Two Employability Skills Standards

Introduction to Indiana’s Employability Skills Standards

Indiana’s Employability Skills Standards allow students to be prepared for the ever-changing needs of today’s workforce. These standards are to be implemented in the 2019-2020 school year. The expectation is for students to work through the standards in multi-subject areas. As students move through grade levels, they will work with and experience the standards at those grade bands (K-2, 3-5, 6-8, 9-10, and 11-12). The standards are based on the National Employability Skill Standards from the Office of Career, Technical, and Adult Education (OCTAE), the Indiana Department of Workforce Development’s Employability Skills Benchmarks, and the Governor’s Work Ethic Certificate. The standards are arranged within four key areas: Mindsets (M), Work Ethic (WE), Learning Strategies (LS), and Social and Emotional Skills (SE).

Mindsets (M) <i>The established set of attitudes impacting self-growth.</i>	
1. Lifelong Learning Demonstrate willingness to work and learn, and continually apply new knowledge.	K-2.M.1 Begin to learn how to receive feedback from educators and use it for personal growth.
	K-2.M.2 Understand mistakes as a normal part of the learning process.
2. Self-Confidence Possess belief in own ability to succeed and assert self when necessary.	K-2.M.3 Recognize and demonstrate an understanding of self-confidence in attempting new skills.
	K-2.M.4 Develop confidence, with the support of adult educators, when participating in the learning environment.
Work Ethic (WE) <i>A set of values centered on the importance of doing work and reflected especially in a desire or determination to work hard.</i>	
3. Self Discipline Demonstrate self-control and behave in accordance with rules with minimal direction.	K-2.WE.1 Recognize and understand the components of self-discipline.
4. Independence Successfully carry out expectations with minimal supervision.	K-2.WE.2 Understand what it means to have independence and take basic instruction.
5. Perseverance Demonstrate endurance, and capacity to complete tasks.	K-2.WE.3 Understand what it means to persevere.
6. Time Management and Organization Plan and organize long and short-term goals while understanding how to balance school, home, and community activities.	K-2.WE.4 Begin to understand and develop a relationship with time and organization.
7. Adaptability Manage transitions and adjust to changing situations and responsibilities.	K-2.WE.5 Begin to develop an understanding of what it means to be adaptable.

8. Integrity Act in a trustworthy and honest manner.	K-2.WE.6 Understand and begin to demonstrate the concept of integrity.
9. Professionalism Demonstrate skills and behaviors appropriate for school and work environments.	K-2.WE.7 Begin to develop an understanding of why attendance, dependability, and promptness are important at school.

Be

Learning Strategies (LS) *Processes and tactics students employ to aid in the cognitive work of thinking, remembering or learning.*

10. Effective Communication Apply skills to clearly, effectively, and convincingly express ideas and messages to others appropriate to the environment.	K-2.LS.1 Share ideas in writing.
	K-2.LS.2 Use speaking skills in different settings.
	K-2.LS.3 Use technology to communicate with others.
11. Aptitude Awareness Identify and communicate individual interests and skills that align related coursework and experiences to potential career paths and to in-demand occupations.	K-2.LS.4 Identify personal interests and preferences.
	K-2.LS.5 Demonstrate an awareness of what it means to work.
	K-2.LS.6 Explain the importance of personal characteristics (e.g., dependability, promptness, getting along with others) to getting and keeping jobs.
	K-2.LS.7 Identify jobs present in the local community
12. Decision-Making Utilize critical thinking skills and perspectives of others to make informed decisions based on options, rewards, risks, limits, and goals.	K-2.LS.8 Describe the work of family members and school personnel.
	K-2.LS.9 Identify simple strategies used in making choices.
	K-2.LS.10 Demonstrate basic steps in making a decision.
	K-2.LS.11 Understand the concept of setting and achieving goals.
13. Initiative Apply self-motivation and self-direction to work and learning.	K-2.LS.12 Consider advantages and disadvantages of each alternative when deciding.
	K-2.LS.13 Participate in class discussions and activities.
14. Attention to Detail Achieve thoroughness and accuracy when accomplishing a task.	K-2.LS.14 Listen to and follow classroom procedures.
15. Problem Solving Apply critical and creative thinking skills to resolve problems.	K-2.LS.15 Utilize imagination and identify patterns.

Social and Emotional Skills (SE) *The process through which the knowledge, the attitudes, and the skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions is acquired.*

16. Regulation Recognize and manage one’s emotions.	K-2.SE.1 Begin to demonstrate understanding of classroom guidelines/rules, and the consequences when they are not followed.
	K-2.SE.2 Begin to take responsibility for classroom roles and role as a learner.
17. Connection Demonstrate the ability to network with others through social awareness and cultural sensitivity.	K-2.SE.3 Become aware of socially acceptable behavior with the support of adult educators.
	K-2.SE.4 Begin exploring both the similarities and differences between self and others.
18. Collaboration Work well with others in a team.	K-2.SE.5 Respond appropriately to greetings and begin to learn how nonverbal communication expresses how others feel and what others might be thinking.

DRAFT

Grade Three – Grade Five Employability Skills Standards

Introduction to Indiana’s Employability Skills Standards

Indiana’s Employability Skills Standards allow students to be prepared for the ever-changing needs of today’s workforce. These standards are to be implemented in the 2019-2020 school year. The expectation is for students to work through the standards in multi-subject areas. As students move through grade levels, they will work with and experience the standards at those grade bands (K-2, 3-5, 6-8, 9-10, and 11-12). The standards are based on the National Employability Skill Standards from the Office of Career, Technical, and Adult Education (OCTAE), the Indiana Department of Workforce Development’s Employability Skills Benchmarks, and the Governor’s Work Ethic Certificate. The standards are arranged within four key areas: Mindsets (M), Work Ethic (WE), Learning Strategies (LS), and Social and Emotional Skills (SE).

Mindsets (M) <i>The established set of attitudes impacting self-growth.</i>	
1. Lifelong Learning Demonstrate willingness to work and learn, and continually apply new knowledge.	3-5.M.1 Begin to ask questions when receiving feedback.
	3-5.M.2 Begin to discuss with peers about feedback received.
2. Self-Confidence Possess belief in own ability to succeed and assert self when necessary.	3-5.M.3 Apply and demonstrate self-confidence in a variety of settings.

Work Ethic (WE) <i>A set of values centered on the importance of doing work and reflected especially in a desire or determination to work hard.</i>	
3. Self Discipline Demonstrate self-control and behave in accordance with rules with minimal direction.	3-5.WE.1 Apply understanding of positive self-motivated behaviors and understand necessary steps to avoid conflict.
	3-5.WE.2 Use constructive strategies to resolve conflict.
4. Independence Successfully carry out expectations with minimal supervision.	3-5.WE.3 Apply understanding of independence to complete tasks.
	3-5.WE.4 Complete tasks or activities with prompting and guidance from adult educators.
5. Perseverance Demonstrate endurance, and capacity to complete tasks.	3-5.WE.5 Demonstrate perseverance to complete tasks and activities.
6. Time Management / Organization Plan and organize long and short-term goals while understanding how to balance school, home, and community activities.	3-5.WE.6 Begin to take steps to organize and prioritize tasks.
7. Adaptability Manage transitions and adjust to changing situations and responsibilities.	3-5.WE.7 Begin to understand coping strategies to deal with expected and unexpected change.

<p>8. Integrity Act in a trustworthy and honest manner.</p>	<p>3-5.WE.8 Consider consequences of actions on the well-being of self and others.</p>
<p>9. Professionalism Demonstrate skills and behaviors appropriate for school and work environments.</p>	<p>3-5.WE.9 Display a variety of skills needed for school, personal, and professional situations.</p>

Learning Strategies (LS) *Processes and tactics students employ to aid in the cognitive work of thinking, remembering or learning.*

<p>10. Effective Communication Apply skills to clearly, effectively, and convincingly express ideas and messages to others appropriate to the environment.</p>	<p>3-5.LS.1 Communicate using different types of writing.</p>
	<p>3-5.LS.2 Communicate with others by applying a variety of speaking skills.</p>
	<p>3-5.LS.3 Communicate with others using a variety of technology.</p>
<p>11. Aptitude Awareness Identify and communicate individual interests and skills that align related coursework and experiences to potential career paths and to in-demand occupations.</p>	<p>3-5.LS.4 Relate personal interests, abilities, and leisure time activities to possible occupational choices without stereotyping.</p>
	<p>3-5.LS.5 Develop an understanding that all work has dignity.</p>
	<p>3-5.LS.6 Identify various ways occupations can be classified and explain the difference between paid and unpaid.</p>
<p>12. Decision-Making Utilize critical thinking skills and perspectives of others to make informed decisions based on options, rewards, risks, limits and goals.</p>	<p>3-5.LS.7 Describe non-traditional occupations.</p>
	<p>3-5.LS.8 Develop criteria for making decisions and predict results of choices to find the best solution.</p>
	<p>3-5.LS.9 Understand how decision-making is related to career planning.</p>
<p>13. Initiative Apply self-motivation and self-direction to work and learning.</p>	<p>3-5.LS.10 Identify a short-term goal and develop a plan of action.</p>
<p>14. Attention to Detail Achieve thoroughness and accuracy when accomplishing a task.</p>	<p>3-5.LS.11 Complete assignments, projects, and activities with some redirection from teachers, mentors, or supervisors.</p>
<p>15. Problem Solving Apply critical and creative thinking skills to resolve problems.</p>	<p>3-5.LS.12 Complete activities and assignments by following directions closely.</p>
	<p>3-5.LS.13 Utilize effective questioning and brainstorming techniques.</p>

Social and Emotional Skills (SE) *The process through which the knowledge, the attitudes, and the skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions is acquired.*

16. Regulation Recognize and manage one's emotions.	3-5.SE.1 Demonstrate an understanding of the impact of choices/actions.
17. Connection Demonstrate the ability to network with others through social awareness and cultural sensitivity.	3-5.SE.2 Continue to try to understand how the other students might think, feel, and/or respond.
18. Collaboration Work well with others in a team.	3-5.SE.3 Engage in cooperative game play.

DRAFT

Grade Six – Grade Eight Employability Skills Standards

Introduction to Indiana’s Employability Skills Standards

Indiana’s Employability Skills Standards allow students to be prepared for the ever-changing needs of today’s workforce. These standards are to be implemented in the 2019-2020 school year. The expectation is for students to work through the standards in multi-subject areas. As students move through grade levels, they will work with and experience the standards at those grade bands (K-2, 3-5, 6-8, 9-10, and 11-12). The standards are based on the National Employability Skill Standards from the Office of Career, Technical, and Adult Education (OCTAE), the Indiana Department of Workforce Development’s Employability Skills Benchmarks, and the Governor’s Work Ethic Certificate. The standards are arranged within four key areas: Mindsets (M), Work Ethic (WE), Learning Strategies (LS), and Social and Emotional Skills (SE).

Mindsets (M) <i>The established set of attitudes impacting self-growth.</i>	
1. Lifelong Learning Demonstrate willingness to work and learn, and continually apply new knowledge.	6-8.M.1 Apply new strategies based on lessons learned from feedback.
	6-8.M.2 Engage in feedback with peers to seek growth and learning opportunities from others.
2. Self-Confidence Possess belief in own ability to succeed and assert self when necessary.	6-8.M.4 Demonstrate continuous growth in self-understanding.

Work Ethic (WE) <i>A set of values centered on the importance of doing work and reflected especially in a desire or determination to work hard.</i>	
3. Self Discipline Demonstrate self-control and behave in accordance with rules with minimal direction.	6-8.WE.1 Demonstrate understanding of potential consequences of responsibility.
	6-8.WE.2 Apply conflict resolution skills to de-escalate situations and resolve differences.
4. Independence Successfully carry out expectations with minimal supervision.	6-8.WE.3 Complete tasks or activities with some prompting and guidance.
5. Perseverance Demonstrate endurance, and capacity to complete tasks.	6-8.WE.4 Understand failure as an opportunity for growth.
6. Time Management / Organization Plan and organize long and short-term goals while understanding how to balance school, home, and community activities.	6-8.WE.5 Understand how to meet long-term goals by developing short term goals.
7. Adaptability Manage transitions and adjust to changing situations and responsibilities.	6-8.WE.6 Apply knowledge, skills, and attitudes required to adjust to change, while continuing to achieve in school and activities.

<p>8. Integrity Act in a trustworthy and honest manner.</p>	<p>6-8.WE.7 Understand and employ strategies for resisting pressures to engage in dishonest or unethical activities.</p>
<p>9. Professionalism Demonstrate skills and behaviors appropriate for school and work environments.</p>	<p>6-8.WE.8 Provide evidence of meeting school expectations which are similar to success in workplaces (i.e., attendance, tardiness, homework completion, following policies, etc.).</p>

Learning Strategies (LS) Processes and tactics students employ to aid in the cognitive work of thinking, remembering or learning.

<p>10. Effective Communication Apply skills to clearly, effectively, and convincingly express ideas and messages to others appropriate to the environment.</p>	<p>6-8.LS.1 Communicate information to audiences in a variety of formats (i.e., large and small group presentations, e-mail communication, interview setting, etc.).</p>
	<p>6-8.LS.2 Speak to and have conversations with peers and adults to express ideas while respecting differing opinions.</p>
<p>11. Aptitude Awareness Identify and communicate individual interests and skills that align related coursework and experiences to potential career paths and to in-demand occupations.</p>	<p>6-8.LS.4 Identify possible career choices and high school course selection using self-assessment (including an appraisal of strengths, interests, and values).</p>
	<p>6-8.LS.5 Understand how effective work habits and personal characteristics demonstrated in school transfer to occupational settings.</p>
	<p>6-8.LS.6 Develop a career plan by identifying a program of study which will lead to further education, training, and/or employment.</p>
<p>12. Decision-Making Utilize critical thinking skills and perspectives of others to make informed decisions based on options, rewards, risks, limits, and goals.</p>	<p>6-8.LS.7 Evaluate decisions and discuss the use of alternatives in decision-making situations.</p>
<p>13. Initiative Apply self-motivation and self-direction to work and learning.</p>	<p>6-8.LS.9 Complete assignments, projects, and activities with minimal to no redirection from teachers, mentors, or supervisors.</p>
	<p>6-8.LS.10 Take an active participation in the learning process.</p>
<p>14. Attention to Detail Achieve thoroughness and accuracy when accomplishing a task.</p>	<p>6-8.LS.11 Complete activities and assignments thoroughly and accurately.</p>
<p>15. Problem Solving Apply critical and creative thinking skills to resolve problems.</p>	<p>6-8.LS.12 Use prediction and evaluation skills to develop potential solutions.</p>

Social and Emotional Skills (SE) *The process through which the knowledge, the attitudes, and the skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions is acquired.*

<p>16. Regulation Recognize and manage one’s emotions.</p>	<p>6-8.SE.1 Able to recognize the different stressors and common stress responses.</p>
<p>17. Connection Demonstrate the ability to network with others through social awareness and cultural sensitivity.</p>	<p>6-8.SE.2 Demonstrate an awareness of the needs and rights of others. 6-8.SE.3 Demonstrate an understanding of different cultural practices and others' worldviews.</p>
<p>18. Collaboration Work well with others in a team.</p>	<p>6-8.SE.4 Begin to apply empathic listening skills to enhance the understanding of what the other person is saying.</p>

DRAFT

Grade Nine – Grade Ten Employability Skills Standards

Introduction to Indiana’s Employability Skills Standards

Indiana’s Employability Skills Standards allow students to be prepared for the ever-changing needs of today’s workforce. These standards are to be implemented in the 2019-2020 school year. The expectation is for students to work through the standards in multi-subject areas. As students move through grade levels, they will work with and experience the standards at those grade bands (K-2, 3-5, 6-8, 9-10, and 11-12). The standards are based on the National Employability Skill Standards from the Office of Career, Technical, and Adult Education (OCTAE), the Indiana Department of Workforce Development’s Employability Skills Benchmarks, and the Governor’s Work Ethic Certificate. The standards are arranged within four key areas: Mindsets (M), Work Ethic (WE), Learning Strategies (LS), and Social and Emotional Skills (SE).

Mindsets (M) <i>The established set of attitudes impacting self growth.</i>	
1. Lifelong Learning Understand that life-long learning is necessary for long-term career success; demonstrate willingness to work and learn and continually apply new knowledge	9-10.M.1 Seek and participate in challenging learning activities related to career goals
	9-10.M.2 Able to view feedback as data that helps the learning process
2. Self-Confidence Possess belief in own ability to succeed; assert self when necessary; demonstrate a sense of belonging	9-10.M.3 Demonstrate an awareness of strengths and weaknesses while accepting constructive criticism from others to improve results

Work Ethic (WE) <i>A set of values centered on the importance of doing work and reflected especially in a desire or determination to work hard.</i>	
3. Self Discipline Demonstrate self-control and behave in accordance with rules with minimal direction; appropriately manage potential or perceived conflict	9-10.WE.1 Demonstrate control over self while considering the future impact of choices
4. Independence Able to successfully carry out expectations with minimal supervision; demonstrate opinion and conduct not influenced or controlled by others	9-10.WE.2 Complete tasks or activities with minimal prompting and guidance
5. Perseverance Able to delay immediate gratification for long-term rewards; demonstrate endurance, and capacity to complete tasks	9-10.WE.3 Utilize self-efficacy to plan and achieve goals
6. Time Management / Organization Prioritize and balance school, home, work, and community activities; plan and organize long and short term goals	9-10.WE.4 Demonstrate organizational skills while completing project-based learning experiences and activities
7. Adaptability Manage transitions and adapt to changing	9-10.WE.5 Able to exercise flexibility in responding to change

situations and responsibilities	
8. Integrity Act in a trustworthy, honest, and transparent manner	9-10.WE.6 Apply ethical decision-making skills to establish and maintain responsible personal and professional relationships
9. Professionalism Use the appropriate skills and behaviors for personal and professional environments	9-10.WE.7 Understand and demonstrate appropriate behavior in professional situations (i.e., attire, handshake, eye contact, communication, etc.)

Learning Strategies (LS) <i>Processes and tactics students employ to aid in the cognitive work of thinking, remembering or learning.</i>	
10. Effective Communication Apply existing and emerging academic, technological, and interpersonal skills to clearly, effectively and convincingly express ideas and messages to others appropriate to the environment	9-10.LS.1 Write documents for a variety of purposes and audiences using varied media formats
	9-10.LS.2 Able to communicate knowledge and thinking through effective oral presentations
	9-10.LS.3 Create presentation media for a variety of audiences
11. Aptitude Awareness Able to identify and communicate individual interests and skills that align to potential career paths, to related coursework, and to in-demand occupations	9-10.LS.4 Demonstrate how to conduct a job search utilizing current search engines
	9-10.LS.5 Able to acquire knowledge of various career clusters through exploration (field trips, jobsite tours, job shadows, mentors, etc.)
12. Decision-Making Utilize critical thinking skills to make informed decisions based on options, rewards, risks, limits and goals; consider multiple perspectives	9-10.LS.7 Predict outcomes to problems based on data and evidence
13. Initiative Apply self-motivation and self-direction to learning; able to self start	9-10.LS.8 Participate in challenging learning activities and/or coursework related to career goals
14. Attention to Detail Able to achieve thoroughness and accuracy when accomplishing a task	9-10.LS.9 Complete activities and assignments thoroughly and accurately
15. Problem Solving Apply critical and creative thinking skills to complex problems; evaluate causes, problems, patterns, or issues and explore workable and innovative solutions to improve situations	9-10.LS.10 Able to approach problems with reasoning and logic to hypothesize results
	9-10.LS.11 Able to combine concepts in different ways to create new ideas and innovative solutions

Social and Emotional Skills (SE) *The process through which the knowledge, the attitudes, and the skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions is acquired.*

16. Regulation Recognize and manage one’s emotions	9-10.SE.1 Develop an awareness of personal safety skills and the consequences of irresponsible behavior
	9-10.SE.2 Come to class prepared to learn
17. Connection Able to have strong social awareness	9-10.SE.3 Able to listen to others' ideas and respect different ways of being and doing
	9-10.SE.4 Begin to think critically about equity and social justice in a variety of environments and cultures
	9-10.SE.5 Able to show care for people like them and people different from them
18. Collaboration Able to work well with others, including in the group and teamwork environment	9-10.SE.6 Demonstrate ability to give and receive feedback to work towards effective communication skills
	9-10.SE.7 Able to approach conflict in a collaborative manner and work toward solutions using a strength-based lens that respects individual or cultural differences

DRAFT

Grade Eleven – Grade Twelve Employability Skills Standards

Introduction to Indiana’s Employability Skills Standards

Indiana’s Employability Skills Standards allow students to be prepared for the ever-changing needs of today’s workforce. These standards are to be implemented in the 2019-2020 school year. The expectation is for students to work through the standards in multi-subject areas. As students move through grade levels, they will work with and experience the standards at those grade bands (K-2, 3-5, 6-8, 9-10, and 11-12). The standards are based on the National Employability Skill Standards from the Office of Career, Technical, and Adult Education (OCTAE), the Indiana Department of Workforce Development’s Employability Skills Benchmarks, and the Governor’s Work Ethic Certificate. The standards are arranged within four key areas: Mindsets (M), Work Ethic (WE), Learning Strategies (LS), and Social and Emotional Skills (SE).

Mindsets (M) <i>The established set of attitudes impacting self growth.</i>	
1. Lifelong Learning Demonstrate willingness to work and learn, and continually apply new knowledge.	11-12.M.1 Engage in a continuous learning process related to career goals while actively seeking out and participating in a work-, service-, or project-based learning experiences.
	11-12.M.2 Demonstrate ability to find alternate strategies to overcome barriers and mistakes when completing projects or activities.
2. Self-Confidence Possess belief in own ability to succeed and assert self when necessary.	11-12.M.3 Demonstrate confidence by taking risks to introduce new ideas or processes for work.

Work Ethic (WE) <i>A set of values centered on the importance of doing work and reflected especially in a desire or determination to work hard.</i>	
3. Self Discipline Demonstrate self-control and behave in accordance with rules with minimal direction.	11-12.WE.1 Demonstrate integrity and self-control in work-, service-, or project-based learning experiences.
4. Independence Successfully carry out expectations with minimal supervision.	11-12.WE.2 Complete tasks or activities with no prompting and minimal guidance.
5. Perseverance Demonstrate endurance, and capacity to complete tasks.	11-12.WE.4 Demonstrate perseverance through work-, service-, or project-based learning experiences.
6. Time Management and Organization Plan and organize long and short term goals while understanding how to balance school, home, and community activities.	11-12.WE.5 Clarify goals, develop a timeline, and determine most effective strategies to complete goals on time.
7. Adaptability Manage transitions and adapt to changing	11-12.WE.6 Apply coping strategies to mitigate stressful change while continuing to meet expectations at home, at

situations and responsibilities.	school, and in the workplace.
8. Integrity Act in a trustworthy and honest manner.	11-12.WE.7 Continue to practice responsible and ethical decision-making affecting personal and professional relationships, and consider the consequences of unethical decision-making.
9. Professionalism Use the appropriate skills and behaviors for personal and professional environments	11-12.WE.8 Show professionalism by meeting expectations of promptness, attendance, being prepared, completing tasks, following policies, rules and regulations, and taking responsibility for creating a safe, positive work environment.

Learning Strategies (LS) <i>Processes and tactics students employ to aid in the cognitive work of thinking, remembering or learning.</i>	
10. Effective Communication Apply skills to clearly, effectively and convincingly express ideas and messages to others appropriate to the environment.	11-12.LS.1 Write a well-organized document using supporting data to clarify complex ideas, raise relevant questions, or solve problems using varied media formats.
	11-12.LS.2 Apply effective speaking and listening to foster positive relationships and communicate key concepts to a variety of audiences.
	11-12.LS.3 Deliver oral presentations using technology and professional etiquette to a variety of audiences.
11. Aptitude Awareness Identify and communicate individual interests and skills that align related coursework and experiences to potential career paths and to in-demand occupations.	11-12.LS.4 Evaluate how personal attitudes and values integrate into career choices.
	11-12.LS.5 Acquire occupational-related skills through work-, service-, or project-based learning experiences.
	11-12.LS.6 Understand the employment application and interviewing process, and develop effective interviewing techniques.
	11-12.LS.7 Understand the importance of networking for enhancing achievement of education and career goals.
12. Decision-Making Utilize critical thinking skills and perspectives of others to make informed decisions based on options, rewards, risks, limits, and goals.	11-12.LS.8 Demonstrate skills in revising and extending career plans to meet postsecondary goals.
	11-12.LS.9 Develop skills to assess career goals in terms of work conditions, benefits, and opportunities for advancement.
	11-12.LS.10 Analyze potential solutions with a set of criteria including: the goal, previous knowledge and experience, diverse perspectives, and data.
13. Initiative Apply self-motivation and self-direction to work and learning.	11-12.LS.11 Participate in coursework, activities, jobs, and diverse experiences that directly contribute to attainment of career goals.
14. Attention to Detail Achieve thoroughness and accuracy when accomplishing a task.	11-12.LS.12 Complete activities and assignments thoroughly and accurately.

15. Problem Solving Apply critical and creative thinking skills to resolve problems.	11-12.LS.13 Generate solutions critiqued with reason, logic, and inferences about alternatives.
	11-12.LS.14 Enhance creative thinking by integrating personal ideas from others.

Social and Emotional Skills (SE) *The process through which the knowledge, the attitudes, and the skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions is acquired.*

16. Regulation Recognize and manage one's emotions.	11-12.SE.1 Show responsibility by acting in a professional, culturally responsive, and ethical manner.
17. Connection Demonstrate the ability to network with others through social awareness and cultural sensitivity.	11-12.SE.3 Demonstrate a strong understanding of how other people might feel about an experience or situation.
	11-12.SE.4 Feel empowered to advocate on behalf of themselves and others.
18. Collaboration Work well with others in a team.	11-12.SE.5 Recognize the importance of diverse perspectives within communication and seek understanding.
	11-12.SE.6 Find constructive solutions and work toward compromise.