

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.*

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