


Three Rivers Workforce Investment Board

Developing a common understanding of work ready competencies and supporting their implementation

Reading, Listening, Speaking, Writing, Math, Job Seeking, Job Retention, Life Skills, Technology, Personal & Social Development

WORK READY COMPETENCY AREAS	SECRETARY'S COMPETENCIES FOR ACHIEVING NECESSARY SKILLS (SCANS)	EQUIPPED FOR THE FUTURE (EFF) – NATIONAL INSTITUTE FOR LITERACY (MATCHING STANDARDS)	PA DEPT OF EDUCATION ACADEMIC STANDARDS	GUIDING QUESTIONS THAT IMPROVE MEANING AND PERSONAL SIGNIFICANCE (FOR INSTRUCTOR & LEARNER)
<p>I. READING SKILLS</p> <p>READS AND RECALLS INFORMATION AT GRADE LEVEL COMPLETED</p> <p>DEMONSTRATES READING COMPREHENSION</p> <p>READS FOR A VARIETY OF LEARNING RELATED AND REAL LIFE WORK ISSUES</p> <p>PROOFREADS DOCUMENTS FOR CORRECT GRAMMAR, PUNCTUATION, AND ORGANIZATION</p>	<p><u>Foundation Skills:</u></p> <ul style="list-style-type: none"> Basic Skills: <p><i>Reading</i> : Locates, understands, and interprets written information in prose, and in documents such as manuals, graphs, and schedules to perform tasks</p> <p>See: <scans.jhu.edu></p>	<p><u>Communication Skills:</u></p> <p><i>Reads with Understanding:</i> Determine the reading purpose; select reading strategies appropriate to the purpose; integrate with prior knowledge to address reading purpose</p> <p>See: <nifl.gov/EFF></p> 	<p><u>RWSL Standards¹:</u></p> <p>1.1 Learning to Read Independently: <u>A</u> (finding text) <u>E</u> (vocabulary) <u>F</u> (new vocabulary) <u>G</u> (understand / interpret) <u>H</u> (be fluent/comprehend) (see standards for all grades 3,5,8,11)</p> <p>1.2 Reading Critically in All Content Areas: <u>A</u> (read and understand essential content) (see all grades 3,5,8,11)</p>	<p>What is the purpose of what I read? What is the meaning of what I have read?</p> <p>What prior knowledge do I have about what I have read? What strategies might be used to improve my reading?</p> <p>What is a <i>reading level</i> as it relates to a job position? Do I read well enough to function in a job in which I have an interest?</p> <p>Do I know and can I explain any strategies for improving reading skills?</p>


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¹ RWSL Standards are the Academic Standards for Reading, Writing, Speaking and Listening

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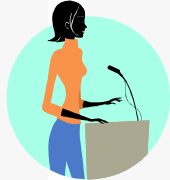
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<p>II. LISTENING SKILLS</p> <p>LISTENS ACTIVELY FOR A VARIETY OF PURPOSES</p> <p>INTERPRETS MEANING OF INSTRUCTION AND INTERACTION ACCURATELY</p>	<p><u>Foundation Skills:</u></p> <ul style="list-style-type: none"> Basic Skills <p><u>Listening:</u> Receives, attends to, interprets, and responds to verbal messages and other cues such as body language in ways that are appropriate to the purpose</p>	<p><u>Communication Skills:</u></p> <p><i>Listen Actively:</i> Attend to oral information; clarify purpose for listening and use of listening strategies appropriate to that purpose</p> 	<p><u>RWSL Standards:</u></p> <p>1.6 Speaking and Listening: A (listen to others) B (selection of literature) C (appropriate to formal speech) D (contribute to discussion) E (participate in group) (all grades 3,5,8,11)</p> <p><u>Career Education and Work Standards:</u></p> <p>13.2 Career Acquisition (Getting a Job): A (appropriate listening) (see all grades 3,5,8,11)</p>	<p>In what ways is <i>listening</i> in the workplace different? What is the purpose of listening?</p> <p>In what ways might I comprehend what I listen to?</p> <p>Do I <i>bear</i> what people <i>mean</i> when I listen? In what ways do I listen to supervisors and coworkers?</p> <p>In what ways do I let others know that I am listening?</p>

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<p>III. SPEAKING SKILLS</p> <p>SPEAKS APPROPRIATELY IN BOTH FORMAL AND INFORMAL SETTINGS</p> <p>SPEAKS USING EFFECTIVE COMMUNICATION SKILLS</p> <p>SPEAKS CLEARLY USING REAL WORDS (AVOIDS “UHS,” “UMS,” AND PROFANITY)</p> <p>MAKES EYE CONTACT</p> <p>DEMONSTRATES GENERAL CUSTOMER FRIENDLINESS</p>	<p><u>Foundation Skills:</u></p> <ul style="list-style-type: none"> Basic Skills <p><i>Speaking:</i> organizes ideas and communicates oral messages appropriately to listeners and situations; participates in conversation, discussion, and group presentations . . . speaks clearly and communicates a message; understands and responds to listener feedback; and asks questions when needed</p>	<p><u>Communication Skills:</u></p> <p><i>Speaks so Others Can Understand:</i> Determine the purpose for communicating; organize and relay information to effectively serve the purpose, context, and listener</p>	<p><u>RWSL Standards:</u></p> <p>1.6 Speaking and Listening: see especially</p> <p>A (listen to others)</p> <p>C (appropriate speech) (see all grades 3,5,8,11)</p> 	<p>In what ways is communication important in a workplace? What is the purpose and context of the listener?</p> <p>What grammar, word choice, pace and gesture will work best in a work situation? Am I aware of how I communicate to others?</p> <p>In what ways do I demonstrate that I do communicate?</p> <p>Do I know how to learn communication skills?</p>

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<p>IV. WRITING SKILLS</p> <p>PREPARES A QUALITY WRITING SAMPLE WITH CORRECT GRAMMAR, PUNCTUATION, ORGANIZATION OF THOUGHTS, ACCURACY AND COMPLETENESS</p> <p>CONDUCTS AND DOCUMENTS INQUIRY-BASED RESEARCH</p> <p>WRITES FOR ACADEMIC, PERSONAL, SOCIAL AND SCHOOL-TO-CAREER PURPOSES</p> <p>PREPARES PROFESSIONAL BUSINESS WRITING DOCUMENTS (E.G. EMAIL, MEMOS)</p> <p>UNDERSTANDS APPROPRIATE USE OF EMAIL (WHEN TO USE EMAIL AND WHEN NOT TO)</p> <p>USES LEGIBLE HAND-WRITING</p>	<p><u>Foundation Skills:</u></p> <ul style="list-style-type: none"> ▪ Basic Skills <p><i>Writing:</i> Communicates thoughts, ideas, information, and messages in writing and creates documents such as letters, directions, manuals, reports, graphs, and flowcharts . . . attends to level of detail; and checks, edits, and revises for correct information, appropriate emphasis, form, grammar, spelling and punctuation</p> <p><u>Competencies:</u></p> <ul style="list-style-type: none"> ▪ Information: <p><i>Organizes and Maintains Information:</i> Organizes, processes, and maintains written or computerized records and other forms of information in a systematic fashion</p>	<p><u>Communication Skills:</u></p> <p><i>Convey Ideas in Writing:</i> Determine the purpose for communicating; organize and present information to serve the purpose, context, and audience; pay attention to conventions of English language usage, including grammar, spelling, and sentence structure, to minimize barriers to reader's comprehension; seek and feedback and revise to enhance the effectiveness of the communication</p>	<p><u>RWSL Standards:</u></p> <p>1.3 Reading, Analyzing and Interpreting Literature: B (literary elements) C (literary devices) (see grades 3,5,8,11)</p> <p>1.4 Types of Writing: B (informational pieces) (see grades 3,5,8,11)</p> <p>1.5 Quality of Writing: B (appropriate content) C (control and order) E (detail, style, word choice) (see grades 3,5,8,11)</p> <p><u>Career Education and Work Standards:</u></p> <p>13.2 Career Acquisition (Getting a Job): C (documentation) (see all grades 3,5,8,11)</p>	<p>What is the purpose for communicating in writing? How do I organize information to serve the purpose and context of the audience? What grammar, word choice, pace and gesture will work best?</p> <p>How might I get feedback to increase the effectiveness of my own communication?</p> <p>Do I write text with meaning and understanding? Do I want others to find meaning in what I write?</p> <div style="text-align: center;">  </div>

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<p>V. MATH SKILLS</p> <p>DEMONSTRATES ABILITY TO ADD, SUBTRACT, MULTIPLY AND DIVIDE WITHOUT A MACHINE</p> <p>SOLVES PROBLEMS IN WHICH THERE IS A NEED TO MEASURE ACCURATELY, AND USES VOLUME MEASUREMENTS</p> <p>DEMONSTRATES UNDERSTANDING OF MONEY CONCEPTS (E.G. CALCULATING CHANGE)</p> <p>UNDERSTANDS THE IMPORTANCE AND IMPLICATIONS OF ACCURACY</p>	<p><u>Foundation Skills:</u></p> <ul style="list-style-type: none"> Basic Skills <i>Arithmetic</i> : Performs basic computations; uses basic numerical concepts such as whole numbers and percentages in practical situations; makes reasonable estimates of arithmetic results without a calculator; uses tables, graphs, diagrams, and charts <i>Mathematics</i> : Approaches practical problems by choosing appropriately from a variety of mathematical techniques; uses quantitative data to construct logical explanations for real world situations <p><u>Competencies:</u></p> <ul style="list-style-type: none"> Resources: <i>Allocates Money:</i> Uses or prepares budgets, makes forecasts, keeps records, and makes adjustments to meet objectives 	<p><u>Decision-Making Skills:</u> <i>Use Math to Solve Problems and Communicate:</i> Understands, interprets, and work with pictures, numbers, and symbolic information</p> 	<p><u>Mathematics Standards:</u></p> <p>2.2 Computation and Estimation: A (computation concepts) B (solve problems) C (applied math) D (division) E (estimates) (see grades 3,5,8,11)</p> <p>2.3 Measurement and Estimation: A (measuring) E (units of measure) (see grades 3,5,8)</p> <p>2.11 Concepts of Calculus: A (values) B (graphs, rates) (see all grades 3,5,8,11)</p> <p><u>Career Education and Work Standards:</u> 13.3 Career Retention and Advancement: D (money and budgeting) (see all grades 3,5,8,11)</p>	<p>How Do I use math in my daily life? What is my learning style for knowing how to understand and demonstrate math concepts?</p> <p>In what ways is math used in the “world of work”? What is a <i>math level</i> as it relates to a job position?</p> <p>Do I know how to define data to be used in solving a problem?</p> <p>Why is accuracy important? Give an example where accuracy is important.</p> <p>As a measure of value, how do I use time; how do I use money?</p> <p>What steps might be used to solve problems reasonably?</p> <p>You must be able to:</p> <ul style="list-style-type: none"> Read whole numbers Calculate numbers using +, -, X, / Know where to use these operations Recognize common shapes

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<p>VI. JOB SEEKING SKILLS</p> <p>IDENTIFIES, SECURES, AND COMPLETES ALL DOCUMENTATION NEEDED TO GAIN EMPLOYMENT</p> <p>DEVELOPS AND COMPLETES A RESUME AND COVER LETTER</p> <p>IDENTIFIES AND EXPLORES CAREER AND VOCATIONAL AREAS OF INTERESTS AND IDENTIFIES CAREERS OR VOCATIONS THAT APPROPRIATELY ALIGN WITH PROFESSIONAL SKILL SETS</p> <p>CONDUCTS AND RECORDS INFORMATION FOR A JOB SEARCH</p> <p>DEMONSTRATES EFFECTIVE INTERVIEW SKILLS INCLUDING FOCUS AND USE OF APPROPRIATE BODY LANGUAGE AND DRESS</p> <p>DEVELOPS AN INTERVIEW FOLLOW UP COMMUNICATION STRATEGY</p>	<p>Foundation Skills:</p> <ul style="list-style-type: none"> ▪ Personal Qualities: <i>Self-Esteem</i> : Believes in own self-worth and maintains a positive view of self; demonstrates knowledge of own skills and abilities; is aware of impact on others <i>Self-Management</i> : Assesses own knowledge, skills, and abilities accurately; sets well-defined and realistic personal goals; monitors progress toward goal attainment and motivates self through goal achievement <p>Competencies:</p> <ul style="list-style-type: none"> ▪ Information: <i>Organizes and Maintains Information:</i> Organizes, processes, and maintains written or computerized records and other forms of information in a systematic fashion <i>Interprets and Communicates Information:</i> Selects and analyzes information and communicates the results to others using oral, written, graphic, pictorial, or multimedia methods 	<p>Decision-Making Skills: <i>Plan:</i> Set and prioritize goals; develop an organized approach of activities and objectives; actively carry out a plan</p> <p>Interpersonal: <i>Advocate and Influence</i> : Define what one is trying to achieve; assess interests, resources, and the potential for success; gather facts and supporting information to build a case that takes into account the interests and attitudes of others</p> <p>Lifelong Learning: <i>Take Responsibility for Learning</i> : Establish learning goals that are based on an understanding of one's own current and future learning needs</p> <p><i>Reflect and Evaluate:</i> Take stock of where one is; assess what one knows already and the relevance of that knowledge</p> <p><i>Learn Through Research:</i> Use multiple lines of inquiry to collect information</p>	<p>Career Education and Work Standards:</p> <p>13.2 Career Acquisition (Getting a Job):</p> <p>A (speaking and listening)</p> <p>B (resources)</p> <p>C (documenting)</p> <p>D (planning)</p> <p>E (workplace skills) (see all grades 3,5,8,11)</p> <p>RWSL Standards:</p> <p>1.8 Research:</p> <p>B (locating information) (see all grades 3,5,8,11)</p>	<p>When needed, in what ways am I able to present myself, as a potential worker in my area of interest, in written form only?</p> <p>Do I have effective writing skills?</p> <p>Do I have access to and support by someone who has knowledge about effective writing skills for generating a resume and a cover letter?</p> <p>Do I know how to conduct a job search in order to be employed in an area of work that is interesting to me?</p> <p>Do I know how to act and respond during an interview?</p> <p>Do I know how to obtain the paper documentation and credentials for a job position?</p>



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<p>VI. JOB SEEKING SKILLS (CONTINUED)</p> <p>SHARES APPROPRIATE REFERENCES</p> <p>COMPLETES APPROPRIATE CLEARANCES AND BACKGROUND CHECKS WHERE APPLICABLE</p> <p>MAINTAINS PROPER BUSINESS ETIQUETTE</p> <p>DEMONSTRATES EFFECTIVE COMMUNICATION DURING THE JOB SEEKING PROCESS (INCLUDING APPROPRIATE FOLLOW UP CORRESPONDENCES AND INFORMATION)</p> <p>DEMONSTRATES JOB RETENTION IF HELD PREVIOUS EMPLOYMENT</p> <p>UNDERSTANDS THAT NON WORK ACTIVITIES (I.E. ACTIVITIES DURING TIME OFF) CAN IMPACT PROFESSIONAL GOALS AND ABILITY TO OBTAIN AND RETAIN EMPLOYMENT</p>				 

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<p>VII. JOB RETENTION SKILLS</p> <p>RESPONDS APPROPRIATELY TO SUPERVISION AND DIRECTION</p> <p>DEMONSTRATES DEPENDABILITY AND RELIABILITY BY COMING TO WORK ON TIME AND REMAINING AT WORK FOR ENTIRE SHIFT</p> <p>RESPECTS DIVERSITY (E.G. RACE, GENDER, SEXUAL ORIENTATION, CULTURAL HERITAGE/TRADITION)</p> <p>UNDERSTANDS THE IMPORTANCE OF TEAMWORK</p> <p>UNDERSTANDS THE DIFFERENCE BETWEEN VERBAL AND NONVERBAL COMMUNICATION</p>	<p><u>Foundation Skills:</u></p> <ul style="list-style-type: none"> Thinking Skills: <i>Knowing How to Learn</i> : Recognizes and can use learning techniques to apply and adapt new knowledge and skills in both familiar and changing situations . . . Personal Qualities: <i>Social</i> : Demonstrates understanding, friendliness, adaptability, empathy and politeness in new and on-going settings; asserts self in familiar and unfamiliar social situations; relates well to others <p><u>Competencies:</u></p> <ul style="list-style-type: none"> Resources: <i>Allocates Time</i> : Selects goal-relevant activities, ranks them, allocates time, and prepares and follows schedules 	<p><u>Interpersonal:</u></p> <p><i>Cooperates with Other:</i> Interact with others in ways that are friendly, courteous, and tactful and that demonstrate respect for others' idea, opinions, and contributions</p> <p><i>Resolve Conflicts & Negotiate:</i> Acknowledge that there is a conflict; identify areas of agreement and disagreement; generate options for resolving conflict that have a “win/win” potential; engage parties in trying to reach agreement on a course of action that can satisfy the needs and interests of all; evaluate results of efforts and revise approach as necessary</p> <p><u>Communication:</u></p> <p><i>Listen Actively:</i> clarify purpose of listening and use listening strategies appropriate to that purpose</p> <p><i>Observe Critically:</i> Attend to visual sources of information, including television and other media; determine the purpose for observation and use strategies appropriate to the purpose; . . . analyze the accuracy, bias, and usefulness of the information</p>	<p><u>Career Education and Work Standards:</u></p> <p>13.3 Career Retention and Advancement: see especially A (attitude), B (cooperation) C (conflict resolution) and E (time), F (life changes), G (lifelong learning). (see all grades 3,5,8,11)</p> 	<p>Do I develop healthy working relationships?</p> <p>Do I know how to develop a working relationship with a supervisor?</p> <p>Do I know how to develop a positive working relationship with other workers?</p> <p>Do I have the encouragement and the support of others while I am pursuing employment in a career area that is interesting to me?</p>

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<p>VII. JOB RETENTION SKILLS (CONTINUED)</p> <p>GIVES AND RECEIVES CONSTRUCTIVE FEEDBACK</p> <p>PARTICIPATES FULLY IN A TASK FROM INITIATION TO COMPLETION</p> <p>UNDERSTANDS WORKPLACE ETIQUETTE (INCLUDING TURNING OFF CELL PHONES AT WORK AND DEALING WITH PERSONAL ISSUES DURING NON-WORK HOURS)</p> <p>KNOWS WHEN AND HOW TO ASK FOR CLARIFICATION ON TASKS AND WHEN TO ASK FOR HELP</p>	<p><u>Competencies:</u></p> <ul style="list-style-type: none"> ▪ Interpersonal: <i>Participates as a Member of a Team</i> : Works cooperatively with others and contributes to group ideas, suggestions, and effort <i>Works with Cultural Diversity</i> : Works well with men and women and with a variety of ethnic, social, or educational backgrounds; demonstrating competence in working with cultural diversity involves understanding one's own culture and those of others and how they differ; respecting the rights of others while helping them make cultural adjustments ▪ Systems: <i>Understands Systems</i>:: Knows how social, organizational, and technological systems work and operates effectively within them; . . . knowing the right people to ask for information and where to get resources; and functioning within the formal and informal codes of the social/organizational system 			<p>Do I know how to approach my supervisor with questions?</p> <p>How have I demonstrated my ability to work with a supervisor, teacher, or a boss in my recent past?</p>

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<p>VIII. LIFE SKILLS</p> <p>MANAGES PERSONAL FINANCES EFFECTIVELY</p> <p>PRACTICES EFFECTIVE TIME MANAGEMENT</p> <p>NAVIGATES TRANSPORTATION SYSTEMS</p> <p>MAINTAINS BALANCE BETWEEN PERSONAL AND PROFESSIONAL LIFE</p> <p>DEMONSTRATES ABILITY TO SET AND ACHIEVE GOALS</p> <p>MANAGES EMOTIONS APPROPRIATELY</p> <p>LEARNS HOW TO ADAPT TO UNFORESEEN CIRCUMSTANCES</p>	<p><u>Foundation Skills:</u></p> <ul style="list-style-type: none"> Thinking Skills: <i>Knowing How to Learn</i> : Recognizes and can use learning techniques to apply and adapt new knowledge and skills in both familiar and changing situations and is aware of learning tools such as personal learning styles (visual, aural, etc.) formal learning strategies (note taking or clustering items that share some characteristics), and informal learning strategies (awareness of assumptions that lead to false conclusions) 	<p><u>Lifelong Learning:</u> <i>Take Responsibility for Learning:</i> Establish learning goals that are based on an understanding of one's own current and future learning needs; identify own strengths and weaknesses as a learner and seek out opportunities for learning that help build self-concept as a learner; . . . test out new learning in real-life applications</p> <p><u>Decision-Making:</u> <i>Solve Problems and Make Decisions:</i> Anticipate or identify problems; Use information from diverse sources to arrive at a clearer understanding of the problem and its root causes; . . . evaluate strengths and weaknesses of alternatives, including potential risks and benefits and short- and long-term consequences</p>	<p><u>Career Education and Work Standards:</u> Entrepreneurship 13.4: A (entrepreneurship), B (characteristics), C (planning) (see all grades 3,5,8,11)</p> 	<p>What is my <i>learning style</i>?</p> <p>What are the differences between a personal and a professional life? What things are the same?</p> <p>Do I know where to turn for help? Who can I rely on?</p> <p>Do I understand the purpose, influence and daily use of money?</p> <p>In what ways do I manage money that <i>supports</i> my life style?</p> <p>In what ways do I manage money that <i>promotes</i> my lifestyle?</p>

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<p>IX. TECHNOLOGY SKILLS</p> <p>UNDERSTANDS BASIC COMPUTER SKILLS (E.G. MICROSOFT OFFICE TOOLS)</p> <p>DEMONSTRATES COMFORT WITH LEARNING AND APPLYING VARIOUS TECHNOLOGY PROGRAMS AND SOFTWARE</p>	<p><u>Competencies:</u></p> <ul style="list-style-type: none"> ▪ Information: <i>Uses Computers to Process Information:</i> employs computers to acquire, organize, analyze, and communicate information ▪ Technology: <i>Applies Technology to Task:</i> understands the overall intent and the proper procedures for setting up and operating machines, including computers and their programming systems 	<p><u>Lifelong Learning:</u> <i>Use Information and Communications Technology :</i> Use computers and other electronic tools to acquire, process, and manage information; use electronic tools to learn and practice skills; use the Internet to explore topics, gather information, and communicate</p>	<p><u>RWSL Standards:</u></p> <p>1.6 Speaking and Listening Standards: F (media for learning purposes) (see all grades 3,5,8,11)</p> <p>1.8 Research: B (Locate information) (see all grades 3,5,8,11)</p> 	<p>Am I computer literate?</p> <p>In what ways do I use computer technology in my life (e.g. scanners, PC, cell phone, money access machine)?</p> <p>In what ways do I make regular use of a computer?</p> <p>Am I able to make a presentation using media?</p> <p>In what ways might I demonstrate my ability to use a computer, as required by a job position?</p>

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Reading, Listening, Speaking, Writing, Math, Job Seeking, Job Retention, Life Skills, Technology, Personal & Social Development

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<p>X. PERSONAL & SOCIAL DEVELOPMENT</p> <p>ESTABLISHES AND MAINTAINS PERSONAL AND PROFESSIONAL NETWORKS</p> <p>PRACTICES EFFECTIVE CONFLICT RESOLUTION STRATEGIES</p> <p>DEMONSTRATES THE ABILITY TO IDENTIFY AND ASSESS COMMUNITY INFORMATION</p> <p>DEMONSTRATES SELF-DISCIPLINE, INTEGRITY, HONESTY, COMPASSION, INDEPENDENT THINKING AND RESPONSIBILITY WHILE ROLE MODELING APPROPRIATE BUSINESS BEHAVIOR</p> <p>UNDERSTANDS AND ADHERES TO GENERAL EMPLOYER POLICIES</p> <p>ESTABLISHES A POSITIVE WORK AND SCHOOL HISTORY</p> <p>UNDERSTANDS LEADERSHIP QUALITIES, VALUES, AND BEHAVIORS</p> <p>DEVELOPS CRITICAL THINKING AND PROBLEM SOLVING SKILLS</p>	<p><u>Foundation Skills:</u></p> <ul style="list-style-type: none"> ▪ Personal Qualities: <i>Integrity /Honesty:</i> Can be trusted; recognizes when faced with making a decision or exhibiting behavior that may break with commonly-held personal or societal values; understands the impact of violating these beliefs and codes on an organization, self, and others; and chooses an ethical course of action <i>Self-Management :</i> Assesses own knowledge, skills, and abilities accurately; sets well-defined and realistic personal goals; monitors progress toward goal attainment and motivates self through goal achievement <p><u>Competencies:</u></p> <ul style="list-style-type: none"> ▪ Interpersonal: <i>Exercises Leadership:</i> Communicates thoughts, feelings, and ideas to justify a position, encourages, persuades, convinces, or otherwise motivates an individual or groups, including responsibility challenging existing procedures, policies, or authority 	<p><u>Interpersonal:</u> <i>Guide Others:</i> Assess the needs of others and one's own ability to assist; . . . seek feedback on the usefulness and results of the assistance</p> <p><u>Lifelong Learning:</u> <i>Take Responsibility for Learning:</i> Establish learning goals that are based on an understanding of one's own current and future learning needs; identify own strengths and weaknesses as a learner and seek out opportunities for learning that help build self-concept as a learner; . . . test out new learning in real-life applications <i>Reflect and Evaluate:</i> Take stock of where one is: assess what one knows already and the relevance of that knowledge <i>Learn through Research:</i> Pose a question to be answered or make a prediction about objects or events; use multiple lines of inquiry to collect information; organize, evaluate, analyze, and interpret findings</p>	<p><u>Career Education and Work Standards:</u> 13.1 Career Awareness and Preparation: see especially A (interests, abilities, aptitudes), B (self interests), C (roles), D (job opportunities), E (choice), F (exploration), G (planning). (see all grades 3,5,8,11)</p>	<p>What are the differences between my personal and my professional life?</p> <p>In what ways do I solve conflicts between myself and others at home? In what ways do I solve conflicts between myself and others at work / school?</p> <p>Do I have role models who are part of my life? Do I – or can I – act as a role model for others?</p> <p>In what ways do I demonstrate my potential leadership skills?</p> <p>Does my attendance show that I can be counted on to participate regularly, to be on time, and to be ready to do work in a timely manner?</p> <p>In what ways might I define a successful person?</p>

