



7. PROFESSIONALISM & WORK ETHIC

Demonstrate personal accountability and effective work habits (e.g., punctuality, working productively with others, and time workload management), and understand the impact of non-verbal communication. The individual demonstrates integrity and ethical behavior, acts responsibly, and is able to learn from their mistakes.



| | LEVEL 1 | LEVEL 2 | LEVEL 3 | LEVEL 4 | LEVEL 5 | LEVEL 6 |
|---|---|--|--|---|--|--|
| 7.1 Build effective work habits | <p><i>With guidance</i>, I can stop to reflect on whether I am on the right path.</p> <p><i>With guidance</i>, I can follow the rules/norms for an inclusive, positive work environment.</p> <p><i>With guidance</i>, I can ask for help.</p> | <p>With prompting or support, I can stop to reflect on my progress and identify whether something needs to change about my approach.</p> <p><i>With limited prompting</i>, I can follow the rules/norms for an inclusive, positive work environment.</p> <p>I can ask for help when I get stuck or distracted.</p> | <p>I can stop at strategic points to reflect on my progress and identify whether something needs to change about my approach.</p> <p>I can follow the rules/norms for an inclusive, positive work environment.</p> <p>I can ask for help when I get stuck and brainstorm ways to change my approach or where I am working, or get the specific help I need to keep progressing.</p> <p><i>With guidance</i>, I can apply a strategy to get back on track if I get distracted or have an issue caused by my environment or my choices.</p> | <p>I have a set of routines and tools I use to regularly monitor my learning process and my progress toward my goal.</p> <p>I can support a focused, inclusive, and positive work environment by following a set of norms/rules.</p> <p>When I get stuck or behind schedule, I can recognize it, and generate ideas about how to change my approach, adjust my environment, or get the specific help I need to keep progressing.</p> <p>I can avoid or quickly get back on track after distractions or issues caused by my environment or approach.</p> | <p>I have a set of routines and tools I use to regularly monitor and measure my progress toward my goal, and assess whether or not I'm on track.</p> <p>I can support myself and others around me by contributing to a focused, inclusive, and positive work environment.</p> <p>When I get stuck, behind schedule, or when I anticipate a challenge or setback in my progress, I can recognize it quickly and generate ideas about how to change my approach, adjust my environment, or get the specific help I need to keep progressing.</p> <p>I can anticipate and carefully avoid distractions or issues caused by my environment or approach.</p> <p>I can pay attention to my energy level and sense of motivation, and notice how it changes and affects my work or progress.</p> | <p>I have a set of routines and tools I use daily to monitor and measure my progress toward my goal, assess whether or not I'm on track, and can adapt these according to my context or work with others (e.g. team members, clients, etc.).</p> <p>I can support myself and others around me by contributing to a focused, inclusive, positive, and encouraging work environment.</p> <p>When I get stuck, behind schedule, or when I anticipate a challenge or setback in my progress, I can recognize it quickly and proactively generate ideas about how to change my approach, adjust my environment, or get the specific help I need to keep progressing.</p> <p>I can anticipate and carefully avoid distractions or issues caused by my environment or approach.</p> <p>I can protect my energy level and sense of motivation by avoiding negative influences and engaging with positive influences.</p> |
| 7.2 Communicate in verbal and nonverbal language | <p><i>With guidance</i>, I can use "I" statements to share how I feel.</p> <p><i>With guidance</i>, I can show that I was listening.</p> <p><i>With reminding</i>, I can adjust my body language when needed.</p> | <p><i>With guidance</i>, I can use "I" statements to share my point of view.</p> <p><i>With guidance</i>, I can listen and use words (or gestures, pictures, sign) to show my understanding of what another person said, including when they are feeling upset.</p> <p>I can ask to hear others' perspective if they have not been heard.</p> <p>With guidance, I can adjust my own body language and identify how it impacts my message.</p> | <p>I can use "I" statements to share my point of view and my feelings.</p> <p>I can listen and observe body language to identify and show understanding of how another person is feeling.</p> <p>I can notice whether all others are given respect and voice and ask to hear team members' perspective if they have not been heard.</p> <p>I can use feedback to adjust my own body language and analyze how it impacts my message.</p> | <p>I can honestly assert my feelings, recognizing that my feelings must be balanced with the feelings of others.</p> <p>I can listen without interrupting, and observe body language, to identify and show understanding of the feelings and perspectives of others.</p> <p>I can notice whether a group recognizes, values, and respects the voice of all participants, and call out when I notice an imbalance.</p> <p>I can think about my body language and change it if necessary (e.g., uncross arms, make eye contact).</p> | <p>I can honestly assert my feelings and recognize the feelings of others, taking responsibility for my role in a conflict with words and actions, when applicable.</p> <p>With active listening and observation, I can use verbal, physical, and/or situational cues to identify the feelings and perspectives of others.</p> <p>I can monitor how power dynamics (both personal and socio-cultural) impact communication within a group and actively work to correct these imbalances.</p> <p>I can consistently use open and non-threatening body language (e.g., uncross arms, make eye contact).</p> <p>I can adjust the tone and style of my communication with team members as appropriate to the context.</p> | <p>With integrity and honesty, I can assert my feelings while recognizing and validating the feelings of others.</p> <p>With active listening, clarifying questions and careful observation, I can use verbal, physical, and/or situational cues to identify the feelings and perspectives of others.</p> <p>I can monitor and anticipate how power dynamics (both personal and socio-cultural) impact communication within a group and create protocols and/or structures to support balanced communication.</p> <p>I can consistently use open and non-threatening body language, and I can notice how others are responding to me and make any necessary adjustments (e.g., body language, tone of voice, proximity to others).</p> <p>I can tailor and adjust the tone and style of my communication with others as appropriate to the context.</p> |
| Professionalism & work ethic continued on next page >> | | | | | | |



7. PROFESSIONALISM & WORK ETHIC (Cont.)



Demonstrate personal accountability and effective work habits (e.g., punctuality, working productively with others, and time workload management), and understand the impact of non-verbal communication. The individual demonstrates integrity and ethical behavior, acts responsibly, and is able to learn from their mistakes.

| | LEVEL 1 | LEVEL 2 | LEVEL 3 | LEVEL 4 | LEVEL 5 | LEVEL 6 |
|--|---|--|--|---|--|--|
| 7.3 Demonstrate integrity and personal accountability | <p><i>With guidance</i>, I can use feedback to identify my strengths and weaknesses.</p> <p>I can choose an activity that will give me an opportunity to learn something new.</p> <p><i>With guidance</i>, I can recognize negative influences and practice a strategy for avoiding them.</p> | <p>I can use feedback to identify my strengths and weaknesses.</p> <p>I can engage in an activity that will give me an opportunity to learn something new.</p> <p><i>With guidance</i>, I can recognize negative influences that lead to unhealthy thoughts or behaviors, and practice a strategy for avoiding them.</p> | <p>I can use feedback and reflection to identify my strengths and weaknesses.</p> <p>I can apply what I learn to help me choose an activity that will give me an opportunity to build on my existing skills or develop a new skill.</p> <p>I can recognize negative influences that lead to unhealthy thoughts or behaviors, and practice a strategy for avoiding them.</p> | <p>I can self-assess, using feedback, reflection, or other tools (e.g., rubrics, past work) to identify my strengths and weaknesses.</p> <p>I can apply my self-knowledge to engage in experiences that will give me an opportunity to build on my existing skills or develop a new skill.</p> <p>I can recognize negative influences that lead to unhealthy thoughts or behaviors, and practice one or more strategies for avoiding them.</p> <p>I can identify the relationships and activities that make me feel joy, pride, or a sense of purpose.</p> | <p>I can self-assess, using feedback, reflection, and other tools to identify my strengths and weaknesses and prioritize areas for growth in general or on a specific skill.</p> <p>I can apply my self-knowledge to seek out and deliberately engage in experiences that will give me an opportunity to build on my existing skills or develop a new skill.</p> <p>I can monitor my own overall sense of wellness, recognize negative influences that lead to unhealthy thoughts or behaviors, and implement strategies to help me avoid them.</p> <p>I can invest time in the relationships, practices, and activities that make me feel joy, pride or a sense of purpose.</p> | <p>I can self-assess, selecting a tool/s that will provide a new perspective, to identify my strengths and weaknesses and prioritize a high-leverage area for growth.</p> <p>I can apply my self-knowledge to seek out or design and deliberately engage in experiences that will give me an opportunity to build on my existing skills or develop a new skill.</p> <p>I can monitor my overall sense of wellness in systematic ways, within a circle of support and/or accountability from loved ones and trusted professionals, avoiding negative influences that lead to unhealthy thoughts or behaviors.</p> <p>I can regularly invest time in the relationships, practices, and activities that make me feel joy, pride or a sense of purpose.</p> |
| 7.4 Practice self-reflection and personal growth strategies | <p><i>With guidance</i>, I can try a technique/strategy (e.g. journaling, creative pursuits, meditation) for reflection in order to help me think about a problem.</p> | <p><i>With guidance</i>, I can try a technique/strategy (e.g. journaling, creative pursuits, meditation) for personal reflection in order to help me engage in contemplation.</p> | <p>I can try a technique/strategy for personal reflection in order to help me engage in contemplation.</p> <p><i>With guidance</i>, I can use what I learn in my reflection as a basis for making a specific change in my thoughts, actions, or attitude.</p> | <p>I can choose a technique/strategy for personal reflection to try in order to help me contemplate, process, and grow.</p> <p>I can use what I learn in my reflection as a basis for making a specific change in my thoughts, actions, or attitude.</p> | <p>I can test different techniques/strategies for personal reflection, identifying one or more that I can practice regularly to help me contemplate, process, and grow.</p> <p>I can apply my reflection to formulate and carry out concrete action steps that will help me grow personally.</p> | <p>I can continuously test different techniques/strategies for personal reflection, identifying one or more that I can practice regularly to help me contemplate, process, and grow.</p> <p>I can apply my reflection to formulate and carry out concrete action steps that will help me grow personally or professionally.</p> |