Career Exploration
Current Standards

	Indicator # CE 1 - Identify personal aptitudes, abilities, strengths, talents and weaknesses
Level 3: Strategic Thinking	CE 1.1 Develop an understanding of self
Level 3: Strategic Thinking	CE 1.2 Recognize the relationship between personal attributes and choosing a career

	Indicator # CE 2 - Investigate the knowledge and skills associated with the career clusters
Level 2: Skill/Concept	CE 2.1 Locate, identify, research and interpret career information
Level 2: Skill/Concept	CE 2.2 Compare and contrast characteristics of various careers
Level 2: Skill/Concept	CE 2.3 Compare and contrast education/training requirements for employment in various industries

	Indicator # CE 3 - Explore relevant factors that impact success and satisfaction in careers
Level 3: Strategic Thinking	CE 3.1 Formulate relevant criteria for choosing a career
Level 4: Extended Thinking	CE 3.2 Investigate and make connections relevant to areas of interest

	Indicator # CE 4 - Develop a personal learning plan
Level 1: Recall	CE 4.1 Explain the value and importance of a personal learning plan
Level 4: Extended Thinking	CE 4.2 Develop an educational plan
Level 3: Strategic Thinking	CE 4.3 Investigate experiential learning opportunities aligned with a personal learning plan
Level 4: Extended Thinking	CE 4.4 Explore possible barriers to a personal learning plan

Career Exploration
Proposed Standards

	Indicator # CE 1 - Identify personal aptitudes, abilities, strengths, talents, and weaknesses
Level 3: Strategic Thinking	CE 1.1 Demonstrate an understanding of self
Level 3: Strategic Thinking	CE 1.2 Recognize the relationship between personal attributes and choosing a career

	Indicator # CE 2 - Investigate the 16 career clusters
Level 2: Skill/Concept	CE 2.1 Explore all 16 career clusters
Level 2: Skill/Concept	CE 2.2 Identify specific careers within career clusters

	Indicator # CE 3 - Investigate the knowledge and skills associated with various careers
Level 2: Skill/Concept	CE 3.1 Research and interpret career information
Level 2: Skill/Concept	CE 3.2 Compare and contrast characteristics of various careers
Level 2: Skill/Concept	CE 3.3 Investigate education/training requirements for employment in various industries

	Indicator # CE 4 - Explore factors that impact success and satisfaction in careers
Level 3: Strategic Thinking	CE 4.1 Formulate criteria for choosing a career, including but not limited to: wages & benefits, values & lifestyle preferences, required education, working conditions, working environment
Level 4: Extended Thinking	CE 4.2 Investigate and make connections relevant to areas of interest

	Indicator # CE 5 - Create and then maintain a career plan
Level 1: Recall	CE 5.1 Explain the value and importance of a career plan
Level 4: Extended Thinking	CE 5.2 Create a career plan, which includes but is not limited to: career(s)/career cluster(s) of interest, related activities and/or classes, and required training or education after high school (This may include a personal learning plan)
Level 3: Strategic Thinking	CE 5.3 Investigate experiential learning opportunities aligned with a career plan
Level 4: Extended Thinking	CE 5.4 Explore possible barriers to a career plan

Level 4: Extended Thinking	CE 4.5 Begin creating a career portfolio

Employability
Current Standards

Indicator # E 1 - Evaluate positive work behaviors and personal qualities.	
Level 1: Recall	E 1.1 Identify personal qualities and aptitudes
Level 2: Skill/Concept	E 1.2 Generalize positive work qualities
Level 3: Strategic Thinking	E 1.3 Analyze appropriate self-management skills as related to specific work environment

Indicator # E 2: Demonstrate skills to seeking and successfully securing employment	
Level 2: Skill/Concept	E 2.1 Investigate sources to identify employment opportunities
Level 3: Strategic Thinking	E 2.2 Analyze and create relevant employment documents
Level 4: Extended Thinking	E 2.3 Demonstrate effective interview skills for employment
Level 1: Recall	E 2.4 Identify the role of networking in preparing for employment

Indicator # E 3 - Demonstrate effective workplace communication.	
Level 1: Recall	E 3.1 Recognize different means of communication in the workplace
Level 4: Extended Thinking	E 3.2 Demonstrate effective communication in the workplace using appropriate methods

Indicator # E 4 - Generalize employer and employee responsibilities toward each other	
Level 2: Skill/Concept	E 4.1 Research employers' responsibilities
Level 4: Extended Thinking	E 4.2 Demonstrate understanding of employability skills needed to maintain employment

Indicator # E 5 - Make connections between educational choices and employment options.	
Level 2: Skill/Concept	E 5.1 Develop post-secondary plans related to individual goals
Level 4: Extended Thinking	E 5.2 Apply employability concepts through experiential learning

Employability
Proposed Standards

Indicator # E 1 - Evaluate positive work behaviors and personal qualities	
Level 1: Recall	E 1.1 Identify personal qualities, aptitudes, skills, and values (personal and work)
Level 2: Skill/Concept	E 1.2 Identify and demonstrate positive work qualities
Level 3: Strategic Thinking	E 1.3 Analyze appropriate self-management skills as related to specific work environments

Indicator # E 2 - Demonstrate skills to successfully seek and obtain employment	
Level 2: Skill/Concept	E 2.1 Identify employment opportunities
Level 3: Strategic Thinking	E 2.2 Create professional employment documents
Level 4: Extended Thinking	E 2.3 Demonstrate effective interview skills for employment

Indicator # E 3 - Demonstrate effective workplace communication	
Level 4: Extended Thinking	E 3.1 Demonstrate effective and appropriate communication in the workplace using various methods

Indicator # E 4 - Explore workplace responsibilities	
Level 2: Skill/Concept	E 4.1 Research employers' rights and responsibilities
Level 2: Skill/Concept	E 4.2 Understand employee rights and responsibilities
Level 4: Extended Thinking	E 4.3 Display behaviors needed to maintain employment

Indicator # E 5 - Make connections between employment options and training requirements	
	E 5.1 Develop a post high school plan aligned to individual abilities, goals and values
	E 5.2 Apply employability concepts through experiential learning

Level 3: Strategic Thinking	E 5.3 Compare postsecondary options to determine alignment with abilities, lifestyle and goals

Foundations of Technology Current Standards

Indicator # FT 1 - Create and format word processing documents for a variety of personal and work applications	
Level 2: Skill/Concept	FT 1.1 Modify and manipulate paragraphs and paragraph formatting
Level 2: Skill/Concept	FT 1.2 Use tables to enhance documents
Level 2: Skill/Concept	FT 1.3 Customize document formatting
Level 2: Skill/Concept	FT 1.4 Create a mail merge document
Level 2: Skill/Concept	FT 1.5 Create and use features of word processing software
Level 2: Skill/Concept	FT 1.6 Format characters
Level 2: Skill/Concept	FT 1.7 Use Help features

Indicator # FT 2 - Create and format spreadsheets for a variety of personal and work applications	
Level 2: Skill/Concept	FT 2.1 Format a spreadsheet to enhance its appearance
Level 2: Skill/Concept	FT 2.2 Insert formulas into a worksheet to enhance its functionality
Level 2: Skill/Concept	FT 2.3 Manipulate data within and between workbooks
Level 2: Skill/Concept	FT 2.4 Create charts within a spreadsheet to represent data graphically

Indicator # FT 3 - Create and format professional presentations	
Level 2: Skill/Concept	FT 3.1 Create a presentation using presentation software
Level 2: Skill/Concept	FT 3.2 Modify a presentation
Level 2: Skill/Concept	FT 3.3 Add visual appeal and animation to a presentation
Level 2: Skill/Concept	FT 3.4 Add visual elements to a presentation
Level 2: Skill/Concept	FT 3.5 Share and present professional presentations

Indicator # FT 4 - Demonstrate and communicate an understanding of an operating system's file management system	
Level 2: Skill/Concept	FT 4.1 – Use an operating system's file manager to navigate using various methods to different locations and manage files
Level 3: Strategic Thinking	FT 4.2 – Manipulate the operating system's built-in search features

Workplace Technology Skills Proposed Standards

Indicator # WTS 1 - Create and format word processing documents for a variety of personal and work applications	
Level 2: Skill/Concept	WTS 1.1 Modify, manipulate and format paragraphs
Level 2: Skill/Concept	WTS 1.2 Use tables to enhance documents
Level 2: Skill/Concept	WTS 1.3 Customize document formatting
Level 2: Skill/Concept	WTS 1.4 Create a mail merge document
Level 2: Skill/Concept	WTS 1.5 Create and use features of word processing software
Level 2: Skill/Concept	WTS 1.6 Format characters
Level 2: Skill/Concept	WTS 1.7 Utilize Help features

Indicator # WTS 2 - Create, manipulate and format data	
Level 2: Skill/Concept	WTS 2.1 Format a spreadsheet to enhance its appearance
Level 2: Skill/Concept	WTS 2.2 Insert formulas into a spreadsheet to enhance its functionality
Level 2: Skill/Concept	WTS 2.3 Manipulate data within and between multiple spreadsheets
Level 2: Skill/Concept	WTS 2.4 Create charts and graphs to represent data
Level 2: Skill/Concept	WTS 2.5 – Create forms and reports

Indicator # WTS 3 - Create and format professional presentations	
Level 2: Skill/Concept	WTS 3.1 Create a presentation using presentation tools
Level 2: Skill/Concept	WTS 3.2 Modify a presentation
Level 2: Skill/Concept	WTS 3.3 Add visual elements to a presentation
Level 2: Skill/Concept	WTS 3.4 Share and present professional presentations

Indicator # WTS 4 - Demonstrate an understanding of a file management system	
Level 2: Skill/Concept	WTS 4.1 – Use a file management system to navigate and manage files
Level 3: Strategic Thinking	WTS 4.2 – Utilize a system's built-in search features

Foundations of Technology
Current Standards

	Indicator # FT 5 - Manage administrative features of an operating system
Level 2: Skill/Concept	FT 5.1 – Demonstrate knowledge of features in the operating system
Level 3: Strategic Thinking	FT 5.2 – Analyze operating system capabilities and restrictions

	Indicator # FT 6 - Distinguish and apply key elements of Internet browsers and search engines
Level 2: Skill/Concept	FT 6.1 – Demonstrate advanced search techniques within a search engine
Level 2: Skill/Concept	FT 6.2 – Analyze different search engines
Level 2: Skill/Concept	FT 6.3 – Evaluate different Internet browsers

	Indicator # FT 7 - Understand how to create a database table and forms using database software.
Level 2: Skill/Concept	FT 7.1 – Create a database table
Level 2: Skill/Concept	FT 7.2 – Create relationships between database tables
Level 2: Skill/Concept	FT 7.3 – Perform queries and filter records
Level 2: Skill/Concept	FT 7.4 – Create forms in the database
Level 2: Skill/Concept	FT 7.5 – Create reports in the database

	Indicator # FT 8 - Demonstrate an understanding of computer preventive maintenance and security
Level 2: Skill/Concept	FT 8.1 – Demonstrate various methods of backing up files using different options
Level 2: Skill/Concept	FT 8.2 – Conduct Internet browser maintenance
Level 2: Skill/Concept	FT 8.3 – Explain the importance of antivirus software
Level 2: Skill/Concept	FT 8.4 – Communicate an understanding of the importance of password creation and management

	Indicator # FT 9 - Develop digital literacy, netiquette and citizenship skills
Level 3: Strategic Thinking	FT 9.1 – Demonstrate an understanding of the importance of privacy and security within relevant technological tools
Level 3: Strategic Thinking	FT 9.2 - Analyze the effect of technology on relationships and communication
Level 3: Strategic Thinking	FT 9.3 - Demonstrate the complexity of safe, legal and responsible creation of digital footprints and reputations

Workplace Technology Skills Proposed
Standards

	Indicator # WTS 5 - Manage user settings of an operating system
Level 2: Skill/Concept	WTS 5.1 – Demonstrate knowledge of features in the operating system

	Indicator # WTS 6 - Distinguish and apply key elements of Internet browsers and search engines
Level 2: Skill/Concept	WTS 6.1 – Demonstrate advanced search techniques within a search engine
Level 2: Skill/Concept	WTS 6.2 – Analyze search engines
Level 2: Skill/Concept	WTS 6.3 – Evaluate Internet browsers

	Indicator # WTS 7 - Demonstrate an understanding of computer preventive maintenance and security
Level 2: Skill/Concept	WTS 7.1 – Demonstrate various methods of backing up files
Level 2: Skill/Concept	WTS 7.2 – Conduct Internet browser maintenance
Level 2: Skill/Concept	WTS 7.3 – Explain the importance of antivirus software
Level 2: Skill/Concept	WTS 7.4 – Communicate the importance of password creation and management

	Indicator # WTS 8 - Develop digital literacy, netiquette, and citizenship skills
Level 3: Strategic Thinking	WTS 8.1 – Demonstrate an understanding of the importance of privacy and security within relevant technological tools
Level 3: Strategic Thinking	WTS 8.2 - Analyze the effect of technology on relationships and communication
Level 3: Strategic Thinking	WTS 8.3 - Demonstrate the complexity of safe, legal, and responsible creation of digital footprints and reputations

Foundations of Technology
Current Standards

Level 3: Strategic Thinking	FT 9.4 - Follow ethical and legal guidelines in gathering and using digital information and applications
Level 3: Strategic Thinking	FT 9.5 Effectively decipher reliable information on the web

Workplace Technology Skills Proposed
Standards

Level 3: Strategic Thinking	WTS 8.4 - Follow ethical and legal guidelines in gathering and using digital information and applications
Level 3: Strategic Thinking	WTS 8.5 Effectively decipher reliable information on the web

Leadership and Service
Current Standards

	Indicator # LS 1 - Investigate skills for leadership in the workplace and community.
Level 2: Skill/Concept	LS 1.1 Examine characteristics, leadership styles, and habits of leaders
Level 2: Skill/Concept	LS 1.2 Demonstrate understanding of organizational structure and meeting protocol
Level 2: Skill/Concept	LS 1.3 Compare and apply strategies for management of self and/or teams
Level 2: Skill/Concept	LS 1.4 Define the importance of being a good follower
Level 3: Strategic Thinking	LS 1.5 Determine how career and technical student organizations can provide leadership and service experiences

	Indicator # LS 2 - Demonstrate standards of effective communication.
Level 2: Skill/Concept	LS 2.1 Use effective oral and written communication

	Indicator # LS 3 - Summarize standards of behaviors in leadership situations
Level 2: Skill/Concept	LS 3.1 Develop social skills in a professional setting
Level 2: Skill/Concept	LS 3.2 Practice standards of professional communication
Level 2: Skill/Concept	LS 3.3 Summarize standards of ethical behavior in leadership situations
Level 2: Skill/Concept	LS 3.4 Categorize skills and behaviors that contribute to success in the workplace
Level 2: Skill/Concept	LS 3.5 Examine appropriate use of social media in personal and professional settings
Level 3: Strategic Thinking	LS 3.6 Demonstrate understanding of career and technical student organizations and their roles in preparing future leaders

	Indicator # LS 4 - Understand the importance of diversity and mutual respect.
Level 1: Recall	LS 4.1 Identify different points of view to gain understanding of multiple perspectives
Level 2: Skill/Concept	LS 4.2 Develop interpersonal skills in conflict resolution and group decision-making

Leadership and Service
Proposed Standards

	Indicator # LS 1 - Investigate skills for leadership in the workplace and community.
Level 2: Skill/Concept	LS 1.1 Examine characteristics, leadership styles, and habits of leaders
Level 2: Skill/Concept	LS 1.2 Demonstrate understanding of organizational structure and meeting protocol
Level 2: Skill/Concept	LS 1.3 Compare and apply strategies for management of self and teams
Level 3: Strategic Thinking	LS 1.4 Demonstrate understanding of student organizations and their roles in preparing future leaders

	Indicator # LS 2 - Demonstrate professional communication.
Level 2: Skill/Concept	LS 2.1 Use effective communication techniques

	Indicator # LS 3 - Summarize professional behaviors in leadership situations
Level 2: Skill/Concept	LS 3.1 Demonstrate social skills in a professional setting
Level 2: Skill/Concept	LS 3.2 Identify ethical behavior in leadership situations
Level 2: Skill/Concept	LS 3.3 Categorize skills and behaviors that contribute to success
Level 2: Skill/Concept	LS 3.4 Examine appropriate use of technology in personal and professional settings

	Indicator # LS 4 - Understand the importance of diversity and mutual respect.
Level 1: Recall	LS 4.1 Identify different points of view to gain understanding of multiple perspectives
Level 2: Skill/Concept	LS 4.2 Develop interpersonal skills in conflict resolution and group decision-making

Level 2: Skill/Concept	LS 4.3 Recognize stereotypes and explain their possible effects	Level 2: Skill/Concept	LS 4.3 Recognize stereotypes and explain their possible effects

Career readiness standards are essential skills vital to all careers. As students progress through their program of study in CTE and academic courses teachers should seek ways to incorporate these standards into all courses to help students develop these soft skills to be college, career, and workforce ready.

The career readiness standards:

• Can be incorporated into all CTE clusters as appropriate (not a separate, standalone course)

• All standards are not required to be implemented by teachers in all courses (available to incorporate as appropriate)

Career Readiness Standards
No Current Standards

Career Readiness Standards
Proposed Standards

Indicator # CRS 1 Apply appropriate academic and technical skills	
Level 3: Strategic Thinking	CRS 1.1 Academic Attainment • Demonstrate proficiency in academic core standards (math, English/ Language Arts, Science, Social Sciences) • Reads and comprehends written material in a variety of forms and levels of complexity. • Completes secondary courses to meet high school graduation requirements. • Assimilates and applies new learning, knowledge, and skills.
Level 3: Strategic Thinking	CRS 1.2 Technical Skill Attainment • Identifies the training, education, and certification requirements for entrance and advancement in a chosen occupation • Completes a career and technical education program of study. (concentrator) • Passes certification tests to qualify for licensure and/or industry certifications.
Level 3: Strategic Thinking	CRS 1.3 Strategic Thinking • Practices reasoning and systems-level thinking to deal with varied concepts and complexity. • Analyzes elements of a problem situation to develop solutions. • Uses acquired academic and technical skills to improve a situation or process. • Seeks to enhance knowledge and skills through ongoing professional development.
Level 3: Strategic Thinking	CRS 1.4 Safety Procedures • Understands the importance of health, safety, human resource and environmental regulations for the classroom, lab, shop, and workplace. • Applies safety knowledge. • Uses safety equipment properly.

	Indicator # CRS 2 Communicate effectively and appropriately
Level 3: Strategic Thinking	CRS 2.1 Speaking and Listening • Asks pertinent questions to acquire or confirm information. • Demonstrates interpretation of verbal and non-verbal messages in a conversation. • Converses with diverse individuals in an all-inclusive manner to foster positive relationships. • Practices active and attentive listening skills.
Level 3: Strategic Thinking	CRS 2.2 Writing • Produces clear and coherent written communication in which the development, organization and style are appropriate to task, purpose and audience. • Composes focused written documents such as: agendas, audio-visuals, bibliographies, drafts, emails, forms, notes, oral presentations, reports and technical documents. • Constructs a well-reasoned position, based on an openness to new information and ideas, to support a theory or validate a point of view.
Level 3: Strategic Thinking	CRS 2.3 Presentations • Prepares presentations to provide information for specific purposes and audiences. • Delivers presentations that sustain listeners' attention and interest. • Uses technology appropriately to effectively present information.
Level 3: Strategic Thinking	CRS 2.4 Professional Etiquette • Uses professional etiquette and observes social protocols when communicating. • Practices appropriate use of social media in personal and professional environments. • Uses proper word choice and tone when communicating to teachers, classmates, superiors, customers/clients and co-workers.

Level 3: Strategic Thinking	CRS 2.5 Customer Service • Establishes positive relationship with internal and external customers. • Identifies and addresses customers' needs and wants. • Recommends appropriate products and services. • Uses effective follow-up techniques to assure that the needs of customers/clients have been met.

	Indicator # CRS 3 Contribute to the growth employee, employer, and community success
Level 3: Strategic Thinking	CRS 3.1 Personal Responsibility • Takes responsibility for individual and shared group work tasks. • Models behaviors that demonstrate reliability, dependability and commitment to the organization. • Pursues results with personal energy and drive to completion.
Level 3: Strategic Thinking	CRS 3.2 Meets Expectations • Arrives on time to work, class, appointments or meetings, adequately prepared and appropriately dressed. • Complies with policies, norms/culture, procedures and protocols. • Exhibits professional etiquette in all interactions.
Level 3: Strategic Thinking	CRS 3.3 Civic Responsibility and Service • Participates in leadership and teamwork opportunities available through professional organizations and community groups/boards/committees. • Engages in local government. • Demonstrates a respect for laws and regulations and those who enforce them.

	Indicator # CRS 4 Make sense of problems and perseveres in solving them
Level 4: Extended Thinking	CRS 4.1 Perceptiveness • Accurately defines a problem or issue. • Recognizes factors, constraints, goals and relationships in a problem situation. • Identifies irregularities in processes and environments and seeks to understand their cause.

Level 4: Extended Thinking	CRS 4.2 Problem Solving • Presents multiple solutions to the problem based on evidence and insights. • Evaluates solutions and determines the potential value toward solving the problem. • Employs critical thinking skills independently and in teams to solve problems and make decisions.
Level 3: Strategic Thinking	CRS 4.3 Perseverance/ Work Ethic • Establishes and executes plans to completion even when faced with setbacks. • Requires minimal supervision to successfully complete tasks on schedule. • Prioritizes tasks to ensure progress toward stated objectives. • Presents a professional attitude and mindset in the classroom and workplace. • Adapts to change and demonstrates agility.

	Indicator # CRS 5 Use critical thinking
Level 3: Strategic Thinking	CRS 5.1 Critical Thinking • Demonstrates the ability to reason critically and systematically. • Uses reason and logic to evaluate situations from multiple perspectives. • Critiques possible solutions using valid research, historical context and balanced judgment. • Recognizes and makes use of systems and relationships including interdependent cause-and-effect analysis and feedback.
Level 4: Extended Thinking	CRS 5.2 Decision Making • Conducts research, gathers input and analyzes information necessary for decision-making. • Develops and prioritizes possible solutions with supporting rationale. • Determines a course of action with the greatest perceived potential for success while considering its impact on others.
Level 3: Strategic Thinking	CRS 5.3 Adaptability • Demonstrates a willingness to learn new knowledge and skills. • Considers multiple and diverse points of view. • Manages multiple tasks and priorities. • Exhibits the ability to focus, prioritize, organize and handle ambiguity.

	Indicator # CRS 6 Demonstrate innovation and creativity
Level 3: Strategic Thinking	CRS 6.1 Creativity • Uses information, knowledge and experience to generate original ideas and challenge assumptions. • Initiates brainstorming to generate ideas to solve problems or maximize opportunities. • Appreciates new and creative ideas of others. • Knows when to curb the creative process and begin implementation.
Level 3: Strategic Thinking	CRS 6.2 Innovation • Searches for new ways to improve the efficiency of existing processes. • Determines the feasibility of improvements for ideas and concepts. • Accepts and incorporates constructive criticism into proposals for innovation. • Takes informed risks to introduce innovation while understanding the limits of authority.

	Indicator # CRS 7 Model ethical leadership and effective management
Level 3: Strategic Thinking	CRS 7.1 Leadership • Employs organizational development skills to foster positive working relationships and accomplish goals. • Enlists the support of others to accomplish a goal. • Models the positive attributes of effective leaders (e.g. self awareness, self-regulation, motivation, empathy and social skills).
Level 4: Extended Thinking	CRS 7.2 Ethics • Considers the ethical implications of decisions and actions and their impact on personal reputation and credibility. • Recognizes personal and long-term workplace consequences of unethical or illegal behaviors. • Practices ethical behavior at all times and complies with code of conduct.

Level 3: Strategic Thinking	CRS 7.3 Management • Differentiates between leadership and management. • Determines the objectives, parameters and deadlines involved in managing a project prior to beginning work. • Develops personal management skills to function effectively and efficiently.

	Indicator # CRS 8 Works productively in teams and demonstrate cultural competency
Level 3: Strategic Thinking	CRS 8.1 Teamwork • Builds consensus within a team to accomplish results. • Contributes to team-oriented projects and assignments. • Engages team members and utilizes individual talents and skills.
Level 4: Extended Thinking	CRS 8.2 Conflict Resolution • Anticipates potential sources of conflict and employs conflict resolution skills to facilitate solutions. • Disagrees with a team member without causing personal offense. • Negotiates with conflicting parties to agree on a reasonable and mutually acceptable solution.
Level 3: Strategic Thinking	CRS 8.3 Social and Cultural Competence • Gives and earns respect by interacting positively with people of different backgrounds, experiences and beliefs. • Uses awareness of all cultures and languages to effectively communicate with co-workers, classmates, and customers/clients.

	Indicator # CRS 9 Utilizes technology
Level 3: Strategic Thinking	CRS 9.1 Data Gathering, Access, and Management • Uses various methods to search for valid, relevant data to complete workplace tasks. • Evaluates Internet resources for reliability and validity. • Develops and uses a consistent approach for managing data.

Level 4: Extended Thinking	**CRS 9.2 Tools and Applications** • Uses the appropriate technology tools for conveying information, solving problems and expediting processes. • Demonstrates the technology skills needed for a chosen cluster. • Identifies the value of technology tools and applications.
Level 3: Strategic Thinking	**CRS 9.3 Technology Ethics** • Understands the ethical uses of information and technology related to privacy, intellectual property, and workplace issues. • Uses computer and internet protocols that ensure cyber security and confidentiality of private information.

	Indicator # CRS 10 Manage personal career development
Level 2: Skill/Concept	CRS 10.1 Planning • Identifies opportunities in one or more career pathways that aligns with personal interests and aptitudes. • Develops career goals and objectives. • Develops a personal education and career plan to meet goals and objectives.
Level 4: Extended Thinking	CRS 10.2 Employment/ Education Seeking • Uses multiple resources, including personal and professional networks, to locate job and/or educational opportunities. • Researches information about a prospective employers to successfully complete an application. • Uses professional digital media to create a personal brand. • Markets self effectively to potential employers and institutions.

Level 3: Strategic Thinking	CRS 10.3 Resumes, Portfolios, and Interviews • Prepares a professional résumé appropriate for each situation. • Produces a record of education and work experiences, licenses, certifications and projects/products to include in a portfolio. • Presents a professional image appropriate for the job interview. • Communicates experiences, knowledge and skills identified in the résumé and portfolio when interviewing.
Level 3: Strategic Thinking	CRS 10.4 Professional Development • Identifies opportunities for career advancement. • Uses resources to develop goals that address training, education and self-improvement issues.
	CRS 10.5 Entrepreneurship • Understands the knowledge and skills required of an entrepreneur. • Describes the opportunities for entrepreneurship in a given cluster. • Weighs the opportunities, benefits and risks of entrepreneurship versus employment.