

APPENDIX - SUPPLEMENTAL**Project Standards**

*Developed from the "Integrated System for Workforce Education Curricula"
A Project of the Center for Occupational Research and Development*

North Mason School District's Hood Canal Institute is a successful model program consisting of students working interactively with community partners on a wide variety of projects. These Project Standards were created to identify and measure standard outcomes for all student projects. The Project Standards are based upon the international standards identified in the "Integrated System for Workforce Education Curricula" created by the Center for Occupational Research and Development.

Eighteen general work skills are identified for all students. These are evaluated by the student and teacher on a weekly basis and translated into points toward the student's grade.

Hood Canal Institute projects fall into the following categories:

- Career Exploration and Job Shadowing
- Data Management
- Demonstrations and Presentations
- Environmental Monitoring
- Publications
- Restoration and Environmental Improvement
- Scientific Research

Project Standards are also identified for each of these project areas. All standards are formatted as grading grids that can be used for evaluation by students, teachers, or community partners.

Hood Canal Institute projects are aligned to the Washington State Essential Academic Learning Requirements. The curriculum map outlining this is included.

All Hood Canal Institute activities reinforce the skills necessary to the workplace. Additional documents, such as job applications and timecards are included.

*1998 Project Team: Karen Lippy, Ed Koske,
Nancy Rauch, Matt VandePutte, Mike Fleming
2005 Revisions & Updates: Karen Lippy*

How do you rate on the following work skills?

4 = Always do this 3 = Usually do this 2 = Sometimes do this 1 = Rarely do this

<p>Manage a clean safe work area Manage work area for the benefit of all</p>	<p>ICS 012 General Housekeeping</p>
<p>Pay attention to given information Distinguish facts from opinions Record major points and specific details Practice attentive listening behavior Ask appropriate questions</p>	<p>ICS 027 Listening</p>
<p>Is ethical in all work assignments Consider consequences of unethical behavior Exhibit traits of honest, integrity, compassion & justice</p>	<p>ICS 030 Ethics</p>
<p>Determine appropriate resources needed Make effective use of resources</p>	<p>ICS 031 Resource Management</p>
<p>Follow safety rules & procedures</p>	<p>ICS 034 Safety</p>
<p>Recognize insufficient quality, report appropriately, and take corrective action Meet deadlines</p>	<p>ICS 035 Quality of Products & Services</p>
<p>Describe the problem & its possible sources Use problem-solving & decision-making strategies</p>	<p>ICS 045 Problem Solving & Decision Making</p>
<p>Use interpersonal skills, demonstrate the ability to express feelings, reactions, ideas, opinions, wants & needs assertively and appropriately Demonstrate the ability to use language appropriate to the situation</p>	<p>ICS G01 Self-Expression</p>
<p>Adjust behavior as appropriate to the dynamics of the situation Recognize the role of good grooming, courtesy & respect for the rights of others in the maintenance of a positive working environment</p>	<p>ICS G03 Workplace Interpersonal Skills</p>
<p>Possess a sense of personal pride and responsibility Demonstrate a positive attitude towards others Accept people for who they are—free from stereotyping and gender bias</p>	<p>ICS G08 Positive Attitude Personally & Professionally</p>
<p>Understand & accept job requirements Take initiative with new challenges Take responsibility for decisions & actions Is prompt, accurate & reliable in completing talks Take directions & accept constructive criticism</p>	<p>ICS G14 Successful Job Performance</p>

Document by Karen Lippy of North Mason HS

<p>Demonstrate basic competency in communications & mathematics</p> <p>Utilize proper time management in employment & projects</p> <p>Demonstrate key interpersonal skills (responsibility to colleagues & supervisors, proper dress & hygiene)</p> <p>Meet employer's expectations & accept constructive criticism</p>	<p>ICS G15 Job Keeping Skills</p>
<p>Demonstrate punctuality, regular attendance, quality work performance, self-motivation & honesty</p> <p>Willing to learn new job skills as needed</p> <p>Demonstrate concern for health, safety & environmental issues</p> <p>Actively seek ways to improve job performance & efficiency</p>	<p>ICS G17 Work Ethic</p>
<p>Work in an organized & logical fashion</p> <p>Follow work schedule, working towards goals in a timely fashion</p> <p>Manage responsibility to avoid stress</p>	<p>ICS G18 Self-Management In the Workplace</p>
<p>Recognize & respect differences associated with diversity</p> <p>Demonstrate skills appropriate to a diverse audience</p>	<p>ICS G20 Appreciation of Diversity</p>
<p>Recognize problems & possible solutions & implement an appropriate solution</p> <p>Treat all others in an ethical, courteous & trustworthy manner</p>	<p>ICS 029 Leadership Skills</p>
<p>Accept tasks set according to team-established procedures</p> <p>Demonstrate sensitivity to other teammates' culture & values</p> <p>Cooperate with & encourage teammates when working toward goals & through conflicts</p>	<p>ICS 079 Teamwork</p>
<p>Use communication & problem-solving skills to avoid, minimize & resolve conflicts</p> <p>Apply skill to negotiate fairly to solve conflicts & problems through compromise & consensus</p>	<p>ICS G19 Intrapersonal & Interpersonal Management Skills</p>

Total # of 4s = _____ Total # of 3s x .5 = _____

Sub-total = _____ divided by 18 = _____ WORKFACTOR

Score	Skills	ICS	Integrated Curriculum Standard
	<ul style="list-style-type: none"> • Determine content based upon purpose & audience • Select & interpret appropriate references • Determine appropriate format • Convey information according to accepted practices 	O18	Communication - Determine content of communication based upon purpose and audience. Select and interpret appropriate references. Identify the appropriate format for communication. Convey information to audience according to accepted practices.
	<ul style="list-style-type: none"> • Use standard practices to organize information into the appropriate format • Prewrite, draft, proofread & edit or revise document • Publish final copy using word processing 	O22	Written Communication - Use standard practices for written communication to organize information in the necessary format. When appropriate, use the writing process: prewriting, drafting, proofreading, editing/revising, final copy/publishing.
	<ul style="list-style-type: none"> • Identify normal situations to establish predictable patterns & relationships • Monitor situations for deviations • Respond to situations & reflect upon outcomes 	O28	Observation - Identify normal situations observed over a period of time using monitoring equipment and/or human senses to establish predictable patterns and relationships. Monitor situations according to established criteria being alert to abnormalities, deviations, or discrepancies. Respond appropriately to anticipated needs, continue a process, or maintain a level of acceptability. Reflect on outcomes to evaluate actions taken.
	<ul style="list-style-type: none"> • Demonstrate knowledge and understanding of personal abilities & skills • Describe the impact of abilities & skills on career development • Discuss the impact of abilities on others in the workplace 	G09	Role of Awareness of Abilities and Skills in Career Development - Demonstrate an understanding of personal abilities and skills with an awareness of the impact on career development of achieving in academic and occupational skills. Discuss the impact of abilities and skills on colleagues and clients. Elaboration: Demonstrate a knowledge of, belief in, and appreciation of personal abilities and skills. Describe the relationship and role of aptitudes and abilities to goal setting and attainment of academic and occupational skills. Relate self-knowledge, including abilities, to career choices. Recognize the impact and influence of abilities and skills on colleagues and clients. Recognize that the ability to learn is a lifelong ability that can improve as individuals understand and develop their learning process.